Managing for Results
in America's Great City Schools
2017

RESULTS FROM FISCAL YEAR 2015-16

ActPoint KPI
PERFORMANCE MANAGEMENT SYSTEM

A REPORT OF THE PERFORMANCE MEASUREMENT AND BENCHMARKING PROJECT

OCTOBER 2017

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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 and 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 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 higher-level measures.

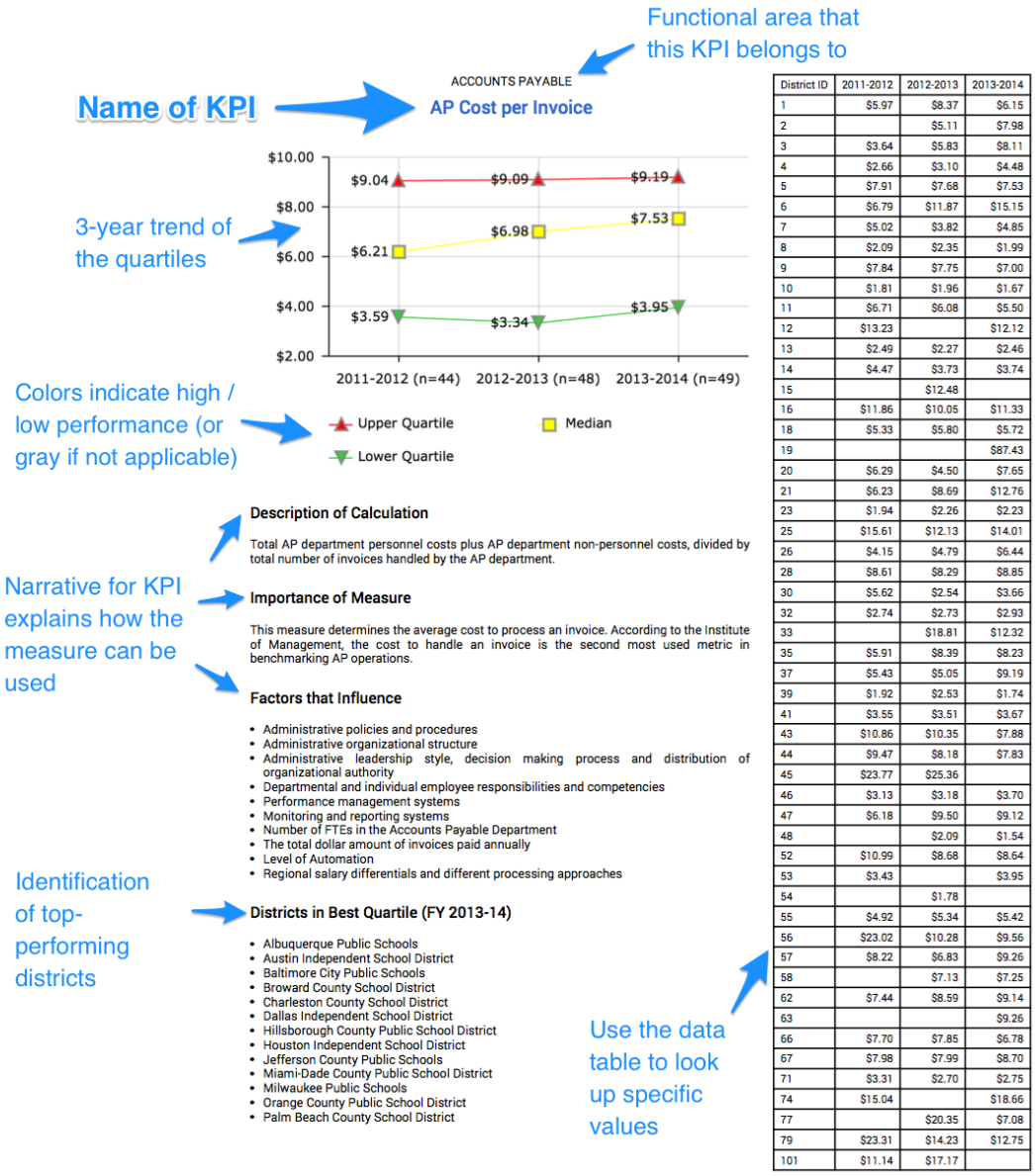
This division is more or less hierarchical, and while it is just one way of many of organizing the KPIs, it is helpful for highlighting those KPIs that are important enough to warrant more attention.

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

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

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

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

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

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

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

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

Accounts Payable

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

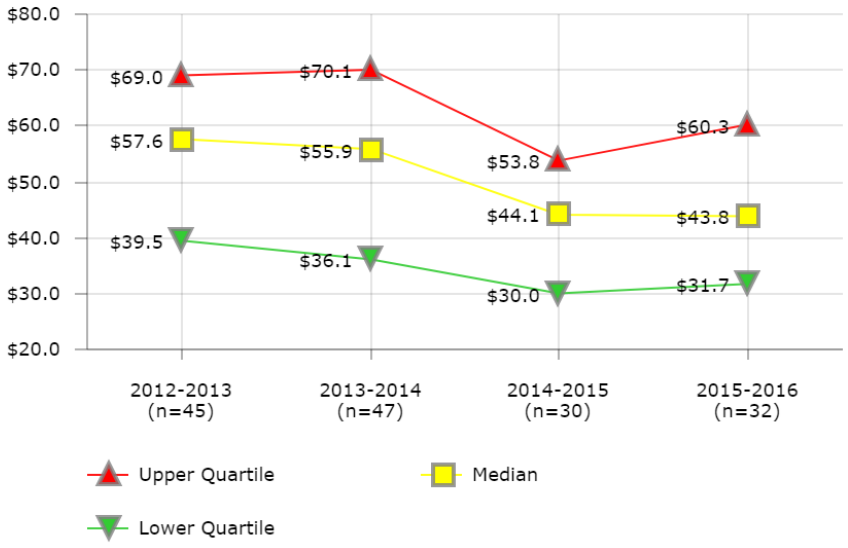
Productivity is measured by **Invoices Processed per FTE per Month**, and service quality is captured, in part, by **Days to Process Invoices**, **Invoices Past Due at Time of Payment** and **Payments Voided**.

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

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

ACCOUNTS PAYABLE

AP Cost per $100K Revenue



Description of Calculation

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

Importance of Measure

This measures the operational efficiency of an Accounts Payable Department.

Factors that Influence

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

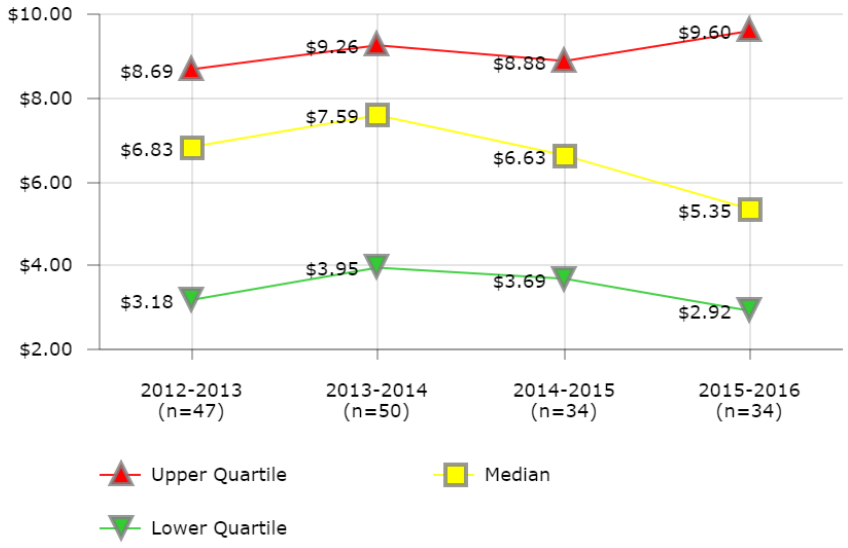
Districts in Best Quartile (2015-2016)

- Chicago Public Schools
- Clark County School District
- Hillsborough County Public Schools
- Houston Independent School District
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Pittsburgh Public Schools
- School District of Philadelphia

District	2012-2013	2013-2014	2014-2015	2015-2016
1	$86.2	$63.0		
2	$57.6		$108.8	$122.1
3	$92.1			$38.3
4	$32.4	$36.1	$37.7	$31.8
5	$73.5	$66.2		
6	$201.4	$200.2		
7	$41.5	$35.9	$19.2	$47.2
8	$39.5	$32.1	$31.0	$33.9
9		$34.6	$32.6	$31.6
10	$28.7	$25.0		$28.6
11		$44.0		$33.6
12	$151.2	$162.7	$152.2	$158.9
13	$34.2	$33.8	$34.6	$38.0
14	$63.5	$63.6		$46.7
16	$63.4	$75.7	$52.5	
18	$59.9	$47.7	$58.9	
19		$136.8		
20	$61.3	$72.6	$47.7	$59.4
21	$58.2	$51.2	$38.1	
23	$53.1	$55.9		
25	$38.1	$45.4	$46.7	$36.2
26	$22.1	$23.3	$22.4	
28	$79.9	$71.4		$62.8
30	$37.9	$32.9	$28.9	$28.6
32	$37.8	$35.5	$30.0	$29.4
33	$75.6			
34		$58.5	$111.3	$120.2
35	$76.8	$71.1	$79.8	$84.1
37	$51.4	$66.8	$59.4	
39	$33.4	$31.6	$29.8	$29.1
41	$49.6	$49.8	$53.8	$55.1
43	$44.9	$38.0		$28.0
44	$69.0	$61.7	$51.6	$61.2
45	$68.0	$64.2		
46	$19.2	$22.3	$23.6	
47	$70.6	$64.3	$50.7	$39.7
48	$62.2	$46.3	$49.3	$44.9
49	$62.4	$58.2		$43.9
51			$158.0	$151.8
52	$52.2	$53.7		
54	$14.5		$11.8	$13.9
55	$49.4	$46.9	$43.8	
56	$67.4	$62.2		
57	$53.4	$70.1		
58	$21.2	$16.5	$16.0	$15.7
62	$54.2	$51.8		$43.8
63		$58.0	$40.0	$43.8
66	$81.8	$85.3		
67	$65.3	$91.9		$73.4
71	$44.8	$47.6	$44.4	$46.4
74		$81.8		
79	$119.2	$102.8		

ACCOUNTS PAYABLE

AP Cost per Invoice



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

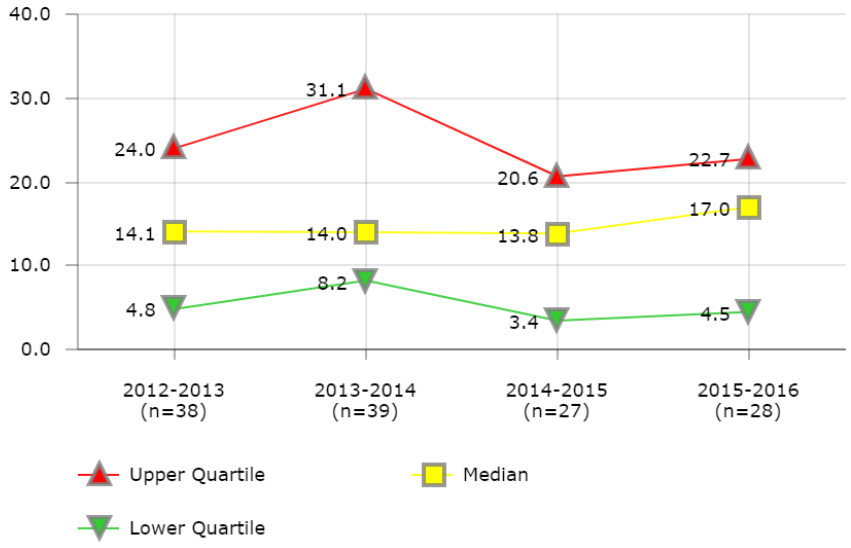
Districts in Best Quartile (2015-2016)

- Albuquerque Public Schools
- Broward County Public Schools
- Chicago Public Schools
- Hillsborough County Public Schools
- Houston Independent School District
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Orange County Public School District
- Palm Beach County School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	$8.37	$6.15		
2	$5.11	$7.98	$9.97	$11.22
3	$5.83	$8.11	$9.26	$4.60
4	$3.10	$4.48	$6.41	$4.67
5	$7.68	$7.53	$9.33	
6	$11.87	$15.15		
7	$3.82	$4.85	$4.06	$5.01
8	$2.35	$1.99	$1.92	$2.00
9	$7.75	$7.00	$6.67	$6.32
10	$1.96	$1.67		$1.51
11	$6.08	$5.50		$4.38
12		$12.12	$10.85	$11.74
13	$2.27	$2.46	$2.54	$2.92
14	$3.73	$3.74		$1.35
15	$12.48			
16	$10.05	$11.33	$10.11	
18	$5.80	$5.72	$6.07	$6.62
19		$87.43	$21.29	
20	$4.50	$7.65	$7.20	$11.78
21	$8.69	$12.76	$9.97	
23	$2.26	$2.23		
25	$12.13	$14.01	$15.57	$12.72
26	$4.79	$6.44		
28	$8.29	$8.85		$9.40
30	$2.54	$3.66	$3.30	$2.46
32	$2.73	$2.93	$2.58	$2.57
33	$18.81	$12.32		
35	$8.39	$8.23	$8.62	$8.67
37	$5.05	$9.19	$8.05	
39	$2.53	$1.74	$2.94	$2.86
41	$3.51	$3.67	$4.33	$4.89
43	$10.35	$7.88		$11.77
44	$8.18	$7.83	$6.59	$13.79
45	$25.36	$25.19		$37.45
46	$3.18	$3.70	$3.69	$3.75
47	$9.50	$9.12	$4.86	$5.69
48	$2.09	$1.54	$1.74	$1.67
51			$8.88	$9.45
52	$8.68	$8.64		
53		$3.95	$3.70	
54	$1.78		$1.99	$2.62
55	$5.34	$5.42	$5.15	
56	$10.28	$9.56		
57	$6.83	$9.26	$6.86	
58	$7.13	$7.25	$7.66	$6.62
62	$8.59	$9.14		$10.15
63		$9.26	$7.66	$8.01
66	$7.85	$6.78	$7.01	$4.25
67	$7.99	$8.70		$9.60
71	$2.70	$2.75	$2.83	$3.56
74		$18.66		
77	$20.35	$7.08		
79	$14.23	$12.75		

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

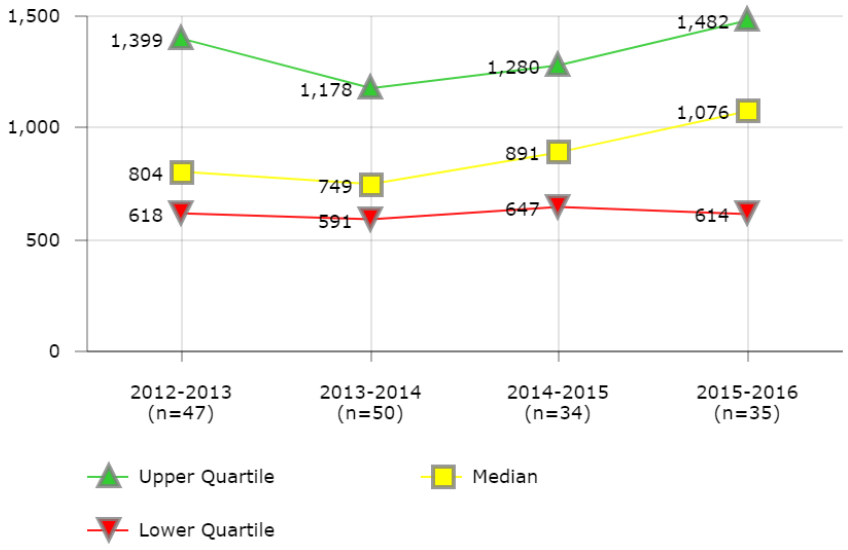
Districts in Best Quartile (2015-2016)

- Broward County Public Schools
- Chicago Public Schools
- Duval County Public Schools
- Hillsborough County Public Schools
- Miami-Dade County Public Schools
- Oklahoma City Public Schools
- Omaha Public School District

District	2012-2013	2013-2014	2014-2015	2015-2016
3	3.4	59.3	13.8	14.0
4	19.7	20.4	18.1	19.7
5	6.8	10.8	19.8	
6	7.0	7.0		
7	25.3	13.5	15.0	16.7
8	10.8	8.3	7.3	6.9
9	24.0	20.0	22.3	20.0
10	14.7	8.2		1.4
11	19.0	20.9		19.7
12			3.4	18.1
13	2.0	2.2	2.2	2.0
14	4.2			9.2
16	17.1	19.8	14.9	
18		20.1	20.4	20.4
20	4.8			
21	15.9	30.0	7.6	
23	20.0	23.2		
25	57.8	52.4	53.9	53.3
26	30.0	0.0		
28		11.6		
30	10.0	10.0	10.0	10.0
32	3.0	1.0	1.7	1.0
33	3.4	8.5		
35	23.7	21.2	20.6	21.2
37	3.5	7.3	13.7	
39		38.1		
41	1.2			
43		1.0		
44	29.1	41.6	35.0	0.4
45	39.6	39.4		57.4
46	38.1	32.6	75.0	64.9
47	2.6	3.6	3.0	24.3
48	16.2	17.4	17.3	17.3
51				0.7
53		3.7	1.1	
54	14.2		0.0	0.6
55	4.2	4.3	3.9	
56	42.2	37.9		
57	5.0			
58	42.8	40.5	38.5	52.3
62	6.2	10.2		8.4
63		31.6	32.4	34.7
66	14.0	14.0	0.0	1.3
67	29.1	31.1		43.2
71	10.1	10.3	8.6	8.6
79	14.0	13.0		

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

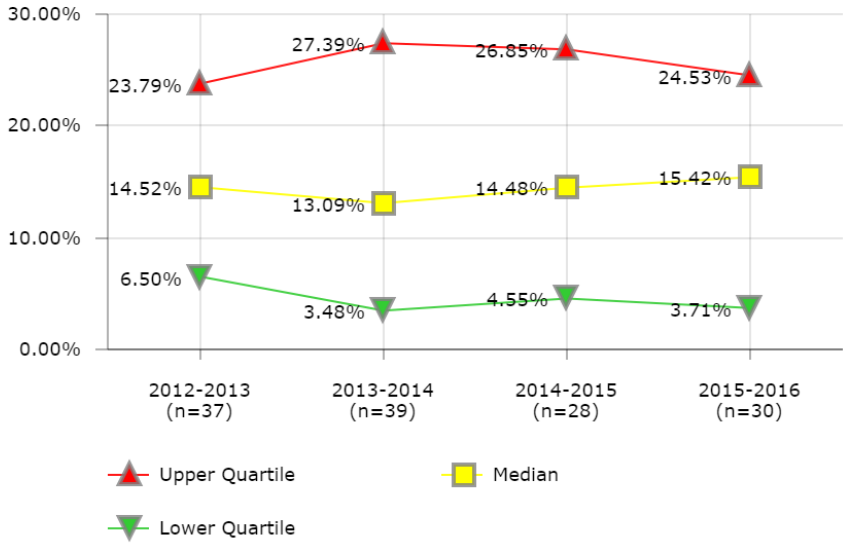
Districts in Best Quartile (2015-2016)

- Albuquerque Public Schools
- Baltimore City Public Schools
- Broward County Public Schools
- Chicago Public Schools
- Hillsborough County Public Schools
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Orange County Public School District
- Palm Beach County School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	729	684		
2	804	713	647	618
3	726	680	493	1,084
4	1,657	1,222	823	1,167
5	618	652	555	
6	675	536		
7	1,340	1,013	1,194	1,187
8	1,768	1,990	2,281	2,516
9	746	778	792	826
10	1,978	2,240		2,618
11	801	893		1,159
12		376	462	450
13	2,029	1,686	1,695	1,482
14	925	862		1,678
15	326			
16	467	434	465	
18	1,145	1,178	1,134	1,076
19		77	322	
20	1,184	833	527	493
21	639	400	595	
23	2,163	2,033		
25	325	282	374	359
26	1,001	820		
28	410	719		645
30	3,430	1,949	1,905	2,495
32	1,674	1,631	2,025	2,010
33	260	419		
35	955	951	913	989
37	945	591	691	
39	1,417	2,408	1,280	1,332
41	1,333	1,332	1,233	1,149
43	456	635		611
44	508	571	682	289
45	232	241		225
46	1,437	1,473	1,531	1,541
47	641	694	1,079	839
48	2,223	2,564	2,700	2,707
51			802	730
52	658	692		82
53		1,056	952	
54	3,109		3,019	2,694
55	890	849	888	
56	552	594		
57	825	856	894	
58	978	1,046	1,024	1,202
62	775	669		558
63		645	812	824
66	686	840	709	764
67	720	604		614
71	1,399	1,517	1,626	1,332
74		240		
77	140	455		
79	438	419		

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

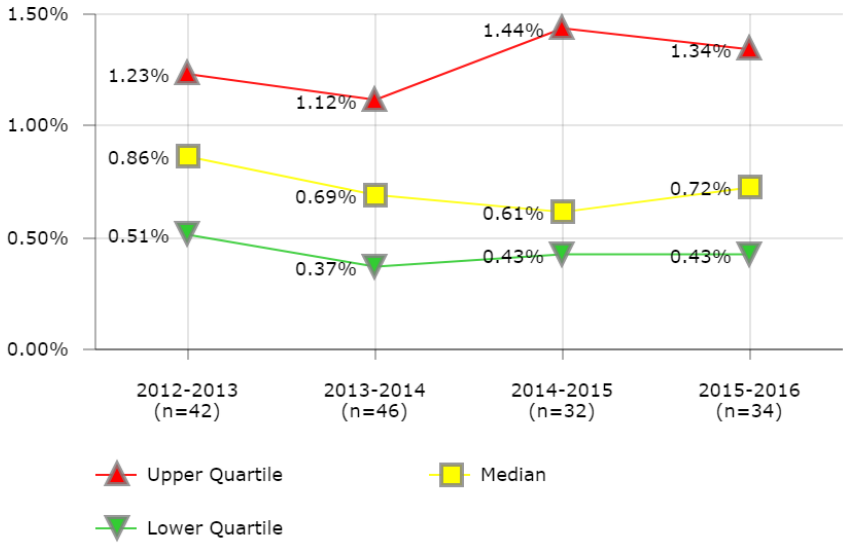
Districts in Best Quartile (2015-2016)

- Albuquerque Public Schools
- Des Moines Public Schools
- Duval County Public Schools
- Hillsborough County Public Schools
- Oklahoma City Public Schools
- Omaha Public School District
- Orange County Public School District
- Richmond City School District

District	2012-2013	2013-2014	2014-2015	2015-2016
2	1.64%	1.86%	1.82%	1.50%
3	1.51%	35.43%	8.75%	5.79%
4	18.05%	17.37%	14.43%	17.16%
5	17.75%	16.18%	18.43%	
6		5.00%		
7		3.48%	4.13%	4.60%
8	22.58%	3.29%	4.96%	6.08%
9	8.18%	8.21%	14.53%	17.01%
10	8.13%	7.99%		2.79%
11	11.62%	19.02%		21.13%
12		12.22%	0.43%	1.19%
14	24.76%			3.71%
15	31.95%			
16	13.11%	35.83%	36.28%	
18	19.98%	20.21%	28.53%	24.53%
19			20.08%	
20	19.07%			
21			66.84%	
23	0.45%	14.57%		
25	63.18%	63.22%	66.14%	71.57%
28	11.69%	13.09%		
32	22.31%	19.78%	17.55%	18.08%
33		0.86%		
35	19.32%	16.62%	15.42%	17.39%
37	14.52%	27.39%	28.89%	
39	34.76%	19.82%	21.28%	21.71%
41	23.79%	34.05%	25.16%	100.00%
43	42.12%	31.07%		
44	1.80%	1.52%	1.63%	2.22%
45	43.38%	41.42%		75.27%
46	22.48%	34.41%	37.46%	46.83%
47	9.35%	1.56%	34.57%	54.42%
48	0.36%	0.39%	0.40%	0.50%
51				1.05%
52				5.00%
53		2.48%	1.98%	
54	84.42%		9.32%	41.28%
55	4.05%	5.49%	5.24%	
56	38.92%	43.14%		
57	36.43%	36.73%		
58	6.50%	9.27%	7.24%	5.64%
62	3.11%	7.30%		39.64%
63		13.80%	13.20%	13.84%
66	2.08%	1.77%	1.69%	1.69%
67	10.78%	12.13%		22.12%
71	10.64%	8.33%		6.56%
79	4.00%	2.00%		

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 (2015-2016)

- Albuquerque Public Schools
- Columbus Public Schools
- Hillsborough County Public Schools
- Houston Independent School District
- Los Angeles Unified School District
- Metropolitan Nasvhille Public Schools
- Milwaukee Public Schools
- Minneapolis Public Schools
- School District of Philadelphia

District	2012-2013	2013-2014	2014-2015	2015-2016
1	0.69%	0.94%		
2	1.78%	2.63%	2.93%	3.10%
3	0.91%	0.99%	0.89%	0.50%
4	0.21%	0.39%	1.13%	0.48%
5	1.01%	1.00%	1.03%	
6	0.92%	1.12%		
7	0.91%	0.22%	0.21%	2.49%
8	0.46%	0.49%	0.48%	0.44%
9	0.58%	0.49%	0.60%	0.61%
10	0.76%			0.43%
11	0.51%	0.44%		0.35%
12		0.10%	0.21%	0.76%
13	0.70%	1.28%	0.61%	0.67%
14	0.40%	0.36%		0.12%
15	5.29%			
16	1.17%	1.72%	2.15%	
18	1.23%	0.55%	0.71%	0.83%
19			1.02%	
20		2.05%	2.97%	2.66%
21	0.31%	1.08%	2.36%	
23	1.34%	0.57%		
25	1.49%	1.13%	1.30%	2.42%
28	2.13%	0.45%		
30		0.37%	0.44%	0.24%
32	0.82%	0.99%	0.58%	1.19%
33	2.24%	1.02%		
34				1.08%
35	0.60%	0.36%	0.67%	0.24%
37	0.26%	0.28%	0.06%	
39	1.11%	1.15%	0.27%	0.32%
41	2.08%	5.51%	1.61%	2.34%
43	1.09%	0.71%		1.08%
44	1.44%	0.67%	0.46%	1.37%
45	0.29%	0.30%		0.68%
46		0.78%	0.62%	2.39%
47	0.16%	0.14%	0.12%	0.09%
48	1.99%	3.71%	2.41%	1.70%
49	0.69%			
51				1.12%
52	0.17%	0.12%		0.16%
53		7.14%	0.48%	
54				1.19%
55	1.59%	1.82%	1.58%	
56	0.52%	0.42%		
57	1.23%	0.77%	0.60%	
58	0.51%	0.61%	0.39%	0.41%
63		2.06%	2.63%	1.07%
66	0.41%	0.32%	0.42%	0.50%
67	0.65%	0.76%		1.34%
71	0.93%	0.76%	0.08%	0.64%
74		0.51%		
77	0.11%	0.06%		
79	0.98%	0.27%		

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**.

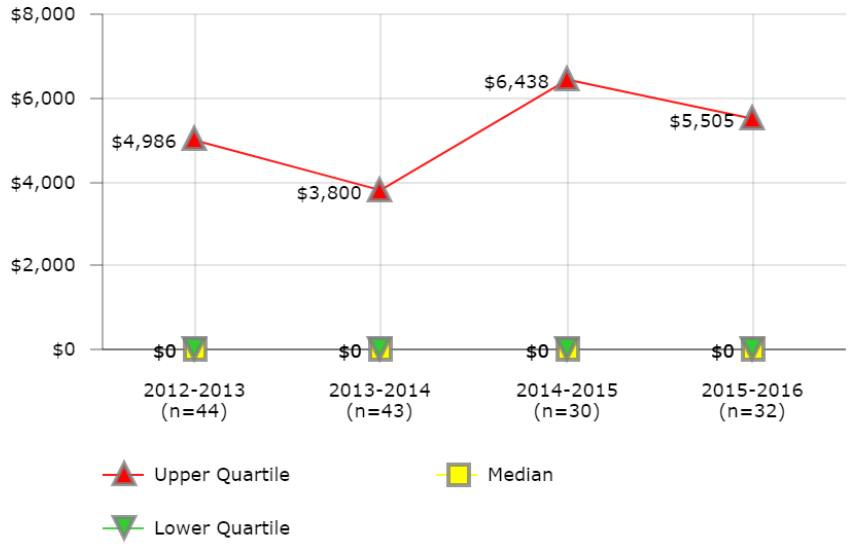
When evaluating cash- management performance, the following conditions should be considered among the influencing factors:

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.

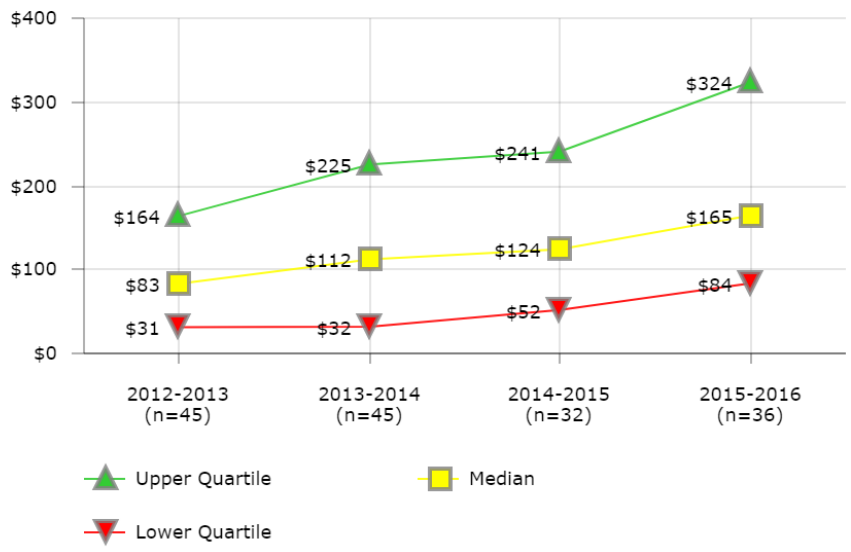
Factors that Influence

- 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	2012-2013	2013-2014	2014-2015	2015-2016
1	$0	$0		
2	$0		$0	$0
3	$28,794			$0
4	$0	$0	$0	$0
5	$0	$0		
6	$5	$0		
7	$0	$0	$0	$0
8	$7,375	$6,623	$6,438	$6,109
9		$0	$0	$0
10	$0	$0		$0
11				$0
12	$0	$0	$0	$0
13	$5,765	$5,172	$5,075	$4,901
14	$0	$0	$0	$0
16	$11,895	$13,048	$6,426	
18	$0	$0	$0	
19		$0		
20	$0	$0	$0	$0
21	$0	$0	$0	
23	$15,239	$14,847		
25	$1,358	$2,265	$0	$2,319
28	$0			$0
30	$10,642	$20,399	$17,564	$22,656
32	$8,434	$7,721	$9,439	$9,303
33	$0			
34		$14,865	$0	$0
35	$0	$0	$0	$0
37	$11,428	$12,633	$14,739	$16,921
39	$0	$0	$0	$0
41	$0	$0	$0	$0
43	$0	$0		$0
44	$0	$0	$0	$129
45	$0			
46	$0	$0	$23	
47	$0	$0	$0	
48	$0	$0	$0	$0
49	$0	$0		$0
51			$0	$0
52	$0	$0		
53	$0			
54	$0		$18,660	$18,433
55		$0	$0	
56	$5,260	$0		
57	$0	$18,044		
58	$14,903	$3,800	$8,522	$22,807
62	$8,856	$3,689		$0
63		$0	$7,624	$9,035
66	$0	$0		
67	$0	$0		$0
71	$4,712	$5,592	$9,444	$9,364
74		$0		
79	$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

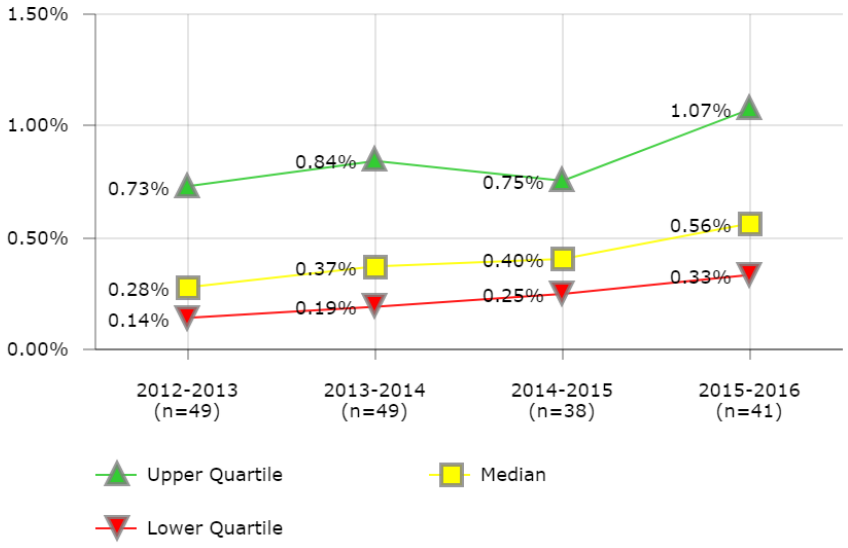
Districts in Best Quartile (2015-2016)

- Anchorage School District
- Columbus Public Schools
- Dallas Independent School District
- Duval County Public Schools
- Los Angeles Unified School District
- Milwaukee Public Schools
- Orange County Public School District
- San Diego Unified School District
- San Francisco Unified School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	$944	$474		
2	$0		$2	$6
3	$47			$149
4	$35	$32	$20	$58
5	$104	$112		
6	$303	$107		
7		$178	$28	$325
8	$73	$138	$127	$175
9		$201	$155	$242
10	$200	$128		$196
11		$405		$333
12	$87	$118	$115	$311
13	$83	$66	$81	$149
14	$9	$98	$106	$78
16	$289	$388	$241	$498
18	$22	$29	$50	
20	$93	$173	$241	$132
21	$22	$16	$54	
23	$23	$15		
25	$39	$19	$20	$18
28	$31	$10		$76
30	$19	$225	$262	$394
32	$111	$85	$78	$130
33	$102			
34		$1,249	$516	$317
35	$91	$94	$316	$416
37	$577	$667	$197	$146
39	$150	$189	$167	$323
41	$188	$90	$170	$395
43	$101	$120		$90
44	$750	$301	$497	$445
45	$572	$112		
46	$17	$35		
47	$0	$19		$15
48	$1,283	$1,193	$1,735	$2,042
49	$25	$10		$5
51			$19	$1
52	$38	$129		
53	$91			
54	$0		$228	
55	$28	$45	$40	
56	$295	$327	$213	$314
57	$287	$253		
58	$48	$31	$37	$39
61	$101	$107	$92	$129
62	$54	$24		$136
63		$309	$121	$154
66	$57	$38		
67	$164	$370	$339	$304
71	$60	$22	$82	$199
77			$417	$341
79	$49	$32		

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

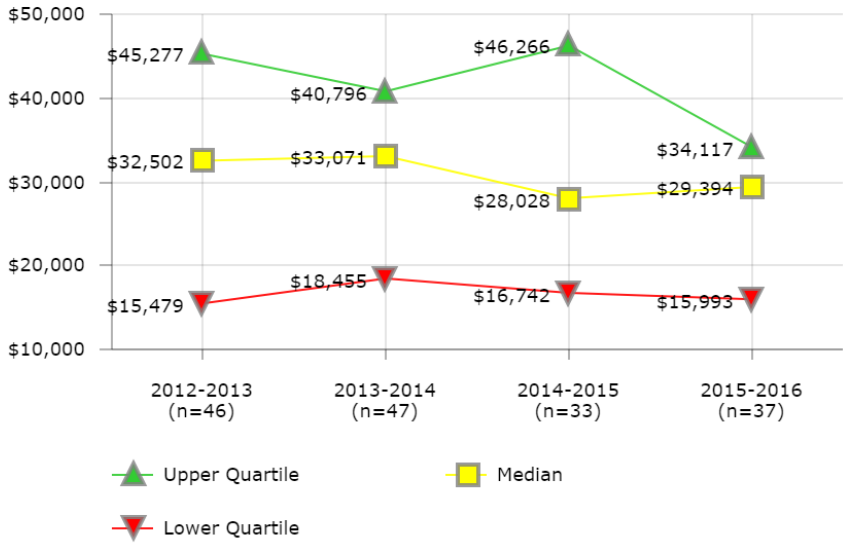
Districts in Best Quartile (2015-2016)

- Anchorage School District
- Columbus Public Schools
- Dallas Independent School District
- Duval County Public Schools
- Fresno Unified School District
- Los Angeles Unified School District
- Milwaukee Public Schools
- Newark Public Schools
- Orange County Public School District
- Richmond City School District
- San Francisco Unified School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	3.33%	1.60%		
2	0.00%	8.94%	0.40%	1.32%
3	0.10%	0.47%	0.21%	0.93%
4	0.09%	0.08%	0.25%	0.27%
5	0.26%	0.30%		
6	1.26%	0.43%		
7		0.96%	0.25%	1.39%
8	0.18%	0.42%	0.43%	0.56%
9	0.13%	0.84%	0.79%	0.80%
10	0.40%	0.28%		0.95%
11	0.84%	1.04%		2.41%
12	0.26%	0.34%	0.34%	0.95%
13	0.31%	0.24%	0.24%	0.45%
14	0.02%	0.17%	0.18%	0.15%
16	0.51%	0.62%	0.79%	0.69%
18	0.11%	0.15%	0.22%	0.43%
19	0.25%		0.67%	
20	0.18%	0.43%	0.67%	0.43%
21	0.05%	0.06%	0.29%	
23	0.15%	0.10%		
25	0.84%	0.38%	0.41%	1.14%
28	0.08%	0.03%		0.37%
30	0.24%	2.00%	1.81%	3.46%
32	1.30%	0.53%	0.47%	0.64%
33	0.35%	0.26%		
34		2.18%	0.83%	0.51%
35	0.15%	0.18%	0.65%	1.42%
37	0.84%	0.97%	0.39%	0.39%
39	0.16%	0.26%	0.18%	0.33%
40			0.09%	
41	0.73%	0.14%	0.29%	1.16%
43	0.40%	0.42%		0.56%
44	1.66%	1.10%	1.77%	1.99%
45	1.05%	0.27%		0.05%
46	0.10%	0.19%		0.30%
47	0.00%	0.21%		0.17%
48	1.16%	1.09%	1.57%	1.71%
49	0.66%	0.27%	0.10%	0.11%
51			0.03%	0.00%
52	0.11%	0.32%		0.14%
53	0.35%			
54	0.40%		1.83%	
55	0.26%	0.37%	0.35%	
56	0.59%	0.99%	0.46%	0.74%
57	0.73%	0.71%	0.75%	
58	0.41%	0.37%	0.36%	0.28%
61	0.28%	0.28%	0.31%	0.41%
62	0.46%	0.14%		0.43%
63		0.83%	0.47%	0.61%
66	0.18%	0.13%	0.55%	0.66%
67	1.35%	1.67%	1.23%	1.07%
71	0.14%	0.06%	0.20%	0.33%
77	1.55%	0.88%	1.54%	1.09%
79	0.14%	0.10%		

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

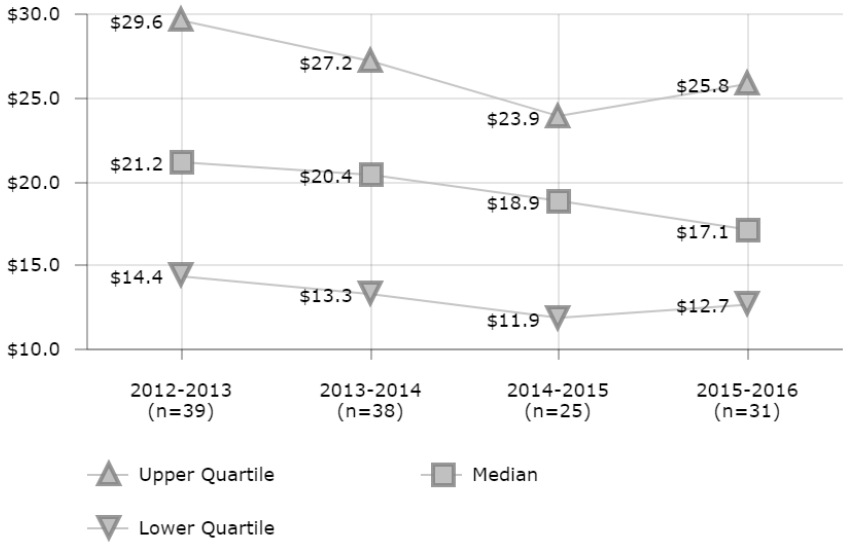
Districts in Best Quartile (2015-2016)

- Albuquerque Public Schools
- Austin Independent School District
- Dallas Independent School District
- Denver Public Schools
- Houston Independent School District
- Kansas City School District (MO)
- Long Beach Unified School District
- Oklahoma City Public Schools
- Orange County Public School District
- San Diego Unified School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	$28,345	$29,560		
2	$11,672		$455	$434
3	$47,840			$15,993
4	$39,911	$41,349	$7,866	$20,972
5	$40,199	$37,719		
6	$24,037	$24,994		
7	$15,591	$18,455	$11,040	$23,361
8	$40,208	$33,278	$29,472	$31,317
9		$23,888	$19,742	$30,109
10	$49,559	$45,888		$20,701
11		$38,717		$13,858
12	$32,846	$34,811	$34,212	$32,666
13	$26,752	$27,382	$34,042	$33,346
14	$55,475	$58,174	$58,844	$53,047
16	$56,771	$62,525	$30,702	$72,732
18	$19,830	$19,122	$22,693	
19		$39,190		
20	$51,992	$40,234	$35,669	$31,078
21	$45,041	$27,712	$18,570	
23	$15,479	$15,386		
25	$4,624	$5,036	$4,752	$1,586
28	$39,679	$33,889		$20,496
30	$7,948	$11,244	$14,496	$11,396
32	$8,561	$16,149	$16,742	$20,366
33	$29,388			
34		$57,209	$61,933	$62,672
35	$61,896	$52,892	$48,865	$29,394
37	$68,245	$68,749	$51,270	$37,913
39	$94,746	$72,977	$91,924	$97,026
41	$25,675	$62,433	$58,958	$34,117
43	$25,516	$28,357		$15,898
44	$45,277	$27,288	$28,028	$22,320
45	$54,596	$41,082		
46	$16,623	$18,151	$19,389	
47	$7,272	$9,185		$8,535
48	$110,211	$109,794	$110,268	$119,392
49	$3,803	$3,738		$3,988
51			$74,016	$66,791
52	$33,967	$40,796		
53	$25,884			
54	$34		$12,440	$10,324
55	$10,831	$12,052	$11,511	
56	$50,432	$33,071	$46,266	$42,704
57	$39,100	$35,756		
58	$11,745	$8,414	$10,012	$14,186
61	$36,094	$38,720	$29,264	$31,187
62	$11,659	$17,953		$31,776
63		$37,358	$25,627	$25,341
66	$32,159	$29,603		
67	$12,133	$22,177	$27,613	$28,240
71	$43,658	$36,581	$41,323	$61,127
74		$9,165		
77			$27,115	$31,382
79	$34,522	$31,110		

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	2012-2013	2013-2014	2014-2015	2015-2016
1	$30.1	$26.3		
3	$14.4			$11.0
4	$10.5	$9.5	$12.4	$13.1
5	$57.8	$36.0		
7	$25.5	$27.5	$11.1	$25.0
8	$19.4	$18.2	$20.9	$15.0
9		$12.0	$11.9	$12.7
10	$17.8	$14.5		$14.0
11				$3.2
12	$120.5	$122.2	$125.5	$135.6
13	$25.3	$15.7	$18.8	$19.1
14	$4.0	$3.9	$3.9	$4.1
18	$9.9	$12.1	$14.5	
19		$50.8		
20				$373.5
21	$17.3	$18.6	$10.8	
23	$17.5	$23.2		
25	$25.5	$23.3	$25.2	$22.5
28	$35.4	$38.9		$15.6
30	$3.3	$7.0	$7.4	$7.4
32	$29.6	$24.7	$24.4	$26.1
33	$105.5			
34		$27.2	$32.7	$35.3
35	$18.6	$16.4	$19.7	$20.3
37	$24.5	$20.5	$20.9	$20.0
39	$22.1	$20.4	$19.7	$19.4
41	$26.7	$35.2	$38.9	$42.5
43	$15.7	$13.3		$14.3
44	$33.8	$23.9	$23.9	$22.0
45	$3.4	$3.8		
48	$18.2	$17.5	$17.2	$17.0
49	$23.5			$4.4
51			$121.2	$134.4
52	$21.2	$21.2		
53	$1.3			
54	$15.3		$12.2	$11.5
55	$5.8	$6.0	$5.9	
56	$88.6	$81.9		
57	$22.7	$12.1		
58	$8.5	$9.6	$8.6	$9.4
62	$70.5	$68.0		$48.5
63		$59.0	$21.7	$25.8
66	$35.2	$15.7		
67	$12.2	$17.0		$15.3
71	$17.8	$20.5	$18.9	$17.1
79	$25.0	$20.4		

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:

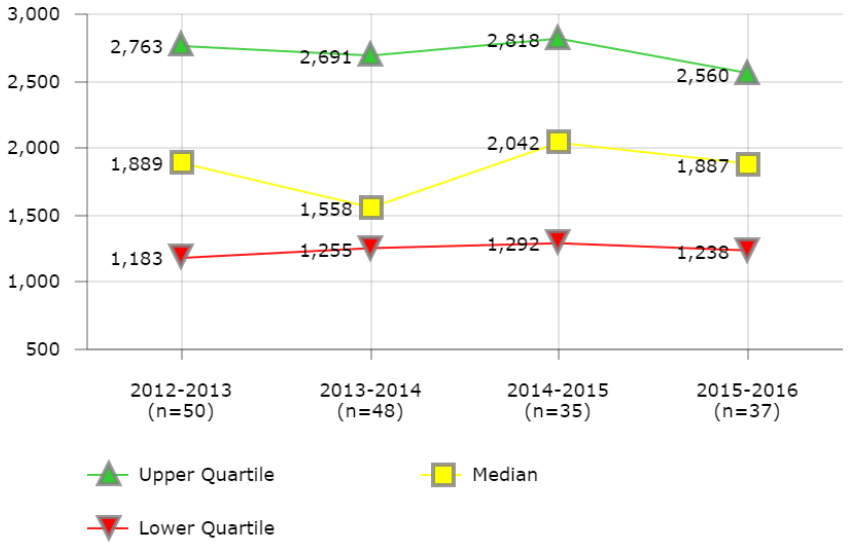
- Needs better automation to improve accuracy and reduce workload
- Should consider switching to software that is more accurate and efficient
- Has problems with time management or workload management, or should have clearer policies around timelines
- Has staff that is under-skilled or under-trained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

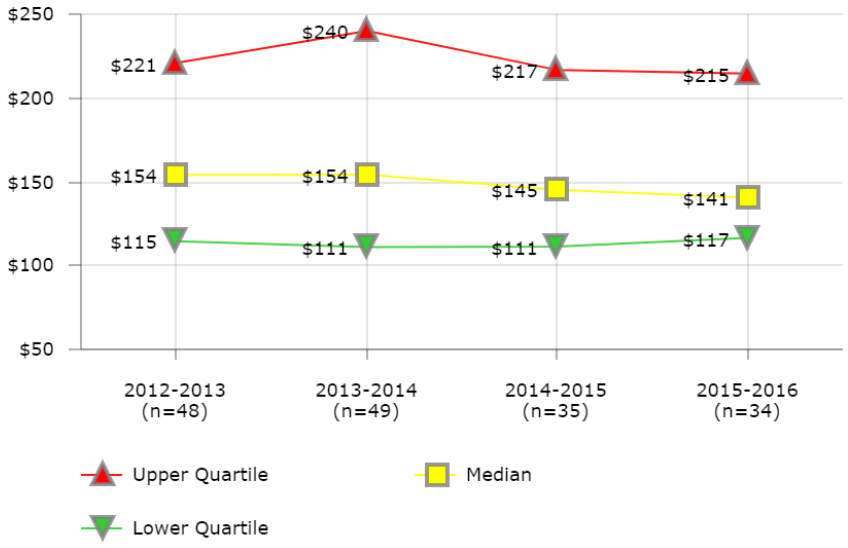
Districts in Best Quartile (2015-2016)

- Baltimore City Public Schools
- Broward County Public Schools
- Chicago Public Schools
- Clark County School District
- Houston Independent School District
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Palm Beach County School District
- School District of Philadelphia
- Shelby County School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	660	744		
2	1,409	1,339	1,425	1,803
3	1,880	1,597	1,568	1,238
4	1,183	1,355	1,649	1,333
5	749	789		
6	640	633		
7	1,369	1,301	1,292	1,301
8	2,754	2,808	2,799	2,686
9	2,885	2,749	2,476	2,689
10	2,571	2,653		2,508
11	745	817		944
12	630	659	705	750
13	4,206	4,223	4,464	4,305
14	2,328	2,379	2,348	1,887
15	616			
16	1,312	1,401	1,400	
18	3,189	3,704	3,038	2,924
19		1,285	849	
20	1,178	1,496	1,703	981
21	1,350	1,364	1,291	
23	1,942	1,875		
25	1,584	1,451	2,042	2,040
26	3,314	3,973	4,763	
28	1,898	2,061		2,181
30	3,272	3,399	3,774	3,439
32	3,892	4,677	4,500	4,662
33	2,714			
34			887	1,061
35	1,997	1,861	1,210	1,352
37	1,211	1,172	1,131	1,064
39	4,341	4,210	4,268	4,772
41	1,600	1,759	1,600	1,652
43	2,029	1,993		1,981
44	1,315	1,240	1,296	1,297
45	1,461	1,519		1,542
46	3,118	2,729	2,600	2,560
47	5,185	3,087		
48	2,430	2,140	2,434	2,330
49	2,313	2,113		
51			2,138	2,123
52	4,274	4,233		1,105
53	2,054	2,144	2,281	2,247
54	3,478		2,925	3,611
55	2,763		2,818	
56	960	1,020		
57	1,189	1,269		
58	4,263	3,561	3,652	3,379
62	945	441	406	813
63		1,404	1,392	1,250
66	2,050	2,112	2,159	2,182
67	938	969		895
71	1,208	1,396	1,224	1,182
74		1,046		
77	587			
79	715	716		

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

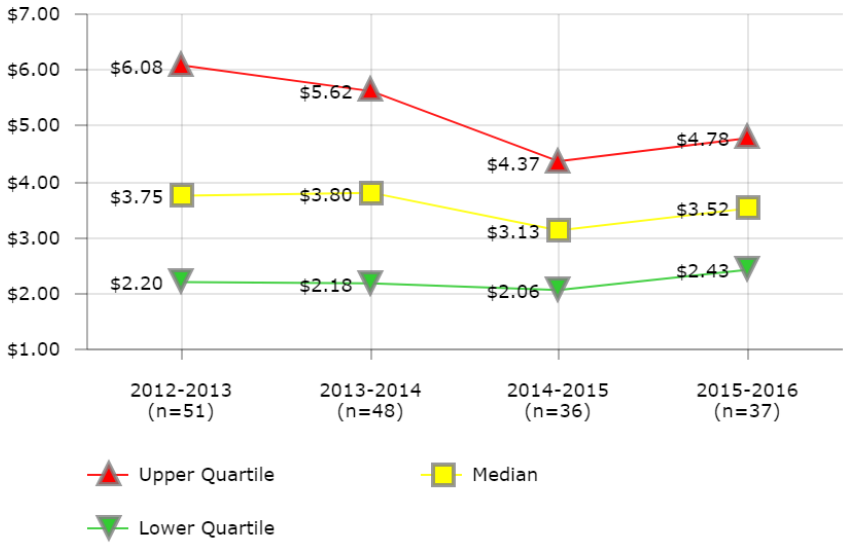
Districts in Best Quartile (2015-2016)

- Austin Independent School District
- Broward County Public Schools
- Clark County School District
- Hillsborough County Public Schools
- Houston Independent School District
- Miami-Dade County Public Schools
- Newark Public Schools
- Pittsburgh Public Schools
- School District of Philadelphia

District	2012-2013	2013-2014	2014-2015	2015-2016
1	$201	$179		
2	$144	$199	$174	$159
3	$186	$153		$265
4	$233	$244	$145	$215
5	$212	$201		
6	$311	$323		
7	$131	$118	$121	$123
8	$106	$100	$128	$134
9	$86	$84	$91	$103
10	$133	$106		$103
11	$224	$206		$171
12	$566	$540	$538	$535
13	$108	$80	$76	$79
14	$157	$161	$146	$137
15	$424			
16	$265	$237	$217	
18	$114	$109	$148	
19	$183	$383	$310	
20		$281	$156	$433
21	$292	$267	$268	
23	$248	$304		
25	$103	$112	$583	$111
26	$56	$55	$44	
28	$154	$129		
30	$128	$141	$126	$144
32	$56	$51	$51	$49
33	$145			
34			$293	$335
35	$229	$173	$345	$327
37	$154	$146	$145	$132
39	$115	$111	$106	$113
41	$109	$105	$99	$117
43	$125	$121		$117
44	$182	$181	$165	$204
45	$138	$224		$196
46	$99	$107	$117	$117
47	$37			
48	$155	$163	$150	$146
49	$218	$154	$141	
51			$198	$254
52	$62	$65		$224
53	$131	$125	$111	$122
54	$55		$72	
55		$60	$224	
56	$167	$298		
57	$165	$176		
58		$92	$97	$98
62	$7,865	$7,890		$313
63		$240	$159	$154
66	$143	$124	$134	$133
67	$158	$148		$159
71	$131	$125	$126	$105
74		$374		
77	$235	$336	$320	
79	$427	$353		

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

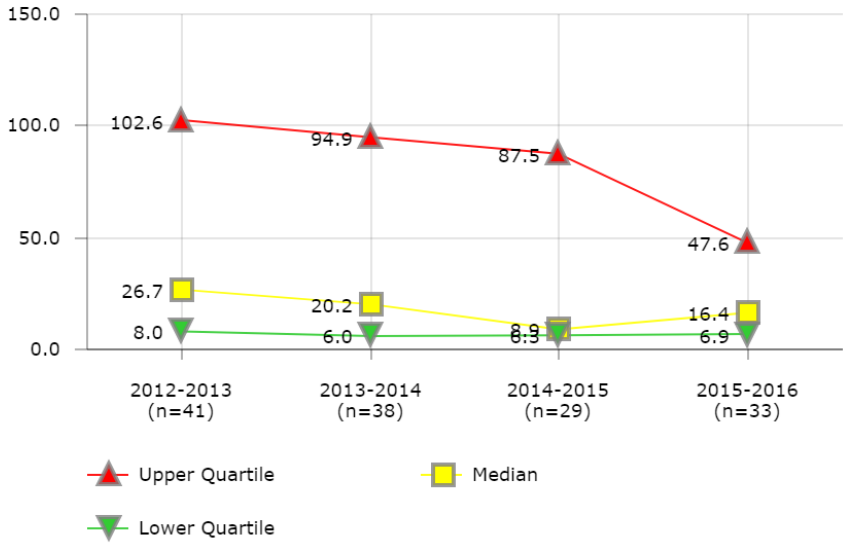
Districts in Best Quartile (2015-2016)

- Albuquerque Public Schools
- Broward County Public Schools
- Chicago Public Schools
- Hillsborough County Public Schools
- Houston Independent School District
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Newark Public Schools
- Palm Beach County School District
- School District of Philadelphia

District	2012-2013	2013-2014	2014-2015	2015-2016
1	$8.42	$8.29		
2	$3.10	$4.46	$4.16	$3.70
3	$3.83	$3.62	$3.90	$8.30
4	$5.64	$4.93	$3.14	$4.65
5	$7.15	$7.40		
6	$12.89	$13.33		
7	$4.75	$4.39	$4.54	$4.78
8	$2.10	$2.05	$2.06	$2.30
9	$2.24	$2.12	$2.23	$2.55
10	$1.89	$1.95		$2.14
11	$6.71	$6.20		$5.54
12	$10.26	$10.04	$9.83	$9.68
13	$1.23	$1.16	$1.09	$1.14
14	$2.17	$2.13	$2.07	$2.25
15	$9.81			
16	$7.61	$6.84	$6.45	
18	$1.75	$2.21	$2.64	$2.49
19	$41.12	$6.30	$8.39	
20	$4.47	$3.92	$2.39	$8.57
21	$5.91	$5.54	$5.55	
23	$3.34	$4.41		
25	$2.36	$2.51	$2.42	$2.43
26	$1.32	$1.28	$1.08	
28	$3.88	$3.69		$3.06
30	$2.20	$2.31	$1.99	$2.20
32	$1.24	$1.12	$1.16	$1.15
33	$2.48			
34			$5.79	$6.09
35	$4.62	$4.75	$6.53	$6.67
37	$5.06	$4.75	$4.70	$4.73
39	$2.21	$2.16	$2.08	$1.93
41	$3.49	$3.15	$3.32	$4.13
43	$4.79	$4.89		$5.19
44	$3.21	$3.50	$3.12	$3.41
45	$4.11	$4.11		$3.52
46	$2.31	$2.48	$2.84	$3.21
47	$0.82	$2.10		
48	$3.30	$3.69	$3.57	$3.45
49	$2.87	$1.81	$1.64	
51			$4.04	$3.73
52	$1.46	$1.56		$4.77
53	$2.93	$2.88	$2.67	$3.04
54	$1.66		$1.77	$1.72
55	$1.87		$1.84	
56	$6.11	$5.82		
57	$4.62	$4.77		
58	$1.56	$1.84	$1.86	$2.02
62	$6.35	$6.37	$6.77	$6.57
63		$4.27	$4.19	$4.41
66	$3.76	$3.29	$3.59	$3.63
67	$6.08	$5.71		$7.05
71	$3.75	$3.17	$3.56	$3.39
74		$6.41		
77	$8.33			
79	$7.15	$5.88		

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

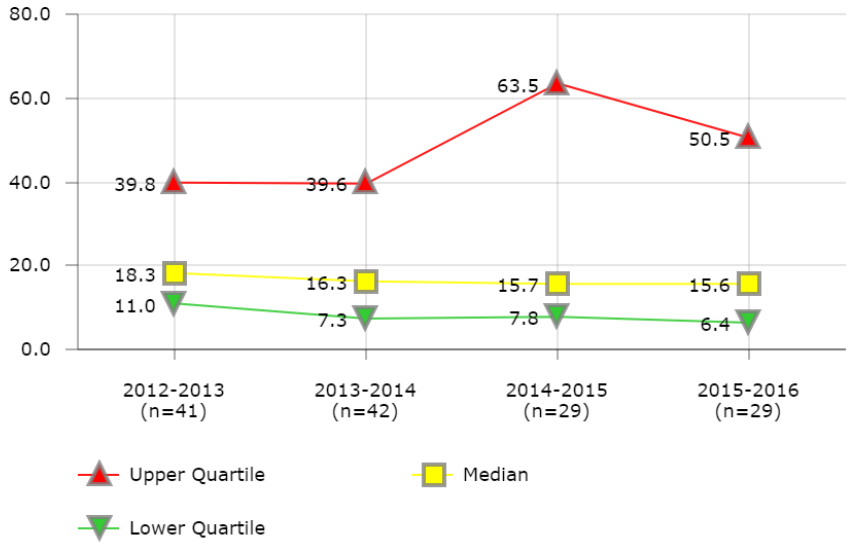
Districts in Best Quartile (2015-2016)

- Anchorage School District
- Buffalo Public Schools
- Clark County School District
- Duval County Public Schools
- Houston Independent School District
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Palm Beach County School District
- Wichita Unified School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	36.8	36.3		
2				17.6
3	498.6	69.5		21.9
4	16.2	35.8	4.0	1.8
5	26.7	17.8		
6		24.6		
7	4.6	4.1	8.9	4.9
8	1.9	2.0	2.8	2.0
9	1.0	0.8	0.6	1.6
11	68.7	111.7		28.9
12	13.7	17.5	13.4	13.6
13	85.0	85.0	85.0	83.2
14	21.9	15.0	14.3	18.8
15	53.1			
16	38.0	49.8	44.8	
18	59.4	111.7	12.6	7.1
19	256.4	342.2	127.4	
21		4.0		
26	0.1		6.3	
28	115.1	95.3		
30	13.8	13.6	8.9	9.4
32	1.6	1.9	1.2	1.1
33	144.4			
34			7.1	73.6
35	110.7	112.2	180.9	40.1
37	90.5	115.1	187.0	111.9
39	1.9	1.3	2.0	1.9
41	106.0	170.1	35.6	35.6
43	10.3	5.0		16.4
44	0.2	6.0	5.2	6.9
45				1.5
46	422.3	524.1	293.5	90.6
47	22.0	50.4		
48	7.9	10.6	8.4	11.2
51				17.6
52	41.4	31.3		59.0
53	3.9	2.7	1.4	2.9
54	201.0		256.4	250.8
55	163.9		371.8	
56	30.2	22.6		
57	11.7			
58	8.0	8.0	7.6	10.0
62	166.6	166.6	181.0	154.7
63			87.5	47.6
66	10.2	10.8	8.9	11.0
67	102.6	94.9		140.9
71	12.0	14.8	7.0	10.0
74		13.6		
79	6.0	2.2		

COMPENSATION

Payroll Staff - Overtime Hours per FTE



Description of Calculation

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

Importance of Measure

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

Factors that Influence

- Staffing levels
- Error rate
- Direct deposit participation

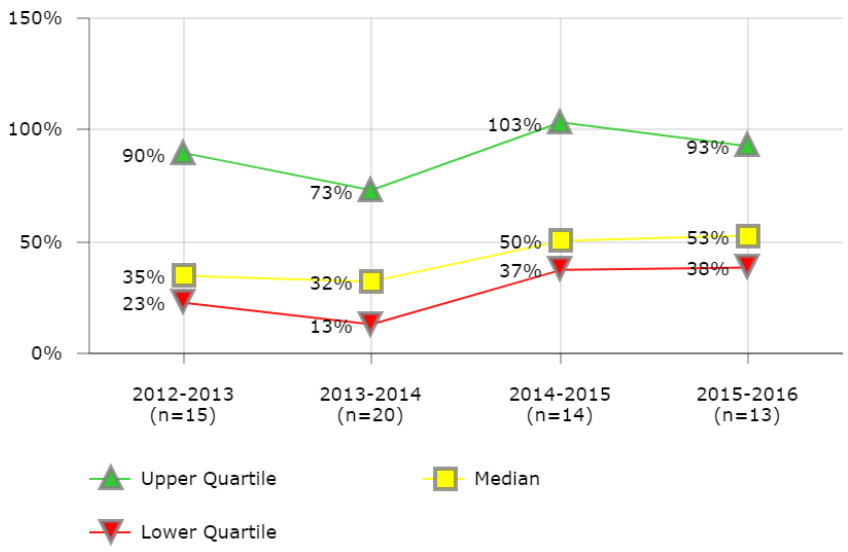
Districts in Best Quartile (2015-2016)

- Anchorage School District
- Des Moines Public Schools
- Fresno Unified School District
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Minneapolis Public Schools
- Oklahoma City Public Schools
- Omaha Public School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	11.0	9.7		
2	8.7	15.4	12.6	38.3
3	58.5	167.7	117.3	50.6
4	31.0	27.7	15.8	48.9
5	225.1	18.9		
6	28.9	42.2		
7	1.7	4.9	23.5	6.4
8	8.1	0.7		
10	50.1	7.3		31.8
11	27.5	10.8		24.9
12				5.8
14	16.3	9.3	9.5	12.8
15	14.1			
16	7.1	6.5	10.1	
18	14.1	160.7	119.2	10.8
19		126.8	68.9	
20		110.0	268.9	117.3
21	39.8	54.5	43.9	
23	18.3	3.2		
25	65.5	38.1	149.2	79.8
26	13.7	29.8	41.2	
28	55.7	41.8		17.5
30	37.9	0.8	6.1	1.7
32		0.3		3.2
34	28.8		1,106.0	100.0
35	13.9	37.1	3.2	14.6
37	42.3	85.2	91.5	62.5
39	12.0	14.8	10.9	11.1
41	12.9	11.5		
44	2.7	0.9	4.5	
45	11.5	8.3		50.5
46	5.5	8.4	15.7	59.4
48	0.1	1.8	36.1	15.6
49	27.2	24.9	0.4	
51			2.6	5.6
52	102.8	26.3		3.8
53	30.1	39.6	45.7	46.0
54	32.2		7.8	15.3
55	17.1	17.2	9.4	
57	65.0	86.7		
58	18.3	9.6	8.1	
62				8.1
63		0.3	0.2	
66	1.1	1.1	1.0	4.4
67	0.6	7.7		1.5
71	52.0	73.6	63.5	79.2
74		34.7		
77	127.9			
79	5.6	37.8		

COMPENSATION

Personnel Record Self-Service Usage per District FTE



District	2012-2013	2013-2014	2014-2015	2015-2016
4	29%	48%	52%	57%
5	0%	12%		
8	110%	91%	103%	150%
11	90%	24%		
12	23%	14%	18%	38%
13		205%	214%	93%
16	27%	33%	37%	
18		10%		
21		58%		
26	35%	39%	37%	
28		99%		
30		31%	31%	33%
32	42%	53%	47%	38%
37	23%	31%	48%	53%
39	57%		184%	51%
41				48%
46	13%	12%		
48		27%	65%	54%
52	122%	88%		228%
54	69%		130%	142%
55	94%	153%	84%	
66	7%	1%	1%	2%
67		8%		

Description of Calculation

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

Importance of Measure

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

Factors that Influence

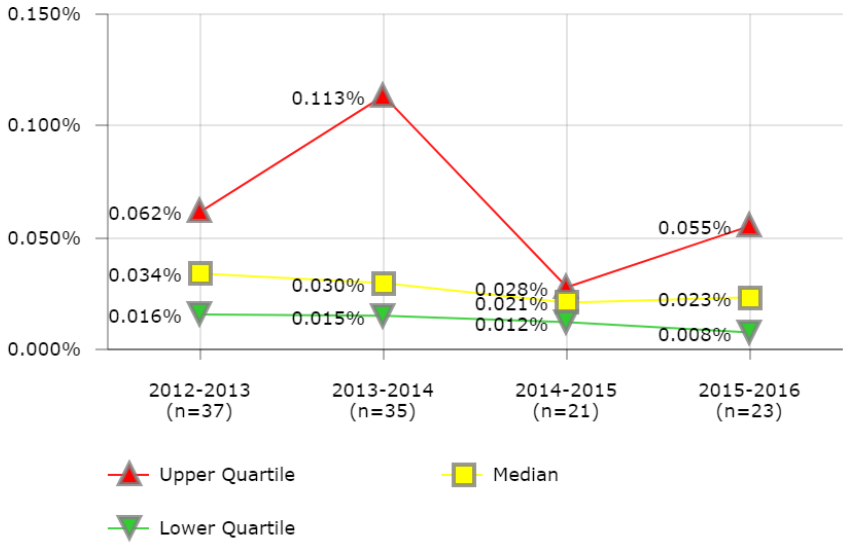
- Software used may not provide employee self-service
- Employee self-service modules of the software may not be in use
- Implementation of these modules may be too costly
- Support/help desk services for the employee self-serve modules may not be available

Districts in Best Quartile (2015-2016)

- Broward County Public Schools
- Chicago Public Schools
- Minneapolis Public Schools
- Palm Beach County School District

COMPENSATION

W-2 Correction Rate (W-2c)



Description of Calculation

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

Importance of Measure

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

Factors that Influence

- Process controls
- Quality controls

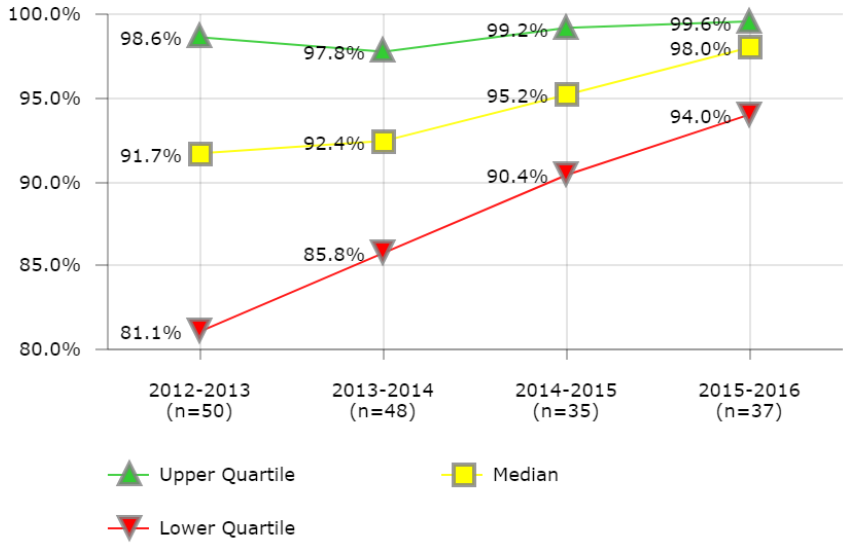
Districts in Best Quartile (2015-2016)

- Chicago Public Schools
- Dallas Independent School District
- Hillsborough County Public Schools
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Shelby County School District

District	2012-2013	2013-2014	2014-2015	2015-2016
2				0.967%
3	0.045%			0.023%
5	0.039%	0.095%		
6		0.073%		
7	0.010%	0.021%		0.035%
8	0.010%	0.003%		0.010%
9		0.014%	0.002%	0.011%
10	0.038%	0.032%		0.006%
11	0.027%	0.113%		0.044%
12	0.016%		0.015%	0.043%
13	0.011%	0.025%	0.028%	0.013%
14	0.006%	0.006%	0.025%	
16	0.157%	0.291%	0.157%	
18		0.005%	0.006%	0.006%
20	0.426%			
21	0.894%	0.501%	0.139%	
23	0.075%	0.019%		
25			0.053%	0.157%
26		0.015%		
28	0.012%			
30	0.030%	0.030%	0.015%	0.029%
32	0.063%	0.043%	0.012%	0.002%
33	0.016%			
34	0.062%			
35	0.010%	100.000%		
37	0.048%	0.048%		0.055%
39	0.229%	0.068%	0.015%	0.188%
41		0.004%	0.004%	0.008%
43	0.018%			0.060%
44	0.038%	0.045%	0.012%	
45	0.948%	0.910%		
46	0.036%	0.007%	0.023%	
47	0.022%	98.308%		
48	0.023%	0.016%	0.022%	0.015%
49			0.021%	
51				0.058%
52	0.031%	0.100%		
53	0.010%		0.010%	0.005%
54	0.011%		0.041%	0.004%
55	0.034%	0.024%	0.008%	
56	0.035%	0.024%		
58	0.034%	0.023%	0.028%	0.042%
62	0.216%	0.225%		
63		100.000%	0.038%	
66	0.019%			
67	0.008%	0.008%		0.016%
71		0.005%		
74		100.000%		
79	0.071%	0.023%		

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 (2015-2016)

- Atlanta Public Schools
- Austin Independent School District
- Denver Public Schools
- Jefferson County Public Schools (KY)
- Kansas City School District (MO)
- Miami-Dade County Public Schools
- Oklahoma City Public Schools
- Orange County Public School District
- Pittsburgh Public Schools
- Richmond City School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	87.4%	87.9%		
2	80.9%	82.5%	95.2%	99.8%
3	95.3%	93.9%	93.5%	94.0%
4	81.1%	83.6%	84.2%	94.4%
5	83.4%	81.4%		
6	71.3%	87.1%		
7	76.4%	85.9%	86.4%	89.1%
8	96.0%	98.0%	98.0%	97.8%
9	90.2%	86.6%	87.0%	89.8%
10	98.5%	95.8%		98.5%
11	70.5%	81.3%		83.2%
12	99.2%	96.3%	97.2%	96.8%
13	85.2%	99.0%	98.9%	98.9%
14	99.1%	99.2%	99.2%	99.1%
15	95.9%			
16	83.2%	85.6%	86.6%	
18	59.9%	92.2%	99.7%	99.4%
19		87.0%	90.9%	
20	87.5%	88.0%	87.2%	94.9%
21	89.1%	89.8%	91.2%	
23	98.6%	90.8%		
25	73.6%	77.7%	79.1%	86.7%
26	91.3%	92.0%	92.8%	
28	99.3%	100.0%		100.0%
30	76.5%	84.0%	85.6%	84.8%
32	99.6%	99.7%	99.8%	99.8%
33	96.1%			
34			99.0%	100.0%
35	96.3%	96.5%	96.7%	97.4%
37	100.0%	100.0%	100.0%	100.0%
39	95.2%	95.0%	95.1%	96.7%
41	98.8%	92.4%	99.5%	99.5%
43	100.0%	100.0%		100.0%
44	97.2%	96.9%	97.8%	98.0%
45	74.3%	76.2%		84.1%
46	82.1%	86.4%	90.4%	92.1%
47	86.4%	93.7%		
48	99.5%	99.3%	99.6%	99.6%
49	47.7%	92.5%	87.0%	
51			94.9%	100.0%
52	93.6%	95.2%		94.7%
53	99.1%	99.6%	100.0%	100.0%
54	97.7%		95.1%	99.1%
55	99.7%		99.6%	
56	85.9%	85.5%		
57	76.9%	100.0%		
58	94.7%	94.3%	94.0%	95.4%
62	17.0%	17.0%		84.7%
63		97.5%	97.7%	98.5%
66	99.1%	98.9%	99.0%	99.1%
67	82.7%	82.9%		85.1%
71	99.7%	99.9%	100.0%	99.9%
74		76.2%		
77	73.3%			
79	92.1%	92.6%		

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 district's financial disclosures.

