Managing for Results
in America's Great City Schools
2024

RESULTS FROM FISCAL YEAR 2022-23

ActPoint KPI
PERFORMANCE MANAGEMENT SYSTEM

A REPORT OF THE PERFORMANCE MEASUREMENT AND BENCHMARKING PROJECT

OCTOBER 2024

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TABLE OF CONTENTS

INTRODUCTION

OVERVIEW

The Performance Management and Benchmarking Project

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

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

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

Methodology of KPI Development

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

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

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

Power Indicators and Essential Few

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

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

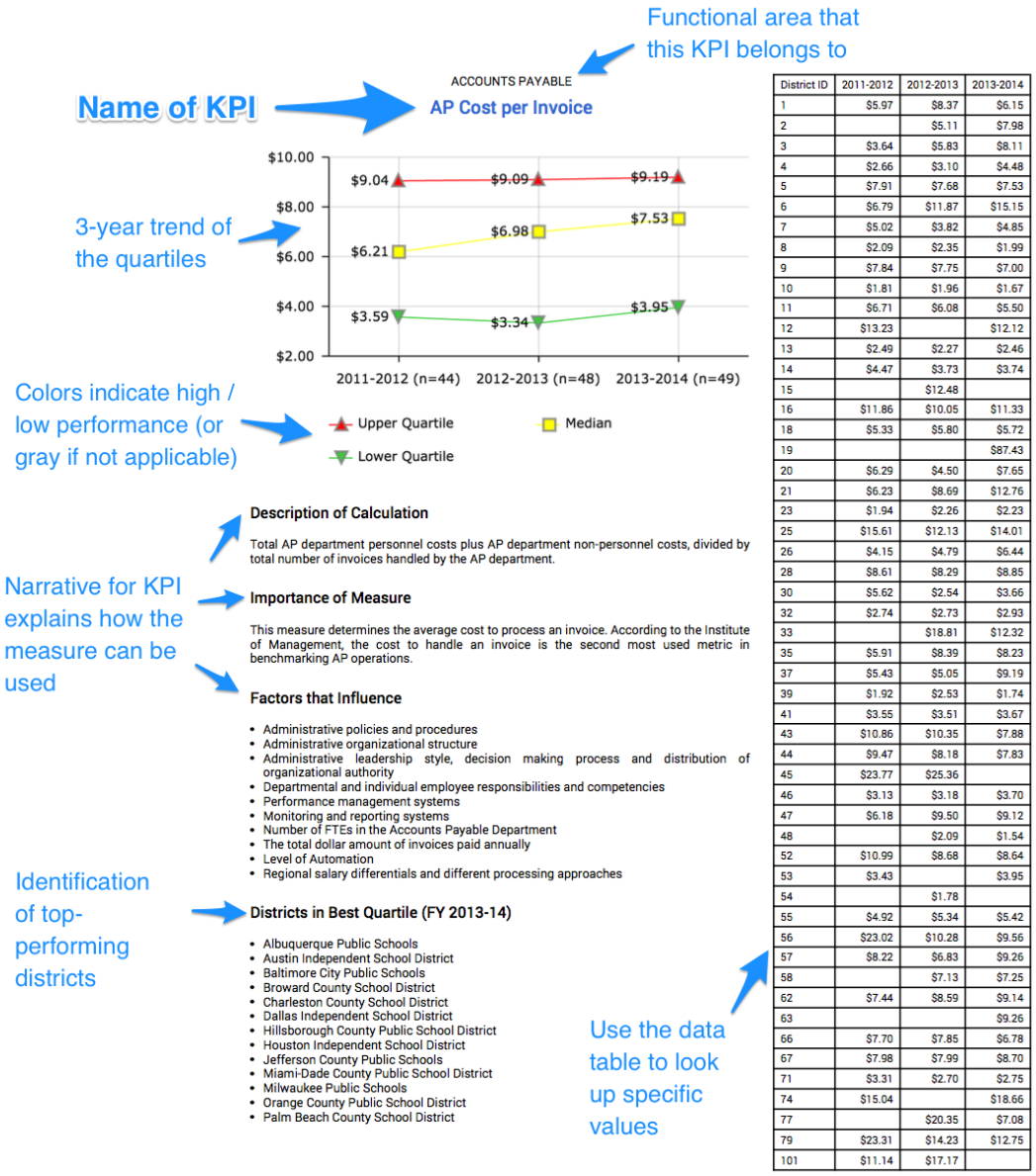
This division is more or less hierarchical, and while it is just one way of many to organizing the KPIs, it is helpful for highlighting those KPIs that are important enough to warrant more attention being paid to them.

A Note on Cost of Living Adjustments

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

GUIDANCE FOR READING THIS REPORT

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



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

The quartiles plotted on the chart are reasonable benchmarks ("high, middle, low") for measuring performance. Showing the multi-year trend is useful for thinking about national trends over time.

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

FREQUENTLY ASKED QUESTIONS

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

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

How do I find my district's ID number?

You can email kpi@cgcs.org to ask for your KPI ID. Your ID is also shown when you log in to ActPoint® KPI (https://kpi.actpoint.com).

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

The ID numbers of other districts are confidential, and we do not share them without the permission of each district. If you would like to identify specific districts that are in your peer group in order to collaborate with them, please email kpi@cgcs.org.

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

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

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

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

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

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

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

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

Accounts Payable

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

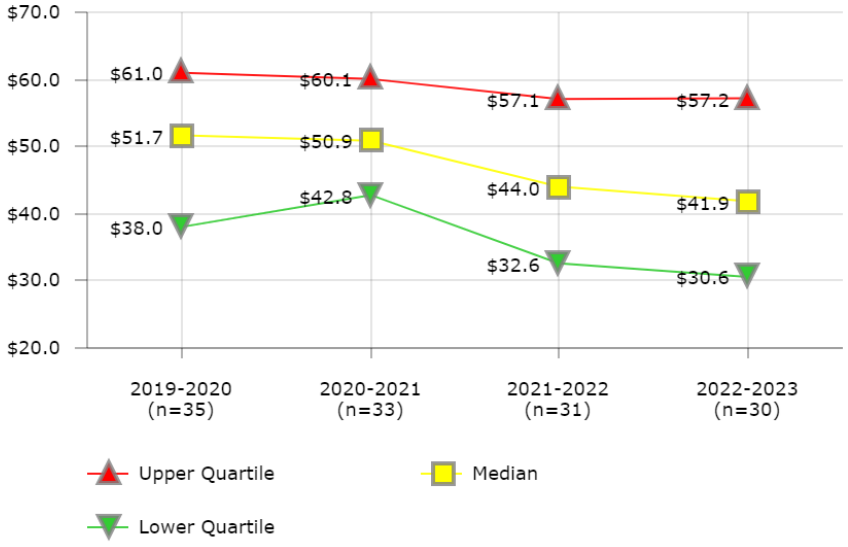
Productivity is measured by **Invoices Processed per FTE per Month**, and service quality is captured, in part, by **Days to Process Invoices**, **Invoices Past Due at Time of Payment** and **Payments Voided**.

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

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

ACCOUNTS PAYABLE

AP Cost per $100K Revenue



Description of Calculation

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

Importance of Measure

This measures the operational efficiency of an Accounts Payable Department.

Factors that Influence

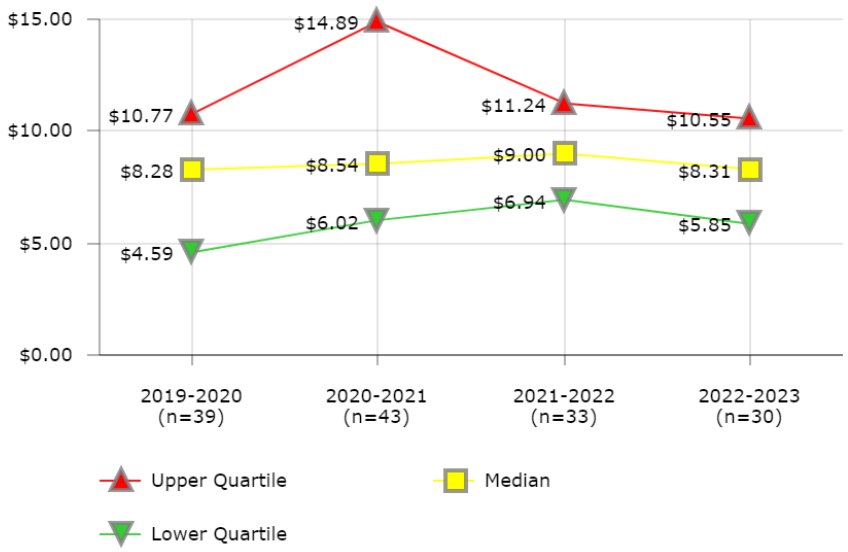
- Administrative policies and procedures
- Administrative organizational structure
- Administrative leadership style, decision making process and distribution of organizational authority
- Departmental and individual employee responsibilities and competencies
- Performance management systems
- Monitoring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

Districts in Best Quartile (2022-2023)

- Boston Public Schools
- Broward County Public Schools
- Clark County School District
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Newark Public Schools
- Sacramento City Unified School District
- School District of Philadelphia

District	2019-2020	2020-2021	2021-2022	2022-2023
3				$35.3
4	$47.3	$86.3	$76.0	
5	$60.5	$59.6	$65.9	$68.6
7	$64.7			$39.0
8	$29.1	$24.8	$23.3	
9	$32.5	$30.5	$24.7	$27.8
12	$153.8	$122.4		$91.0
13	$31.9	$27.8	$26.2	$30.6
14	$53.3	$49.9	$46.2	$44.1
15		$127.8	$125.7	$109.6
16				$42.1
18	$65.7	$60.5		$41.5
20	$38.0	$37.4	$39.8	$54.2
23	$40.3	$42.8	$44.0	
24		$43.5	$38.5	$32.6
25	$37.6		$30.5	$30.6
26			$33.7	$25.1
27	$39.3			
28	$73.0			
30	$36.8	$29.1	$28.2	$25.1
32				$24.7
34	$90.3	$98.4		
35	$81.0	$49.5		
39	$19.2	$21.4		
40	$57.9	$38.4	$32.6	$39.3
41	$34.5	$41.8		
44	$56.6	$50.9	$52.6	$54.1
46	$34.1			
47	$49.5	$45.6	$40.1	$44.8
48	$51.7	$49.2	$43.7	$40.5
49	$59.3	$54.9	$54.7	$51.2
50	$53.2	$58.8	$45.1	$41.6
51	$149.4			
52	$50.1	$54.0	$38.0	
53	$57.7	$60.1	$61.5	$44.2
55	$44.9	$44.4		
57	$48.8	$58.1	$63.3	$57.2
58			$25.1	$24.7
62			$27.3	$30.0
63		$49.0	$51.4	
66	$61.0	$99.7	$68.4	
67	$60.6	$53.3	$53.1	$62.1
68		$62.6	$57.1	$73.9
71	$39.9		$37.4	
79	$83.9	$84.6	$105.4	$102.3
3249		$54.8	$49.4	$64.1

ACCOUNTS PAYABLE



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

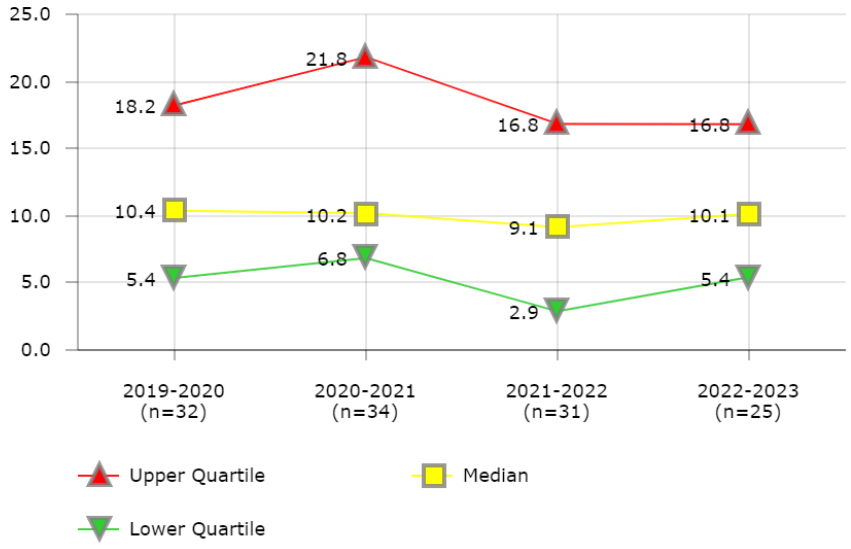
Districts in Best Quartile (2022-2023)

- Anchorage School District
- Arlington Independent School District
- Austin Independent School District
- Baltimore City Public Schools
- Broward County Public Schools
- Milwaukee Public Schools
- Shelby County School District
- St. Paul Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
1		$8.81		
2		$18.79	$17.10	
3	$4.28	$5.41		$3.13
4	$10.77	$20.66	$9.68	
5	$22.51	$38.57	$31.59	
7	$9.11			$4.36
8	$2.13	$2.74		
9	$9.36	$10.83	$7.75	$8.57
10	$3.87	$3.38		
11		$6.44	$6.94	
12	$14.44	$14.77	$11.65	$10.94
13	$3.27	$3.67	$2.79	$3.59
14	$5.25	$6.02		$6.76
15		$16.04	$14.99	$9.38
16			$10.75	$9.48
18	$8.31	$10.34		$5.85
20	$30.56	$10.55	$10.65	$10.38
23	$3.01	$3.22	$3.36	
24		$7.24		$21.17
25	$16.07	$14.86	$13.37	$14.01
27	$8.28			
28	$21.14	$23.86	$11.57	
29	$54.60			
30	$4.61	$6.23	$4.20	$3.62
32	$3.33	$3.97		
35	$9.93	$10.79	$10.27	$8.19
39	$3.34	$9.76		
40	$8.73	$5.53	$5.69	$7.39
41	$4.76	$5.90		
44	$10.60	$16.33	$15.39	$15.00
45	$38.02	$52.18		
46	$3.70	$7.45	$4.85	$4.83
47	$15.11	$7.57	$7.31	$9.91
48	$2.54	$2.51		
49	$8.95	$8.27	$8.77	$8.42
50	$16.87	$17.09	$11.13	$9.89
51	$10.72	$13.88		$10.55
52	$8.35	$14.89	$7.54	$12.03
53	$7.08	$11.31	$9.28	$6.28
55	$7.27	$7.66	$9.00	
57	$8.03	$19.55	$11.24	$12.79
58			$8.53	$6.69
62			$3.89	$13.36
63		$7.35	$8.86	
66	$4.59	$28.15	$15.41	
67	$8.00	$8.54	$9.28	$7.55
68		$3.53	$4.19	$4.88
71	$4.89	$7.38	$5.81	$5.62
431	$8.28			
3249		$6.78	$7.76	$6.69

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

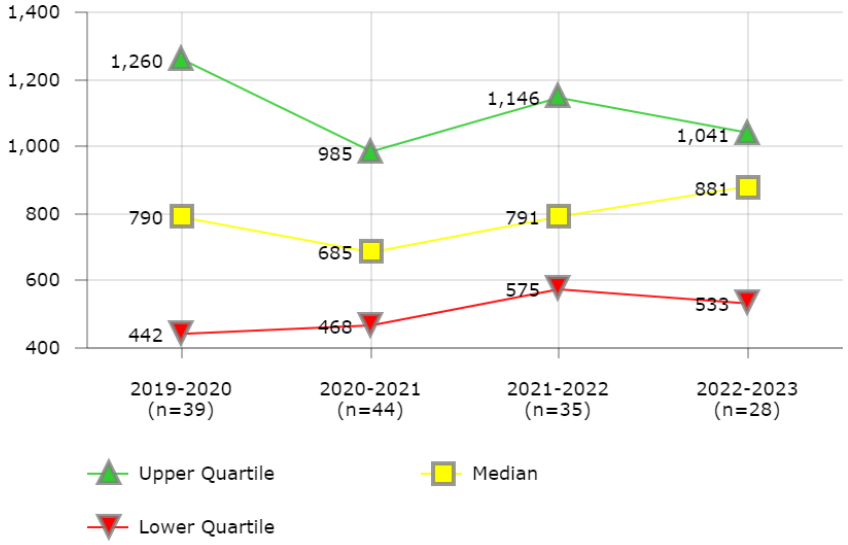
Districts in Best Quartile (2022-2023)

- Anchorage School District
- Broward County Public Schools
- East Baton Rouge Parish Public Schools
- Jackson Public School District (MS)
- Miami-Dade County Public Schools
- Minneapolis Public Schools
- Sacramento City Unified School District

District	2019-2020	2020-2021	2021-2022	2022-2023
1		30.7		
3	12.4	7.5		16.6
4	16.3	12.9	5.3	
5		11.4		34.8
7	14.1			3.4
8	6.2	8.0	8.4	8.1
9	8.6	8.8	8.4	7.9
10	7.0	5.8		
11		24.5	10.9	
12	8.7	10.4	10.5	9.5
13	2.4	2.6	2.9	3.4
14	5.9	6.1		
15		14.7	27.3	5.4
16		5.0	8.9	10.1
18	3.3	20.0		31.1
20	25.4	21.8	14.1	13.1
23	10.0	10.0	9.1	
24		0.0	0.0	0.0
25	55.3	51.4	49.6	
27	22.5			
29	0.0			
30		10.0	0.0	
32	2.6	0.0	0.9	0.5
35	26.9	28.3	6.8	
39	32.8			13.8
40	7.0	7.0	7.0	7.0
41	8.6	9.1		
45	0.0	0.0		
46	29.5		48.5	
47	20.1	12.6	19.6	
48	14.6	15.5	12.6	12.2
50	20.6	22.7	14.1	23.6
51	10.8	23.8	23.9	22.3
52			0.0	0.0
53	4.9	6.8	6.0	5.8
55	4.0	2.6	2.7	
58			12.6	10.7
62			0.0	0.0
63		9.2	38.2	
66	0.4		0.0	
67	15.5	11.1	16.8	18.6
71	14.1	24.5	11.8	16.8
431	12.6			
3249		33.3	34.5	22.3

ACCOUNTS PAYABLE

Invoices Processed per FTE per Month



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

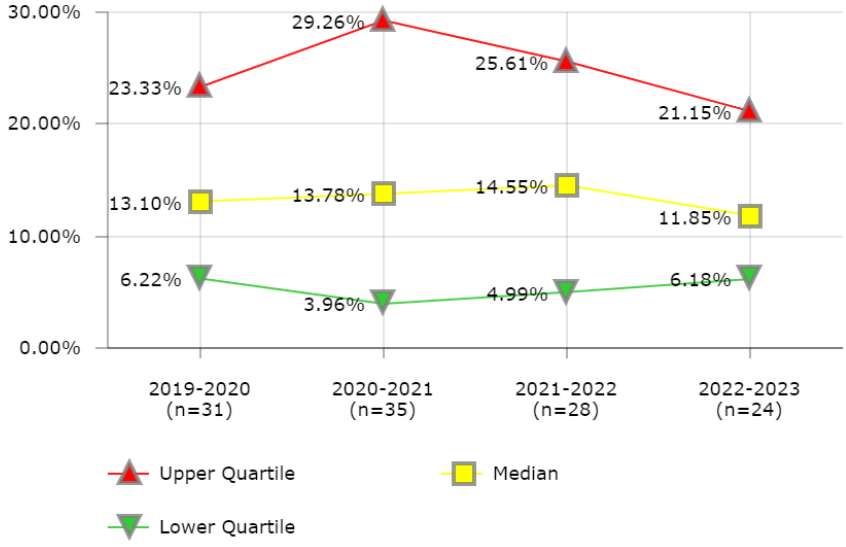
Districts in Best Quartile (2022-2023)

- Anchorage School District
- Broward County Public Schools
- Fresno Unified School District
- Guilford County School District
- School District of Philadelphia
- Shelby County School District
- St. Paul Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
1		669		
2		370	432	
3	1,547	1,037		1,387
4	696	525	1,055	
5	252	163	214	
7	913			1,043
8	2,671	2,173		
9	628	565	968	934
10	1,213	1,305		
11		898	1,484	
12	442	422	528	583
13	1,363	1,231	1,579	1,443
14	611	502		499
15		297	284	486
16		528	575	563
18	871	711		1,080
20	190	558	600	652
23	1,717	1,672	1,887	
24		578		217
25	298	264	337	369
27	401			
28	357	317	765	
29	85			
30	1,742	1,215	1,666	
32	1,720	1,264	1,752	
35	867	701	791	964
39	1,260	433		
40	610	934	611	588
41	836	836		
44	384	306	322	342
45	184	136		
46	1,761	1,105	1,722	
47	391	865	972	700
48	2,343	2,321		
49	991	1,052	1,146	1,127
50	517	505	783	931
51	724	572	591	743
52	868	735	1,102	992
53	749	532	813	831
55	790	770	656	
57	729	390	522	373
58			1,214	1,551
62			1,573	503
63		892	1,078	
66	1,475	175	412	
67	812	836	947	1,179
68		1,184	1,031	1,039
71	1,144	645	778	961
431	543			
3249		884	646	958

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

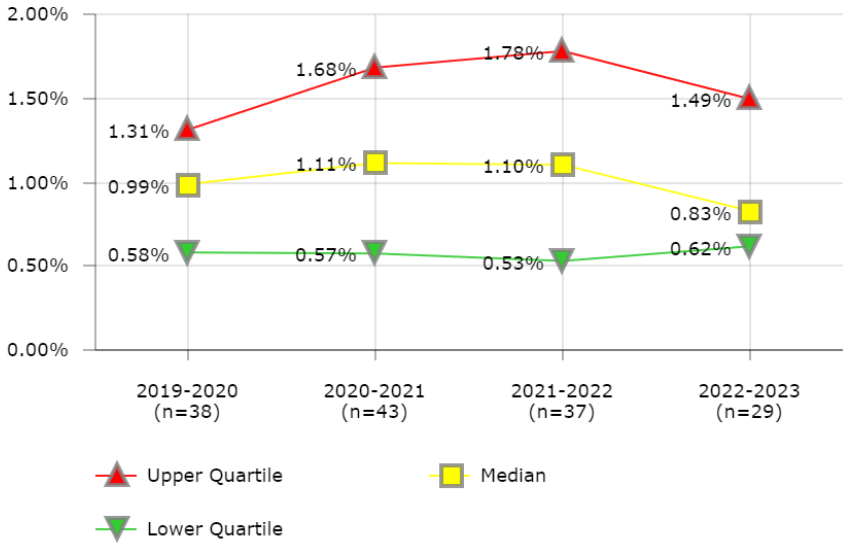
Districts in Best Quartile (2022-2023)

- Anchorage School District
- Clark County School District
- Fort Worth Independent School District
- Orange County Public School District
- Palm Beach County School District
- San Diego Unified School District

District	2019-2020	2020-2021	2021-2022	2022-2023
1		12.05%		
3	6.91%	7.51%		10.97%
4	13.05%	10.22%	1.87%	
7	1.46%			1.80%
8	2.55%	3.70%	3.00%	3.01%
9	18.84%	8.29%	6.37%	5.58%
10	6.62%	5.86%		
11		27.05%	8.90%	
12	6.22%	6.31%	7.40%	10.48%
14	5.06%	4.92%		11.63%
15		20.53%	12.99%	12.07%
16		15.39%	3.99%	2.85%
18	2.41%	0.10%		28.51%
20	29.86%		48.94%	40.83%
23	0.09%	0.13%	0.09%	
24		0.02%	0.37%	
25	74.13%	74.10%		
27	17.18%			
29	14.53%			
32	13.10%	10.45%	24.57%	6.77%
35	24.55%	26.46%	21.46%	
39	25.54%	40.70%		14.67%
40	1.15%	0.59%	0.57%	0.43%
41	14.10%	0.43%		
45	60.00%	60.00%		
46	47.29%	48.09%	56.89%	
47	52.57%	40.15%	54.92%	14.17%
48	0.41%	0.44%	0.35%	0.75%
50	13.46%	29.61%	15.17%	22.67%
51	17.44%	22.04%	22.34%	19.64%
52	7.89%	13.78%	11.34%	9.94%
53	18.21%	38.23%	49.19%	31.12%
55	6.70%	3.96%	5.99%	
57		17.15%	26.64%	24.57%
58			45.43%	38.25%
62			15.16%	
63		31.87%		
66		29.26%	53.09%	
67	6.93%	3.47%	19.14%	17.19%
71	9.99%	19.20%	17.89%	12.50%
431	23.33%			
3249		18.61%	13.93%	7.45%

ACCOUNTS PAYABLE

Payments Voided



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

Districts in Best Quartile (2022-2023)

- Cincinnati Public Schools
- Detroit Public Schools
- Duval County Public Schools
- Fayette County Public Schools
- Milwaukee Public Schools
- Minneapolis Public Schools
- Palm Beach County School District
- Shelby County School District

District	2019-2020	2020-2021	2021-2022	2022-2023
1		0.87%		
2		3.07%	2.56%	
3	1.05%	1.16%		0.68%
4	1.51%	0.49%	0.40%	
5	0.62%			
7	2.55%			1.49%
8	0.58%	1.11%	1.02%	0.60%
9	0.80%	0.68%	0.79%	0.67%
10	0.29%	1.50%		
11		0.32%	0.55%	
12	0.24%	0.52%	0.19%	
13	1.31%	0.93%	0.80%	0.86%
14	1.17%	1.68%		0.64%
15		1.47%	1.77%	
16		0.67%	2.38%	0.83%
18	1.55%	1.22%		0.41%
19	1.51%	1.52%	1.54%	2.13%
20	1.31%	1.21%	0.20%	0.23%
23	1.00%	1.30%	1.72%	
24		0.53%	3.45%	1.68%
25	1.00%	0.96%	1.45%	1.12%
27	0.80%			
28			1.10%	
29	0.07%			
30		0.18%	0.50%	0.28%
32	0.57%	0.99%	1.40%	1.13%
33			0.18%	
34	0.70%	4.13%		
35	0.67%	0.97%	0.46%	0.82%
39	1.54%	0.17%	2.21%	
40	2.65%	2.26%	0.53%	0.90%
41	1.27%	2.43%		
44	0.68%	0.31%	0.49%	0.56%
46	1.20%		1.33%	1.67%
47	0.28%	0.22%	0.20%	
48	3.21%	4.28%	2.09%	2.28%
49	0.36%	0.57%		0.74%
50	1.07%	0.94%	0.60%	0.62%
51	2.67%	3.12%	1.88%	2.51%
52	0.28%	0.50%	0.24%	0.41%
53	1.30%	3.77%	0.80%	0.76%
55	1.09%	2.98%	1.88%	
57		2.94%		
58			0.96%	0.83%
62			3.13%	1.83%
63		0.67%	1.10%	
66	0.64%	1.89%	1.78%	
67	0.98%	1.27%	1.34%	1.55%
68		1.24%		
71	0.17%	1.39%	2.10%	1.06%
79	0.38%	0.20%		
431	0.73%			
3249		0.62%	0.73%	0.31%

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**.

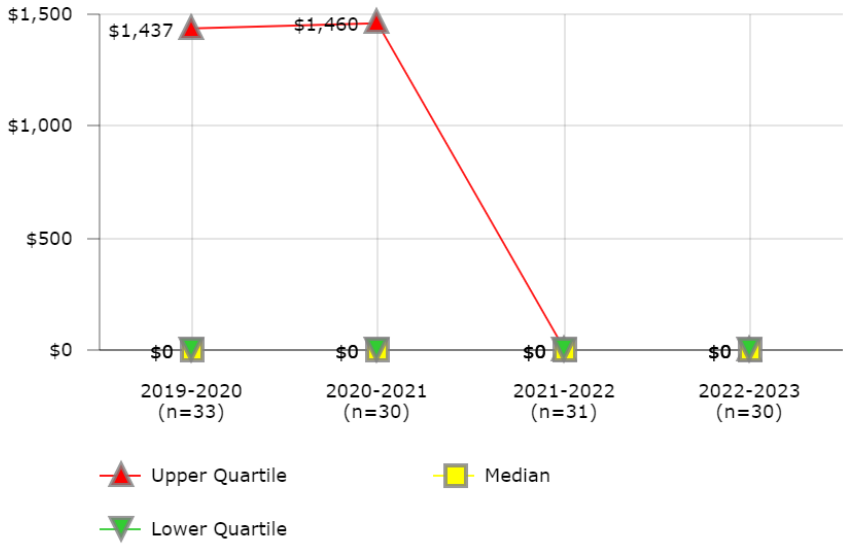
Measures that look at *investment yield* include **Investment Earnings per $100K Revenue** and **Investment Earnings as Percent of Cash/Investment Equity**.

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.

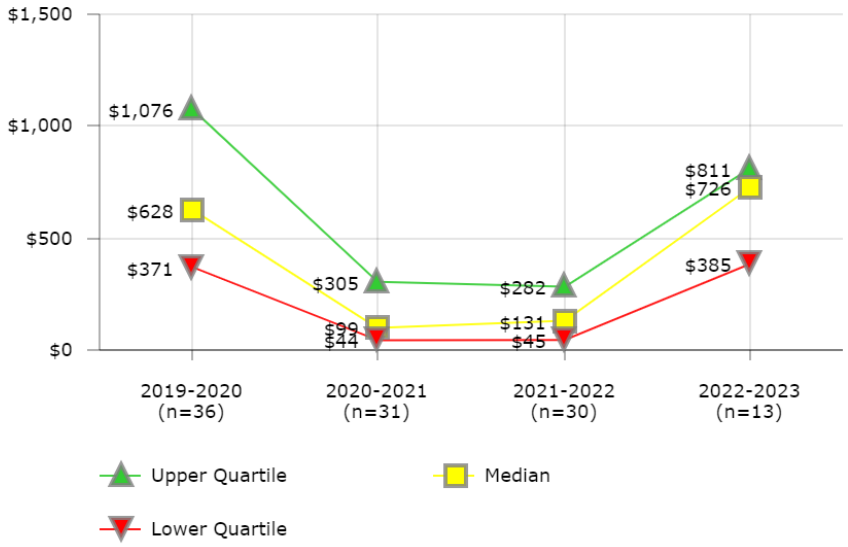
Factors that Influence

- 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	2019-2020	2020-2021	2021-2022	2022-2023
3				$604
4	$0	$0	$0	
5			$0	$0
7	$0			$0
8	$4,995	$4,533	$0	$0
9	$0	$0	$0	$0
10	$0			
12	$0	$0	$0	$0
13			$4,736	$4,667
15		$8,188	$8,844	$7,457
16				$9,257
18	$0			
19				$0
20	$0	$0	$0	$0
21	$5,334			
23	$3,251	$3,684	$7,870	
24				$0
25	$1,669	$0	$0	$0
27	$0			
28	$5,143			
30	$28,292	$20,523	$0	$0
32	$10,251	$11,119	$10	$8,321
34		$0		
35	$0	$2,542		
39	$0	$5,933	$0	$0
40		$0	$0	$0
41	$1,437	$1,460		
44	$0	$0	$0	$0
46	$0		$0	
47	$0	$0		
48	$0	$0	$0	$0
49	$0	$0	$0	$0
50	$0	$0	$0	$0
51	$0	$0		$0
52	$0	$0	$0	
53	$1,482	$0	$0	$0
55	$0	$0		
57	$0	$0	$0	$0
58			$11,582	$10,617
62			$0	$0
63		$0	$0	
66	$0	$0	$0	
67	$0	$0	$0	$0
68		$0	$0	$0
71	$777		$0	
79	$0	$0	$0	$0
3249			$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

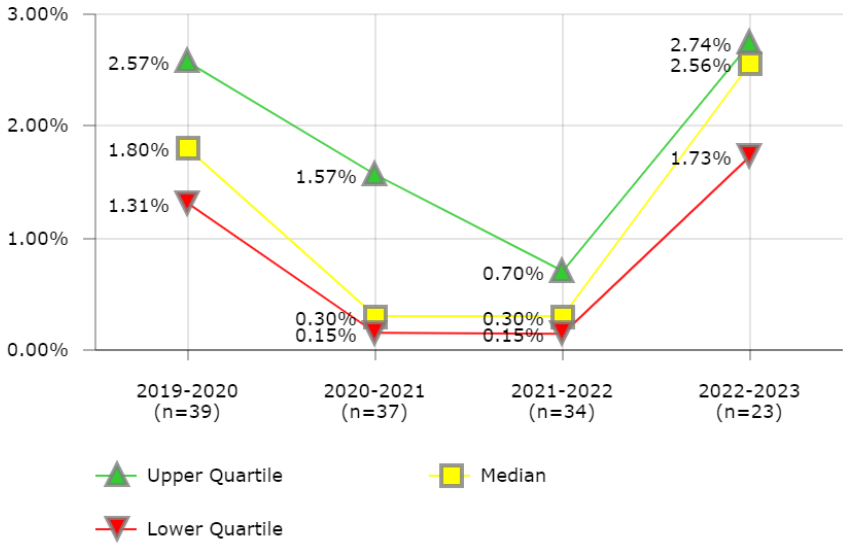
Districts in Best Quartile (2022-2023)

- Albuquerque Public Schools
- East Baton Rouge Parish Public Schools
- Fayette County Public Schools
- Fresno Unified School District

District	2019-2020	2020-2021	2021-2022	2022-2023
4	$593	$74	$38	
5	$1,244	$305	$89	
7	$386			$779
8	$788	$99	$28	
9	$1,227	$36	$355	
12	$817			
13			$110	$385
14	$646	$49		$1,636
15		$121	$45	$97
18	$682	$573		$726
20	$609	$258	$136	$381
21	$22			
23	$259	$44	$173	
24		$63	$125	$822
25	$122		$22	$515
27	$31			
28	$2,248			
30	$443	$351	$383	$464
32	$557	$16	$85	
34	$1,071	$76		
35	$2,222	$68		
39	$1,082	$104	$171	
40	$1,194	$102	$168	
41	$1,398	$1,476		
44	$496	$316	$217	
46	$502		$480	
47	$55	$124		
48	$2,674	$1,239	$1,024	
49	$116	$23	$14	$170
50	$191		$15	
51	$690	$47		
52	$1,455			
53	$356	$22	$45	
55	$169	$32		
57	$453	$44	$79	
58			$38	$800
62			$427	
63		$349	$435	
66	$459	$66	$207	
67	$775	$700	$448	$829
68		$136	$105	
71	$845		$172	
79	$708	$273	$282	
3249		$22	$29	$811

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

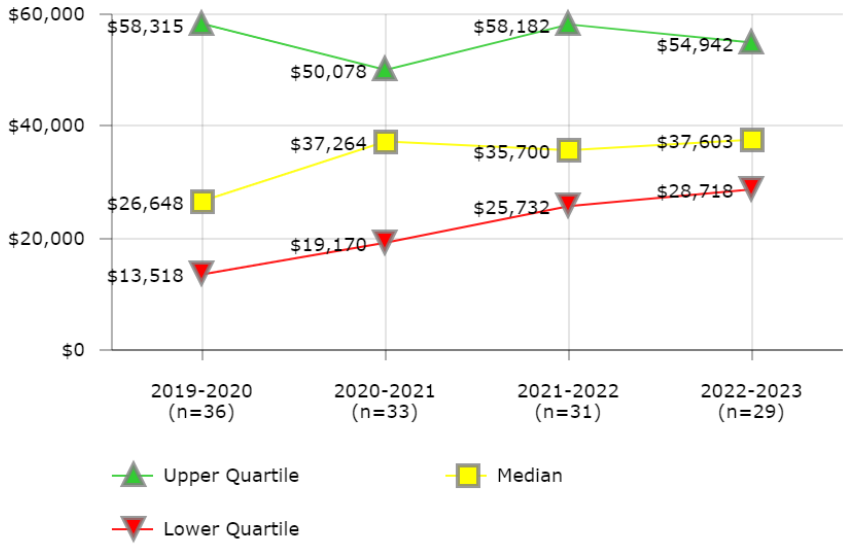
Districts in Best Quartile (2022-2023)

- Albuquerque Public Schools
- Fayette County Public Schools
- Oklahoma City Public Schools
- San Diego Unified School District
- School District of Philadelphia
- Shelby County School District

District	2019-2020	2020-2021	2021-2022	2022-2023
1		0.66%		
2		2.70%	2.51%	
3	1.27%	2.32%		
4	1.79%	0.19%	0.11%	
5	1.42%	0.30%	0.13%	2.64%
7	2.89%			2.59%
8	1.80%	0.22%	0.06%	
9	2.71%	0.09%	0.70%	2.47%
10	2.12%	0.16%	0.28%	
11		0.10%		0.43%
12	2.57%			
13			0.23%	0.86%
14	1.13%			2.84%
15		0.98%	0.13%	0.36%
16		1.57%	1.20%	2.90%
18	3.68%	3.45%		4.87%
19	1.58%	0.33%	0.26%	1.45%
20	2.18%	0.92%	0.52%	1.32%
21	0.16%			
23	0.94%	0.17%	0.68%	
24		0.31%	0.49%	2.64%
25	2.46%		0.19%	
27	0.23%			
28	8.78%	0.05%		
30	3.88%	2.61%	3.19%	
32	2.30%	0.06%	0.36%	
34	2.21%	0.14%		
35	3.27%	0.14%	0.52%	1.74%
39	1.47%		0.23%	
40		0.20%		
41	1.82%	1.58%		
44	3.00%	1.65%	0.77%	
45	0.32%	0.15%		
46		5.32%		
47	1.31%	4.66%		
48	2.31%	1.13%	1.01%	
49	1.42%	0.29%	0.16%	2.21%
50	0.95%		0.06%	2.56%
51	0.95%		0.08%	2.74%
52	2.02%			
53	1.54%	0.10%		
54	3.76%	0.24%		2.52%
55	1.45%	0.21%	0.21%	
57	1.83%	0.15%	0.22%	
58			0.14%	3.01%
62			1.18%	2.64%
63		0.63%	0.75%	
66	0.77%		0.45%	
67	3.21%	1.75%	1.44%	1.73%
68		0.11%	0.08%	
71	1.36%		0.33%	2.56%
79	1.79%	0.73%	0.62%	2.68%
3249			0.15%	2.83%

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

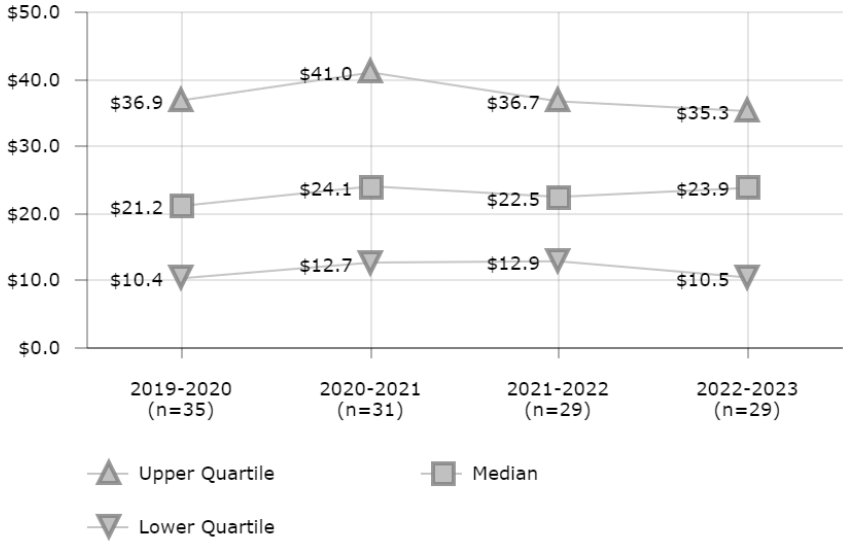
Districts in Best Quartile (2022-2023)

- Albuquerque Public Schools
- Clark County School District
- Dayton Public Schools
- Fort Worth Independent School District
- Oklahoma City Public Schools
- Palm Beach County School District
- Portland Public Schools
- Sacramento City Unified School District

District	2019-2020	2020-2021	2021-2022	2022-2023
3				$37,603
4	$33,165	$38,020	$33,330	
5	$87,873	$100,601	$69,099	$96,280
7	$13,338			$30,087
8	$43,841	$45,257	$47,413	$60,260
9	$45,268	$38,132	$50,379	$59,305
12	$31,786	$40,848	$60,691	$37,948
13			$47,634	$44,526
14	$57,310	$61,053	$60,790	$57,514
15		$12,344	$34,362	$27,088
18	$18,524	$16,618		$14,891
19				$95,505
20	$27,976	$28,217	$26,221	$28,908
21	$13,699			
23	$27,689	$26,149	$25,553	
24		$19,912	$25,732	$31,164
25	$4,965	$847	$11,697	$12,551
27	$13,151			
28	$25,607			
30	$11,436	$13,424	$11,982	$9,076
32	$24,230	$26,243	$23,883	$31,041
34	$48,398	$55,810		
35	$67,853	$48,150		
39	$73,416	$173	$73,839	$53,509
40	$69	$50,078		$96,788
41	$76,798	$93,503		
44	$16,520	$19,170	$28,140	$30,257
46	$32			
47	$4,221	$2,654	$69,580	
48	$115,647	$109,459	$101,072	
49	$8,200	$8,073	$8,890	$7,709
50	$20,110	$21,788	$27,534	$45,729
51	$72,778	$66,712		$90,751
52	$72,011		$65,204	
53	$23,139	$21,288	$843	$2,537
55	$11,724	$14,702		
57	$24,747	$28,591	$35,700	$35,927
58			$27,114	$26,601
62			$36,338	$54,942
63		$55,068	$58,182	
66	$59,320	$49,958	$46,358	
67	$24,166	$40,000	$31,148	$47,865
68		$123,114		
71	$61,946		$52,693	
79	$39,467	$37,264	$45,873	$38,360
3249			$20,227	$28,718

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	2019-2020	2020-2021	2021-2022	2022-2023
3				$27.3
4	$21.2	$19.4	$15.7	
5	$36.9	$38.4	$37.2	$34.6
7	$39.3			$27.7
8	$14.5	$13.8	$17.1	$16.2
9	$8.8	$8.5	$9.0	$9.5
12	$144.3	$128.3	$152.1	$94.8
13			$20.2	$21.0
14	$4.6	$4.6		$4.0
15		$147.4	$134.0	$99.6
18	$13.4	$12.7		$10.5
19				$626.8
20	$401.8	$27.0	$22.5	$32.5
21	$50.1			
23	$17.6	$19.2	$19.0	
25	$28.1		$25.7	$23.6
27	$4.8			
28	$10.2			
30	$8.7	$6.0	$9.3	
32	$20.3	$20.2	$20.4	$20.4
34	$30.6	$32.5		
35	$14.8	$279.4		
39	$16.6	$10.7	$12.8	$11.5
40	$15.5	$14.9	$12.9	$14.7
41	$35.4	$36.5		
44	$30.6	$27.3	$24.6	$23.9
46	$4.6			
47			$61.6	
48	$10.4	$9.6	$9.8	$9.4
49	$6.1	$7.0	$7.6	$8.6
50	$47.1	$69.2	$46.0	$40.3
51	$136.8	$138.7		$143.3
52	$71.5		$16.9	
53	$45.5	$41.0		$8.9
55	$8.0	$8.3		
57	$27.1	$20.8	$75.9	$45.1
58			$8.5	$9.0
62			$70.1	$56.4
63		$41.0	$36.7	
66	$24.2	$29.5	$32.0	
67	$17.3	$15.0	$11.5	$9.8
68		$100.8		$25.9
71	$25.9		$23.0	
79	$24.0	$24.1	$27.4	$29.8
3249		$48.4	$25.8	$35.3

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:

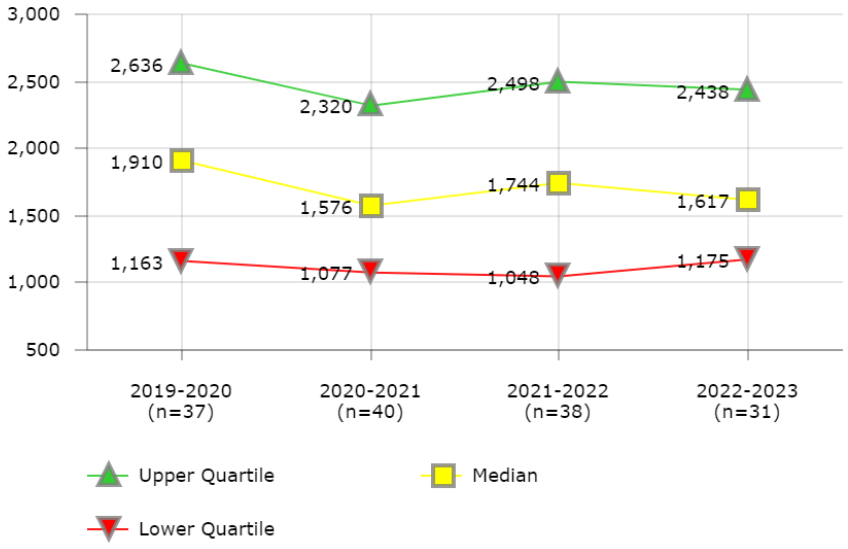
- Needs better automation to improve accuracy and reduce workload
- Should consider switching to software that is more accurate and efficient
- Has problems with time management or workload management, or should have clearer policies around timelines
- Has staff that is under-skilled or under-trained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

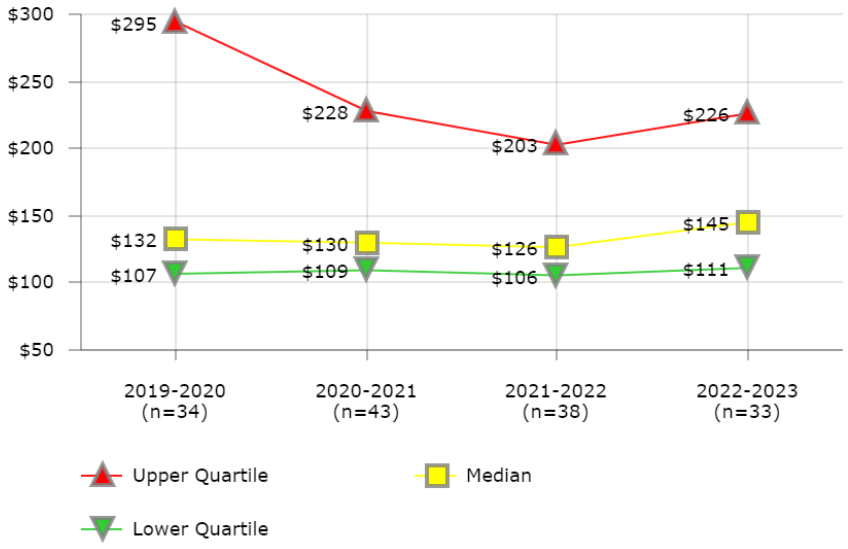
Districts in Best Quartile (2022-2023)

- Baltimore City Public Schools
- Detroit Public Schools
- Milwaukee Public Schools
- Omaha Public School District
- Orange County Public School District
- Palm Beach County School District
- School District of Philadelphia
- Shelby County School District

District	2019-2020	2020-2021	2021-2022	2022-2023
1	654	483		
2		1,424	1,295	
3	1,359			
4	1,525	1,606	2,041	
5	995	929	1,048	1,070
7	1,163			1,143
8	2,873	2,586	2,855	3,033
9	2,443	2,263	2,498	2,311
11		1,706	1,784	
12	684	658	682	
14	2,211	2,112	2,279	2,145
15		1,560	683	1,474
16		973	1,184	1,188
18	3,250	2,911		3,554
19	849		817	712
20	1,458	1,411	1,739	1,725
23	1,059	1,203	1,022	
24		1,380	2,125	1,959
25	2,231	2,377	2,260	2,236
27	1,783			
28	2,039	1,900	2,012	
30	3,392	3,130	3,221	3,205
32	4,670	4,618	4,566	
33			1,611	
35	1,374	1,452	1,397	1,410
39	4,970			
40	961	763	834	839
41	1,723	1,707		
44	918	873	1,043	1,120
45	2,318	1,859		
46	2,723	2,401	2,549	2,438
48	2,636	2,500	2,500	2,660
49	2,569	1,318	1,749	1,389
50	2,016	2,062	2,733	2,585
51	1,910	1,591		1,415
52	3,672	4,710	3,389	
53	1,877	1,799	2,030	1,818
55	2,446	3,044		
57	1,832	1,403	1,247	1,617
58			2,931	2,662
62			962	789
63		1,186	1,261	
66	3,510	2,956	2,938	2,601
67	1,123	993	1,145	1,425
68		1,077	1,158	1,409
71		1,078	1,016	1,175
79	833	879	920	909
431	3,877			
3249		909	1,990	1,888

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

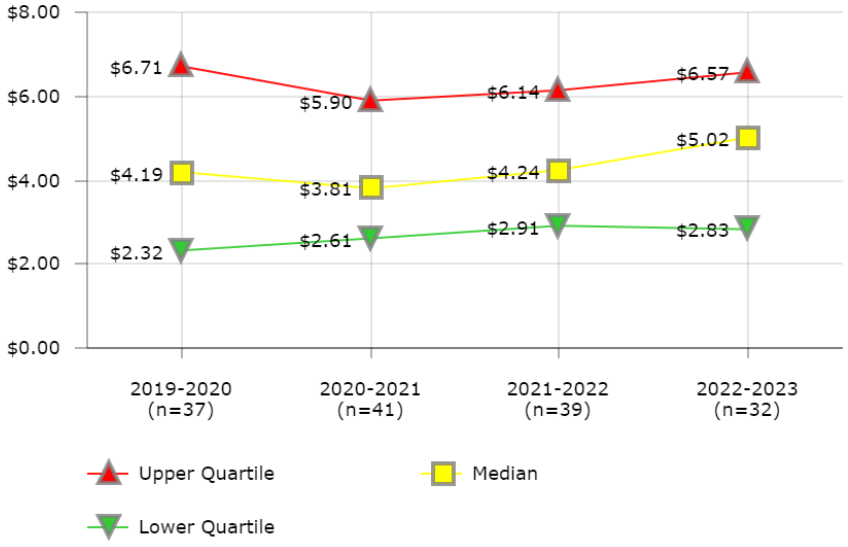
Districts in Best Quartile (2022-2023)

- Austin Independent School District
- Broward County Public Schools
- Fresno Unified School District
- Miami-Dade County Public Schools
- Newark Public Schools
- Omaha Public School District
- Orange County Public School District
- San Diego Unified School District
- School District of Philadelphia

District	2019-2020	2020-2021	2021-2022	2022-2023
2		$183	$184	
4	$312	$193	$173	
5	$107	$121	$87	$157
7	$140			$151
8	$123	$125	$126	$130
9	$89	$94	$106	$114
10	$106	$113	$80	
11		$104	$102	
12	$348	$320	$306	$317
13		$62		$68
14	$182	$180	$181	$164
15		$284	$260	$291
16		$112	$109	$109
18	$122	$123		$121
19	$395			
20	$321	$228	$203	$226
23	$353	$345		
24		$136	$118	$145
25	$105	$89	$84	$68
27	$326			
28	$131	$122	$121	
30	$128	$119	$128	$135
32	$40	$36	$38	$39
33			$289	
34		$265		
35	$298	$279	$281	$355
39	$62	$57	$57	$285
40	$155	$179	$182	$188
41	$86	$86		
44	$229	$167	$221	$325
45	$85	$111		
46	$134	$129	$127	$166
48	$116	$109	$104	$75
49	$194	$164	$135	$140
50	$147	$150	$125	$132
51	$260	$310		$337
52	$72	$76	$133	
53	$110	$110	$111	$152
55		$81		
57	$295	$307	$277	$252
58			$116	$106
62			$228	
63		$314	$339	
66	$130	$132	$120	$111
67	$129	$130	$93	$102
68		$133	$123	$127
71		$84	$94	$111
79	$367	$376	$343	$338
3249		$351	$197	$162

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

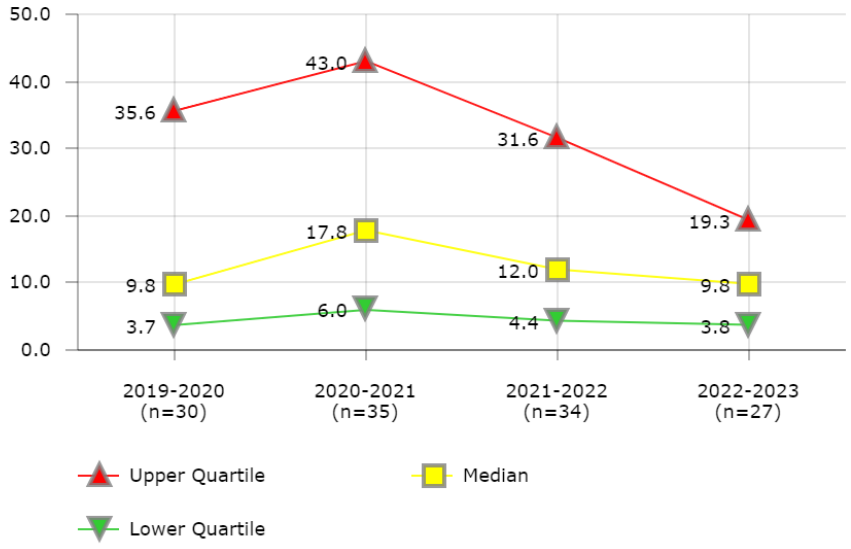
Districts in Best Quartile (2022-2023)

- Broward County Public Schools
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Newark Public Schools
- Orange County Public School District
- Palm Beach County School District
- School District of Philadelphia
- Shelby County School District

District	2019-2020	2020-2021	2021-2022	2022-2023
1	$8.90	$11.01		
2		$5.69	$5.62	
3	$5.30			
4	$7.38	$4.80	$3.89	
5	$6.75	$8.18	$6.01	$8.12
7	$6.13			$6.79
8	$2.32	$2.56	$2.49	$2.71
9	$2.59	$2.94	$3.31	$3.90
11		$3.64	$3.53	
12	$11.65	$12.76	$11.31	
13			$0.97	$1.16
14	$3.10	$3.18	$3.12	$3.28
15		$3.13	$7.02	$10.70
16		$7.03	$6.12	$6.57
18	$2.02	$2.20		$2.01
19	$10.85			
20	$6.85	$5.15	$4.76	$5.45
23	$6.57	$5.58	$11.12	
24		$2.61	$2.33	$3.03
25	$2.61	$2.47	$2.19	$2.04
27	$4.76			
28	$4.19	$4.27	$4.63	
30	$2.02	$2.09	$2.23	$2.46
32	$1.11	$1.07	$1.20	$1.02
33			$6.14	
34		$0.00		
35	$6.71	$6.60	$7.14	$9.45
39	$0.98		$1.23	$6.21
40	$6.91	$9.18	$8.49	$9.69
41	$3.61	$3.81		
44	$4.19	$3.12	$4.47	$5.08
45	$2.04	$2.65		
46	$3.56	$3.59	$3.61	$5.01
48	$2.28	$2.17	$2.06	$2.21
49	$2.66	$4.65	$3.92	$5.17
50	$4.37	$4.54	$3.40	$4.19
51	$4.77	$5.90		$6.57
52	$1.64	$1.60	$4.03	
53	$3.34	$3.48	$3.47	$3.92
55	$1.64	$2.33		
57	$4.91	$5.86	$5.24	$6.41
58			$2.91	$2.70
62			$8.49	
63		$11.07	$10.94	
66	$2.36	$2.46	$2.34	$2.95
67	$8.80	$10.40	$7.47	$7.79
68		$4.83	$4.50	$5.02
71		$3.59	$4.24	$5.10
79	$7.26	$7.60	$7.82	$8.02
431	$1.13			
3249		$7.38	$4.52	$3.58

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

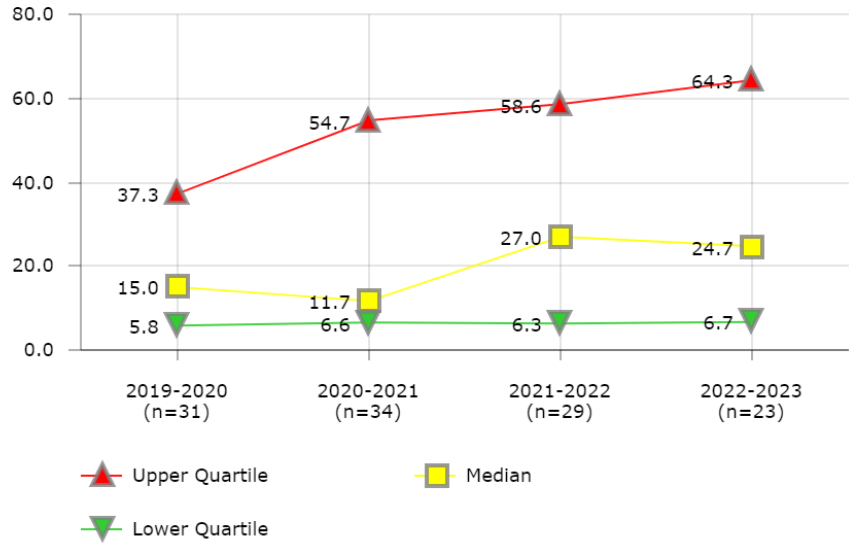
Districts in Best Quartile (2022-2023)

- Anchorage School District
- Des Moines Public Schools
- Fresno Unified School District
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Palm Beach County School District

District	2019-2020	2020-2021	2021-2022	2022-2023
1	45.0	31.6		
2			15.4	
4	1.6	0.8	1.3	
5	17.0	17.8	23.3	15.6
7	2.5			3.3
8	3.3	8.9	9.7	2.7
9	52.1	20.8	25.6	9.1
11		0.8		
12	5.7	1.8	2.9	3.7
13		84.4	77.3	
14	12.9	7.3	18.1	15.4
15		8.0	3.0	3.8
16		42.5	74.7	
18	60.6	10.9		9.8
19	8.7		3.4	
20	254.1	60.8	11.0	9.0
23	50.1	35.3	68.7	
24		192.4		
25	15.6			64.8
27	3.3			
28	60.1	35.9	12.7	
30	9.4	8.9	10.4	8.3
32	1.9	2.2	2.1	1.7
33			4.4	
35		132.5	11.2	15.8
40	7.2	6.1	6.7	6.5
44	6.0	6.0	31.2	26.0
46	19.6	22.8	22.2	23.0
48	10.3	8.8	8.8	15.2
49		67.4	63.5	41.7
50	33.9	103.4	58.7	19.3
51	10.1			48.2
52	5.7	2.6	31.6	
53	1.9	2.2	2.5	2.1
55		224.6		
57	4.1	2.5	3.6	7.2
58			16.6	16.1
62				8.6
63		25.3	7.5	
66	35.6	20.5	42.1	11.0
67	3.7	4.8	3.4	3.4
68		73.7	74.3	
71		11.2	76.2	76.8
79	0.7			
431	41.2			
3249		43.0	10.6	

COMPENSATION

Payroll Staff - Overtime Hours per FTE



Description of Calculation

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

Importance of Measure

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

Factors that Influence

- Staffing levels
- Error rate
- Direct deposit participation

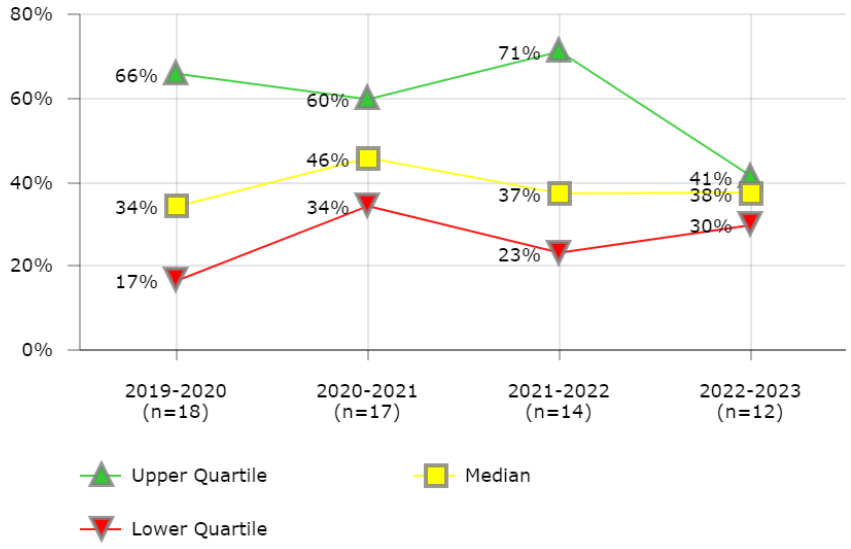
Districts in Best Quartile (2022-2023)

- Clark County School District
- Columbus Public Schools
- Duval County Public Schools
- Houston Independent School District
- Palm Beach County School District
- Sacramento City Unified School District

District	2019-2020	2020-2021	2021-2022	2022-2023
2		4.1	16.6	
3	12.5			
4	17.4	32.2	27.0	
7	9.8			41.6
8	4.0	7.0	3.5	5.1
9	76.7	9.8	6.3	6.0
10	4.4			
11		95.6	68.4	
12	11.2	11.8		8.1
13		539.1		
14	14.9	2.1	29.6	41.7
15		3.0	3.3	13.3
16		2.6	4.1	
18	3.1			
19	15.0		34.6	46.2
20	28.0	21.4	34.9	10.0
23	5.8	6.6	4.0	
25	92.4	142.3	76.0	96.3
27	49.9			
28	21.0	6.7	10.4	
30	2.1	8.9	3.8	58.1
32	3.8			
33			10.5	
35		22.7	8.9	5.7
39	8.3	1.8	6.7	3.0
40	79.7	54.7	52.5	15.4
44	7.1	6.3	41.4	6.7
45	34.5	25.1		
46	72.9	96.7	105.1	
48	2.0	6.7	6.7	94.0
50	24.3	11.5		
51	18.0	15.3		24.7
52	3.0	9.8	4.8	
53	37.3	19.6	44.4	64.3
55	622.5	3.8		
57	233.4	202.8		
58			5.8	7.5
62				2.4
63		1.6	58.6	
66	9.6	11.5		
67	25.0	26.1	163.4	32.1
68		95.4	70.6	122.1
71		138.8	108.9	102.3
3249		89.9	167.7	100.3

COMPENSATION

Personnel Record Self-Service Usage per District FTE



District	2019-2020	2020-2021	2021-2022	2022-2023
3	8%			
4	46%	66%	90%	
5	43%	75%	76%	
8	158%	128%		
9	99%	116%		
12		47%	49%	34%
13			79%	79%
14	11%	13%	18%	
20	69%	49%		
23	34%	37%		
25			20%	
27	13%			
30	21%	54%	57%	37%
32	34%	20%	23%	23%
39	7%			
40	51%	46%	37%	38%
41	17%	14%		
44	30%	34%	38%	42%
46	19%		23%	23%
48				41%
50		43%	37%	39%
52	66%	35%		
67	85%	60%	71%	48%
79				27%
3249		26%	21%	32%

Description of Calculation

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

Importance of Measure

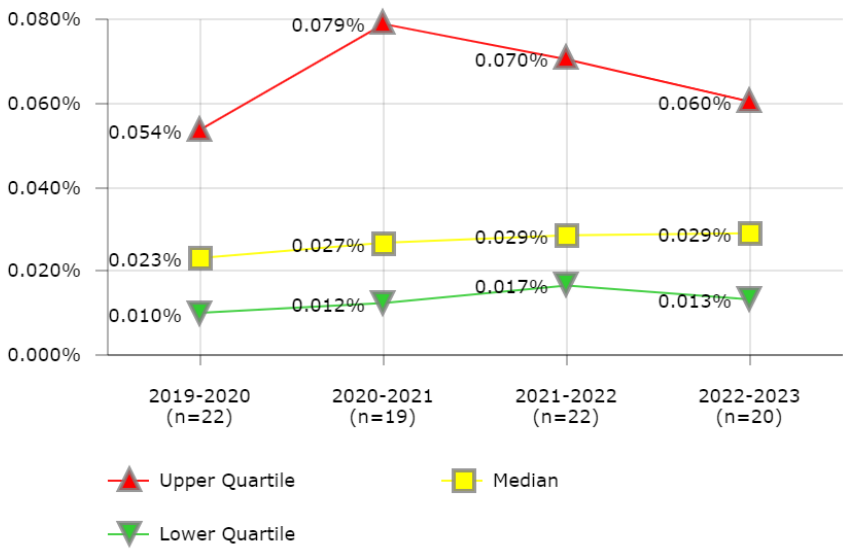
This measures the level of automation of the payroll department, which can reduce error rates and processing costs.

