Managing for Results
in America's Great City Schools
2021

RESULTS FROM FISCAL YEAR 2019-20

ActPoint KPI
PERFORMANCE MANAGEMENT SYSTEM

A REPORT OF THE PERFORMANCE MEASUREMENT AND BENCHMARKING PROJECT

OCTOBER 2021

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INTRODUCTION

OVERVIEW

The Performance Management and Benchmarking Project

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

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

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

Methodology of KPI Development

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

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

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

Power Indicators and Essential Few

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

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

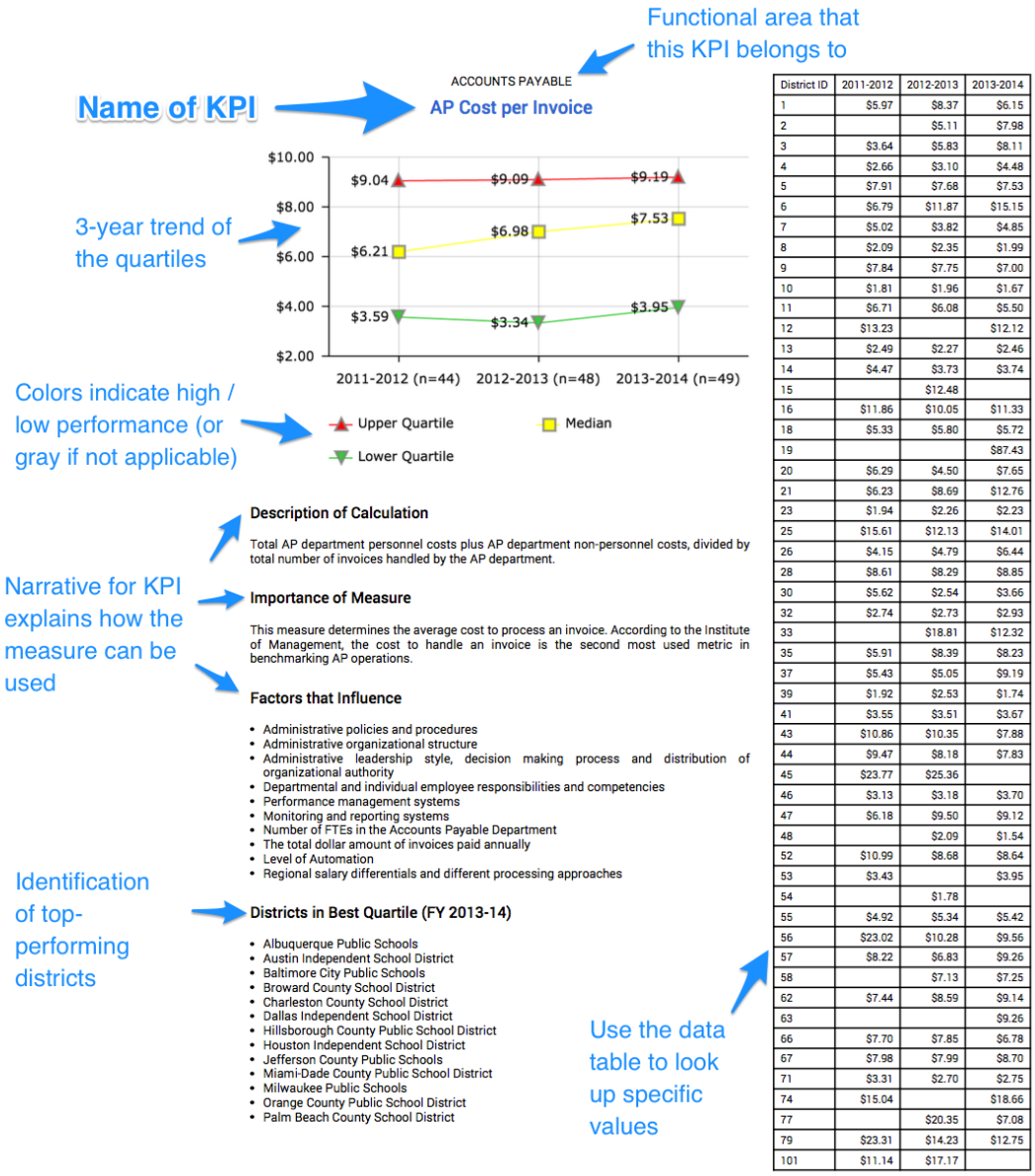
This division is more or less hierarchical, and while it is just one way of many to organizing the KPIs, it is helpful for highlighting those KPIs that are important enough to warrant more attention being paid to them.

A Note on Cost of Living Adjustments

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

GUIDANCE FOR READING THIS REPORT

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



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

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

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

FREQUENTLY ASKED QUESTIONS

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

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

How do I find my district's ID number?

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

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

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

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

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

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

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

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

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

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

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

Accounts Payable

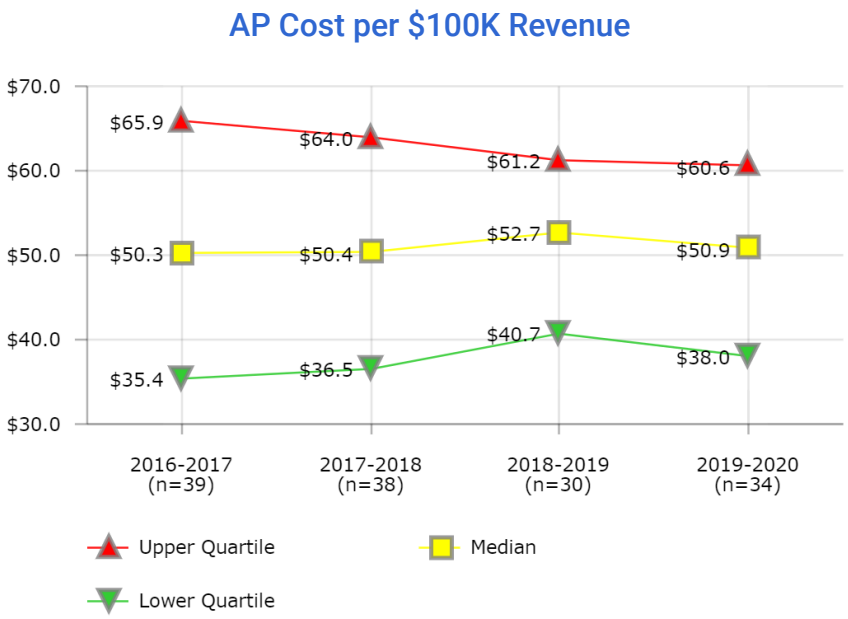
Performance metrics in Accounts Payable (AP) focus on the cost efficiency, productivity, and service quality of invoice processing. Cost efficiency is measured most broadly with **AP Costs per $100K Revenue**, which evaluates the entire cost of the AP department against the total revenue of the district.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

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

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

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

ACCOUNTS PAYABLE



Description of Calculation

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

Importance of Measure

This measures the operational efficiency of an Accounts Payable Department.

Factors that Influence

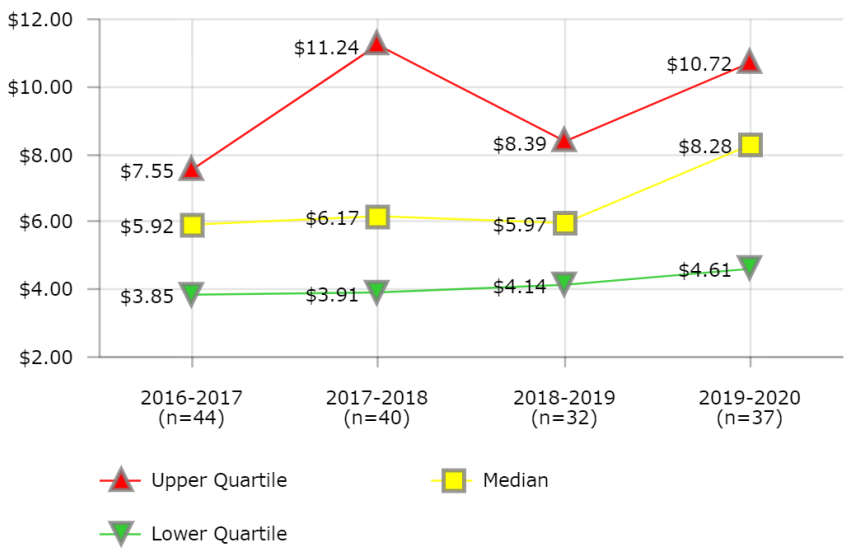
- Administrative policies and procedures
- Administrative organizational structure
- Administrative leadership style, decision making process and distribution of organizational authority
- Departmental and individual employee responsibilities and competencies
- Performance management systems
- Monitoring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

Districts in Best Quartile (2019-2020)

- Baltimore City Public Schools
- Cincinnati Public Schools
- Clark County School District
- Dallas Independent School District
- Houston Independent School District
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Newark Public Schools
- Palm Beach County School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1			$44.4	
2		$133.3		
3	$69.0		$51.2	
4	$33.9	$35.2	$57.3	$47.3
5				$60.5
7	$45.4	$43.8	$43.9	$66.6
8	$27.3	$26.1	$29.7	$29.1
9	$35.4	$36.5	$33.4	$32.5
10	$28.6	$29.9		
11	$33.8			
12	$145.9	$149.3	$160.6	$153.8
13		$34.7	$33.3	
14	$60.0	$60.5	$57.5	$53.3
15		$124.0		
18	$62.2	$56.3	$53.9	$65.7
20	$53.5	$47.5	$51.5	$38.0
23		$50.2		$40.3
25		$35.5	$141.9	$37.6
27			$39.6	$39.3
28	$50.5	$64.0	$54.5	$73.0
30	$30.6	$30.7	$32.9	$36.8
32	$28.1	$31.8	$32.3	$28.6
35	$74.8	$68.8	$65.0	$81.0
37	$39.2			
39	$30.4			$19.2
40	$46.2	$50.4		$57.9
41	$49.6	$46.0	$47.8	$34.5
43	$52.7	$57.6	$55.1	
44	$68.3	$67.5	$61.7	$56.6
45	$47.5			
46	$18.0	$22.9	$30.1	$34.1
47	$37.0	$40.7		$49.5
48	$50.3	$50.4	$51.4	$51.7
49	$65.3			$59.3
50	$93.7	$56.9	$61.2	$53.2
51	$130.4	$168.6	$151.4	$149.4
52				$50.1
53	$63.3	$55.6	$55.3	$57.7
54		$15.1		
55	$44.4	$45.3		$44.9
57	$51.6	$50.5	$46.4	$48.8
58	$17.8			
63	$39.4	$40.4	$40.7	
66				$61.0
67	$65.7	$58.2	$58.2	$60.6
71	$47.4	$40.3		$39.9
79	$104.8	$105.3	$83.5	$83.9
91	$65.9	$63.9		
97	$98.0	$113.1		
431	$87.3	$83.6	$89.8	

ACCOUNTS PAYABLE



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

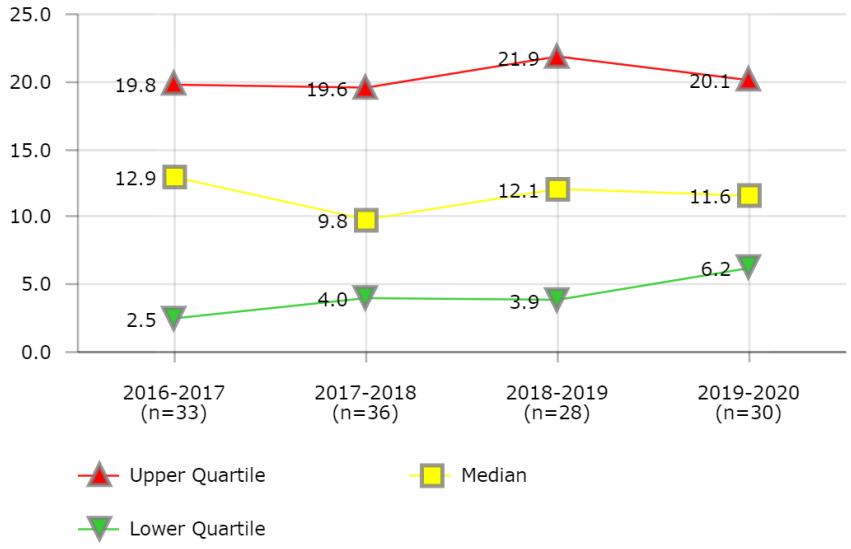
Districts in Best Quartile (2019-2020)

- Baltimore City Public Schools
- Charleston County School District
- Hillsborough County Public Schools
- Houston Independent School District
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Omaha Public School District
- Orange County Public School District
- Palm Beach County School District
- St. Paul Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1	$5.78		$6.01	
2		$12.01		
3	$3.79	$4.80	$2.73	$4.28
4	$6.47	$7.07	$10.61	$10.77
5		$24.23		$22.51
7	$4.14	$3.58	$4.28	$9.11
8	$1.82	$1.71	$1.86	$2.13
9	$7.82	$8.05	$7.77	$9.36
10	$1.67	$2.87		$3.87
11	$4.24			
12	$10.68	$13.11	$12.66	$14.44
13	$2.74	$2.58	$2.56	
14	$3.49	$5.20	$5.41	$5.25
15		$12.10		
16		$9.93		
18	$6.67	$6.37	$5.95	$8.31
20	$13.98	$30.92	$36.77	$30.56
23				$3.01
25	$10.71	$12.95	$13.90	$16.07
27			$8.90	$8.28
28	$4.98	$6.26	$7.13	$21.14
29				$54.60
30	$3.02	$3.69	$3.25	$4.61
32	$2.31	$2.02	$3.18	$3.33
35	$7.74	$7.74	$7.36	$9.93
37	$3.29			
39				$3.34
40	$4.21	$1.73	$3.77	$8.73
41	$4.73	$4.92	$5.60	$4.76
43	$11.90	$13.96	$10.54	
44	$7.14	$10.55	$5.88	$10.60
45	$21.66			
46	$2.63	$3.68	$4.01	$3.70
47	$3.59	$4.14	$4.53	$15.11
48	$1.87	$2.05	$2.15	$2.54
49	$7.22			$8.95
50	$16.83	$12.23	$16.98	$16.87
51	$11.72	$11.93	$11.27	$10.72
52	$3.90			$8.35
53	$5.52	$5.18	$5.58	$7.08
54	$3.95	$4.22		
55	$5.91	$6.09		$7.27
57	$6.13	$6.58	$7.87	$8.03
58	$7.37			
63	$6.01	$6.06	$5.59	
66	$7.37		$6.70	$4.59
67	$8.11	$5.82	$6.09	$8.00
71	$6.06	$3.39		$4.89
74		$70.98		
79	$17.99			
91	$5.94	$6.25		
97	$7.30	$7.46		
431	$4.02	$4.94	$5.99	$8.28

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

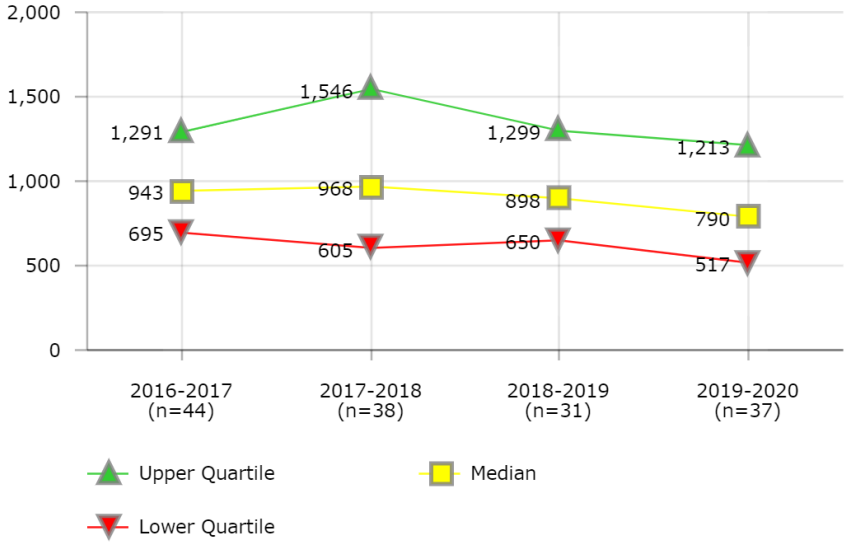
Districts in Best Quartile (2019-2020)

- Albuquerque Public Schools
- Charlotte-Mecklenburg Schools
- District of Columbia Public Schools
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Omaha Public School District
- Palm Beach County School District
- Shelby County School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1			25.2	
3	10.3	12.4	11.7	12.4
4	19.7	20.0	15.9	16.3
5		0.0		
7	5.2	5.1		14.1
8	7.6	6.7	6.8	6.2
9	20.6	7.7	7.8	8.6
10	3.4	5.5		7.0
11	19.0			
12	15.5	9.6	10.4	8.7
13	2.2	2.0	2.0	
14		0.0	0.0	5.9
15		5.2		
16		6.0		
18	3.6	4.0	3.5	3.3
20	32.6	34.1	79.6	25.4
23		10.0		10.0
25	84.8	60.2	36.3	55.3
27			23.3	22.5
28		10.1	12.4	
29				0.0
30	10.0	10.0	10.0	
32	0.7			2.6
35	23.0	27.3	24.7	26.9
37	2.5			
39				32.8
40	19.0	0.0	0.0	7.0
41		21.4	21.9	8.6
44	0.3			
45	13.7			
46	46.0	53.6	41.9	29.5
47		14.0	21.8	20.1
48	16.8	15.0	14.9	14.6
50	0.0	5.2	0.0	20.6
51		1.0	7.7	10.8
53	1.1	4.0	4.2	4.9
54	0.7	3.4		
55	3.5	3.5	3.4	4.0
57	44.2			
58	41.8			
63	34.0	32.3	14.5	
66	1.3		1.5	0.4
67		31.2	13.3	15.5
71	2.3	10.7		14.1
74		30.0		
79	14.8			
91	19.8	19.2		
97		0.0		
431	12.9	14.5	14.0	12.6

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

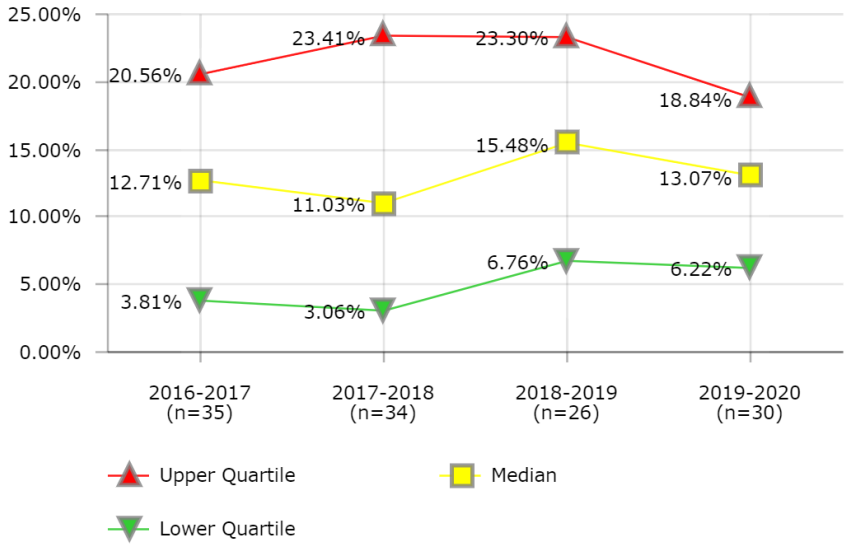
Districts in Best Quartile (2019-2020)

- Baltimore City Public Schools
- Charleston County School District
- Hillsborough County Public Schools
- Houston Independent School District
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Omaha Public School District
- Orange County Public School District
- Palm Beach County School District
- St. Paul Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1	754		709	
2		603		
3	1,390	1,132	2,382	1,547
4	763	799	784	696
5		258		252
7	1,429	1,506	1,299	913
8	2,590	2,745	2,937	2,671
9	723	752	752	628
10	2,613	1,626		1,213
11	975			
12	504	469	466	442
13	1,533	1,651	1,716	
14	903	605	579	611
15		345		
16		421		
18	1,149	1,229	1,275	871
20	446			190
23				1,717
25	353	327	326	298
27			516	401
28	1,119	1,176	1,088	357
29				85
30	2,206	1,822	2,211	1,742
32	2,196	2,722	1,660	1,720
35	1,098	1,047	1,091	867
37	1,120			
39				1,260
40	752	2,043	1,099	610
41	978	956	770	836
43	481	477	620	
44	588	401	630	384
45	292			
46	1,904	1,717	1,397	1,761
47	1,112	1,124	1,123	391
48	2,764	2,665	2,719	2,343
49	823			991
50	495	635	525	517
51	580		650	724
52	1,510			868
53	1,056	950	898	749
54	2,693	2,151		
55	841	861		790
57	1,193	1,128	857	729
58	985			
63	1,032	1,049	1,169	
66	730		866	1,475
67	667	979	1,004	812
71	910	1,546		1,144
74		286		
79	375			
91	734	679		
97	640	755		
431	898	768	658	543

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

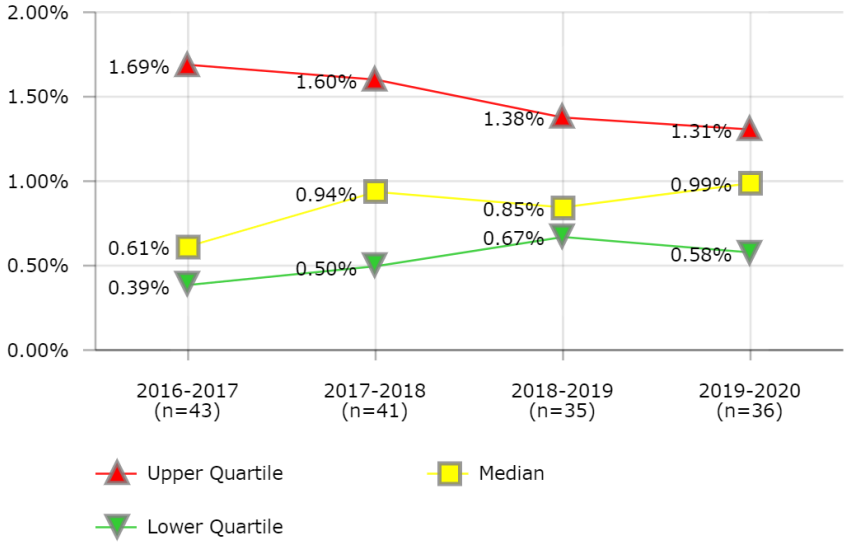
Districts in Best Quartile (2019-2020)

- Albuquerque Public Schools
- Anchorage School District
- Charleston County School District
- Des Moines Public Schools
- Fort Worth Independent School District
- Orange County Public School District
- Palm Beach County School District
- Shelby County School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1			24.39%	
2		1.85%		
3	3.83%	6.47%	7.29%	6.91%
4	15.59%	19.65%	12.39%	13.05%
7	3.81%	2.55%		1.46%
8	5.54%	4.73%	2.11%	2.55%
9	19.40%	20.46%	21.70%	18.84%
10	3.09%	5.15%		6.62%
11	14.33%			
12	2.76%	1.31%	5.25%	6.22%
14	3.85%	1.53%	20.49%	5.06%
15		30.53%		
16		39.87%		
18	28.14%	3.06%	2.61%	2.41%
20	33.63%	24.12%		29.86%
23		0.49%		0.09%
25	88.21%		69.68%	74.13%
27			18.35%	17.18%
28	20.01%	12.13%	19.25%	
29				14.53%
32	12.71%	1.34%	6.76%	13.10%
35	19.20%	24.54%	23.32%	24.55%
37	10.00%			
39	10.00%			25.54%
40	20.56%	0.10%	15.00%	1.15%
41	27.02%	25.51%	14.16%	14.10%
44	1.26%			
46	47.33%	52.42%	54.31%	47.29%
47	35.48%	65.39%	50.40%	52.57%
48	0.43%	0.42%		0.41%
50	9.40%	4.22%	6.56%	13.46%
51		25.17%	24.77%	17.44%
52		9.92%		7.89%
53	12.79%	14.74%	15.96%	18.21%
54		8.34%		
55	6.92%	7.49%	5.18%	6.70%
57	23.78%	14.65%	17.83%	
58	1.77%			
63	13.12%	13.26%	10.00%	
66	1.70%		2.00%	
67	25.07%	14.20%	11.00%	6.93%
71	0.87%	8.86%		9.99%
79	9.25%			
91	15.80%	13.92%		
431	3.45%	23.41%	23.30%	23.33%

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 (2019-2020)

- Austin Independent School District
- Des Moines Public Schools
- District of Columbia Public Schools
- Guilford County School District
- Hillsborough County Public Schools
- Metropolitan Nasvhille Public Schools
- Miami-Dade County Public Schools
- Minneapolis Public Schools
- Toledo Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1	1.18%		1.38%	
2		2.78%		
3	0.53%	0.78%	1.06%	1.05%
4	0.41%	0.50%	1.19%	1.51%
5				0.62%
7	2.44%	0.34%	0.26%	2.55%
8	0.36%	0.32%	0.43%	0.58%
9	0.74%	0.63%	0.72%	0.80%
10	0.61%	0.78%		0.29%
11	0.47%			
12	0.17%	0.25%	0.30%	0.24%
13	0.68%	0.90%	0.63%	
14	0.07%	0.10%	0.16%	1.17%
15		0.99%		
16		1.71%		
18	1.20%	1.15%	1.19%	1.55%
19	1.81%	1.60%	1.88%	1.51%
20	1.69%	1.51%	1.28%	1.31%
23		0.96%		1.00%
25	2.27%	1.83%	1.20%	1.00%
27			0.56%	0.80%
28	1.56%	1.74%	0.85%	
29				0.07%
30	0.32%	0.34%	0.83%	
32	2.90%	2.22%	1.38%	0.57%
35	0.24%	0.81%	0.74%	0.67%
39	1.99%			1.54%
40	0.15%	0.13%	0.09%	2.65%
41		2.31%	1.70%	1.27%
43	0.59%	0.74%	1.43%	
44	0.14%	0.97%	0.83%	0.68%
45	0.59%			
46	2.45%	1.05%	1.44%	1.20%
47	0.05%	0.06%	0.05%	0.28%
48	2.97%		3.11%	3.21%
49	0.88%	0.94%	0.84%	0.36%
50	2.06%	1.03%	1.13%	1.07%
51	1.38%		4.81%	2.67%
52	0.55%	0.19%		0.28%
53	0.68%	0.78%	0.82%	1.30%
54	4.37%	0.52%		
55	1.87%	1.67%	1.84%	1.09%
57	0.47%	7.46%	0.70%	
58	0.41%			
63	1.09%	0.95%	0.75%	
66	0.46%		1.31%	0.64%
67		1.69%	1.18%	0.98%
71	0.15%			0.17%
74		1.01%		
79	0.98%	0.03%		0.38%
91	0.54%	0.39%		
97	0.09%	1.76%		
431	0.39%	0.66%	0.67%	0.73%

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**.

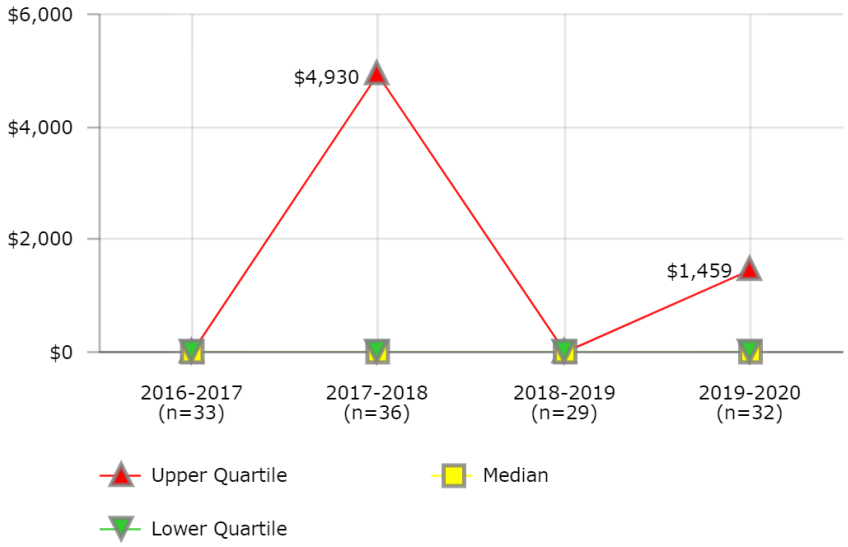
Measures that look at *investment yield* include **Investment Earnings per $100K Revenue** and **Investment Earnings as Percent of Cash/Investment Equity**.

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.

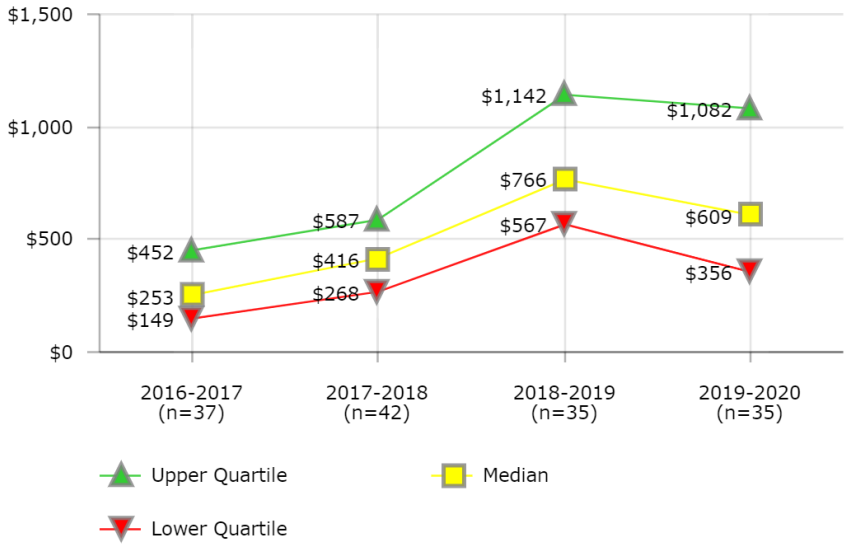
Factors that Influence

- 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	2016-2017	2017-2018	2018-2019	2019-2020
1			$0	
2		$0		
3	$0		$0	
4	$0	$0	$0	$0
7		$0	$0	$0
8	$5,671	$5,425	$5,456	$4,995
9	$0	$0	$0	$0
10	$0	$0		
11	$0			
12	$0	$0	$0	$0
13		$4,435	$5,702	
14	$0	$0	$0	
15		$8,297		
18				$0
20	$0	$0	$0	$0
21				$5,334
23				$3,251
25		$2,124	$7,830	$1,669
27			$0	$0
28	$0	$7,102	$2,717	$5,143
30	$20,640	$20,982	$21,141	$28,292
32	$8,325	$7,453	$9,319	$10,251
35	$0	$0	$0	$0
37	$20,493			
39	$0			$0
41	$0	$0	$0	$1,437
43	$0	$0	$0	
44	$0	$8,530	$0	$0
46	$0	$0	$0	$0
47	$0	$0		$0
48	$0	$0	$0	$0
49	$0			$0
50	$0	$0	$0	$0
51	$0	$0	$0	$0
52				$0
53	$0	$0	$0	$1,482
54		$16,876		
55	$0	$0		$0
57	$0	$0	$0	$0
58	$11,154	$10,221		
63	$8,630	$0	$0	
66				$0
67	$0	$0	$0	$0
71	$2,042	$1,879		$777
79	$0	$0	$0	$0
91		$0		
97	$10,610	$11,072		
431		$0	$0	

CASH MANAGEMENT

Investment Earnings per $100K Revenue



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

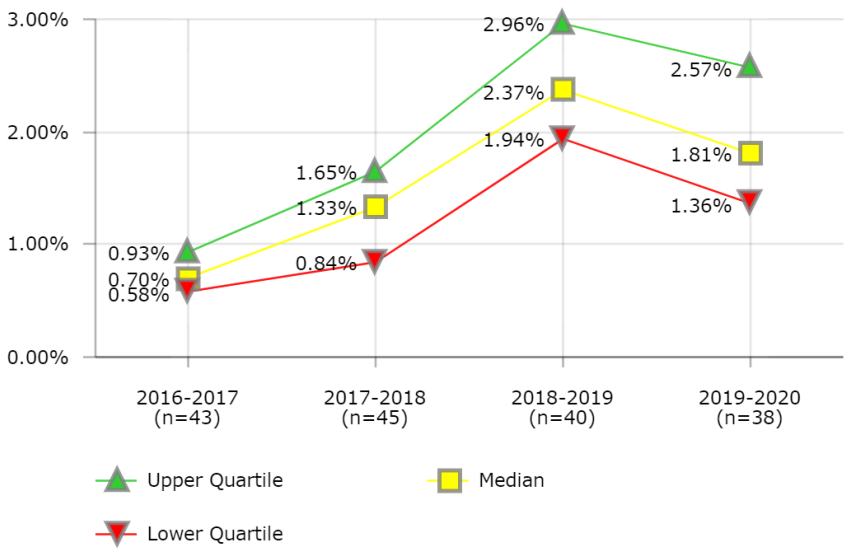
Districts in Best Quartile (2019-2020)

- Atlanta Public Schools
- Clark County School District
- Columbus Public Schools
- Dallas Independent School District
- Fort Worth Independent School District
- Houston Independent School District
- Minneapolis Public Schools
- Orange County Public School District
- Portland Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1			$411	
2		$5		
3	$632		$464	
4	$127	$343	$703	$593
5				$1,244
7	$149	$52	$567	$397
8	$274	$540	$1,074	$788
9	$174	$455	$1,142	$1,227
10		$350		
11			$1,261	
12	$233	$476	$1,232	$817
13		$364	$266	
14	$172	$411	$1,267	$646
15		$24		
16			$1,929	
18	$351	$635		$682
20	$155	$239	$589	$609
21				$22
23		$587		$259
25		$61	$659	$122
27			$33	$31
28	$148	$193	$1,510	$2,248
30	$500	$484	$463	$443
32	$253	$554	$1,064	$557
35	$286	$487	$1,843	$2,222
37	$452			
39	$647			$1,082
40	$546	$1,045		$1,194
41	$636	$1,136	$1,590	$1,398
43	$332			
44	$360	$412	$593	$496
46	$118	$284	$611	$502
47	$11			$55
48	$1,708	$2,132		$2,674
49	$31			$116
50	$6	$120	$154	$191
51	$105	$675	$1,125	$690
52				$1,455
53	$209	$197	$562	$356
54		$268		
55	$99	$123		$169
56		$898	$985	
57	$318	$277	$673	$453
58	$67	$150		
61		$323	$496	
62			$1,080	
63	$188	$437	$1,030	
66				$459
67	$460	$666	$766	$775
71	$355	$474		$845
77		$461	$631	
79	$204	$415	$770	$708
91	$552	$1,026		
97	$223	$284		
101		$417	$626	
431	$566	$1,258	$2,054	
1728	$446	$839	$1,054	

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

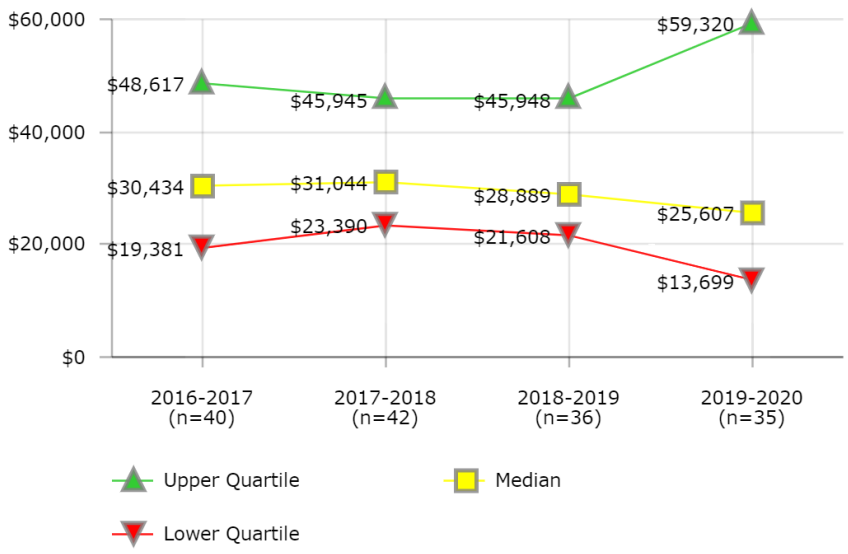
Districts in Best Quartile (2019-2020)

- Anchorage School District
- Atlanta Public Schools
- Chicago Public Schools
- Clark County School District
- Columbus Public Schools
- Des Moines Public Schools
- Duval County Public Schools
- Fresno Unified School District
- Milwaukee Public Schools
- Shelby County School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1	0.93%		2.00%	
2		1.07%		
3	1.65%		2.58%	1.27%
4	2.48%	1.36%	2.30%	1.79%
5		0.52%		1.42%
7	0.90%	0.29%	3.86%	2.89%
8	0.70%	1.48%	2.53%	1.80%
9	0.60%	1.38%	2.98%	2.71%
10		1.73%		2.12%
11			2.22%	
12	0.72%	1.93%	5.00%	2.57%
13	0.76%	1.38%	0.91%	
14	0.27%	0.61%	2.13%	1.13%
15		0.08%		
16		1.65%	2.42%	
18	1.61%	2.72%		3.68%
19		1.15%	2.57%	1.58%
20	0.59%	0.84%	1.93%	2.18%
21				0.16%
23				0.94%
25	0.56%	1.49%	2.54%	2.46%
27			0.34%	0.23%
28	0.73%	0.79%	6.25%	8.78%
30	3.92%	3.68%	3.46%	3.88%
32	0.80%	1.88%	3.72%	2.30%
34				2.21%
35	0.70%	1.06%	3.86%	3.27%
37	0.63%			
39	0.59%			1.47%
40	0.93%	1.33%	2.35%	
41	0.79%	1.59%	2.53%	1.82%
43	1.25%			
44	2.25%	5.49%	4.00%	3.00%
46	0.53%			
47	0.44%	2.68%	0.32%	1.31%
48	1.50%	1.89%	2.68%	2.31%
49	0.58%	0.74%	1.51%	1.42%
50	0.04%	0.56%	0.80%	0.95%
51	0.20%	1.10%	1.93%	0.95%
52	0.33%			2.02%
53	0.64%	0.64%	2.32%	1.54%
54		1.05%		3.76%
55	1.01%	1.44%		1.45%
56			2.13%	
57	0.69%	0.88%	3.08%	1.83%
58	0.33%	0.66%		
61		0.80%	1.95%	
62		2.05%	2.98%	
63	0.70%	1.03%	2.25%	
66	0.83%		1.87%	0.77%
67	1.42%	1.83%	2.67%	3.21%
71	0.57%	0.89%		1.36%
76	0.66%		2.40%	
77		1.45%	2.95%	
79	0.55%	1.04%	1.94%	1.79%
91	1.34%	1.61%		
97	0.81%	0.84%		
101		1.19%	1.50%	
431	0.61%	1.75%		
1728	0.71%	1.40%	1.92%	

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

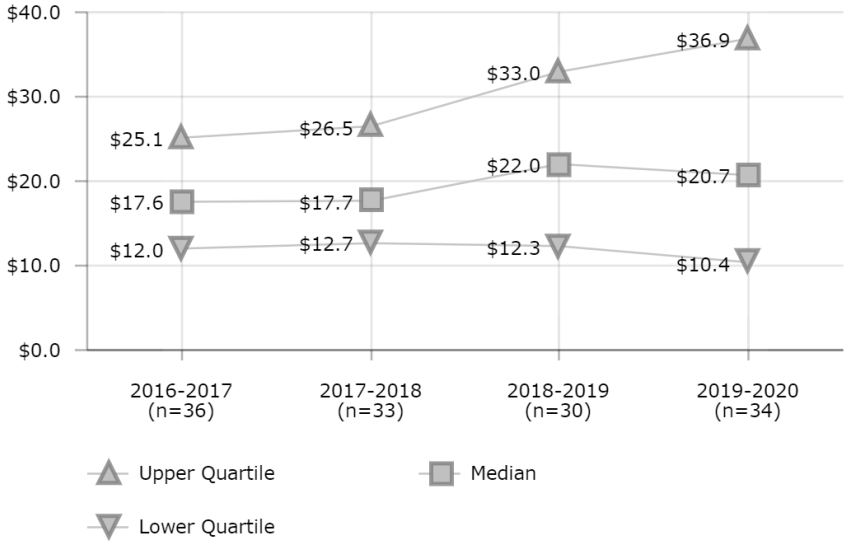
Districts in Best Quartile (2019-2020)

- Austin Independent School District
- Columbus Public Schools
- Dallas Independent School District
- Houston Independent School District
- Minneapolis Public Schools
- Oklahoma City Public Schools
- Omaha Public School District
- Orange County Public School District
- Portland Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1			$20,570	
2		$440		
3	$38,365		$17,994	
4	$5,120	$25,127	$30,591	$33,165
5				$87,873
7	$16,562	$17,504	$14,694	$13,729
8	$39,158	$36,467	$42,446	$43,841
9	$29,148	$33,034	$38,319	$45,268
10	$17,401	$20,231		
11	$18,616		$56,672	
12	$32,213	$24,609	$24,651	$31,786
13		$26,450	$29,088	
14	$63,874	$67,330	$59,579	$57,310
15		$29,338		
16			$79,710	
18	$21,875	$23,390	$951	$18,524
20	$26,385	$28,427	$30,501	$27,976
21				$13,699
23		$19,249		$27,689
25		$4,067	$25,974	$4,965
27			$9,635	$13,151
28	$20,220	$24,452	$24,145	$25,607
30	$12,756	$13,155	$13,385	$11,436
32	$31,721	$29,440	$28,583	$24,230
35	$40,555	$45,945	$47,772	$67,853
37	$71,723			
39	$109,156			$73,416
40	$58,508	$78,436		$69
41	$80,720	$71,339	$62,784	$76,798
43	$26,501	$29,384	$24,405	
44	$16,034	$7,506	$14,799	$16,520
46	$22,353			$32
47	$2,400			$4,221
48	$114,250	$113,052		$115,647
49	$5,360			$8,200
50	$15,575	$21,177	$19,302	$20,110
51	$51,150	$61,140	$58,390	$72,778
52				$72,011
53	$32,474	$30,684	$24,224	$23,139
54	$25,705	$25,589		
55	$9,754	$8,528		$11,724
56		$60,303	$46,189	
57	$46,084	$31,404	$21,805	$24,747
58	$20,147	$22,722		
61		$40,442	$25,408	
62			$36,299	
63	$26,849	$42,440	$45,707	
66				$59,320
67	$32,269	$36,311	$28,691	$24,166
71	$62,144	$53,552		$61,946
77		$31,706	$21,411	
79	$37,430	$39,867	$39,594	$39,467
91	$41,312	$63,595		
97	$27,604	$33,691		
101		$34,948	$41,828	
431	$93,295	$71,714	$107,466	
1728	$62,496	$60,129	$55,000	