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

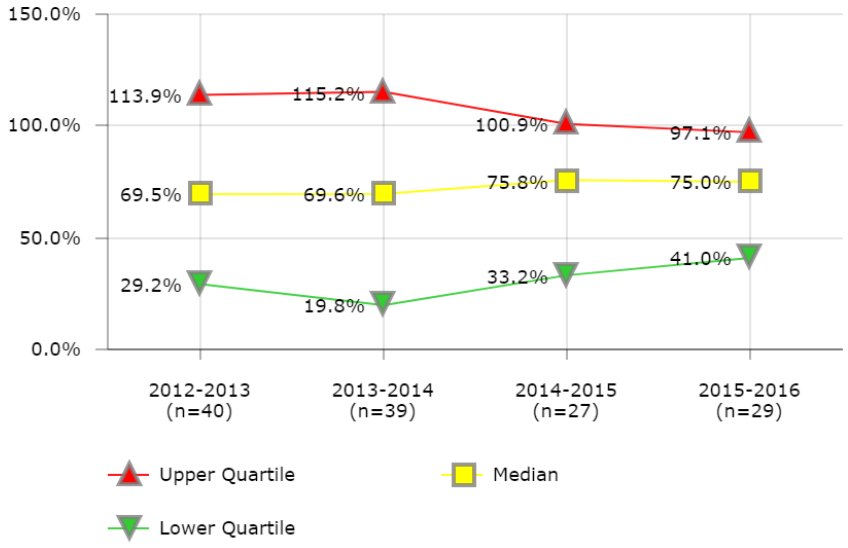
- School board and administrative policies and procedures
- Budget development and management processes
- Unrestricted fund balance use policies and procedures
- Operating funds definition

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

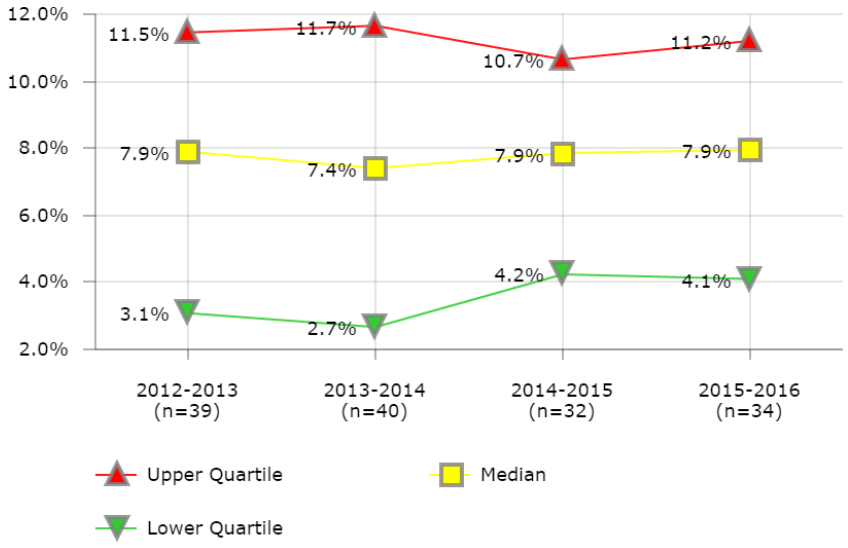
Districts in Best Quartile (2015-2016)

- Atlanta Public Schools
- Des Moines Public Schools
- Duval County Public Schools
- Kansas City School District (MO)
- Milwaukee Public Schools
- Pittsburgh Public Schools
- Sacramento City Unified School District
- St. Paul Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	16.5%	7.9%		
2			3.8%	
3	70.7%			27.6%
4	76.6%	78.9%	75.8%	75.0%
5	113.3%	99.1%		
6	8.3%	7.4%		
7	80.7%	78.6%	42.4%	85.3%
8	126.9%	115.7%	104.1%	97.1%
9		117.8%	100.9%	100.8%
10	68.3%	0.1%		51.3%
11		0.0%		140.9%
12	27.4%	39.8%	36.2%	32.4%
13	92.8%	82.4%	85.5%	80.4%
14			70.5%	73.0%
18	0.2%	0.1%	0.1%	
19		98.7%		
20	132.3%	125.2%	93.2%	72.1%
21	59.8%	57.8%	22.1%	
23	168.4%	165.3%		
28	19.3%	17.1%		11.2%
30	31.0%	30.5%	33.2%	32.4%
32	114.5%	116.2%	112.6%	116.1%
33	102.1%			
34	19.8%		0.9%	25.8%
35	68.3%	55.2%	52.3%	47.0%
37	268.4%	279.8%	250.1%	234.8%
39	150.8%	128.3%	136.1%	146.7%
41	188.4%	187.5%		
43	59.2%	54.6%		25.4%
44	39.8%	36.3%	39.8%	41.0%
45	146.6%	136.9%		
46	12.9%	11.6%	11.1%	
47	90.8%	67.2%	84.3%	83.2%
48	94.1%	87.3%	81.9%	76.4%
51			60.7%	55.7%
52	78.8%	71.9%		
53	35.7%			
54	137.6%		123.7%	134.9%
55	0.2%	0.2%	0.1%	
57	22.7%	19.8%		
58	119.1%	115.2%	105.3%	98.0%
62	13.5%	13.1%		10.2%
63		98.4%	89.4%	86.7%
66	34.6%	41.4%		
67	46.9%	69.6%		51.9%
71	87.5%	91.6%	80.6%	79.3%
79	40.6%	38.4%		

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

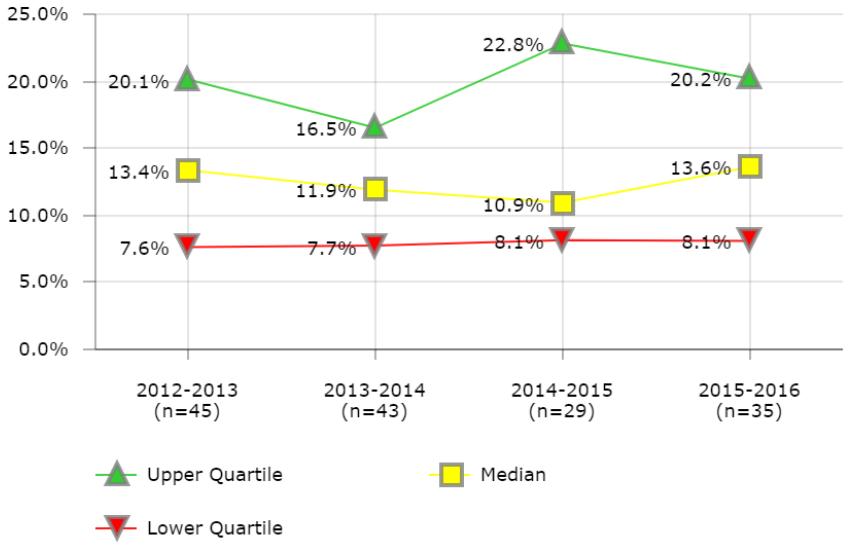
Districts in Best Quartile (2015-2016)

- Atlanta Public Schools
- Columbus Public Schools
- Dallas Independent School District
- Des Moines Public Schools
- Duval County Public Schools
- Kansas City School District (MO)
- Milwaukee Public Schools
- Pittsburgh Public Schools
- Sacramento City Unified School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	15.2%	7.7%		
2	0.2%		0.4%	
3	7.9%			5.7%
4	11.7%	7.0%	7.5%	15.4%
5	17.1%	15.7%		
6	0.7%	1.0%		
7	11.5%	11.5%	6.4%	12.4%
8	9.6%	10.4%	8.8%	8.2%
9		20.0%	17.6%	15.9%
10	5.5%	5.3%		17.0%
11		0.0%		12.6%
12	2.5%	2.6%	3.6%	3.4%
13	8.6%	8.6%	8.0%	8.0%
14			9.2%	10.5%
16				7.3%
18	0.1%	0.0%	0.0%	
19		41.6%		
20	12.0%	12.0%	9.5%	7.0%
21	4.4%	5.6%	6.3%	
23	29.5%	13.1%		
28	2.4%	2.3%		1.8%
30	7.5%	2.4%	3.2%	2.7%
32	8.5%	9.7%	10.2%	9.6%
33	8.0%			
34	5.4%		14.2%	2.7%
35	4.4%	4.2%	2.4%	2.2%
37		18.1%	33.8%	16.1%
39	13.5%	14.5%	12.1%	13.9%
41	13.8%	0.3%	0.3%	0.3%
43	10.0%	9.1%		4.1%
44	2.9%	2.8%	5.1%	2.8%
45		11.8%		
46	1.4%	1.4%	1.5%	
47	6.3%	8.5%	9.1%	9.3%
48	6.6%	7.2%	6.5%	5.6%
51			11.3%	8.5%
52	17.7%	29.5%		
54	8.5%		10.9%	9.9%
55	0.1%	0.0%	0.0%	
56			6.2%	6.5%
57	9.6%	3.2%		
58	9.2%	9.7%	8.9%	8.3%
61	15.2%	15.9%	18.8%	12.1%
62	0.4%	0.3%		0.0%
63		7.9%	7.7%	7.9%
66	3.8%	4.3%		
67	4.9%	6.0%	4.9%	4.2%
71	10.6%	10.6%	10.4%	7.7%
77			10.9%	11.2%
79	3.1%	3.1%		

FINANCIAL MANAGEMENT

Fund Balance Ratio (E) All Types



Description of Calculation

Total fund balance of all type (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

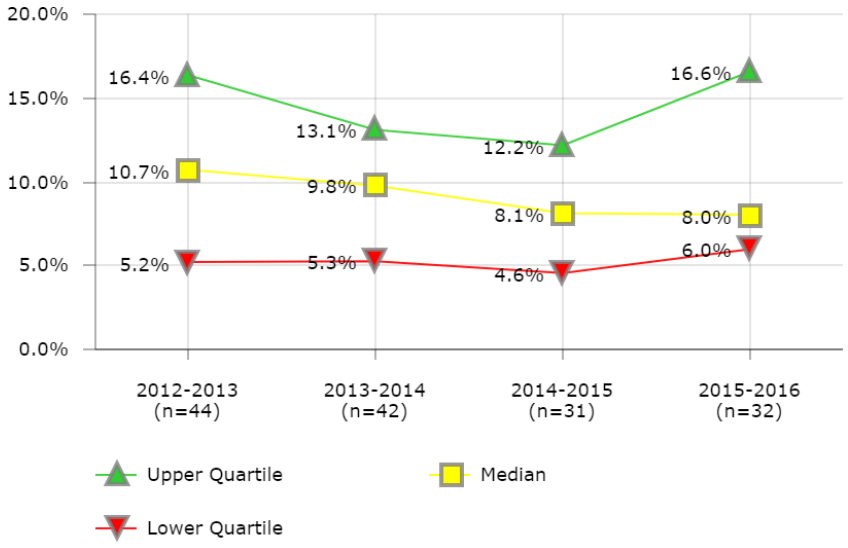
Districts in Best Quartile (2015-2016)

- Austin Independent School District
- Cincinnati Public Schools
- Columbus Public Schools
- Dallas Independent School District
- Houston Independent School District
- Kansas City School District (MO)
- Long Beach Unified School District
- Orange County Public School District
- Pittsburgh Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	11.2%	9.7%		
2	4.9%		3.2%	7.6%
3	21.7%			8.7%
4	13.0%	8.4%	8.2%	9.4%
5	12.6%	14.5%		
6	0.8%			
7	17.8%	17.4%	11.0%	19.8%
8	8.7%	6.8%	7.1%	7.5%
9		5.6%	17.8%	3.5%
10	16.3%	13.0%		8.7%
11		12.2%		19.0%
12	37.2%	47.6%	39.0%	15.1%
13	6.0%	6.8%	7.5%	8.1%
14	6.5%	7.4%	8.1%	9.2%
16	4.2%	7.7%	9.6%	12.6%
18	13.8%	13.6%	13.9%	
19		6.4%		
20	32.7%	11.4%	36.8%	32.8%
21	12.6%	11.2%	9.4%	
23	16.2%	12.8%		
25	13.2%	11.9%		
28	14.4%	13.6%		13.6%
30	8.4%	7.0%	7.4%	7.6%
32	2.9%	1.8%	4.2%	5.8%
34	41.4%		46.1%	26.2%
35	49.3%	55.6%	42.0%	34.5%
37	22.4%	18.5%	17.1%	14.0%
39	32.6%	30.7%	35.9%	39.4%
41	51.8%	26.6%	24.5%	23.6%
43	18.5%	23.6%		24.2%
44	13.4%	10.6%	10.9%	9.5%
45	28.3%	25.0%		
46	7.6%	8.6%	9.9%	
47	9.6%	9.9%	8.4%	8.6%
48	30.1%	27.1%	22.8%	26.1%
49	3.1%	2.8%		2.5%
51				17.8%
52	16.8%	16.3%		
53	15.3%			
54	20.1%		6.4%	
55	7.0%	7.7%	7.0%	
56	14.5%	15.1%	15.8%	20.2%
57	11.1%	16.5%		
58				3.5%
61	7.6%	6.6%		6.6%
62	3.9%	7.7%		16.0%
63		8.2%	15.3%	19.3%
66	13.4%	15.4%		
67	9.9%	10.6%	9.3%	10.7%
71	26.0%	22.9%	23.9%	30.5%
77				15.3%
79	6.9%	14.9%		

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

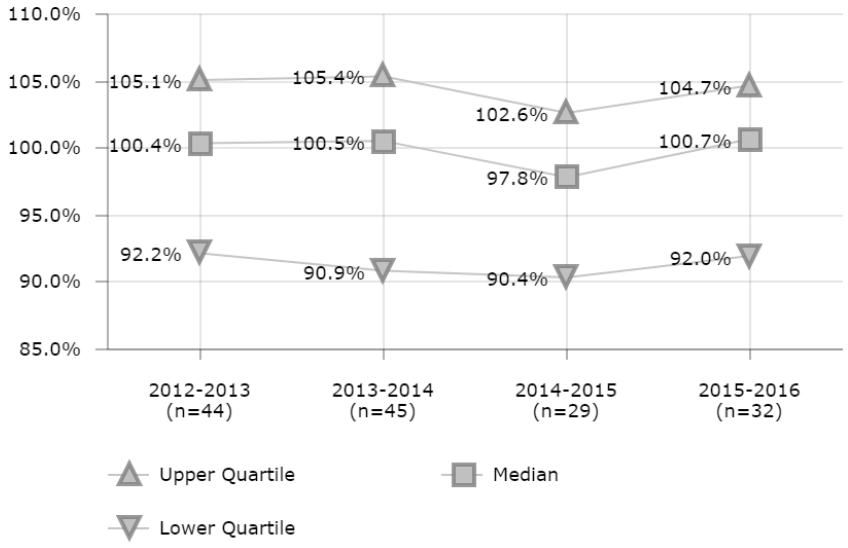
Districts in Best Quartile (2015-2016)

- Austin Independent School District
- Cincinnati Public Schools
- Columbus Public Schools
- Dallas Independent School District
- Houston Independent School District
- Kansas City School District (MO)
- Orange County Public School District
- Pittsburgh Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	9.4%	8.3%		
2	3.0%		2.1%	5.9%
3	18.1%			4.8%
4	5.4%	4.5%	4.0%	6.5%
5	10.3%	12.4%		
6	0.8%			
7	13.0%	13.3%	8.9%	15.6%
8	6.2%	4.5%	4.8%	6.1%
9		5.3%	4.6%	2.7%
10	14.2%	11.0%		7.0%
11		8.5%		15.6%
12	13.8%	13.9%	11.7%	11.1%
13	3.6%	6.4%	6.4%	6.5%
14	4.6%	5.6%	6.4%	7.6%
16	2.7%	5.2%	8.1%	
18	10.0%	10.7%	10.2%	
20	16.9%	10.8%	24.7%	22.5%
21	11.1%	9.8%	8.0%	
23	13.6%	11.1%		
25	8.4%	5.3%		
28	13.1%	13.1%		11.8%
30	6.2%	4.6%	4.2%	3.9%
32	2.6%	1.5%	3.8%	5.2%
34	33.8%		37.8%	26.1%
35	25.4%	33.7%	35.4%	27.8%
37	10.8%	11.1%	8.7%	7.1%
39	29.0%	28.1%	33.5%	37.1%
41	21.1%	25.6%	23.8%	22.9%
43	18.4%	22.8%		23.3%
44	11.4%	9.6%	9.4%	7.7%
45	24.1%	21.3%		
46	7.3%	7.9%	9.0%	
47	7.9%	9.8%	8.1%	8.4%
48	27.9%	26.3%	20.5%	24.0%
49	1.6%	1.2%		1.1%
51				14.3%
52	15.9%	15.7%		
53	10.7%			
54	17.4%		4.5%	
55	3.1%	3.1%	2.9%	
56	11.7%	10.6%	12.2%	
57	3.9%	10.3%		
58				3.3%
61	5.1%	3.9%	3.9%	0.3%
62	2.1%	5.1%		14.3%
63		8.0%	6.2%	6.1%
66	10.8%	12.8%		
67	8.7%	9.1%	8.6%	9.5%
71	25.0%	21.8%	17.4%	17.5%
77			5.6%	
79		8.0%		

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.

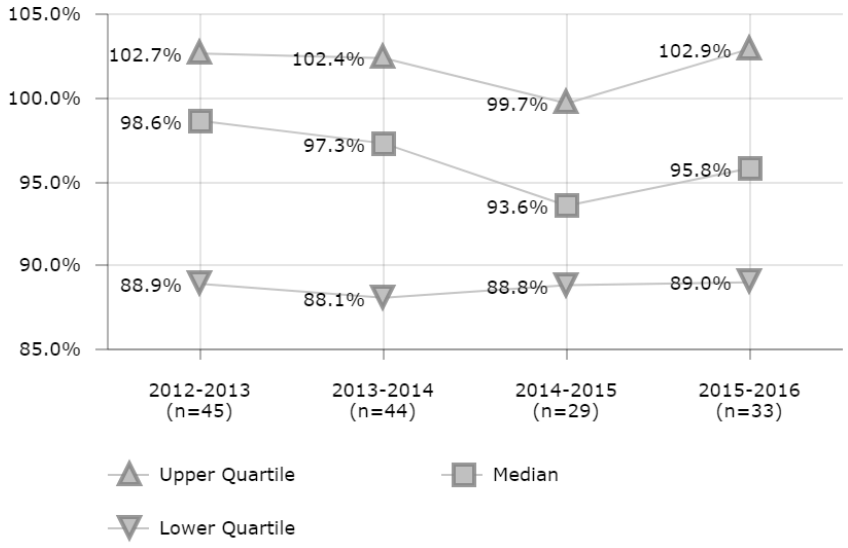
Factors that Influence

- 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	2012-2013	2013-2014	2014-2015	2015-2016
1	106.0%	106.8%		
2	100.1%		85.0%	85.5%
3	102.3%			55.2%
4	92.4%	91.3%	96.5%	97.1%
5	112.8%	110.9%		
6	93.6%	93.3%		
7	78.1%	86.6%	48.1%	93.7%
8	103.6%	101.8%	103.7%	104.2%
9		103.1%	105.7%	101.2%
10	97.2%	100.7%		116.0%
11		107.3%		101.8%
12	79.0%	77.1%	75.0%	
13	100.1%	100.0%	103.1%	101.7%
14	102.7%	103.9%	106.6%	107.2%
16	83.8%	84.5%	81.3%	
18	99.8%	102.6%	97.8%	
19		88.9%		
20	96.5%	118.3%	82.6%	99.0%
21	104.2%	97.9%	100.2%	
23	98.6%	100.3%		
25	92.0%	96.8%	91.6%	91.7%
28	127.5%	115.6%		106.0%
30	98.0%	97.2%	98.6%	98.4%
32	101.8%	101.2%	102.3%	105.0%
34	101.3%		90.4%	92.2%
35	100.3%	101.3%	131.5%	107.1%
37		105.9%	103.4%	109.9%
39	102.8%	96.5%	102.1%	104.4%
41	90.2%	90.9%	87.2%	84.1%
43	84.2%	85.6%		86.8%
44	119.5%	106.8%	106.0%	108.5%
45	106.0%	103.4%		
46	88.7%	87.6%	92.9%	
47	101.3%	90.9%	93.1%	103.7%
48	111.5%	111.6%	93.8%	96.9%
49	100.4%	100.5%		89.0%
51				104.2%
52	100.0%	97.8%		
53	101.7%			
54	109.4%		102.4%	100.8%
55	106.2%	105.3%	102.6%	
56	106.3%	102.9%		
57	126.8%	108.7%		
58	72.0%	69.1%	77.6%	89.6%
62	63.5%	70.7%		97.0%
63		106.4%	97.9%	100.6%
66	109.5%	106.1%		
67	79.0%	97.2%		89.2%
71	101.9%	88.1%	91.4%	114.1%
74		85.6%		
79	88.3%	105.4%		

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.

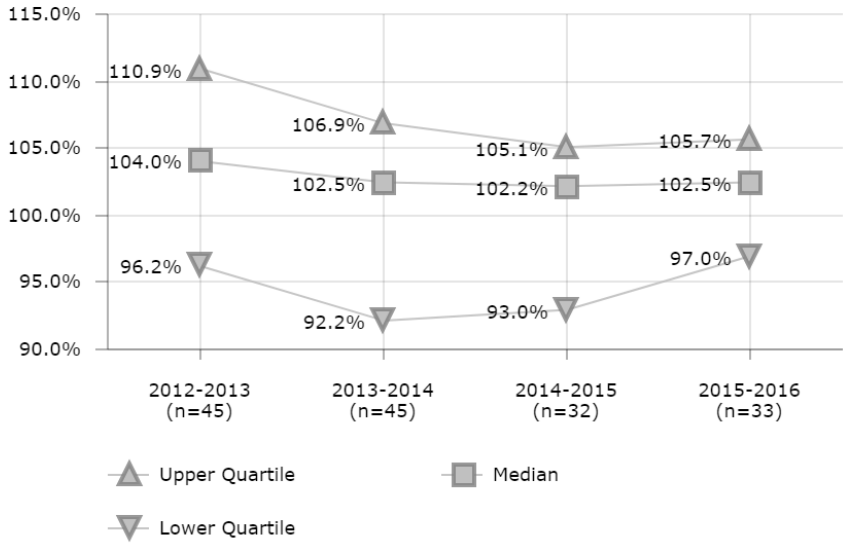
Factors that Influence

- 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	2012-2013	2013-2014	2014-2015	2015-2016
1	102.7%	102.3%		
2	101.0%		84.9%	83.1%
3	100.3%			55.0%
4	88.9%	89.1%	93.5%	95.4%
5	111.0%	108.1%		
6	93.3%	92.8%		
7	78.0%	85.3%	47.4%	95.8%
8	104.5%	98.8%	98.4%	98.5%
9		100.3%	102.6%	103.2%
10	98.5%	98.0%		100.9%
11		103.0%		95.7%
12	75.7%	76.7%	75.2%	75.3%
13	100.8%	100.0%	102.1%	101.3%
14	98.7%	99.0%	97.7%	98.6%
16	76.5%	97.7%	65.7%	
18	96.9%	100.1%	98.3%	
19		85.8%		
20	92.2%		82.8%	94.8%
21	100.2%	97.8%	100.5%	
23	94.6%	103.6%		
25	90.6%	90.8%	93.6%	90.7%
28	121.7%	111.3%		103.5%
30	98.4%	96.9%	97.9%	95.7%
32	103.6%	102.4%	101.9%	102.9%
34	94.0%		89.0%	91.8%
35	79.9%	75.4%	152.7%	117.1%
37	87.9%	95.1%	93.2%	96.1%
39	99.0%	91.4%	94.4%	98.6%
41	85.2%	85.1%	84.0%	87.2%
43	81.1%	81.5%		44.4%
44	108.6%	102.8%	100.1%	104.0%
45	90.8%	90.9%		
46	88.9%	87.3%	92.3%	
47	98.6%	88.8%	89.7%	103.4%
48	89.0%	89.2%	90.4%	90.7%
49	101.8%	101.0%		89.0%
51				103.3%
52	98.8%	98.3%		
53	112.9%			
54	102.9%		99.7%	111.9%
55	103.8%	103.7%	104.0%	
56	103.3%	94.3%		
57	131.6%	118.0%		
58	83.0%	81.1%	82.8%	87.0%
62	63.4%	66.6%		54.5%
63		105.8%	98.1%	101.7%
66	107.8%	106.3%		
67	74.2%	104.7%		88.7%
71	100.3%	86.7%	88.8%	118.7%
74		85.6%		
79	101.6%	91.1%		

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.

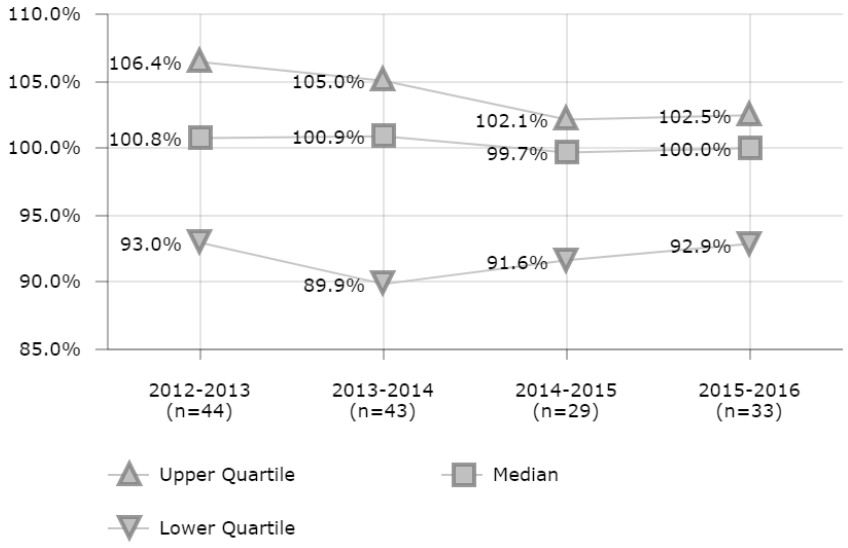
Factors that Influence

- 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	2012-2013	2013-2014	2014-2015	2015-2016
1	102.2%	102.2%		
2	112.0%		86.7%	86.4%
3	109.7%			58.2%
4	93.7%	92.2%	95.9%	97.0%
5	113.3%	115.6%		
6	96.2%	94.7%		
7	78.1%	87.3%	48.1%	95.8%
8	107.0%	104.9%	105.4%	105.5%
9		106.3%	104.3%	103.4%
10	115.3%	112.0%		118.3%
11		106.4%		106.6%
12	77.7%	81.3%	76.2%	77.6%
13	101.6%	102.5%	103.9%	102.5%
14	109.2%	109.1%	110.1%	112.1%
16	91.4%	87.9%	87.0%	
18	101.3%	110.8%	106.8%	
19		89.3%		
20	96.5%	118.1%	87.1%	99.3%
21	111.1%	102.8%	102.1%	
23	107.3%	107.9%		
25	101.3%	100.2%	95.8%	97.6%
28	136.5%			102.1%
30	104.0%	101.2%	102.4%	105.7%
32	104.6%	101.6%	102.3%	103.1%
34	113.2%		104.8%	101.3%
35	100.0%	99.9%	129.7%	106.5%
37		108.9%	107.3%	112.0%
39	117.9%	117.5%	122.2%	119.6%
41	89.9%	91.6%	90.2%	89.2%
43	84.2%	85.6%		86.8%
44	118.2%	104.6%	106.0%	107.8%
45	106.4%	103.7%		
46	95.2%	92.7%	95.2%	
47	101.3%	90.9%	93.1%	103.7%
48	122.1%	107.2%	107.8%	107.9%
49	108.3%	105.9%		92.4%
51				104.2%
52	100.0%	99.5%		
53	106.1%			
54	110.9%		102.4%	99.9%
55	107.4%	106.9%	103.5%	
56	112.8%	113.3%	100.0%	
57	140.7%	104.7%		
58	71.8%	75.3%	75.5%	90.3%
61	100.0%	100.0%		
62	73.5%	74.7%		101.6%
63		106.1%	103.9%	104.3%
66	109.5%	106.1%		
67	80.6%	102.0%	100.0%	97.7%
71	100.7%	87.9%	92.8%	104.3%
74		85.6%		
77			100.0%	
79	92.2%	111.7%		

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	2012-2013	2013-2014	2014-2015	2015-2016
1	100.9%	100.5%		
2	113.0%		86.7%	83.9%
3	104.1%			56.9%
4	90.4%	89.9%	92.8%	95.2%
5	111.5%	112.6%		
6	95.7%	93.9%		
7	78.0%	86.0%	47.4%	96.5%
8	107.6%	101.0%	101.4%	101.0%
9		103.1%	102.1%	104.2%
10	105.1%	104.6%		102.5%
11		101.3%		98.1%
12	77.1%	79.7%	76.3%	76.6%
13	101.2%	101.9%	103.0%	101.6%
14	104.7%	103.3%	101.1%	102.2%
16	82.9%	100.9%	70.5%	
18	97.7%	108.0%	107.9%	
19		93.0%		
20	97.1%		118.4%	100.0%
21	106.9%	102.1%	101.8%	
23	102.7%	110.9%		
25	100.0%	95.8%	97.8%	94.4%
28	129.6%			99.5%
30		98.6%	98.4%	98.5%
32	104.5%	101.3%	102.0%	102.4%
34	107.8%		103.4%	100.8%
35	79.8%	74.4%	151.1%	116.5%
37	98.5%	97.1%	97.1%	96.7%
39	106.0%	105.0%	105.2%	100.8%
41	87.2%	88.2%	87.2%	89.0%
43	81.1%	81.5%		44.4%
44	108.1%	99.9%	99.6%	103.1%
45	91.2%	91.1%		
46	95.5%	92.4%	94.9%	
47	98.6%	88.8%	89.7%	103.4%
48	99.0%	101.6%	102.0%	101.1%
49	109.8%	106.3%		92.4%
51				103.3%
52	98.8%	100.0%		
53	94.8%			
54	104.4%		99.7%	110.9%
55	105.0%	105.5%	106.2%	
56	107.7%	106.6%		
57	131.8%	113.9%		
58	79.9%	83.4%	83.4%	89.1%
62	72.0%	72.5%		59.2%
63		106.7%	101.2%	105.5%
66	107.8%	106.3%		
67	78.7%	110.3%		92.9%
71	100.7%	86.6%	91.6%	105.1%
74		85.6%		
79	103.5%	103.6%		

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:

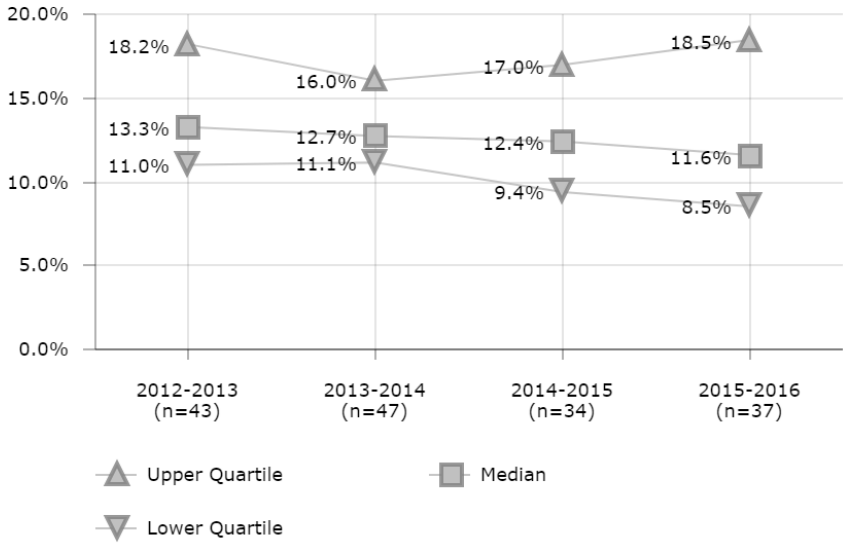
1. Allocate enough fund reserves to insure themselves against possible shifts in funding sources; or
2. Have an evaluation system in place that helps determine whether positions should be continued beyond the term of a grant.

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 the district's reliance on additional and alternative funding sources.

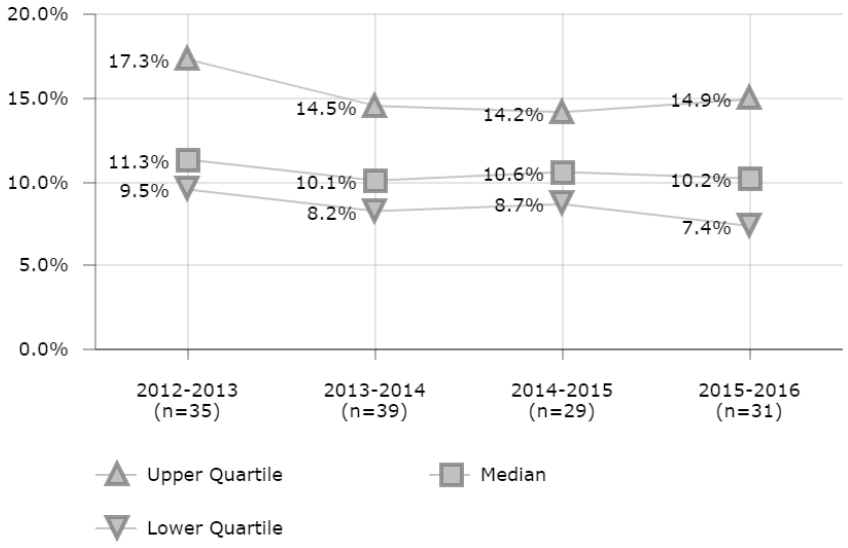
Factors that Influence

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

District	2012-2013	2013-2014	2014-2015	2015-2016
1	11.4%	10.9%		
2	16.9%		13.6%	14.4%
3	10.9%			4.7%
4	12.3%	11.1%	13.0%	12.5%
5	14.8%	12.4%		
6	43.1%	32.6%		
7	6.9%	6.9%	6.1%	79.7%
8	12.8%	12.2%	11.8%	11.8%
9		13.9%	14.3%	16.2%
10	15.3%	15.3%		14.3%
11		9.4%		7.6%
12	20.0%	53.0%	8.9%	10.0%
13	9.0%	8.6%	8.6%	8.5%
14	12.9%	12.0%	10.1%	11.1%
16	33.8%	38.9%	30.0%	35.9%
18	18.2%	12.5%	15.2%	
19		9.3%		
20	13.6%	17.1%	12.9%	8.5%
21		15.2%		
23	19.2%	22.6%		
25		13.9%	13.5%	13.7%
26	15.3%	14.2%	11.3%	
28	15.2%	16.0%		11.6%
30	21.0%	19.8%	20.0%	18.5%
32	12.8%	12.7%	9.9%	9.8%
33	6.6%			
34	19.8%	21.6%	3.6%	20.1%
35	10.5%	8.2%	9.1%	8.5%
37		12.7%	15.0%	14.4%
39	13.6%	13.6%	10.8%	10.5%
41	10.9%	10.2%	9.6%	7.3%
43	12.6%	12.7%		6.4%
44	10.1%	11.4%	10.3%	10.2%
45	13.3%	12.3%		
46	9.3%	8.4%	7.5%	
47	11.0%	9.6%	9.4%	7.8%
48	9.9%	9.4%	9.0%	8.5%
49	10.0%	11.1%		7.9%
51			20.2%	15.1%
52	12.9%	11.9%		
53	16.0%			
54	17.4%		17.0%	23.1%
55			9.4%	
56	37.0%	31.3%	33.6%	33.0%
57		13.7%		
58	16.7%	11.6%	11.9%	11.1%
61	44.6%	40.3%	38.8%	47.4%
62	29.1%	31.5%		32.5%
63		14.1%	20.5%	21.4%
66	12.2%	11.6%		
67	31.0%	41.4%	31.2%	
71	11.5%	14.3%	13.1%	10.3%
74		14.3%		
77			31.3%	36.8%
79	12.1%	11.3%		
97				7.0%

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.

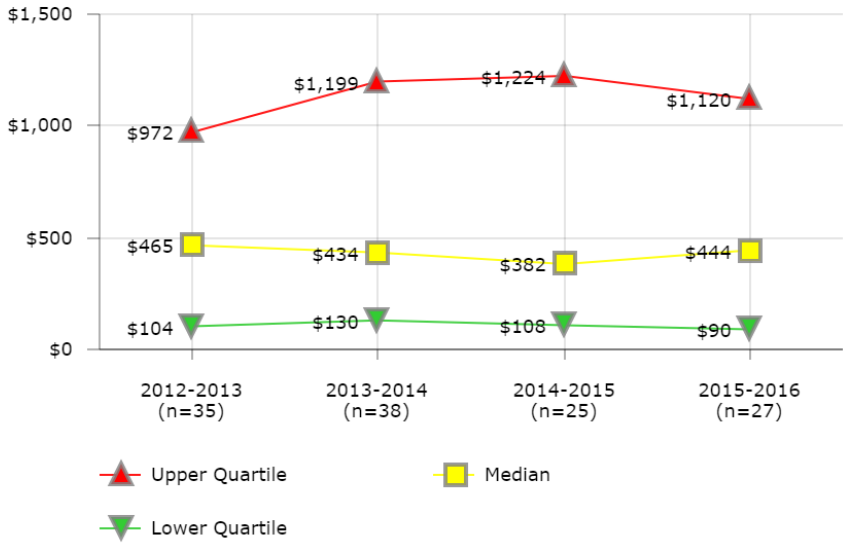
Factors that Influence

- Amount of grant funding

District	2012-2013	2013-2014	2014-2015	2015-2016
1	11.3%	10.1%		
2	13.1%			
3	9.5%	7.9%		12.1%
4	10.6%	13.2%	12.5%	13.9%
5	10.7%	12.0%		
6	21.0%	21.9%		
7	9.2%	5.6%	5.6%	5.7%
8	7.6%	7.2%	7.5%	7.9%
9		8.2%	8.7%	10.7%
10	20.0%	19.0%		6.8%
11		1.4%		
12	30.3%	8.4%	8.3%	9.2%
13	9.7%	11.3%	9.2%	9.3%
14	7.9%	8.1%	7.2%	9.4%
16	44.1%	45.1%	43.8%	
18		9.0%	12.7%	14.2%
19		12.3%	11.9%	
20	10.6%	7.1%	11.1%	13.5%
21		8.2%		
23	14.8%	6.4%		
25			5.3%	0.3%
26	11.8%	11.2%	8.8%	
28	10.9%			
30	13.4%	14.5%	14.7%	13.7%
32	11.3%	9.2%		10.5%
33	8.8%			
34			15.7%	17.2%
35	12.0%			7.4%
37			47.7%	42.6%
39	9.8%	8.5%	8.7%	6.2%
41	13.7%	10.1%	9.6%	8.1%
43	15.7%	15.7%		16.1%
45		17.9%		
46	7.4%	5.4%		
47	9.0%	8.3%	6.8%	
48		9.0%	8.9%	8.5%
49	6.8%	26.8%	10.6%	0.0%
51			12.9%	10.2%
52	9.5%	8.7%		7.3%
53			19.2%	114.4%
54	17.3%		14.2%	15.3%
55			7.6%	
56	37.4%	35.5%		
58	18.5%	13.6%	15.6%	16.5%
62	26.4%	43.3%		37.4%
63			12.4%	
66	10.6%	10.3%	9.9%	10.0%
67	38.9%	37.6%		
71		10.3%	18.5%	14.9%
74		8.6%		
79	12.9%	11.0%		
97				3.7%

GRANTS MANAGEMENT

Returned Grant Funds per $100K Grant Revenue



District	2012-2013	2013-2014	2014-2015	2015-2016
1	$231	$808		
4	$38	$7	$375	$543
5	$145	$74	$1,598	
8	$505	$546	$188	$284
9	$8	$156	$4	$44
10		$402		$136
11	$42	$453		$267
12	$40	$32	$382	$2,296
13	$514	$725	$857	$740
14	$972	$1,167	$1,224	$1,739
15	$642			
18	$4	$296	$628	$1,120
19	$572	$10,764	$3,677	
20	$23,444	$319	$2,121	$444
21		$7,541		
23		$246		
25		$961	$0	$470
26	$0	$0	$108	
28	$5,970	$2,123		
30	$1,187	$795	$17	$61
32	$503	$130		$400
33	$777	$797		
35	$104	$125	$1,997	$1,162
39	$1,111	$1,199	$1,041	$1,002
41	$574	$23	$26	$42
43	$408	$209		
44	$1,817	$4,015		
45	$9,119	$2,828		$1,694
46	$465	$1,588	$1,224	$90
48	$7,397	$1,565	$736	$943
49		$18,330		
52	$53	$415		$42
53	$195	$388	$117	$538
54	$10		$5	$16
56	$208	$526		
57			$158	
58	$163	$299	$559	$424
62	$178			
63			$121	$2,609
66			$5	$208
67		$4		
71	$15,853	$12,331	$10,384	$9,279
77	$110	$53		
79	$499	$53		
97				$55

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 meet. 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

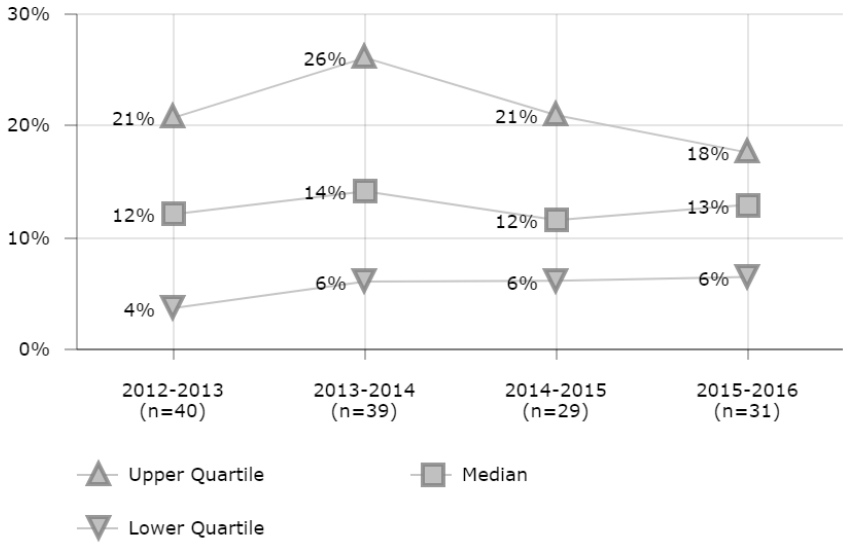
- Who monitors awards and the grant program coordinator to assure timeliness
- Timeliness of award notification from Federal and State entities
- School Board and administrative policies; as well as budget development and management process and procurement regulations and policies
- The timeliness of 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 (2015-2016)

- Baltimore City Public Schools
- Chicago Public Schools
- Clark County School District
- Dallas Independent School District
- Milwaukee Public Schools
- Minneapolis Public Schools
- Pinellas County Schools

GRANTS MANAGEMENT

Competitive Grant Funds as Percent of Total



Description of Calculation

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

Importance of Measure

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

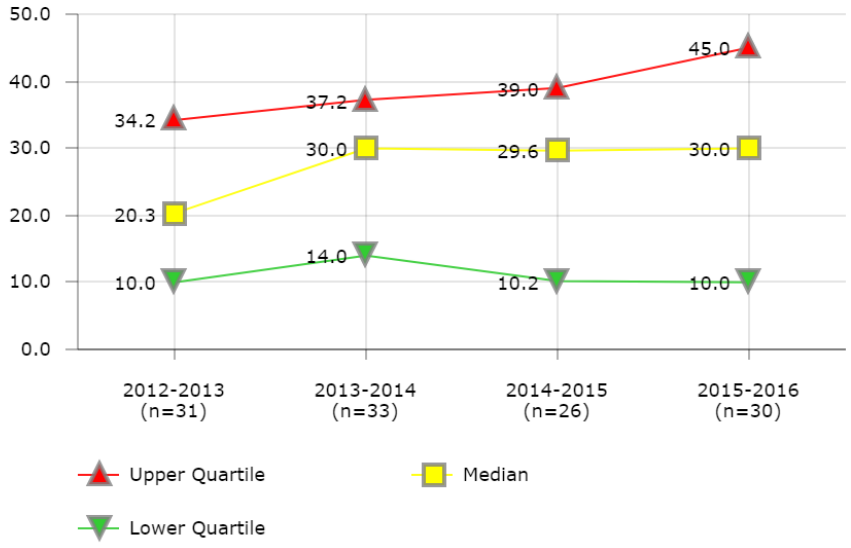
Factors that Influence

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

District	2012-2013	2013-2014	2014-2015	2015-2016
1	19%	15%		
3	20%	22%	19%	83%
4	9%	5%	11%	7%
5	22%	18%	58%	
6	0%	0%		
7	25%	36%	55%	1%
8	10%	11%	9%	11%
9	4%	4%	4%	11%
10	7%	8%		4%
11	2%	39%		32%
12	15%	2%	16%	18%
13	12%	15%	17%	15%
14	1%	1%	3%	4%
15	2%			
18	12%	15%	21%	28%
19	17%	14%	10%	
20	12%	12%	29%	13%
21		59%		
23	13%	38%		
25		7%	22%	3%
26	34%	31%	12%	
30	8%	6%	6%	8%
32	20%	26%		14%
33	3%	2%		
34			6%	13%
35	16%	12%	16%	15%
39	16%	14%	14%	15%
43	21%	19%		15%
45	22%	26%		27%
46	29%	25%	12%	7%
47	0%			
48	13%	18%	7%	7%
49	23%	100%	10%	
52	34%	35%		33%
53	4%	1%	1%	1%
54	37%		49%	6%
55			6%	
56	8%	10%		
57			3%	
58	2%	11%	25%	25%
62	4%	0%		5%
63			0%	1%
66	3%	3%	3%	13%
67	3%	9%		
71	35%	30%	99%	96%
79	12%	18%		
97				7%

GRANTS MANAGEMENT

Days to Access New Grant Funds



District	2012-2013	2013-2014	2014-2015	2015-2016
1	10.0	162.5		
3	14.0	14.0	9.3	45.0
4	59.2	17.2	59.0	60.0
5	30.0	30.0	30.0	
7	30.0	30.0	30.0	30.0
8	5.0	5.0	5.0	5.0
9		10.1	10.0	10.0
10	20.0	30.0		30.0
11				41.0
12	33.6	43.6	39.0	64.9
13		30.0	30.0	30.0
14	128.0	127.3	52.4	174.3
15	45.0			
18	65.5	65.5	30.0	45,766.3
19	26.0	4.7	4.5	
20	60.0	60.0	60.0	60.0
23		7.8		
25		37.2	29.3	503.9
26	34.2	34.4	21.9	
30	30.0	45.0	45.0	45.0
32	0.5	45.0		45.0
33	1.7	1.5		
35	14.0	14.0	14.0	30.0
39	20.3	24.3	32.3	18.0
43	5.0	5.0		7.1
45				0.0
46	14.0	14.0	10.4	0.2
47	30.0	30.0	30.0	30.0
48	15.0	20.0	20.0	14.0
49	11.0			0.0
51			7.5	
53	20.0	15.0	15.0	20.0
54	1.3			0.0
58	10.0	10.0	10.0	10.0
62	30.0	30.0		30.0
63			50.0	
66	6.7	9.3	10.2	9.0
71	73.4	137.0	114.8	80.8
74		21.0		
79	35.0	35.0		
97				30.0

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 meet. 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

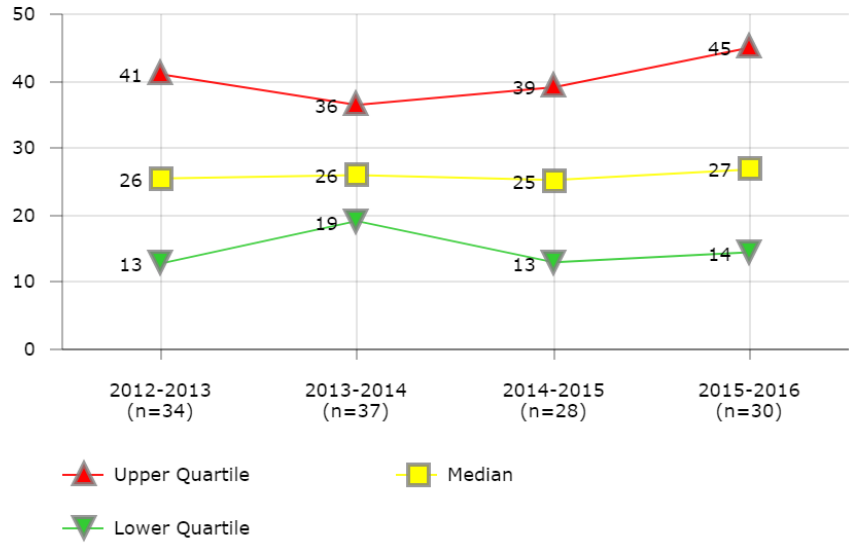
- Who monitors awards and the grant program coordinator to assure timeliness
- Timeliness of award notification from Federal and State entities
- School Board and administrative policies, as well as budget development and management process and Procurement regulations and policies
- The timeliness of 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 (2015-2016)

- Baltimore City Public Schools
- Buffalo Public Schools
- Chicago Public Schools
- Clark County School District
- Guilford County School District
- Omaha Public School District
- Palm Beach County School District
- Pittsburgh Public Schools
- School District of Philadelphia

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 in a timely way 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 (2015-2016)

- Austin Independent School District
- Broward County Public Schools
- Chicago Public Schools
- Cincinnati Public Schools
- Columbus Public Schools
- Metropolitan Nasvhille Public Schools
- Omaha Public School District
- Orange County Public School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	38			
3	26	26	41	48
4	38	35	23	31
5	11	11	11	
7	60	45	45	45
8	29	36	36	42
9	25	25	25	26
10	25	25		25
11		32		81
12	50	53	56	55
13	12	12	12	12
14	16	22	23	25
18	42	30	8	18
19	19	19	21	
20	12	35	37	14
25		28	18	28
26	35	35	35	
28	9	11		
30	30	35	35	35
32	45	45	45	45
33	41	41		
35	12	12	12	12
39	24	21	26	18
43	20	24		31
45	34	36		42
46	53	53	61	61
47	3	3	3	3
48	14	7	14	10
51			27	420
52	36	38		32
53	15	22	22	22
54				11
55			30	
56	53	48		
58	60	60	60	60
62	60	60		
63			105	18
66	11	19	11	12
71	13	8	12	10
74		20		
77		22		
79	9	9		

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.

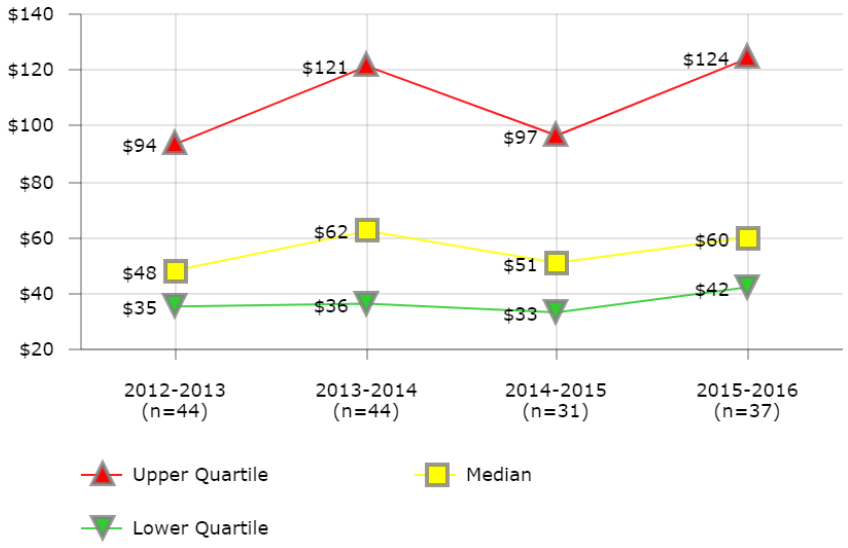
Finally, metrics of the procurement department's service level, such as Procurement Administrative Lead Time, should also be considered.

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

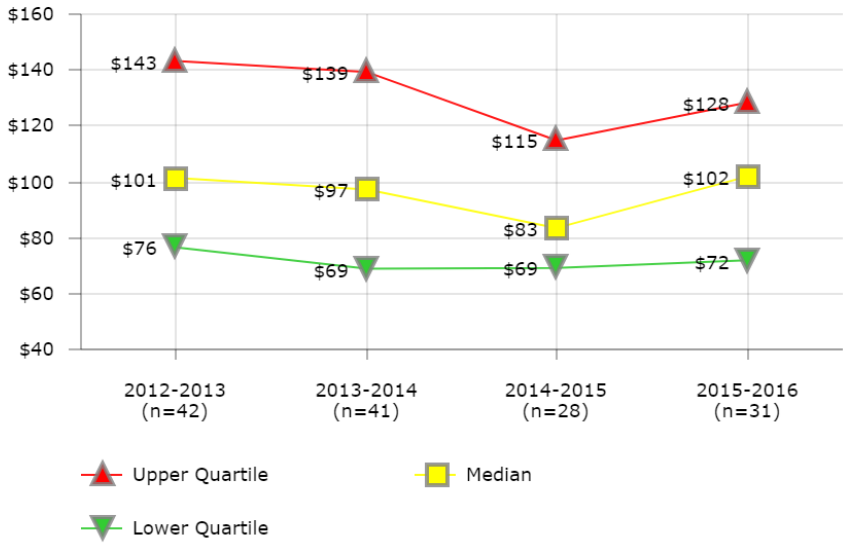
Districts in Best Quartile (2015-2016)

- Albuquerque Public Schools
- Charlotte-Mecklenburg Schools
- Chicago Public Schools
- Houston Independent School District
- Jefferson County Public Schools (KY)
- Kansas City School District (MO)
- Metropolitan Nasvhille Public Schools
- Oklahoma City Public Schools
- Palm Beach County School District
- Shelby County School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	$35	$30		
2	$100	$217		$132
3	$122	$120	$192	$253
4	$120	$126	$97	$127
5	$228	$123	$118	
6	$36	$35		
7	$160	$259	$129	$124
8	$51	$38	$38	$42
9	$67	$62	$60	$58
10	$32	$27		$44
11	$39	$55		
12	$21	$25	$59	$60
13	$24	$25	$30	$49
14	$40	$34	$23	$28
15	$94			
16	$86	$88	$87	$117
18	$35	$29	$35	$42
19	$46	$75	$95	
20	$36		$28	$48
21		$114		
23	$114	$118		
25	$118	$135		$120
26	$41			
28		$169		$146
30		$177	$184	$217
32	$93	$78		$66
33	$117	$135		
34		$70	$42	$40
35	$52		$43	$246
37	$61	$104	$105	$232
39	$22	$68	$23	$25
41	$35	$40	$50	$47
43		$35		$48
44	$55	$60	$60	$64
45	$71			$84
46	$41	$42	$48	$54
47	$40	$35	$33	$37
48	$43	$40	$44	$50
49	$38	$53	$52	$76
51			$33	$34
52	$58	$48		
53	$24	$22	$23	$22
54	$18			$21
55	$25	$26	$26	$28
56		$190		
57	$27			
58	$39	$45	$51	
63			$88	$80
66	$86	$107	$104	$103
67	$134	$154		$135
71	$127	$134	$126	$151
74		$40		
77	$66	$63		

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

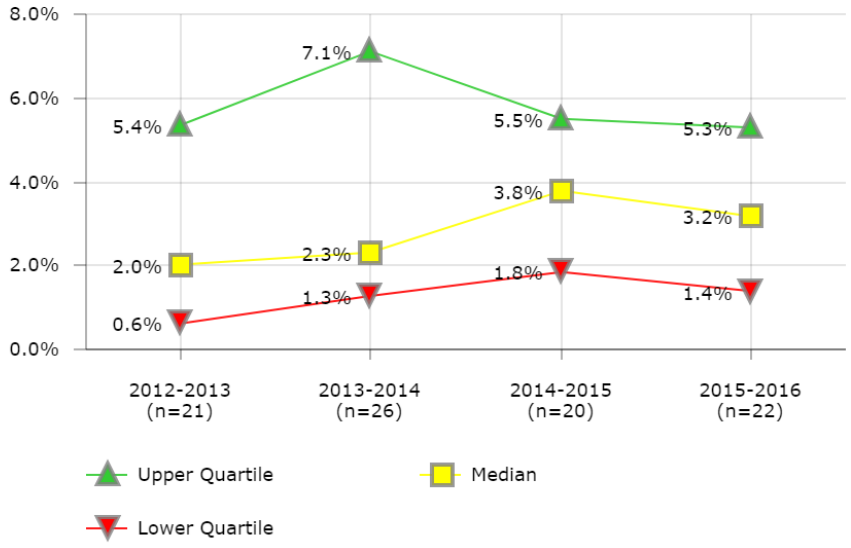
Districts in Best Quartile (2015-2016)

- Chicago Public Schools
- Des Moines Public Schools
- Guilford County School District
- Miami-Dade County Public Schools
- Pittsburgh Public Schools
- San Francisco Unified School District
- St. Louis Public Schools
- St. Paul Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	$116	$96		
2	$156		$181	$201
3	$93			$43
4	$152	$139	$99	$105
5	$144	$129		
6	$113	$110		
7	$160	$144	$58	$130
8	$95	$74	$70	$84
9		$133	$128	$128
10	$95	$76		$98
11		$32		
12	$52	$50	$69	$66
13	$76	$68	$82	$132
14	$140	$114	$85	$115
16	$143	$168	$123	$166
18	$109	$95	$114	
19		$156		
20	$103	$112	$78	$77
21		$88		
23	$198	$205		
25	$146	$153		$128
26	$57		$49	
28	$189	$171		$109
30	$65	$61	$67	$88
32	$69	$57		$46
33	$88			
34		$284	$193	$188
35	$91		$78	
37	$100	$97	$78	$102
39	$131	$108	$116	$120
41	$92	$96	$132	$122
43		$47		$27
44	$82	$73	$72	$80
45	$81			
46	$108	$112	$109	
47	$101	$89	$87	$91
48	$119	$109	$110	$116
49	$72	$67		$69
51			$146	$139
52	$74	$53		
53	$102			
54	$55			$41
55	$56	$56	$53	
56	$276	$204		
57	$61	$69		
58	$28	$28	$30	
63			$66	$72
66	$162	$168		
67	$277	$374		$225
71	$134	$117	$108	$96
74		$95		
77			$81	$55

PROCUREMENT

Procurement Savings Ratio



District	2012-2013	2013-2014	2014-2015	2015-2016
1	3.1%	2.0%		
2			2.9%	1.9%
3	6.4%	3.1%	7.8%	3.7%
4			0.2%	0.5%
5		2.1%		
7		11.6%	3.9%	3.4%
8	1.9%	2.1%	1.0%	0.4%
9	4.2%	2.1%	3.7%	4.3%
10	1.8%	2.1%		
12			0.0%	
13	1.0%	11.2%	5.7%	
14	35.0%	35.0%		5.6%
16	3.7%	16.3%	9.6%	12.8%
18	9.3%	7.2%	5.3%	0.6%
19		1.1%	1.7%	
20	0.2%	2.5%		
23	0.2%	0.4%		
28		6.0%		
32				0.1%
35				1.9%
37	8.7%	37.3%	4.2%	7.8%
39	2.0%	0.5%	2.0%	4.2%
43		6.5%		3.0%
46	0.9%	1.6%	2.7%	1.4%
47	7.5%	4.2%	26.4%	5.3%
48	5.4%	7.1%	5.2%	9.5%
52	0.6%	1.1%		
55	3.5%	2.7%	3.0%	0.7%
58			1.0%	
63			9.8%	1.7%
66				15.3%
67	0.6%	1.3%		2.3%
71	0.6%	1.2%	4.9%	3.4%
77	0.6%	0.7%		

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

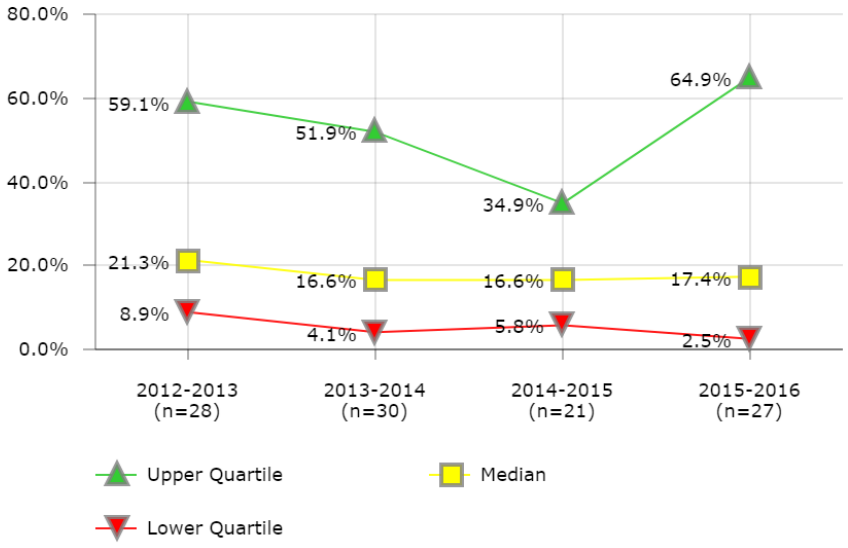
- Procurement policies, e.g., delegated purchase authority level, procurements exempted from competition, minimum quote requirements, sole source policies, vendor registration/solicitation procedures (may determine magnitude of competition)
- Utilization of technology and e-procurement tools
- Use of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

Districts in Best Quartile (2015-2016)

- Albuquerque Public Schools
- Denver Public Schools
- Metropolitan Nasvhille Public Schools
- Omaha Public School District
- Orange County Public School District
- San Diego Unified School District

PROCUREMENT

Strategic Sourcing Ratio



District	2012-2013	2013-2014	2014-2015	2015-2016
1	12.8%	14.0%		
2	0.3%	4.1%	0.0%	0.0%
3	20.4%	6.0%	10.5%	7.1%
4	14.0%	20.8%	5.8%	18.1%
5	0.8%	18.3%		
7	6.9%	9.0%	12.7%	17.4%
8	94.2%		91.7%	64.9%
9	72.2%	81.2%	67.2%	70.0%
10	71.2%	83.3%		76.6%
11	60.4%	0.7%		
12				0.0%
13	17.0%	2.1%	2.0%	92.5%
14	76.6%	14.8%		10.9%
16	80.8%	82.0%	89.9%	
18	31.9%	45.8%	33.9%	18.5%
19	1.2%	30.6%	16.9%	
20	0.4%		0.0%	0.1%
21		0.0%		
23		1.1%		
25		3.5%		0.0%
32		51.9%		52.6%
33	53.6%	60.7%		
34			0.0%	0.0%
35				2.5%
37	57.8%		27.7%	100.0%
39	52.3%	51.9%	87.5%	2.6%
41	10.4%			100.0%
46	40.0%	28.4%	34.9%	30.7%
47	72.9%	76.0%	10.2%	
48	22.3%	53.0%	65.3%	69.3%
49	12.0%			
53		0.0%		0.0%
54				2.8%
55	18.5%	13.1%	15.3%	13.7%
58		5.1%		
63			16.6%	3.4%
66	4.7%	4.7%	0.0%	23.7%
67	7.4%	70.8%		
71	25.2%	35.9%	27.0%	32.7%
77		1.6%		

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

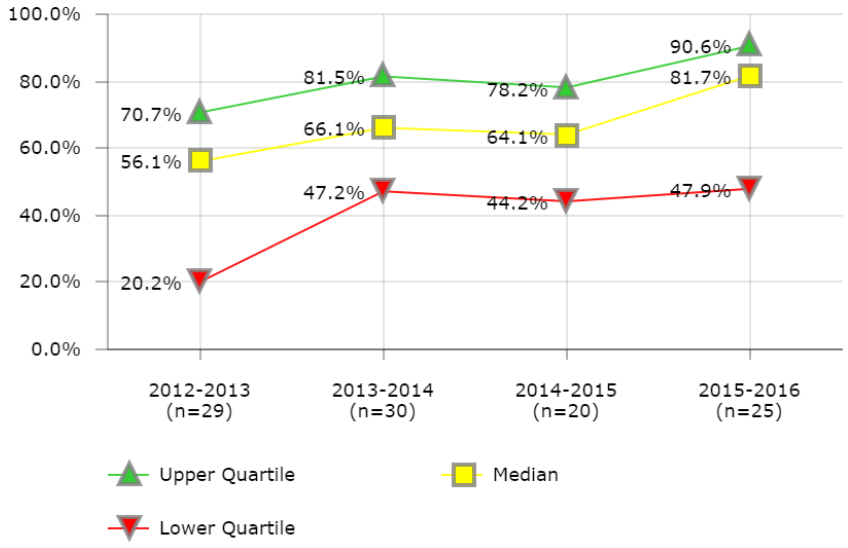
- Technical training of procurement professional staff
- Effectiveness of spend analysis regarding frequently purchased items
- Policies on centralization of procurement
- Balance between choice and cost savings
- Dollar approval limits without competitive bids

Districts in Best Quartile (2015-2016)

- Broward County Public Schools
- Clark County School District
- Dallas Independent School District
- Denver Public Schools
- Hillsborough County Public Schools
- Orange County Public School District
- Palm Beach County School District

PROCUREMENT

Competitive Procurements Ratio



District	2012-2013	2013-2014	2014-2015	2015-2016
1	0.0%	48.9%		
2	0.1%		40.9%	84.6%
3	30.1%	36.5%	30.2%	31.9%
4	10.1%	83.3%	64.8%	63.1%
5		47.2%		
7		73.2%	80.3%	81.7%
8	88.9%	99.2%	64.3%	90.6%
9	58.7%	74.1%	60.1%	66.3%
10	88.9%	80.5%		83.7%
12	2.2%		11.9%	55.4%
13	91.7%	0.7%		67.6%
14	56.5%	55.1%		
16	54.6%	73.4%	47.4%	
18	95.6%	71.8%	53.8%	0.0%
19	20.2%	52.9%	23.8%	
20		19.7%	31.4%	98.6%
23	56.6%	48.4%		
25	4.0%	3.2%		
28		4.7%		
32	11.8%	86.6%		98.4%
33	64.2%	60.4%		
34		55.0%		99.1%
37	41.2%	79.8%	70.5%	82.9%
39	66.2%	35.1%		
41	56.1%	98.6%	76.0%	73.3%
43		19.4%		19.7%
44	74.7%	90.9%	86.7%	90.6%
45	90.4%			97.5%
46	45.0%	80.6%	80.4%	89.7%
47	45.8%	87.3%		85.7%
48	71.0%	82.9%	75.5%	96.7%
54	70.7%			45.1%
55	49.8%	58.4%	57.2%	42.1%
58			82.5%	
63			90.7%	13.2%
71	69.8%	81.5%	63.9%	47.9%
77	4.2%			

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 the School Board's and taxpayers' confidence in the process, which remain as the cornerstone of public procurement.