Factors that Influence

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

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

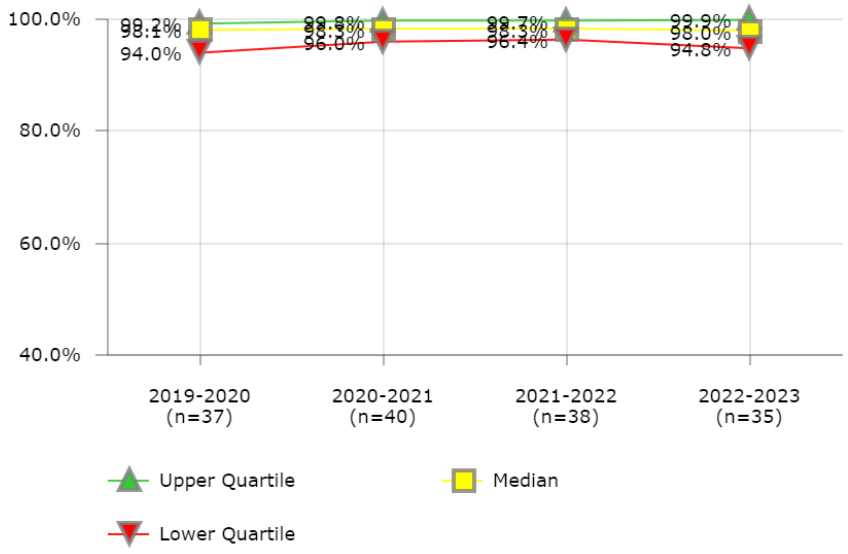
Districts in Best Quartile (2022-2023)

- Broward County Public Schools
- Clark County School District
- Fort Worth Independent School District
- Milwaukee Public Schools
- Palm Beach County School District

District	2019-2020	2020-2021	2021-2022	2022-2023
3	0.023%			
4	0.049%			
5	0.023%	0.011%	0.052%	0.021%
7	0.024%			0.093%
8	0.010%		0.017%	0.013%
9	0.054%	0.843%	0.009%	0.011%
10	0.016%			
12			0.031%	
13			0.018%	0.012%
14			0.007%	0.022%
16				0.089%
18	0.025%	0.041%		0.030%
20	2.075%	0.013%		0.014%
23	0.155%	0.012%	0.012%	
24		0.140%		0.028%
25			0.028%	0.053%
28	0.012%	0.012%	0.011%	
30	0.007%	0.016%	0.017%	0.008%
32	0.004%	0.004%	0.024%	
35		97.112%		
39	0.316%		0.223%	
40				0.007%
41	0.008%	0.027%		
44		0.021%	0.070%	0.218%
45	0.192%			
46	0.025%		0.045%	
48	0.022%	0.082%	0.082%	0.081%
49		0.079%	0.177%	0.037%
50				0.024%
51	1.804%			
52			0.023%	
53	0.005%	0.005%		
55	0.017%	0.013%		
57			0.191%	
58			0.062%	0.032%
62			0.111%	0.060%
66	0.010%	0.049%	0.029%	
68		0.028%		
71		0.061%		0.061%
3249			0.012%	

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 (2022-2023)

- Arlington Independent School District
- Austin Independent School District
- Detroit Public Schools
- Fort Worth Independent School District
- Houston Independent School District
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Shelby County School District
- Toledo Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
1	94.0%	95.2%		
2		100.0%	99.8%	
3	97.8%			
4	98.3%	98.1%	97.7%	
5	86.4%	89.5%	90.4%	85.7%
7	93.7%			94.8%
8	98.3%	98.4%	97.4%	98.1%
9	92.5%	96.0%	90.3%	93.9%
11		89.2%	74.1%	
12	99.2%	100.0%	99.0%	99.0%
13		99.4%	99.3%	99.1%
14	99.0%	99.4%	98.8%	98.8%
15		43.0%	98.5%	96.8%
16		93.6%	91.8%	89.6%
18	99.9%			100.0%
19	95.6%		98.5%	97.7%
20	99.1%	98.0%	94.6%	94.5%
23	96.9%	97.1%	98.7%	
24		97.8%	97.4%	94.3%
25	94.2%	96.0%	96.0%	99.0%
27	98.7%			
28	100.0%	100.0%	100.0%	
30	97.2%	97.8%	96.8%	96.3%
32	99.9%	99.8%	99.9%	99.9%
33			100.0%	
34		100.0%		
35	98.8%	98.5%	97.9%	98.0%
39	98.1%			99.9%
40	99.8%	99.7%	99.7%	99.9%
41	98.8%	99.2%		
44	98.2%	98.3%	98.0%	98.1%
45	89.9%	95.9%		
46	93.3%	94.7%	94.9%	94.6%
48	99.7%	99.7%	99.7%	99.4%
49	97.7%	97.7%	97.9%	97.6%
50	97.0%	96.1%	99.9%	100.0%
51	100.0%			99.5%
52	98.0%	98.5%	88.9%	
53	100.0%	100.0%	100.0%	100.0%
55	91.4%	99.8%		
57	100.0%	100.0%	98.6%	97.8%
58			96.4%	96.6%
62				87.2%
63		99.7%	99.9%	
66	92.6%	94.4%	93.7%	92.6%
67	93.5%	97.7%	98.2%	97.9%
68		100.0%	99.3%	100.0%
71		100.0%	100.0%	100.0%
79	99.8%	92.6%	99.9%	99.9%
431	50.0%			
3249		98.4%	96.8%	96.0%

Financial Management

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

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

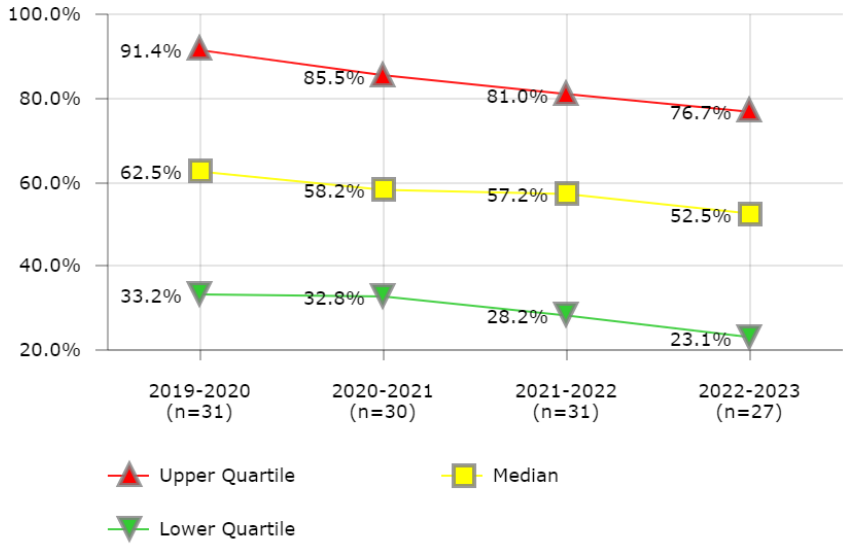
- School board and administrative policies and procedures
- Budget development and management processes
- Unrestricted fund balance use policies and procedures
- Operating funds definition

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

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

FINANCIAL MANAGEMENT

Debt Principal Ratio to District Revenue



Description of Calculation

Total debt principal, divided by total debt servicing costs.

Importance of Measure

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

Factors that Influence

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

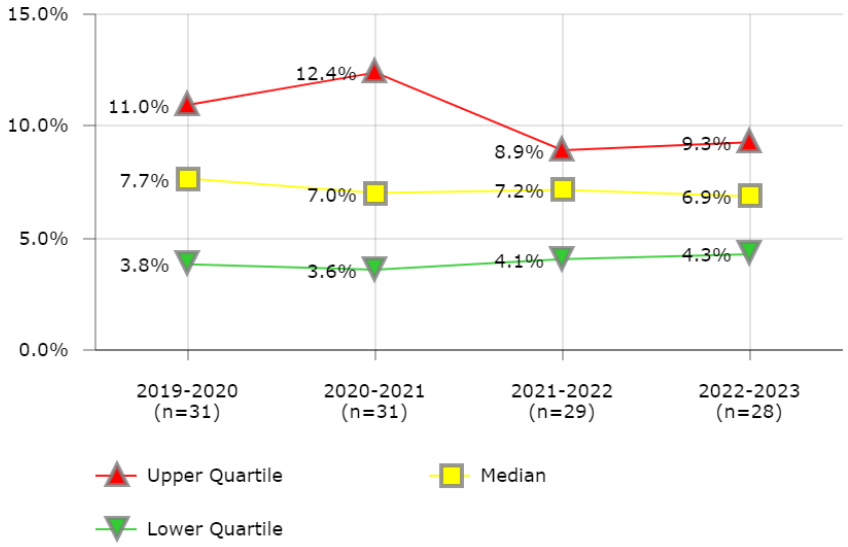
Districts in Best Quartile (2022-2023)

- Boston Public Schools
- Cleveland Metropolitan School District
- Des Moines Public Schools
- East Baton Rouge Parish Public Schools
- Guilford County School District
- Newark Public Schools
- Toledo Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
3				65.0%
4	51.7%	44.9%	35.0%	
5	156.5%			
7	62.5%			57.3%
8	67.9%	65.0%	57.2%	58.3%
9	94.5%	90.3%	82.1%	77.4%
12	29.1%	23.0%	23.4%	12.9%
13	76.1%	85.5%	92.0%	83.2%
14	64.6%	62.9%	58.3%	50.1%
15		62.0%	58.9%	52.5%
19				42.8%
20	55.6%	51.7%	47.5%	56.4%
21	72.5%			
23	80.1%	79.6%	63.5%	
24		2.0%	1.4%	0.8%
25			6.6%	5.7%
26			2.9%	1.9%
28	8.0%			
30	32.5%	32.8%	38.8%	23.6%
32	99.1%	86.4%	81.0%	76.7%
34	33.3%	33.1%		
35	49.8%	32.8%		
39	123.1%	0.4%	0.4%	
40	0.1%	129.0%	118.1%	
41	139.5%	154.4%		
44	33.4%	30.8%	28.1%	
46	0.0%			
47	91.5%	80.6%	60.4%	81.6%
48	57.0%	54.4%	52.2%	45.1%
49				1.1%
51	50.0%	44.7%		61.6%
52	145.7%	105.3%	96.9%	
53	33.2%	31.8%	28.9%	33.2%
57	30.8%	27.3%	28.2%	23.1%
58			72.4%	66.7%
62			79.0%	106.7%
63		52.4%	41.3%	
66	91.4%	118.9%	119.7%	
67	69.7%	75.5%	53.2%	50.4%
68		169.1%	163.5%	152.9%
71	83.1%		102.8%	
79	23.0%	19.9%	19.7%	18.1%
3249		73.3%	62.8%	88.3%

FINANCIAL MANAGEMENT

Debt Servicing Costs Ratio to District Revenue



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

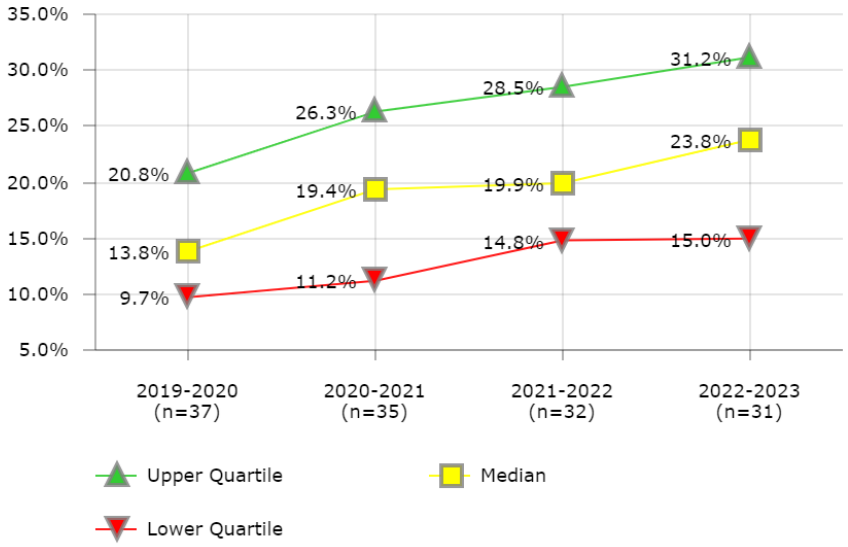
Districts in Best Quartile (2022-2023)

- Boston Public Schools
- Des Moines Public Schools
- Duval County Public Schools
- Fresno Unified School District
- Milwaukee Public Schools
- Orange County Public School District
- Toledo Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
3				6.2%
4	6.6%	6.7%	8.9%	
5	23.6%	24.5%		
7	10.9%			9.0%
8	7.7%	7.0%	6.6%	6.2%
9	13.1%	13.2%	11.5%	11.2%
12	3.8%	3.4%	3.9%	2.9%
13	9.3%	7.8%	7.7%	8.5%
14	11.4%	12.4%	8.5%	7.9%
15		8.9%	10.4%	7.0%
19				7.4%
20	6.6%	5.7%	5.5%	7.2%
21	11.9%			
23	10.1%	22.7%	9.4%	
24		0.4%		
26			0.7%	0.7%
28	0.6%			
30	3.3%	2.9%	2.9%	1.4%
32	8.9%	8.3%	7.5%	7.4%
34	3.4%	3.6%		
35	5.2%	3.8%		
39	15.2%	14.2%	16.4%	13.6%
40	12.8%	12.7%	10.2%	11.7%
41	8.0%	8.3%		15.5%
44	2.2%	2.0%	2.0%	1.8%
46	0.0%			
47	11.0%	24.1%	7.5%	9.5%
48	4.7%	6.2%	4.1%	4.2%
51	9.2%	11.7%		13.5%
52	14.6%	8.6%	8.2%	
53	3.6%	3.5%	3.0%	4.3%
57	3.9%	2.2%	2.2%	6.7%
58			6.9%	6.5%
62			7.2%	5.4%
63		8.7%	6.2%	
66	5.5%	6.2%	6.6%	
67	5.0%	4.6%	15.4%	3.7%
68		14.5%	14.9%	14.3%
71	9.1%		8.4%	
79	2.5%	2.2%	2.4%	2.5%
3249		6.2%	5.6%	4.6%

FINANCIAL MANAGEMENT

Fund Balance Ratio (E) All Types



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

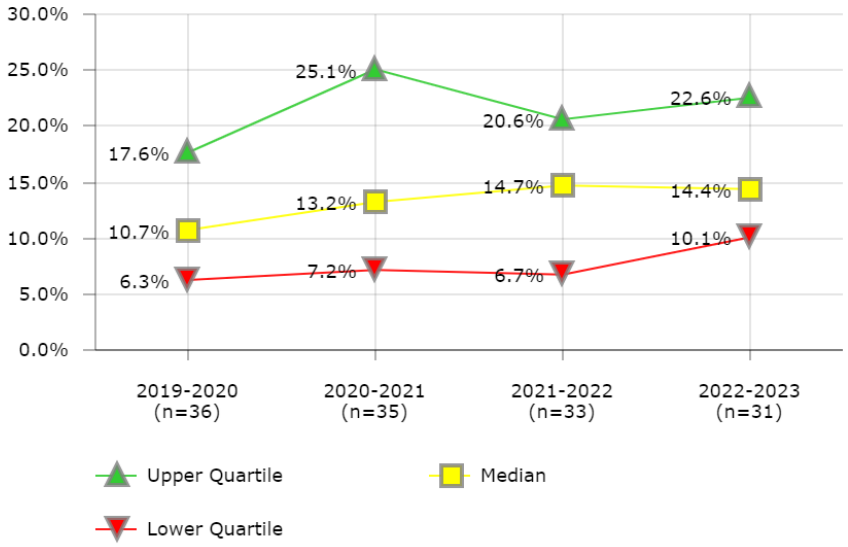
Districts in Best Quartile (2022-2023)

- Dallas Independent School District
- Dayton Public Schools
- Des Moines Public Schools
- East Baton Rouge Parish Public Schools
- Fort Worth Independent School District
- Fresno Unified School District
- Houston Independent School District
- Jefferson County Public Schools (KY)

District	2019-2020	2020-2021	2021-2022	2022-2023
3				21.3%
4	13.8%	15.3%	9.0%	
5	15.7%	16.7%	16.8%	16.8%
7	11.4%			27.5%
8	10.4%	14.9%	15.0%	15.0%
9	11.4%	13.4%	19.4%	16.6%
12	21.5%	29.6%	33.1%	37.0%
13	7.6%	7.5%	7.6%	6.3%
14	9.7%	10.1%	10.5%	14.7%
15		130.0%	33.3%	27.5%
16				27.8%
18	13.7%	20.3%		21.5%
19				57.6%
20	15.3%	26.3%	23.0%	24.5%
21	10.7%			
23	22.6%	22.1%	22.2%	
24		16.3%	26.2%	35.8%
25	7.9%	8.3%	7.4%	14.7%
27	11.0%			
28	15.5%			
30	3.5%	5.4%		12.3%
32	7.0%	10.9%	7.9%	5.8%
34	31.7%	32.2%		
35	33.9%	48.4%		
39	42.4%	48.6%	58.7%	46.0%
40	24.5%	31.8%	33.5%	36.3%
41	49.3%			44.9%
44	10.1%	9.6%	8.3%	5.7%
46	0.0%			
47	4.3%	11.2%	19.5%	22.6%
48	17.1%	24.2%	21.7%	23.8%
49	4.1%	3.4%		
50	15.8%	25.7%	38.9%	
51	17.0%	15.4%	16.4%	15.5%
52	20.0%	21.1%	18.4%	
53	8.5%	16.3%	26.7%	31.2%
55	6.2%	7.3%		
57	171.2%	25.5%	14.6%	24.6%
58			5.1%	11.1%
62			23.7%	29.2%
63		40.4%	51.4%	
66	23.5%	18.7%	17.4%	
67	13.8%	20.1%	24.8%	35.7%
68		52.3%	59.2%	
71	17.4%		16.4%	
79	20.8%	19.4%	30.3%	20.2%
3249		24.1%	20.3%	27.5%

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

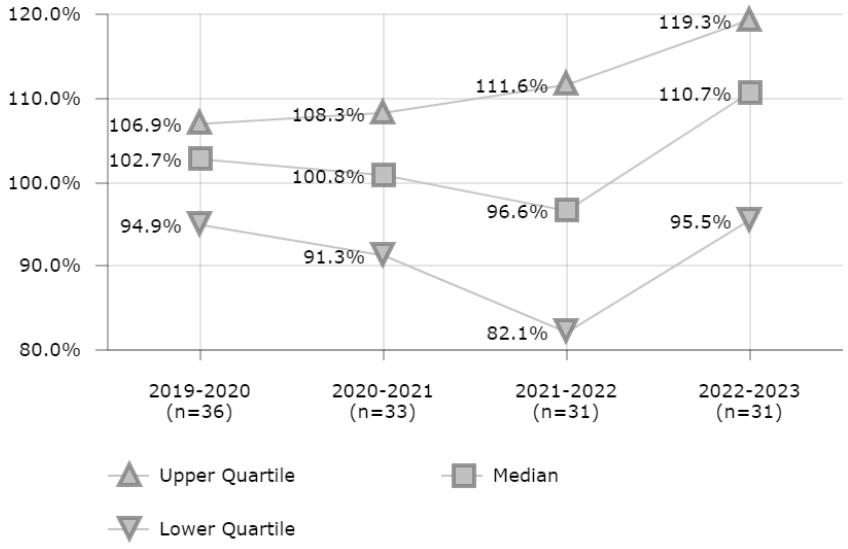
Districts in Best Quartile (2022-2023)

- Cincinnati Public Schools
- Dallas Independent School District
- Dayton Public Schools
- Des Moines Public Schools
- Fort Worth Independent School District
- Houston Independent School District
- Jefferson County Public Schools (KY)
- Metropolitan Nasvhille Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
3				13.9%
4	7.8%	9.4%	3.2%	
5	11.4%	12.4%	12.1%	12.5%
7	6.0%			22.4%
8	8.2%	10.8%	9.8%	10.1%
9	4.5%	4.5%	6.3%	5.1%
12	17.9%	26.7%	31.2%	35.5%
13	6.2%	6.0%	6.1%	4.6%
14	6.5%	6.4%	6.3%	7.1%
15		49.8%	10.5%	10.1%
16				11.3%
18	10.0%	12.8%		17.5%
19				46.2%
20	12.6%	23.7%	20.6%	22.6%
21	9.1%			
23	20.9%	20.6%	20.7%	
24		7.2%	12.8%	15.4%
25	5.9%	4.8%	1.8%	3.7%
27	8.4%			
28	15.2%			
30	2.8%	4.4%		6.2%
32	6.3%	10.2%	6.7%	4.3%
34	25.5%	32.0%		
35	28.9%	41.1%		
39	41.8%	34.2%	43.1%	33.1%
40	23.8%	31.3%	33.1%	35.9%
41	47.9%			43.4%
44	7.3%	7.2%	5.8%	3.6%
46	0.0%			
47	3.8%	11.0%	18.0%	22.6%
48	16.0%	22.9%	19.7%	21.7%
49	2.1%	1.1%	1.2%	
50	14.1%	25.1%	37.8%	
51	16.6%	14.8%	14.9%	13.6%
52	16.7%	17.4%	14.7%	
53	6.3%	9.7%	20.0%	22.8%
55	2.3%	2.6%		
57		6.2%	12.2%	14.4%
58			4.9%	10.9%
62			7.7%	14.6%
63		34.2%	43.8%	
66	18.5%	17.2%	16.6%	
67	13.0%	17.2%	19.4%	20.8%
68		42.1%	48.5%	
71	17.4%		15.6%	
79	17.9%	14.8%	24.4%	15.2%
3249		13.2%	14.4%	10.9%

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.

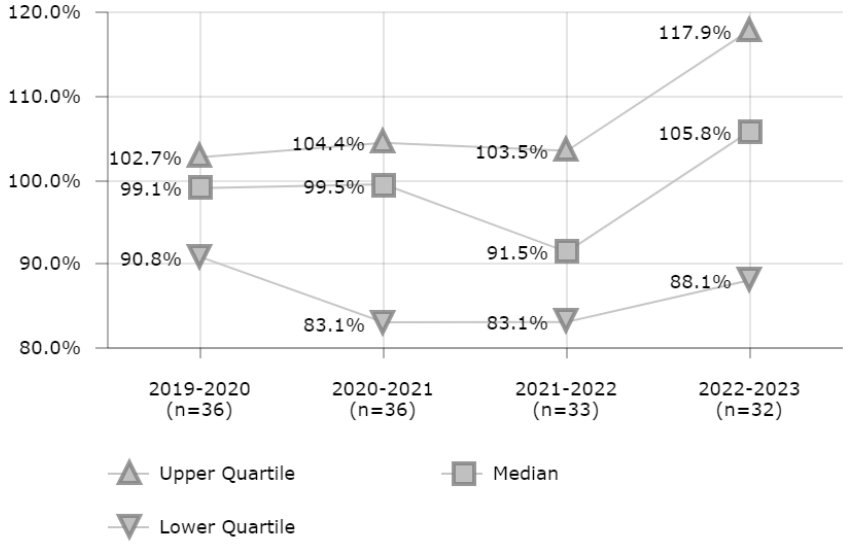
Factors that Influence

- 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	2019-2020	2020-2021	2021-2022	2022-2023
3				87.2%
4	104.1%	98.0%	111.6%	
5	183.3%			
7	107.8%			99.9%
8	106.9%	111.1%	109.6%	116.9%
9	104.7%	108.3%	103.0%	114.7%
12	77.8%	69.8%	80.5%	93.9%
13	101.5%	103.3%	103.2%	112.9%
14	107.4%	113.8%	113.8%	124.8%
15			86.7%	
16				102.1%
18	104.0%	114.1%		127.0%
19				135.4%
20	81.2%	105.0%	130.3%	121.9%
21	117.5%			
23	96.6%	92.5%	94.3%	
24		62.4%	93.7%	96.0%
25	92.6%	84.1%	78.8%	80.0%
26	100.6%		100.9%	78.7%
27	105.9%			
28	93.5%			
30	98.7%	104.7%		126.0%
32	105.4%	106.1%	135.1%	118.6%
34		114.7%		
35	110.1%	111.2%		
39	84.3%	67.6%	82.1%	
40	95.4%	93.7%	81.0%	72.8%
41	96.2%	86.3%		104.7%
44	111.2%	115.9%	112.0%	119.3%
46	0.1%			
47	106.0%	83.5%	74.9%	115.4%
48	95.2%	100.2%	96.6%	98.8%
49	98.6%	100.8%	116.4%	111.0%
50	78.1%	90.8%	102.8%	95.5%
51	99.6%	98.5%		110.8%
52	109.5%	94.6%	82.4%	
53	107.8%	91.3%	96.3%	95.0%
55	104.1%	104.6%		
57	104.3%	135.8%	116.7%	110.7%
58			103.4%	107.8%
62			67.7%	
63		103.3%	98.4%	
66		70.6%	76.6%	
67	94.6%	91.8%	79.3%	99.6%
68			91.3%	92.7%
71	92.4%		92.2%	
79	106.9%	102.8%		121.5%
3249		130.2%	118.3%	133.8%

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.

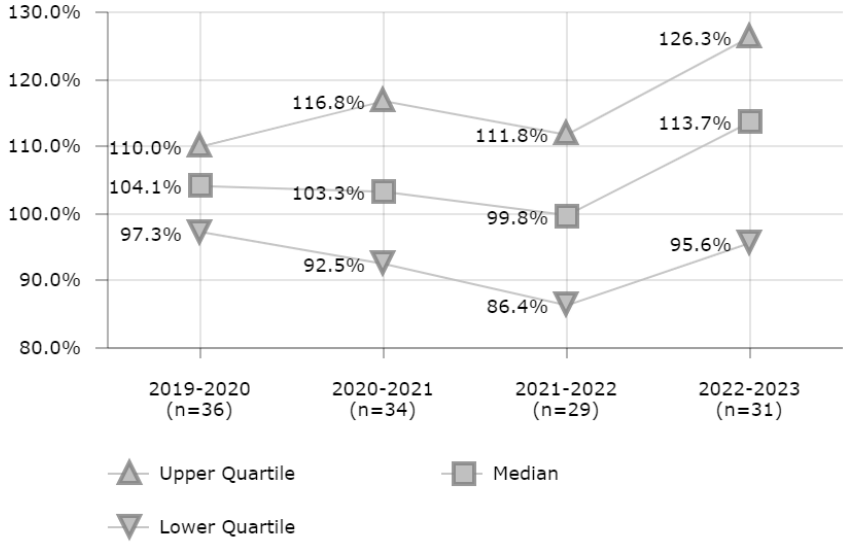
Factors that Influence

- 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	2019-2020	2020-2021	2021-2022	2022-2023
3				84.7%
4	99.4%	94.4%	116.6%	
5	127.6%	133.0%	131.7%	128.4%
7	93.9%			95.8%
8	98.9%	99.2%	96.9%	104.1%
9	99.1%	99.7%	91.6%	106.8%
12	76.0%	66.4%	78.2%	
13	100.9%	104.1%	103.5%	115.4%
14	99.2%	104.3%	104.4%	112.4%
15		114.9%	86.6%	
16				104.9%
18	102.8%	110.2%		121.8%
19				131.4%
20	74.6%	135.4%	133.0%	125.2%
21	97.4%			
23	93.0%	102.4%	92.4%	
24		89.5%	87.8%	84.8%
25	89.3%	9.0%	74.9%	72.9%
26	100.6%		100.9%	78.7%
27	101.9%			
28	88.9%			
30	99.0%	100.0%		115.6%
32	101.7%	99.3%	133.2%	117.2%
34		103.9%		
35	113.0%	82.7%		
39	80.5%	69.3%	74.3%	65.1%
40	89.5%	80.9%	70.0%	65.0%
41	90.2%	95.8%		96.6%
44	104.1%	104.5%	97.6%	118.6%
46	0.1%			
47	105.1%	77.0%	68.2%	111.6%
48	94.3%	93.5%	91.5%	92.4%
49	98.0%	101.3%	116.7%	110.8%
50	74.4%	86.7%	105.3%	89.5%
51	105.4%	113.8%		124.9%
52	103.7%	82.3%	83.1%	
53	109.4%	80.8%	85.4%	91.6%
55	102.7%	104.4%		
57	102.8%	108.4%	91.2%	110.9%
58			101.6%	104.8%
62			59.4%	
63		100.6%	88.7%	
66		81.8%	88.6%	
67	91.4%	84.1%	82.0%	86.8%
68		83.4%	78.7%	78.0%
71	93.9%		88.1%	
79	99.5%	110.8%	133.3%	124.3%
3249		114.5%	103.0%	120.2%

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.

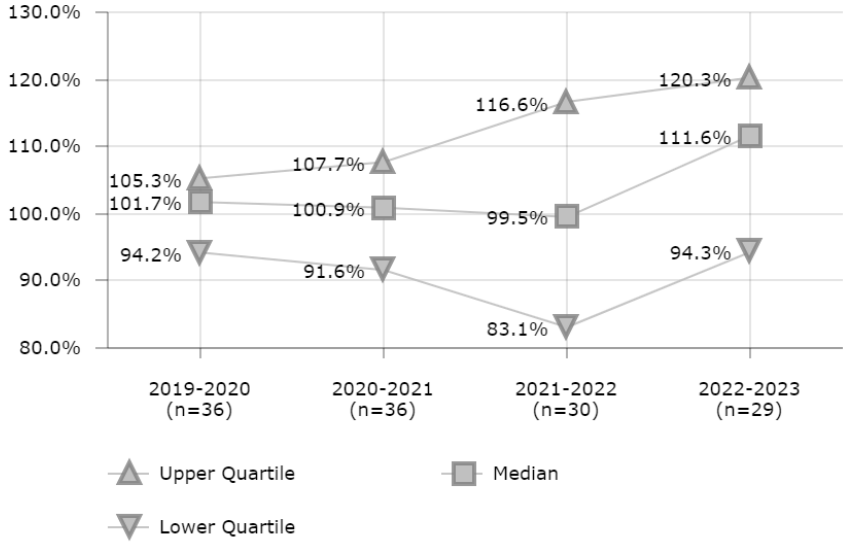
Factors that Influence

- 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	2019-2020	2020-2021	2021-2022	2022-2023
4	103.6%	95.5%	111.6%	
5	262.0%			
7	112.4%			104.0%
8	110.7%	116.8%	129.3%	122.5%
9	109.4%	108.5%	131.6%	121.2%
12	77.8%	70.1%	86.4%	95.6%
13	101.9%	103.1%	122.1%	113.7%
14	114.0%	123.6%		128.2%
15			89.2%	122.2%
16				130.0%
18	105.8%	105.1%		135.7%
19				133.8%
20	84.8%	113.9%	137.3%	127.9%
21	121.6%			
23	99.7%	92.5%	100.0%	
24		64.3%	91.1%	82.1%
25	97.8%	83.0%	79.0%	80.0%
26	100.6%		100.9%	81.3%
27	105.9%			
28	95.0%			
30	108.6%	136.9%	111.8%	116.8%
32	102.9%	109.5%	130.3%	119.8%
34		128.0%		
35	110.0%	130.9%		
39	90.0%	78.9%	83.0%	
40	92.1%	92.5%	81.8%	78.5%
41	103.0%	106.3%		120.7%
44	112.8%	118.9%		126.3%
46	0.1%			
47	106.0%	83.5%	75.1%	115.4%
48	110.0%	110.6%	108.8%	112.3%
49	100.6%	99.5%	99.8%	100.2%
50	74.6%	99.2%	96.3%	98.7%
51	99.6%	98.5%		110.8%
52	106.9%	94.4%	81.5%	
53	111.4%	91.1%		95.0%
55	107.0%	129.2%		
57	104.6%	139.5%	110.5%	113.6%
58			121.1%	105.6%
62			76.0%	77.7%
63		103.3%	106.8%	
66		70.6%	76.6%	
67	96.8%	103.2%	92.9%	
68		94.8%	90.7%	85.7%
71	93.6%		91.6%	
79	114.0%	116.2%		139.2%
3249		124.8%	113.4%	133.8%

FINANCIAL MANAGEMENT

Revenues Efficiency - Final Budget as Percent of Actual



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

District	2019-2020	2020-2021	2021-2022	2022-2023
3				90.3%
4	99.0%	91.9%	116.6%	
5	130.2%	133.5%		
7	110.2%			95.6%
8	103.5%	104.0%	117.4%	
9	102.6%	99.3%	123.0%	111.7%
12	76.4%	66.4%	83.0%	
13	101.6%	102.5%	122.6%	114.2%
14	105.2%	114.2%	131.0%	115.7%
15		91.9%	99.0%	127.7%
16				133.7%
18	102.5%	104.8%		126.7%
20	79.3%	107.3%	129.6%	123.4%
21	100.7%			
23	92.2%	102.5%	100.0%	
24		92.8%	86.5%	78.1%
25	94.6%	8.7%	74.9%	72.9%
26	100.6%		100.9%	81.3%
27	101.9%			
28	90.4%			
30	101.9%	122.0%		109.8%
32	102.5%	108.1%	131.5%	120.3%
34		113.9%		
35	123.1%	101.2%		
39	82.4%	75.0%	73.3%	
40	86.9%	80.9%	69.6%	69.0%
41	95.0%	95.3%		112.3%
44	105.3%	107.1%		125.3%
46	0.1%			
47	105.1%	77.0%	68.4%	111.6%
48	107.5%	103.2%	104.3%	101.4%
49	100.0%	100.0%	100.0%	100.0%
50	75.7%	105.0%	102.0%	102.8%
51	105.4%	113.8%		124.9%
52	100.2%	84.8%	83.1%	
53	113.3%	80.0%	126.1%	91.6%
55	105.5%	128.9%		
57	104.9%	110.8%	103.7%	117.8%
58			103.4%	104.9%
62			66.1%	
63		100.6%	96.2%	
66		81.8%	88.6%	
67	93.9%	99.2%	96.6%	94.3%
68		91.4%	81.2%	78.7%
71	95.0%		88.5%	
79	106.4%	94.6%		128.6%
3249		109.8%	98.7%	120.2%

Grants Management

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

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

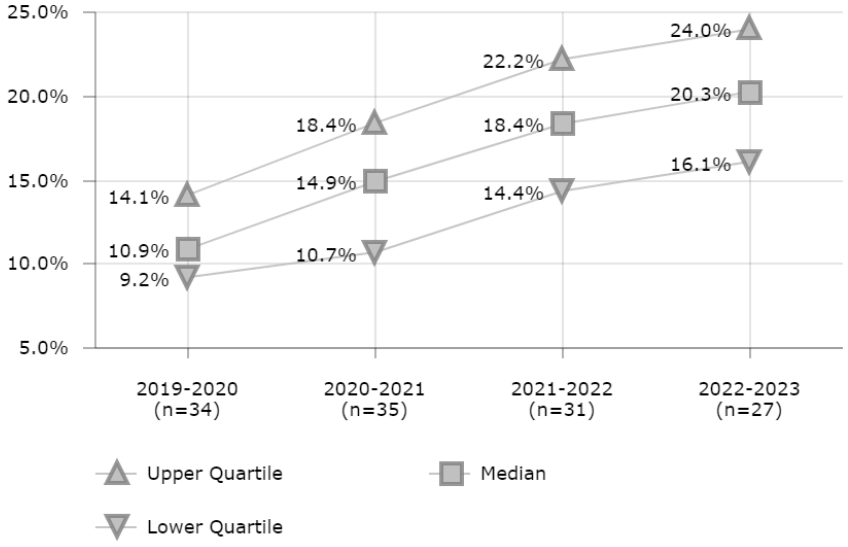
1. Allocate enough fund reserves to insure themselves against possible shifts in funding sources; or
2. Have an evaluation system in place that helps determine whether positions should be continued beyond the term of a grant.

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

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

GRANTS MANAGEMENT

Grant Funds as Percent of Total Budget



Description of Calculation

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

Importance of Measure

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

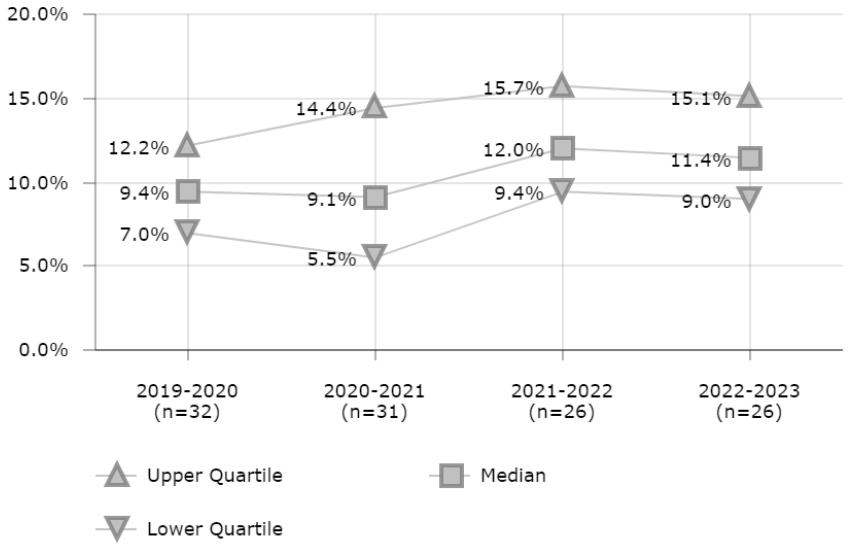
Factors that Influence

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

District	2019-2020	2020-2021	2021-2022	2022-2023
4	10.5%	13.2%	23.0%	
5	10.4%	10.7%	17.7%	19.7%
7	73.3%			28.0%
8	10.6%	15.0%	20.4%	18.0%
9	15.8%	20.0%	22.2%	23.2%
12	9.2%	16.4%	14.2%	9.5%
13		10.8%	18.8%	16.7%
14	11.9%			20.9%
15		26.7%	29.3%	
18	12.4%	21.1%		30.9%
19				29.0%
20	6.7%	11.0%	15.9%	20.3%
21	12.8%			
23	16.9%	18.4%	21.9%	
24		14.0%	16.9%	16.1%
25	13.2%	1.5%	13.5%	15.6%
26			16.3%	19.2%
27	9.2%			
28	9.4%			
30	19.1%	20.0%	27.0%	27.4%
32	0.4%	16.0%	18.6%	19.4%
34	14.1%	20.5%		
35	10.8%	9.9%		
39	12.9%	12.3%	23.9%	24.2%
40	11.0%	16.2%	18.4%	17.6%
41		10.1%		
44	10.3%	13.5%	19.8%	22.0%
46	11.1%		14.4%	
47	15.4%	14.9%	12.0%	
48	8.2%	14.0%	21.0%	23.5%
49	0.3%	0.4%	1.1%	1.3%
50	19.8%	35.9%		
51	17.9%	27.0%		
52	8.0%	9.6%	16.5%	
53	8.4%	12.4%	21.1%	15.1%
55	7.1%	10.3%		
57	12.0%	17.2%		29.3%
58			28.0%	22.5%
62			24.6%	23.1%
63		16.7%	15.0%	
66	10.5%	18.1%	17.5%	
67	35.3%	39.2%		
68		10.5%	11.1%	15.4%
71			10.7%	
79	9.0%	16.0%	31.9%	24.0%
3249		8.9%	12.9%	14.8%

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.

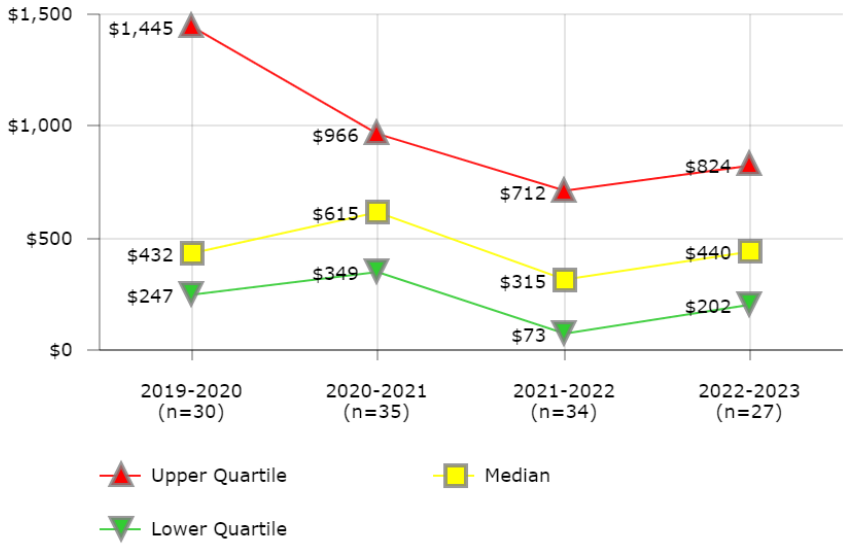
Factors that Influence

- Amount of grant funding

District	2019-2020	2020-2021	2021-2022	2022-2023
3	8.6%			
4	5.7%	5.7%	10.0%	
5	9.9%	5.1%	11.3%	15.1%
7	6.4%			17.2%
8	7.9%	8.1%	11.5%	10.6%
9	8.8%	6.7%	8.4%	8.0%
10	12.5%			
12	9.2%	9.3%	7.8%	9.0%
13			15.0%	13.0%
14	9.5%			12.5%
15		17.4%	19.1%	20.3%
18	12.6%	21.6%		26.6%
20	5.3%	4.3%		11.4%
21	12.6%			
23	10.0%	5.5%	16.3%	
24		19.0%	11.0%	11.0%
25		0.6%	0.2%	
26			9.4%	11.5%
27	9.3%			
30	15.1%	15.2%	16.3%	16.2%
32	9.6%	21.6%	14.6%	10.5%
35	6.6%	11.3%	12.5%	
39	5.5%	8.5%	12.8%	11.9%
40	10.0%	17.0%		9.9%
41		7.2%		
45	11.7%			
46	11.9%		11.5%	12.6%
48	7.7%	10.4%	13.3%	13.5%
49	0.1%	0.0%	0.2%	0.2%
50	27.0%	31.8%		
51	10.9%	13.5%		3.1%
52	7.7%	9.6%	22.7%	
53	18.1%			
55	7.3%	7.4%		
57	4.5%	1.4%		
58			20.7%	22.1%
63		13.2%	15.7%	
66	16.0%	14.4%	13.0%	
67	1.2%	0.9%	3.1%	5.4%
68		3.0%	9.9%	6.6%
71		9.1%	7.1%	7.7%
79	13.6%	11.9%	21.1%	22.2%
3249		7.2%		10.3%

GRANTS MANAGEMENT

Returned Grant Funds per $100K Grant Revenue



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

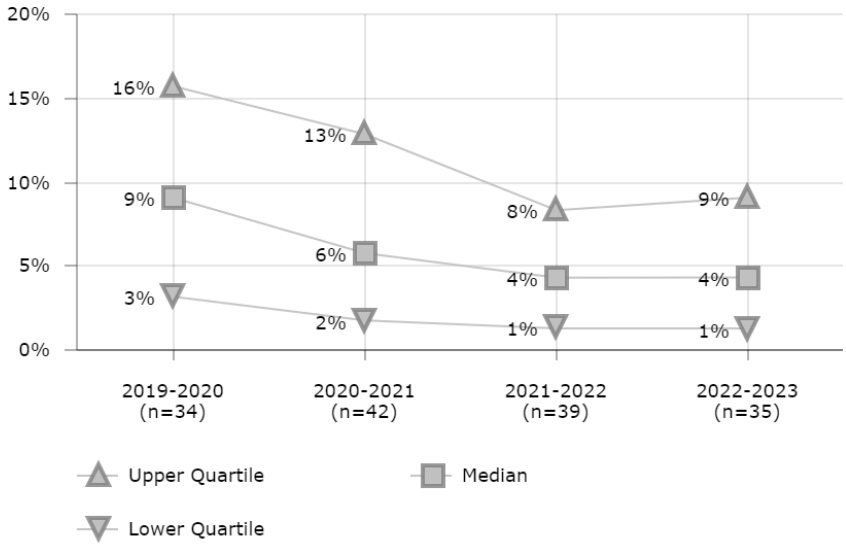
Districts in Best Quartile (2022-2023)

- Detroit Public Schools
- Fort Worth Independent School District
- Fresno Unified School District
- Guilford County School District
- Milwaukee Public Schools
- Minneapolis Public Schools
- Shelby County School District

District	2019-2020	2020-2021	2021-2022	2022-2023
1	$421	$380		
3	$495	$11,399		
4	$19	$8	$20	
5		$615	$94	
7	$56			$1,367
8	$321	$1,455	$1,040	$824
9	$2	$316	$9	$567
10	$325	$861	$13,576	
11		$262	$481	
12	$2,337	$873	$2,546	$420
13		$836	$374	$735
14	$1,291			$5,143
15		$353	$129	
18	$755			$20
19	$1,445	$6,878	$3,014	$2,380
20	$251	$394	$205	$208
21	$4,986			
23	$416	$1,025	$1,147	
24		$54	$390	$947
25	$86	$722	$235	$369
27	$50,096			
28	$257	$1,004	$1,717	
30		$70	$18	$25
32	$18,163	$489	$491	$451
33			$276	
35	$247	$2,126	$1,130	
39	$444	$699	$354	$222
40	$867	$740	$401	$83
41		$39		
44	$365			$546
45	$18,962	$23,967		
46	$247	$426	$73	
47			$89	$237
48	$1,829	$737	$499	$848
49				$202
50	$557	$275	$60	$45
52	$1,048	$966	$712	$86
53	$1,643	$455	$388	$489
58			$13	$308
63		$647	$1,167	
67			$54	$103
68		$475	$218	$440
71		$25	$54	$1,024
79	$27	$511	$11	$444
91		$4,342		
431	$92			
3249		$349	$215	

GRANTS MANAGEMENT

Competitive Grant Funds as Percent of Total



Description of Calculation

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

Importance of Measure

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

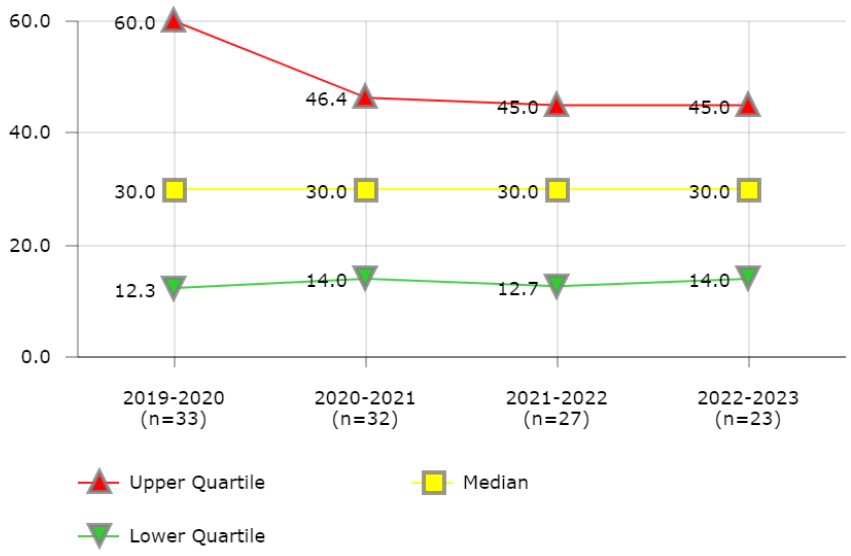
Factors that Influence

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

District	2019-2020	2020-2021	2021-2022	2022-2023
1	9%	8%		
3	16%	11%		
4	2%	1%	1%	
5	36%	20%	3%	3%
7	1%			6%
8	11%	7%	6%	6%
9	10%	14%	9%	10%
10	3%	3%	1%	
11		4%	0%	
12	9%	6%	9%	9%
13		4%	14%	4%
14	4%			2%
15		2%	1%	1%
18	22%	6%		9%
19	9%	9%	1%	1%
20	12%	10%	5%	0%
21	60%			
23	15%	2%	2%	
24		2%	2%	2%
25	5%	5%	2%	10%
26			3%	1%
30	8%	19%	12%	6%
32		6%	9%	8%
33			6%	
35	9%	10%	6%	3%
39	14%	13%	7%	5%
40	16%	8%	2%	1%
41		1%		
44	3%	2%	2%	0%
45		40%		
46	15%	13%	8%	3%
47	1%		7%	2%
48	0%	0%	0%	0%
49	100%	100%	100%	100%
50	3%	3%	5%	0%
51		96%		93%
52	25%	25%	20%	7%
53	36%	4%	2%	3%
55	1%	1%	4%	
57	8%	0%	0%	
58			9%	10%
63		0%	0%	
66	10%	22%	12%	6%
67	1%	0%	1%	1%
68		2%	1%	1%
71		2%	6%	18%
79	16%	6%	3%	5%
91		34%		
431	8%			
3249		6%	5%	10%

GRANTS MANAGEMENT

Days to Access New Grant Funds



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

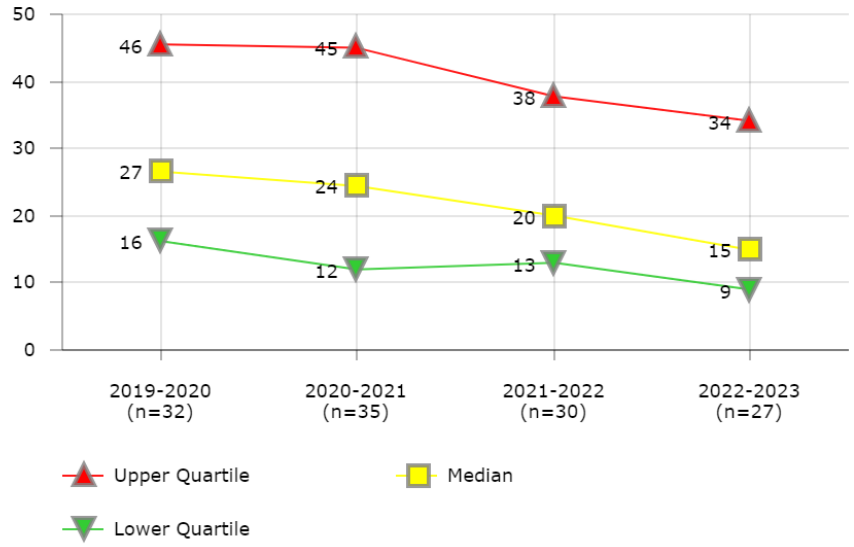
Districts in Best Quartile (2022-2023)

- Detroit Public Schools
- Fayette County Public Schools
- Fort Worth Independent School District
- Orange County Public School District
- Palm Beach County School District
- School District of Philadelphia
- Shelby County School District

District	2019-2020	2020-2021	2021-2022	2022-2023
1	55.5	44.3		
2		72.9		
3	113.5			
4	209.8	63.8	98.9	
5	30.0	30.0	30.0	30.0
8	5.0	5.0	5.0	5.0
9	10.0	10.0	20.0	20.0
10	30.0	30.0	30.0	
11		165.3		
12	53.1	85.8	87.5	48.3
13		30.0	30.0	30.0
14	42.5			64.4
15		36.0	28.1	25.7
18	45.0	30.0		2.5
19	30.0	7.0		
20	63.6	75.0	152.1	
23	87.6	31.3	52.3	
25	54.4	149.0	165.2	86.7
27	231.3			
29	60.0			
30	45.0		45.0	45.0
32	30.0	45.0	45.0	45.0
35	30.0	30.0	30.0	30.0
39	17.0	22.0	0.2	35.0
40	20.0	14.0		14.0
45	6.5	1.7		
46	0.2	0.1	0.2	
47	0.4	0.7	3.8	
48	12.3	14.0	14.0	14.0
49	150.0	50.0		30.0
50	3.3	1.9	1.8	2.0
51	86.0			
53	20.0	18.5	20.0	20.0
55	30.0	30.0	30.0	
58			0.2	1.2
63		16.7	12.7	
66	5.1			
68		30.0	30.0	30.0
71			63.3	96.9
79	0.8	47.7	41.9	46.1
431	115.9			
3249		35.7	36.1	0.2

GRANTS MANAGEMENT

Grants Receivables Aging



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

Districts in Best Quartile (2022-2023)

- Anchorage School District
- Austin Independent School District
- Columbus Public Schools
- Detroit Public Schools
- Omaha Public School District
- Shelby County School District
- Toledo Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
2		0		
3	0	0		
4	61	61	61	
5	90	44	20	20
7	17			8
8	44	39	37	41
9	25	25	25	25
10	25	25	25	
11		23	48	
12	51	52	57	52
13		12	12	12
14	28			19
15			16	18
18	37	54		1
19	8	22	41	34
20	16	14	13	14
21	63			
23	31	31	31	
24		0		
25	109	51	17	9
26				45
27	38			
29	59			
30	35	35	35	35
32	45	45	45	45
35	12	8	9	9
39	21	22	17	15
40	15	17	17	17
41		60		
46	55	53	53	
48	21	11	11	15
50	4	4	4	8
51	25	60		35
52	23	25	12	12
53	35	20	20	14
55	46	51	51	
63		24	38	
66	19	3	1	1
68		13	13	13
71		13	13	5
79	7	6	6	8
431	8			
3249		31	31	

Procurement

Procurement improvement strategies generally fall into two categories:

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

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

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

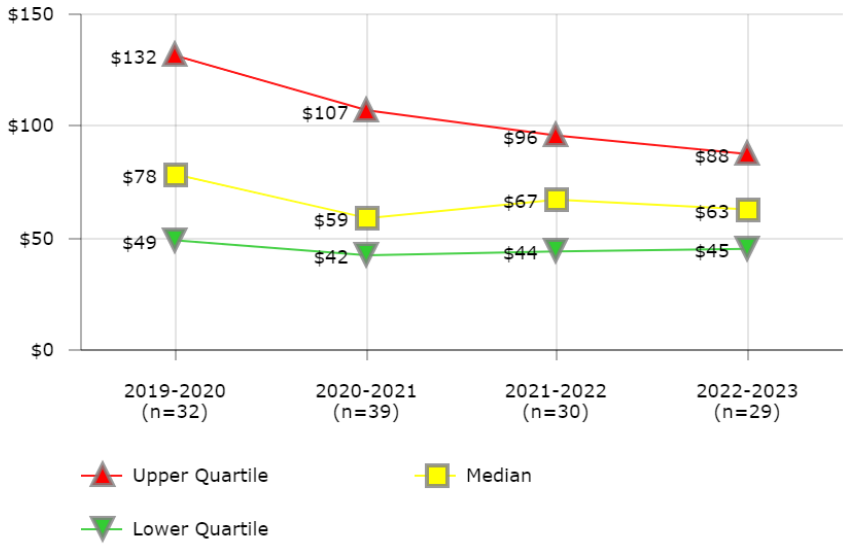
Finally, metrics of the procurement department's service level, such as Procurement Administrative Lead Time, should also be considered.

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

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

PROCUREMENT

Procurement Cost per Purchase Order



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

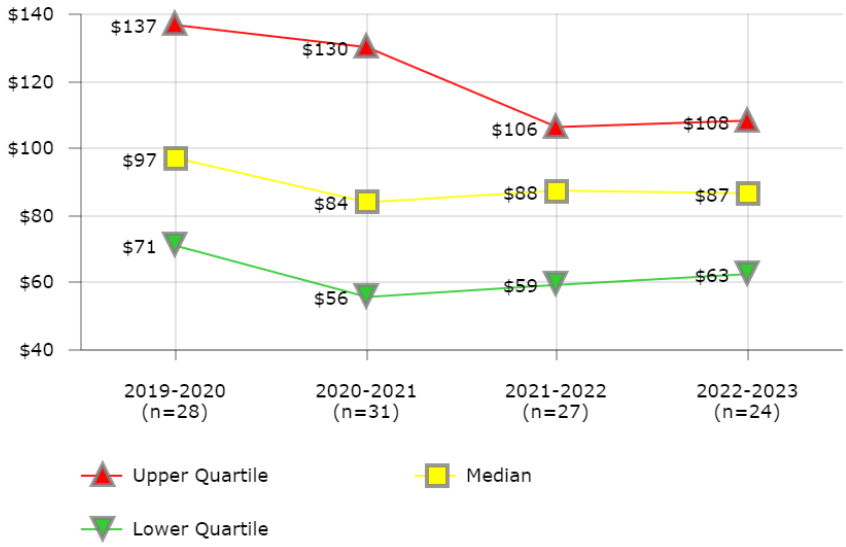
Districts in Best Quartile (2022-2023)

- Albuquerque Public Schools
- Broward County Public Schools
- Chicago Public Schools
- Houston Independent School District
- Jefferson County Public Schools (KY)
- Oklahoma City Public Schools
- School District of Philadelphia
- Shelby County School District

District	2019-2020	2020-2021	2021-2022	2022-2023
1		$46		
3	$250			
4	$129	$125	$60	
5	$367	$328	$306	$314
7	$134			$315
8	$50	$59	$53	$50
9	$71	$96	$83	$84
10	$48	$57		
11		$223		
12	$257	$294	$322	
13		$37	$31	$36
14	$23	$25		$20
15		$21	$16	
16		$215	$158	$209
18		$42		$41
19		$69		
20		$151	$197	
23	$278	$255		
24			$55	$53
25		$106		$88
27	$396			
28	$184			
30	$34	$39	$65	$61
32	$95	$107	$96	$69
34	$73			
35	$96	$143		$63
39	$104	$31	$29	$36
40	$50	$47	$69	$81
41	$52			
44	$84	$72	$97	$117
45	$89	$103		
46		$80	$54	$49
47	$55		$49	$49
48	$56	$61	$71	$73
49		$90	$80	
50	$69	$49	$75	$99
51	$42	$57		$45
52	$46			$108
53	$18	$26	$19	$19
54	$41	$43	$28	$31
55	$31	$41	$40	
57	$98	$22	$26	$47
58			$44	$27
62			$146	$129
63		$57	$94	
66		$58		
67	$93	$86	$71	$77
68		$37	$56	$63
71	$304	$339	$286	
76		$53		

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

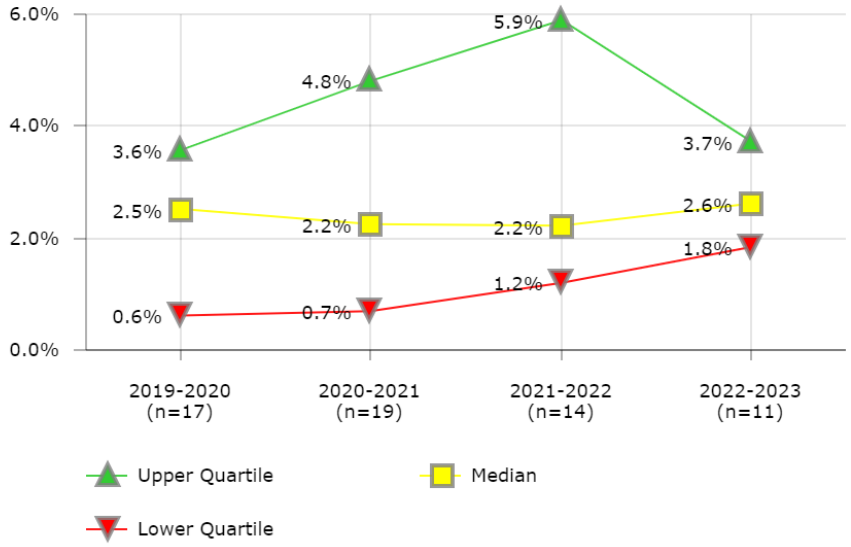
Districts in Best Quartile (2022-2023)

- Broward County Public Schools
- East Baton Rouge Parish Public Schools
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- School District of Philadelphia
- Shelby County School District

District	2019-2020	2020-2021	2021-2022	2022-2023
4	$104	$130	$124	
5	$165	$161	$153	
7	$124			$148
8	$91	$83	$88	$83
9	$103	$104	$95	$104
12	$97	$89	$112	$71
13		$49	$57	$58
14	$61	$54	$51	
15		$42	$53	$45
18		$75		$62
19				$106
20		$182		
23	$149	$189		
24		$63	$59	$46
25				$108
26			$55	
27	$231			
28	$98			
30	$56	$56	$91	$85
32	$38	$35		
34	$207	$227		
35	$167	$173		
39	$111	$102	$112	$121
40	$147	$121	$108	$109
41	$72			
44	$75	$66	$78	$74
46			$65	
47	$91		$69	$89
48	$96	$97	$96	$97
49		$78	$68	
50	$70	$43	$89	$121
51	$133	$145		$152
52	$70	$84	$52	
53	$60	$55	$44	$47
55	$53	$52		
57	$75	$72	$65	$63
58				$52
62			$88	$75
63		$122	$143	
66		$100		
67	$140	$147	$106	$107
68		$65	$86	$108
71	$111		$89	

PROCUREMENT

Procurement Savings Ratio



District	2019-2020	2020-2021	2021-2022	2022-2023
4	0.2%			
5	5.6%	5.1%	2.5%	2.4%
7	5.3%			3.6%
8	1.0%	3.2%	1.2%	1.8%
9	11.9%	10.1%	9.8%	9.5%
10	0.4%	0.4%		
11		2.2%	2.8%	
13		7.4%	2.0%	0.5%
16		2.6%		2.6%
19		1.3%	1.9%	
20		0.7%	0.7%	
23	0.6%	6.0%		
27	3.2%			
30		1.3%	1.1%	0.3%
32	3.6%	0.5%		
35	2.5%			
40		0.7%		3.7%
46	0.4%	0.2%		
47	3.0%		9.5%	4.2%
48	9.0%	4.3%	5.9%	
51	1.1%			
52			0.3%	
55	3.2%	4.8%	6.7%	
67	0.3%	2.4%	1.2%	2.1%
71	0.8%	0.2%	4.5%	2.8%
76		0.8%		

Description of Calculation

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

Importance of Measure

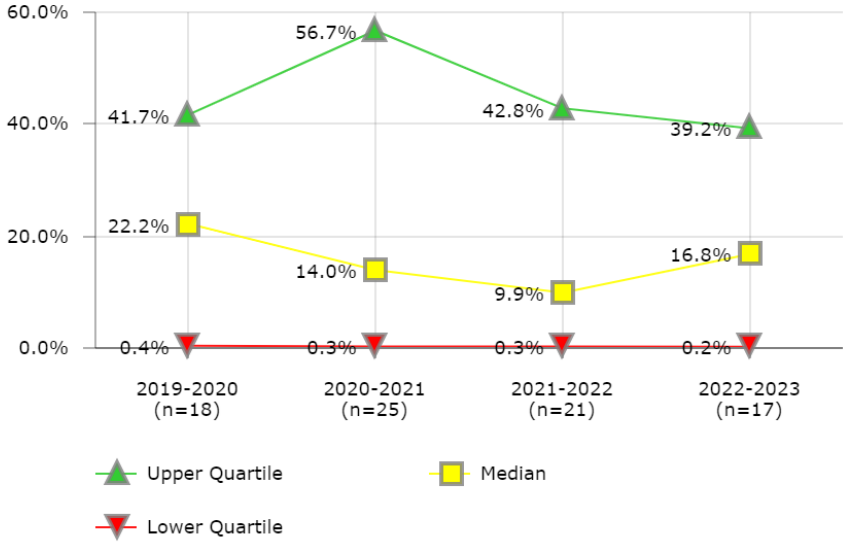
This measure compares a district's savings or "cost avoidance" that result from centralized purchasing to the total procurement spend (less P- Card spending). This measure only captures savings/ cost avoidance in a limited form since districts may realize other procurement savings that are not captured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

Factors that Influence

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

PROCUREMENT

Strategic Sourcing Ratio



District	2019-2020	2020-2021	2021-2022	2022-2023
4	5.8%	1.8%	10.4%	
7				16.8%
8	10.3%	16.0%	9.5%	11.6%
9	89.1%	90.6%	92.1%	
10	81.3%	82.0%		
11			29.5%	
13		80.1%	83.3%	86.4%
14		96.0%		3.7%
15		0.0%	0.0%	0.0%
16		87.1%	79.6%	57.2%
19		32.1%	2.0%	
20		9.1%		
23	0.0%	0.0%		
24		14.0%	0.0%	
27	62.2%			
30	25.8%		66.9%	27.6%
32	40.2%	59.9%	40.1%	55.0%
35	0.0%			
40		15.5%	4.3%	37.0%
46	41.7%	11.9%	15.2%	36.8%
47	33.3%			
48	76.1%	56.7%		
51	0.0%	0.0%		0.0%
53	0.4%	0.3%	0.3%	0.5%
54	39.4%	40.5%	42.8%	39.2%
55	12.1%	10.0%	9.9%	
57	0.3%	0.3%	2.0%	0.2%
63		0.2%	0.0%	
68		0.0%	0.0%	0.0%
71	18.6%		44.7%	43.7%
76		37.0%		
3249		0.0%	0.0%	0.0%

Description of Calculation

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

Importance of Measure

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

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

Factors that Influence

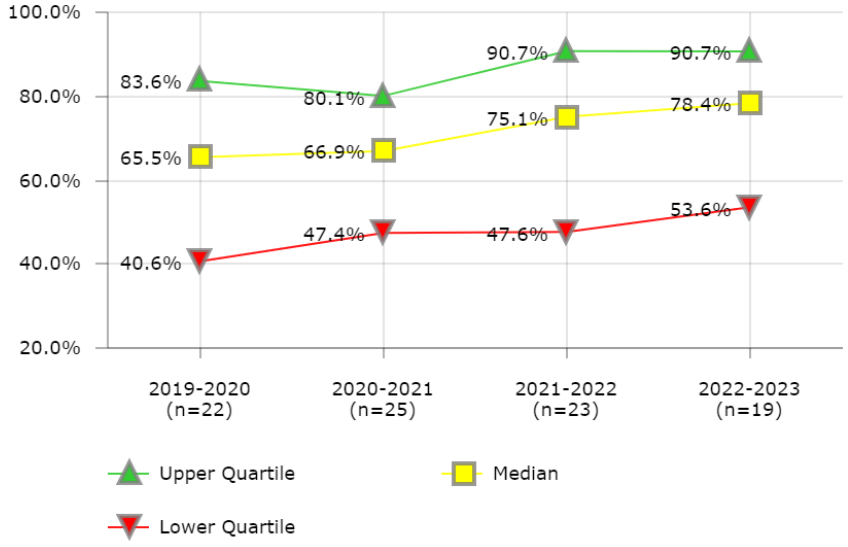
- Technical training of procurement professional staff
- Effectiveness of spend analysis regarding frequently purchased items
- Policies on centralization of procurement
- Balance between choice and cost savings
- Dollar approval limits without competitive bids

Districts in Best Quartile (2022-2023)

- Austin Independent School District
- Broward County Public Schools
- Chicago Public Schools
- Miami-Dade County Public Schools
- San Diego Unified School District

PROCUREMENT

Competitive Procurements Ratio



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

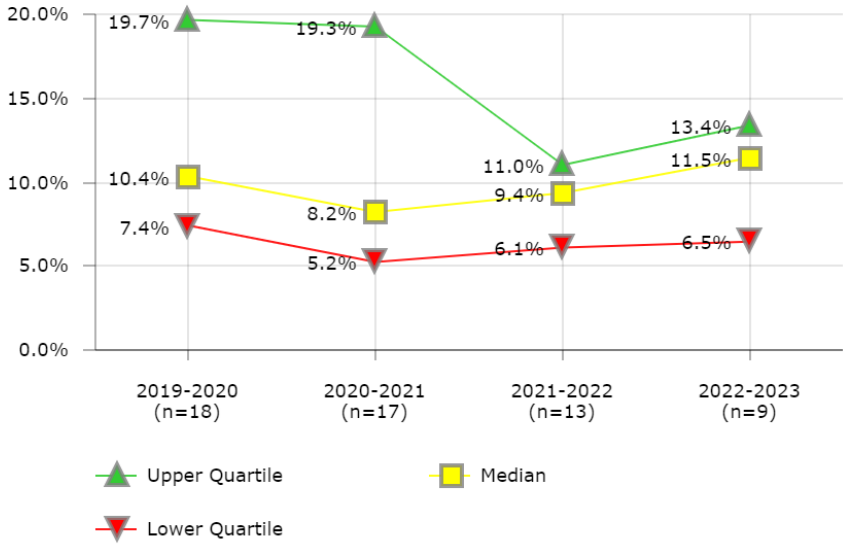
Districts in Best Quartile (2022-2023)

- Houston Independent School District
- Metropolitan Nasvhille Public Schools
- Oklahoma City Public Schools
- Orange County Public School District
- Palm Beach County School District

District	2019-2020	2020-2021	2021-2022	2022-2023
3	84.5%			
4	26.9%	26.4%	1.3%	
5	72.7%	71.4%	70.0%	63.8%
7	64.4%			71.2%
8	98.4%	98.3%	97.4%	97.3%
9	90.2%	87.6%	88.8%	87.1%
11			84.6%	
12	19.4%	71.3%	75.1%	42.7%
13		92.5%	90.7%	90.7%
14		79.4%		50.1%
15		0.2%	0.2%	4.0%
16		53.3%	41.9%	
19		63.3%	27.1%	
20		80.1%	72.9%	78.4%
23	55.2%	4.3%		
24			19.2%	
27	80.9%			
28	3.1%			
30	3.8%	63.5%	66.9%	
32	78.8%	37.9%	75.4%	53.6%
35	50.4%			
39		96.2%	69.8%	98.9%
40		14.0%	99.4%	
41	42.2%			
44		66.9%	95.4%	67.8%
46	83.6%	75.9%	76.2%	88.8%
47	75.7%		97.2%	97.5%
48	84.5%	70.6%	88.9%	96.9%
50	66.5%	50.2%	91.5%	87.2%
51	15.6%	47.8%		90.7%
54	44.2%	47.4%	54.3%	49.9%
55	40.6%	44.2%	47.6%	
67				70.0%
68		83.2%		
71	89.6%			
76		97.5%		