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	2016-2017	2017-2018	2018-2019	2019-2020
1			$24.7	
3	$19.5		$19.1	
4	$13.7	$19.9	$20.1	$21.2
5				$36.9
7	$27.8	$32.3	$34.4	$40.4
8	$15.2	$14.9	$15.5	$14.5
9	$11.6	$14.7	$10.2	$8.8
10	$13.6	$11.9		
11	$2.5			
12	$136.2	$135.6	$147.4	$144.3
13		$22.3	$12.4	
14	$4.2	$4.2	$4.6	$4.6
18	$12.5	$14.0	$13.0	$13.4
20	$321.6		$345.0	$401.8
21				$50.1
23		$17.7		$17.6
25		$29.3	$107.6	$28.1
27			$5.0	$4.8
28		$2.5	$10.7	$10.2
30	$7.9	$8.2	$8.5	$8.7
32	$25.4	$23.5	$24.6	$20.3
35	$15.7	$12.7	$12.3	$14.8
37	$19.3			
39	$20.5			$16.6
40	$14.9	$16.2		$15.5
41	$40.0	$38.2	$33.2	$35.4
43	$18.9	$33.6	$33.0	
44	$24.0	$25.3	$30.4	$30.6
46	$14.6	$14.1	$11.2	$4.6
48	$16.2	$15.9	$14.3	$10.4
49	$7.5			$6.1
50	$49.6	$36.4	$34.6	$47.1
51	$112.3		$126.9	$136.8
52				$71.5
53	$1.6		$4.8	$45.5
54		$9.2		
55	$5.9	$5.8		$8.0
57	$24.9	$30.6	$24.0	$27.1
58	$10.2	$9.1		
63	$24.4	$26.2	$26.1	
66				$24.2
67	$14.5	$15.7	$16.3	$17.3
71	$19.2	$26.9		$25.9
79	$20.6	$20.6	$31.3	$24.0
91	$2.4	$2.4		
97	$32.6	$26.5		
431	$29.7	$25.6	$23.9	

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:

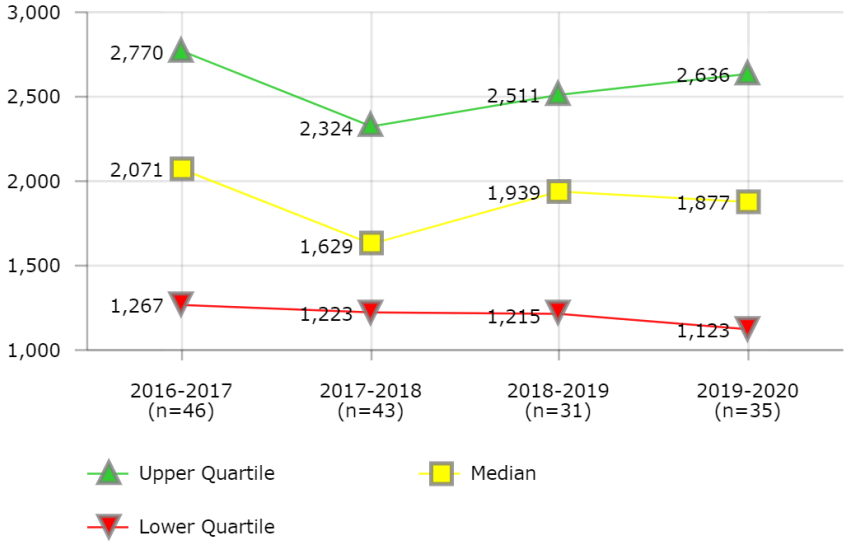
- Needs better automation to improve accuracy and reduce workload
- Should consider switching to software that is more accurate and efficient
- Has problems with time management or workload management, or should have clearer policies around timelines
- Has staff that is under-skilled or under-trained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

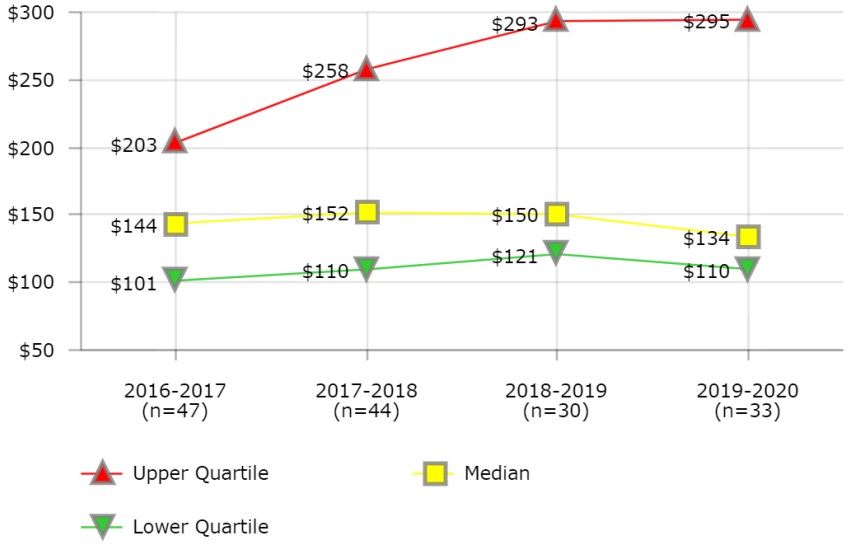
Districts in Best Quartile (2019-2020)

- Baltimore City Public Schools
- Houston Independent School District
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Minneapolis Public Schools
- Omaha Public School District
- Orange County Public School District
- Palm Beach County School District
- Shelby County School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1	564			654
2		1,430		
3	1,247	1,250	142	1,359
4	1,512	1,503	1,548	1,525
5	828	1,031		995
7	1,327	1,259	1,215	1,163
8	2,963	2,996	3,007	2,873
9	2,603	2,317	2,499	2,443
10	2,374	2,324		
11	1,267			
12	744	749	717	684
13	4,467	5,048		
14	2,371	1,468	2,130	2,211
15		652		
16		1,028		
18	4,112	2,504	2,631	3,250
19				849
20	1,515	1,649	1,298	1,458
23		1,629		1,059
25	2,245	2,105	2,343	2,231
27	2,259	2,166	1,846	1,783
28	1,823	1,852	1,996	2,039
30	3,657	3,514	3,493	3,392
32	4,618	4,800	4,497	4,670
35	1,167	1,197	1,369	1,374
37	988	922		
39	3,752			4,970
40	1,082	1,188	1,170	961
41	1,779	1,594	1,709	1,723
43	2,033	2,167	2,109	
44	1,220	1,103	1,070	918
45	1,528			
46	2,770	2,688	2,720	2,723
48	2,276	2,562	2,524	2,636
49	2,114		2,429	2,569
50	1,565	1,491	1,825	2,016
51	1,953	1,950	1,939	1,910
52	3,553			3,672
53	2,238	2,128	2,154	1,877
54	3,389	3,320		
55	2,978	2,778		2,446
57	1,486	1,564	1,661	1,832
58	3,258			
62		980		
63	1,081	1,234	1,022	
66	2,198		2,800	3,510
67	1,309	1,362	1,189	1,123
71	1,246	1,223		
74		848		
76	1,099			
79			1,125	833
91	2,109	2,037		
97	6,259	3,427		
431	2,125	2,121	2,511	

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

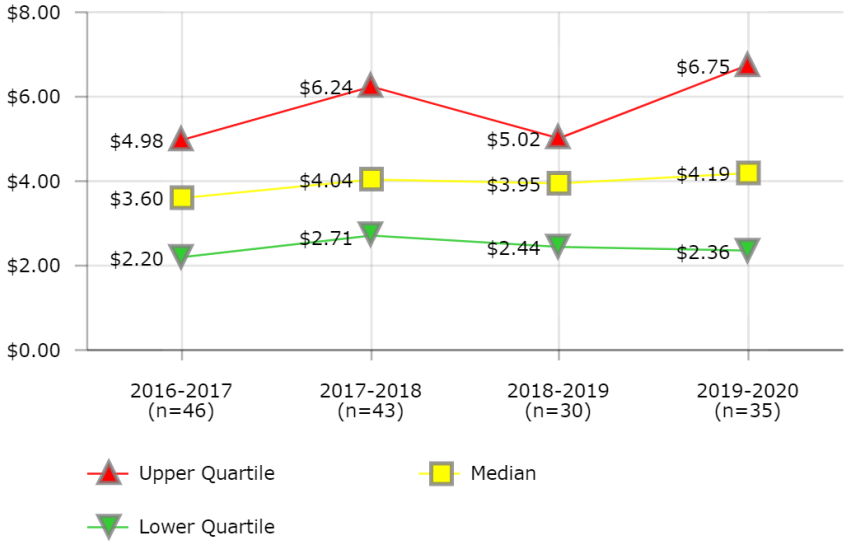
Districts in Best Quartile (2019-2020)

- Clark County School District
- Dallas Independent School District
- Hillsborough County Public Schools
- Houston Independent School District
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Minneapolis Public Schools
- Newark Public Schools
- Portland Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1	$144			
2		$202		
3	$296	$241		
4	$301	$319	$312	$312
5	$118	$119		$107
7	$128	$133	$139	$140
8	$131	$124	$113	$123
9	$91	$108	$123	$89
10	$101	$114		$106
11	$157			
12	$415	$317	$348	$348
13	$73	$64		
14	$161	$161	$158	$182
15		$323		
16		$111		
18	$93	$124	$125	$122
19		$282	$310	$395
20	$357	$335	$357	$321
23		$211		$353
25	$124	$114	$111	$105
27	$270	$274	$321	$326
28	$205	$208	$153	$131
30	$163	$137	$134	$128
32	$50	$47	$47	$40
35	$336	$305	$317	$298
37	$144	$142		
39	$58			$62
40	$151	$277	$155	$155
41	$121	$104	$87	$86
43	$108	$106	$105	
44	$202	$237	$240	$229
45	$145			
46	$100	$104	$121	$134
48	$203	$195	$123	$116
49	$205	$204	$205	$194
50	$147	$197	$141	$147
51	$270	$308	$281	$260
52	$109			$72
53	$119	$102	$109	$110
54	$75	$74		
55	$79			
57	$294	$361	$293	$295
58	$99			
63	$157	$209	$348	
66	$128			$130
67	$166	$126	$148	$129
71	$128	$108		
74		$242		
76	$175			
79	$303	$309	$246	$367
91	$81	$77		
97	$117	$128		
431	$93	$91	$87	

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

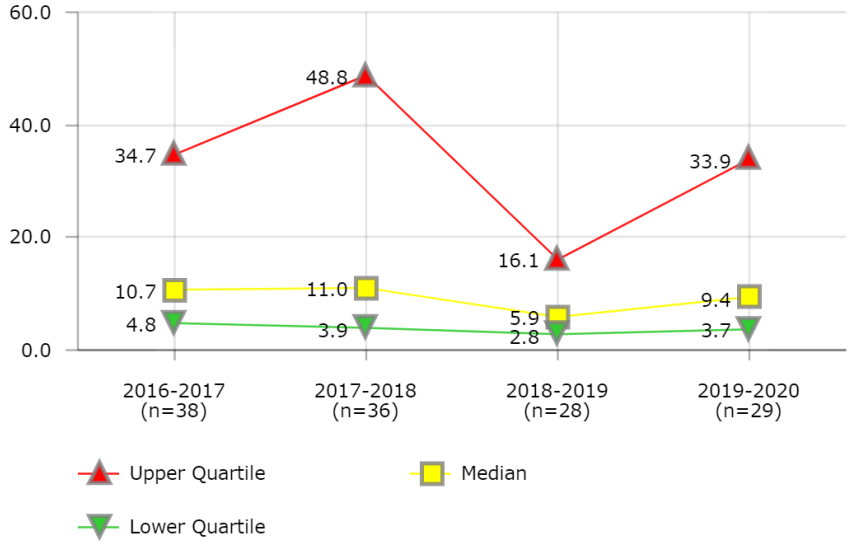
Districts in Best Quartile (2019-2020)

- Charlotte-Mecklenburg Schools
- Houston Independent School District
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Minneapolis Public Schools
- Omaha Public School District
- Orange County Public School District
- Palm Beach County School District
- Shelby County School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1	$9.01			$8.90
2		$4.98		
3	$9.25	$7.94		$5.30
4	$6.35	$7.27	$7.04	$7.38
5	$6.91	$6.66		$6.75
7	$4.91	$5.36	$5.83	$6.13
8	$2.12	$2.05	$1.90	$2.32
9	$2.47	$3.11	$3.32	$2.59
10	$2.20	$2.48		
11	$4.60			
12	$9.73	$10.09	$11.29	$11.65
13	$1.07	$0.94		
14	$2.09	$3.32	$2.35	$3.10
15		$6.24		
16		$5.46		
18	$1.81	$3.11	$2.50	$2.02
19				$10.85
20	$5.96	$6.63	$7.51	$6.85
23		$3.70		$6.57
25	$2.75	$2.79	$2.44	$2.61
27	$3.18	$3.29	$4.02	$4.76
28	$4.65	$4.72	$4.67	$4.19
30	$2.43	$2.10	$2.00	$2.02
32	$1.21	$1.17	$1.19	$1.11
35	$7.31	$6.43	$6.91	$6.71
37	$4.88	$5.01		
39	$1.14			$0.98
40	$5.36	$7.73	$4.93	$6.91
41	$3.97	$4.20	$3.39	$3.61
43	$4.98	$4.77	$5.02	
44	$3.58	$3.04	$4.29	$4.19
45	$3.16			
46	$2.49	$2.66	$3.17	$3.56
48	$3.62	$3.66	$2.40	$2.28
49	$2.61		$2.42	$2.66
50	$4.28	$5.25	$3.88	$4.37
51	$4.00	$4.64	$4.81	$4.77
52	$2.33			$1.64
53	$2.91	$2.90	$3.13	$3.34
54	$1.81	$1.87		
55	$1.84	$1.87		$1.64
57	$5.26	$6.95	$4.84	$4.91
58	$2.15			
62		$2.71		
63	$4.35	$5.99	$10.08	
66	$3.66		$2.98	$2.36
67	$7.70	$6.34	$8.18	$8.80
71	$4.62	$4.04		
74		$6.67		
76	$5.74			
79			$4.67	$7.26
91	$2.84	$2.78		
97	$1.54	$1.70		
431	$1.98	$1.95	$1.83	

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

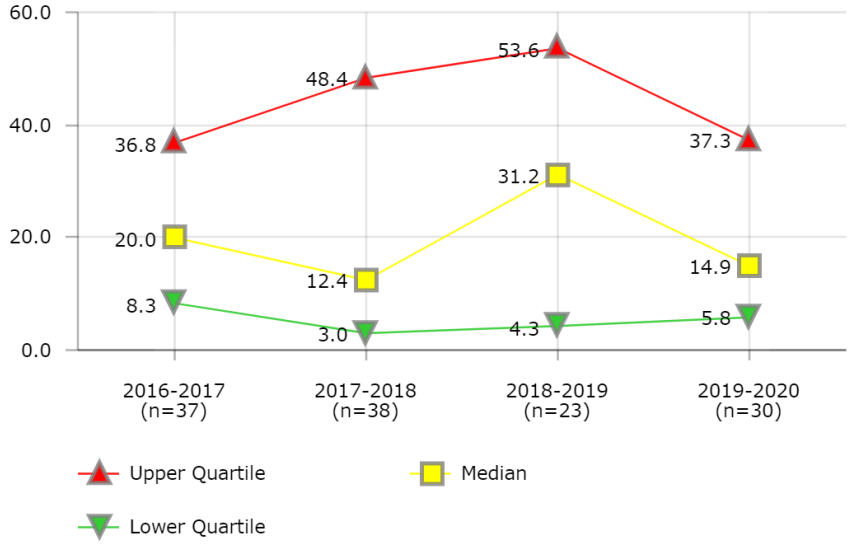
Districts in Best Quartile (2019-2020)

- Anchorage School District
- Fresno Unified School District
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Norfolk School District
- Palm Beach County School District
- Toledo Public Schools
- Wichita Unified School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1				45.0
3	13.1	5.3	37.0	
4	1.8	6.4	2.0	1.6
5	11.4	13.6		17.0
7	3.3	2.6	1.4	2.5
8	2.5	3.6	3.7	3.3
9	0.3	0.9	0.8	52.1
11	2.7			
12	10.5	31.6	4.7	5.7
13	79.7	79.6	77.5	
14	10.7	90.1	17.8	12.9
15		40.8		
16		91.9		
18	6.6	10.9	10.6	60.6
19				8.7
20	34.7	56.8	82.7	254.1
23				50.1
25	17.2	96.8		15.6
27	1.9	1.6	5.2	3.3
28	2.7	2.8	1.6	60.1
30	10.6	9.9	9.6	9.4
32	2.1	2.5	1.9	1.9
37	277.5	762.2		
39	6.6			
40	41.5	68.0	13.9	7.2
41	74.9	0.4		
43	8.7	6.9	5.5	
44	5.9	6.0	6.0	6.0
46	16.6	17.1	16.9	19.6
48	11.9	11.2	9.7	10.3
49	148.8			
50	10.9	14.0	11.4	33.9
51	10.8	63.3	22.9	10.1
52	329.9	0.9		5.7
53	2.5	1.7	3.3	1.9
54	244.8			
57		6.3	5.8	4.1
58	4.8			
62		21.3		
63	46.5	25.6	15.3	
66	19.0		21.1	35.6
67	5.9	4.3	3.0	3.7
71	26.3	18.7		
76	53.4			
79			1.3	0.7
97		66.3		
431	8.1	6.1	2.6	

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

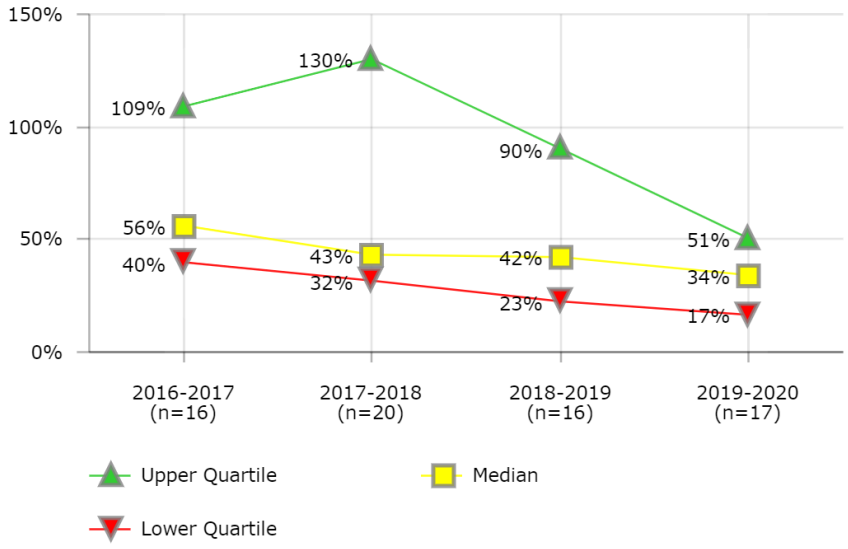
Districts in Best Quartile (2019-2020)

- Charleston County School District
- Hillsborough County Public Schools
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Minneapolis Public Schools
- Orange County Public School District
- Palm Beach County School District
- Shelby County School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1	1.6			
2		13.6		
3	36.8	17.2	29.4	12.5
4	50.0	49.5	54.9	17.4
5	6.6	0.1		
7	12.6	12.1	14.0	9.8
8		0.1	1.7	4.0
9		0.5	0.6	76.7
10	25.3	9.0		4.4
11	31.7			
12	4.7			11.2
14	20.0	38.8	31.1	14.9
15		6.4		
16		5.3		
18	25.1	49.4	25.2	3.1
19		11.9	53.6	15.0
20	33.6	85.8	44.0	28.0
23		65.4		5.8
25	102.9	104.2	88.0	92.4
27	25.3	23.5	35.6	49.9
28	23.4	40.4	38.3	21.0
30	0.8	3.0	3.3	2.1
32	2.2	2.5	0.9	3.8
35	8.4			
37	133.8	37.6		
39	8.9			8.3
40	88.7	83.0	135.9	79.7
43		2.9		
44	12.6	12.8		7.1
45	53.0			
46	20.0		67.1	72.9
48	8.3	1.8		2.0
49		0.9		
50	54.5	47.8	43.8	24.3
51	2.4	7.2	31.2	18.0
52	2.0			3.0
53	54.5	48.4	39.4	37.3
54	23.4	261.7		
55	10.8	19.1		622.5
57		334.9	230.8	233.4
62		7.5		
63	1.2	1.1	2.2	
66	13.1		4.3	9.6
67	4.0	5.4	6.7	25.0
71	219.9	115.7		
76	77.7			
91	10.2	5.3		
431	11.1	2.0		

COMPENSATION

Personnel Record Self-Service Usage per District FTE



District	2016-2017	2017-2018	2018-2019	2019-2020
3	16%	7%	7%	8%
4	43%	51%	50%	46%
5		104%		43%
8	156%	178%	174%	158%
9				99%
12	38%		52%	
13		43%	108%	
14			30%	11%
23		3%		34%
25			41%	
27			14%	13%
28		39%	76%	
30	72%	43%	30%	21%
32	42%	43%	43%	34%
37	57%			
39	98%			7%
40				51%
41	36%	27%	14%	17%
44		43%	34%	30%
46	29%	27%	15%	19%
48	57%			
51	54%	218%	259%	
52	55%	37%		66%
54	121%	134%		
55	120%	158%		
57		172%		
67		76%	104%	85%
91	140%	126%		
97		19%		

Description of Calculation

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

Importance of Measure

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

Factors that Influence

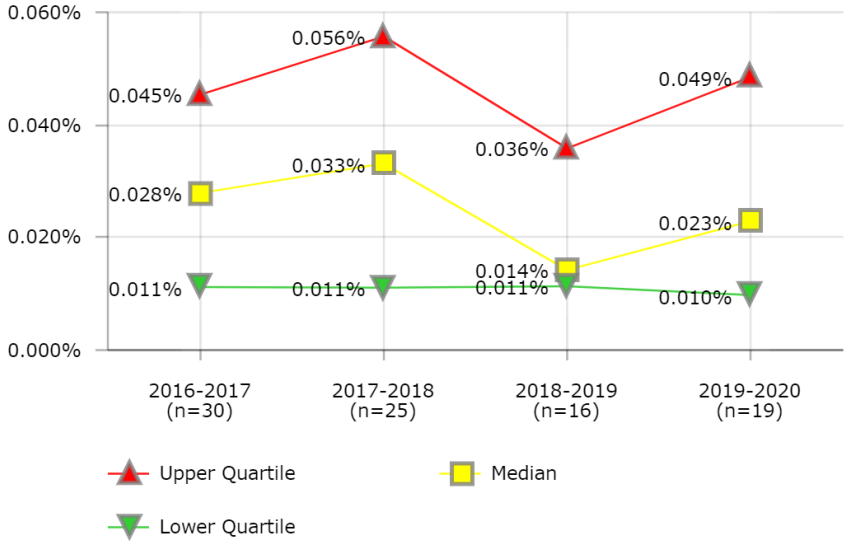
- Software used may not provided employee self-service
- Employee self-service modules of the software may not be in use
- Implementation of these modules may be too costly
- Support/help desk services for the employee self-serve modules may not be available

Districts in Best Quartile (2019-2020)

- Clark County School District
- Fort Worth Independent School District
- Fresno Unified School District
- Minneapolis Public Schools
- Palm Beach County School District

COMPENSATION

W-2 Correction Rate (W-2c)



Description of Calculation

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

Importance of Measure

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

Factors that Influence

- Process controls
- Quality controls

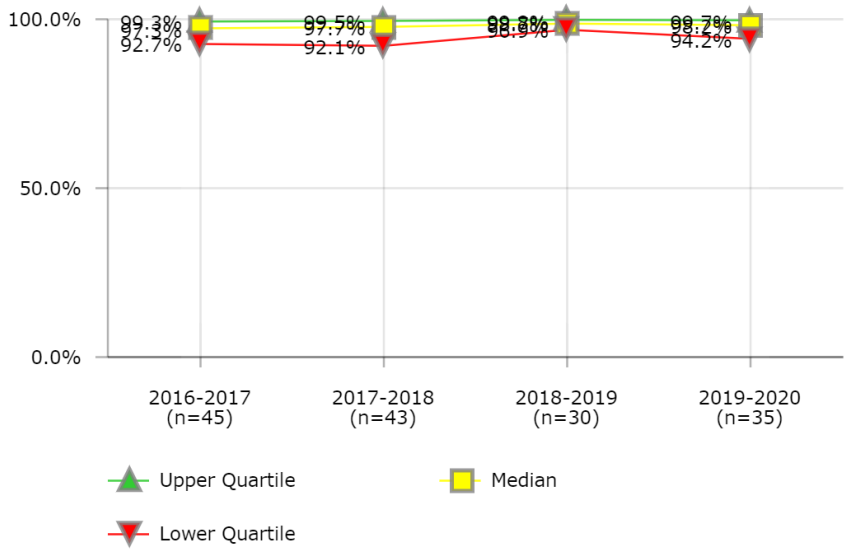
Districts in Best Quartile (2019-2020)

- Dallas Independent School District
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Omaha Public School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1	0.047%			
3	0.023%	0.035%	0.011%	0.023%
4				0.049%
5				0.023%
7	0.010%		0.030%	0.024%
8	0.010%	0.010%	0.006%	0.010%
9	0.002%	0.007%	0.020%	0.054%
10	0.015%	100.000%		
12	0.029%			
13		0.008%		
14		0.006%	0.013%	
18	0.012%	0.075%	0.062%	0.025%
20	0.041%	0.055%	0.041%	
23				0.155%
25	0.079%	0.011%	0.168%	
27			0.013%	
28	0.011%		0.011%	0.012%
30	0.029%	0.029%	0.015%	0.007%
32	0.002%	0.006%	0.006%	0.004%
37	0.092%	0.056%		
39	0.041%			0.316%
41	0.027%	0.015%	0.007%	0.008%
43		0.057%	0.019%	
44		0.344%		
46	0.024%	0.033%		0.025%
48	0.044%	0.014%	0.014%	0.022%
49	0.029%			
50		0.041%		
51	0.031%		100.000%	1.804%
53	0.005%	0.005%		0.005%
54	0.016%	0.022%		
55	0.045%	0.041%		0.017%
57	0.059%	0.048%		
58	0.023%			
63	0.083%			
66				0.010%
67	0.008%			
71	18.647%	0.058%		
91	0.258%	0.066%		
97	0.005%	0.011%		

COMPENSATION

Pay Checks - Direct Deposits



Description of Calculation

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

Importance of Measure

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

Factors that Influence

- Payment systems
- Pay check policy

Districts in Best Quartile (2019-2020)

- Atlanta Public Schools
- Cleveland Metropolitan School District
- Fort Worth Independent School District
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Oklahoma City Public Schools
- Orange County Public School District
- Shelby County School District
- Toledo Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1	90.5%			94.0%
2		91.3%		
3	96.3%	97.0%		97.8%
4	94.4%	97.5%	95.6%	98.3%
5	87.2%	83.0%		86.4%
7	89.7%	90.5%	92.4%	93.7%
8	98.1%	98.0%	97.9%	98.3%
9	90.8%	90.5%	91.1%	92.5%
10	98.3%	98.4%		
11	85.5%			
12	97.2%	97.7%	98.7%	99.2%
13	98.9%	99.0%	99.2%	
14	99.3%	99.1%	99.2%	99.0%
15		89.2%		
16		89.5%		
18	99.9%	99.9%	99.8%	99.9%
19				95.6%
20	97.0%	97.0%	99.5%	99.1%
23		97.3%		96.9%
25	97.3%	96.0%		94.2%
27	97.8%	98.2%	98.3%	98.7%
28	100.0%	100.0%	100.0%	100.0%
30	86.3%	86.6%	95.6%	97.2%
32	99.8%	99.8%	99.9%	99.9%
35	98.5%	96.8%	98.6%	98.8%
37	100.0%	100.0%		
39	99.5%			98.1%
40		99.8%	99.9%	99.8%
41	91.5%	99.2%	98.3%	98.8%
43	100.0%	100.0%	100.0%	
44	97.5%	97.9%	98.4%	98.2%
45	85.2%			
46	92.7%	92.1%	92.5%	93.3%
48	99.5%	99.5%	99.6%	99.7%
49	96.4%		97.0%	97.7%
50	97.1%	96.6%	98.7%	97.0%
51	99.5%	99.4%	100.0%	100.0%
52	96.6%	97.0%		98.0%
53	100.0%	100.0%	100.0%	100.0%
54	96.7%	96.8%		
55	100.6%			91.4%
57	94.7%	100.0%	100.0%	100.0%
58	95.0%			
62		90.6%		
63	99.0%	99.4%	99.5%	
66	98.3%		96.9%	92.6%
67	87.4%	87.6%	90.5%	93.5%
71	99.8%	99.8%		
74		86.6%		
76	68.4%			
79			0.0%	99.8%
91	92.6%	92.7%		
97	98.9%	104.9%		
431	99.3%	99.2%	99.5%	

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:

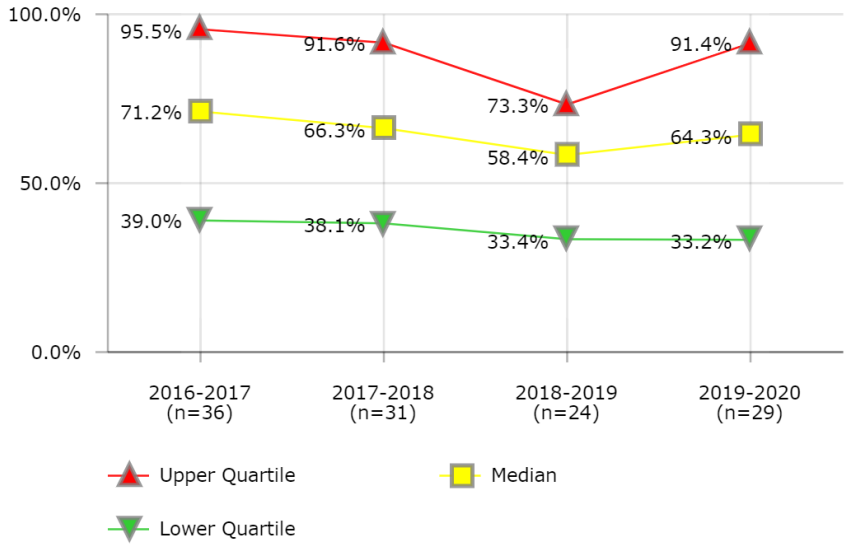
- School board and administrative policies and procedures
- Budget development and management processes
- Unrestricted fund balance use policies and procedures
- Operating funds definition

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

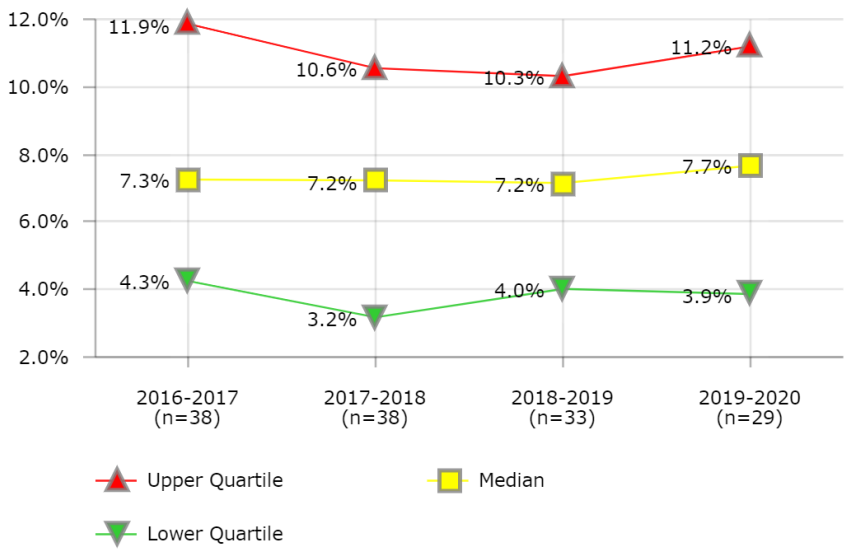
Districts in Best Quartile (2019-2020)

- Atlanta Public Schools
- Baltimore City Public Schools
- Cleveland Metropolitan School District
- Des Moines Public Schools
- Fort Worth Independent School District
- Jefferson County Public Schools (KY)
- Milwaukee Public Schools
- Toledo Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1			2.4%	
3	58.5%		65.0%	
4	70.5%	59.8%	60.5%	51.7%
5				156.5%
7	79.7%	76.2%	66.2%	64.3%
8	88.4%	78.1%	72.3%	67.9%
9	90.9%	91.6%	91.4%	94.5%
10	52.0%	48.1%		
11	131.8%			
12	29.1%	35.9%	32.6%	29.1%
13		72.2%	74.3%	
14	81.6%	89.1%	78.7%	64.6%
18	0.0%			
20	67.1%	61.5%	59.2%	55.6%
21				72.5%
23		103.1%		80.1%
28	10.2%	9.6%	8.7%	8.0%
30	34.1%	35.6%	34.2%	32.5%
32	125.3%	116.2%	111.0%	99.1%
35	49.2%	45.6%	39.7%	49.8%
37	263.2%			
39	161.6%			123.1%
40	104.7%	127.3%		0.1%
41	174.9%	164.8%	137.9%	139.5%
43	46.8%	42.5%	41.0%	
44	38.9%	38.1%	35.7%	33.4%
45	91.2%			
46				0.0%
47	96.9%	82.6%		91.5%
48	72.0%	66.3%		57.0%
51	40.8%	51.6%	40.7%	50.0%
52				145.7%
53	39.0%	32.8%	32.0%	33.2%
54		149.3%		
55	0.0%			
57	34.3%	26.8%	25.8%	30.8%
58	103.7%	90.0%		
63	77.5%	78.3%	70.8%	
66				91.4%
67	63.9%	58.5%	57.5%	69.7%
71	94.1%			83.1%
79	27.9%	25.1%	25.0%	23.0%
91	90.4%	123.7%		
97	1.5%	7.7%		
431	107.0%	110.2%	135.5%	

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

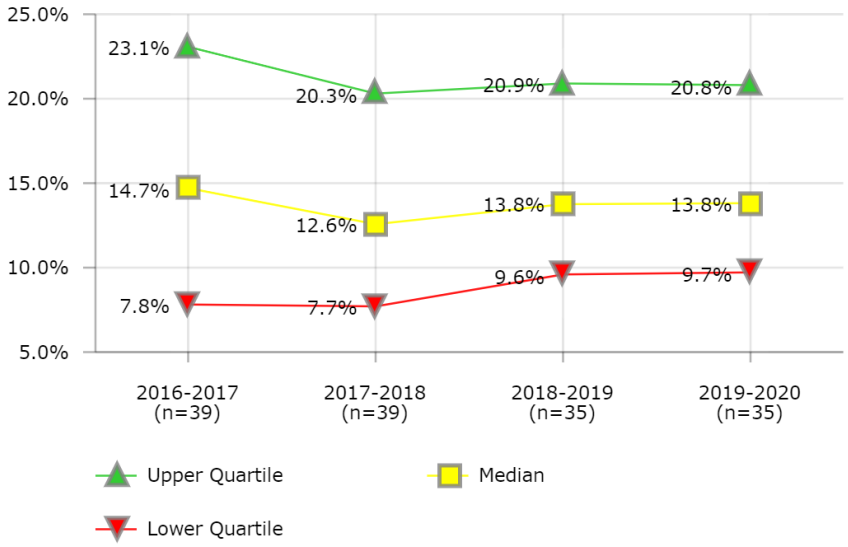
Districts in Best Quartile (2019-2020)

- Atlanta Public Schools
- Baltimore City Public Schools
- Cleveland Metropolitan School District
- Des Moines Public Schools
- Duval County Public Schools
- Jefferson County Public Schools (KY)
- Milwaukee Public Schools
- Toledo Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1			0.3%	
3	5.7%		6.1%	
4	7.8%	7.1%	8.9%	6.6%
5				23.6%
7	12.2%	12.0%	11.0%	11.2%
8	9.3%	11.5%	8.5%	7.7%
9	15.7%	15.5%	14.4%	13.1%
10	7.4%	10.2%		
11	12.2%		12.1%	
12	4.3%	3.2%	4.0%	3.8%
13		7.3%	7.8%	
14	9.6%	10.7%	9.9%	11.4%
16			14.8%	
18	0.0%			
20	6.9%	7.0%	6.8%	6.6%
21				11.9%
23		10.2%		10.1%
28	1.7%	0.8%	0.6%	0.6%
30	6.9%	3.0%	3.3%	3.3%
32	9.3%	10.6%	9.3%	8.9%
35	2.2%	2.3%	4.6%	5.2%
37	18.5%			
39	16.6%			15.2%
40	11.9%	12.9%		12.8%
41	15.5%	14.3%	10.7%	8.0%
43	7.0%	7.2%	6.4%	
44	2.3%	2.3%	2.7%	2.2%
45	27.4%			
46				0.0%
47	5.7%	9.9%		11.0%
48	5.3%	5.1%	4.7%	4.7%
51	8.7%	10.2%	12.8%	9.2%
52				14.6%
53	3.9%	3.7%	3.7%	3.6%
54	11191.1%	10.8%		
55	0.0%	0.0%		
56		7.2%	10.3%	
57	2.6%	2.1%	1.8%	3.9%
58	43.7%	7.9%		
61		14.0%	13.6%	
62			9.8%	
63	7.9%	8.0%	8.5%	
66				5.5%
67	4.3%	4.4%	4.5%	5.0%
71	9.0%	0.0%		9.1%
77		14.4%	11.9%	
79	2.5%	2.3%	2.5%	2.5%
91	9.2%	10.1%		
97	0.6%	0.6%		
101		4.3%	4.0%	
431	6.6%	7.6%	7.2%	
1728	7.1%	6.3%	6.2%	

FINANCIAL MANAGEMENT

Fund Balance Ratio (E) All Types



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

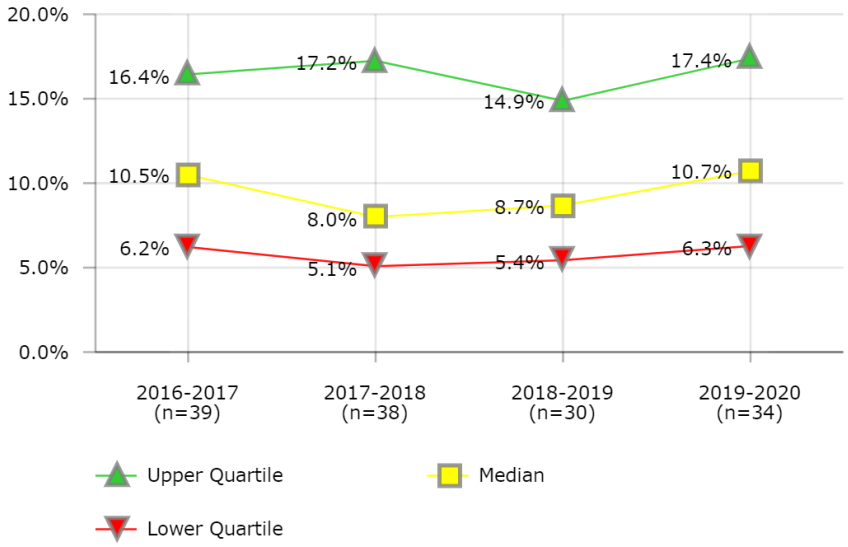
Districts in Best Quartile (2019-2020)

- Charleston County School District
- Cleveland Metropolitan School District
- Columbus Public Schools
- Dallas Independent School District
- Des Moines Public Schools
- Fort Worth Independent School District
- Houston Independent School District
- Omaha Public School District
- Toledo Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1			17.1%	
3	9.8%		15.4%	
4	9.8%	8.3%	9.6%	13.8%
5				15.7%
7	17.8%	18.1%	18.4%	11.4%
8	7.8%	8.6%	9.8%	10.4%
9	2.2%		7.5%	11.4%
10	7.5%	7.7%		
11	24.9%		23.1%	
12	14.7%	14.8%	17.0%	21.5%
13		6.7%	6.4%	
14	8.5%	10.0%	9.6%	9.7%
16			7.9%	
18	18.2%	17.9%	13.8%	13.7%
19		28.6%		
20	34.5%	34.1%	27.1%	15.3%
21				10.7%
23		12.6%		22.6%
25		8.1%	10.1%	7.9%
27			7.7%	11.0%
28	12.3%	10.4%	10.9%	15.5%
30	3.8%	3.4%	3.6%	3.5%
32	7.1%	7.7%	7.3%	7.0%
35	34.9%	41.1%	45.7%	33.9%
37	14.8%			
39	36.8%			42.4%
40	55.0%			24.5%
41	16.3%	23.6%		49.3%
43	23.1%	19.5%	16.2%	
44	7.2%	5.5%	7.6%	10.1%
45	18.6%			
46				0.0%
47	7.4%	7.2%		4.3%
48	24.0%	21.8%		17.1%
49	6.8%			4.1%
50	13.4%	20.3%	18.2%	15.8%
51	10.2%	19.9%	15.7%	17.0%
52				20.0%
53	22.9%	17.0%	10.5%	8.5%
54		6.1%		
55	6.4%	5.1%		6.2%
56			29.7%	
57	12.5%	6.5%	2.4%	171.2%
58	0.7%	2.2%		
61		9.4%	12.2%	
62			11.1%	
63	25.1%	37.5%	40.0%	
66				23.5%
67	17.5%	14.8%	14.6%	13.8%
71	24.8%	19.1%		17.4%
77		10.6%	10.6%	
79	20.4%	21.5%	24.7%	20.8%
91	8.4%	7.9%		
97	8.0%	7.9%		
101		14.7%	20.9%	
431	23.0%	21.8%	26.0%	
1728	33.4%	27.8%	22.5%	

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

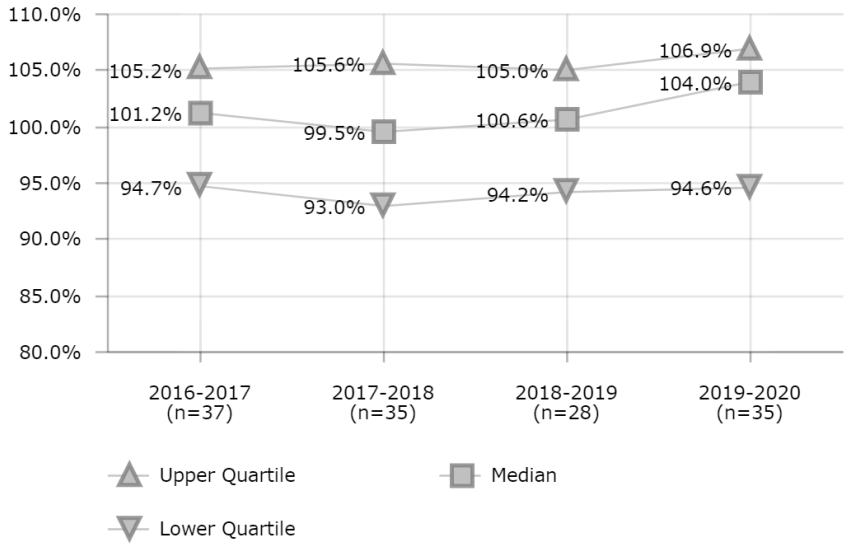
Districts in Best Quartile (2019-2020)

- Austin Independent School District
- Charleston County School District
- Columbus Public Schools
- Dallas Independent School District
- Des Moines Public Schools
- Fort Worth Independent School District
- Houston Independent School District
- Omaha Public School District
- Toledo Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1			16.0%	
3	9.2%		8.4%	
4	6.9%	5.1%	6.2%	7.8%
5				11.4%
7	13.7%	13.8%	14.1%	6.0%
8	6.2%	6.8%	7.9%	8.2%
9	0.8%	1.3%	3.5%	4.5%
10	5.4%	5.8%		
11	22.1%		1.8%	
12	10.6%	11.4%	13.5%	17.9%
13		5.5%	5.2%	
14	6.5%	7.6%	7.2%	6.5%
18	14.3%	14.0%	9.8%	10.0%
19		26.7%		
20	25.5%	24.6%	22.7%	12.6%
21				9.1%
23		11.3%		20.9%
25		3.9%	5.6%	5.9%
27			4.3%	8.4%
28	10.5%	8.4%	9.9%	15.2%
30	2.8%	2.6%	2.8%	2.8%
32	6.5%	7.1%	6.6%	6.3%
35	29.2%	35.1%	39.8%	28.9%
37	9.3%			
39	34.4%			41.8%
40	23.6%			23.8%
41	15.5%	22.7%		47.9%
43	21.8%	18.0%	14.7%	
44	5.4%	3.8%	5.4%	7.3%
45	16.0%			
46	0.0%	0.0%	0.0%	0.0%
47	7.2%			3.8%
48	22.3%	20.5%		16.0%
49	3.0%			2.1%
50	13.0%	16.8%	14.9%	14.1%
51	9.9%	16.7%	15.4%	16.6%
52				16.7%
53	12.4%	10.9%	8.9%	6.3%
54		4.9%		
55	1.5%	2.0%		2.3%
56		5.9%	6.5%	
57	9.7%	4.5%	0.4%	
58	0.5%	2.0%		
63	14.0%	20.1%	25.9%	
66				18.5%
67	16.4%	12.9%	13.0%	13.0%
71	24.5%	19.1%		17.4%
79	13.3%	21.5%	23.1%	17.9%
91	7.9%	7.4%		
97	5.0%	5.7%		
101		5.9%		
431	21.8%	17.2%	21.6%	

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.