Factors that Influence

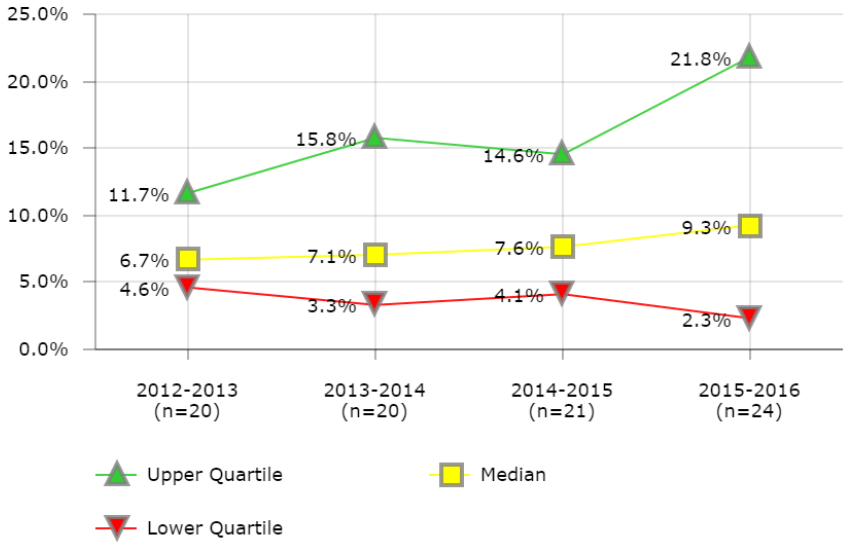
- Procurement policies governing procurements that are exempted from competition, emergency or urgent requirement procurements, direct payments (purchases without contracts or POs), minimum quote levels and requirements, and sole sourcing
- Degree of shared services that may be included in purchase dollars with other public agencies
- Vendor registration/ solicitation procedures 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 (2015-2016)

- Buffalo Public Schools
- Cincinnati Public Schools
- Duval County Public Schools
- Kansas City School District (MO)
- Miami-Dade County Public Schools
- Orange County Public School District
- Palm Beach County School District

PROCUREMENT

Cooperative Purchasing Ratio



District	2012-2013	2013-2014	2014-2015	2015-2016
2	11.9%		43.5%	22.4%
4			29.2%	29.0%
5	5.5%	7.4%	12.3%	
7		6.7%	5.3%	5.6%
8	9.9%	14.4%	4.2%	15.9%
9	3.0%	3.6%	4.1%	6.9%
10	4.8%	2.9%		9.8%
12			19.2%	17.8%
13		2.4%		0.6%
16	14.7%	27.4%	9.9%	21.7%
18				1.2%
19	8.8%	30.6%	14.6%	
23	5.9%			
25				0.2%
26	5.7%			
32		4.0%		
33	4.0%	3.8%		
34		3.0%	1.1%	0.1%
37			12.6%	21.9%
39	11.4%	15.8%	20.6%	19.9%
46	6.5%	10.0%	7.6%	7.5%
47	7.1%	21.7%	8.9%	27.0%
48	14.0%	7.7%	6.9%	8.7%
49	4.1%		1.1%	
53	4.5%	0.5%	3.5%	3.9%
54				0.9%
55	6.8%	3.9%	4.3%	2.9%
58			1.5%	
63			0.3%	1.7%
66				23.7%
67	12.1%	15.7%		13.7%
71	13.7%	21.0%	48.3%	56.0%
77	1.7%	1.6%		

Description of Calculation

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

Importance of Measure

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

Factors that Influence

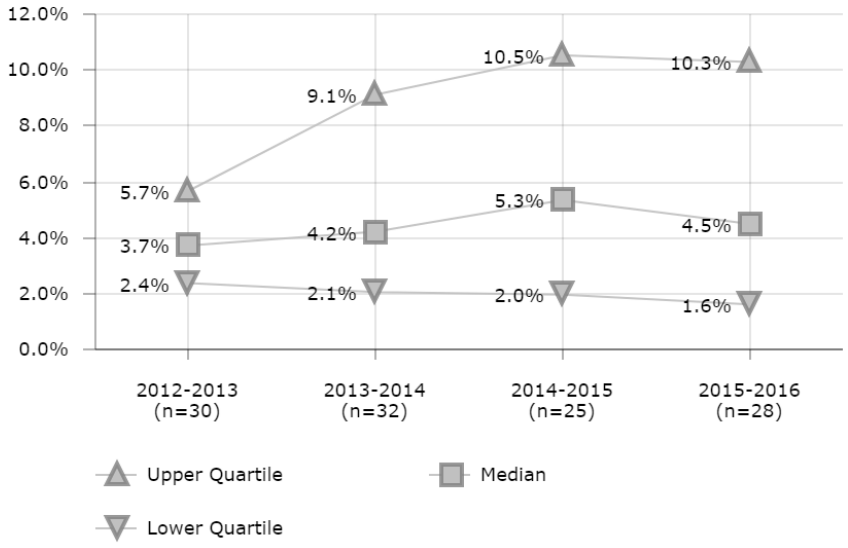
- Procurement laws and policies
- Commodity (some goods and services lend themselves to leveraging volume more than others)
- Degree of item standardization with other entities
- Number of available and eligible cooperative agreements
- Market environment (cooperative contracts may not remain competitive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

Districts in Best Quartile (2015-2016)

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

PROCUREMENT

P-Card Purchasing Ratio



District	2012-2013	2013-2014	2014-2015	2015-2016
1	2.4%	2.5%		
3	5.1%	6.8%	12.5%	10.3%
4	4.0%	6.0%	5.3%	4.7%
5	4.6%	4.7%	6.5%	
6		0.1%		
7	5.7%	9.6%	9.1%	12.1%
8	3.3%	3.7%	2.7%	4.3%
9	6.9%	7.6%	11.6%	11.8%
10	7.8%	9.3%		7.8%
11	4.0%	2.1%		
12	11.4%	9.0%	32.4%	10.2%
13	4.7%	4.2%	8.1%	9.0%
14	1.0%	1.0%	1.1%	0.4%
16	2.4%	3.8%	5.9%	5.2%
19	2.8%	6.7%	4.1%	
20	0.6%	0.1%	0.9%	0.2%
21		2.3%		
23	3.5%	4.2%		
28		10.2%		3.4%
32	4.9%	4.2%		1.7%
34			1.4%	
37		51.9%	10.5%	17.0%
39	8.4%	10.7%	10.1%	8.8%
43		15.6%		14.3%
44	3.0%	2.3%	2.0%	2.1%
45	0.5%			1.5%
46	0.0%	0.0%	0.0%	0.0%
47	0.3%	0.3%	1.2%	0.3%
48	5.3%	4.8%	4.7%	4.2%
49	11.8%		14.4%	11.4%
52	1.2%	1.5%		
54	3.3%			3.1%
55	2.8%	2.0%	2.5%	2.3%
57			0.1%	0.2%
63			2.4%	
66	9.9%	9.7%	10.6%	9.1%
67	0.1%	0.2%		0.2%
71	9.4%	13.1%	11.0%	16.8%

Description of Calculation

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

Importance of Measure

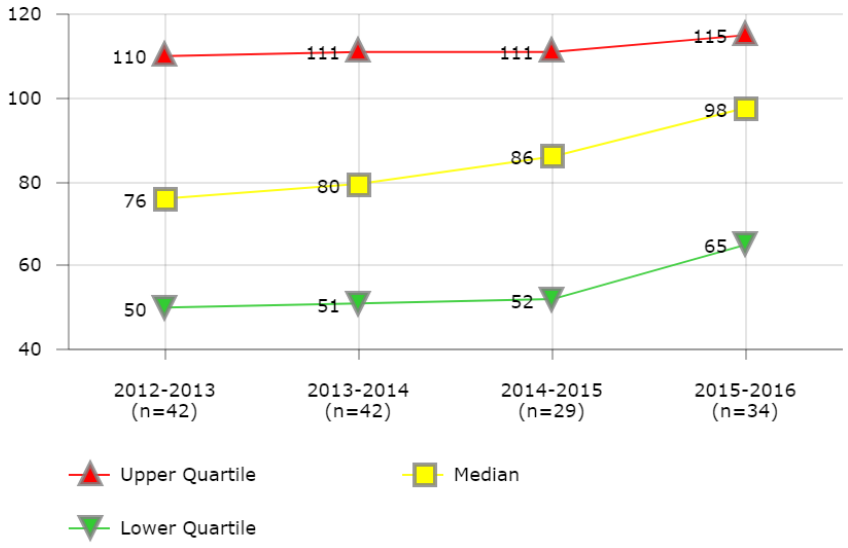
P- Card utilization significantly improves cycle times for schools, decreases procurement transaction costs as compared to a Purchase Order ***(2010 RPMG Research Corp cited average PO transaction cost = $93 from requisition to check, versus P-Card transaction cost = $22)***, and provides for more localized 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 transactions 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

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

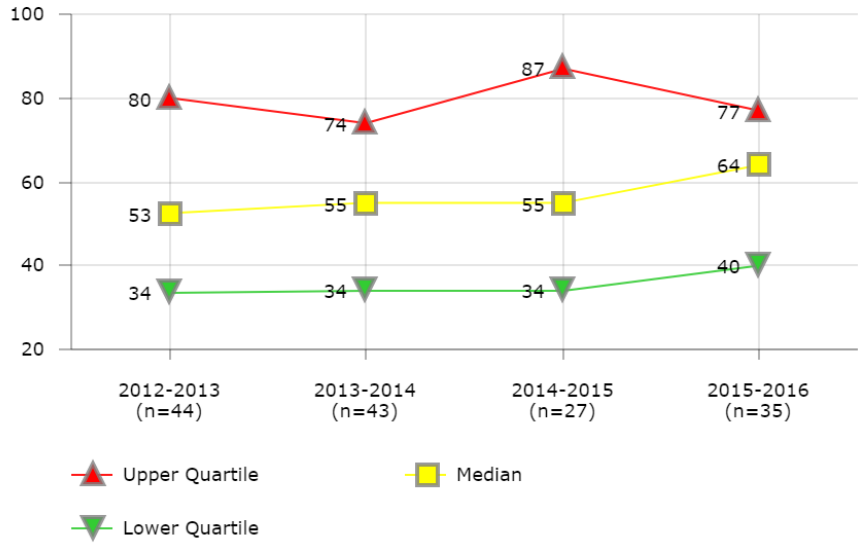
Districts in Best Quartile (2015-2016)

- Charlotte-Mecklenburg Schools
- Cincinnati Public Schools
- Des Moines Public Schools
- Guilford County School District
- Jefferson County Public Schools (KY)
- Kansas City School District (MO)
- Omaha Public School District
- Richmond City School District
- Shelby County School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	50	44		
2	50	50	50	50
3	98	111	111	115
4	104	104	58	77
5	144	181	194	
6	60	60		
7	111	141	86	125
8	103	103	103	103
9	150	149	150	99
10	100	100		87
11	120	120		
12	34	43	45	45
13	135	84	204	153
14	73	73	60	70
15	41			
16	110	56	105	108
18	44	125	89	65
19	60	51	51	
20	30	35	45	40
21		85		
23	58	61		
25		58		69
26	90			
28	40	38		109
32	140	150		140
33	120	120		
34	35	58		61
35				121
37	57	57	57	120
39	120	120	100	100
41	87	123	177	177
44	66	66	80	80
45	48			115
46	100	100	100	100
47	113	97	122	96
48	80	79	86	113
49	37	37	40	56
51			66	70
52	134	104		
53	57	46	52	49
55	22	22	22	22
57	79			
58		138	129	
63			125	130
66	38	38	44	52
67	73	73		75
71	93	106	86	101
77	70	80		
79		42		

PROCUREMENT

PALT for Invitations for Bids



District	2012-2013	2013-2014	2014-2015	2015-2016
1	45	44		
2	30	30	30	30
3	50	56	64	64
4	33	33	33	33
5	124	106		
6	45	50		
7	80	55	49	56
8	40	40	40	40
9	110	110	137	95
10	55	55		84
11	82			
12	20	31	23	23
13	165	67	113	119
14	50	50	55	70
15	96			
16	72	72	87	73
18	33	33	33	45
19	32	46	46	
20	40	54		55
21		69		
23	36	63		
25		49		68
26	83			
28	31	24		65
32	165	141		165
33	79	79		
34	24	24		45
35				19
37	34	34	34	44
39	90	90	75	75
41	87	97	97	97
43		51		51
44	76	76	70	71
45	28			30
46	89	89	89	89
47	29	34	35	29
48	61	62	71	77
49	37	27	26	30
51			83	83
52	25	24		
53	45	45	45	45
55	27	27	27	27
56	67	65		
57	79			
58	58	101	89	
63			109	130
66	38	38	44	44
67	61	65		65
71	72	73	64	64
77	80	80		
79		74		

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

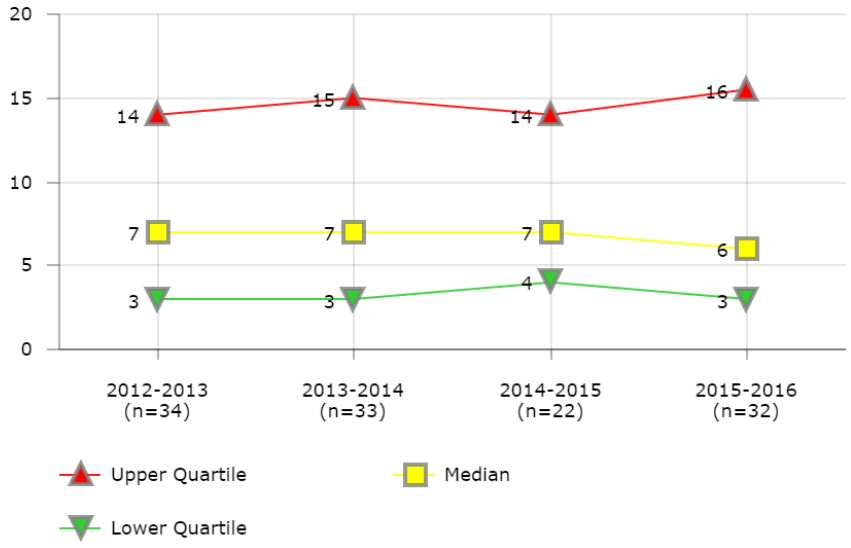
- Federal, State and local Board procurement policies and laws, including formal solicitation requirements, minimum advertising times and procurement dollar limits
- Frequency of board meetings
- Budget/FTE allocation for professional procurement staff
- Training on scope of work and specification development 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 (2015-2016)

- Buffalo Public Schools
- Charlotte-Mecklenburg Schools
- Columbus Public Schools
- Des Moines Public Schools
- Guilford County School District
- Metropolitan Nasvhille Public Schools
- Palm Beach County School District
- Richmond City School District
- Wichita Unified School District

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

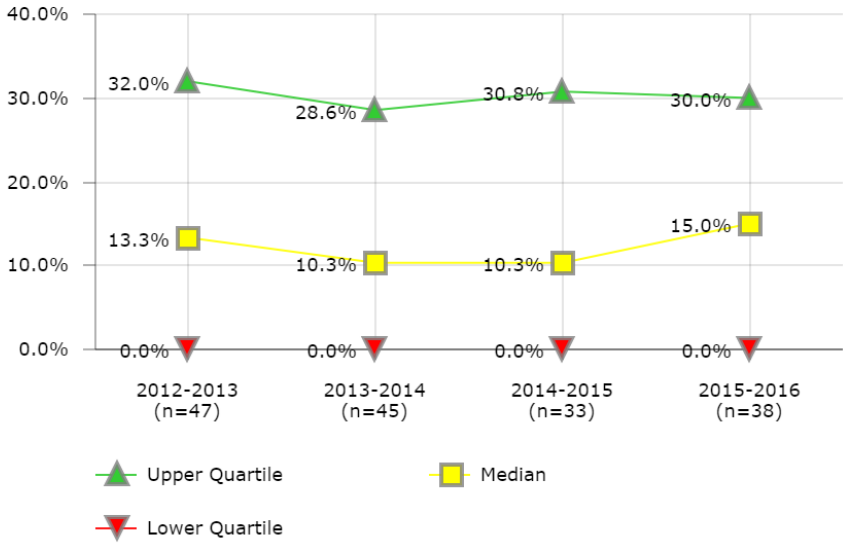
Districts in Best Quartile (2015-2016)

- Albuquerque Public Schools
- Baltimore City Public Schools
- Broward County Public Schools
- Denver Public Schools
- Duval County Public Schools
- Houston Independent School District
- Jefferson County Public Schools (KY)
- Kansas City School District (MO)
- Shelby County School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	15	15		
2	30	30	30	50
3	14	14	14	14
4			5	58
5		80		
7	12	12	14	12
8	15	5	5	5
9	7	7	4	4
10	15	15		15
11	4			
12	5	2	10	10
13	4	7	7	2
14	3	3		3
15	2			
16			106	90
18	3	3	10	3
20	20	20		15
21		2		
23	8	2		
25		5		4
26	17			
28		3		
32	10			10
33	20	20		
34	2	2		3
35				5
37	5	5	5	3
39	3	3	3	3
41	3			
43		15		15
44	1	1	2	2
45	6			5
46	3	3	3	3
47	3	2	2	3
48		16	22	32
49	10	11	7	20
51				7
53	3	2		2
55	7	7	7	22
57	7			
58	120		90	
63			9	30
66	4	4	4	4
71	10	15	14	16
77	10	10		
79		14		

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 districts' 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

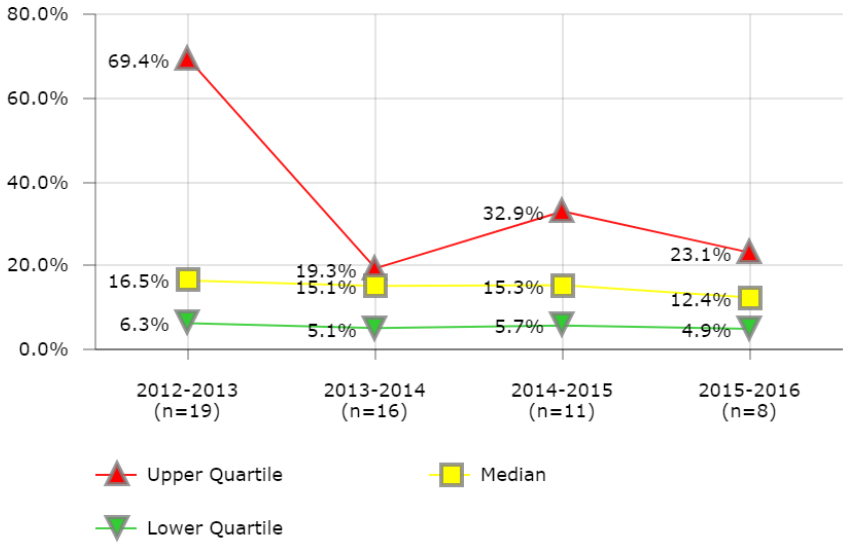
Districts in Best Quartile (2015-2016)

- Atlanta Public Schools
- Baltimore City Public Schools
- Broward County Public Schools
- Charlotte-Mecklenburg Schools
- Columbus Public Schools
- Dallas Independent School District
- Guilford County School District
- Oklahoma City Public Schools
- Richmond City School District
- San Diego Unified School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	10.5%	10.5%		
2	80.0%	66.7%	66.7%	50.0%
3	33.3%	42.9%	16.7%	20.0%
4	50.0%	10.0%	0.0%	11.1%
5	23.1%	51.3%	51.3%	
6	0.0%	0.0%		
7	6.1%	0.0%	0.0%	0.0%
8	23.3%	19.5%	19.5%	20.4%
9	37.0%	28.6%	29.8%	26.1%
10	32.0%	32.0%		22.7%
11	26.0%	26.5%		
12	0.0%	0.0%	0.0%	0.0%
13	4.0%	15.6%	16.7%	30.0%
14	14.3%	28.6%	28.6%	21.4%
15	0.0%			
16	48.1%	48.3%	37.5%	36.7%
18	27.3%	23.1%	0.0%	0.0%
19	0.0%	0.0%	0.0%	
20	0.0%	0.0%	0.0%	14.3%
21		0.0%		
23	23.1%	23.1%		
25	6.3%	9.1%		20.0%
26	31.3%			
28	45.5%	41.7%		45.5%
30	14.3%	0.0%	0.0%	0.0%
32	21.7%	23.3%		15.8%
33	0.0%	0.0%		
34	100.0%	0.0%	0.0%	0.0%
35	33.3%		33.3%	33.3%
37	30.8%	23.1%	30.8%	22.2%
39	9.7%	9.7%	7.3%	7.0%
41	13.3%	35.3%	39.1%	43.5%
43		0.0%		0.0%
44	9.1%	9.1%	9.1%	9.1%
45	0.0%			0.0%
46	42.9%	42.9%	46.2%	46.2%
47	11.1%	20.0%	10.0%	10.0%
48	14.8%	10.3%	10.3%	20.0%
49	57.1%	50.0%	50.0%	50.0%
51			16.7%	33.3%
52	0.0%	0.0%		0.0%
53	0.0%	0.0%	0.0%	0.0%
54				11.4%
55	62.5%	62.5%	62.5%	62.5%
56	0.0%	0.0%		
57	0.0%		0.0%	
58	12.5%	11.1%	10.5%	
63			0.0%	0.0%
66	7.4%	7.4%	0.0%	0.0%
67	0.0%	0.0%		0.0%
71	0.0%	0.0%	0.0%	0.0%
74		0.0%		
77	0.0%	0.0%		

PROCUREMENT

Warehouse Operating Expense Ratio



District	2012-2013	2013-2014	2014-2015	2015-2016
5	31.9%	35.9%	17.4%	
8	4.9%	6.4%	5.8%	5.8%
9	15.6%	13.1%		
10	39.0%	52.9%		
12	195.3%	19.7%	16.6%	
13	16.5%	19.0%		
14			47.0%	
16	21.4%	17.2%	32.9%	21.9%
19	10.1%			
21		18.9%		
23	126.6%			
32	8.8%	17.5%		24.3%
33	5.0%	4.6%		
35	16.3%		15.3%	14.3%
39	97.1%	91.9%	95.0%	27.1%
41	4.5%	1.2%	2.0%	2.4%
44	69.4%			
47	2.9%	2.6%	2.1%	10.5%
55	6.3%	6.3%	6.2%	
71	28.5%	5.6%	5.7%	4.0%
77	159.1%			
79		4.0%		

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 and region.

Factors that Influence

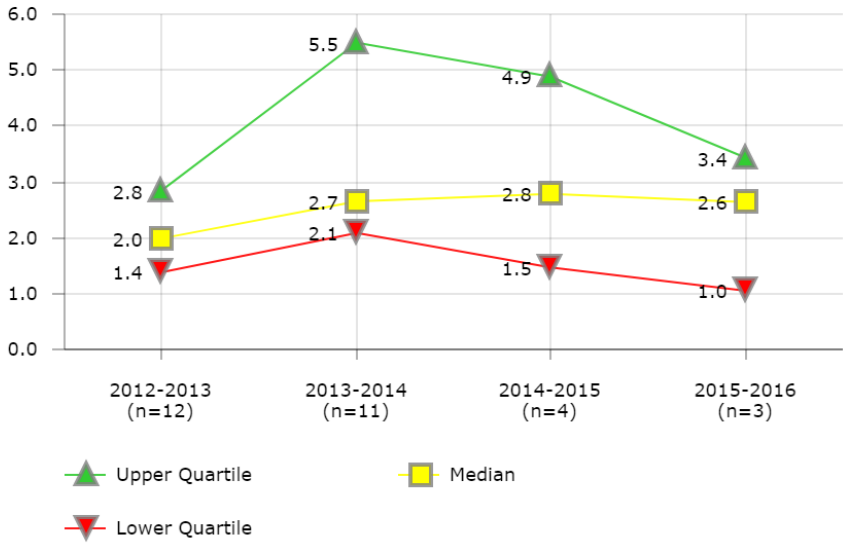
- Warehouse building utility cost and space efficiency
- Total SKUs for indirect and direct cost allocations
- Number of warehouse personnel and material handling equipment/vehicles
- Type of warehouse (environmentally controlled or not)
- Cycle time requirements

Districts in Best Quartile (2015-2016)

- Austin Independent School District
- Dallas Independent School District

PROCUREMENT

Warehouse Stock Turn Ratio



District	2012-2013	2013-2014	2014-2015	2015-2016
5	2.5	2.1		
8				2.6
9	5.3	5.5		
10	1.1			
13	2.8	2.6		
16	2.0	1.5	3.8	1.0
21		3.8		
23	0.9			
26	2.0			
32		6.6		
33	3.0	4.0		
39	1.2	1.1	1.2	
55	2.9	2.7	1.8	
71	1.6	6.1	6.0	3.4
77	1.7			
79		2.6		

Description of Calculation

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

Importance of Measure

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

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

Factors that Influence

- Inventory financing costs
- Inflation
- Purchasing policies

Districts in Best Quartile (2015-2016)

- Austin Independent School District

Risk Management

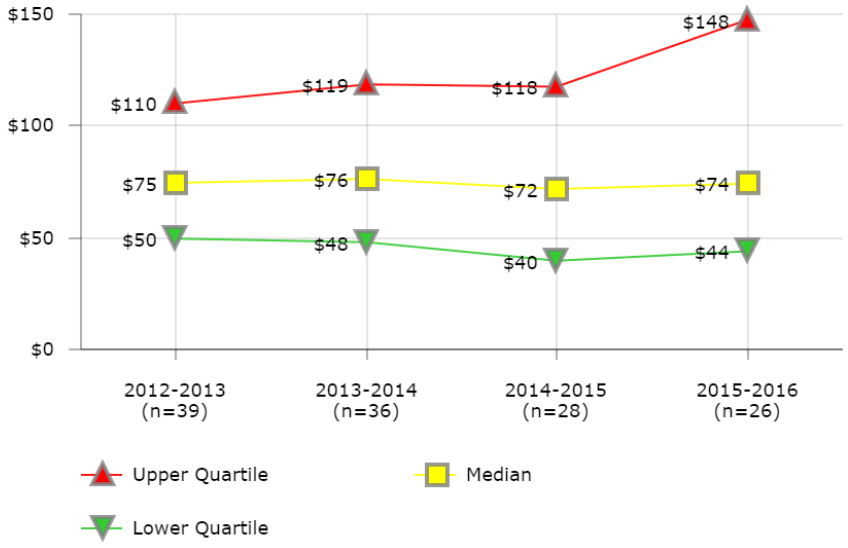
Performance metrics in risk management evaluate the rate of incidents that could lead to claims against the district, as well as the total cost of claims and insurance. The total cost is broadly considered with **Cost of Risk per Student**, and **Employee Incident Rate** (expressed per employee or per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

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

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

RISK MANAGEMENT

Cost of Risk per Student



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

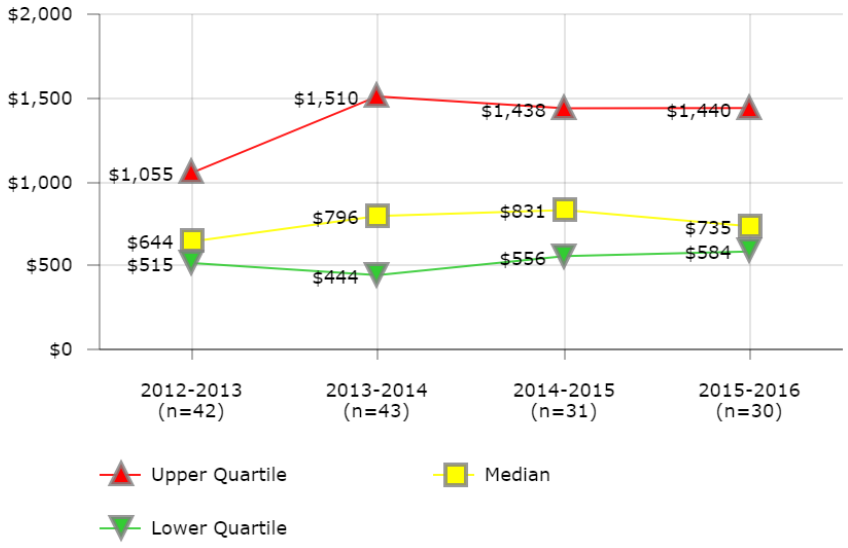
Districts in Best Quartile (2015-2016)

- Austin Independent School District
- Clark County School District
- Guilford County School District
- Hillsborough County Public Schools
- Houston Independent School District
- Palm Beach County School District
- Shelby County School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1		$70		
2	$51		$72	$82
3	$103	$117	$115	
4	$75	$77	$94	$95
5	$54	$59	$47	
6		$5		
7	$73	$95	$102	$96
8	$67	$47	$37	$40
9	$38	$35	$32	$44
10	$36	$26		$44
11	$95			
12	$121	$170	$147	$155
13	$84	$65	$71	$65
14	$113	$109	$101	$148
16	$110	$110	$106	
18	$9	$6	$10	$10
19			$228	
20		$87		
21	$92	$212	$39	
23	$89	$120		
25	$96	$127	$193	
28				$76
30	$93	$75	$85	$90
32	$134	$83	$120	$104
33	$68			
34			$323	$225
37	$49	$71	$72	$50
39	$50	$49	$37	$35
43		$158		$186
44	$44	$59	$54	$55
45	$152	$121		
46	$48	$51		
47	$101			
48	$53	$35	$34	$50
49	$59	$32	$41	$10
51			$278	$239
52	$92	$75		
53	$129			
54	$68		$61	$61
55	$22	$16	$21	
56	$120	$110		
57	$73			
58		$202	$187	$184
62	$204	$180		$176
66	$42	$78		$72
71	$43	$46	$50	$36
77	$122			
79	$118	$139		

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

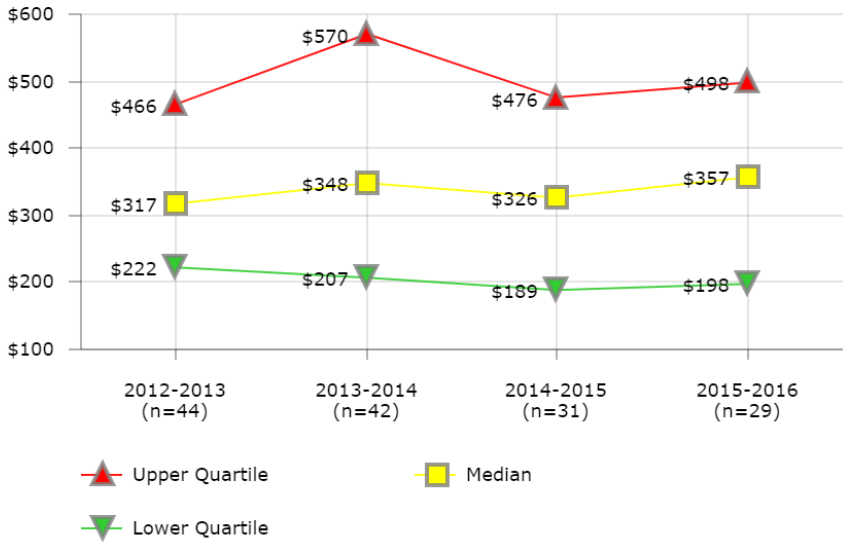
Districts in Best Quartile (2015-2016)

- Austin Independent School District
- Clark County School District
- Dallas Independent School District
- Denver Public Schools
- Hillsborough County Public Schools
- Houston Independent School District
- Orange County Public School District
- Palm Beach County School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	$610	$517		
2	$413	$444	$618	$688
3	$764	$796		$647
4	$331	$401	$595	$653
5	$815	$731		
7	$572	$790	$831	$735
8	$860	$434	$565	$584
9	$407	$411	$327	$431
10	$568	$292		$444
11	$817	$2,037		
12	$1,348	$1,610	$1,444	$1,546
13	$1,391	$967	$1,073	$749
14	$1,197	$1,096	$902	$1,445
16	$1,750	$1,622	$1,438	
18	$11	$54	$121	$97,117
19	$1,535	$2,076	$1,230	
20		$1,155	$939	$891
21	$531	$1,541		
23		$1,510		
25	$609	$960	$8,001	$2,147
28	$51	$981		
30	$1,258	$991	$1,099	$1,085
32	$1,617	$1,018	$1,543	$1,365
33	$664			
34			$2,802	$1,440
35	$1,714		$1,029	
37	$559	$710	$657	$444
39	$625	$642	$459	$476
41	$337	$291	$406	$395
43	$926	$722		$593
44	$924	$1,099	$1,138	$1,148
45	$996	$1,302		
46	$589	$632		$735
47	$893			
48	$426	$404	$343	$335
49	$815	$416	$549	
51			$4,188	$4,984
52	$423	$306		$644
53	$587	$536	$556	
54	$515		$823	
55		$171	$822	
56	$1,138	$1,969		
57	$543			
58		$2,713	$2,776	$2,727
62		$91,907		$3,170
63		$2,005	$1,510	$1,400
66	$311	$483	$740	$662
71	$420	$479	$500	$408
74		$1,298		
77	$1,055			
79	$1,060	$1,654		

RISK MANAGEMENT

Workers' Compensation Cost per Employee



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

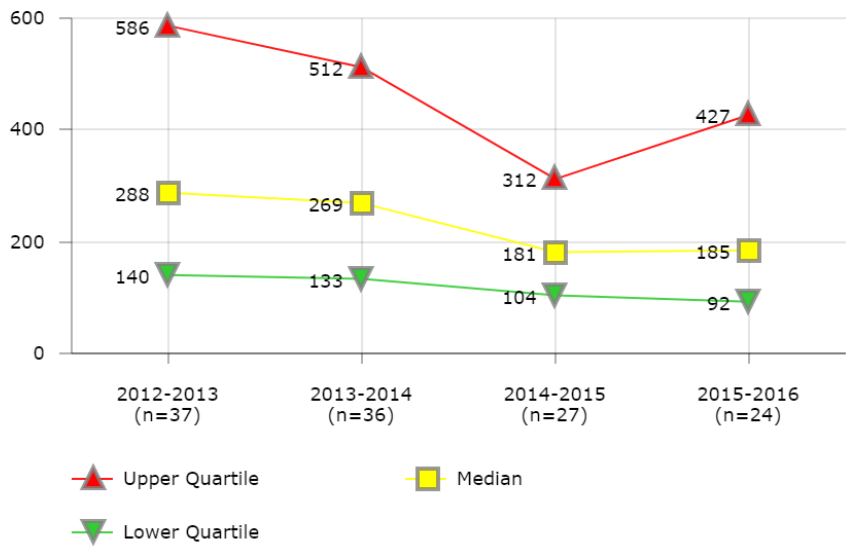
Districts in Best Quartile (2015-2016)

- Austin Independent School District
- Dallas Independent School District
- Denver Public Schools
- Hillsborough County Public Schools
- Houston Independent School District
- Orange County Public School District
- Palm Beach County School District
- Shelby County School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	$240	$224		
2	$172		$276	$312
3	$319	$339		$386
4	$120	$128	$203	$221
5	$286	$249	$204	
7	$304	$441	$476	$470
8	$369	$188	$190	$198
9		$207	$162	$215
10	$176	$118		$196
11	$325	$815		
12	$459	$570	$537	$567
13	$472	$357	$389	$269
14	$356	$316	$275	$452
16	$638	$622	$564	
18		$29	$47	$42
19		$714		
20	$416	$432	$361	$350
21	$237	$710		
23	$425	$251		
25	$316	$474	$689	$1,030
28	$26			$427
30	$478	$370	$404	$398
32	$752	$505	$732	$675
33	$235			
34	$955		$982	$554
35	$730		$398	
37	$190	$261	$237	$180
39	$255	$271	$189	$178
41	$127	$108	$160	$169
43	$615	$544		$498
44	$312	$410	$397	$391
45	$610	$509		
46	$292	$323		
47	$404	$384	$326	
48	$185	$192	$168	$162
49	$235	$120	$162	
51				$1,361
52	$210	$148		
53	$293	$273	$295	
54	$378		$420	$357
55	$78	$78	$96	
56	$615	$576		
57	$327			
58	$876	$1,154	$1,187	$1,171
62	$968	$883		
63		$705	$763	$732
66	$133	$212	$332	$308
71	$136	$157	$160	$148
74		$605		
79	$397	$602		

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
- Fluctuations in the number of employees

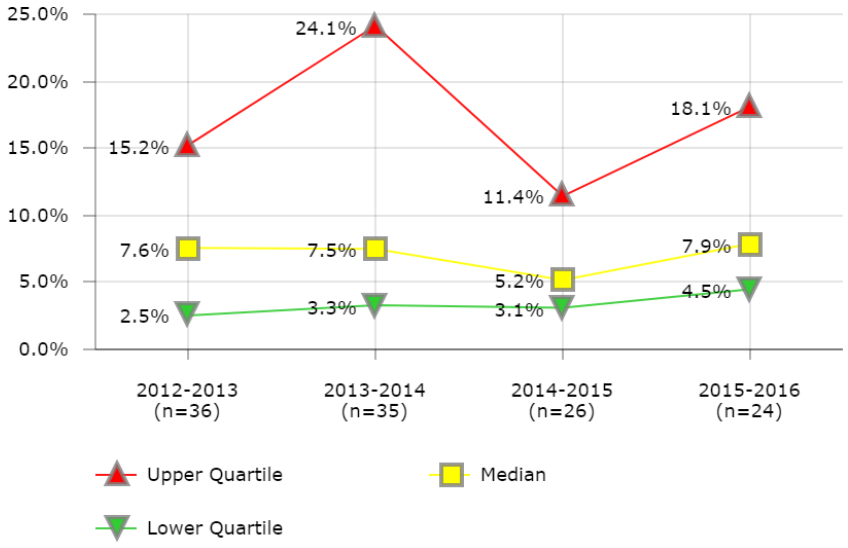
Districts in Best Quartile (2015-2016)

- Albuquerque Public Schools
- Broward County Public Schools
- Dallas Independent School District
- Hillsborough County Public Schools
- Kansas City School District (MO)
- Orange County Public School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	1,210	331		
2	149		70	143
3	436	531		546
4	158	185	146	93
5	72	499	308	
7	357	438	215	411
8	55	14	45	116
9		270	262	345
10	41	11		14
11	1,613	787		
13	174	180	174	83
14	77	75	69	78
16	518	765	647	
18		96	26	
19		1,847		
20	142	244	312	130
21	1,002			
23	288	95		
25	1,152			1,244
28				97
30	330	315	193	240
32	471	250	307	219
33	78			
34	113		74	47
35			1,233	
37	230	113	118	442
39	347	329	233	178
41	140	171	18	15
43	623	293		636
45	919	861		
47	155	153	155	
48	535	90	104	92
49	237	268	313	
51			138	242
52	624	284		
53		525	581	
54	173		651	1,071
55	103	62	122	
56	839	1,004		
57	1,192			
58	586	949	978	658
62	16	229		
63		257	181	191
66		47		
71	23	856		
79	293	289		

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

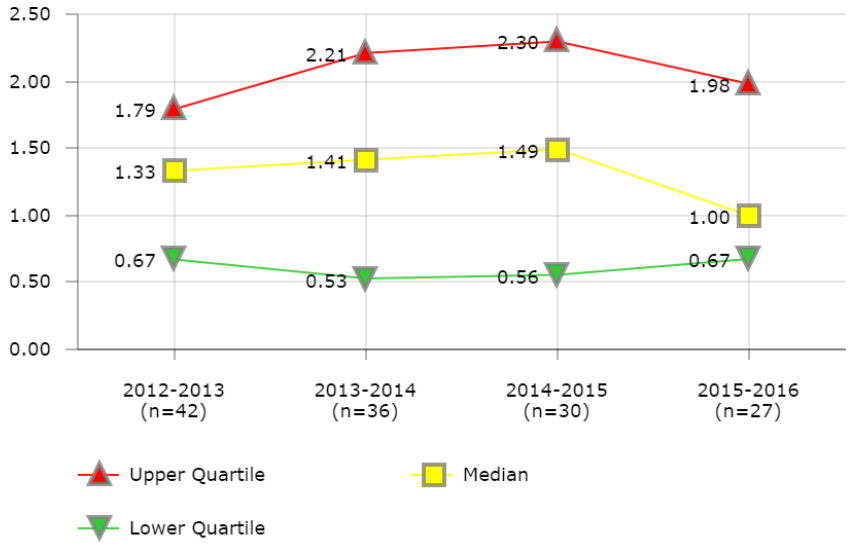
Districts in Best Quartile (2015-2016)

- Broward County Public Schools
- Clark County School District
- Denver Public Schools
- Miami-Dade County Public Schools
- Palm Beach County School District
- Shelby County School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1		33.3%		
2				20.0%
3	1.2%	0.5%		
4	7.7%	2.0%		
5	39.1%	6.9%	38.7%	
6		100.0%		
7	10.3%	2.8%	3.8%	
8	0.3%	7.4%	4.9%	2.7%
9	3.3%	4.6%	6.5%	2.3%
10	19.2%	4.2%		4.5%
11	19.7%			
12	20.0%	37.5%	40.0%	23.5%
13	1.6%	2.6%	2.6%	3.6%
14	10.0%	4.7%		7.0%
16	7.4%	6.2%	5.4%	
18	5.4%	2.0%	1.5%	3.6%
19			5.6%	
21	2.1%	14.8%	8.4%	
23	13.2%	24.2%		
25	6.5%		4.3%	4.7%
30	14.3%	10.5%	5.8%	
32	1.3%	3.3%	2.2%	2.2%
33	2.1%	9.4%		
34	27.3%	60.7%	14.3%	55.6%
37	28.1%	24.1%	11.4%	4.4%
39	16.2%	100.0%	100.0%	100.0%
43		66.7%		33.3%
44	33.7%	24.3%	32.0%	7.0%
46				5.3%
47	6.8%	8.4%	3.7%	
48	2.6%	7.5%	7.5%	8.1%
49	3.1%	3.8%	4.9%	13.3%
51			3.1%	14.7%
52	14.3%	13.3%		16.2%
53	7.2%			
54	37.3%		18.5%	25.8%
55		1.0%	2.0%	
56	8.2%	17.0%		
57	12.7%			
58		5.8%	3.1%	7.6%
62	9.5%	24.1%		
66	1.4%	0.3%	4.9%	11.4%
71	3.5%	1.6%	3.0%	9.8%
77	1.9%			
79	2.5%	10.0%		

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

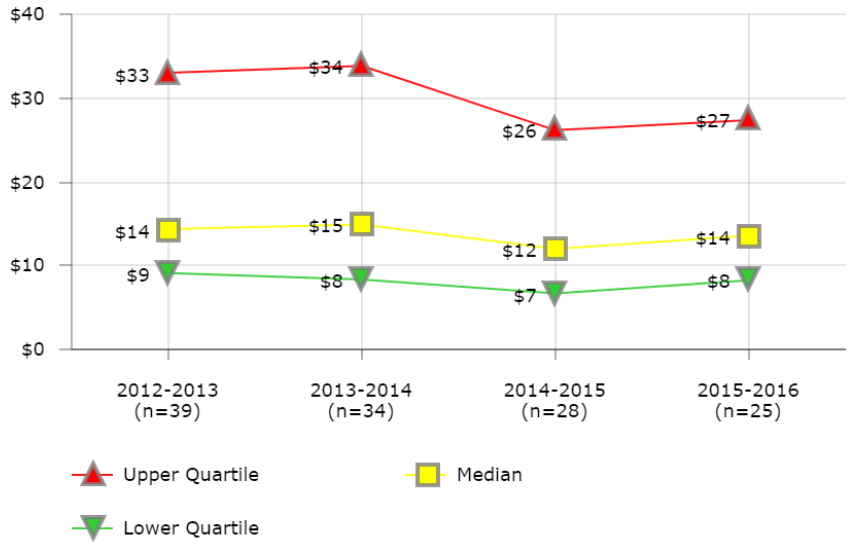
Districts in Best Quartile (2015-2016)

- Austin Independent School District
- Des Moines Public Schools
- Duval County Public Schools
- Guilford County School District
- Houston Independent School District
- Milwaukee Public Schools
- Omaha Public School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	2.62	0.12		
2	0.27		0.17	0.84
3	4.52	16.24	2.78	6.71
4	0.26	0.98	0.94	1.00
5	0.49	2.72	0.64	
6	0.12	0.20		
7	0.59	0.75	0.54	0.83
8	1.79	1.82	1.43	1.98
9	1.81	1.91	1.94	2.16
10	1.58	1.64		1.94
11	1.27			
12	0.65	0.49	0.46	0.51
13	7.59	2.61	2.35	2.59
14	1.73	2.17	2.43	2.56
16	1.39	2.26	2.30	
18	0.68	1.37	1.69	1.70
19			6.33	
21	3.05	3.72	3.50	
23	0.83	0.71		
25	1.25	0.50	1.88	1.19
28	1.20			
30	0.45	0.48	0.67	0.29
32	2.46	1.83	3.64	3.77
33	1.60			
34	0.70	1.76	1.84	1.16
37	1.60	1.52	1.17	1.09
39	0.34	0.04	0.06	0.05
43		0.12		0.76
44	0.71	0.55	0.39	0.67
45	0.43	0.51		
47	3.29	2.89	8.91	
48	2.03	2.11	2.28	3.44
49	0.89	0.71	0.56	0.41
51			1.58	0.83
52	0.60	0.41		
53	1.51			
54	0.67		0.41	0.76
55	1.09	0.69	1.03	
56	1.20	0.58		
57	1.63			
58		2.25	1.37	0.93
62	1.44	1.35		1.25
66	1.41	6.03	1.56	0.67
71	1.64	1.46	0.39	0.49
77	1.96			
79	11.19	5.03		

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

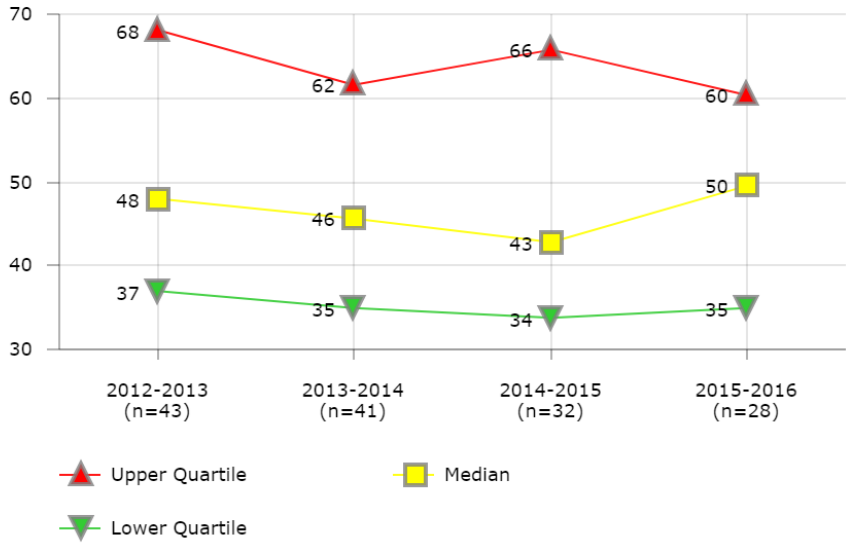
Districts in Best Quartile (2015-2016)

- Austin Independent School District
- Duval County Public Schools
- Houston Independent School District
- Palm Beach County School District
- Richmond City School District
- School District of Philadelphia
- Shelby County School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1		$29		
2	$2		$4	$6
3	$27	$31	$29	
4	$50	$52	$53	$51
5	$8	$15	$11	
6	$6	$5		
7	$10	$6	$9	$12
8	$9	$16	$6	$8
9	$12	$7	$9	$14
10	$6	$5		$10
11	$39			
12	$26	$55	$39	$38
13	$19	$17	$18	$20
14	$48	$52	$49	$63
16	$13	$12	$17	
18	$9	$3	$3	$4
19			$84	
20		$7		
21	$38	$42	$39	
23	$15	$35		
25	$10	$10	$16	
30	$11	$12	$13	$18
32	$25	$12	$18	$14
33	$19			
34			$129	$118
37	$11	$23	$23	$19
39	$10	$7	$7	$7
43		$50		$79
44	$6	$9	$5	$6
45	$2			
47	$33			
48	$28	$9	$8	$27
49	$13	$8	$9	$10
51			$11	$11
52	$34	$34		
53	$70			
54	$18		$7	$15
55	$9	$4	$6	
56	$34	$23		
57	$6			
58		$14	$5	$5
62	$49	$43		$39
66	$14	$34		$9
71	$14	$12	$15	$4
77	$23			
79	$41	$20		

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

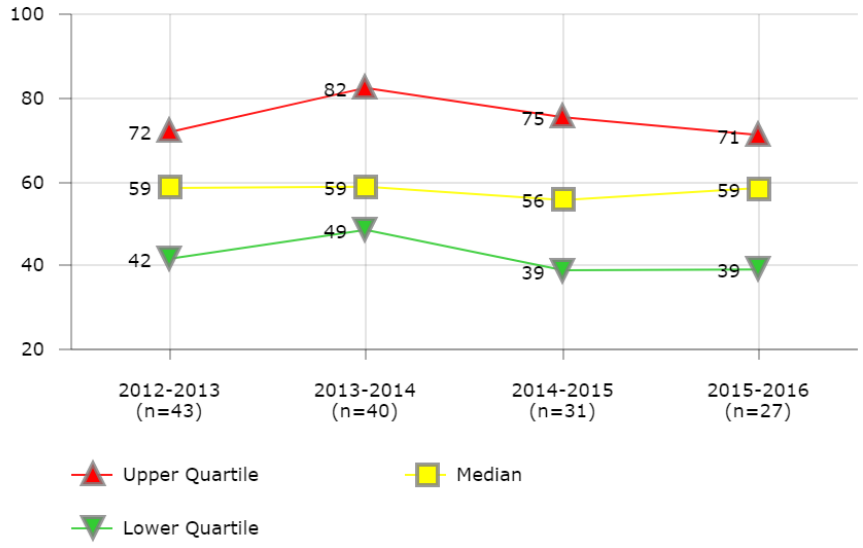
Districts in Best Quartile (2015-2016)

- Austin Independent School District
- Chicago Public Schools
- Cincinnati Public Schools
- Clark County School District
- Denver Public Schools
- Kansas City School District (MO)
- St. Paul Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	34	36		
2	37		39	38
3	100	98		34
4	72	72	78	66
5	36	34	33	
7	69	62	56	71
8	55	56	51	52
9		33	31	30
10	38	38		40
11	46	46		
12	90	87	84	83
13	93	56	58	50
14	44	38	35	35
16	55	57	56	
18		80	25	
19		53		
20	30	24	23	22
21	44	53		
23	29	14		
25	69	75	76	69
28	52			55
30	88	91	75	54
32	53	59	54	54
33	55			
34	49		37	30
35			24	
37	40	40	37	34
39	40	33	38	39
41	68	62	73	69
43	56	52		60
44	64	40	42	61
45	28	25		
46	14	13		
47	26	34	28	
48	46	44	45	47
49	32	29	37	
51			44	43
52	54	48		
53	122	127	121	
54	13		17	17
55	48	40	39	
56	54	44		
57	41			
58	71	81	84	71
62	37	39		
63		47	46	49
66	85	86	75	51
71	31	31	31	34
79	37	35		

RISK MANAGEMENT

Workplace Incidents per 1,000 Employees



Description of Calculation

Total number of employee workplace accidents/ incidents reported during the fiscal year divided by 1,000.

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 (2015-2016)

- Albuquerque Public Schools
- Chicago Public Schools
- Denver Public Schools
- Des Moines Public Schools
- Kansas City School District (MO)
- Milwaukee Public Schools
- Oklahoma City Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	42	49		
2	45		55	44
3	100	98		63
4	72	72	78	66
5	72	34	33	
7	69	62	56	71
8	36	92	85	83
9		49	52	54
10	74	61		60
11	52	52		
12	91			8
13	93	97	95	87
14	44	38	35	39
16	24	48	20	
18		80	72	
19		53		
20	59	51	54	48
21	53	101		
23	33	17		
25	70	75	76	69
28	52			55
30	88	91	75	38
32	79	107	82	82
33	54			
34	59		37	35
35			45	
37	62	51	58	34
39	33	32	63	63
41	82	62	73	69
43	98	103		98
44	64	66	66	80
45	28	25		
46	62	56		
47	64	59	53	
48	46	48	45	47
49	32	30	39	
51			54	30
52	62	56		
53	122	127	121	
54	18		21	21
55	43	41	37	
56	70	58		
57	51			
58	71	81	84	71
62	37	64		
63		54	58	59
66	85	86	75	54
71	31	31	31	
79	37	84		

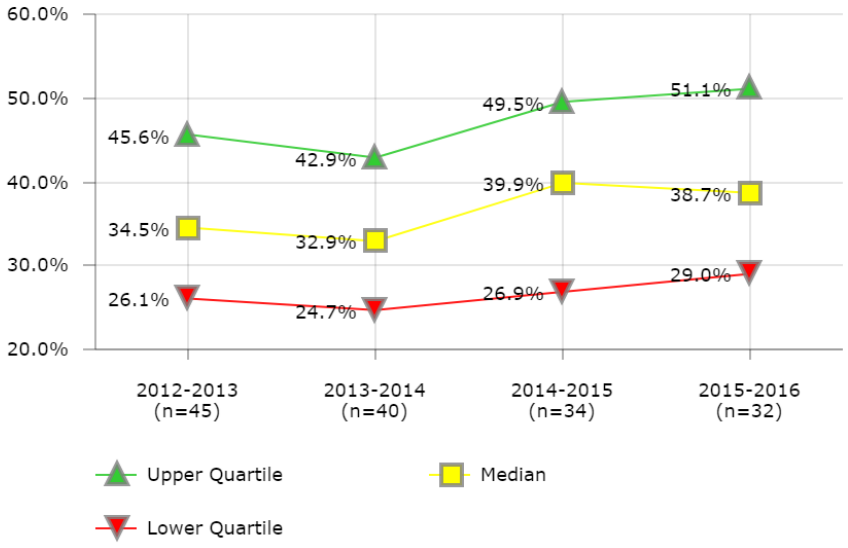
Food Services

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

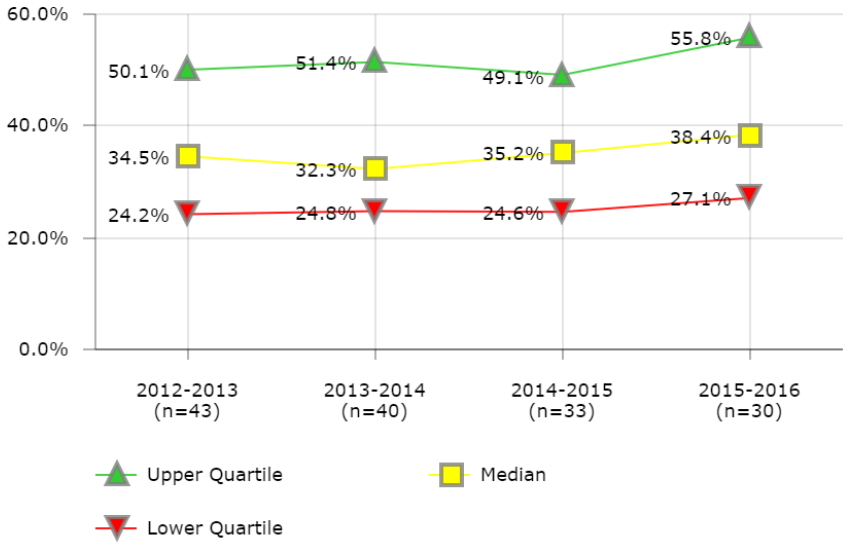
Districts in Best Quartile (2015-2016)

- Columbus Public Schools
- Dallas Independent School District
- Dayton Public Schools
- Houston Independent School District
- Kansas City School District (MO)
- Pittsburgh Public Schools
- St. Louis Public Schools
- St. Paul Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	13.6%	12.4%		
2	37.7%		47.8%	50.3%
3	51.5%	59.9%	56.6%	59.1%
4	22.6%	24.4%	25.5%	26.6%
5	26.1%	24.4%	25.1%	
6	31.8%	31.2%		
7	19.1%	18.7%	26.6%	28.4%
8	24.0%	25.0%	25.0%	25.3%
9	20.7%	20.2%	20.5%	25.9%
10	35.9%	38.5%		37.9%
12	27.5%	32.3%	35.5%	39.0%
13	21.6%	22.2%	22.0%	25.4%
14	26.2%	27.5%	28.7%	31.5%
16	35.6%	34.5%	37.6%	35.2%
18	48.2%	41.1%	49.5%	
19	53.2%	59.1%	52.5%	55.3%
20	45.6%	42.4%	44.7%	43.2%
23	58.0%	37.4%		
25	63.2%	57.9%	58.3%	
26	44.8%	43.4%	42.7%	
28	44.5%		41.6%	40.3%
30	38.5%	39.5%	43.8%	
32		26.1%		27.6%
33	48.8%			
34	47.9%	52.6%	56.6%	55.5%
35	47.9%		51.4%	51.1%
37	29.3%		40.0%	
39	54.0%	55.2%	54.8%	54.0%
41	35.0%	51.0%	60.1%	62.2%
43	45.9%	49.9%		53.4%
44	28.2%	29.2%	36.3%	38.3%
46	34.5%	33.5%	33.8%	
47	30.5%	31.5%	43.4%	
48	27.5%	28.8%	26.9%	29.7%
49	31.5%	33.8%	39.7%	39.7%
51				36.5%
52	34.7%	21.9%		
53			38.1%	40.5%
54	41.9%			
55	20.6%	25.0%	25.8%	
56	23.1%	22.4%		
58	39.3%	41.4%	39.6%	38.2%
62	21.8%	23.4%		27.0%
63				58.2%
66	55.8%	53.1%	42.1%	46.9%
67	34.4%	33.8%		32.6%
71	24.1%	22.4%	24.3%	23.4%
74		53.8%	52.1%	51.1%
77	9.9%			
79	31.3%	29.2%		

FOOD SERVICES

Breakfast Participation Rate (Districtwide)



Description of Calculation

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

Importance of Measure

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

A strong breakfast program indicates a commitment by the food service program and the district leadership 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

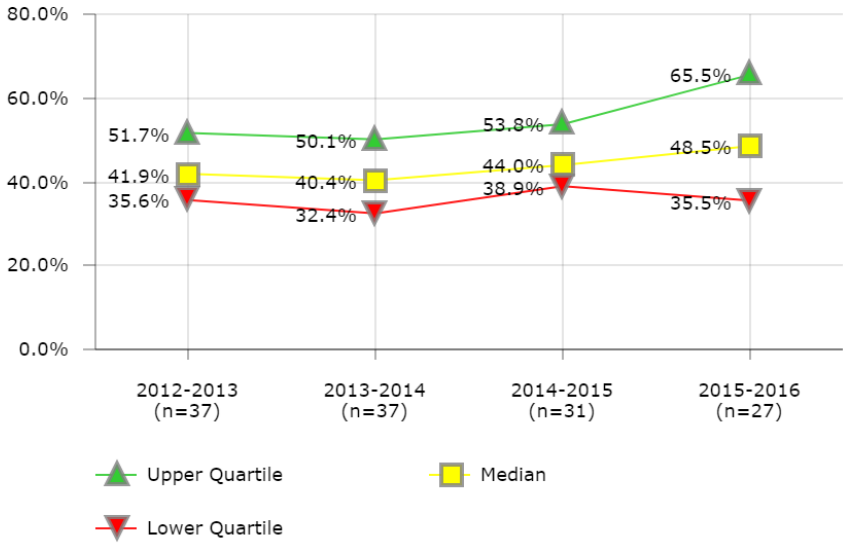
Districts in Best Quartile (2015-2016)

- Columbus Public Schools
- Dallas Independent School District
- Dayton Public Schools
- Houston Independent School District
- Kansas City School District (MO)
- Richmond City School District
- St. Louis Public Schools
- St. Paul Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	14.0%	12.2%		
2	46.8%		47.9%	68.1%
3	55.9%	60.7%	58.0%	60.8%
4	22.9%	25.2%	26.0%	27.1%
5	24.2%	23.1%	23.8%	
6	33.8%	32.8%		
7	14.9%	15.1%	22.2%	23.4%
8	24.0%	25.0%	24.6%	24.9%
9		21.9%	21.9%	27.7%
10	36.1%			
11		58.5%		
12	32.0%	31.9%	34.8%	38.8%
13	23.4%	20.1%	19.5%	22.4%
14	26.2%	28.1%	29.1%	33.5%
16	35.7%	35.4%	35.2%	40.8%
18	50.8%	43.8%	53.5%	
19	56.3%	62.3%	58.6%	62.1%
20	50.1%			
21	55.2%	57.3%		
23	33.4%	38.4%		
25	69.3%			
26	52.2%	50.0%	49.2%	
28	44.5%			39.7%
30	42.9%	44.0%	49.1%	
32		25.0%		
33	50.4%			
34			63.4%	66.0%
35			50.7%	55.8%
37	28.8%		45.0%	
39	60.3%	59.4%	58.8%	57.3%
41	37.5%	55.2%	65.0%	67.6%
43		52.9%		
44	24.9%	27.4%	32.9%	36.6%
45	81.0%	87.0%		
46	38.5%	37.5%	37.9%	
47	31.2%	33.3%	44.7%	
48	27.0%	30.4%	27.8%	28.9%
51				42.2%
52	22.3%	22.1%		
53				43.1%
54	40.3%		40.1%	38.0%
55	21.6%	26.5%	27.2%	
56	24.2%	23.5%	22.0%	2.9%
58	43.8%	48.1%		41.6%
61	22.6%	21.4%	21.5%	0.9%
62	25.9%	27.0%		32.8%
63			0.1%	58.5%
66	61.3%	58.3%	44.6%	53.5%
67	36.9%	37.3%	38.2%	36.9%
71	25.7%	24.6%	26.6%	25.6%
74		59.5%		
77	11.0%	11.5%	14.1%	1.6%
79	34.5%	31.3%		

FOOD SERVICES

Breakfast F/RP Participation Rate



Description of Calculation

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

Importance of Measure

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

Factors that Influence

- Levels of poverty
- School bell times per district policy

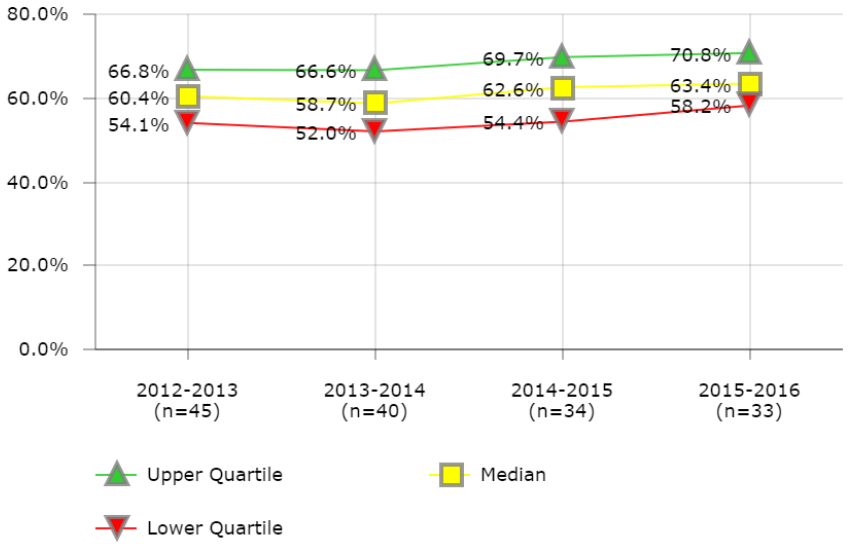
Districts in Best Quartile (2015-2016)

- Houston Independent School District
- Jefferson County Public Schools (KY)
- Kansas City School District (MO)
- Richmond City School District
- San Diego Unified School District
- School District of Philadelphia
- St. Paul Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	30.9%	27.9%		
2	52.1%		47.6%	66.5%
3	70.3%	65.5%	64.1%	76.8%
4	30.4%	32.6%	35.0%	37.2%
5	42.1%	42.6%	57.2%	
6	37.7%	36.5%		
7	30.5%	31.5%	40.6%	39.5%
8	36.2%	37.0%	35.2%	35.5%
9		34.4%	33.5%	30.5%
10	51.7%			
12		43.9%	48.7%	52.6%
13	35.2%	34.5%	32.8%	29.7%
14	35.6%	40.4%	39.3%	48.1%
16	48.6%	27.9%	56.2%	66.8%
18	54.4%		53.8%	
19		59.3%	59.7%	
20	57.5%			
21	76.8%	0.6%		
23	81.9%	66.9%		
26	62.6%	50.1%	50.4%	
28	44.8%			49.4%
30		50.6%	49.9%	
32		32.3%		
33	52.7%			
34				67.6%
35			53.6%	58.3%
37	35.7%		57.3%	
39	67.2%	70.1%	38.9%	69.3%
41	41.6%	57.8%		
43		68.4%		
44	44.0%	32.4%	42.3%	52.0%
45		80.7%		
46	41.9%	41.7%	41.8%	
47	42.7%	44.1%	57.5%	
48	41.1%	48.5%	41.2%	48.5%
51				45.4%
52	30.1%	45.9%		
53				65.5%
54	44.5%		44.5%	42.4%
55	37.1%	39.3%	48.7%	
56	32.1%	30.6%	30.6%	35.3%
58	43.0%	48.2%	72.7%	67.8%
61	27.5%	12.6%	25.3%	23.8%
62	30.8%	28.8%		
63				59.3%
66	43.3%	40.7%	44.0%	52.5%
67	40.4%	39.6%	43.1%	35.1%
71	39.4%	38.6%	41.6%	41.3%
74		61.1%		
77			22.3%	16.0%
79	35.6%	25.0%		