PROCUREMENT

Cooperative Purchasing Ratio



District	2019-2020	2020-2021	2021-2022	2022-2023
4	9.2%	20.6%	20.2%	
7	10.3%			11.6%
8	30.1%	27.5%	15.5%	20.1%
9	4.6%	3.0%	4.4%	5.9%
10	12.0%	5.2%		
12	19.7%	21.6%	8.8%	
16		8.0%	6.1%	7.2%
19		29.0%		
24		0.0%		
27	7.4%			
30	71.9%			
32		7.8%		
34	37.8%			
35	1.6%			
40	22.1%	4.7%		
46	11.7%	9.7%	14.4%	11.5%
47	7.9%			
49	5.7%	8.2%	7.6%	6.5%
52			0.3%	
53	16.3%	19.3%	11.0%	
54	1.5%	1.1%	2.5%	2.3%
55	8.0%	6.4%	9.4%	
67		17.9%	9.8%	13.4%
68		9.0%	9.4%	15.5%
71	10.4%			

Description of Calculation

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

Importance of Measure

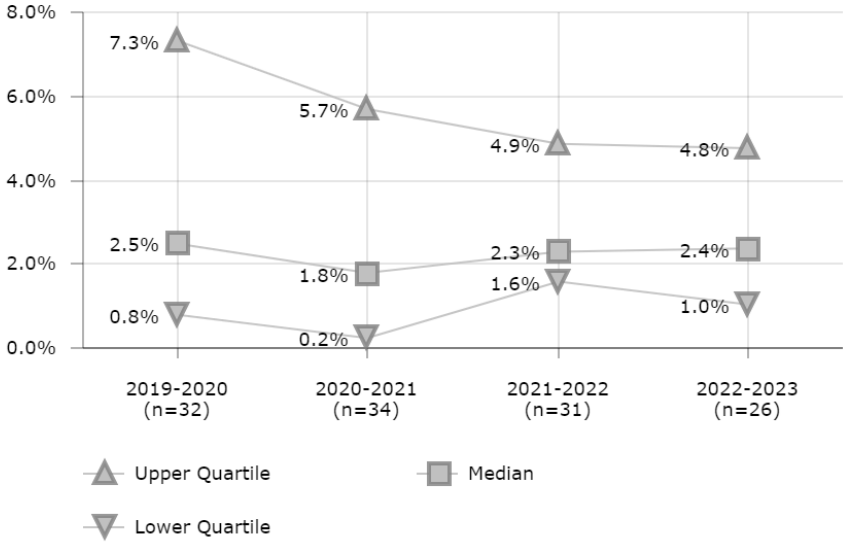
This measure assesses the use of cooperative purchasing agreements that districts can use to leverage their collective buying power to maximize savings through economies of scale. Additionally, cooperative agreements provide purchasing efficiencies by having one buyer from one district buy for many districts,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

Factors that Influence

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

PROCUREMENT

P-Card Purchasing Ratio



Description of Calculation

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

Importance of Measure

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

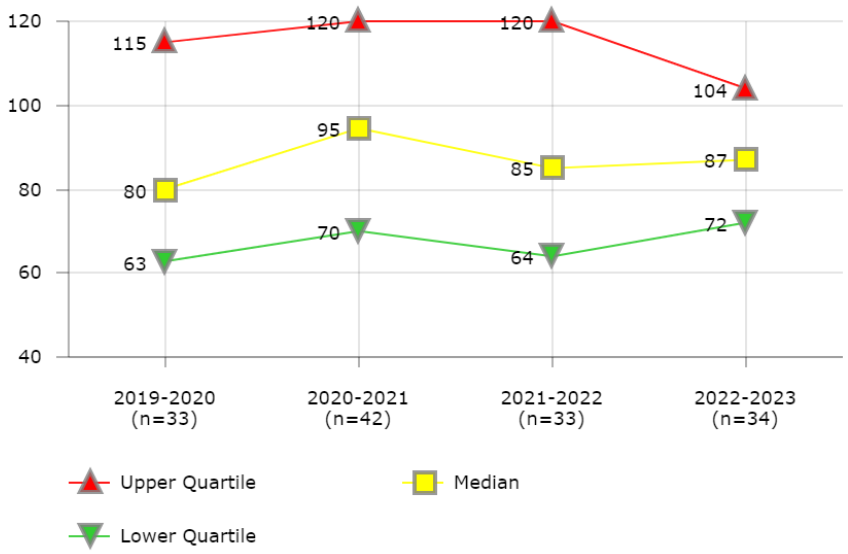
Factors that Influence

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

District	2019-2020	2020-2021	2021-2022	2022-2023
1		6.6%		
3	7.4%	2.0%		
4	1.7%	6.3%	4.9%	
5	9.3%	8.3%	8.1%	9.5%
7	9.2%			12.1%
8	2.3%	2.6%	2.3%	4.1%
9	8.5%	6.3%	6.0%	6.2%
10	7.2%	6.9%		
11		4.1%	3.5%	
12	6.6%	5.2%	4.2%	7.0%
13		5.7%	4.9%	4.6%
14	0.9%	0.2%	10.7%	0.8%
16		3.0%	4.0%	4.3%
19		0.3%	2.5%	
20		2.0%	2.1%	2.2%
23	15.5%	13.1%		
27	14.1%			
28	3.0%			
30	49.6%	1.7%		
32	2.9%	0.0%	2.5%	2.5%
33			0.5%	
34	0.7%			
39	4.6%	1.9%	2.2%	3.2%
40	4.6%	0.5%	3.4%	4.8%
44	2.3%	1.7%	1.6%	1.0%
45	0.0%	0.0%		
46	0.0%	0.0%	0.0%	0.0%
47	0.9%		1.6%	2.3%
48	2.7%	1.7%	2.3%	2.4%
49	28.3%	28.3%	22.6%	17.7%
50	0.1%	0.1%	0.1%	0.1%
51	0.2%	0.1%		0.3%
52	1.2%		1.8%	1.7%
53	0.0%	7.4%	6.0%	2.3%
54	1.6%	1.8%	1.9%	2.3%
55	1.6%	1.4%	1.3%	
57	0.2%	0.1%	2.0%	1.3%
62			3.9%	
63		0.1%	0.4%	
66		0.9%		
67	0.0%	0.1%	0.0%	0.1%
68		0.7%	0.0%	0.2%
71	3.2%		12.0%	8.1%

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

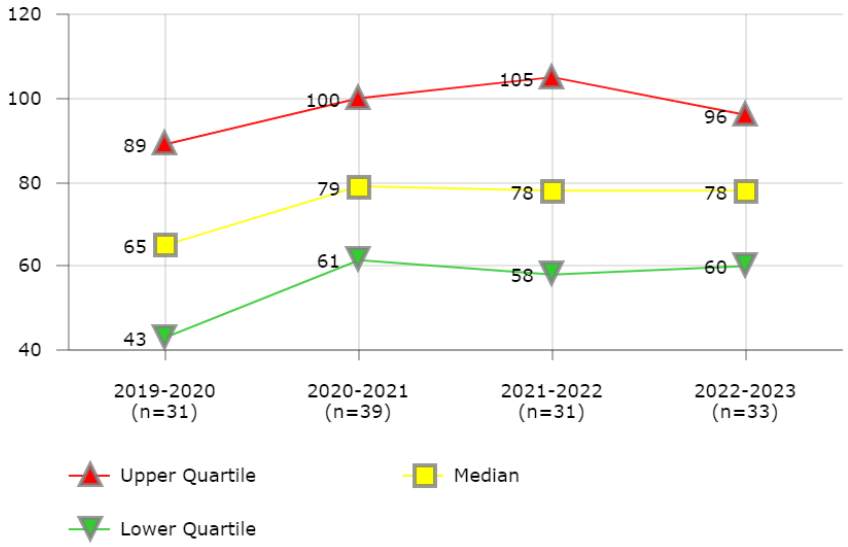
Districts in Best Quartile (2022-2023)

- Arlington Independent School District
- Boston Public Schools
- Cincinnati Public Schools
- Des Moines Public Schools
- Guilford County School District
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- Oklahoma City Public Schools
- School District of Philadelphia

District	2019-2020	2020-2021	2021-2022	2022-2023
1		102		
3	107			
4	77	74	64	
5	63	108	76	95
7	132			166
8	143	153	153	153
9	110	119	129	114
10	80	127		
11		209	181	
12	55	55	55	55
13		89	91	88
14	80	80	80	80
15		80	58	58
16		95	95	95
18		73		73
19		126	71	
20		64	64	64
23	56	56		
24		70	70	90
25		72		96
26				38
27	74			
28	194	194		
30	126	126	121	131
32	272	272		
34	70			
35	86	110		76
39	100	115	120	120
40	47	110	125	148
41	123			
44	85	85	85	85
45	54	64		
46	100	100	100	100
47	67		74	93
48	115	133	152	86
49	45	62	62	72
50	142	133	148	147
51	65	65		65
52	35		58	80
53	49	56	56	63
55	27	27	27	
57	122	120	120	120
58			86	56
62			70	75
63		125	125	
66		111		
67	75	75	75	75
68		51	41	41
71	94	94	94	94
76		93		
79		58		
3249		105	102	104

PROCUREMENT

PALT for Invitations for Bids



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

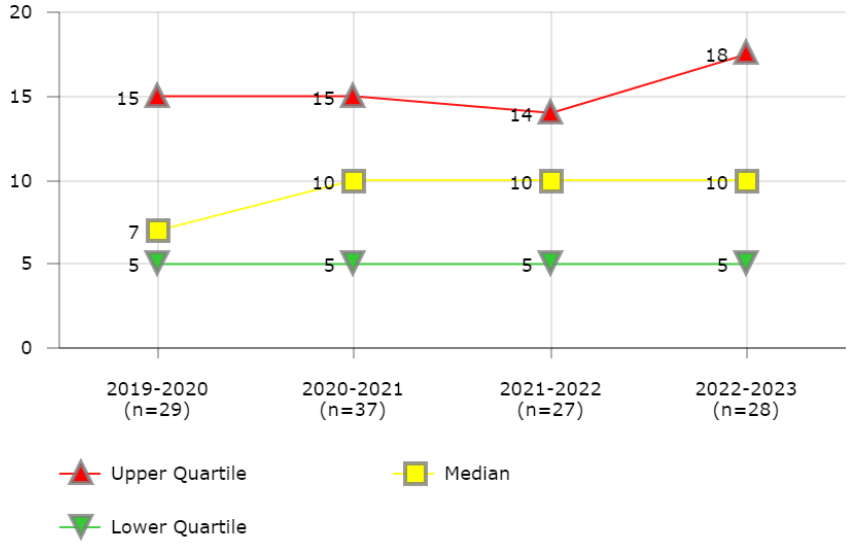
Districts in Best Quartile (2022-2023)

- Arlington Independent School District
- Boston Public Schools
- Cincinnati Public Schools
- Columbus Public Schools
- Des Moines Public Schools
- Guilford County School District
- Metropolitan Nasvhille Public Schools
- School District of Philadelphia
- Shelby County School District

District	2019-2020	2020-2021	2021-2022	2022-2023
1		72		
3	12			
4	33	33	33	
5	48	61	65	94
7	134			94
8	65	75	75	91
9	90	100	87	106
10	64	157		
11			105	
12	30	25	30	30
13		95	81	70
14	65	65	65	65
15		78	78	78
16		65	65	65
18		45		45
19		126	71	
20		58	58	58
23	56	56		
24				75
25		65		96
26				38
27	55			
28	138	138		
30	81	96	96	96
32	226	226	218	211
34	56			
35	38	38		50
39	75	115	105	105
40		83		
41	97			
44	76	66	66	66
45	54	64		
46	89	89	89	89
47	43		45	60
48	89	220	128	106
49	27	29	29	30
51	85	85		85
52	35		89	194
53	87	87	87	87
55	27	27	27	
57	120	120	120	120
58			40	56
62			108	75
63		125	125	
66		100		
67	105	105	142	142
68		51	41	41
71	78	79	79	79
76		86		
79		81		
3249		72	70	70

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

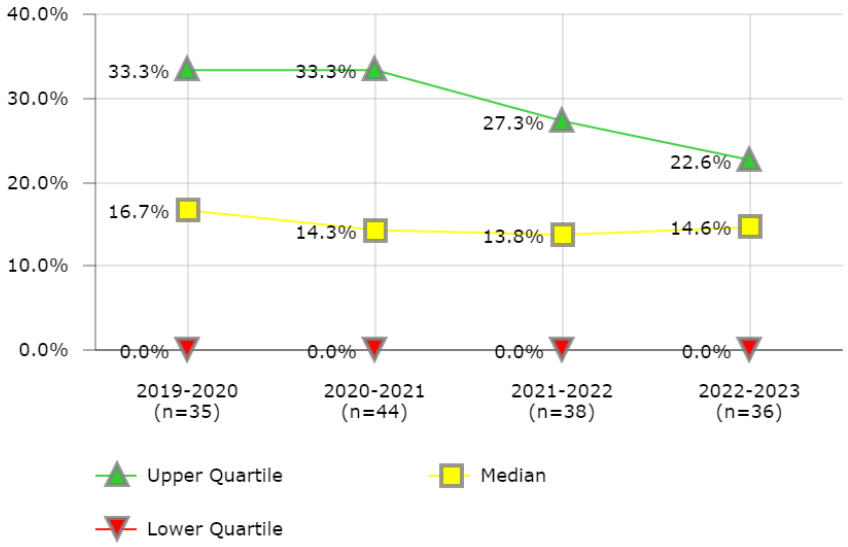
Districts in Best Quartile (2022-2023)

- Albuquerque Public Schools
- Arlington Independent School District
- Baltimore City Public Schools
- Broward County Public Schools
- Cincinnati Public Schools
- Duval County Public Schools
- Houston Independent School District
- Shelby County School District

District	2019-2020	2020-2021	2021-2022	2022-2023
3	14			
4	58	14	14	
7	17			34
8	5	15	15	20
9	5	5	5	7
10	15	28		
11			60	
12	25	25	25	25
13		3	3	3
14	3	3	3	3
15		5		
16		10	10	10
18		3		3
19		60	5	
20		15	5	5
23	17	17		
24		30	30	7
25		7		7
26				21
27	30			
28	10	10		
30	5	5	10	10
32	10	10	10	10
34	5			
35	5	5		
39	5	5	5	5
40	7	5		
44	2	3	4	4
45	10	10		
46	3	3	3	3
47	6		6	7
49	7	18	13	15
50	78	54		
51	7	7		7
52	2		14	14
53	3	5	5	21
55	7	7	7	
57	30	30	30	30
62			12	10
63		10	3	
66		5		
67			14	14
68		5	5	5
71	14	14	14	14
76		10		
79		30		
3249		5		60

PROCUREMENT

Procurement Staff with Professional Certificate



Description of Calculation

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

Importance of Measure

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

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

Factors that Influence

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

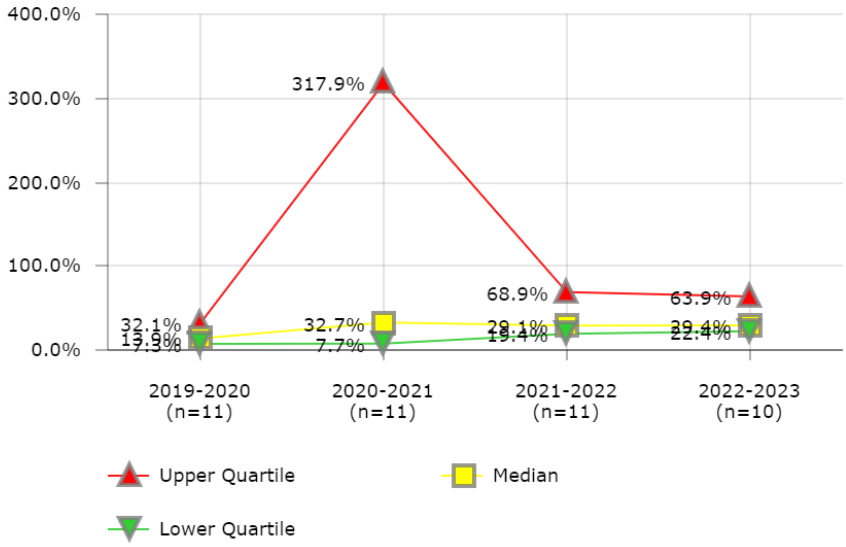
Districts in Best Quartile (2022-2023)

- Albuquerque Public Schools
- Arlington Independent School District
- Baltimore City Public Schools
- Broward County Public Schools
- Fort Worth Independent School District
- Metropolitan Nasvhille Public Schools
- Oklahoma City Public Schools
- Orange County Public School District
- Palm Beach County School District

District	2019-2020	2020-2021	2021-2022	2022-2023
1		55.6%		
3	0.0%			
4	0.0%	0.0%	0.0%	
5	16.7%	16.7%	16.7%	18.2%
7	0.0%			0.0%
8	23.5%	19.6%	19.6%	32.6%
9	25.6%	21.7%	21.7%	20.8%
10	13.6%	9.5%		
11		34.9%	34.7%	
12	20.0%	20.0%	20.0%	20.0%
13		33.3%	30.8%	35.7%
14	20.0%	33.3%	30.0%	33.3%
15		0.0%	0.0%	0.0%
16		8.3%	8.1%	7.7%
18		7.7%		7.1%
19		125.0%	80.0%	
20		16.7%	16.7%	16.7%
23	46.2%	53.8%		
24		15.8%	0.0%	0.0%
25		27.3%		14.3%
26			20.0%	22.2%
27	62.5%			
28	37.5%	44.4%		
30	0.0%	0.0%	0.0%	0.0%
32	29.4%	10.5%	15.0%	15.0%
33			0.0%	
34	0.0%	0.0%		
35	33.3%	14.3%		16.7%
39	11.1%	11.9%	12.5%	9.1%
40	22.2%	37.5%	30.0%	35.3%
41	50.0%			
44	9.1%	9.1%	9.1%	16.7%
45	0.0%	0.0%		
46	46.2%	38.5%	50.0%	46.2%
47	10.0%		36.4%	36.4%
48	16.7%	20.0%	20.0%	25.0%
49	37.5%	42.9%	28.6%	16.7%
50	16.7%	0.0%	0.0%	0.0%
51	33.3%	50.0%		33.3%
52	0.0%		20.0%	0.0%
53	0.0%	0.0%	0.0%	0.0%
54	8.0%	7.2%	8.1%	0.0%
55	37.5%	50.0%	50.0%	
57	28.6%	14.3%	10.0%	14.3%
58			7.7%	0.0%
62			0.0%	0.0%
63		0.0%	0.0%	
66		0.0%		
67	0.0%	0.0%	0.0%	0.0%
68		18.2%	27.3%	23.1%
71	0.0%	0.0%	10.5%	11.1%
76	13.3%	13.3%		
79		0.0%	0.0%	
3249		0.0%	0.0%	0.0%

PROCUREMENT

Warehouse Operating Expense Ratio



District	2019-2020	2020-2021	2021-2022	2022-2023
5	32.1%	32.7%	34.1%	34.0%
7	18.3%			
8	7.1%	6.0%	2.9%	7.2%
11			19.4%	
12	331.9%	232.0%		
14				63.9%
15		34.8%	29.1%	29.1%
16		16.4%	18.8%	22.4%
18		317.9%		29.8%
23	112.2%		68.9%	
24		369.1%		
32	20.6%	13.4%	24.8%	14.0%
35	13.9%			93.9%
39	7.3%	2.1%	26.4%	
41	4.5%			
47	13.4%		98.4%	24.9%
52			37.6%	
55	9.1%	7.7%	157.3%	
79				150.2%
3249		1134.2%		

Description of Calculation

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

Importance of Measure

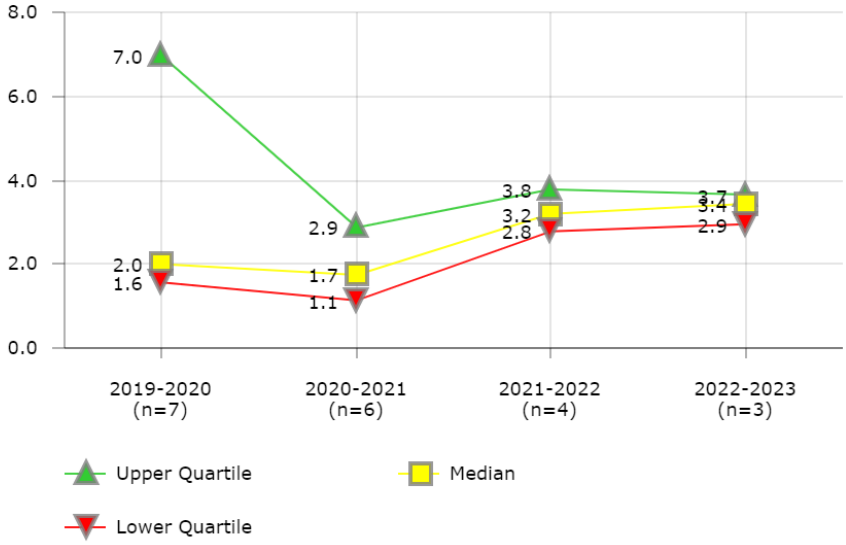
The operational cost of maintaining an intermediate storage/distribution point (warehouse) should be constantly evaluated against other alternatives as the market and other supply chain factors change in the district.

Factors that Influence

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

PROCUREMENT

Warehouse Stock Turn Ratio



District	2019-2020	2020-2021	2021-2022	2022-2023
5	1.6	1.4		
8	3.5	4.8		2.9
15		2.9	3.4	3.4
16			4.1	3.7
23	2.0		2.6	
24		1.1		
35	0.5			
39	12.3			
41	7.0			
55	1.8	2.1	3.0	
3249		0.9		

Description of Calculation

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

Importance of Measure

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

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

Factors that Influence

- Inventory financing costs
- Inflation
- Purchasing policies

Risk Management

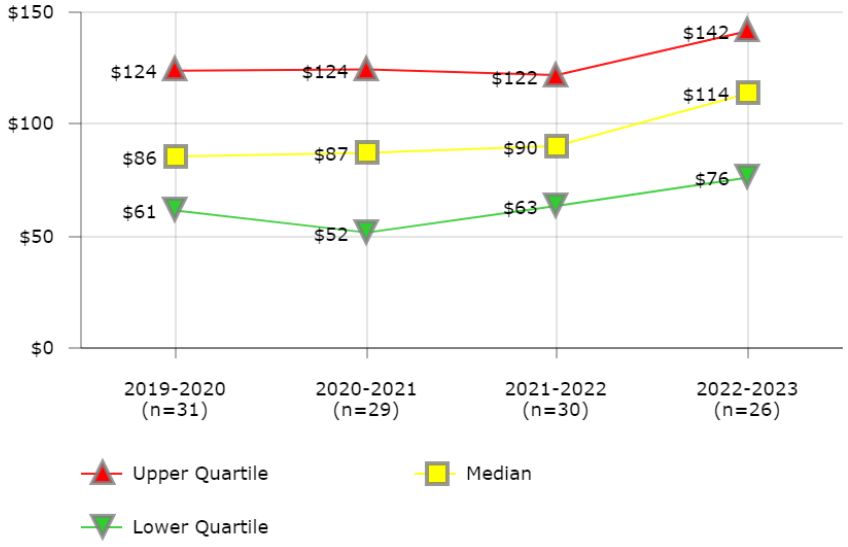
Performance metrics in risk management evaluate the rate of incidents that could lead to claims against the district, as well as the total cost of claims and insurance. The total cost is broadly considered with **Cost of Risk per Student**, and **Employee Incident Rate** (expressed per employee or per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

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

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

RISK MANAGEMENT

Cost of Risk per Student



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

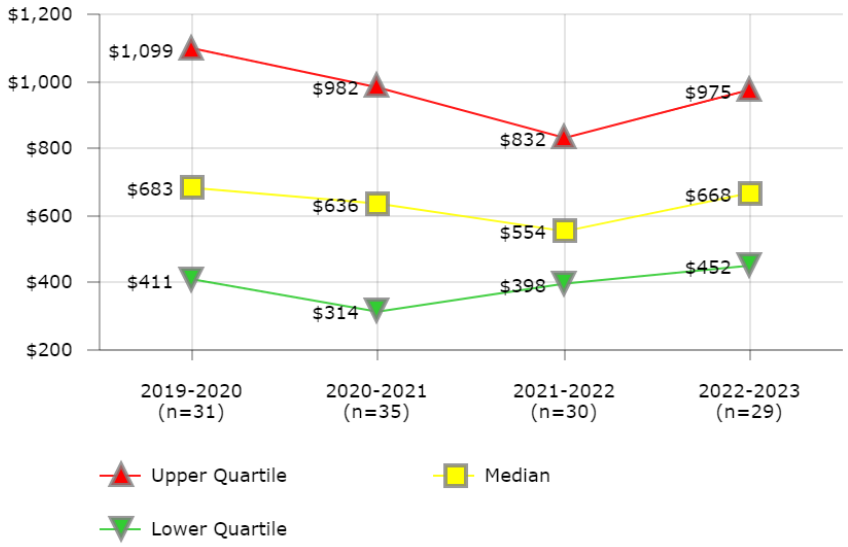
Districts in Best Quartile (2022-2023)

- Austin Independent School District
- Detroit Public Schools
- Fort Worth Independent School District
- Guilford County School District
- Houston Independent School District
- Milwaukee Public Schools
- Palm Beach County School District

District	2019-2020	2020-2021	2021-2022	2022-2023
3	$114	$86		
4	$150	$186	$189	
5	$51	$44	$122	$103
7	$86			$82
8	$32	$35	$34	$65
9	$61	$50	$65	$86
12	$169	$124	$141	$142
13		$87	$104	$132
14	$143			$136
15		$233	$192	
18	$15			
19				$190
20	$74		$41	$100
21	$261			
23	$94	$96	$65	
24		$311	$91	
25	$161	$171	$103	
28	$77			
30	$73	$52	$57	$60
32	$124	$113	$89	$108
35	$131	$168		
39	$29	$27	$32	$36
40	$101	$144	$133	$63
47	$24	$17		
48	$71	$57	$34	$220
49	$37	$52	$66	$76
50	$83	$47	$63	$57
51	$126		$136	$122
52	$91	$119	$116	
53	$78	$63	$89	$123
54	$94			$90
57		$177	$95	$219
58				$192
62			$128	$176
66	$79	$76	$83	
67	$116	$119	$121	$147
68			$51	
71	$39		$43	$49
77		$117	$111	
79	$116	$108	$136	$119
91		$34		
3249		$85	$87	$123

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

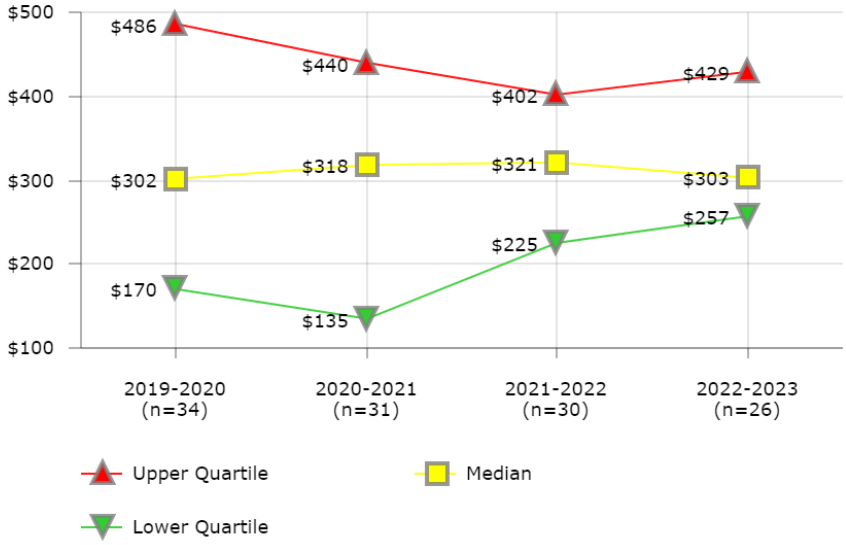
Districts in Best Quartile (2022-2023)

- Anchorage School District
- Arlington Independent School District
- Austin Independent School District
- Clark County School District
- Detroit Public Schools
- Guilford County School District
- Houston Independent School District
- Shelby County School District

District	2019-2020	2020-2021	2021-2022	2022-2023
4	$683	$707	$701	
5	$234	$123	$530	$565
7	$582			$452
8	$379	$428	$415	$650
9	$491	$300	$330	$378
10	$411			
11		$1,298	$1,129	
12	$1,009	$538	$356	$598
13		$782		$989
14	$1,110			$975
15				$1,843
16		$678	$817	$964
18	$165			$152
19	$1,234		$2,355	$1,363
20	$683			$540
23	$719	$1,016	$398	
24			$593	
25	$1,163	$1,085	$576	$675
27	$546			
28	$735	$563	$911	
30	$1,079	$636	$629	$668
32	$1,146	$1,123	$944	$1,184
35	$1,177	$1,383		
39	$427	$319	$269	$322
40	$1,099	$1,427	$1,236	$493
41	$155	$175		
44		$812	$765	$1,033
45	$1,588	$457		
46		$231		
48	$302	$298	$193	
49	$299	$323	$248	$299
50	$238	$160	$302	$193
51	$1,739	$1,473		$1,524
52	$648	$823	$477	
53	$411	$225	$452	$823
55		$317		
57		$982	$532	$775
58				$1,803
62			$1,212	
63		$1,264		
66	$900	$813	$832	
67	$679	$579	$485	$529
68		$314	$488	$202
71		$262	$206	$270
79	$1,098	$911	$1,044	$855
3249		$752	$617	$907

RISK MANAGEMENT

Workers' Compensation Cost per Employee



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

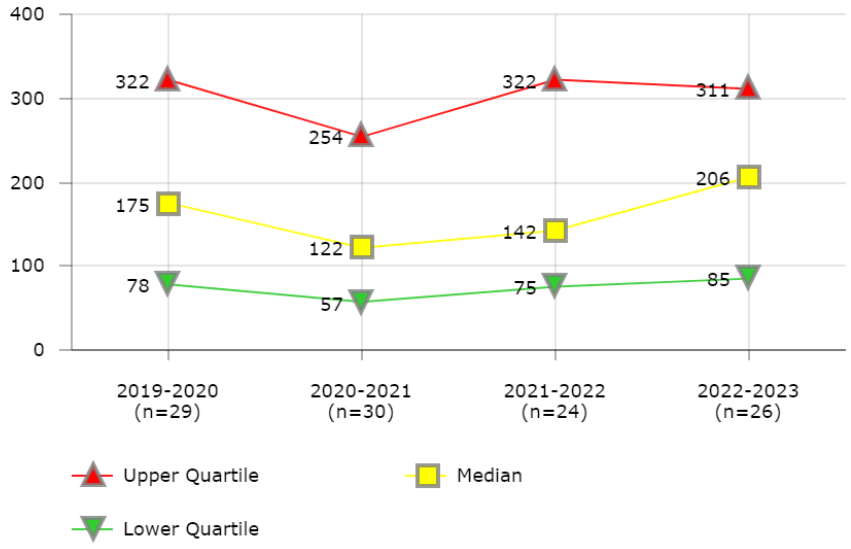
Districts in Best Quartile (2022-2023)

- Austin Independent School District
- Clark County School District
- Dallas Independent School District
- Detroit Public Schools
- Guilford County School District
- Houston Independent School District
- Shelby County School District

District	2019-2020	2020-2021	2021-2022	2022-2023
3	$337			
4	$261	$279	$316	
5	$156	$77	$364	$297
7	$384			$294
8	$162	$186	$187	$300
9	$305	$192	$213	$257
10	$216			
12	$701	$425	$265	$454
13			$402	$473
14	$442			$410
15			$629	
18	$67			$64
19				$632
20	$298			$273
21	$766			
23	$285	$382	$153	
24			$260	
25		$614	$405	$406
27	$175			
28	$486	$370	$660	
30	$404	$276	$281	$301
32	$640	$665	$614	
35	$597	$698		
39	$152	$135	$130	$167
40	$554	$750	$703	$297
41	$82	$97		$179
44		$329	$327	$337
45	$815			
48	$128	$120	$78	
49	$99	$114	$123	$149
50	$170	$118	$230	$162
51	$616	$564		$587
52	$285	$373	$337	
53	$286	$160	$346	$470
54	$406			$304
55	$210	$128		
57		$521	$307	$462
62			$661	
63		$740		
66	$335	$318	$327	
67	$436	$403	$362	$396
68		$132	$225	
71	$120	$137	$111	$142
77		$329	$334	
79	$492	$440	$550	$429
3249		$292	$305	$388

RISK MANAGEMENT

Workers' Compensation Lost Work Days per 1,000 Employees



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

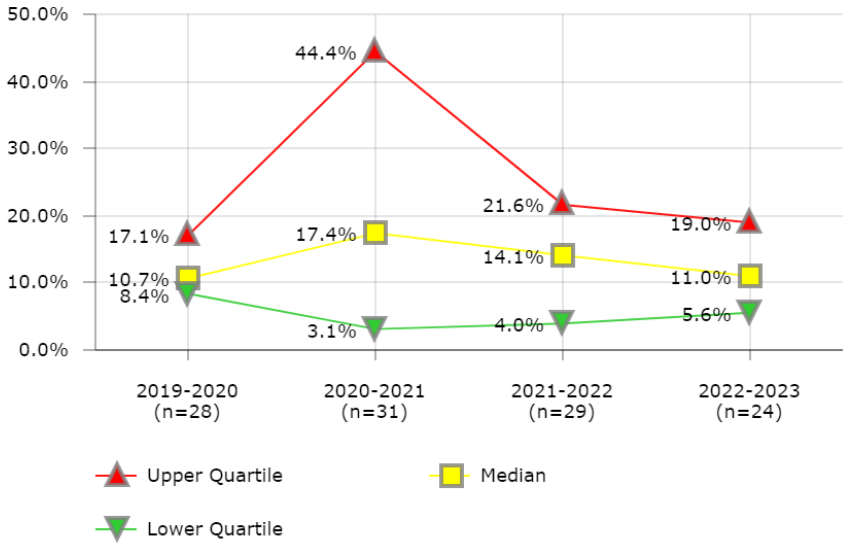
Districts in Best Quartile (2022-2023)

- Broward County Public Schools
- Guilford County School District
- Houston Independent School District
- Jackson Public School District (MS)
- Orange County Public School District
- Palm Beach County School District
- Sacramento City Unified School District

District	2019-2020	2020-2021	2021-2022	2022-2023
3	402			
4	110	222	310	
5	264	187	119	165
7	357			239
8	34	36	172	70
9	331	267	293	378
13			90	83
14	335			420
15		54	58	42
18	25	56		227
19				835
20	175			159
21	617			
23	66	83		
24		160	283	224
25		509	536	313
27	260			
28	45	29	78	
30	35	136		126
32	115	118	53	
35	701	642		
39	83	63	92	67
40	322	382	473	268
41	23			
44	237	191	250	134
48	52	48	74	69
49	85	43	122	61
50	317	110	41	147
51	78	25		285
52	1,265		67	
53	184	81	348	395
55		122		
57		360		
62				85
63		121	77	
66	119	328	162	
67	304	197	393	447
68		254	465	311
77		375		
79	168	69	334	306
3249		57	74	188

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

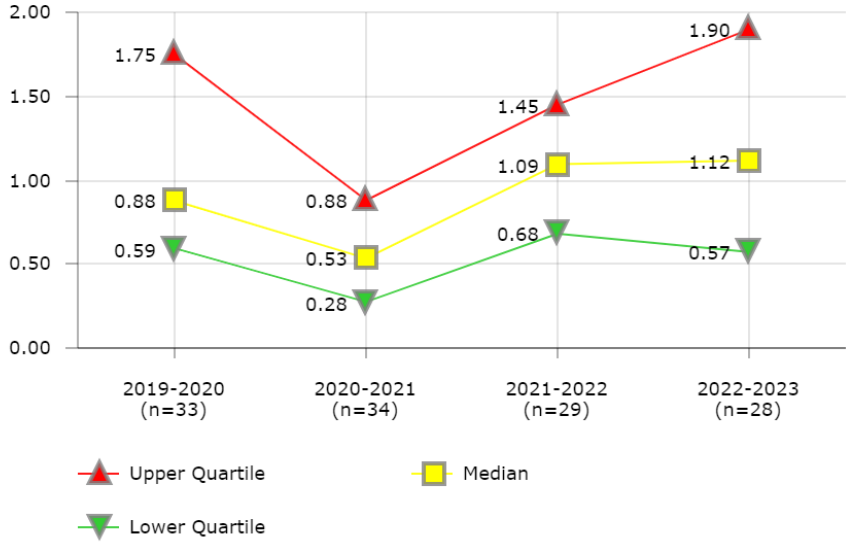
Districts in Best Quartile (2022-2023)

- Albuquerque Public Schools
- Austin Independent School District
- Broward County Public Schools
- Clark County School District
- Miami-Dade County Public Schools
- Toledo Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
1		70.6%		
3		3.1%		
4			17.6%	
5	34.8%	23.1%	16.1%	18.8%
7	10.0%			7.1%
8	4.8%	1.6%	4.1%	10.9%
9	1.4%	3.1%	4.0%	4.2%
10	10.3%			
11		46.1%	31.1%	
12	35.0%	44.4%	30.3%	17.6%
13	9.0%	15.6%	14.1%	4.9%
14	8.1%			2.1%
15		11.5%	21.7%	18.4%
16		63.2%	57.0%	
18		7.9%		6.3%
19			12.0%	
21	56.4%			
23	13.2%	25.0%	17.6%	
24		10.8%	7.5%	19.4%
25	38.5%	48.0%	35.5%	26.7%
30	50.0%			
32	3.3%	1.5%	2.7%	1.9%
35	2.1%	2.5%		
44	7.2%	32.9%	1.7%	35.6%
46		21.9%		
47	9.3%	17.4%		
48	10.5%	45.9%	21.6%	9.4%
49	5.1%	16.7%	15.4%	28.6%
50	12.5%		12.5%	11.5%
51	17.7%	2.0%	12.2%	19.2%
52	12.5%	42.9%	9.5%	8.8%
53	10.8%	52.0%	33.8%	15.5%
54	16.1%			
55	8.7%	6.0%	2.2%	
58			2.2%	6.2%
62		5.3%	2.9%	
66	16.4%	2.5%	20.0%	
67	20.0%			11.1%
68		50.0%		
71	16.4%	2.4%	1.6%	1.7%
77		25.0%	25.9%	
79	9.8%		1.5%	3.1%
3249		30.0%	18.8%	37.5%

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

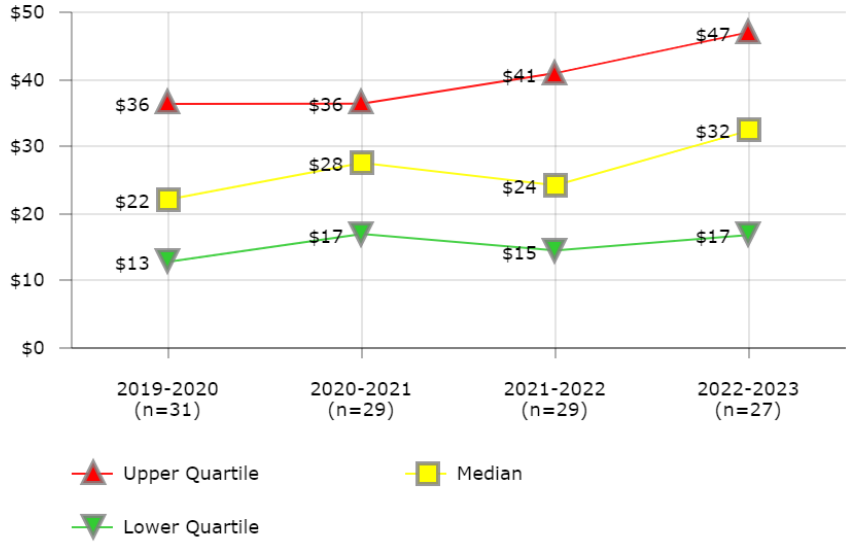
Districts in Best Quartile (2022-2023)

- Anchorage School District
- Cincinnati Public Schools
- Des Moines Public Schools
- Detroit Public Schools
- Fresno Unified School District
- Guilford County School District
- Portland Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
3	2.25	0.92		
4	0.88	0.65	0.36	
5	0.47	0.28	0.68	0.35
7	0.43			0.32
8	1.06	1.01	1.15	1.97
9	2.03	0.52	1.99	2.61
10	0.90			
12	0.59	0.28	1.05	0.55
13		1.53	2.62	
14	0.77			0.62
15		2.52	2.90	2.46
16				0.93
18	1.30	0.57		0.88
19				2.38
20			0.14	0.14
21	1.48			
23	0.76	0.23	0.97	
24		2.96		
25	0.67	0.68	0.83	0.78
27	0.03			
30	0.22	0.06	0.10	
32	2.39	2.05	2.05	2.18
35	1.94	0.88		
39	0.03	0.05		
40	0.85	0.50	1.18	1.21
44	0.74	0.54	1.39	1.23
46		0.41		
47	1.75	1.13		
48	2.73	0.62	1.20	1.50
49	0.81	0.17	0.37	0.40
50	0.16	0.16	0.33	0.54
51	2.67		1.33	1.95
52	1.70	0.67	1.45	
53	2.07	0.52	1.54	1.22
54	0.56			
55	0.67			
57		1.91	0.96	1.14
58			1.09	1.84
62		0.47	0.87	0.99
66	1.25	0.77	1.55	
67	0.14	0.06	0.13	0.13
68		0.07	1.14	1.09
71	1.51		2.51	2.01
77		0.53	0.53	
79	2.67	0.54		1.51
91		0.44		
3249		0.24	0.77	0.59

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

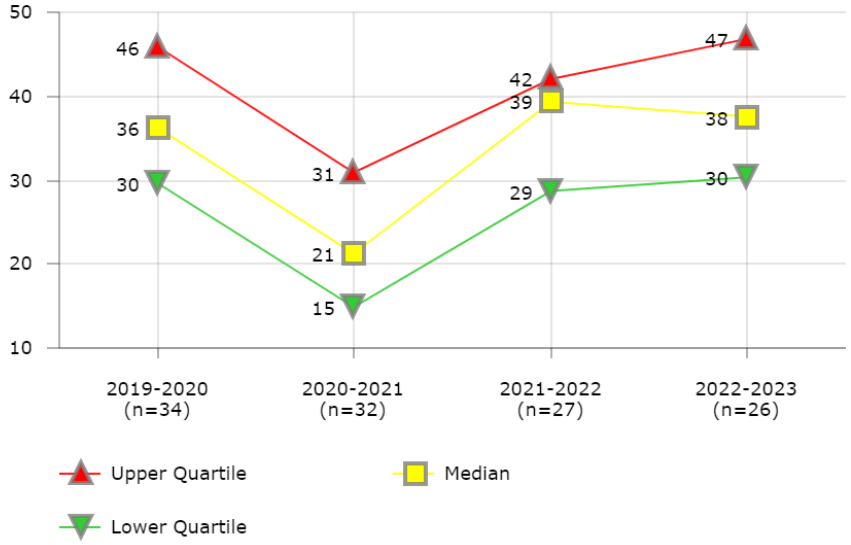
Districts in Best Quartile (2022-2023)

- Fort Worth Independent School District
- Houston Independent School District
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Palm Beach County School District
- Shelby County School District
- Toledo Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
3	$32	$34		
4	$95			
5	$23	$29	$45	$41
7	$15			$24
8	$8	$7	$5	$17
9	$22	$25	$35	$49
12	$38	$42	$87	$45
13		$32	$40	$55
14	$66			$63
15		$69	$65	$74
18	$6	$3		$5
19				$46
20	$14		$34	$42
21	$36			
23	$50	$36	$41	
24		$89	$48	$72
25	$21	$31	$26	
30	$5	$5	$8	$4
32	$36	$24	$10	$8
35	$14	$17		
39	$6	$7	$11	$8
40	$5	$4	$6	$8
44	$4			
47	$24	$17		
48	$53	$41	$24	$35
49	$18	$32	$42	$47
50	$56	$28	$24	$30
51	$24		$21	$27
52	$13	$17	$15	
53	$23	$33	$20	$30
54	$37			$35
57		$67	$30	
62			$24	$32
66	$15	$14	$17	
67	$28	$40	$44	$57
68			$10	
71	$15		$22	$25
77		$50	$41	
79	$11	$11	$13	$15
91		$25		
3249		$24	$24	$31

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

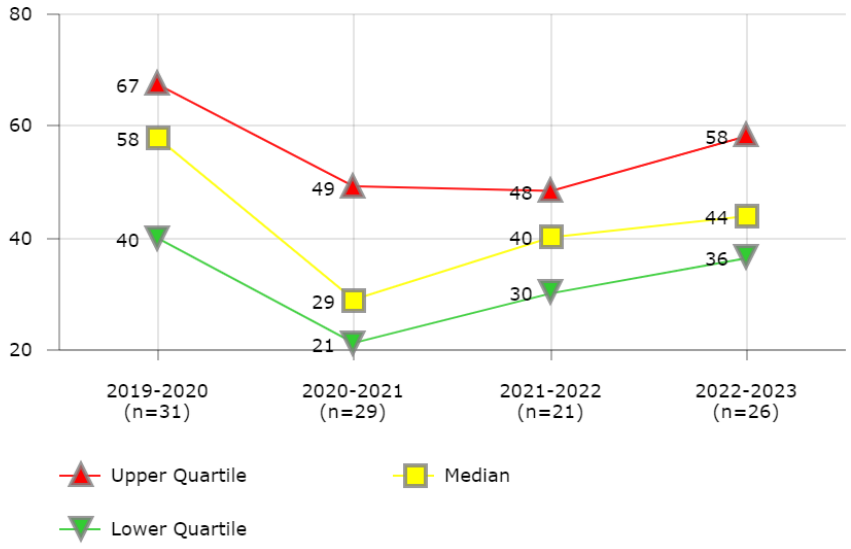
Districts in Best Quartile (2022-2023)

- Anchorage School District
- Austin Independent School District
- Cincinnati Public Schools
- Clark County School District
- Jackson Public School District (MS)
- Oklahoma City Public Schools
- Sacramento City Unified School District

District	2019-2020	2020-2021	2021-2022	2022-2023
3	21			
4	32	25	40	
5	36	9	41	31
7	60			30
8	46	37	42	32
9	30	12	28	29
10	25			
12	91	45		
14	40			41
15		29	37	28
16				50
18	52	29		73
19				33
20	18			21
21	74			
23	26	20	14	
24		21	33	36
25		17	63	48
27	25			
28	30	9	37	
30	35	10	38	
32	43	35	28	47
35	27	14		
39	36	24	40	35
40	37	28	44	66
41	60	46		
44	33	35	42	64
45	63			
48	41	33	47	45
49	9	7	9	
50	38	10	41	44
51	32	21		26
52	35		26	
53	98	33		
55	40	21		
57		10		
58			61	57
62			29	24
63		28	58	
66	61	67		
67	32	15	14	39
68		24	39	39
71	28	18	33	30
77			37	
79	42	17	40	32
3249		16	44	47

RISK MANAGEMENT

Workplace Incidents per 1,000 Employees



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

Districts in Best Quartile (2022-2023)

- Cleveland Metropolitan School District
- East Baton Rouge Parish Public Schools
- Guilford County School District
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- Portland Public Schools
- Sacramento City Unified School District

District	2019-2020	2020-2021	2021-2022	2022-2023
3	96			
4	75	55		
5	36	9	12	27
7	60			42
8	67	53		70
9	52	50	48	41
14	40			41
15		33	37	28
16				55
18	62	29		73
19				38
20	46		17	45
21	91			
23	37	27	42	
24		21	35	36
25		17	63	48
27	31			
28	41	9	37	
30	65	16		74
32	81	50		71
35	61	26		
39	18	11	19	56
40	56	43		
41	60	46		
44	49	55	61	42
45	63			
48	46	38	48	58
49	9	29	43	31
50	3			
51	72	54		
52	94	19	23	
53	23	34	20	23
55	40			
57		22	40	34
58			61	57
62			30	26
63		28	58	
66	61	67		
67	58	24	66	71
68		49		39
71			34	51
77		5	48	
79	78	42		59

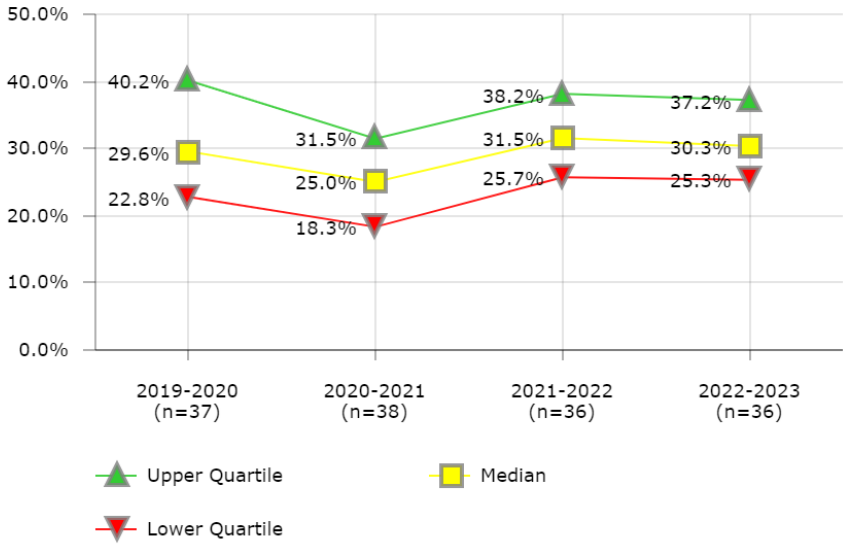
Food Services

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

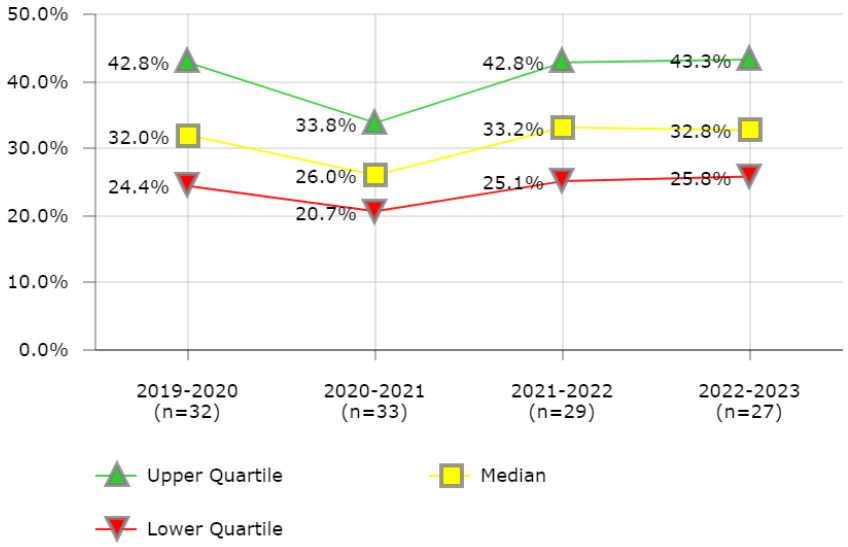
Districts in Best Quartile (2022-2023)

- Cincinnati Public Schools
- Cleveland Metropolitan School District
- Detroit Public Schools
- East Baton Rouge Parish Public Schools
- Houston Independent School District
- Metropolitan Nasvhille Public Schools
- Palm Beach County School District
- Shelby County School District
- St. Paul Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
3	36.8%	63.0%		42.9%
4	23.6%		42.8%	
5	15.1%	20.2%	15.5%	17.5%
7	17.9%			18.2%
8	22.8%	22.7%	25.1%	54.3%
9	21.8%	16.9%	26.5%	26.9%
10	29.4%	25.5%	32.5%	34.1%
12	44.6%	34.4%	27.6%	30.2%
13		12.9%	16.6%	17.1%
14	32.1%	19.8%	25.2%	24.7%
15		47.4%	46.2%	
16				31.4%
18		32.3%		37.5%
20		40.3%	40.2%	44.3%
21	34.8%			
23	22.4%	21.9%	29.7%	
24		28.4%	35.3%	39.6%
25		17.5%		
26	28.2%	28.7%	33.9%	35.3%
27	58.4%			
28	35.5%			
30	32.3%	7.3%	31.0%	36.9%
32	22.2%	24.1%	24.6%	21.8%
35	41.1%	27.6%		
37				26.6%
39	32.3%	16.1%	38.8%	43.3%
40	28.3%	24.5%	22.3%	28.9%
41	49.0%	32.2%	38.0%	35.3%
44	26.9%	29.6%	37.1%	35.5%
45	60.5%			
46	21.3%	8.9%	26.3%	22.1%
47	29.7%	28.0%	34.7%	40.3%
48	21.5%	31.5%	28.4%	29.0%
49	29.6%	27.8%	40.4%	33.5%
50	43.9%	15.0%	41.0%	48.6%
51	44.8%			
52	23.2%	37.2%	27.4%	25.6%
53	36.4%	18.3%	36.0%	35.6%
57	40.2%	18.1%	33.2%	38.2%
58			30.4%	29.4%
62		36.5%	15.2%	18.9%
63		26.2%	55.4%	
66	46.7%	22.7%	42.2%	
67	20.6%	95.0%	17.1%	20.5%
68			24.3%	28.6%
71	22.1%		27.9%	27.6%
76	55.5%			
79	24.5%	20.6%	38.3%	25.1%
91		20.0%		
97	25.4%	25.7%		
3249		7.5%	32.1%	30.5%

FOOD SERVICES

Breakfast Participation Rate (Districtwide)



Description of Calculation

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

Importance of Measure

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

A strong breakfast program indicates a commitment to ensuring students are ready to learn in the classroom.

Factors that Influence

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

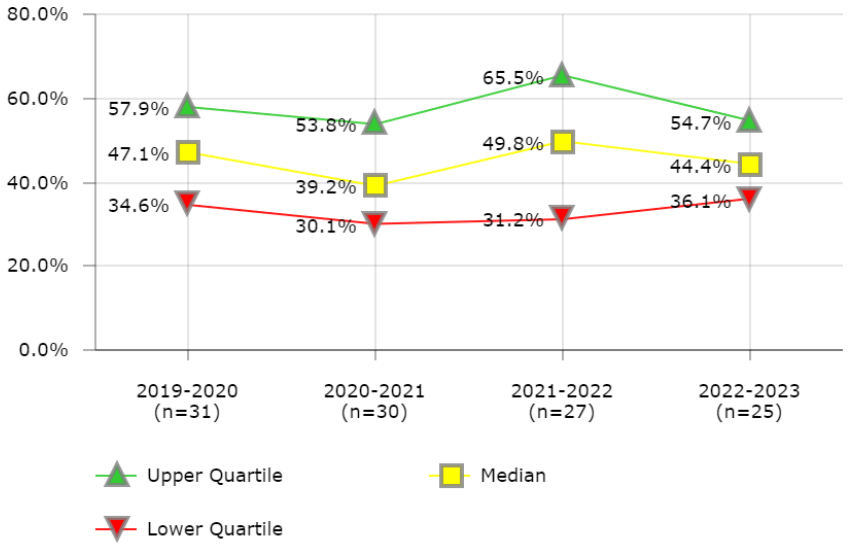
Districts in Best Quartile (2022-2023)

- Cincinnati Public Schools
- Des Moines Public Schools
- Detroit Public Schools
- Houston Independent School District
- Metropolitan Nasvhille Public Schools
- Milwaukee Public Schools
- Palm Beach County School District

District	2019-2020	2020-2021	2021-2022	2022-2023
3	39.3%	68.7%		43.1%
5	14.8%	22.0%	17.4%	19.8%
7	14.4%			14.8%
8	21.8%	20.1%	24.5%	47.6%
9	23.4%	19.7%	29.7%	26.3%
10		27.8%	35.7%	37.5%
12	48.6%	34.1%	37.6%	43.3%
13		13.6%		
14	33.2%	21.4%	28.3%	25.7%
15		57.3%	52.2%	
16				37.7%
18		33.8%		42.3%
20	38.8%	42.8%	47.3%	51.1%
21	41.2%			
23	24.7%	23.8%	28.8%	
28	34.1%			
30	35.8%	8.7%	24.1%	45.8%
32	25.4%	27.2%	20.1%	17.5%
35	44.5%	34.9%		
39	36.2%	0.0%	45.0%	46.4%
40			25.1%	32.8%
41	54.6%	36.1%	42.8%	40.1%
44	25.4%	26.0%	34.1%	32.7%
45	19642.1%			
46	25.3%	8.0%	0.3%	
47	30.9%	28.7%	36.9%	45.0%
48	21.1%	29.3%	26.3%	25.8%
50	79.2%	16.1%	50.3%	54.2%
51	49.4%			
52	24.4%	41.4%		
53	38.6%	21.1%	41.1%	43.0%
57	45.8%	20.7%	41.4%	
58			33.2%	31.8%
62		128.7%	20.1%	23.4%
63		27.4%	64.7%	
66	51.4%	25.7%	47.4%	
67	23.2%	31.8%	21.0%	23.7%
68			31.0%	32.1%
71	24.5%		32.5%	
76	0.4%			
79	26.2%	22.3%	45.1%	29.0%
91		22.7%		
97	25.3%	27.6%		
3249		7.7%		32.6%

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

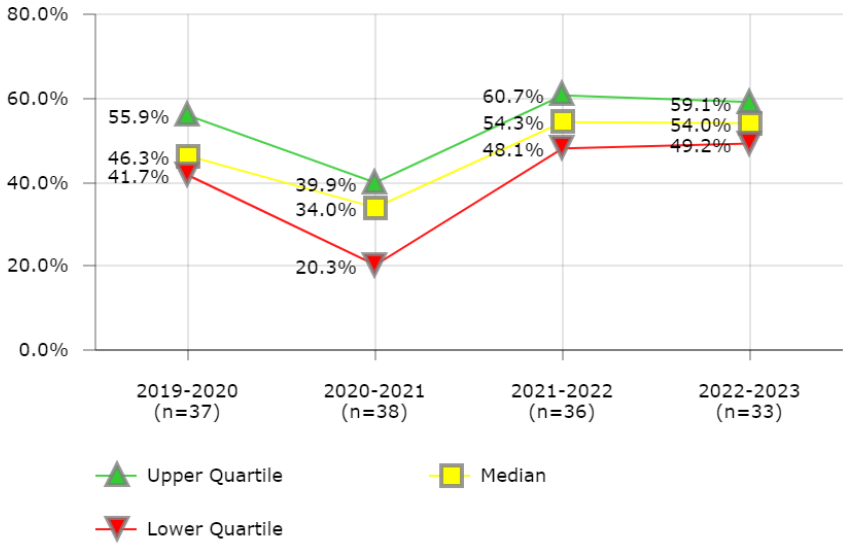
Districts in Best Quartile (2022-2023)

- Cincinnati Public Schools
- Des Moines Public Schools
- Detroit Public Schools
- Fayette County Public Schools
- Houston Independent School District
- Jefferson County Public Schools (KY)
- St. Paul Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
3		162.4%		54.7%
5	47.4%	76.0%	19.2%	22.4%
7	32.0%			25.7%
8	30.8%	35.4%	50.6%	39.5%
9	34.2%	30.1%	62.4%	28.6%
10		39.0%	58.8%	44.4%
12	61.0%	45.5%	46.9%	60.8%
14	61.3%	33.6%	53.0%	54.5%
15		59.2%	56.0%	
16				48.2%
18		34.5%		
20	42.6%	53.8%	49.1%	61.3%
21	53.1%			
23	99.9%		67.7%	
27	8545.3%			
28	36.8%			
30	42.4%	10.3%	24.2%	45.6%
32	35.4%	40.5%	28.2%	31.5%
35	47.1%	38.2%		
39	37.0%	0.0%	49.8%	81.0%
40			28.6%	39.9%
41	54.3%	36.2%	42.3%	41.3%
44	34.6%	44.2%		36.1%
45	8402.4%			
46		7.4%		
47	64.9%	80.5%	95.5%	48.9%
48	42.9%	53.7%	43.1%	50.5%
50	57.9%	20.8%	75.7%	64.6%
51	49.6%			
52	55.9%	85.5%		
53	59.7%	77.4%	117.5%	64.2%
57	22.4%	11.9%	21.0%	
58			33.7%	32.3%
62		61.9%	31.2%	35.6%
63			66.8%	
66	49.5%	39.3%	69.4%	
67	32.5%	34.6%	23.1%	
68			64.4%	38.9%
71	51.5%		65.5%	
76	0.4%			
79	29.9%	24.0%	45.0%	42.4%
91		48.3%		
97	46.6%	45.6%		
3249		17.7%		55.0%

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

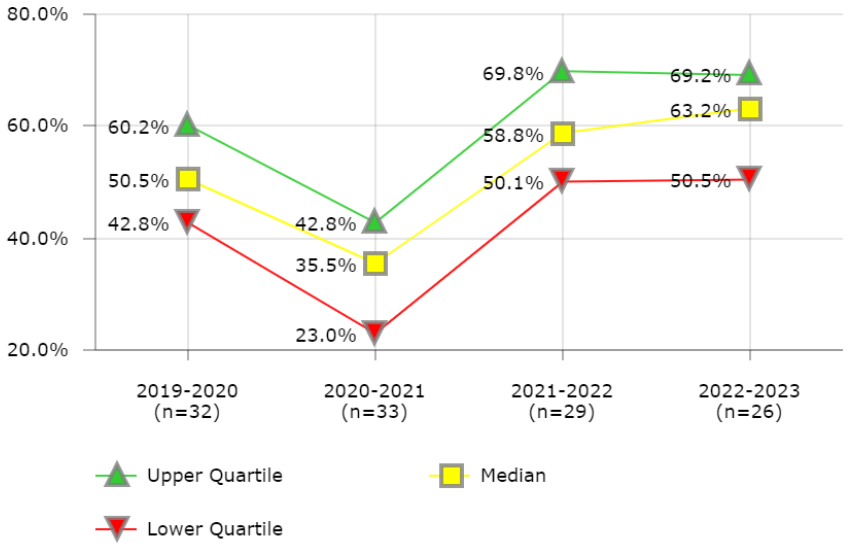
Districts in Best Quartile (2022-2023)

- Arlington Independent School District
- Cincinnati Public Schools
- Dallas Independent School District
- Detroit Public Schools
- Fresno Unified School District
- Houston Independent School District
- Miami-Dade County Public Schools
- Orange County Public School District
- St. Paul Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
3	49.2%	66.1%		62.4%
4	39.6%		59.0%	
5	28.9%	20.3%	42.7%	39.4%
7	29.9%			
8	42.7%	38.1%	59.3%	
9	36.8%	17.1%	46.5%	51.3%
10	43.0%	42.4%	58.6%	58.2%
12	62.9%	38.7%	43.3%	46.9%
13		21.9%	49.2%	48.8%
14	48.3%	21.5%	43.8%	44.6%
15		48.8%	80.8%	
16				49.2%
18		33.9%		56.4%
20		42.7%	63.5%	61.0%
21	41.7%			
23	41.4%	40.3%	57.5%	
24		35.0%	48.5%	54.0%
25		17.3%		
26	44.7%	30.7%	52.1%	52.8%
27	77.1%			
28	53.9%			
30	49.5%	8.5%	50.4%	57.8%
32	42.3%	37.8%	61.2%	59.1%
35	56.7%	29.4%		
37				39.9%
39	39.1%	20.1%	54.2%	59.1%
40	47.1%	32.3%	41.5%	53.6%
41	68.6%	39.0%	66.6%	63.8%
44	40.7%	41.7%	56.0%	53.0%
45	65.3%			
46	46.3%	9.3%	62.8%	52.6%
47	42.3%	40.3%	43.3%	57.6%
48	46.2%	42.7%	63.7%	59.5%
49	41.4%	39.0%	55.0%	50.6%
50	55.9%	16.3%	53.4%	64.6%
51	71.6%			
52	42.3%	38.2%	47.7%	43.7%
53	55.7%	18.8%	54.4%	55.7%
57	57.3%	20.2%	38.5%	
58			45.5%	46.7%
62		36.6%	52.7%	55.9%
63		28.9%	68.1%	
66	76.3%	34.0%	72.7%	
67	51.1%	103.9%	57.0%	63.1%
68			60.4%	67.8%
71	37.2%		50.1%	48.0%
76	61.6%			
79	47.5%	25.7%	51.1%	52.1%
91		30.5%		
97	41.9%	39.9%		
3249		12.4%	61.0%	58.8%

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

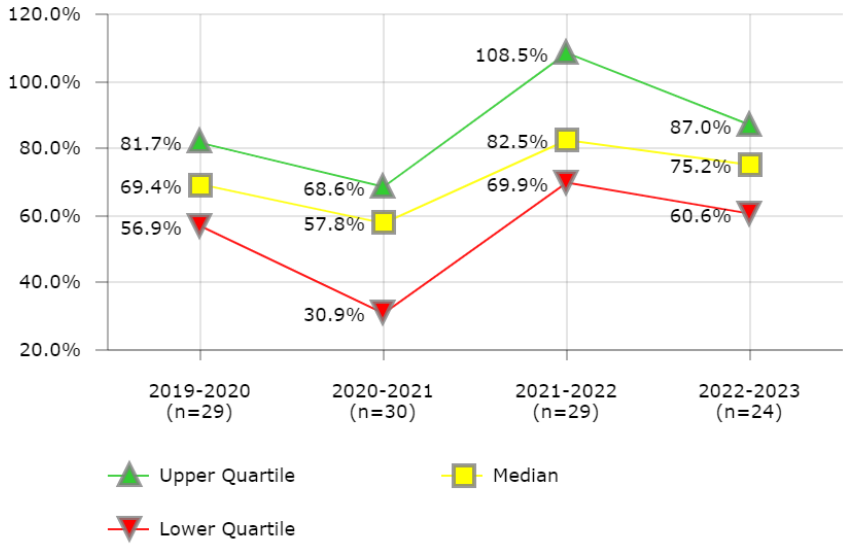
Districts in Best Quartile (2022-2023)

- Arlington Independent School District
- Cincinnati Public Schools
- Dallas Independent School District
- Detroit Public Schools
- Fresno Unified School District
- Milwaukee Public Schools
- Sacramento City Unified School District

District	2019-2020	2020-2021	2021-2022	2022-2023
3	52.5%	72.0%		62.7%
5	28.9%	22.0%	47.8%	44.7%
7	29.0%			31.3%
8	40.7%	33.6%	57.8%	
9	39.6%	19.9%	52.1%	50.1%
10		46.2%	64.3%	63.9%
12	68.5%	38.4%	58.8%	67.1%
13		23.1%		
14	50.3%	23.3%	49.1%	46.3%
15		59.0%	91.3%	
16				59.0%
18		35.5%		63.6%
20	53.8%	45.3%	74.6%	70.4%
21	49.3%			
23	45.7%	43.7%	55.6%	
28	51.7%			
30	54.8%	10.2%	39.2%	71.7%
32	48.3%	42.8%	50.1%	47.5%
35	61.4%	37.2%		
39	43.8%	0.0%	62.8%	63.5%
40			46.6%	60.7%
41	76.4%	43.7%	75.0%	72.4%
44	38.3%	36.7%	51.4%	48.9%
45	21174.7%			
46	54.9%	8.4%	0.7%	
47	43.9%	41.2%	52.8%	64.4%
48	45.4%	45.5%	58.8%	53.0%
50	100.9%	17.6%	65.6%	71.9%
51	79.1%			
52	44.4%	42.6%		
53	59.0%	21.6%	62.1%	67.2%
57	65.4%	23.0%	48.0%	
58			49.7%	50.5%
62		129.0%	69.8%	69.2%
63		30.2%	79.6%	
66	84.0%	38.5%	81.7%	
67	57.4%	34.7%	70.0%	72.9%
68			76.9%	76.1%
71	41.2%		58.4%	
76	0.4%			
79	50.7%	27.9%	60.2%	60.2%
91		34.6%		
97	41.7%	42.4%		
3249		12.8%		62.9%

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

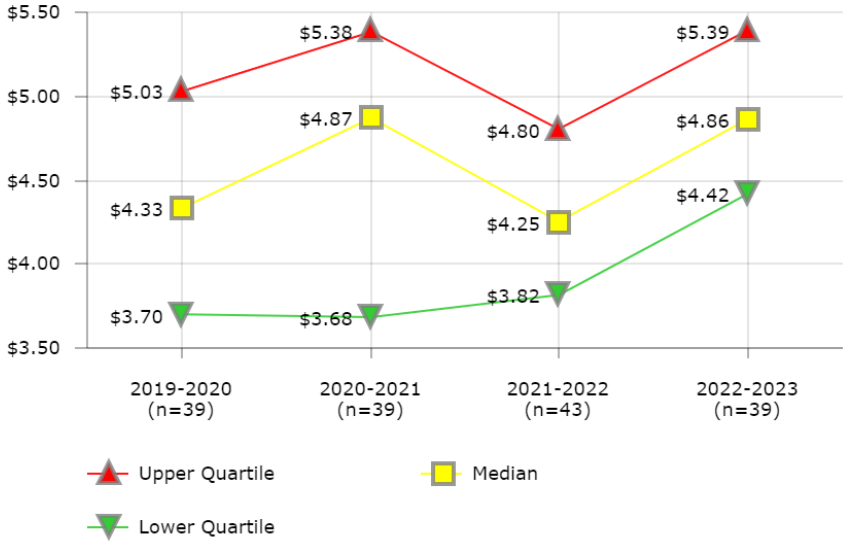
Districts in Best Quartile (2022-2023)

- Arlington Independent School District
- Des Moines Public Schools
- Fayette County Public Schools
- Jefferson County Public Schools (KY)
- Orange County Public School District
- Palm Beach County School District

District	2019-2020	2020-2021	2021-2022	2022-2023
3		168.0%		81.7%
5	66.1%	76.2%	49.8%	41.3%
7	50.2%			33.8%
8	58.3%	58.3%	117.5%	90.1%
9	52.4%	30.9%	108.3%	54.2%
10		58.7%	105.0%	74.0%
12	84.4%	50.7%	72.6%	94.7%
14	86.5%	35.7%	71.0%	70.5%
15		61.4%	98.0%	
16				75.7%
18		36.2%		
20	58.2%	57.3%	77.0%	83.5%
21	115.3%			
23			129.2%	
28	54.7%			
30	63.1%	11.8%	39.4%	71.4%
32	69.4%	61.6%	69.9%	84.9%
35	64.2%	41.1%		
39	44.7%	0.0%	76.6%	
40			50.7%	71.1%
41	76.0%	43.7%	74.0%	74.6%
44	47.1%	61.3%	122.6%	53.7%
45	10005.7%			
46		7.7%	0.3%	
47	90.7%	121.9%	151.5%	67.0%
48	81.7%	83.4%	96.0%	95.6%
50	73.9%	23.0%	98.4%	85.8%
51	81.2%			
52	76.3%	87.2%		
53	88.6%	118.2%	89.9%	99.4%
57	32.7%	14.0%	26.8%	3.5%
58			50.4%	51.1%
62		62.1%	108.5%	
63			82.5%	
66	94.4%	60.2%	117.5%	
67	66.2%	37.6%	73.3%	
68			157.5%	87.4%
71	72.1%		116.7%	
76	0.5%			
79	56.9%	30.0%	56.4%	86.6%
91		73.5%		
97	73.5%	68.6%		
3249		28.0%		96.5%

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

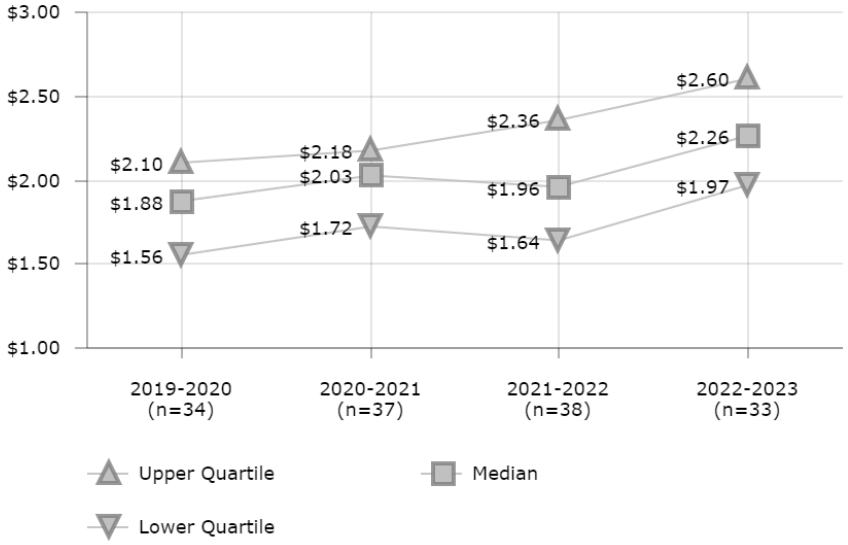
Districts in Best Quartile (2022-2023)

- Arlington Independent School District
- Boston Public Schools
- Broward County Public Schools
- Clark County School District
- Denver Public Schools
- Los Angeles Unified School District
- Miami-Dade County Public Schools
- Orange County Public School District
- Sacramento City Unified School District
- San Diego Unified School District

District	2019-2020	2020-2021	2021-2022	2022-2023
1		$2.67	$3.09	
3	$3.52	$3.58	$6.67	
4	$5.50	$4.85	$4.64	$4.76
5	$3.66	$3.20	$3.75	$4.65
7	$4.94			
8	$3.40	$3.29	$3.22	
9	$3.70	$5.00	$3.29	$4.08
10	$4.23	$5.38	$4.28	$5.37
11			$2.86	$3.59
12	$4.93	$5.89	$5.13	$5.35
13		$4.22	$3.47	$4.13
14	$6.02	$4.98	$4.33	$5.20
15		$4.78	$4.54	
16		$2.83	$2.22	$3.46
18		$5.98		$5.51
20	$4.56	$5.30	$4.32	$4.53
21	$5.15			
23	$5.35	$5.21	$4.19	
24		$4.66		$5.81
25	$4.33		$3.79	$4.53
26	$3.47	$4.97	$3.82	$4.29
27	$5.03	$5.34		
28	$0.19			$4.92
30	$5.07		$5.55	$5.34
32	$3.99	$3.98	$3.30	$4.18
35	$4.99			$5.50
37			$4.14	$2.98
39		$5.24	$3.29	$4.94
40	$5.03	$6.09	$6.71	$6.17
41	$3.94	$5.04	$4.19	$4.98
44	$3.91	$3.52	$4.25	$4.51
45	$2.63			
46	$4.00	$6.38	$4.42	$5.65
47	$5.36	$2.26	$6.08	$5.52
48	$5.48	$4.15	$4.05	$4.30
49	$4.33	$4.36	$3.95	
50	$5.88		$4.80	$5.25
51	$4.60			
52	$3.88	$3.69	$6.22	$6.44
53	$4.27	$7.23	$5.79	$4.60
54	$2.96		$5.29	
55		$4.26	$4.21	$4.64
57	$2.92	$3.68		
58			$5.47	$5.61
62		$1.16	$4.27	$4.19
63		$6.73	$4.20	
66	$2.99	$5.60	$4.08	$4.79
67	$4.13	$5.50	$4.60	$5.01
68			$4.37	$4.42
71	$4.53		$4.25	$4.86
76	$4.79	$6.78		
79	$5.61	$4.87	$4.03	$4.56
91		$2.25		
97	$4.52	$4.87	$4.71	$5.39
3249			$5.91	$6.36

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.