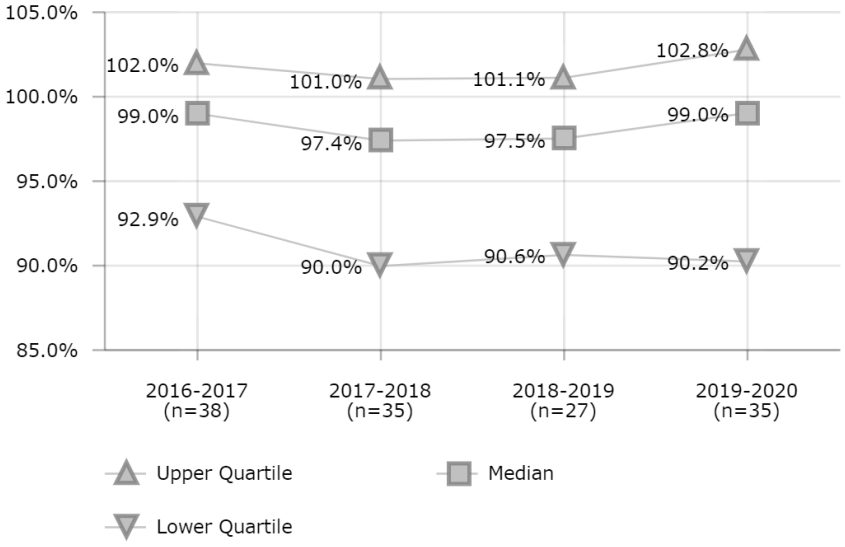
Factors that Influence

- 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	2016-2017	2017-2018	2018-2019	2019-2020
1			105.5%	
3	92.9%		92.4%	
4	97.7%	91.1%	109.3%	104.1%
5				183.3%
7	94.7%	96.2%	95.1%	107.8%
8	102.6%	104.9%	105.1%	106.9%
9	100.5%	103.0%	101.4%	104.7%
10	99.1%	99.5%		
11	104.1%			
12	79.2%	80.7%	82.2%	77.8%
13		98.7%	98.7%	
14	109.3%	107.2%	105.2%	107.4%
18	106.0%	102.3%	102.5%	104.0%
19		113.1%		
20	99.3%	102.9%	78.5%	81.2%
21				117.5%
23		95.4%		96.6%
25		93.0%	93.9%	92.6%
26				100.6%
27			102.4%	105.9%
28	101.4%	102.3%	99.9%	93.5%
30	97.0%	96.8%	96.6%	98.7%
32	106.7%	105.6%	105.0%	105.4%
35	105.2%	108.2%	107.8%	110.1%
37	101.7%			
39	101.2%			84.3%
40	92.2%			95.4%
41	94.4%	96.2%		96.2%
43	87.2%	87.5%	88.6%	
44	105.9%	105.9%	106.9%	111.2%
45	98.2%			
46				0.1%
47	103.7%	106.0%		106.0%
48	95.2%	93.6%	94.9%	95.2%
49				98.6%
50	111.3%	85.8%	80.4%	78.1%
51	87.1%	107.8%	103.1%	99.6%
52				109.5%
53	112.7%	97.3%	103.4%	107.8%
54		103.1%		
55	102.3%	100.5%		104.1%
57	105.2%	79.5%	79.5%	104.3%
58	89.1%			
63	102.7%	102.0%	98.9%	
67	100.1%	91.8%	94.5%	94.6%
71	94.0%	92.4%		92.4%
79	85.8%	81.1%	101.5%	106.9%
91	105.9%	106.2%		
97	101.9%	97.0%		
431	124.0%	111.8%	109.4%	

FINANCIAL MANAGEMENT

Revenues Efficiency - Adopted Budget as Percent of Actual



Description of Calculation

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

Importance of Measure

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

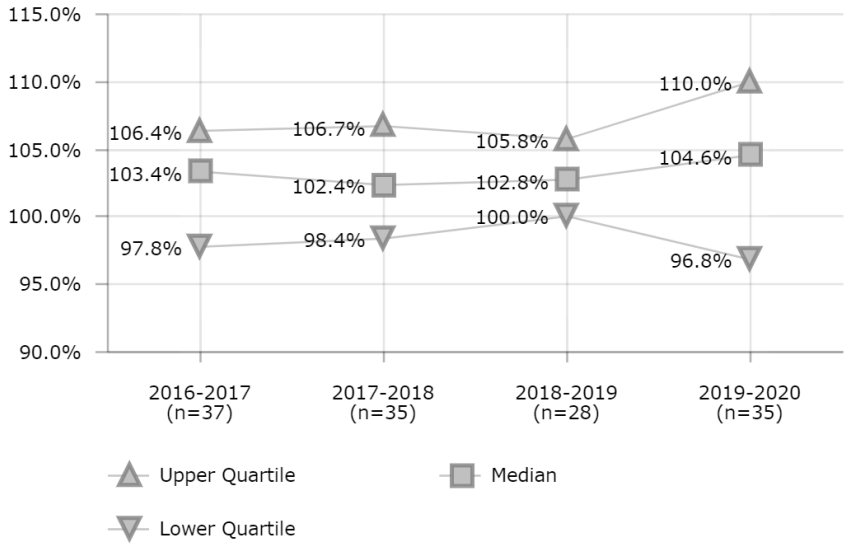
Factors that Influence

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

District	2016-2017	2017-2018	2018-2019	2019-2020
1			100.2%	
3	88.2%		92.2%	
4	94.7%	90.5%	106.0%	99.4%
5				127.6%
7	95.1%	96.0%	93.8%	96.7%
8	97.2%	97.8%	97.5%	98.9%
9	101.3%	100.7%	97.2%	99.1%
10	101.7%	100.2%		
11	97.8%			
12	80.0%	79.8%	81.1%	76.0%
13		100.3%	98.5%	
14	98.6%	98.1%	97.6%	99.2%
18	103.4%	100.5%	101.3%	102.8%
20	93.9%	108.5%	77.3%	74.6%
21				97.4%
23		94.0%		93.0%
25		89.6%		89.3%
26				100.6%
27			100.5%	101.9%
28	100.9%	100.5%	98.4%	88.9%
30	96.8%	97.2%	96.6%	99.0%
32	103.3%	101.2%	101.1%	101.7%
35	110.4%	113.6%	114.9%	113.0%
37	91.0%			
39	99.7%			80.5%
40	88.5%	97.4%		89.5%
41	92.8%	90.8%		90.2%
43	88.7%	86.7%	86.7%	
44	103.3%	103.9%	102.0%	104.1%
45	100.8%			
46				0.1%
47	99.7%	103.7%		105.1%
48	92.0%	90.0%	90.9%	94.3%
49	144.9%			98.0%
50	100.7%	80.8%	81.7%	74.4%
51	94.5%	114.0%	107.8%	105.4%
52				103.7%
53	110.5%	94.8%	98.2%	109.4%
54		93.4%		
55	102.0%	101.0%		102.7%
57	101.2%	81.8%	85.0%	102.8%
58	99.4%			
63	95.9%	97.8%	94.8%	
67	92.9%	89.1%	90.6%	91.4%
71	92.4%	89.7%		93.9%
79	82.0%	77.7%	12.1%	99.5%
91	103.0%	103.1%		
97	105.2%	96.3%		
431	125.7%	113.6%	104.7%	

FINANCIAL MANAGEMENT

Expenditures Efficiency - Final Budget as Percent of Actual



Description of Calculation

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

Importance of Measure

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

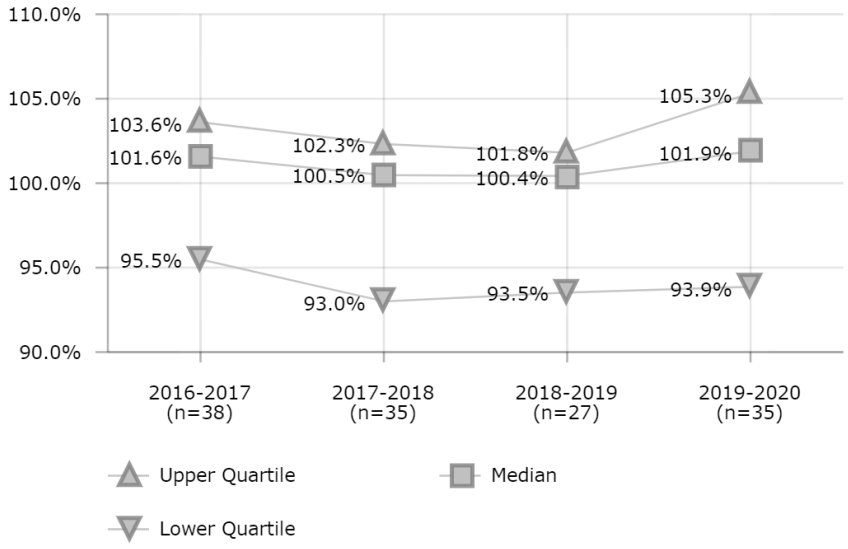
Factors that Influence

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

District	2016-2017	2017-2018	2018-2019	2019-2020
1			105.5%	
3	97.4%		100.3%	
4	97.8%	91.1%	109.3%	103.6%
5				262.0%
7	95.1%	99.1%	102.0%	112.4%
8	106.4%	107.3%	107.8%	110.7%
9	101.7%	102.1%	106.0%	109.4%
10	104.2%	104.2%		
11	107.1%			
12	80.5%	82.4%	82.9%	77.8%
13		101.5%	100.8%	
14	110.0%	111.3%	110.7%	114.0%
18	106.4%	106.7%	105.1%	105.8%
19		109.1%		
20	104.2%	106.8%	81.6%	84.8%
21				121.6%
23		100.5%		99.7%
25		100.0%	101.6%	97.8%
26				100.6%
27			102.4%	105.9%
28	105.6%	104.1%	102.5%	95.0%
30	102.5%	101.7%	103.9%	108.6%
32	103.4%	103.2%	104.0%	102.9%
35	105.5%	107.3%	101.5%	110.0%
37	106.5%			
39	116.5%			90.0%
40	92.6%			92.1%
41	101.0%	102.0%		103.0%
43	87.2%	87.5%	88.6%	
44	105.9%	106.5%	108.9%	112.8%
45	103.4%			
46				0.1%
47	103.7%	106.0%		106.0%
48	105.6%	102.7%	104.4%	110.0%
49				100.6%
50	110.6%	77.3%	83.3%	74.6%
51	87.1%	107.8%	103.1%	99.6%
52				106.9%
53	113.0%	97.2%	104.9%	111.4%
54		103.1%		
55	103.3%	101.9%		107.0%
57	102.4%	80.1%	79.6%	104.6%
58	84.6%			
63	108.6%	104.7%	99.8%	
67	101.5%	98.4%	96.2%	96.8%
71	95.6%	94.4%		93.6%
79	89.4%	83.6%	106.2%	114.0%
91	105.6%	107.0%		
97	102.8%	102.4%		
431	119.3%	108.8%	117.4%	

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
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- Departmental and individual employee responsibilities and competencies
- Performance management, monitoring, and reporting systems
- General Fund definition

District	2016-2017	2017-2018	2018-2019	2019-2020
1			100.2%	
3	95.5%		98.8%	
4	94.8%	90.5%	106.0%	99.0%
5				130.2%
7	96.0%	98.5%	100.8%	113.4%
8	101.4%	101.6%	101.1%	103.5%
9	101.7%	100.5%	101.6%	102.6%
10	102.0%	101.8%		
11	99.4%			
12	81.0%	80.4%	81.7%	76.4%
13		101.0%	100.2%	
14	98.8%	101.8%	101.8%	105.2%
18	103.3%	102.0%	101.7%	102.5%
20	105.6%	115.7%	81.4%	79.3%
21				100.7%
23		98.9%		92.2%
25		100.0%		94.6%
26				100.6%
27			100.5%	101.9%
28	102.4%	102.3%	100.9%	90.4%
30	97.7%	98.1%	100.4%	101.9%
32	102.4%	102.0%	102.0%	102.5%
35	112.0%	114.7%	122.8%	123.1%
37	96.6%			
39	104.8%			82.4%
40	88.9%	99.3%		86.9%
41	95.4%	94.0%		95.0%
43	88.7%	86.7%	86.7%	
44	102.7%	103.4%	104.3%	105.3%
45	106.1%			
46				0.1%
47	99.7%	103.7%		105.1%
48	102.4%	98.8%	100.2%	107.5%
49	151.4%			100.0%
50	108.8%	81.4%	83.1%	75.7%
51	94.5%	114.0%	107.8%	105.4%
52				100.2%
53	110.8%	94.8%	90.3%	113.3%
54		92.5%		
55	103.0%	102.4%		105.5%
57	100.3%	81.1%	86.8%	104.9%
58	97.7%			
63	103.6%	101.3%	94.8%	
67	94.9%	92.5%	93.5%	93.9%
71	93.1%	93.0%		95.0%
79	85.4%	79.4%	99.6%	106.4%
91	102.7%	102.6%		
97	106.0%	101.3%		
431	117.2%	103.8%	103.9%	

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:

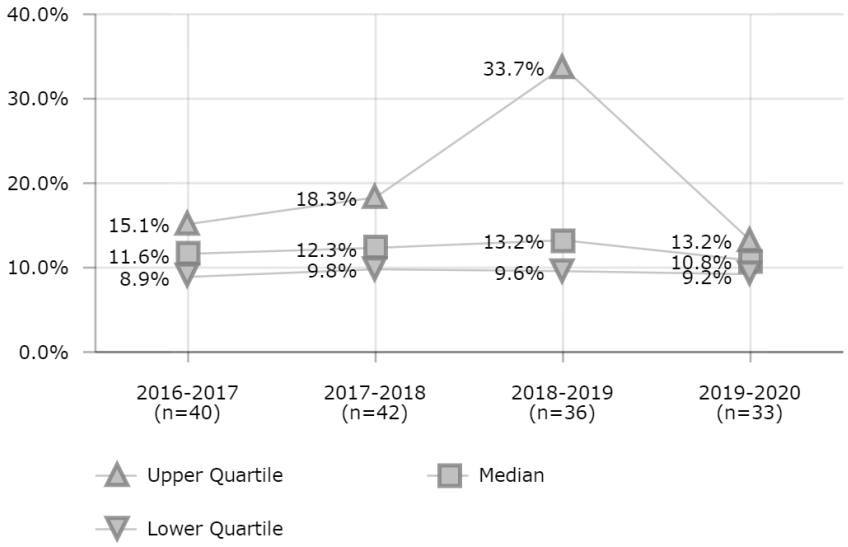
1. Allocate enough fund reserves to insure themselves against possible shifts in funding sources; or
2. Have an evaluation system in place that helps determine whether positions should be continued beyond the term of a grant.

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.

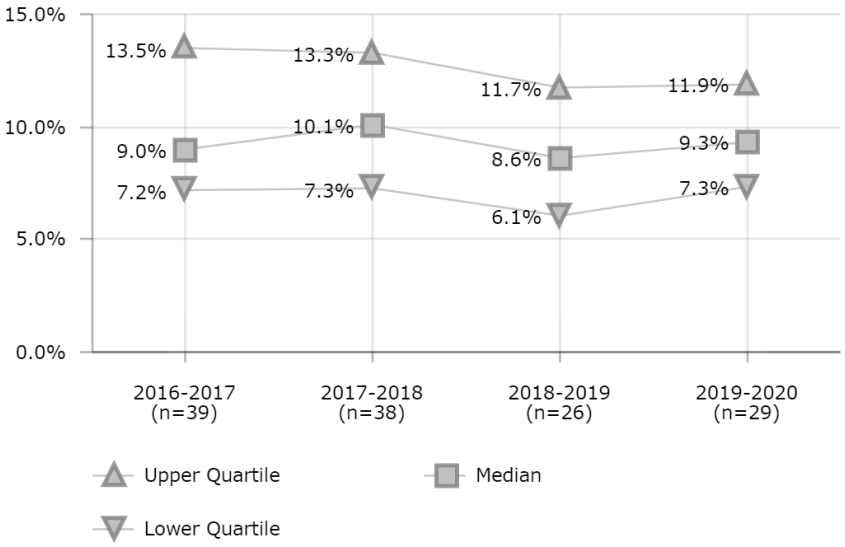
Factors that Influence

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

District	2016-2017	2017-2018	2018-2019	2019-2020
1			9.4%	
2		15.4%		
3	9.1%		8.3%	
4	12.1%	11.2%	12.8%	10.5%
5				10.4%
7	76.3%			75.4%
8	11.9%	13.3%	13.6%	10.6%
9	18.6%	14.6%	15.7%	15.8%
10	11.9%	11.9%		
11	7.7%		50.9%	
12	9.2%	8.8%	9.1%	9.2%
13		9.6%	9.8%	
14	11.5%	11.1%	12.8%	11.9%
15		19.9%		
16			44.5%	
18	15.6%	15.1%	13.9%	12.4%
20	8.1%	6.8%	6.8%	6.7%
21				12.8%
23		20.7%		16.9%
25		13.6%	51.2%	13.2%
27			9.8%	9.2%
28	12.1%	10.1%	10.3%	9.4%
30	19.6%	19.2%	19.1%	19.1%
32	10.4%	10.8%	10.6%	0.4%
35	7.8%	7.3%	7.6%	10.8%
37	12.4%			
39	10.1%			12.9%
40	10.9%	11.1%		11.0%
41	7.4%			
43	11.5%	9.3%	9.8%	
44	10.0%	9.8%	10.0%	10.3%
45	12.1%			
46	8.0%	8.0%	8.2%	11.1%
47	10.3%	10.4%		15.4%
48	8.2%	8.5%	8.5%	8.2%
49	3.6%			0.3%
50	32.3%	20.7%	23.1%	19.8%
51	17.7%	18.3%	20.9%	17.9%
52				8.0%
53	11.6%	10.1%	8.1%	8.4%
54		16.7%		
55	8.7%	7.6%		7.1%
56		34.9%	34.9%	
57	11.7%	9.9%	10.3%	12.0%
58	13.9%	12.8%		
61		38.4%	44.2%	
62			40.2%	
63	19.4%	16.8%	15.2%	
66				10.5%
67	31.9%	33.5%	34.1%	35.3%
71	7.4%	8.1%		
77		43.5%	47.3%	
79	7.3%	8.6%	9.0%	9.0%
91	14.7%	11.4%		
97	13.2%	13.6%		
101		43.2%	33.4%	
431	18.3%	14.9%	15.0%	
1728	34.4%	36.5%	37.0%	

GRANTS MANAGEMENT

Grant-Funded Staff as Percent of District FTEs



Description of Calculation

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

Importance of Measure

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

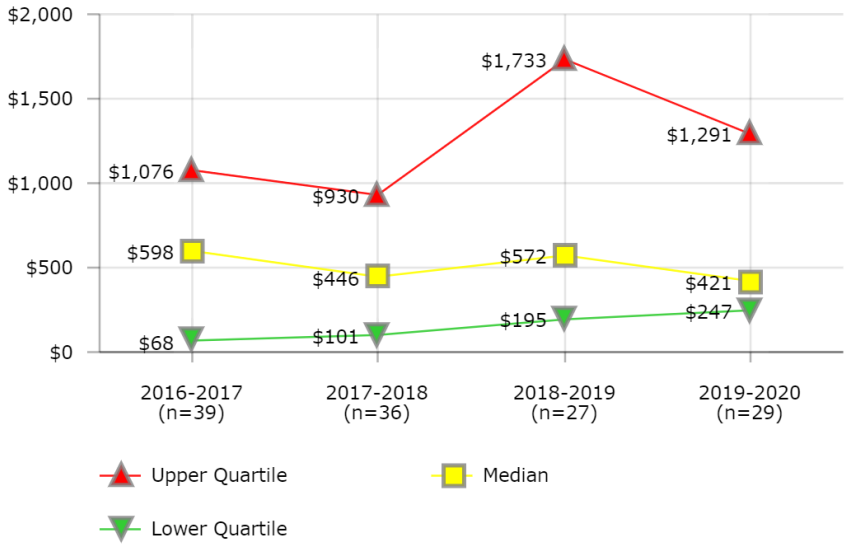
Factors that Influence

- Amount of grant funding

District	2016-2017	2017-2018	2018-2019	2019-2020
1	8.4%			
3	7.1%	6.2%	8.1%	8.6%
4	13.2%	10.3%	4.8%	5.7%
5		17.6%		9.9%
7	6.4%	7.0%	6.2%	6.4%
8	7.9%	8.2%	8.2%	7.9%
9	7.2%	8.3%	10.4%	8.8%
10	7.7%	9.9%		
12	10.3%	8.6%	8.8%	9.2%
13		9.0%	8.9%	
14	10.3%	8.5%	9.1%	9.5%
18	15.0%	13.1%	13.0%	12.6%
20	8.4%	6.7%		
21				12.6%
23		17.3%		10.0%
25	0.2%	0.6%	0.5%	
27			8.8%	9.3%
28		22.8%	0.6%	
30	14.1%	14.7%	15.0%	15.1%
32	10.2%	11.1%	10.9%	9.6%
35	6.4%	4.5%	3.8%	6.6%
37	40.1%			
39	6.2%			5.5%
40	8.6%	12.5%		10.0%
41	8.5%			
43	15.2%	13.3%	29.6%	
45	18.3%			
46	7.1%	7.2%	7.7%	11.9%
47	5.9%	8.4%		
48	8.6%	7.4%	7.5%	7.7%
49	3.8%	0.2%		0.1%
50	29.4%	25.4%	27.0%	27.0%
51	10.9%	12.1%	13.3%	10.9%
52	7.3%	8.5%	8.4%	7.7%
53	13.1%	19.8%	20.7%	18.1%
54	17.9%	18.1%		
55	7.2%	7.3%		7.3%
57		11.0%	3.8%	4.5%
58	17.6%			
63	11.5%	13.1%		
66				16.0%
67	43.8%	49.0%	1.7%	1.2%
71	13.1%	12.4%		
79	13.1%	10.9%	11.7%	13.6%
91	13.5%	16.1%		
97	6.1%	6.3%		
431	9.0%	6.5%	6.1%	

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

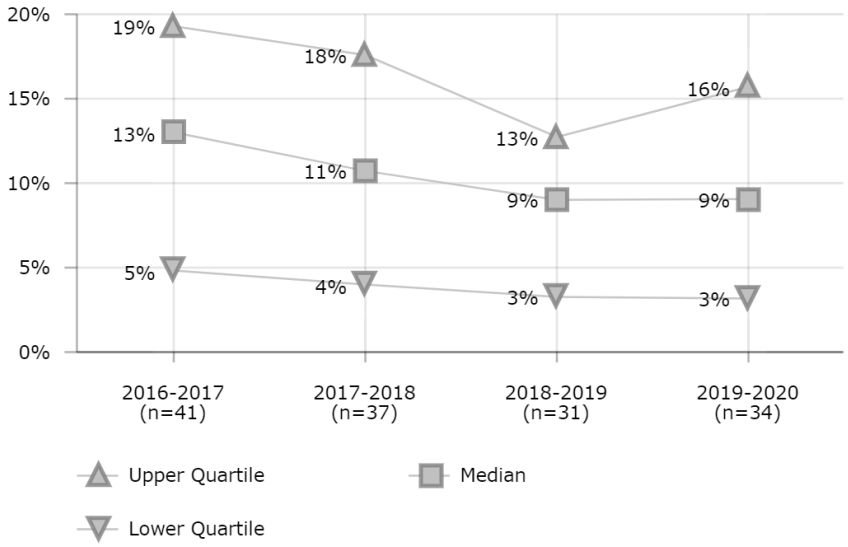
Districts in Best Quartile (2019-2020)

- Anchorage School District
- Baltimore City Public Schools
- Clark County School District
- Columbus Public Schools
- El Paso Independent School District
- Newark Public Schools
- Toledo Public Schools
- Wichita Unified School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1	$480		$572	$421
3	$18		$15,809	$495
4	$707	$226	$19	$19
5		$125		
7		$121	$600	$56
8	$154	$283	$209	$321
9	$1,267	$218	$113	$2
10	$10	$56		$325
11	$36			
12	$926	$1,469	$1,299	$2,337
13	$888	$944	$524	
14	$1,673	$1,493	$3,842	$1,291
15		$1,065		
18	$473	$444	$638	$755
19	$5,911	$7,154	$13,399	$1,445
20	$459	$742	$1,593	$251
21				$4,986
23		$448		$416
25	$1,230	$1,221	$66	$86
27			$195	$50,096
28		$4	$9	$257
30	$68	$52	$0	
32	$234	$230	$456	$18,163
35	$2,167	$1,147	$3,092	$247
37	$1,076	$472		
39	$437			$444
40	$2,502	$2,359	$2,326	$867
41	$31			
43	$999	$521	$1,733	
44				$365
45	$2,130			
46	$11	$81	$84	$247
48	$549	$603		$1,829
50	$598		$434	$557
52	$64	$652	$1,842	$1,048
53	$191	$441	$656	$1,643
54	$10	$41		
57	$1,321	$916		
58	$129	$170		
63	$1,009	$912	$1,047	
66	$65			
67		$4		
71	$12,484	$45		
76	$911			
79	$783	$47	$406	$27
91	$1,030	$1,043		
97	$869	$761		
431	$12	$70	$300	$92

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.

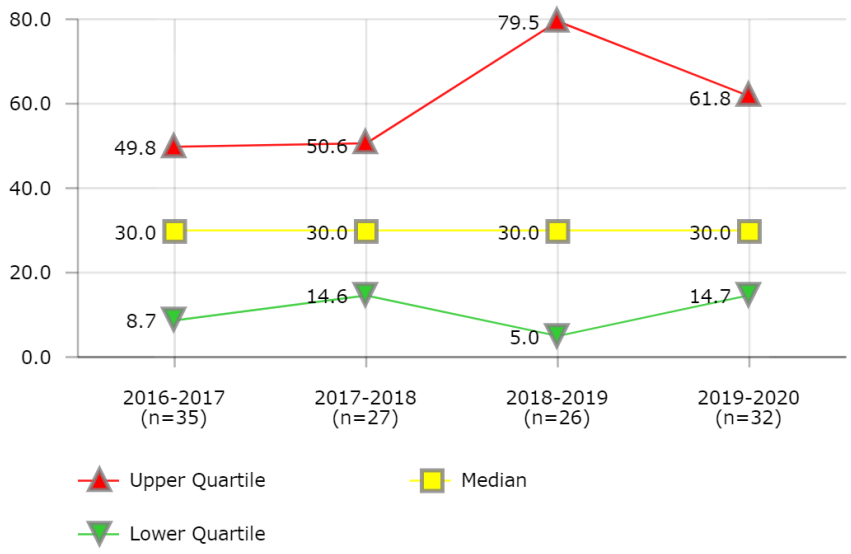
Factors that Influence

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

District	2016-2017	2017-2018	2018-2019	2019-2020
1	10%		11%	9%
3	26%		21%	16%
4	6%	3%	2%	2%
5		35%		36%
7	1%	1%	1%	1%
8	10%	11%	12%	11%
9	13%	17%	17%	10%
10		7%		3%
11	29%			
12	15%	9%	14%	9%
13	17%	11%	9%	
14	3%	6%	3%	4%
15		2%		
18	30%	28%	31%	22%
19	3%	12%	11%	9%
20	19%	15%	15%	12%
21				60%
23		13%		15%
25	3%	5%	4%	5%
30	8%	11%	7%	8%
32	15%	31%	23%	
35	10%	8%	9%	9%
37	13%	32%		
39	23%			14%
40	18%	20%	11%	16%
41	2%			
43	7%	3%	5%	
44	5%	7%	10%	3%
45	18%			
46	15%	18%	13%	15%
47			0%	1%
48	5%	3%	1%	0%
49	19%	11%		100%
50		0%	3%	3%
52	33%	30%	28%	25%
53	12%	15%	7%	36%
54	2%	6%		
55	3%	3%		1%
57	9%		8%	8%
58	22%	20%		
62		3%		
63	2%	6%	6%	
66	13%		12%	10%
67			3%	1%
71	17%			
76	42%			
79	53%	62%	2%	16%
91	30%	36%		
97	3%	2%		
431	6%	4%	4%	8%

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

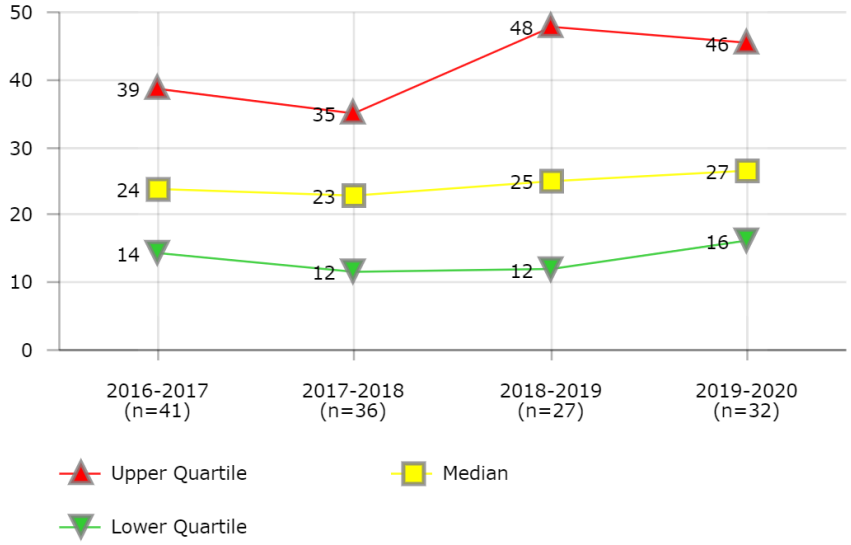
Districts in Best Quartile (2019-2020)

- Baltimore City Public Schools
- Clark County School District
- Detroit Public Schools
- Metropolitan Nasvhille Public Schools
- Omaha Public School District
- Orange County Public School District
- Palm Beach County School District
- Toledo Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1	75.3		95.7	55.5
3	25.0		154.3	113.5
4	59.0	59.0	79.5	209.8
5		30.0		30.0
7	30.0			
8	5.0	5.0	5.0	5.0
9	10.0	10.2	10.0	10.0
10	30.0	30.0		30.0
11	87.7			
12	49.8	56.7	51.9	53.1
13	30.0	30.0	30.0	
14	103.3			42.5
15		112.5		
18	60.0	90.0	235.4	45.0
19	8.6	22.2	57.4	30.0
20	60.0		30.0	63.6
23		8.0		87.6
25	126.8		169.9	54.4
27			1.4	231.3
28			72.0	
29				60.0
30	45.0	45.0	45.0	45.0
32	45.0	45.0	45.0	30.0
35	30.0	30.0	30.0	30.0
39	15.0			17.0
40	47.0	24.7	18.3	20.0
41	89.9			
43	4.8	4.7	4.4	
45	0.0			
46			0.2	0.2
47	30.0	30.0	0.5	0.4
48	14.0	14.6		12.3
49				150.0
50		6.5	13.6	3.3
51				86.0
53	20.0	20.0	20.0	20.0
54	0.1			
55	30.0	30.0		30.0
58	10.0			
62		30.0		
63		60.0	100.0	
66	8.7		4.7	5.1
71	0.2			
79	35.0	50.6	0.5	0.8
91	2.6	3.5		
97	1.0	30.7		
431	42.9	59.1	162.9	115.9

GRANTS MANAGEMENT

Grants Receivables Aging



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

Districts in Best Quartile (2019-2020)

- Cincinnati Public Schools
- Columbus Public Schools
- Dayton Public Schools
- Detroit Public Schools
- El Paso Independent School District
- Fort Worth Independent School District
- St. Paul Public Schools
- Toledo Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
3	34			0
4	20	62	61	61
5		23		90
7	45	69	21	17
8	44	43	48	44
9	25	25	25	25
10	25	25		25
11	100			
12	45	46	42	51
13	12	12	12	
14	27	20	70	28
18	25	29	37	37
19	17	13	13	8
20	14	14	14	16
21				63
23				31
25	24	33	65	109
27			52	38
29				59
30	35	35	35	35
32	45	45	45	45
35	12	12	12	12
37	41	32		
39	14			21
40	19	11	11	15
41	7			
43	31	7	11	
45	42			
46	61	61	60	55
47	3	2		
48	14	13	18	21
50	5	10	7	4
51	19	7	81	25
52	32	35	38	23
53	22	17	17	35
54	11	15		
55	45	45		46
57		10		
58	60			
62		60		
63	18	26	21	
66	39		47	19
71	11	10		
76	19			
79	2	6	7	7
91	26	26		
97	23	23		
431	6	5	8	8

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.

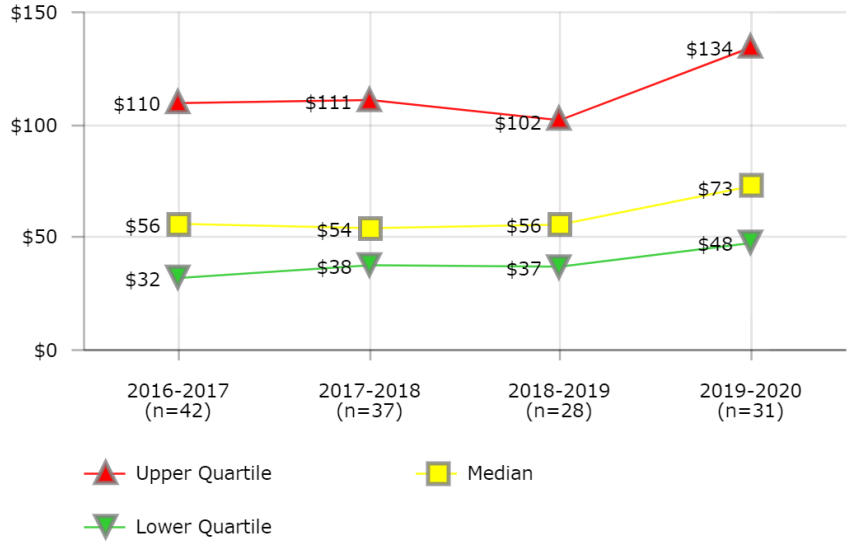
Finally, metrics of the procurement department's service level, such as Procurement Administrative Lead Time, should also be considered.