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

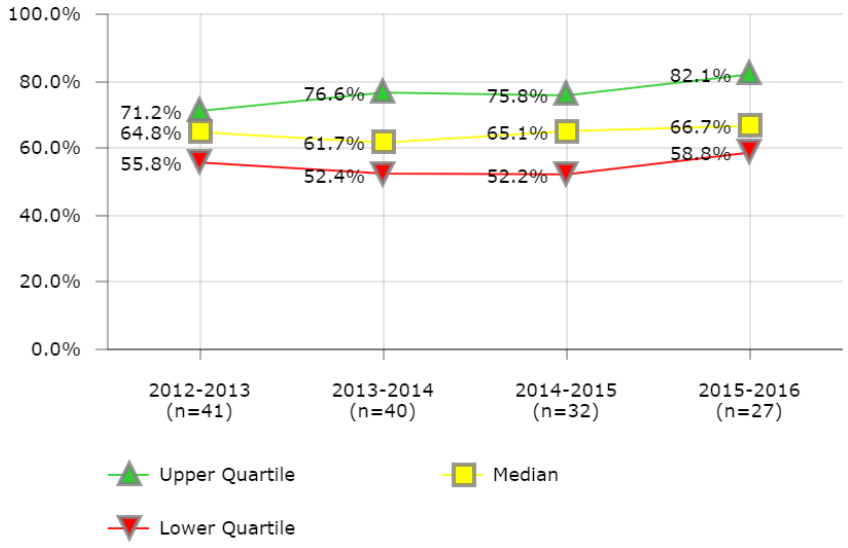
Districts in Best Quartile (2015-2016)

- Columbus Public Schools
- Dallas Independent School District
- Dayton Public Schools
- Fresno Unified School District
- Kansas City School District (MO)
- Omaha Public School District
- Providence Public Schools
- St. Louis Public Schools
- St. Paul Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	36.5%	34.4%		
2	59.0%		68.9%	69.2%
3	65.6%	75.4%	73.5%	76.7%
4	64.0%	65.8%	65.6%	65.4%
5	44.1%	42.7%	43.8%	
6	72.8%	73.3%		
7	38.9%	37.3%	40.7%	40.1%
8	50.0%	52.4%	53.0%	53.7%
9	47.8%	47.7%	48.6%	48.2%
10	58.0%	59.2%		60.8%
12	60.6%	66.1%	66.8%	66.6%
13	57.7%	58.2%	58.8%	58.2%
14	52.1%	50.0%	51.1%	49.3%
16	53.1%	51.5%	49.6%	51.1%
18	63.6%	54.1%	70.5%	
19	77.1%	87.0%	76.9%	78.2%
20	59.3%	54.0%	54.4%	60.3%
23	87.2%	47.1%		
25	66.8%	61.8%	63.2%	
26	60.9%	67.2%	68.1%	
28	65.0%		65.2%	63.5%
30	65.4%	65.2%	70.5%	
32		59.7%		61.1%
33	81.7%			
34	70.8%	72.8%	78.2%	79.6%
35	69.6%		73.1%	71.1%
37	52.2%		54.2%	
39	60.4%	60.2%	61.2%	60.7%
41	73.9%	74.2%	77.4%	75.6%
43	69.1%	72.5%		67.7%
44	50.6%	51.7%	53.5%	53.4%
46	55.1%	56.1%	57.9%	
47	60.7%	57.4%	69.7%	
48	60.1%	59.7%	58.8%	60.8%
49	57.6%	57.2%	61.5%	61.5%
51				65.6%
52	60.0%	59.5%		21.2%
53			61.9%	65.0%
54	69.2%			
55	54.1%	54.3%	54.9%	
56	53.1%	51.0%		
58	63.9%	59.8%	63.8%	63.4%
62	56.1%	56.6%		58.4%
63				85.2%
66	78.2%	72.3%	75.3%	76.4%
67	72.2%	72.4%		75.0%
71	60.7%	57.3%	54.7%	53.8%
74		70.8%	64.9%	70.8%
77	38.3%			
79	58.5%	7.8%		

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

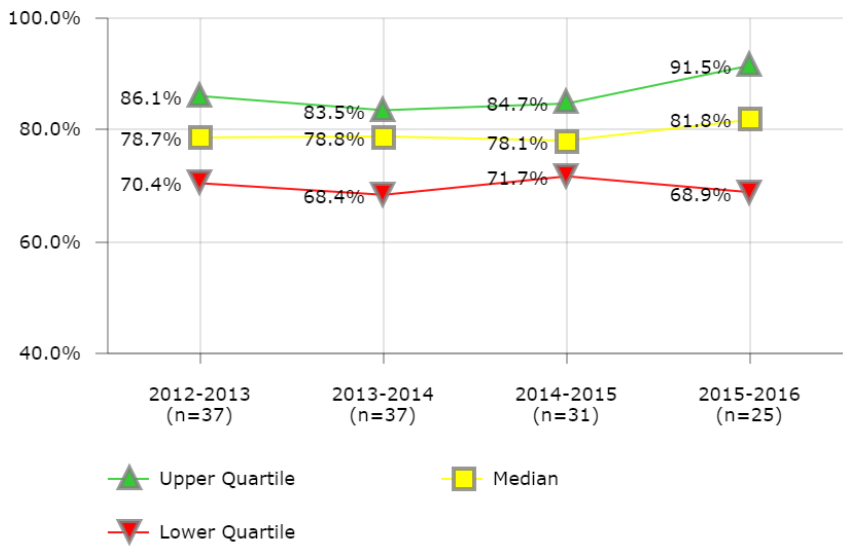
Districts in Best Quartile (2015-2016)

- Dallas Independent School District
- Dayton Public Schools
- Fresno Unified School District
- Kansas City School District (MO)
- Omaha Public School District
- Richmond City School District
- St. Louis Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	37.6%	33.8%		
2	73.3%		69.0%	93.7%
3	71.2%	76.4%	75.3%	78.9%
4	64.8%	68.0%	66.8%	66.7%
5	42.8%	41.6%	43.3%	
6	77.3%	76.9%		
7	37.9%	37.0%	41.3%	39.9%
8	50.0%	52.3%	52.2%	52.8%
9		51.8%	52.0%	51.7%
10	58.3%			
11		56.1%		
12	70.4%	65.1%	65.5%	66.3%
13	62.5%	52.6%	52.2%	51.3%
14	52.2%	51.1%	51.7%	52.4%
16	55.8%	54.9%	47.7%	59.5%
18	67.0%	57.7%	76.2%	
19	81.5%	91.7%	85.9%	87.9%
20	65.0%			
21	74.8%	78.0%		
23	50.2%	48.4%		
25	73.3%			
26	71.0%	77.5%	78.4%	
28	65.0%			63.5%
30		72.6%	79.0%	
32		57.1%		
33	84.4%			
34			87.5%	94.6%
35			72.2%	77.6%
37	53.6%		60.2%	
39	67.6%	64.8%	65.7%	64.4%
41	79.3%	80.4%	83.6%	82.1%
43		76.9%		
44	44.7%	48.4%	48.6%	51.0%
45		104.9%		
46	61.4%	62.9%	64.7%	
47	62.2%	60.6%	71.7%	
48	59.1%	63.0%	61.0%	59.2%
51				75.8%
52	38.6%	59.9%		
53				69.1%
54	66.7%		66.9%	64.3%
55	56.6%	57.5%	57.8%	
56	55.8%	54.2%	53.3%	
58	71.2%	69.5%		69.0%
61	59.8%	59.2%	56.4%	
62	67.1%	66.6%		70.9%
63				85.7%
66	88.6%	81.9%	79.7%	87.1%
67	81.5%	82.3%	85.5%	84.7%
71	64.8%	62.8%	59.8%	58.8%
74		78.3%		
77	44.1%	43.8%	41.7%	
79	64.7%	8.4%		

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

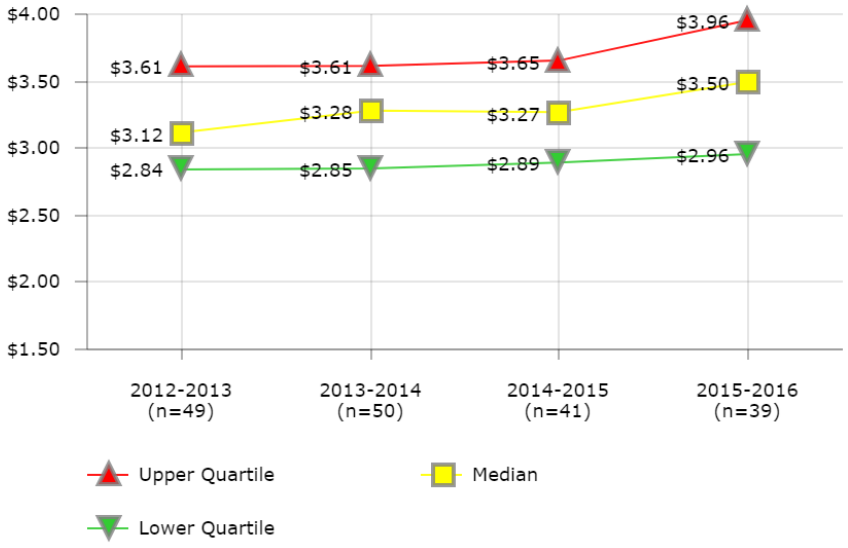
Districts in Best Quartile (2015-2016)

- Austin Independent School District
- Kansas City School District (MO)
- Long Beach Unified School District
- Omaha Public School District
- Richmond City School District
- San Diego Unified School District
- St. Paul Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	70.4%	65.6%		
2	82.0%		68.6%	91.5%
3	90.5%	91.2%	84.7%	93.3%
4	79.4%	81.6%	83.0%	83.6%
5	70.1%	71.8%	90.3%	
6	81.6%	85.9%		
7	71.0%	70.5%	69.6%	62.7%
8	73.7%	75.8%	73.8%	74.4%
9		74.8%	73.7%	59.0%
10	88.6%			
12		79.2%	84.0%	83.5%
13	80.6%	79.4%	78.1%	65.5%
14	58.7%	59.8%	65.9%	67.6%
16	70.6%	40.4%	76.8%	93.4%
18	75.2%		78.0%	
19		86.2%	88.2%	
20	79.2%			
21	103.8%	0.6%		
23	95.6%	78.8%		
26	87.3%	77.8%	80.2%	
28	64.0%			76.8%
30		83.4%	80.9%	
32		77.3%		
33	86.7%			
34				97.3%
35			76.8%	81.6%
37	67.6%		79.2%	
39	78.7%	80.1%	44.6%	79.9%
41	86.1%	83.3%		
43		102.7%		
44	68.5%	54.4%	61.6%	68.9%
45		99.1%		
46	70.2%	68.4%	74.3%	
47	80.1%	76.2%	92.2%	
48	81.9%	92.3%	82.1%	90.7%
51				81.8%
52	52.0%	81.1%		
54	75.8%		74.3%	71.8%
55	82.1%	83.5%	101.0%	
56	70.3%	67.1%	71.7%	99.1%
58	73.0%	69.4%	116.7%	
61	72.0%	35.5%	67.7%	66.1%
62	73.9%	67.7%		
63				88.4%
66	92.0%	86.4%	89.3%	96.4%
67	88.1%	86.4%	97.9%	82.9%
71	87.3%	86.6%	83.5%	91.8%
74		82.0%		
77			62.1%	43.0%
79	68.7%	56.8%		

FOOD SERVICES

Cost Per Meal



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

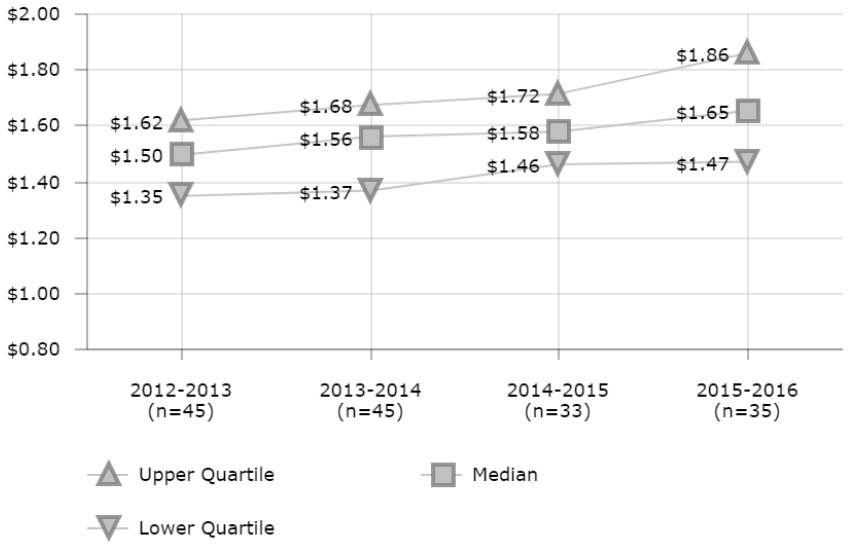
Districts in Best Quartile (2015-2016)

- Chicago Public Schools
- Clark County School District
- Fresno Unified School District
- Palm Beach County School District
- Providence Public Schools
- Richmond City School District
- Sacramento City Unified School District
- San Diego Unified School District
- School District of Philadelphia
- Seattle Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	$2.76	$2.65		$2.16
2	$3.82	$3.60	$3.82	$2.43
3	$2.97	$2.96	$3.15	$2.98
4	$3.42	$3.56	$3.36	$3.41
5	$2.83	$2.84	$2.73	
6	$4.57	$4.17		
7	$3.93	$4.35	$4.37	$3.96
8	$3.08	$2.96	$3.01	$2.88
9	$2.89	$2.76	$2.65	$2.95
10	$3.64	$3.82		$4.01
11		$3.27		
12	$3.60	$3.69	$3.96	$3.95
13	$2.89	$2.85	$2.97	$2.98
14	$3.02	$3.04	$3.07	$3.18
16	$2.46	$2.52	$2.36	$2.58
18	$3.71	$3.83	$3.60	$3.91
19	$2.85	$3.39	$3.75	$4.04
20	$2.84	$3.29	$3.59	$3.23
21	$3.26	$3.49	$3.72	
23	$3.61	$3.66		
25	$2.64	$2.88	$2.89	
26	$2.51	$2.46	$2.52	
28	$3.27	$3.21	$3.25	$3.50
30	$3.10	$2.97	$3.25	
32		$3.31		$3.10
33	$2.69	$2.91		
34	$3.09	$3.56	$3.46	$3.52
35	$3.70		$3.55	$3.70
37	$3.41		$3.14	
39	$3.12	$3.23	$3.40	$3.54
41	$3.51	$3.42	$3.28	$3.54
43	$3.84	$3.61		$3.99
44	$3.49	$3.65	$3.16	$3.50
45	$2.47	$3.42		
46	$3.23	$3.27	$3.27	
47	$3.81	$4.22	$3.65	
48	$3.39	$3.49	$3.34	$3.30
49	$3.96	$3.63	$4.03	$4.04
51				$4.54
52	$3.06	$3.40	$3.15	$10.54
53		$3.94	$3.76	$3.68
54	$3.09	$2.83	$2.83	$2.78
55	$3.63	$3.45	$3.30	$3.04
56	$2.79	$2.73	$2.50	
57	$3.63	$4.00		$4.15
58	$2.58	$2.73	$2.86	$2.84
61	$2.62	$2.62	$2.55	
62	$2.52	$2.28		$2.96
63			$3.82	$4.14
66	$3.14	$3.07	$3.73	$3.41
67	$2.92	$3.09		$2.71
71	$3.71	$3.73	$3.78	$3.78
74		$2.54	$1.66	$2.58
76				$4.16
77	$2.16	$2.23	$2.09	
79	$3.26			

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.

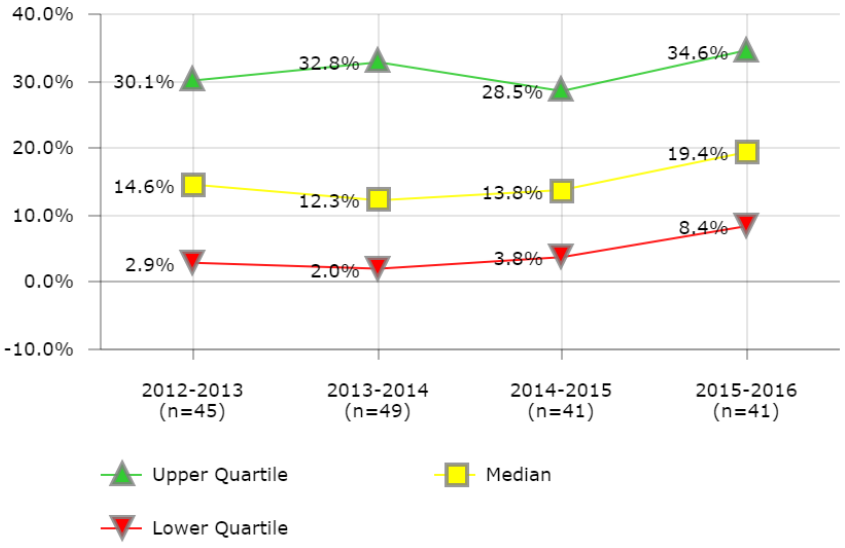
Factors that Influence

- 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	2012-2013	2013-2014	2014-2015	2015-2016
1	$1.02	$1.06		
2	$1.79	$1.73	$2.03	$1.81
3	$1.38	$1.28	$1.49	$1.26
4	$1.99	$1.96	$1.74	$1.81
5	$1.31	$1.33	$1.29	
6	$1.88	$1.72		
7	$1.45	$1.74	$1.70	$1.61
8	$1.44	$1.35	$1.37	$1.38
9	$1.68	$1.54	$1.58	$1.74
10	$1.71	$1.81		$1.77
11		$1.67		
12	$1.62	$1.69	$1.89	$1.95
13	$1.33	$1.30	$1.37	$1.34
14	$1.37	$1.43	$1.50	$1.55
16	$1.00	$1.01	$1.09	$1.05
18	$1.55	$1.71	$1.85	$1.98
19	$1.50	$1.60	$1.91	$1.99
20	$1.27	$1.40	$1.52	$1.37
23	$1.68	$1.66		
25	$1.60	$1.68	$1.52	
26	$1.35	$1.34	$1.42	
30	$1.37	$1.42	$1.63	$1.77
32		$1.58		$1.47
33	$1.38	$1.49		$1.84
34	$1.59	$1.65	$1.63	$1.59
35	$1.46			$1.65
37	$1.62		$1.46	
39	$1.44	$1.51	$1.57	$1.61
41	$1.56	$1.63	$1.65	$1.71
43	$1.57	$1.39		$1.86
45	$1.31	$1.87		
46	$1.64	$1.55	$1.61	
47	$1.53	$1.61	$1.55	
48	$1.64	$1.63	$1.58	$1.59
49	$2.20	$1.94	$2.06	$2.09
51				$2.18
52	$1.77	$1.92	$1.76	$5.54
53		$1.57	$1.56	$1.52
55	$1.56	$1.54	$1.66	$1.44
56	$1.01	$0.96		
57	$1.70	$1.80		$2.32
58	$1.50	$1.56	$1.72	$1.63
61	$1.36	$1.37	$1.33	
62	$1.20	$1.03		$1.52
66	$1.58	$1.57	$1.92	$1.67
67	$1.32	$1.50		$1.22
71	$1.27	$1.30	$1.37	$1.41
76				$2.19
77	$1.38	$1.37	$1.29	
79	$0.94			

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

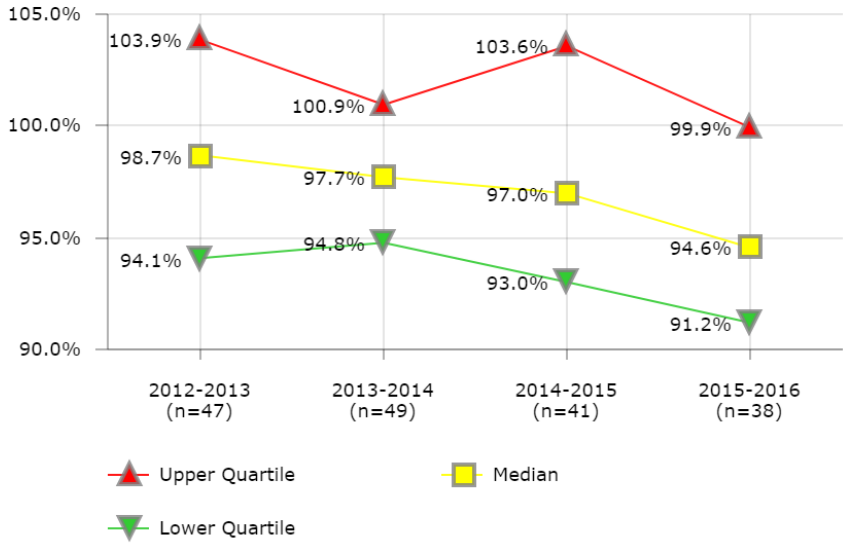
Districts in Best Quartile (2015-2016)

- Albuquerque Public Schools
- Atlanta Public Schools
- Broward County Public Schools
- Cincinnati Public Schools
- Dayton Public Schools
- Long Beach Unified School District
- Los Angeles Unified School District
- Pittsburgh Public Schools
- Sacramento City Unified School District
- Shelby County School District
- Wichita Unified School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1		0.0%		
2	8.4%	6.9%	112.6%	12.8%
3	10.4%	6.9%	6.3%	13.4%
4	40.3%	34.5%	31.0%	36.5%
5	2.9%	2.4%	5.4%	
6	30.1%	27.1%		
7	9.5%	-2.2%	0.0%	-2.9%
8	31.0%	33.4%	34.4%	32.2%
9	51.4%	56.7%	27.4%	31.9%
10	31.3%	32.7%		24.9%
11		8.0%		38.8%
12	18.4%	21.1%	23.6%	6.7%
13	35.5%	41.5%	44.2%	45.2%
14	34.4%	40.6%	44.0%	52.4%
16	4.2%	3.2%	2.7%	1.5%
18	28.2%	29.9%	28.5%	39.4%
19	20.6%	40.0%	62.7%	98.0%
20	45.6%	43.0%	56.6%	58.6%
21	4.2%	7.3%	12.7%	
23	21.5%	34.7%		
25	14.6%	0.0%	0.0%	
26		-4.4%	-4.2%	
28	3.0%	6.0%	32.0%	34.6%
30		0.0%	0.0%	
32		12.3%		16.9%
33	0.0%			
34	17.5%	22.4%	27.6%	14.0%
35	2.9%		11.5%	23.0%
37	0.2%		-1.0%	
39	13.4%	17.9%	7.3%	6.8%
41	16.8%	16.4%	21.8%	19.4%
43	67.8%	65.4%		62.6%
44	20.1%	18.6%	20.9%	17.3%
45	30.3%	76.7%		
46	1.3%	2.3%	3.0%	
47	34.5%	32.8%	31.5%	
48	25.4%	23.9%	23.3%	27.4%
49	4.9%	0.1%	28.2%	28.2%
51				15.0%
52	11.4%	6.5%	8.1%	8.8%
53		53.3%	45.7%	30.0%
54	0.0%	1.9%	4.8%	2.9%
55	-2.6%	2.0%	3.8%	8.4%
56	22.9%	23.2%	25.6%	77.7%
57		0.1%		3.5%
58	0.0%	0.2%	-52.1%	
61	8.7%	1.2%	0.0%	0.0%
62	32.7%	46.2%		54.7%
63			18.1%	7.7%
66	0.0%	5.0%	6.3%	9.8%
67	-6.5%			20.1%
71	20.3%	17.0%	13.8%	15.0%
74		5.3%	4.1%	4.5%
76				19.9%
77	0.2%	0.2%	0.7%	3.9%
79	-4.5%	0.0%		

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

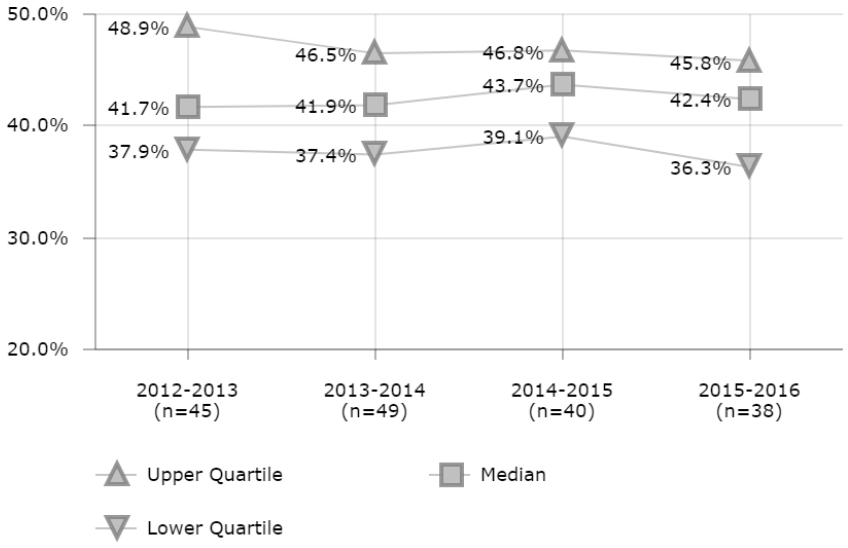
Districts in Best Quartile (2015-2016)

- Cincinnati Public Schools
- Clark County School District
- Columbus Public Schools
- Dayton Public Schools
- Fresno Unified School District
- Kansas City School District (MO)
- Orange County Public School District
- Richmond City School District
- School District of Philadelphia
- Wichita Unified School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	101.0%	100.9%		
2	105.4%	99.6%	97.8%	69.4%
3	95.6%	97.8%	103.7%	92.0%
4	88.2%	94.8%	91.1%	87.7%
5	97.2%	97.6%	94.6%	
6	97.0%	103.2%		
7	102.1%	109.8%	103.7%	101.9%
8	99.3%	97.5%	97.8%	99.4%
9	92.4%	91.8%	93.0%	91.2%
10	95.4%	97.7%		102.9%
11		114.4%		
12	93.6%	94.1%	93.8%	95.5%
13	92.0%	92.8%	96.6%	97.6%
14	95.3%	85.4%	97.0%	91.8%
16	98.6%	103.2%	104.8%	103.9%
18	98.6%	98.7%	95.0%	95.7%
19	83.1%	80.2%	80.0%	90.3%
20	71.4%		98.7%	87.5%
21	94.3%	97.2%	106.9%	
23		97.0%		
25		114.3%	118.9%	
26	111.9%	97.4%	102.7%	
28	97.0%	94.0%	95.0%	95.0%
30	103.9%	94.5%	90.9%	
32		98.2%		96.0%
33	83.4%	88.5%		
34	92.6%	97.7%	89.8%	52.9%
35	102.9%		88.8%	87.1%
37	105.5%		100.8%	
39	94.1%	95.1%	96.0%	100.4%
41	100.4%	99.2%	92.7%	102.4%
43	103.3%	97.8%		91.7%
44	99.1%	99.8%	88.0%	94.1%
45	79.5%	95.4%		
46	107.6%	105.5%	107.0%	
47	95.6%	101.6%	97.0%	
48	99.6%	103.5%	92.6%	85.2%
49	110.5%	97.6%	104.5%	103.3%
51				92.5%
52	103.9%	99.9%	87.9%	93.4%
53		101.8%	96.4%	93.9%
54	120.8%	91.5%	95.2%	95.3%
55	100.0%	96.6%	95.8%	92.1%
56	98.4%	97.3%	100.9%	
57	105.9%	99.1%		107.0%
58	98.7%	100.0%	100.5%	86.0%
61	104.4%	105.9%	103.6%	
62	88.0%	77.8%		114.4%
63			113.7%	97.5%
66	99.6%	92.2%	114.9%	102.4%
67	100.3%	103.6%		87.7%
71	104.8%	103.2%	103.2%	99.9%
74		85.7%	57.5%	92.3%
76				97.6%
77	121.5%		109.9%	
79	93.5%	97.9%		

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.

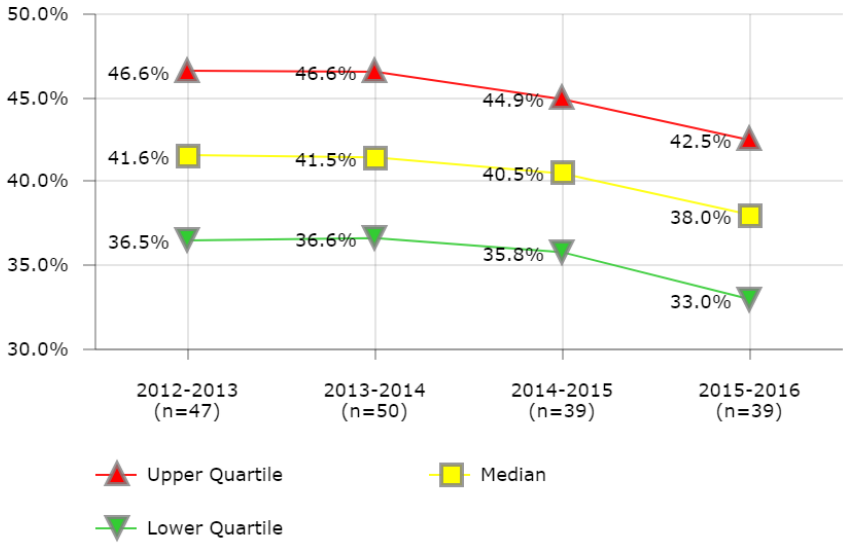
Factors that Influence

- 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	2012-2013	2013-2014	2014-2015	2015-2016
1	36.0%	36.0%		
2	49.2%	47.7%	51.8%	46.9%
3	41.4%	39.0%	45.7%	36.3%
4	49.4%	48.9%	44.1%	43.2%
5	43.9%	45.1%	43.9%	
6	37.7%	38.0%		
7	35.9%	41.9%	38.9%	40.0%
8	44.8%	43.3%	43.5%	43.4%
9	50.4%	48.2%	48.9%	49.8%
10	42.5%	43.7%		41.7%
11		56.3%		
12	41.7%	42.7%	44.2%	45.8%
13	41.3%	41.2%	43.4%	42.9%
14	41.6%	38.4%	45.9%	40.7%
16	37.9%	39.1%	40.9%	38.5%
18	38.4%	41.6%	43.2%	42.3%
19	42.6%	37.4%	37.4%	39.1%
20	31.2%	25.5%	39.2%	34.5%
21	45.9%	7.6%	11.7%	
23	23.6%	39.8%		
25	24.0%	23.4%	41.1%	
26	58.6%	51.8%	56.6%	
28		8.5%	7.2%	10.2%
30	42.8%	42.5%	44.5%	
32		45.3%		44.1%
33	39.9%	41.0%		
34	45.6%	45.1%	42.0%	23.8%
35	40.7%		5.5%	38.9%
37	49.7%		45.7%	
39	41.2%	42.0%	42.4%	42.5%
41	43.4%	45.6%	45.5%	48.1%
43	41.4%	36.9%		42.8%
44		6.6%	5.8%	5.6%
45	37.9%	50.9%		
46	52.5%	47.9%	50.8%	
47	37.2%	38.6%	40.8%	
48	46.9%	47.0%	42.5%	38.7%
49	59.7%	48.7%	50.3%	50.3%
51				43.9%
52	56.8%	51.8%	46.1%	46.2%
53		39.5%	38.9%	35.5%
55	40.5%	40.1%	45.1%	37.3%
56	34.7%	33.6%	27.7%	
57	48.9%	43.5%		59.4%
58	54.3%	53.7%	53.9%	47.8%
61	51.1%	51.7%	50.7%	15.5%
62	40.3%	34.7%		57.6%
63			47.4%	42.6%
66	49.0%	46.1%	56.0%	45.1%
67	41.8%	46.5%		36.2%
71	35.3%	34.5%	36.0%	35.7%
74		33.0%	3.1%	31.3%
76				50.1%
77			60.8%	
79	26.9%	36.3%		

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

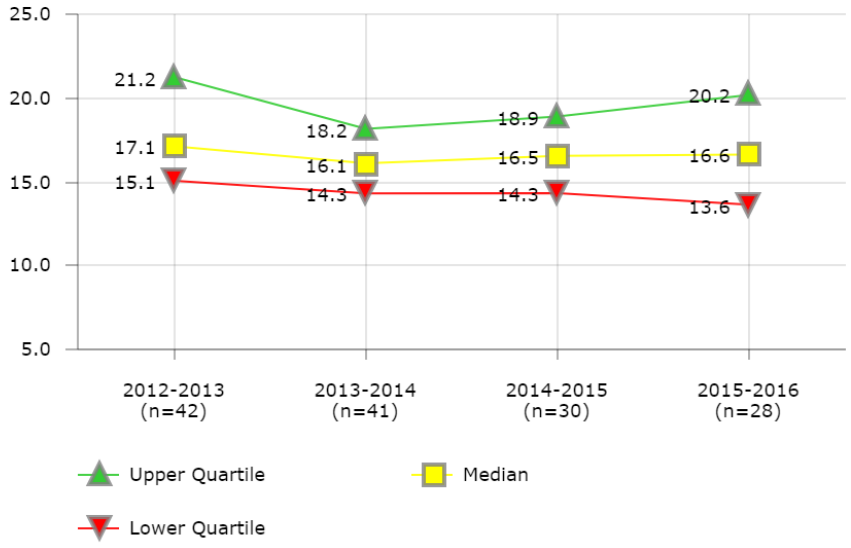
Districts in Best Quartile (2015-2016)

- Atlanta Public Schools
- Clark County School District
- Dayton Public Schools
- Duval County Public Schools
- Kansas City School District (MO)
- Oakland Unified School District
- Richmond City School District
- San Antonio Independent School District
- Shelby County School District
- Wichita Unified School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	51.3%	48.0%		
2	43.4%	44.1%	38.0%	13.5%
3	41.0%	41.9%	41.3%	38.6%
4	29.4%	31.0%	30.9%	30.1%
5	41.6%	41.4%	39.4%	
6	48.9%	49.4%		
7	54.6%	55.9%	54.1%	51.7%
8	36.3%	35.4%	34.4%	35.6%
9	30.5%	32.3%	30.8%	28.2%
10	37.6%	38.2%		43.0%
11		51.7%		
12	44.5%	44.6%	42.1%	42.5%
13	36.5%	36.6%	37.5%	37.4%
14	42.7%	37.4%	44.9%	37.5%
16	48.7%	46.6%	41.8%	49.1%
18	44.1%	41.5%	32.6%	33.0%
19	36.4%	37.8%	31.9%	32.5%
20	31.5%	29.9%	46.6%	40.3%
21	43.7%	49.6%	46.2%	
23	23.7%	39.9%		
25	26.5%	26.1%	33.5%	
26	44.5%	37.7%	38.4%	
28		7.6%		10.0%
30	47.3%	40.7%	34.9%	
32		38.3%		39.0%
33	30.2%	29.5%		
34	37.0%	42.6%	40.5%	23.1%
35	52.9%		43.4%	42.2%
37	46.4%		45.7%	
39	35.3%	32.1%	37.1%	39.1%
41	39.6%	38.7%	35.8%	38.9%
43	41.6%	43.1%		41.1%
44				4.2%
45	25.5%	33.9%		
46	46.2%	48.7%	47.9%	
47	46.6%	50.8%	45.3%	
48	36.4%	43.1%	39.4%	35.4%
49	45.3%	40.9%	40.7%	40.7%
51				43.6%
52	37.1%	34.8%	31.6%	36.8%
53		44.9%	42.0%	38.0%
54	57.2%	46.7%	45.0%	43.9%
55	44.8%	43.3%	37.7%	37.4%
56	53.3%	55.4%	63.9%	
57	51.0%	48.4%		46.2%
58	37.4%	37.9%	34.2%	33.1%
61	40.8%	41.7%	41.6%	16.5%
62	39.1%	37.1%		46.0%
63			44.5%	38.6%
66	39.0%	35.8%	40.1%	35.3%
67	43.3%	42.4%		37.6%
71	56.6%	57.7%	57.4%	54.1%
74		42.4%	41.5%	43.2%
76				32.2%
77	38.4%	35.7%	35.9%	
79	60.1%	53.9%		

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

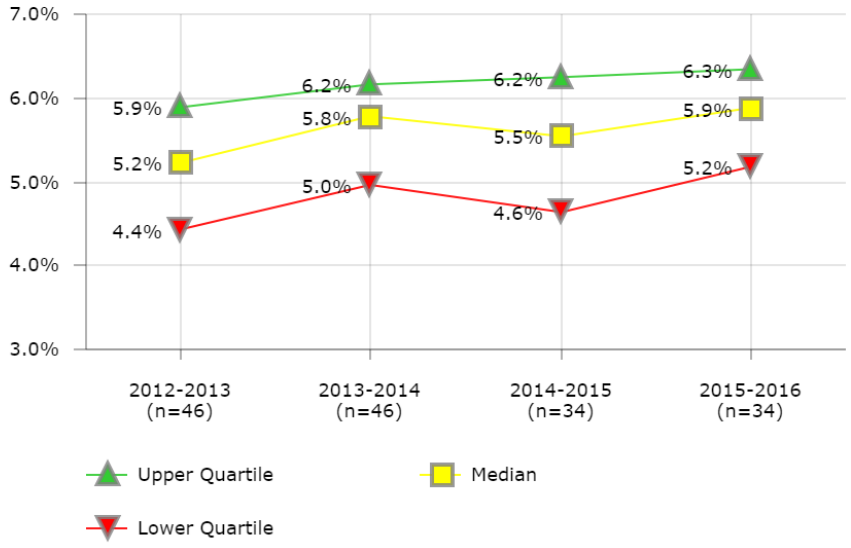
Districts in Best Quartile (2015-2016)

- Clark County School District
- Columbus Public Schools
- Dayton Public Schools
- Fresno Unified School District
- Orange County Public School District
- Pittsburgh Public Schools
- School District of Philadelphia

District	2012-2013	2013-2014	2014-2015	2015-2016
1	19.5	17.9		
2	20.6	12.6	13.2	13.1
3	15.7	17.4	16.8	17.9
4	17.4	15.7	16.2	15.4
5	15.7	15.9	16.7	
6	15.1	14.3		
7	11.3	11.5	14.1	12.3
8	15.4	15.9	15.3	18.2
9	28.9	19.9	22.1	21.7
10	11.8	11.4		11.4
12	13.1	14.3	14.3	15.2
13	14.8	18.0	17.7	17.3
14	16.2	15.0	13.6	13.3
16	16.9	16.1	16.5	16.5
18	20.4	17.7		16.6
19	25.5	25.4	21.1	20.7
20	18.9	18.2	19.3	19.2
23	18.1			
25	16.7	8.0		
26	21.2	23.4	21.0	
30	20.4	12.9	15.1	
32		19.6		16.6
33	28.0	26.3		
34	15.5	15.3	16.6	
35			22.5	24.8
37			6.5	
39	20.8	16.7	17.5	14.0
41	16.7	16.3	18.9	17.4
43	33.2	33.1		32.8
44	30.9			
45		20.2		
46	12.2	12.5	12.6	
47	13.4	14.1	15.7	
48	16.0	15.9	17.6	20.9
49	14.5	11.4	12.2	12.2
52	27.1	29.6	19.9	5.3
53		14.9	15.9	16.6
55	12.9	13.2	15.0	15.0
56	16.5	16.0		
57	19.2	17.3		
58	25.7	18.0	22.9	22.2
62	27.9	27.9		
66	17.5	17.9	16.6	
67	23.5	23.7		23.7
71	12.6	8.9	10.1	10.4
76				19.7
77	29.0			
79	12.1			

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

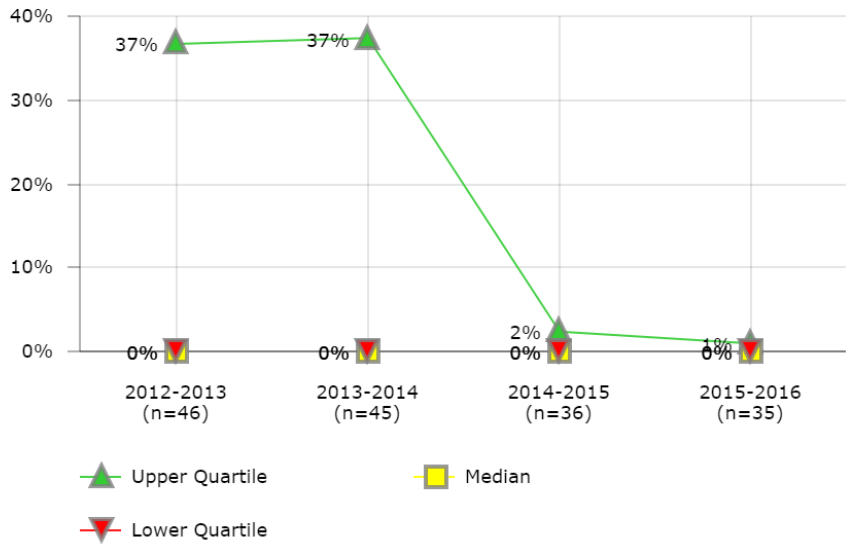
Districts in Best Quartile (2015-2016)

- Broward County Public Schools
- Charlotte-Mecklenburg Schools
- Clark County School District
- Cleveland Metropolitan School District
- Dallas Independent School District
- Fresno Unified School District
- Miami-Dade County Public Schools
- Omaha Public School District
- Providence Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	2.3%	6.1%		
2	3.6%	2.9%	3.7%	3.9%
3	4.7%	4.5%	5.7%	5.5%
5	4.5%	6.2%	5.7%	
6	4.1%	5.2%		
7	3.4%	1.9%	3.1%	4.6%
8	5.2%	6.3%	6.4%	5.8%
9	6.7%	6.0%	6.8%	6.5%
10	4.9%	5.2%		5.7%
12	5.4%	5.5%	5.2%	5.8%
13	5.8%	6.4%	7.2%	7.2%
14	5.3%	6.4%	6.7%	6.1%
16	5.4%	4.9%	5.4%	6.1%
18	4.4%	10.7%	4.1%	2.9%
19	4.8%	5.0%		0.0%
20	6.6%	6.8%	5.9%	5.6%
21	7.8%	5.4%	6.8%	
23	4.7%	3.9%		
25	6.7%	6.5%	8.8%	
26	4.1%	1.1%	3.1%	
28	6.9%	6.6%	6.2%	6.0%
30	6.3%	5.8%	5.2%	
32		6.0%		6.4%
33	6.3%	5.9%		
34	3.5%	4.1%	4.9%	2.3%
35	3.8%		5.5%	5.9%
37	5.9%		3.8%	
41	4.9%	6.1%	5.6%	6.3%
43	5.4%	5.6%		5.7%
44	4.9%	4.2%	5.8%	6.1%
45	5.1%	5.0%		
46	5.3%	5.8%	6.2%	
47	4.7%	5.5%	4.3%	
48	5.9%	6.9%	6.6%	6.0%
49	5.6%	5.7%	5.2%	5.2%
51				3.4%
52	3.5%	5.8%	4.3%	6.0%
53		8.6%	4.6%	5.5%
54	6.2%	5.3%	5.2%	6.3%
55	5.3%	5.9%	5.8%	6.3%
56	6.6%	5.9%		
57	10.3%	6.3%		6.3%
58	4.7%	5.9%	5.5%	5.2%
62	6.5%	5.4%		
66	5.6%	5.9%	8.7%	6.8%
67	5.3%	6.2%		7.0%
71	2.0%	3.0%	3.2%	2.4%
74		4.7%	5.5%	6.5%
76				4.6%
77	3.2%			
79	4.3%	3.3%		

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.

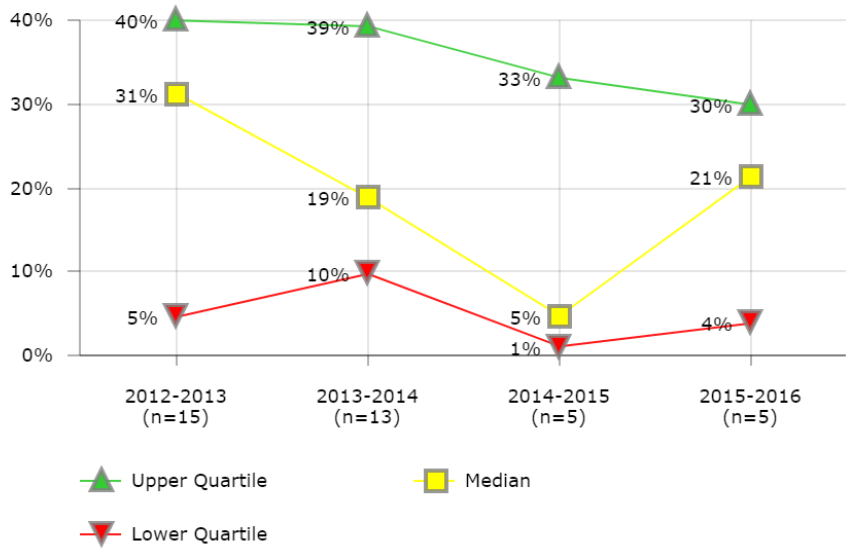
Districts in Best Quartile (2015-2016)

- Albuquerque Public Schools
- Cincinnati Public Schools
- Clark County School District
- Fresno Unified School District
- Oklahoma City Public Schools
- Omaha Public School District
- Orange County Public School District
- San Diego Unified School District
- St. Paul Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	0%	0%		
2	57%	57%	0%	0%
3	92%	100%	100%	42%
4	0%	0%	0%	0%
5	43%	42%	14%	
6	0%	0%		
7	0%	0%	0%	0%
8	35%	20%	21%	0%
9	5%	5%	5%	21%
10	0%	0%		0%
12	18%	21%	0%	0%
13	0%	0%	0%	0%
14	29%	0%	0%	4%
16	38%	37%	41%	44%
18	0%	0%	0%	0%
19	0%	0%	0%	0%
20	100%	100%	100%	21%
23	0%	0%		
25	0%	0%	0%	
26	100%	0%	0%	
28	0%	0%	0%	0%
30	0%	0%	0%	
32		0%		0%
33	93%	92%		
34	0%	0%	0%	0%
35	0%		0%	0%
37	0%		0%	
39	0%	0%	0%	0%
41	0%	100%	0%	0%
43	47%	0%		0%
44	0%	39%	0%	0%
46	100%	100%	100%	
47	0%	0%	0%	
48	37%	42%	33%	30%
49	0%	0%	0%	0%
51				31%
52	0%	0%	0%	0%
53		10%	0%	0%
54	31%			
55	0%	0%	0%	0%
56	16%	16%		
57	0%	0%		
58	0%	0%	0%	0%
62	34%	31%		
63			0%	0%
66	99%	95%	100%	100%
67	76%	58%		1%
71	0%	0%	0%	0%
74		0%	0%	0%
76				0%
77	0%			
79	0%	0%		

FOOD SERVICES

Provision II Enrollment Rate - Lunches



District	2012-2013	2013-2014	2014-2015	2015-2016
2	1%			
5	1%	1%	0%	
9	5%	5%	5%	21%
12	16%	19%		
14	29%			4%
16	36%	36%	39%	43%
20	1%	1%	1%	
26	40%			
33	78%	79%		
41		100%		
43	47%			
44		39%		
48	40%	19%	33%	30%
53		10%		
54	31%			
56	12%	12%		
62	33%	31%		
67	74%	56%		1%

Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

Districts in Best Quartile (2015-2016)

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

Maintenance & Operations

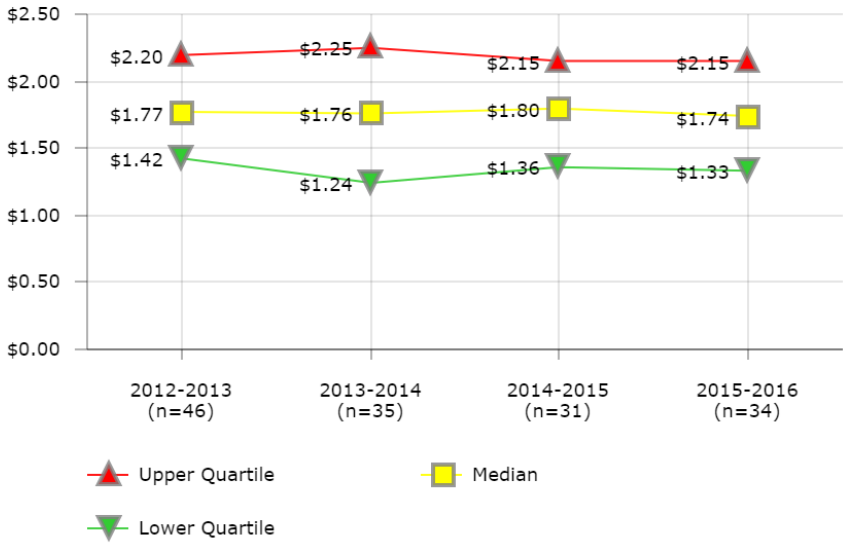
Performance metrics in maintenance and operations (M&O) assess the cost efficiency and service levels of a district's facilities management and labor. Areas of focus include *custodial work,maintenance work,renovations,construction,utility usage,* and *environmental stewardship*. The cost efficiency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

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

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

MAINTENANCE & OPERATIONS

Custodial Work - Cost per Square Foot



Description of Calculation

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

Importance of Measure

This measure is an important indicator of the efficiency of 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

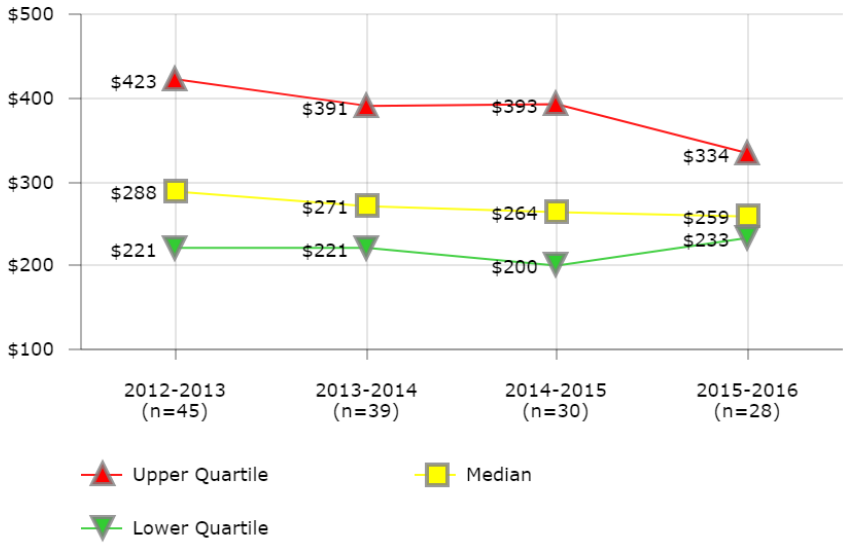
Districts in Best Quartile (2015-2016)

- Albuquerque Public Schools
- Atlanta Public Schools
- Cleveland Metropolitan School District
- Dallas Independent School District
- Guilford County School District
- Houston Independent School District
- Oklahoma City Public Schools
- Palm Beach County School District
- San Antonio Independent School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1		$1.74		
2	$2.03	$1.63		
3	$1.87	$2.06	$2.02	$2.42
4	$1.77		$1.59	$1.84
5	$1.56	$1.52	$1.55	
6	$1.94			
7	$2.08	$1.82	$1.82	$1.78
8	$1.17	$1.17	$1.17	$1.18
9	$2.39	$2.30	$2.20	$2.07
10	$1.61		$1.81	$1.81
11	$1.55			
12	$2.41	$2.54	$2.71	$2.75
13	$1.77	$1.65	$1.95	$1.58
14	$1.20	$1.15	$1.07	$1.17
16	$1.89	$1.87	$1.80	$1.89
18	$2.28	$1.08	$1.58	$1.47
19		$3.00		
20	$1.75	$1.84	$1.87	$1.87
21	$1.94	$2.48	$2.45	
23	$1.37	$1.24		
25	$2.65			
28	$1.20		$1.26	$1.29
30	$1.42	$1.40	$1.43	$1.34
32	$1.60			
33	$1.68	$1.96		
34	$1.86	$1.58	$1.72	$1.70
35	$3.64			$5.30
37	$1.45	$1.12		$1.63
39	$1.23	$1.22	$1.25	$1.32
41	$1.21		$1.08	$1.27
43	$3.38	$3.32		$3.43
44	$1.72	$1.76	$1.83	$1.93
45	$0.73			
46	$1.08	$1.16	$0.53	
47	$1.64	$1.70	$1.41	$2.12
48	$1.31		$1.36	$1.67
49	$1.20	$1.00	$0.99	$1.33
51				$1.24
52	$1.87	$1.97	$2.08	$2.15
54				$1.53
55	$1.60	$1.47	$1.36	
56	$2.26			
57	$0.94	$0.97		$1.02
58	$2.37	$2.81	$2.39	$2.70
63	$2.20	$2.25	$2.24	$2.30
66	$2.45	$2.42	$2.21	$2.15
67	$3.40	$2.40		
71	$1.89	$1.80	$2.21	$1.49
74		$2.25	$2.15	$2.28
76				$0.53
77	$3.57			
79	$2.02			

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 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

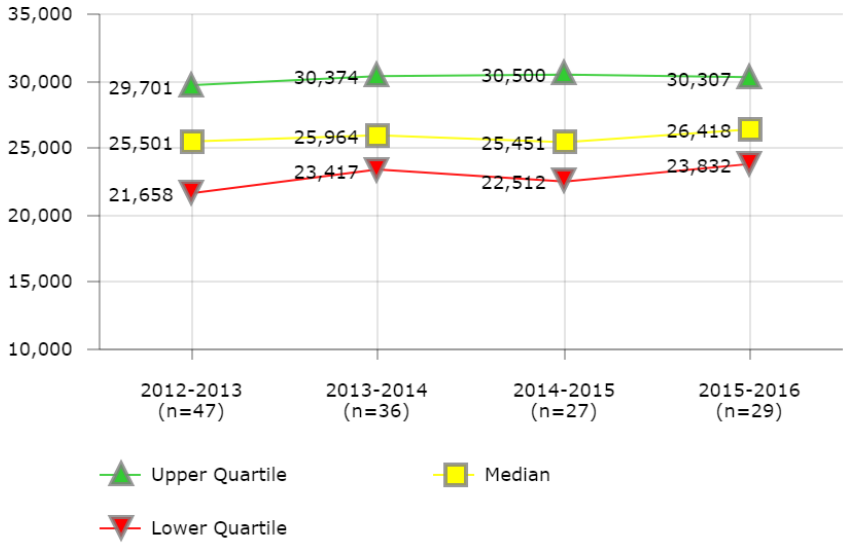
Districts in Best Quartile (2015-2016)

- Albuquerque Public Schools
- Clark County School District
- Dallas Independent School District
- Houston Independent School District
- Oklahoma City Public Schools
- Palm Beach County School District
- San Diego Unified School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1		$320		
2	$423			
3	$348	$391	$393	$472
4	$337	$319	$297	$279
5	$283	$271	$274	
6	$344	$315		
7	$337	$299	$299	$294
8	$186	$186	$185	$184
9	$261	$251	$243	$229
10	$212	$216		$251
11	$213			
12	$472	$451	$478	$487
13	$256	$236	$235	$258
14	$212	$201	$198	$224
16	$206	$214	$207	$217
18	$423	$203	$254	$237
19		$600		
20	$347	$354	$358	$353
21	$401	$543	$501	
23	$244	$226		
25	$572			
28	$263		$135	$283
30	$309	$311	$322	$315
32	$210			
33	$538			
34	$466	$458	$518	$502
35	$625			
37	$245	$181		$243
39	$182	$182	$182	$193
41	$203	$146	$178	$211
43	$686	$825		
44	$227	$236	$246	$259
45	$210			
46	$236	$253	$118	
47	$288	$285	$239	
48	$204	$221	$226	$248
49	$221	$185	$185	$251
51				$223
52	$417	$410	$459	
54				$263
55	$242	$221	$200	
56	$259	$258		
57	$220	$234		$277
58	$513	$517	$452	$511
63		$660	$644	$702
66	$507	$495	$444	
67	$341	$248		
71	$293	$293	$363	$250
74		$384	$377	$387
77	$620			
79	$441			

MAINTENANCE & OPERATIONS

Custodial Workload



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 custodial employees. A value on the low side could indicate that custodians may have additional assigned duties, or have opportunities for efficiencies as compared to districts with a higher ratio. A higher number could indicate a well managed custodial program or that some housekeeping operations are assigned to other employee classifications. It is important for a district to examine what drives the ratio to determine the most effective workload.

Factors that Influence

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

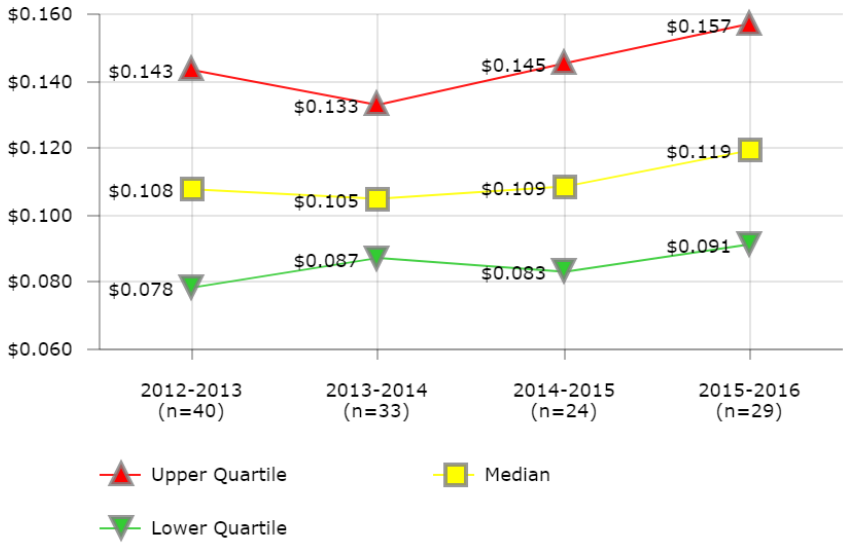
Districts in Best Quartile (2015-2016)

- Anchorage School District
- Atlanta Public Schools
- Cincinnati Public Schools
- Cleveland Metropolitan School District
- Milwaukee Public Schools
- Oklahoma City Public Schools
- St. Louis Public Schools
- St. Paul Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	33,247	32,886		
2	24,825	24,409	22,512	
3	32,192	30,596	31,110	31,110
4	30,113	30,029	32,499	27,451
5	28,888	28,888	28,694	
7	26,593	30,331	30,331	30,331
8	23,554	23,250	23,565	23,832
9	23,487	23,836		
10	17,812	17,729	17,479	17,916
11	26,863			
12	23,679	24,173	25,027	24,405
13	25,905	27,861	23,686	27,627
14	23,365	26,019	25,102	26,466
16	24,748	24,016	27,455	25,667
18	18,248			
19	25,124	24,658		
20	30,372	30,580	30,500	30,307
21	26,301	25,955	25,752	
23	23,289			
25	15,130			
26	28,871			
28		30,996		49,780
30	41,223	39,030	38,372	33,528
32	21,540			
33	29,701	29,213		
34	17,747	23,585	23,185	22,944
35	22,699			24,454
37	27,502	25,806		26,257
39	21,658	20,181	20,342	19,626
41	29,122	27,621	28,986	29,298
43	25,854	23,879		24,348
44	17,669	15,625	18,018	20,721
45	37,244			
46	20,307	21,559	19,528	
48	23,088	26,168	25,475	27,225
49	23,217	21,849	21,849	24,751
51				42,865
52	31,371	30,721	30,504	28,297
55	30,506	30,417	31,842	
56	14,719			
57	45,692	44,399		44,838
58	20,238	19,157	23,414	21,927
62	52,381			
63	31,506	31,506	32,718	32,718
66	25,973	25,973	25,451	26,418
67	16,933	16,878		
71	12,422	12,422	18,850	20,584
76				17,293
77	29,534			
79	25,501			

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 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

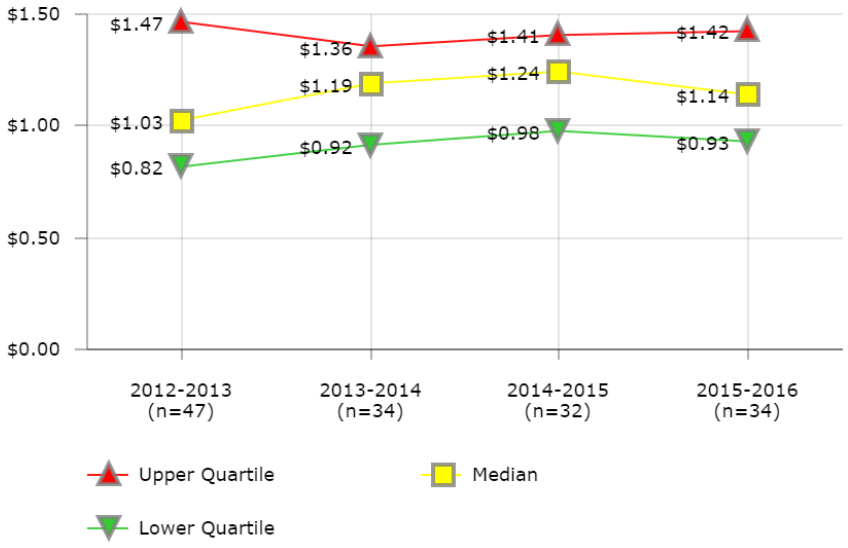
Districts in Best Quartile (2015-2016)

- Albuquerque Public Schools
- Anchorage School District
- Broward County Public Schools
- Dallas Independent School District
- Guilford County School District
- Milwaukee Public Schools
- Palm Beach County School District
- St. Louis Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	$0.111	$0.126		
2	$1.962	$0.090	$0.095	
3	$0.148	$0.148	$0.177	$0.141
4	$0.158	$0.156	$0.165	$0.162
5	$0.138	$0.133	$0.147	
7	$0.079	$0.061	$0.071	$0.084
8	$0.075	$0.072	$0.069	$0.067
9	$0.094	$0.118		$10.351
10	$0.121	$0.120	$0.127	$0.119
11	$0.085			
12	$0.018	$0.115	$0.144	$0.124
13	$0.084	$0.080	$0.095	$0.054
14	$0.037	$0.038	$0.039	$0.043
16	$0.087	$0.087	$0.086	$0.101
18	$0.070			
19	$0.169	$0.262		
20	$0.190	$0.207	$0.211	$0.245
21	$0.078	$0.082	$0.109	
25	$0.192			
28		$0.237		$0.093
30	$0.043	$0.045	$0.047	$0.027
32	$0.015			
33	$0.062	$0.063		
34	$0.255	$0.165	$0.171	$0.167
35	$0.174			$0.192
37	$0.109	$0.114		$0.125
39	$0.107	$0.146	$0.108	$0.097
41	$0.111	$0.104	$0.080	$0.091
43	$0.129	$0.099		$0.119
45	$0.073			
48	$0.089	$0.101	$0.120	$0.151
49	$0.019	$0.046	$0.023	$0.012
51				$0.241
52	$0.137	$0.179	$0.142	$0.157
55	$0.155	$0.098	$0.099	
56	$0.082			
57	$0.094	$0.103		$0.106
58	$0.126	$0.094	$0.090	$0.165
63				$0.054
66	$0.116	$0.114	$0.111	$0.106
67	$0.121	$0.119		
71	$0.106	$0.105	$0.152	$0.131
76				$0.120
77	$0.244			

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 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

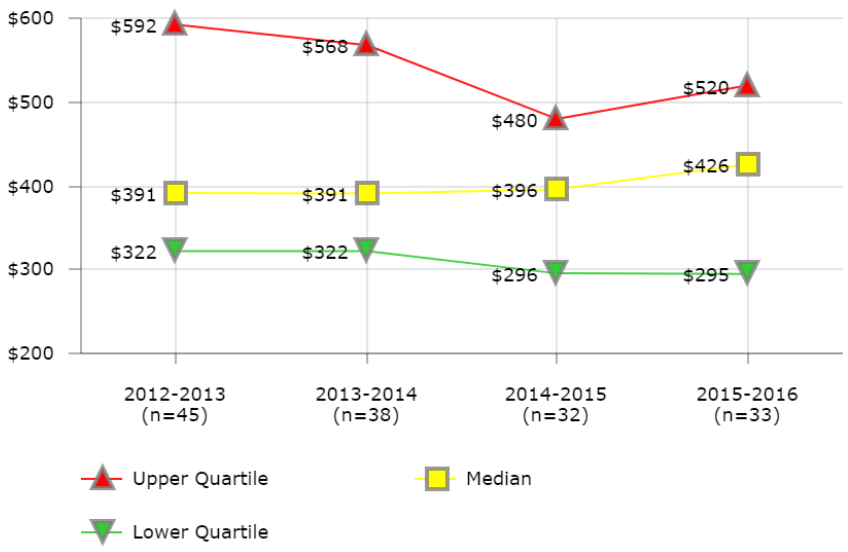
Districts in Best Quartile (2015-2016)

- Cleveland Metropolitan School District
- Denver Public Schools
- Des Moines Public Schools
- Guilford County School District
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Orange County Public School District
- School District of Philadelphia
- St. Louis Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	$0.14	$0.71		
2	$0.36	$0.65	$0.67	
3	$1.41	$1.00	$1.09	$1.06
4	$0.90		$1.05	$1.65
5	$0.97	$1.01	$0.92	
6	$1.75			
7	$1.47	$1.38	$0.61	$1.28
8	$0.90	$0.92	$1.00	$0.96
9	$1.25	$1.15	$1.24	$1.27
10	$0.97		$1.06	$0.96
11	$1.03			
12	$1.06	$0.92	$0.95	$0.59
13	$1.02	$1.26	$1.52	$1.05
14	$1.45	$1.30	$1.19	$1.24
16	$0.77		$1.05	$1.35
18	$0.59	$0.94	$1.42	$1.45
19	$1.55	$1.34		
20	$1.18	$1.25	$1.36	$1.37
21	$0.91	$0.83	$1.62	
23	$0.96	$1.07		
25	$1.71			
26	$0.87			
28	$1.57		$1.57	$1.58
30	$0.90	$1.32	$1.33	$0.93
32	$1.18			$0.68
33	$1.19	$1.38		
34	$2.59	$1.33	$1.32	$1.25
35	$1.57			
37	$0.77	$0.69		$0.81
39	$1.56	$1.53	$1.56	$1.72
41	$0.82		$1.39	$1.08
43	$1.38	$1.36		$1.61
44	$1.50	$1.44	$1.55	$1.67
45	$0.18			
46	$0.87	$1.23	$1.26	
47	$1.45	$1.56	$1.48	$1.42
48	$0.74		$0.75	$0.80
49	$0.73	$0.67	$0.68	$0.66
51				$1.03
52	$1.56	$1.88	$1.48	$1.76
54				$1.20
55	$1.36	$1.32	$1.38	
56	$2.16			
57		$0.61		$0.63
58	$0.56	$0.55	$0.55	$0.93
63	$0.54	$0.65	$0.82	$0.91
66	$0.93	$1.08	$1.04	$1.06
67	$2.45	$2.56		
71	$1.07	$1.02	$1.24	$1.50
74		$1.70	$1.31	$1.39
76				$1.01
77	$0.35			

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 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

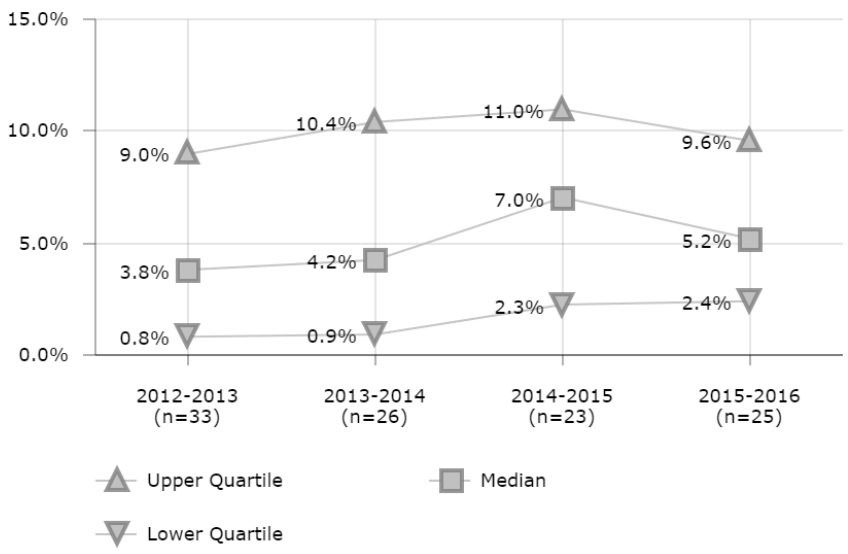
Districts in Best Quartile (2015-2016)

- Albuquerque Public Schools
- Austin Independent School District
- Chicago Public Schools
- Des Moines Public Schools
- Duval County Public Schools
- Hillsborough County Public Schools
- Kansas City School District (MO)
- Oklahoma City Public Schools
- Palm Beach County School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1		$169		
2	$370	$205	$230	
3	$827	$554	$492	$576
4	$337	$438	$317	$447
5	$546	$659	$475	
6	$1,014	$1,093		
7	$600	$436	$186	$390
8	$242	$259	$285	$255
9	$492	$403	$485	$597
10	$252	$275	$268	$231
11	$265			
12	$552	$373	$399	$295
13	$652	$673	$692	$551
14	$357	$242	$250	$239
16	$178		$274	$378
18	$425	$647	$461	$507
19	$598	$496		
20	$321	$357	$450	$426
21	$322	$322	$516	
23	$355	$331		
25	$1,082			
26	$1,141			
28	$386	$568	$466	$567
30	$710	$1,026	$1,045	$768
32	$853			$489
33	$391	$340		
34			$1,272	$252
35	$578			
37	$470	$368		$517
39	$428	$440	$417	$489
41	$314	$294	$393	$407
43	$483	$498		$520
44	$190	$179	$187	$206
45	$174			
46	$211	$326	$330	
47	$592	$568	$448	$430
48	$332	$357	$375	$326
49	$279	$322	$306	$310
51				$123
52	$667	$872	$622	$778
54				$242
55	$342	$347	$354	
56	$675			
58	$456	$379	$410	$702
63	$350	$415	$355	$385
66	$374	$404	$390	$427
67	$373	$597		
71	$206	$170	$206	$243
74		$828	$661	$623
76				$369
77	$396			

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.