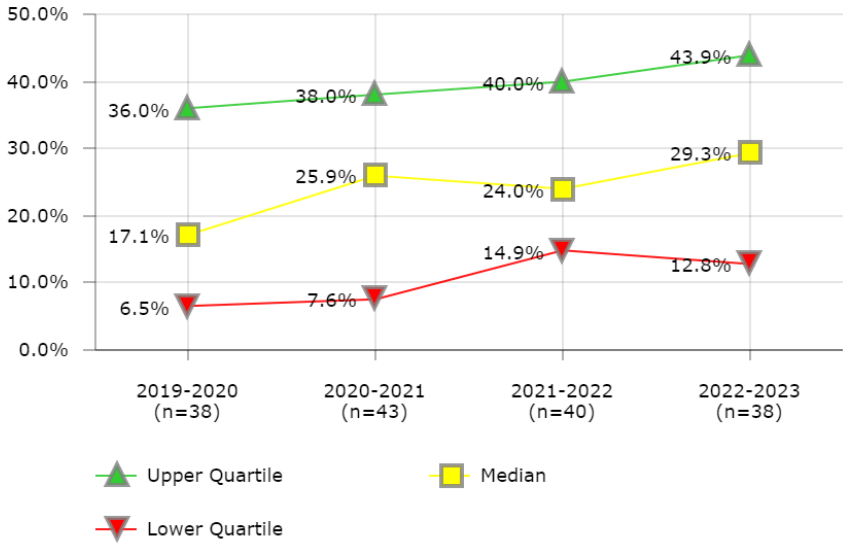
Factors that Influence

- 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	2019-2020	2020-2021	2021-2022	2022-2023
1		$1.16	$1.34	
3	$1.51	$1.76	$2.78	$2.80
4	$2.82	$2.31	$2.64	$2.67
5	$1.55	$1.32	$1.64	$2.10
7	$1.86			$2.73
8	$1.48	$1.45	$1.60	
9	$2.02	$2.07	$1.91	$2.05
10	$1.62	$1.80	$1.74	$2.29
11			$1.27	
12	$2.10	$2.48	$2.46	$2.79
13		$1.45	$1.38	$1.65
14		$2.05	$2.13	$2.26
15		$1.76	$2.41	
16		$1.00		
18		$2.30		$2.61
20	$1.71	$1.99	$1.62	$1.84
21	$1.97			
23	$2.15	$2.19	$1.95	
24		$1.15		$1.97
25	$2.03	$2.14	$2.03	$2.11
26	$1.54	$2.34	$1.90	$2.27
27	$2.36	$2.06		
30	$2.30	$4.15	$2.54	$2.76
32	$1.58	$1.54	$1.49	$1.94
35	$2.09			$2.60
37			$1.58	
39		$2.17	$1.40	$2.72
41	$1.70	$1.95	$1.80	$2.18
45	$1.47			
46	$0.91	$2.21	$1.82	$2.26
47	$2.21	$1.12	$2.91	$2.31
48	$1.92	$2.12	$1.99	$1.55
49	$2.14	$1.88	$1.72	
50	$2.62		$2.32	$2.60
51	$1.65			
52	$1.77	$1.72	$2.42	$2.43
53	$1.56	$2.15	$2.36	$1.87
55		$1.46	$2.12	$2.61
57	$2.06	$2.16		
58			$2.83	
62			$1.81	$1.73
66	$1.16	$2.01	$2.04	$2.37
67	$1.89	$2.03	$2.18	$2.35
68			$1.97	$1.58
71	$1.39		$1.47	$1.78
76	$2.17	$2.62		
79	$2.09	$2.02	$1.73	$2.03
97	$1.74	$2.18	$1.98	$2.15
3249		$4.02	$2.78	

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

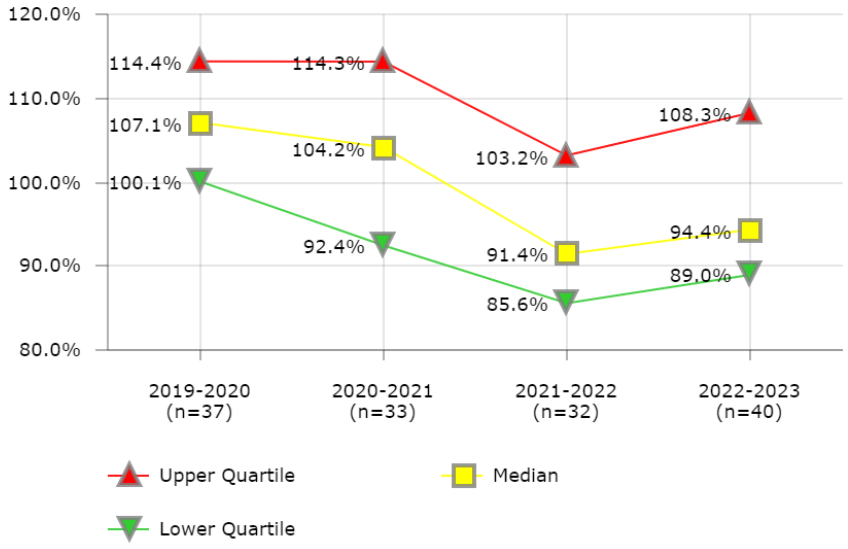
Districts in Best Quartile (2022-2023)

- Albuquerque Public Schools
- Atlanta Public Schools
- Broward County Public Schools
- Charlotte-Mecklenburg Schools
- Fort Worth Independent School District
- Houston Independent School District
- Orange County Public School District
- Sacramento City Unified School District
- San Diego Unified School District
- Shelby County School District

District	2019-2020	2020-2021	2021-2022	2022-2023
1		6.8%		
3	20.5%	29.9%	40.9%	18.1%
4	42.0%	53.2%	35.7%	37.1%
5	10.2%	7.6%	11.7%	23.4%
7	-2.0%			
8	14.6%	25.9%	37.8%	40.2%
9	64.9%	93.7%	79.3%	
10	35.3%	36.3%	41.0%	39.5%
11			27.8%	40.3%
12	19.4%	12.8%	15.9%	12.9%
13		49.9%	49.1%	54.6%
14	37.4%	100.0%	72.7%	43.9%
15		22.7%	66.1%	
16		32.8%	54.8%	77.8%
18		88.6%		51.9%
20	79.1%	69.8%	59.5%	
21	9.9%			
23	8.6%	4.5%	23.8%	
24		3.5%	0.0%	14.0%
25	0.0%			0.0%
26	0.0%	3.7%	0.2%	
27	57.2%	58.0%		
28	37.1%	66.4%		67.4%
30	36.0%	0.0%	8.9%	15.8%
32	10.8%	16.5%	29.7%	34.5%
35	59.4%	34.3%		
37				12.8%
39		29.1%	17.0%	48.6%
40	-7.4%	16.2%	23.7%	45.5%
41	7.4%	10.8%	24.2%	20.2%
44	19.7%	41.7%	39.1%	37.9%
45	58.3%			
46	14.9%	8.1%	15.8%	6.1%
47	0.0%	35.3%	5.7%	3.0%
48	22.3%	32.1%	52.9%	67.0%
49	36.8%	38.0%	0.0%	0.0%
50	32.2%	0.0%	15.9%	18.4%
51	6.5%	21.7%	29.2%	37.5%
52	13.9%	25.5%	18.5%	0.0%
53	34.2%			9.7%
54	0.0%	32.5%	5.6%	
55			30.1%	49.2%
57	0.3%	0.0%	0.0%	
62		41.9%	51.1%	51.4%
63		0.7%		11.5%
66		7.0%	4.2%	11.5%
67	30.7%	32.5%	32.4%	
68		33.6%	23.7%	30.5%
71	12.5%		15.0%	23.1%
76	19.7%	2.8%		
79	3.7%	12.0%	14.7%	10.0%
97	0.9%	10.7%	23.3%	28.2%
3249			29.7%	37.7%

FOOD SERVICES

Total Costs As Percent of Revenue



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

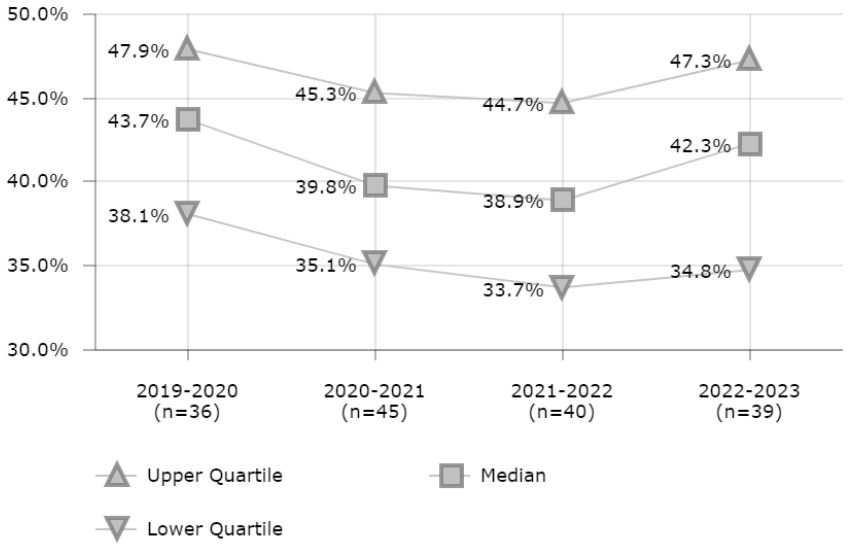
Districts in Best Quartile (2022-2023)

- Arlington Independent School District
- Clark County School District
- Denver Public Schools
- Houston Independent School District
- Jefferson County Public Schools (KY)
- Los Angeles Unified School District
- Milwaukee Public Schools
- Omaha Public School District
- San Diego Unified School District
- Toledo Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
1		88.6%	90.8%	
3	96.7%	83.4%	107.0%	132.8%
4	101.5%	98.4%	87.8%	91.1%
5	114.4%	92.4%	88.3%	109.0%
7	103.6%			112.9%
8	105.3%	88.0%		113.1%
9	91.5%	105.2%	64.0%	81.1%
10	98.9%	105.5%	83.2%	93.7%
11			90.0%	86.1%
12	107.5%	113.3%	92.1%	91.5%
13		95.8%	85.7%	94.8%
14	92.8%	113.3%	131.7%	
15			94.0%	
16		81.8%		81.2%
18		125.1%		108.4%
20	106.8%	118.7%		90.0%
21	112.4%			
23	115.9%	104.2%		
24		112.2%		95.7%
25	130.5%			105.0%
26			111.6%	124.5%
27	121.8%			
28		97.4%		101.0%
30	114.7%		94.0%	87.5%
32	113.6%	94.0%	82.3%	93.9%
35	104.3%			104.2%
37			133.3%	78.3%
39				87.9%
40	108.2%	109.9%	87.1%	108.0%
41	107.1%	128.2%	82.0%	108.0%
44	90.4%			93.7%
45	96.5%			
46	111.1%	118.3%	93.1%	110.3%
47	131.0%		110.0%	108.4%
48	126.1%	94.5%	86.6%	90.9%
49	95.2%	107.9%	84.0%	112.4%
50	136.9%		85.3%	95.7%
51	105.5%	89.6%		
52	95.4%	90.2%	120.8%	
53	103.5%			88.3%
54	118.9%		131.3%	
55		125.1%		91.0%
57	71.7%	86.9%		
58			100.4%	99.4%
62		84.4%	104.2%	89.3%
66	106.2%			88.6%
67	107.1%	114.3%	102.2%	
68		142.9%	85.4%	78.2%
71	100.1%		85.3%	90.2%
76	110.6%	125.6%		
77			100.0%	
79	119.6%	93.9%		67.4%
97	110.8%	94.5%	86.7%	108.1%
3249		181.6%	100.9%	124.5%

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.

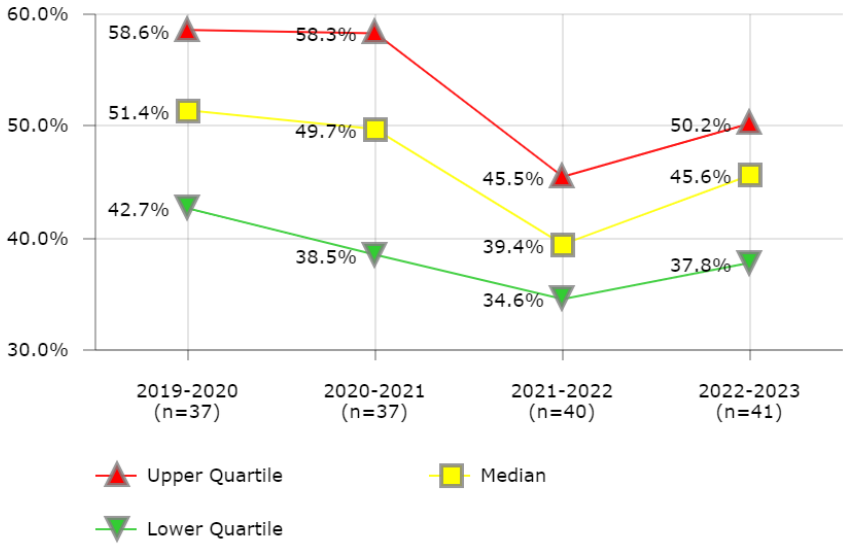
Factors that Influence

- 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	2019-2020	2020-2021	2021-2022	2022-2023
1		38.6%	39.1%	
3	37.3%	37.7%	41.8%	48.9%
4	46.3%	41.2%	45.7%	46.9%
5	45.2%	36.1%	37.0%	47.3%
7	37.9%			44.3%
8	44.6%	37.9%	39.1%	50.5%
9	47.5%	41.9%	35.8%	39.4%
10	36.1%	33.7%	32.2%	38.8%
11			38.8%	29.7%
12	42.3%	44.0%	41.0%	44.4%
13		32.0%	33.2%	36.2%
14	69.2%	42.2%	58.2%	25.5%
15		16.8%	46.4%	
16		28.1%	26.4%	25.2%
18		45.3%		49.6%
20	38.2%	42.7%	28.4%	35.1%
21	42.3%			
23	43.8%	41.6%	35.0%	
24		27.2%		31.0%
25	61.0%	48.5%	43.7%	49.0%
26	641.8%	70.5%	51.1%	
27	53.4%	51.8%		
28		39.3%		
30	50.4%	54.8%	41.4%	43.5%
32	43.5%	35.1%	36.1%	42.3%
35	43.0%	74.2%		49.1%
37			50.7%	
39		32.3%	27.9%	47.6%
40		11.7%		36.2%
41	45.1%	46.6%	33.3%	46.0%
44	6.8%	6.3%		
45	47.4%			
46	25.2%	39.9%	38.0%	43.9%
47	53.1%	27.9%	51.6%	44.5%
48	38.0%	42.7%	41.8%	31.3%
49	43.6%	42.7%	34.2%	
50	58.4%	51.3%	39.0%	45.8%
51	37.7%	27.5%	34.6%	39.9%
52	41.6%	39.8%	46.1%	51.9%
53	34.2%			33.0%
54		47.1%	41.9%	
55		39.4%	36.2%	45.1%
57	49.9%	45.5%		
58			50.7%	51.9%
62		36.6%	41.3%	34.8%
63				41.3%
66	38.8%	20.2%	18.6%	39.0%
67	45.5%	38.7%	45.8%	
68		46.8%	35.9%	26.4%
71	29.4%		28.2%	32.6%
76	48.3%	46.5%		
79	44.4%	38.7%	26.5%	30.0%
97	41.1%	37.5%	32.6%	39.0%
3249		42.3%	46.3%	56.6%

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

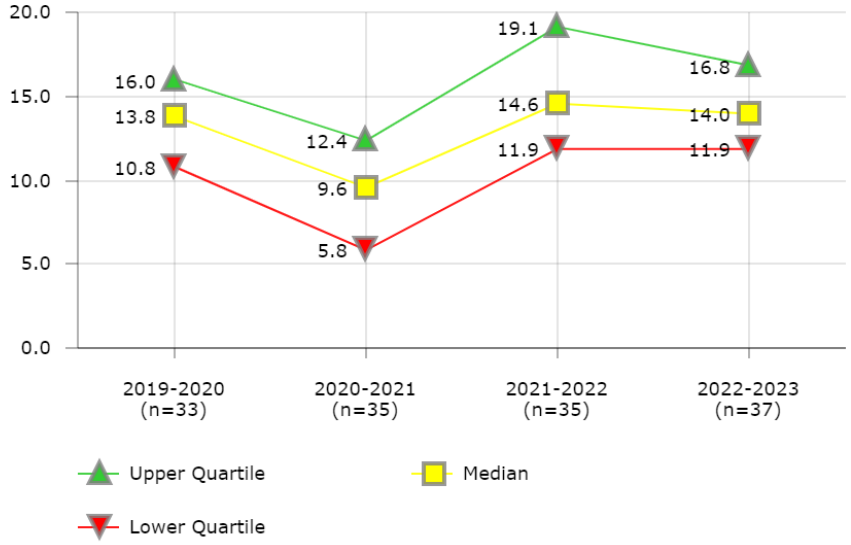
Districts in Best Quartile (2022-2023)

- Albuquerque Public Schools
- Charlotte-Mecklenburg Schools
- Clark County School District
- Des Moines Public Schools
- Fort Worth Independent School District
- Houston Independent School District
- Milwaukee Public Schools
- Newark Public Schools
- Omaha Public School District
- Toledo Public Schools
- Wichita Unified School District

District	2019-2020	2020-2021	2021-2022	2022-2023
1			42.1%	
3	36.8%	25.3%	43.8%	56.5%
4	37.4%	40.8%	27.8%	30.6%
5	53.4%	46.0%	41.0%	48.4%
7	57.0%			53.8%
8	48.4%	41.1%	33.1%	48.8%
9	33.4%	52.5%	21.2%	33.3%
10	51.0%	58.3%	38.8%	40.7%
11			44.1%	51.2%
12	53.0%	57.5%	40.4%	37.8%
13		50.4%	40.1%	42.7%
14	17.5%	57.0%	50.2%	30.6%
15		24.6%	36.7%	
16		48.9%	32.9%	46.8%
18		61.9%		44.0%
20	55.5%	63.0%	38.6%	41.0%
21	64.3%			
23	59.1%	48.8%	34.0%	
24		49.8%		53.7%
25	63.0%		31.9%	26.6%
26		70.4%	46.8%	49.9%
27	45.2%	71.8%		
28		35.6%		
30	51.4%		40.1%	33.2%
32	55.2%	46.7%	35.1%	37.9%
35	53.8%			48.7%
37			72.5%	
39			33.4%	33.0%
40	47.4%	54.4%	35.7%	33.7%
41	49.7%	64.9%	38.1%	50.3%
44	3.4%			
45	31.2%			
46	79.2%	72.9%	51.7%	60.2%
47	65.0%	18.8%	50.0%	50.2%
48	58.6%	35.9%	36.2%	46.4%
49	39.3%	49.7%	41.7%	49.6%
50	52.7%		36.4%	41.8%
51	59.9%	56.7%		52.4%
52	41.8%	38.5%	59.1%	68.7%
53	49.2%			42.0%
54	60.2%		43.0%	
55		70.3%	30.5%	33.3%
57	14.4%	24.2%		
58			45.1%	43.0%
62		40.8%	51.9%	45.6%
63		2.1%		46.3%
66	48.5%	29.4%	15.5%	31.0%
67	47.7%	59.7%	45.9%	
68		75.6%	37.9%	39.2%
71	62.3%		48.2%	50.6%
76	42.7%	51.9%		
79	63.9%	46.3%	31.0%	31.9%
97	51.4%	35.1%	35.2%	46.0%
3249			48.3%	58.9%

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

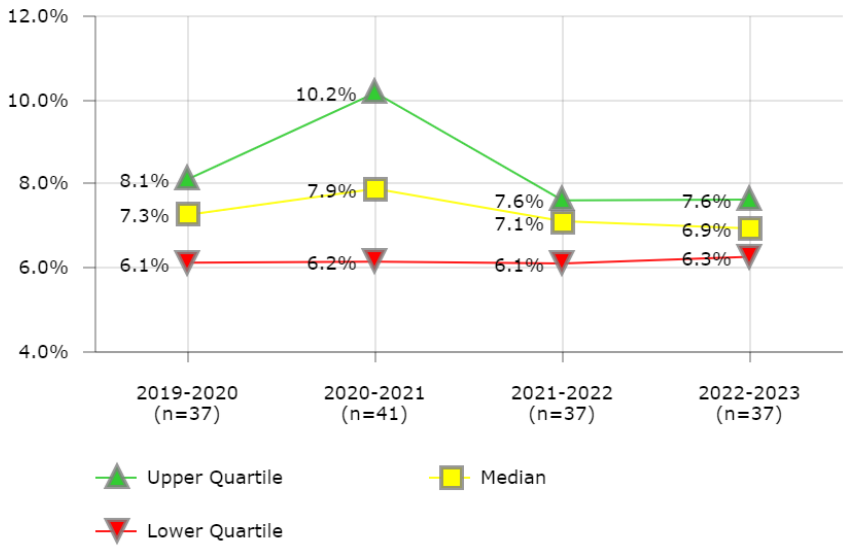
Districts in Best Quartile (2022-2023)

- Anchorage School District
- Baltimore City Public Schools
- Cincinnati Public Schools
- Clark County School District
- Columbus Public Schools
- Fresno Unified School District
- Newark Public Schools
- Omaha Public School District
- Palm Beach County School District
- San Diego Unified School District

District	2019-2020	2020-2021	2021-2022	2022-2023
3	19.3	25.2	10.7	11.2
4	13.8	15.5	13.3	15.0
5	13.4	17.5	19.3	14.9
7	15.8			17.8
8	15.1	14.4	19.4	33.7
9	21.9	14.5	24.8	22.7
10	39.8	3.9	12.4	6.3
11				16.5
12		10.6	22.1	13.2
13		11.6	17.8	16.7
14	17.0	9.3	16.0	13.7
15		7.3		
16		10.5	24.0	16.8
18		9.0		
20	14.3	11.2	16.6	44.5
21	10.8			
23	6.8	10.9	20.2	
24		16.8	19.1	10.9
25	9.4	5.8	15.9	17.4
27	10.8	7.4		
30	16.0	3.7	11.7	11.3
32	20.4		16.3	16.5
35	15.2	12.4		19.2
37			19.7	12.8
39		0.0	14.6	15.9
41	16.5		12.6	12.1
44	0.0			
46	10.3	3.4	17.2	17.6
47	14.2	9.6	5.8	13.0
48	9.0	15.5	13.7	15.7
49	9.2	9.0		
50	13.8	5.8	14.2	15.7
51	14.8			
52	14.2	19.0	11.9	12.8
53	13.1	7.0	11.8	14.0
55		7.2	13.0	7.8
57	13.5	5.4		
58			11.3	12.2
62			8.5	12.3
66	21.7	10.8	20.4	19.1
67	19.0	12.2	18.5	19.8
68			12.6	11.3
71	8.7		10.5	9.1
76	13.0	10.4		
79	11.3	5.4	10.8	11.9
97	9.5	9.1	16.1	11.6
3249		3.7	12.3	11.8

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

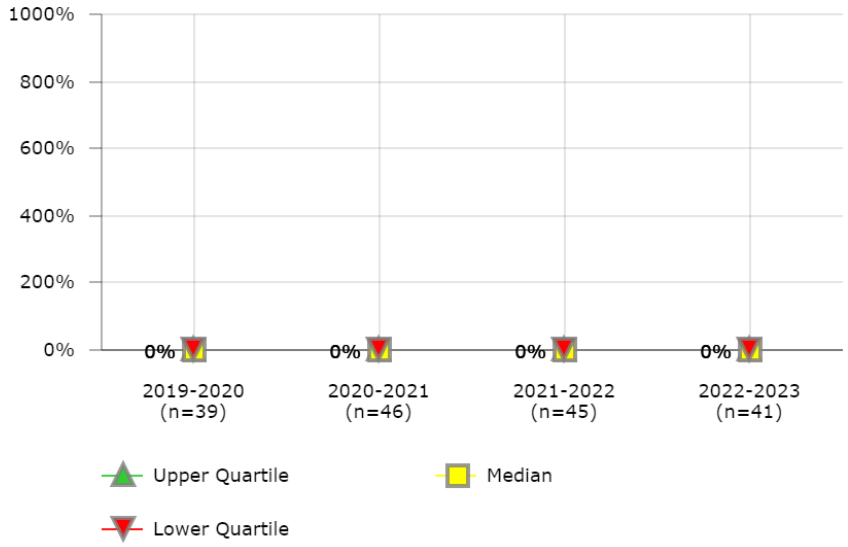
Districts in Best Quartile (2022-2023)

- Columbus Public Schools
- Dallas Independent School District
- Duval County Public Schools
- Fort Worth Independent School District
- Guilford County School District
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Minneapolis Public Schools
- Oklahoma City Public Schools
- Portland Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
3	5.0%	3.2%	6.7%	7.2%
5	8.1%	7.1%	6.5%	8.2%
7	5.3%			6.0%
8	6.6%	5.6%	6.2%	6.3%
9	11.8%	13.6%	7.8%	5.7%
10	7.2%	8.1%	7.2%	7.2%
11			4.1%	4.9%
12	7.0%	4.5%	5.1%	6.7%
13		8.9%	7.8%	7.4%
14	4.3%	12.1%	10.9%	5.4%
15		3.9%	7.6%	
16		4.1%	4.9%	5.5%
18		5.0%		6.8%
20	8.3%	8.6%	6.7%	7.1%
21	5.6%			
23	6.9%	11.4%	5.5%	
24		4.5%		6.7%
25	9.4%	21.5%	7.2%	
26		2.0%	6.4%	6.9%
27	7.3%	8.8%		
28	7.3%	10.2%		
30	8.0%	22.1%	8.6%	7.5%
32	8.1%	6.2%	7.6%	7.8%
35	7.6%	13.6%		8.5%
37			8.5%	6.7%
39	100.0%	8.7%	6.8%	6.3%
40	8.9%	11.7%	10.8%	8.7%
41	6.9%	7.7%	7.5%	8.9%
44	7.8%	6.7%	7.4%	7.6%
45	5.9%			
46	11.9%	7.2%	6.1%	7.4%
47	7.6%	8.6%	5.8%	5.3%
48	8.2%	6.2%	7.4%	7.5%
49	6.2%	8.7%		8.9%
50	6.6%	15.3%	7.5%	5.6%
51	7.3%	6.6%	8.9%	9.7%
52	5.4%	6.5%	7.1%	8.1%
53	6.0%			10.4%
54	5.6%	7.3%	6.7%	
55		10.1%	6.2%	6.7%
57	9.0%	16.9%		
58			4.4%	3.7%
66				6.6%
67	7.9%	9.8%	8.0%	
68		3.7%	5.3%	6.8%
71	3.4%		4.3%	5.9%
76	6.1%	7.9%		
79	9.2%	11.8%	2.5%	
97	7.3%	7.1%	7.2%	7.6%
3249		5.2%	8.6%	

FOOD SERVICES

Provision II Enrollment Rate - Breakfasts



Description of Calculation

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

Importance of Measure

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

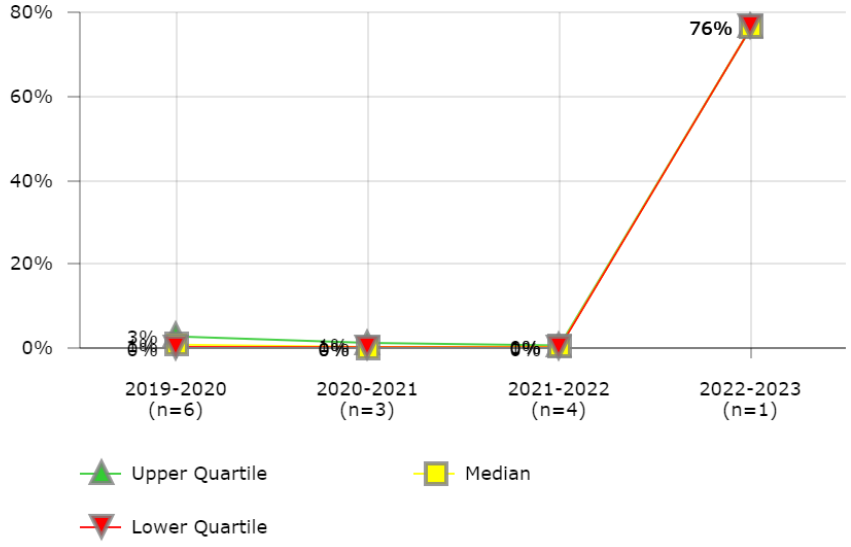
Factors that Influence

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

District	2019-2020	2020-2021	2021-2022	2022-2023
1	0%	0%	0%	
3	65%	0%	0%	
4	0%	0%	0%	0%
5	34%	0%	5%	5%
7	0%			0%
8	0%	0%	0%	0%
9	3%	0%	0%	0%
10	0%	0%	0%	0%
11			0%	0%
12	0%	0%	0%	0%
13		0%	0%	0%
14	3%	0%	0%	0%
15		0%	0%	
16		0%	0%	0%
18		0%		0%
20		0%	0%	
21	0%			
23	0%	0%	0%	
24		0%	0%	0%
25		0%		
26	0%	0%	0%	0%
27	0%	0%		
28	0%	0%		0%
30	0%	0%	0%	0%
32	0%	0%	0%	0%
34			0%	
35	0%	0%		0%
37			0%	0%
39	0%	0%	0%	0%
40	0%	0%	0%	0%
41	0%	0%	0%	0%
44	0%	0%	0%	0%
45	0%			
46	0%	0%	0%	0%
47	0%	0%	25%	
48	0%	0%	0%	0%
49	0%	0%	0%	0%
50	0%	0%	0%	0%
51	0%			
52	31%	0%	0%	0%
53	0%	0%	0%	0%
54	0%	0%	0%	
55		0%	0%	0%
57	0%	0%	0%	0%
58			0%	0%
62		0%		11%
63		0%	0%	0%
66	99%		0%	0%
67	1%	1%	1%	0%
68		0%	0%	0%
71	0%		0%	0%
76	0%	0%		
77			0%	
79	0%	0%	0%	0%
91		0%		
97	0%	0%	0%	0%
3249		0%	0%	0%

FOOD SERVICES

Provision II Enrollment Rate - Lunches



District	2019-2020	2020-2021	2021-2022	2022-2023
3	18%			
5	0%		0%	
8	0%	0%	0%	
9	1%	0%	0%	
14	3%			
47				76%
67	1%	1%	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.

Maintenance & Operations

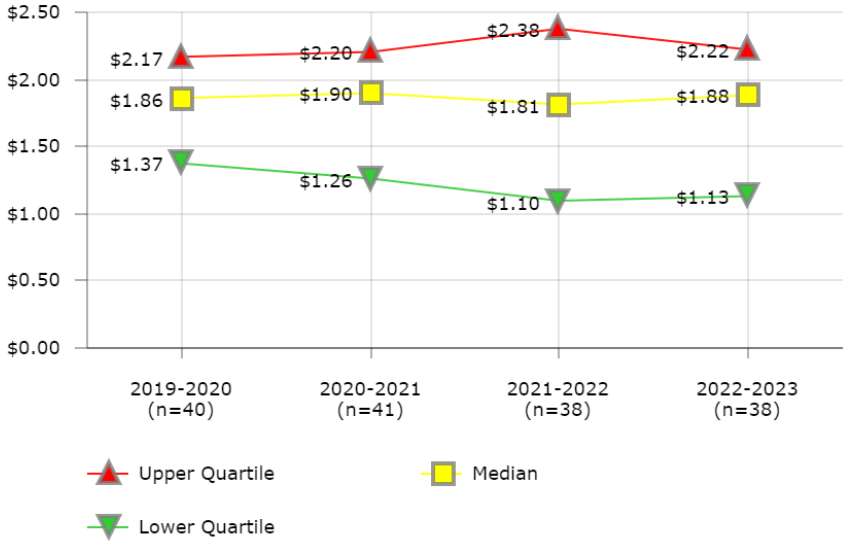
Performance metrics in maintenance and operations (M&O) assess the cost efficiency and service levels of a district's facilities management and labor. Areas of focus include *custodial work, maintenance work, renovations, construction, utility usage,* and *environmental stewardship* . The cost efficiency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

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

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

MAINTENANCE & OPERATIONS

Custodial Work - Cost per Square Foot



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

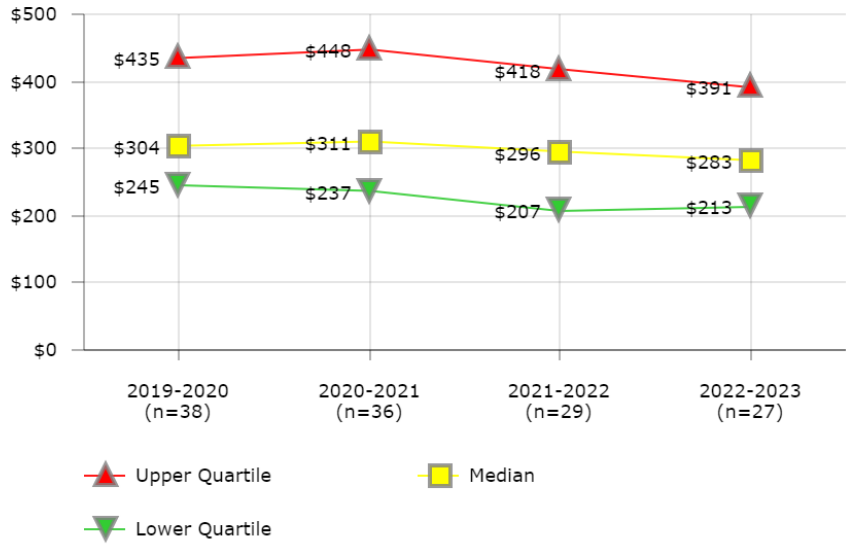
Districts in Best Quartile (2022-2023)

- Baltimore City Public Schools
- Boston Public Schools
- Columbus Public Schools
- Dallas Independent School District
- Fayette County Public Schools
- Houston Independent School District
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- Sacramento City Unified School District
- Toledo Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
1				$2.11
3	$2.17	$2.59		$3.19
4	$1.50	$1.30	$1.10	
5	$2.17	$2.38	$2.26	$2.10
7	$1.85			$1.68
8	$1.31	$1.32	$1.29	$1.85
9	$1.99	$2.20		
10	$2.02	$2.09	$1.79	$1.33
11			$1.15	
12	$16.89	$2.55	$2.43	$2.69
13		$3.53	$1.91	$2.19
14	$1.97	$2.10	$2.22	$2.01
15		$0.99	$0.95	$0.94
16		$1.22	$6.97	$1.23
18	$1.91	$1.99		$4.52
20	$1.94	$2.45	$2.38	$2.36
21	$2.76			
23	$2.27	$2.03	$2.30	
24		$6.03	$5.80	$1.56
25	$1.77	$1.64	$1.58	
26	$0.15	$0.21	$0.23	$0.24
27	$3.61			
28	$0.72	$1.13	$1.22	$1.36
30	$1.83	$1.99	$1.83	$1.91
32	$3.47	$3.54		
35	$0.28	$0.19		$0.64
37	$1.90	$1.98	$0.41	$2.22
39	$1.57	$1.11	$0.20	$0.73
40	$1.88	$1.98	$2.01	$1.98
41	$0.25	$0.26	$0.26	$0.26
44	$2.11	$1.90		$2.18
46	$2.43			$1.09
47	$1.60	$1.89	$1.70	$1.44
48	$1.71	$1.46	$1.38	$1.74
49	$1.35	$1.40	$2.64	$2.55
50	$1.61	$1.62	$2.49	$1.99
51	$1.40			
52	$2.38	$2.39		
53	$0.37	$0.38	$0.60	$0.98
54	$0.68			
55	$1.97	$2.00	$2.15	$2.50
57	$1.67		$1.85	$2.02
58			$4.14	$4.63
62		$1.26	$0.28	$0.40
63		$1.10	$1.19	
67	$4.46	$26.12	$4.41	$4.86
68		$1.75	$1.62	$1.39
71			$1.85	
76	$0.61	$0.60		
79	$1.27	$1.30	$0.63	$1.13
91		$2.09		
97	$2.33	$2.72	$2.72	$3.03
461			$2.87	
3249			$0.43	$0.65

MAINTENANCE & OPERATIONS

Custodial Work - Cost per Student



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

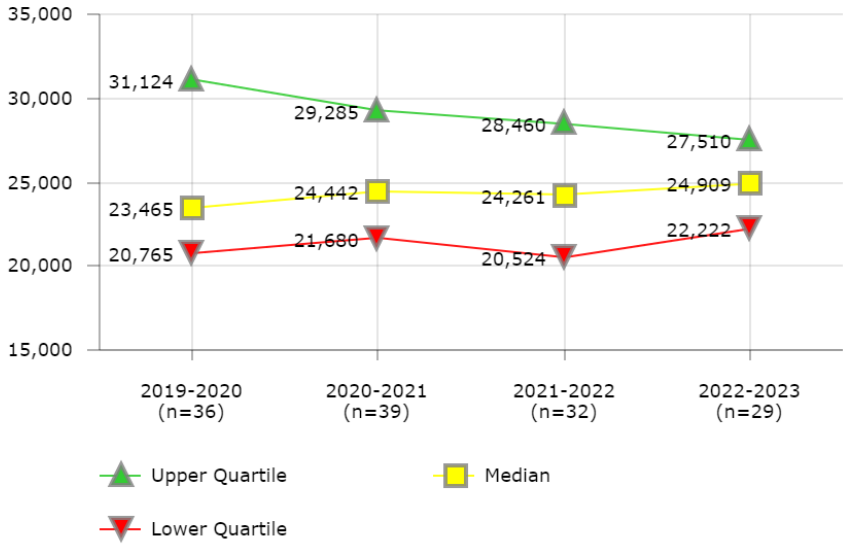
Districts in Best Quartile (2022-2023)

- Boston Public Schools
- Dallas Independent School District
- Fayette County Public Schools
- Hillsborough County Public Schools
- Jefferson County Public Schools (KY)
- Sacramento City Unified School District
- San Diego Unified School District

District	2019-2020	2020-2021	2021-2022	2022-2023
3	$464	$572		
4	$301	$270	$230	
5	$393	$446	$430	$400
7	$307			$301
8	$195	$203	$201	$283
9	$232	$273		
10	$285	$313	$267	$192
12	$479	$485	$471	
13		$617	$340	$391
14	$405	$450	$510	$439
15		$225	$216	$221
16				$213
18	$338	$357		
20	$353	$462	$441	$447
21	$655			
23	$430	$383	$418	
24				$272
25	$375	$372	$375	
26		$42	$53	$56
27	$611			
28	$301			
30	$377	$460	$438	$447
32	$456	$483		
35	$53	$36		
37		$384	$76	$431
39	$235	$338	$61	$340
40	$293	$331	$353	$356
41	$44	$49	$49	$50
44	$272	$248	$275	$287
46	$437			$244
47	$269	$280	$284	$246
48	$269	$217	$207	$259
49	$245	$263	$499	$466
50	$435	$443		
51	$237	$270	$256	$288
52	$574	$606		
53	$60	$62	$99	$164
54	$120			
55	$288			
57	$535	$65		
62		$185		$61
63			$418	
67	$483		$497	
68		$308	$296	$254
71			$338	$327
76	$127			
79	$276	$292	$302	
91		$289		
97	$417	$501		
3249			$101	$106

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

Factors that Influence

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

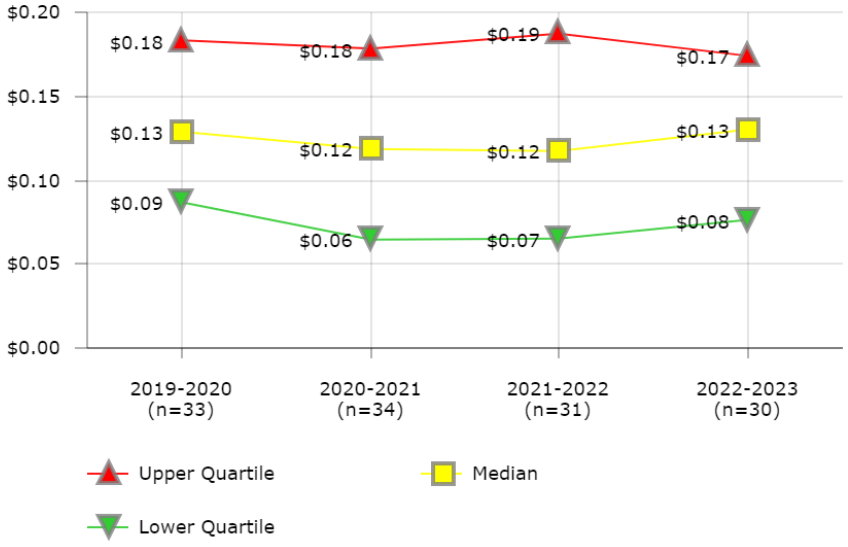
Districts in Best Quartile (2022-2023)

- Anchorage School District
- Charlotte-Mecklenburg Schools
- Dallas Independent School District
- Jackson Public School District (MS)
- Milwaukee Public Schools
- Omaha Public School District
- Seattle Public Schools
- Toledo Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
1		24,991		28,516
3	33,553	28,573		24,060
4	32,835	34,180	38,116	
5	26,374	24,274	24,211	25,748
7	31,601			31,293
8	23,687	23,830	24,311	23,052
9	22,831	24,442		
10	19,003	19,601	20,971	
12	26,350	26,604	29,207	26,038
13		27,288	27,099	26,991
14	26,610	21,564	16,779	17,300
15		27,510	27,510	27,510
16		29,285	26,030	
20	30,648	30,517	28,190	27,378
21	23,242			
25	31,794	32,537	28,396	
26	22,141	22,590	22,373	22,979
27	18,923			
28			41,440	
30	32,332	37,737	36,829	34,860
32	23,840	24,029		
35	22,039	21,680		22,222
37	22,763	22,763	22,763	22,763
39	14,461	12,097	19,453	15,484
40	20,381	19,942		20,669
41	28,695	28,267	28,267	28,267
44	19,323	20,043	20,043	20,043
46	7,112			
48	27,880	28,081	27,204	27,048
49	23,153	20,193	19,024	20,061
50	21,150	21,150	14,424	
51	42,865			
52	32,612	30,852		
53	22,277	22,010	20,077	22,640
54	16,988			
55	28,660		28,525	29,247
57	45,366	45,366	45,366	
58			19,614	19,059
62		26,588		
63		30,769	28,686	
66				29,981
67	16,724	17,297	16,503	16,434
68		22,164	23,409	24,909
71		23,141	22,482	25,054
76	19,004	18,492		
79	40,228	40,228	40,228	35,451
91		29,713		
97	22,593	22,317	22,506	22,710
461			21,104	
3249		26,557		

MAINTENANCE & OPERATIONS

Custodial Supply Cost per Square Foot



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

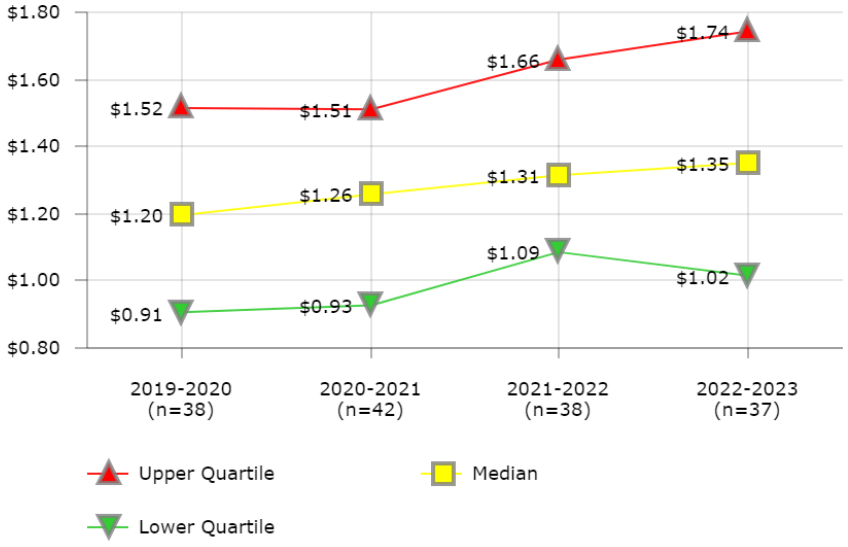
Districts in Best Quartile (2022-2023)

- Albuquerque Public Schools
- Dallas Independent School District
- Des Moines Public Schools
- Fort Worth Independent School District
- Milwaukee Public Schools
- Palm Beach County School District
- Pinellas County Schools
- Sacramento City Unified School District

District	2019-2020	2020-2021	2021-2022	2022-2023
1		$0.45		$0.13
3	$0.13	$0.20		$0.29
4	$0.22	$0.13	$0.12	
5	$0.27	$0.16	$0.31	$0.17
7	$0.07			$0.08
8	$0.07	$0.06	$0.06	$0.08
9	$0.18	$0.12		
10	$0.12	$0.20	$0.11	$0.18
11			$0.34	
12	$0.07		$0.06	$0.07
13			$0.22	$0.40
14	$0.05	$0.05	$0.06	$0.05
15		$0.10	$0.09	$0.09
16		$0.02	$0.08	
20	$0.24		$0.40	
21	$0.12			
25	$0.09		$0.01	
26	$0.15	$0.19	$0.18	$0.14
27	$0.16			
28			$0.06	
30	$0.05	$0.06	$0.04	$0.07
32		$0.01		
35	$0.31	$0.20		$0.25
37	$0.13	$0.13	$0.13	$0.13
39	$0.09	$0.11		$0.08
40	$0.13	$0.12		$0.07
41	$0.06	$0.06	$0.07	$0.07
46	$0.39			
48	$0.15	$0.11	$0.16	$0.14
49	$0.05	$0.12	$0.16	$0.13
50	$0.15	$0.20		$0.27
51	$0.29			
52	$0.38			
53	$0.10	$0.10	$0.19	$0.17
55	$0.13	$0.09	$0.08	$0.12
57	$0.22	$0.24	$0.23	
58			$0.18	$0.29
62		$0.06		$0.02
63		$0.16	$0.17	
67	$0.12	$0.07	$0.12	$0.13
68		$0.18	$0.11	$0.13
71		$0.11	$0.11	$0.16
76	$0.12	$0.12		
79	$0.14	$0.15	$0.15	$0.13
91		$0.06		
97	$0.06	$0.06	$0.06	$0.06
461			$0.27	
3249		$0.23	$0.22	$0.23

MAINTENANCE & OPERATIONS

Routine Maintenance - Cost per Square Foot



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

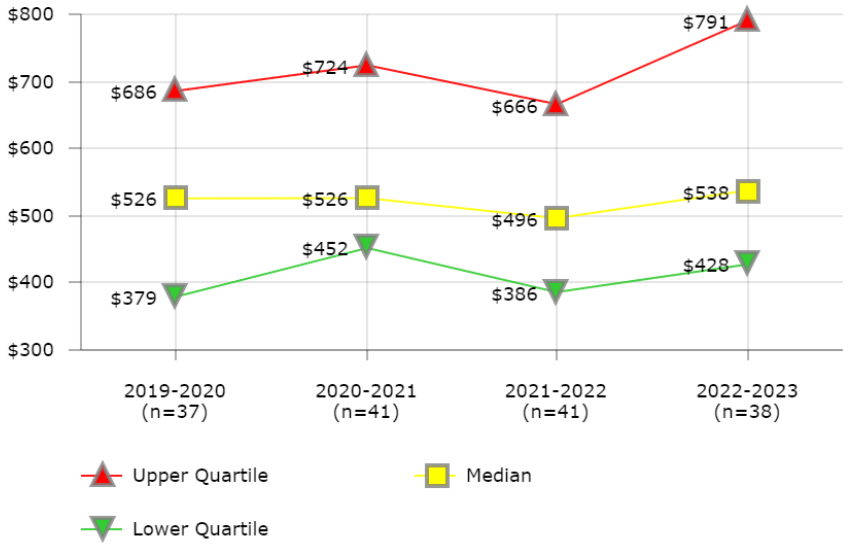
Districts in Best Quartile (2022-2023)

- Boston Public Schools
- Charlotte-Mecklenburg Schools
- Cleveland Metropolitan School District
- Denver Public Schools
- Houston Independent School District
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Orange County Public School District
- Seattle Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
1				$0.68
3	$1.28	$1.36		$1.40
4	$1.13	$1.25	$1.31	
5	$0.98	$1.14	$1.95	$1.99
7	$1.51			$1.46
8	$1.06	$1.11	$1.09	$1.27
9	$1.20	$1.14	$1.55	$1.73
10	$1.17	$1.35	$1.28	$1.86
11			$1.46	
12	$8.09	$1.51	$1.69	$2.04
13		$1.13	$1.15	$1.25
14	$1.30	$1.51	$1.62	$1.44
15		$0.53	$0.51	$0.50
16		$1.25		$1.19
18		$1.27		$1.35
20	$1.52	$1.71	$2.16	$2.14
21	$0.91			
23	$0.66	$1.26	$1.57	
24		$1.34	$1.31	
25	$1.38	$2.84	$2.98	
26	$0.91	$0.92	$0.47	$0.48
27	$1.30			
28	$0.85	$1.49	$1.46	$1.72
30	$1.19	$1.98	$1.32	$1.30
32	$0.80	$0.68	$0.65	$0.82
35	$2.01	$1.86		$2.72
37	$0.79	$0.78	$0.89	$1.02
39	$1.87	$0.38		$0.55
40	$4.52	$1.48	$1.62	$1.62
41	$1.45	$1.82	$1.82	$1.62
44	$1.36	$1.43		$1.46
46	$1.61	$1.64	$1.88	$2.66
47	$1.16	$1.48	$1.19	$1.17
48	$0.89	$0.80	$0.76	$0.84
49	$0.68	$0.51	$1.03	$1.19
50	$1.90	$1.89	$2.36	$2.41
51	$1.76			
52	$3.71	$3.66		
53	$0.90	$0.93	$1.09	$0.99
54	$0.49			
55	$1.04	$1.01	$1.14	$0.96
57	$0.93		$1.05	$0.66
58			$1.65	$1.98
62		$1.75	$3.41	$1.84
63		$0.88	$0.97	
67	$3.43	$3.46	$2.52	
68		$0.48	$1.48	$1.14
71			$1.66	
76	$1.24	$1.18		
91		$0.79		
97	$1.01	$0.95	$0.95	$1.08
461			$1.10	
3249		$1.24	$1.20	$1.74

MAINTENANCE & OPERATIONS

Routine Maintenance - Cost per Work Order



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

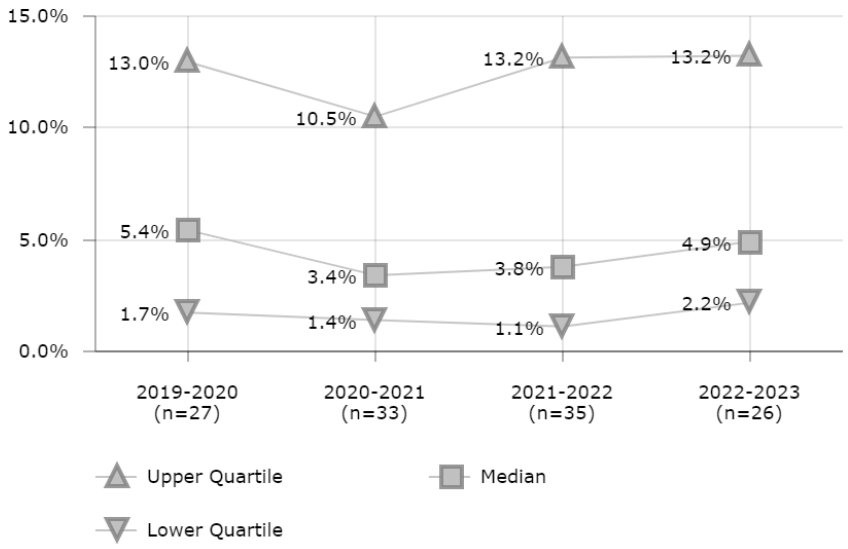
Districts in Best Quartile (2022-2023)

- Albuquerque Public Schools
- Austin Independent School District
- Charlotte-Mecklenburg Schools
- Duval County Public Schools
- Jefferson County Public Schools (KY)
- Metropolitan Nasvhille Public Schools
- Orange County Public School District
- Palm Beach County School District
- San Diego Unified School District
- Seattle Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
1		$199		$373
3	$543	$561		$630
4	$796	$947	$423	
5	$646	$661	$910	$918
7	$479			$446
8	$341	$349	$324	$344
9	$582	$541	$611	$751
10	$275	$338	$315	$466
11			$424	
12	$411	$545	$557	$670
13		$705	$687	$723
14	$379	$369	$378	$350
15		$568	$546	$537
16		$569	$269	$365
18		$462		$603
20	$888	$938	$918	$1,086
21	$397			
23	$212	$586	$470	
24		$571	$557	$1,308
25	$1,794		$568	
26	$3,946		$1,222	$652
27	$45			
28	$489	$496	$482	$821
30	$1,229	$2,282	$1,299	$1,263
32	$686	$490	$330	$434
35	$600	$483		$538
37	$419	$496	$597	$643
39	$705	$424	$287	$1,010
40	$1,305	$518	$547	$532
41	$622	$779	$666	$629
44	$287	$380	$357	$273
46	$539	$876	$925	$991
47	$474	$452	$378	$376
48	$382	$453	$386	$428
49	$316		$416	$460
50	$531	$1,186	$1,085	
51	$609	$853	$334	$466
52	$2,318		$1,428	
53	$455	$746	$439	$423
54	$31			
55	$331	$333	$341	$324
58			$1,252	$1,411
62		$724	$1,125	$521
63		$521	$496	
67	$711	$1,046	$565	$791
68		$123	$421	
71		$489	$387	$367
76	$345	$327		
91		$526		
97	$526	$419	$394	$484
3249		$978	$584	$1,264

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.

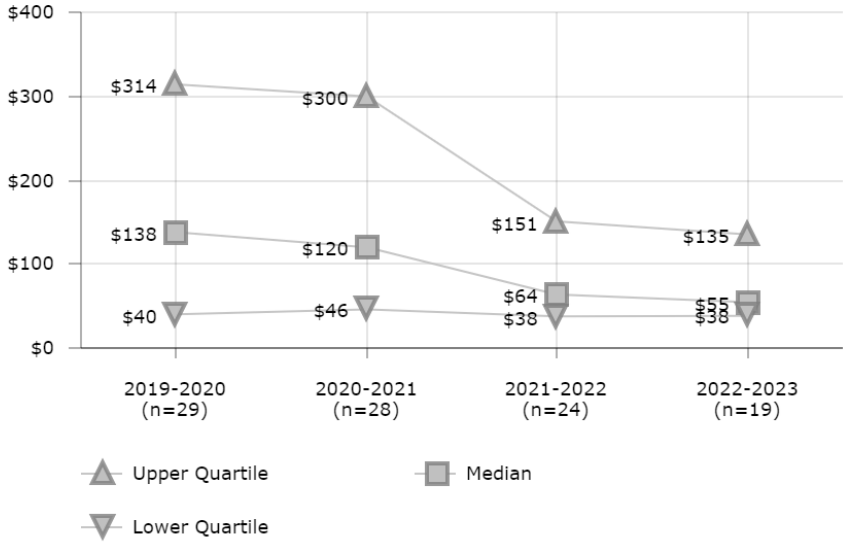
Importance of Measure

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

District	2019-2020	2020-2021	2021-2022	2022-2023
1		1.3%		1.4%
3	0.8%			
5		9.2%	12.8%	14.7%
7	0.7%			
9		0.2%	1.6%	2.6%
10	13.0%	19.7%	17.3%	11.7%
11			1.0%	
12	8.1%	7.5%	11.4%	11.4%
13		1.4%	1.4%	1.2%
14	20.2%	25.0%	29.7%	27.1%
16		1.9%	2.1%	2.0%
18		2.3%		5.1%
20		0.3%	1.1%	
21	5.3%			
23	7.4%	3.1%	3.7%	
25	3.7%	44.2%	0.8%	
26			62.5%	79.0%
28	0.9%	0.6%	0.6%	2.2%
30	6.2%	1.3%	4.3%	
32	1.9%	3.4%	7.2%	5.7%
35	11.5%	10.5%		13.2%
37	1.5%	1.4%	1.8%	4.6%
39	1.7%	49.5%	3.8%	4.2%
40	3.9%			
41	0.6%	2.0%	2.1%	2.3%
44	7.5%	12.8%	13.2%	
46	18.8%	24.7%	17.1%	31.2%
47	5.5%	6.3%	4.9%	4.7%
48	19.1%	9.8%	9.4%	8.1%
49	40.0%		3.5%	24.1%
50	99.6%	99.6%	97.7%	
51	1.8%	2.3%	2.2%	1.8%
52	5.4%		6.9%	
53	0.7%	0.1%	0.6%	
54	100.0%			
58			4.5%	11.6%
62		4.8%		
66			84.6%	3.0%
67		0.2%	0.1%	0.2%
68		1.1%	0.9%	
71			0.3%	
76	2.4%	4.3%		
91		19.0%		
97		7.9%	15.2%	20.8%
461			0.7%	
3249		2.0%	53.1%	1.9%

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).

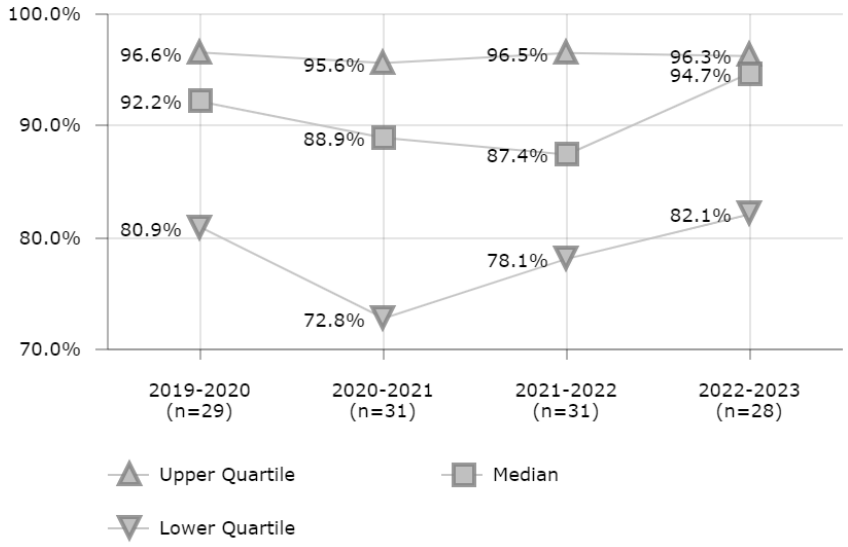
Factors that Influence

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

District	2019-2020	2020-2021	2021-2022	2022-2023
3	$138	$315		
4	$96	$126	$58	
5	$314	$305	$40	$41
7	$488	$111		$155
8	$625	$571	$477	
9	$182	$294	$279	$370
10	$221	$256	$330	
12	$315	$383	$404	
13		$51	$91	$208
14	$47	$42	$64	$50
18		$26		
20	$18	$26	$16	$135
21	$392			
23	$240	$245		
24		$114	$15	$16
27	$140			
28	$369			
30	$262	$153	$36	$48
32	$47	$52	$42	$56
35	$690	$782		
39	$40	$8		
41		$50	$52	$55
44	$30	$38	$47	$51
46	$41	$59	$79	
48	$62	$83	$74	$128
49	$136	$138	$153	$127
50			$64	$88
51	$702	$641		
53	$24	$25	$19	$38
55	$30			
57	$25		$27	$27
58			$65	$395
62			$249	
67	$7	$9	$10	$11
76	$18			
97	$225	$347		
3249		$156	$149	$21

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.