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

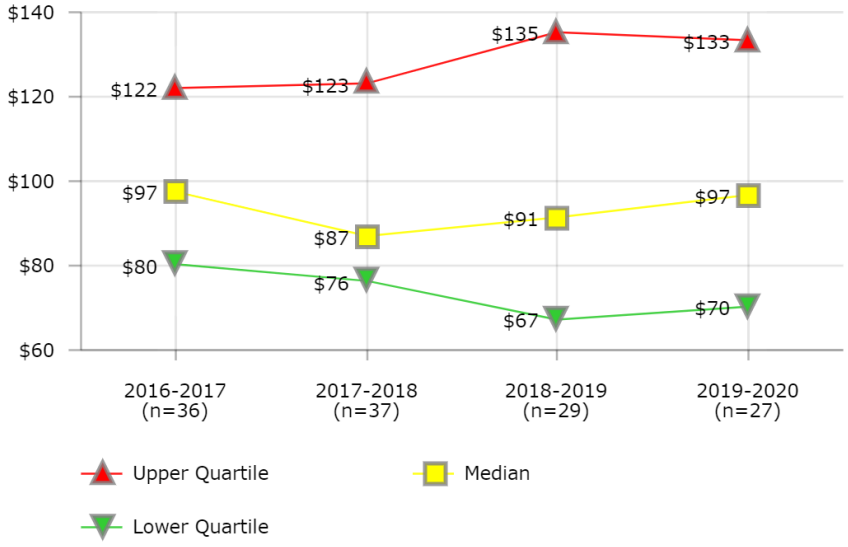
Districts in Best Quartile (2019-2020)

- Albuquerque Public Schools
- Charlotte-Mecklenburg Schools
- Chicago Public Schools
- Hillsborough County Public Schools
- Jefferson County Public Schools (KY)
- Milwaukee Public Schools
- Minneapolis Public Schools
- Oklahoma City Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1	$29		$36	
2	$693			
3	$218		$217	$250
4	$110	$109	$106	$129
5				$367
7	$131	$131	$124	$134
8	$46	$47	$46	$50
9	$57	$53	$56	$71
10	$27	$40		$48
12	$88	$100	$108	$257
13	$63	$40	$53	
14	$31		$23	$23
16	$79	$101		
18	$40		$55	
19	$102	$116		
20	$136	$55		
23				$278
25		$96	$66	
27		$419	$428	$396
28	$113	$127		$184
30		$194	$40	$34
32	$71	$54	$60	$95
34				$73
35	$121	$111	$104	$96
37	$242			
39	$21			$104
40	$25	$27	$33	$50
41	$31	$31	$30	$52
43	$39	$24		
44	$62	$85	$72	$84
45	$73			
46	$45	$44	$44	
47	$34	$38	$38	$55
48	$42	$49	$45	$56
50	$49	$45	$57	$69
51	$40	$28	$32	$42
52	$55			$46
53	$21	$20		$18
54	$25	$22		$41
55	$26		$25	$31
57	$28	$28	$84	$98
62		$229		
63	$63	$33	$110	
66	$115	$82		
67	$102	$112	$100	$93
71	$170	$142		$304
74		$62		
76	$32			
91	$132	$149		
97		$35		
431	$36	$38	$32	

PROCUREMENT

Procurement Costs per $100K Revenue



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

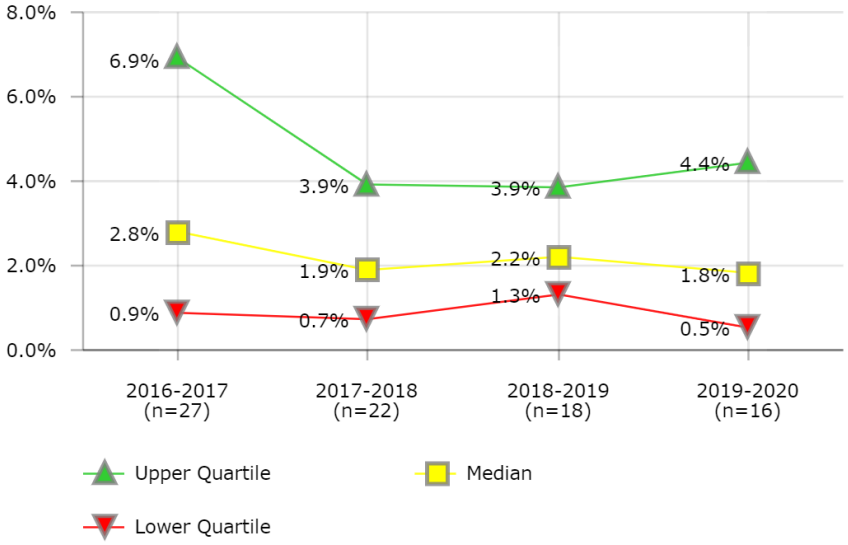
Districts in Best Quartile (2019-2020)

- Albuquerque Public Schools
- Charlotte-Mecklenburg Schools
- Detroit Public Schools
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Minneapolis Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1			$79	
2	$215	$319		
3	$68		$69	
4	$100	$101	$111	$104
5				$165
7	$131	$124	$131	$127
8	$96	$99	$102	$91
9	$124	$103	$104	$103
10	$56	$80		
12	$57	$61	$56	$97
13		$89	$101	
14	$80	$58	$61	$61
18	$100		$146	
20	$212	$77	$83	
23		$191		$149
25		$113	$362	
27			$248	$231
28	$97	$82	$59	$98
30	$123	$79	$66	$56
32	$44	$36	$33	$38
35	$223	$188	$176	$167
37	$97			
39	$123			$111
40	$99	$123		$147
41	$81	$78	$67	$72
43	$40	$22		
44	$81	$76	$79	$75
45	$75			
46	$89	$89	$91	
47	$93	$87		$91
48	$98	$109	$91	$96
50	$106	$84	$73	$70
51	$101	$141	$138	$133
52				$70
53	$97	$86		$60
54		$34		
55	$50	$40		$53
57	$69	$58	$64	$75
63	$98	$73	$106	
67	$177	$199	$176	$140
71	$82	$80		$111
77		$64	$55	
91	$121	$128		
97	$99	$99		
101		$269	$271	
431	$175	$162	$135	

PROCUREMENT

Procurement Savings Ratio



District	2016-2017	2017-2018	2018-2019	2019-2020
1	2.4%		2.2%	
2	5.0%	2.7%	2.2%	
3	33.7%	0.8%	2.7%	
4	0.9%	1.3%	0.2%	0.2%
5				5.6%
7	4.4%	4.7%	4.4%	5.3%
8	5.2%	1.1%	0.9%	1.0%
9	6.9%	11.5%	10.7%	11.9%
10	0.7%	4.0%		0.4%
13	2.4%	3.8%	1.9%	
14	19.0%			
16		3.7%		
18	48.7%			
19		0.7%		
20	0.3%	0.6%		
23				0.6%
27		0.4%	3.1%	3.2%
32			0.2%	3.6%
35	1.0%	0.9%	3.2%	2.5%
37	8.8%			
39	0.5%			
40		0.3%		
41	0.1%			
46	2.8%	1.0%	1.3%	0.4%
47	4.3%	2.7%	3.9%	
48	7.2%	12.2%	10.0%	9.0%
51		0.4%	0.5%	1.1%
54	1.6%			
55	3.0%	4.7%	1.3%	3.2%
66	32.5%			
67	0.8%	3.9%	3.9%	0.3%
71	6.5%			0.8%
76	0.6%			
91	1.5%	0.6%		
431	1.9%	2.5%	2.1%	

Description of Calculation

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

Importance of Measure

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

Factors that Influence

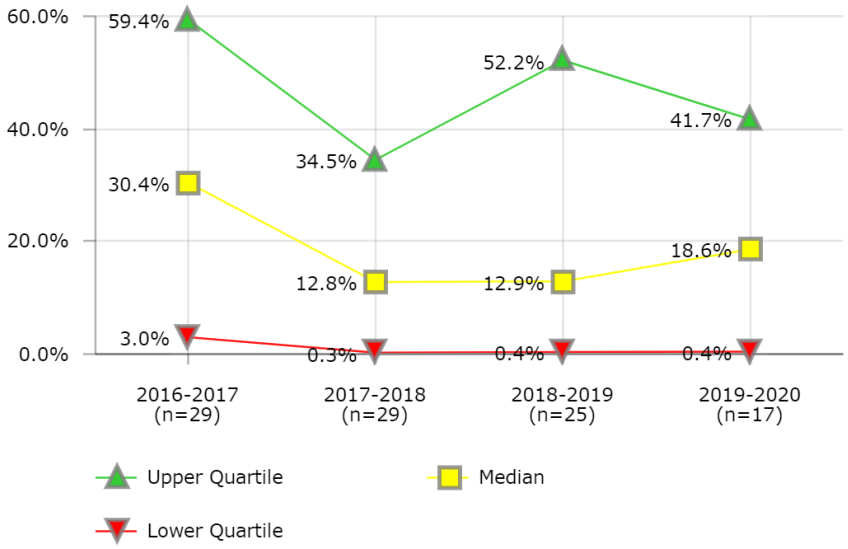
- Procurement policies, e.g., delegated purchase authority level, procurements exempted from competition, minimum quote requirements, sole source policies, vendor registration/solicitation procedures (may determine magnitude of competition)
- Utilization of technology and e-procurement tools
- Use of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

Districts in Best Quartile (2019-2020)

- Anchorage School District
- Clark County School District
- Orange County Public School District
- Portland Public Schools

PROCUREMENT

Strategic Sourcing Ratio



District	2016-2017	2017-2018	2018-2019	2019-2020
1	6.0%		11.0%	
2	0.0%	0.0%	0.0%	
3	84.4%		33.3%	
4	35.7%	19.7%	5.1%	5.8%
7	30.4%	33.0%	30.0%	
8	64.1%	57.5%	8.9%	10.3%
9	84.1%	87.3%	87.8%	89.1%
10	78.2%	76.9%		81.3%
12	0.0%	0.0%	0.0%	
13	92.5%	78.8%	74.7%	
14	65.3%		79.4%	
16		0.7%		
19	6.0%	12.7%		
20	1.8%	4.5%	1.0%	
23		14.2%		0.0%
25		0.0%	46.7%	
27		11.1%	73.2%	62.2%
28	99.4%			
30				25.8%
32	40.0%	34.5%	52.2%	40.2%
35	0.0%	0.0%	0.0%	0.0%
40	14.3%			
46	32.6%	21.2%	19.8%	41.7%
47	31.0%		10.0%	
48	59.4%	75.0%	83.4%	76.1%
51		0.0%	0.0%	0.0%
53	0.4%	0.6%	0.4%	0.4%
54	37.8%	40.8%		39.4%
55	17.0%	16.6%	14.5%	12.1%
57		0.3%	0.3%	0.3%
63	0.0%	0.0%	0.0%	
66	15.1%	27.4%		
67	3.0%	3.5%	53.8%	
71	48.0%	34.6%		18.6%
74		0.0%		
76	0.2%			
431	9.5%	12.8%	12.9%	

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

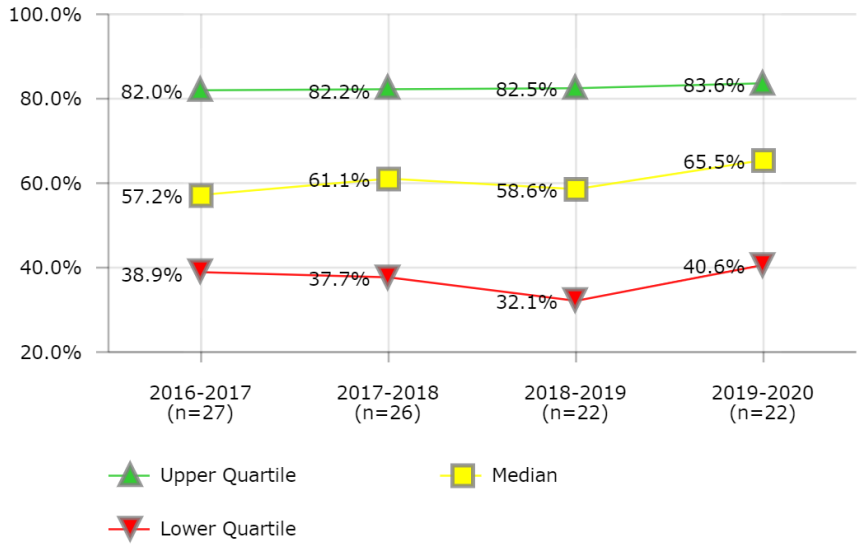
- Technical training of procurement professional staff
- Effectiveness of spend analysis regarding frequently purchased items
- Policies on centralization of procurement
- Balance between choice and cost savings
- Dollar approval limits without competitive bids

Districts in Best Quartile (2019-2020)

- Baltimore City Public Schools
- Clark County School District
- Hillsborough County Public Schools
- Norfolk School District
- Orange County Public 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

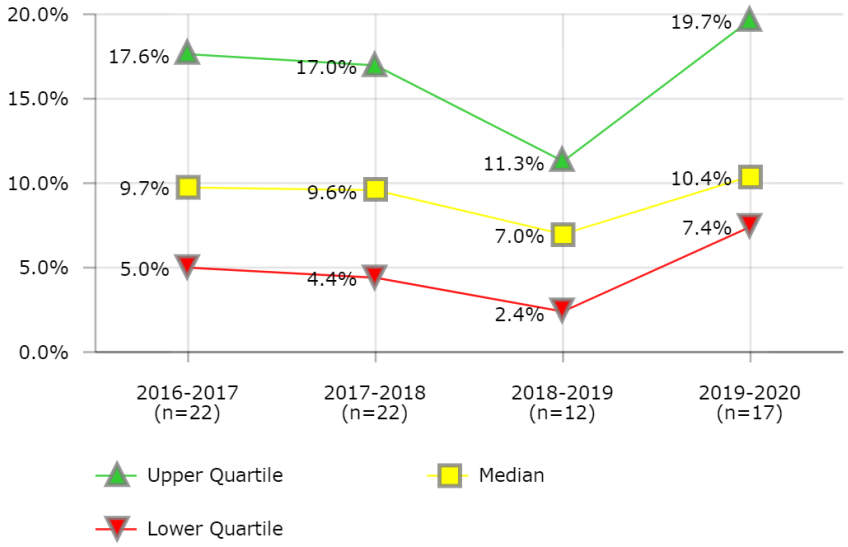
Districts in Best Quartile (2019-2020)

- Austin Independent School District
- Baltimore City Public Schools
- Clark County School District
- Orange County Public School District
- Palm Beach County School District
- St. Paul Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1			36.1%	
2	80.4%	49.3%		
3	74.7%	4.6%	6.6%	84.5%
4			31.7%	26.9%
5				72.7%
7	69.6%	67.5%	56.7%	64.4%
8	95.9%	96.4%	95.2%	98.4%
9	77.2%	85.3%	90.0%	90.2%
10	89.2%	83.2%		
12	50.0%	60.1%	36.1%	19.4%
13	75.5%	77.8%	85.7%	
14	36.8%	60.3%	60.4%	
16		4.5%		
18	44.1%			
20	17.0%		22.5%	
23		37.7%		55.2%
27		14.4%	77.1%	80.9%
28	50.0%	43.0%		3.1%
30				3.8%
32	97.3%	97.2%	97.0%	78.8%
35	17.2%	67.9%	32.1%	50.4%
37	38.9%			
40	5.3%	75.3%	64.9%	
41			30.1%	42.2%
44	85.7%	88.5%	90.1%	
45	41.3%			
46	82.0%	82.2%	75.9%	83.6%
47	41.2%	32.5%		75.7%
48	88.8%		82.5%	84.5%
50		92.8%	72.2%	66.5%
51		19.2%	21.5%	15.6%
54	57.2%	38.0%		44.2%
55	47.5%	46.8%	46.3%	40.6%
71	77.4%	61.8%		89.6%
76	6.1%			
91	32.1%	7.3%		
431	91.7%	73.9%	35.5%	

PROCUREMENT

Cooperative Purchasing Ratio



District	2016-2017	2017-2018	2018-2019	2019-2020
2	37.8%	12.5%		
4	50.0%	45.3%	10.0%	9.2%
7	9.5%	6.7%	10.1%	10.3%
8	10.8%	17.0%	27.5%	30.1%
9	10.0%	4.5%	2.3%	4.6%
10	8.6%	7.0%		12.0%
12				19.7%
13	6.1%			
14	14.6%	2.9%		
16		21.8%		
19		12.7%		
20			2.1%	
25		0.8%		
27		20.1%	2.5%	7.4%
30				71.9%
34				38.1%
35	2.3%	1.2%	0.6%	1.6%
37	24.1%			
39	13.9%			
40	3.3%			22.1%
46	8.9%	10.4%	9.2%	11.7%
47	26.2%	0.0%	12.5%	
48	15.1%	8.8%		
49	2.3%	4.7%	4.2%	5.7%
53	5.7%	12.6%		16.3%
54	2.4%	2.0%		1.5%
55	5.0%	4.4%	4.8%	8.0%
62		63.0%		
67	17.6%	16.4%	34.8%	
71	25.4%	29.4%		10.4%
76	3.4%			

Description of Calculation

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

Importance of Measure

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

Factors that Influence

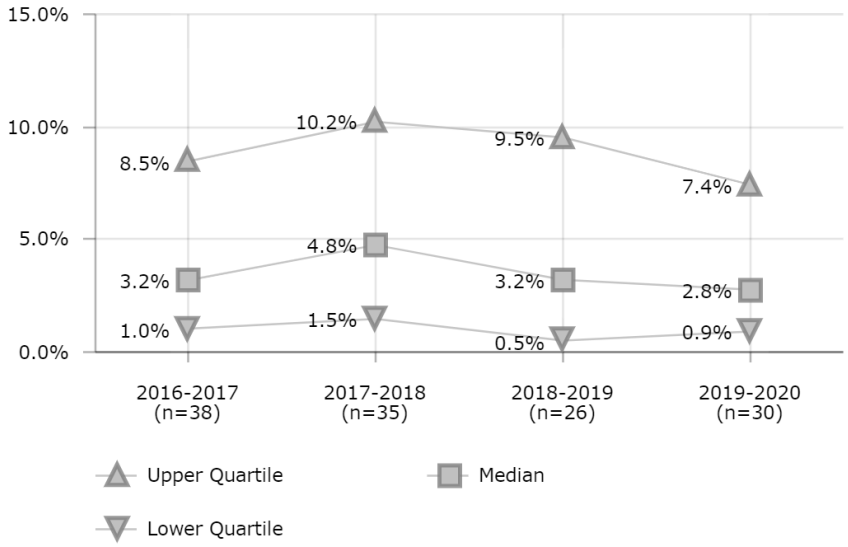
- Procurement laws and policies
- Commodity (some goods and services lend themselves to leveraging volume more than others)
- Degree of item standardization with other entities
- Number of available and eligible cooperative agreements
- Market environment (cooperative contracts may not remain competitive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

Districts in Best Quartile (2019-2020)

- Des Moines Public Schools
- Fort Worth Independent School District
- Kansas City School District (MO)
- Milwaukee Public Schools
- Palm Beach County School District

PROCUREMENT

P-Card Purchasing Ratio



Description of Calculation

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

Importance of Measure

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

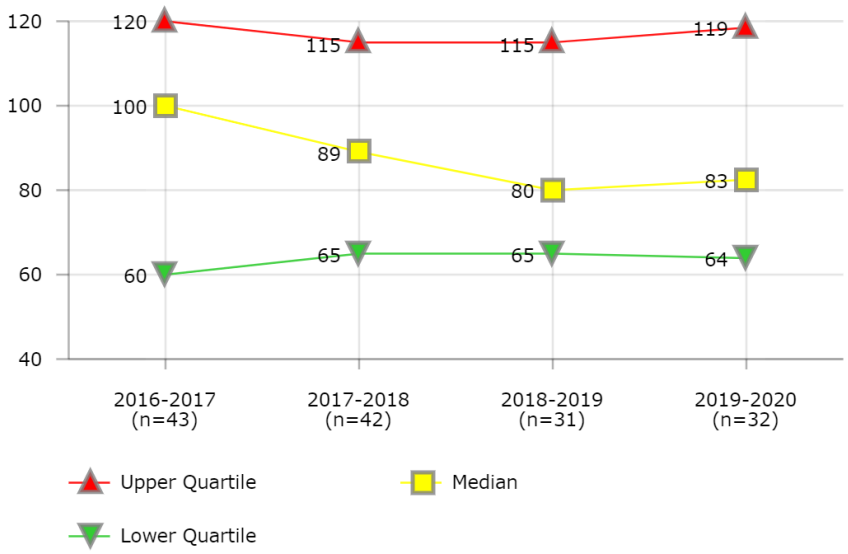
Factors that Influence

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

District	2016-2017	2017-2018	2018-2019	2019-2020
1	1.4%		8.0%	
2	0.3%			
3	13.6%	5.4%	7.7%	7.4%
4	7.6%	7.0%	1.7%	1.7%
5	8.4%	7.9%		9.3%
7	14.2%	12.3%	17.2%	9.2%
8	4.4%	3.9%	5.3%	2.3%
9	10.4%	10.3%	9.5%	8.5%
10	8.2%	7.6%		7.2%
12	20.2%	13.8%	16.5%	6.6%
13	9.0%	10.2%	9.7%	
14	1.0%	0.5%	0.8%	0.9%
16	3.1%	3.2%		
19	1.4%	1.5%		
20	1.0%	1.0%	1.7%	
23		13.7%		15.5%
27		4.8%	15.8%	14.1%
28	5.4%	4.8%		3.0%
30				49.6%
32	3.3%	3.0%	3.2%	2.9%
37	23.4%			
39	6.8%			4.6%
40	1.4%	5.4%	5.5%	4.6%
43	17.0%	15.1%	22.5%	
44	2.8%	2.4%	2.3%	2.3%
45	0.1%			
46	0.0%		0.0%	0.0%
47	2.1%	0.8%	0.5%	0.9%
48	3.1%	3.0%	2.9%	2.7%
49	8.9%	12.2%	20.6%	28.3%
50	0.9%	0.3%	0.1%	0.1%
51	3.7%	0.2%	0.3%	0.2%
52				1.2%
53		4.8%	6.9%	0.0%
54	2.4%	2.2%		1.6%
55	2.9%	3.2%	3.2%	1.6%
57	0.3%	0.3%	0.3%	0.2%
62		7.1%		
63	0.0%	0.0%	0.5%	
66	8.5%	10.3%		
67	0.1%	0.1%	0.1%	0.0%
71	21.0%	11.7%		3.2%
76	0.0%			
91	6.0%	2.3%		

PROCUREMENT

PALT for Requests for Proposals



District	2016-2017	2017-2018	2018-2019	2019-2020
1	102		102	
2	50	50	50	
3	115	115	115	107
4	77	77	77	77
5	126	88		63
7	148	135	177	132
8	113	113	143	143
9	132	127	107	110
10	87	67		80
12	45	45	55	55
13	157	169	92	
14	80	80	80	80
16	119	90		
18	70		73	
19	52	65		
20	35	120	60	
23		56		56
25		75	65	
27		124	65	74
28	117	194		194
30				126
32	140	140	227	272
34				70
35	121	101	84	86
37	120			
39	100			100
40	109	109	47	47
41	123	123	123	123
44	70	70	70	85
45	47			
46	100	100	100	100
47	102	105	106	67
48	130	113	80	115
49	45	60	45	45
50	86	69	70	142
51	70	65	65	65
52	60			35
53	49	49	49	49
55	27	27	27	27
57	218	122	122	122
62		59		
63	105	105	125	
66	57	57		
67	75	75	75	75
71	101	94		94
74		90		
76	49			
79		58		
91	62	62		
97	90	85		
431	158	131	127	

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

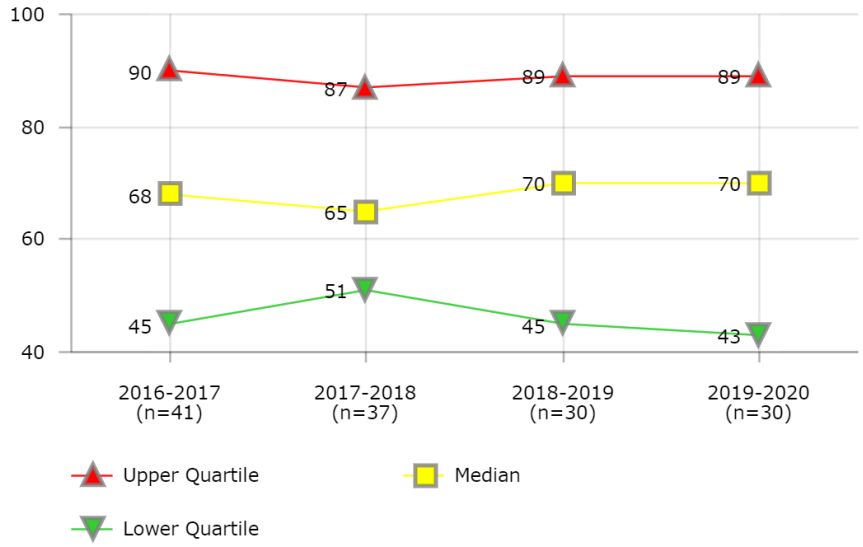
- Federal, State and local Board procurement policies and laws, including formal solicitation requirements, minimum advertising times and procurement dollar limits
- Frequency of board meetings
- Budget/FTE allocation for professional procurement staff
- Training on scope of work and specification development 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 (2019-2020)

- Charleston County School District
- Charlotte-Mecklenburg Schools
- Des Moines Public Schools
- Fort Worth Independent School District
- Guilford County School District
- Jefferson County Public Schools (KY)
- Minneapolis Public Schools
- Portland Public Schools

PROCUREMENT

PALT for Invitations for Bids



District	2016-2017	2017-2018	2018-2019	2019-2020
1	72		72	
2	30	30	30	
3	264	64	64	12
4	33	33	33	33
5	54	51		48
7	70	71	70	134
8	45	45	65	65
9	120	91	100	90
10	92	88		64
12	23	29	30	30
13	117	88	80	
14	70	70	70	65
16	80	60		
18	45		45	
19	53	65		
20	55		58	
23		56		56
25		65	58	
27		78	52	55
28	84			138
30				81
32	165	165	268	226
34				56
35	29	29	39	38
37	44			
39	75			75
41	97	97	97	97
43	51	51	51	
44	71	71	71	76
45	46			
46	89	89	89	89
47	42	41	44	43
48	90	77	86	89
49	27	32	27	27
51	90	85	85	85
52	30			35
53	87	87	87	87
55	27	27	27	27
57	211	122	120	120
62		59		
63	105	105	125	
66	51	51		
67			105	105
71	64	59		78
76	38			
79		81		
91	56	56		
97	68	65		
431	153	131	145	

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

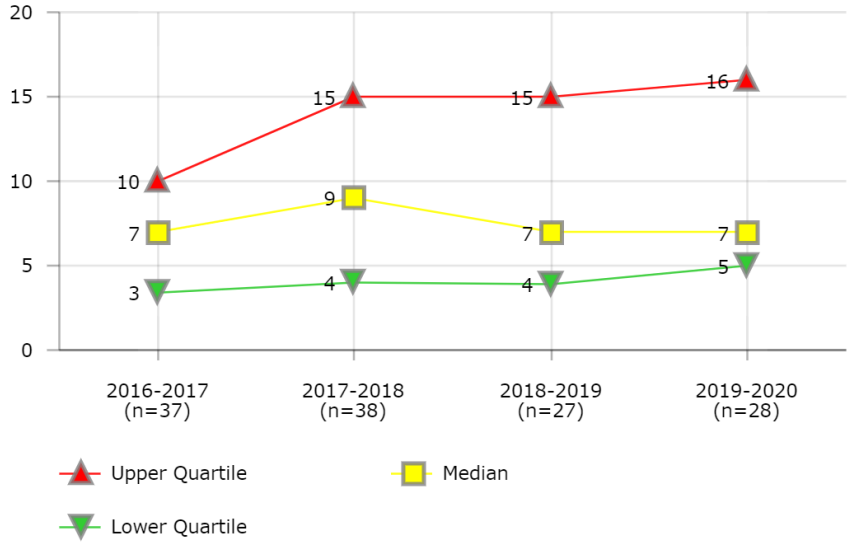
- Federal, State and local Board procurement policies and laws, including formal solicitation requirements, minimum advertising times and procurement dollar limits
- Frequency of board meetings
- Budget/FTE allocation for professional procurement staff
- Training on scope of work and specification development 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 (2019-2020)

- Charlotte-Mecklenburg Schools
- Columbus Public Schools
- Des Moines Public Schools
- Guilford County School District
- Metropolitan Nasvhille Public Schools
- Minneapolis Public Schools
- St. Paul Public Schools
- Wichita Unified School District

PROCUREMENT

PALT for Informal Solicitations



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

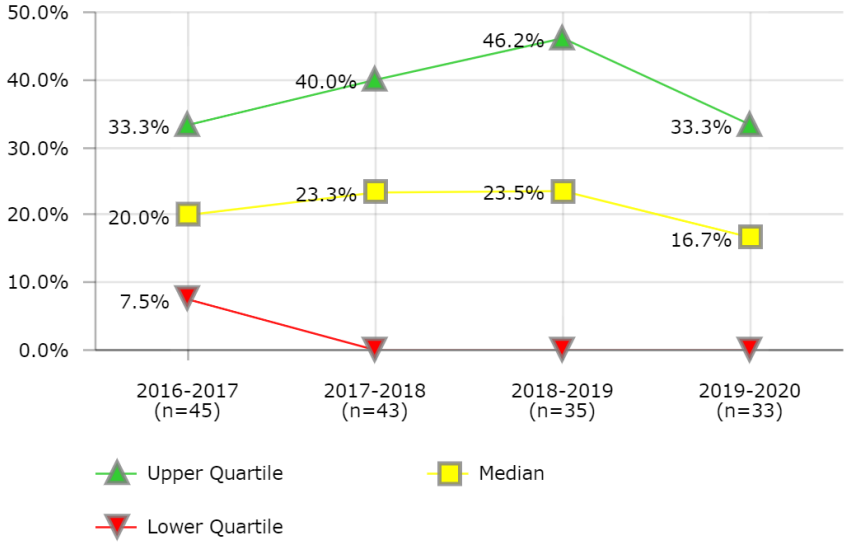
Districts in Best Quartile (2019-2020)

- Albuquerque Public Schools
- Baltimore City Public Schools
- Clark County School District
- Columbus Public Schools
- Duval County Public Schools
- Houston Independent School District
- Jefferson County Public Schools (KY)
- Kansas City School District (MO)
- Milwaukee Public Schools
- Minneapolis Public Schools
- Palm Beach County School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1	15			
2	50	50	50	
3	14	14	14	14
4	58	58	58	58
7	12	18	18	17
8	5	5	5	5
9	4	5	5	5
10	15	15		15
12	10	10	25	25
13	3	4	4	
14	3	3	3	3
16	90	7		
18			5	
19	10	14		
20	3	3	15	
23		4		17
25		4	4	
27		20	17	30
28	10	10		10
30				5
32	10	10	10	10
34				5
35	5	5	5	5
37	3			
39	5			5
40			7	7
43	7	7	7	
44	2	2	2	2
45	8			
46	3	3	3	3
47	3	4	4	6
48	10	32		
49	7	7	7	7
50		25		78
51	7	7	7	7
52	2			2
53	2	3	3	3
55	7	7	7	7
57		30	30	30
62		10		
63	90	90	3	
66	4	4		
71	16	8		14
76	10			
79		30		
91	10	10		
97	3	10		
431	10	12	14	

PROCUREMENT

Procurement Staff with Professional Certificate



Description of Calculation

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

Importance of Measure

This measure assesses the technical knowledge of the 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

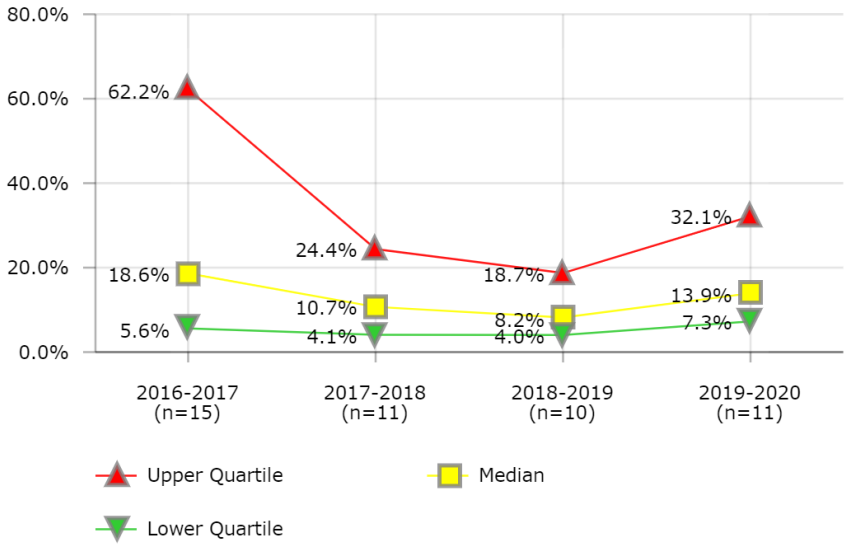
Districts in Best Quartile (2019-2020)

- Atlanta Public Schools
- Baltimore City Public Schools
- Charleston County School District
- Charlotte-Mecklenburg Schools
- Columbus Public Schools
- Dallas Independent School District
- Guilford County School District
- Norfolk School District
- Oklahoma City Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1	40.0%		55.6%	
2	50.0%	66.7%	66.7%	
3	20.0%	0.0%	0.0%	0.0%
4	0.0%	0.0%	0.0%	0.0%
5	45.5%	30.8%		16.7%
7	0.0%	0.0%	0.0%	0.0%
8	24.5%	24.5%	23.5%	23.5%
9	27.9%	28.2%	25.6%	25.6%
10	14.3%	13.0%		13.6%
12	25.0%	25.0%	25.0%	20.0%
13	19.4%	23.3%	30.0%	
14	14.8%	8.3%	15.4%	20.0%
16	32.1%	21.4%		
18	8.3%		11.8%	
19	0.0%	0.0%	0.0%	
20	14.3%	16.7%	20.0%	
23		46.2%		46.2%
25		22.2%	20.0%	
27		62.5%	100.0%	62.5%
28	62.5%	57.1%	50.0%	37.5%
30	0.0%	0.0%	0.0%	0.0%
32	31.3%	33.3%	33.3%	29.4%
34				0.0%
35	33.3%	40.0%	50.0%	33.3%
37	30.8%			
39	7.5%			11.1%
40	46.2%	33.3%	30.4%	22.2%
41	62.1%	62.5%	55.0%	50.0%
43	0.0%	0.0%	0.0%	
44	9.1%	18.2%	9.1%	9.1%
45	0.0%			
46	46.2%	46.2%	46.2%	46.2%
47	20.0%	20.0%	20.0%	10.0%
48	33.3%	25.0%	16.7%	16.7%
49	28.6%	42.9%	21.4%	37.5%
50		66.7%	33.3%	16.7%
51	80.0%	57.1%	50.0%	33.3%
52	33.3%			0.0%
53	0.0%	0.0%	0.0%	0.0%
54	13.9%	8.0%		8.0%
55	57.1%	37.5%	37.5%	37.5%
57	50.0%	25.0%	25.0%	28.6%
62		33.3%		
63	0.0%	0.0%	0.0%	
66	0.0%			
67	0.0%	0.0%	0.0%	0.0%
71	0.0%	0.0%		0.0%
74		0.0%		
76	9.1%			
91	20.0%	20.0%		
97	15.4%	15.4%		
431	50.0%	54.5%	75.0%	

PROCUREMENT

Warehouse Operating Expense Ratio



District	2016-2017	2017-2018	2018-2019	2019-2020
5	62.2%	86.6%		32.1%
7		17.6%	15.5%	18.3%
8	6.2%	7.4%		7.1%
9	8.5%			
10	117.7%			
12			35.0%	331.9%
14	24.2%			
16	21.5%	13.6%		
18			259.1%	
23				112.2%
27			5.2%	
32	27.6%	25.7%	5.9%	20.6%
35	6.9%	0.8%	2.8%	13.9%
39				7.3%
41	2.9%		3.2%	4.5%
47	62.8%	10.3%	10.5%	8.4%
55	4.1%	4.0%	4.0%	9.1%
62		24.4%		
71	18.6%	10.7%		
76	5.6%			
91	89.2%			
431	4.1%	4.1%	18.7%	

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

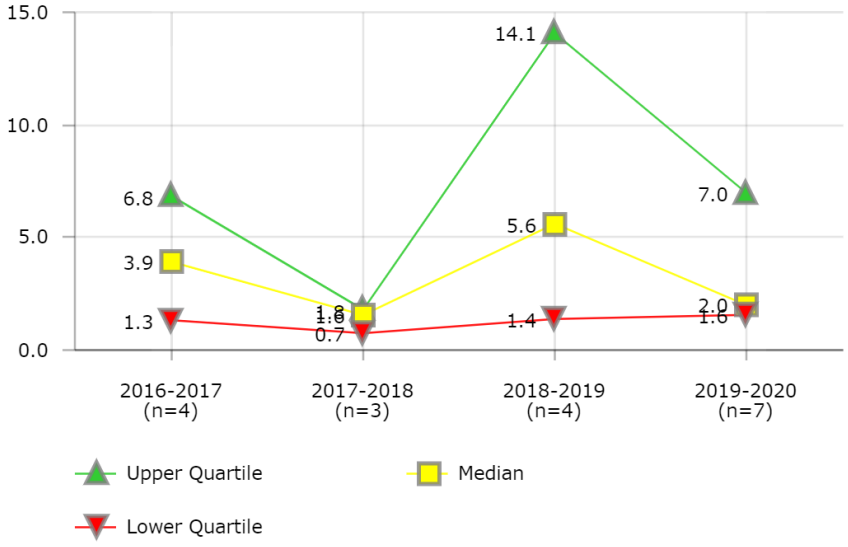
The operational cost of maintaining an intermediate storage/distribution point (warehouse) should be constantly evaluated against other alternatives as the market and other supply chain factors change in the district.

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	2016-2017	2017-2018	2018-2019	2019-2020
5				1.6
8				3.5
9	7.7			
14	6.0			
16		1.6		
18			9.3	
23				2.0
27			18.8	
35			0.8	0.5
39	0.8			12.3
41				7.0
55	1.9	1.8	1.9	1.8
431		0.7		

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

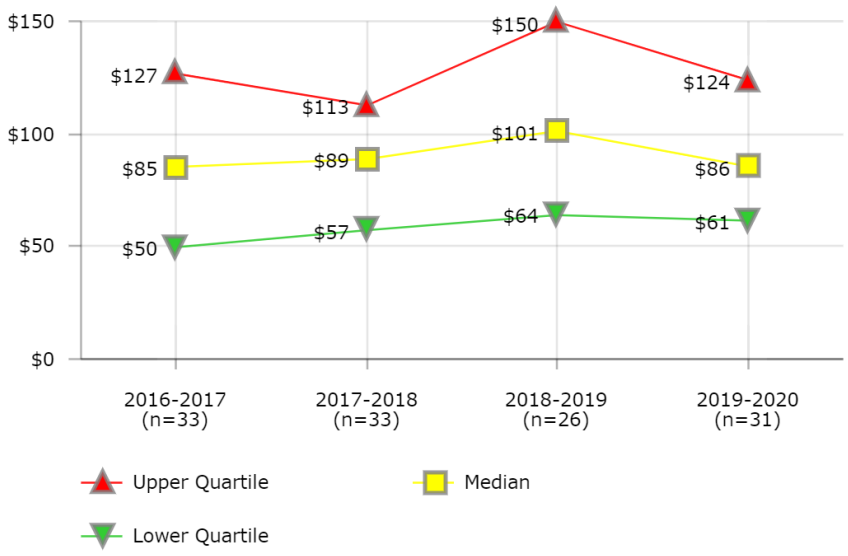
Performance metrics in risk management evaluate the rate of incidents that could lead to claims against the district, as well as the total cost of claims and insurance. The total cost is broadly considered with **Cost of Risk per Student**, and **Employee Incident Rate** (expressed per employee or per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

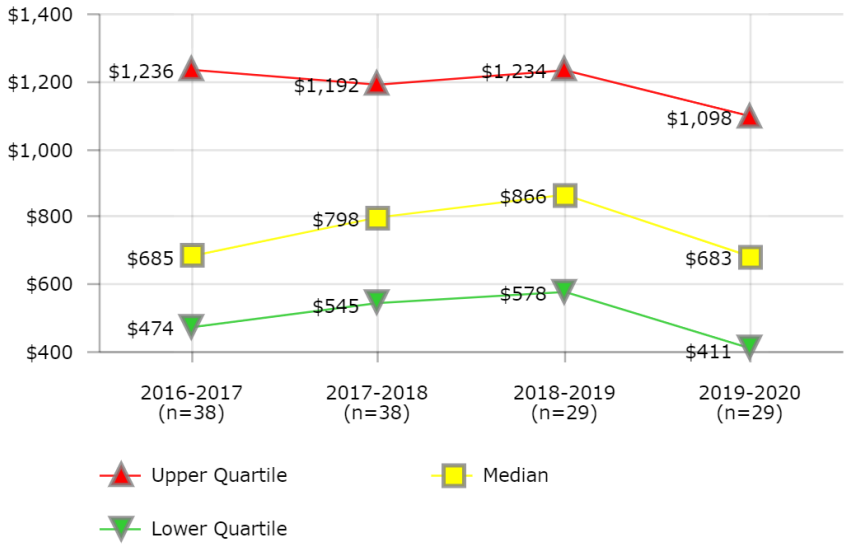
Districts in Best Quartile (2019-2020)

- Austin Independent School District
- Clark County School District
- Guilford County School District
- Houston Independent School District
- Metropolitan Nasvhille Public Schools
- Palm Beach County School District
- Portland Public Schools
- Shelby County School District

District	2016-2017	2017-2018	2018-2019	2019-2020
3				$114
4	$87	$109	$141	$150
5		$73		$51
7	$76	$89	$85	$86
8	$35	$39	$41	$32
9	$50	$44	$60	$61
10		$38		
12	$160	$224	$203	$169
13	$90	$89	$97	
14	$138	$113	$142	$143
16		$162		
18	$15	$27	$15	$15
19		$213		
20		$66	$64	$74
21				$261
23		$105		$94
25	$270		$227	$161
27			$76	
28	$92	$77	$84	$77
30	$104	$85	$72	$73
32	$105	$94	$113	$124
34			$315	
35		$183	$209	$131
37	$63			
39	$39			$29
40	$117	$106		$101
43	$132	$193	$171	
44		$66	$45	
47	$127	$83		$24
48	$49	$57	$64	$71
49	$39	$46		$37
50	$54	$92	$57	$83
51	$174	$235	$103	$126
52				$91
53	$94	$110	$100	$78
54	$64	$79		$94
55	$11	$32		
57	$153	$162	$150	
58	$141		$175	
66	$78			$79
67	$188		$112	$116
71	$50	$47		$39
79	$11	$116	$102	$116
91	$44	$42		
97	$85			
431	$71			

RISK MANAGEMENT

Workers' Compensation Cost per $100K Payroll Spend



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

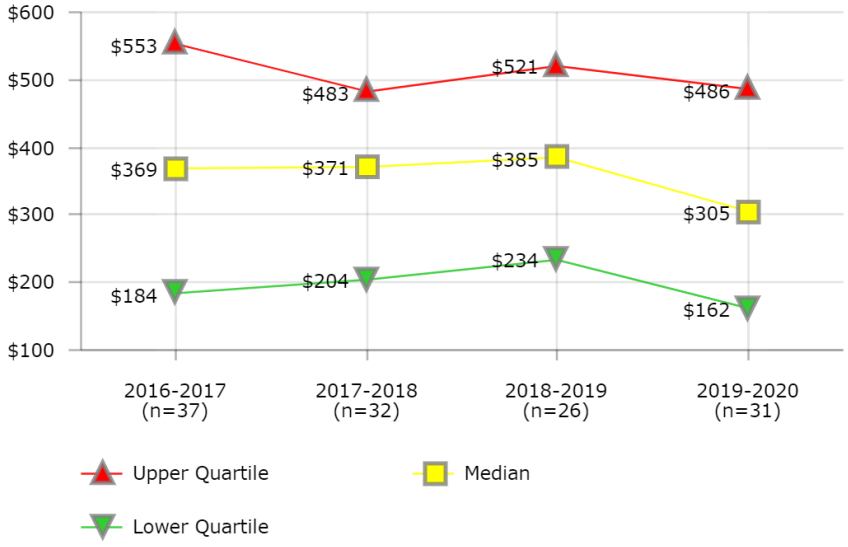
Districts in Best Quartile (2019-2020)

- Dallas Independent School District
- Detroit Public Schools
- Guilford County School District
- Jefferson County Public Schools (KY)
- Orange County Public School District
- Palm Beach County School District
- Portland Public Schools
- Shelby County School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1	$310			
3	$626	$552		
4	$474	$752	$1,052	$683
5		$352		$234
7	$579	$702	$649	$582
8	$508	$543	$578	$379
9	$430	$381	$443	$491
10		$378		
12	$1,158	$1,255	$1,218	$1,009
13	$1,048	$999		
14	$1,162	$1,179	$1,290	$1,110
16		$1,127		
18	$155	$176	$195	$165
19		$1,536	$1,594	$1,234
20	$471	$744	$652	$683
23		$987		$719
25	$2,164	$2,034	$1,786	$1,163
27			$828	$546
28	$1,226	$1,066	$866	$735
30	$1,368	$1,066	$1,058	$1,079
32	$1,347	$1,108	$1,234	$1,146
35	$1,519	$1,839	$2,064	$1,177
37	$668			
39	$531			$427
40	$1,633	$1,574	$2,232	$1,099
41	$299	$236	$211	$155
43	$495	$583	$511	
44	$1,236	$1,904	$879	
46	$738			
48	$399	$434	$455	$302
49	$292	$565	$386	$299
50		$571	$243	$238
51	$3,722	$4,248	$1,598	$1,739
52	$531	$647		$648
53	$579	$545	$594	$411
54	$701	$845		
57	$1,224	$1,142	$1,005	
58	$1,812			
63	$1,350	$1,562	$1,814	
66	$638			$900
67	$1,493		$687	$679
71	$420	$353		
74		$688		
79		$1,192	$1,032	$1,098
91	$374	$346		
97	$1,153	$1,230		
431	$796		$826	

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

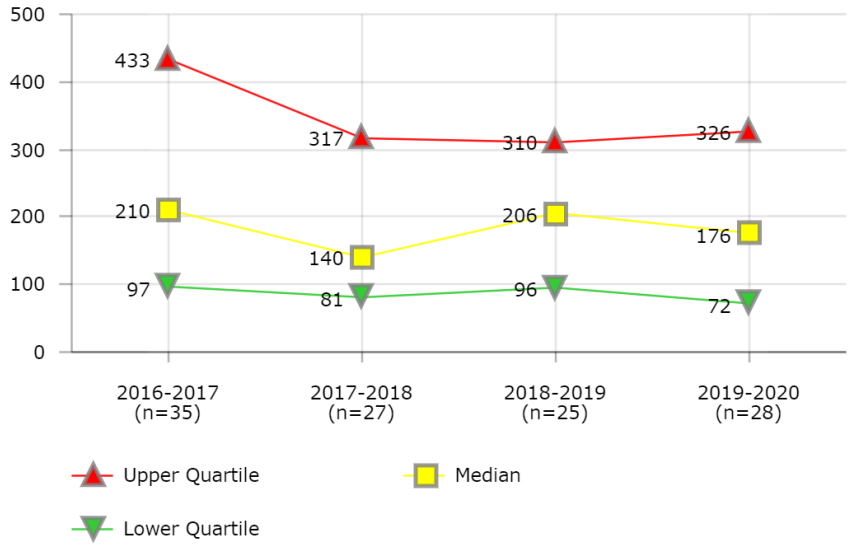
Districts in Best Quartile (2019-2020)

- Austin Independent School District
- Dallas Independent School District
- Guilford County School District
- Houston Independent School District
- Orange County Public School District
- Palm Beach County School District
- Portland Public Schools
- Shelby County School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1	$184			
3	$369	$341	$404	$337
4	$159	$262	$386	$261
5				$156
7	$328	$395	$366	$384
8	$174	$195	$208	$162
9	$235	$213	$234	$305
10		$186		
12	$542	$801	$767	$701
13		$378		
14	$364	$360	$409	$442
18	$77	$90	$80	$67
20	$177	$280	$264	
21				$766
23		$364		$285
25	$1,051	$1,020	$868	
27			$208	$175
28	$534	$449	$497	$486
30	$525	$401	$384	$404
32	$683	$574	$645	$640
35	$697	$844	$957	$597
37	$526			
39	$195			$152
40	$612			$554
41	$130	$111	$101	$82
43	$425	$520	$468	
44	$441	$486	$311	
46	$392			
47	$772	$393		
48	$148	$165	$178	$128
49	$89			$99
50		$332	$149	$170
51	$1,015		$521	$616
52				$285
53	$324	$335	$375	$286
54	$339	$414		$406
55	$37	$168		$210
57	$553	$540	$509	
58	$838			
63	$704	$850	$998	
66				$335
67	$840		$363	$436
71	$259	$151		$120
79		$480	$603	$492
91	$184	$172		
97	$374	$410		
431	$337			