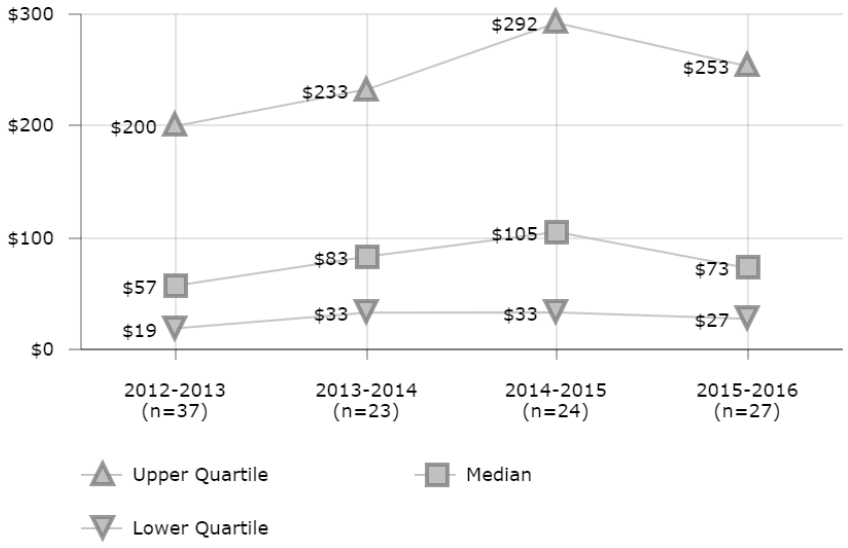
Importance of Measure

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

District	2012-2013	2013-2014	2014-2015	2015-2016
1	0.8%	0.8%		
2	1.5%	2.5%	3.1%	
3	8.9%	0.6%	2.1%	2.4%
4			10.9%	0.4%
6	1.9%			
7	0.3%			
9	0.0%			
10	12.5%	15.3%	12.9%	13.2%
11	0.0%			
12	4.0%	4.6%	7.0%	9.7%
13	0.8%	0.8%	0.8%	4.0%
14	14.0%	12.4%	18.4%	20.0%
16	0.3%	0.8%	0.8%	2.0%
18	0.4%		0.2%	1.2%
20	4.4%	0.9%	6.4%	6.4%
21	9.0%	3.0%	3.0%	
23	11.6%	12.9%		
26	100.0%			
28	2.5%	10.4%	13.5%	4.8%
30	4.7%	4.2%	7.6%	6.2%
32	3.8%			5.2%
34			9.0%	0.8%
37	1.0%	2.5%		
39	20.0%	20.0%	20.0%	20.0%
41	3.5%	1.0%	2.3%	3.3%
43	8.2%	6.7%		7.9%
44	3.8%	4.3%	4.5%	9.6%
46	10.0%	10.8%	12.2%	
47	5.0%			
48	6.8%	5.8%	11.0%	11.3%
49	3.8%	10.4%	9.2%	6.1%
51				0.0%
52	9.1%	8.8%	8.9%	10.1%
54				7.7%
57	28.6%			
66	0.5%	0.4%	0.4%	4.8%
67		0.3%		
71	0.8%	0.9%	3.9%	2.5%
74		100.0%		
76				2.1%

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).

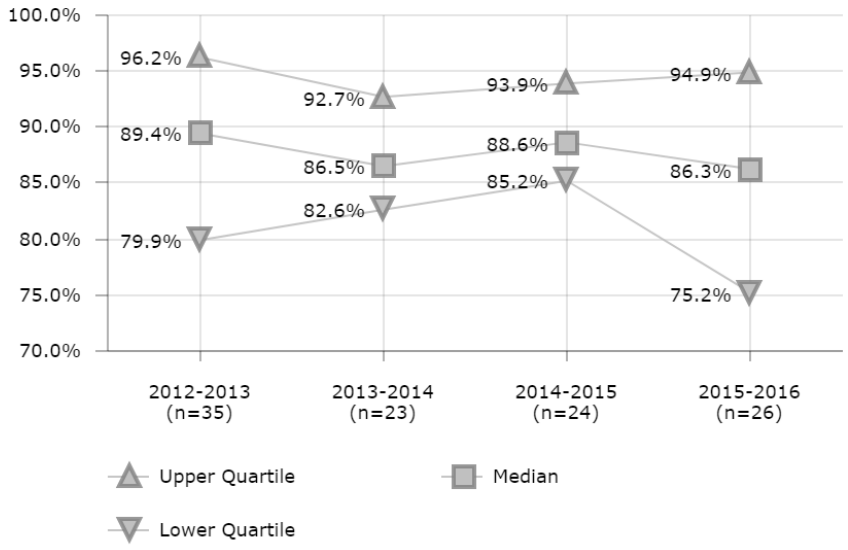
Factors that Influence

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

District	2012-2013	2013-2014	2014-2015	2015-2016
1	$48	$44		
2			$13	
3	$302	$233	$230	$272
4	$467		$511	$253
5	$228	$105	$73	
6	$26			
7	$303	$508	$354	$253
8	$8	$20	$43	$45
9			$42	$12
10	$90			$86
11	$1			
12				$379
13	$57	$90	$90	$59
14	$32	$52	$21	$20
16	$107		$121	$85
18				$45
19	$19	$106		
20	$3			
21	$354	$584	$507	
23	$79	$132		
28	$60		$16	$20
30	$200	$83	$172	$271
32	$47			$2
33	$80			
34	$1,094	$1,029	$1,021	$28
35	$38			
37	$95	$82		
39	$13	$82	$131	$73
41	$976		$410	$612
43	$414	$288		$501
44	$48	$73	$28	$5
45	$19			
46	$11	$16		
48	$18		$35	$27
49	$230	$170	$123	$210
52	$70	$271	$402	
55	$32	$32	$29	
56	$8	$21		$30
57	$200			$363
66	$42	$33	$31	$15
67	$4	$6		
71			$146	$124
74			$53	$60
77				$101

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.

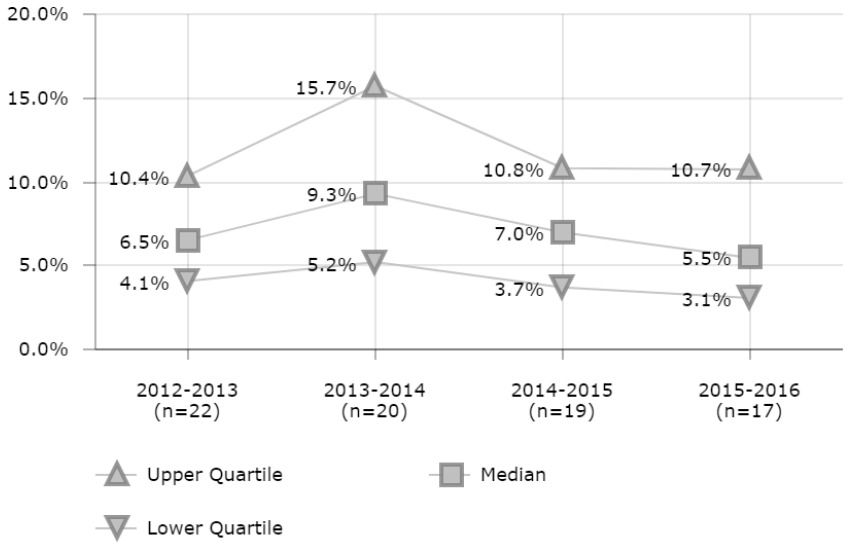
Importance of Measure

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

District	2012-2013	2013-2014	2014-2015	2015-2016
1	96.2%	96.2%		
3	91.1%	86.8%	85.3%	94.9%
4	92.9%		88.8%	82.8%
5	87.4%	85.5%	87.4%	
6	77.6%			
7	74.4%	83.9%	81.3%	75.2%
8		82.6%	92.2%	76.5%
9			93.8%	98.7%
10	90.4%		91.5%	93.0%
11	98.5%			
12				100.0%
13	99.0%	99.4%	99.4%	92.5%
14	37.0%	54.2%	30.4%	41.1%
16	87.7%		88.4%	93.3%
18				18.6%
19	89.4%	92.7%		
20	100.0%			
21	89.5%	89.7%	87.3%	
23	84.5%	82.7%		
28	96.1%		78.5%	58.0%
30	95.1%	89.9%	94.4%	93.3%
32	85.0%			
33	79.9%	79.9%		
34	76.2%	87.8%	94.0%	75.0%
35	96.2%			
37	85.3%	83.0%		
39	97.9%	100.0%	100.0%	100.0%
41	93.7%		90.3%	86.9%
43	76.7%	74.2%		62.8%
44	84.5%	86.5%	89.4%	45.2%
45	100.0%			
46	53.6%	39.8%		
48	64.9%		76.2%	79.5%
49	89.0%	91.7%	88.5%	91.9%
52	71.1%	80.0%	84.7%	83.8%
55	100.0%	100.0%	100.0%	
56	100.0%	100.0%		
57	99.1%			95.5%
66	86.6%	85.2%	85.2%	79.3%
71			86.2%	85.6%
74			100.0%	100.0%
76				100.0%

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.

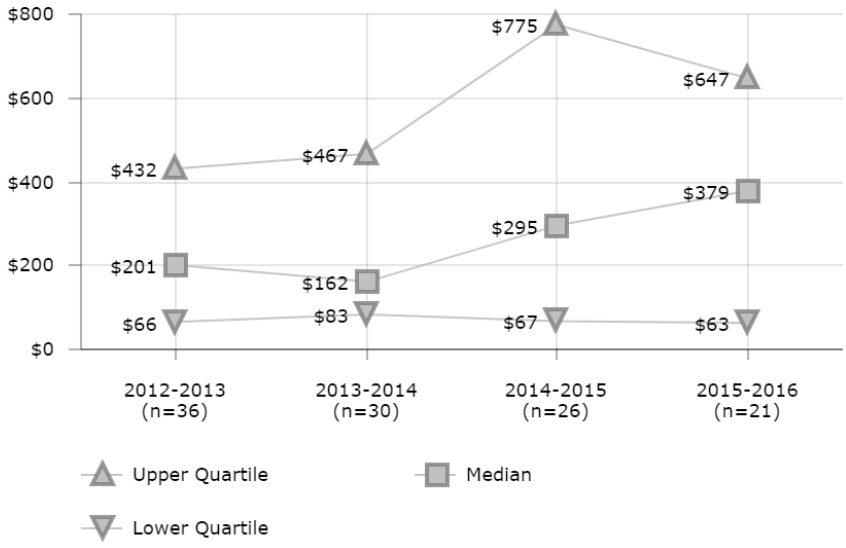
Importance of Measure

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

District	2012-2013	2013-2014	2014-2015	2015-2016
3	7.1%	11.3%	12.4%	1.9%
4	3.7%	4.3%	2.2%	1.5%
5	5.7%	5.1%	8.4%	
7	22.6%	14.4%	12.2%	10.7%
8		1.8%	0.6%	4.0%
9			0.2%	1.4%
10	8.3%	4.6%	6.3%	5.1%
11	1.4%			
14	0.0%	3.8%	2.5%	0.2%
16	10.8%		8.9%	6.0%
18				141.6%
19		5.4%		
21	5.1%	6.9%	9.8%	
23	10.4%	17.0%		
28	4.1%	31.9%	10.8%	6.2%
30	4.3%	8.6%	4.8%	5.5%
32	3.4%			
34	29.4%	11.6%	3.7%	
35	2.7%			
37	7.1%	9.9%		
41	6.0%	18.0%	8.8%	13.5%
43	25.6%	24.1%		
44	9.1%	10.2%	6.8%	46.3%
49	9.2%	6.1%	7.0%	4.9%
52	32.9%	19.5%	11.1%	11.1%
57				3.1%
66	5.5%	5.8%	5.8%	
71			11.0%	7.2%

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).

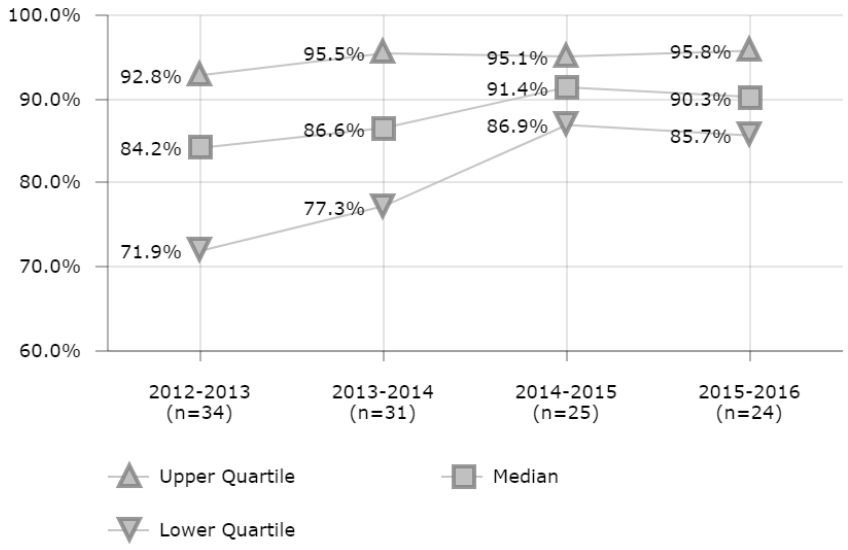
Factors that Influence

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

District	2012-2013	2013-2014	2014-2015	2015-2016
1	$79	$147		
3	$384	$397	$444	$408
4	$117	$97	$122	$51
5	$132	$387	$781	
6	$602	$195		
7	$240	$60	$775	$514
8	$2	$11	$12	$5
9			$67	$27
10	$255	$169		$137
11	$376			
12	$1,399	$725	$1,240	$1,392
13			$30	
14	$31	$83	$393	$379
16	$181	$533	$640	$570
18	$221	$154	$198	
20	$536	$467	$147	
21	$4	$7	$9	
23		$21		
25	$275			
26	$589			
28	$437		$99	$1,928
30	$163	$89	$100	$289
32	$60			
33	$499			
34	$1,478		$446	$56
35	$107			
37	$672	$547		$565
39	$941	$674	$960	$1,720
43	$49	$274		$954
44	$34	$1	$43	$63
46	$11	$13	$23	
48	$416	$709	$786	$688
49	$402	$130	$124	$164
52	$426	$661	$1,630	
55	$78	$384	$442	
56	$3			
57		$262		
58	$58	$99	$53	
63		$1,336	$1,658	$170
66	$142			$25
71	$71	$101	$723	$647
74		$26		

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.

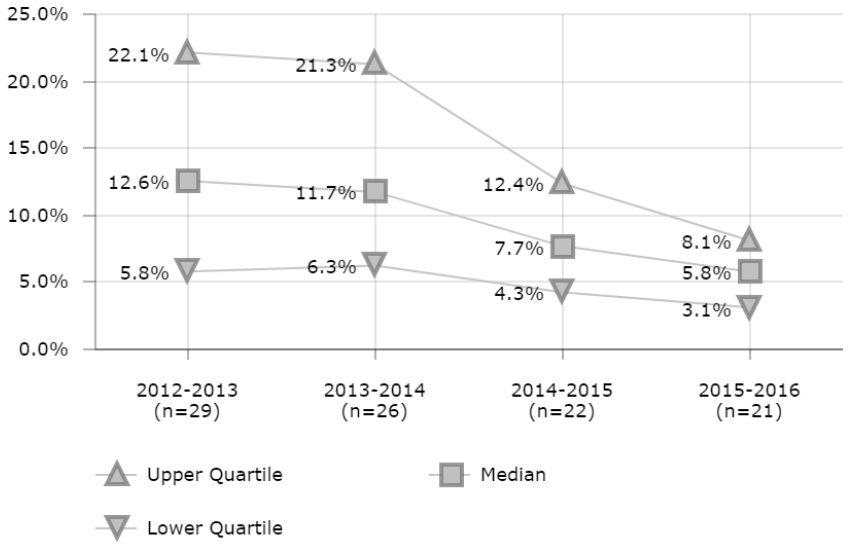
Importance of Measure

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

District	2012-2013	2013-2014	2014-2015	2015-2016
1	21.8%	46.0%		
3	83.4%	78.6%	82.9%	95.6%
4	92.6%	89.6%	93.2%	84.8%
5	58.3%	63.2%	71.2%	
6	89.8%	85.4%		
7	77.8%	77.3%	87.0%	85.6%
8		74.2%	81.9%	47.3%
9			83.8%	85.7%
10	92.7%	86.6%	91.4%	90.0%
11	85.0%			
12	99.1%	92.9%	95.1%	95.9%
13			88.2%	
14	97.4%	91.9%	98.4%	98.7%
16	80.1%	88.1%	87.9%	87.8%
18	94.3%	96.1%	96.1%	
20	100.0%	100.0%	100.0%	
23		87.0%		
25	72.6%			
28	71.6%	80.2%	93.9%	96.5%
30	87.8%	75.6%	90.7%	94.8%
32	73.7%			
33	83.0%	83.0%		
34	92.4%		90.1%	75.0%
35	90.2%			
37	71.9%	78.1%		89.0%
39	94.9%	96.4%	98.3%	98.5%
43	39.5%	85.3%		95.9%
44	93.2%	53.1%	86.0%	87.3%
46	64.0%	50.8%		
48	92.8%	92.8%	93.7%	90.4%
49	93.3%	86.6%	86.9%	90.6%
52	66.5%	82.1%	92.4%	92.4%
55	71.7%	95.5%	91.8%	90.1%
56	2.2%			
57	100.0%	99.8%		
58		100.0%	100.0%	
63	92.0%	98.3%	99.2%	96.6%
66	72.0%			80.7%
71	82.4%	70.9%	76.3%	76.7%
74		100.0%		
76				93.1%

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.

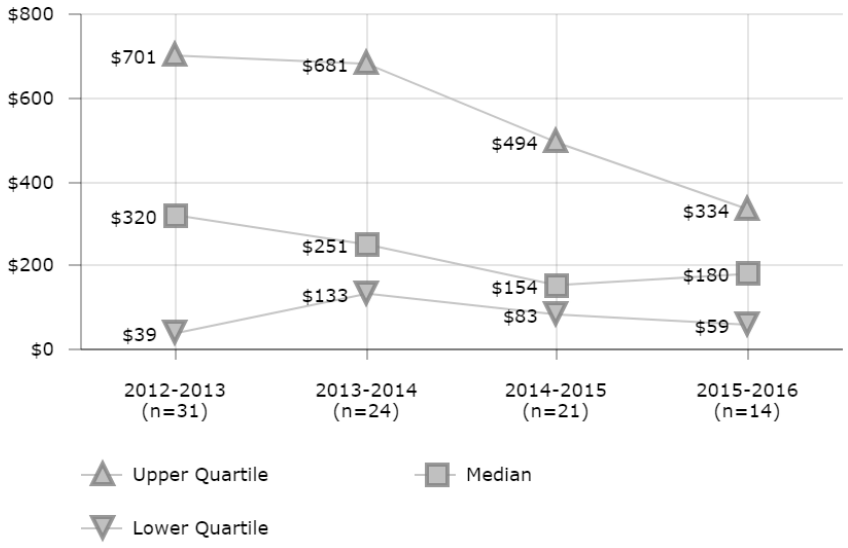
Importance of Measure

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

District	2012-2013	2013-2014	2014-2015	2015-2016
1		84.4%		
3	13.2%	21.2%	19.8%	3.8%
4	3.7%	4.3%	2.2%	1.5%
5	43.4%	43.7%	33.7%	
6	10.7%	13.0%		
7	25.0%	14.6%	12.8%	13.6%
8		7.8%	15.0%	7.0%
9			11.1%	1.0%
10	5.4%	11.5%	5.8%	6.2%
11	9.7%			
12	0.3%	6.3%	4.3%	3.1%
13			2.7%	
14	1.7%	6.1%	1.0%	0.8%
16	19.9%	12.0%	12.4%	12.4%
18	1.4%	0.9%	0.9%	
23		10.6%		
25	20.8%			
28	33.6%	24.6%	6.4%	3.4%
30	12.6%	25.6%	9.8%	4.4%
32	22.1%			
33	19.4%	19.4%		
34	6.9%	84.8%	6.5%	
35	10.0%			
37	34.0%	21.3%		8.1%
39	2.7%			
43	15.4%	3.4%		0.8%
44	5.9%	6.8%	7.9%	7.5%
48	5.8%	6.7%	5.8%	9.9%
49	5.5%	10.9%	9.1%	5.8%
52	44.4%	17.4%	7.5%	7.5%
55	39.4%	4.6%	8.9%	11.0%
63	7.7%	0.0%	0.1%	0.2%
66	22.8%			
71	14.5%	35.8%	27.3%	25.5%
76				5.6%

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).

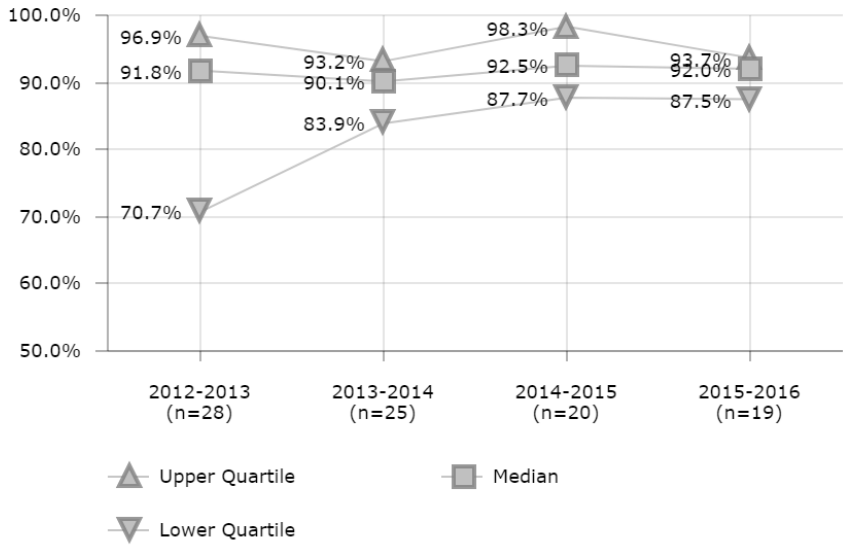
Factors that Influence

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

District	2012-2013	2013-2014	2014-2015	2015-2016
1	$42	$185		
2	$2			
4	$578	$422	$1,665	$59
5	$5	$17	$38	
6	$702	$174		
7		$666		
8		$235	$108	$13
9			$8	$193
10	$30	$65		$168
11	$311			
12	$382	$266	$83	
13			$16	
14	$701	$1,812	$1,075	$1,210
16	$259	$834	$886	$502
18	$952	$385	$494	$225
20	$2,706	$697	$147	
21	$4			
23	$2,407	$2,969		
28	$2,168		$851	
30			$160	$5
32	$39			
35	$767			
37	$815	$1,092		$334
39	$91	$86	$14	$61
41	$581	$106	$129	$196
44	$322	$68	$127	
46	$5			
47	$251	$617	$218	
48	$269	$199	$191	$560
49	$147	$114	$74	$83
52	$628	$152	$586	
55	$334	$156	$213	
56	$7			
57	$12	$2,041		
66	$320			
71	$524	$563	$154	$8

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.

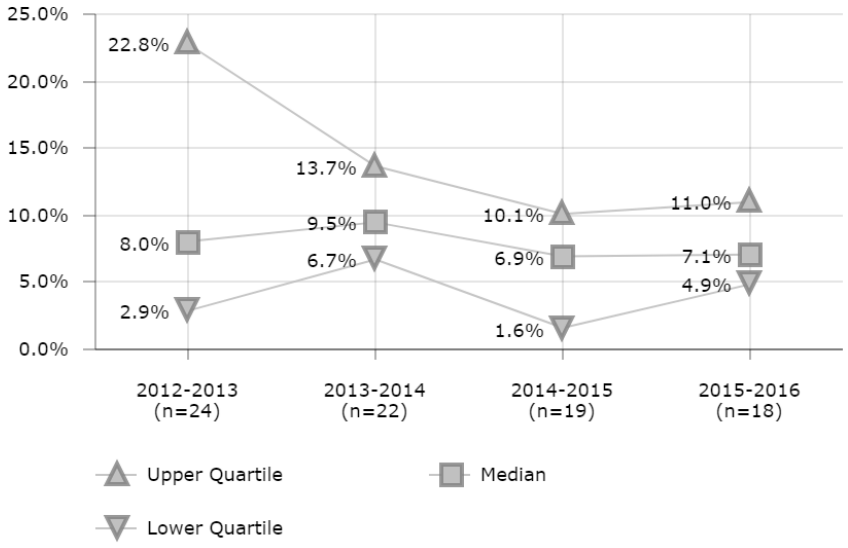
Importance of Measure

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

District	2012-2013	2013-2014	2014-2015	2015-2016
1	8.7%	27.9%		
4	94.6%	83.4%	98.2%	92.0%
5	32.4%	51.8%		
6	90.8%	87.9%		
7		88.2%		
8		91.0%	90.3%	73.3%
9			99.3%	43.1%
10	73.6%	83.9%	89.1%	92.1%
11	71.6%			
12	99.1%	95.9%	88.4%	
13			83.5%	
14	97.3%	93.2%	98.4%	98.7%
16	77.0%	86.6%	87.0%	87.5%
18	96.9%	98.8%	98.8%	82.5%
20	97.6%	96.1%	100.0%	
23	99.2%	94.8%		
28	98.6%	92.5%	95.5%	
30			99.6%	88.7%
32	69.9%			
35	98.1%			
37	29.1%	33.1%		92.2%
39	92.3%	98.6%		98.6%
41	97.0%	83.3%	94.3%	96.3%
44	92.3%	87.7%	92.5%	
46	28.9%			
47	86.0%	90.4%	68.1%	90.5%
48	91.9%	91.1%	90.6%	89.4%
49	85.9%	88.2%	45.7%	91.3%
52	91.6%	70.2%	92.5%	92.8%
55	92.4%	91.0%	96.6%	94.0%
56	21.3%			
57		96.6%		93.2%
66	96.8%			
71	59.1%	90.1%	84.7%	50.5%
76				93.7%

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.

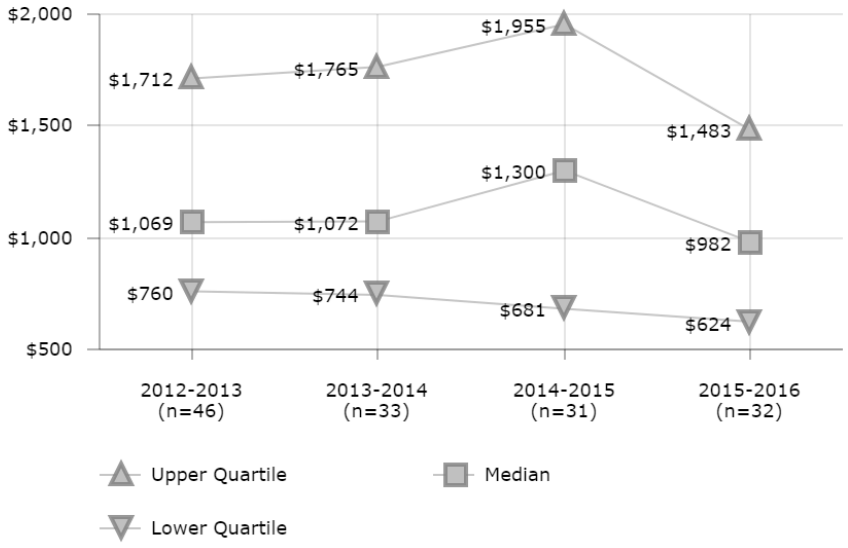
Importance of Measure

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

District	2012-2013	2013-2014	2014-2015	2015-2016
4	4.9%	19.1%	1.6%	1.4%
5	129.4%	77.9%		
6	9.6%	10.9%		
7		12.0%		
8		8.9%	7.4%	7.0%
9			0.7%	131.6%
10	21.5%	13.5%	10.1%	6.4%
11	31.6%			
12		2.6%	6.9%	
13			9.7%	
14	1.8%	6.1%	1.0%	0.8%
16	24.0%	13.7%	13.0%	13.0%
18	2.5%		0.2%	18.6%
20	2.0%	4.1%		
23		4.7%		
28	1.4%	7.6%	4.5%	
30			0.4%	11.0%
32	24.6%			
35	1.2%			
37	8.9%	20.2%		4.4%
39	6.2%			
41	2.4%	17.0%	4.1%	2.5%
44	7.9%	12.1%	7.1%	
47	13.2%	9.3%	42.3%	10.0%
48	6.4%	6.7%	5.8%	9.9%
49	11.6%	8.8%	107.4%	5.0%
52	5.6%	37.4%	7.5%	7.5%
55	8.2%	9.6%	3.5%	6.4%
56	150.0%			
57		2.9%		7.1%
66	3.3%			
71	59.7%	6.9%	14.8%	90.6%
76				4.9%

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

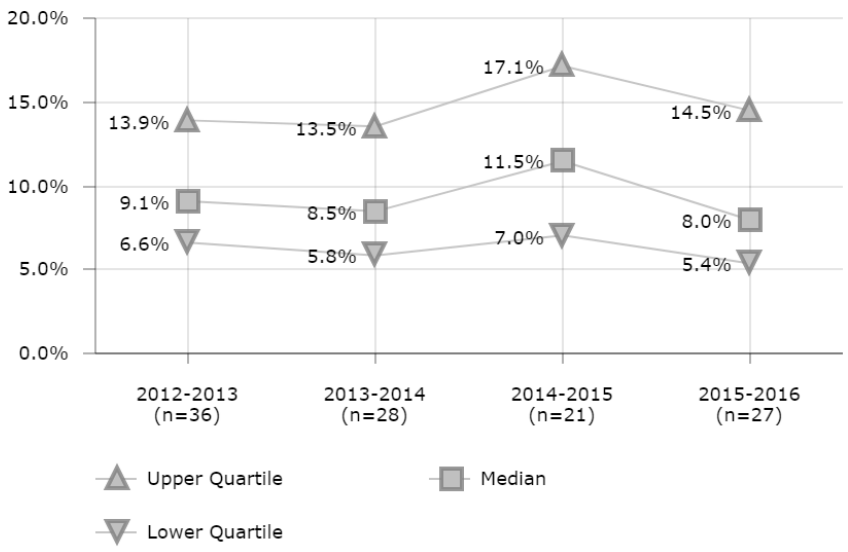
Importance of Measure

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	2012-2013	2013-2014	2014-2015	2015-2016
1	$225	$858		
2	$507		$2,659	
3	$1,321	$1,245	$1,311	$1,394
4	$1,712		$2,824	$914
5	$835	$980	$1,361	
6	$2,791			
7	$1,193	$1,844	$1,588	$1,344
8	$364	$624	$543	$427
9	$429	$406	$527	$631
10	$770			$834
11	$1,103			
12	$2,528	$1,624	$1,995	$2,386
13	$504	$548	$595	$537
14	$1,264	$2,422	$1,955	$2,123
16	$880	$1,623	$2,019	$1,571
18	$1,750	$959	$1,206	$771
19	$968	$1,072		
20	$3,832	$1,765	$919	$618
21	$981	$1,353	$1,386	
23	$2,973	$3,609		
25	$1,233			
26	$760			
28	$3,339		$1,300	$2,636
30	$920	$802	$1,107	$1,161
32	$535			$457
33	$1,518			
34	$3,765		$2,493	$1,049
35	$1,828			$347
37	$2,014	$2,080		$1,301
39	$1,486	$1,279	$1,539	$2,327
41	$1,923		$983	$1,251
43	$1,486	$1,793		$2,925
44	$858	$598	$673	$574
45	$285			
46	$498	$608	$471	
47	$837	$1,208	$741	
48	$1,058		$1,398	$1,679
49	$1,154	$741	$651	$864
51				$435
52	$1,966	$1,970	$3,522	
54				$475
55	$910	$1,013	$1,111	
56	$597	$407		
57		$2,715		$8,157
58	$705	$744	$626	$702
63		$2,208	$2,570	$1,188
66	$1,259	$804	$699	$728
67	$943	$812		
71	$1,080	$1,149	$1,621	$1,310
74		$725	$681	$705
77	$681			

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

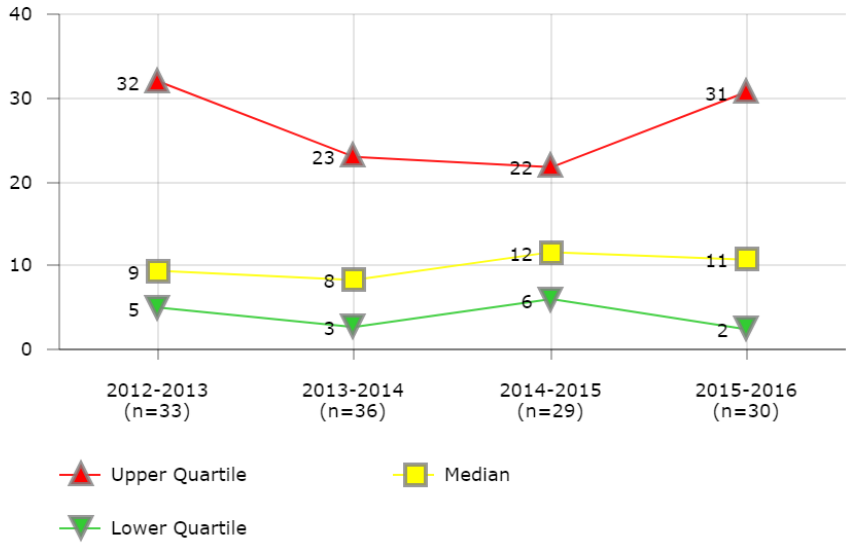
Importance of Measure

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	2012-2013	2013-2014	2014-2015	2015-2016
1	2.4%	9.1%		
2	3.7%		19.5%	
3	10.0%			5.1%
4	12.7%		22.7%	7.5%
5	9.0%	10.9%		
6	26.2%			
7	9.5%	14.9%	7.3%	11.8%
8	4.7%	7.9%	6.9%	5.4%
9		5.2%	6.8%	7.6%
10	8.4%			8.5%
12	15.0%		11.5%	13.4%
13	6.7%	7.3%	7.8%	5.8%
14	13.9%	26.6%	21.0%	22.3%
16	11.9%	20.7%	25.7%	21.8%
18	14.8%	8.8%		
19		4.7%		
20	22.7%	8.5%	3.9%	2.4%
21	4.6%	5.9%	5.8%	
23	29.6%			
25	5.4%			
28			13.3%	16.9%
30	6.3%	5.8%	7.7%	7.8%
32	6.5%			
33	6.8%			
34	29.8%		15.6%	6.7%
35	9.0%			1.7%
37	21.2%	22.2%		14.5%
39	17.7%	14.3%	17.1%	25.1%
41			9.9%	11.8%
43	6.7%	6.9%		9.6%
45	1.2%			
46		3.7%		
47	7.5%	10.8%	7.0%	21.9%
48	13.6%		14.8%	18.9%
49	11.6%	8.0%		8.0%
51				4.3%
52	13.9%	14.0%		
54				4.0%
56	8.9%	5.7%		
57		13.1%		
58	4.5%	4.6%	4.0%	4.3%
63		15.4%	17.4%	7.6%
66	9.7%	6.0%		
67	8.4%	8.4%		
71	9.1%	9.3%	12.9%	9.0%
74		5.4%		

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

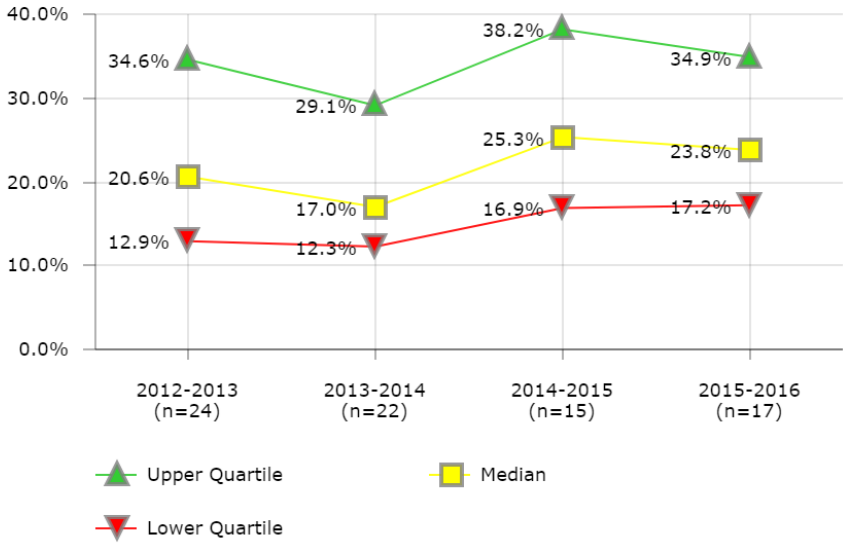
Districts in Best Quartile (2015-2016)

- Austin Independent School District
- Chicago Public Schools
- Clark County School District
- Guilford County School District
- Miami-Dade County Public Schools
- Omaha Public School District
- School District of Philadelphia
- Shelby County School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	36	20		
2		5	5	
3	23	13	18	31
4	6	7	6	5
5	32	24	29	
6	5			
7	23			15
8	40	45	45	27
9	2	2	9	1
10	1	17	17	26
11	65			
12		23	15	26
13	39	53	53	32
14	5	5	5	5
16	64	63	10	4
18		3	3	1
19	9	5		
20	29	27	12	11
21	32	43	19	
23	9	10		
25	4			
28	6	7	24	55
30	86	57	59	40
32				0
33	2	2		
34				69
35	21			
37	102	140		33
39	3	0	39	24
41	26	23	43	40
43		0		68
44	7	7	9	11
46	10	10	10	
48		19	22	
49	8	6	7	0
51				3
52	9	14	9	9
54				0
55	11	12	16	
58		0	0	0
63	1	2	5	5
66	1	1	1	0
67		0		
71	4	4	2	2
74		0	16	15

MAINTENANCE & OPERATIONS

Recycling - Percent of Total Material Stream



District	2012-2013	2013-2014	2014-2015	2015-2016
3	42.4%	34.2%	46.7%	42.6%
5	23.6%	25.3%	25.3%	
8	16.2%	15.7%	15.7%	16.4%
9	43.9%	33.6%	30.9%	34.9%
10	100.0%			
11	54.0%			
12		17.1%	16.9%	17.9%
14	36.4%	37.8%	38.2%	39.5%
16	32.7%		28.9%	33.3%
18	1.5%			
19	16.4%	16.5%		
20		16.9%	100.0%	
21	8.4%	14.9%	9.7%	
23	100.0%	28.2%		
25	1.7%			
28	13.5%	11.6%		100.0%
30	4.1%	29.9%	22.8%	23.3%
33		1.5%		
37	12.3%	12.3%		14.9%
41	18.7%	20.1%	20.0%	23.8%
43	22.0%	6.3%		6.8%
44				25.9%
48	28.1%	45.4%	53.0%	53.9%
52	19.2%	27.1%	27.1%	27.8%
55	15.5%	16.8%	19.8%	17.2%
62	26.9%			
66	8.4%	11.3%	13.0%	16.0%
67	27.0%	29.1%		
74		4.8%		
76				17.9%

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

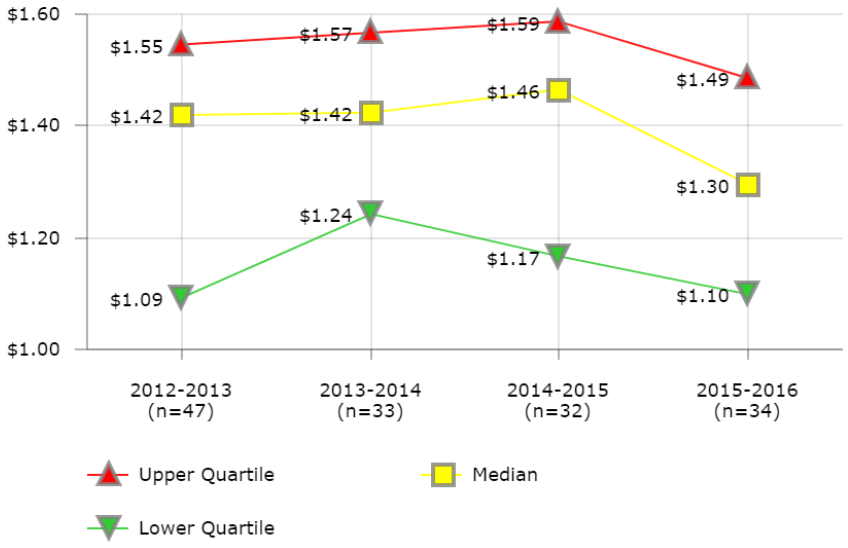
- Placement of recycling bins near waste bins
- Number of recycling bins deployed
- Material collection contracts
- Commitment to environmental stewardship
- State requirements

Districts in Best Quartile (2015-2016)

- Albuquerque Public Schools
- Atlanta Public Schools
- Clark County School District
- Orange County Public School District
- St. Paul Public Schools

MAINTENANCE & OPERATIONS

Utility Costs - Cost per Square Foot



Description of Calculation

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

Importance of Measure

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

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

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

Factors that Influence

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

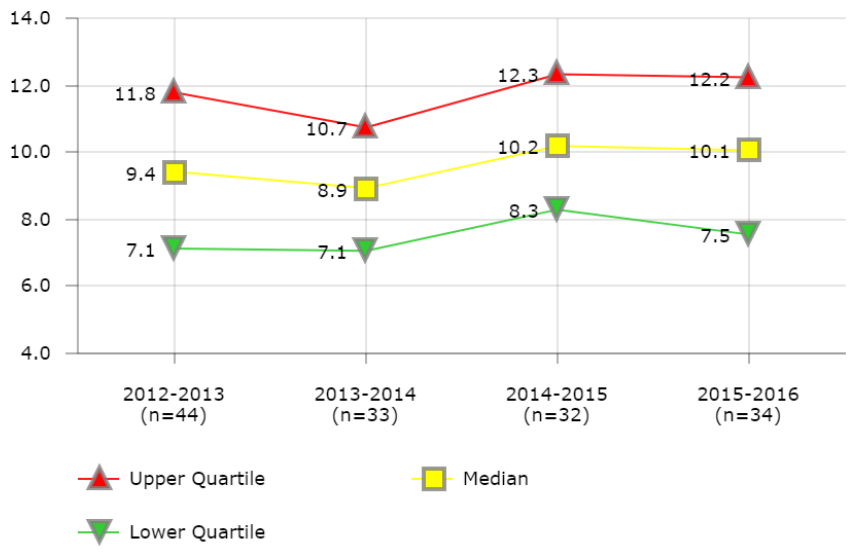
Districts in Best Quartile (2015-2016)

- Chicago Public Schools
- Denver Public Schools
- Des Moines Public Schools
- Miami-Dade County Public Schools
- Palm Beach County School District
- Providence Public Schools
- San Diego Unified School District
- School District of Philadelphia
- St. Paul Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	$0.58	$0.54		
2	$1.35	$1.42	$1.54	
3	$0.86	$1.29	$1.02	$0.89
4	$1.19		$1.13	$1.34
5	$0.79	$0.86	$0.83	
6	$2.87			
7	$1.42	$1.36	$1.49	$1.44
8	$1.18	$1.10	$1.13	$1.07
9	$1.55	$1.57	$1.55	$1.93
10	$1.69		$1.65	$1.60
11	$1.04			
12	$0.81	$0.96	$0.93	$0.89
13	$1.42	$1.38	$1.63	$1.38
14	$1.26	$1.27	$1.23	$1.18
16	$0.87		$0.96	$1.03
18	$1.43	$1.43	$1.67	$1.45
19	$1.50	$1.96		
20	$1.70	$1.71	$1.83	$1.60
21	$1.46	$1.50	$1.39	
23	$1.52	$1.55		
25	$1.68			
26	$1.34			
28	$1.58		$1.60	$1.61
30	$1.09	$1.21	$1.16	$1.14
32	$1.51			$1.09
33	$0.96	$1.33		
34	$1.74	$1.51	$1.61	$1.66
37	$0.91	$0.77		$0.84
39	$1.66	$1.51	$1.57	$1.13
41	$1.77		$1.58	$1.49
43	$1.50	$1.37		$1.28
44	$1.44	$1.24	$1.17	$1.15
45	$0.88			
46	$1.44	$1.81	$1.45	
47	$2.00	$1.96	$1.75	$1.75
48	$1.53		$1.61	$1.68
49	$1.52	$1.50	$1.54	$1.45
51				$1.14
52	$1.28	$1.61	$1.38	$1.31
54				$0.89
55	$1.06	$1.19	$1.19	$1.20
56	$0.68			
58	$1.25	$1.62	$1.37	$1.10
62	$1.21			
63	$1.40	$1.48	$1.48	$1.50
66	$1.20	$1.36	$1.31	$1.23
67	$1.88	$1.85		
71	$1.50	$1.64	$1.49	$1.45
74		$1.18	$1.05	$0.93
76				$1.33
79	$1.83			

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

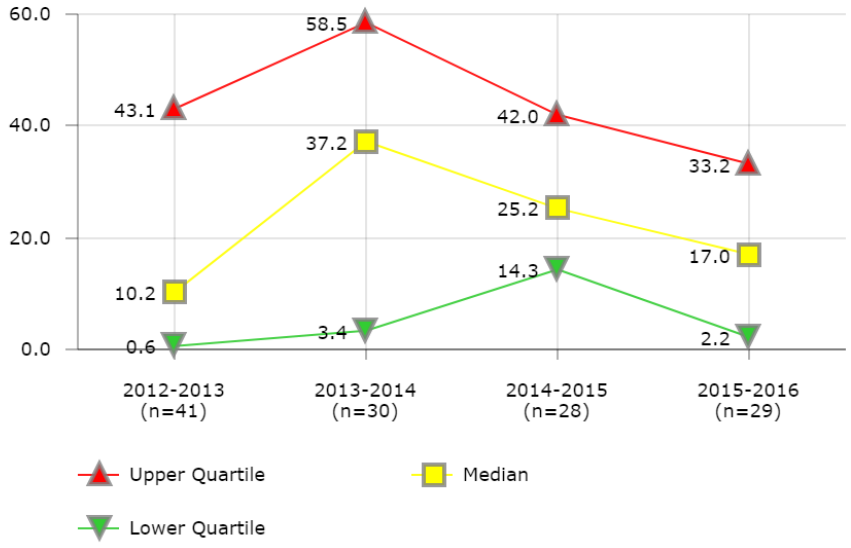
Districts in Best Quartile (2015-2016)

- Albuquerque Public Schools
- Denver Public Schools
- Milwaukee Public Schools
- Minneapolis Public Schools
- Pittsburgh Public Schools
- Providence Public Schools
- San Diego Unified School District
- School District of Philadelphia
- St. Paul Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	6.2	6.0		
2	10.6	10.5	11.7	
3	6.5	6.2	6.2	6.0
4	9.3		9.6	11.6
5	4.2	4.1	4.1	
7	9.2	8.6	8.5	8.4
8	10.9	11.2	11.2	11.5
9	12.5	12.2	13.4	13.5
10	13.5		12.6	12.2
11	7.6			
12	7.8	8.9	8.5	8.3
13	14.0	14.1	16.5	14.4
14	6.7	6.5	6.2	6.5
16	4.8		5.1	5.1
18	10.7	9.6	11.1	10.1
19	11.6	12.8		
20	12.0	12.6	11.8	11.7
21	8.3	8.3	8.9	
23	10.8	1.6		
25	5.7			
26	4.6			
28	14.1		14.1	13.5
30	6.5	6.3	6.2	6.2
32	14.9			15.8
33	9.6	0.1		
34	15.8	13.8	13.3	11.2
37	9.2	7.7		6.9
39	17.4	16.6	16.7	16.4
41	13.8		14.5	14.7
43	7.9	7.1		7.5
44	11.0	10.5	10.4	10.0
46	8.3	8.3	8.1	
47	13.0	12.3	12.1	12.0
48	12.8		13.1	13.7
49	10.6	10.2	9.8	8.7
51				9.6
52	8.0	8.4	8.5	7.5
54				7.8
55	8.5	8.9	9.2	9.1
56	3.9			
58	6.4	7.5	6.8	6.1
62	6.5			
63	11.1	10.6	10.4	10.6
66	9.8	10.4	10.0	9.8
67	9.0	9.6		
71	11.0	10.7	11.2	11.5
74		5.0	4.8	4.8
76				13.0

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.

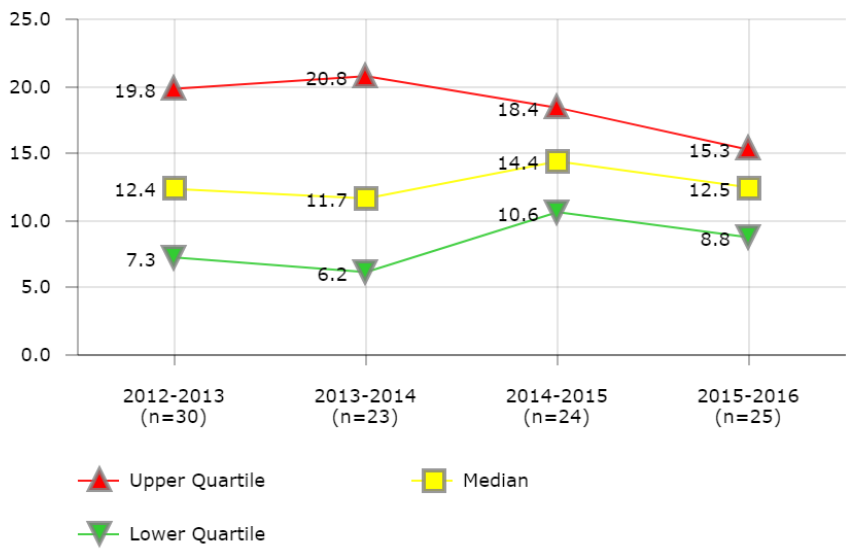
Districts in Best Quartile (2015-2016)

- Albuquerque Public Schools
- Chicago Public Schools
- Clark County School District
- Columbus Public Schools
- Hillsborough County Public Schools
- Orange County Public School District
- Palm Beach County School District
- San Antonio Independent School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	0.2	19.1		
2	0.3	71.1	65.6	
3	49.1	49.2	48.1	41.2
4	33.4		30.6	33.2
5	43.1	46.2	37.5	
7	0.8		68.3	138.7
8	1.4	1.4	1.3	0.9
9	15.1	13.5	16.0	0.2
10	5.9		0.6	1.5
11	10.2			
12	52.0	58.9	23.0	18.0
14	66.4	66.2	0.4	0.4
16	7.6		4.0	5.3
18	20.8	2.2	22.2	15.1
19	42.7	46.7		
20	41.8	39.5	34.7	28.0
21	52.0	64.3	54.4	
23	3.3	3.4		
25	0.6			
26	0.6			
28	14.5		16.0	11.9
30	0.5	58.5	54.8	45.7
33	46.6	0.4		
34	50.8	44.3	36.6	30.3
35				0.7
37	0.0	0.0		37.6
39	5.6	6.6	10.2	7.0
41	12.0		14.9	10.7
43	65.1	66.5		56.2
44	0.8			
46	43.3	48.1	44.5	
47	0.3	0.2	20.2	16.8
48	1.9		1.9	2.2
49	22.8	28.7	27.5	21.0
51				19.6
52	71.6	78.2		
54				0.0
55	0.1	17.3	17.1	17.0
56	0.1			
58	46.5	61.5	58.4	
63	0.0	0.0	39.5	47.4
66	33.9	34.9	33.6	27.2
67	0.2	0.2		
71	10.1	13.8	13.7	
74		52.8		44.2
76				0.1

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

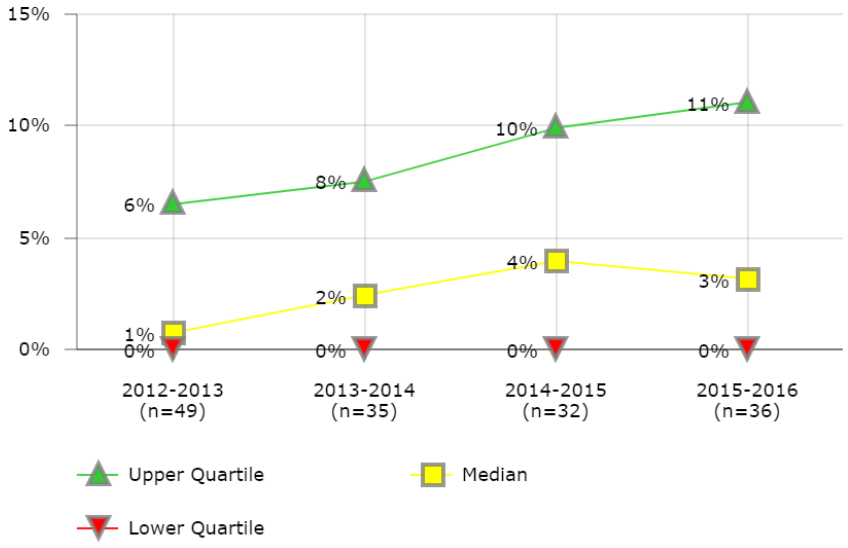
Districts in Best Quartile (2015-2016)

- Anchorage School District
- Columbus Public Schools
- Dallas Independent School District
- Denver Public Schools
- Pittsburgh Public Schools
- San Diego Unified School District
- Shelby County School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1		5.3		
2			12.3	
3		5.7	9.7	9.2
4	7.8		8.5	9.4
5	13.2	11.6	11.6	
7	5.0	6.9	7.3	7.1
8	14.1			
9	19.8	20.5		
10	37.4		14.4	15.3
12	11.4	11.7	11.9	12.6
13	55.8	63.9	75.0	168.8
14	26.1	24.0	21.6	21.1
16	11.0			6.6
18				0.0
19		0.1		
20	11.2	8.8	8.7	10.5
21	13.0	12.3	13.9	
25	7.0			
26	6.3			
28	7.3		6.4	9.2
30	19.8	20.9	18.7	21.5
35				0.3
37	8.1	6.2		6.7
39	0.0		16.5	
41	28.4		1.1	1.2
43	8.4	8.9		8.8
46	17.9	20.8	18.5	
47	2.1		17.6	15.0
48	0.0		14.7	16.1
49	29.5	30.1	30.7	30.2
51				12.0
52	13.1	13.7	14.5	13.7
55	11.7	12.1	12.7	12.5
56	25.8			
58	14.4	9.8	16.4	13.0
62	0.9			
63	22.6	0.0	18.3	22.0
66		87.4	98.6	13.5
71		18.6		
74		0.0		

MAINTENANCE & OPERATIONS

Green Buildings - Buildings Green Certified or Equivalent



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

Districts in Best Quartile (2015-2016)

- Albuquerque Public Schools
- Atlanta Public Schools
- Cincinnati Public Schools
- Cleveland Metropolitan School District
- Denver Public Schools
- Guilford County School District
- Metropolitan Nasvhille Public Schools
- Orange County Public School District
- San Diego Unified School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	0%	0%		
2	4%	4%	13%	
3	0%	0%	0%	0%
4	0%		0%	0%
5	1%	1%	1%	
6	0%			
7	1%	1%	4%	4%
8	0%	5%	5%	5%
9	6%	5%	5%	5%
10	0%		1%	1%
11	2%			
12	93%	0%	0%	0%
13	0%	0%	0%	0%
14	27%	36%	56%	67%
16	10%	11%	14%	14%
18	0%	0%	0%	0%
19	79%	84%		
20		95%	98%	100%
21	0%	0%	0%	
23	19%	31%		
25	0%			
26	0%			
28	26%		32%	31%
30	0%	0%	0%	0%
32	15%			0%
33	15%	18%		
34	0%	0%	0%	0%
35	0%			
37	3%	5%		11%
39	6%	8%	8%	9%
41	9%		9%	10%
43	0%	0%		0%
44	5%	5%	5%	5%
45	1%			
46	0%	0%	0%	
47	5%	8%	7%	20%
48	8%		23%	20%
49	21%	21%	22%	22%
51				0%
52	2%	2%	2%	2%
53				0%
54				0%
55	0%	0%	0%	1%
56	79%			
57	1%	2%		54%
58	2%	3%	3%	3%
62	0%			
63	0%	0%	0%	0%
66	1%	4%	4%	4%
67	0%	0%		
71	6%	7%	8%	11%
74		0%	11%	11%
76				0%
77	0%			
79	0%			

Safety & Security

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

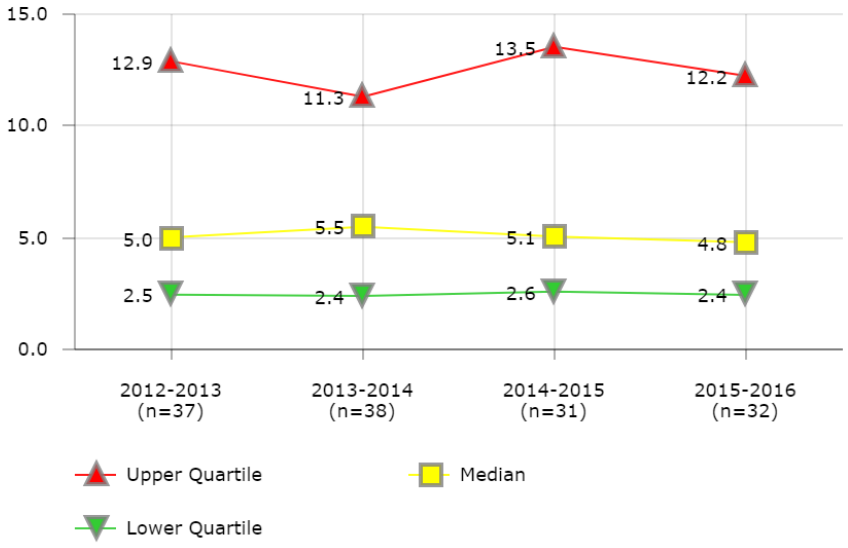
Finally, **People Incidents per 1,000 Students** and **Assault/ Battery Incidents per 1,000 Students** are baseline measures of incidents in a district.