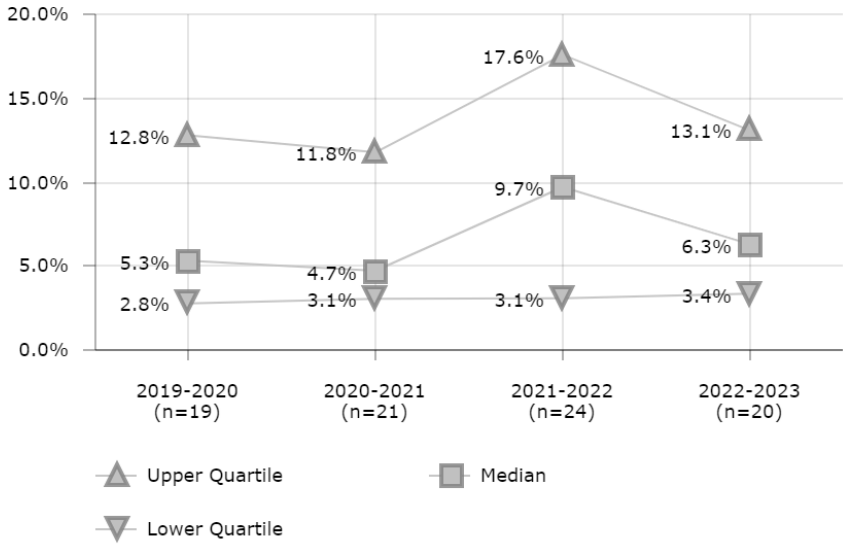
Importance of Measure

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

District	2019-2020	2020-2021	2021-2022	2022-2023
1		95.3%		27.3%
3	78.5%	72.8%		
4	66.8%	68.3%	18.1%	
5	77.6%	72.5%		
7	85.5%	100.0%		83.0%
8	89.3%	88.9%	87.9%	95.2%
9	97.7%	98.3%	98.0%	96.3%
10	96.6%	95.6%	98.8%	96.6%
11			80.7%	
12	81.6%	85.4%	84.2%	94.6%
13		91.9%	93.2%	96.7%
14	67.0%	61.4%	56.4%	94.9%
15		96.5%	96.5%	
16		76.4%	76.4%	67.5%
18		50.0%		38.9%
20	80.9%	82.3%	64.2%	95.0%
21	94.5%			
23	85.4%	89.3%		
24		45.0%	92.3%	
25			85.1%	
26			22.2%	
27	98.5%			
28	87.7%	88.0%	85.2%	81.6%
30	95.8%	91.0%	49.6%	87.1%
32	88.1%	88.5%	87.6%	92.6%
35	95.6%	95.3%		95.5%
37	58.7%			
39	100.0%	57.9%	100.0%	100.0%
40				100.0%
44	79.0%	88.4%	78.1%	82.6%
46	6.2%	12.7%	82.2%	
48	92.6%	91.9%	85.8%	53.6%
49	92.2%	87.4%	87.4%	78.7%
50			24.9%	88.5%
51	97.0%	94.3%	97.4%	95.3%
53	97.3%	97.3%	86.8%	84.6%
55	100.0%	100.0%	100.0%	100.0%
57	95.8%		95.8%	95.8%
58			93.7%	80.6%
62			94.6%	100.0%
76	98.7%			
97	94.3%	95.8%	96.9%	96.3%
3249		97.6%	97.6%	

MAINTENANCE & OPERATIONS

Major Maintenance - Design to Construction Cost Ratio



Description of Calculation

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

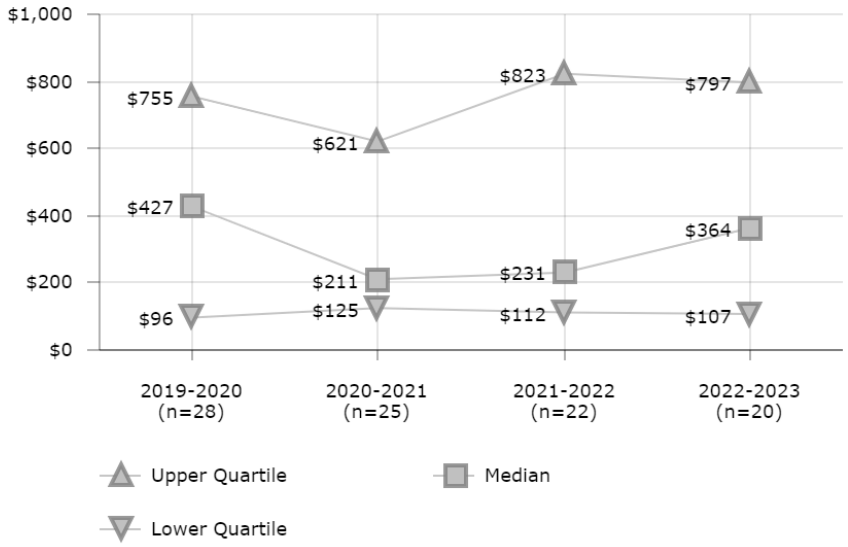
Importance of Measure

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

District	2019-2020	2020-2021	2021-2022	2022-2023
1		0.8%		75.9%
3	5.3%	23.8%		
4	23.2%		240.8%	
5	25.0%	25.0%		
7	10.7%			6.9%
8	10.4%	10.6%	11.4%	3.4%
9	1.1%	0.5%	1.0%	3.0%
10	2.8%	3.8%	0.5%	
11			13.8%	
12	22.5%	17.1%	18.7%	5.7%
14		0.3%	0.8%	0.6%
15		3.1%	3.1%	
16				13.2%
18				156.8%
20		4.7%	18.5%	2.2%
23	9.1%	4.0%		
24		20.4%	8.3%	
25			16.0%	
26			100.0%	
27	1.5%			
28	12.8%	11.8%	13.7%	19.2%
30	3.1%	8.1%	87.3%	8.9%
32	8.4%	8.0%	8.0%	3.6%
35	3.7%	4.2%		3.3%
44	20.3%	8.6%	16.7%	8.8%
46		341.2%		
48				52.5%
49	3.1%	4.0%	4.0%	4.1%
50			301.1%	13.0%
51	0.3%	1.9%	2.6%	
53			11.1%	11.1%
57	3.1%		3.1%	3.1%
58			6.0%	4.9%
62			4.4%	
76	1.3%			
3249		2.4%	2.4%	

MAINTENANCE & OPERATIONS

Renovations - Cost per Student



Description of Calculation

Total cost of renovations divided by total student enrollment.

Importance of Measure

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

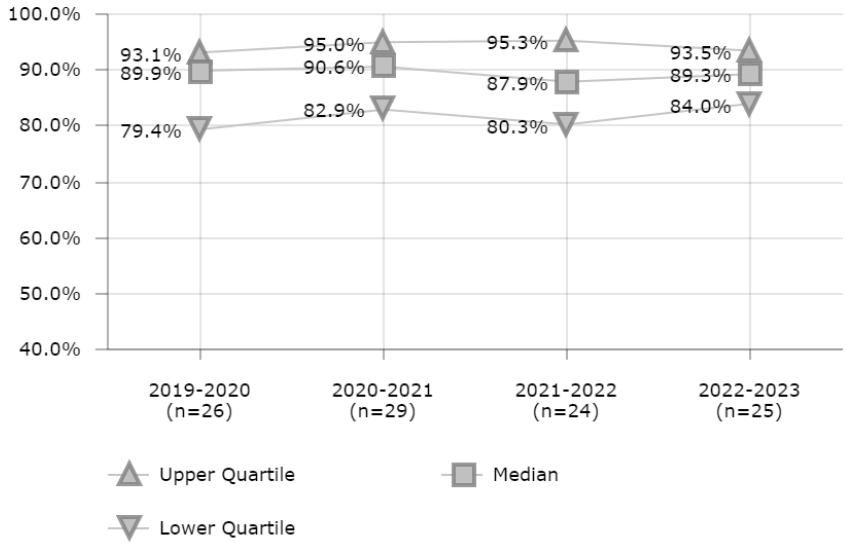
Factors that Influence

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

District	2019-2020	2020-2021	2021-2022	2022-2023
3	$1,599	$1,881		
4	$138	$152	$317	
5			$1,739	
7	$600			$331
8	$15			
9	$456	$270	$140	$104
10	$735	$616	$905	$1,069
12	$871	$1,770		
13		$807	$920	$840
14	$199	$211	$209	$73
15				$1,385
18	$161	$167		
20	$399	$156		
21	$28			
23	$494	$621		
24		$249	$47	
25	$60	$63	$959	
28	$1,372			
30	$95	$143	$141	
32	$66	$58		$31
35	$97	$508		
37		$860	$823	$1,015
39	$1,841	$72	$112	$96
41		$107	$112	
44	$98	$125	$76	$110
46	$766	$784	$1,136	$598
48	$477	$158	$88	$190
49	$34	$17	$19	$129
50			$51	$397
51	$15	$17		$21
53	$745	$680	$693	$753
54	$659			
55	$167			
58			$428	$450
62			$311	$542
63			$155	
76	$3,391			
79				$897
97	$1,224			
3249		$264	$252	$265

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.

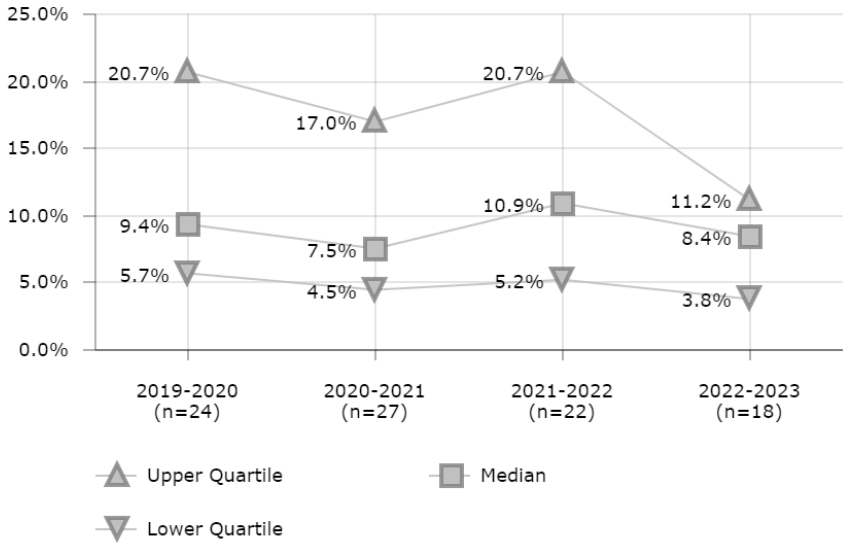
Importance of Measure

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

District	2019-2020	2020-2021	2021-2022	2022-2023
1		80.1%		
3	90.3%	91.1%		
4	92.3%	91.2%	97.8%	
5				87.0%
7	85.3%			74.7%
9	91.0%	90.0%	81.3%	
10	91.4%	94.3%	92.0%	91.5%
12	93.0%	94.5%	98.0%	94.6%
13		95.2%	79.4%	97.1%
14	96.3%	96.9%	96.7%	95.9%
15				96.6%
16		82.8%	77.1%	72.1%
18	89.4%	89.1%		43.8%
20	79.4%	96.0%		
23	83.0%	94.7%		
24		40.0%	94.0%	
25	46.8%	46.8%	81.1%	
28	94.4%	95.0%	69.6%	79.1%
30	86.9%	82.7%	84.8%	
32	77.5%	84.2%	67.3%	85.9%
35	74.4%	99.7%		
37	95.0%	93.8%	81.1%	84.0%
39	98.9%	80.3%	89.4%	89.6%
44	87.5%	84.2%	70.2%	61.3%
46	93.1%	90.6%	90.6%	98.6%
48	91.6%	86.8%	89.1%	68.7%
49	50.6%	61.3%	61.0%	87.7%
50				93.5%
53	98.2%	99.0%	89.0%	89.1%
54	33.3%			
55	85.1%	89.9%	96.5%	92.4%
58			86.9%	90.3%
62			84.1%	93.2%
63		100.0%	100.0%	
68				89.3%
76	94.7%	82.9%		
79				88.8%
97	50.9%			
3249		98.3%	98.3%	98.3%

MAINTENANCE & OPERATIONS

Renovations - Design to Construction Cost Ratio



Description of Calculation

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

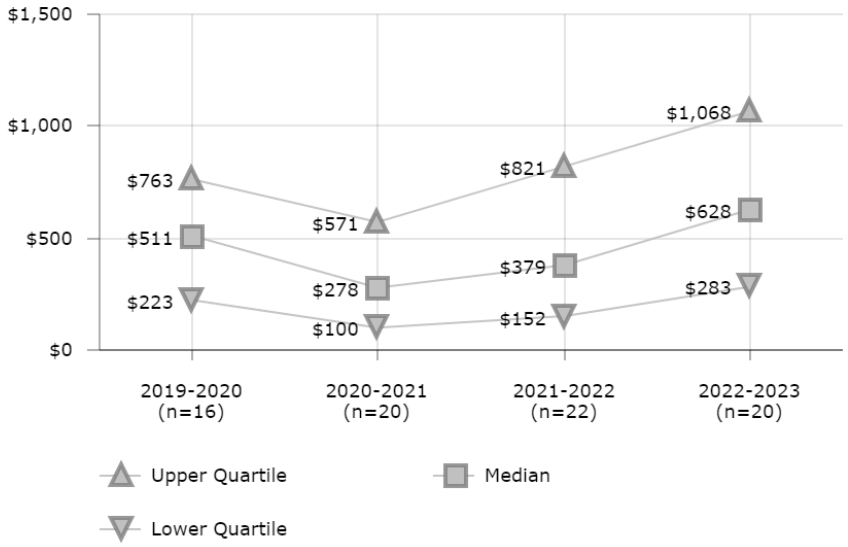
Importance of Measure

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

District	2019-2020	2020-2021	2021-2022	2022-2023
1		17.6%		
3	8.3%	7.5%		
4	3.9%	5.4%	1.2%	
5				11.2%
7	11.0%			13.9%
9	7.2%	7.1%	17.7%	
10	8.7%	5.1%	7.9%	8.6%
12	5.4%	4.5%	1.5%	4.4%
13		4.0%	24.9%	2.2%
14	2.8%	2.2%	2.2%	2.7%
15				2.9%
16		17.0%	25.7%	
18	9.9%	9.8%		
20	24.7%	1.5%		
23	16.7%	3.0%		
24		25.0%	6.3%	
25	44.8%	44.8%	21.5%	
28	5.5%	4.6%	12.2%	25.0%
30	12.2%	19.4%	16.5%	
32	11.2%	6.0%	29.2%	4.4%
35	32.6%	0.3%		
37	4.2%	5.0%	20.7%	16.4%
44	8.8%	12.2%	10.8%	8.9%
46	6.0%	8.2%	8.6%	
48	6.8%	8.3%	5.2%	
49	32.5%	32.5%	32.5%	10.9%
50				5.9%
53			11.1%	11.1%
54	100.0%			
55	12.6%	11.2%	3.6%	8.3%
58			8.8%	3.8%
62			12.5%	
76	4.3%	20.6%		
79				12.6%
91		14.8%		
97	93.0%			
3249		1.7%	1.7%	1.7%

MAINTENANCE & OPERATIONS

New Construction - Cost per Student



District	2019-2020	2020-2021	2021-2022	2022-2023
5			$1,472	$876
8	$238	$282	$359	$555
9	$1,003	$759	$783	$676
10	$442	$274	$493	$738
13		$97	$56	
14	$536	$623	$821	$581
16				$1,454
18	$323	$335		$1,669
20	$143		$207	$251
23		$1,332	$775	
24		$103	$400	$376
27	$1,809			
28	$486			
32	$24	$61		
37		$513	$152	$1,137
39	$95	$359	$244	$138
44		$24	$1,615	$69
46		$71	$62	$178
47	$568	$41	$940	$1,294
48	$698	$520	$196	$316
49		$133	$147	$856
51	$207		$136	
53		$125	$452	$428
55	$827			
58			$93	$197
68		$4,952	$1,880	$1,511
76	$5,009			
79		$155	$162	
97	$614			
3249		$989	$945	$998

Description of Calculation

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

Importance of Measure

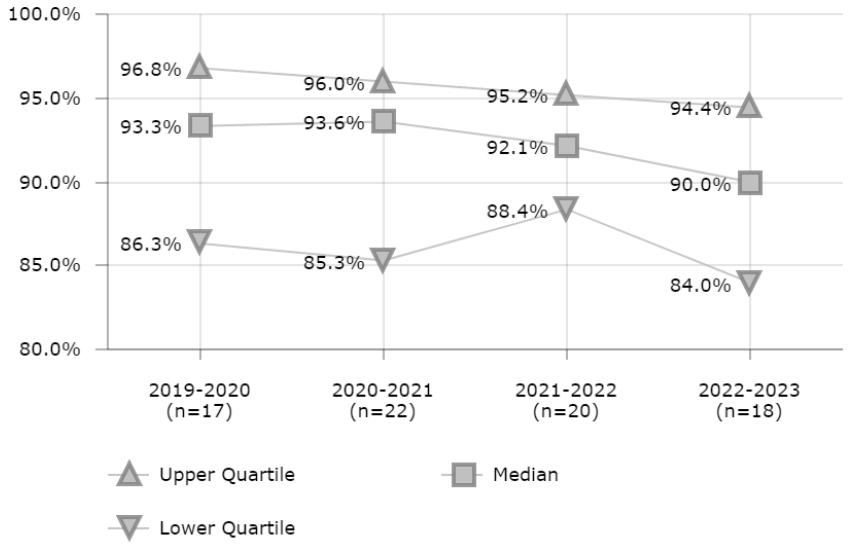
This looks at the total amount of construction spending relative to district size (by student enrollment).

Factors that Influence

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

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.

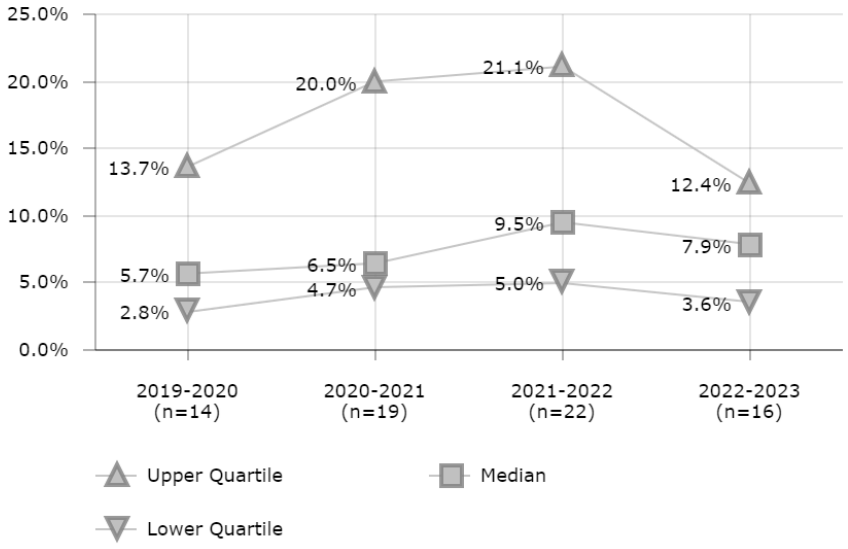
Importance of Measure

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

District	2019-2020	2020-2021	2021-2022	2022-2023
1		96.0%		
5			88.8%	
8	86.0%	84.9%	91.9%	96.3%
9	92.2%	92.0%	88.3%	83.8%
10	96.8%	91.6%	91.3%	95.2%
13		95.8%	77.3%	
14	96.3%	94.6%	95.2%	94.4%
16		80.3%		
18	95.8%	95.4%		
20	86.3%			92.6%
23		93.0%	85.6%	
24		94.0%	97.4%	82.7%
27	100.0%			
28	97.2%	100.0%	96.6%	
32	72.0%	85.3%		88.5%
37	96.5%	96.3%		84.0%
39	76.3%	96.0%	95.1%	92.8%
44			94.6%	83.1%
47	87.1%		92.4%	88.7%
48	93.3%	93.1%	93.5%	93.2%
49				81.0%
51	100.0%	100.0%	100.0%	
53		94.4%	88.4%	88.4%
55	85.1%	91.6%	92.7%	98.3%
58				87.8%
68		83.1%	83.1%	
76	96.9%	83.1%		
79		82.6%	82.6%	
97	89.8%		89.3%	91.3%
3249		96.7%	96.7%	96.8%

MAINTENANCE & OPERATIONS

New Construction - Design to Construction Cost Ratio



District	2019-2020	2020-2021	2021-2022	2022-2023
1		2.1%		
5			10.6%	
8	14.2%	15.9%	7.4%	2.8%
9	5.9%	4.8%	8.4%	12.7%
10	2.5%	6.9%	8.1%	3.8%
13			25.3%	
14	2.8%	4.7%	4.1%	5.0%
16		20.7%	28.1%	28.1%
18	4.0%	4.3%		
20	14.9%		26.0%	
23		6.5%	14.9%	
24		6.4%	2.6%	10.4%
28	2.8%		3.5%	
32	23.3%	6.1%	21.9%	2.7%
37	2.6%	2.2%		16.4%
44			5.0%	5.7%
47	13.7%	30.7%	7.3%	12.0%
48	5.5%	5.8%	3.7%	2.8%
49				15.7%
53			11.1%	11.1%
55	12.2%	9.2%	7.8%	
58			28.4%	6.8%
68		20.0%	20.0%	
76	2.9%	20.3%		
79		21.1%	21.1%	
97	11.3%	11.1%	12.0%	8.9%
3249		3.4%	3.4%	3.3%

Description of Calculation

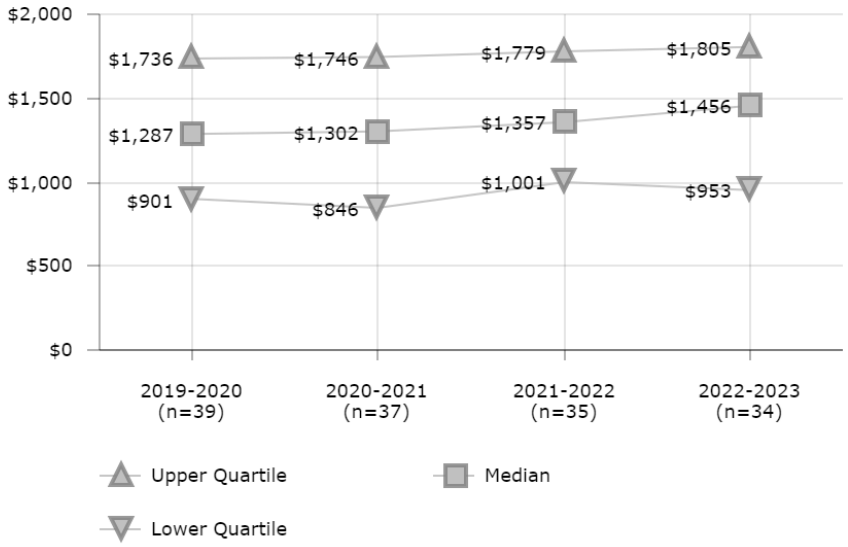
Design costs of all new construction projects, divided by construction costs of all new construction projects.

Importance of Measure

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

MAINTENANCE & OPERATIONS

M&O Cost per Student



Description of Calculation

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

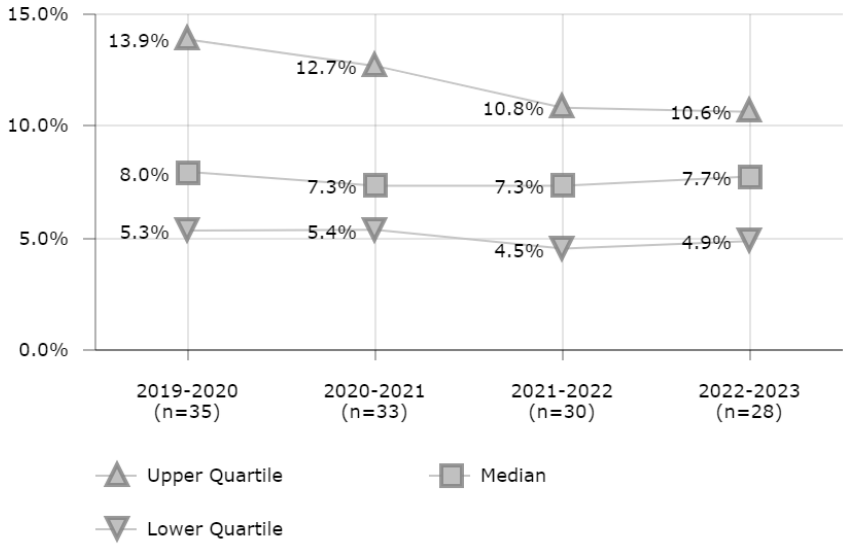
Importance of Measure

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

District	2019-2020	2020-2021	2021-2022	2022-2023
3	$2,489	$3,120		$1,189
4	$795	$846	$904	
5	$901	$990	$4,135	
7	$1,736			$1,141
8	$1,259	$1,263	$1,240	$1,832
9	$2,044	$1,769	$1,432	$1,412
10	$1,907	$1,737	$2,256	$2,681
12	$1,914	$2,952		$3,966
13		$1,797	$1,639	$1,730
14	$1,507	$1,712	$2,055	$1,500
15		$1,746	$1,673	$1,759
18	$857	$1,147		
20	$1,202	$983	$1,078	$1,256
21	$1,324			
23	$1,391	$2,924	$1,577	
24		$1,647	$1,581	$1,567
25	$958	$1,317	$3,362	
26	$221			$351
27	$2,782			
28	$2,945			
30	$1,044	$1,302	$1,023	$899
32	$710	$757		$249
35	$1,287	$1,730		
37		$1,952	$1,270	$2,847
39	$2,498	$908	$495	$953
40	$1,531	$642	$705	$715
41	$492	$760	$780	$569
44	$606	$672	$2,226	$746
46	$1,556	$1,333	$1,779	$1,729
47	$1,079	$595	$1,478	$1,801
48	$1,696	$1,138	$724	$1,065
49	$569	$687	$1,047	$1,835
50	$1,012	$961	$1,637	$1,897
51	$1,507	$1,436	$1,357	$1,237
52	$1,534	$1,613	$1,140	
53	$1,014	$1,084	$1,482	$1,604
54	$866			
55	$1,496			
57	$907	$416	$1,055	$958
58			$2,000	$2,564
62		$530	$1,168	$937
63			$1,001	
67	$959	$3,369	$894	$1,125
68		$5,445	$2,503	$2,040
71			$681	$565
76	$8,869			
79	$379	$555	$589	$1,678
97	$2,701			
3249		$1,941	$1,855	$1,805

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

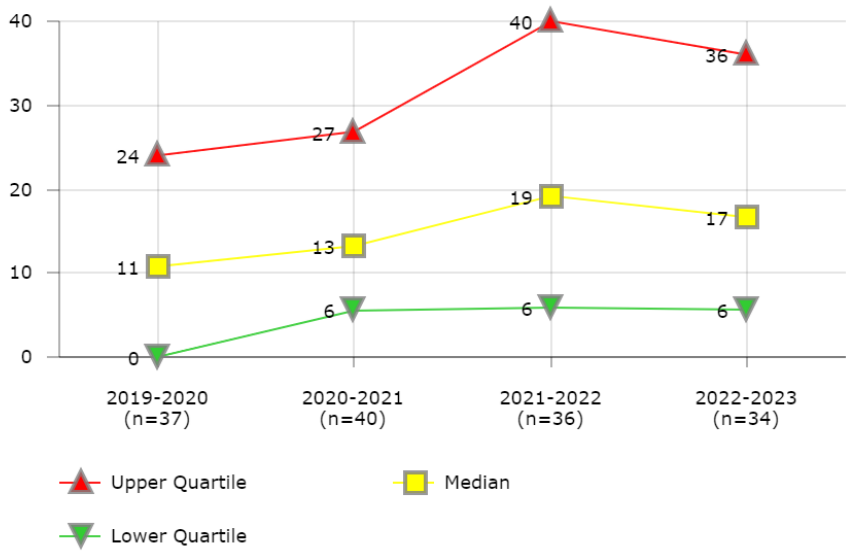
Importance of Measure

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	2019-2020	2020-2021	2021-2022	2022-2023
3				4.0%
4	5.6%	5.5%	5.2%	
5	8.0%	7.7%		
7	13.9%			8.2%
8	14.1%	13.7%	12.3%	16.0%
9	22.8%	18.0%	12.3%	10.8%
12	10.2%	13.2%		
13		17.0%	14.3%	13.6%
14	12.8%	13.8%	14.6%	10.0%
15			11.9%	10.5%
18	6.6%	8.3%		
20	4.5%	3.4%	3.8%	5.4%
21	4.5%			
23	10.2%	21.3%	10.5%	
24		6.3%	8.7%	6.6%
25	3.6%	4.7%	10.8%	
26	1.5%			
27	24.1%			
28	17.1%			
30	7.0%	7.3%	5.1%	3.9%
32	7.9%	7.9%		2.2%
35	5.7%	6.7%		
37		12.7%		
39	21.8%	5.6%	3.2%	4.8%
40	13.6%	5.2%	4.7%	4.2%
41	2.8%	4.3%	4.4%	2.7%
44	6.2%	6.6%		6.0%
46	12.6%		7.0%	
47	8.9%	4.1%	8.6%	11.3%
48	15.8%	12.6%	8.2%	11.3%
49	5.1%	5.4%	6.7%	11.9%
50	5.3%	5.9%	7.9%	8.8%
51	12.6%	9.7%	10.9%	10.1%
52	9.1%	7.8%		
53	6.2%	6.4%	7.7%	7.8%
55	13.9%	18.3%		
57	3.4%		3.7%	2.9%
58			6.3%	7.7%
62		3.3%	6.3%	5.0%
63		4.7%	4.5%	
67	6.0%	20.6%	4.1%	5.0%
68			20.6%	16.1%
71			2.9%	
79	1.4%	1.9%	2.3%	6.7%
97	26.2%			
3249		11.7%	10.6%	8.3%

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

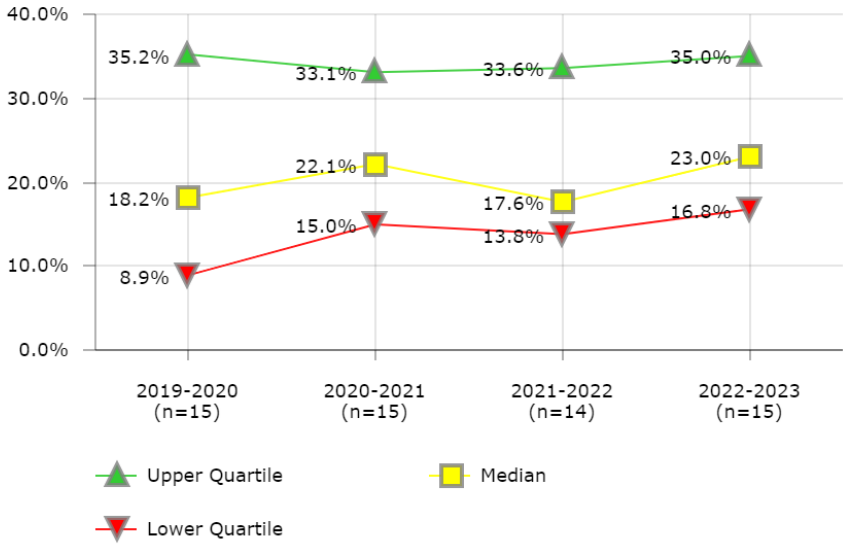
Districts in Best Quartile (2022-2023)

- Albuquerque Public Schools
- Boston Public Schools
- Fayette County Public Schools
- Guilford County School District
- Pinellas County Schools
- Portland Public Schools
- Sacramento City Unified School District
- Shelby County School District
- Toledo Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
1		0		
3	0	6		25
4	13	5	5	
5	0	0	0	0
7	47	64		27
8	45	45	45	36
9	3	28	25	35
10	12	13	11	
11			23	
12	46	8	28	28
13		20	17	16
14	7	6	6	5
16		67		60
18	11	1		0
20	15	13	38	14
21	20			
23	12	12	51	
24		20	20	48
25	31	26	0	
26	1		0	0
27	7			
30	99		132	80
32	129	137		
35	0	55		
37	24	18	26	16
39	3	28	72	79
40	10	12	42	29
41	37	39	38	14
44	0	7	12	12
46	31	43	73	52
47	16	24	22	21
48	16	16	18	32
49	0		0	0
50	0	0		8
51	3	15	8	7
53	0	12	27	
54	0			
55	35	27	16	17
58			108	114
62		0	62	6
63		0	0	
66				51
67	0	27	91	130
68		10	10	7
71		2	15	
76	24			
79	0	0		0
91		17		
97	0	9	6	0
461			0	
3249		0	0	0

MAINTENANCE & OPERATIONS

Recycling - Percent of Total Material Stream



District	2019-2020	2020-2021	2021-2022	2022-2023
1		31.6%		
3	42.5%	22.5%		32.4%
7	8.9%			
8	16.7%	17.3%	18.8%	17.5%
9	18.2%	2.7%	10.4%	
11			4.6%	
14	2.9%	3.2%	4.9%	5.9%
16		79.1%	30.3%	46.3%
21	10.1%			
23	35.2%			
28	7.2%	15.0%	15.1%	16.8%
30		27.8%	24.1%	23.0%
37	22.8%			
39				23.4%
40		22.1%	50.0%	50.0%
41	28.9%	18.0%	14.4%	17.7%
44	25.9%	18.4%	38.5%	35.0%
48	56.2%	41.1%	34.2%	31.1%
55	36.4%	36.4%		49.7%
58			16.4%	12.6%
66				22.0%
67	1.6%	33.1%	33.6%	9.2%
76	14.2%	14.2%		
461			13.8%	

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

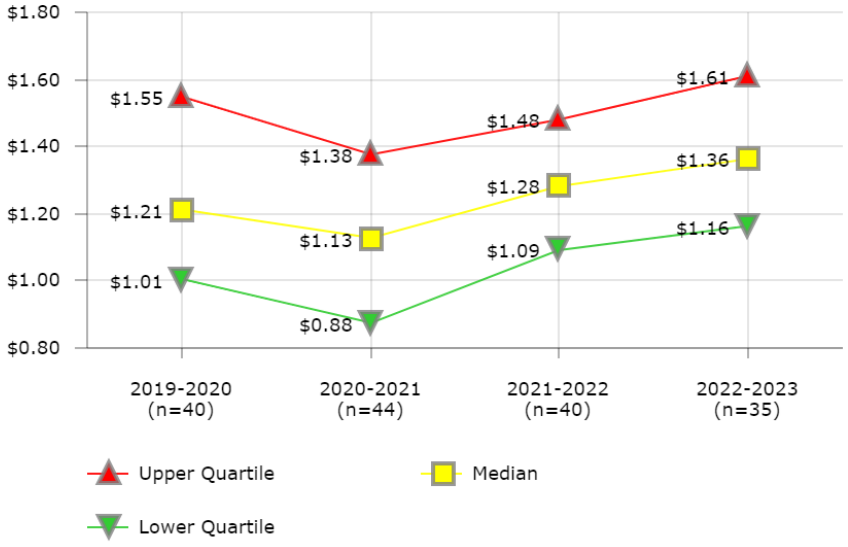
- Placement of recycling bins near waste bins
- Number of recycling bins deployed
- Material collection contracts
- Commitment to environmental stewardship
- State requirements

Districts in Best Quartile (2022-2023)

- Charlotte-Mecklenburg Schools
- Duval County Public Schools
- Fort Worth Independent School District
- San Diego Unified School District

MAINTENANCE & OPERATIONS

Utility Costs - Cost per Square Foot



Description of Calculation

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

Importance of Measure

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

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

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

Factors that Influence

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

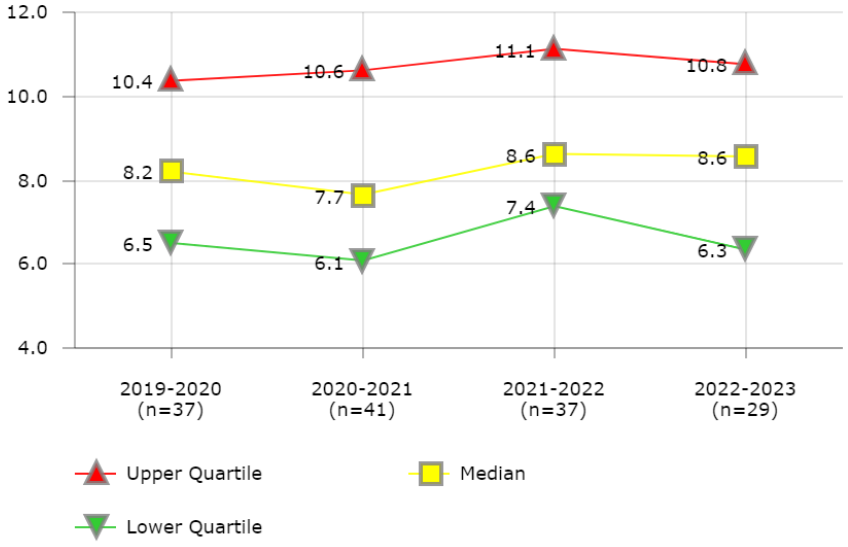
Districts in Best Quartile (2022-2023)

- Arlington Independent School District
- Cleveland Metropolitan School District
- Dallas Independent School District
- Denver Public Schools
- East Baton Rouge Parish Public Schools
- Houston Independent School District
- Portland Public Schools
- Seattle Public Schools
- Toledo Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
1				$0.70
3	$0.92	$0.88		$1.65
4	$0.97	$1.02	$1.23	
5	$0.77	$0.71	$0.96	$1.14
7	$1.75			$1.71
8	$1.01	$0.96	$1.11	$1.38
9	$1.82	$1.88		
10	$1.34	$0.00	$1.50	$1.71
11			$1.18	
12	$5.01	$1.14	$0.96	$1.25
13		$1.10	$1.28	$1.55
14	$1.05	$1.26	$1.28	$1.21
15		$1.34	$1.29	$1.27
16		$0.80		$1.36
18		$1.30		$1.37
20	$1.54	$1.54	$1.54	$1.50
21	$1.00			
23	$1.14	$1.36	$1.32	
24		$1.40	$1.36	$0.55
25	$1.32	$1.01	$1.04	
26	$1.06	$1.14	$1.45	$1.55
27	$1.58			
28	$0.73	$1.05	$1.31	$1.63
30	$1.01	$0.95	$1.18	$1.35
32	$1.59	$1.46	$1.82	
35	$1.14	$1.14		$1.61
37	$0.72	$0.75	$0.91	$1.04
39	$1.60	$0.69	$0.81	$0.57
40	$1.12	$1.12	$1.20	$1.24
41	$1.10	$0.88	$1.08	$1.16
44	$1.15	$1.06		$1.38
45	$0.45	$0.46		
46	$1.30	$1.10	$1.46	$1.81
47	$1.55	$1.64	$1.71	$1.82
48	$1.72	$1.57	$1.54	$1.81
49	$1.41	$1.48	$1.66	$1.68
50	$1.24	$1.35	$1.54	$1.53
51	$1.31			
52	$0.98	$1.27	$1.34	
53	$1.44	$1.31	$1.70	
54	$0.90	$0.81	$0.90	
55	$1.18	$0.83	$1.13	$1.23
57	$0.00		$0.00	$1.10
58			$1.32	
62		$0.92	$1.79	$1.26
63		$1.69		
66			$1.11	$1.20
67	$1.89	$1.88		
68		$0.87	$1.07	$1.07
71			$1.34	
76	$1.44	$1.42		
79	$2.15		$0.01	$0.66
91		$0.63		
97	$1.55	$1.59	$1.55	$1.55
461			$1.22	
3249		$1.30	$1.25	

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

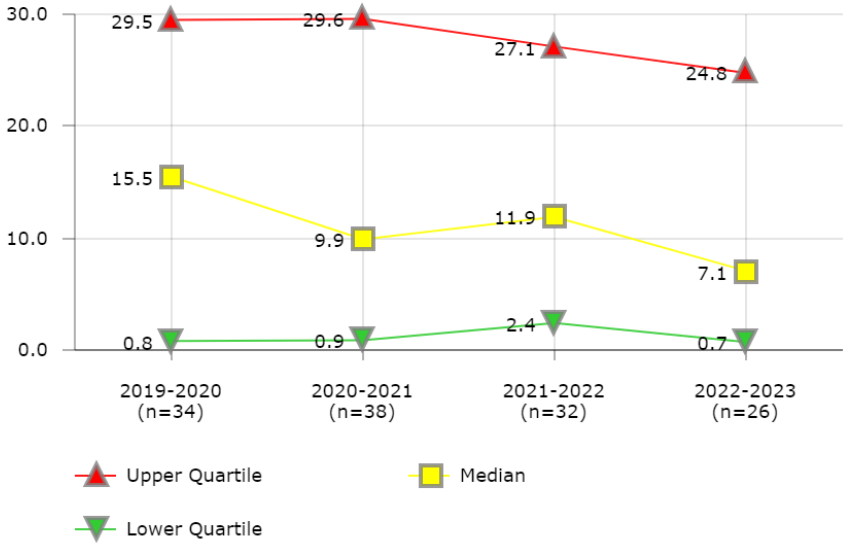
Districts in Best Quartile (2022-2023)

- Boston Public Schools
- Denver Public Schools
- Detroit Public Schools
- Houston Independent School District
- Milwaukee Public Schools
- Portland Public Schools
- School District of Philadelphia
- St. Paul Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
3	5.7	5.1		6.2
4	7.0	7.2	7.8	
5	3.8	3.2	4.2	4.5
7	7.2			7.3
8	10.6	10.7	11.2	11.9
9	12.0	11.7	13.6	
10	9.6	13.0	11.0	
11			6.8	
12		8.3	8.6	8.6
13		12.1	13.3	13.7
14	6.3	6.2	6.1	6.4
16		3.4		
18		7.7		7.7
20	11.5	10.9	12.4	12.1
21	7.7			
23	8.7	1.5		
24		12.4	12.4	
25		6.2	5.5	
26	4.6	4.5	5.0	5.1
27	12.8			
28	6.6	9.5	11.4	12.5
30	5.4	5.3		6.1
32	14.2	14.4		
35	9.3	9.1		9.8
37	6.0	5.4	5.7	5.9
39	15.7	7.7	7.9	5.4
40	9.5	8.9	9.2	9.0
41	13.3	11.9	13.8	
44	0.9	8.4		8.3
45	3.2	2.9		
46	7.5	6.6	8.2	
47	10.4	10.6	10.1	9.9
48	14.0	13.4	13.2	12.6
49	8.4	10.7	9.3	9.6
50	6.7	6.5	7.4	6.3
51	9.2			
53	8.2	7.5	9.4	9.5
54	8.2	7.1	8.3	
55	8.9	6.0	13.7	13.4
57	6.5		6.5	6.4
58			6.5	5.9
62		6.7	7.4	
63		9.1	11.1	
66			8.0	8.6
67	8.0	6.1	7.5	8.2
68		7.4	8.8	
71			10.6	
76	12.9			
79	4.8			
91		5.6		
97	9.9	10.0	10.3	10.8
461			7.4	
3249		8.0	8.0	11.8

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.

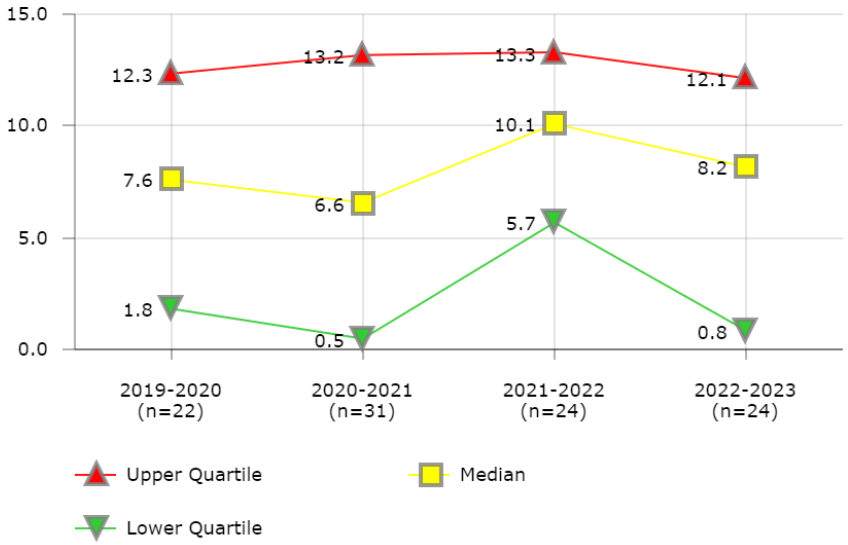
Districts in Best Quartile (2022-2023)

- Atlanta Public Schools
- Clark County School District
- Metropolitan Nasvhille Public Schools
- Milwaukee Public Schools
- Sacramento City Unified School District
- Shelby County School District
- Toledo Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
1				6.1
3	47.3	46.0		52.5
4	25.5	29.6	27.0	
5	43.3	40.5	48.1	46.2
7	71.2			5.9
8	0.8	0.9	1.2	1.2
9	18.6	18.7	13.6	0.0
11			5.9	
12	1.2	21.7	19.6	19.6
14	36.6	36.8	36.6	
16		5.5	27.3	8.0
18		0.5		0.7
20	27.9	37.0		
21	0.6			
23	2.4	9.6		
24		9.8	9.8	
25		0.4	0.4	
26	49.9	62.6		
28	0.1	10.0	10.2	0.1
30	52.6	1.3	55.0	0.7
35	16.5	0.4		36.5
37	42.3	46.1	38.0	41.6
39	0.1	0.0	3.6	
40	6.8	10.4	9.3	8.1
41	0.1	0.0	0.0	
44	1.1	1.1	16.4	1.1
45	0.0	0.0		
46	29.5	27.2	32.4	
47	15.5	17.1	14.4	0.1
48	2.4	1.5	1.4	1.2
49	0.2	46.8	31.8	32.9
50	43.8	43.4	0.5	
51	24.8			
53	19.3	22.7	21.4	22.1
54	0.1	0.0	0.1	
55	15.5	11.7		16.0
57				24.8
62		9.2	19.8	0.0
63		59.6	51.5	
66				27.4
67	21.7	0.1		
68			0.1	11.8
71			10.1	
76	9.6	11.7		
79	0.1		0.0	0.0
91		0.2		
97	2.9	3.0	3.5	3.6
461			15.9	
3249		8.1	8.1	

MAINTENANCE & OPERATIONS

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



Description of Calculation

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

Importance of Measure

Can be used to evaluate water usage.

Factors that Influence

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

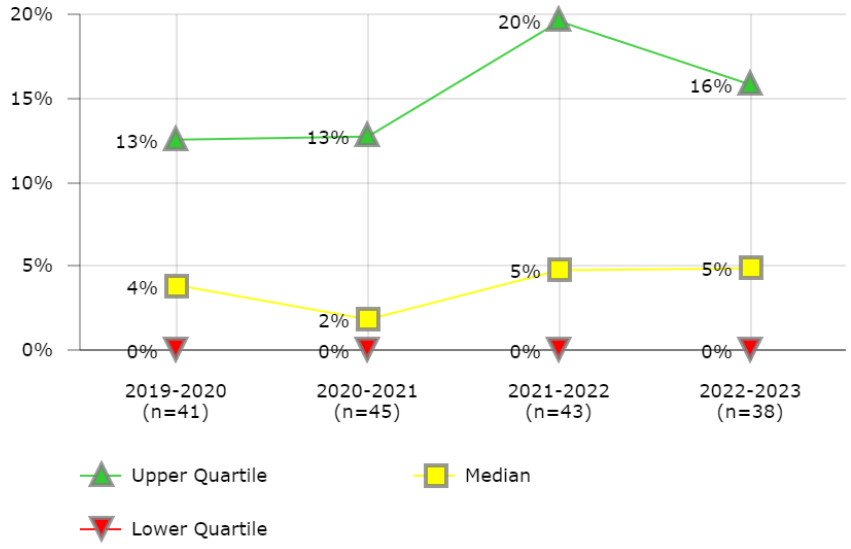
Districts in Best Quartile (2022-2023)

- Dallas Independent School District
- Fort Worth Independent School District
- Guilford County School District
- Metropolitan Nasvhille Public Schools
- Miami-Dade County Public Schools
- Palm Beach County School District

District	2019-2020	2020-2021	2021-2022	2022-2023
3	6.3	3.6		7.6
4	0.0		7.5	
5	8.1	6.6	9.1	8.4
7	5.7			6.4
8				0.8
11			15.5	
13		14.9		
14	12.3	14.2	12.4	0.9
16		7.2		
18		0.1		3.3
20	9.2	8.5	9.6	10.7
23		3.4		
24		18.4	18.4	
26	7.1	4.8	8.6	8.7
27	3.3			
28	4.2	5.0	7.1	8.5
30		0.0		17.7
32	0.0	0.0	14.8	0.0
35		6.6		10.6
37		4.5	8.7	7.9
40	13.1	13.2	0.0	0.0
41	1.8		0.2	0.3
44		15.5		
45		0.5		
46	18.1	0.1	16.2	
47	11.4	8.8	10.6	0.0
48	0.0	0.0	12.0	12.7
49	0.0	0.0	0.0	0.0
50	13.7	12.7	13.2	13.1
51	10.7			
53	30.6	11.3	18.1	
55	9.8	9.1		14.0
58			13.4	13.4
62		13.7		
63		14.8	0.0	
66			10.7	11.7
68		13.5	12.8	12.6
76	14.8			
91		10.8		
97	0.1	0.1		1.1
461			0.0	
3249		4.2	4.2	

MAINTENANCE & OPERATIONS

Green Buildings - Buildings Green Certified or Equivalent



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

Districts in Best Quartile (2022-2023)

- Atlanta Public Schools
- Baltimore City Public Schools
- Broward County Public Schools
- Fayette County Public Schools
- Fort Worth Independent School District
- Guilford County School District
- Metropolitan Nasvhille Public Schools
- Orange County Public School District
- Portland Public Schools
- Seattle Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
1				16%
3	0%	0%		0%
4	0%	0%	0%	
5	13%	12%	20%	21%
7	4%			4%
8	5%	5%	5%	5%
9	5%	5%	5%	5%
10	1%	1%	1%	1%
11			12%	
12	0%	0%	0%	0%
13		59%	58%	24%
14	80%	80%		
15		0%	0%	0%
16		0%	0%	0%
18	0%	0%		0%
20	98%	97%	97%	
21	0%			
23	0%	1%	0%	
24		0%	0%	0%
25	4%	4%	4%	
26	0%	2%	2%	3%
27	10%			
28	16%	0%	27%	28%
30	0%	0%	0%	0%
32	0%	0%	0%	0%
35	10%	11%		11%
37	0%	2%	2%	
39	31%	28%	0%	14%
40	8%	22%	22%	22%
41	0%	10%	0%	0%
44	5%	5%		5%
45	0%	0%		
46	13%	17%	19%	21%
47	8%	25%	22%	25%
48	34%	36%	37%	38%
49	21%	21%	21%	21%
50	13%	13%	13%	13%
51	0%			
52	20%	20%	20%	
53	0%	0%	0%	0%
54	6%	0%	5%	
55	1%	1%	8%	14%
57	14%		14%	14%
58			2%	2%
62		0%	0%	0%
63		0%	0%	
66			0%	3%
67	0%	0%	0%	0%
68		9%	10%	12%
71			20%	
76	0%	0%		
79	0%	0%	0%	0%
91		33%		
97	1%	2%	73%	5%
461			19%	
3249		8%	8%	32%

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.**

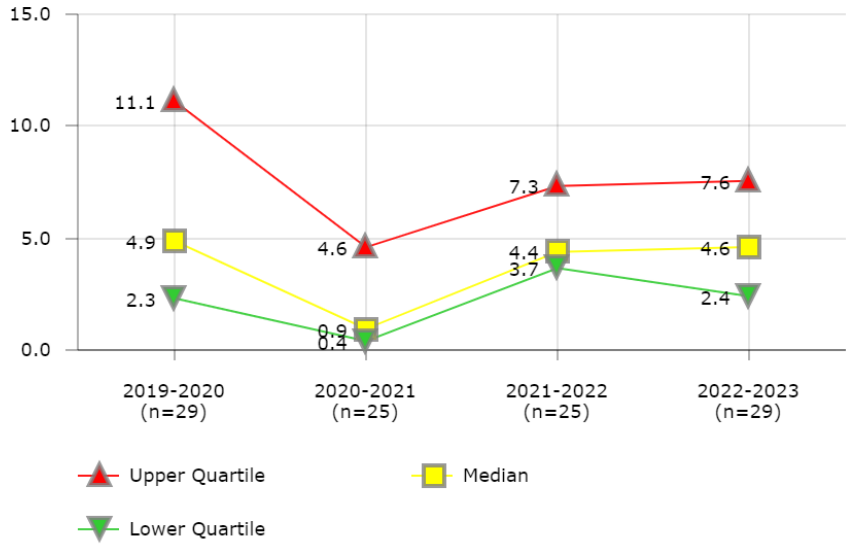
Finally, **People Incidents per 1,000 Students** and **Assault/ Battery Incidents per 1,000 Students** are baseline measures of incidents in a district.

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

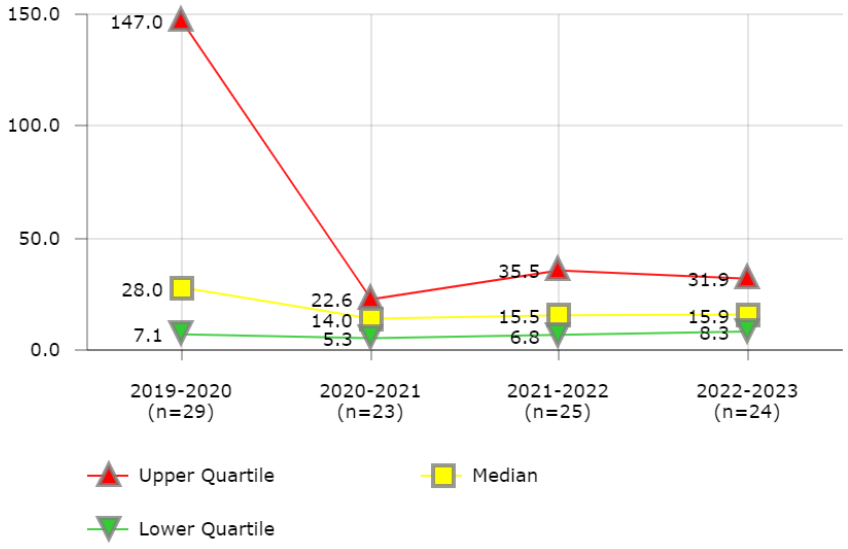
Districts in Best Quartile (2022-2023)

- Albuquerque Public Schools
- Anchorage School District
- Des Moines Public Schools
- East Baton Rouge Parish Public Schools
- Fort Worth Independent School District
- Jackson Public School District (MS)
- Miami-Dade County Public Schools
- Toledo Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
3	1.8	0.4		2.9
4	21.1	11.5		
7	1.8			2.4
8	1.7	0.6	3.7	3.4
9	4.9	0.3	8.9	8.8
12	0.4	0.7		1.0
13			4.2	6.2
14	3.8	0.4	4.0	2.2
15		0.3	4.1	0.9
16				3.5
18	5.8			7.6
20	38.8	4.6		
21	2.2			
24			1.1	2.1
25	15.3			5.9
26	4.9			5.6
27	2.3			
28	4.8			
32	1.4	0.5	2.0	1.7
35	105.8			
37		0.1	3.7	3.5
39	4.4	5.9	7.2	8.1
40	1.6	0.2	0.8	2.0
41	2.8	3.9	3.9	5.5
44	14.0	17.0	15.1	
46	2.7		7.3	
47	9.9	1.0	12.4	14.4
48	9.9	16.2		
49	5.1		6.0	7.8
50	5.6	5.7	4.8	4.6
51	43.0			13.1
52	36.5	3.9		
53	2.9	0.0	5.0	6.5
57	11.1	0.5	10.6	
58			8.9	5.5
62			1.5	12.9
63			0.3	
66		14.0		
68				3.8
71			15.0	11.3
77			1.3	
79		0.9	5.1	1.7
91		4.1		
97		1.3		
3249		0.7	4.4	4.4

SAFETY & SECURITY

Incidents - People Incidents per 1,000 Students



District	2019-2020	2020-2021	2021-2022	2022-2023
3	22.1	12.9		31.0
4	56.5	34.0	57.2	
7	28.0			33.1
8	2.6		6.7	7.3
9	192.0	254.9	172.2	165.3
12	20.4	18.9		3.8
13			23.4	27.3
14	15.6	7.6	13.4	10.4
15		0.3	4.4	
16				15.1
18	6.4			8.8
20	147.0	17.5	187.3	
21	7.1			
24			1.1	
25	37.5			20.5
26	4.9			7.2
27	223.8			
28	12.9			
32	2.0		2.4	1.8
35	392.7			
39	17.8	16.8	26.3	33.3
40	5.6	3.7	7.0	7.9
41	3.7	5.3	6.8	8.7
44	110.4	17.0	35.5	
46	5.4		7.9	
47	518.8	74.9		
48	47.4	22.6	75.0	62.1
49	327.3	20.2		
50	7.3	7.3	6.6	6.3
51	944.7			16.7
52	66.5	43.1	28.8	
53	902.2	9.1		
57	35.3	2.2	30.9	32.8
58			47.8	14.0
62			83.4	103.9
63			13.5	
66		14.0		
71			15.5	12.7
77			1.3	
79		8.9	19.6	25.4
91		4.1		
97		23.1		
3249		2.1	11.1	25.2

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

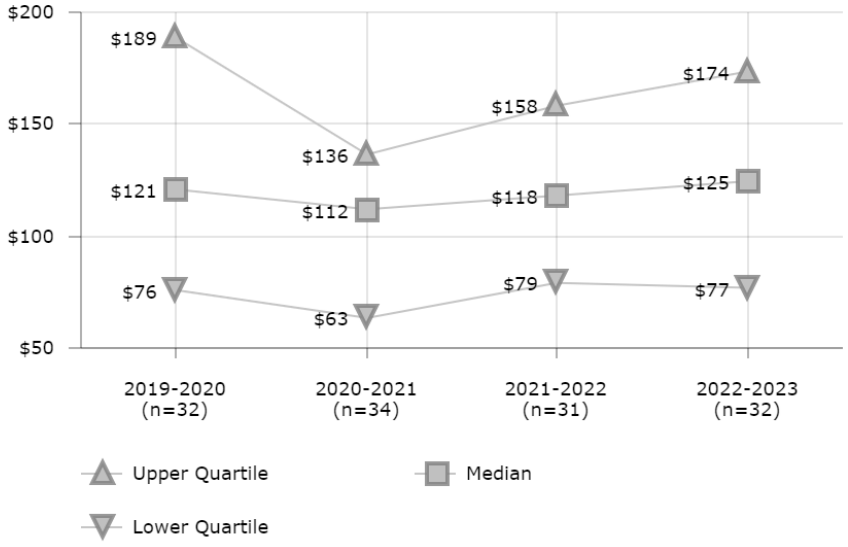
- Available resources to allocate for safety and security
- Staffing formulas
- Documented need for additional safety and security staff through data such as crime statistics
- Utilization of technology such as security cameras to offset the need for more staff
- Enrollment

Districts in Best Quartile (2022-2023)

- Boston Public Schools
- Des Moines Public Schools
- Detroit Public Schools
- Fort Worth Independent School District
- Miami-Dade County Public Schools
- Palm Beach County School District

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

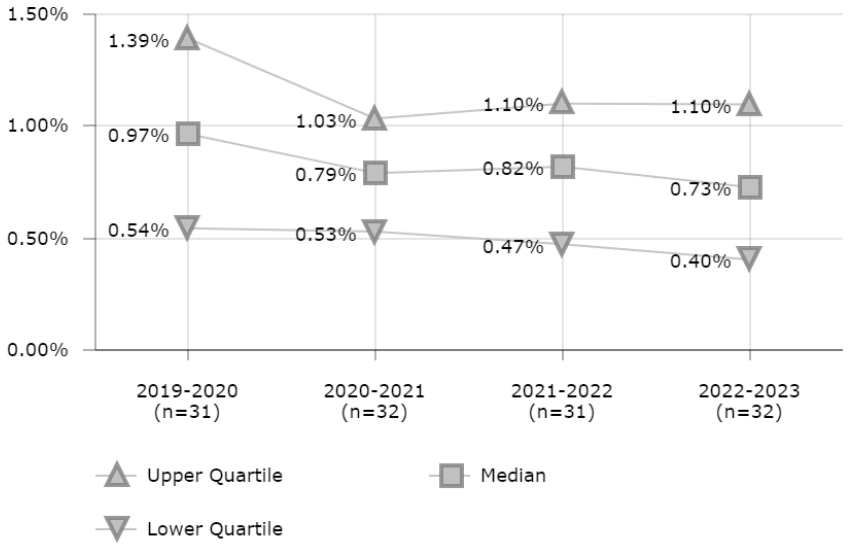
Factors that Influence

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

District	2019-2020	2020-2021	2021-2022	2022-2023
3	$76	$80		$119
4	$117	$123	$130	
5	$52	$66	$79	$81
7	$76			$45
8	$135	$109	$135	$159
9	$48	$77	$97	$110
10		$57		
12	$67	$57	$35	$49
13				$302
14	$187	$194	$208	$194
15		$23	$118	$120
16				$69
18	$157	$132		$169
20	$224		$231	$61
21	$346			
23	$129	$136	$149	
24		$63	$63	$140
25	$403	$330		$285
26	$77			$89
27	$103			
28	$187			
30	$288	$131	$151	$152
32	$171	$157	$158	$178
35	$190	$131		
37		$80	$82	
39	$125		$180	$151
40	$201	$235	$250	$210
41	$104	$115	$120	$126
44	$98	$97	$75	$76
46			$118	
47	$42	$44	$43	$47
48	$90	$93	$74	
49	$65	$43	$97	$157
50	$264	$224	$273	$122
51	$126	$143	$79	$167
52	$80	$122	$114	
53	$27	$26	$51	$52
57	$399	$348		
58			$215	$271
66		$135		
67	$46	$57	$53	$78
68		$59	$130	$60
71			$91	$123
79		$181	$143	$290
97		$78		
3249		$125	$180	$272

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

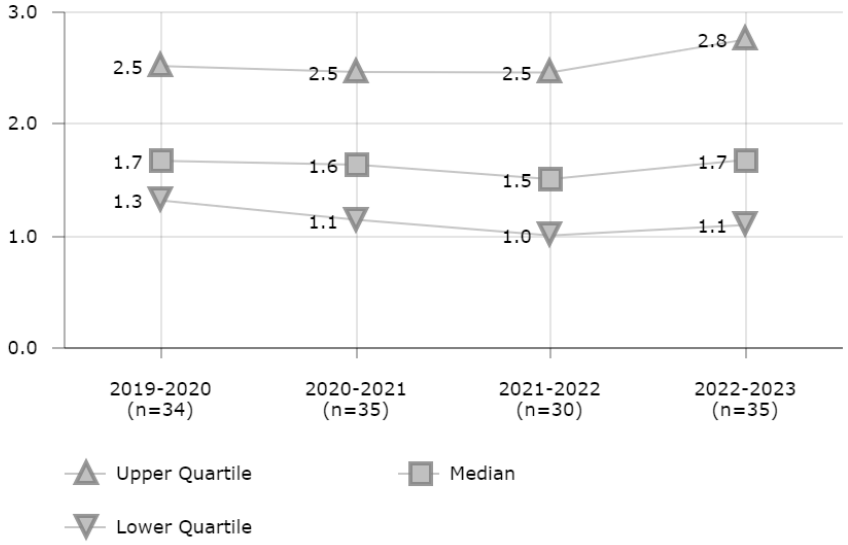
Factors that Influence

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

District	2019-2020	2020-2021	2021-2022	2022-2023
3				0.43%
4	0.85%	0.83%	0.77%	
5	0.47%	0.53%	0.51%	0.47%
7	0.63%			0.34%
8	1.53%	1.19%	1.34%	1.40%
9	0.54%	0.79%	0.85%	0.86%
12	0.36%	0.26%	0.18%	0.27%
14	1.64%	1.62%	1.52%	1.32%
15		0.71%	0.84%	0.72%
16				0.42%
18	1.26%	0.97%		1.05%
20	0.84%		0.82%	0.26%
21	1.21%			
23	0.97%	1.01%	1.01%	
24		0.24%	0.35%	0.59%
25	1.54%	1.17%		0.82%
26	0.54%			0.37%
27	0.89%			
28	1.09%			
30	2.04%	0.79%	0.83%	0.74%
32	1.94%	1.66%	1.59%	1.62%
35	0.86%	0.52%		
37		0.53%		
39	1.09%		1.21%	0.79%
40	1.80%	1.94%	1.67%	1.27%
41	0.97%	0.90%	0.93%	0.79%
44	1.04%	1.02%	0.79%	0.64%
46			0.47%	
47	0.35%	0.31%	0.26%	0.30%
48	0.85%	1.05%	0.86%	
49	0.60%	0.35%	0.62%	1.03%
50	1.39%	1.37%	1.33%	0.57%
51	1.08%	0.99%	0.64%	1.40%
52	0.48%	0.61%	0.41%	
53	0.17%	0.16%	0.27%	0.26%
57	1.59%	1.30%	1.38%	1.14%
58			0.69%	0.82%
62				0.19%
66		0.71%		
67	0.32%	0.35%	0.27%	0.38%
68		0.53%	1.08%	0.48%
71			0.40%	
79		0.75%	0.67%	1.21%
97		0.68%		
3249		0.80%	1.10%	1.34%