RISK MANAGEMENT

Workers' Compensation Lost Work Days per 1,000 Employees



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

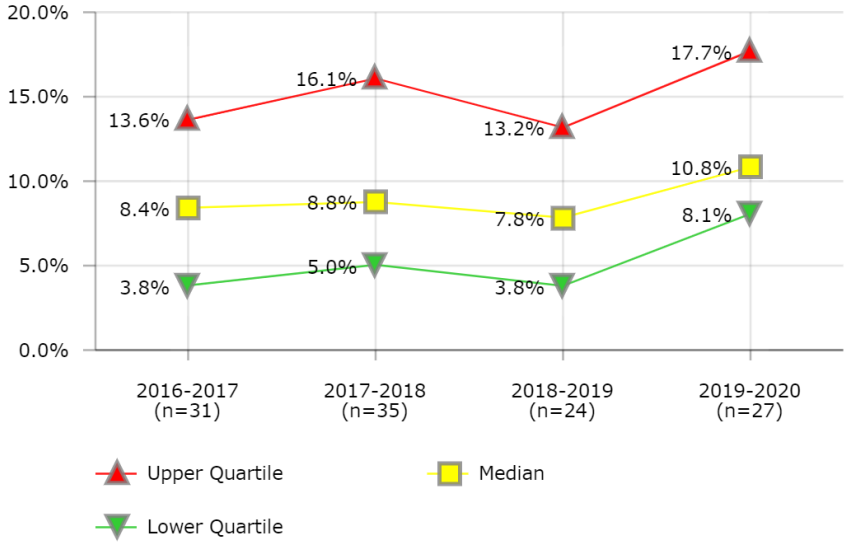
Districts in Best Quartile (2019-2020)

- Atlanta Public Schools
- Charleston County School District
- Dallas Independent School District
- Milwaukee Public Schools
- Orange County Public School District
- Palm Beach County School District
- Shelby County School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1	248			
3	433		540	402
4	90	142	206	110
5				264
7	318	167	310	357
8	145	45	65	34
9	410	313	308	331
10		39		
13		49		
14	100	560	589	335
18	13	120	96	25
20	283	94	205	
21				617
23				66
25	2,993		153	
27			121	260
28	114	89	78	45
30	476	291	249	35
32	122	127	102	115
35	1,423	842	10	701
37	1,006			
39	143			83
40	317			322
41	18	17	21	23
43	461	684	457	
44	111	103	277	237
46	494			
47	119			
48	95	81	76	52
49	84			85
50		284	274	317
51	89	140	56	78
52				1,265
53	204	475	695	184
54	1,024			
55	210	317		
57	328	135	130	
58	570			
63	45	155	206	
66				119
67	374		536	304
79		388	482	168
91	73	51		
97	97	78		
431	325	318		

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

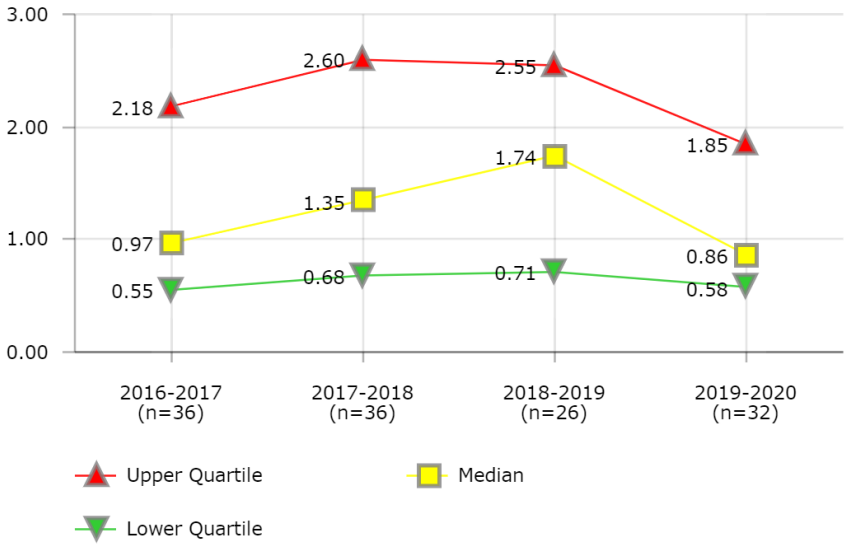
Districts in Best Quartile (2019-2020)

- Albuquerque Public Schools
- Clark County School District
- Columbus Public Schools
- Duval County Public Schools
- Guilford County School District
- Miami-Dade County Public Schools
- Palm Beach County School District

District	2016-2017	2017-2018	2018-2019	2019-2020
4		6.3%	1.8%	
5		27.4%		34.8%
7	9.8%	24.0%	26.3%	10.0%
8	0.5%	11.3%	3.9%	4.8%
9	2.2%	1.9%	1.8%	1.4%
10		5.0%		
12	42.1%	25.8%	15.4%	35.0%
13	2.5%	2.1%	3.9%	9.0%
14	9.3%	64.9%	7.8%	8.1%
16		8.3%		
18	3.3%	2.2%	8.0%	
19		14.3%	3.7%	
20		100.0%		
21				56.4%
23		27.3%		13.2%
25	9.5%	11.1%	25.9%	38.5%
29	3.0%			
30		6.3%		50.0%
32	1.5%	0.5%	3.6%	3.3%
34	25.0%	15.4%	2.4%	
35		2.7%	9.5%	2.1%
37	8.8%			
39	16.7%			
40	1.3%			
43	66.7%	11.1%	100.0%	
44	38.5%	6.6%	10.4%	7.2%
46	5.3%	16.2%		
47	6.0%	2.0%	7.9%	9.3%
48	7.6%	11.9%	9.8%	10.5%
49	17.6%	9.4%	14.7%	5.1%
50		8.3%	53.8%	12.5%
51		8.8%	5.6%	17.7%
52	7.8%	2.2%	5.1%	12.5%
53	11.9%	30.0%	11.6%	10.8%
54	20.7%	16.1%		16.1%
55	5.5%	2.5%	4.0%	8.7%
57	8.3%			
58	3.8%		3.0%	
66				16.4%
67	12.5%			20.0%
71	4.7%	7.4%		16.4%
79	8.4%	5.4%		9.8%
91	13.6%	11.5%		
97	8.9%	7.4%		

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

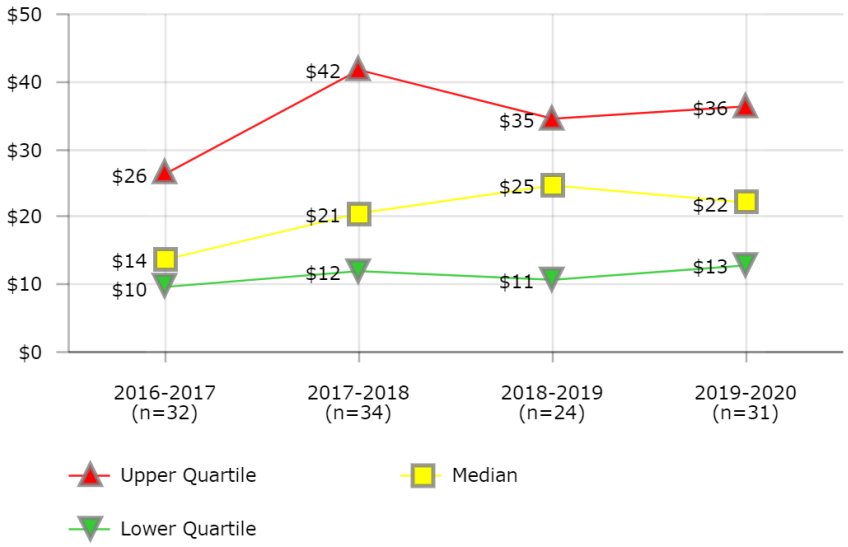
Districts in Best Quartile (2019-2020)

- Anchorage School District
- Chicago Public Schools
- Detroit Public Schools
- Fresno Unified School District
- Houston Independent School District
- Milwaukee Public Schools
- Norfolk School District
- Portland Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
3	3.54	2.58	2.69	2.25
4	0.87	0.95	1.15	0.88
5		1.87		0.47
7	0.84	0.52	0.41	0.43
8	2.16	1.69	1.18	1.06
9	2.58	2.40	2.40	2.03
10		1.64		
12	0.60	0.98	0.77	0.59
13	2.68	3.57	3.53	
14	1.03	0.69	0.96	0.77
16		2.61		
18	1.94	1.94	1.90	1.30
19		5.30		
21				1.48
23		0.69		0.76
25	0.59	0.49	0.71	0.67
27			1.61	0.03
29	0.68			
30	0.35	0.19	0.29	0.22
32	4.12	3.66	3.85	2.39
34			2.71	
35		2.94	2.36	1.94
37	1.35			
39	0.11			0.03
40	1.80	0.68		0.85
43	0.37	0.39	0.39	
44	0.51	0.82	0.88	0.74
46	0.91	1.23		
47	4.25	3.45		1.75
48	3.35	2.88	3.00	2.73
49	0.46	0.44		0.81
50	0.36	0.69	0.25	0.16
51	0.65	1.47	1.89	2.67
52				1.70
53	1.25	1.02	2.55	2.07
54	0.52	0.55		0.56
55	0.73	0.79		0.67
57	2.20	2.00	1.88	
58	1.87		2.20	
66	1.32			1.25
67	0.23		0.27	0.14
71	2.59	2.64		1.51
79	4.17	3.21	2.59	2.67
91	0.69	0.41		
97	1.54	1.86		
431	0.25	0.21	0.33	

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

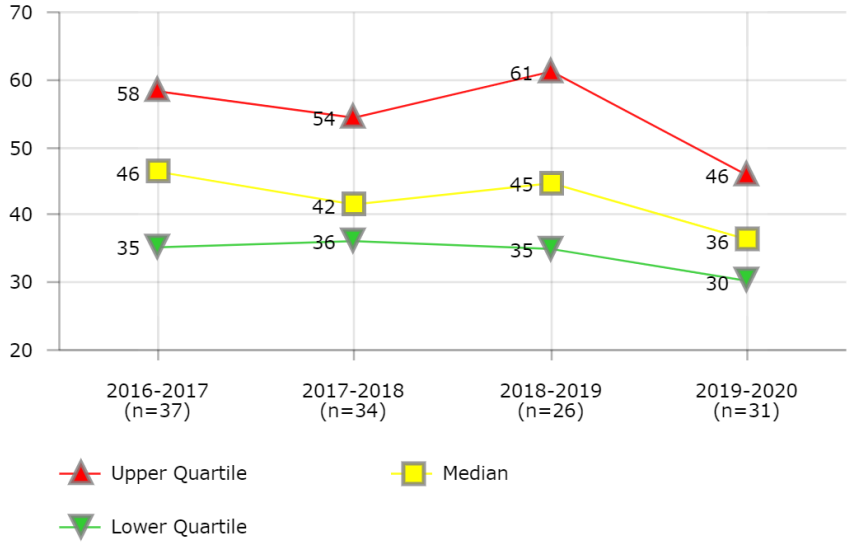
Districts in Best Quartile (2019-2020)

- Duval County Public Schools
- Fort Worth Independent School District
- Houston Independent School District
- Milwaukee Public Schools
- Minneapolis Public Schools
- Palm Beach County School District
- Shelby County School District
- Toledo Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
3				$32
4	$55	$56	$60	$95
5		$32		$23
7	$9	$7	$8	$15
8	$7	$7	$7	$8
9	$17	$14	$26	$22
10		$8		
12	$42	$49	$46	$38
13	$23	$26	$28	
14	$70	$44	$61	$66
16		$39		
18	$4	$15	$4	$6
19		$29		
20		$9	$10	$14
21				$36
23		$47		$50
25	$10	$79	$22	$21
27			$26	
30	$18	$19	$7	$5
32	$13	$18	$26	$36
34			$49	
35		$16	$14	$14
37	$14			
39	$8			$6
40	$5	$4		$5
43	$42	$74	$63	
44		$6	$8	$4
47	$14	$22		$24
48	$29	$35		$53
49	$22	$12		$18
50	$20	$45	$34	$56
51	$13	$42	$18	$24
52				$13
53	$30	$41	$24	$23
54	$19	$24		$37
55	$5	$5		
57	$30	$42	$35	
58	$9		$21	
66	$13			$15
67	$34		$28	$28
71	$13	$15		$15
79	$11	$12	$11	$11
91	$13	$13		
97	$18			
431	$5	$3		

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

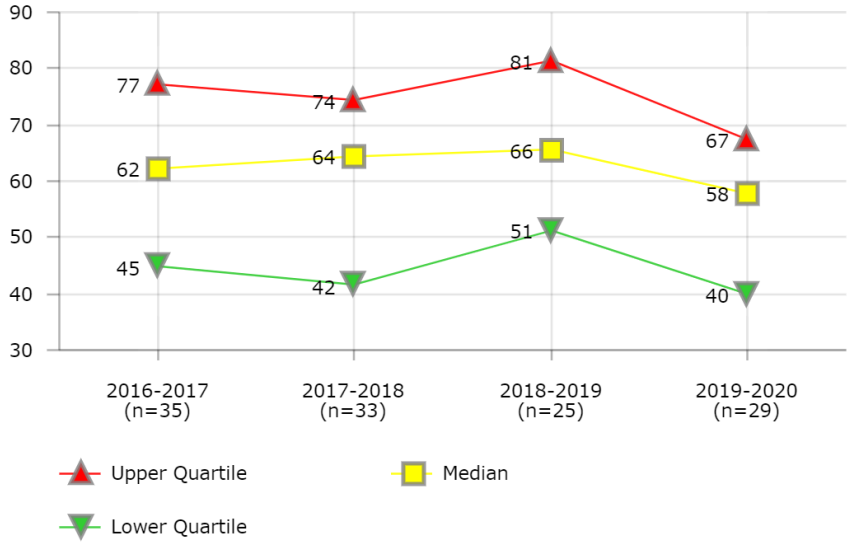
Districts in Best Quartile (2019-2020)

- Atlanta Public Schools
- Austin Independent School District
- Charleston County School District
- Clark County School District
- Columbus Public Schools
- Guilford County School District
- Norfolk School District
- St. Paul Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1	30			
3	30	37	31	21
4	62	66	66	32
5				36
7	73	72	67	60
8	51	51	51	46
9	31	31	32	30
10		42		
12	68	97	109	91
13		54		
14	35	35	44	40
18	60	28	31	52
20	22	20	21	
21				74
23		40		26
25	72	73	71	
27			31	25
28	49	38	41	30
30	58	51	44	35
32	55	53	53	43
35	33	31	33	27
37	63			
39	41			36
40	46			37
41	70	72	72	60
43	55	56	52	
44	41	47	45	33
46	14			
47	35	33		
48	41	37	45	41
49	51			9
50		46	49	38
51	43	41	35	32
52				35
53	114	117	120	98
54	19	18		
55	38	36		40
57	31	41	36	
58	72			
63	58	60	59	
66				61
67	47		37	32
71	53	37		28
79		42	61	42
91	33	29		
97	44	45		
431	42	36		

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 (2019-2020)

- Charleston County School District
- Charlotte-Mecklenburg Schools
- Detroit Public Schools
- Guilford County School District
- Houston Independent School District
- Jefferson County Public Schools (KY)
- Norfolk School District
- Portland Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1	48			
3	69	74	97	96
4	62	66	66	75
5				36
7	73	72	67	60
8	80	82	82	67
9	57	56	59	52
10		42		
12	6	9		
13		88		
14	36	38	41	40
18	77	74	81	62
20	46	42	51	
21				91
23		40		37
25	74	73	71	
27			37	31
28	49	38	41	41
30	89	89	84	65
32	80	53	54	81
35	19	33	59	61
37	106			
39	61			18
40	71			56
41	70	72	72	60
43	90	97	95	
44	61	66	66	49
47	71	68		
48	45	49	52	46
49	30			9
50		50	5	3
51	79	90	84	72
52				94
53	23	120	26	23
54	19	18		
55	36	36		40
57	31	41	40	
58	72			
63	75	82	59	
66				61
67	79		68	58
79		42	143	78
91	50	54		
97	91	95		
431	54	64		

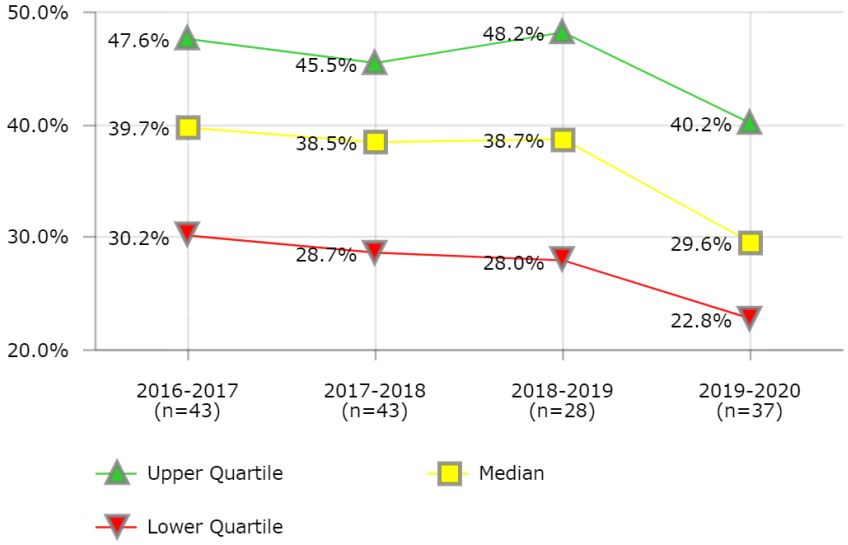
Food Services

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

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

FOOD SERVICES

Breakfast Participation Rate (Meal Sites)



Description of Calculation

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

Importance of Measure

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

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

Factors that Influence

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

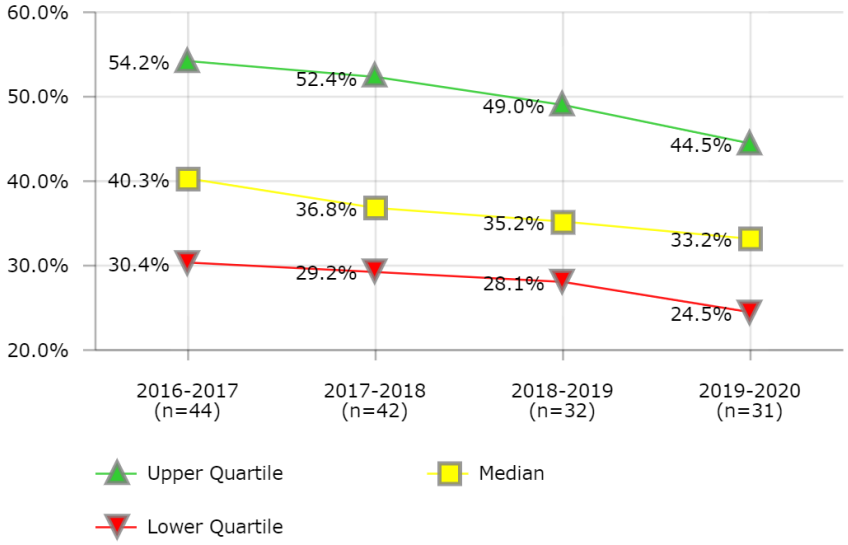
Districts in Best Quartile (2019-2020)

- Buffalo Public Schools
- Cleveland Metropolitan School District
- Columbus Public Schools
- Dallas Independent School District
- Des Moines Public Schools
- Detroit Public Schools
- Norfolk School District
- Oklahoma City Public Schools
- Omaha Public School District
- San Antonio Independent School District

District	2016-2017	2017-2018	2018-2019	2019-2020
2	54.7%	55.4%		
3	58.6%	55.9%	54.2%	36.8%
4	27.0%	25.9%	30.4%	23.6%
5		20.7%		15.1%
7	27.8%	36.5%	25.5%	17.9%
8	25.9%	24.8%	26.2%	22.8%
9	31.3%	27.6%	26.4%	21.8%
10	37.9%	36.5%		29.4%
12	40.9%	42.0%	42.5%	44.6%
13		24.1%	24.3%	
14	27.5%	28.0%	26.0%	32.1%
16		36.2%		
18	50.3%	48.5%	49.5%	
19	54.6%			
20	50.6%	52.5%	49.1%	
21				34.8%
23	28.4%	28.3%		22.4%
25		59.3%	59.6%	
26	37.6%			28.2%
27		45.5%	44.5%	58.4%
28	42.9%	38.5%	39.5%	35.5%
29	37.3%			
30	47.6%	46.6%	44.1%	32.3%
32	26.2%	22.9%	26.2%	22.2%
35	51.4%	51.0%	49.6%	41.1%
37	35.5%	38.1%		
39	53.7%	44.7%		32.3%
40				28.3%
41	61.7%	60.1%		49.0%
43	45.9%	40.6%	45.8%	
44	37.5%	38.5%	37.9%	26.9%
45				60.5%
46	33.7%	28.7%		21.3%
47	41.6%	48.9%		29.7%
48	29.6%	30.8%	31.6%	21.5%
49	45.3%	39.9%		29.6%
50			60.7%	43.9%
51	41.4%	39.4%	47.3%	44.8%
52		34.4%	32.7%	23.2%
53	43.0%	41.1%	42.1%	36.4%
54	39.7%	36.2%		
55	28.0%	27.0%		
57	40.6%	44.9%	5.0%	40.2%
58	37.7%	39.5%		
63	47.8%	54.4%		
66	45.5%			46.7%
67	32.0%		29.5%	20.6%
71	28.0%	28.2%		22.1%
76	74.1%		76.1%	55.5%
79	30.2%	30.5%	32.2%	24.5%
91	27.9%	33.9%		
97	31.3%	35.0%	36.0%	25.4%
431	43.7%	41.6%		

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

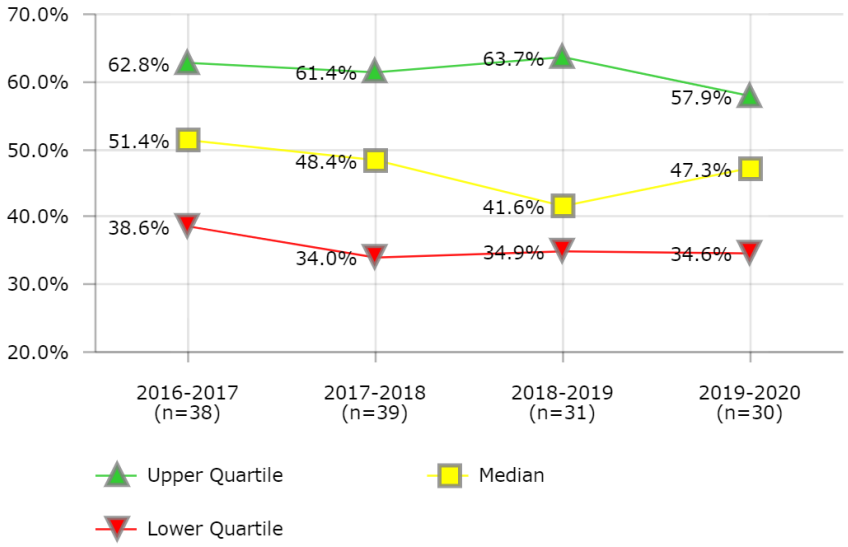
Districts in Best Quartile (2019-2020)

- Buffalo Public Schools
- Cleveland Metropolitan School District
- Columbus Public Schools
- Dallas Independent School District
- Des Moines Public Schools
- Detroit Public Schools
- Oklahoma City Public Schools
- Omaha Public School District

District	2016-2017	2017-2018	2018-2019	2019-2020
2	55.9%	57.0%		
3	60.3%	57.0%	55.2%	39.3%
4	27.7%	26.7%	32.0%	
5				14.8%
7	23.3%	21.2%	21.7%	14.4%
8	25.1%	24.4%	25.6%	21.8%
9	33.7%	29.8%	29.0%	23.4%
10	40.8%			
11			77.8%	
12	39.0%	40.9%	46.0%	48.6%
13		23.3%	23.5%	
14	29.2%	29.4%	26.2%	33.2%
16		60.3%	43.9%	
18		52.4%	54.0%	
19	60.3%			
20	54.0%	53.8%	48.3%	38.8%
21				41.2%
23	28.4%	31.3%		24.7%
26	40.0%			
28	42.1%	37.4%	38.3%	34.1%
29	40.8%			
30	54.8%	52.8%	51.6%	35.8%
32	20.8%	20.6%	22.4%	25.4%
35	56.0%	54.2%	54.9%	44.5%
37	29.7%	40.8%		
39	57.8%	49.0%		36.2%
41	67.1%	66.1%		54.6%
43	54.5%	49.0%		
44	36.6%	35.1%	36.4%	25.4%
45	76.9%			19642.1%
46	39.1%	35.0%		25.3%
47	39.7%	44.3%		30.9%
48	28.8%	30.3%	30.3%	
49	43.8%			
50	87.9%	81.5%	67.4%	79.2%
51	44.8%	43.1%	42.3%	49.4%
52				24.4%
53	44.6%	43.9%	43.9%	38.6%
54	38.0%	38.5%		
55	28.9%	28.4%		
56		19.5%	18.6%	
57	43.9%	53.8%	49.8%	45.8%
58	40.6%	41.8%		
61		27.8%	29.8%	
62			27.6%	
63	51.7%	63.2%		
66	49.3%			51.4%
67	36.1%		33.3%	23.2%
71	31.1%	31.1%		24.5%
76	84.9%		87.7%	0.4%
77		15.9%	14.8%	
79	32.9%	33.5%	34.0%	26.2%
91	25.3%	25.1%		
97	32.1%	29.2%	32.3%	25.3%
101		36.3%	37.2%	
1728	28.1%	29.4%	28.6%	

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

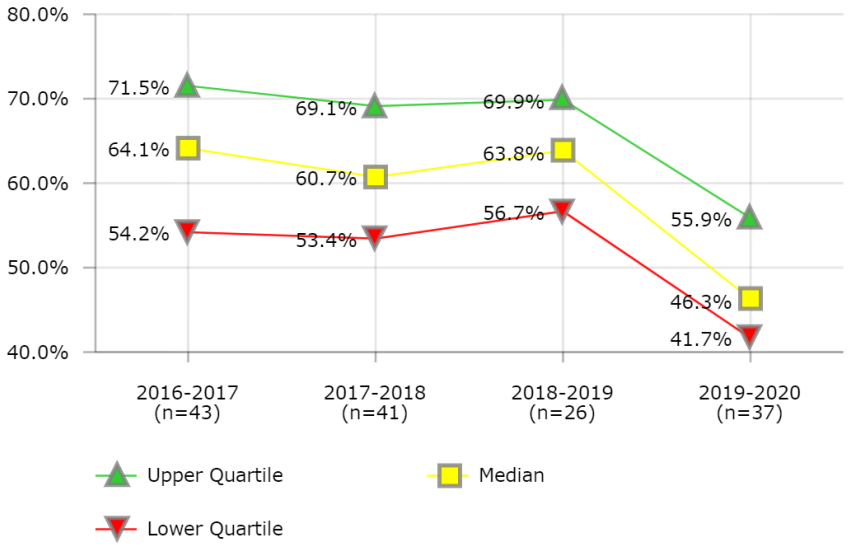
Districts in Best Quartile (2019-2020)

- Albuquerque Public Schools
- Buffalo Public Schools
- Charleston County School District
- Des Moines Public Schools
- Detroit Public Schools
- Jefferson County Public Schools (KY)
- Metropolitan Nasvhille Public Schools
- Norfolk School District

District	2016-2017	2017-2018	2018-2019	2019-2020
2	68.9%	69.2%		
3	75.5%	70.5%	73.6%	
4	38.2%	37.2%	38.4%	
5				47.4%
7	39.3%	33.0%	36.5%	32.0%
8	36.2%	34.0%	34.9%	30.8%
9	49.5%	40.8%	37.7%	34.2%
10	53.4%			
11			86.0%	
12	53.0%	48.5%	63.8%	65.4%
13		31.9%	31.1%	
14	40.1%	41.1%	40.0%	61.3%
16			70.7%	
20	67.7%	61.4%	63.7%	42.6%
21				53.1%
23	51.5%	51.7%		99.9%
27				8545.3%
28	52.6%	48.4%	50.4%	36.8%
29	51.3%			
30	59.6%	58.5%	56.5%	42.4%
32	28.9%	28.3%	22.8%	35.4%
35	58.5%	66.6%	54.6%	47.1%
37	38.7%	50.3%		
39	70.0%	60.6%		37.0%
41	65.7%	65.9%		54.3%
43	88.0%			
44	37.5%	51.9%	51.2%	34.6%
45				8402.4%
46	20.1%	29.4%		
47		93.6%		64.9%
48	44.4%	43.9%	45.5%	
49	79.3%			
50	89.6%	121.1%	81.2%	57.9%
51	47.1%	53.2%	41.6%	49.6%
52				55.9%
53	71.5%	67.3%	67.4%	59.7%
54	38.3%	39.0%		
55	39.3%	44.6%		
56		26.6%	24.7%	
57	25.8%	26.6%	25.3%	22.4%
58	62.8%	44.3%		
61		32.3%	35.2%	
62			36.9%	
63		64.7%		
66	58.3%			49.5%
67	34.7%		32.0%	32.5%
71	52.9%	48.8%		51.5%
76			98.0%	0.4%
77		29.5%	26.7%	
79	38.6%	39.1%	39.9%	29.9%
91	46.6%	53.5%		
97	57.9%	67.4%	51.5%	46.6%
101		47.0%	45.8%	
1728	31.6%	26.6%	34.4%	

FOOD SERVICES

Lunch Participation Rate (Meal Sites)



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

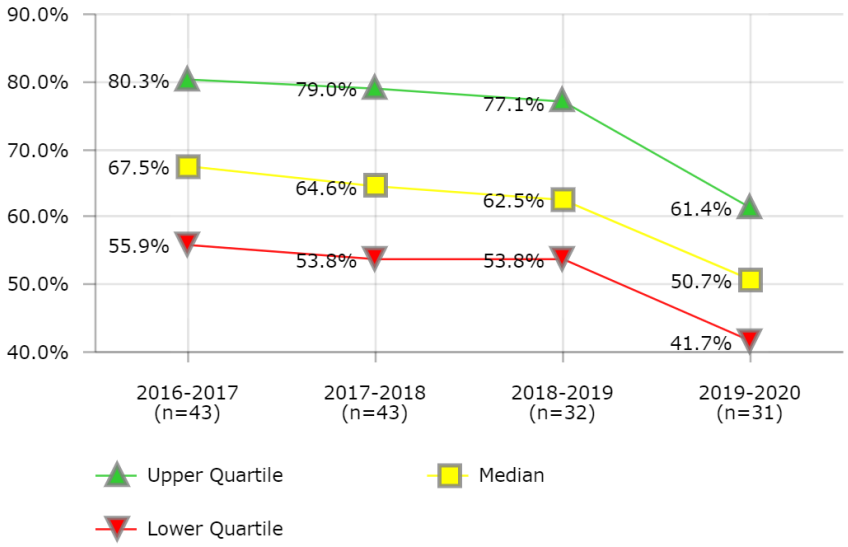
Districts in Best Quartile (2019-2020)

- Buffalo Public Schools
- Cleveland Metropolitan School District
- Columbus Public Schools
- Dallas Independent School District
- Des Moines Public Schools
- Detroit Public Schools
- Norfolk School District
- Oklahoma City Public Schools
- Omaha Public School District
- San Antonio Independent School District

District	2016-2017	2017-2018	2018-2019	2019-2020
2	71.5%	71.2%		
3	76.1%	74.3%	72.6%	49.2%
4	65.6%	63.6%	48.0%	39.6%
5		39.3%		28.9%
7	42.3%		41.3%	29.9%
8	53.7%	55.5%	56.2%	42.7%
9	48.1%	44.8%	44.3%	36.8%
10	59.4%	58.0%		43.0%
12	70.2%	66.4%	65.8%	62.9%
13		57.1%	56.3%	
14	49.2%	49.4%	50.9%	48.3%
16		49.7%		
18	71.8%	69.1%	71.2%	
19	78.7%			
20	76.6%		69.6%	
21				41.7%
23	49.8%	51.5%		41.4%
25		64.8%	66.9%	
26	63.4%			44.7%
27		73.2%	61.9%	77.1%
28	64.2%	59.0%	60.1%	53.9%
29	57.8%			
30	69.8%	69.5%	67.4%	49.5%
32	58.9%	51.1%	57.0%	42.3%
35	71.6%	71.2%	69.1%	56.7%
37	47.1%	50.0%		
39	61.0%	52.4%		39.1%
40				47.1%
41	75.0%	74.2%		68.6%
43	49.8%	70.0%	69.9%	
44	53.1%	58.3%	57.1%	40.7%
45				65.3%
46	70.8%	65.9%		46.3%
47	55.3%	71.1%		42.3%
48	60.7%	59.8%		46.2%
49	61.2%	55.4%		41.4%
50			77.1%	55.9%
51	73.9%	77.4%	93.5%	71.6%
52		59.1%	56.7%	42.3%
53	68.8%	66.3%	66.7%	55.7%
54	68.3%	61.1%		
55	54.2%	53.4%		
57	67.5%	68.3%		57.3%
58	63.5%	63.2%		
63	69.1%	76.9%		
66	74.4%			76.3%
67	75.5%		72.8%	51.1%
71	50.8%	49.2%		37.2%
76	78.9%		78.5%	61.6%
79	64.1%	60.1%	61.9%	47.5%
91	38.6%	38.6%		
97	56.0%	63.5%	60.9%	41.9%
431	64.6%	60.7%		

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

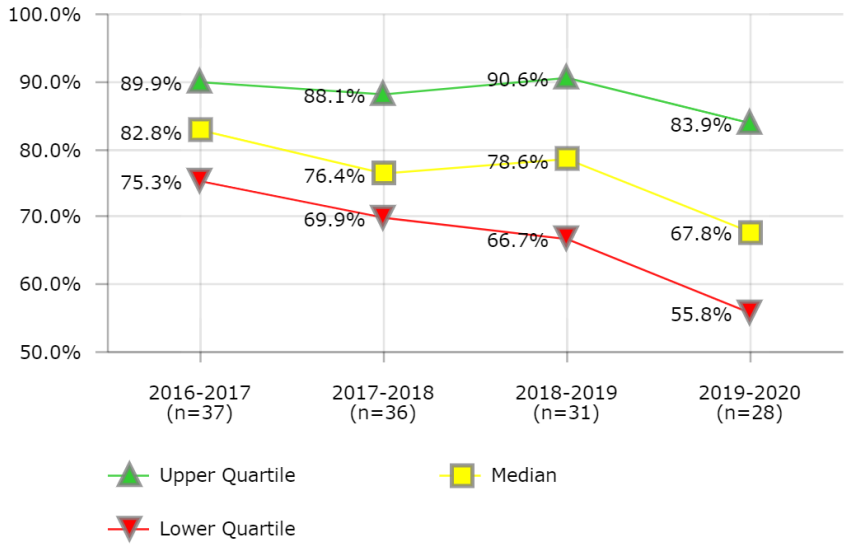
Districts in Best Quartile (2019-2020)

- Buffalo Public Schools
- Cleveland Metropolitan School District
- Columbus Public Schools
- Dallas Independent School District
- Des Moines Public Schools
- Detroit Public Schools
- Oklahoma City Public Schools
- Omaha Public School District

District	2016-2017	2017-2018	2018-2019	2019-2020
2	73.1%	73.2%		
3	78.3%	75.7%	73.9%	52.5%
4	67.5%	65.7%	50.6%	
5				28.9%
7	41.9%	38.9%	41.0%	29.0%
8	52.1%	54.7%	55.1%	40.7%
9	51.9%	48.5%	48.8%	39.6%
10	63.9%			
11		64.4%	67.6%	
12	67.0%	64.6%	71.2%	68.5%
13		55.0%	54.4%	
14	52.5%	51.8%	51.4%	50.3%
16		83.3%	58.5%	
18		74.6%	77.7%	
19	86.9%			
20	81.7%	80.5%	68.4%	53.8%
21				49.3%
23	49.9%	56.9%		45.7%
26	67.4%			
28	63.0%	57.4%	58.2%	51.7%
29	63.2%			
30	80.3%	78.6%	79.0%	54.8%
32	46.9%	45.9%	48.7%	48.3%
35	78.1%	75.6%	76.5%	61.4%
37	39.3%	53.6%		
39	65.7%	57.4%		43.8%
41	81.6%	81.6%		76.4%
43	86.6%	84.6%		
44	51.7%	53.2%	54.8%	38.3%
45	100.9%			21174.7%
46	82.1%	80.4%		54.9%
47	52.8%	64.4%		43.9%
48	59.0%	58.8%	59.8%	
50	104.0%	97.5%	85.5%	100.9%
51	80.0%	84.7%	83.6%	79.1%
52				44.4%
53	71.4%	70.8%	69.7%	59.0%
54	65.3%	64.9%		
55	55.9%	56.4%		
56		53.8%	53.1%	
57	73.0%	81.7%	58.6%	65.4%
58	68.4%	66.8%		
61		52.7%	50.7%	
62			68.6%	
63	74.7%	89.3%		
66	80.5%			84.0%
67	85.3%		82.1%	57.4%
71	56.3%	54.2%		41.2%
76	90.4%		90.5%	0.4%
77		38.9%	38.7%	
79	70.0%	66.0%	65.2%	50.7%
91	42.5%	42.1%		
97	57.5%	53.1%	54.6%	41.7%
101		82.0%	79.8%	
1728	77.2%	79.0%	77.8%	

FOOD SERVICES

Lunch F/RP Participation Rate



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

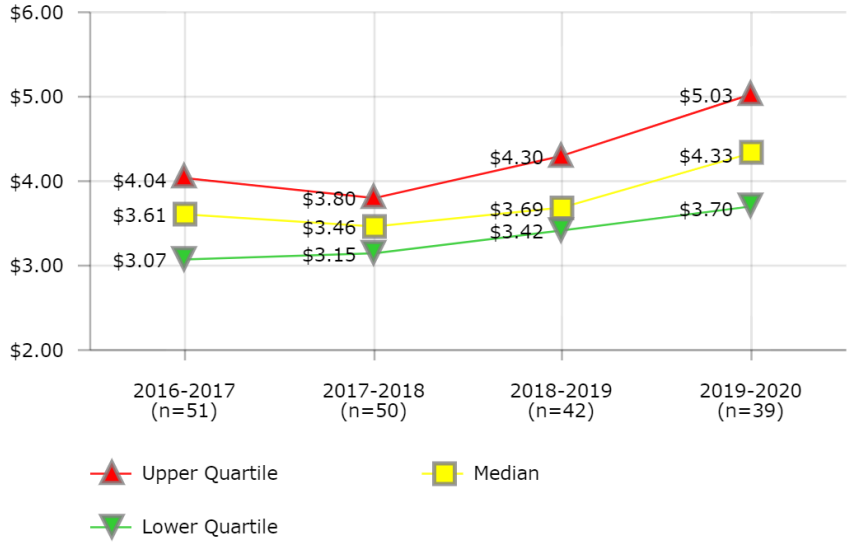
Districts in Best Quartile (2019-2020)

- Albuquerque Public Schools
- Buffalo Public Schools
- Des Moines Public Schools
- Jefferson County Public Schools (KY)
- Metropolitan Nasvhille Public Schools
- Omaha Public School District
- Rochester City School District

District	2016-2017	2017-2018	2018-2019	2019-2020
2	89.9%	88.9%		
3	103.1%	102.2%	101.1%	
4	85.4%	84.4%	75.1%	
5				66.1%
7	64.7%	55.4%	62.1%	50.2%
8	74.3%	74.4%	73.7%	58.3%
9	75.3%	70.5%	61.8%	52.4%
10	84.7%			
11			78.6%	
12	87.0%	75.5%	97.6%	90.4%
13		72.8%	68.7%	
14	66.6%	67.6%	62.8%	86.5%
16			86.6%	
20	105.0%	91.4%	82.5%	58.2%
21				115.3%
23	75.3%	76.9%		
28	76.2%	70.2%	72.3%	54.7%
29	78.1%			
30	87.8%	87.4%	86.6%	63.1%
32	67.2%	65.2%	50.6%	69.4%
35	81.9%	79.4%	76.0%	64.2%
37	53.0%	68.3%		
39	81.2%	69.5%		44.7%
41	80.0%	81.5%		76.0%
43	138.6%			
44	54.0%	76.1%	75.4%	47.1%
45				10005.7%
46	41.9%	66.8%		
47				90.7%
48	82.8%	79.2%	80.2%	
49	100.2%			
50	106.5%	145.3%	103.2%	73.9%
51	84.6%	104.8%	82.3%	81.2%
52				76.3%
53	111.5%	105.6%	104.7%	88.6%
54	66.1%			
55	75.8%	87.4%		
56		69.3%	66.7%	
57			30.0%	32.7%
58	105.1%	70.6%		
61		61.4%	59.8%	
62			90.6%	
63		91.8%		
66	90.4%			94.4%
67	83.2%		80.4%	66.2%
71	86.3%	76.7%		72.1%
76			101.4%	0.5%
77		68.0%	65.3%	
79	80.0%	75.5%	75.2%	56.9%
91	71.6%	82.3%		
97	100.0%	125.6%	90.6%	73.5%
101		106.3%	98.4%	
1728	86.0%	70.8%	92.6%	

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

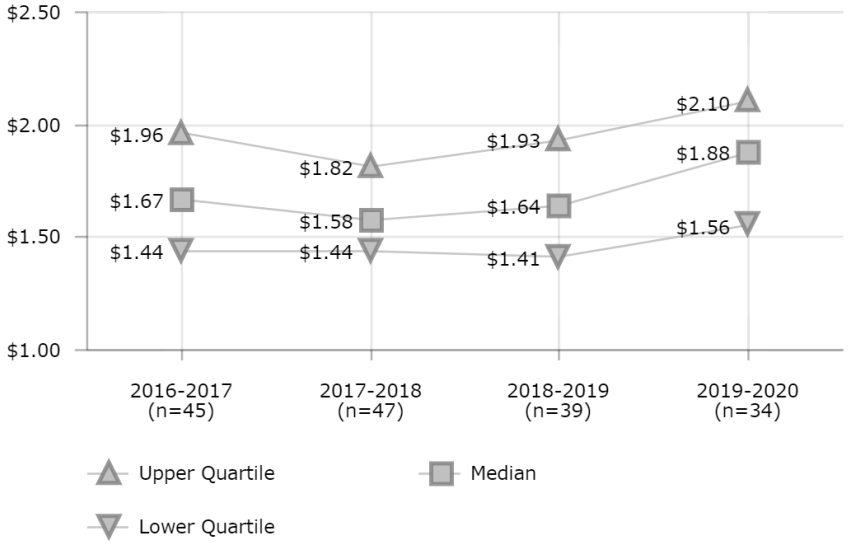
Districts in Best Quartile (2019-2020)

- Atlanta Public Schools
- Boston Public Schools
- Buffalo Public Schools
- Chicago Public Schools
- Clark County School District
- Cleveland Metropolitan School District
- Omaha Public School District
- Palm Beach County School District
- Portland Public Schools
- St. Paul Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1	$1.84			
2	$3.47			
3	$3.07	$3.20	$3.50	$3.52
4	$3.79	$3.72	$4.56	$5.50
5	$2.73	$2.66		$3.66
7	$4.11	$4.42	$4.41	$4.94
8	$3.19	$3.28	$3.46	$3.40
9	$2.93	$3.27	$3.42	$3.70
10	$4.00	$4.09		$4.23
11			$3.00	
12	$4.12	$4.12	$4.47	$4.93
13	$3.08	$3.09	$3.22	
14	$4.79	$3.39	$3.97	$6.02
16	$2.42	$2.47	$2.88	
18	$4.44	$4.11	$4.28	
19	$4.18			
20	$3.08	$3.03	$3.46	$4.56
21				$5.15
23	$3.50	$3.94		$5.35
25		$2.67	$2.94	$4.33
26	$2.50	$2.73		$3.47
27		$3.22	$3.53	$5.03
28	$3.77		$5.77	$0.19
29	$2.79			
30	$3.34	$3.58	$3.88	$5.07
32	$3.12	$3.64	$3.53	$3.99
33	$4.22			
35	$2.14	$3.67	$3.72	$4.99
37	$4.17	$3.44		
39	$3.58	$3.79	$3.52	
40				$5.03
41	$3.63	$3.58		$3.94
43	$4.12	$3.15	$4.33	
44	$3.64	$3.56	$3.59	$3.91
45	$3.77			$2.63
46	$3.07	$3.41		$4.00
47	$3.48	$4.04	$4.39	$5.36
48	$3.31	$3.44	$4.02	$5.48
49	$4.04	$4.52	$4.64	$4.33
50	$3.52	$3.43	$4.64	$5.88
51	$4.04	$4.93	$4.68	$4.60
52		$3.72	$3.94	$3.88
53	$3.71	$3.77	$3.58	$4.27
54	$2.91	$3.20		$2.96
55	$3.08	$3.29		
56		$2.84	$2.94	
57	$3.61	$15.36	$4.96	$2.92
58	$2.99	$3.46		
61		$2.80	$2.60	
62		$3.02	$3.65	
63	$4.35	$3.95	$4.04	
66	$4.86	$3.47	$3.58	$2.99
67	$2.87		$3.26	$4.13
71	$3.70	$3.93	$3.96	$4.53
76	$4.27		$4.13	$4.79
77		$2.71	$2.79	
79	$3.70	$3.77	$4.30	$5.61
91	$3.70	$3.58		
97	$3.87	$4.53	$3.89	$4.52
101		$3.04	$3.05	
431	$4.23	$3.80		
1728	$2.59	$2.69	$2.93	

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.