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

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

SAFETY & SECURITY

Incidents - Assault/Battery Incidents per 1,000 Students



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

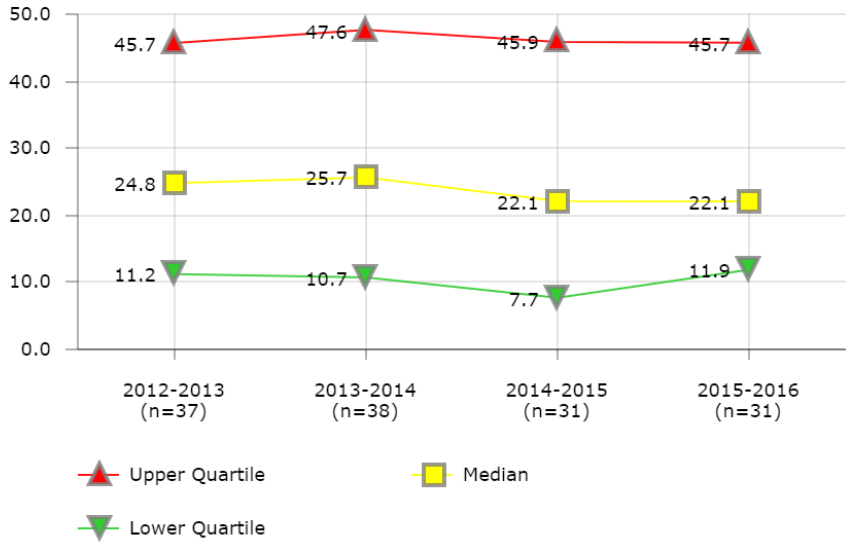
Districts in Best Quartile (2015-2016)

- Cincinnati Public Schools
- Dallas Independent School District
- Des Moines Public Schools
- Duval County Public Schools
- Houston Independent School District
- Miami-Dade County Public Schools
- Newark Public Schools
- San Diego Unified School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	2.7	2.7		
2	28.8		22.0	21.4
3	4.5	4.0	2.6	2.6
4	18.3	15.6	17.1	17.8
6	14.8	15.1		
7	3.3	2.4		2.5
8	5.0	5.1	4.3	3.4
9	4.2	4.2	4.5	4.4
10	0.5	8.7		9.3
11		11.1		
12	0.1	0.3		1.0
13	2.1	3.0	3.0	
14	3.9	3.9	4.8	4.1
16	2.5	3.3	2.1	2.4
18			7.2	7.2
19	29.4		0.8	
20	0.3	0.5	0.3	0.1
21	6.0	10.3	7.5	
23	0.7	0.9		
25	5.3	1.7	0.8	2.3
26	12.5	12.3	13.5	
28	7.9		4.3	5.0
32		2.0		1.7
33	3.1			
34	18.4	44.1	36.1	27.1
35	1.7		6.2	4.0
37	3.6	6.4		4.6
39	0.7	1.3	1.0	1.6
41	1.6	1.9	1.6	1.6
43	6.1	9.0		7.9
44	2.2	1.4	3.4	1.9
45	4.8			
46	14.5	15.9	0.4	
47	12.9	10.0	19.3	
48	17.7	15.7	21.6	21.0
49	54.7	3.3	5.2	4.6
51				11.5
52	46.0	57.7	70.9	
54				6.4
55		4.4	4.3	
57	11.9	13.1		15.8
58	11.7	11.3	9.4	9.3
62		1.2		
63		9.7	5.1	14.5
66		47.2	41.1	59.0
71	9.3	9.4	11.8	12.9
74		5.9	6.7	6.9

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

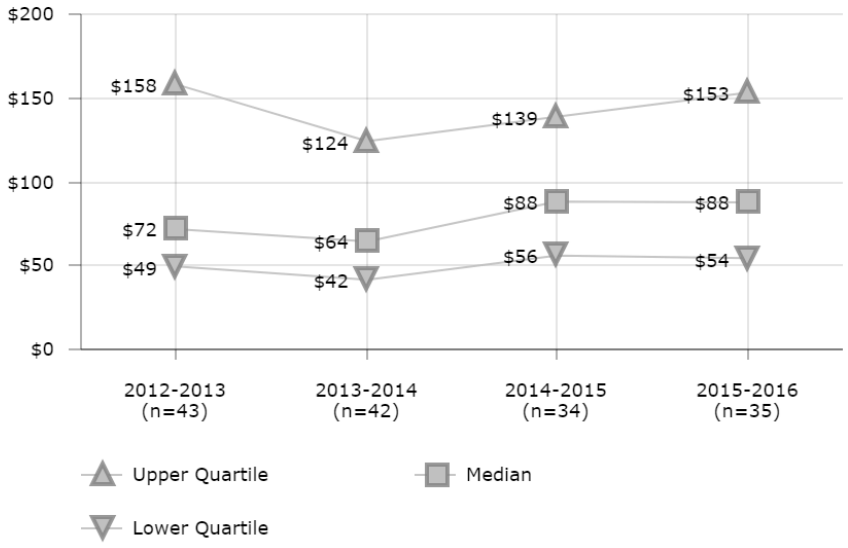
Districts in Best Quartile (2015-2016)

- Chicago Public Schools
- Cincinnati Public Schools
- Dallas Independent School District
- Houston Independent School District
- Miami-Dade County Public Schools
- Newark Public Schools
- San Diego Unified School District
- Shelby County School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	26.1	18.4		
2	409.5		40.3	45.7
3	5.8	36.4	15.4	82.5
4	37.5	49.8	57.9	58.1
6	36.4	36.8		
7	162.3	23.3		18.9
8	10.5	10.4	10.1	
9	18.7	19.4	22.1	20.2
10	18.8	19.0		24.8
11		36.2		
12	0.7	3.9	24.2	19.2
13	12.2	10.7	11.2	
14	11.2	10.7	11.1	12.5
16	5.3	11.0	11.4	11.9
18			7.7	7.8
19	1,319.2		1.3	
20	1.4	1.7	1.3	1.1
21	146.2	290.1	267.3	
23	16.1	17.0		
25	14.1	6.8	4.4	5.9
26	30.3	29.0	42.7	
28	22.7		13.4	22.1
32		12.0		3.8
33	44.9			
34	62.5	621.5	78.7	41.0
35	6.3		32.9	14.3
37	45.7	47.6		38.9
39	3.6	3.6	1.7	2.4
41	7.8	3.5	2.1	2.1
43	19.2	28.9		22.5
44	2.5	60.9	44.7	55.7
45	34.1			
46	24.8	19.0	1.5	
47	1,143.4	1,037.1	900.8	
48	38.4	35.4	45.3	45.5
49	265.6	150.8	218.7	255.3
51				11.9
52	1,374.2	57.9		
54				6.4
55		5.6	5.4	
57	30.0	28.0		34.0
58	47.6	30.1	26.7	26.4
62		2.5		
63		89.8	61.1	60.4
66		109.6	85.0	128.5
71	16.8	17.4	20.4	19.9
74		36.6	45.9	49.3

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

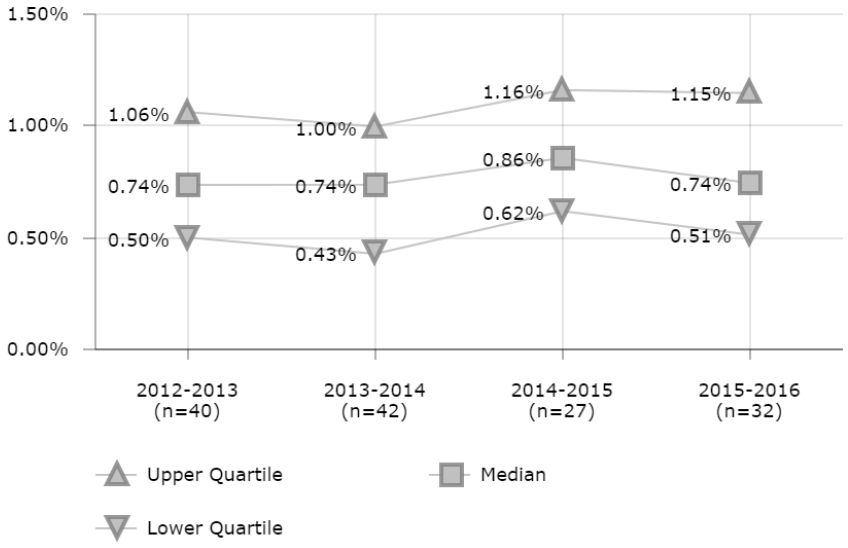
Factors that Influence

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

District	2012-2013	2013-2014	2014-2015	2015-2016
1	$55	$57		
2	$158		$166	$161
3	$58	$60	$67	$68
4	$91	$87	$87	$100
5	$12	$12	$26	
6	$72	$74		
7	$176	$113		$62
8	$56	$59	$59	
9	$58	$54	$60	$60
10	$50	$49		$81
12	$49	$27	$49	$49
13	$63	$19		
14	$99	$59	$110	$112
16	$49	$50	$56	$52
18			$110	$137
19	$167	$170	$182	
20	$158	$163	$159	$153
21	$202	$258	$241	
23	$42	$42		
25	$450		$431	$504
26	$46	$49	$46	
28	$203		$85	$211
30	$138	$148	$136	$23
32		$71		$54
33	$310			
34	$266	$253	$316	$332
35	$148		$87	$95
37	$71	$68		$57
39	$98	$106	$106	$119
41	$61	$71	$91	$88
43	$178	$207		$257
44	$37	$37	$42	$50
45	$122			
46	$119	$124	$126	
47	$39	$36	$37	
48	$30	$27	$34	$34
49	$45	$42	$44	$41
51				$61
52	$92	$76	$89	
54				$139
55		$101	$97	
56	$56	$34		$91
57	$306	$224		$306
58	$187	$195	$179	$186
62		$8		$15
63		$228	$213	$264
66	$41	$124	$139	$135
67	$59	$10		
71	$104	$83	$76	$75
74		$4	$4	$5
77	$19	$61	$57	$59

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

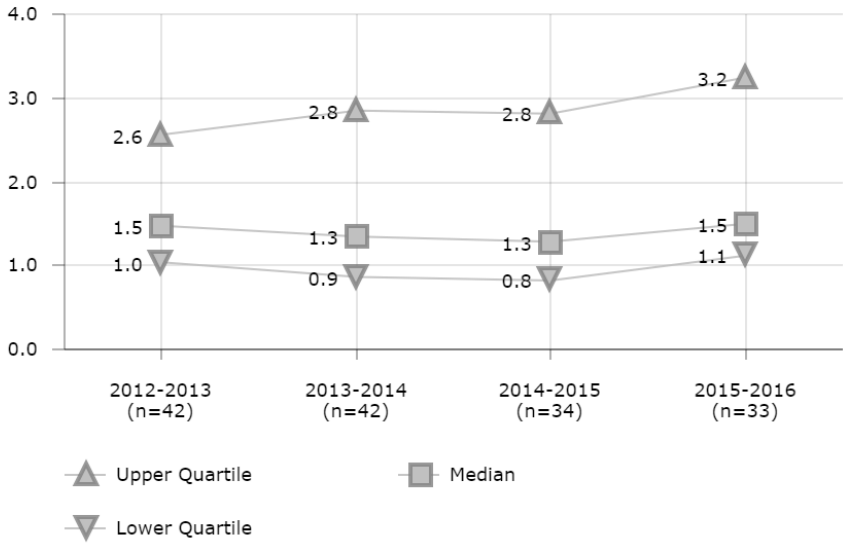
Factors that Influence

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

District	2012-2013	2013-2014	2014-2015	2015-2016
1	0.60%	0.63%		
2	1.16%		1.22%	1.14%
3	0.44%			0.25%
4	0.69%	0.67%	0.71%	0.84%
5	0.13%	0.14%		
6	0.68%	0.73%		
7	1.46%	0.95%		0.57%
8	0.74%	0.77%	0.76%	
9		0.75%	0.82%	0.76%
10	0.56%	0.52%		0.85%
12	0.30%	0.17%	0.28%	0.28%
13	0.89%	0.26%		
14	1.12%	0.66%	1.20%	1.20%
16	0.70%	0.65%	0.73%	0.73%
18			0.95%	
19		0.81%		
20	0.94%	0.78%	0.68%	0.59%
21	0.98%	1.15%	1.03%	
23	0.42%	0.41%		
25	1.99%	1.90%	1.87%	2.04%
26	0.36%	0.35%	0.34%	
28	1.45%	1.35%	0.87%	1.36%
30	1.00%	1.10%	0.99%	0.17%
32		0.88%		0.71%
33	1.41%			
34	2.15%	2.05%	2.04%	2.21%
35	0.73%		0.47%	0.49%
37	0.77%	0.74%		0.65%
39	1.18%	1.19%	1.19%	1.29%
41	0.73%	0.82%	0.94%	0.84%
43	0.84%	0.83%		0.87%
44	0.47%	0.43%	0.50%	0.57%
45	0.53%			
46	0.80%	0.79%	0.85%	
47	0.36%	0.32%	0.35%	0.35%
48	0.39%	0.33%	0.37%	0.39%
49	0.46%	0.46%		0.38%
51				0.63%
52	0.67%	0.55%		
54				1.16%
55		1.19%	1.11%	
56	0.90%	0.53%		1.08%
57	1.62%	1.09%		
58	1.20%	1.24%	1.16%	1.15%
62		0.06%		0.14%
63		1.59%	1.44%	1.68%
66	0.33%	1.00%		
67	0.55%	0.11%		
71	0.90%	0.69%	0.62%	0.53%
74		0.03%		
77			0.86%	0.76%

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

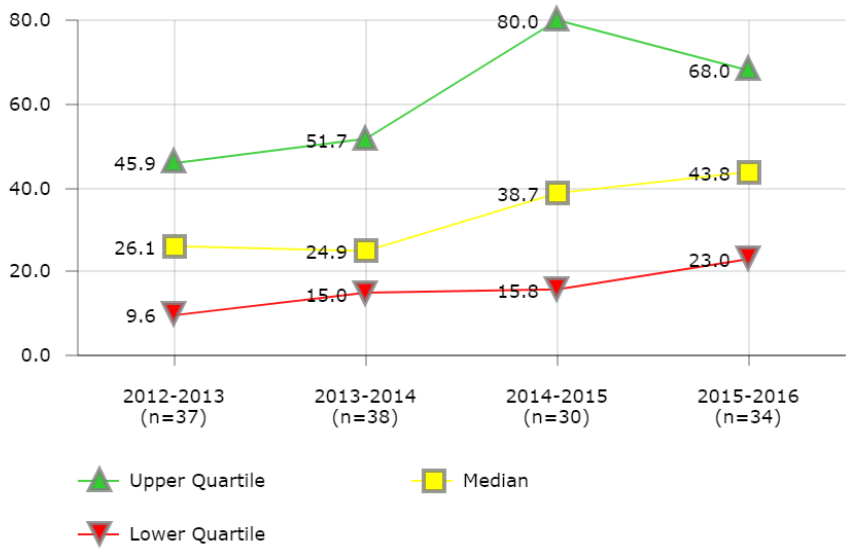
Factors that Influence

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

District	2012-2013	2013-2014	2014-2015	2015-2016
1	1.2	1.3		
2	3.2		2.8	2.7
3	1.4	1.7	0.7	1.6
4	1.2	1.3	1.3	1.3
5	2.5	2.8	2.8	
6	1.7	1.7		
7	3.4	1.6		1.6
8	1.0	1.1	1.3	
9	0.6	0.6	0.6	0.6
10	0.9	1.1		1.2
12	0.7	0.3	0.6	0.6
13	0.8	0.9	0.8	
14	2.3	2.3	2.4	2.4
16	0.5	0.5	0.6	0.6
18			1.3	1.2
19	2.5	2.4	2.5	
20	3.7	3.6	3.7	3.8
21	4.6	4.8	4.8	
23	1.2	1.2		
25	7.3	6.3	6.6	6.3
26	1.4	1.4	1.4	
28	2.6		1.4	3.1
30	3.5	3.7	3.5	3.7
32		0.5		3.2
33	2.2			
34	5.3	4.8	4.9	7.4
35	1.5		1.3	1.4
37	1.7	1.5		1.5
39	1.1	1.1	1.2	1.3
41	1.1	1.1	1.2	1.2
43	2.5	2.9		3.4
44	0.7	0.7	0.7	0.7
45	1.7			
46	1.9	1.8	1.7	
47	0.3	1.3	1.2	
48	1.1	0.8	0.8	0.8
49	0.6	0.6	0.6	0.5
51				1.5
52	1.1	1.3	1.2	
54				3.9
55		1.5	1.4	
56	0.8	0.5		
57	5.8	5.5		6.2
58	3.1	3.3	2.9	2.9
62		0.3		0.1
63		5.1	5.0	5.4
66	5.4	8.5	2.8	2.9
67	1.5	1.8		
71	1.0	1.1	1.1	1.1
74		0.5	0.5	0.5

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

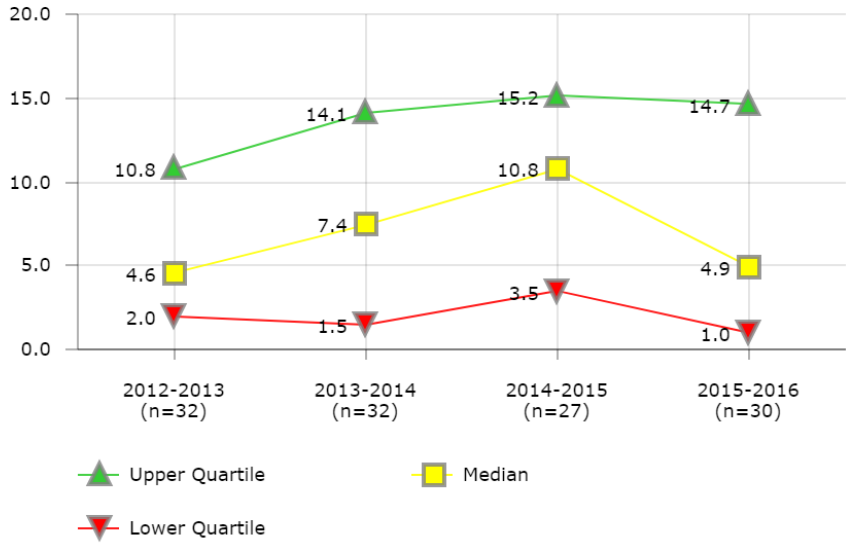
Districts in Best Quartile (2015-2016)

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

District	2012-2013	2013-2014	2014-2015	2015-2016
1	50.0	21.3		
2	194.9	85.8	90.8	103.6
3	100.0	67.2	82.4	24.6
4	31.5	25.9	34.5	43.6
5		0.2		
6	1.5	1.3		
7	28.9	6.3		6.7
8	33.5	106.3	84.8	170.6
9	109.0	34.8		61.3
10	43.1	70.9		63.1
12	1.2		4.3	
13	0.2		1.5	
14	79.1	84.6	88.2	44.0
16	75.2	82.8	59.7	68.7
18			41.0	46.4
19	21.9	33.9	80.0	
20	25.2	22.6	24.0	23.0
21	0.6	116.2	6.9	
23	28.2			
25	0.2	0.2	0.2	4.8
26			2.0	13.5
28	14.8	28.8	15.8	
30	15.3	15.0	7.5	7.0
32		8.1		19.4
33	26.1	24.0		
34	63.7	22.6	35.2	35.6
35	35.9		67.0	41.0
37	70.2	51.7		53.9
39	41.4	22.6	123.0	52.7
41	45.0	43.1	40.6	40.6
43	0.7			26.0
44	0.6	28.8		16.3
46	45.9	49.0	60.0	
47	83.6	95.2	96.2	94.0
48	21.0	13.4	37.5	68.0
49	18.0	18.0	18.0	53.8
51				18.6
52		28.8	35.1	33.7
54				245.3
55		15.6	46.5	60.2
56	13.0	34.6		
57	3.7	4.0	40.0	75.1
58	9.6			
63		109.1	111.8	125.0
66	9.1	20.5		28.0
67		0.8		
71	17.5	17.5	31.1	155.8
74		13.2	14.3	15.6

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

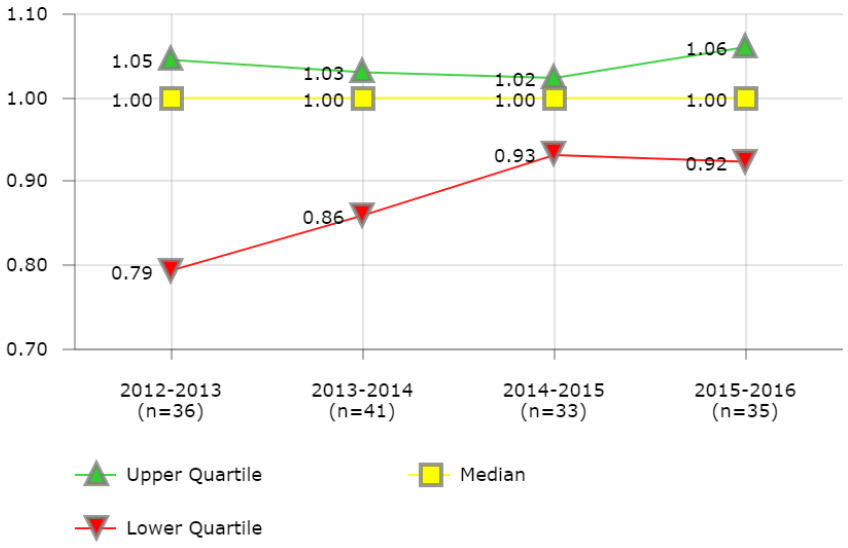
Districts in Best Quartile (2015-2016)

- Atlanta Public Schools
- Austin Independent School District
- Columbus Public Schools
- Denver Public Schools
- Guilford County School District
- Metropolitan Nasvhille Public Schools
- Providence Public Schools
- Richmond City School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	5.2			
2	16.0	0.4	18.0	17.6
3	10.1	10.6	10.8	1.1
4	2.0	2.0	3.5	4.0
5		12.8	10.4	
6	0.7	0.7		
7				2.9
8	4.0	14.0	14.0	14.0
9	10.0	10.0	10.6	8.8
10	1.0			
12	14.7	20.1	22.6	13.9
13	1.0	1.0	0.7	
14	3.4	3.4	3.4	3.4
16	8.4	3.0	4.0	
19	3.0			
20	3.9	3.9	3.9	3.9
21	3.7	4.9	4.4	
23	1.9	2.0		
25	10.2	0.9	0.9	0.9
26	6.0	5.9	5.9	5.4
28	17.3	21.5	24.2	21.6
32		0.0		0.0
33	0.8			
35	0.0		25.8	21.7
37	11.2	16.0		16.6
39	11.1		0.1	1.0
41	9.2	9.2	15.2	4.5
43		0.0		0.1
44		0.2		12.5
47	16.9	16.9	16.9	16.9
48	1.3	10.3	11.1	12.1
49	14.4	14.4	14.4	14.7
51				3.0
52	10.4	10.9	10.8	11.0
55		0.0	0.0	0.0
56	3.0			
57		9.0	15.0	0.1
58		2.0		
63				0.7
66	2.0	64.1	0.2	0.2
67	1.0			
71	15.4	15.2	15.2	14.7
74		14.2	14.7	15.0

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

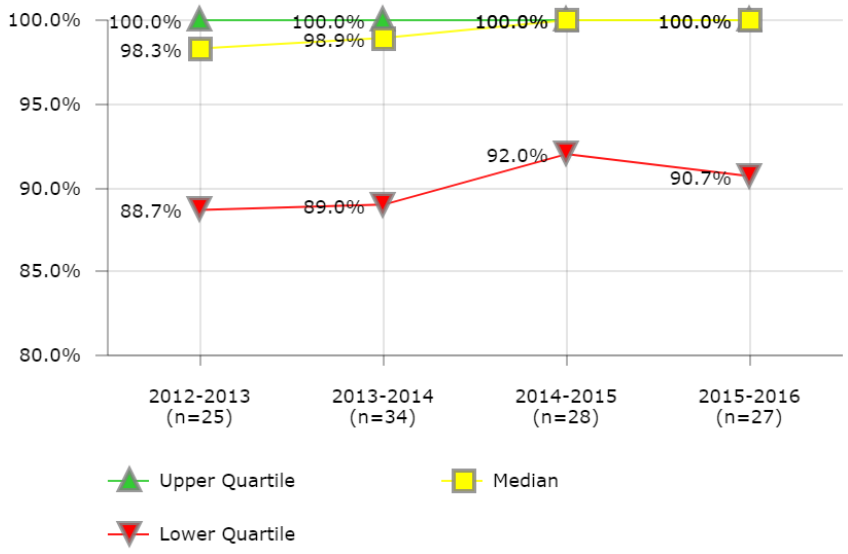
Districts in Best Quartile (2015-2016)

- Austin Independent School District
- Des Moines Public Schools
- Milwaukee Public Schools
- Minneapolis Public Schools
- Newark Public Schools
- Orange County Public School District
- Palm Beach County School District
- Richmond City School District
- Wichita Unified School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	1.00	0.01	0.01	0.01
2	1.00	0.94	1.00	1.06
3	1.00	1.00	1.00	
4	1.06	1.06	1.06	1.06
5		1.01	0.93	
6	0.80	0.80		
7	0.02	0.02		1.01
8	1.12	1.76	1.72	1.72
9	1.00	1.00	1.03	1.03
10	1.05	0.00		0.86
12		1.03	1.11	1.11
13	0.71	0.71	1.00	
14	0.92	0.92	0.92	0.92
16	1.04	0.73	0.00	1.02
19	0.97			
20	1.05	1.05	1.05	1.05
21		3.08	3.20	
23	1.04	1.01		
25	0.39	1.06	1.06	1.06
26	1.02	1.02	1.02	1.03
28	1.00	1.06	0.99	0.97
30	1.00	1.00	1.00	31.00
32		1.00		1.00
33	0.07			
34	0.29			
35	21.40		1.00	1.00
37	1.19	1.18		1.00
39	1.05	0.10	0.13	0.00
41	1.00	1.00	1.00	1.00
43		0.84		0.85
44		0.89	0.01	0.02
46	0.20	0.25	0.17	
47	1.01	1.01	1.01	1.01
48	0.78	1.06	1.06	1.06
49	1.04	1.02	1.02	1.02
51				0.01
52	1.10	1.01	1.00	1.09
54				1.00
55		1.01	0.99	0.99
56	1.11	1.00		
57	0.02	1.00	0.93	0.74
58		0.86	1.00	1.00
63	0.04	0.04	0.04	0.04
66	1.01	1.03	0.97	0.97
67	0.96	1.05		
71	1.02	1.02	1.02	1.12
74		1.02	1.02	0.98

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.

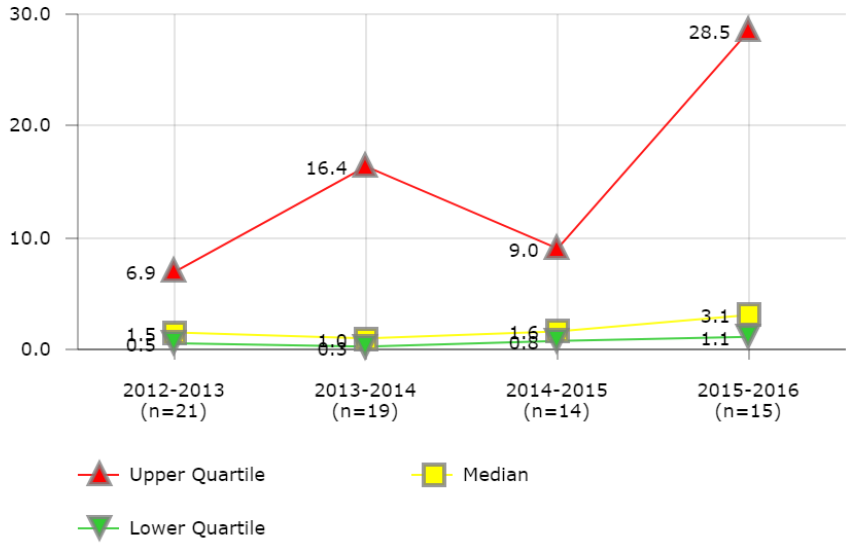
Districts in Best Quartile (2015-2016)

- Anchorage School District
- Boston Public Schools
- Cincinnati Public Schools
- Clark County School District
- Des Moines Public Schools
- Houston Independent School District
- Kansas City School District (MO)
- Minneapolis Public Schools
- Newark Public Schools
- Omaha Public School District
- Orange County Public School District
- Pittsburgh Public Schools
- Seattle Public Schools
- St. Louis Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	100.0%	100.0%	100.0%	100.0%
2	86.7%	96.0%	81.5%	
3	100.0%	100.0%	100.0%	55.6%
4	70.9%	92.2%	77.7%	
6	78.6%	78.6%		
7	100.0%	100.0%		100.0%
8	99.0%	86.8%	100.0%	
9		100.0%	100.0%	100.0%
10		89.0%		90.6%
12		100.0%	100.0%	104.3%
13		77.4%	100.0%	
14	92.9%	92.9%	92.9%	92.9%
16	98.3%	75.2%	89.8%	99.2%
19	90.0%	100.0%	100.0%	
20	100.0%	100.0%	100.0%	100.0%
21	94.6%			
23	100.0%	100.0%		
25	34.4%	100.0%		100.0%
26		100.0%	100.0%	100.0%
28	88.7%	89.6%	88.4%	80.0%
32		86.9%		86.9%
34	100.0%	100.0%	100.0%	102.6%
35	31.0%		88.7%	
39	91.5%	97.0%	98.4%	101.0%
43		100.0%		100.0%
44	95.0%	90.7%	90.7%	90.7%
46	100.0%	100.0%	100.0%	
47		93.8%	94.5%	95.3%
48	100.0%	100.0%	98.6%	100.0%
49	100.0%	100.0%	100.0%	97.1%
51				67.4%
52	98.5%	82.5%	100.0%	100.0%
54				87.9%
58			109.7%	
62		100.0%	91.1%	94.1%
63	98.8%	68.1%	100.0%	101.2%
66	83.2%	97.9%	100.0%	100.0%
67		86.1%		
74		100.0%	100.0%	97.9%

SAFETY & SECURITY

Health/Safety Violations per Site



Description of Calculation

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

Factors that Influence

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

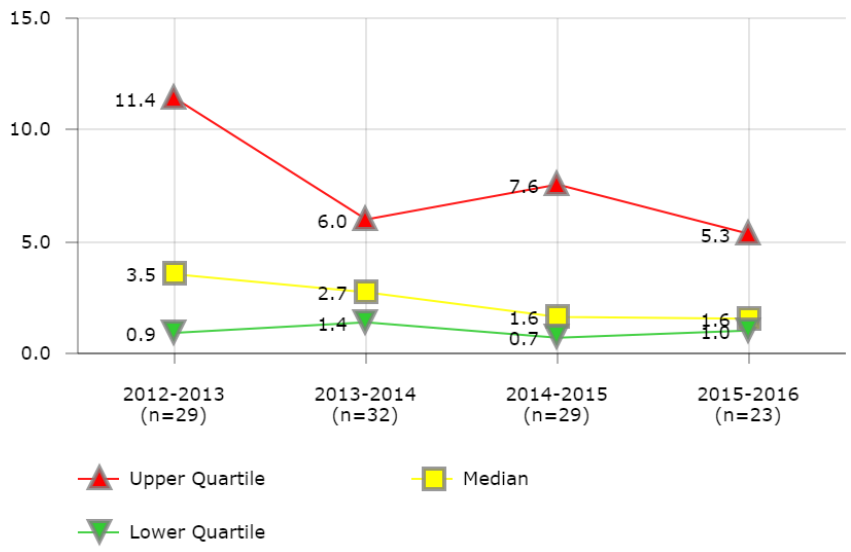
Districts in Best Quartile (2015-2016)

- Boston Public Schools
- Chicago Public Schools
- Des Moines Public Schools
- St. Paul Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	0.5			
2	2.8	0.7	3.3	2.6
3		7.7	9.0	0.1
4	0.1			27.0
6	0.1	0.1		
7	0.0			
8	16.2	16.4	14.1	6.7
10	32.4	26.2		32.1
12	0.9		1.4	1.1
13	67.4			
16			0.2	4.5
19		0.2		
21	4.0			
25	1.0			
26		0.2	0.1	0.1
28		0.3		
32		33.4		28.5
34		1.0		
35	6.9		1.2	
39	1.5	5.1	1.8	1.6
43		0.2		
44	14.7			
45	0.5			
46	0.1	0.9	0.8	
47		1.2	2.7	3.1
48	34.9	44.8	69.8	68.5
49	5.4	1.8	0.0	3.0
51				36.6
52	1.8			
54				0.0
58		21.6	21.6	
63	1.5	0.7		
66	1.0			
74		0.6	1.3	

SAFETY & SECURITY

Incidents - Bullying/Harassment per 1,000 Students



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

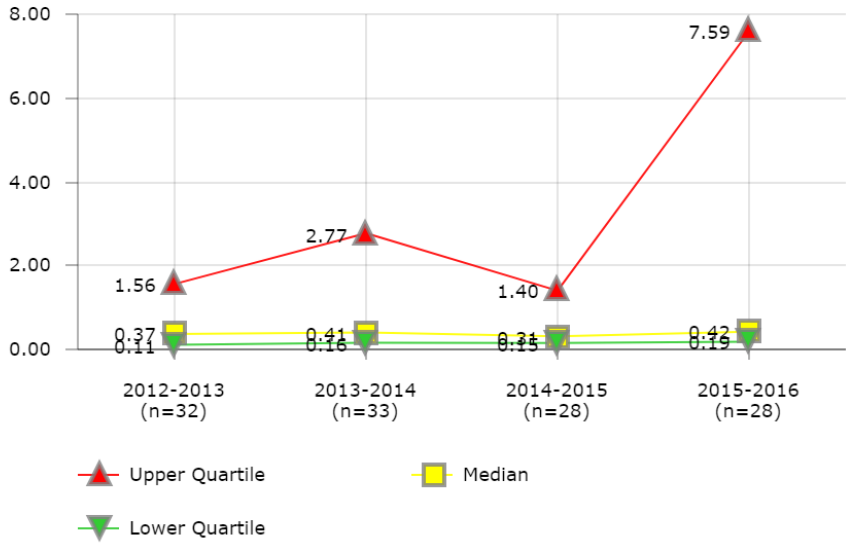
Districts in Best Quartile (2015-2016)

- Atlanta Public Schools
- Cincinnati Public Schools
- Cleveland Metropolitan School District
- Houston Independent School District
- Orange County Public School District
- Palm Beach County School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	1.4	0.9		
2	19.5		7.6	5.3
3	13.2	20.5	27.4	1.3
4	12.2	11.8	16.0	16.8
6	3.6	4.0		
7	21.6	2.6		5.9
8	1.9	2.9	1.4	0.5
9	5.5	4.1	0.2	2.9
10	2.6	1.7		2.1
11		1.0		
12		1.1	0.3	
13	0.9			
14	17.1	15.3	16.7	7.0
16	0.5	0.5	0.3	3.5
18			1.4	
19	28.8		0.7	
20	0.5	0.5	0.4	0.1
21		26.2	1.6	
23	5.3			
25	4.6	1.3	1.0	1.6
26	3.5	4.4		
28	0.0		0.0	0.1
32		1.4		1.4
33	21.0			
34	0.2	6.4	2.0	1.3
35			172.3	
39	0.9	1.6	0.9	0.4
43		3.5		
44		2.8	2.4	1.3
46	6.3	5.6	3.7	
47	11.4	7.3	8.3	
48	0.9	1.5	1.5	1.0
49	1.7	3.8	2.6	1.1
52	6.6	9.7	9.7	
54				6.2
55			0.1	
57	0.2	0.2		0.7
58	2.1	2.2	3.1	1.7
63		0.1	0.0	
66		17.6	15.9	18.2
71	1.1	2.3	0.7	
74		2.6	3.4	4.2

SAFETY & SECURITY

Incidents - Intrusion/Burglary Incidents per Site



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

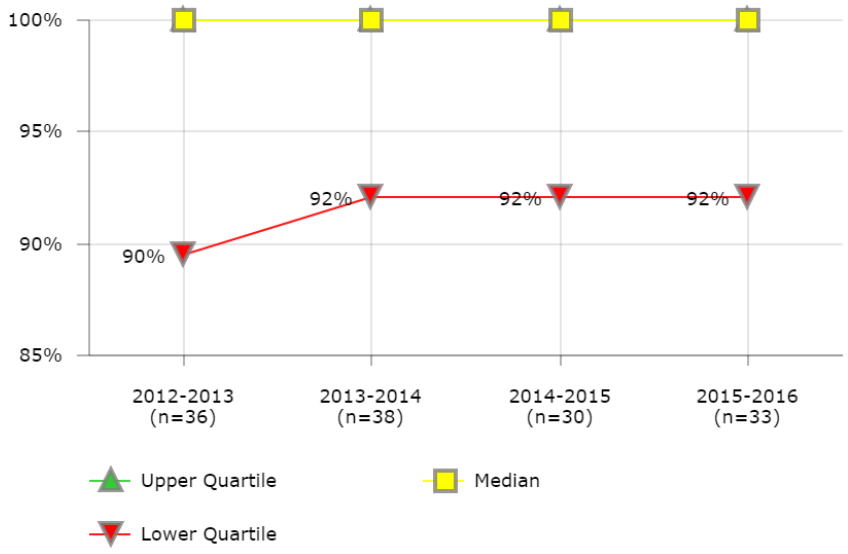
Districts in Best Quartile (2015-2016)

- Boston Public Schools
- Chicago Public Schools
- Cincinnati Public Schools
- Cleveland Metropolitan School District
- Hillsborough County Public Schools
- Newark Public Schools
- Wichita Unified School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	0.69	0.66	0.87	1.19
2	0.08	159.64	74.44	
3	0.04	9.81	0.29	1.67
4	0.05	0.13	0.16	0.07
5	14.36	0.39	11.58	
6	1.55	1.95		
7	0.32	2.77		
8	0.40	0.26	0.26	
9	74.20	95.13	14.79	10.50
10	4.93	0.08		0.09
12	0.22			
13		1.69	1.93	
14	0.61	0.42	0.59	0.32
16	0.04	0.16	0.15	0.26
18			0.41	0.29
19		0.17	0.15	
20	0.14	0.03	0.05	0.05
23	0.03			
25	0.02	0.31	0.31	0.14
26	0.11	0.16	0.14	0.17
28	0.64	1.33		0.69
32		0.41		0.43
33	3.76			
34	1.57	9.55	6.59	51.28
35	22.02		0.15	8.99
37	0.34	7.99		10.29
39	0.25	0.17	0.24	34.15
41	0.46	0.34	0.32	0.42
43				7.59
44	0.55	24.79	0.31	0.21
46	0.41	0.57	0.69	
48	0.20	0.10	0.19	0.19
49		0.06	0.06	151.73
51				4.35
54				0.04
56		0.16		
57	0.19	0.06	0.07	0.19
58	3.89	5.28	6.50	7.59
63	24.55	6.44	8.62	3.73
67	0.12			
71	0.07	0.02	0.18	0.22
74		0.64	0.59	

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	2012-2013	2013-2014	2014-2015	2015-2016
1	83%		102%	102%
2	100%		100%	
3	100%	100%		100%
4	100%	100%	100%	100%
5	100%	100%	93%	
6	61%	79%		
7	99%	99%		100%
8	100%	100%	100%	
9	100%	100%	100%	100%
10	86%	87%		87%
12		100%	0%	
13	74%	74%		
14	96%		100%	108%
16	90%	90%	92%	92%
18			100%	76%
19	98%	100%	100%	
20	100%	100%	100%	100%
21	100%	100%		
23	100%	100%		
25	34%	100%	100%	100%
26	100%	100%	100%	100%
28	89%		78%	80%
30	100%	100%	100%	100%
32		100%		100%
34	100%	100%		
35			97%	
37	100%			100%
39	100%	90%	90%	95%
41	100%	100%	100%	104%
43		87%		100%
44		86%	86%	84%
46	100%	99%		
47	100%	100%	100%	100%
48	89%	100%	99%	98%
49	93%	92%	92%	92%
51				79%
52	100%	100%	86%	100%
55		100%		103%
56	100%	100%		
57	68%	70%	85%	76%
58	72%	86%	94%	98%
62		100%	100%	100%
63		100%	151%	101%
66	100%	100%		105%
67	93%			
71	100%	100%	100%	17%
74		100%	100%	100%

Transportation

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

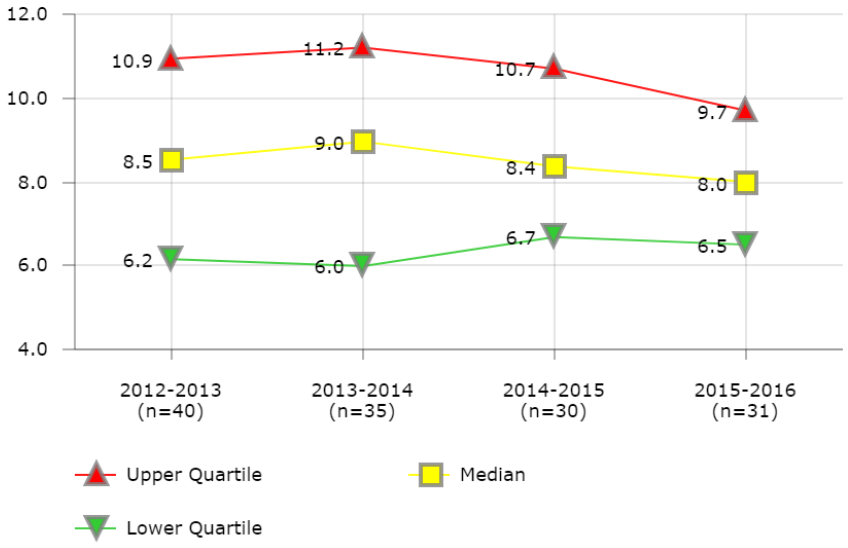
Careful consideration of each measure and its impact on a district's transportation services is vital to the improvement of performance.

General factors that influence transportation measures and improvement strategies include:

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

TRANSPORTATION

Bus Fleet - Average Age of Fleet



Description of Calculation

Average age of bus fleet.

Importance of Measure

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

Factors that Influence

- Formal district-wide capital replacement budgets and standards
- Some districts may operate in 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

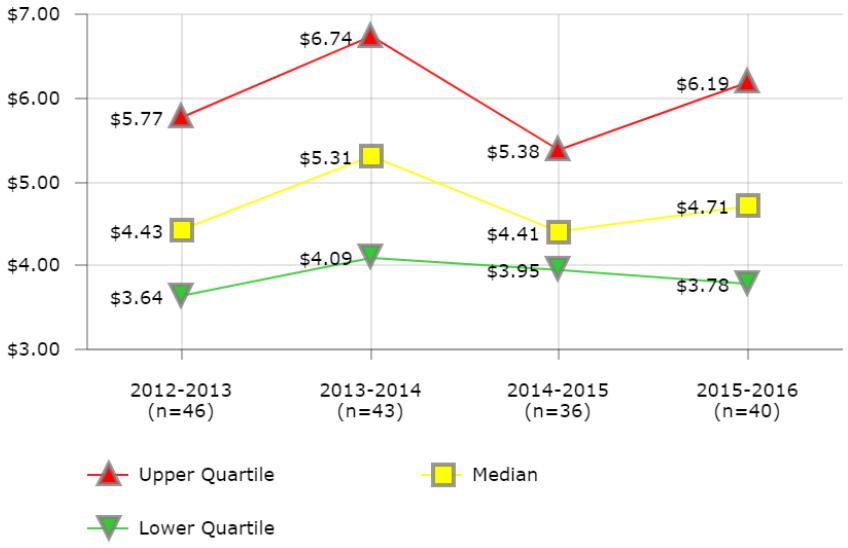
Districts in Best Quartile (2015-2016)

- Albuquerque Public Schools
- Cincinnati Public Schools
- Cleveland Metropolitan School District
- Duval County Public Schools
- Fresno Unified School District
- Minneapolis Public Schools
- Orange County Public School District
- St. Paul Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
2	12.4	15.0	12.3	12.3
3	2.8	3.0	3.0	3.0
4	3.0			
5	10.9	10.2	9.3	
6	5.9	4.8		
7	10.2	11.9	12.8	12.4
8	8.6	9.0	8.1	8.2
9	7.2	6.6	6.7	7.0
10	12.3	12.7	12.3	10.3
11	12.3	13.3	12.4	13.4
12	6.1	6.6	7.1	7.0
13	11.6	11.2	10.7	10.8
14	7.8	7.5	7.9	5.7
16	11.8	12.8	13.8	14.8
18	12.0	12.0		
19	9.5	9.5		
20	4.8	5.6	4.7	5.0
21	8.1	7.0		
25	8.8	9.0	10.0	8.0
26	4.3			
28	7.0	6.0	7.0	7.4
30	6.5			
32				7.7
33	9.2			
35	6.2	5.4	6.4	7.4
37	9.4	9.7	9.6	11.0
39	8.5	8.8	9.5	9.5
44			6.7	5.4
46	10.4	5.4	2.5	
47		9.1	8.9	
48	6.8	6.4	6.4	6.5
49	9.7	9.7	8.0	8.0
51				8.8
52	6.0	6.0	5.7	5.6
53				9.7
55	4.7	6.0	7.0	7.6
56	12.0	5.0		
57	13.0	13.0		6.0
58	8.6	10.3	10.1	8.9
62	16.9	14.3	14.2	
63	6.0			
66	8.0	9.0	8.6	8.6
67	3.9	3.9		2.5
71	6.7	7.7	6.6	6.9
74			10.9	
76				9.5
79	11.0			

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

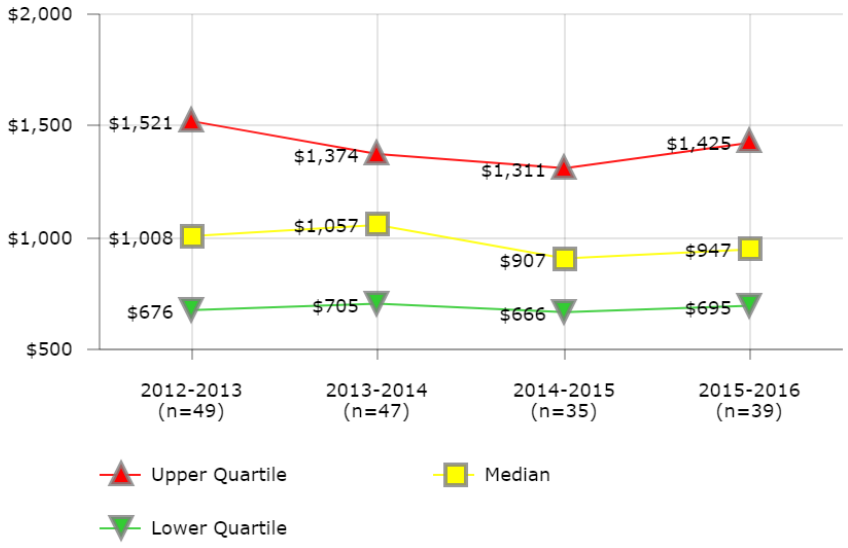
Districts in Best Quartile (2015-2016)

- Albuquerque Public Schools
- Charlotte-Mecklenburg Schools
- Columbus Public Schools
- Duval County Public Schools
- Guilford County School District
- Hillsborough County Public Schools
- Houston Independent School District
- Oklahoma City Public Schools
- Palm Beach County School District
- Wichita Unified School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	$6.13	$6.25	$5.35	$5.75
2	$2.86	$4.56	$4.27	$4.29
3	$3.93	$4.61	$4.57	$4.89
4	$4.17		$3.08	$3.23
5	$5.13	$5.48	$4.75	
6	$8.21	$8.13		
7	$4.95	$5.76	$4.87	$4.95
8	$3.20	$3.02	$3.65	$3.62
9	$4.71	$4.94	$4.66	$4.80
10	$4.10	$3.20	$4.25	$3.15
11	$5.77	$5.65	$5.47	$5.99
12	$6.50	$9.20	$5.57	$6.12
13	$4.39	$4.30	$4.40	$4.69
14	$2.96	$3.12	$3.04	$3.60
16	$4.47	$4.34	$4.12	$4.04
18	$2.94	$3.25	$4.02	$11.93
19	$3.64	$7.42		
20	$4.77	$6.10	$2.06	$5.61
21	$6.46	$6.74		
25	$2.59		$4.28	$16.91
26	$7.04		$7.80	
28	$6.97	$5.35	$8.70	$7.47
30	$4.20	$4.59	$4.63	$4.80
32				$7.12
33	$7.74			
34	$5.72	$6.15		
35	$4.39	$3.75	$4.00	$2.74
37	$5.32	$5.69	$6.03	$8.00
39	$3.14	$3.29	$3.41	$3.42
41	$3.98	$4.09	$3.99	$4.10
43		$10.68		$4.36
44	$3.56	$3.24	$3.18	$3.27
45	$6.78	$6.80		$7.80
46	$13.40	$15.09		
47		$5.97	$5.73	
48	$4.89	$5.30	$4.77	$4.73
49	$3.70	$3.38	$3.90	$3.30
50	$2.35			
51				$3.55
52	$4.25	$4.21	$3.86	$3.95
54		$6.52		$10.36
55	$3.23	$3.36	$3.31	$3.22
56	$3.88			
57	$1.29	$9.47		$4.51
58	$6.74	$8.22	$8.18	$7.36
62	$5.30	$5.31	$4.73	
63	$5.30	$4.82	$12.28	$12.57
66	$4.87	$3.68	$4.30	$4.23
67	$1.95	$7.14		$4.47
71	$3.95	$4.49	$4.41	$4.30
74		$9.11	$5.41	$6.25
76				$5.37
79	$6.58			

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

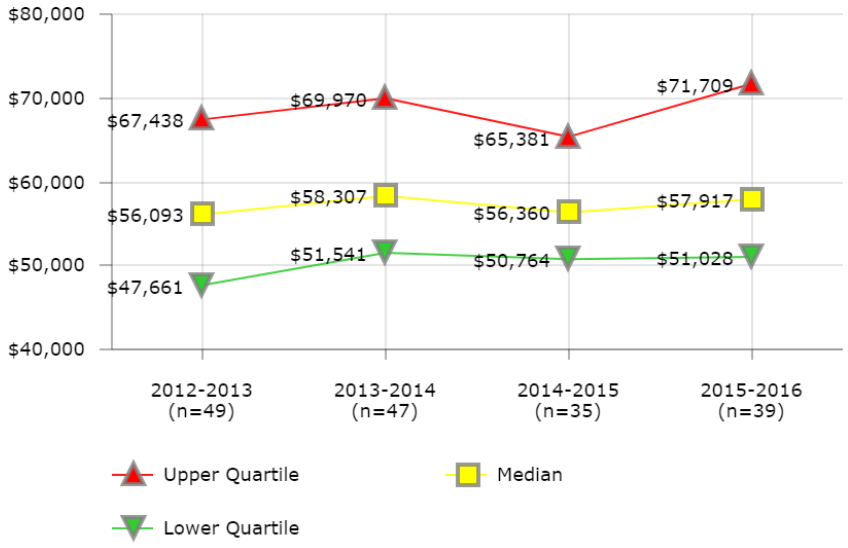
Districts in Best Quartile (2015-2016)

- Albuquerque Public Schools
- Anchorage School District
- Broward County Public Schools
- Charlotte-Mecklenburg Schools
- Dallas Independent School District
- Denver Public Schools
- Hillsborough County Public Schools
- Newark Public Schools
- Oklahoma City Public Schools
- St. Paul Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	$968	$1,096	$907	$905
2	$654	$946	$809	$840
3	$602	$649	$636	$695
4	$1,769	$1,755	$1,636	$1,507
5	$676	$842	$661	
6	$1,242	$1,214		
7	$684	$705	$735	$689
8	$610	$621	$890	$792
9	$1,081	$1,024	$879	$846
10	$687	$606	$768	$604
11	$3,186	$2,678	$2,572	$2,641
12	$829	$1,005	$648	$725
13	$665	$633	$666	$630
14	$425	$454	$424	$474
16	$2,349	$2,502	$2,366	$2,436
18	$463	$533	$828	$947
19	$803	$1,688		
20	$756	$946	$310	$871
21	$427	$1,677		
23	$540	$456		
25	$1,633	$688		$285
26	$1,255			
28	$1,241	$779	$1,417	$1,082
30	$1,010	$985	$1,135	$1,166
32				$1,600
33	$1,008			
34	$1,108	$1,208		
35	$1,168	$1,057	$1,228	$1,729
37	$559	$498	$562	$415
39	$1,521	$1,374	$1,343	$1,480
41	$927	$1,200	$1,268	$614
43	$1,526	$3,192		$1,250
44	$1,112	$1,114	$1,105	$1,192
45	$1,185	$1,193		$1,599
46	$1,262	$1,286	$1,311	
47		$700	$814	
48	$1,001	$1,133	$970	$949
49	$934	$891	$953	$870
50	$676			
51				$577
52	$993	$925	$1,032	$988
54	$4,588	$2,814		$4,776
55	$500	$505	$489	$458
56	$1,848	$2,771		
57	$3,220	$811		$1,425
58	$2,554	$3,191	$3,136	$1,262
62	$3,916	$4,014	$4,080	
63	$1,309	$1,141	$1,081	$1,218
66	$2,443	$2,122	$2,226	$2,307
67	$415	$1,210		
71	$695	$732	$731	$740
74		$1,111	$598	$735
76				$1,057
79	$1,716			

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

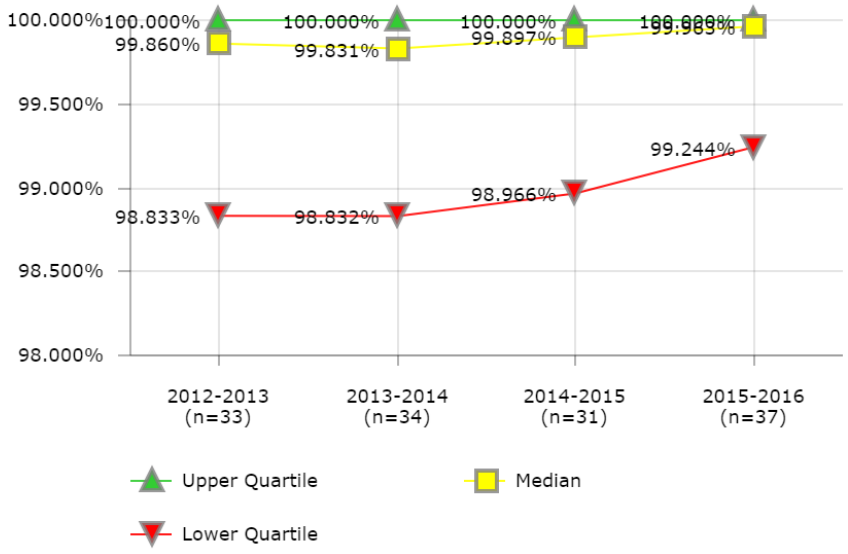
Districts in Best Quartile (2015-2016)

- Albuquerque Public Schools
- Dallas Independent School District
- Guilford County School District
- Hillsborough County Public Schools
- Houston Independent School District
- Oklahoma City Public Schools
- Pittsburgh Public Schools
- Richmond City School District
- San Diego Unified School District
- Wichita Unified School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	$66,963	$35,438	$68,897	$61,212
2	$40,346	$37,022	$34,228	$42,979
3	$61,539	$72,323	$72,706	$71,784
4	$51,935	$53,856	$52,928	$51,028
5	$47,661	$53,712	$43,077	
6	$55,909	$51,541		
7	$57,588	$64,054	$56,080	$55,585
8	$27,057	$44,734	$52,096	$55,876
9	$66,400	$68,516	$61,227	$64,464
10	$48,780	$38,915	$50,874	$38,444
11	$77,328	$65,269	$61,670	$62,498
12	$81,452	$115,314	$67,389	$74,905
13	$55,567	$54,026	$57,749	$56,486
14	$35,069	$38,376	$38,147	$35,984
16	$55,969	$54,061	$50,764	$50,411
18	$45,275	$51,810	$65,381	$68,959
19	$42,215	$94,283		
20	$55,547	$69,455	$24,978	$62,396
21	$55,934	$58,307		
23	$30,121	$27,987		
25	$29,437	$16,008		
26	$83,585			
28	$71,118	$59,147	$101,176	$79,994
30	$51,032	$55,495	$55,801	$56,015
32				$64,084
33	$60,426			
34	$64,670	$75,177		
35	$67,438	$51,376	$56,360	$54,677
37	$50,680	$51,869	$53,368	$73,018
39	$44,508	$45,318	$47,179	$50,940
41	$56,093	$66,069	$62,555	$45,517
43	$46,755	$100,386		$45,200
44	$60,209	$57,590	$56,298	$58,684
45	$66,934	$65,276		$83,859
46	$90,612	$106,916	$131,059	
47		$59,921	$61,441	
48	$76,739	$84,145	$80,285	$74,180
49	$46,522	$44,478	$46,968	$43,046
50	$25,132			
51				$48,166
52	$73,323	$64,564	$73,513	$79,460
54	$67,282	$65,340		$71,709
55	$57,446	$56,868	$53,954	$52,394
56	$50,589	$55,007		
57	$92,881	$105,892		$57,917
58	$76,350	$86,733	$86,275	$84,278
62	$69,390	$68,267	$62,768	
63	$68,521	$69,970	$50,136	$52,534
66	$58,350	$51,128	$58,633	$60,408
67	$26,525	$128,907		$97,145
71	$55,852	$58,088	$57,019	$53,928
74		$76,092	$47,048	$52,101
76				$58,036
79	$83,611			

TRANSPORTATION

On-Time Performance



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

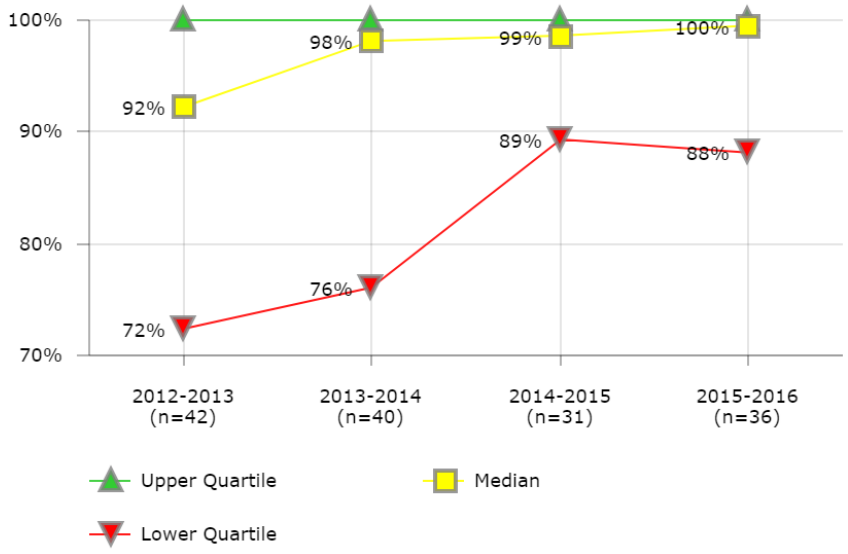
Districts in Best Quartile (2015-2016)

- Albuquerque Public Schools
- Atlanta Public Schools
- Broward County Public Schools
- Clark County School District
- Cleveland Metropolitan School District
- Dallas Independent School District
- Des Moines Public Schools
- Guilford County School District
- Hillsborough County Public Schools
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Omaha Public School District
- Palm Beach County School District
- Pittsburgh Public Schools
- Richmond City School District
- School District of Philadelphia
- St. Louis Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	100.000%	100.000%		
2			100.000%	100.000%
3	99.244%	98.900%	99.066%	99.042%
4	98.217%	100.000%	96.380%	96.558%
5	97.820%	90.340%		
6	100.000%			
7	99.860%	99.858%	99.788%	99.244%
8		100.000%	100.000%	100.000%
9			100.000%	100.000%
10		99.810%		100.000%
11	98.134%	99.111%		96.861%
12		100.000%	100.000%	100.000%
13		100.000%	100.000%	100.000%
14	99.581%	99.658%	99.603%	100.000%
16	98.833%	98.832%	98.966%	99.048%
18		100.000%	96.687%	
19	100.000%	100.000%		
20	99.991%	99.991%	99.994%	99.995%
21		100.000%		
23	99.903%	99.852%		
25	99.854%	100.000%	99.972%	99.417%
26	94.070%			
28	99.898%		100.000%	100.000%
30	99.887%	98.935%	99.897%	99.865%
32				100.000%
33	98.929%			
34	98.958%	99.682%	99.804%	99.628%
35	99.903%		99.824%	99.793%
37	99.646%	99.926%	100.000%	99.918%
39	98.000%	98.107%	95.913%	95.609%
41	100.000%	100.000%	100.000%	100.000%
43				100.000%
44			100.000%	97.082%
45		100.000%		
46	93.866%	91.021%	94.552%	
47			100.000%	
48	99.993%	99.989%	99.988%	99.963%
49	100.000%		100.000%	100.000%
51				89.455%
52	92.717%	92.459%		57.383%
53				100.000%
54	100.000%			90.694%
55	98.054%	98.000%	98.000%	
56	100.000%	100.000%		
57				100.000%
58	100.000%	91.340%	91.080%	100.000%
63		99.314%	93.401%	100.000%
66			100.000%	100.000%
67	99.994%	92.505%		99.887%
71	99.708%	99.708%	99.711%	99.708%
74		98.526%	99.117%	99.354%
79	100.000%			

TRANSPORTATION

Bus Equipment - GPS Tracking



Description of Calculation

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

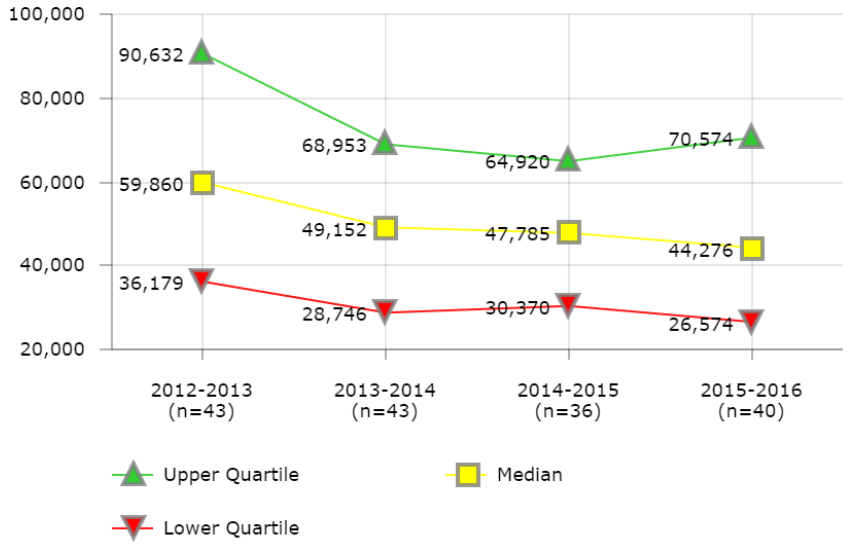
Importance of Measure

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

District	2012-2013	2013-2014	2014-2015	2015-2016
1	93%	53%		100%
2				66%
3	99%	100%	100%	100%
4	100%	100%	100%	96%
5	69%	97%	98%	
7	100%	41%	99%	98%
8	37%	98%	98%	98%
9	96%	100%	100%	100%
10	100%	100%	100%	100%
11	98%	91%	97%	
12	90%	95%	96%	88%
13	37%	99%		100%
14	80%	32%	34%	35%
16	44%	89%	89%	90%
18	92%	100%	100%	100%
19	90%	100%		
20	90%	100%		88%
21	72%	73%		
23	28%	31%		
25	31%	31%	31%	
26	100%			
28	100%	100%	83%	100%
30		103%	100%	100%
32				32%
33	100%			
34	100%	100%	100%	100%
35	100%	100%	100%	100%
37	100%	100%	99%	
39	100%	100%	100%	101%
41	99%			100%
43	26%	29%		48%
44	100%	100%	100%	100%
45	100%	97%		100%
46	79%	79%		
47		100%	100%	
48	100%	99%	99%	99%
49	8%	8%	33%	23%
50	91%			
51				82%
52	100%	93%	98%	100%
54	100%			100%
55	100%	100%	100%	100%
56	91%	100%		
57				92%
58		72%	74%	85%
62			98%	
63	85%	96%	71%	71%
66	36%	35%	38%	
67	56%			
71	85%	86%	97%	98%
74		100%	100%	100%
76				88%

TRANSPORTATION

Accidents - Miles Between Accidents



Description of Calculation

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

Importance of Measure

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

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

Accident awareness and prevention can reduce liability exposure to a district

Factors that Influence

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

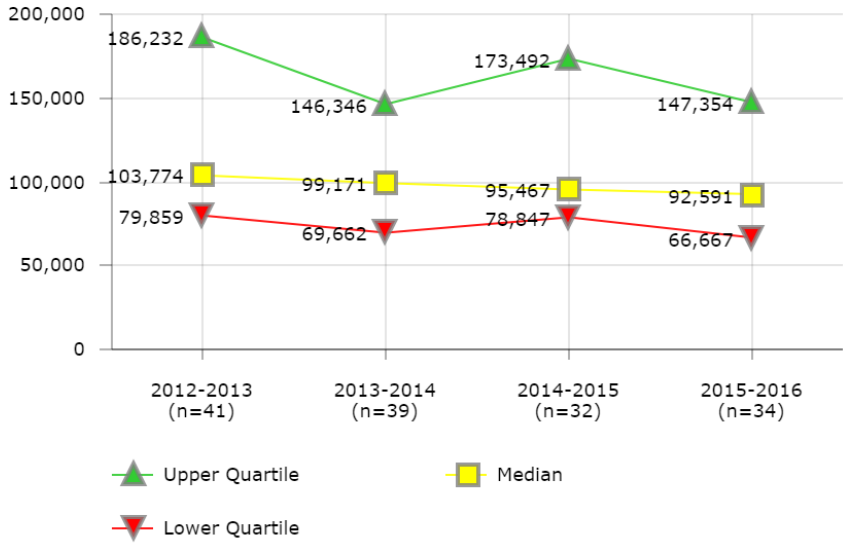
Districts in Best Quartile (2015-2016)

- Cincinnati Public Schools
- Duval County Public Schools
- Guilford County School District
- Houston Independent School District
- Minneapolis Public Schools
- Oklahoma City Public Schools
- Orange County Public School District
- Richmond City School District
- St. Paul Public Schools
- Wichita Unified School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	67,975	109,148	20,478	20,606
2	69,732	68,953	51,630	77,654
3	70,445	49,929	108,184	71,847
4	146,228		267,154	106,963
5	20,767	22,113	20,322	
6	85,953	98,035		
7	44,478	30,263	47,313	35,280
8	93,714	23,775	48,257	68,615
9	49,686	40,981	45,147	44,417
10	48,549	35,808	37,048	38,428
11	68,040	33,063	32,096	25,784
12	69,958	55,413	49,851	47,555
13	34,622	30,561	25,953	24,612
14	113,363	89,151	76,202	67,736
16	52,121	56,175	52,500	49,218
18	148,669	80,742	58,406	18,027
19	28,116	32,653		
20	62,379	62,467	62,624	83,491
21	54,681	58,994		
25	136,657			9,099
26	16,942			
28	36,756	49,152	34,094	26,923
30	90,632	69,217	53,415	51,283
32				23,256
33	32,024			
34	52,374	26,071	35,514	69,301
35	36,179	28,746	18,272	34,449
37	20,529	18,430	28,643	15,230
39	66,529	63,985	80,639	78,902
41	23,360	22,772	22,519	24,526
43		48,694		68,498
44	85,223	109,412	89,948	98,156
45	35,609	22,692		43,941
46	12,816	14,515	19,451	
47		23,038	32,990	
48	145,465	117,978	129,834	100,280
49	59,860	70,564	73,138	74,509
51				184,201
52	82,880	54,298	100,889	76,996
54		28,839		18,546
55	54,175	53,017	44,879	37,004
57	304,225	47,096		59,882
58		28,481	28,393	40,080
62	48,895	43,382	51,130	
63	254,917	73,661	26,173	29,663
66	91,067	51,524	54,274	44,135
67	185,294	178,571		
71	57,291	50,889	42,300	45,016
74		28,501	67,217	26,225
76				39,764
79	29,332			

TRANSPORTATION

Accidents - Miles Between Preventable Accidents



Description of Calculation

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

Importance of Measure

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

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

Accident awareness and prevention can reduce liability exposure to a district

Factors that Influence

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

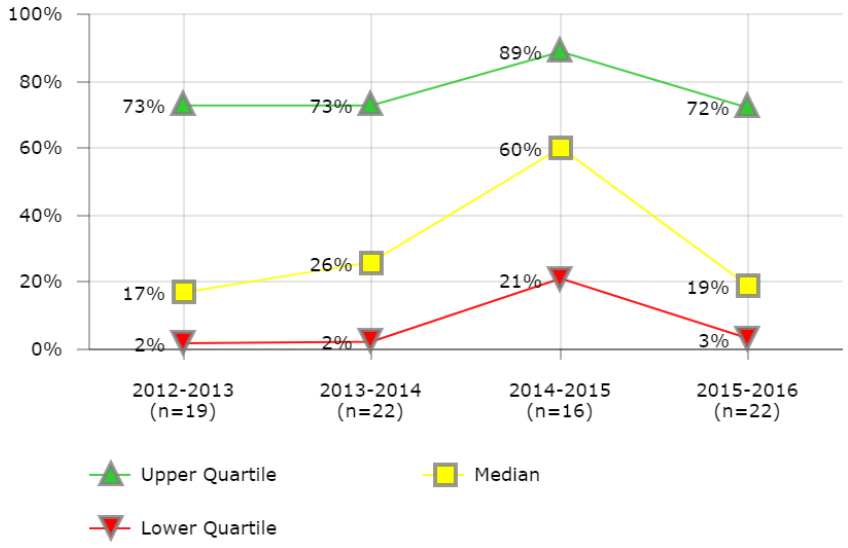
Districts in Best Quartile (2015-2016)

- Cincinnati Public Schools
- Cleveland Metropolitan School District
- Duval County Public Schools
- Houston Independent School District
- Minneapolis Public Schools
- Oklahoma City Public Schools
- Orange County Public School District
- Richmond City School District
- Wichita Unified School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	93,466	114,606	46,344	59,464
2	90,463	216,053	291,003	172,956
4	311,529		425,017	248,531
5	53,238	40,307	33,645	
6	186,232	269,595		
7	79,859	78,824	88,712	61,741
8	181,995	105,069	348,523	133,765
9	95,071	95,096	86,330	84,375
10	103,774	84,379	114,697	89,397
11	249,974	111,831	95,459	95,785
12	119,929	90,411	78,337	69,350
13	119,225	95,525	88,438	72,996
14	193,814	153,785	123,828	129,314
16	96,577	105,903	115,500	108,447
18	292,691	146,346	94,657	34,051
19	37,113	50,794		
20	95,211	95,288	95,476	535,730
21	98,876	112,625		
25	436,000			
26	65,087			
28	72,855	110,592	79,356	66,667
32				48,458
33	55,954			
34	94,771			126,372
35	83,139	58,509	43,731	52,974
37	45,163	41,521	69,641	41,573
39	175,248	186,212	162,136	161,749
41	40,161	45,462	41,169	52,228
44	220,497	334,672	267,033	194,107
45	69,764	52,312		84,181
46	24,886	30,865	45,126	
47		47,016	51,037	
48	229,682	225,634	248,997	166,820
49	117,059	99,171	120,156	136,757
51				429,803
52	161,993	102,562	230,982	147,354
54		61,847		85,000
55	93,673	95,323	79,655	62,342
57	450,000	69,662		185,089
58	194,320	446,200	298,667	
62	125,293	124,361	116,462	
63		235,715		
66	153,377	95,227	86,257	75,564
67	450,000	416,667		
71	153,589	111,266	135,533	110,631
74		85,504	184,847	88,510
76				124,480
79	58,663			

TRANSPORTATION

Bus Fleet - Alternatively-Fueled Buses



District	2012-2013	2013-2014	2014-2015	2015-2016
1	17%	10%	36%	31%
3		17%	16%	7%
5	79%	86%	88%	
6	4%	4%		
7	1%			
9	96%	100%	100%	100%
10				4%
11	62%	63%	68%	67%
13				11%
16	70%	89%	89%	100%
20		20%	26%	24%
26	100%			
28	1%	1%		
35	1%	1%	1%	1%
39	100%	100%	100%	101%
41	48%	31%	27%	100%
43		0%		
44	2%	2%	3%	2%
48	4%	50%	100%	100%
49	73%	73%	73%	72%
51				2%
52				3%
54		2%		5%
55				0%
56	23%	44%		
57				15%
62	10%	93%	85%	
66		54%	53%	55%
67	13%	21%		23%
71	1%	1%	1%	1%

Description of Calculation

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

Importance of Measure

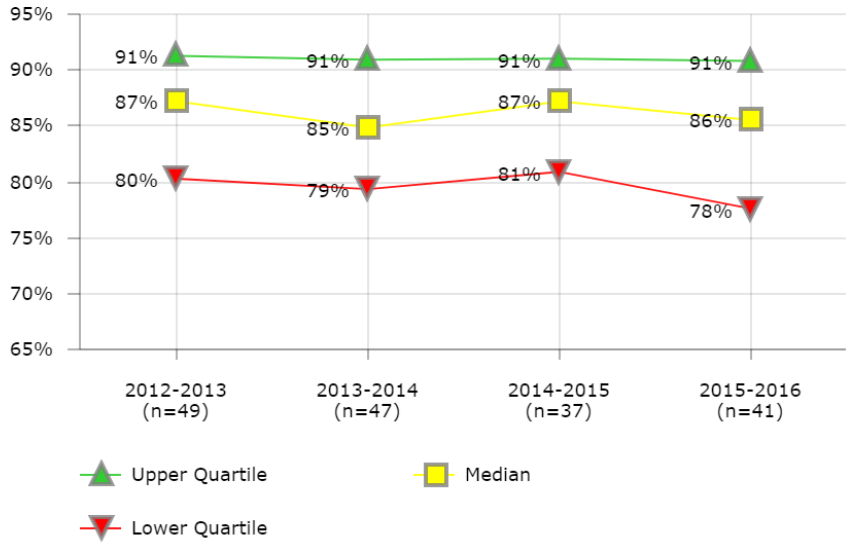
Bus fleets using alternative fuels tend to be more eco-friendly, and depending on fuel prices they can be a cheaper alternative.