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

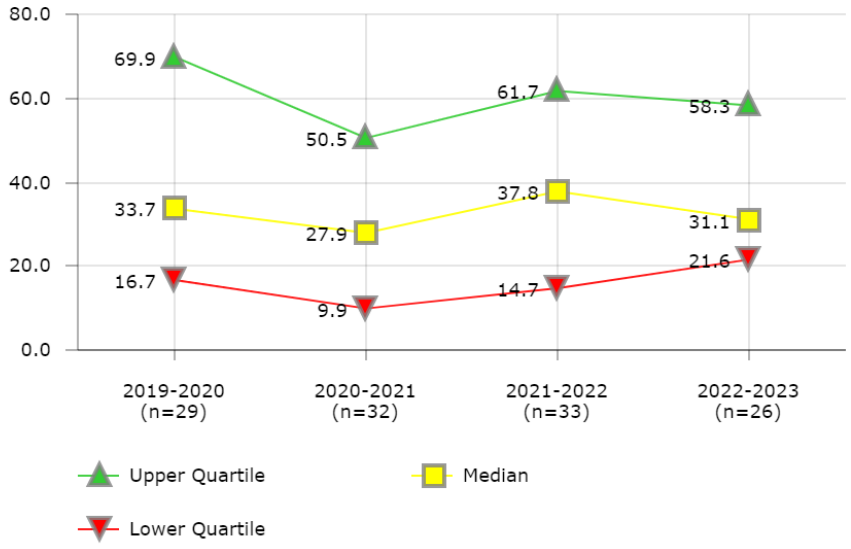
Factors that Influence

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

District	2019-2020	2020-2021	2021-2022	2022-2023
3	1.6	1.3		1.8
4	1.5	1.6	1.7	
5	1.4	1.3	1.3	1.3
7	1.6			1.5
8	1.9	1.8	1.9	1.8
9	0.7	0.6	0.7	0.7
10		2.5		2.5
12	0.6	0.7	0.7	0.5
14	2.5	2.4	2.5	2.5
15		5.5	5.5	5.4
16				0.5
18	1.8	2.0		2.4
20	5.3	5.3	0.5	0.5
21	5.4			
23	1.7	1.9	1.6	
25	6.2			1.2
26	1.2			1.3
27	2.0			
28	2.0			
30	3.6	1.1	4.1	4.2
32	5.1	4.9	4.9	5.2
35	2.1	1.9		
37		1.5	1.5	1.1
39	1.2	1.3	1.3	1.3
40	3.0	3.2	2.4	4.3
41	1.4	1.6	1.4	1.5
44	1.6	1.6	2.2	2.4
46	1.9		1.2	1.2
47	1.3	1.4	1.1	1.1
48	1.4	1.4	1.5	1.7
49	0.5	0.6	0.6	0.6
50	1.9	3.2	3.8	1.0
51	1.4	1.0		2.8
52	1.1	1.1	1.0	
53	0.3	0.3	0.4	
57	4.9	5.2	4.7	4.8
58			3.6	3.9
62			0.4	0.5
66		3.3		
67	3.5	2.0	0.5	0.9
68		2.6		2.1
71			1.0	1.8
79	0.9	0.9	3.1	3.3
91		0.7		
97		2.2		
3249		1.7	1.9	4.7

SAFETY & SECURITY

Training Hours per Safety/Security personnel



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

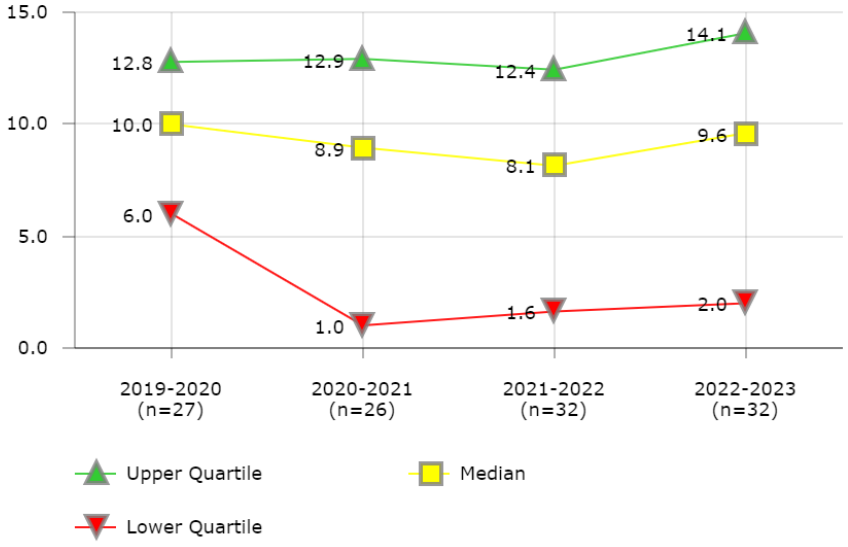
Districts in Best Quartile (2022-2023)

- Cleveland Metropolitan School District
- Columbus Public Schools
- Denver Public Schools
- Detroit Public Schools
- Metropolitan Nasvhille Public Schools
- San Diego Unified School District
- School District of Philadelphia

District	2019-2020	2020-2021	2021-2022	2022-2023
1		100.0		
2		153.3		
3	70.3	48.6	37.5	
4	29.6	27.3	15.6	
5	13.3	2.1		
7	5.2			44.3
8	16.0	15.6	91.1	17.1
9	128,600.0	1.3		
10		40.0		
11			34.2	
12	72.0	8.0	9.0	12.9
13			1.6	21.7
14	49.6	48.7	67.1	
15		37.8	37.8	37.8
16			68.3	79.5
18	30.5	28.5		21.6
20			71.3	
24		4.0		
25	94.1			
26	20.3			40.9
27	24.8			
28	134.3			11.2
30	27.1		14.7	16.5
32	16.7	26.8	36.5	24.6
35	65.1	26.8		64.0
37	543.5		72.7	58.3
39	4.4	47.4		
40	33.7	17.3	35.4	22.4
41	31.6	44.5	46.5	31.7
44	9.5	9.5	12.7	28.6
47	55.2	56.3	61.7	59.7
48	51.6	52.3	53.0	43.8
49		10.3	24.2	23.6
50		8.6		140.9
51	15.5			
52	156.4	162.0	4.7	
53	69.9	53.1	85.7	
54			39.8	
55			43.3	42.0
57	67.5	46.7	74.9	61.2
58			43.6	84.2
62				4.8
63	34.3	25.4	146.3	
67	1.6	2.1	5.1	
68		1.0	4.1	30.6
71			4.7	
79		73.5	45.3	1.7
97		17.3	13.2	
461			27.0	
3249		67.9	46.7	

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

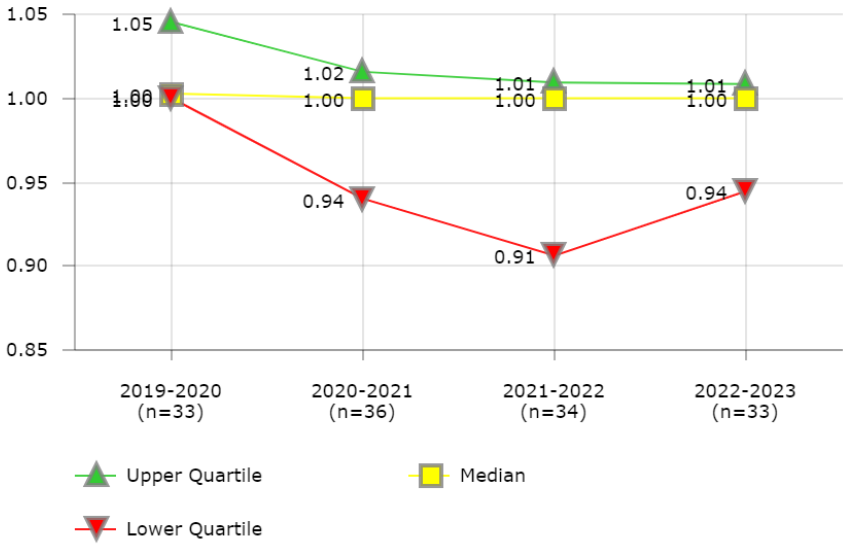
Districts in Best Quartile (2022-2023)

- Anchorage School District
- Broward County Public Schools
- Clark County School District
- Dallas Independent School District
- Jackson Public School District (MS)
- Omaha Public School District
- Orange County Public School District
- Portland Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
1	21.3	2.1	4.9	4.6
3	11.2	3.8	11.1	11.1
4	6.0	8.5	8.6	
5	9.1		0.3	14.1
7	8.3			15.3
8	10.0			
9	14.6	15.0	15.3	15.3
10		12.0		0.1
11			14.4	
12	10.0	10.0	9.8	9.8
13			17.9	22.0
14	7.9	7.7	7.7	7.7
15			15.0	15.1
16			1.0	1.0
18	0.1	0.1		0.1
20	0.1	0.1	1.3	1.2
24		9.4	10.5	10.8
25	20.0	20.0		10.0
26	6.0			
27	30.9			
28	10.9			
30	1.0	1.0		
32		0.0	11.2	
35	18.7	3.5		
37	12.8	12.9	2.0	2.1
40				13.0
41	12.0	7.0	6.8	16.0
44	0.1	0.1	0.1	0.1
47	6.3	13.8	13.8	13.8
48	18.1	26.2	1.0	22.0
49			4.0	2.0
50	1.0	0.8		2.4
51	10.0	12.0	12.0	10.0
52	10.9	9.8	12.0	
53	11.8	22.6	16.7	
55			2.0	2.0
57	8.0	1.0	12.9	14.0
58			12.0	9.4
62			5.0	2.0
63			0.6	0.6
66				22.0
68		12.3	0.9	1.0
71			1.0	
79				2.2
97		21.9	24.0	
461			4.0	

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

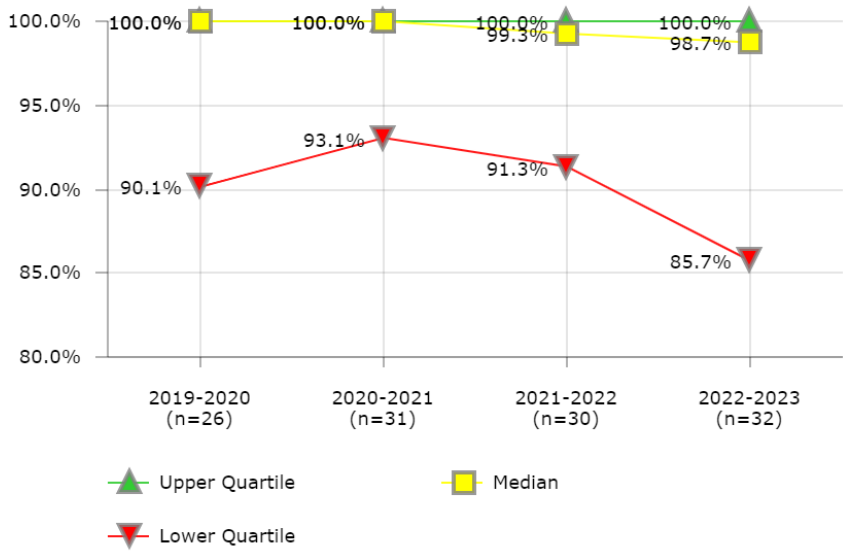
Districts in Best Quartile (2022-2023)

- Columbus Public Schools
- Des Moines Public Schools
- East Baton Rouge Parish Public Schools
- Hillsborough County Public Schools
- Jefferson County Public Schools (KY)
- Newark Public Schools
- Portland Public Schools
- St. Paul Public Schools
- Toledo Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
1	0.14	1.01	1.01	1.00
2		1.06		
3	1.07	1.07	1.07	1.07
4	1.06	1.06	1.06	
5	1.05	1.01	1.02	1.07
7	1.06			
8	1.11	0.88	0.97	
9	1.00	1.00	1.00	1.00
10		1.01		1.01
12	1.00	1.00	1.02	1.02
13			0.73	0.73
14	1.00	1.00	0.86	0.85
15		1.00	1.00	1.00
16			0.98	0.98
18	1.00	1.00		1.00
20	0.17	0.17	0.17	0.17
21	1.02			
23	1.00	1.00	1.00	
24		1.03		1.01
25	1.00	1.00		1.06
26	1.01			
27	1.00			
28			0.78	0.86
30	1.00	1.00		
32	0.89	1.00	1.00	1.00
35	1.01	1.01		1.01
37	1.02	1.00	1.00	1.00
39			1.01	1.00
40	1.01	1.08		
41	1.05	1.00	0.99	0.94
44	0.79	0.80	0.79	0.79
47	1.00	1.00	1.00	1.00
48	1.11	1.01	0.91	0.97
49	0.04	0.03	0.03	
50	1.00	1.05		
51	1.14	1.00	1.00	1.00
52	1.08	1.06	1.00	
53	1.02	1.02	1.02	1.02
54			1.00	
55			1.02	1.00
57	0.76	0.86	0.85	0.92
58			1.00	1.00
62			1.00	0.09
63	0.11	0.14	0.14	0.14
66				1.00
67	1.01	0.03	1.01	
68		1.04	1.04	1.00
79				1.05
97		0.87	0.99	
3249		0.02		

SAFETY & SECURITY

Health/Safety Inspections - Sites Inspected Annually



Description of Calculation

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

Importance of Measure

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

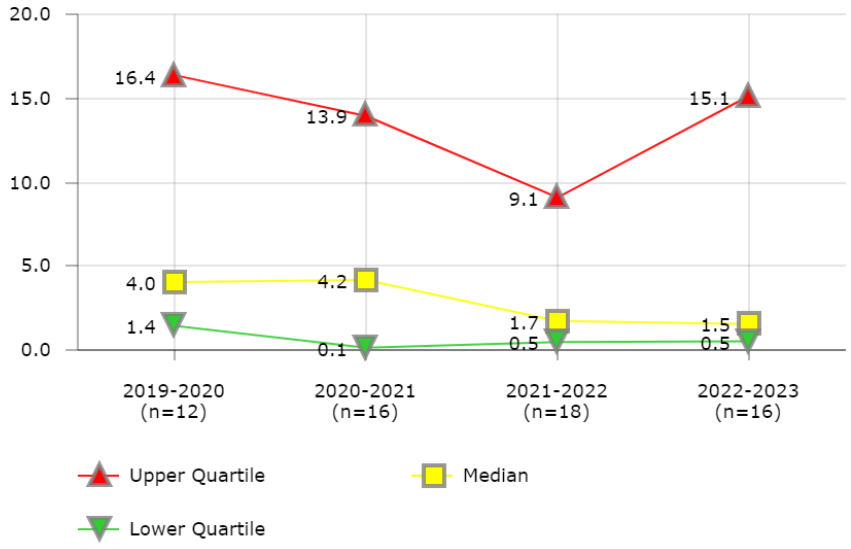
Districts in Best Quartile (2022-2023)

- Anchorage School District
- Boston Public Schools
- Cincinnati Public Schools
- Columbus Public Schools
- Denver Public Schools
- Fort Worth Independent School District
- Guilford County School District
- Jackson Public School District (MS)
- Milwaukee Public Schools
- Newark Public Schools
- San Diego Unified School District
- Seattle Public Schools
- Shelby County School District
- St. Louis Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
1	100.0%	100.0%	100.0%	100.0%
3	51.4%	51.4%	45.8%	45.8%
4	37.8%			
5		100.0%	100.0%	77.6%
7	100.0%			100.0%
8	94.2%	82.5%	96.1%	
9	100.0%	51.3%	51.3%	51.3%
10				86.1%
11			92.8%	
12	100.0%	102.9%	98.5%	95.7%
13			58.4%	66.9%
14	100.0%	100.0%	88.5%	86.5%
15		100.0%	100.0%	100.0%
16			100.0%	100.0%
18	105.5%	99.6%		100.0%
20	100.0%	100.0%	100.0%	100.0%
24		101.9%		
25	97.1%	97.1%		100.0%
26	100.0%			100.8%
27	107.7%			
28	100.0%	100.0%	91.3%	95.0%
30			100.0%	100.0%
32	90.1%	100.0%	97.3%	97.3%
35	100.0%	112.5%		100.0%
37				100.0%
39	30.1%		84.2%	95.8%
40	95.1%	100.0%	100.0%	100.0%
41				84.6%
44	75.8%	83.9%	80.3%	80.3%
46			100.0%	
47	95.5%	95.3%	96.0%	96.0%
48	99.1%	102.6%	105.0%	
49		100.0%	100.0%	100.0%
50	100.0%	99.1%	100.9%	99.1%
51	16.7%	26.9%		
52	86.7%	83.1%	97.2%	85.3%
53	100.6%			
57		82.0%		76.1%
58				98.4%
62		100.0%	107.1%	
63	101.3%	93.1%	100.0%	100.0%
66		96.2%		
67				99.2%
68		94.9%	94.9%	
71			85.9%	
79		100.0%		
97		100.0%	109.5%	
461			100.0%	
3249		109.5%		

SAFETY & SECURITY

Health/Safety Violations per Site



District	2019-2020	2020-2021	2021-2022	2022-2023
3	0.1	0.1	0.1	
4	8.3	6.2	3.5	
7	0.0			
8	70.9	65.6	63.7	63.7
9		6.0		
11			0.5	
12		0.0		
13			81.4	65.1
15		2.4	1.1	0.4
16			0.6	0.6
20			0.5	0.4
24		0.9		
25				0.7
26	0.2			
27	3.3			
32	24.0	19.4	20.4	19.8
37				1.2
39	2.7		2.3	1.9
40			1.0	0.1
41			0.2	
47	4.8	8.5	5.5	11.8
48	34.7	297.5	9.1	15.2
50		0.0		
51	8.7	21.5		3.8
53	2.7	0.1	0.0	
57				0.9
58				15.0
62		0.0	3.5	
68		6.0		
79		0.4	0.2	0.0
97			82.6	

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

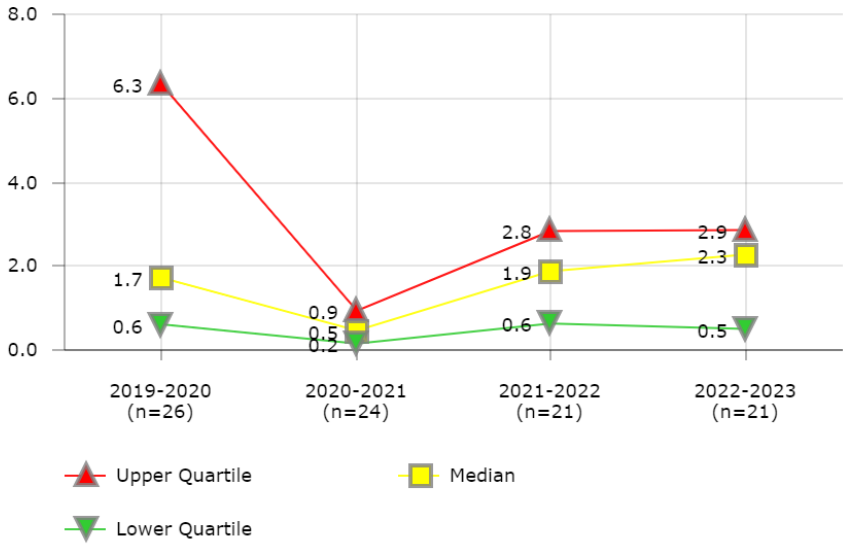
- Risk mitigation efforts
- Focus of leadership on health and safety

Districts in Best Quartile (2022-2023)

- Cincinnati Public Schools
- Fort Worth Independent School District
- Jackson Public School District (MS)
- Toledo Public Schools

SAFETY & SECURITY

Incidents - Bullying/Harassment per 1,000 Students



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

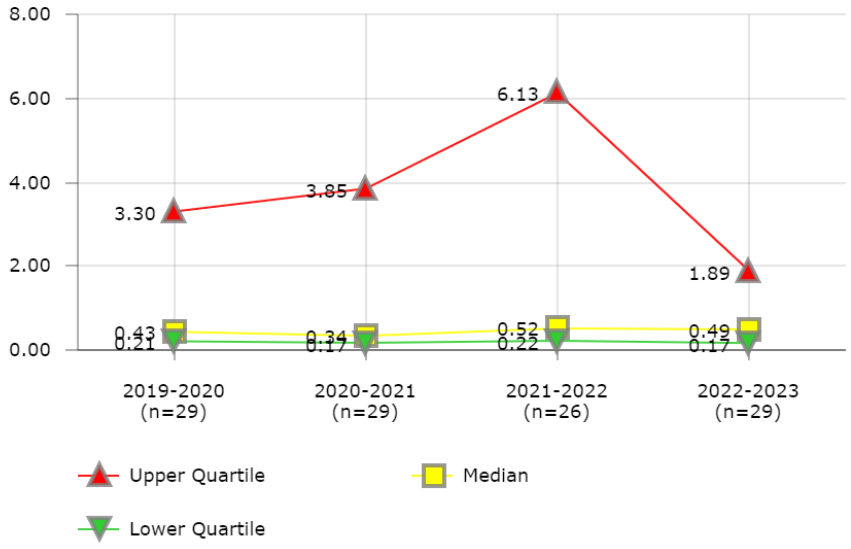
Districts in Best Quartile (2022-2023)

- Des Moines Public Schools
- Fort Worth Independent School District
- Houston Independent School District
- Orange County Public School District
- Palm Beach County School District
- San Diego Unified School District

District	2019-2020	2020-2021	2021-2022	2022-2023
3	1.5			
4	13.6	4.5		
7	8.4			
8	0.6	0.2	0.3	0.5
9		2.5		
12				0.2
13				2.8
14	6.6	0.5	8.1	7.7
16				0.3
18	5.0	0.1		
20	8.8	1.8		
21	0.5			
24		0.5	0.8	2.0
25	7.2	0.6		7.8
26	0.9			
27	2.2			
28	0.1			
32	1.4	0.4	0.4	2.8
37		0.0		2.3
39	0.9		0.3	0.2
40	0.0	0.2	0.1	0.2
41	0.2	0.2	0.6	0.9
44	1.3	1.1	2.2	2.9
46	2.0		6.7	
47	3.6	0.6		4.8
48	0.8	0.5	1.0	0.2
49	4.9	0.2	3.0	2.5
50	0.0	0.0		
51	26.2			
52	3.8		2.7	
53	6.3	0.2	5.7	7.2
57	0.6		1.3	1.7
62		2.2	2.7	1.1
63			2.4	
67			2.8	2.4
68		0.7	0.9	3.7
71			0.6	
77		0.0	1.9	
79		0.8		
97		8.6		
3249		0.0	5.0	

SAFETY & SECURITY

Incidents - Intrusion/Burglary Incidents per Site



District	2019-2020	2020-2021	2021-2022	2022-2023
1	1.03	0.65	0.94	0.31
3	0.21		3.44	3.18
4	0.04	0.06		
5	12.36	0.25	2.40	1.89
7	50.01			0.29
8	2.72	3.85	2.24	1.85
9	0.06	45.54	40.84	
10		0.07		12.09
12	0.44	0.68		
13			0.14	0.91
14	0.21	0.23	0.30	0.30
15		0.35		0.20
16			6.13	0.17
18	0.25	0.17		0.15
20	0.08	0.10	21.93	24.55
24		14.52	0.15	0.11
25	0.07			16.96
26	0.04			0.05
27	187.19			
28	0.23	0.23		
32	0.24	0.20	0.22	0.14
35	2.44	3.89		
37	5.46	7.01	7.84	
39	0.58	20.45	23.49	19.80
40	0.04	0.21	0.28	0.80
41	0.43	0.34	0.40	0.84
44	0.30	0.17	0.37	0.37
48	0.74	0.03	0.60	0.49
49	3.30	0.12		0.05
50		2.47		0.09
51	68.02			0.68
53	0.34		0.17	0.07
54			0.15	
55			0.43	1.10
57	0.09	0.03	0.07	
62		13.71		
63	13.37	99.94	30.65	
67	4.12	2.65	13.55	6.87
68		0.05	0.05	19.04
79				0.29
97		0.67	1.01	
461			0.33	

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

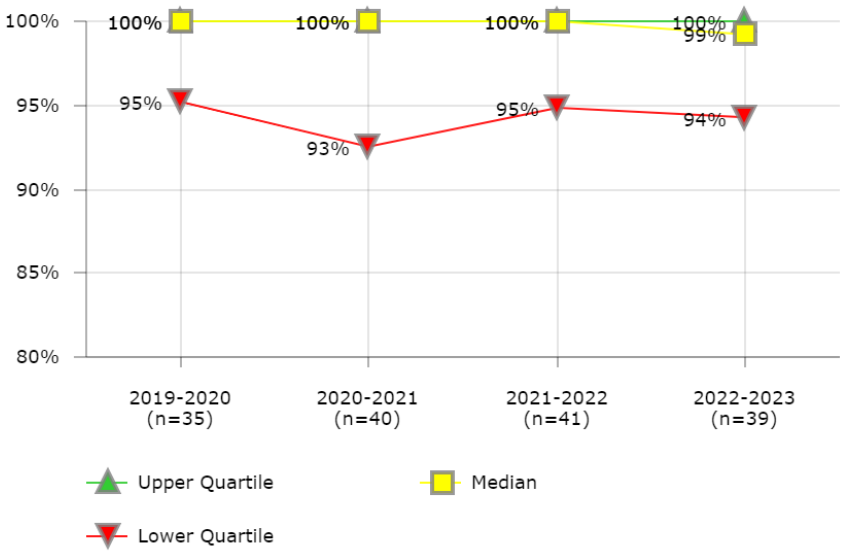
- Available resources to allocate for safety and security
- Staffing formulas
- Documented need for additional safety and security staff through data such as crime statistics
- Utilization of technology such as security cameras to offset the need for more staff
- Effectiveness of security alarm systems

Districts in Best Quartile (2022-2023)

- Boston Public Schools
- Detroit Public Schools
- East Baton Rouge Parish Public Schools
- Guilford County School District
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- San Diego Unified School District
- Shelby County School District

SAFETY & SECURITY

Intrusion/Burglary Alarm Systems - Percent of Sites



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

District	2019-2020	2020-2021	2021-2022	2022-2023
1	94%	91%	92%	89%
3	100%	100%	100%	100%
4	100%	100%	100%	
5	99%	100%	100%	90%
7	100%			100%
8	96%	78%	78%	96%
9	100%	92%	92%	92%
10		100%		100%
11			100%	
12	10%	103%	99%	96%
14	113%	92%	86%	86%
15		100%	100%	100%
16			93%	93%
18	80%	72%		77%
20	100%	100%	100%	100%
23	88%	92%	92%	
24		102%	100%	100%
25	84%	93%		94%
26	100%			99%
27	100%			
28	100%	100%	100%	104%
30	100%	100%	100%	100%
32	105%	100%	100%	100%
35	100%	113%		100%
37	100%	99%	100%	100%
39	110%	106%	100%	101%
40	95%	100%	100%	100%
41	137%	110%	109%	98%
44	83%	78%	76%	76%
46			100%	
47	97%	98%	98%	98%
48	95%	98%	98%	98%
49	121%	93%	95%	93%
50	100%	110%		104%
51	100%	100%	100%	101%
52	100%	92%	100%	100%
53	100%	98%	100%	
54			100%	
55			100%	99%
57	66%	76%	80%	83%
58				100%
62		100%	100%	
63	146%	67%	100%	100%
66		99%		99%
67	99%	99%	103%	97%
68		100%	98%	100%
71			96%	
79	100%	100%	90%	
97		100%	99%	
461			82%	
3249		99%	104%	99%

Transportation

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

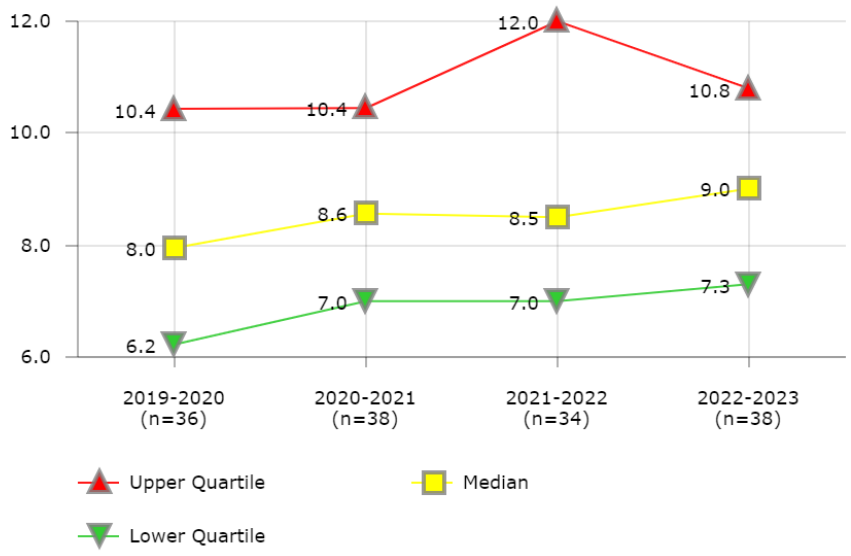
Careful consideration of each measure and its impact on a district's transportation services is vital to the improvement of performance.

General factors that influence transportation measures and improvement strategies include:

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

TRANSPORTATION

Bus Fleet - Average Age of Fleet



Description of Calculation

Average age of bus fleet.

Importance of Measure

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

Factors that Influence

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

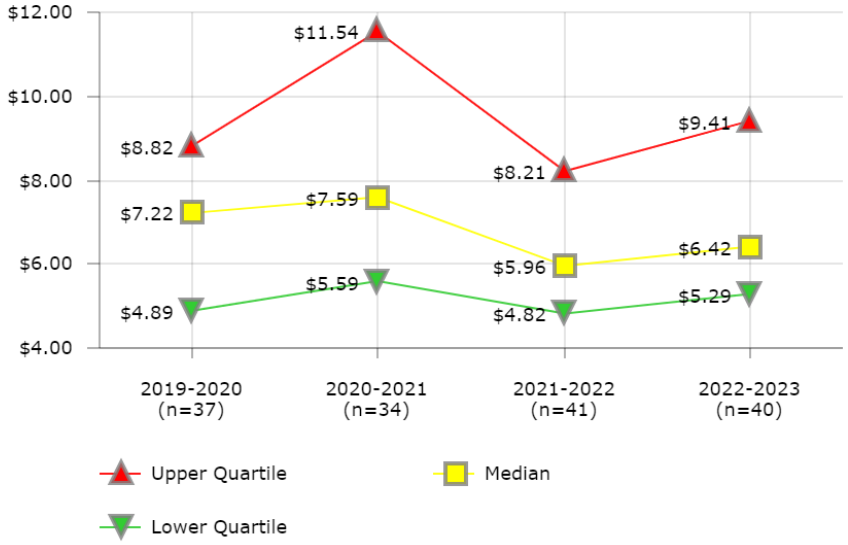
Districts in Best Quartile (2022-2023)

- Austin Independent School District
- Boston Public Schools
- Clark County School District
- Cleveland Metropolitan School District
- Des Moines Public Schools
- Hillsborough County Public Schools
- Newark Public Schools
- Orange County Public School District
- Palm Beach County School District
- St. Paul Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
2		10.0		
3	3.0	3.0	3.0	4.0
4		7.0		
5	11.0	10.5	11.4	10.8
7	10.9	7.8		9.0
8	4.8	5.8	5.0	5.6
9	7.0	5.0	6.0	7.0
10	6.2	7.8	7.6	7.3
11	11.6		9.9	9.2
12	8.0	8.0		6.8
13	12.0	10.1	10.2	13.5
14	9.0	9.0	10.0	10.0
15		14.0	14.0	10.6
16		17.6		
21	3.9			
23	8.0			
24		13.0	9.5	13.0
25	7.9			3.0
26	7.0	7.8	5.2	7.0
27	13.4			
28	9.0	9.0		9.8
32	11.7	12.8	13.8	14.8
35	10.9	11.1		9.0
37			14.0	15.0
39	13.8	14.3	12.0	9.0
40	6.5	7.1	6.5	8.0
41	6.3	9.0	7.3	8.0
44	4.2	2.9	6.0	
46	5.0		8.0	8.0
47	7.5	7.0	8.0	8.0
48	6.3	4.6	3.7	3.2
49	11.6	11.0	12.0	9.9
51	4.8			
52	6.0	6.5		9.0
53	10.0	8.5	10.9	11.2
54	7.0			
55		7.1	10.1	10.1
57	8.4	8.8	7.0	7.0
58			13.2	11.8
62			16.9	15.3
66	9.8	8.6	8.2	7.7
67		9.3	7.9	9.9
68		7.0	7.0	8.0
71	5.3	5.0	7.0	6.0
76	6.5	8.0		
79	9.9	10.0	12.0	11.0
91		10.4		
97	9.0	12.0	12.0	12.0
461			8.5	
3249		8.5	8.5	10.0

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

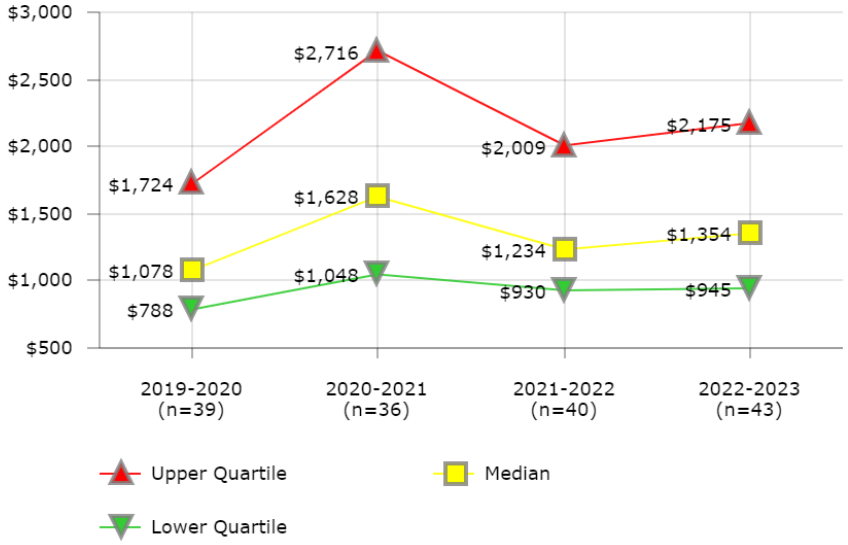
Districts in Best Quartile (2022-2023)

- Albuquerque Public Schools
- Arlington Independent School District
- Clark County School District
- Denver Public Schools
- East Baton Rouge Parish Public Schools
- Hillsborough County Public Schools
- Houston Independent School District
- Jefferson County Public Schools (KY)
- Pinellas County Schools
- School District of Philadelphia

District	2019-2020	2020-2021	2021-2022	2022-2023
1				$14.95
2		$181.00		
3	$8.28		$7.25	$8.65
4	$4.40	$7.55	$7.41	
5	$7.22	$17.60	$8.94	$9.04
7	$6.36			$5.88
8	$5.25	$4.78	$4.89	$7.02
9	$5.35	$13.48	$6.87	$5.00
10	$5.69	$5.70	$4.17	$4.20
11	$10.24		$9.19	$10.26
12	$8.35	$11.54		$10.14
13	$13.86	$6.68	$6.44	$6.28
14	$3.66	$11.68	$4.07	$5.19
15			$4.07	$11.92
16		$5.09	$5.74	$6.18
18	$4.34	$9.10		$6.94
21	$12.17			
23		$0.26	$0.90	
24		$8.11	$6.56	$5.16
25	$16.04		$4.82	
26	$8.33		$16.19	$9.72
27	$9.26			
28	$8.36			$17.16
30	$8.85		$11.59	$6.53
32	$3.99	$6.72	$5.22	$5.38
35	$7.20			$7.43
37			$4.44	$5.12
39	$3.05	$3.90	$6.19	$4.15
40		$4.01	$5.62	$6.03
41		$8.28	$5.96	$6.55
44	$4.43	$5.05	$5.45	$6.20
47	$4.77	$8.59	$7.39	
48	$7.61	$5.59	$5.37	$6.24
49	$4.17		$5.34	$5.65
50	$7.13	$14.86	$9.37	$12.58
51	$5.24			
52	$8.82	$6.18		
53	$0.42	$15.09	$4.16	$4.66
54	$15.88		$16.57	
55		$3.79	$3.77	$5.48
57	$14.23		$9.78	$10.48
58			$3.20	$2.72
62		$10.82	$8.36	$9.47
63	$9.18	$19.01	$9.35	$12.37
66	$7.71	$7.60	$6.37	$6.31
67		$12.28	$8.21	$6.81
68		$7.37	$3.96	$4.07
71	$6.70	$7.97	$5.61	$6.76
76	$7.99	$7.80		
79	$8.04		$7.46	$9.36
91		$5.88		
97	$4.89	$3.70	$3.63	$4.34
461			$24.88	
3249		$7.59	$5.88	

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

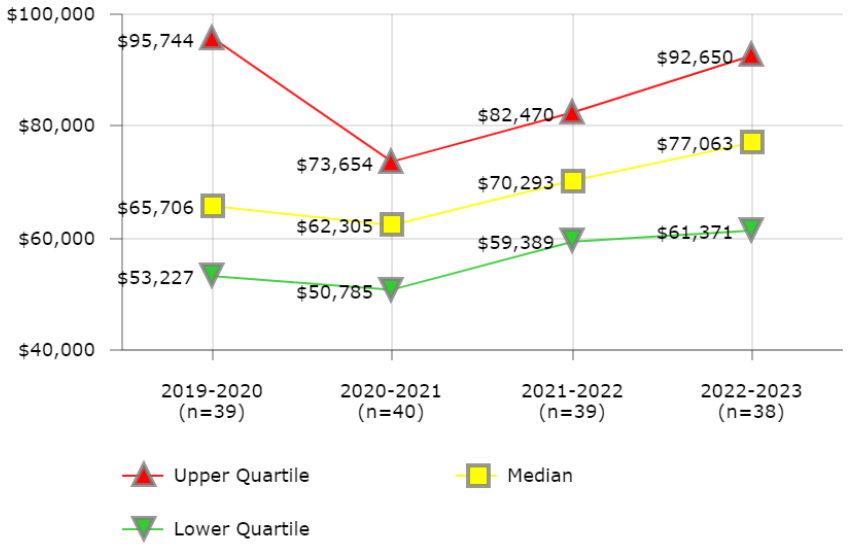
Districts in Best Quartile (2022-2023)

- Albuquerque Public Schools
- Anchorage School District
- Arlington Independent School District
- Austin Independent School District
- Des Moines Public Schools
- Fayette County Public Schools
- Guilford County School District
- Hillsborough County Public Schools
- Milwaukee Public Schools
- Orange County Public School District
- Pinellas County Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
1				$3,158
3	$942	$894	$1,008	$1,354
4	$1,662	$2,599	$2,188	
5	$913	$2,071	$1,991	$3,055
7	$759			$654
8	$788	$2,091	$1,035	$1,219
9	$872	$1,209	$1,038	$1,433
10	$824	$1,238	$837	$708
11	$3,792		$4,578	
12	$726	$1,223		$780
13	$1,800	$3,774	$1,058	$1,159
14	$462		$669	$662
15		$1,779	$1,496	$1,917
16		$3,680	$5,006	
18	$785	$564		$1,369
20			$1,133	
21	$1,722			
24		$392	$1,049	$1,571
25	$2,535	$485		$2,720
26	$1,399		$1,887	$1,633
27	$734			
28	$1,078	$1,422		$1,542
30	$2,271	$835	$1,072	$823
32	$956	$1,002	$1,169	$1,188
35	$1,043	$762		$1,514
37			$526	$1,015
39	$1,593	$4,173	$1,346	$1,241
40		$2,134	$1,914	$1,921
41	$2,755	$1,619	$3,279	$4,295
44	$1,104	$2,338	$2,026	$2,175
46	$7,246		$4,734	$4,489
47	$841	$1,389	$1,111	$1,323
48	$1,080	$1,507	$901	$945
49	$824	$3,435	$892	$844
50	$607	$2,833	$1,618	$2,203
51	$518			
52	$1,653			$2,181
53	$687		$959	$1,043
54	$4,879			
55			$689	$974
57	$2,055	$1,572	$1,752	$1,225
58			$2,619	$4,570
62		$5,369	$4,912	$4,892
63	$1,425	$1,944	$1,498	$1,749
66	$1,724	$1,839	$2,106	$1,817
67		$1,095	$1,299	$1,278
68		$3,950	$892	$895
71	$785	$846	$797	$915
76	$1,380	$4,556		
79	$2,646	$5,669	$2,640	$3,094
97	$895	$597	$630	$801
461			$1,598	
3249		$1,637	$767	$766

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

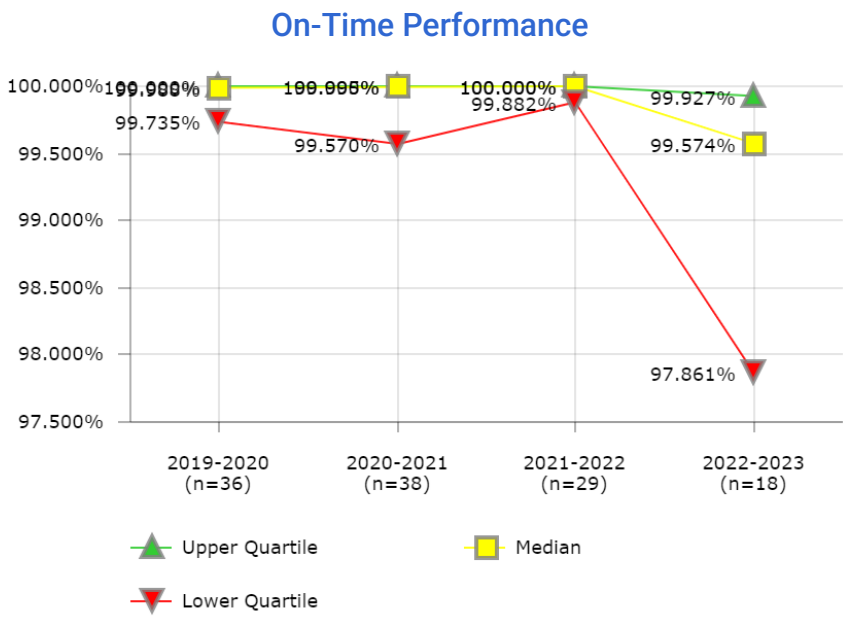
- Driver wage and benefit structure; labor contracts
- Cost of the fleet, including fleet replacement plan, facilities, fuel, insurance and maintenance also play a role in the basic cost
- Effectiveness of the routing plan
- Ability to use each bus for more than one route or run each morning and each 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 (2022-2023)

- Albuquerque Public Schools
- Anchorage School District
- Broward County Public Schools
- Des Moines Public Schools
- Fayette County Public Schools
- Hillsborough County Public Schools
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Omaha Public School District
- Pinellas County Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
2		$72,467		
3	$95,744	$66,910	$107,141	
4	$46,458	$44,028	$78,202	
5	$62,716	$58,610	$68,368	$72,546
7	$55,468			$58,692
8	$61,251	$50,939	$62,085	$85,169
9	$66,425	$70,866	$73,847	$92,650
10	$54,146	$60,043	$58,233	$55,625
11	$78,936		$72,212	$91,463
12	$73,726	$68,153		$54,754
13	$101,162	$46,499	$59,389	$59,338
14	$43,926		$41,784	$48,269
15		$63,819	$67,865	
16		$68,965	$70,957	$76,395
18	$63,416	$28,085		$102,139
20			$84,845	
21	$59,888			
24		$44,187	$51,839	$63,772
25	$32,097			$64,540
26	$98,860		$105,483	$111,951
27	$40,144			
28	$86,249	$110,065		
30	$109,485		$87,076	$110,601
32	$50,429	$45,093	$48,344	$55,882
35	$74,339	$51,185		$81,577
37			$52,855	$92,385
39	$82,698	$60,791	$70,798	$74,538
40		$46,433	$65,691	$61,494
41	$87,048	$74,841	$70,293	$94,556
44	$53,227	$70,026	$80,227	$97,822
46	$107,750		$68,359	$69,066
47	$58,281	$65,613		$77,732
48	$96,343	$77,578	$100,211	$105,988
49	$28,782	$81,430	$68,902	$66,352
50	$45,288	$78,219	$87,790	
51	$63,385			
52	$248,502	$115,212		
53	$65,706	$47,931	$47,721	$59,290
54	$87,315	$125,421		
55		$31,390	$70,987	$104,822
57	$146,737	$106,549	$120,929	$90,370
58			$76,015	$85,817
62		$69,568	$68,660	$82,334
63	$102,085	$103,140	$85,973	$113,882
66	$53,210	$57,370	$64,058	$61,371
67		$70,111	$82,470	$84,266
68		$42,926	$53,079	
71	$57,797	$57,616	$60,050	$66,396
76	$48,863	$59,901		
79	$99,166	$96,047	$70,593	$94,991
91		$59,104		
97	$74,491	$50,632	$57,016	$60,618
461			$95,962	
3249		$58,318	$55,543	$55,873

TRANSPORTATION



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

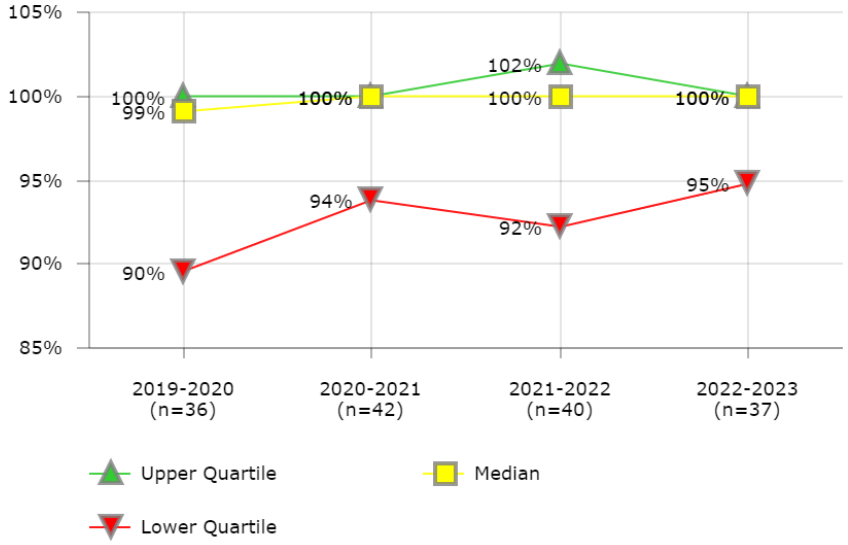
Districts in Best Quartile (2022-2023)

- Albuquerque Public Schools
- Austin Independent School District
- Broward County Public Schools
- Hillsborough County Public Schools
- Newark Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
3	99.345%	99.114%		98.917%
4	98.103%	97.392%	97.402%	
5	100.000%	100.000%	100.000%	
7	98.794%			98.234%
8	98.576%	99.038%	94.761%	
9	95.645%	99.570%	95.273%	
10	100.000%	100.000%	100.000%	100.000%
12	100.000%	100.000%		99.921%
13		100.000%	100.000%	100.000%
14	99.873%	100.000%	99.946%	99.927%
15		99.937%	99.625%	99.897%
16				98.661%
18	100.000%	100.000%		
20		100.000%		
21	100.000%			
23	100.000%	94.755%	100.000%	
24		100.000%	100.000%	99.288%
25	99.974%	99.990%	99.985%	99.996%
26	88.448%	95.517%		92.959%
27	100.000%			
28	100.000%			
30	99.872%	99.772%		
32	100.000%	100.000%	100.000%	
35	99.960%	99.960%		
39	99.958%	99.666%		
40	100.000%	100.000%	100.000%	
41	99.599%	97.869%		
44	99.468%	98.062%	96.742%	97.535%
46	100.000%			93.783%
47	100.000%	100.000%	100.000%	
48	99.964%	99.966%	99.902%	99.870%
49	100.000%	100.000%	99.882%	99.859%
50	100.000%	97.728%		94.899%
51	100.000%			
52		100.000%		
53	100.000%		100.000%	
57	100.000%	100.000%	100.000%	
58			100.000%	
62		100.000%	100.000%	
63		100.000%	100.000%	
66	96.092%	97.913%	96.564%	
67		100.000%	100.000%	
68		100.000%	100.000%	
71	99.925%		99.932%	99.933%
76	100.000%			
77		99.916%	100.000%	
79	99.976%	99.976%	97.948%	97.861%
97	99.947%	99.942%		
3249		100.000%	100.000%	

TRANSPORTATION

Bus Equipment - GPS Tracking



Description of Calculation

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

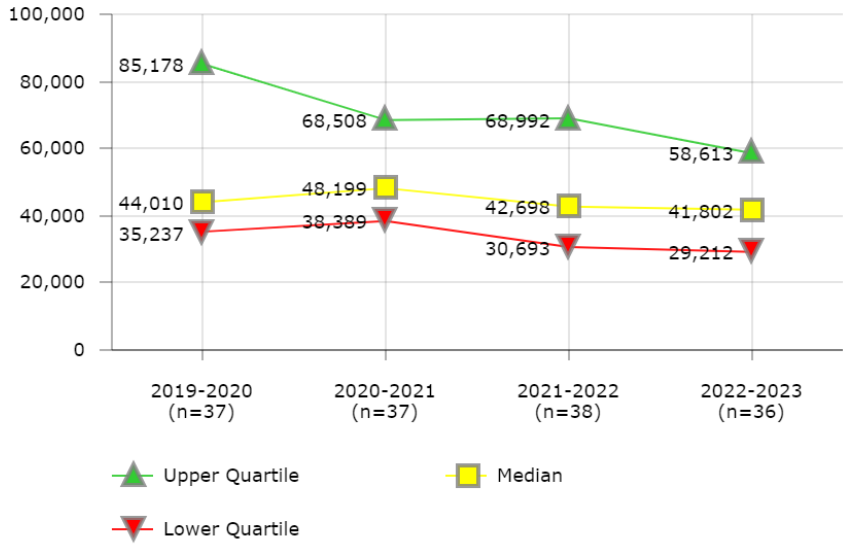
Importance of Measure

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

District	2019-2020	2020-2021	2021-2022	2022-2023
2		128%		
3	100%	100%	100%	100%
4	100%	71%	100%	
5		126%	108%	
7	100%			80%
8		100%	99%	99%
9	100%		100%	100%
10	93%	100%	99%	106%
11	70%		92%	100%
12	100%	100%		76%
13	92%	87%	90%	89%
14	100%	100%	100%	107%
15		90%	98%	100%
16		99%	99%	100%
18	100%	50%		100%
20		100%	81%	
21	90%			
23	84%	91%	95%	
24		96%	105%	88%
25	99%	47%	74%	95%
26	101%	100%	100%	100%
27	100%			
28	91%	97%		106%
30	100%	100%	100%	100%
32	94%	94%	92%	99%
35	88%	102%		91%
37			91%	95%
39	89%		109%	
40	86%	111%	114%	98%
41	100%	100%	86%	99%
44	100%	101%	105%	
46			50%	48%
47	95%	100%		109%
48	99%	98%	100%	100%
49	54%	90%	85%	114%
50	100%	100%	100%	100%
53	100%	97%	98%	
54	97%	97%	95%	
55		59%	109%	110%
57	85%	88%	112%	88%
58			104%	93%
62		101%	100%	100%
63	100%	100%	105%	100%
66	44%	47%	47%	100%
68		95%		
71	100%	100%	100%	100%
76	100%	100%		
77		100%		
79	86%	100%	98%	82%
91		100%		
97	96%		114%	100%
461			74%	
3249		98%	100%	97%

TRANSPORTATION

Accidents - Miles Between Accidents



Description of Calculation

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

Importance of Measure

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

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

Accident awareness and prevention can reduce liability exposure to a district

Factors that Influence

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

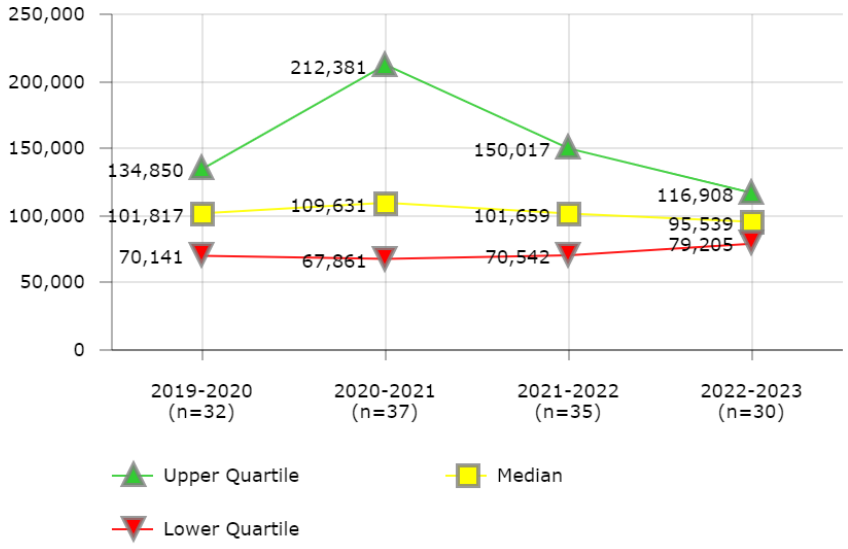
Districts in Best Quartile (2022-2023)

- Denver Public Schools
- Des Moines Public Schools
- East Baton Rouge Parish Public Schools
- Fresno Unified School District
- Jackson Public School District (MS)
- Orange County Public School District
- Palm Beach County School District
- School District of Philadelphia
- St. Paul Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
2		12,211		
3	80,270	20,236	79,816	118,865
4	87,973	99,400	66,860	
5	19,015	13,949	19,686	24,178
7	42,667			30,291
8	39,627	41,195	47,531	72,724
9	40,208	47,827	29,527	45,881
10	43,755	47,691	59,120	55,146
11	35,510		27,779	24,437
12	25,218	32,202		74,744
13	21,630	13,440	20,299	
14	98,797		70,312	54,475
15			161,070	70,451
16		49,534	43,101	47,173
18	85,178	115,574		43,108
21	25,621			
23	102,392	53,576	40,007	
24		115,644	100,078	150,000
25	116,550		27,558	24,819
26				18,244
27	35,237			
28	56,224	58,007		36,440
30	60,442		36,575	56,549
32	42,540	22,685	28,288	29,108
35	16,897	6,665		22,493
37			68,860	58,703
39	280,630	96,148	30,693	
40	11,915	61,831	68,992	26,625
41		53,267	35,829	38,095
44	44,010	45,681	30,244	29,317
47	62,511	54,969	58,186	
48	122,126	177,907	134,759	129,743
49	69,398		65,236	35,381
51	74,456			
52	154,522	409,941		
53	464,797	76,896	63,385	
54	23,607		91,209	
55		148,043	50,794	58,522
57	44,785	56,533	42,295	35,110
58			235,403	109,374
62		35,992	36,980	51,015
63	70,218	68,508	111,511	17,147
66	20,880	38,389	41,584	31,272
67		48,199	94,977	91,047
68		60,228	35,306	45,002
71	31,265	40,522	37,632	40,496
76	191,025	138,822		
79	43,844	43,844	26,694	28,873
91		43,546		
97	36,275	32,000	32,000	38,068
461			16,968	
3249		43,984		

TRANSPORTATION

Accidents - Miles Between Preventable Accidents



Description of Calculation

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

Importance of Measure

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

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

Accident awareness and prevention can reduce liability exposure to a district

Factors that Influence

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

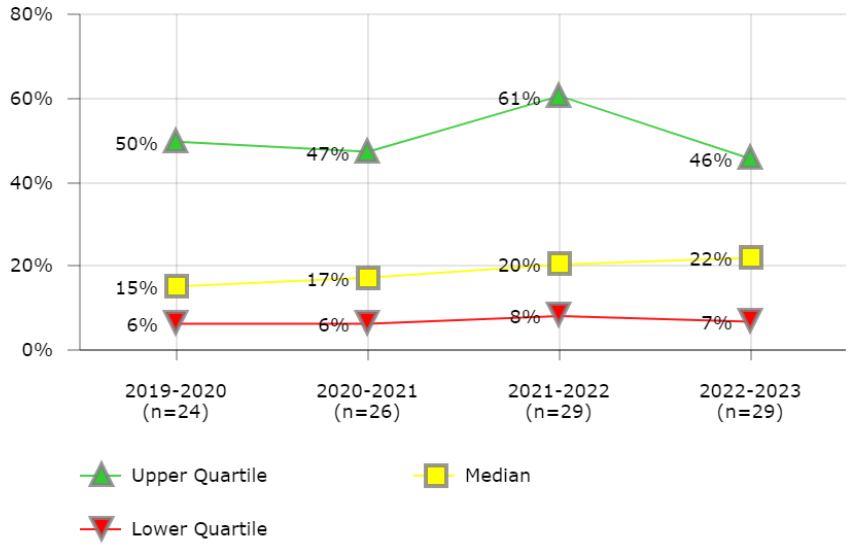
Districts in Best Quartile (2022-2023)

- Denver Public Schools
- Des Moines Public Schools
- Duval County Public Schools
- Fresno Unified School District
- Orange County Public School District
- Sacramento City Unified School District
- San Diego Unified School District
- Toledo Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
2		24,422		
3		445,183		
4	168,813	233,883	119,392	
5	35,946	18,219	31,442	38,533
7	83,147			55,156
8	119,898	100,904	108,429	90,206
9	74,827	92,634	70,542	89,473
10	76,867	86,139	158,055	109,850
11	114,835		101,659	91,191
12	75,652	54,496		121,460
13	80,742	66,944	62,789	73,435
14	193,934		127,672	83,451
15			241,605	108,193
16		110,723	106,432	116,908
18	218,056	346,722		96,993
21	48,938			
23	116,044	137,288	67,648	
24		168,209	182,286	
25				94,763
27	50,339			
28	106,825	174,020		89,278
30			36,575	56,549
32	78,824	37,412	58,048	60,403
35	34,146	8,907		
37			150,017	130,167
39		410,232	122,378	
40	93,278	113,635	88,075	
41		109,631	90,182	97,733
44	128,285	654,762	127,024	231,962
47	252,062	212,381	186,538	
48	231,396	261,628	195,228	180,292
49	141,414		122,187	96,315
51	120,991			
52	252,114	491,929		
53		153,792	68,911	
54	100,330		316,832	
55		233,167	94,367	100,282
57	65,454	141,332	78,400	110,993
62		99,979	110,940	167,620
63	108,724	205,523	320,593	
66	34,519	90,881	80,431	56,355
67		60,249	227,944	238,123
68		83,796	46,077	81,004
71	55,373	76,368	72,911	79,205
76	764,102	902,342		
79	43,844	43,844	74,522	142,145
91		67,651		
97	103,304	75,472	71,429	72,826
461			44,917	
3249		67,861		

TRANSPORTATION

Bus Fleet - Alternatively-Fueled Buses



Description of Calculation

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

Importance of Measure

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

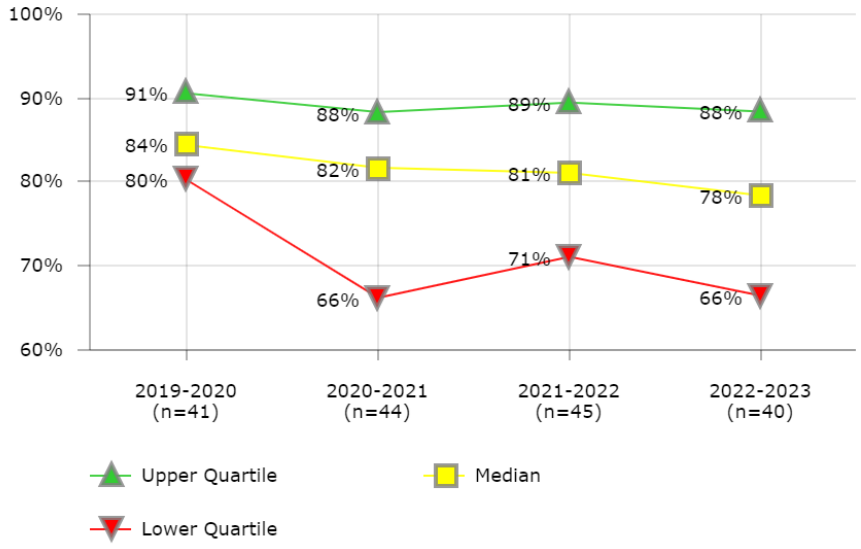
Districts in Best Quartile (2022-2023)

- Arlington Independent School District
- Boston Public Schools
- Detroit Public Schools
- Los Angeles Unified School District
- Omaha Public School District
- Portland Public Schools
- Sacramento City Unified School District
- San Diego Unified School District

District	2019-2020	2020-2021	2021-2022	2022-2023
1				17%
3	17%	19%	20%	25%
5	97%	96%	77%	63%
9	100%		100%	
10	8%	9%	8%	9%
11	77%		61%	61%
13	15%	15%	17%	17%
16			99%	99%
23	2%	1%	10%	
24		21%	22%	24%
26	35%	35%	61%	66%
28				14%
30			5%	5%
35	1%	1%		
39	13%			22%
40	12%	7%	7%	7%
41	8%	8%	5%	6%
44	3%	3%	4%	4%
47	0%	0%	0%	0%
48				1%
50	46%	47%	59%	50%
52	101%	25%		26%
53	100%		98%	
54	5%	6%	8%	
55		4%	10%	10%
57	15%	15%	19%	12%
58			0%	1%
62		78%	75%	75%
66	54%	56%	55%	46%
67			37%	34%
68		55%	90%	64%
71	2%	2%	2%	1%
76	22%	30%		
77		100%		
79	8%	11%	17%	23%
91		99%		
97	23%	25%	37%	44%
461			27%	

TRANSPORTATION

Bus Fleet - Daily Buses as Percent of Total Buses



Description of Calculation

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

Importance of Measure

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

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

Factors that Influence

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

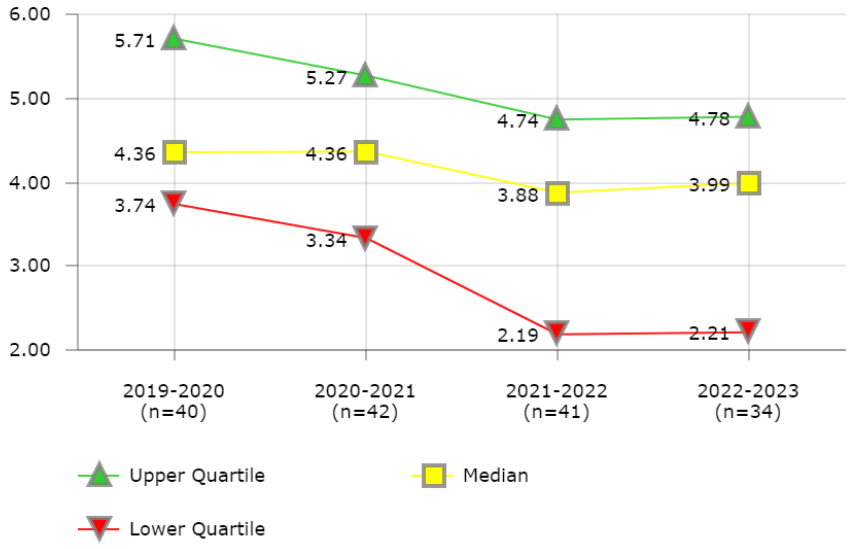
Districts in Best Quartile (2022-2023)

- Charlotte-Mecklenburg Schools
- Detroit Public Schools
- Houston Independent School District
- Jackson Public School District (MS)
- Milwaukee Public Schools
- Minneapolis Public Schools
- Newark Public Schools
- Seattle Public Schools
- St. Louis Public Schools
- Toledo Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
1			100%	91%
2		62%		
3	85%	83%	87%	88%
4	90%	87%	81%	
5	91%	93%	84%	75%
7	82%			82%
8	80%	65%	71%	65%
9	89%	91%	71%	63%
10	70%	71%	64%	58%
11	86%		79%	84%
12	76%	55%		80%
13	77%	75%	73%	66%
14	91%	78%	85%	71%
15		99%	98%	99%
16		64%	64%	66%
18	91%	46%		83%
20		87%	85%	
21	90%			
23	79%	87%	81%	
24		89%	95%	62%
25	97%		93%	94%
26	89%	71%	85%	83%
27	55%			
28	78%	74%		77%
30	91%	91%	91%	91%
32	81%	81%	82%	80%
35	83%	69%		
37			61%	64%
39	93%	90%	71%	100%
40	86%	100%	100%	
41	82%	83%	99%	81%
44	88%	84%	86%	88%
46	98%		62%	63%
47	54%	52%	99%	
48	82%	72%	76%	67%
49	93%	100%	78%	78%
50	91%	57%	89%	90%
51	81%			
52	66%	92%		100%
53	81%	79%	68%	69%
54	99%	98%	98%	
55			89%	88%
57	83%	82%	81%	
58			83%	75%
62		66%	58%	
63	91%	91%	90%	91%
66	84%	84%	79%	74%
67		87%	80%	79%
68		61%	63%	59%
71	84%	62%	73%	69%
76	56%	60%		
77			100%	
79	86%	86%	80%	91%
91		66%		
97	71%	68%	64%	63%
461			64%	
3249		83%	81%	75%

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

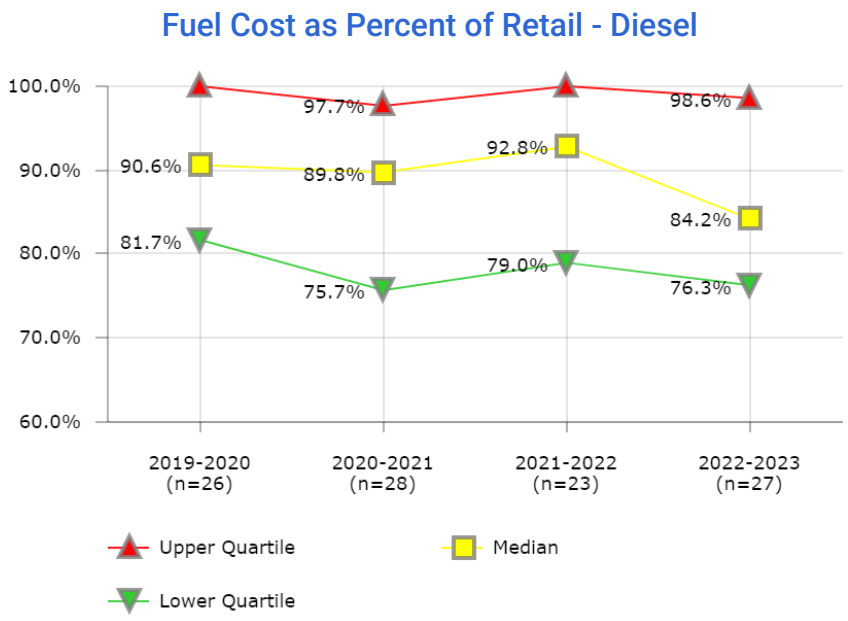
- District-managed or contractor transportation
- Tiered school bell times
- Transportation department input in proposed bell schedule changes
- Bus capacities
- District guidelines on maximum ride time
- District geography
- Minimum/shortened/staff development day scheduling
- Effectiveness of the routing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

Districts in Best Quartile (2022-2023)

- Boston Public Schools
- Charlotte-Mecklenburg Schools
- Clark County School District
- Fort Worth Independent School District
- Minneapolis Public Schools
- Palm Beach County School District
- Sacramento City Unified School District
- Shelby County School District
- St. Louis Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
1			1.92	3.72
3	6.75	5.62	6.00	
4	5.33	5.41	5.34	
5	4.20	4.48	3.42	2.92
7	7.05			
8	5.56	5.94	5.21	5.61
9	4.29	3.63	5.55	5.32
10	5.24	5.71	6.05	
11	0.64		0.86	0.89
12	6.52	5.44		
13	5.11	4.12	4.88	4.40
14	4.05	4.05	3.88	4.57
15		3.00		3.16
16		4.92	4.46	4.01
18	5.02	5.07		4.80
20		3.46	1.00	
21	1.90			
23	3.90	3.55	1.12	
24		2.94	4.39	1.00
25	2.00	1.00	2.00	2.00
26	5.44	2.20	4.84	4.79
27	5.80			
28	2.41	2.04		
30	7.67	4.39		
32	1.60	1.60		
35	4.14	4.46		2.00
37			4.20	3.38
39	5.61		3.19	2.21
40	3.72	1.00	1.00	4.78
41	4.42	4.74	3.68	2.63
44	4.06	3.77	3.95	3.97
46	1.39		1.76	2.14
47	6.21	6.04	3.38	
48	8.23	5.44		
49	5.85	5.31	1.10	0.98
50	3.71	4.59	3.56	
51	2.95			
52				4.83
53	2.22		2.19	2.33
54	3.75	3.34	3.93	
55		5.24	5.11	5.19
57	6.31	5.27	4.74	4.27
58			1.44	1.27
62		3.83	4.14	4.83
63	6.22	6.22	4.67	5.60
66	4.26	3.68	3.84	4.57
67		1.00	1.00	4.17
68		1.27	2.55	1.00
71	4.14	4.34	4.55	4.73
76	4.00	4.00		
77		3.00	4.08	
79	4.58	4.58	3.72	4.01
97	4.77	4.75	5.85	3.67
461			2.58	
3249		5.97	5.67	

TRANSPORTATION



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.