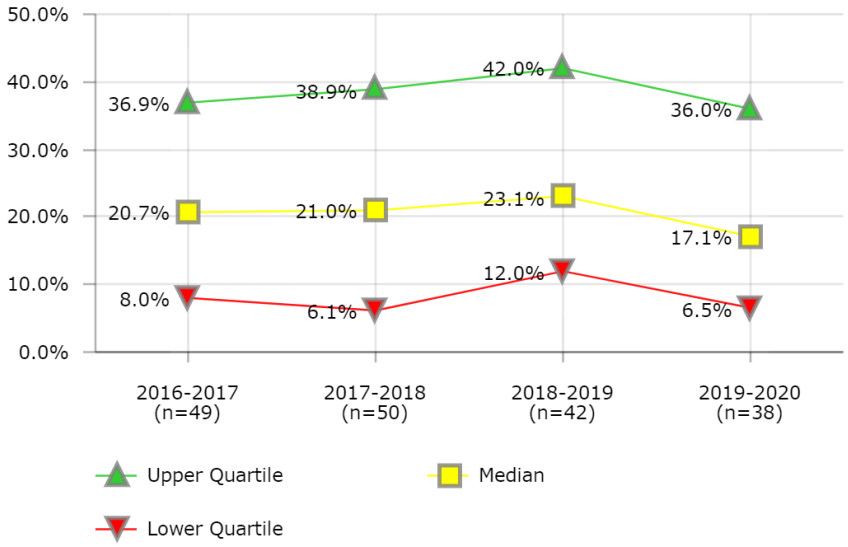
Factors that Influence

- 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	2016-2017	2017-2018	2018-2019	2019-2020
2	$1.93			
3	$1.31	$1.44	$1.49	$1.51
4	$2.16	$1.89	$2.41	$2.82
5	$1.25	$1.24		$1.55
7	$1.71	$1.87	$1.81	$1.86
8	$1.22	$1.38	$1.59	$1.48
9	$1.67	$1.90	$2.00	$2.02
10	$1.67	$1.65		$1.62
11			$1.30	
12	$1.98	$1.93	$2.07	$2.10
13	$1.43	$1.37	$1.41	
14	$3.61	$1.57	$1.82	
16	$0.90	$0.89	$1.07	
18	$2.13	$2.03	$1.96	
19	$2.10			
20	$1.33	$1.17	$1.41	$1.71
21				$1.97
23	$1.60	$1.82		$2.15
25		$1.39	$1.49	$2.03
26	$1.34	$1.48		$1.54
27		$1.61	$1.75	$2.36
30	$1.83	$1.82	$1.98	$2.30
32	$1.45	$1.57	$1.53	$1.58
33	$2.08			
35	$1.44	$1.41	$1.61	$2.09
37	$1.76	$1.56		
39	$1.61	$1.78	$1.80	
41	$1.80	$1.74		$1.70
43	$1.75	$0.47	$1.52	
45	$2.10			$1.47
46	$1.53	$1.52		$0.91
47	$1.61	$1.66	$1.93	$2.21
48	$1.53	$1.52	$1.75	$1.92
49	$2.35	$2.16	$2.37	$2.14
50	$2.20	$2.01	$2.74	$2.62
51	$2.23	$1.83	$1.72	$1.65
52		$1.81	$1.85	$1.77
53	$1.44	$1.51	$1.37	$1.56
55	$1.48	$1.50		
56		$0.95	$0.95	
57	$1.58	$1.66	$2.27	$2.06
58	$1.67	$1.88		
61		$1.24	$1.04	
62		$1.53	$1.64	
66	$1.52	$1.71	$1.78	$1.16
67	$1.33		$1.41	$1.89
71	$1.41	$1.46	$1.39	$1.39
76	$2.25		$2.08	$2.17
77		$1.47	$1.42	
79	$1.48	$1.58	$1.82	$2.09
91	$1.68	$1.68		
97	$1.74	$2.04	$1.57	$1.74
101		$1.63	$1.56	
431	$1.96	$1.78		
1728	$1.15	$1.12	$1.16	

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

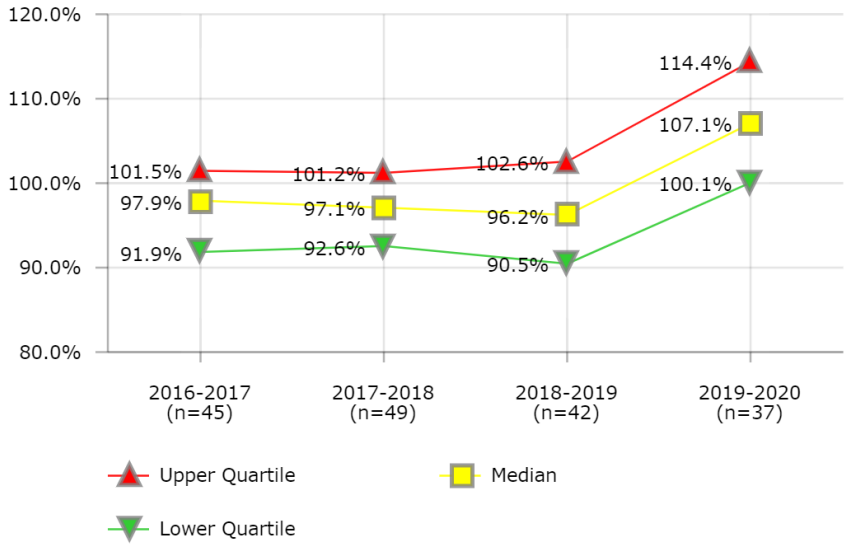
Districts in Best Quartile (2019-2020)

- Albuquerque Public Schools
- Atlanta Public Schools
- Buffalo Public Schools
- Cincinnati Public Schools
- Clark County School District
- Columbus Public Schools
- Guilford County School District
- Milwaukee Public Schools
- Norfolk School District
- Wichita Unified School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1	0.0%			
2	8.4%			
3	20.7%	24.0%	21.6%	20.5%
4	39.7%	37.9%	35.8%	42.0%
5	36.9%	32.2%		10.2%
7	-3.3%	1.5%	0.0%	-2.0%
8	28.2%	24.5%	17.7%	14.6%
9	38.2%	48.2%	55.9%	64.9%
10	19.4%	23.2%		35.3%
11			26.9%	
12	24.8%	25.1%	24.6%	19.4%
13	43.7%	44.2%	41.6%	
14	62.2%	71.5%	67.1%	37.4%
16	4.9%	12.7%	18.8%	
18	39.7%	44.5%	45.1%	
19	121.5%			
20	66.0%	72.3%	76.3%	79.1%
21				9.9%
23	32.7%	29.7%		8.6%
25		0.0%	0.0%	0.0%
26		0.1%		0.0%
27		50.9%	56.0%	57.2%
28	35.0%	37.8%	31.7%	37.1%
29	0.0%			
30	30.6%	38.9%	43.8%	36.0%
32	19.1%	24.0%	20.5%	10.8%
33	120.3%			
35	22.7%	46.1%	44.6%	59.4%
37	0.7%	5.2%		
39	8.0%	19.3%	19.1%	
40				-7.4%
41	17.4%	18.4%		7.4%
43	67.5%			
44	13.0%	17.5%	19.7%	19.7%
45	66.3%			58.3%
46	12.5%	11.2%		14.9%
47		26.9%	12.1%	0.0%
48	27.6%	32.8%	34.3%	22.3%
49	6.8%	14.8%	12.6%	36.8%
50	31.6%	50.1%	54.0%	32.2%
51	24.8%	6.1%	11.2%	6.5%
52		14.3%	11.6%	13.9%
53	43.9%	40.1%	42.0%	34.2%
54	1.9%	0.0%		0.0%
55	4.8%	2.3%		
56		7.1%	9.0%	
57	1.0%	12.6%	11.6%	0.3%
58	24.3%	22.7%		
61		0.9%	0.9%	
62		43.4%	43.9%	
63	11.5%	0.9%	21.0%	
66	1.8%	3.4%	4.5%	
67	28.5%		37.4%	30.7%
71	12.8%	12.5%	12.0%	12.5%
76	19.7%		25.0%	19.7%
77		0.5%	0.7%	
79	8.9%	15.7%	16.4%	3.7%
91	0.3%	-2.1%		
97	0.8%	1.4%	4.3%	0.9%
101		48.6%	53.3%	
431	10.4%	18.8%	30.7%	
1728	60.2%	42.0%	31.7%	

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

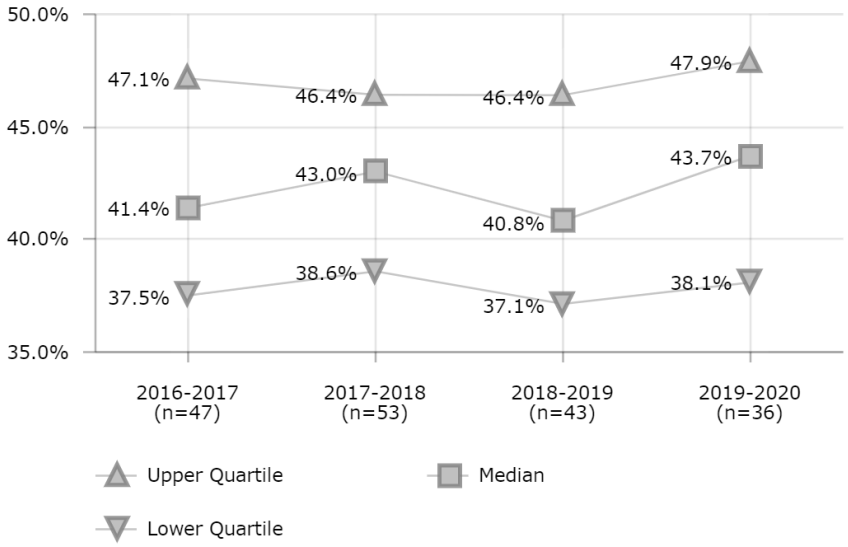
Districts in Best Quartile (2019-2020)

- Albuquerque Public Schools
- Austin Independent School District
- Buffalo Public Schools
- Clark County School District
- Cleveland Metropolitan School District
- Duval County Public Schools
- Guilford County School District
- Hillsborough County Public Schools
- Minneapolis Public Schools
- St. Paul Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
2	89.7%			
3	94.9%	97.4%	103.0%	96.7%
4	88.8%	92.0%	92.4%	101.5%
5	107.2%	104.8%		114.4%
7	98.7%	98.5%	97.3%	103.6%
8	102.6%	103.0%	105.8%	105.3%
9	93.0%	91.6%	90.7%	91.5%
10	106.8%	99.5%		98.9%
11			87.1%	
12	97.9%	102.8%	102.2%	107.5%
13	100.3%	99.9%	101.8%	
14		95.3%	114.4%	92.8%
16	109.6%	96.3%	81.8%	
18	106.6%	86.6%	94.2%	
19	91.9%			
20	88.4%	95.0%	91.9%	106.8%
21				112.4%
23	87.8%	93.2%		115.9%
25		99.8%	110.6%	130.5%
26		97.5%		
27		91.0%	88.4%	121.8%
28	108.8%			
29	85.6%			
30	87.0%	90.3%	95.6%	114.7%
32	97.9%	94.0%	106.2%	113.6%
35		82.1%	86.7%	104.3%
37	99.7%	104.8%		
39	93.8%	90.5%	73.0%	
40				108.2%
41	101.5%	99.0%		107.1%
43	98.1%	67.1%	99.1%	
44	92.1%	86.5%	85.6%	90.4%
45	104.3%			96.5%
46	95.9%	101.2%		111.1%
47	93.8%	102.4%	112.8%	131.0%
48	86.2%	84.0%	106.7%	126.1%
49	98.1%	103.1%	114.5%	95.2%
50	90.4%	83.8%	95.0%	136.9%
51	99.0%	121.5%	89.7%	105.5%
52		99.7%	102.6%	95.4%
53	97.2%	95.5%	96.9%	103.5%
54	101.5%	104.1%		118.9%
55	93.6%	95.1%		
56		97.1%	94.2%	
57	90.5%		102.9%	71.7%
58	87.1%	95.1%		
61		98.9%	98.7%	
62		107.2%	85.8%	
63	103.2%	43.1%	86.6%	
66		94.0%	93.2%	106.2%
67	82.8%		89.0%	107.1%
71	97.2%	100.9%	100.3%	100.1%
76	100.8%		93.6%	110.6%
77		111.7%	111.0%	
79	94.5%	94.9%	102.0%	119.6%
91	98.1%	97.6%		
97	106.7%	111.5%	99.0%	110.8%
101		92.6%	90.5%	
431	112.2%	96.8%	97.6%	
1728	98.2%	111.6%	94.5%	

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.

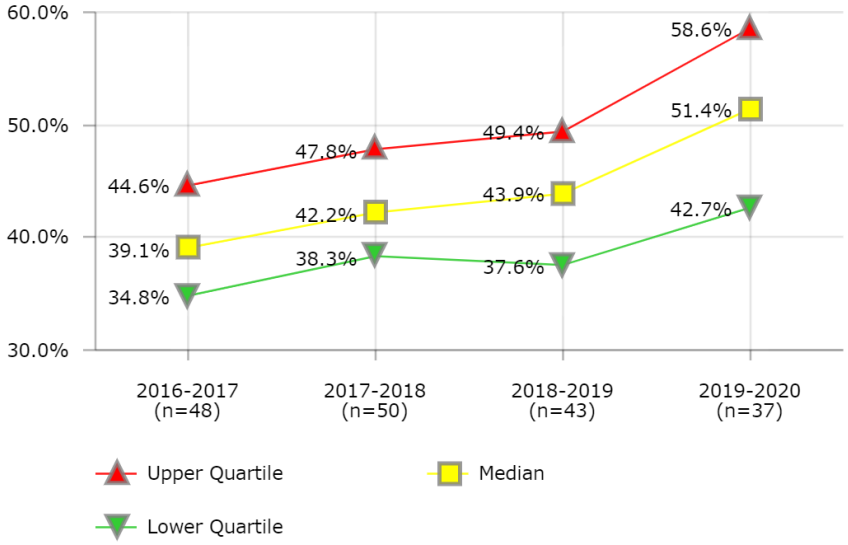
Factors that Influence

- 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	2016-2017	2017-2018	2018-2019	2019-2020
1	40.5%			
2	47.1%			
3	36.6%	39.7%	39.5%	37.3%
4	47.6%	43.0%	44.2%	46.3%
5	47.4%	46.4%		45.2%
7	39.4%	39.6%	38.4%	37.9%
8	38.0%	42.2%	47.4%	44.6%
9	48.2%	51.4%	51.1%	47.5%
10	39.4%	37.0%		36.1%
11		40.6%	37.7%	
12	45.7%	44.5%	43.7%	42.3%
13	45.4%	43.1%	43.1%	
14		40.9%	49.0%	69.2%
16		32.1%	30.4%	
18	44.5%	39.5%	40.8%	
19	40.2%			
20	36.0%	34.9%	35.6%	38.2%
21				42.3%
23	37.9%	40.7%		43.8%
25		52.0%	55.9%	61.0%
26	27.0%	52.8%		641.8%
27		43.3%	40.9%	53.4%
28	25.2%	47.7%	41.3%	
29	4.0%			
30	45.5%	43.9%	46.9%	50.4%
32	43.7%	38.9%	44.7%	43.5%
33	51.4%			
35	30.3%	31.6%	37.4%	43.0%
37	41.1%	46.4%		
39	41.2%	38.6%	37.1%	
41	49.0%	46.7%		45.1%
43	41.7%	10.0%	34.2%	
44	6.3%	5.1%	6.1%	6.8%
45	54.1%	50.7%		47.4%
46	45.9%	44.7%		25.2%
47	41.4%	41.2%	48.8%	53.1%
48	38.9%	36.1%	40.7%	38.0%
49	53.1%	45.7%	51.8%	43.6%
50	53.1%	46.7%	53.9%	58.4%
51	53.3%	44.6%	32.6%	37.7%
52		46.8%	46.8%	41.6%
53	34.6%	35.0%	34.1%	34.2%
54	6.7%	6.2%		
55	38.6%	38.2%		
56		32.5%	30.5%	
57	39.2%	42.8%	46.4%	49.9%
58	46.5%	49.7%		
61		43.7%	39.5%	
62		51.6%	38.5%	
63	42.9%	16.9%	35.7%	
66		43.9%	44.0%	38.8%
67	35.4%		38.7%	45.5%
71	35.3%	36.3%	33.7%	29.4%
76	51.6%		45.5%	48.3%
77		60.8%	56.5%	
79	37.5%	39.4%	42.8%	44.4%
91	43.7%	44.6%		
97	42.1%	48.4%	36.3%	41.1%
101		49.7%	46.2%	
431	47.7%	41.2%	40.5%	
1728		46.2%	37.5%	

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

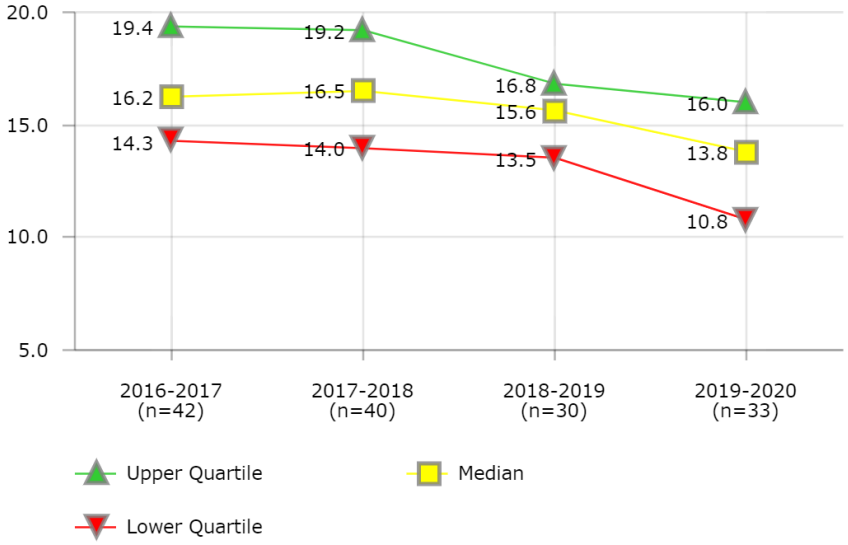
Districts in Best Quartile (2019-2020)

- Albuquerque Public Schools
- Buffalo Public Schools
- Clark County School District
- Cleveland Metropolitan School District
- Duval County Public Schools
- Guilford County School District
- Minneapolis Public Schools
- San Antonio Independent School District
- St. Paul Public Schools
- Wichita Unified School District

District	2016-2017	2017-2018	2018-2019	2019-2020
2	32.0%			
3	37.5%	37.4%	40.9%	36.8%
4	30.8%	34.2%	31.8%	37.4%
5	46.5%	44.6%		53.4%
7	49.0%	47.8%	49.4%	57.0%
8	37.1%	45.8%	45.4%	48.4%
9	30.3%	30.3%	30.2%	33.4%
10	45.1%	45.1%		51.0%
11			48.2%	
12	44.2%	47.4%	47.3%	53.0%
13	38.5%	39.7%	41.1%	
14	31.1%	40.4%	47.1%	17.5%
16	56.6%	51.3%	50.0%	
18	38.4%	34.0%	37.2%	
19	33.4%			
20	38.3%	45.3%	45.0%	55.5%
21				64.3%
23	38.9%	42.6%		59.1%
25		39.1%	47.3%	63.0%
26		37.8%		
27		34.1%	33.1%	45.2%
28	14.2%	45.3%	37.6%	
29	0.6%			
30	28.8%	31.3%	36.0%	51.4%
32	40.4%	41.1%	46.6%	55.2%
33	41.2%			
35	38.7%	39.9%	43.8%	53.8%
37	48.9%	47.5%		
39	39.9%	40.2%	33.8%	
40				47.4%
41	39.6%	40.1%		49.7%
43	46.5%	46.7%	49.6%	
44	3.5%	3.5%	3.2%	3.4%
45	34.8%			31.2%
46	43.4%	51.7%		79.2%
47	40.8%	48.1%	50.3%	65.0%
48	37.7%	38.3%	41.7%	58.6%
49	36.4%	42.6%	43.6%	39.3%
50	27.8%	30.2%	32.3%	52.7%
51	39.3%	58.9%	49.7%	59.9%
52		41.8%	47.6%	41.8%
53	42.6%	40.7%	43.9%	49.2%
54	46.9%	51.1%		60.2%
55	38.2%	41.6%		
56		61.1%	60.0%	
57	48.0%		47.5%	14.4%
58	34.9%	40.1%		
61		49.7%	54.9%	
62		45.2%	43.4%	
63	43.1%	19.6%	43.7%	
66		35.2%	34.1%	48.5%
67	34.7%		44.9%	47.7%
71	53.2%	56.2%	56.4%	62.3%
76	35.7%		33.8%	42.7%
77		50.2%	54.0%	
79	51.9%	49.2%	52.2%	63.9%
91	45.4%	44.6%		
97	43.2%	49.8%	43.1%	51.4%
101		41.3%	42.8%	
431	43.8%	37.5%	39.2%	
1728	66.7%	58.8%	51.9%	

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

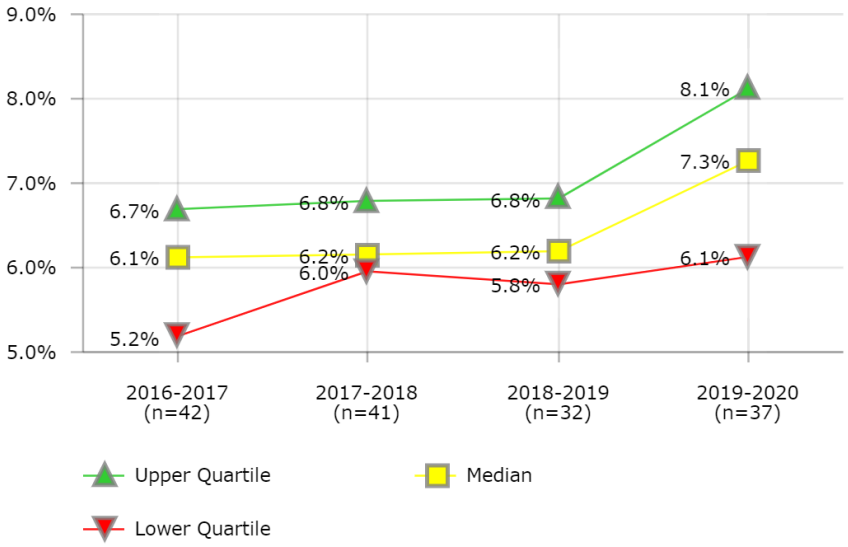
Districts in Best Quartile (2019-2020)

- Albuquerque Public Schools
- Clark County School District
- Dallas Independent School District
- Fresno Unified School District
- Hillsborough County Public Schools
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Omaha Public School District
- St. Paul Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
2	16.7	15.8		
3	19.4	18.8	17.6	19.3
4	16.6	17.6	15.7	13.8
5	23.0	21.8		13.4
7	14.2	12.8	12.9	15.8
8	17.3	17.1	16.8	15.1
9	22.3	20.4	20.4	21.9
10	10.9	11.6		39.8
12	14.6	11.8	13.7	
13	15.7	17.6	16.7	
14	15.6	15.8	16.7	17.0
16	18.1	17.1		
18	18.0	16.6	13.2	
19	14.2			
20	22.0	22.1	20.5	14.3
21				10.8
23				6.8
25			14.8	9.4
26		19.7		
27		15.0	16.1	10.8
30	15.5	15.3	14.5	16.0
32	27.6	24.4	25.8	20.4
33	23.1			
35	23.1	20.8	22.1	15.2
37	8.6	12.7		
39	15.5	12.1	13.2	
41	16.8	16.5		16.5
43	33.1	30.1	18.7	
44				0.0
45	14.3			
46	15.3	16.0		10.3
47	15.7	12.9	13.5	14.2
48	23.6	16.4	16.7	9.0
49	12.3		12.4	9.2
50	16.9	19.6	15.9	13.8
51	7.5	24.4	12.0	14.8
52		16.6	16.5	14.2
53	16.2	15.4	15.6	13.1
55	14.6	13.5		
57	16.3	17.7	14.0	13.5
58	18.1	18.1		
62		25.1		
66	3.7	14.3	19.7	21.7
67	25.5			19.0
71	11.6	11.3	10.0	8.7
76	19.9		14.4	13.0
79	13.1	13.6	12.0	11.3
91	15.8	14.7		
97	11.1	13.2	14.1	9.5
431	17.2	17.1		

FOOD SERVICES

USDA Commodities - Percent of Total Revenue



Description of Calculation

Total value of commodities received divided by total revenue.

Importance of Measure

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

Factors that Influence

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

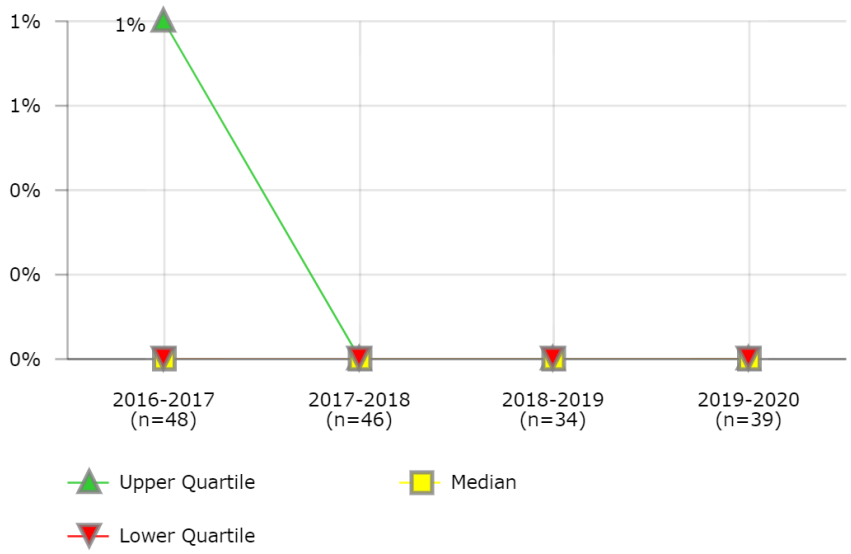
Districts in Best Quartile (2019-2020)

- Baltimore City Public Schools
- Cincinnati Public Schools
- Clark County School District
- Cleveland Metropolitan School District
- Fort Worth Independent School District
- Houston Independent School District
- Newark Public Schools
- Orange County Public School District
- Portland Public Schools
- Toledo Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
2	2.6%			
3	5.7%	5.9%	6.3%	5.0%
5	6.9%	6.5%		8.1%
7	4.5%	4.1%	4.5%	5.3%
8	6.2%	5.1%	5.5%	6.6%
9	6.9%	7.1%	8.1%	11.8%
10	6.0%	6.1%		7.2%
12	5.8%	6.2%	6.4%	7.0%
13	8.8%	7.2%	6.9%	
14	7.5%	7.0%	7.2%	4.3%
16	5.5%			
18	4.9%	8.3%	6.0%	
20	6.3%	6.0%	6.2%	8.3%
21				5.6%
23				6.9%
25		7.0%	6.8%	9.4%
26	3.1%	5.3%		
27		5.1%	5.4%	7.3%
28	6.9%	7.0%	7.0%	7.3%
29	4.0%			
30	6.1%	6.3%	5.8%	8.0%
32	6.7%	6.0%	6.1%	8.1%
33	6.2%			
35	5.8%	6.5%	6.6%	7.6%
37	6.4%	6.0%		
39		5.5%	5.3%	100.0%
40				8.9%
41	6.2%	6.2%		6.9%
43	3.2%	6.2%	4.1%	
44	5.9%	6.0%	6.0%	7.8%
45	5.2%			5.9%
46	6.5%	5.8%		11.9%
47		6.3%	7.2%	7.6%
48	6.2%	6.0%	6.5%	8.2%
49	5.6%	6.0%	5.8%	6.2%
50	5.7%	5.6%	3.4%	6.6%
51	6.7%	8.0%	6.1%	7.3%
52		6.1%	6.0%	5.4%
53	5.2%	6.0%	5.9%	6.0%
54	6.7%	6.2%		5.6%
55	6.5%	6.6%		
57	6.9%		6.9%	9.0%
58	5.9%	5.4%		
62		7.0%		
63	4.4%			
66		6.8%	6.9%	
67	6.8%			7.9%
71	2.2%	4.1%	3.7%	3.4%
76	4.7%		6.3%	6.1%
79	6.7%	6.6%	8.3%	9.2%
91	6.7%	7.3%		
97	6.5%	7.9%	6.6%	7.3%
431		6.4%	6.2%	

FOOD SERVICES

Provision II Enrollment Rate - Breakfasts



Description of Calculation

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

Importance of Measure

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

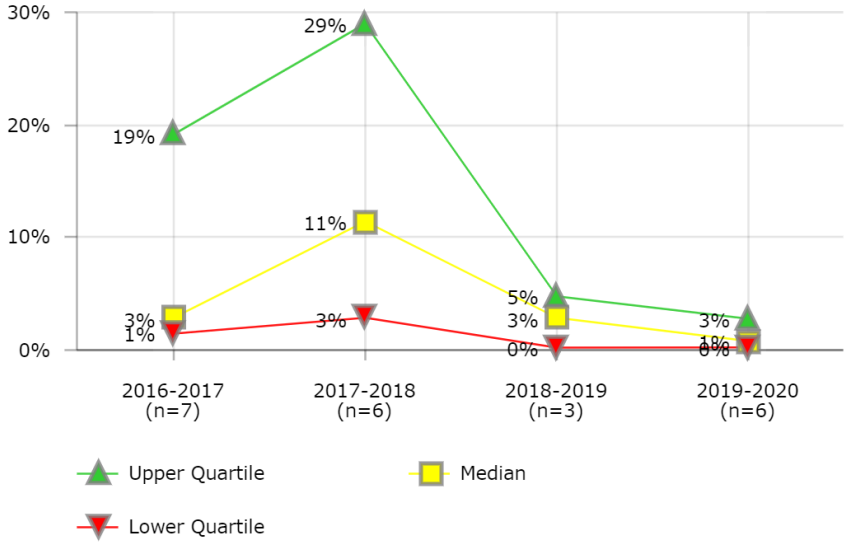
Factors that Influence

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

District	2016-2017	2017-2018	2018-2019	2019-2020
1	0%		0%	0%
2	0%	0%		
3	42%	43%	43%	65%
4	0%	0%	0%	0%
5	13%	30%		34%
7	0%	0%	0%	0%
8	1%	0%	0%	0%
9	1%	8%	8%	3%
10	0%	0%		0%
12	0%	0%	0%	0%
13	0%	0%	0%	
14	3%	3%	3%	3%
16	42%	50%		
18	0%	0%	0%	
19	0%			
20	100%	20%	22%	
21				0%
23	0%	0%		0%
25		0%	0%	
26	0%	0%		0%
27		0%	0%	0%
28	0%	0%	0%	0%
29	3%			
30	0%	0%	0%	0%
32	0%	0%	0%	0%
33	0%			
35	0%	0%	0%	0%
37	0%	0%		
39	0%	0%	0%	0%
40				0%
41	0%	0%		0%
43	0%	0%	0%	
44	0%	0%	0%	0%
45				0%
46	0%	0%		0%
47	0%	0%	0%	0%
48	19%	0%	0%	0%
49	0%	0%	0%	0%
50			0%	0%
51	34%	0%	0%	0%
52		29%	48%	31%
53	0%	0%	0%	0%
54	0%	0%		0%
55	0%	0%		
57	0%	0%	0%	0%
58	0%	0%		
62		29%		
63	0%	0%	0%	
66	100%	100%		99%
67	1%		0%	1%
71	0%	0%	0%	0%
76	0%		0%	0%
79	0%	0%	0%	0%
91	23%	27%		
97	0%	0%	0%	0%
431	0%	0%		

FOOD SERVICES

Provision II Enrollment Rate - Lunches



District	2016-2017	2017-2018	2018-2019	2019-2020
3				18%
5				0%
8	0%	0%	0%	0%
9	1%	5%	5%	1%
14	3%	3%	3%	3%
16	41%	49%		
29	3%			
48	19%			
62		29%		
67				1%
91	19%	18%		

Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

Maintenance & Operations

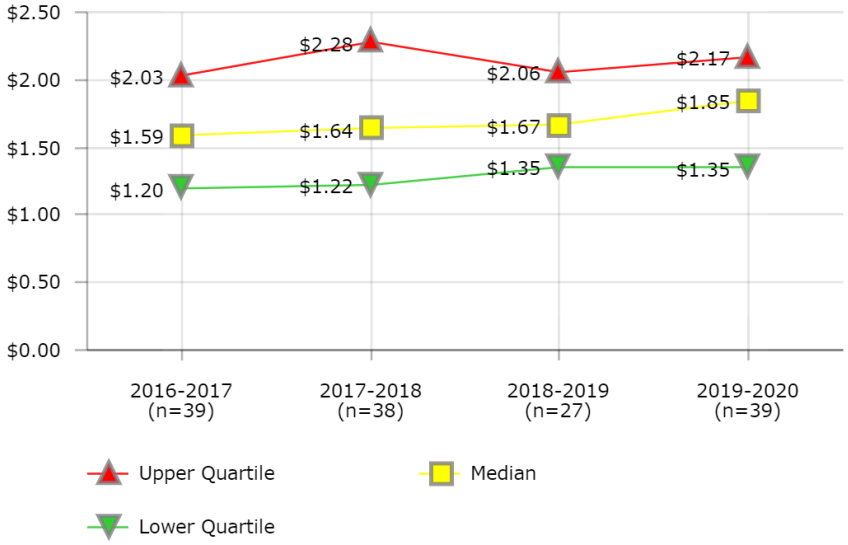
Performance metrics in maintenance and operations (M&O) assess the cost efficiency and service levels of a district's facilities management and labor. Areas of focus include *custodial work, maintenance work, renovations, construction, utility usage,* and *environmental stewardship* . The cost efficiency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

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

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

MAINTENANCE & OPERATIONS

Custodial Work - Cost per Square Foot



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

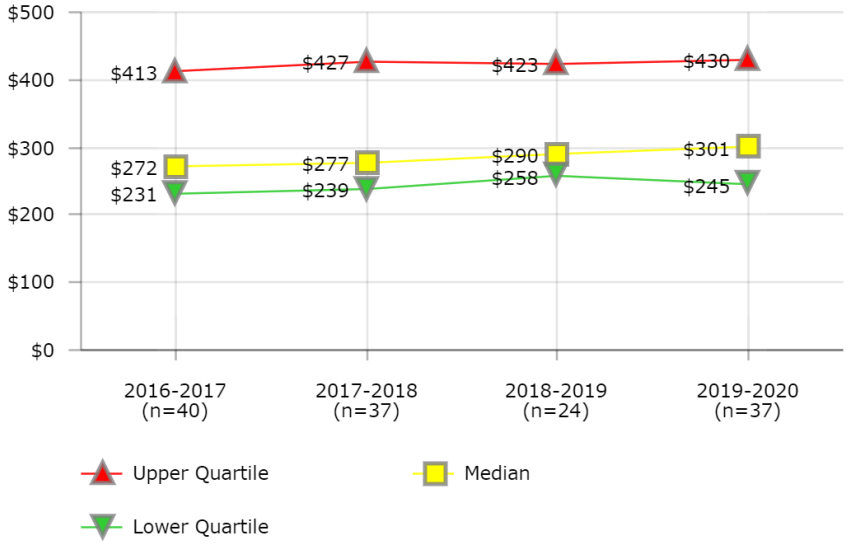
Districts in Best Quartile (2019-2020)

- Atlanta Public Schools
- Boston Public Schools
- Chicago Public Schools
- Columbus Public Schools
- Dallas Independent School District
- Guilford County School District
- Jefferson County Public Schools (KY)
- Palm Beach County School District
- San Antonio Independent School District
- Toledo Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1			$1.82	
3	$2.20	$2.11	$2.31	$2.17
4	$1.59	$1.69	$1.31	$1.50
5	$1.73	$1.58		$2.17
7	$2.03	$1.98	$1.84	$1.85
8	$1.17	$1.20	$1.26	$1.31
9	$2.25	$2.28	$2.32	$1.99
10	$1.91	$1.96	$1.96	$2.02
12	$2.78	$3.09	$0.53	$16.89
13	$1.65	$1.70	$1.67	
14	$1.16	$1.16	$5.94	$1.97
16		$3.83		
18	$1.20	$3.19	$1.96	$1.91
19	$3.97			
20	$1.84	$1.83	$1.86	$1.94
21				$2.76
23		$1.27		$2.27
25		$1.73	$1.66	$1.77
26	$0.53			$0.15
27				$3.61
28	$1.31	$1.11	$1.65	$0.72
29	$1.53			
30	$1.48	$1.52	$1.75	$1.83
35			$2.56	$0.28
37	$1.66			$1.90
39	$1.66	$1.30		$1.57
40				$1.88
41	$1.18	$1.14		$0.25
43	$3.51	$3.80		
44	$1.93	$2.01	$2.06	$2.11
46				$2.43
47	$1.28	$1.44	$1.51	$1.60
48	$1.59	$1.54	$1.59	$1.71
49	$1.47	$1.53	$1.37	$1.35
50	$0.59	$0.27	$1.67	$1.61
51	$1.23	$1.22	$1.35	$1.40
52			$2.20	$2.38
53		$0.43	$0.44	$0.37
54	$0.58	$0.57		$0.68
55	$1.58	$1.60		$1.97
57	$1.02	$1.11		$1.67
63	$1.55	$1.50		
66	$2.10	$1.99		
67	$3.87	$4.16		$4.46
71	$2.12	$2.40		
74	$2.31			
76	$0.62		$0.64	$0.61
79	$1.92	$3.61	$1.22	$1.27
91	$2.02	$2.28		
97	$1.09	$2.49	$2.49	$2.33
431		$0.16		

MAINTENANCE & OPERATIONS

Custodial Work - Cost per Student



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

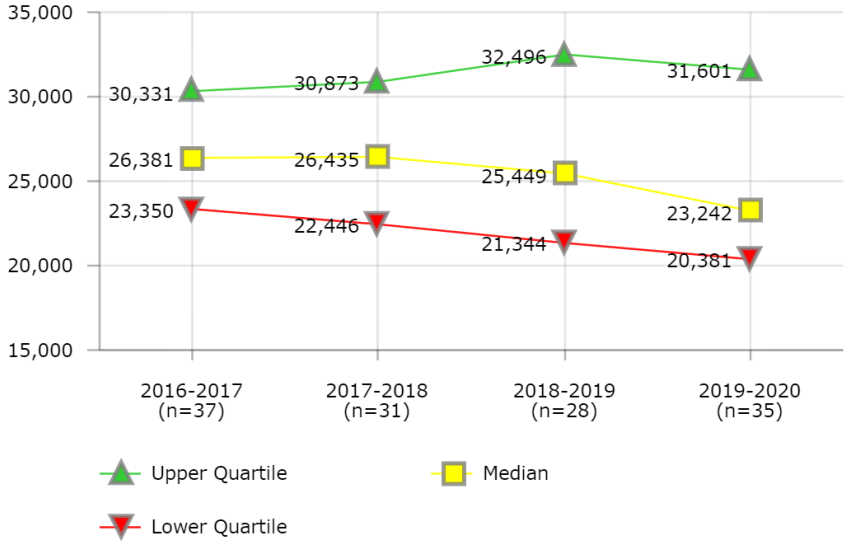
Districts in Best Quartile (2019-2020)

- Chicago Public Schools
- Clark County School District
- Columbus Public Schools
- Dallas Independent School District
- Guilford County School District
- Houston Independent School District
- Jefferson County Public Schools (KY)
- Oklahoma City Public Schools
- Palm Beach County School District
- San Antonio Independent School District