Districts in Best Quartile (2015-2016)

- Clark County School District
- Dallas Independent School District
- Guilford County School District
- Houston Independent School District
- Orange County Public School District
- San Diego Unified School District

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 in 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

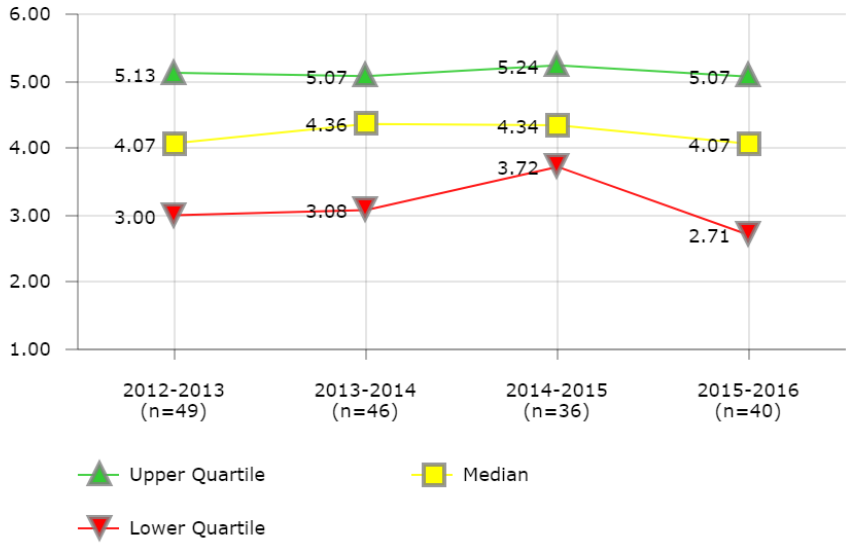
Districts in Best Quartile (2015-2016)

- Buffalo Public Schools
- Cincinnati Public Schools
- Clark County School District
- Houston Independent School District
- Kansas City School District (MO)
- Milwaukee Public Schools
- Newark Public Schools
- Omaha Public School District
- Pittsburgh Public Schools
- Shelby County School District
- St. Louis Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	91%	94%	97%	90%
2	76%	54%	54%	52%
3	91%	91%	90%	85%
4	91%	93%	91%	87%
5	83%	80%	92%	
6	87%	79%		
7	79%	79%	79%	78%
8	85%	72%	72%	76%
9	90%	78%	83%	93%
10	67%	100%	100%	69%
11	100%	88%	88%	89%
12	75%	75%	76%	75%
13	99%	76%	81%	80%
14	80%	80%	84%	91%
16	58%	58%	57%	59%
18	92%	91%	91%	91%
19	68%	79%		
20	93%	93%	100%	98%
21	89%	87%		
23	82%	81%		
25	94%	94%	94%	94%
26	87%			
28	82%	82%	83%	81%
30	91%	91%	91%	91%
32				74%
33	63%			
34	91%	93%	91%	91%
35	94%	84%	85%	87%
37	80%	80%	74%	82%
39	84%	84%	87%	91%
41	91%	88%	88%	80%
43	100%	100%		100%
44	89%	88%	87%	88%
45	91%	91%		91%
46	84%	88%	91%	
47		75%	64%	
48	81%	79%	84%	79%
49	81%	81%	81%	81%
50	99%			
51				71%
52	84%	85%	87%	88%
54	94%	92%		86%
55	90%	89%	89%	89%
56	86%	85%		
57	75%	76%		76%
58	94%	87%	87%	86%
62	80%	89%	89%	
63	92%	90%	93%	94%
66	87%	83%	94%	94%
67	92%	85%		82%
71	77%	76%	73%	68%
74		83%	85%	84%
76				70%
79	80%			

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

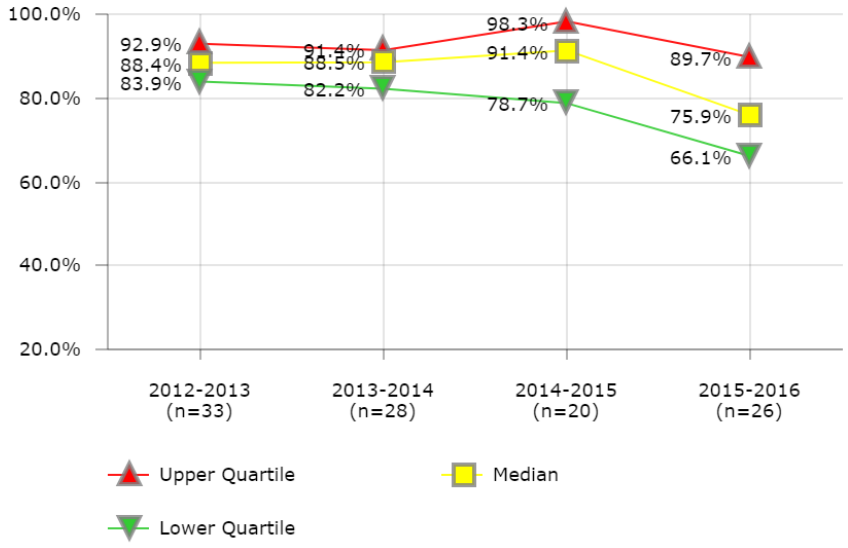
Districts in Best Quartile (2015-2016)

- Anchorage School District
- Broward County Public Schools
- Charlotte-Mecklenburg Schools
- Des Moines Public Schools
- Hillsborough County Public Schools
- Miami-Dade County Public Schools
- Orange County Public School District
- Palm Beach County School District
- San Diego Unified School District
- St. Paul Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	4.63	4.41	4.71	4.25
2	5.42	5.52	5.52	
3	6.05	5.24	5.88	5.35
4	4.79	4.85	4.95	5.02
5	3.45	3.64	3.77	
6	3.42	3.74		
7	8.67	8.52	6.12	5.87
8	0.50	4.37	4.37	7.05
9	4.26	5.06	5.10	4.47
10	5.92	5.07	4.48	5.17
11	0.59	2.71		2.41
12	6.32	4.97	5.28	5.54
13	3.70	4.86	5.19	5.11
14	5.80	5.80	5.81	4.19
16	5.43	5.41	5.44	5.52
18	3.00	6.00	4.83	4.46
19	4.70	2.00		
20	3.79	3.98	3.98	4.11
21	1.90	2.12		
23	3.93	4.46		
25	2.06	2.06	2.05	1.00
26	5.68			
28	4.17	4.39	4.32	4.34
30	3.69	3.75	3.75	3.80
32				8.20
33	3.74			
34	4.32	2.15	2.28	2.13
35	4.00	4.08	4.10	3.97
37	1.00	3.72	3.70	3.57
39	5.31	5.47	2.53	2.54
41	1.00	3.08	3.21	3.37
43	2.98	3.31		1.44
44	3.38		4.15	4.21
45	3.53	3.89		3.60
46	3.90	2.88	3.29	
47		3.17	3.52	
48	6.02	6.29	6.25	6.32
49	4.59	4.60	4.65	4.72
50	1.84			
51				2.13
52	6.72	5.75	5.84	1.04
54	2.77	2.78		3.13
55	6.09	5.91	5.36	5.45
56	4.95	6.05		
57	4.40	4.36		1.78
58	1.00	1.00	1.00	1.14
62	4.07	4.54	4.14	
63	2.78	2.95	2.91	2.87
66	4.31	3.74	3.91	4.03
67	2.62	1.00		1.00
71	4.89	4.47	4.50	4.59
74		1.77	4.00	3.45
76				3.39
79	5.13			

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.

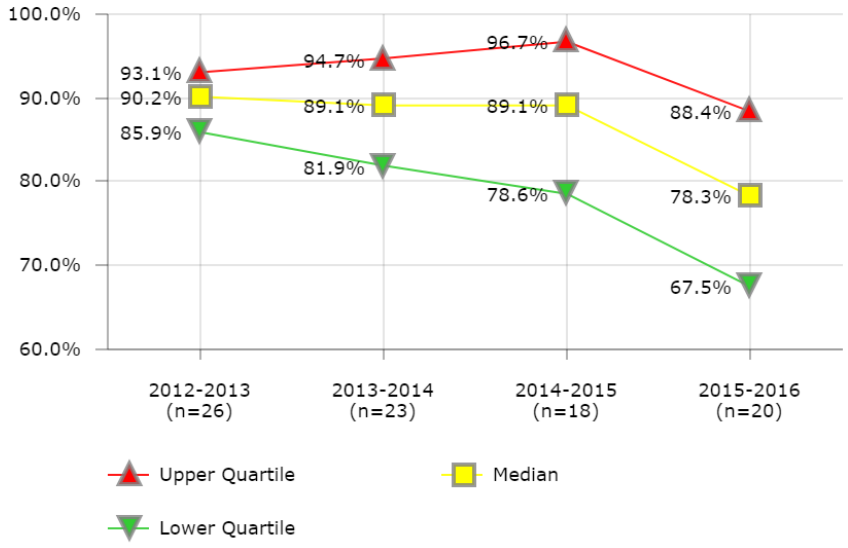
Districts in Best Quartile (2015-2016)

- Atlanta Public Schools
- Buffalo Public Schools
- Charlotte-Mecklenburg Schools
- Cincinnati Public Schools
- Columbus Public Schools
- Fresno Unified School District
- Guilford County School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1				79.7%
3	94.0%		92.6%	89.7%
4	87.1%	84.6%	93.8%	73.3%
6	100.0%	100.0%		
7	100.0%	84.4%	86.5%	77.1%
8	87.3%	88.5%	89.0%	79.6%
9	79.7%			
10	80.9%	90.6%	97.5%	67.7%
11	83.9%	83.4%	76.6%	66.2%
12				100.0%
13	92.0%			
14				97.8%
16	88.4%			
18	85.6%	89.0%	80.9%	69.4%
19	98.1%	98.3%		
20			76.0%	59.7%
21	80.2%	81.0%		
25	92.7%	97.1%		100.0%
26	100.0%			
28	86.7%	88.8%		65.8%
33	100.0%			
35	87.5%	69.9%	69.5%	66.1%
37	89.5%	83.8%	83.4%	86.7%
44	91.1%	90.2%	94.3%	92.6%
45	82.6%	83.5%		54.3%
46	91.5%	95.1%	98.0%	
47	82.9%	99.7%	98.9%	
48	91.9%	92.0%	90.2%	82.9%
49	81.3%	79.3%	100.0%	63.6%
51				90.6%
52	93.7%	85.7%	100.0%	
55	80.0%	79.9%	70.3%	56.2%
57	88.1%	100.0%		100.0%
62	91.5%	61.2%	64.2%	
63		55.4%		
66	84.9%	90.9%	98.5%	71.1%
67	92.9%	89.1%		61.1%
71	80.5%	88.6%	105.6%	86.3%
74		38.0%		
76				74.7%
79	100.0%			

TRANSPORTATION

Fuel Cost as Percent of Retail - Gasoline



Description of Calculation

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

Importance of Measure

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

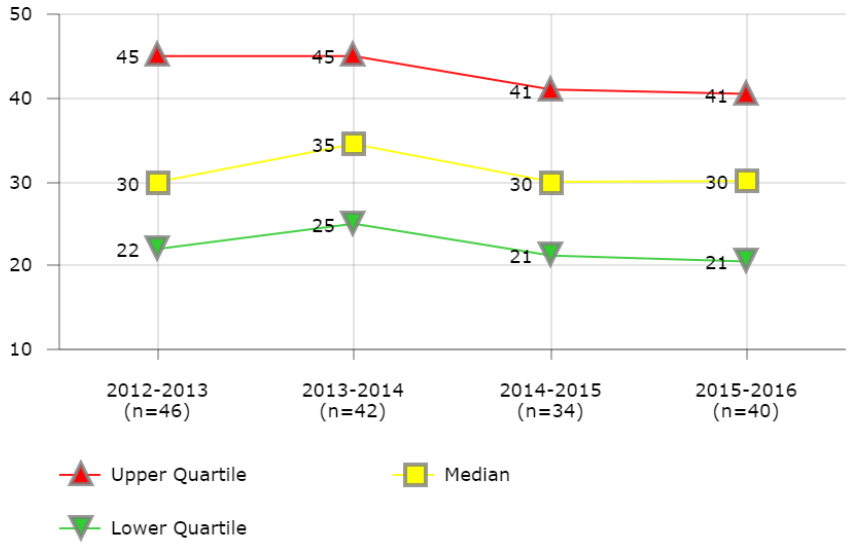
Districts in Best Quartile (2015-2016)

- Atlanta Public Schools
- Buffalo Public Schools
- Charlotte-Mecklenburg Schools
- Denver Public Schools
- Omaha Public School District

District	2012-2013	2013-2014	2014-2015	2015-2016
5	90.8%	98.2%	78.2%	
6	100.0%	100.0%		
7	100.0%	89.1%	97.7%	95.8%
8	88.3%	89.4%	92.5%	78.2%
9	82.6%	94.6%	76.2%	75.1%
10	83.2%	84.9%	92.6%	98.3%
11	89.7%	91.2%	84.7%	77.1%
13	91.7%			
16	90.3%	89.2%	88.9%	87.5%
19	98.1%			
21	78.6%	78.8%		
25	87.5%	102.5%		100.0%
28	85.9%	83.7%		58.6%
33	100.0%			
35	87.1%	73.8%	84.7%	78.4%
37	84.2%	81.6%	77.1%	61.5%
45				67.4%
46	92.7%	93.6%	114.9%	
47	88.9%	100.0%	98.6%	
48	92.2%	99.7%	92.7%	79.4%
49	79.2%	81.9%	78.6%	67.6%
51				89.3%
52	92.4%	86.2%	100.0%	80.4%
55	79.3%	80.8%	72.1%	62.9%
62	93.3%	80.3%	89.3%	
66	96.2%	94.7%	83.7%	64.1%
67	93.1%	87.3%		70.8%
71	90.0%	87.4%	96.7%	84.3%
76				100.0%

TRANSPORTATION

Daily Ride Time - General Education



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

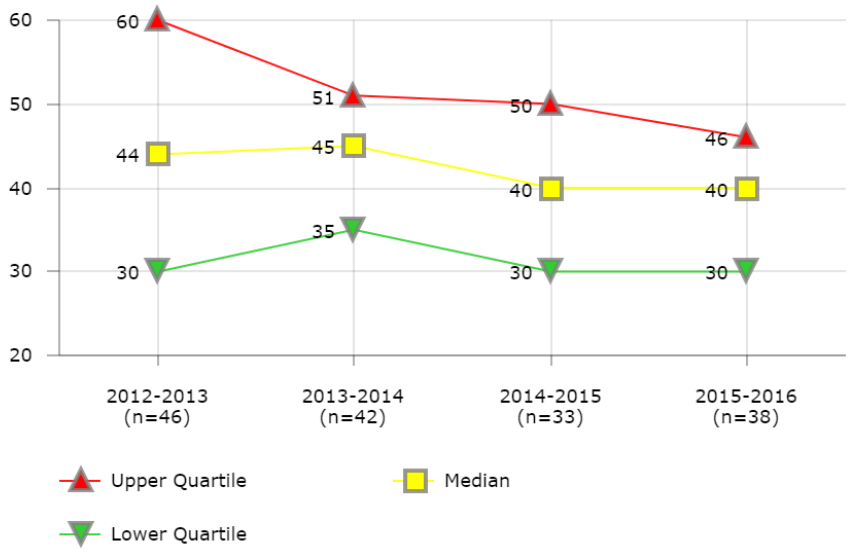
Districts in Best Quartile (2015-2016)

- Albuquerque Public Schools
- Austin Independent School District
- Charlotte-Mecklenburg Schools
- Dallas Independent School District
- Des Moines Public Schools
- Minneapolis Public Schools
- Newark Public Schools
- San Antonio Independent School District
- Seattle Public Schools
- St. Paul Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	18	29	17	15
2	20	34	34	34
3	20	20	20	20
4	21	21	21	21
5	16	18	19	
6	30	30		
7		20	21	22
8	60			60
9	21		29	36
10	35	35	35	25
11	40	40	41	41
12	25	25	25	18
14	22	22	22	15
16	68	70	70	34
18	50	45	45	45
19	47	62		
20	30	35	41	41
21	71	65		
23	40	40		
25	30		30	20
26	22			
28	30	30	30	30
30	52	52	51	51
33	45			
34	39	33	28	27
35	48	48	50	47
37	31	36		40
39	39	41	45	45
41	20	20	20	20
43	45	45		40
44	26	27	27	27
45	23			40
46	30	45	39	
47		35	35	
48	43	29	35	29
49	24	24	24	24
50	15			
51				27
52	18	18	18	18
53				28
54	45	45		39
55	13	14	15	15
56	30	30		
57	45	45		45
58	82	75	75	32
62	30	30	35	
63	50	60	30	35
66	33	31	31	30
67	60	60		45
71	16	24	19	19
74		50	45	45
76				19

TRANSPORTATION

Daily Ride Time - SWD Students



Description of Calculation

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

Importance of Measure

Cost efficiency must be balanced with service considerations. Districts certainly wish to maximize the loading of their buses but 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
- Programs transported

Districts in Best Quartile (2015-2016)

- Albuquerque Public Schools
- Austin Independent School District
- Des Moines Public Schools
- Guilford County School District
- Hillsborough County Public Schools
- Minneapolis Public Schools
- Newark Public Schools
- Richmond City School District
- San Diego Unified School District
- Seattle Public Schools
- St. Paul Public Schools
- Wichita Unified School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	23	31	22	20
2	24	14	14	16
3	25	25	25	25
4	21	21	21	21
5	22	20	20	
6	35	35		
7	35	38	38	34
8	60			60
9	29		36	34
10	60	50	50	30
11	39	38	38	38
12	30	30	30	25
14	50	50	50	30
16	71	71	71	30
18	60	60	60	60
19	74	68		
20	49	45	46	46
21	51	50		
23	65	65		
25	60	30	30	30
26	25			
28	45	45	45	40
30	53	53	52	52
33	45			
34	39	51	40	45
37	36	45		40
39	38	40	45	45
41	90	45	45	45
43	60	60		50
44	50	50	50	50
45	29			42
46	30	45	39	
47		35	45	
48	43	63	65	61
49	20	20	20	20
50	26			
51				44
52	21	22	21	21
54	47	50		38
55	35	38	36	36
56	60	60		
57	45	45		55
58	78	80	80	39
62	50	45	43	
63	40	45	40	45
66	46	45	43	45
67	60	60		60
71	35	31	25	25
74		40	50	56
76				42

Human Resources

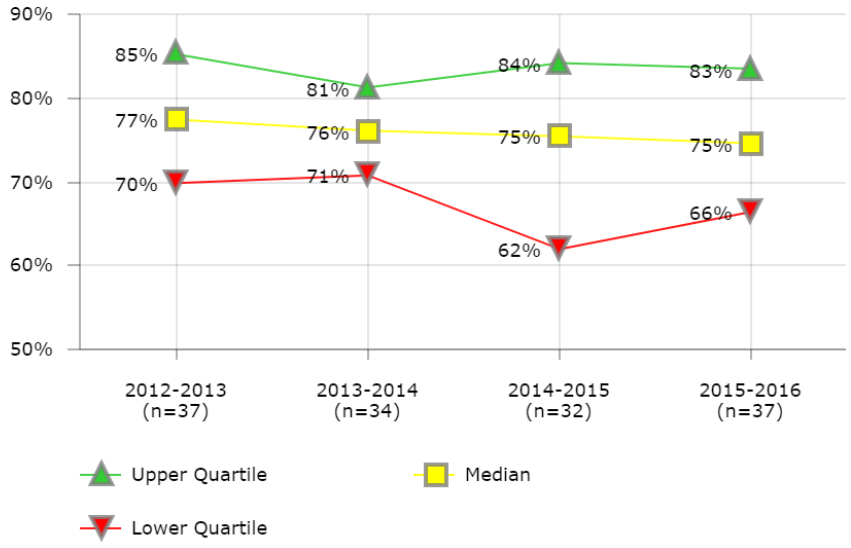
The measures in this section include such districtwide indicators as **Teacher Retention Rate** and **Employee Separation Rate**, as well as indicators that are focused more narrowly on the operation of the district's human resources department, such as **HR Cost per District FTE**, **HR Cost per $100k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

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

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

HUMAN RESOURCES

Teacher Retention - Remaining After 1 Year



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

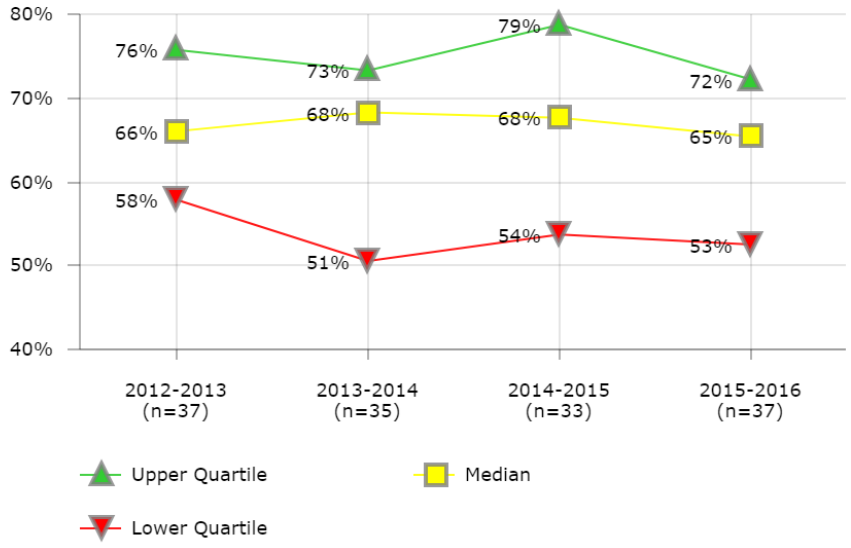
Districts in Best Quartile (2015-2016)

- Broward County Public Schools
- Clark County School District
- Columbus Public Schools
- Dallas Independent School District
- Fresno Unified School District
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Oklahoma City Public Schools
- Providence Public Schools
- Richmond City School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	89%	78%		
2	86%	84%	87%	86%
3	94%	77%		78%
4	88%	78%	72%	72%
5	83%	88%	84%	80%
6	100%	100%	83%	
7	73%	80%	80%	72%
8	76%	64%	68%	59%
9	88%	82%	84%	84%
10	66%	29%		80%
11	85%	88%		
12		76%	91%	83%
13	77%	76%	61%	83%
14	85%	79%		78%
15	60%			
16	67%		94%	
18			43%	66%
19		98%		
20			75%	44%
21	50%	72%	81%	
23	67%	63%		
27				43%
28			62%	79%
30	73%	76%	79%	65%
32	33%	74%		89%
33	72%	75%		
34			54%	72%
35	47%		98%	87%
39	96%	63%	59%	59%
41	77%		62%	88%
43		58%		67%
44	56%	73%	67%	56%
45	73%			
46	78%	74%		
47	58%	84%	88%	
48	83%	78%	76%	67%
49	71%	71%	57%	64%
51				90%
52	78%	58%	76%	63%
53				85%
54	70%		71%	70%
55	78%		76%	76%
56	85%	81%		
57		97%		
58	71%	61%	62%	66%
62	95%			73%
63			61%	69%
66			103%	
67		79%	85%	86%
71	94%	54%	66%	80%
74		76%	75%	85%
77	80%			
97				75%

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, revising mentoring/ induction program and maintaining desired staff continuity.

Factors that Influence

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

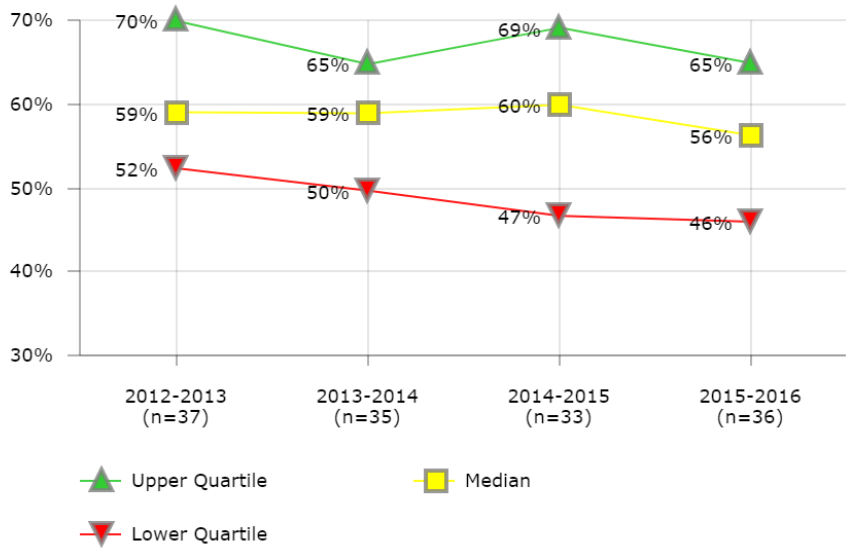
Districts in Best Quartile (2015-2016)

- Atlanta Public Schools
- Broward County Public Schools
- Clark County School District
- Columbus Public Schools
- Des Moines Public Schools
- Fresno Unified School District
- Jefferson County Public Schools (KY)
- Orange County Public School District
- Portland Public Schools
- Providence Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	76%	68%		
2	85%	71%	67%	70%
3	89%	39%		58%
4	76%	71%	73%	63%
5	79%	83%	79%	78%
6	100%	100%	80%	
7	61%	70%	66%	64%
8	66%	71%	64%	51%
9	79%	77%	70%	75%
10	66%	34%		66%
11	67%	75%		
12		69%	77%	80%
13	52%	64%	51%	72%
14	90%	68%		67%
15	66%			
16	72%		82%	
18			47%	48%
19		92%		
20			99%	35%
21	53%	50%	70%	
23	57%	67%		
27				36%
28		23%	54%	78%
30	63%	73%	68%	60%
32	75%	33%		66%
33	55%	51%		
34			27%	53%
35	63%		92%	76%
39	82%	49%	50%	47%
41	42%		50%	52%
43		47%		63%
44	46%	58%	57%	67%
45	68%			
46	54%	53%		
47	50%	73%	68%	
48	72%	68%	66%	76%
49	62%	60%	53%	48%
51			92%	66%
52	63%	57%	56%	65%
53				80%
54	63%		59%	58%
55	63%		68%	68%
56	74%	67%		
57		73%		
58	47%	46%	48%	57%
62	82%			48%
63			43%	50%
66			80%	
67		74%	85%	85%
71	58%	94%	91%	54%
74		76%	76%	75%
77	67%			
97				66%

HUMAN RESOURCES

Teacher Retention - Remaining After 3 Years



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

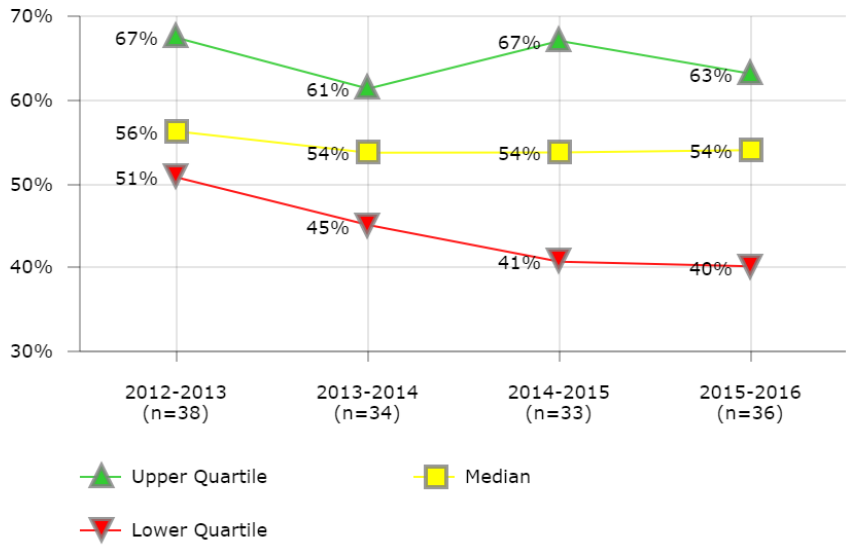
Districts in Best Quartile (2015-2016)

- Austin Independent School District
- Columbus Public Schools
- Des Moines Public Schools
- Fresno Unified School District
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Orange County Public School District
- Portland Public Schools
- Wichita Unified School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	71%	60%		
2	91%	57%	49%	52%
3	83%	50%		58%
4	67%	64%	64%	67%
5	69%	76%	75%	75%
6	100%	100%	100%	
7	55%	59%	65%	57%
8	63%	62%	76%	42%
9	70%	73%	69%	62%
10	54%	60%		64%
11	65%	61%		
12		67%	69%	76%
13	52%	66%	50%	63%
14	84%	65%		63%
15	75%			
16	61%		64%	
18			53%	34%
19		97%		
20			59%	40%
21	35%	53%	63%	
23	45%	57%		
27				33%
28		37%	42%	60%
30	50%	63%	60%	54%
32	50%	75%		69%
33	30%	40%		
34			8%	30%
35	49%		92%	79%
39	80%	35%	41%	42%
41	83%		45%	42%
43		48%		50%
44	42%	49%	46%	57%
45	65%			
46	52%	43%		
47	46%	58%	64%	
48	62%	61%	58%	66%
49	59%	55%	47%	46%
51			94%	46%
52	53%	47%	54%	49%
53				69%
54	52%		60%	53%
55	43%		56%	56%
56	66%	57%		
57		64%		
58	52%	39%	38%	46%
62	77%			53%
63			42%	36%
66			72%	
67		67%	90%	85%
71	58%	58%	67%	73%
74		59%	39%	
77	59%			
97				59%

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

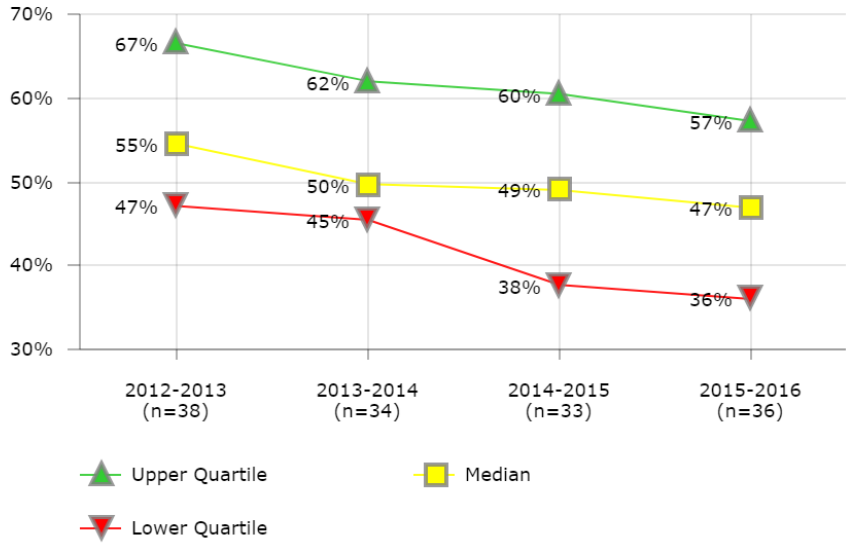
Districts in Best Quartile (2015-2016)

- Albuquerque Public Schools
- Atlanta Public Schools
- Clark County School District
- Columbus Public Schools
- Des Moines Public Schools
- Fresno Unified School District
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Portland Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	68%	55%		
2	91%	44%	51%	45%
3	77%	56%		54%
4	67%	61%	57%	60%
5	71%	75%	73%	69%
6	100%	100%	100%	
7	52%	53%	52%	54%
8	59%	61%	66%	55%
9	67%	64%	67%	63%
10	52%	60%		57%
11	55%	63%		
12	64%	70%	67%	73%
13	59%	48%	34%	63%
14	78%	63%		64%
15	75%			
16	56%		54%	
18			59%	
19		93%		
20			35%	19%
21	48%	35%	89%	
23	41%	45%		
27				24%
28		55%	31%	71%
30	55%	50%	56%	54%
32	47%	50%		66%
33	34%	28%		
34			6%	12%
35	67%		83%	75%
39	90%	34%	30%	35%
41	44%		40%	36%
43		29%		47%
44	40%	46%	41%	46%
45	64%			
46	52%	44%		
47	44%		54%	
48	54%	58%	56%	58%
49	46%	49%	42%	41%
51			82%	35%
52	60%	51%	43%	52%
53				71%
54	53%		59%	54%
55	34%		49%	48%
56	63%	36%		
57		50%		
58	54%	44%	32%	33%
62	56%			53%
63			30%	36%
66			72%	
67		60%	83%	90%
71	87%	58%	46%	55%
74		67%	59%	39%
77	51%			
97				59%

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

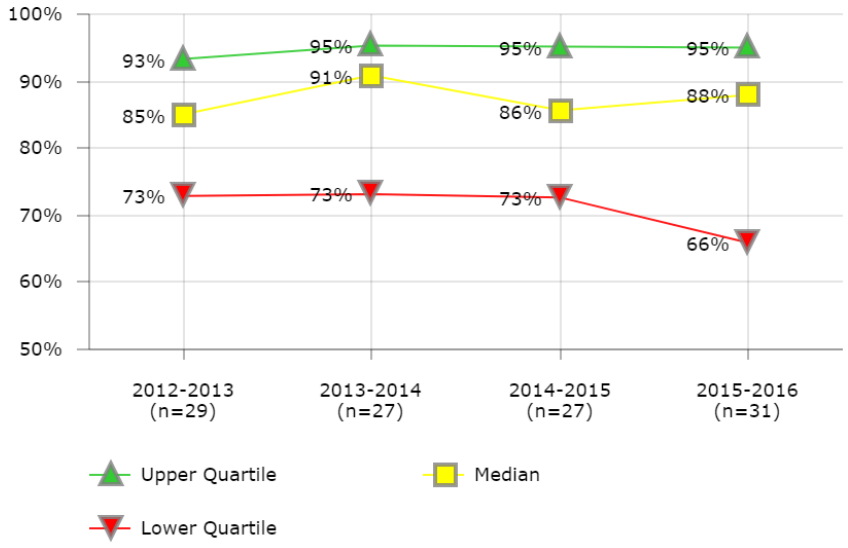
Districts in Best Quartile (2015-2016)

- Clark County School District
- Columbus Public Schools
- Des Moines Public Schools
- Fresno Unified School District
- Hillsborough County Public Schools
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Portland Public Schools
- Providence Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	58%	56%		
2	94%	46%	34%	46%
3	60%	47%		48%
4	56%	52%	56%	53%
5	67%	64%	62%	70%
6	100%	100%	82%	
7	51%	47%	50%	48%
8	52%	53%	63%	51%
9	62%	62%	60%	62%
10	50%	62%		60%
11	59%	52%		
12	63%	61%	71%	62%
13	70%	43%	36%	43%
14	72%	56%		55%
15	76%			
16	55%		62%	
18			57%	
19		65%		
20			20%	10%
21	54%	48%	46%	
23	37%	41%		
27				32%
28		45%	33%	31%
30	54%	55%	45%	46%
32	49%	47%		86%
33	31%	25%		
34			6%	22%
35	74%		79%	70%
39	91%	34%	31%	24%
41	85%		39%	31%
43		47%		49%
44	37%	43%	40%	41%
45	62%			
46	46%	45%		
47	44%		51%	
48	50%	51%	52%	56%
49	44%	41%	38%	38%
51			74%	34%
52	23%	48%	43%	39%
53				65%
54	48%		46%	52%
55	36%		43%	43%
56	67%	42%		
57		65%		
58	47%	47%	37%	28%
62	64%			41%
63			24%	23%
66			58%	
67		65%	86%	83%
71	47%	87%	49%	41%
74		79%	60%	59%
77	53%			
97				52%

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

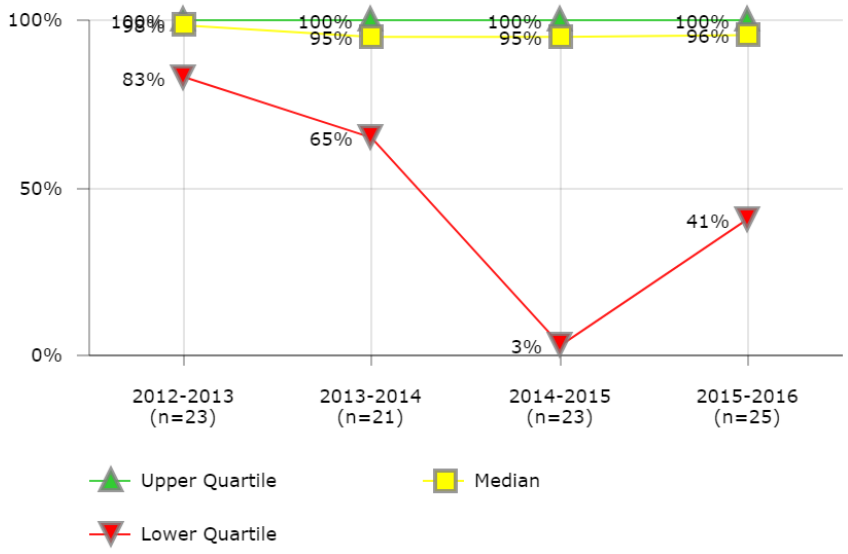
Districts in Best Quartile (2015-2016)

- Anchorage School District
- Atlanta Public Schools
- Duval County Public Schools
- Fresno Unified School District
- Portland Public Schools
- Sacramento City Unified School District
- Shelby County School District
- St. Paul Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	91%	91%		
2	85%	73%	81%	73%
3				95%
4	77%	78%	81%	91%
5	100%	99%	97%	96%
6	63%		73%	
7	99%	95%	95%	99%
8	93%	94%	95%	94%
9	89%	91%	86%	88%
10	75%	81%		88%
11	70%	95%		
12	83%	84%	89%	85%
13	98%	98%	95%	
14	88%	95%		57%
16			95%	
18				1673%
19	55%	69%		
23	86%			
28				97%
30	80%		85%	84%
33	76%	59%		
34			91%	9%
35	76%		81%	64%
39	20%	77%	62%	77%
41			68%	59%
43		75%		58%
44				95%
45	60%			
46	60%	64%		
47	93%	93%		
48	99%	98%	97%	95%
49	94%	93%	91%	90%
51			51%	55%
52	73%	90%	89%	66%
54			70%	83%
55	85%		78%	78%
56	99%	99%		
57		73%		
58	71%	73%	58%	40%
62				100%
63			100%	
66			66%	
67		98%	95%	98%
71		97%	96%	92%
74		60%	83%	72%
77	94%			
97				91%

HUMAN RESOURCES

Substitute Placements With a BA/BS or Higher



District	2012-2013	2013-2014	2014-2015	2015-2016
1	100%	100%		
2	98%	95%	95%	95%
5	100%	100%	100%	100%
7	96%	100%	100%	100%
8	64%	64%	63%	64%
9	65%	65%	66%	65%
10	98%	99%		1%
11	100%	100%		
12	100%	100%	100%	100%
14	81%	77%		
16	90%		0%	
18				2%
19		5%		
30	100%	1%	100%	100%
35	100%		100%	2%
39	11%	2%	2%	21%
41	100%		100%	100%
43		100%		100%
44	83%	76%	83%	82%
47	91%			
48	85%	79%	77%	75%
49	71%	68%	71%	96%
51			3%	100%
52	100%	2%	2%	2%
54	100%		100%	100%
55			0%	41%
57		100%		
58	100%	100%	100%	100%
62				119%
63			3%	
66			100%	
67			100%	99%
74		100%	100%	100%
77	100%			
97				2%

Description of Calculation

Number of student attendance days where a substitute with BA/ BS or higher was successfully placed in a classroom, divided by number of student attendance days where a substitute was successfully placed in a classroom.

Importance of Measure

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

Factors that Influence

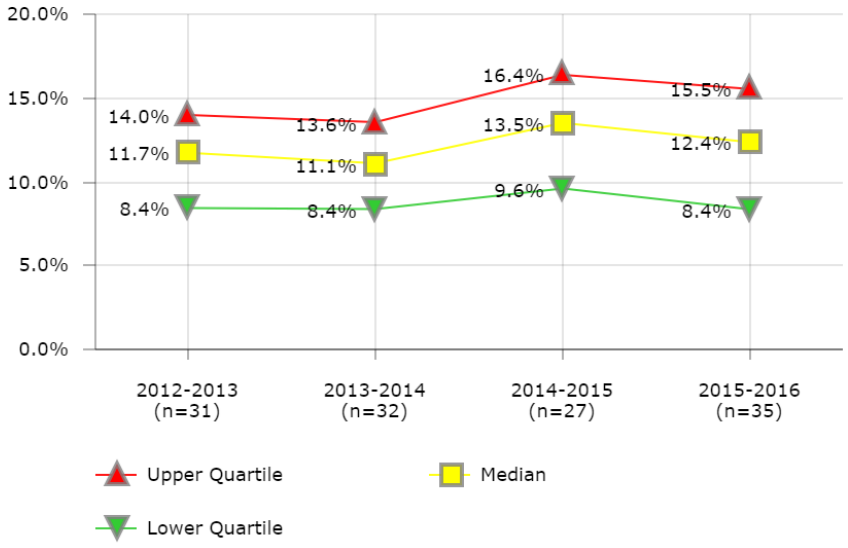
- Quality of substitute pool database
- Substitute back-up policy

Districts in Best Quartile (2015-2016)

- Anchorage School District
- Chicago Public Schools
- Dallas Independent School District
- Des Moines Public Schools
- Milwaukee Public Schools
- Pittsburgh Public Schools
- Portland Public Schools
- Providence Public Schools
- Sacramento City Unified School District
- School District of Philadelphia

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

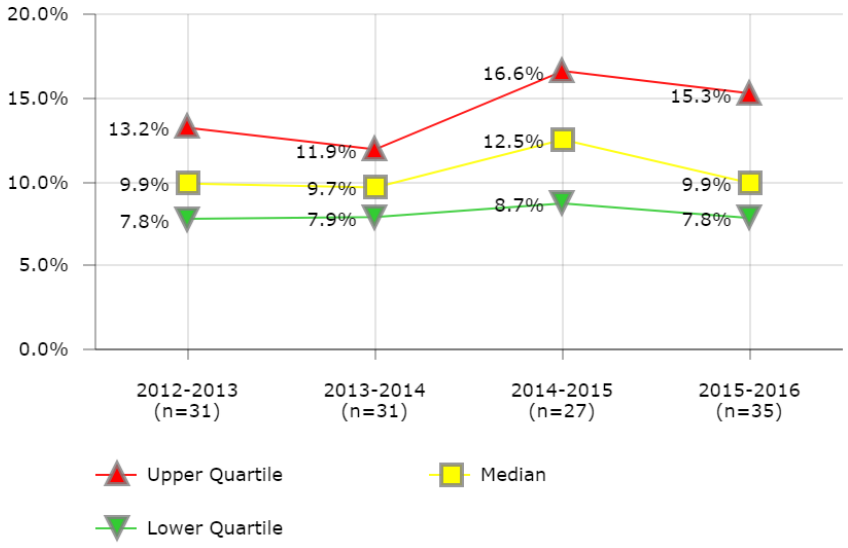
Districts in Best Quartile (2015-2016)

- Cincinnati Public Schools
- Columbus Public Schools
- Des Moines Public Schools
- Fresno Unified School District
- Miami-Dade County Public Schools
- Pittsburgh Public Schools
- Providence Public Schools
- Sacramento City Unified School District
- St. Paul Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	13.1%	12.0%		
2	6.9%		8.9%	15.5%
3	14.0%	9.8%		7.0%
4	8.4%	8.5%	9.4%	11.7%
5	6.7%	8.3%		10.6%
6	14.7%	10.8%		
7	15.3%	12.5%	10.6%	10.5%
8	13.7%	14.4%	11.3%	13.1%
9		13.7%	10.2%	11.3%
10	13.3%	12.3%		12.0%
11	15.2%	9.9%		
12		6.4%	8.0%	8.3%
13	9.5%	13.5%	7.8%	9.7%
14	5.3%	6.2%		12.4%
16	5.3%		10.8%	
18			13.9%	12.8%
19		5.9%		
20				4.7%
21	5.3%	8.7%		
23	10.6%	11.3%		
28		59.8%	14.4%	14.9%
30	16.4%	9.2%	9.6%	9.5%
32	5.5%	7.4%		8.4%
33	13.7%			
34			20.6%	27.7%
35	10.1%			8.2%
39	25.9%	27.5%	27.3%	27.3%
41	11.3%		17.0%	17.7%
43		8.2%		6.3%
44	11.3%	15.5%	17.6%	17.2%
46	20.0%	16.7%		
47	13.3%	11.6%	8.3%	
48		10.2%	12.4%	12.9%
49	11.6%	12.8%	12.9%	13.8%
51			19.0%	42.9%
52	12.3%	14.3%	16.4%	16.8%
53				13.6%
54	11.7%		15.0%	15.7%
55	17.5%		19.9%	19.7%
56	5.7%	10.9%		
58	13.7%	27.9%	13.5%	15.5%
62	8.8%			6.4%
63			15.8%	
66			13.7%	
67		6.1%		7.3%
71		11.8%	13.6%	14.4%
74		7.0%	2.4%	5.1%
97				11.1%

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

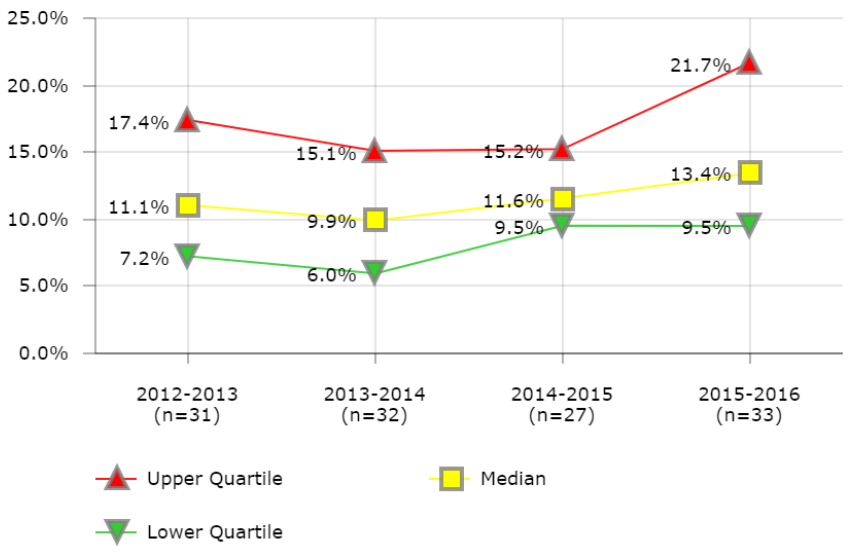
Districts in Best Quartile (2015-2016)

- Albuquerque Public Schools
- Cincinnati Public Schools
- Columbus Public Schools
- Dallas Independent School District
- Des Moines Public Schools
- Pittsburgh Public Schools
- Providence Public Schools
- Sacramento City Unified School District
- St. Paul Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	7.8%	10.1%		
2	9.2%		13.1%	17.4%
3	8.3%	6.2%		5.0%
4	8.3%	8.1%	8.7%	10.9%
5	4.4%	4.3%		9.0%
6	13.9%	10.9%		
7	13.2%	9.7%	7.8%	8.2%
8	10.2%	10.5%	11.2%	12.9%
9		9.7%	9.0%	9.9%
10	7.1%	9.2%		11.8%
11	11.4%	6.3%		
12		5.1%	7.2%	4.6%
13	8.8%	11.0%	7.0%	8.8%
14	8.2%	7.0%		7.8%
16	4.3%		10.0%	
18			13.8%	13.8%
19		3.3%		
20				3.0%
21	4.4%	11.9%		
23	11.2%	11.6%		
28			16.3%	14.3%
30	19.2%	9.0%	8.1%	7.9%
32	6.7%	9.2%		7.9%
33	13.4%			
34			13.0%	20.6%
35	6.9%			5.6%
39	20.8%	21.3%	19.9%	19.0%
41	11.6%		20.8%	3.0%
43		8.8%		5.1%
44	11.8%	16.4%	20.1%	17.9%
46	14.9%	15.4%		
47	13.1%	13.7%	9.8%	
48		9.6%	12.5%	14.2%
49	13.0%	15.0%	13.5%	15.3%
51			19.0%	54.5%
52	9.9%	10.0%	11.5%	12.3%
53				9.1%
54	15.9%		16.6%	16.3%
55	16.2%		20.5%	19.9%
56	3.8%	8.3%		
58	8.7%	24.4%	10.6%	17.3%
62	7.8%			6.5%
63			23.2%	
66			8.6%	
67		7.8%		8.6%
71		12.9%	12.8%	14.5%
74		7.9%	2.7%	5.2%
97				9.4%

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

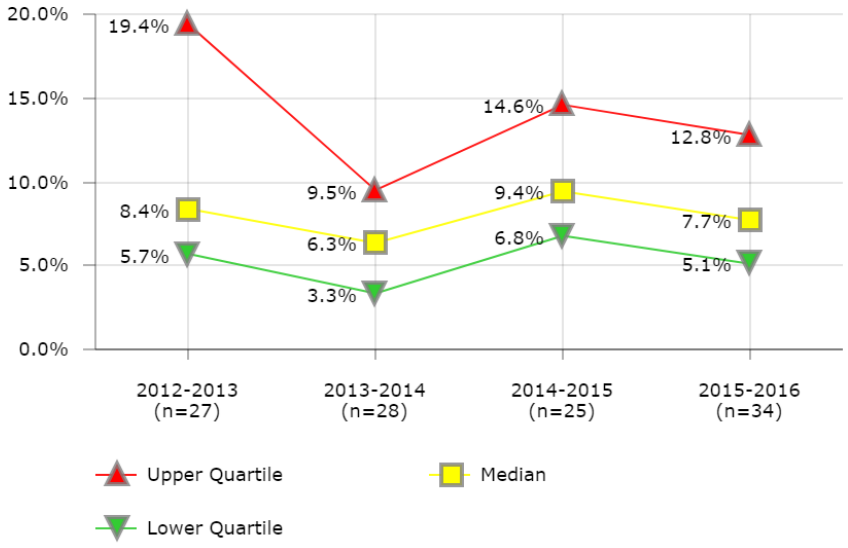
Districts in Best Quartile (2015-2016)

- Broward County Public Schools
- Dallas Independent School District
- Des Moines Public Schools
- Fresno Unified School District
- Orange County Public School District
- Pittsburgh Public Schools
- Portland Public Schools
- Providence Public Schools
- St. Paul Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	7.2%	5.9%		
2	7.1%		4.8%	22.2%
3	9.0%	10.2%		9.5%
4	0.9%	0.4%	0.5%	10.5%
5	8.4%	7.1%		5.8%
6	14.4%	34.3%		
7	9.9%	15.7%	18.3%	21.7%
8	14.2%	16.9%	10.8%	17.1%
9		52.2%	25.1%	25.6%
10	17.4%	9.4%		11.9%
11	7.0%	4.2%		
12		13.0%	11.4%	6.9%
13	7.3%	59.1%	9.7%	7.6%
14	2.9%	6.3%		
16	59.5%		10.5%	
18			12.0%	15.5%
19		5.0%		
21	1.4%	3.4%		
23	11.4%	10.1%		
28		2.2%	7.6%	36.4%
30	18.5%	11.1%	9.5%	11.9%
32	2.0%	9.7%		11.7%
33	24.1%			
34			39.0%	25.7%
35	17.6%			19.2%
39	25.2%	44.7%	36.9%	58.4%
41	9.7%		11.6%	1.8%
43		6.0%		5.3%
44	12.2%	14.1%	11.8%	13.6%
46	5.9%	9.6%		
47	14.5%	6.4%	14.3%	
48		7.5%	8.5%	8.6%
49	12.0%	13.0%	15.2%	15.1%
51			12.6%	47.5%
52	21.7%	23.7%	28.4%	25.5%
53				128.5%
54	9.3%		11.8%	9.6%
55	11.1%		13.5%	14.1%
56	11.1%	14.0%		
58	11.0%	46.7%	21.4%	14.0%
62	19.4%			13.4%
63			7.3%	
66			10.3%	
67		5.4%		6.1%
71		14.5%	10.3%	9.9%
74		2.2%	2.3%	1.8%
97				12.5%

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

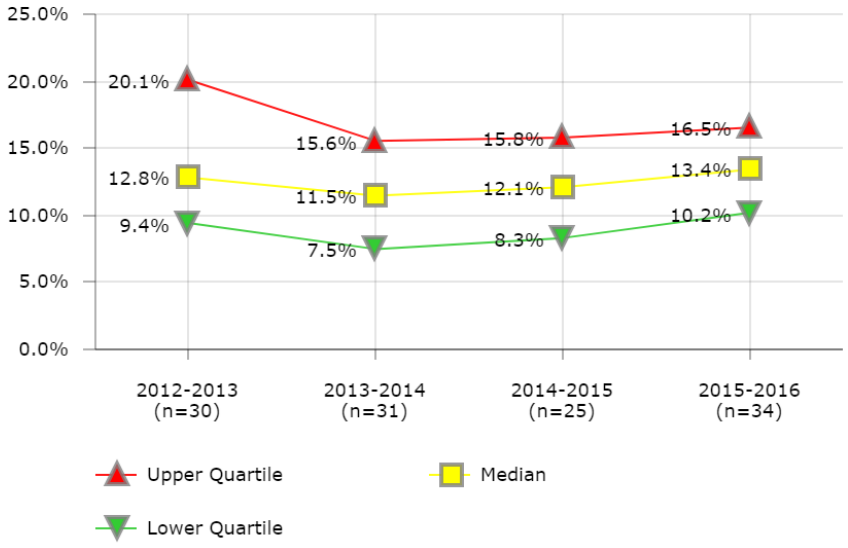
Districts in Best Quartile (2015-2016)

- Albuquerque Public Schools
- Clark County School District
- Fresno Unified School District
- Jefferson County Public Schools (KY)
- Pinellas County Schools
- Pittsburgh Public Schools
- Portland Public Schools
- Sacramento City Unified School District
- Wichita Unified School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	7.1%	5.5%		
2	3.7%		7.9%	8.6%
3	8.4%	17.3%		13.8%
4				3.7%
5	4.5%	2.8%		4.3%
6	53.6%			
7			15.9%	11.1%
8	5.7%	3.2%	6.8%	6.0%
9		1.7%	5.5%	5.0%
10	60.9%	6.0%		17.3%
11	6.6%	7.5%		
12		3.1%	14.6%	9.3%
13	5.3%	4.6%	3.2%	5.2%
14	3.7%	2.0%		4.1%
16	20.2%		2.6%	
18			8.7%	14.5%
19		6.3%		
21		6.4%		
23	8.4%	6.7%		
28		6.3%	5.3%	5.6%
30	9.0%	3.1%	16.3%	7.0%
32	0.9%	1.3%		5.8%
33	6.4%			
34			56.6%	13.4%
35	8.5%			5.5%
39	19.5%	21.3%	16.1%	19.1%
41	19.4%		12.7%	14.5%
43		7.4%		3.0%
44	2.9%	7.0%	5.1%	6.2%
46	7.3%	6.0%		
47		12.4%	8.7%	
48		9.4%	7.7%	7.6%
49	9.6%	9.2%	10.2%	11.3%
51			26.3%	9.2%
52	12.5%	16.7%	12.2%	12.8%
53				5.1%
54	24.8%		9.4%	10.8%
55	21.5%		10.4%	10.1%
56	13.7%	96.7%		
58	12.7%	61.5%	8.2%	14.3%
62	6.4%			0.8%
63			9.4%	
67		3.5%		2.6%
71		9.6%	35.6%	33.9%
74			6.4%	7.8%
97				4.0%

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

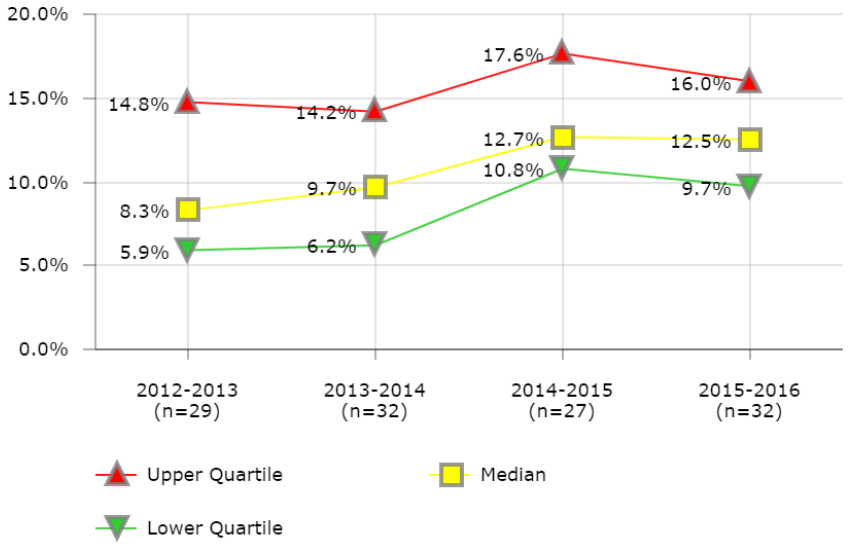
Districts in Best Quartile (2015-2016)

- Albuquerque Public Schools
- Anchorage School District
- Fresno Unified School District
- Hillsborough County Public Schools
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Pittsburgh Public Schools
- Providence Public Schools
- Sacramento City Unified School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	22.4%	32.7%		
2	3.0%		9.0%	12.9%
3	20.1%	9.9%		14.8%
4	10.9%	11.3%	13.4%	13.6%
5	12.0%	15.6%		15.3%
6	3.9%	12.4%		
7	14.9%		7.8%	8.0%
8	26.7%	28.1%	11.7%	14.6%
9		13.0%	8.1%	11.2%
10	11.7%	4.1%		10.2%
11	21.7%	17.3%		
12		11.5%	6.8%	17.8%
13	16.0%	5.9%	8.3%	12.6%
14	2.5%	4.0%		6.4%
16			7.8%	
18			28.3%	13.1%
19		8.3%		
21	19.3%	11.8%		
23	9.6%	12.7%		
28		7.7%	12.1%	16.8%
30	15.7%	10.9%	12.6%	14.0%
32	4.7%	4.3%		8.0%
33	19.9%			
34				41.4%
35	10.8%			16.5%
39	39.2%	25.1%	27.0%	22.3%
41	3.2%		11.4%	10.6%
43		8.6%		9.1%
44	9.4%	16.9%	15.8%	19.4%
46	55.2%	39.0%		
47	65.9%	7.5%	7.1%	
48		13.8%	14.8%	15.1%
49	11.0%	13.3%	14.4%	14.3%
51				75.4%
52	19.4%	13.6%	18.3%	20.4%
53				7.7%
54	4.0%		12.0%	13.0%
55	23.3%		25.2%	26.1%
56	5.3%	7.3%		
58	13.6%	43.3%	15.4%	13.2%
62	10.7%			5.8%
63			16.3%	
66			26.7%	
67		2.9%		5.8%
71		9.2%	11.3%	15.3%
74		6.9%	2.4%	7.9%
97				13.0%

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

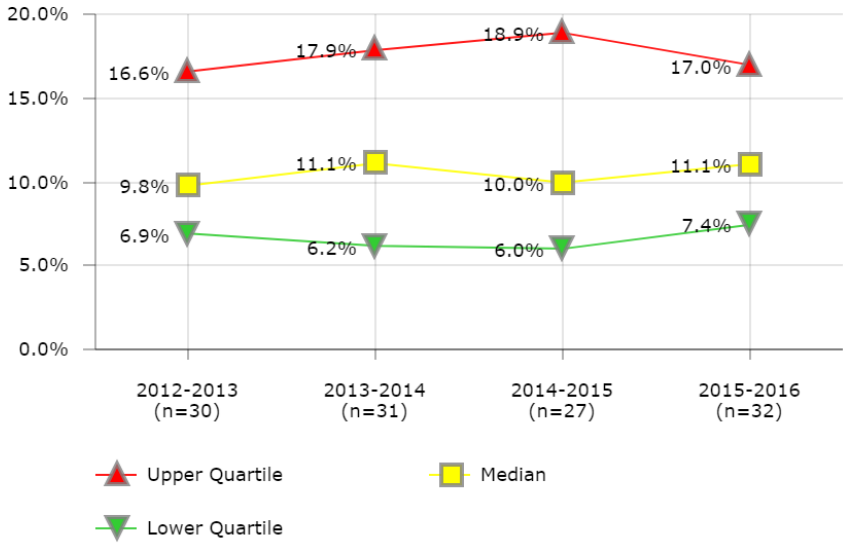
Districts in Best Quartile (2015-2016)

- Atlanta Public Schools
- Columbus Public Schools
- Fresno Unified School District
- Guilford County School District
- Milwaukee Public Schools
- Providence Public Schools
- Sacramento City Unified School District
- St. Paul Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	56.2%	20.2%		
2	2.9%		2.7%	11.6%
3	53.4%	73.4%		3.8%
4	8.3%	9.3%	10.8%	15.4%
5	9.4%	13.5%		9.8%
6		13.7%		
7	14.8%	4.9%	17.8%	12.7%
8	9.4%	9.7%	12.7%	13.8%
9		25.1%	12.0%	12.6%
10	67.6%	50.6%		19.9%
11	20.0%	4.5%		
12		7.0%	9.5%	26.5%
13	1.9%	9.3%	9.2%	11.4%
14	1.4%	9.9%		
16			15.8%	
18			23.6%	15.9%
19		8.0%		
21	0.6%	2.9%		
23	7.3%	17.9%		
28		13.7%	13.0%	6.2%
30	6.0%	3.9%	12.5%	6.3%
32	4.0%	5.5%		10.7%
33	5.9%			
34			17.6%	23.9%
35	10.6%			1.5%
39	40.0%	57.8%	65.9%	70.6%
41	7.1%		21.5%	
43		9.6%		13.1%
44	9.8%	8.8%	11.2%	13.9%
46	40.8%	40.0%		
47	5.2%	12.6%	4.7%	
48		9.7%	12.9%	11.8%
49	8.3%	6.3%	9.5%	9.7%
51			11.4%	17.7%
52	6.0%	14.7%	14.5%	16.1%
53				20.7%
54	7.6%		13.8%	16.2%
55	13.0%		14.2%	13.9%
56	5.4%	9.0%		
58	25.6%	6.2%	11.0%	12.5%
62	10.2%			2.5%
63			10.8%	
66			44.3%	
67		3.2%		8.2%
71		10.2%	17.8%	12.0%
74		5.7%	0.9%	6.0%
97				11.2%

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

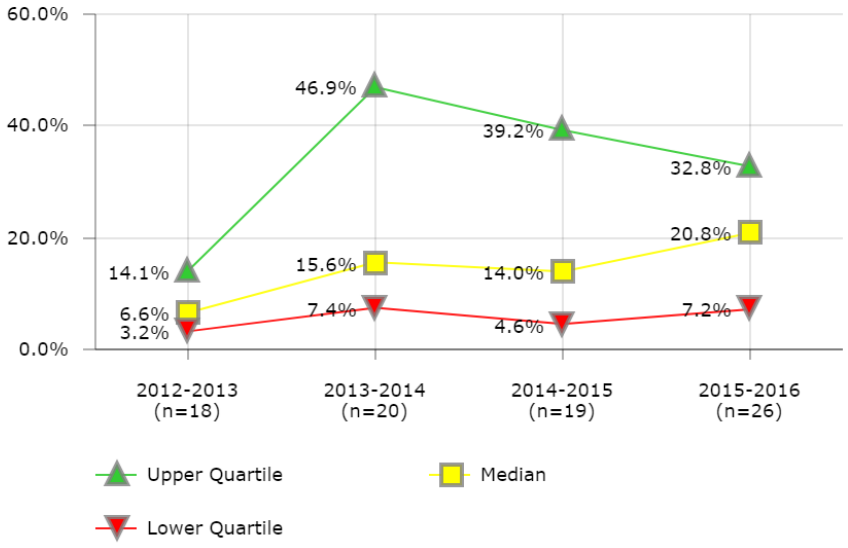
Districts in Best Quartile (2015-2016)

- Broward County Public Schools
- Clark County School District
- Des Moines Public Schools
- Duval County Public Schools
- Fresno Unified School District
- Hillsborough County Public Schools
- Milwaukee Public Schools
- Shelby County School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	14.8%	13.2%		
2	2.6%		3.6%	11.4%
3	6.9%	7.7%		
4	8.1%	8.1%	3.8%	13.5%
5	5.8%	13.8%		19.2%
6	28.4%			
7		45.7%	20.2%	14.8%
8	8.0%	6.2%	9.0%	9.8%
9		8.4%	9.7%	4.4%
10	10.6%	45.7%		3.5%
11	15.3%	5.4%		
12		3.3%	3.9%	3.1%
13	3.4%	6.9%	7.2%	4.9%
14	1.4%	3.4%		
16	27.8%		48.7%	
18			6.0%	5.4%
19		14.7%		
21	12.8%	5.0%		
23	8.7%	8.2%		
28		19.5%	18.5%	12.8%
30	7.4%	4.9%	8.1%	6.9%
32	4.8%	2.6%		10.4%
33	11.5%			
34			0.8%	60.0%
35	21.1%			14.3%
39	20.2%	18.6%	21.9%	15.9%
41	38.7%		11.7%	32.1%
43		7.5%		8.0%
44	14.7%	17.9%	11.1%	6.7%
46	27.7%	13.5%		
47	8.8%	27.2%	5.9%	
48		11.6%	10.0%	7.9%
49	9.0%	11.2%	10.0%	9.3%
51			7.0%	15.2%
52	12.9%	21.7%	20.0%	24.7%
53				30.4%
54	7.0%		19.0%	46.8%
55	16.6%		12.5%	10.7%
56	6.5%	1.3%		
58	22.2%	60.0%	25.4%	18.0%
62	5.0%			10.4%
63			18.9%	
66			8.3%	
67		8.6%		6.9%
71		11.1%	13.7%	15.3%
74		12.1%	2.6%	18.8%
97				9.4%

HUMAN RESOURCES

Exit Interview Completion Rate



District	2012-2013	2013-2014	2014-2015	2015-2016
1		10.7%		
2	12.0%	16.1%	9.8%	3.7%
3				4.0%
4	6.6%	14.1%		
5		75.7%	94.8%	90.4%
6	5.0%			
7	0.3%			32.8%
9		1.9%	2.5%	10.6%
10	10.6%	64.3%		100.0%
11	6.5%			
12				29.3%
13	18.4%	15.1%	19.9%	24.3%
14	4.7%	1.5%		2.3%
18			27.4%	
19		41.1%		
20				32.9%
21		3.3%		
23	7.0%	19.3%		
27				45.7%
28			40.9%	32.6%
30		28.6%	97.3%	46.6%
34			39.2%	
39	14.1%	7.3%	5.8%	6.2%
41	61.4%		13.8%	22.0%
44	53.3%	52.8%	26.9%	31.4%
47		7.6%	8.5%	
48				11.5%
49	15.1%	13.0%	14.0%	10.3%
51				7.2%
52	0.6%		2.7%	9.2%
55	0.6%		0.8%	0.8%
58	3.2%	2.2%	3.8%	8.7%
62	4.0%			1.3%
63			4.6%	21.8%
67		91.4%	85.6%	81.3%
71	0.4%	20.2%	18.7%	19.9%
74		100.0%		

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

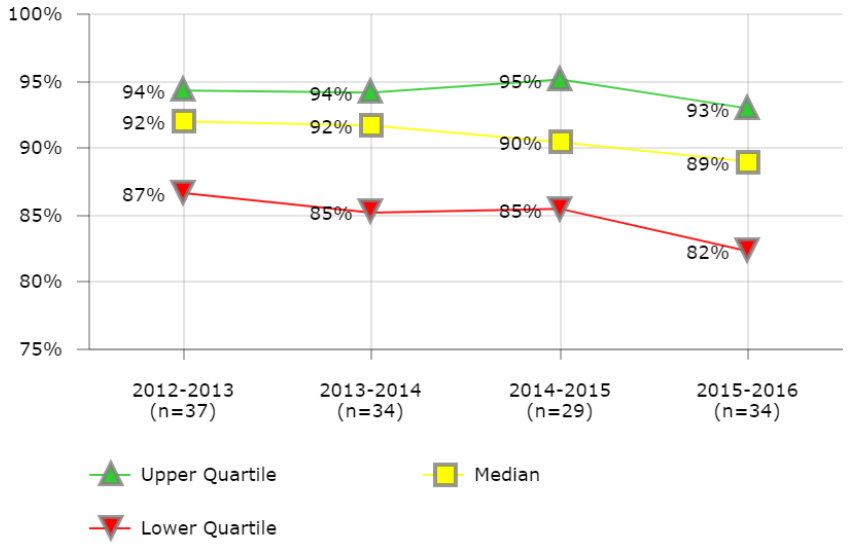
- Placement of exit interview on separation/resignation forms
- Internal review processes
- Pro-active focus on customer service

Districts in Best Quartile (2015-2016)

- Anchorage School District
- Cincinnati Public Schools
- Fresno Unified School District
- Hillsborough County Public Schools
- Milwaukee Public Schools
- Norfolk School District
- Portland Public Schools

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.

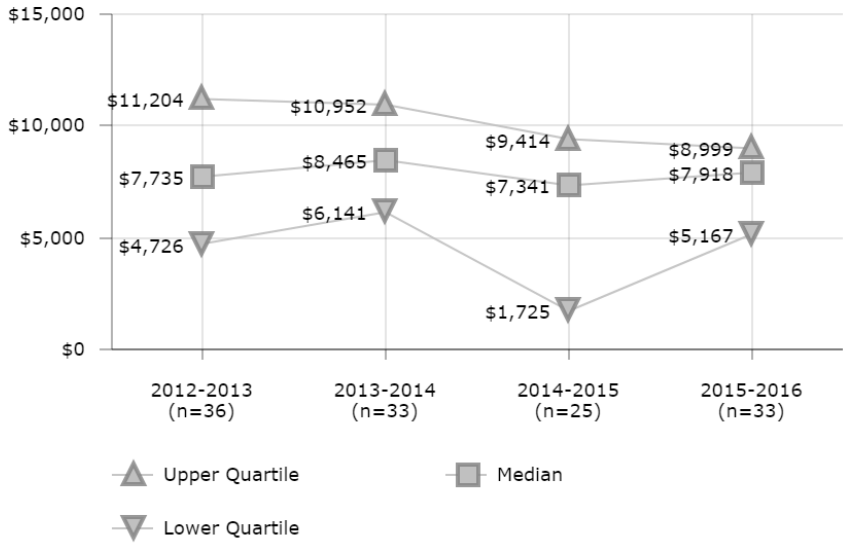
Districts in Best Quartile (2015-2016)

- Austin Independent School District
- Broward County Public Schools
- Chicago Public Schools
- Clark County School District
- Duval County Public Schools
- Fresno Unified School District
- Portland Public Schools
- School District of Philadelphia
- St. Louis Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	94%	94%		
2	93%	85%	83%	83%
3	88%	93%		82%
4	81%	84%	100%	85%
5	93%	92%	95%	93%
6	94%	90%	71%	
7	93%	93%	85%	89%
8	89%	94%	89%	90%
9	96%	97%	97%	96%
10	87%	87%		85%
11	91%	93%		
12	85%	87%	85%	81%
13	94%	94%	94%	94%
14	65%	71%		66%
16	99%		98%	
18				62%
19		86%		
20			78%	83%
23	86%	94%		
28		83%	87%	92%
30	92%	90%	90%	90%
32	96%	92%		93%
33	71%	74%		
34	90%		88%	93%
35	92%		95%	89%
39	66%	62%	66%	79%
41	71%		63%	74%
43		92%		90%
44	100%	100%	99%	99%
45	94%			
46	91%	92%		
47	85%	81%	88%	
48	87%	100%	94%	91%
49	95%	86%	86%	86%
51			80%	81%
52	86%	85%	86%	77%
53				82%
54	87%		94%	94%
55	94%			84%
56	98%	51%		
57		92%		
58	93%	89%	94%	99%
62	96%			
63			98%	98%
66			98%	
67		100%	100%	100%
71	97%	99%	91%	94%
74		100%		
77	92%			
97				78%

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.