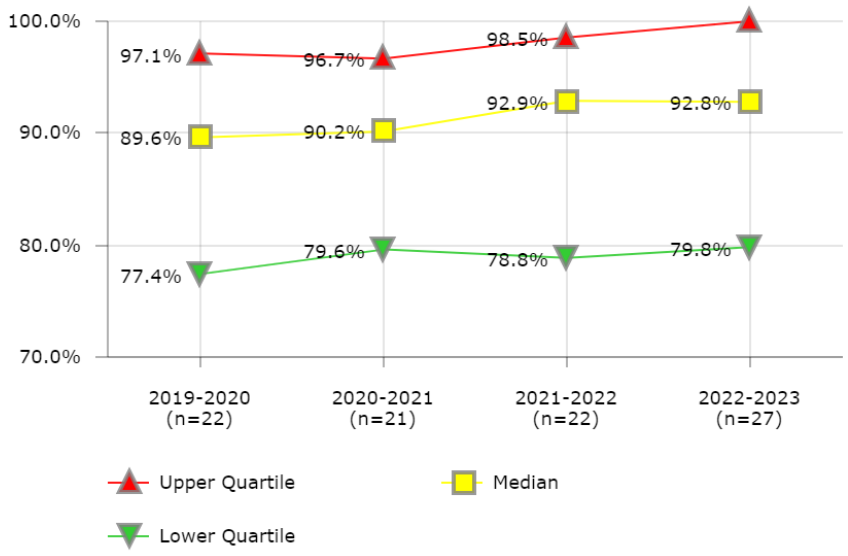
Districts in Best Quartile (2022-2023)

- Austin Independent School District
- Baltimore City Public Schools
- Dallas Independent School District
- Des Moines Public Schools
- Fayette County Public Schools
- Palm Beach County School District
- School District of Philadelphia

District	2019-2020	2020-2021	2021-2022	2022-2023
1				90.6%
3	92.0%	92.0%	79.0%	100.0%
4	88.7%	89.2%	100.0%	
7	73.9%	64.5%		82.5%
8	65.6%			75.7%
9	100.0%	100.0%		
12				74.0%
13	80.5%	75.5%	86.0%	79.0%
14	98.8%	95.3%	98.9%	98.2%
18	82.3%	75.9%		81.0%
21	98.9%			
24		100.0%	100.0%	100.0%
26	100.0%	100.0%	93.9%	
28		64.7%		79.2%
32	92.9%	92.0%	95.7%	99.5%
35	100.0%	68.1%		
37			75.0%	
39	53.8%	100.0%	100.0%	100.0%
41	100.0%	100.0%	100.0%	71.6%
44	92.9%	92.7%	95.7%	95.3%
46	74.0%			74.8%
47	86.4%	85.4%	84.6%	98.6%
48	94.1%	92.0%	95.6%	95.8%
49	100.0%	100.0%	100.0%	100.0%
51	100.0%			
53			90.0%	
55	56.8%		69.1%	81.9%
57	100.0%	100.0%	100.0%	100.0%
58			71.2%	76.3%
62		63.9%	79.3%	84.2%
66	81.7%	81.8%	77.8%	
67		68.6%	83.3%	82.9%
68		73.3%		
71	84.2%	80.5%	76.8%	73.2%
79	89.3%	92.3%		92.4%
91		87.0%		
97	85.2%	90.3%	92.8%	94.1%
3249		85.2%		70.6%

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.

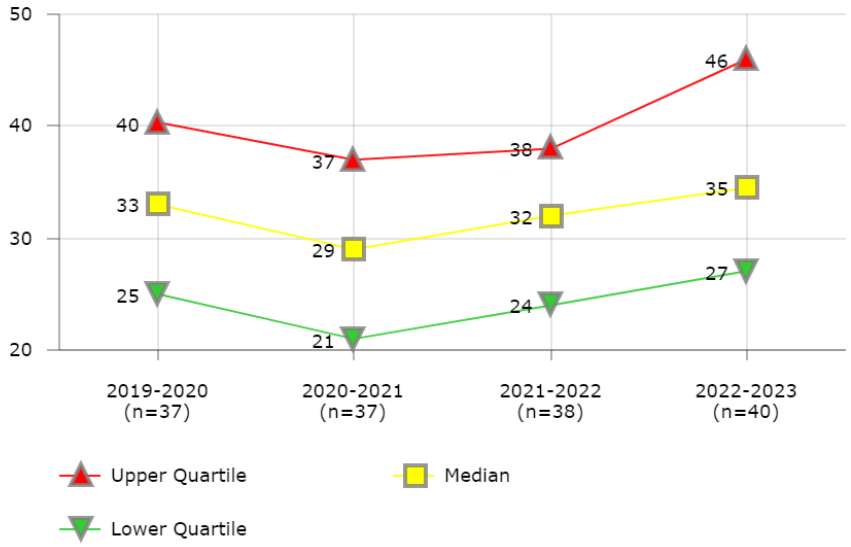
Districts in Best Quartile (2022-2023)

- Austin Independent School District
- Baltimore City Public Schools
- Broward County Public Schools
- Charlotte-Mecklenburg Schools
- Dallas Independent School District
- Los Angeles Unified School District
- Newark Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
1				97.6%
3			97.1%	100.0%
4		88.8%	100.0%	
5	100.0%	100.0%	100.0%	100.0%
7	91.5%	68.8%		92.5%
8	63.1%	79.7%		89.9%
9	64.2%	71.1%		
11	91.9%		92.5%	74.2%
13	82.0%	80.7%	88.5%	70.4%
14	97.5%	96.4%	98.5%	99.2%
16		79.6%	76.9%	80.3%
21	91.8%			
24		100.0%	100.0%	100.0%
25	81.9%			71.5%
28		74.6%		
32	91.4%	91.8%	94.8%	94.5%
35	97.1%			
37			82.5%	100.0%
39	65.9%	100.0%	100.0%	100.0%
41	100.0%	100.0%	71.0%	73.0%
46	87.3%			72.4%
47	85.0%	90.2%		
48	77.4%	92.3%	94.9%	95.6%
49			100.0%	100.0%
51	100.0%			
52	73.5%			
53	100.0%	100.0%	88.8%	
55	59.8%		71.8%	79.8%
57				100.0%
58			70.1%	
62			77.0%	80.0%
66	92.6%	71.1%		87.5%
67		79.4%	83.4%	83.4%
68			94.9%	95.4%
71	87.8%	82.2%	78.8%	76.8%
79			93.2%	92.8%
91		95.2%		
3249		96.7%		95.7%

TRANSPORTATION

Daily Ride Time - General Education



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

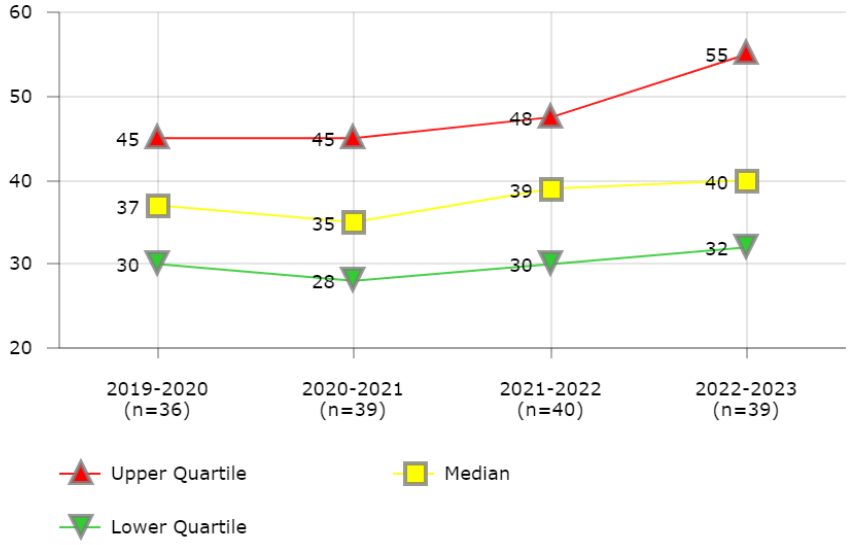
Districts in Best Quartile (2022-2023)

- Albuquerque Public Schools
- Arlington Independent School District
- Austin Independent School District
- Boston Public Schools
- Charlotte-Mecklenburg Schools
- Denver Public Schools
- Des Moines Public Schools
- Detroit Public Schools
- Hillsborough County Public Schools
- St. Louis Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
1				29
3	20	20	20	30
4	22	22	22	
5	32	17	15	
7	35			45
9	24	21	32	57
10	25	25	25	25
11	49		52	52
12				22
13	33	28	30	30
14	15	15	15	15
15				40
16		40	42	48
18	45	36		36
20			45	
21	58			
23	30	45	35	
24			21	47
25	40			50
26	33	33	38	27
28	40	40		50
30	50	45	42	38
32	30	30	40	40
35	45	45		60
37			24	25
39	90	90	90	90
40	60	60	60	60
41	32	32	33	33
44	39	37	38	39
46	40		24	44
47	23	21	32	27
48	15	12		
49	23	26	26	30
50	17	16		19
51	30			
52		19		
53	27	35	35	40
54	38	28	32	
55		15	15	15
57	55	55	55	55
58			56	31
62		20	25	45
63	35	35	35	24
66	34	33	33	37
67			30	30
68		22	15	15
71	22	21	19	20
76	45	45		
79	27	27	27	28
97	36	29	29	29
461			30	
3249		35	35	

TRANSPORTATION

Daily Ride Time - SWD



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

Districts in Best Quartile (2022-2023)

- Arlington Independent School District
- Austin Independent School District
- Boston Public Schools
- Des Moines Public Schools
- Detroit Public Schools
- Orange County Public School District
- Portland Public Schools
- Seattle Public Schools
- St. Louis Public Schools
- St. Paul Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
1				32
3	25	25	25	25
4	22	22	22	
5	47	20	24	22
7	60			45
9	18	19	27	48
10	30	30	30	
11	37		41	39
12				20
13	44	35	35	35
14	30	30	30	35
15				45
16		48	50	59
18	60	55		55
20			45	
21	45			
23	35	50	45	
24			22	43
25	40	30	40	
26	37	37	38	27
28	40	40		55
30	50	44	43	41
32	30	30	35	35
35	45	45		60
37			34	34
39	90	90	90	90
40	60	60	60	60
41	29	28		
44	66	51	71	65
46	32		71	54
47	37	46	54	59
48	32	21	25	32
49		37	37	37
50	26	24	29	30
51	30			
52		18		
53	35	45	50	50
54	37	34	35	
55		35	35	36
57	45	45	45	45
58			72	39
62		40	50	65
63	45	45	45	29
66	36	30	32	32
67		35	60	60
68		15	20	20
71	24	22	22	22
76	40	40		
79	40	40	40	40
97	40	42	40	40
461			45	
3249		30	30	

Human Resources

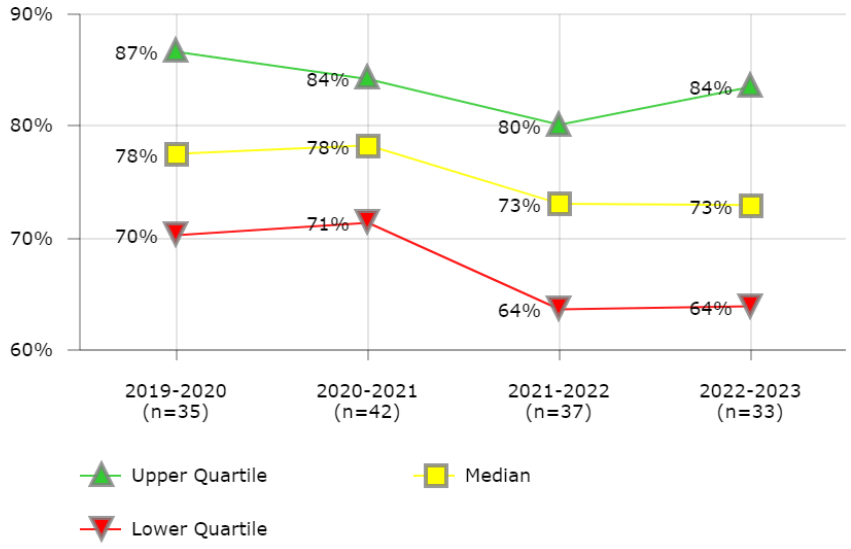
The measures in this section include such districtwide indicators as **Teacher Retention Rate** and **Employee Separation Rate**, as well as indicators that are focused more narrowly on the operation of the district's human resources department, such as **HR Cost per District FTE**, **HR Cost per $100k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

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

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

HUMAN RESOURCES

Teacher Retention - Remaining After 1 Year



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

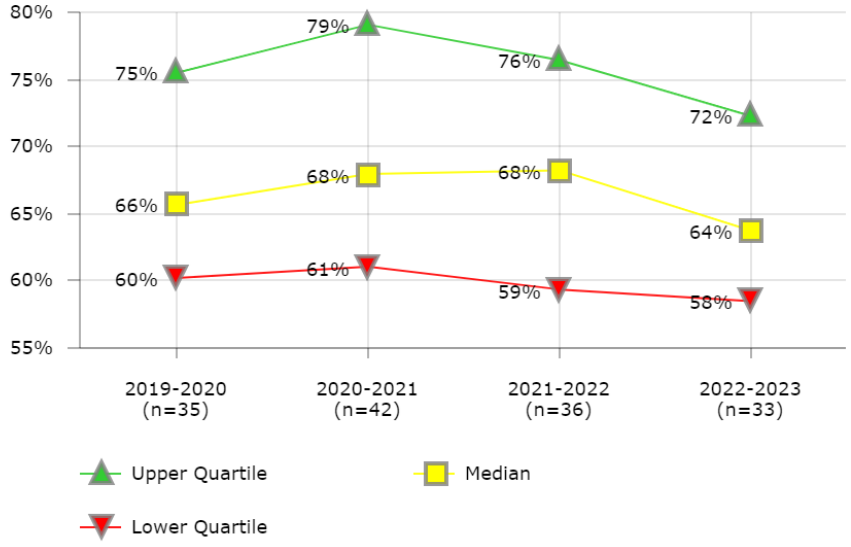
Districts in Best Quartile (2022-2023)

- Arlington Independent School District
- Boston Public Schools
- Clark County School District
- Cleveland Metropolitan School District
- East Baton Rouge Parish Public Schools
- Fresno Unified School District
- Jefferson County Public Schools (KY)
- Long Beach Unified School District
- Milwaukee Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
3	76%			
4	76%	75%	67%	
5	87%	79%	84%	79%
7	86%			65%
8	82%	86%	85%	
9	88%	82%	71%	94%
10	63%	66%	61%	63%
11			79%	
12	76%	76%	60%	63%
13		79%	90%	79%
15	96%	59%	64%	
16				72%
18	68%			72%
20	100%	76%	74%	63%
23	65%	68%	64%	
24		71%	88%	88%
26		81%	92%	95%
27	63%	66%		
28		78%		
30	78%	75%	80%	84%
32	84%	88%	73%	82%
35	87%	92%	82%	
37		81%		
39	77%	69%	77%	67%
40	74%	77%	72%	67%
41	78%	62%	57%	58%
44	65%	62%	68%	64%
45	77%			
46	70%	78%	90%	73%
47				75%
48	79%	78%	78%	63%
49	73%	71%	71%	73%
50	87%	77%	69%	61%
51	48%	71%	60%	60%
52	69%	79%	61%	
53	85%	93%	87%	90%
55			59%	
56				94%
57	91%	97%	72%	84%
58	68%		75%	76%
62		100%	61%	
63		52%		
66	82%	79%	76%	71%
67	102%	92%	95%	91%
68		84%	79%	85%
71	71%	77%	59%	63%
77		87%		
79		84%	62%	82%
91		81%		
97	79%	78%		
431	90%	88%		
3249		94%	73%	77%

HUMAN RESOURCES

Teacher Retention - Remaining After 2 Years



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

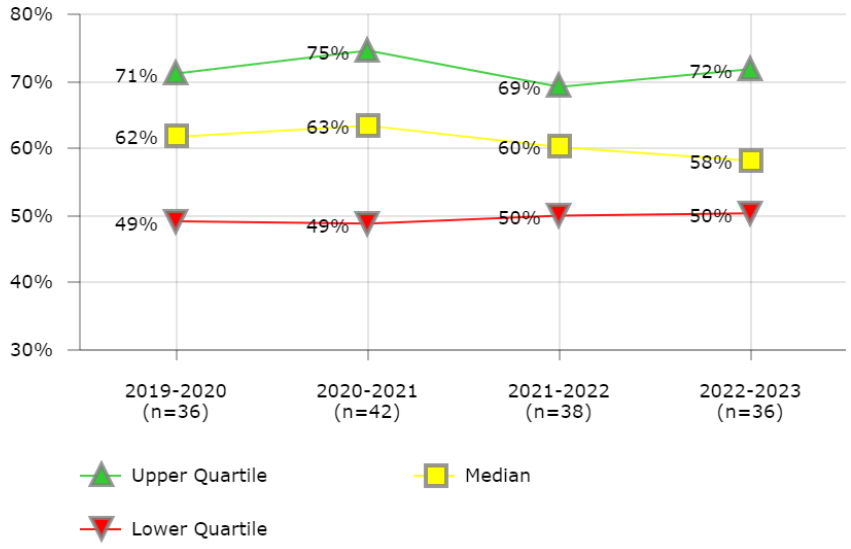
Districts in Best Quartile (2022-2023)

- Boston Public Schools
- Cleveland Metropolitan School District
- East Baton Rouge Parish Public Schools
- Fort Worth Independent School District
- Fresno Unified School District
- Houston Independent School District
- Jefferson County Public Schools (KY)
- Long Beach Unified School District
- Miami-Dade County Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
3	67%			
4	66%	67%	65%	
5	92%	81%	73%	67%
7	79%			57%
8	73%	69%	73%	70%
9	79%	77%	65%	65%
10	54%	57%	55%	
11			74%	
12	65%	67%	56%	59%
13		71%	75%	68%
15	63%	62%	80%	64%
16				64%
18	60%			61%
20	100%	70%	59%	59%
23	47%	53%	54%	
24		59%	83%	83%
26		73%	83%	78%
27	55%	52%		
28		58%		
29	61%			
30	65%	65%	68%	68%
32	73%	77%	63%	88%
35	77%	90%	75%	
37		57%		
39	79%	77%	69%	77%
40	92%	97%	77%	72%
41	63%	65%	49%	49%
44	49%	49%	55%	53%
45	73%			
46	51%	60%	76%	54%
47				63%
48	75%	79%	78%	52%
49	59%	61%	60%	56%
50		66%	77%	52%
51	55%	82%		
52	61%	61%	67%	
53	75%	80%	79%	75%
55			50%	
56				92%
57	71%	91%	92%	82%
58	59%		66%	58%
62		79%	57%	
63		44%		
66	71%	72%	67%	59%
67	75%	86%	88%	85%
68		98%	76%	68%
71	61%	58%	48%	51%
77		72%		
79		66%	71%	62%
91		67%		
97	63%	67%		
431	92%	87%		
3249		89%	62%	60%

HUMAN RESOURCES

Teacher Retention - Remaining After 3 Years



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

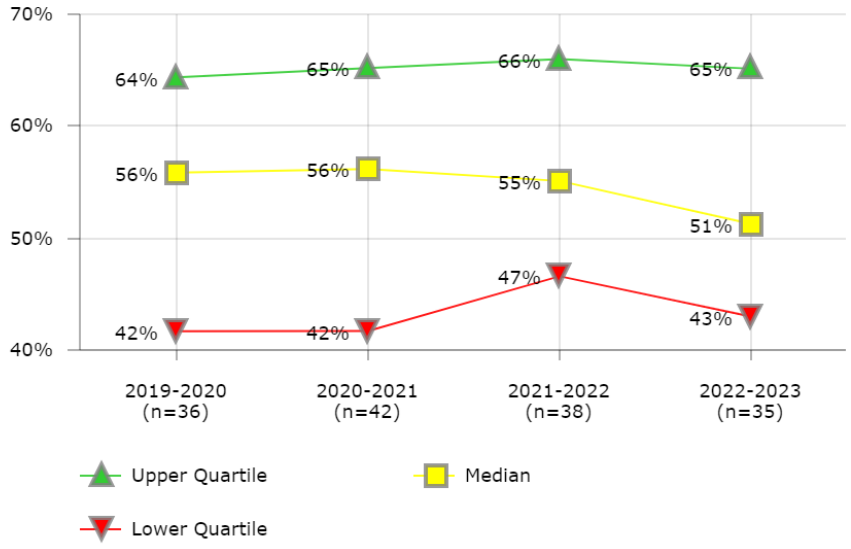
Districts in Best Quartile (2022-2023)

- Boston Public Schools
- Cincinnati Public Schools
- Cleveland Metropolitan School District
- Fort Worth Independent School District
- Fresno Unified School District
- Houston Independent School District
- Jackson Public School District (MS)
- Long Beach Unified School District
- Toledo Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
3	59%			
4	63%	61%	61%	
5	76%	76%	75%	70%
7	63%			50%
8	56%	64%	58%	60%
9	68%	72%	62%	59%
10	45%	48%	50%	44%
11			71%	
12	51%	59%	56%	54%
13		63%	66%	56%
15	88%	100%	65%	80%
16				64%
18	49%			35%
20	62%	67%	57%	94%
23	40%	44%	44%	
24		49%	66%	66%
26		65%	74%	73%
27	48%	47%		
28		46%		
29	65%			
30	50%	57%	61%	57%
32	66%	66%	49%	58%
35	70%	95%	73%	
37		49%		
39	79%	79%	77%	94%
40	73%	95%	97%	77%
41	50%	40%	43%	43%
44	40%	39%	45%	44%
45	73%			
46	45%	45%	63%	51%
47				48%
48	74%	75%	79%	46%
49	49%	47%	50%	52%
50	73%	56%	66%	44%
51	34%	83%	34%	66%
52	49%	55%	50%	51%
53	67%	73%	69%	69%
55			42%	
56				83%
57	61%	71%	68%	88%
58	55%		58%	53%
62		69%	55%	
63		32%	34%	
66	63%	60%	60%	56%
67	76%	76%	74%	85%
68		86%	84%	61%
71	49%	52%	38%	43%
77		65%		
79		63%	58%	73%
91		66%		
97	51%	55%		
431	94%	96%		
3249		84%	56%	60%

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

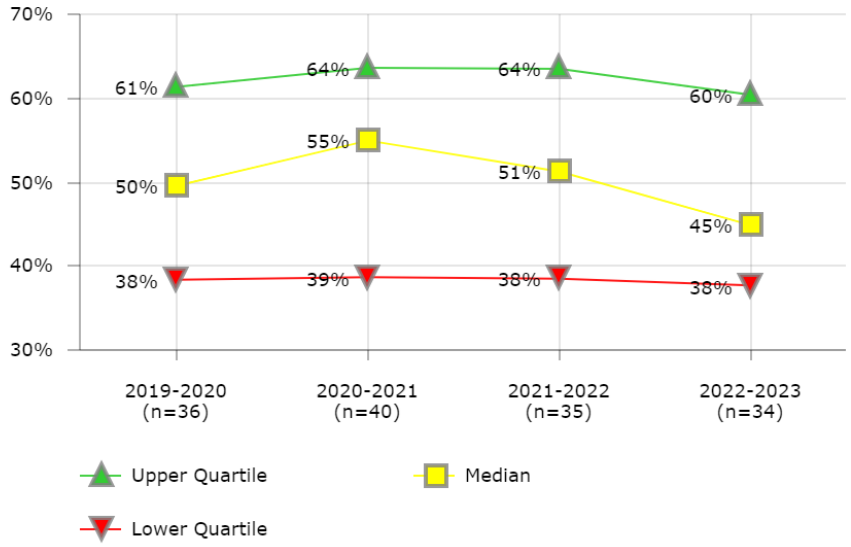
Districts in Best Quartile (2022-2023)

- Boston Public Schools
- Cincinnati Public Schools
- Cleveland Metropolitan School District
- East Baton Rouge Parish Public Schools
- Fresno Unified School District
- Houston Independent School District
- Jackson Public School District (MS)
- Long Beach Unified School District
- Portland Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
3	48%			
4	59%	57%	52%	
5	74%	71%	69%	66%
7	63%			47%
8	54%	51%	55%	49%
9	59%	73%	59%	55%
10	42%	40%	44%	43%
11			66%	
12	49%	45%	48%	55%
13		59%	56%	56%
15	85%	20%	83%	65%
16				45%
18	36%			34%
20	58%	63%	58%	84%
23	32%	38%	37%	
24		38%	81%	81%
26		54%	66%	66%
27	42%	41%		
28		32%		
29	61%			
30	46%	49%	51%	50%
32	60%	63%	51%	52%
35	69%	97%	65%	
37		43%		
39	63%	79%	79%	90%
40	62%	92%	95%	
41	40%	36%	43%	38%
44	36%	33%	37%	39%
45	68%			
46	35%	40%	50%	44%
47				48%
48	75%	74%	75%	41%
49	44%	42%	43%	43%
50	37%	48%	56%	43%
51	28%	83%	33%	33%
52	40%	45%	47%	40%
53	65%	65%	66%	62%
55			39%	
56				80%
57	60%	61%	69%	71%
58	54%		52%	56%
62		59%	55%	
63		28%	20%	
66	65%	55%	51%	51%
67	66%	64%	72%	69%
68		86%	77%	58%
71	42%	42%	34%	35%
77		60%		
79		63%	56%	59%
91		57%		
97	48%	45%		
431	92%	92%		
3249		80%	47%	50%

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

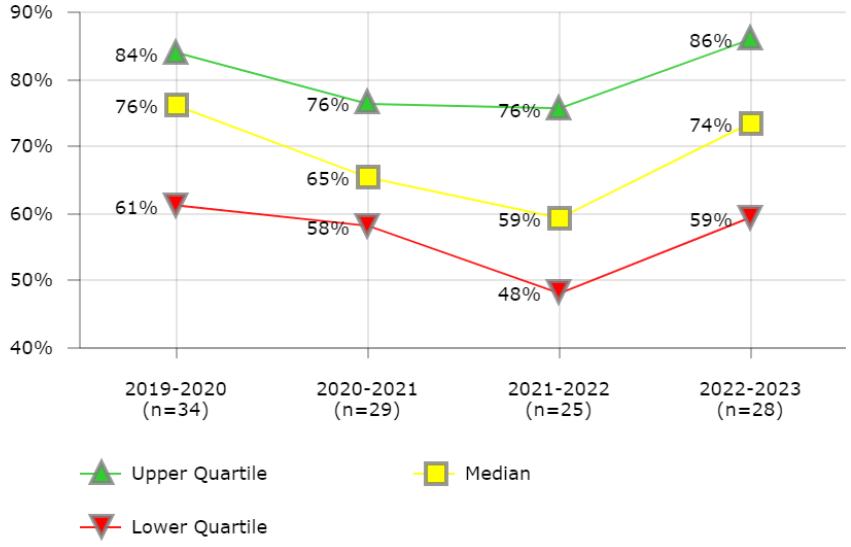
Districts in Best Quartile (2022-2023)

- Boston Public Schools
- Cincinnati Public Schools
- Cleveland Metropolitan School District
- East Baton Rouge Parish Public Schools
- Fresno Unified School District
- Houston Independent School District
- Jackson Public School District (MS)
- Long Beach Unified School District
- Portland Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
3	52%			
4	49%	53%	51%	
5	80%	67%	66%	60%
7	59%			49%
8	48%	49%	45%	43%
9	53%	80%	47%	49%
10	38%	36%	36%	38%
11			64%	
12	50%	39%	36%	46%
13		57%	52%	46%
15	89%			83%
16				42%
18	47%			32%
20	51%		64%	88%
23	30%	32%	32%	
24		40%	85%	85%
26		61%	61%	61%
27	32%	39%		
28		30%		
29	74%			
30	46%	45%	46%	44%
32	49%	60%	54%	44%
35	71%	97%	64%	
37		39%		
39	51%	63%	79%	77%
40	64%	73%	92%	
41	35%	32%	29%	37%
44	34%	31%	31%	30%
45	59%			
46	34%	29%	42%	38%
47				37%
48	75%	75%	74%	38%
49	38%	37%	37%	37%
50	46%	44%	48%	42%
51	24%	42%		
52	36%	38%	38%	38%
53	64%	64%	58%	59%
55			35%	
56				82%
57	47%	60%	58%	61%
58	49%		49%	48%
62		63%	52%	
63		29%		
66	59%	59%	46%	40%
67	64%	63%	66%	68%
68		85%	89%	48%
71	34%	37%	31%	31%
77		56%		
79		66%	58%	57%
91		62%		
97	50%	41%		
431	97%	93%		
3249		75%	45%	43%

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

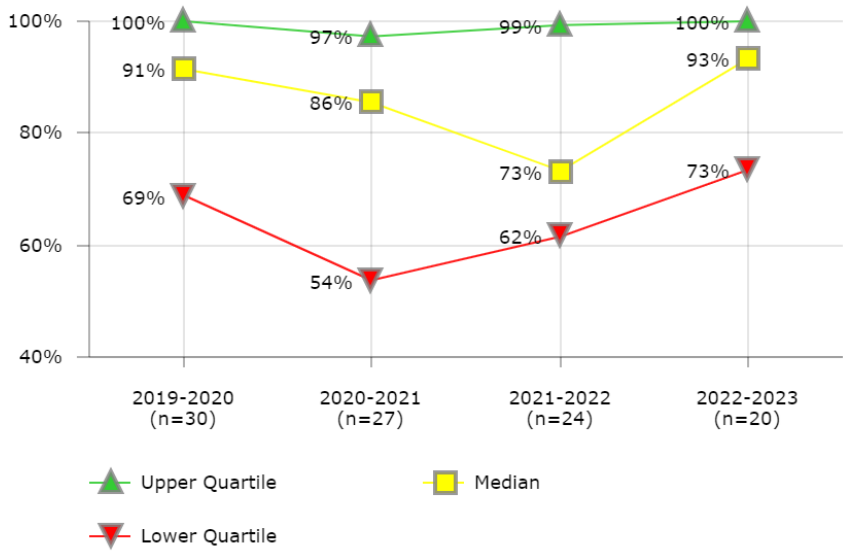
Districts in Best Quartile (2022-2023)

- Long Beach Unified School District
- Miami-Dade County Public Schools
- Palm Beach County School District
- Portland Public Schools
- Sacramento City Unified School District
- San Diego Unified School District
- Shelby County School District

District	2019-2020	2020-2021	2021-2022	2022-2023
3	84%			
4	76%	58%	47%	
5	92%	94%	78%	89%
7	92%			64%
8	96%	96%	96%	96%
9	82%	65%	76%	52%
10	80%	61%	59%	76%
12	84%	78%	60%	61%
13		38%	46%	68%
16				86%
18				100%
23	81%	79%	82%	
24				63%
27	82%	76%		
29	55%			
30	56%	54%		
32	33%			98%
35	63%	64%	50%	
37		101%		
39	65%	61%	57%	81%
40	76%	54%	39%	51%
41	76%	63%	51%	57%
44	88%	69%	67%	83%
45	75%			
46	56%		43%	56%
48	88%	49%	78%	83%
49	61%			
50	32%			
51	50%	65%	54%	73%
52	60%	68%	56%	70%
53	96%	82%	96%	66%
54	73%			
55			42%	
56				100%
57				54%
58	62%		44%	58%
62		70%	63%	92%
66	51%	56%	48%	53%
67	98%	93%	92%	
68		51%		
71	80%	55%		74%
79	71%	75%	68%	76%
97	82%	71%		
431	83%	59%		
3249		75%	75%	86%

HUMAN RESOURCES

Substitute Placements With a BA/BS or Higher



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

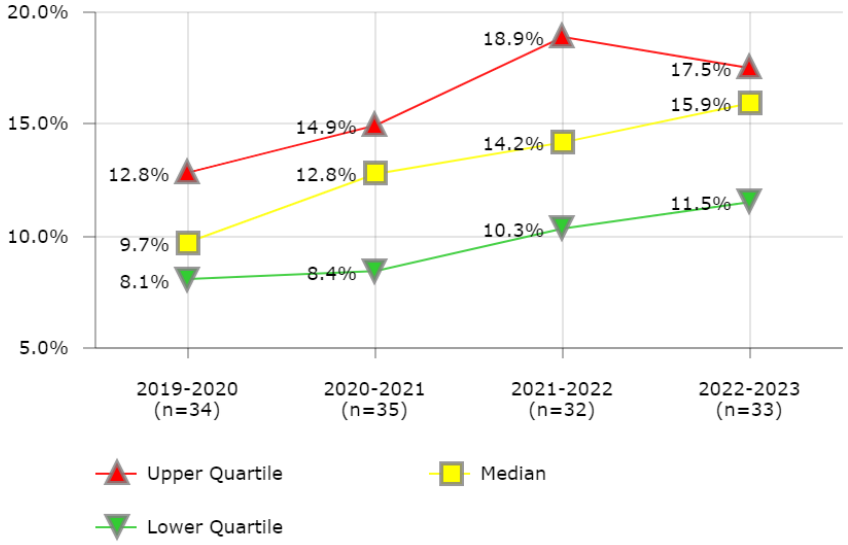
Districts in Best Quartile (2022-2023)

- Anchorage School District
- Long Beach Unified School District
- Milwaukee Public Schools
- Minneapolis Public Schools
- Portland Public Schools
- Sacramento City Unified School District
- San Diego Unified School District

District	2019-2020	2020-2021	2021-2022	2022-2023
3	100%			
5	100%	100%	100%	100%
7	100%			100%
9	60%	77%	69%	
10	77%	81%	72%	64%
11			100%	
12	100%	95%	94%	89%
13		72%	34%	
16				100%
23		95%		
24		3%	2%	70%
27	58%	54%		
28		48%		
29	108%			
30	100%	2%	2%	100%
32	69%	72%	74%	
35	100%	100%	100%	
37		69%		
39	94%	97%	69%	91%
40	79%	1%	3%	
41	69%		65%	67%
44	86%	87%	85%	78%
45	100%			
46	65%		79%	81%
48	84%	88%	73%	65%
49	53%			
50	84%	88%	85%	95%
51	4%		64%	34%
52	100%	100%	100%	100%
54	100%			
55			2%	
56				31198%
58	100%		100%	99%
62		3%	100%	100%
66	100%	96%		
67	100%	100%	99%	99%
68		3%		
71	89%	86%		
79	100%	98%		77%
97	3%			
431	47%	100%		
3249		59%	59%	

HUMAN RESOURCES

Employee Separation Rate



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

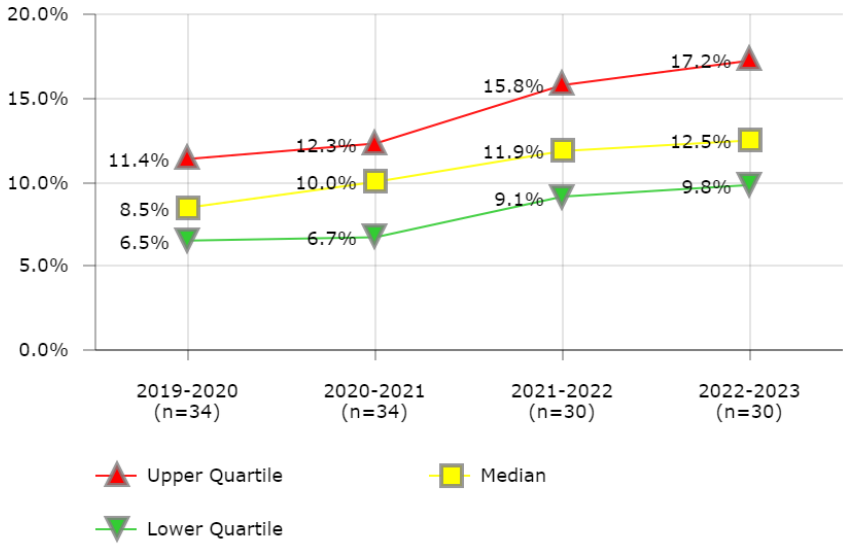
Districts in Best Quartile (2022-2023)

- Boston Public Schools
- Broward County Public Schools
- Cincinnati Public Schools
- Clark County School District
- Fayette County Public Schools
- Fresno Unified School District
- Miami-Dade County Public Schools
- Palm Beach County School District
- Toledo Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
3	9.7%			
4	9.6%	11.5%		
5	8.8%	10.2%	15.0%	16.1%
7	11.6%			16.1%
8	8.5%	12.8%	15.1%	11.5%
9	9.3%	11.1%	13.2%	7.6%
10	9.8%			16.0%
12	9.8%	8.7%	12.9%	17.0%
13			4.1%	11.4%
15		1.3%	7.9%	13.5%
16				15.9%
18	9.0%	16.5%		16.2%
20		9.4%		8.2%
23	10.1%	8.9%	14.6%	
24		13.1%	12.8%	18.9%
26			8.9%	9.2%
27	10.9%	13.0%		
30	11.9%	10.2%	15.5%	13.0%
32	6.9%	8.4%	11.4%	10.0%
35	5.1%	7.6%	8.8%	
37		17.5%		
39	20.0%	23.5%	22.7%	21.2%
40	13.8%	14.3%	18.9%	18.4%
41	14.6%	14.7%	15.5%	17.2%
44	13.7%	15.6%	18.9%	16.5%
45	6.5%			
46	11.9%		13.0%	12.6%
48	7.4%	6.5%	18.4%	19.1%
49	12.8%	13.6%	20.0%	21.4%
50	16.2%	14.2%	18.1%	24.1%
51	8.1%	13.7%		
52	13.5%	15.0%	19.5%	18.0%
53	12.9%	8.3%	12.3%	13.2%
54	7.0%			
57	7.5%	4.7%	10.0%	18.5%
58	9.7%		13.7%	17.5%
62		6.7%	10.7%	12.8%
63		26.9%	24.6%	
66	17.5%	18.7%	21.3%	
67	5.2%	6.3%	7.5%	7.4%
68		14.9%	23.9%	14.9%
71	12.1%	15.6%	22.8%	14.3%
79	5.9%	5.2%	7.4%	8.2%
97	9.3%	13.1%		
3249		9.5%	7.3%	8.4%

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

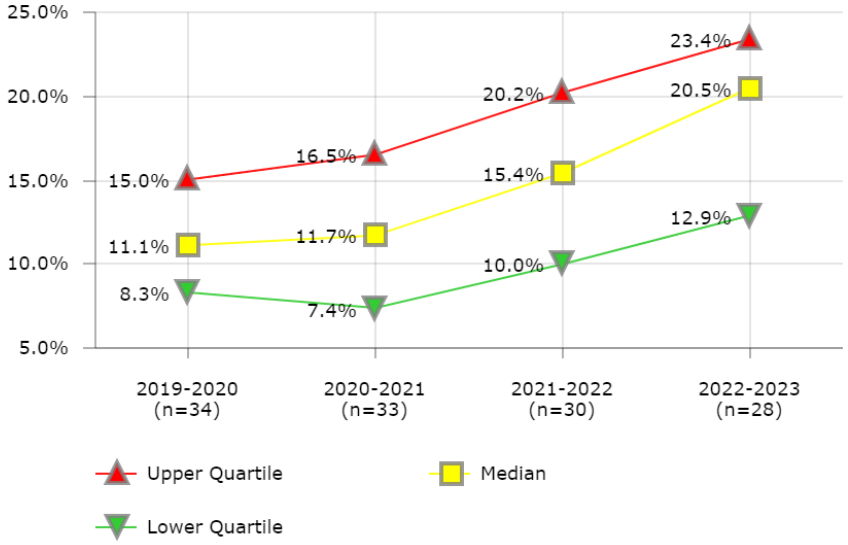
Districts in Best Quartile (2022-2023)

- Broward County Public Schools
- Cleveland Metropolitan School District
- Fayette County Public Schools
- Fresno Unified School District
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- Sacramento City Unified School District
- Toledo Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
3	6.5%			
4	8.3%	10.0%	11.5%	
5	7.1%	7.3%	9.1%	11.6%
7	9.0%			12.4%
8	6.2%	10.8%	12.9%	11.0%
9	7.9%	10.2%	13.1%	
10	9.7%			15.7%
12	6.3%	7.9%	9.7%	10.1%
13			7.7%	9.7%
15		0.9%	6.1%	6.6%
16				12.5%
18	8.4%	5.3%		13.8%
20		6.7%		
23	12.6%	10.3%	16.1%	
24		14.8%	15.3%	24.1%
26			9.7%	10.6%
27	11.3%	12.3%		
30	9.5%	7.7%	12.2%	10.3%
32	6.2%	7.6%	9.3%	
35	2.7%	4.9%	5.4%	
37		11.5%		
39	16.3%	20.6%		18.7%
40	14.1%	13.0%		16.9%
41	14.1%	13.4%	15.8%	20.1%
44	12.9%	15.3%	20.2%	17.2%
45	5.3%			
46	9.5%		14.0%	13.7%
48	7.8%	6.1%	16.0%	19.4%
49	13.5%	12.0%	19.6%	19.4%
50	12.7%	8.7%	14.2%	19.3%
51	14.8%	6.6%		
52	8.7%	10.9%	18.2%	18.7%
53	7.0%	3.4%	9.6%	8.8%
54	6.5%			
57	4.8%	3.6%	6.1%	9.8%
58	8.3%		11.4%	11.9%
62			10.1%	9.3%
63		13.8%		
66	9.4%	10.0%	15.3%	
67	5.6%	6.7%	4.8%	6.3%
68		14.3%	19.2%	13.7%
71	11.4%	16.3%	24.9%	16.1%
79	4.9%	4.9%	7.3%	8.8%
97	8.6%	11.3%		
3249		8.6%	8.6%	6.5%

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

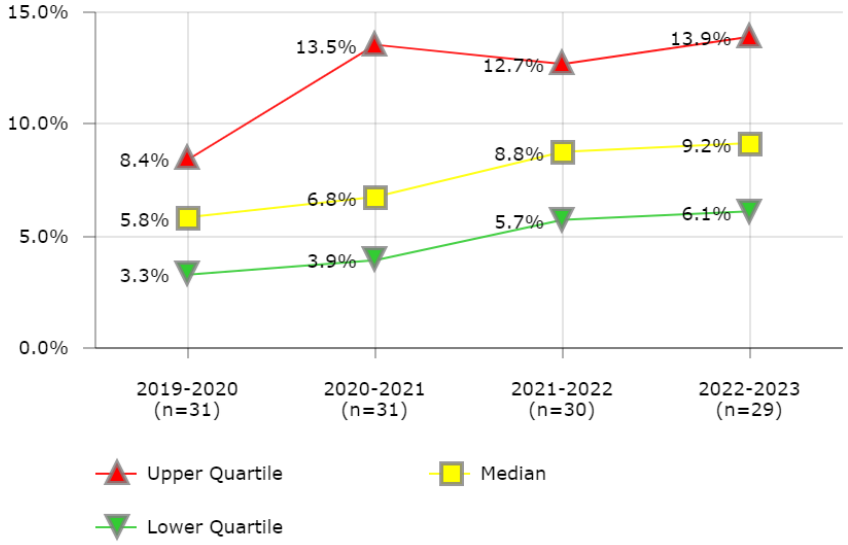
Districts in Best Quartile (2022-2023)

- Baltimore City Public Schools
- Boston Public Schools
- Broward County Public Schools
- Cincinnati Public Schools
- Cleveland Metropolitan School District
- Duval County Public Schools
- East Baton Rouge Parish Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
3	19.5%			
4	7.0%	5.6%	9.2%	
5	1.5%	8.6%		
7	21.6%			
8	14.8%		15.8%	16.4%
9	21.6%	23.0%	20.3%	
10	14.1%			17.7%
12	16.3%	10.2%	8.8%	28.7%
13			6.5%	5.2%
15		2.1%	29.9%	21.1%
16				24.4%
18	13.1%	2.1%		23.7%
20		16.8%		11.5%
23	15.0%	8.4%	16.5%	
24		5.7%	2.5%	4.7%
26			11.6%	12.6%
27	9.1%	16.0%		
30	12.7%	12.3%	18.3%	15.9%
32	8.5%	12.1%	12.3%	23.1%
35	12.7%	8.6%	9.2%	
37		9.3%		
39	23.1%	34.1%		
40	8.5%	5.3%	21.0%	21.2%
41	10.8%	17.2%	18.7%	20.3%
44	8.5%	8.6%	13.6%	11.3%
45	8.3%			
46	6.8%		7.9%	8.6%
48	6.0%	3.8%	10.2%	21.3%
49	10.8%	13.2%	24.7%	27.8%
50	14.8%	14.8%	19.9%	20.1%
51	6.5%	13.4%		
52	20.8%	22.9%	31.8%	24.0%
53	26.4%	11.7%		28.3%
54	6.2%			
57	6.2%	5.1%	13.8%	7.7%
58	11.2%		15.1%	20.7%
62		6.6%	17.7%	21.5%
63		10.3%	33.3%	
66	24.2%		29.7%	
67	6.7%	7.4%	10.0%	13.2%
68		23.1%	10.7%	21.5%
71	14.4%	18.4%	20.2%	14.0%
79	11.0%	19.7%	7.3%	
97	10.1%	14.4%		
3249		16.5%	16.5%	32.5%

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

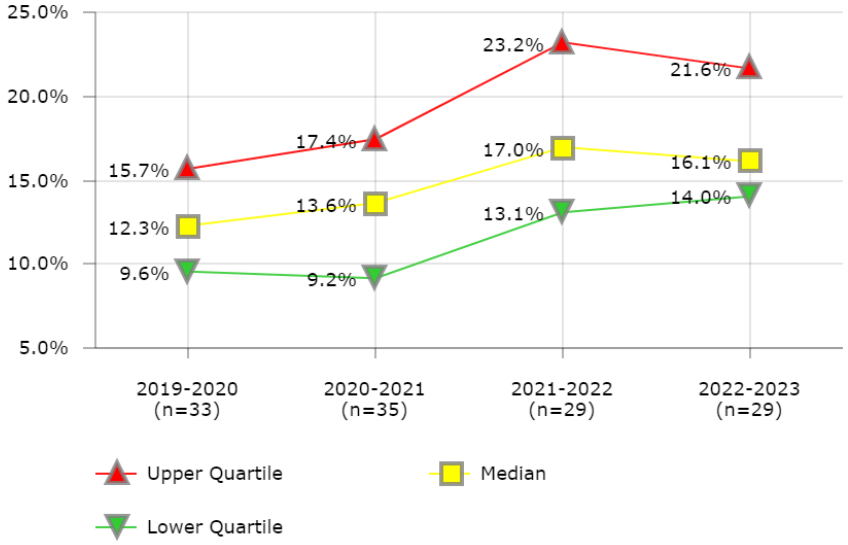
Districts in Best Quartile (2022-2023)

- East Baton Rouge Parish Public Schools
- Fresno Unified School District
- Jackson Public School District (MS)
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Palm Beach County School District
- San Diego Unified School District
- Toledo Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
3	11.6%			
4	8.4%	7.4%	9.6%	
5	1.5%	14.4%	13.2%	13.3%
7	8.4%			16.5%
8	4.3%	6.4%	4.5%	5.0%
9	6.7%	9.4%	6.7%	6.5%
10				23.1%
12	5.8%	5.5%	5.7%	13.9%
13				6.1%
15			4.2%	2.3%
16				3.2%
18	3.3%			25.2%
20		21.1%		6.5%
23	0.3%	1.7%	5.2%	
24		16.8%	10.2%	3.3%
26			8.0%	6.9%
27	18.4%	10.2%		
30	7.7%	5.9%	6.8%	4.8%
32	3.8%	4.4%	5.4%	1.2%
35	17.1%	3.1%	5.8%	
37		16.7%		
39	19.3%	14.2%		15.8%
40	14.9%		14.9%	
41			6.6%	13.7%
44	5.8%	3.0%	9.5%	9.7%
45	2.2%			
46	4.5%		9.8%	9.2%
48	3.2%	1.2%	9.0%	6.2%
49	8.3%	9.8%	11.4%	15.6%
50	9.4%	7.7%	9.3%	6.6%
51	4.5%	1.8%		
52	3.7%	6.8%	14.1%	14.5%
53	14.1%	16.5%	12.7%	9.8%
54	5.9%			
57	5.6%	6.1%	8.5%	
58	7.5%		17.2%	
62		8.3%	12.7%	14.3%
63		16.7%	16.8%	
66		0.6%	2.4%	
67	2.1%	1.8%	7.9%	6.1%
68		13.5%		9.8%
71	8.2%	11.5%	25.1%	11.0%
79	1.1%	3.9%	2.5%	4.7%
97	2.9%	5.2%		
3249		5.3%	0.6%	

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

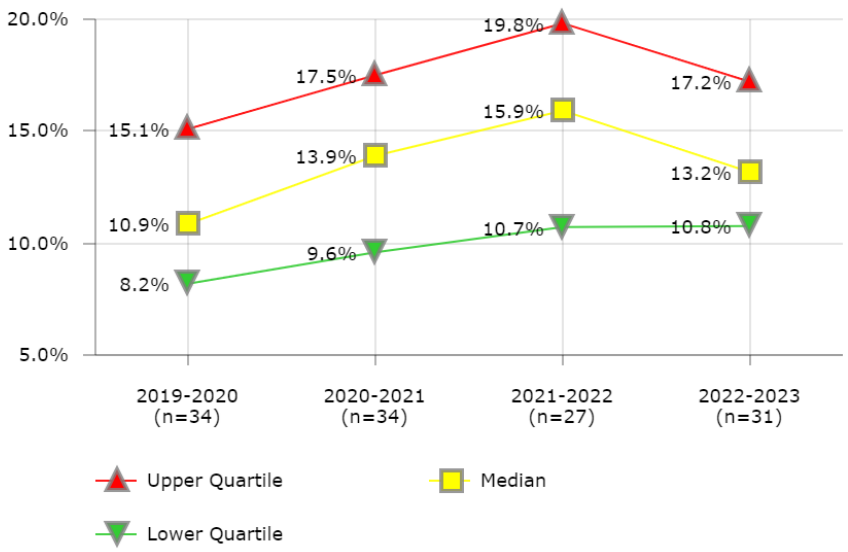
Districts in Best Quartile (2022-2023)

- Austin Independent School District
- Boston Public Schools
- Cincinnati Public Schools
- Clark County School District
- Dallas Independent School District
- Fayette County Public Schools
- Houston Independent School District
- Palm Beach County School District

District	2019-2020	2020-2021	2021-2022	2022-2023
3	12.3%			
4	12.7%	16.1%	18.0%	
5		41.2%	14.0%	15.2%
7	15.7%			16.9%
8	13.7%	17.4%	20.3%	14.0%
9	9.6%	11.5%	16.5%	10.6%
10	10.8%			18.1%
12	13.1%	9.0%	29.4%	34.3%
13				14.8%
15		2.5%	5.9%	
16				24.6%
18	9.9%	2.4%		46.8%
20		1.4%		11.4%
23	6.1%	6.8%	13.7%	
24		13.6%		
26			5.2%	6.9%
27	12.2%	15.4%		
30	17.0%	14.6%	23.2%	16.1%
32	7.7%	9.2%	13.9%	24.0%
35	8.5%	11.8%	9.5%	
37		30.5%		
39	22.3%	15.3%	13.4%	12.3%
40	4.4%	32.9%	17.1%	14.3%
41	10.8%	12.8%	40.4%	13.9%
44	17.9%	22.9%	20.4%	18.1%
45	7.9%			
46	24.4%		9.4%	18.1%
48	9.9%	16.2%	31.6%	23.8%
49	14.4%	20.8%	22.9%	21.6%
50	12.9%	13.5%	16.8%	14.6%
51	6.0%	10.9%		17.3%
52	19.3%	21.4%	30.2%	25.4%
53	17.7%	13.8%	33.7%	19.0%
54	7.0%			
57	14.9%	6.0%	17.3%	
58	27.1%			
62		14.6%	7.2%	15.0%
63		34.2%	32.2%	
66	34.7%	30.8%	34.4%	
67	3.6%	4.2%	6.9%	
68		11.1%		22.0%
71	12.6%	9.3%	17.0%	11.8%
79	9.7%	5.4%	9.3%	14.2%
97	10.0%	14.6%		
3249		13.1%	13.1%	8.2%

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

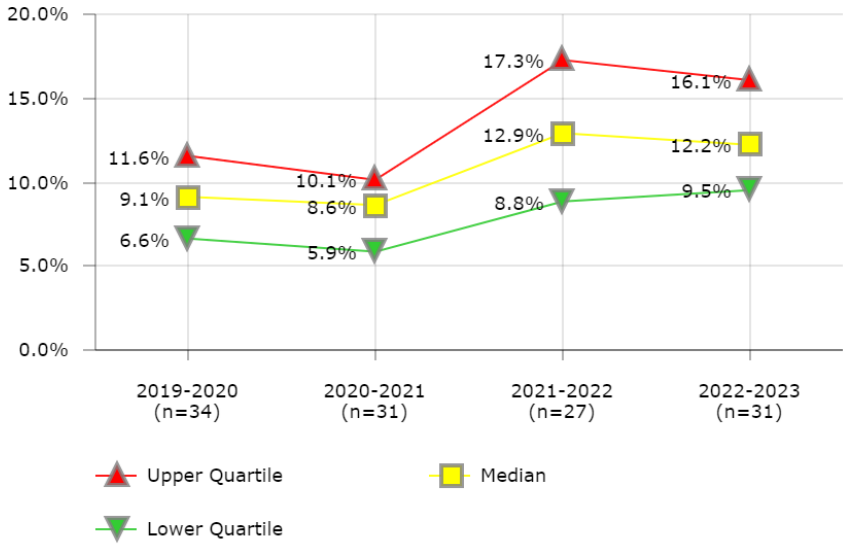
Districts in Best Quartile (2022-2023)

- Arlington Independent School District
- Boston Public Schools
- East Baton Rouge Parish Public Schools
- Jefferson County Public Schools (KY)
- Minneapolis Public Schools
- San Diego Unified School District
- Shelby County School District
- Toledo Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
3	8.2%			
4	10.5%	10.9%		
5	4.9%	16.7%	22.8%	13.5%
7	10.0%			17.2%
8	11.0%	15.3%	19.8%	11.6%
9	10.6%	10.6%	12.3%	13.5%
10	8.2%			12.4%
12	25.9%	14.6%	24.1%	30.9%
13				16.7%
15		0.7%		20.0%
16				9.8%
18	11.4%			3.7%
20		8.7%		21.9%
23	6.2%	18.3%	13.6%	
24		13.0%	10.7%	9.2%
26			3.8%	6.3%
27	10.7%	13.8%		
30	14.4%	5.7%	6.7%	12.7%
32	8.9%	11.6%	17.8%	21.5%
35	0.9%	11.7%	18.1%	
37		36.3%		
39	37.1%	45.5%	17.3%	31.2%
40	38.4%	15.4%	15.5%	32.6%
41	15.1%	14.6%	16.1%	12.0%
44	18.8%	13.3%	14.3%	15.4%
45	9.6%			
46	40.5%			13.2%
48	6.0%	2.7%	21.8%	14.8%
49	13.6%	15.6%	19.7%	35.4%
50	37.3%	37.1%	39.8%	
51	0.7%	30.3%		15.6%
52	22.1%	17.5%	9.0%	7.4%
53	15.1%	9.3%	1.2%	10.5%
54	10.5%			
57	11.8%	5.6%	14.8%	
58	3.4%			
62		9.6%	11.6%	16.1%
63		43.0%	18.0%	
66	30.5%	38.0%	29.2%	
67	6.6%	11.1%	15.9%	10.9%
68		16.7%		10.3%
71	11.3%	14.0%	21.6%	10.8%
79	2.9%	5.4%	9.2%	10.8%
97	11.7%	18.6%		
3249		7.2%	7.2%	12.9%

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

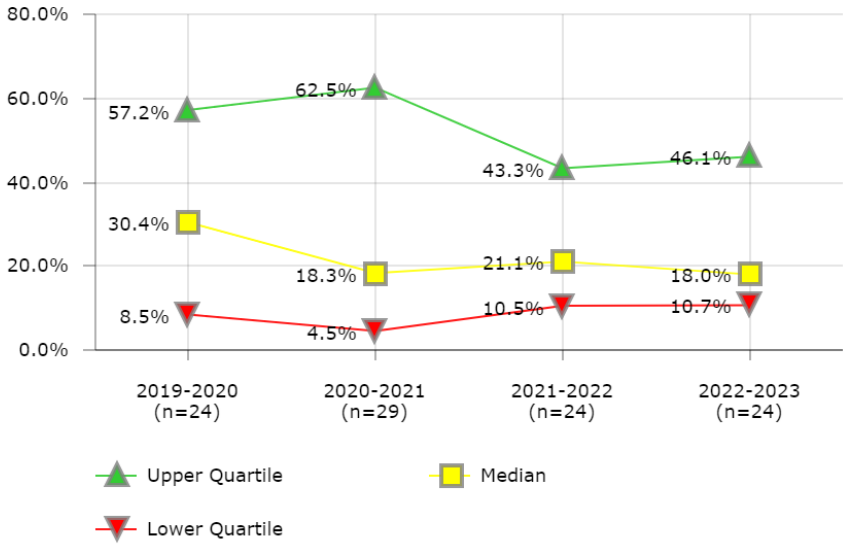
Districts in Best Quartile (2022-2023)

- Arlington Independent School District
- Boston Public Schools
- Cincinnati Public Schools
- Fayette County Public Schools
- Jackson Public School District (MS)
- Orange County Public School District
- Palm Beach County School District
- Toledo Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
3	9.3%			
4	7.8%	6.5%	9.5%	
5	1.2%	7.3%	12.9%	12.2%
7	8.7%			15.8%
8	6.1%	10.1%	11.3%	6.9%
9	2.6%	3.8%	3.3%	20.8%
10	13.5%			13.7%
12	8.9%	9.0%	8.0%	11.2%
13				13.6%
15		1.2%	3.9%	5.4%
18	9.4%	10.0%		15.5%
20				8.3%
23	6.9%	5.6%	19.6%	
24		7.6%	17.7%	11.0%
26			8.8%	4.8%
27	8.5%	6.9%		
30	9.2%	8.6%	12.9%	23.5%
32	6.6%	7.3%	14.2%	10.7%
35	2.2%	9.1%	8.8%	
37		13.7%		
39	13.1%	16.0%		12.7%
40	17.5%	8.9%	17.4%	9.7%
41	11.6%	7.2%	11.5%	14.7%
44	8.3%	10.0%	16.6%	12.0%
45	9.0%			
46	12.1%			12.2%
48	4.3%	1.9%	14.3%	9.5%
49	17.8%	13.9%		18.4%
50	10.6%	12.2%	19.7%	
51	0.6%			21.3%
52	14.9%	16.4%	17.6%	19.5%
53	10.7%	21.5%	14.7%	16.9%
54	11.3%			
57	10.0%	7.4%	11.3%	
58	14.7%		14.7%	17.4%
62		5.9%	17.3%	16.1%
66	10.4%	8.6%	10.1%	
67	4.3%	4.4%	14.2%	11.0%
68		15.5%		9.1%
71	14.1%		26.3%	14.4%
79	4.6%	2.9%	6.3%	9.2%
97	7.6%	9.0%		
3249		5.6%	5.7%	6.0%

HUMAN RESOURCES

Exit Interview Completion Rate



Description of Calculation

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

Importance of Measure

Exit interviews can provide important insight into problems and patterns.

Factors that Influence

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

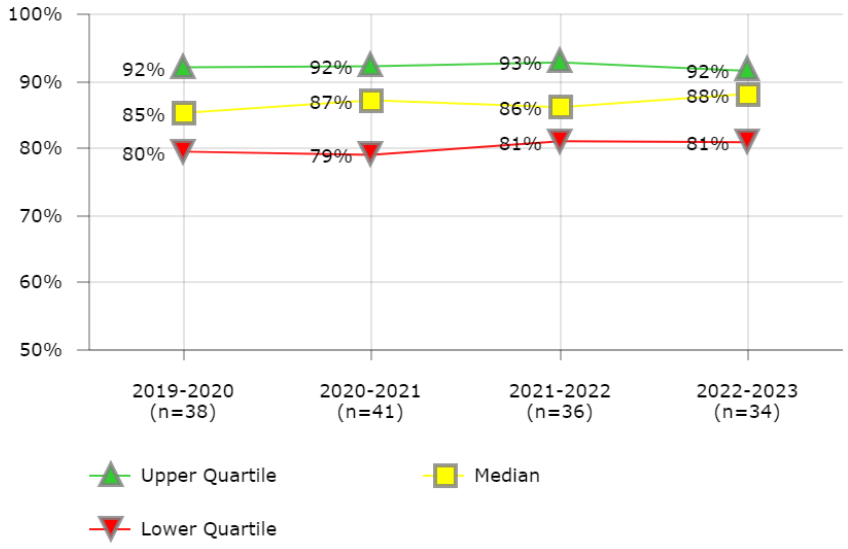
Districts in Best Quartile (2022-2023)

- Austin Independent School District
- Clark County School District
- Cleveland Metropolitan School District
- Duval County Public Schools
- East Baton Rouge Parish Public Schools
- Milwaukee Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
3	75.0%			
5	25.6%	18.3%	25.5%	16.3%
7	0.3%			
9		66.7%	46.7%	100.0%
10	5.6%	4.2%	8.9%	10.0%
11			19.5%	
12	94.2%	80.9%		41.4%
13			47.4%	16.5%
18	25.1%	62.5%		20.4%
20		0.3%		
23	35.2%	75.7%	36.9%	
24		15.9%		72.7%
27	51.2%	51.2%		
29	52.2%			
30	91.5%	70.9%		50.8%
35		3.7%	31.4%	
37		28.6%		
39	3.2%	11.5%	22.6%	11.4%
41		9.8%	10.8%	18.3%
44	55.9%	73.3%	61.3%	64.5%
47				17.7%
48	25.5%	44.7%	15.4%	14.6%
49	11.3%	4.2%	4.5%	4.0%
51	58.5%	7.8%	10.3%	8.0%
52	36.9%	40.9%	39.9%	26.1%
53	4.8%	5.9%	9.2%	9.8%
55			23.9%	
57	59.6%	82.9%	78.0%	72.2%
58	10.1%		17.9%	6.3%
62		1.1%	2.2%	
63		2.1%	13.1%	
66	14.9%	18.9%	19.2%	24.6%
67	49.3%	54.0%	64.3%	31.6%
68		10.6%		15.4%
71	71.0%	80.7%	107.5%	73.0%
79	1.8%	4.5%	5.3%	9.0%
431	6.9%	1.6%		

HUMAN RESOURCES

Health Benefits Enrollment Rate



Description of Calculation

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

Importance of Measure

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

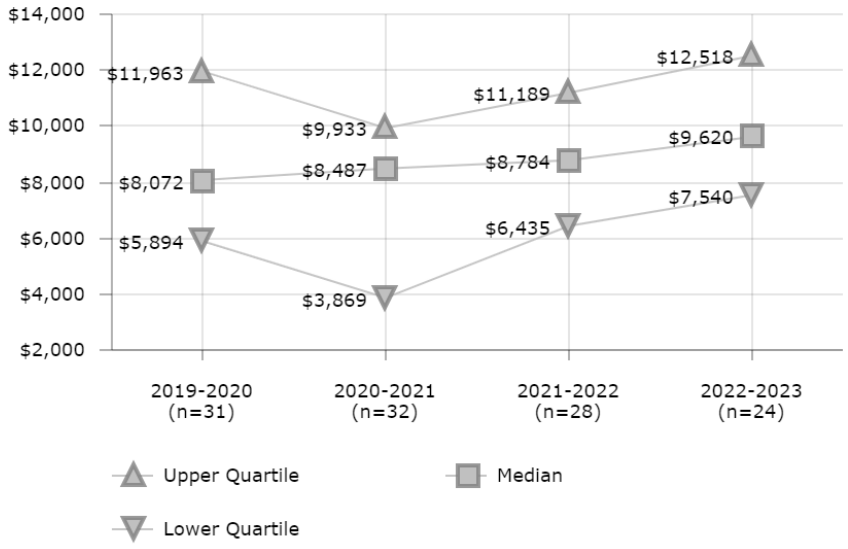
Districts in Best Quartile (2022-2023)

- Broward County Public Schools
- Cleveland Metropolitan School District
- Fayette County Public Schools
- Fresno Unified School District
- Long Beach Unified School District
- Metropolitan Nasvhille Public Schools
- Miami-Dade County Public Schools
- Orange County Public School District
- Sacramento City Unified School District

District	2019-2020	2020-2021	2021-2022	2022-2023
3	87%			
4	80%	81%	82%	
5	94%	94%	90%	90%
7	92%			74%
8	89%	89%	89%	90%
9	95%	92%	91%	89%
10	84%	85%	84%	80%
11			93%	
12	90%	85%	87%	85%
13		93%	95%	95%
16				92%
18	78%	70%		60%
20	99%	77%	77%	
23	85%	84%	84%	
24		79%	76%	80%
27	72%	88%		
28	84%	83%	82%	
29	76%			
30	87%	88%	86%	86%
32	93%	93%	99%	94%
34		90%		
35	92%	88%	86%	
37		74%		
39	80%	79%	78%	78%
40	55%	55%		62%
41	65%	61%	56%	60%
44	92%	95%	95%	89%
45	85%			
46	91%	89%	95%	87%
47				92%
48	94%	95%	93%	92%
49	79%	87%	81%	88%
50	83%	74%	72%	81%
51	75%	81%	81%	89%
52	81%	80%	83%	81%
53	83%	81%	83%	82%
54	95%			
55			80%	
56				96%
57	86%	87%	79%	92%
58	82%		84%	81%
62		100%	88%	100%
63		97%	98%	
66	91%	90%	92%	88%
67	100%	100%	100%	100%
68		59%	56%	61%
71	91%	90%	93%	89%
79	94%	94%	98%	88%
91		99%		
97	77%	76%		
431	64%	64%		
3249		91%	91%	99%

HUMAN RESOURCES

Health Benefits Cost per Enrolled Employee



Description of Calculation

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

Importance of Measure

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

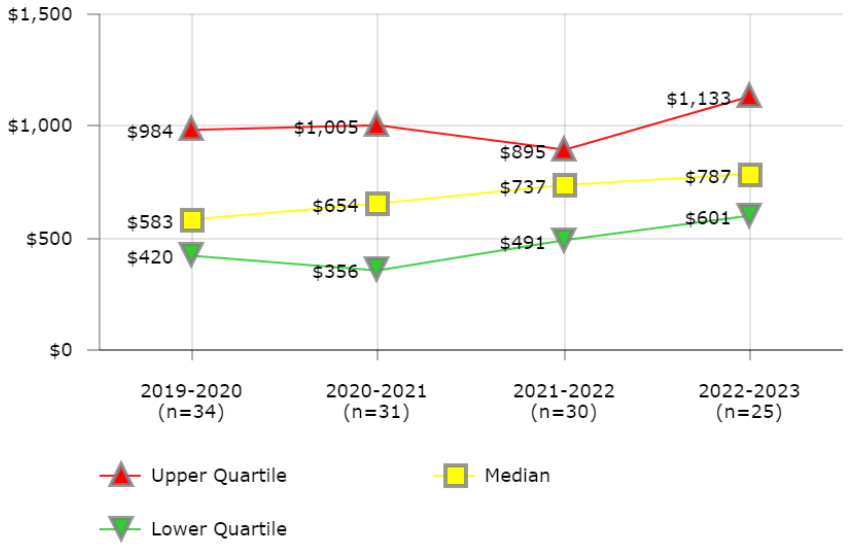
Factors that Influence

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

District	2019-2020	2020-2021	2021-2022	2022-2023
3	$9,998			
4	$965	$955	$927	
5	$1,007	$1,030		
7	$0			$0
8	$6,515	$7,071	$6,928	$8,240
9	$7,311	$7,881	$9,264	$9,297
10	$8,072	$8,545	$8,387	$9,486
11			$0	
12	$14,949	$14,766	$19,986	
13		$8,651	$8,184	$9,985
16				$14,696
18	$11,883	$12,129		$12,776
20			$16,738	
23	$7,274	$8,009	$8,156	
24		$3,130	$11,276	$10,744
27	$5,608	$7,723		
28	$13,144		$11,102	
32	$0	$0	$0	$0
34		$9,372		
35	$11,963	$20,512		
39	$6,878	$6,936	$7,846	$343
40	$3,144	$0		
41	$3,505	$3,690	$3,762	$310
44	$10,121	$8,593	$10,409	$8,640
45	$13,117			
46	$12,880	$11,267	$14,892	$17,269
47				$12,261
48	$9,924	$9,354	$8,863	$8,920
49		$0	$0	
50	$6,583	$8,430	$10,456	$10,197
52	$8,067	$8,912	$8,625	$9,366
54	$6,647			
56				$14,594
57	$19,390			
58	$12,223		$12,688	$13,207
62				$16,768
63		$11,244	$13,357	
66	$10,593	$11,018	$10,826	$12,065
67	$11,055	$10,494	$10,060	$9,753
68		$4,048	$3,707	$3,748
71	$5,894	$5,929	$5,941	$6,839
79	$16,061		$16,623	
91		$8,897		
97	$10,553	$11,097		
431		$0		
3249		$9,051	$8,704	

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.