District	2016-2017	2017-2018	2018-2019	2019-2020
3	$438	$431	$484	$464
4	$296	$326	$267	$301
5		$320		$393
7	$331	$329	$305	$307
8	$181	$182	$192	$195
9	$240	$254	$261	$232
10	$266	$277		$285
12	$528	$589	$95	$479
13	$278	$278	$275	
14	$229	$230	$255	$405
16		$538		
18	$232	$517	$332	$338
19	$848			
20	$343	$327	$342	$353
21				$655
23		$233		$430
25	$466	$384	$361	$375
26	$109			
27			$612	$611
28	$292	$277	$410	$301
29	$414			
30	$295	$302	$355	$377
35	$566	$462	$466	$53
37	$282			
39	$231	$263		$235
40				$293
41	$201	$193		$44
43	$917	$1,065		
44	$254	$262	$267	$272
46				$437
47	$209	$251		$269
48	$231	$229	$235	$269
49	$262	$277		$245
50	$256	$70	$437	$435
51	$226	$236	$262	$237
52				$574
53	$719	$69	$72	$60
54	$92			$120
55	$238	$239		$288
57	$243	$268		$535
63	$477	$479		
66	$444			
67	$412	$427	$474	$483
71	$354	$410		
76	$123		$136	$127
79	$404	$751	$263	$276
91	$235	$266		
97	$189	$454	$462	$417
431		$26		

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

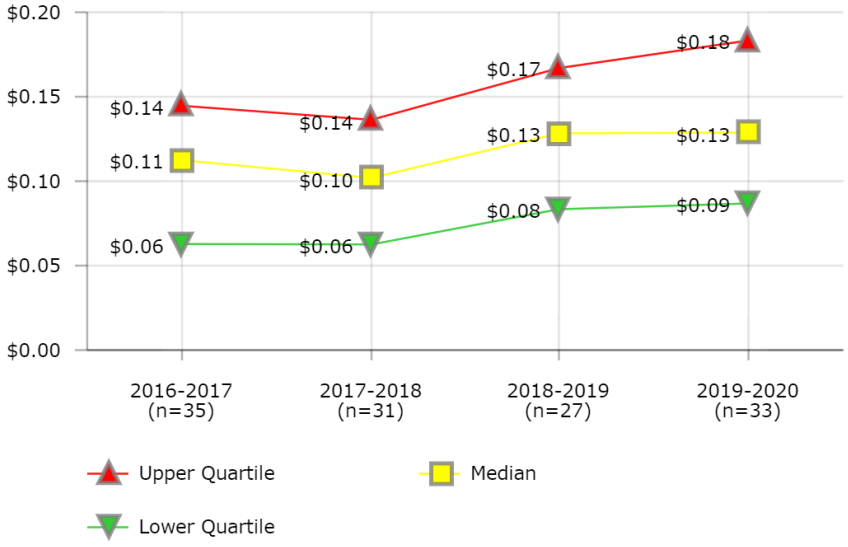
Districts in Best Quartile (2019-2020)

- Anchorage School District
- Cleveland Metropolitan School District
- Milwaukee Public Schools
- Minneapolis Public Schools
- Newark Public Schools
- Oklahoma City Public Schools
- St. Paul Public Schools
- Toledo Public Schools
- Wichita Unified School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1			24,703	
3	31,448	33,851	33,553	33,553
4	32,635	33,547	32,835	32,835
5	26,213	24,957		26,374
7	30,331	32,848	38,637	31,601
8	23,590	23,471	23,697	23,687
9	23,350	25,582	25,218	22,831
10	16,994		18,440	19,003
12	23,147	22,446	25,680	26,350
13	26,691	26,277	27,614	
14	26,381	26,435	25,993	26,610
16	25,335	25,426		
19	26,434			
20	30,845	30,552	30,862	30,648
21				23,242
25		30,196	29,945	31,794
26	29,852			22,141
27			18,923	18,923
29	28,258			
30	30,984	31,688	32,157	32,332
35	24,182	24,783	22,609	22,039
37	24,822			22,763
39	18,838	18,702		14,461
40				20,381
41	29,794	31,681		28,695
43	24,348	26,822		
44	19,010	18,673	19,010	19,323
46				7,112
48	31,092	29,418	27,953	27,880
49	24,830	22,515	24,279	23,153
50			21,150	21,150
51	42,865		42,865	42,865
52			33,116	32,612
53	21,695	22,309	22,466	22,277
54				16,988
55	29,313	28,931		28,660
57	44,838	47,569	47,806	45,366
63	32,375	32,375		
66	27,037	28,291		
67	24,112	16,724	16,724	16,724
71	19,876	20,292		
76	17,293		19,244	19,004
79	33,823	30,873	40,228	40,228
91	29,923	27,524		
97	22,877	17,834	20,905	22,593
431	21,538	21,538	21,538	

MAINTENANCE & OPERATIONS

Custodial Supply Cost per Square Foot



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

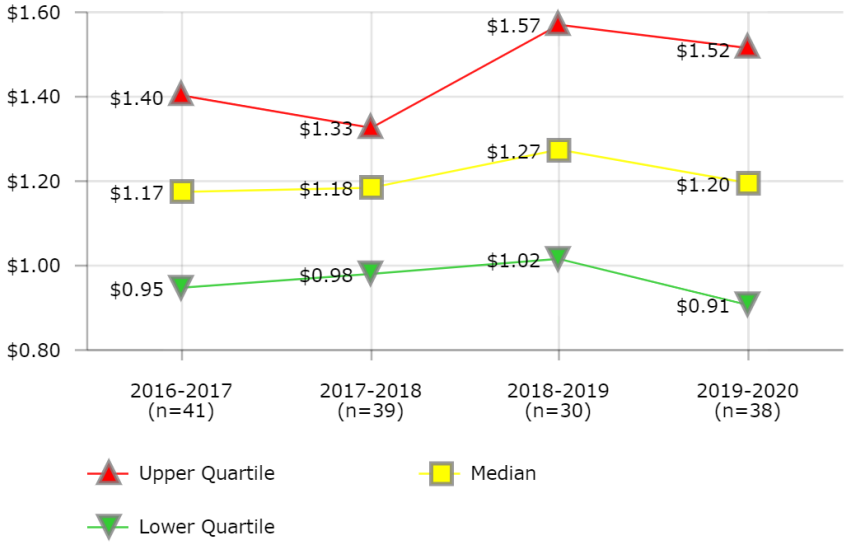
Districts in Best Quartile (2019-2020)

- Albuquerque Public Schools
- Anchorage School District
- Dallas Independent School District
- Des Moines Public Schools
- Guilford County School District
- Houston Independent School District
- Milwaukee Public Schools
- Palm Beach County School District
- Pinellas County Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1			$0.31	
3	$0.14	$0.13	$0.15	$0.13
4	$0.12	$0.17	$0.16	$0.22
5	$0.17	$0.16		$0.27
7	$0.07	$0.10	$0.09	$0.07
8	$0.06	$0.07	$0.07	$0.07
9	$0.01	$0.18	$0.18	$0.18
10	$0.11	$0.12	$0.10	$0.12
12	$0.12	$0.06	$0.11	$0.07
13	$0.09	$0.08	$0.08	
14	$0.04	$0.05	$0.05	$0.05
16		$0.10		
19	$0.24			
20	$0.23		$0.23	$0.24
21				$0.12
25		$0.10	$0.09	$0.09
26	$0.11			$0.15
27			$0.16	$0.16
30	$0.04	$0.04	$0.04	$0.05
32	$0.04		$0.05	
35	$0.14	$0.17	$0.16	$0.31
37	$0.13			$0.13
39	$0.15	$0.13		$0.09
40				$0.13
41	$0.06	$0.06		$0.06
43	$0.11	$0.11		
46	$0.01			$0.39
48	$0.11	$0.14	$0.13	$0.15
49	$0.04	$0.06	$0.06	$0.05
50			$0.26	$0.15
51	$0.16	$0.05	$0.13	$0.29
52			$0.25	$0.38
53		$0.15	$0.21	$0.10
55	$0.08	$0.10		$0.13
57	$0.11	$0.11		$0.22
63	$0.20	$0.17		
66	$0.10	$0.10		
67	$0.12	$0.12	$0.13	$0.12
71	$0.18	$0.16		
76	$0.17		$0.17	$0.12
79	$0.03	$0.05	$0.14	$0.14
91	$0.08	$0.08		
97	$0.05	$0.06	$0.05	$0.06
431	$0.12	$0.12	$0.12	

MAINTENANCE & OPERATIONS

Routine Maintenance - Cost per Square Foot



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

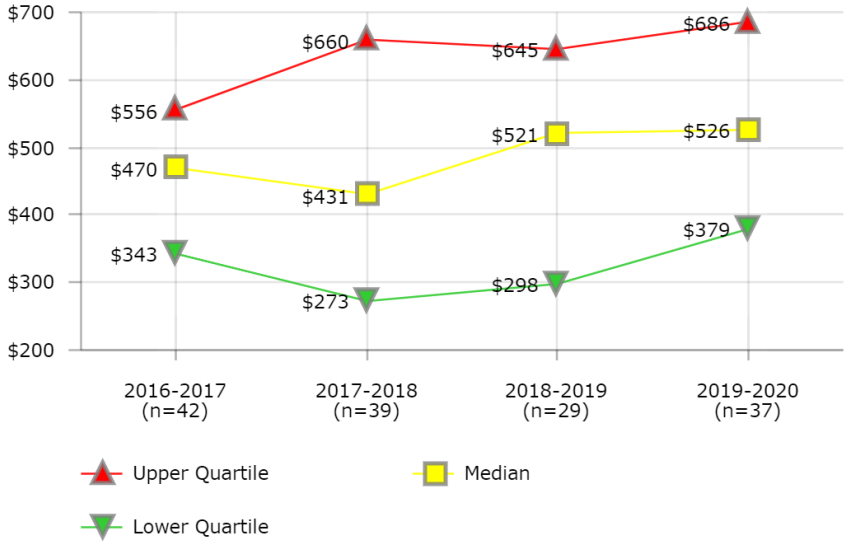
Districts in Best Quartile (2019-2020)

- Atlanta Public Schools
- Boston Public Schools
- Charleston County School District
- Chicago Public Schools
- Denver Public Schools
- Guilford County School District
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Orange County Public School District
- Rochester City School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1			$0.62	
3	$0.90	$0.87	$0.68	$1.28
4	$1.17	$1.21	$1.02	$1.13
5	$1.02	$1.08		$0.98
7	$1.47	$1.42	$1.67	$1.51
8	$1.08	$1.32	$1.62	$1.06
9	$1.39	$1.24	$1.31	$1.20
10	$0.96	$1.08	$1.30	$1.17
12	$1.20	$1.14	$1.49	$8.09
13	$0.95	$0.93	$1.09	
14	$1.23	$1.21		$1.30
16	$1.33	$1.37		
18	$1.39	$1.21	$1.57	
20	$1.43	$1.46	$1.57	$1.52
21				$0.91
23		$1.18		$0.66
25		$1.21	$1.23	$1.38
26				$0.91
27			$1.33	$1.30
28	$1.41	$1.12	$1.37	$0.85
29	$0.78			
30	$1.21	$1.10	$1.11	$1.19
32	$1.63	$1.08	$1.25	$0.80
35			$1.57	$2.01
37	$0.93			$0.79
39	$1.62	$0.84		$1.87
40				$4.52
41	$1.06	$0.99		$1.45
43	$1.80	$1.69	$1.75	
44	$1.79	$1.72	$1.74	$1.36
46	$0.79	$0.98		$1.61
47	$1.46	$1.33	$1.18	$1.16
48	$0.83	$0.78	$0.90	$0.89
49	$0.86	$0.67	$0.57	$0.68
50	$0.60	$1.94	$1.96	$1.90
51	$1.15	$1.37	$1.35	$1.76
52			$3.69	$3.71
53	$0.61	$0.64	$0.95	$0.90
54	$1.43	$0.62		$0.49
55	$1.18	$1.21		$1.04
57	$1.25	$1.29	$1.15	$0.93
63	$1.22	$1.40		
66	$1.10	$1.01		
67	$2.70	$2.98		$3.43
71	$1.07	$1.19		
74	$1.40			
76	$1.05		$1.00	$1.24
91	$0.83	$0.85		
97	$1.02	$1.06	$1.03	$1.01
431	$0.85	$0.84	$0.84	

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

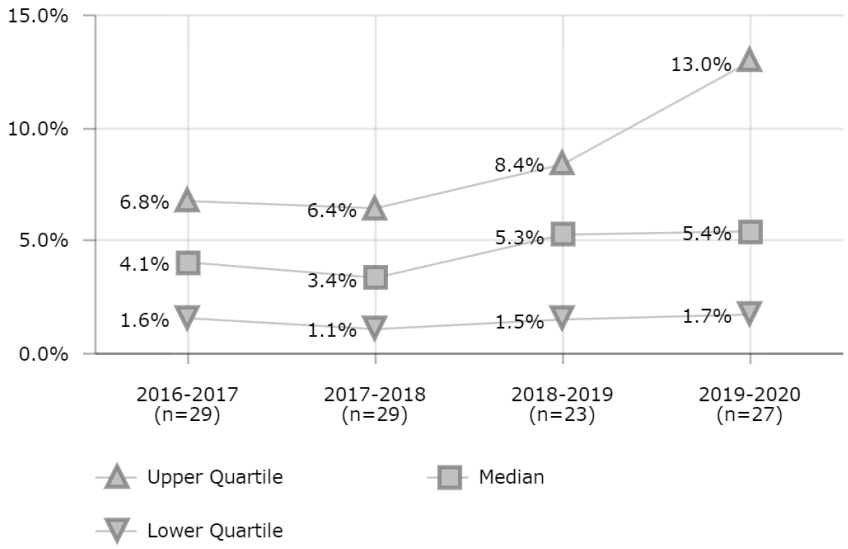
Districts in Best Quartile (2019-2020)

- Albuquerque Public Schools
- Charleston County School District
- Charlotte-Mecklenburg Schools
- Chicago Public Schools
- Duval County Public Schools
- Guilford County School District
- Hillsborough County Public Schools
- Norfolk School District
- Palm Beach County School District
- San Antonio Independent School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1			$179	
3	$484	$535		$543
4	$386	$380	$265	$796
5	$554	$660		$646
7	$465	$431	$524	$479
8	$302	$339	$435	$341
9	$766	$533	$539	$582
10	$225	$248	$298	$275
12	$530	$577	$446	$411
13	$525	$421	$623	
14	$244	$257	$299	$379
16	$257	$183		
18	$567	$695	$734	
20	$860	$669	$862	$888
21				$397
23		$410		$212
25	$1,210	$1,194	$737	$1,794
26				$3,946
27			$46	$45
28	$487		$566	$489
29	$556			
30	$866	$730	$792	$1,229
32	$1,225	$944	$667	$686
35	$517	$764	$529	$600
37	$494			$419
39	$475	$387		$705
40				$1,305
41	$351	$311		$622
43	$534	$589	$582	
44	$246	$156	$228	$287
46	$259	$258		$539
47	$452	$434	$363	$474
48	$343	$273	$358	$382
49	$356	$262	$250	$316
50	$650	$1,842	$1,227	$531
51	$249	$515	$360	$609
52			$1,579	$2,318
53	$193	$220	$645	$455
54	$2,388	$217		$31
55	$357	$344		$331
57	$3,236	$3,339		
63	$629	$685		
66	$514	$473		
67	$417	$393	$521	$711
71	$182	$239		
76	$373		$240	$345
91	$447	$451		
97	$363	$477		$526
431	$310	$300	$297	

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.

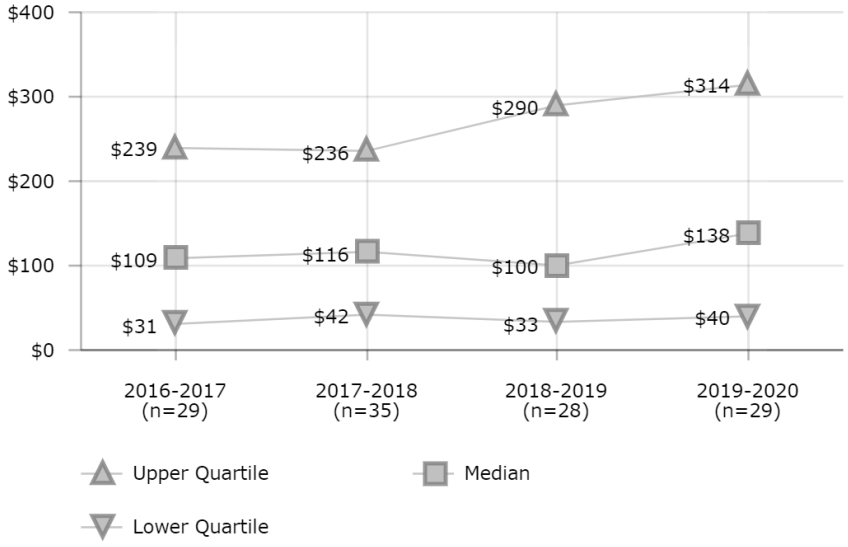
Importance of Measure

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

District	2016-2017	2017-2018	2018-2019	2019-2020
1			1.4%	
3	2.5%	0.9%		0.8%
4	0.3%	0.2%	0.1%	
7		0.3%	0.5%	0.7%
10	12.6%	13.2%	13.9%	13.0%
12	6.2%	6.8%	10.4%	8.1%
13	3.7%	4.0%	1.9%	
14	23.9%		23.0%	20.2%
16	1.3%	1.4%		
18	1.6%	1.1%	2.1%	
20	6.5%	4.7%	0.6%	
21				5.3%
23		1.6%		7.4%
25	4.2%	4.1%	6.0%	3.7%
28	6.0%		5.3%	0.9%
30	5.2%	2.7%	2.1%	6.2%
32	5.2%	3.4%	8.4%	1.9%
35		12.8%	10.1%	11.5%
37				1.5%
39	0.3%	0.7%		1.7%
40				3.9%
41	2.1%	0.7%		0.6%
43	13.9%	11.4%	7.5%	
44	6.8%	4.5%	7.6%	7.5%
46	16.4%	13.3%		18.8%
47		2.1%	3.9%	5.5%
48	12.4%	13.9%		19.1%
49	3.4%	6.4%	8.0%	40.0%
50			98.9%	99.6%
51	3.4%	4.3%	1.5%	1.8%
52			5.9%	5.4%
53				0.7%
54	1.2%			100.0%
57	44.9%			
63		0.8%		
66	4.1%	5.0%		
67	0.3%	3.0%	0.1%	
71	0.9%	0.2%		
76	3.0%		2.4%	2.4%
79	0.1%	1.8%		
97	8.0%	11.0%		

MAINTENANCE & OPERATIONS

Major Maintenance - Cost per Student



Description of Calculation

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

Importance of Measure

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

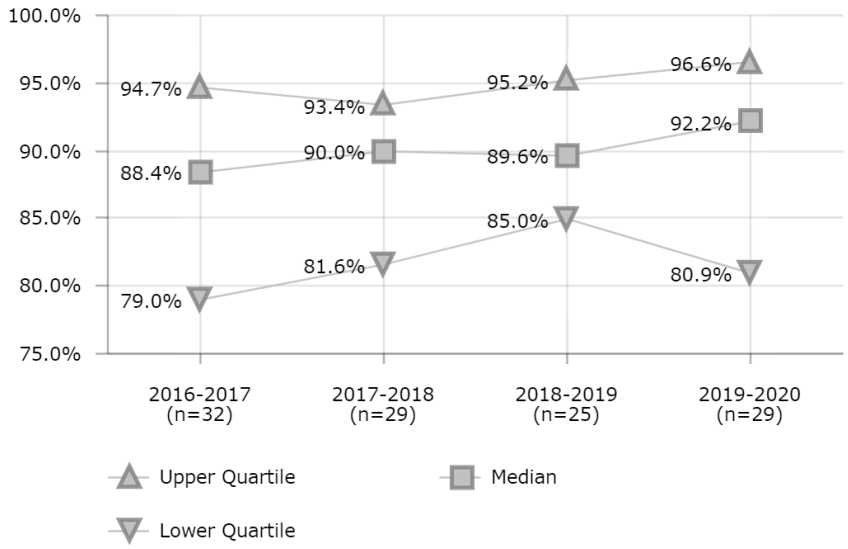
Factors that Influence

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

District	2016-2017	2017-2018	2018-2019	2019-2020
3	$629	$33	$119	$138
4	$288	$322	$151	$96
5		$129		$314
7	$235	$662	$88	$488
8	$69	$116	$468	$625
9	$24	$42	$19	$182
10	$88	$70		$221
12	$181	$244	$322	$315
13	$65	$104	$87	
14	$21	$29	$25	$47
16		$172		
18		$8	$21	
19	$552			
20		$6	$19	$18
21				$392
23		$199		$240
27			$140	$140
28	$20	$236	$258	$369
30	$205	$162	$53	$262
32	$35	$3	$41	$46
35			$818	$690
39	$31	$64		$40
41	$664	$1,200		
43	$688	$722	$892	
44	$128	$118	$65	$30
46				$41
48	$23	$64	$76	$62
49	$200	$62		$136
50	$70	$156		
51		$101	$495	$702
53	$41	$38	$84	$24
55	$29	$29		$30
57	$319	$331	$161	$25
61			$332	
62			$0	
63	$116	$124		
66	$22			
67		$7	$8	$7
71	$239	$60		
76	$16		$3	$18
77		$97	$112	
91	$563	$605		
97	$109	$149	$178	$225
1728		$262	$344	

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.

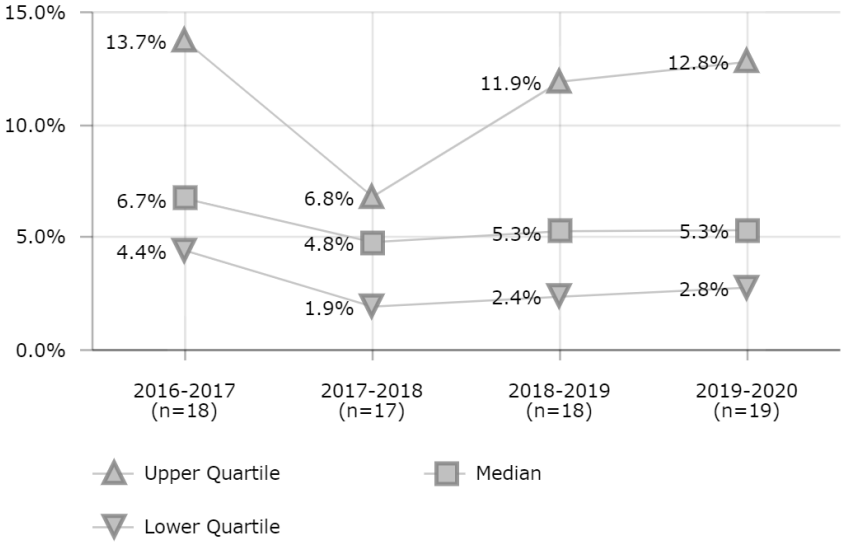
Importance of Measure

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

District	2016-2017	2017-2018	2018-2019	2019-2020
1			97.5%	
3	85.5%		88.3%	78.5%
4	88.7%	91.8%	88.4%	66.8%
5	63.3%	48.8%		77.6%
7	72.7%	81.4%	95.2%	85.5%
8	88.1%	87.5%	85.0%	89.3%
9	87.0%	68.0%	80.4%	97.7%
10	94.8%	96.8%	95.6%	96.6%
12	96.8%	95.4%	97.1%	81.6%
13	91.9%	92.9%	92.4%	
14	41.0%	49.0%	52.0%	67.0%
16	93.3%	96.0%		
19	64.5%			
20		87.8%	89.6%	80.9%
21				94.5%
23		81.6%		85.4%
27			98.5%	98.5%
28	59.1%	91.1%	88.6%	87.7%
30	91.6%	93.4%	76.4%	95.8%
32	83.9%		80.5%	89.3%
35			94.0%	95.6%
37				58.7%
39	100.0%	100.0%		100.0%
41	81.0%	85.2%		
43	79.4%	78.8%	78.3%	
44	82.8%	92.1%	86.3%	79.0%
46				6.2%
48	80.7%	91.1%	92.6%	92.6%
49	94.6%	85.1%	91.2%	92.2%
50	92.2%	94.2%		
51		87.6%	95.6%	97.0%
53	89.7%	84.5%	84.4%	97.3%
55	100.0%	100.0%		100.0%
57	95.5%	95.5%	89.6%	95.8%
63	54.8%	54.8%		
66	78.6%	79.5%		
71	35.4%			
74	100.0%			
76	95.8%		100.0%	98.7%
91	97.8%	90.0%		
97	90.1%	92.2%	93.2%	94.3%

MAINTENANCE & OPERATIONS

Major Maintenance - Design to Construction Cost Ratio



District	2016-2017	2017-2018	2018-2019	2019-2020
3	14.8%		5.3%	5.3%
4	5.8%	2.9%	2.4%	23.2%
5				25.0%
7	13.7%	11.4%		10.7%
8		6.8%	15.9%	10.4%
9	14.9%		0.9%	1.1%
10	4.1%	1.1%	3.1%	2.8%
12	3.3%	4.8%	3.0%	22.5%
13		0.2%		
14	5.9%	1.1%	2.1%	
16	6.0%	3.5%		
23				9.1%
27			1.5%	1.5%
28	6.1%	8.2%	11.9%	12.8%
30	7.4%	6.0%	24.5%	3.1%
32	10.0%		11.5%	8.4%
35			5.5%	3.7%
41	21.2%	16.1%		
43	20.5%	21.3%	23.7%	
44	13.4%	1.9%	5.9%	20.3%
49	1.7%	4.9%	3.1%	3.1%
50	8.5%	1.3%		
51			0.5%	0.3%
53			15.4%	
57	3.1%	3.1%	5.2%	3.1%
76	4.4%			1.3%
91		5.3%		

Description of Calculation

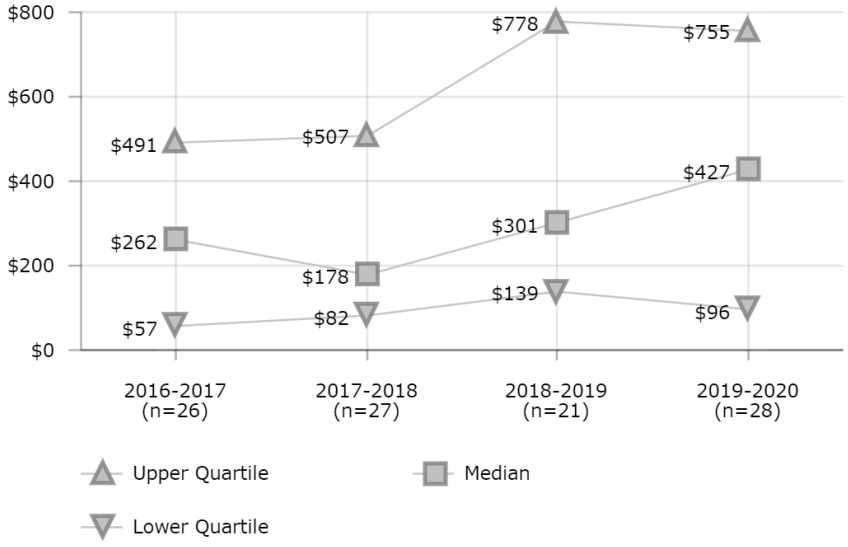
Design costs of all major maintenance/minor renovation projects, divided by construction costs of all major maintenance/minor renovation projects.

Importance of Measure

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

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).

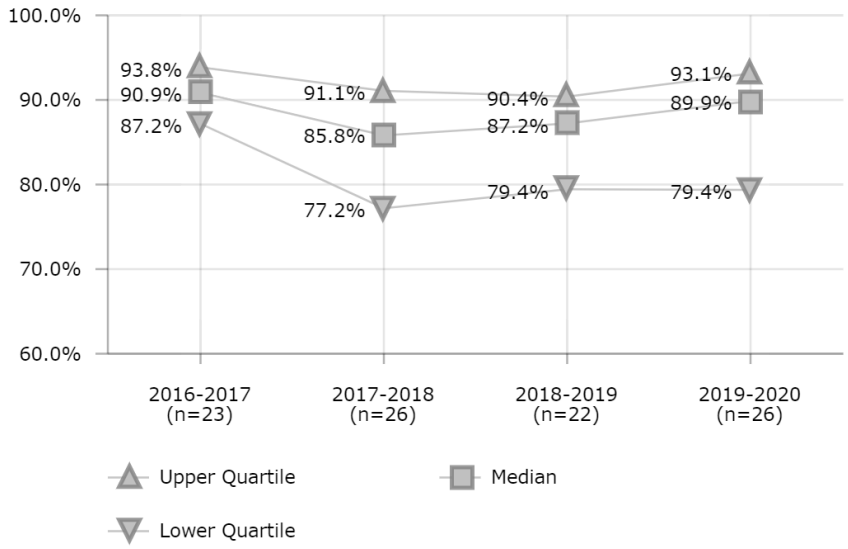
Factors that Influence

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

District	2016-2017	2017-2018	2018-2019	2019-2020
3	$934		$1,528	$1,599
4	$55	$96	$132	$138
5		$129		
7	$245		$301	$600
8	$4	$5	$7	$15
9	$230	$254	$147	$456
10	$84	$113		$735
12	$871	$742	$700	$871
13	$134	$178	$301	
14	$366	$283	$258	$199
16		$685		
18		$471	$897	$161
20	$278	$82	$352	$399
21				$28
23		$386		$494
25	$19	$41	$55	$60
28	$719	$292	$1,137	$1,372
30	$183	$143	$143	$95
32		$37	$74	$66
35				$97
39	$4,786	$2,089		$1,841
43	$491	$430	$778	
44			$139	$98
46	$240	$158		$766
48	$427	$692	$383	$477
49	$322	$134		$34
51			$14	$15
53	$582	$692	$759	$745
54	$2	$81		$659
55	$57	$13		$167
57	$10	$11		
66	$52			
71	$884	$649		
76	$451		$1,140	$3,391
97	$366	$507	$835	$1,224

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.

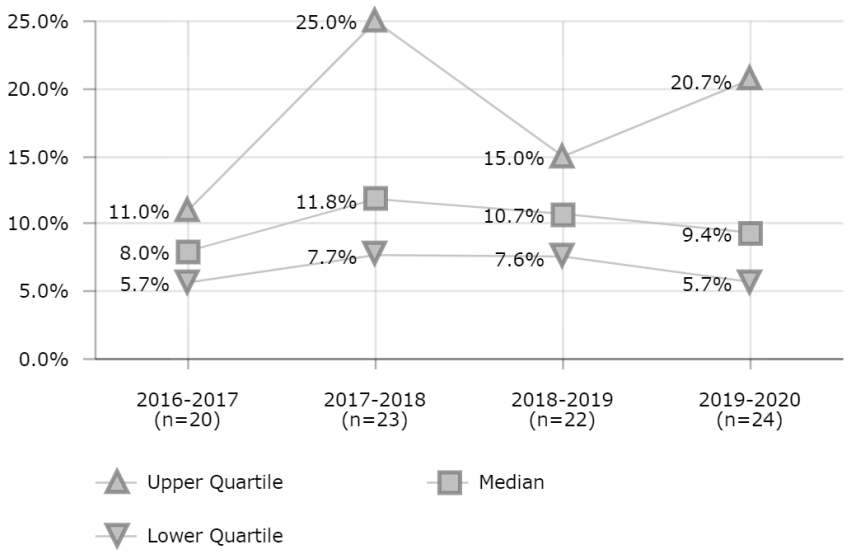
Importance of Measure

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

District	2016-2017	2017-2018	2018-2019	2019-2020
1			48.5%	
3	61.3%	91.3%	91.3%	90.3%
4	89.0%	91.8%	88.6%	92.3%
5	89.6%	48.8%		
7	87.2%		73.9%	85.3%
8	49.8%	60.3%		
9	87.8%	77.5%	95.5%	91.0%
10	90.1%	85.6%	85.8%	91.4%
12	90.9%	87.7%	89.7%	93.0%
13		56.5%	78.1%	
14	98.6%	98.6%	98.5%	96.3%
16		87.8%		
18		91.6%	89.4%	89.4%
20	95.2%	89.7%	83.7%	79.4%
23		81.8%		83.0%
25			49.0%	46.8%
28	93.1%		92.4%	94.4%
30	91.0%	80.4%	88.4%	86.9%
32		94.3%	79.4%	77.5%
35				74.4%
37				95.0%
39	99.5%	99.3%		98.9%
43	93.8%	86.0%	90.4%	
44			86.0%	87.5%
46	93.7%	76.4%		93.1%
48	93.8%	90.1%	89.1%	91.6%
49	96.0%	91.1%	80.0%	50.6%
52			93.4%	
53	86.2%	88.8%	86.1%	98.2%
54				33.3%
55	92.2%	77.2%		85.1%
62		79.7%		
66	96.9%	75.2%		
71	83.3%	81.9%		
76	87.2%		65.2%	94.7%
97	75.8%	70.1%		50.9%

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.

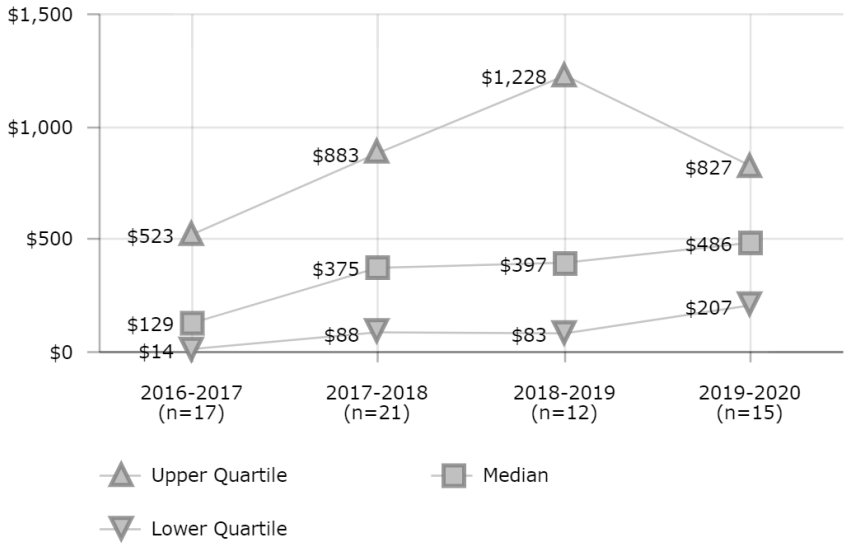
Importance of Measure

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

District	2016-2017	2017-2018	2018-2019	2019-2020
1			100.0%	
3	60.1%	8.9%	8.3%	8.3%
4	5.8%	2.9%	9.0%	3.9%
5	10.0%	82.8%		
7	8.1%		10.4%	11.0%
9	12.0%	25.0%	0.9%	7.2%
10	6.0%	11.8%	14.9%	8.7%
12	7.9%	11.5%	8.7%	5.4%
13			23.9%	
14	0.9%	1.0%	0.9%	2.8%
16		12.4%		
18		8.5%	11.4%	9.9%
20	2.8%	1.1%	18.4%	24.7%
23		19.4%		16.7%
25			46.6%	44.8%
28	6.6%		7.6%	5.5%
30	8.1%	22.0%	11.2%	12.2%
32		6.1%	14.5%	11.2%
35				32.6%
37				4.2%
43	0.2%	7.7%	6.5%	
44			11.1%	8.8%
46	6.7%	30.9%		6.0%
48	5.5%	9.5%	8.6%	6.8%
49	2.8%	7.3%	6.3%	32.5%
52			5.3%	
53	15.0%	10.6%	15.0%	
54				100.0%
55	8.5%	29.5%		12.6%
62		20.0%		
66		33.0%		
71	14.6%	16.5%		
76	9.0%		48.2%	4.3%
97	23.7%	39.1%		93.0%

MAINTENANCE & OPERATIONS

New Construction - Cost per Student



District	2016-2017	2017-2018	2018-2019	2019-2020
4	$8			
5		$125		
8	$2	$8	$22	$238
9	$1,091	$1,032	$1,135	$1,003
10	$169	$88		$442
13	$17	$14	$24	
14	$1,182	$1,524	$1,532	$536
16		$604		
18		$60	$433	$323
20			$152	$143
23		$560		
27			$1,812	$1,809
28			$448	$486
32				$24
39	$129			$95
41	$40	$25		
44			$34	
46		$95		
47	$1,187	$1,029		
48	$2,682	$883		$698
49	$446	$349		
50		$188		
51	$354	$375	$360	$207
55	$523	$445		$827
57		$6,819		
66	$4			
71	$12	$45		
76	$99		$1,320	$5,009
91		$535		
97	$14	$1,097	$132	$614

Description of Calculation

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

Importance of Measure

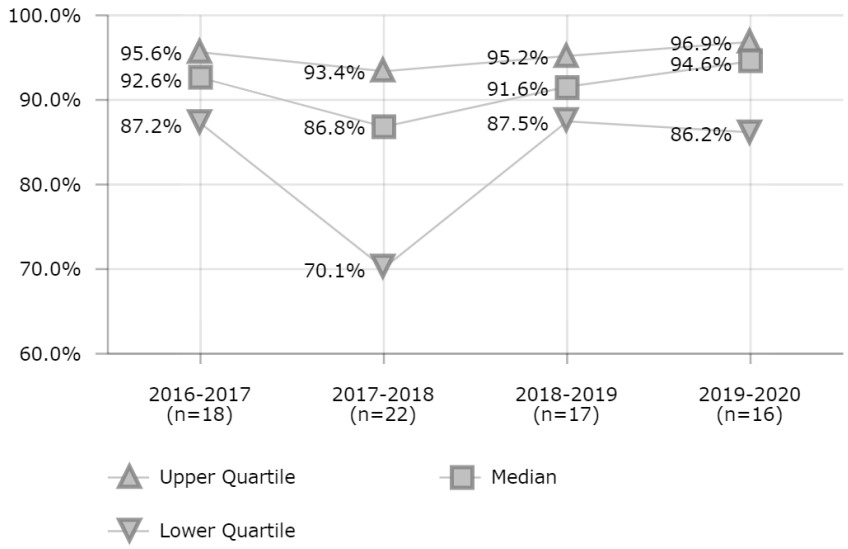
This looks at the total amount of construction spending relative to district size (by student enrollment).

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.

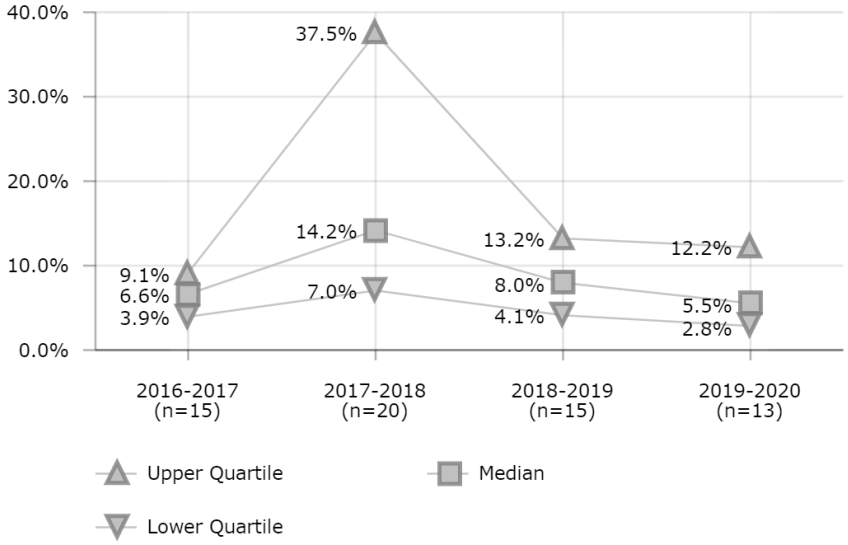
Importance of Measure

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

District	2016-2017	2017-2018	2018-2019	2019-2020
4	76.8%			
5	91.9%	62.2%		
8	23.6%	49.6%	40.5%	86.0%
9	91.4%	78.1%	91.6%	92.2%
10	94.7%	82.8%	87.9%	96.8%
13	94.2%	70.1%	61.7%	
14	98.6%	92.2%	94.8%	96.3%
16		87.5%		
18		90.8%	95.2%	95.8%
20			87.5%	86.3%
27			100.0%	100.0%
28			97.7%	97.2%
32				72.0%
37				96.5%
39	99.3%	99.4%		76.3%
41	91.3%	97.3%		
44			89.9%	
46		76.2%		
47	88.5%	96.0%	91.2%	
48	94.0%	92.9%	95.6%	93.3%
49	96.6%	96.6%	78.7%	
50		100.0%		
51	87.2%	84.9%	100.0%	100.0%
54	100.0%			
55	95.6%	90.3%		85.1%
57	93.4%	93.4%	93.7%	
62		53.5%		
66	3.3%			
71		69.0%		
76	84.5%		68.5%	96.9%
91		63.5%		
97		86.2%	93.2%	89.8%

MAINTENANCE & OPERATIONS

New Construction - Design to Construction Cost Ratio



District	2016-2017	2017-2018	2018-2019	2019-2020
4	6.6%			
5	6.2%	46.3%		
8	61.8%	76.2%	110.3%	14.2%
9	9.0%	25.0%	7.7%	5.9%
10	3.9%	16.6%	12.3%	2.5%
13	2.4%	36.6%	54.6%	
14	0.9%	7.1%	4.1%	2.8%
16		13.0%		
18		8.0%	4.1%	4.0%
20			13.2%	14.9%
28			2.4%	2.8%
32				23.3%
37				2.6%
41	7.4%	1.7%		
44			10.2%	
46		31.3%		
47	12.4%	3.7%	8.3%	
48	6.0%	5.1%	4.0%	5.5%
49	2.1%	1.2%	8.0%	
51	9.1%	13.6%		
55	4.6%	10.7%		12.2%
57	7.0%	7.0%	6.5%	
62		78.5%		
71		38.5%		
76	9.4%		44.7%	2.9%
91		49.1%		
97		14.7%	4.1%	11.3%

Description of Calculation

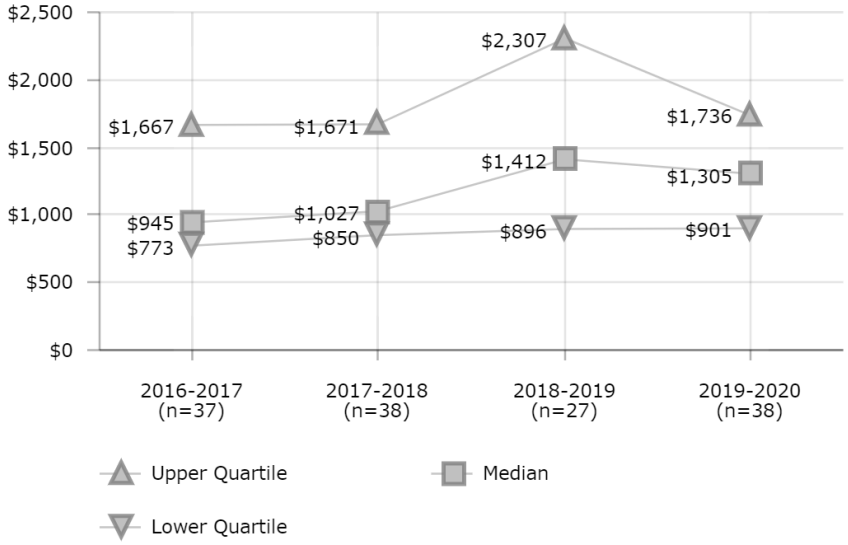
Design costs of all new construction projects, divided by construction costs of all new construction projects.