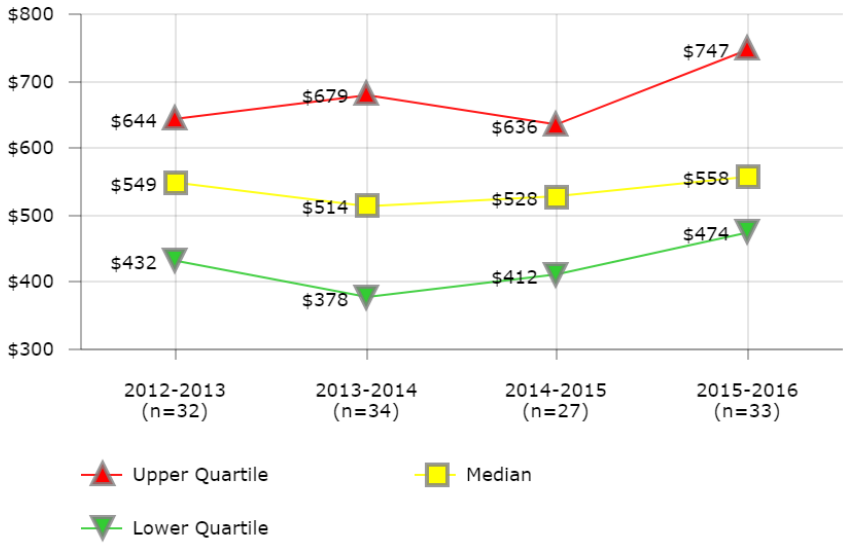
Factors that Influence

- Costs may be influenced by district wellness programs and promoting healthy lifestyles
- Plan benefits and coverage (individual, 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	2012-2013	2013-2014	2014-2015	2015-2016
1	$662	$606		
2	$9,832	$7,921	$9,178	$8,999
3				$8,260
4	$10,062	$9,228	$8,126	$535
5	$1,030	$949	$928	$11,984
6	$9,770			
7	$14,506	$13,702		
8	$7,128	$7,050	$7,341	$6,922
9	$6,738	$6,292	$6,408	$6,690
10	$6,399	$7,037		$8,381
11	$7,574	$8,540		
12		$11,175	$13,521	$13,730
13	$6,642	$545	$503	
14	$6,328	$6,141		$7,827
16	$20,334			$3,844
18				$7,219
19		$14,861		
20			$10,575	$8,518
23	$167	$8,136		
28		$8,465		$10,780
30	$15,554	$14,665	$14,830	$14,670
32	$8,340	$8,716		$8,999
33	$13	$12,100		
34	$8,879			
35	$15,062		$16,039	
39	$3,956	$4,368	$4,915	$5,167
41	$3,174		$3,782	$3,701
43		$11,896		$15,468
44	$7,054	$8,121	$7,727	$7,918
45	$12,347			
46	$9,652	$10,469		
47	$13,467	$10,395	$9,414	
48	$7,896	$7,464	$8,291	$8,255
49	$5,864	$5,696	$5,900	$7,009
51			$7,578	$9,888
52	$1,455	$1,521	$1,725	$1,724
54	$8,124		$8	$7
55			$0	
56	$12,565	$21,980		$3,109
57		$10,952		
58	$9,811	$9,779	$10,929	$8,867
61				$4,059
62	$15,751			$8,539
63			$767	$9,410
67	$3	$13,902	$13,605	$7,691
71	$5,496	$5,807	$6,363	$6,919
74		$10,333		
77	$674	$27	$25	$3,042
97				$12,787

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.

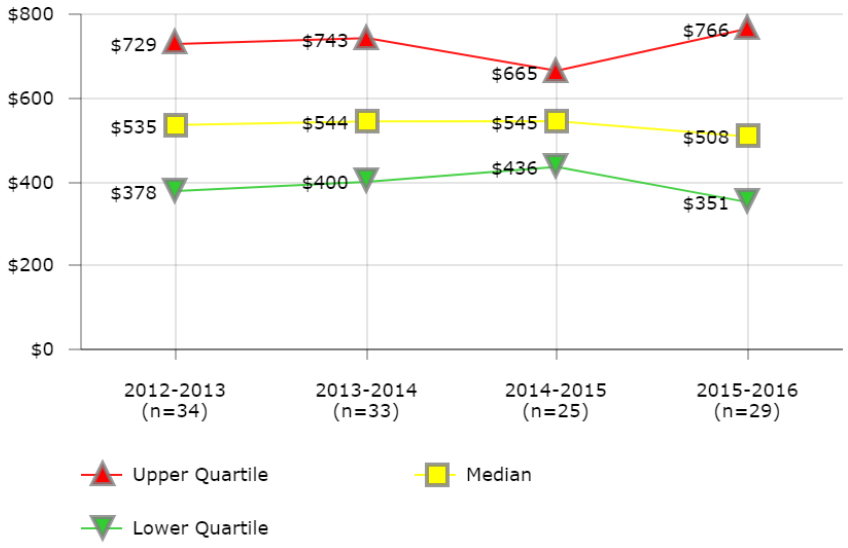
Districts in Best Quartile (2015-2016)

- Anchorage School District
- Austin Independent School District
- Broward County Public Schools
- Chicago Public Schools
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Orange County Public School District
- School District of Philadelphia
- Wichita Unified School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	$705	$811		
2	$465		$497	$682
3	$553	$549		$532
4	$303	$316	$383	$273
5	$559	$626		$649
6	$591	$405		
7	$545	$512	$427	$406
8	$575	$520	$538	$564
9		$501	$528	$538
10	$276	$504		$530
11	$591	$429		
12	$523	$466	$514	$639
13	$562	$567	$536	$362
14	$316	$367		$585
16	$472	$372	$435	
18			$295	$4,757
19		$123		
20			$917	$1,710
21	$347	$250		
23	$486	$647		
28		$1,444	$884	$977
30	$625	$569	$566	$558
32	$746	$720		$317
33	$513			
34			$723	$802
35	$663			
39	$339	$378	$426	$1,374
41	$708	$1,619	$642	$610
43		$746		$830
44	$377	$452	$590	$576
46	$472	$360		
47	$570	$1,394	$636	
48		$221	$265	$271
49	$951	$1,110	$761	$778
51			$402	$503
52	$923	$1,228	$1,395	$809
53				$444
54	$777		$563	$359
55	$530		$521	$525
56	$400	$479		
58	$251	$306	$412	$359
62	$691			$747
63			$377	
66			$379	
67		$515		$548
71		$608	$551	$474
74		$679		$518

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 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.

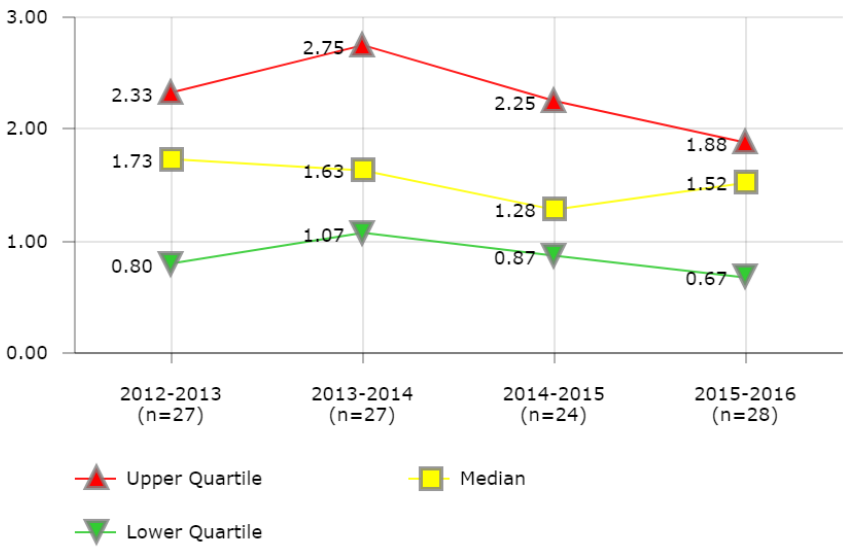
Districts in Best Quartile (2015-2016)

- Chicago Public Schools
- Miami-Dade County Public Schools
- Pinellas County Schools
- Pittsburgh Public Schools
- Sacramento City Unified School District
- School District of Philadelphia
- St. Paul Public Schools
- Wichita Unified School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	$679	$735		
2	$581		$665	$766
3	$583			$297
4	$343	$352	$436	$322
5	$547	$544		
6	$677	$449		
7	$437	$400	$200	$395
8	$814	$743	$739	$712
9		$570	$594	$601
10	$441	$778		$1,136
11		$451		
12	$506	$451	$471	$583
13	$729	$678	$635	$436
14	$621	$615		$770
16	$404	$361	$306	
18			$326	
19		$108		
20			$581	$635
21	$271	$255		
23	$570	$792		
28		$1,180	$545	$729
30	$514	$449	$470	$460
32	$914	$862		$351
33	$349			
34			$822	$1,009
35	$524			
39	$378	$369	$414	$1,340
41	$761	$2,156	$835	$785
43		$441		$259
44	$487	$531	$665	$666
45	$211			
46	$352	$324		
47	$694	$2,090	$955	
48	$317	$314	$372	$378
49	$1,558	$1,812		$1,112
51			$632	$771
52	$1,106	$1,315		
54	$814		$436	$265
55	$805		$709	
57	$343	$679		
58	$198	$210	$231	$195
62	$391			$351
63			$457	$453
67		$528	$450	$375
71	$776	$711	$667	$508
74		$561		
97				$177

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 will impact
- Board Policy and organizational protocol for resolution
- Organizational climate
- Quality and level of supervisory training
- Quality and level of EEO Awareness training for all employees
- Effectiveness of supervisors and managers

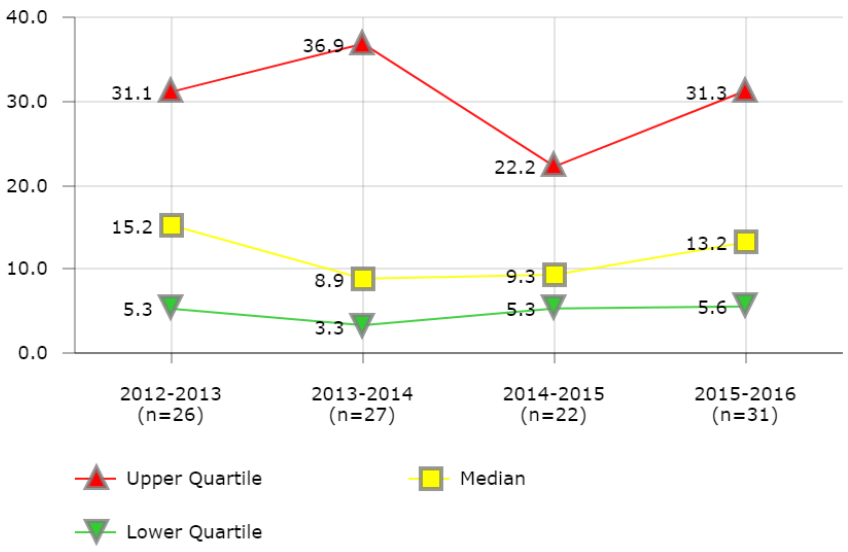
Districts in Best Quartile (2015-2016)

- Charlotte-Mecklenburg Schools
- Dallas Independent School District
- Fresno Unified School District
- Hillsborough County Public Schools
- Miami-Dade County Public Schools
- Pinellas County Schools
- Wichita Unified School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	2.07	0.55		
2	0.80		0.97	0.82
3	2.41	1.02		
4	0.62	0.45	0.45	0.30
5	2.16	2.50		1.49
6		14.47		
7	2.02	2.43	1.72	1.96
8	1.99	2.09	1.91	1.02
9		1.79	2.22	1.95
10	0.93	1.21		0.26
11	2.47	3.44		
12		2.10	2.55	3.03
13	0.94	1.07	1.49	1.09
14	3.69	4.98		1.90
16	0.49		0.83	
18				3.84
19		5.45		
20			0.94	1.64
23	1.63	1.59		
30		2.75	2.29	1.86
32	1.01	0.55		0.67
33	3.51			
34			13.19	5.46
35	0.87			
39	2.41	5.36	1.46	1.55
41	1.44		1.24	0.34
43				1.82
44	1.73	1.63	2.29	1.70
46	4.50	1.66		
47	0.40	1.53	1.27	
48		1.14	0.72	0.93
49	0.39	1.07	0.89	
51			0.59	1.59
52	2.07	3.32	16.29	4.95
54	2.33		0.84	1.39
55	0.57		1.29	0.52
56	0.63	1.41		
62	2.05			1.67
63			3.26	
66			0.85	
67		1.32		0.63
71		0.45	1.16	0.68
97				0.30

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 investigations and resolutions diminish resources that could be used for 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 (2015-2016)

- Albuquerque Public Schools
- Austin Independent School District
- Cincinnati Public Schools
- Fresno Unified School District
- Houston Independent School District
- Kansas City School District (MO)
- Oklahoma City Public Schools
- Sacramento City Unified School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	42.5	41.5		
2	37.6		22.2	14.2
3	31.1	36.9		65.1
4	22.6	39.1	23.6	15.2
5	23.6			31.3
6	15.0	2.6		
7	53.7	70.7	4.8	12.5
8	9.3	8.9	8.8	11.5
9		5.0	6.1	7.6
10	7.8	8.1		7.0
11	0.9	1.8		
12	2.4	2.3	1.7	6.1
13	5.2	5.4	9.8	
14	15.4	18.4		0.6
16			4.7	
18				52.9
19		4.5		
20			2.6	4.6
23		56.8		
28		13.0	16.2	14.7
30		26.2	25.2	26.8
32	11.7	11.3		18.7
34			6.2	4.7
35	64.4			37.6
39	2.5	1.3		1.4
41	25.7		8.5	16.9
43				49.2
44	28.0	31.7	26.2	23.3
46	6.0	6.1		
47	0.2	6.5	5.8	
48		110.6		96.7
49	20.0	17.3	12.4	13.2
51			5.3	4.2
52	43.7	74.8	62.1	62.5
54	11.9		12.3	9.8
55	47.9			12.2
56	1.3	1.6		
62	5.3			5.6
63			87.2	
66			10.8	
67		3.3		3.5
71		2.0	0.8	0.8
97				61.6

Information Technology

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

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

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

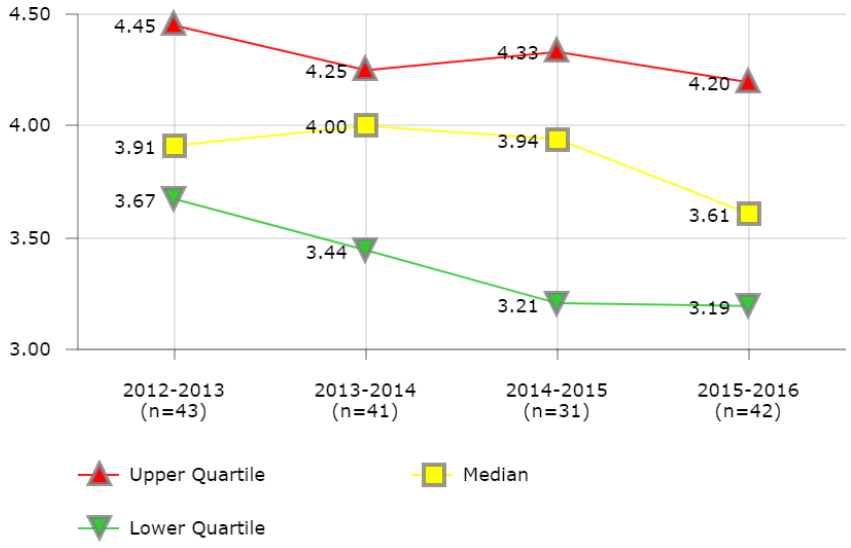
Measures of personal computers and devices include **Average Age of Computers**, which reflect the refresh goals of a district, as well as **Devices per Student**.

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

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

INFORMATION TECHNOLOGY

Devices - Average Age of Computers



Description of Calculation

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

Importance of Measure

The measure creates an 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. It will help identify district readiness as software applications become available to staff and students. Developing comprehensive refresh cycles impacts the purchasing of equipment and 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 (i.e., desktop, laptop, netbook, etc.)

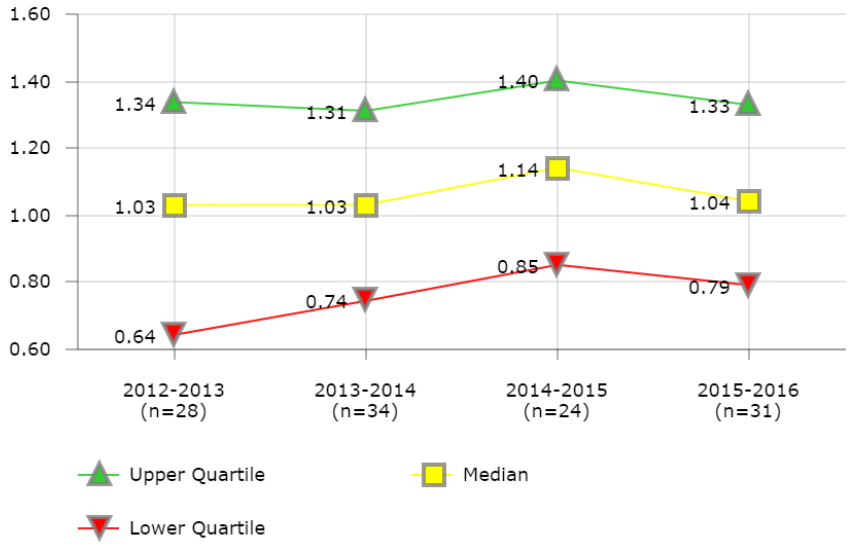
Districts in Best Quartile (2015-2016)

- Austin Independent School District
- Broward County Public Schools
- Charlotte-Mecklenburg Schools
- Cincinnati Public Schools
- Dallas Independent School District
- Denver Public Schools
- Duval County Public Schools
- Miami-Dade County Public Schools
- School District of Philadelphia
- Shelby County School District
- St. Louis Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
2	3.08	4.03	4.33	4.36
3	3.69	1.37		3.40
4	3.87	3.77	4.23	3.81
5	4.61	5.09	3.21	3.29
6	4.00	4.00		
7	3.91	3.81	3.83	4.30
8	3.73	4.12	4.50	4.13
9	4.12	4.25	4.17	4.64
10	4.35	4.49		4.48
11	3.96	4.27		3.45
12	3.78	4.43	3.90	3.26
13	4.30	2.90	2.47	2.15
14	3.90	3.76		4.30
16	3.30	4.06	4.05	4.03
18			3.07	3.19
19	3.02	3.02	4.02	4.79
20		3.21	2.83	3.06
21	3.90	3.52	3.48	3.57
23	3.17	3.40		
25	4.07			
26				3.33
27				4.45
30	4.61	4.57	3.65	3.24
32	4.83	4.17	2.25	2.90
33	3.29			
34	4.21	5.39	5.56	3.64
35	4.52		5.06	3.93
37	5.27	2.91		2.89
39	4.41		2.78	
40	4.49	5.06		
41	3.67	3.44	4.10	3.19
43		3.70		4.06
44				3.00
45	3.96	4.04		
46	3.67	3.66	3.94	4.04
47		3.01	3.11	3.68
48	3.90	3.52	3.40	3.38
49	3.83	4.01	4.48	4.72
50		3.35		
51	4.75		4.29	5.19
52	3.45	3.71	4.27	4.65
53	4.05	4.25	4.44	4.20
54	3.60			3.53
55		4.26		2.91
56	4.45			
57	4.87	4.87	4.77	
58	5.07	4.96	3.93	2.96
62	3.26	3.09		
63			2.50	2.39
66	3.83			
67	2.93	2.93		3.39
71	4.54	4.25	4.55	2.89
74	3.48	4.00	3.76	4.14
79		3.94		
97				3.96

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.

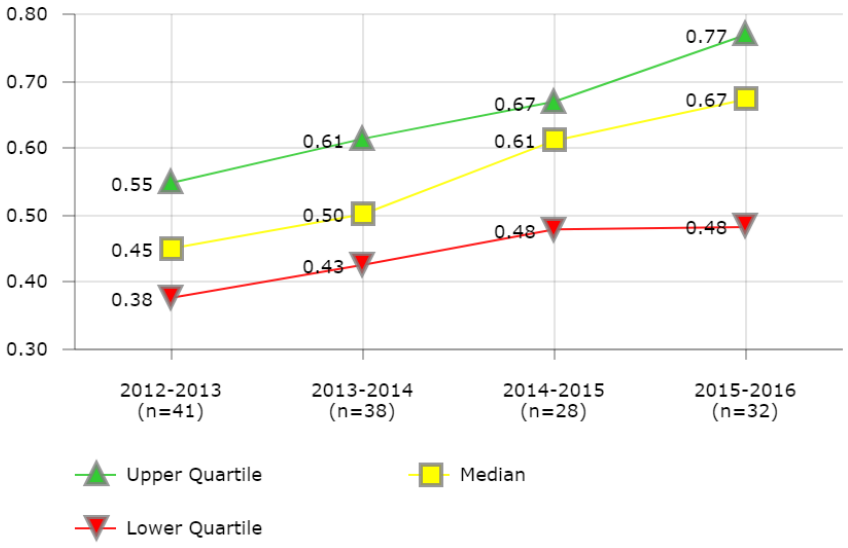
Districts in Best Quartile (2015-2016)

- Albuquerque Public Schools
- Austin Independent School District
- Charlotte-Mecklenburg Schools
- Des Moines Public Schools
- Duval County Public Schools
- Milwaukee Public Schools
- Portland Public Schools
- Wichita Unified School District

District	2012-2013	2013-2014	2014-2015	2015-2016
2				0.51
3	1.38	0.93		0.99
4	1.14	1.49	1.82	1.50
5		0.70		1.43
6	0.58	0.59		
7	0.65	1.26	1.17	1.18
8		1.00	1.00	1.04
10	0.97	0.96		1.10
11	0.64	0.65		
12				1.42
13	1.05	1.08	1.05	1.04
14	1.16	1.33		1.59
16	0.47	0.24	1.41	
18			0.91	0.95
19		0.80	0.78	
20		0.63	0.84	1.23
21	0.95	0.82	1.13	
23	1.16	1.31		
28				0.79
30	1.24	1.33	1.26	1.33
32	1.02	1.02	1.16	1.11
33	1.73			
34	1.79		2.39	
35	0.63			0.57
37	0.71	1.03		1.02
40		4.38		
41	1.24	1.04	0.48	1.05
43		1.92		
44	1.40	1.24	1.64	1.54
45		1.96		
46	1.30	0.85		
47		1.75	1.40	
48		1.21	1.28	1.16
49	0.46	0.44	0.32	0.32
51			0.86	0.68
52	0.76	1.06	0.95	0.88
53			1.22	0.61
54	0.74			0.30
55	0.22	0.44		1.63
56	1.62			
58	0.62	0.60	0.53	0.75
63			1.44	
66	1.37			
67	2.27	1.31		1.26
71		1.76	1.81	1.81
74		0.74	0.77	0.83
79		1.07		
97				0.90

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.

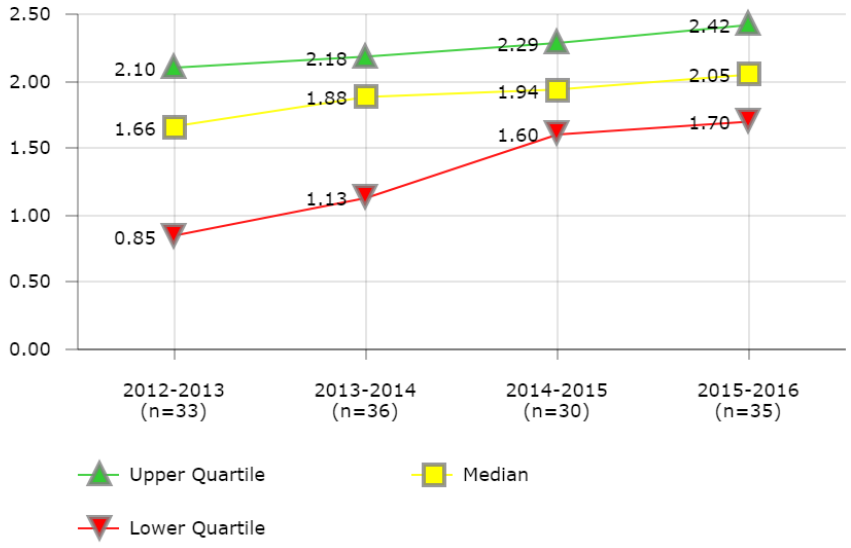
Districts in Best Quartile (2015-2016)

- Albuquerque Public Schools
- Austin Independent School District
- Cincinnati Public Schools
- Duval County Public Schools
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Richmond City School District
- St. Paul Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	0.55	0.62		
2	0.38			0.80
3	0.34	0.68		1.14
4	0.58	0.62	0.62	0.69
5	0.62	0.32	0.67	
6	0.34	0.34		
7	0.53	0.36	0.45	0.48
8		0.47		
9	0.48	0.49	0.62	0.74
10	0.30	0.31		0.35
11	0.52	0.57		
12	0.47	0.50	0.66	0.75
13	0.41	0.43	0.48	0.61
14	0.63	0.61		0.98
16	0.34	0.07	0.35	0.37
18			0.51	0.76
19	0.50	0.50	0.52	0.57
20		0.62	0.78	0.97
21	0.71	0.68	0.42	
23	0.44	0.59		
25	0.34			
28				0.47
30	0.49	0.51	0.63	0.85
32	0.44	0.53	0.63	0.78
33	0.75			
34	0.38		1.14	
35	0.58		0.58	0.69
37	0.54	0.39		0.49
40	0.41	0.43		
41	0.45	0.53	0.58	0.61
43		0.63		0.63
44	0.40	0.45	0.67	0.80
45	0.87	0.57		
46	0.39	0.43	0.48	
47		0.46	0.85	
48	0.36	0.49	0.65	0.73
49	0.39	0.43	0.68	0.68
51			0.44	0.35
52	0.66	0.78	0.81	
53	0.46		0.61	0.63
54	0.28			0.67
55	0.30	0.52		
56	0.38			
57	0.49	0.66		
58	0.32	0.37	0.44	0.48
63			0.82	0.17
66	0.66			
67	1.24	0.52		0.70
71	0.45	0.50	0.57	0.93
74		0.28	0.38	0.44
79		0.64		
97				0.59

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.

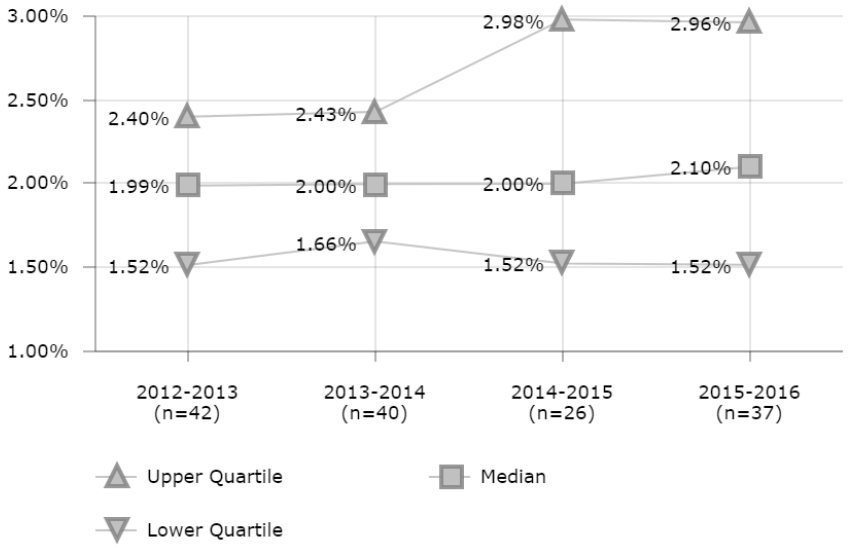
Districts in Best Quartile (2015-2016)

- Clark County School District
- Columbus Public Schools
- Duval County Public Schools
- Fresno Unified School District
- Guilford County School District
- Kansas City School District (MO)
- Pittsburgh Public Schools
- Portland Public Schools
- Wichita Unified School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	2.98	3.01		
2	0.06		1.65	1.96
3	0.63	1.58		1.75
4	2.27	2.31	2.52	2.58
5	1.14	2.10		2.90
6	0.85	2.11		
7	1.95	1.71	1.73	1.71
8	1.97	2.08	2.12	2.22
9		2.33	2.08	2.62
10	1.69	1.25		1.17
12	1.91	1.89	2.33	2.26
13	1.89	1.96	1.95	2.18
14	0.76	1.01		1.27
16	2.43	3.30	3.17	
18			1.29	0.39
19		2.65	2.41	
20		1.09	1.85	1.75
21	0.84	0.94	1.16	
23	3.20	3.11		
26	0.23			
28			1.60	1.70
30	1.00	0.94	0.97	1.09
32	1.13	1.88	1.77	0.82
33	1.71			
34	1.20		0.51	2.86
35	1.22			3.04
37	2.21	1.93		1.77
39			2.82	2.08
40	1.12	1.12		
41	2.10	1.96	2.20	1.70
43		0.28		2.42
44	1.66	1.85	2.71	2.74
45		0.71		
46	0.91	1.13		
47		2.11	1.92	
48		2.48	2.22	2.28
49	1.94	2.00	2.10	2.85
51			1.78	1.84
52	2.15	2.32	2.14	2.08
53			2.50	2.40
54				0.30
55	2.23	1.50	2.29	2.37
56	0.37			
58	0.46	0.98	1.00	0.88
63			1.46	
66	0.13			
67	2.12	2.26		2.44
71		1.87	1.89	1.89
74		0.48	0.55	0.56
79		1.78		
97				2.05

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 district 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.

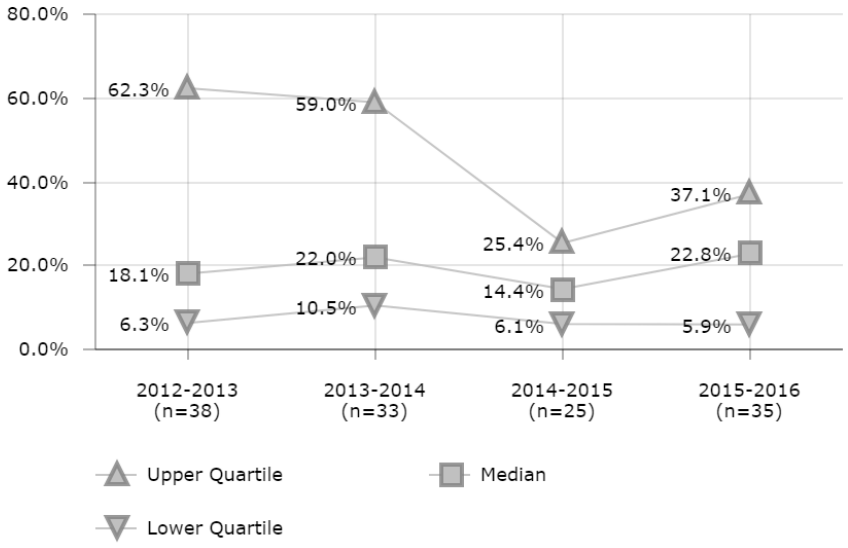
Factors that Influence

- 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

District	2012-2013	2013-2014	2014-2015	2015-2016
1	1.41%	1.72%		
2	3.09%			1.94%
3	1.68%			1.04%
4	2.03%	2.11%	2.39%	2.56%
5	2.02%	2.05%		
6	2.36%	2.86%		
7	2.64%	2.40%	1.24%	2.32%
8	1.52%	1.65%	1.59%	1.52%
9		1.32%	1.69%	1.30%
10	0.64%	0.65%		1.08%
11		2.92%		0.97%
12	1.67%	2.46%	3.94%	3.15%
13	2.15%	2.20%	2.80%	2.77%
14	4.50%	4.64%		4.18%
16	1.89%	1.86%	1.62%	1.87%
18			1.52%	
19		2.53%		
20		3.34%	3.60%	3.54%
21	2.00%	2.14%	2.25%	
23	1.68%	1.66%		
25	0.91%			
26	0.63%	0.61%		
28			0.13%	1.60%
30	3.05%	3.11%	2.47%	2.26%
32	2.12%	2.01%	2.23%	2.20%
33	2.31%			
34	2.72%		2.98%	2.96%
35	1.29%		1.34%	0.96%
37	2.40%	2.15%		2.23%
39	3.69%	5.20%	4.33%	3.41%
40	2.17%	1.90%		
41	2.95%	3.16%	3.93%	3.46%
43		1.70%		1.46%
44	1.55%	1.39%	1.64%	3.19%
45	1.57%	1.49%		
46	1.42%	1.20%	1.46%	
47		2.06%	3.00%	2.10%
48	1.98%	1.86%	1.96%	2.00%
49	2.47%	2.30%		3.42%
51			3.20%	4.43%
52	2.46%	2.21%		
53	1.24%			
54	1.63%			1.92%
55	1.24%	1.81%	0.51%	
56	2.39%			2.35%
57	1.79%	1.72%		
58	0.62%	0.60%	0.59%	0.62%
61				2.18%
62	3.39%	1.03%		1.49%
63			2.04%	3.07%
66	2.07%			
67	1.48%	1.98%		1.35%
71	1.62%	1.80%	1.75%	1.71%
74		1.09%		
77				1.71%
79		3.20%		
97				1.60%

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.

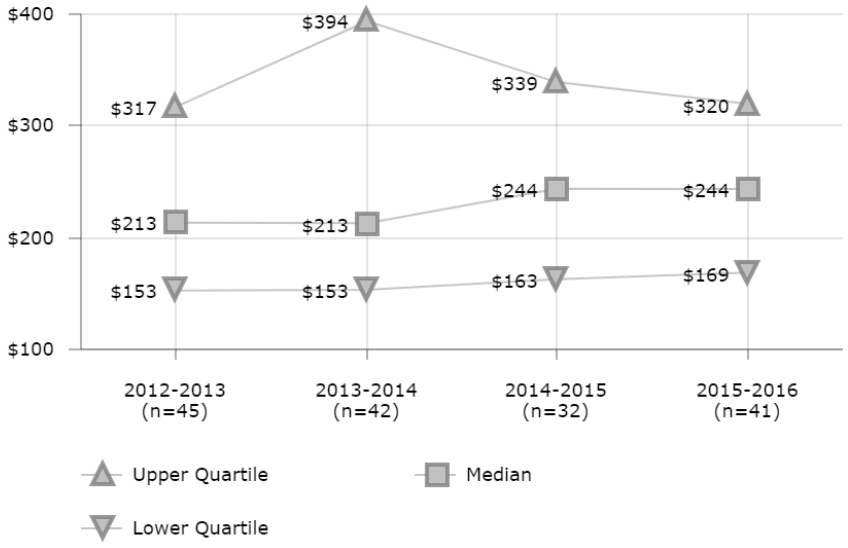
Importance of Measure

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

District	2012-2013	2013-2014	2014-2015	2015-2016
1	208.1%	132.3%		
3	25.1%			
4	0.0%			
5	2.2%	17.0%	32.1%	30.9%
7	13.9%	5.7%	13.1%	1.4%
8	104.3%	8.9%	25.4%	4.7%
9	15.0%	19.1%	16.4%	5.4%
10		10.5%		
11	268.3%	126.9%		148.9%
12	15.3%	19.9%	10.5%	39.0%
13	17.5%	22.8%	7.1%	32.2%
14	28.7%	11.6%		12.3%
16	14.8%	28.0%	15.2%	3.4%
18			5.4%	
19	11.5%	3.0%	16.6%	40.7%
21	36.3%	18.5%	13.3%	22.7%
23	126.8%			
25	80.6%			
26	43.3%	27.1%		37.1%
28				26.9%
30				38.8%
32	2.9%	80.9%	3.1%	28.8%
33	5.3%			
34	70.9%	0.3%	2.4%	3.8%
35	5.9%			68.5%
37	6.3%	18.0%		7.8%
39	55.6%	59.0%	6.1%	35.0%
40		102.2%		
41	104.7%	46.0%	25.7%	22.8%
43				24.7%
44	104.2%	65.5%		66.9%
45	138.6%			
46			44.9%	
47		59.0%	39.3%	25.0%
48	16.0%	3.8%	3.6%	5.9%
49	15.3%	16.1%	14.4%	9.4%
50		70.2%		
51	3.7%		1.7%	1.5%
52	56.1%	32.0%	24.1%	9.9%
54	16.6%			13.0%
55		22.0%		6.0%
56	0.1%			
57	0.8%	0.7%	10.1%	
58	18.8%	31.8%	18.8%	57.2%
62	0.0%			
63			96.2%	4.2%
66	62.3%			
67		0.6%		57.8%
71	28.6%	2.2%	2.3%	2.2%
74	39.9%	64.9%	79.3%	22.2%
79		39.5%		
97				25.3%

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 district 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.

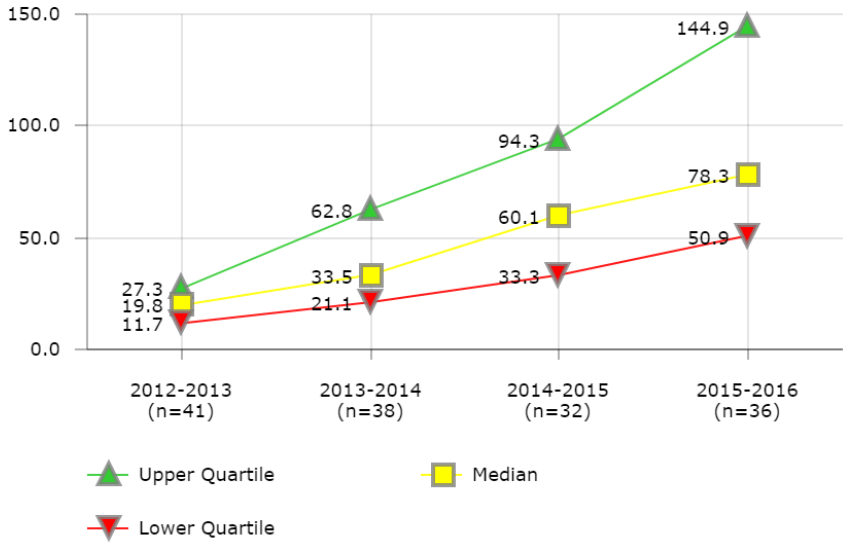
Factors that Influence

- 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

District	2012-2013	2013-2014	2014-2015	2015-2016
1	$129	$156		
2	$421			$273
3	$220	$886		$279
4	$267	$272	$294	$306
5	$185	$183	$205	
6	$248	$291		
7	$317	$286	$260	$253
8	$115	$128	$123	$118
9	$109	$96	$125	$103
10	$57	$62		$102
11	$171	$227		
12	$275	$394	$683	$559
13	$153	$158	$203	$241
14	$400	$417		$391
16	$135	$143	$125	$132
18			$177	$244
19	$498	$532	$625	$728
20		$692	$846	$923
21	$412	$481	$527	
23	$168	$170		
25	$207			
26	$81	$85		
27				$214
28				$249
30	$420	$419	$341	$320
32	$169	$161	$168	$169
33	$508			
34	$337		$463	$445
35	$260		$250	$184
37	$222	$198		$196
39	$308	$461	$385	$315
40	$196	$176		
41	$248	$274	$381	$360
43		$424		$435
44	$123	$121	$138	$277
45	$360	$352		
46	$213	$190	$216	
47		$229	$316	
48	$151	$152	$182	$175
49	$243	$209	$238	$366
51			$292	$428
52	$341	$304	$268	
53	$155		$338	$300
54	$165			$230
55	$104	$153	$45	
56	$150			$197
57	$339	$355		$318
58	$96	$95	$90	$101
61				$161
62	$414	$125		$153
63			$301	$483
66	$256			
67	$159	$178		$153
71	$188	$217	$216	$242
74		$148	$158	$169
77				$134
79		$508		
97				$163
431		$398	$112	

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

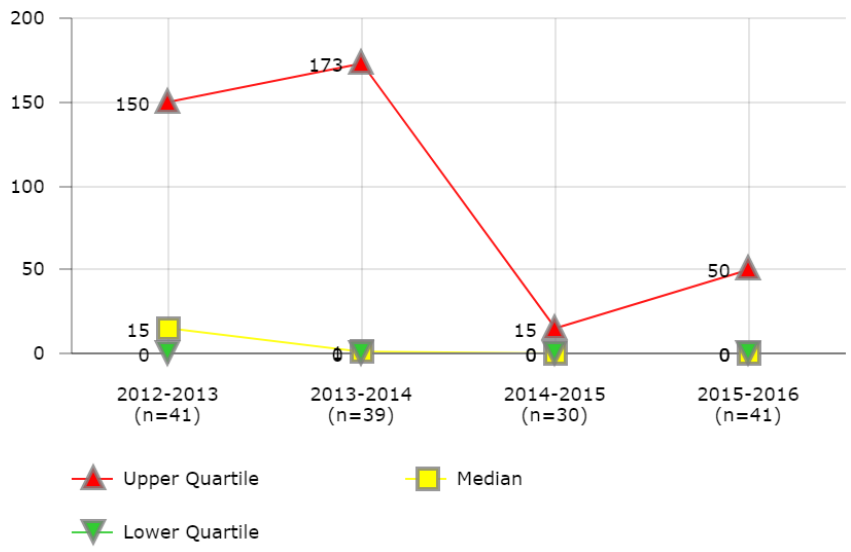
Districts in Best Quartile (2015-2016)

- Atlanta Public Schools
- Cincinnati Public Schools
- Des Moines Public Schools
- Kansas City School District (MO)
- Oklahoma City Public Schools
- Pittsburgh Public Schools
- Providence Public Schools
- Richmond City School District
- St. Paul Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	11.7	57.6		
2			41.7	334.1
3	26.4	105.8		266.1
4	23.7	23.5	77.9	78.2
5		41.6	82.5	
6	33.9			
7	11.7	18.7	20.7	31.0
8	1.1	21.7	42.7	42.0
9	63.6	62.8	62.9	62.6
10	17.5	24.8		51.7
11	19.7	54.8		
12	66.1		745.8	732.3
13	7.7	7.6	30.1	44.3
14	34.6	33.9		47.7
16	15.2	30.9	31.0	30.9
18			85.4	0.1
19	20.7	69.6	703.6	143.1
20		154.2	149.9	146.6
21	32.4	33.0	33.3	
23	22.5	75.3		
25	27.1			
26	17.5	17.5		
27				58.0
28			99.6	194.2
30		101.9	129.2	132.5
32	11.5	28.7	28.1	56.1
33	24.9			
34	63.7	63.0	65.5	160.5
35	4.8		28.1	50.1
37	2.4	4.4		57.7
39	19.7	19.0	27.9	46.5
40	15.0	14.8		
41	25.2	50.2	125.0	126.4
43		30.9		253.8
44	8.9	81.4	89.0	78.4
45	310.0			
46	17.7	17.7	17.7	
47		48.6	47.3	
48	10.6	21.1	33.3	60.1
49	27.3	27.8	54.3	68.2
51			267.6	269.1
52	19.9	55.1	57.3	
53	17.9			98.8
54				42.0
55	25.2	24.5	70.9	
56	12.2			
57	11.6	52.7		
58	68.6	80.4	142.5	142.4
62	2.3	2.3		
63			38.3	81.5
66	19.8			
67	28.3	142.7		141.4
71	32.3	44.5	65.5	90.3
74		16.7	42.9	207.5
97				57.9

INFORMATION TECHNOLOGY

Network - Days Usage Exceeded 75% of Capacity



Description of Calculation

The number of days that peak 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.

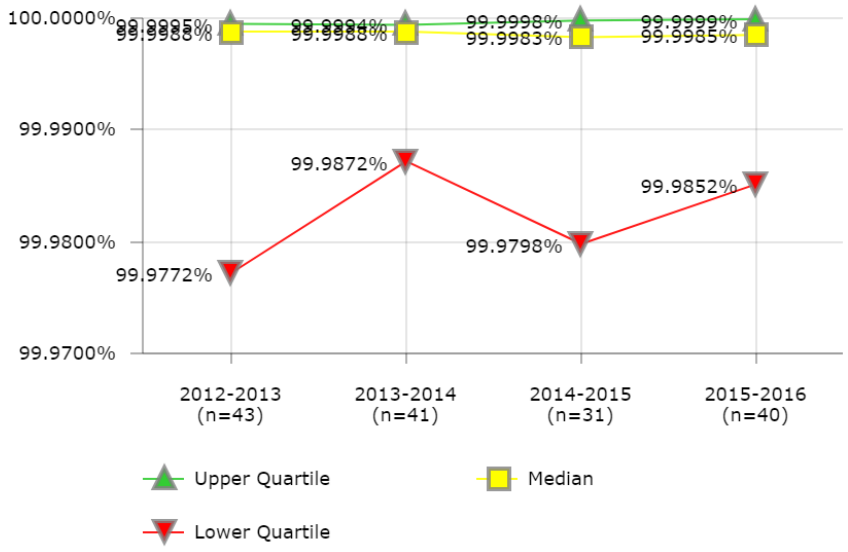
Factors that Influence

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	2012-2013	2013-2014	2014-2015	2015-2016
1	5	0		
2	0	0	0	0
3	3	160		0
4		173	1	0
5	260	190	0	26
7	165	180	180	180
8	150	180	0	25
9	0	0	0	144
10	0	0		
11	0	0		0
13	160	180	159	162
14	30	200		260
16	0	0		
18			0	5
19	11	0	0	0
20		0	0	12
21	210	210	210	210
23	120	135		
25	0			
26	180	180		0
27				0
28			0	0
30	0	0	0	10
32	18	0	0	0
33	113			
34		1	5	25
35	90		150	210
37	42	20		20
39	0			260
40	15	15		
41	0	0	0	0
43		0		0
44	102	98	83	0
45	0	0		
46	200	180		0
47		0	100	175
48	0	73	213	201
49	50	180	15	30
50	260	0		
51	0		1	0
52	170	0	0	0
53	100		0	150
54				0
55	0	58	15	0
56	0			
57	180	0	4	
58	5	3	0	0
63			0	0
66	7			
67	180	0		0
71	5	5	5	5
74			0	0
79		0		
97				50

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.

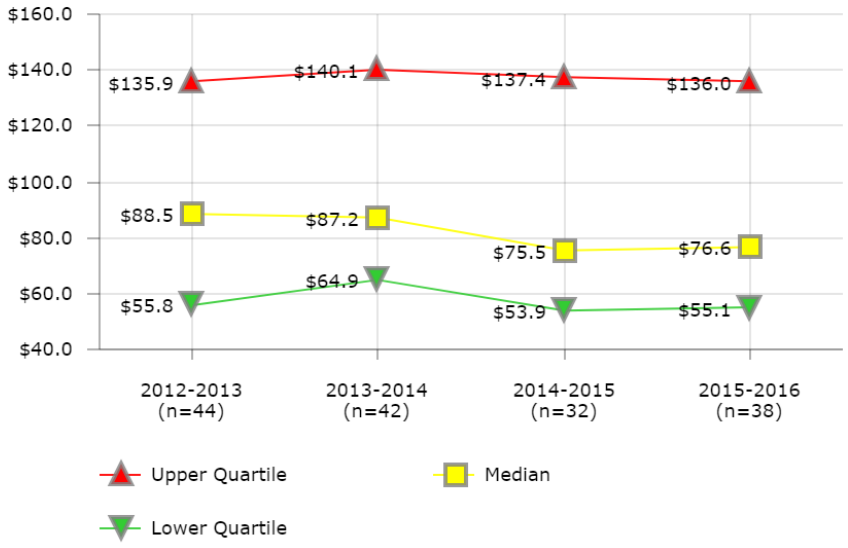
Districts in Best Quartile (2015-2016)

- Austin Independent School District
- Baltimore City Public Schools
- Dayton Public Schools
- Guilford County School District
- Los Angeles Unified School District
- Miami-Dade County Public Schools
- Oklahoma City Public Schools
- Pinellas County Schools
- Richmond City School District
- Rochester City School District
- St. Louis Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	99.9988%	99.9990%		
2	99.9977%	99.9994%	99.9986%	100.0000%
3	99.9998%	99.9998%		99.9945%
4	99.9964%	99.9955%	99.9957%	99.9966%
5	99.9999%	99.9978%	99.9991%	99.9994%
7	99.9699%	99.9994%	99.9971%	99.9968%
8	99.9989%	99.9382%	99.9983%	99.9903%
9	99.8191%	99.8493%	99.8361%	99.8860%
10	99.9993%	99.9994%		
11				99.9999%
13	99.6449%	99.9031%	99.9798%	99.9785%
14	99.9988%	99.9993%		99.9953%
16	99.9899%	99.9625%	99.9693%	99.9693%
18			99.9993%	99.9099%
19	99.9772%	100.0000%	100.0000%	100.0000%
20		99.9990%	99.9980%	99.9974%
21	100.0000%	100.0000%	100.0000%	100.0000%
23	99.9989%	99.9988%		
25	99.8630%			
26	99.9926%	99.9933%		99.9991%
28				99.8316%
30	99.9401%	99.9658%	99.9886%	99.9987%
32	100.0000%	100.0000%	100.0000%	99.9999%
33	99.9997%			
34	99.9995%	99.9994%	99.9994%	99.9982%
35	99.9804%		99.9071%	99.9986%
37	99.9885%	99.9872%		99.9998%
39	99.8481%	99.8549%	99.8576%	99.5455%
40	99.9996%	99.9982%		
41	99.9768%	99.9998%	99.9997%	99.9997%
43		99.9997%		99.9996%
44	99.9957%	99.9952%	99.9956%	99.9957%
45	100.0000%	99.9987%		
46	99.9902%	100.0000%	100.0000%	99.9999%
47		99.9919%	99.9540%	99.8135%
48	99.9987%	99.9964%	99.9989%	99.9973%
49	99.9000%	99.9543%	99.9999%	99.9999%
50	99.9713%	99.9935%		
51	99.9717%		99.9750%	100.0000%
52	99.9989%	99.9633%	99.9800%	99.9800%
53			99.9998%	99.9984%
55	99.9994%	99.9805%	99.9420%	99.9208%
56	99.9991%			
57	99.9992%	99.9992%	99.9874%	
58	99.9992%	99.9993%	99.9994%	99.9997%
62	100.0000%	100.0000%		
63				100.0000%
66	99.9996%			
67	99.9899%	99.8975%		99.9652%
71	99.9999%	99.9999%	100.0000%	100.0000%
74	99.9994%	99.9997%	99.9999%	99.9997%
79		99.9990%		
97				99.9999%

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 are 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

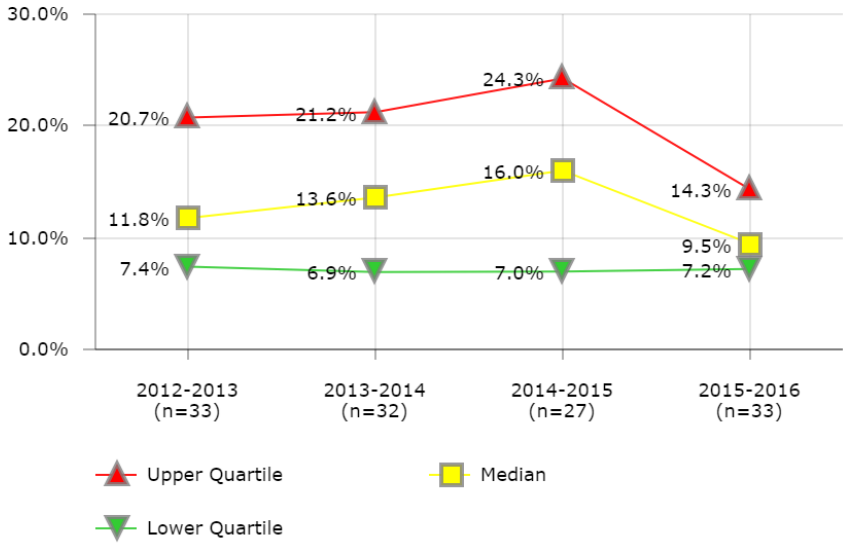
Districts in Best Quartile (2015-2016)

- Baltimore City Public Schools
- Charlotte-Mecklenburg Schools
- Dallas Independent School District
- Denver Public Schools
- Des Moines Public Schools
- Houston Independent School District
- Metropolitan Nasvhille Public Schools
- Palm Beach County School District
- Portland Public Schools
- St. Louis Public Schools

District	2012-2013	2013-2014	2014-2015	2015-2016
1	$259.1	$114.4		
2	$52.6	$167.9	$61.2	$61.0
3	$71.6	$364.9		$319.8
4	$111.6	$95.1	$129.5	$105.0
5			$49.6	$55.1
7	$131.9	$66.1	$79.0	$78.5
8	$154.3	$97.5	$92.3	$54.9
9	$41.2	$146.7	$220.0	$136.0
10	$82.8	$67.1		$63.8
11	$97.6	$39.5		
12	$91.5	$89.7	$98.2	$52.4
13	$55.8	$55.6	$47.8	$81.4
14	$107.8	$135.4		$225.8
16	$89.5	$126.1	$59.8	$74.5
18			$52.3	$66.7
19	$74.9	$47.3	$98.7	$92.3
20		$899.0	$372.4	
21	$145.6	$139.5	$238.8	$233.1
23	$117.2	$72.7		
25	$65.8			
26	$150.7	$125.1		
27				$87.9
28			$71.9	$112.2
30	$359.5	$357.3	$308.7	$385.1
32	$20.0	$159.0	$145.3	$153.6
33	$212.0			
34	$99.9	$85.2		
35	$34.4		$203.6	$72.6
37	$42.0	$50.2		$46.1
39	$72.8	$22.9	$32.9	$21.3
40	$73.1	$69.7		
41	$30.6	$33.4	$41.3	$51.6
43		$423.1		$201.1
44	$45.5	$202.5	$33.3	$249.1
45	$32.6	$39.0		
46	$78.4	$67.1	$53.7	$49.5
47		$4.7		$3.7
48	$62.1	$64.9	$61.9	$77.3
49	$78.4	$71.7	$69.9	$70.5
51	$204.3		$107.2	$435.1
52	$98.3	$62.3	$54.1	$76.4
53	$101.9	$102.7	$228.5	$76.8
54	$855.0			$132.9
55		$76.9	$82.8	$19.4
56	$140.0			
57	$131.2	$86.7	$69.4	
58	$87.4	$72.3	$88.8	$67.7
62	$3.6	$87.8		
63			$50.8	$52.9
66	$384.6			
67	$50.9	$326.5		$61.2
71	$55.9	$52.6	$58.3	
74	$203.9	$193.6	$191.4	$170.8
79		$140.1		

INFORMATION TECHNOLOGY

Support - Help Desk Call Abandonment Rate



District	2012-2013	2013-2014	2014-2015	2015-2016
1	12.7%	14.5%		
2	22.8%	20.4%	23.1%	23.7%
4	9.5%	21.7%	24.3%	18.8%
5		19.7%	18.8%	7.2%
7	18.1%	20.8%	27.2%	16.9%
8	25.7%	21.7%	25.5%	13.8%
9	1.5%	6.8%	18.0%	14.3%
10	15.6%	10.8%		
11	24.5%	27.7%		100.0%
13	7.4%	4.9%	8.5%	8.5%
14	2.9%	3.3%		6.0%
16	21.1%	42.8%	10.9%	9.4%
18			58.2%	2.6%
20		26.3%	17.3%	8.7%
21	21.6%	23.4%	27.1%	14.0%
23	9.5%	9.0%		
25	19.7%			
26	14.2%	12.9%		9.9%
27				4.4%
28			9.1%	12.6%
30	6.1%	5.8%	7.0%	3.1%
33	17.8%			
34				10.4%
35	11.8%		24.5%	12.8%
37	11.6%	15.7%		20.0%
39	7.5%	11.7%	17.9%	9.5%
40	22.6%	27.7%		
41	10.8%	12.4%	6.7%	8.8%
43				29.7%
44	22.0%	15.0%	3.9%	
46	10.4%	14.3%	20.8%	8.9%
47		5.9%	6.0%	9.9%
48	15.0%	8.2%	7.0%	6.8%
50		5.6%		
51	20.7%		16.0%	23.9%
52	6.3%			
53	4.6%		7.1%	8.0%
54				8.1%
55	3.7%	7.1%	3.3%	4.1%
57	8.0%	75.6%	15.0%	
58	25.9%	16.2%	26.8%	22.5%
63			2.0%	1.4%
67	2.4%	2.1%		
71	6.1%	7.2%	7.4%	
79		2.1%		
97				0.9%

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

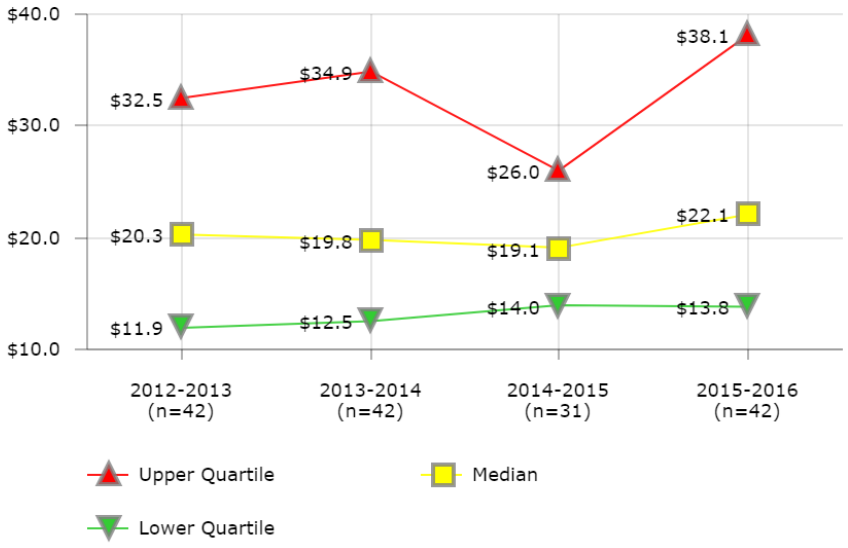
- The Call Abandonment Rate will be influenced by effective supervision to ensure that service desk team members are online to take calls
- A high percentage could indicate low availability caused by inadequate staffing, long call handling times and/or insufficient processes
- Length of time the caller 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 (2015-2016)

- Albuquerque Public Schools
- Charlotte-Mecklenburg Schools
- Milwaukee Public Schools
- Norfolk School District
- Orange County Public School District
- Pinellas County Schools
- Portland Public Schools
- Shelby County School District
- St. Louis Public Schools

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 are 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

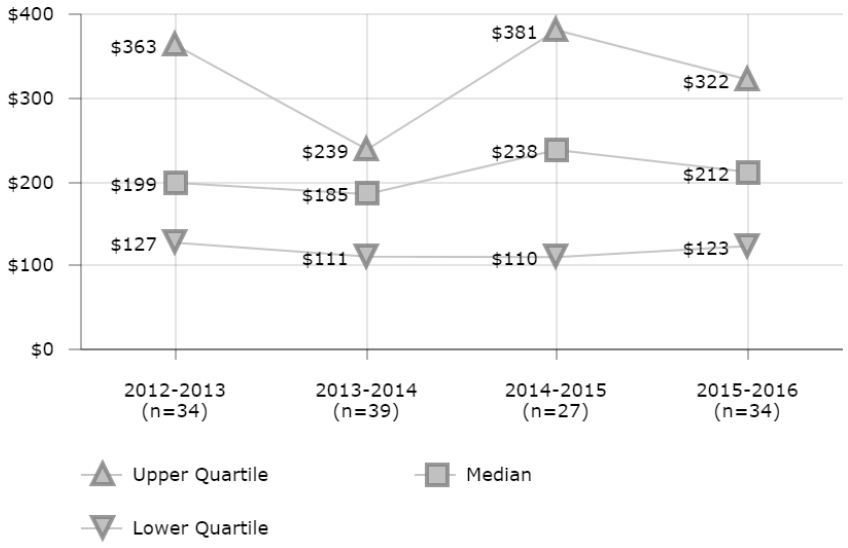
Districts in Best Quartile (2015-2016)

- Anchorage School District
- Baltimore City Public Schools
- Chicago Public Schools
- Clark County School District
- Columbus Public Schools
- Houston Independent School District
- Metropolitan Nasvhille Public Schools
- Miami-Dade County Public Schools
- Pittsburgh Public Schools
- Richmond City School District
- Wichita Unified School District

District	2012-2013	2013-2014	2014-2015	2015-2016
1	$9.1	$13.7		
2	$14.7	$19.8	$12.0	$5.8
3	$44.9	$67.6		$24.0
4	$11.1	$23.8	$14.1	$12.4
7	$22.4	$9.6	$9.9	$11.3
8	$20.6	$16.2	$21.6	$26.4
9	$10.6	$12.5	$14.4	$13.0
10	$10.6	$6.9		$16.3
11	$17.1	$7.7		
12	$21.1	$20.7	$26.0	$27.2
13	$20.0	$21.3	$25.8	$26.2
14	$15.5	$19.9		$21.5
16	$23.5	$27.9	$23.6	$22.8
18			$16.7	$22.7
19	$30.8	$25.7	$46.7	$43.3
20		$28.2	$28.5	$32.8
21	$29.1	$15.1	$19.1	$34.0
23	$15.4	$12.1		
25	$127.8			
26	$23.3	$21.0		$55.2
27				$116.1
28				$15.9
30	$32.5	$29.7	$38.4	$42.7
32	$7.3	$9.9	$4.6	$4.9
33	$158.2			
34		$614.5		$545.2
35	$21.5		$10.1	$10.5
37	$11.3	$5.7		$38.1
39	$11.9	$13.7	$15.2	$10.6
40	$131.4	$106.9		
41	$32.9	$18.1	$14.6	$17.6
43		$199.9		$10.6
44	$17.5	$11.4	$25.7	$44.8
45	$71.8	$91.4		
46	$7.1	$11.8	$9.5	$13.8
47		$6.9	$8.1	$8.0
48	$12.2	$15.5	$18.5	$18.7
49	$78.6	$71.8	$94.5	$95.2
51			$21.8	$348.1
52	$48.7	$46.7	$56.7	$59.1
53	$26.4	$47.4	$25.2	$14.2
54	$13.7			$1.3
55		$17.8	$58.9	$31.4
56	$32.6			
57	$9.9	$21.4	$24.1	
58	$10.5	$12.3	$14.3	$24.9
62	$2.8	$34.9		
63			$13.0	$19.4
66	$27.8			
67	$12.7	$17.1		$15.8
71	$19.7	$15.4	$14.0	$19.8
74	$79.7	$73.5	$118.8	$119.7
79		$182.7		
97				$17.0

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.

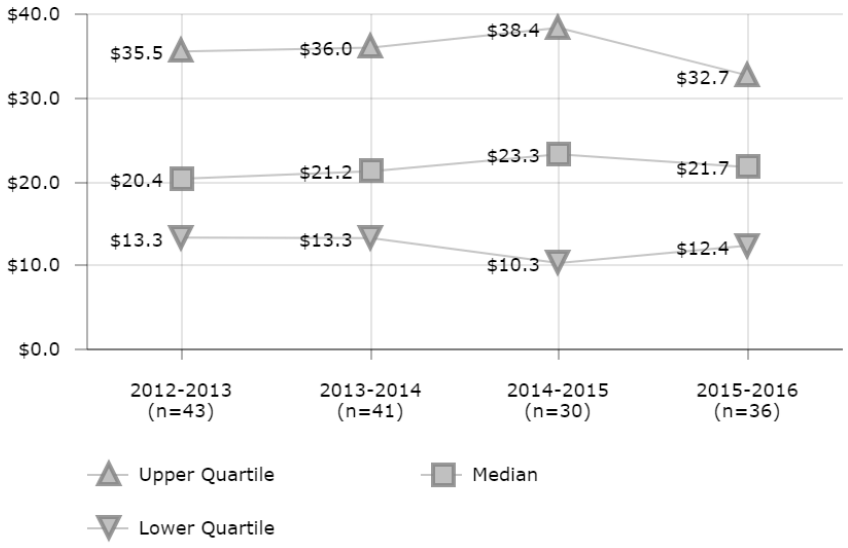
Importance of Measure

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	2012-2013	2013-2014	2014-2015	2015-2016
1	$236	$185		
2	$127		$81	$215
3	$261	$118		$375
4	$463	$508	$571	$663
5	$239	$200		$209
6	$155	$151		
7	$145	$199	$181	$163
8	$214	$189	$199	$219
9		$201	$230	$230
10	$60	$142		$46
11	$366	$238		
12	$168	$239	$273	$218
13	$390	$400	$381	$322
14	$120	$148		$186
16	$189	$187	$202	
18			$131	$294
19		$300	$291	
20		$170	$470	$717
21	$387	$342	$458	
23	$93	$82		
26		$25		
28				$412
30	$742	$774	$862	$712
32	$78	$108	$107	$152
33	$363			
34	$419		$485	$123
35	$223			$166
37	$199	$118		$240
39	$198	$245	$254	$404
40	$503	$416		
41	$222	$189	$430	$426
43		$87		$107
44	$107	$99	$238	$177
45		$731		
46	$347	$189		
47		$120	$102	
48		$78	$96	$94
49		$97	$68	$70
51			$309	$691
52	$166	$250	$241	$106
53			$262	$134
54	$157			$228
55		$92		$117
56	$63			
58	$81	$98	$109	$108
62	$77	$175		
63			$161	
66	$415			
67	$171	$207		$180
71		$129	$110	$254
79		$111		
97				$47

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	2012-2013	2013-2014	2014-2015	2015-2016
1	$36.3	$24.8		
2	$15.9			$12.5
3	$24.2			$12.6
4	$22.2	$20.5	$28.6	$30.0
5	$21.3	$15.9	$14.8	
6		$51.1		
7	$43.6	$43.9	$38.4	$34.6
8	$8.5	$9.9	$9.9	$10.9
9	$13.3	$11.7	$10.8	$12.2
10	$9.7	$8.8		$12.3
11	$12.5	$9.0		
12	$27.8	$39.0	$65.1	$79.4
13	$23.9	$19.9	$21.1	$23.7
14	$56.0	$19.5		
16	$23.4	$25.1	$19.9	$18.1
18				$5.6
19	$57.1	$54.9	$56.3	$37.3
20		$39.7	$56.3	$57.6
21	$103.4	$104.7	$98.7	
23	$6.5	$4.1		
25	$17.8			
26	$9.5	$10.4		
27				$25.2
28			$8.8	$5.0
30	$25.6	$25.6	$26.4	$27.9
32	$23.2	$36.4	$35.1	$33.6
33	$43.2			
34	$51.0	$42.3	$28.2	$30.0
35	$16.0		$10.2	$12.7
37	$19.6	$17.5		$31.7
39	$9.0	$12.3	$29.4	$34.1
40	$46.6	$31.2		
41	$20.4	$17.2	$31.9	$31.2
43		$32.8		$68.8
44	$18.8	$18.3	$8.3	$8.1
45	$72.4	$72.1		
46	$23.6	$21.2	$40.9	
47		$4.9	$6.0	
48	$14.1	$13.3	$15.6	$17.4
49	$14.2	$7.5	$10.3	$10.7
51			$15.0	$105.8
52	$51.5	$29.1	$8.5	
53	$12.5		$63.5	$6.7
54	$16.3			$11.7
55		$46.3		
56	$5.4			
57	$35.5	$36.0		$25.3
58	$9.3	$9.7	$9.9	$13.3
62	$14.4	$18.9		
63			$25.5	$29.1
66	$19.7			
67	$9.6	$16.6		$19.8
71	$31.5	$23.0	$16.8	$17.6
74		$25.7	$42.6	$37.3
79		$23.2		
97				$17.2