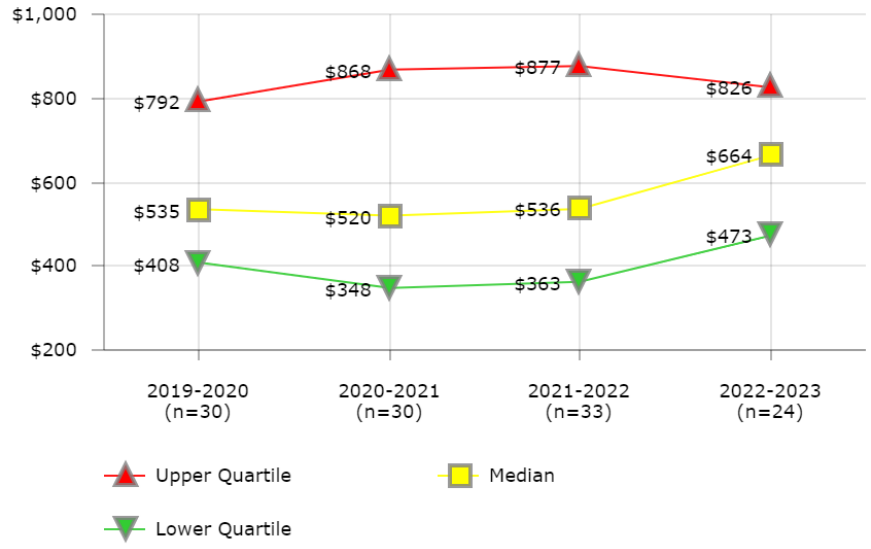
Districts in Best Quartile (2022-2023)

- Des Moines Public Schools
- Fort Worth Independent School District
- Jackson Public School District (MS)
- Miami-Dade County Public Schools
- Oklahoma City Public Schools
- Orange County Public School District
- Palm Beach County School District

District	2019-2020	2020-2021	2021-2022	2022-2023
3	$588			
4	$179	$186	$185	
5	$1,047	$1,065	$813	$974
7	$834			$787
8	$276	$278	$280	$286
9	$432	$403	$675	$1,070
10	$420			$708
12	$557	$125	$135	$136
13			$292	
15		$997	$736	$601
18	$1,071	$1,334		
20	$730	$628		
23	$1,416	$1,435	$1,509	
24		$356		
26			$1,228	$1,256
27	$131			
30	$579	$587	$608	$1,671
32	$321	$322	$312	$275
35	$697	$913	$1,232	
37		$1,005		
39	$417	$478	$412	$668
40	$321		$491	$462
41	$485		$861	$806
44	$725	$729	$1,922	$1,397
45	$323			
46	$984		$895	$716
48	$297	$291	$305	$325
49	$466	$539	$601	$601
50	$1,414	$1,046	$1,656	
51	$499	$658		$543
52	$1,679	$1,476	$1,803	
53	$454	$526	$744	$1,039
54	$734			
57	$1,107	$731	$866	$1,704
58			$726	$1,248
62			$961	$1,520
63		$1,309		
66	$605	$654	$738	
67	$688	$927	$833	$1,133
68		$164	$556	
71	$550	$542	$795	$732
79	$4,493	$692	$674	$808
97	$1,938	$2,070		
3249		$123		

HUMAN RESOURCES

HR Cost per $100K Revenue



Description of Calculation

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

Importance of Measure

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

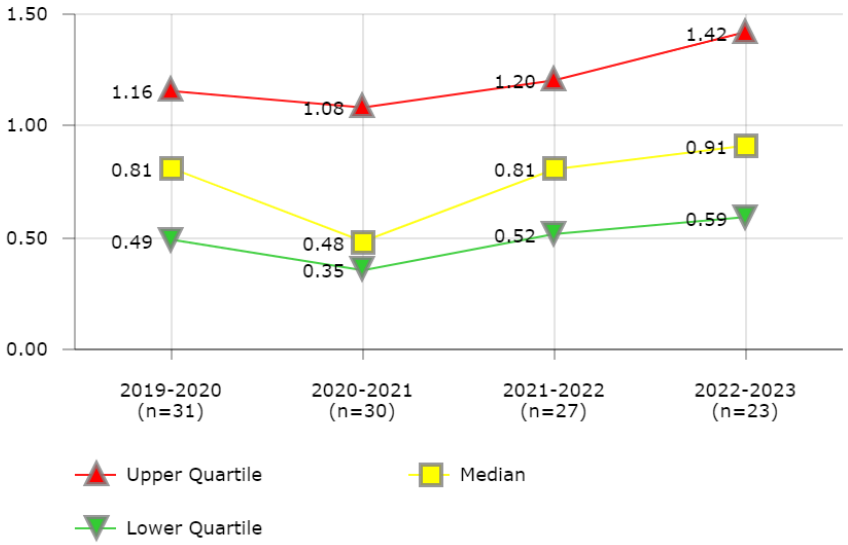
Districts in Best Quartile (2022-2023)

- Fort Worth Independent School District
- Houston Independent School District
- Miami-Dade County Public Schools
- Orange County Public School District
- Palm Beach County School District
- Sacramento City Unified School District

District	2019-2020	2020-2021	2021-2022	2022-2023
4	$202	$201	$188	
5	$868	$868	$814	$857
7	$676			$542
8	$308	$280	$259	$245
9	$421	$380	$541	$844
10				$749
12	$438	$85	$112	
13			$274	
15		$1,229	$939	$618
18	$1,523	$1,496		
20	$424	$432	$2,121	
23	$1,184	$1,253	$1,180	
24		$270		
26		$1,184	$1,088	$866
27	$153			
30	$498	$456	$442	$1,000
32	$292	$278	$244	$222
35	$627	$501		
39	$392	$348	$363	$415
40	$394		$446	$424
41	$527		$877	$768
44	$757	$712	$1,725	$1,129
46	$680		$412	
47			$597	$808
48	$372	$350	$359	$342
49	$631	$665	$624	$604
50	$1,023	$845	$960	$1,097
51	$791	$831		$777
52	$1,720	$1,215	$1,487	
53	$447	$474	$536	$736
57	$792	$460	$565	$686
58			$305	$521
62			$396	$425
63		$1,243	$1,994	
66	$544	$629	$679	
67	$445	$539	$408	$523
68		$209	$487	
71	$408		$476	
79	$3,650	$562	$540	$642
97	$2,836	$2,824		
3249		$121	$104	

HUMAN RESOURCES

Employee Relations - Discrimination Complaints per 1,000 Employees



Description of Calculation

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

Factors that Influence

- State and local laws defining discrimination
- Board Policy and organizational protocol for resolution
- Organizational climate
- Quality and level of supervisory training
- Quality and level of EEO Awareness training for all employees
- Effectiveness of supervisors and managers

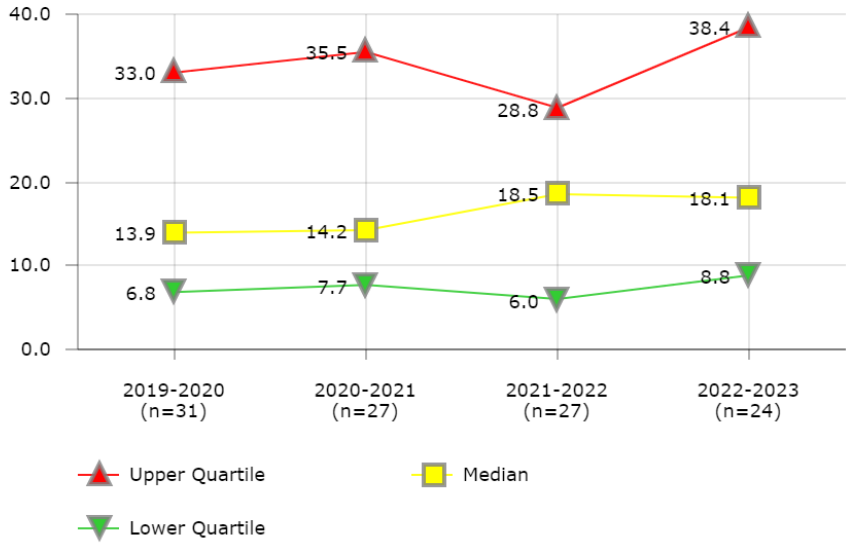
Districts in Best Quartile (2022-2023)

- Arlington Independent School District
- Cincinnati Public Schools
- Guilford County School District
- Oklahoma City Public Schools
- Orange County Public School District
- Sacramento City Unified School District

District	2019-2020	2020-2021	2021-2022	2022-2023
3	1.07			
4	1.00	0.87	0.72	
5	0.80	0.16	0.90	2.16
7	0.52			
8	0.91	1.09	1.40	3.84
9	0.81	0.44	0.82	0.90
10	0.40			
12	0.85	0.43	4.72	1.29
13			0.62	0.85
18	1.83	1.22		1.19
20	0.56			0.32
23			0.66	
27	0.70	0.24		
30	2.37	2.26	2.47	2.51
32	0.49	0.44	0.56	0.64
35	0.75	0.85		
37		0.79		
39	0.72	1.40	0.49	
40	1.02	0.28		0.91
41		0.41		
44	1.20	1.13	0.81	0.91
45	1.40			
46	1.16		4.03	4.55
48	0.29	0.46	0.86	0.39
49	0.10	0.21	0.21	0.33
50	2.45	1.13	0.99	1.42
51	0.17	0.21		0.38
52	2.25	0.50	0.92	2.24
53	0.71	0.35	0.36	1.03
54	1.01			
57	2.43	1.35	1.20	
58			2.52	1.34
62		0.25	0.52	0.59
63			1.52	
66	0.83	1.08	0.70	
67	0.14	0.57	0.82	0.62
68		0.37	0.47	0.41
71	0.44	0.63	0.38	
79		1.04	0.56	1.42
97	0.29	0.22		
3249		0.47	0.36	

HUMAN RESOURCES

Employee Relations - Misconduct Investigations per 1,000 Employees



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

Districts in Best Quartile (2022-2023)

- Baltimore City Public Schools
- Broward County Public Schools
- Cincinnati Public Schools
- Des Moines Public Schools
- Fresno Unified School District
- School District of Philadelphia

District	2019-2020	2020-2021	2021-2022	2022-2023
3	21.3			
4	11.3		2.3	
5	11.2	46.2	28.8	40.5
7	132.1			
8	4.0		13.9	10.9
9	6.5	1.7	10.0	12.2
12	3.2		4.5	2.4
13			11.3	2.5
18	33.0	24.9		63.9
20	2.3			7.5
23	40.5		58.8	
24		14.2	24.9	30.6
27	34.7	14.0		
30	49.2	9.9	43.6	58.4
32	13.7	15.0	21.4	22.1
35	19.9	11.8	22.6	
37		7.7		
39	10.8	4.7	19.9	
40	15.7	15.9		18.5
41		19.5	39.9	36.5
44	29.9	35.5	43.6	45.0
46	6.8		5.2	7.7
48	71.6	81.7		
49	25.6	13.7	15.2	17.7
50	27.5	39.4	57.5	
51	9.3	11.7		23.8
52	37.7	38.0	32.8	40.4
53	13.9	2.3	18.5	13.6
54	10.6			
57	6.8	2.4	2.2	27.8
58			4.5	2.5
62		6.1	23.0	53.6
63		62.0		
66	18.2	15.6	21.1	
67	3.0		4.5	4.3
68		76.9		
71	2.5	4.8	7.8	
79	7.9		9.5	15.1
97	96.7	29.8		
3249		7.8	6.0	9.9

Information Technology

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

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

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

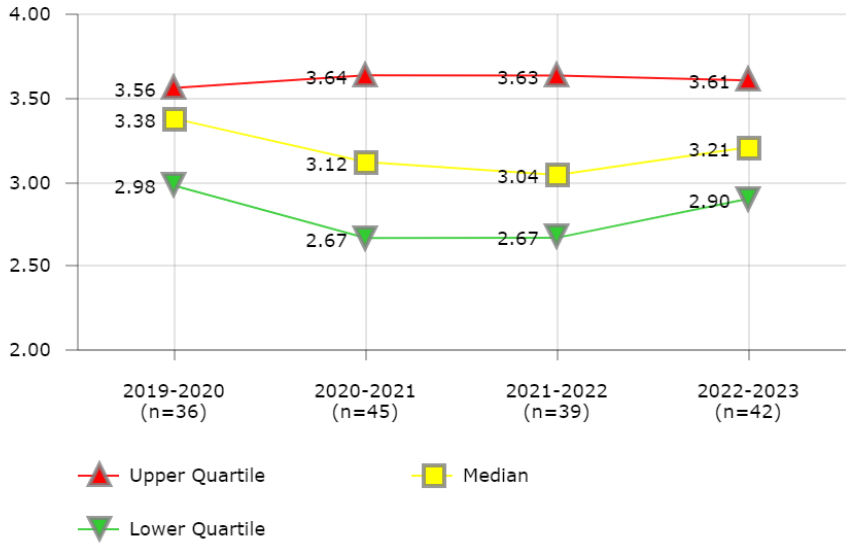
Measures of personal computers and devices include **Average Age of Computers**, which reflect the refresh goals of a district, as well as **Devices per Student**.

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

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

INFORMATION TECHNOLOGY

Devices - Average Age of Computers



Description of Calculation

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

Importance of Measure

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

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

Factors that Influence

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

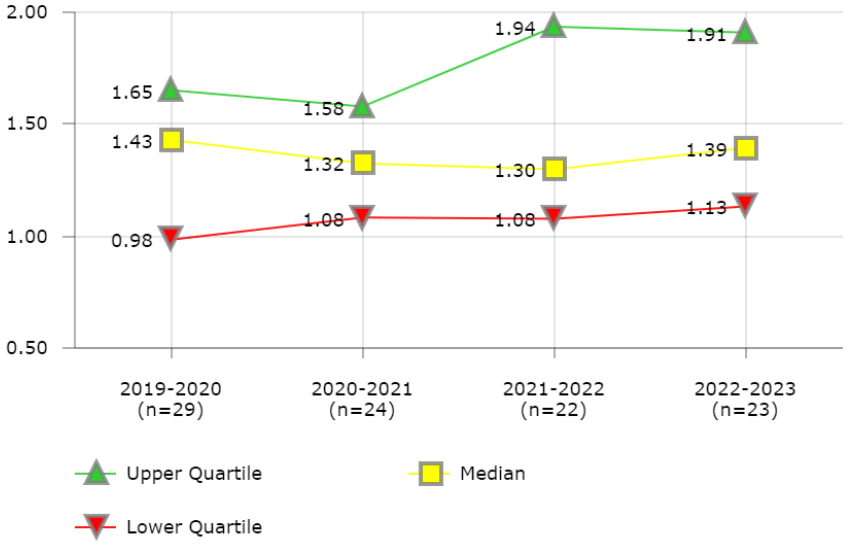
Districts in Best Quartile (2022-2023)

- Boston Public Schools
- Columbus Public Schools
- Denver Public Schools
- Duval County Public Schools
- Fayette County Public Schools
- Fresno Unified School District
- Metropolitan Nasvhille Public Schools
- Milwaukee Public Schools
- Orange County Public School District
- School District of Philadelphia
- St. Paul Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
2		3.70		
3	3.98	4.81	4.81	2.37
4	3.86	2.63	3.03	4.24
5	4.57	4.36	3.53	
7				3.25
8	2.88	2.67	2.92	3.60
9	3.92	3.64	3.59	3.61
10	3.38	3.49	3.37	3.03
11			4.74	3.88
12	2.81	2.91	2.67	2.91
13			3.86	3.51
14		4.42	4.79	
15		2.74	2.76	3.02
16	3.57	3.34	3.34	
18	3.54	3.54		3.72
20	3.44	3.31	2.93	3.79
23	2.98	2.95	3.75	3.81
24		4.17	4.09	3.30
26	1.47	1.20	1.20	1.51
27	3.49			
28	1.54	1.68		3.49
30	3.38	2.86		2.75
32	3.34	2.59	3.18	3.19
35	3.37	3.05	2.72	2.32
37				2.75
39	2.98	3.87	2.68	3.06
40	2.98	4.43	3.01	3.64
41	3.35	3.38	3.40	3.89
44	3.62	2.61	2.55	2.90
45	3.31			
46	3.31	3.18	3.02	2.93
47		2.98	1.87	2.38
48	3.55	2.69	3.56	2.71
49	3.89	2.28	4.52	4.37
50	3.22	2.79	2.27	3.08
51	3.56	3.71		3.12
52	3.66	3.64	4.19	3.24
53	2.48	2.52	2.84	3.19
54		2.77	2.50	3.61
55		1.95		
57	4.98	2.33	2.55	3.23
58		4.85	3.04	2.19
63		2.70	3.30	
66		1.82	3.30	4.39
67	3.21	3.12	2.65	2.47
68		3.44	2.63	3.44
71	2.67		3.77	3.58
74	2.62			
76	2.72	3.19		
77		2.21		
79	3.48	3.63	3.63	3.53
91		3.56		3.18
97	3.39			
3249		4.05	2.57	2.39

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.

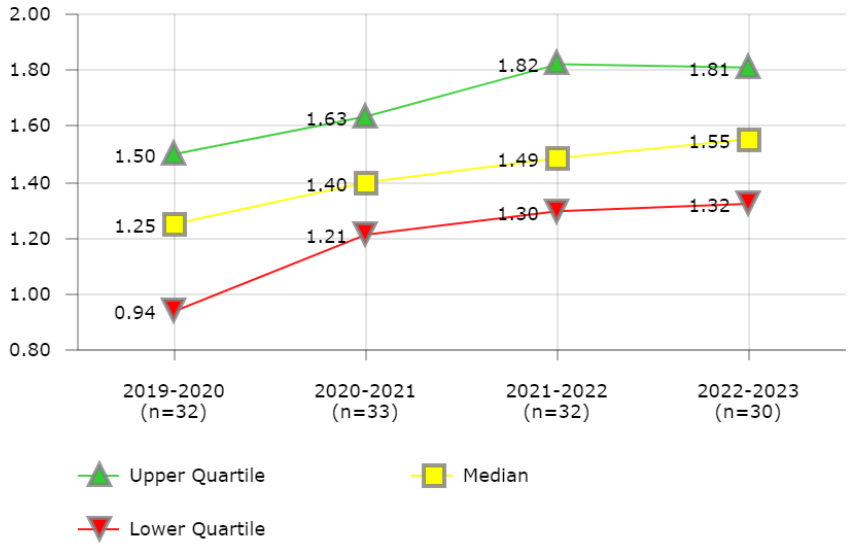
Districts in Best Quartile (2022-2023)

- Baltimore City Public Schools
- Duval County Public Schools
- Fayette County Public Schools
- Fresno Unified School District
- Milwaukee Public Schools
- Toledo Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
3	2.58			
4	2.46	1.30	2.05	
5	1.80			1.29
7				1.39
8	2.58		2.29	
9			1.13	0.88
10	1.79			1.14
12	1.49	1.12	1.59	1.69
18	0.96	1.60		1.51
20	1.19	0.90		1.34
23	0.98	1.27	0.99	
26			1.08	0.99
27	1.43			
30	1.48	1.47		2.16
32	0.23			
35	0.95	1.40	1.10	
40	1.65	1.59	1.65	
41	0.71	0.79	0.83	0.91
44	1.64	1.34	2.11	2.24
45	0.79			
46	1.42		2.11	1.91
48	1.57	1.57	1.78	1.70
49	1.50	1.94	1.04	1.41
50	1.37	2.28	1.16	1.32
51	0.92	1.31		1.25
52	1.28	1.35	1.09	1.83
53	1.10	0.92	0.88	0.92
55		1.46		
57	0.89	1.01		1.06
63		2.46	2.22	
66		1.31	1.34	
67	2.03	2.42	1.94	2.12
68		1.04	1.74	1.13
71	1.58			
79	1.01	0.95	1.02	2.11
97	2.66			
3249		1.12	1.25	2.15

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.

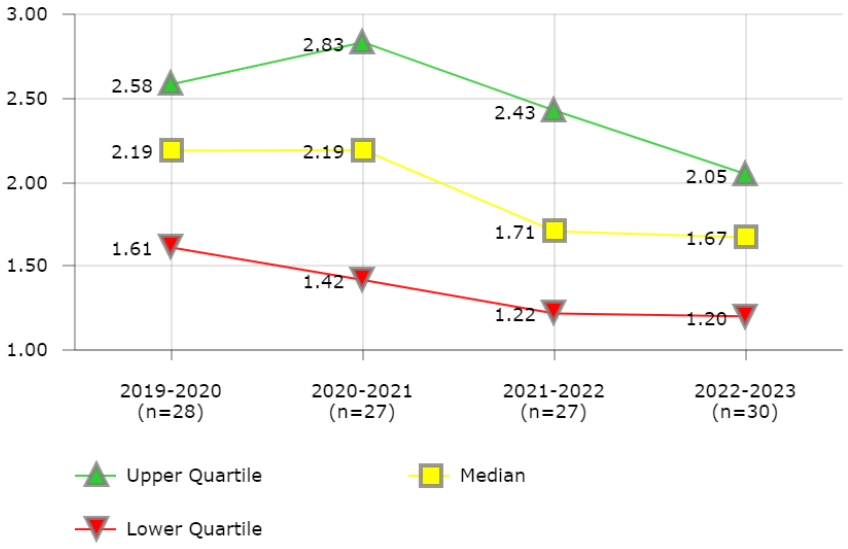
Districts in Best Quartile (2022-2023)

- Arlington Independent School District
- Austin Independent School District
- Clark County School District
- Detroit Public Schools
- Guilford County School District
- Milwaukee Public Schools
- Portland Public Schools
- Shelby County School District

District	2019-2020	2020-2021	2021-2022	2022-2023
3	1.31	1.35		1.37
4	1.50	1.40	1.21	
5	1.64	2.52		2.16
7				1.18
8	0.93	1.30	1.22	1.14
9	1.76	2.36	2.30	2.25
10	0.90	1.52	1.78	1.15
12	1.36	1.18	1.39	1.22
13			1.09	
14			2.29	
15				1.60
18	0.61	1.80		1.94
20	1.13	1.32	1.54	1.61
23	1.66	1.63	1.25	
24		1.40	1.38	1.40
26	1.15	1.10	1.31	1.32
27	1.78			
28	1.38			
30	1.51	1.75		2.43
32	0.55		0.99	
35	1.11	1.34		
40	0.95	1.14	1.38	
41	2.14	2.71	2.70	1.42
44	0.98	1.00	1.70	1.69
45	1.40			
46	0.86	1.40	1.52	1.77
47			1.28	
48	1.28	1.24	1.39	1.34
49	0.37	1.19	1.56	2.05
50	1.27	1.21	2.14	2.11
51	0.17	1.84	1.86	1.42
52	1.47	1.43	1.96	
53	1.11	1.55	1.69	1.71
54				1.55
57	0.97	1.45	1.23	1.21
58		1.13	1.53	1.56
63			1.44	
66		1.34	1.43	
67	1.90	1.85	1.45	1.68
68		0.79	2.19	1.81
71	1.23		2.18	1.84
77		1.85		
79	0.73	1.55	1.61	1.13
91		1.29		1.43
97	1.50			
3249		1.17	1.28	1.24

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.

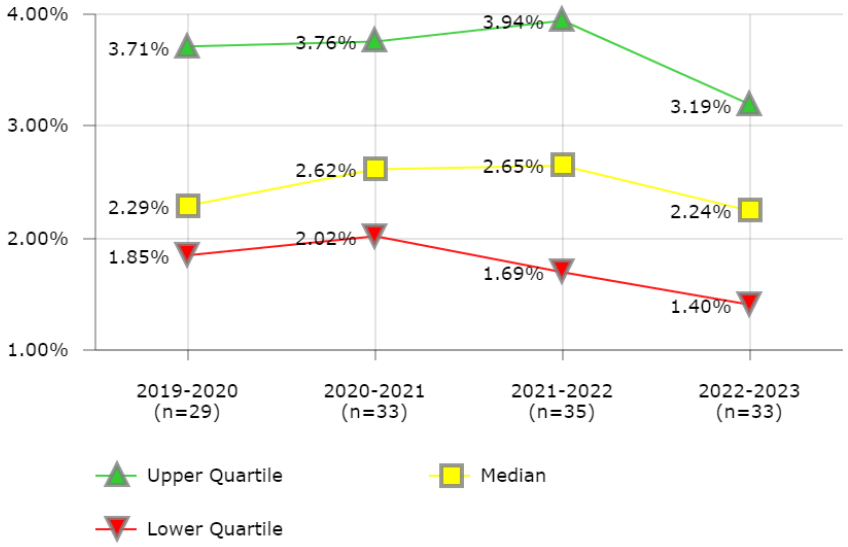
Districts in Best Quartile (2022-2023)

- Arlington Independent School District
- Clark County School District
- Des Moines Public Schools
- Fresno Unified School District
- Houston Independent School District
- Milwaukee Public Schools
- Minneapolis Public Schools
- Palm Beach County School District

District	2019-2020	2020-2021	2021-2022	2022-2023
3	1.80			1.91
4	3.24	3.45		
5	2.19	3.45	1.55	1.66
7				1.68
8	2.58	2.69	2.78	2.76
9	3.27	3.37	3.36	3.46
10	1.79			
12	2.18	2.26	2.17	2.12
14		1.50	0.84	
15		0.87	1.20	1.06
18				1.92
20				1.20
23	2.13	2.12	1.94	
24		0.55		
26			1.63	1.66
27	0.95			
30	1.45	1.59		3.40
32	2.03	0.98	1.22	1.19
35	2.47	2.83	2.49	
39		3.89		2.71
40	2.59	2.65	0.78	1.76
41	3.15	3.23	3.15	1.09
44	3.47	3.51	3.66	
45	2.79			
46	1.54		2.00	1.86
48	1.09	1.27	1.26	1.31
49	2.56	2.48	0.89	0.93
50	2.40	1.58	1.98	1.93
51	0.80			1.04
52	1.68	1.79	1.89	2.08
53	2.28	2.19	1.59	1.53
54				0.93
55		1.34		
57	1.08	1.17	0.83	1.48
58			1.71	1.83
63		1.93	2.45	
67	2.04	2.29	2.16	2.66
68		2.39	2.43	2.05
71	2.50		1.37	1.44
79	0.83		0.84	0.95
97	2.66			
3249		1.42	1.32	1.65

INFORMATION TECHNOLOGY

IT Spending Percent of District Budget



Description of Calculation

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

Importance of Measure

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

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

Factors that Influence

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

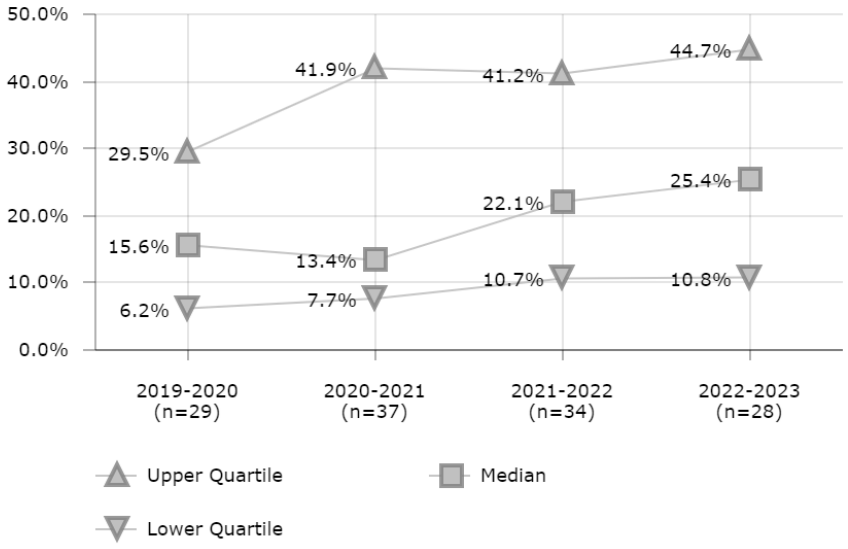
Districts in Best Quartile (2022-2023)

- Cincinnati Public Schools
- Des Moines Public Schools
- Detroit Public Schools
- Fort Worth Independent School District
- Fresno Unified School District
- Hillsborough County Public Schools
- Jefferson County Public Schools (KY)
- Orange County Public School District
- Toledo Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
3				2.13%
4	3.59%	5.73%	2.65%	
5	1.63%	2.02%	1.31%	1.50%
7				2.87%
8	11.87%	3.37%	2.09%	2.24%
9	1.41%	1.56%	1.41%	1.17%
10				5.21%
12	2.29%	2.12%	2.69%	3.41%
13			1.58%	1.26%
14		3.23%	4.77%	
15		14.34%	3.34%	2.38%
16				1.15%
18	1.85%	1.83%		1.62%
20	0.10%		4.36%	6.30%
23	3.95%	4.45%	3.20%	
24		0.77%	1.69%	0.92%
26	2.57%	1.64%	1.12%	0.88%
27	4.48%			
28	1.08%			
30	2.27%	2.07%		1.71%
32	2.09%	1.52%	1.97%	1.75%
35	1.17%	2.45%		
39		1.72%	1.95%	1.66%
40	2.26%	1.60%	2.25%	5.08%
41	4.51%	4.42%	3.94%	1.33%
44	3.36%	3.56%	5.17%	2.57%
46	1.99%		1.28%	
47		1.74%	0.81%	2.56%
48	5.13%	4.93%	6.51%	3.19%
49	1.36%	2.09%	1.85%	1.23%
50	3.95%	3.15%	7.10%	4.88%
51	4.63%	3.09%	3.41%	2.32%
52	3.71%	4.13%	4.02%	
53	3.32%	4.17%	4.98%	4.66%
55		2.39%		
57	1.28%	2.62%	2.99%	2.00%
58			1.46%	1.40%
62			1.32%	1.13%
63		5.35%	5.37%	
66		2.63%	2.83%	
67	2.16%	3.76%	2.21%	3.84%
68		2.50%	3.43%	3.14%
71	2.36%		1.96%	
79	2.71%	2.14%	2.90%	5.60%
97	2.10%			
3249		2.79%	2.59%	2.61%

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.

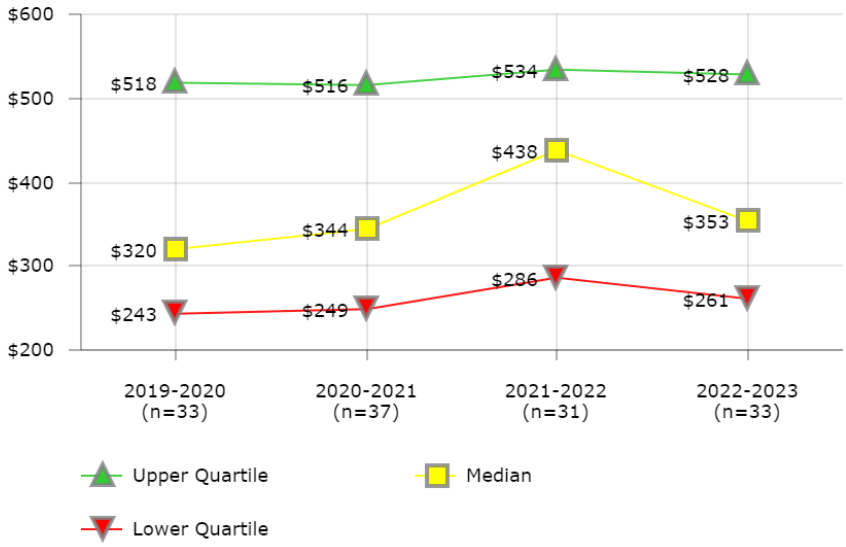
Importance of Measure

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

District	2019-2020	2020-2021	2021-2022	2022-2023
3	11.8%	11.4%	11.8%	
4	10.2%	7.7%	14.5%	16.5%
5	0.5%	0.4%		50.1%
7				13.0%
8	15.6%	65.7%	35.5%	44.4%
9	61.2%	43.0%	59.7%	59.0%
10	15.3%		35.0%	
11			23.8%	12.3%
12	15.1%	1.0%		
13			84.5%	61.2%
14		4.2%	10.3%	
15				8.3%
16	1.2%			
18	7.8%	8.8%		
20			41.2%	33.1%
23	34.2%	13.0%	12.6%	7.6%
24		42.5%	9.8%	
26		19.4%	27.7%	26.9%
27	21.1%			
28	60.1%	30.8%	31.6%	31.3%
30	2.1%	2.6%		9.4%
32	3.5%	3.0%	2.7%	2.2%
35	21.8%	9.7%	9.9%	5.5%
39		13.4%	14.2%	
40	15.9%	23.0%	22.1%	77.7%
41	6.2%	2.7%	24.6%	23.5%
44	29.5%	21.9%	10.7%	
45	55.7%			
47		35.6%	65.3%	37.7%
48	97.1%	100.0%	76.2%	10.7%
49	2.7%	11.3%	11.1%	
50	16.5%	36.8%	22.1%	45.1%
51	4.7%	36.4%		
52	24.2%	1.5%		
53		7.1%	1.8%	34.7%
54		8.7%	7.6%	17.1%
55		9.2%		
57		1.4%	69.0%	
58		23.2%	12.7%	23.9%
62			10.1%	4.3%
63		91.2%	87.3%	
66			9.4%	10.9%
67		41.9%	42.2%	48.6%
68		67.8%	31.1%	
71	2.7%		88.2%	26.8%
74	28.2%			
76	109.3%	56.5%		
77		67.1%		
79	13.4%	8.9%	12.9%	
91		44.9%		58.2%
97	146.1%			

INFORMATION TECHNOLOGY

IT Spending per Student



Description of Calculation

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

Importance of Measure

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

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

Factors that Influence

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

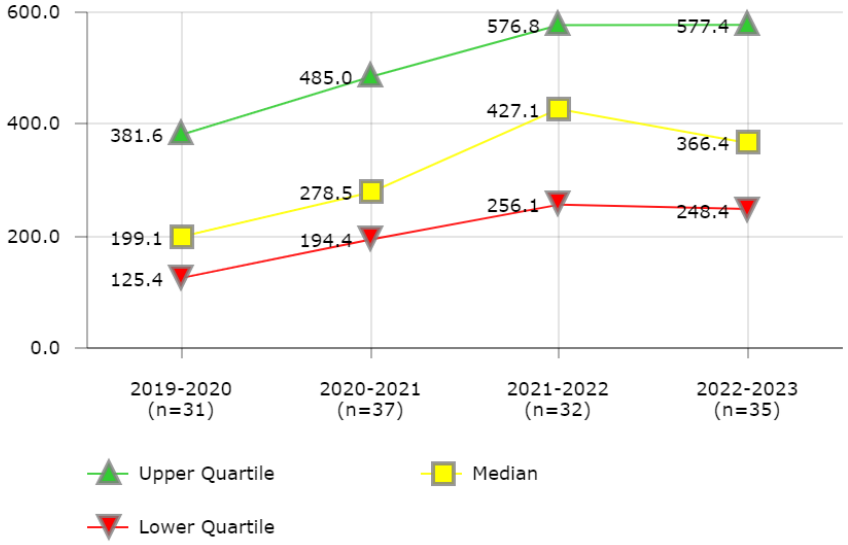
Districts in Best Quartile (2022-2023)

- Cleveland Metropolitan School District
- Des Moines Public Schools
- Detroit Public Schools
- Fayette County Public Schools
- Fort Worth Independent School District
- Fresno Unified School District
- Hillsborough County Public Schools
- Jefferson County Public Schools (KY)
- St. Paul Public Schools

District	2019-2020	2020-2021	2021-2022	2022-2023
3	$270	$292		$591
4	$494	$847	$446	
5	$182	$252	$204	$262
7				$380
8	$1,051	$309	$210	$255
9	$125	$151	$161	
10	$284	$146	$614	$602
12	$431	$473	$540	$627
13			$179	
14		$389	$651	
15		$456	$469	$396
16				$187
18	$230	$247		$261
20	$27		$1,229	
23	$526	$604	$474	
24		$201	$307	$218
26	$368	$233	$198	$210
27	$518			
28	$185			
30	$320	$344		$353
32	$184	$144	$196	$192
35	$260	$618		
39		$275	$290	$318
40	$252	$194	$338	$838
41	$487	$565	$512	$211
44	$316	$339	$490	$305
45	$260			
46	$243	$262	$320	$315
47		$249		$404
48	$542	$438	$560	$294
49	$149	$257	$286	$188
50	$749	$516		$1,039
51	$540	$443	$423	$277
52	$614	$830		
53	$524	$686		$934
54				$458
57	$321	$703	$802	$615
58		$214	$458	$463
62			$233	$201
66		$501	$534	
67	$316	$600	$438	$782
68		$279	$411	$392
71	$445		$446	$359
76	$372			
77		$452		
79	$570	$518	$620	
91		$153		$292
97	$214			
3249		$433	$423	$528

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

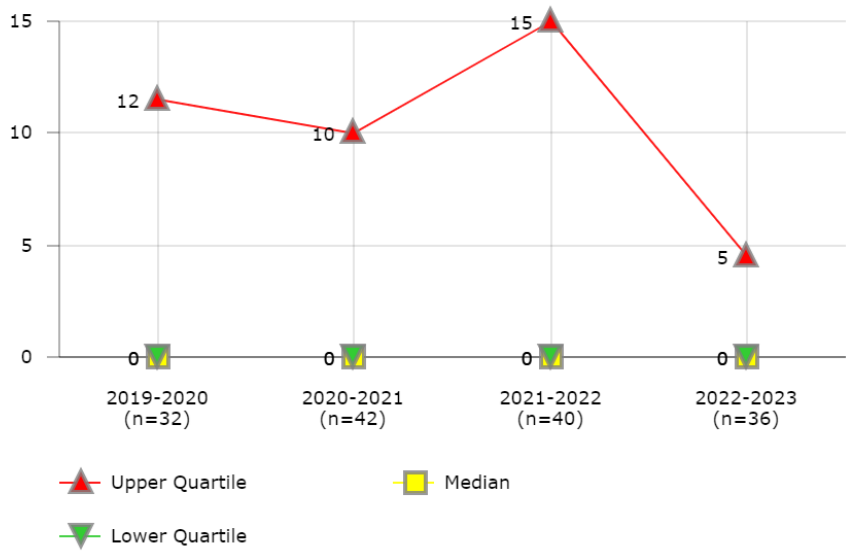
Districts in Best Quartile (2022-2023)

- Arlington Independent School District
- Boston Public Schools
- Fresno Unified School District
- Hillsborough County Public Schools
- Oklahoma City Public Schools
- Palm Beach County School District
- Portland Public Schools
- Sacramento City Unified School District
- School District of Philadelphia

District	2019-2020	2020-2021	2021-2022	2022-2023
3	556.4	573.6		
4	408.1	422.5	854.0	
5	205.5	211.6	439.6	880.0
7				137.1
8	0.3	317.7	811.9	801.8
9	251.4	262.5	262.5	262.9
10	204.9	757.2	749.7	634.3
12	178.3	186.3	190.3	388.1
13			480.8	488.5
14		0.1	275.0	
15		485.0	483.5	503.0
16				423.2
18	177.5	362.2		366.4
20			278.9	567.8
23	199.1	194.4	189.8	
24		246.4	241.9	245.9
26		691.7	822.1	828.7
27	317.3			
28	381.6			
30	248.8	278.5		296.6
32	0.1	299.0	303.6	296.5
35	103.2	220.0		
37				113.3
39	191.0	203.4	0.2	0.2
40	243.5	521.7	534.4	138.0
41	1,299.9	1,378.2		
44	22.9	23.3	462.3	462.0
45	304.2			
46	82.9	154.1	154.2	263.2
47		1,175.2		0.3
48	493.5	462.5	449.3	440.0
49	102.8	147.0	147.6	294.6
50	198.3	401.9	414.7	
51	557.1	1,270.2	1,089.0	1,070.8
52	181.8	636.5	690.5	
53	153.1	209.1	318.6	315.7
54				248.4
57	125.4	144.9	29.1	28.6
58		390.2	729.7	733.4
62		0.2	249.6	1,017.7
63			532.1	
66		193.5	290.3	
67	564.7			577.4
68		706.4		714.9
71	496.4		619.3	103.3
77		188.8		
79	131.4	270.3	279.5	283.6
91		324.1		327.8
97	99.7			
3249		242.8	482.2	494.1

INFORMATION TECHNOLOGY

Network - Days Usage Exceeded 75% of Capacity



Description of Calculation

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

Importance of Measure

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

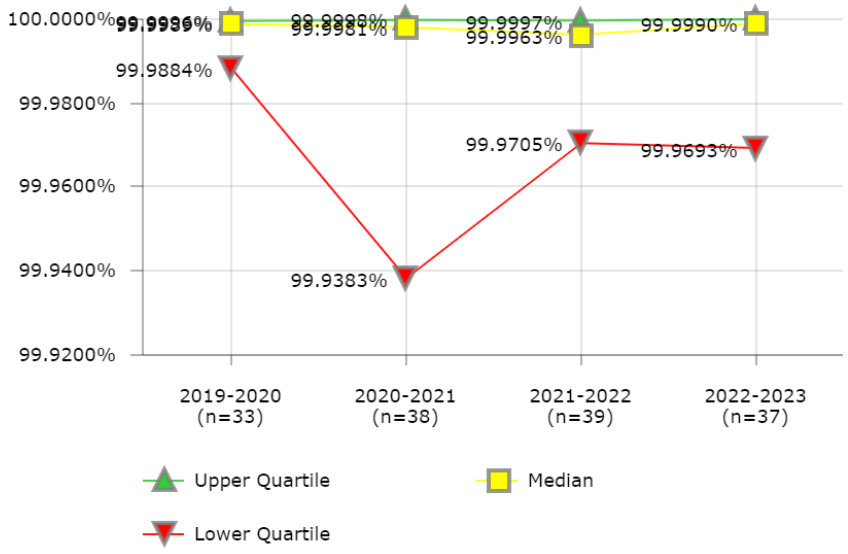
Factors that Influence

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

District	2019-2020	2020-2021	2021-2022	2022-2023
2		0		
3	0	0	0	2
4	0	4	0	0
5	0	0	0	0
8	0	0	0	0
9	0	0	0	43
10	0	3	7	46
11			0	0
12	180	180	180	0
13			1	0
14		10		
16	0	0	0	0
18	27	70		0
20			93	0
23	18	23	180	
24		0	0	0
26		0	0	0
27	0			
28	30	0	0	150
30	0	10		0
32	0	0	0	0
35	5	200	2	1
39		24	10	10
40	0	0	20	0
41	0	0	0	
44	30	45	120	
45	5			
46	0	0	0	0
47			0	0
48	0	0	56	65
49	60	74	44	12
50	0	0	0	0
51	20	24	25	20
52	0	0	0	0
53	3	0	3	4
54		0	0	0
55		0	0	
57	1	10	0	5
58		0	0	0
62		0	1	0
63		0	3	
66		132	26	
67	0	20	0	0
68		0	0	0
71	0		6	1
74	0			
76	0	0		
77		0		
91		7		24
97	270			
3249		0	20	

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.

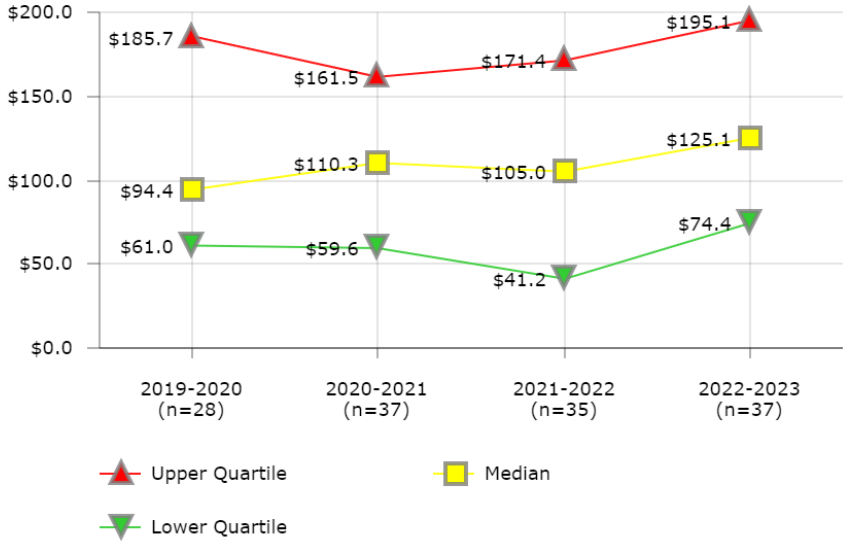
Districts in Best Quartile (2022-2023)

- Arlington Independent School District
- Des Moines Public Schools
- East Baton Rouge Parish Public Schools
- Fresno Unified School District
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Omaha Public School District
- Sacramento City Unified School District
- San Diego Unified School District

District	2019-2020	2020-2021	2021-2022	2022-2023
2		99.9980%		
3	99.9991%	99.9991%	99.9997%	99.9886%
4	99.9989%	99.9994%	99.9958%	99.9992%
5	99.9990%	99.9993%	99.9995%	99.9990%
7				99.9989%
8	99.6300%	99.8528%	99.8958%	99.9536%
9	99.9065%	99.8928%	99.9377%	99.8147%
10	99.9999%		99.9897%	99.9996%
11			99.9998%	99.9998%
12	100.0000%	100.0000%	100.0000%	100.0000%
13			99.9789%	99.9895%
14		99.9957%	99.9999%	
16	99.9994%	99.9999%	99.9993%	100.0000%
18	99.8398%	99.7771%		99.9562%
20			99.9965%	
23	99.9890%	99.9893%	99.9991%	99.9673%
24		100.0000%	100.0000%	100.0000%
27	99.9276%			
28	99.9986%	99.9023%	99.7230%	99.7481%
30	100.0000%	100.0000%		100.0000%
32	100.0000%	99.9988%	99.9963%	100.0000%
35	99.9981%	99.9983%	99.9985%	99.9992%
39	99.5354%	99.8894%	99.8061%	99.8082%
40	99.9884%	99.9995%	99.9997%	99.9201%
41	99.9993%	100.0000%	100.0000%	
44	99.9548%	99.6335%	99.9028%	99.8534%
45	100.0000%			
46	99.9991%	99.9991%	99.9989%	99.9992%
47			99.9998%	99.9544%
48	99.9951%	99.9958%	99.9952%	99.9952%
49	99.9993%	99.9993%	99.9967%	99.9961%
50	99.9996%	99.9998%	99.9998%	99.9998%
51	99.9980%	99.9982%	99.9986%	99.9987%
52	99.9678%	99.9693%	99.9693%	99.9693%
53	99.9989%	99.9924%	99.9911%	100.0000%
54		99.8408%	99.8588%	
55		99.8516%	99.8865%	
57	99.8354%	99.8926%	99.9629%	99.9990%
58		99.9598%	99.9777%	99.9945%
62			99.9943%	100.0000%
63		100.0000%	100.0000%	
66		99.9957%	99.9780%	100.0000%
67	99.9911%	99.9998%	99.9705%	100.0000%
68				100.0000%
71	99.9999%		100.0000%	99.9999%
74	99.9983%			
76	99.9998%	100.0000%		
77		99.9383%		
91		99.9923%		99.9969%
97	99.9998%			
3249		100.0000%	99.9732%	

INFORMATION TECHNOLOGY

Support - Break/Fix Staffing Cost per Ticket



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

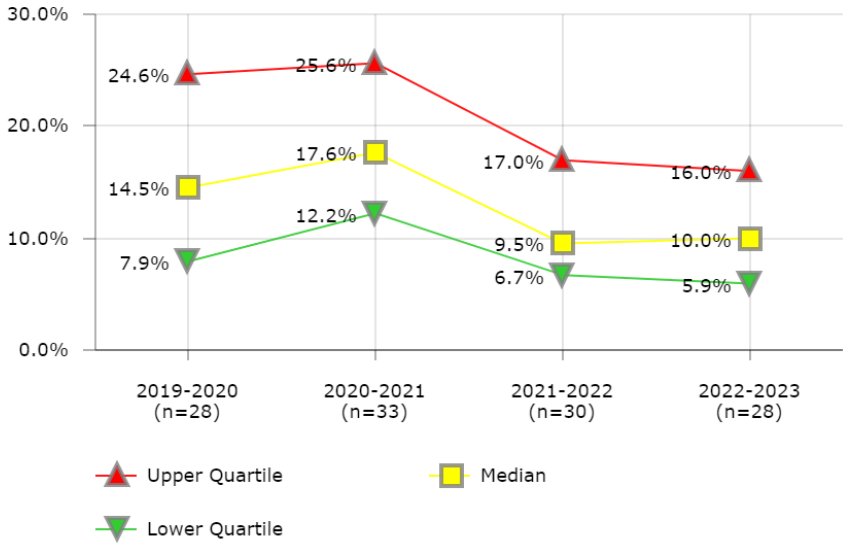
Districts in Best Quartile (2022-2023)

- Arlington Independent School District
- Charleston County School District
- Dallas Independent School District
- Denver Public Schools
- East Baton Rouge Parish Public Schools
- Fayette County Public Schools
- Minneapolis Public Schools
- Orange County Public School District
- Palm Beach County School District
- Shelby County School District

District	2019-2020	2020-2021	2021-2022	2022-2023
2		$107.7		
3	$90.8	$32.0		$132.7
4		$110.3	$172.9	$164.9
5	$62.5	$107.2	$87.5	$169.2
7				$171.9
8	$57.2	$33.4	$13.8	$18.8
9	$177.8	$134.8	$171.4	$137.6
10	$195.5	$227.5	$415.7	
11			$956.7	$830.1
12	$201.0	$161.5	$201.5	$81.9
13			$26.5	$81.0
14		$178.6	$73.0	
16	$76.1	$144.0	$105.1	$110.0
18	$38.9	$97.5		$63.4
23	$52.0	$139.9	$47.4	$48.6
24		$46.3	$37.2	$35.2
26			$120.2	$126.3
27	$126.1			
28	$6.0	$120.1	$156.2	$159.3
30	$556.0	$568.5		$843.1
35	$113.2	$180.9	$138.1	$278.3
37				$21.9
39		$42.6	$55.2	$80.5
40		$104.7	$65.4	
41	$79.3	$59.6	$30.9	$57.2
44	$127.0	$143.3	$96.4	$85.4
46	$216.3	$440.6	$138.0	$77.9
47			$19.0	$707.7
48	$51.2	$187.8	$157.1	$21.1
49	$84.1			
50	$154.0	$104.8	$190.9	$195.1
51	$357.5	$114.4	$41.2	$75.2
52	$94.8	$98.6	$136.2	$33.7
53	$91.7	$68.1	$47.9	$228.8
54		$45.3	$387.5	$443.5
55		$64.9		
57		$13.6	$36.0	
58		$1,266.7	$138.9	$216.1
62				$346.3
63		$25.7	$29.0	
66		$528.8	$105.0	
67	$94.0	$540.4	$440.9	$121.7
68				$50.1
71	$59.6		$39.8	$221.3
74	$990.7			
76	$52.9	$15.7		
77		$31.9		
79	$146.7	$156.6	$234.0	$140.0
91				$125.1
97	$193.7			
3249		$111.0	$59.3	$74.4

INFORMATION TECHNOLOGY

Support - Help Desk Call Abandonment Rate



Description of Calculation

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

Importance of Measure

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

Factors that Influence

- The Call Abandonment Rate will be influenced by effective supervision to ensure that service desk team members are online to take calls
- A high percentage could indicate low availability caused by inadequate staffing, long call handling times and/or insufficient processes
- Length of time the caller is on hold
- Capacity of the organization to respond to customer support requests
- Proper staffing when implementing district- wide applications, which significantly increase calls
- Automation tools like password reset can reduce number of calls to the help desk and reduce overall call volume
- Increased training of help desk can reduce long handling time freeing up staff to take more calls

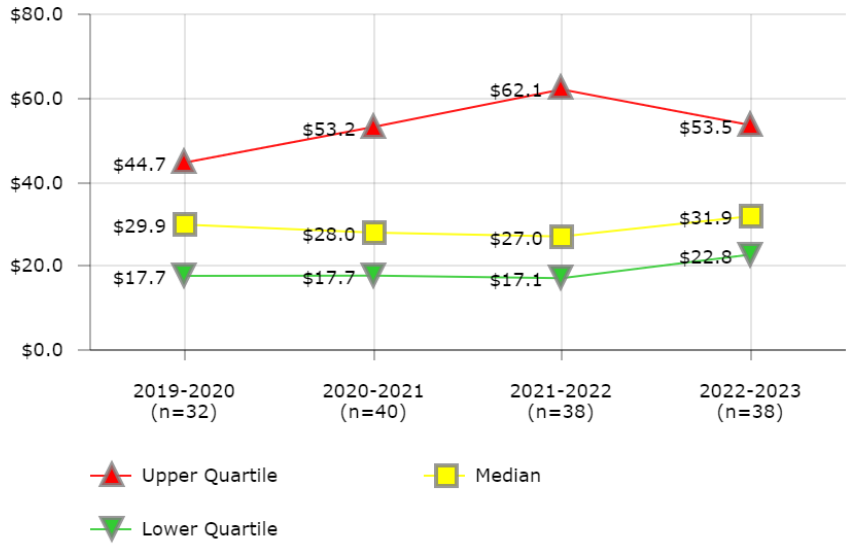
Districts in Best Quartile (2022-2023)

- Atlanta Public Schools
- Columbus Public Schools
- Detroit Public Schools
- Guilford County School District
- Jefferson County Public Schools (KY)
- Omaha Public School District
- Wichita Unified School District

District	2019-2020	2020-2021	2021-2022	2022-2023
2		1.4%		
3	15.2%	15.2%		10.7%
4	7.8%	22.5%	8.5%	4.4%
5	18.8%	13.7%	9.8%	10.7%
7				8.6%
8	31.9%	12.5%	17.0%	10.5%
9	5.8%	18.6%	10.0%	7.9%
10	13.9%		6.1%	21.8%
11			22.3%	10.7%
12				27.8%
13			9.0%	33.8%
14		26.4%	33.8%	
16	11.8%	23.7%	6.9%	11.5%
18	5.3%	36.2%		15.0%
23	7.0%	14.9%		
27	9.0%			
28	11.9%	25.6%	5.5%	3.7%
30	8.0%	17.6%		8.5%
35	6.4%	11.4%	8.2%	4.2%
37				9.5%
39		19.1%	9.2%	
40	38.7%	23.5%	25.0%	
41	16.7%	32.7%	14.5%	6.3%
44	27.9%	46.4%	17.9%	17.2%
45	13.3%			
46	16.2%	32.1%	23.5%	11.8%
47		15.0%	8.6%	
48	13.3%	12.6%	6.7%	6.3%
49		7.0%	5.0%	5.6%
50	34.1%	9.1%	23.5%	3.5%
51	15.6%	27.0%	16.1%	16.9%
52	25.2%	26.7%	16.1%	17.0%
53	16.6%	15.5%	4.2%	3.0%
54		12.2%	3.1%	
55		8.6%		
57	4.9%	33.3%	7.6%	
58			14.9%	7.2%
63		0.8%		
66		9.9%	6.5%	5.5%
67	42.9%	22.4%	33.5%	30.9%
71	24.1%		10.2%	
76	29.6%	20.5%		
77		4.4%		
97	0.3%			
3249			2.9%	

INFORMATION TECHNOLOGY

Support - Help Desk Staffing Cost per Ticket



Description of Calculation

Total personnel costs of the Help Desk (including managers), divided by the total number of support tickets/incidents.

Importance of Measure

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

Factors that Influence

- Software and systems that can collect and route contact information
- Automation tools for common help desk issues like password reset can improve performance and reduce costs these numbers hould be included in data collection
- Other duties performed by the help desk staff that restrict them from taking calls
- Knowledge management tools available to help desk staff and end users
- Budget development for staffing levels

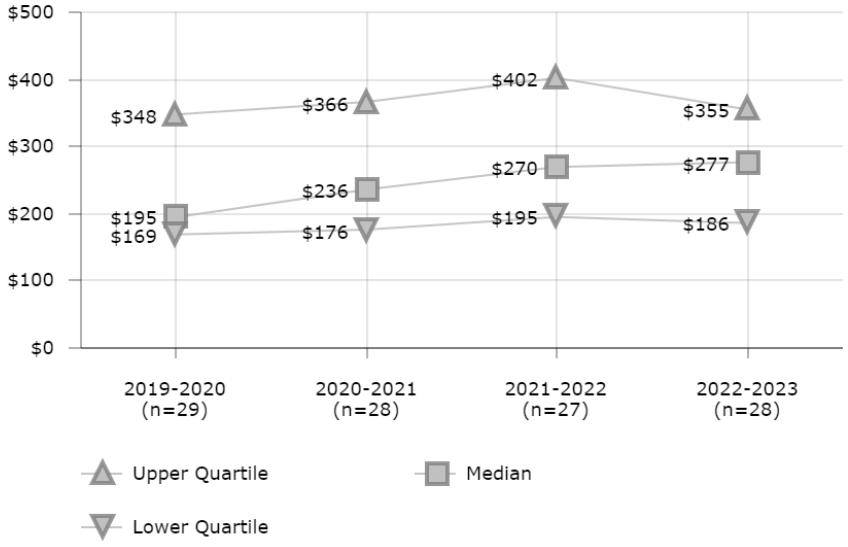
Districts in Best Quartile (2022-2023)

- Baltimore City Public Schools
- Broward County Public Schools
- Charleston County School District
- Clark County School District
- Dallas Independent School District
- Hillsborough County Public Schools
- Houston Independent School District
- Palm Beach County School District
- School District of Philadelphia
- Shelby County School District

District	2019-2020	2020-2021	2021-2022	2022-2023
2		$14.6		
3	$19.4	$9.2		$51.7
4	$17.3	$19.4	$97.3	$109.0
5	$28.8	$37.9	$30.5	$23.2
7				$33.3
8	$9.0		$8.3	$14.3
9	$18.4	$17.7	$18.4	$18.2
10	$27.5		$241.9	$9.2
11			$21.2	$40.4
12	$22.5	$17.7	$26.8	$25.6
13			$22.3	$10.1
14		$9.2	$7.0	
15		$16.3	$12.1	
16	$26.9	$21.1	$25.2	$23.6
18	$17.6	$8.0		$16.5
20				$24.9
23	$13.0	$21.0	$17.4	$22.8
24		$25.5	$25.5	$29.4
26		$119.1	$121.9	$127.7
27	$194.3			
28	$27.3	$28.0	$27.3	$34.0
30	$46.5	$29.4		$53.5
32	$39.4	$19.9	$21.5	$35.3
35	$40.5	$25.1	$85.0	$111.3
39		$7.0	$7.0	$7.6
40		$62.2	$57.8	
41	$8.2	$8.7	$7.7	$8.0
44	$55.0	$43.6	$59.4	$56.6
45	$33.1			
46	$11.6	$8.1	$17.0	$10.4
47			$10.7	$30.5
48	$31.0	$28.0	$34.1	$46.3
49	$35.2	$139.6	$276.0	$251.0
50	$42.9	$45.3	$213.9	$122.2
51	$344.8	$206.2	$17.1	
52	$92.6	$142.5	$106.9	$74.9
53	$42.0	$45.5	$39.0	$123.1
55		$8.9		
57	$342.3	$81.0	$116.1	
58		$374.4		$7.1
62			$10.4	$28.4
63		$47.6	$55.0	
66		$45.6	$133.1	$40.9
67	$37.7	$51.3	$62.1	$72.5
68		$126.2	$41.0	$27.2
71	$6.9		$12.5	
74	$260.1			
76	$17.8	$26.4		
77		$58.8		
79	$481.9	$25.5	$29.7	$29.4
91		$55.1		$34.2
97	$13.0			
3249		$38.0	$18.7	$42.5

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.

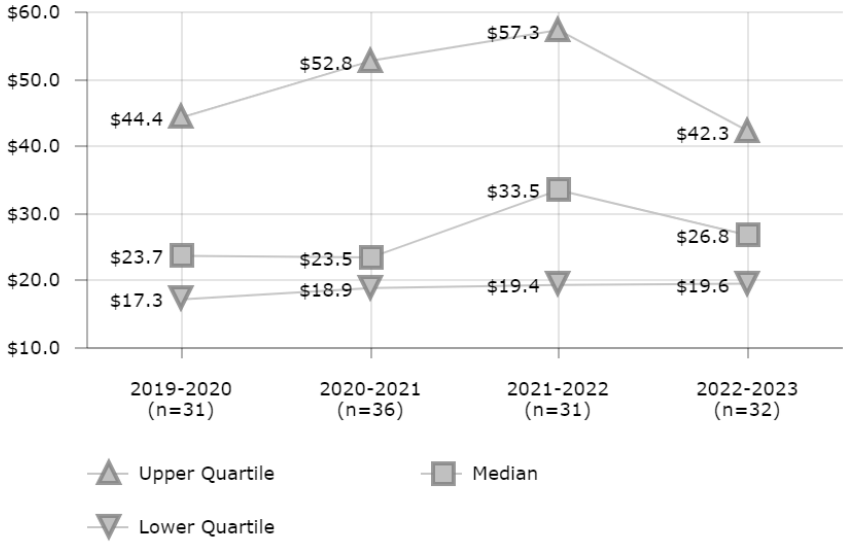
Importance of Measure

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	2019-2020	2020-2021	2021-2022	2022-2023
4	$348	$541	$320	
5	$172	$179	$163	$174
7				$302
8	$253	$269	$268	$299
9	$194	$330	$402	$411
10	$176			$287
12	$138	$207	$195	$198
13			$468	$234
15			$88	$158
16				$205
18	$305	$267		$94
20	$187			$273
23	$584	$699	$583	
24		$174	$144	$151
27	$162			
30	$587	$486		
32	$173	$153	$242	$168
35	$168	$191	$194	
39		$393	$339	$443
40	$186	$238		
41	$398	$369	$613	
44	$267	$310	$354	$380
45	$85			
46	$210		$270	$280
48	$619	$650	$531	$641
49	$78	$120		
50	$217	$277	$220	$260
51	$169	$209		$355
52	$556	$513		$355
53	$195	$190	$208	$204
54				$287
55		$147		
57	$489	$364	$434	$679
58			$310	$302
62			$385	$270
63		$235	$243	
66		$232	$339	
67	$533		$692	$633
68		$142	$113	
71	$224		$227	$147
79	$135	$137	$166	$167
97	$82			
3249		$68		

INFORMATION TECHNOLOGY

Systems Cost - Instructional Systems Cost per Student



Description of Calculation

Personnel costs of staff for administration, development and support of instructional systems plus annual maintenance fees for instructional systems plus total outsourced services fees for instructional systems all divided by total number of students in the district.

Importance of Measure

Can be used to evaluate total relative cost of systems. This includes recurring costs and maintenance fees only; it does not include capital costs or one-time implementation fees.

District	2019-2020	2020-2021	2021-2022	2022-2023
3				$52.7
4	$66.9	$65.3	$80.7	
5	$11.2	$14.2	$15.4	$16.0
7				$52.0
8	$14.4	$13.2	$12.6	$12.3
9	$14.7	$12.5	$20.2	$11.9
10	$41.8	$50.9	$63.8	$19.9
12	$60.4	$50.4		$27.9
13			$17.4	$19.2
14		$19.4	$31.9	
15		$99.4		
16				$27.4
18	$17.3	$29.9		$46.1
20			$15.5	$34.0
23	$223.3	$133.1	$133.4	
24		$27.0	$50.3	$25.6
26	$21.9	$9.1	$16.2	$17.1
27	$60.4			
28	$11.3			
30	$21.1	$19.8		$23.3
32	$42.7	$105.1	$37.9	$41.8
35	$11.9	$57.0		
39		$34.4	$34.0	$35.1
40	$17.7	$14.4	$49.1	$29.7
41	$44.4	$48.3	$61.2	$21.2
44	$23.2	$15.6	$19.4	$19.9
45	$48.8			
46	$7.2	$23.7	$19.9	$24.1
47		$49.5	$50.2	$43.7
48	$24.3	$18.8	$22.0	$26.0
49	$17.9	$23.3	$25.4	
50	$23.7	$21.5		$13.8
51	$19.2	$11.0	$11.7	$29.3
52	$14.8	$22.9	$57.3	
53	$121.7	$200.2		
54				$18.4
57	$33.4	$54.8	$52.9	$53.8
58		$54.6	$73.6	$80.7
62			$31.4	$26.2
63			$88.0	
66		$19.3	$37.1	
67	$29.7	$26.9	$25.2	$42.8
68		$19.5	$12.7	
71	$30.4			
76	$52.3			
77		$19.1		
79	$30.2	$59.9	$33.5	$34.1
91		$19.5		$15.0
97	$18.0			
3249		$18.5	$108.8	$105.5