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.

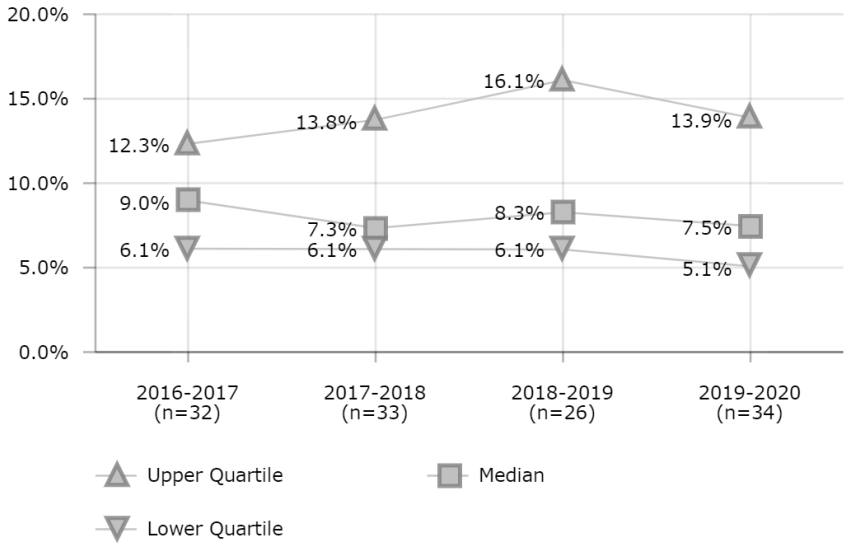
Importance of Measure

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	2016-2017	2017-2018	2018-2019	2019-2020
3	$2,210		$2,307	$2,489
4	$891	$1,000	$809	$795
5		$968		$901
7	$1,127	$1,309	$1,065	$1,736
8	$449	$540	$970	$1,259
9	$1,763	$1,749	$1,742	$2,044
10	$794	$753		$1,907
12	$1,847	$1,825	$1,412	$1,914
13	$718	$782	$896	
14	$2,091	$2,349	$2,388	$1,507
16		$2,237		
18	$553	$1,300	$1,992	$857
19	$1,800			
20	$895	$683	$1,165	$1,202
21				$1,324
23		$1,671		$1,391
25	$938	$853	$834	$958
26				$221
27			$2,788	$2,782
28	$1,407	$1,147	$2,655	$2,945
30	$988	$888	$841	$1,044
32	$623	$571	$687	
35	$892	$982	$1,592	$1,287
37	$482			
39	$5,434	$5,217		$2,498
40				$1,531
41	$1,141	$1,628		$492
43	$2,639	$2,769	$2,175	
44	$641	$632	$760	$606
46	$439	$499		$1,556
47	$1,667	$1,553		$511
48	$3,517	$2,014	$2,798	$1,696
49	$1,409	$973		$569
50	$697	$1,032	$1,058	$1,012
51	$817	$1,021	$1,448	$1,507
52				$1,534
53	$1,472	$948	$1,107	$1,014
54				$866
55	$1,051	$929		$1,496
57		$7,774	$7,057	$907
63	$1,013	$1,100		
66	$773			
67		$824	$950	$959
71	$1,709	$1,404		
76	$930		$2,845	$8,869
79	$483	$850		$379
91	$945	$1,560		
97	$882	$2,437	$1,821	$2,701
431		$192	$207	

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

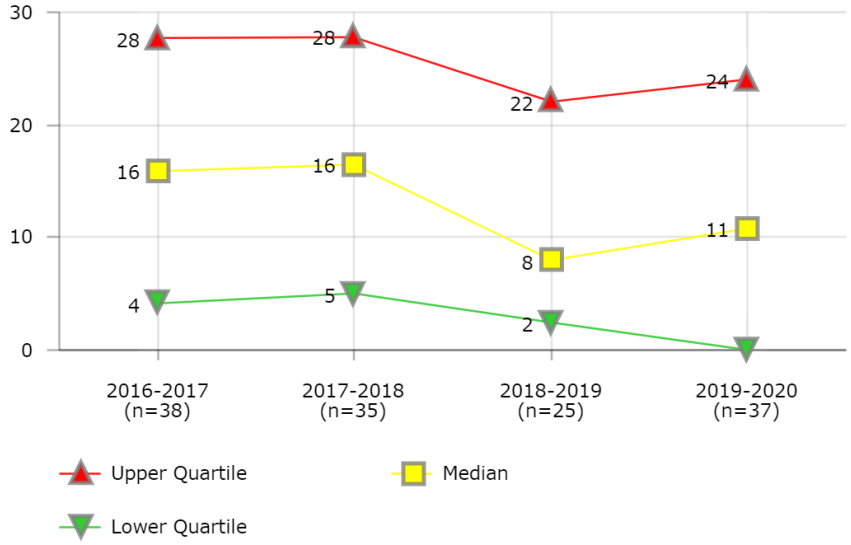
Importance of Measure

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	2016-2017	2017-2018	2018-2019	2019-2020
1			5.8%	
3	13.4%		13.5%	
4	7.2%	7.2%	6.1%	5.6%
5				8.0%
7	9.7%	11.3%	8.4%	13.9%
8	5.7%	6.7%	11.6%	14.1%
9	20.7%	20.8%	19.7%	22.8%
10	7.5%	6.6%		
12			7.2%	10.2%
13		8.2%	9.1%	
14	22.0%	25.2%	22.6%	12.8%
18	4.2%	10.4%	15.3%	6.6%
20	3.5%	2.8%	4.4%	4.5%
21				4.5%
23		13.8%		10.2%
25		3.4%	3.3%	3.6%
26				1.5%
27			23.8%	24.1%
28	9.0%	7.3%	16.1%	17.1%
30	6.8%	6.1%	5.6%	7.0%
32	7.9%	7.2%	8.2%	
35	4.3%	4.7%	7.5%	5.7%
39	57.1%			21.8%
40				13.6%
41	10.9%	16.3%		2.8%
43	9.2%	8.6%		
44	7.0%	6.6%	8.0%	6.2%
46	3.2%			12.6%
47	16.2%	13.8%		4.2%
48	39.0%	21.5%	28.3%	15.8%
49	39.1%			5.1%
50	5.7%	6.0%	6.0%	5.3%
51	7.2%	10.3%	13.0%	12.6%
52				9.1%
53	11.3%	6.8%	7.0%	6.2%
54		2.7%		
55	11.1%	9.6%		13.9%
57	34.4%	25.9%	21.0%	3.4%
63	6.5%	6.5%		
67		6.0%	6.1%	6.0%
71	10.9%	7.7%		
79	2.4%	3.6%		1.4%
91	10.6%	18.7%		
97	9.0%	23.2%	17.2%	26.2%
431	2.0%	1.8%	1.8%	

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

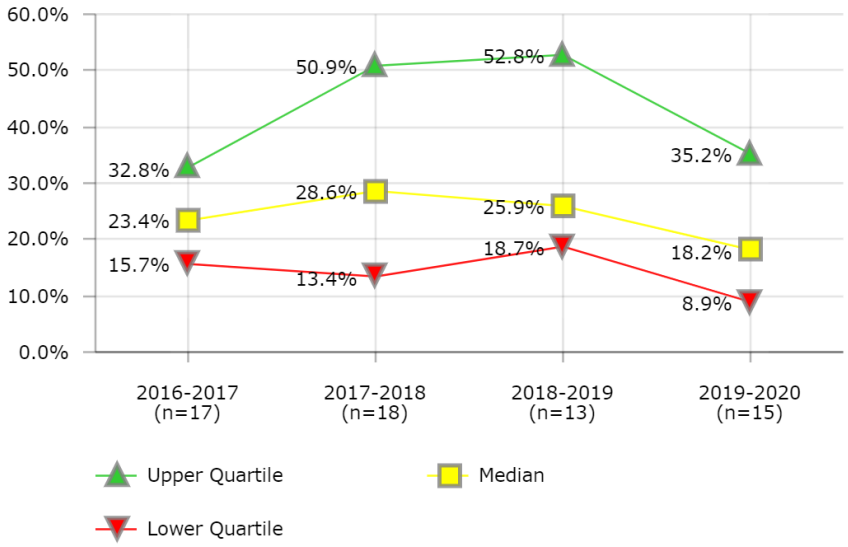
Districts in Best Quartile (2019-2020)

- Chicago Public Schools
- Columbus Public Schools
- Detroit Public Schools
- Fresno Unified School District
- Guilford County School District
- Jefferson County Public Schools (KY)
- Pinellas County Schools
- Portland Public Schools
- St. Paul Public Schools
- Toledo Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1			1	
3	27	28		0
4	4	15	14	13
5		34		0
7	23	33	35	47
8	55	45	45	45
9	1	26	2	3
10	26	18	13	12
12	29		16	46
13	35	25	21	
14	5	5	6	7
16	4	4		
18	28	0		11
19	2			
20	7	9	6	15
21				20
23		13		12
25	2	6	28	31
26				1
27			7	7
28	12			
29	22			
30	59	51	37	99
32	50	48	72	129
35			20	0
37	24			24
39	34	36		3
40				10
41	19	19		37
43	52	51	51	
44	10	9	8	0
46	20	24		31
47	16	2	22	16
48	0	4	4	16
49	0	0	0	0
50	1	7	0	0
51	14	12	0	3
53	30	19	0	0
54	0			0
55	16	16		35
62		1		
63	6	17		
66	49	41		
67	0	0	0	0
71	15			
76				24
79		0		0
91	19	17		
97				0
431	5	5	5	

MAINTENANCE & OPERATIONS

Recycling - Percent of Total Material Stream



District	2016-2017	2017-2018	2018-2019	2019-2020
1			76.7%	
3	47.3%	48.2%	42.0%	42.5%
7			8.7%	8.9%
8	16.6%	18.0%	18.7%	16.7%
9	42.9%	58.2%	52.8%	18.2%
12	15.6%	18.6%	18.2%	
14	28.4%	31.6%		2.9%
16	34.4%	33.0%		
21				10.1%
23		13.4%		35.2%
26	27.3%			
28		5.7%	7.6%	7.2%
30	23.4%	59.7%	68.1%	
37	14.9%			22.8%
41	21.3%	20.7%		28.9%
43	5.2%	13.4%		
44	25.9%	25.6%	25.9%	25.9%
48	56.0%	55.2%		56.2%
52			22.9%	
54		50.9%		
55	13.2%	13.2%		36.4%
66	15.7%	9.3%		
67	32.8%	32.5%	32.3%	1.6%
76	16.4%		19.2%	14.2%
97		88.9%	97.7%	

Description of Calculation

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

Importance of Measure

This measures the degree to which districts recycle.

Factors that Influence

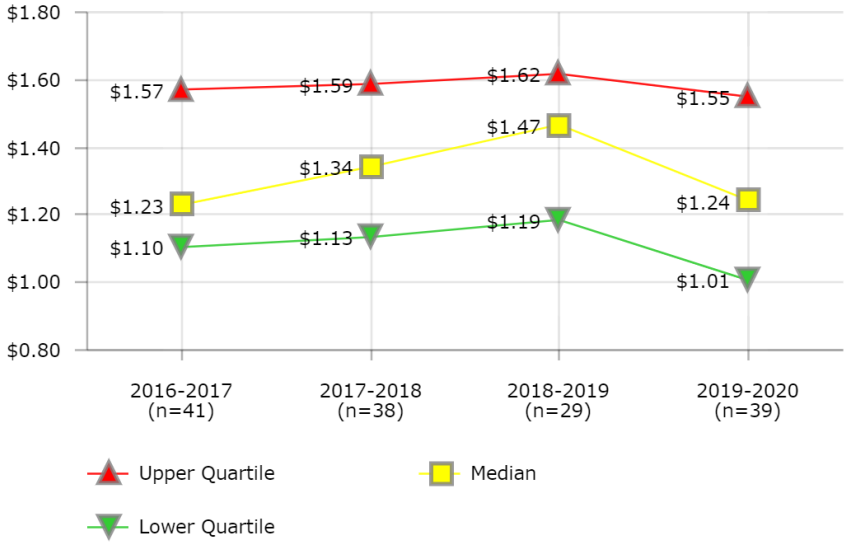
- Placement of recycling bins near waste bins
- Number of recycling bins deployed
- Material collection contracts
- Commitment to environmental stewardship
- State requirements

Districts in Best Quartile (2019-2020)

- Charleston County School District
- Charlotte-Mecklenburg Schools
- Orange County Public School District
- St. Paul Public Schools

MAINTENANCE & OPERATIONS

Utility Costs - Cost per Square Foot



Description of Calculation

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

Importance of Measure

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

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

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

Factors that Influence

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

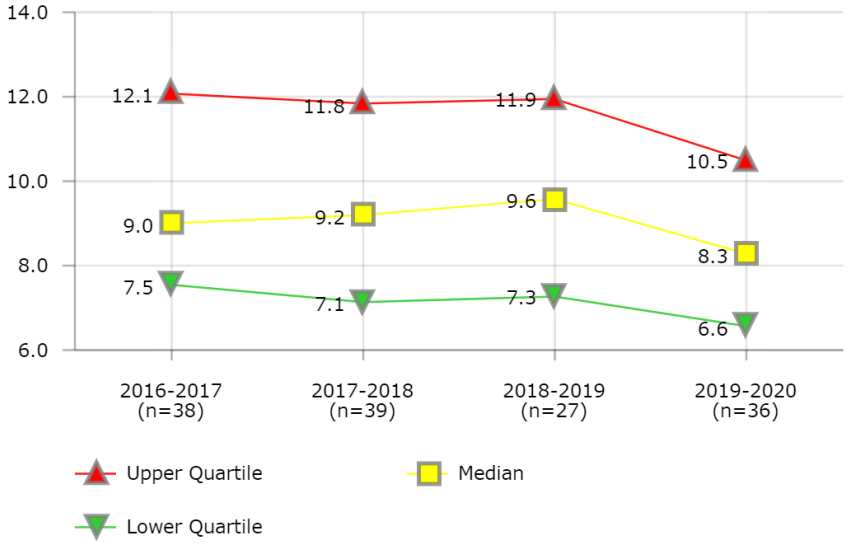
Districts in Best Quartile (2019-2020)

- Atlanta Public Schools
- Chicago Public Schools
- Cleveland Metropolitan School District
- Denver Public Schools
- Milwaukee Public Schools
- Minneapolis Public Schools
- Portland Public Schools
- Rochester City School District
- St. Paul Public Schools
- Wichita Unified School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1			$0.44	
3	$0.99	$1.03	$0.77	$0.92
4	$1.15	$1.14	$1.14	$0.97
5	$0.96	$0.81		$0.77
7	$1.52	$1.66	$1.73	$1.75
8	$1.07	$1.13	$1.12	$1.01
9	$1.97	$1.52	$2.03	$1.82
10	$1.49	$1.55	$1.47	$1.34
12	$0.94	$1.00	$0.84	$5.01
13	$1.34	$1.06		
14	$1.22	$1.05		$1.05
16		$0.89		
18	$1.19	$1.48	$1.60	
19	$1.10			
20	$1.91	$1.68	$1.60	$1.54
21				$1.00
23		$1.59		$1.14
25			$1.19	$1.32
26	$1.07			$1.06
27			$1.62	$1.58
28	$1.56	$1.34	$1.26	$0.73
30	$1.24	$1.22	$1.22	$1.01
32	$1.58	$1.12	$1.60	$1.59
35			$1.66	$1.14
37	$0.94			$0.72
39	$1.46	$1.10		$1.60
40				$1.12
41	$1.46	$1.86		$1.10
43	$1.21	$1.26		
44	$1.18	$1.16	$1.16	$1.15
46	$1.11	$1.22	$1.26	$1.30
47	$1.73	$1.59	$1.70	$1.55
48	$1.57	$1.65	$1.76	$1.72
49	$1.57	$5.47	$1.68	$1.41
50	$0.62	$1.34	$1.43	$1.24
51	$1.07	$1.42	$1.47	$1.31
52			$1.24	$0.98
53	$1.62	$1.58	$1.52	$1.44
54	$0.92			$0.90
55	$1.23	$1.24		$1.18
57				$0.00
62		$1.36		
63	$1.60	$1.65		
66	$1.13	$1.18		
67	$2.11	$2.19	$2.32	$1.89
71	$1.62	$1.36		
74	$1.14			
76	$1.65		$1.54	$1.44
79	$1.91	$2.15		$2.15
91	$0.91	$0.87		
97	$1.50	$1.45	$1.42	$1.55
431	$1.16	$1.15	$1.14	

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

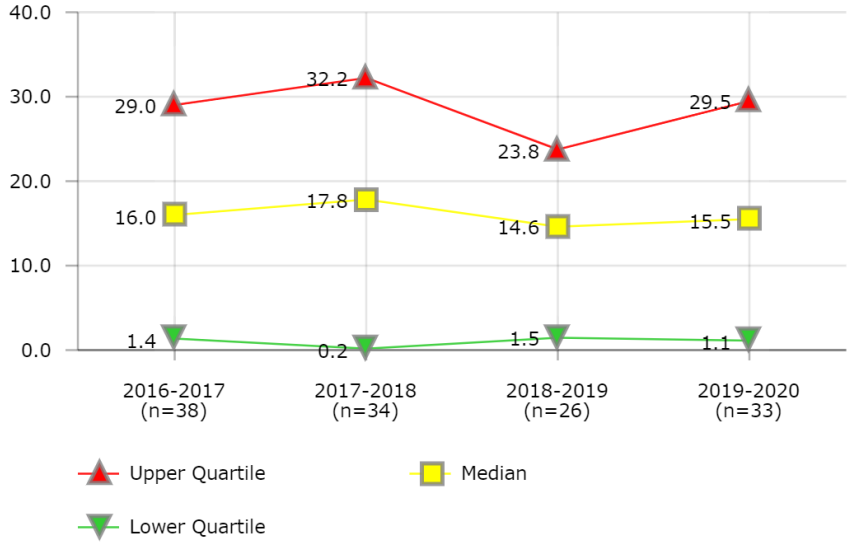
Districts in Best Quartile (2019-2020)

- Albuquerque Public Schools
- Boston Public Schools
- Cleveland Metropolitan School District
- Denver Public Schools
- Duval County Public Schools
- Milwaukee Public Schools
- Portland Public Schools
- St. Paul Public Schools
- Toledo Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1			5.0	
3	6.2	6.4	6.2	5.7
4	9.3	8.9	8.3	7.0
5	4.6	4.3		3.8
7	8.5	7.7	7.6	7.2
8	11.9	18.9	11.9	10.6
9	14.3	13.8	13.9	12.0
10	12.1	12.2	11.8	9.6
12	8.5	8.8	8.6	
13	14.1	13.8		
14	6.3	6.1		6.3
16		4.3		
18	8.3	9.1	10.3	
20	12.9	12.8	12.9	11.5
21				7.7
23		10.1		8.7
26	4.8			4.6
27			12.8	12.8
28	13.6	11.7	11.8	6.6
30	6.7	6.6	6.3	5.4
32		15.2	16.4	14.2
35			10.9	9.3
37	6.6			6.0
39	17.3	12.3		15.7
40				9.5
41	14.7	16.2		13.3
43	7.5	7.1		
44	10.2	9.8	9.5	0.9
46	7.7	7.8	1.4	7.5
47	13.0	11.2	11.8	10.4
48	13.3	13.6	13.6	14.0
49	8.8	10.5	11.2	8.4
50		7.3	7.3	6.7
51	9.1	8.5	8.5	9.2
53	10.4	10.0	1.4	8.2
54	8.9	8.2		8.2
55	9.6	9.5		8.9
57				6.5
62		6.2		
63	7.6	7.1		
66	9.2	9.8		
67	8.9	9.2	9.0	8.0
71	12.0	11.8		
74	4.5			
76	15.0		13.7	12.9
79	4.8	5.0		4.8
91	8.9	8.8		
97	11.0	9.8	9.6	9.9
431	7.1	7.1	7.1	

MAINTENANCE & OPERATIONS

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



Description of Calculation

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

Importance of Measure

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

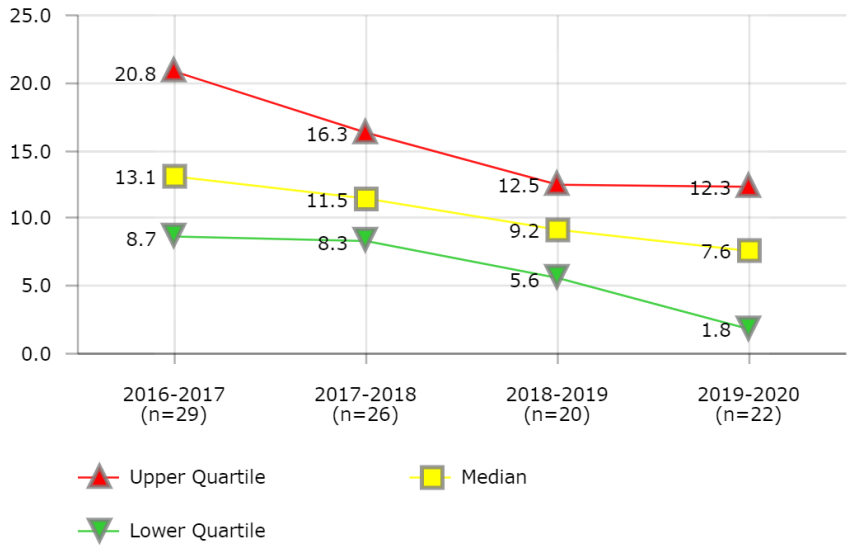
Districts in Best Quartile (2019-2020)

- Atlanta Public Schools
- Chicago Public Schools
- Dallas Independent School District
- Duval County Public Schools
- Guilford County School District
- Houston Independent School District
- Palm Beach County School District
- Rochester City School District
- Toledo Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1			3.0	
3	43.4	48.3	49.8	47.3
4	27.8	31.3	30.9	25.5
5	55.6	43.4		43.3
7	140.1		64.2	71.2
8	1.1	1.3	1.3	0.8
9	16.7	0.2	13.9	18.6
10	1.4	1.4	1.5	
12	17.0	20.4	21.1	1.2
14	0.4	0.0	0.2	36.6
16	6.0	4.5		
18	0.1	18.0	19.3	
20	30.2	35.7	34.4	27.9
21				0.6
23				2.4
26	0.6			49.9
28	11.1	8.3	12.1	0.1
30	50.1	60.2	58.6	52.6
35	0.7		39.2	16.5
37				42.3
39	5.8	0.0		0.1
40				6.8
41	9.6	0.0		0.1
43	52.1	64.5		
44			1.1	1.1
46	35.5	41.1	7.8	29.5
47	13.4	17.7	15.9	15.5
48	2.1	1.9	2.5	2.4
49	22.9	30.0	21.5	0.2
50	20.3	0.0	0.5	43.8
51	18.8	22.1	0.0	24.8
53	19.1	23.7	23.5	19.3
54	49.0	46.1		0.1
55	14.6	32.6		15.5
62		0.1		
63	0.0	32.2		
66	26.2	29.9		
67	22.4	0.0	23.8	21.7
71	0.1	12.7		
74	47.5			
76	9.9		12.7	9.6
79	0.0	0.1		0.1
91	29.0	27.9		
97	0.0	0.0	0.0	2.9
431	15.3	15.3	15.3	

MAINTENANCE & OPERATIONS

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



District	2016-2017	2017-2018	2018-2019	2019-2020
1			4.5	
3	8.8	8.7	8.0	6.3
4	0.0	7.0	6.7	0.0
5	1.0	8.9		8.1
7	7.2	7.0	7.0	5.7
9	92.7			
10	15.1	12.3	11.2	
12	12.9	14.6		
13	37.6			
14	20.8	16.0	85.2	12.3
18		0.0	0.0	
20	11.0	9.9	9.7	9.2
23		11.1		
26	8.7			7.1
27			3.3	3.3
28	10.4	8.3	7.4	4.2
30	22.8	22.1	27.0	
32			0.0	0.0
35			9.7	
37	7.9			
40				13.1
41	21.2	18.6		1.8
43	8.7	8.4		
46	15.3	14.0	38.6	18.1
47	17.7	1.7		11.4
48	15.3		13.1	0.0
49	32.5	16.3		0.0
50		36.4	0.0	13.7
51	0.0	0.2	8.9	10.7
53	22.9	21.0	21.1	30.6
55	13.1	11.8		9.8
62		137.3		
63		0.1		
66	13.3	12.7		
71	25.4			
74	0.0			
76	11.3		11.9	14.8
91	19.9	19.9		
97	12.0	9.8	9.4	0.1

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

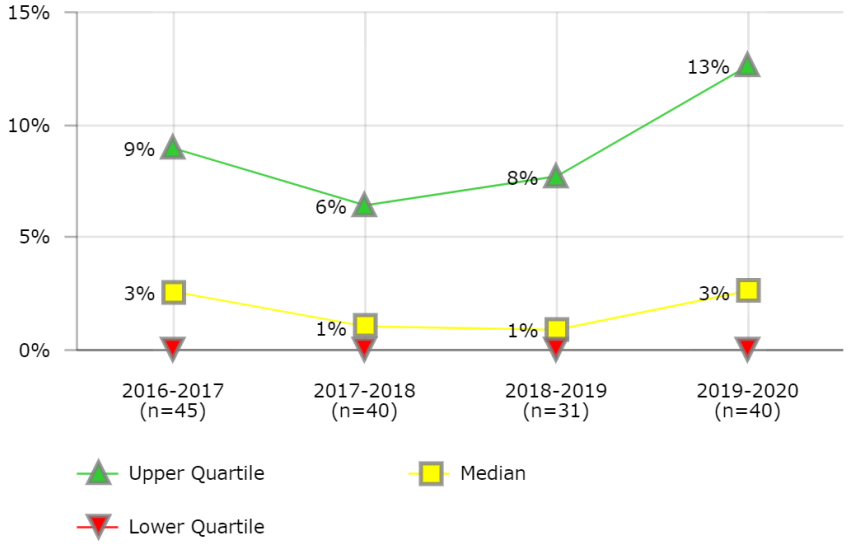
- Low-flow toilets and urinals
- Maintenance of faucet aerators
- Motion-sensor faucets to reduce vandalism

Districts in Best Quartile (2019-2020)

- Dallas Independent School District
- Guilford County School District
- Miami-Dade County Public Schools
- Orange County Public School District
- Pinellas County Schools
- Wichita Unified School District

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 (2019-2020)

- Albuquerque Public Schools
- Atlanta Public Schools
- Cincinnati Public Schools
- Cleveland Metropolitan School District
- Detroit Public Schools
- Guilford County School District
- Houston Independent School District
- Minneapolis Public Schools
- Orange County Public School District
- Portland Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1			0%	
3	0%	0%	0%	0%
4	0%	0%	0%	0%
5	9%	8%		13%
7	4%	4%	4%	4%
8	5%	5%	5%	5%
9	6%	5%	5%	5%
10	1%	1%	1%	1%
12	0%	0%	0%	0%
13	0%	5%	6%	
14	66%	80%		80%
16	0%	0%		
18	0%	0%	0%	0%
19	0%			
20	100%		97%	98%
21				0%
23		1%		0%
25	4%		4%	4%
26	0%			0%
27			10%	10%
28	30%	27%	27%	16%
30	0%	0%	0%	0%
32	1%	0%	0%	0%
35	0%	0%	11%	10%
37	12%			0%
39	9%	0%		31%
40				8%
41	10%	10%		0%
43	0%	0%	0%	
44	5%	5%	5%	5%
46	3%	5%	0%	13%
47	10%	8%	8%	0%
48	23%	28%		34%
49	23%	23%	21%	21%
50	7%	12%	0%	13%
51	0%	0%	0%	0%
52			20%	20%
53	1%	0%	0%	0%
54	0%	0%		6%
55	0%	0%		1%
57	54%	54%	20%	14%
62		0%		
63	0%	0%		
66	4%	4%		
67	0%	0%	0%	0%
71	11%	11%		
74	11%			
76	0%		0%	0%
79	0%	0%		0%
91	3%	3%		
97	7%	4%	1%	1%
431	0%	0%	0%	

Safety & Security

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

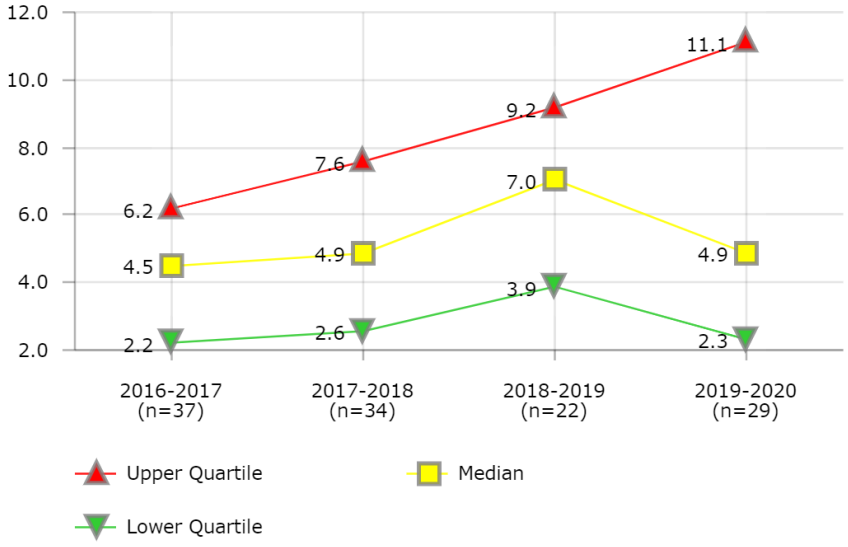
Finally, **People Incidents per 1,000 Students** and **Assault/ Battery Incidents per 1,000 Students** are baseline measures of incidents in a district.

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

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

SAFETY & SECURITY

Incidents - Assault/Battery Incidents per 1,000 Students



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

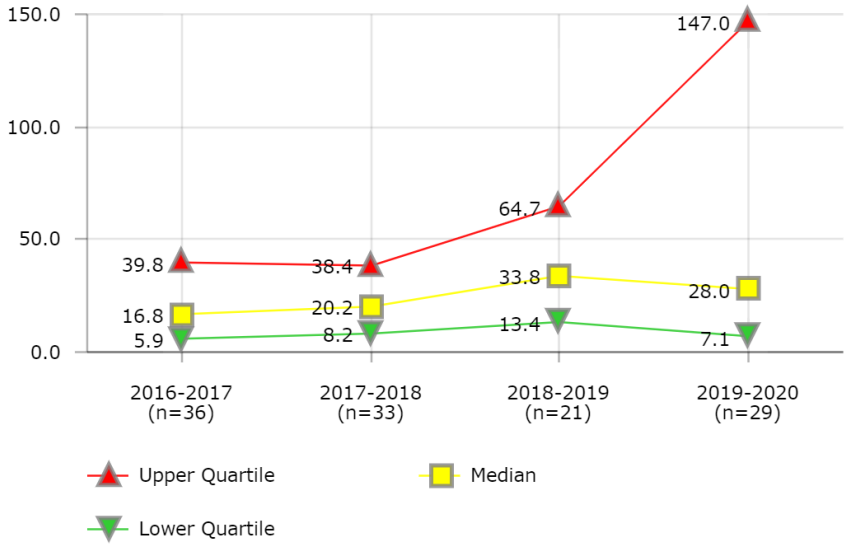
Districts in Best Quartile (2019-2020)

- Anchorage School District
- Des Moines Public Schools
- Fort Worth Independent School District
- Miami-Dade County Public Schools
- Norfolk School District
- Palm Beach County School District
- Rochester City School District
- St. Paul Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
3	2.7	2.3	2.5	1.8
4	18.0	20.8	26.0	21.1
7	0.6	1.3	3.0	1.8
8	2.9	3.5	2.7	1.7
9	6.2	6.0	9.2	4.9
12	0.7	0.3	8.2	0.4
14	3.5	5.1	4.2	3.8
16		2.6		
18	7.0	7.6	7.1	5.8
19	4.5	5.0		
20	0.2	15.4		38.8
21				2.2
25	1.9	2.6	15.1	15.3
26	11.5			4.9
27			2.7	2.3
28	5.6	7.5	6.5	4.8
29	4.4			
32	1.6	1.4	1.7	1.4
35	2.2	4.5	7.0	105.8
37	4.6	4.4		
39	4.1	3.8		4.4
40				1.6
41	1.7	2.2		2.8
43	0.9	9.8	7.3	
44	2.0	1.8	6.9	14.0
46	6.2	1.7		2.7
47	14.3	14.8		9.9
48	12.4	13.2	15.1	9.9
49	5.5	5.8		5.1
50	6.5	7.1	6.1	5.6
51	5.3		53.0	43.0
52				36.5
53	5.4	4.2	3.9	2.9
54	5.9	6.7		
55	2.9	2.8		
57	13.4	12.2	14.8	11.1
58		7.9		
63	0.6	0.5		
66	64.8			
71	11.3	11.4		
79	4.5	4.7	7.6	
91	4.3			
431	5.4	6.0	7.5	

SAFETY & SECURITY

Incidents - People Incidents per 1,000 Students



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

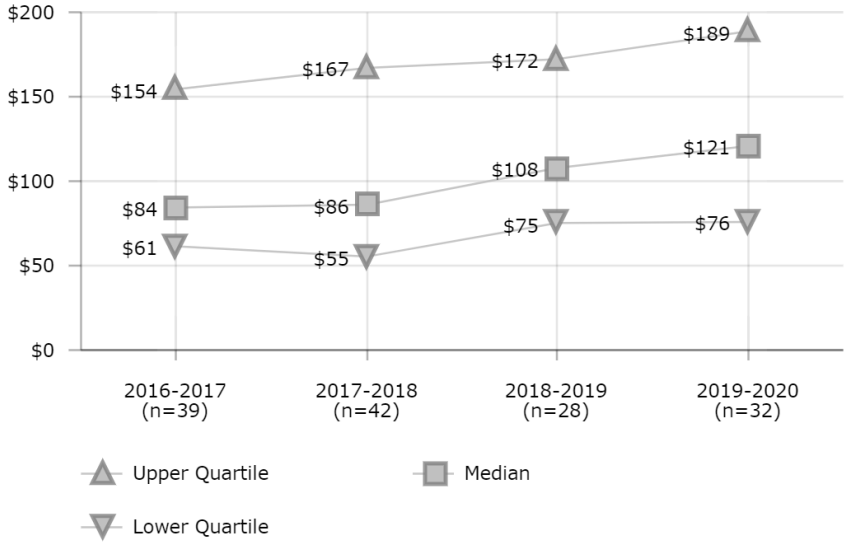
Districts in Best Quartile (2019-2020)

- Baltimore City Public Schools
- Boston Public Schools
- Dallas Independent School District
- Fort Worth Independent School District
- Miami-Dade County Public Schools
- Palm Beach County School District
- Rochester City School District
- Shelby County School District

District	2016-2017	2017-2018	2018-2019	2019-2020
3	117.0	104.3	71.8	22.1
4	61.9	65.2	64.7	56.5
7	5.1	16.0	64.3	28.0
8	4.9	5.7	5.3	2.6
9	243.6	25.0	228.1	192.0
12	22.7	47.0	20.5	20.4
14	17.5	34.5	34.6	15.6
16		39.2		
18	7.7	8.1	7.7	6.4
19	4.5	5.0		
20	0.9	59.4		147.0
21				7.1
25	4.1	11.3	36.5	37.5
26	40.6			4.9
27			9.5	223.8
28	8.7	34.6	27.6	12.9
29	23.3			
32	2.7	2.5	2.7	2.0
35	9.2	13.6	263.1	392.7
37	43.8	38.4		
39	16.2	16.3		17.8
40				5.6
41	2.0	2.7		3.7
43	19.7	20.2	21.7	
44	39.0	7.9	108.0	110.4
46	7.0	4.0		5.4
47	770.3	757.4		518.8
48	36.3	31.3	33.8	47.4
49	228.8	229.3		327.3
50	8.5	9.4	13.4	7.3
51	41.4		886.3	944.7
52				66.5
53				902.2
54	5.9	238.1		
55	5.9	6.0		
57	31.3	33.0	43.7	35.3
58		21.0		
63	33.8	18.1		
66	160.4			
71	18.8	17.4		
79	9.0	21.2	30.1	
91	4.3			
431	8.1	8.2	10.2	

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

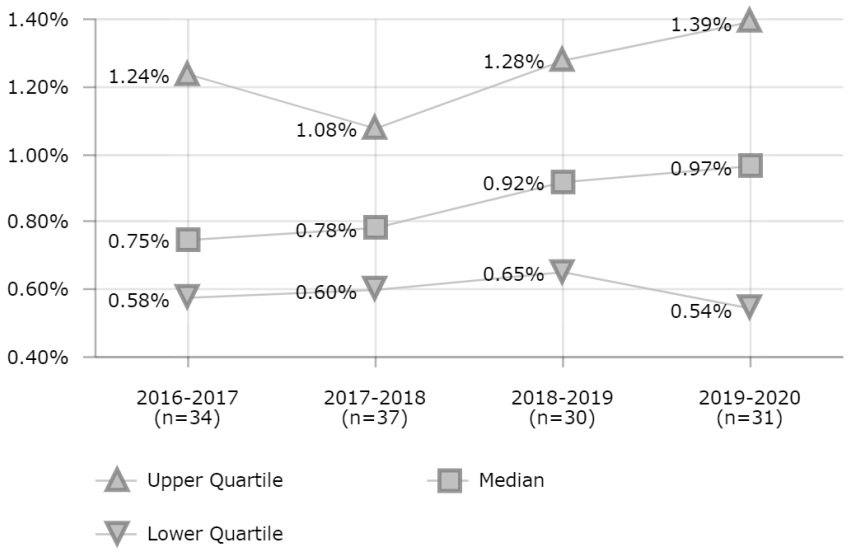
Factors that Influence

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

District	2016-2017	2017-2018	2018-2019	2019-2020
3	$69	$69	$72	$76
4	$85	$105	$101	$117
5		$44		$52
7	$67	$75	$76	$76
8	$59	$46	$145	$135
9	$61	$61	$62	$48
12	$64	$66	$75	$67
14	$139	$167	$178	$187
16		$49		
18	$148	$211	$164	$157
19	$182	$206		
20	$154	$149		$224
21				$346
23		$52		$129
25	$668	$699	$703	$403
26	$53			$77
27			$56	$103
28	$199	$194	$173	$187
29	$463			
30	$140	$128	$159	$288
32	$52	$55	$115	$171
35	$121	$117	$137	$190
37	$64	$63		
39	$117	$120		$125
40				$201
41	$87	$85		$104
43	$216	$294	$339	
44	$50	$55	$94	$98
46	$70	$41		
47	$36	$44		$42
48	$38	$47	$82	$90
49	$45	$49		$65
50		$355	$302	$264
51	$84	$94	$95	$126
52				$80
53	$30	$26	$29	$27
54	$140	$141		
55	$82	$88		
56		$92	$92	
57	$268	$352	$370	$399
58		$187		
61			$137	
62			$1	
63	$274	$310		
66	$130			
67				$46
71	$75	$59		
77		$60	$72	
79	$259	$145	$171	
91	$70	$63		
97	$65			
431	$53	$70	$96	
1728	$198	$209	$257	

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

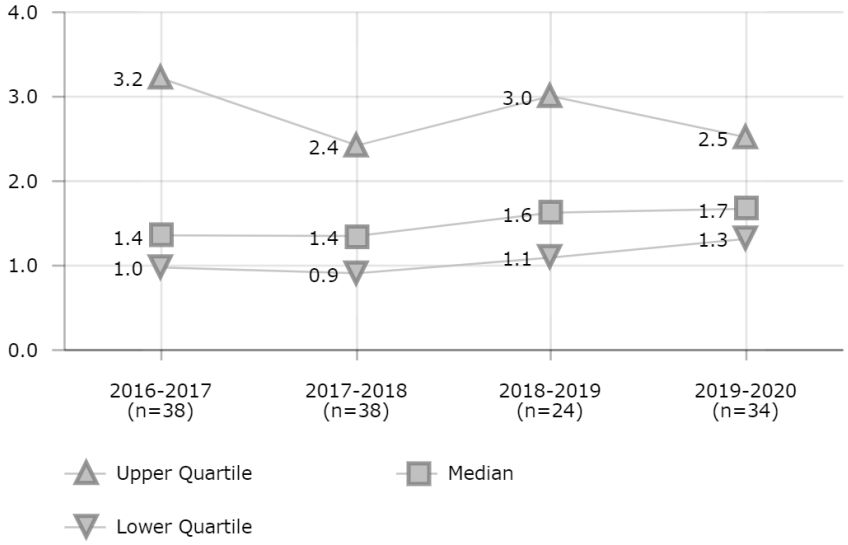
Factors that Influence

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

District	2016-2017	2017-2018	2018-2019	2019-2020
1			0.53%	
3	0.42%		0.43%	
4	0.70%	0.77%	0.81%	0.85%
5				0.47%
7	0.61%	0.68%	0.63%	0.63%
8	0.76%	0.58%	1.75%	1.53%
9	0.74%	0.74%	0.72%	0.54%
12	0.32%	0.33%	0.38%	0.36%
14	1.49%	1.82%	1.72%	1.64%
18	1.20%	1.73%	1.28%	1.26%
19		0.80%		
20	0.60%	0.61%		0.84%
21				1.21%
23		0.43%		0.97%
25		2.83%	2.86%	1.54%
26				0.54%
27			0.48%	0.89%
28	1.27%	1.25%	1.06%	1.09%
30	1.03%	0.94%	1.14%	2.04%
32	0.68%	0.70%	1.39%	1.94%
35	0.60%	0.58%	0.65%	0.86%
37	0.63%			
39	1.24%	1.08%		1.09%
40				1.80%
41	0.84%	0.86%		0.97%
43	0.77%	0.93%	1.08%	
44	0.56%	0.60%	1.02%	1.04%
46	0.51%	0.30%		
47	0.35%	0.39%		0.35%
48	0.43%	0.51%	0.84%	0.85%
49	1.26%			0.60%
50	4.16%	2.18%	1.71%	1.39%
51	0.76%	0.99%	0.88%	1.08%
52				0.48%
53	0.23%	0.19%	0.19%	0.17%
54		1.19%		
55	0.87%	0.91%		
56		0.98%	0.90%	
57	1.24%	1.18%	1.15%	1.59%
58		0.94%		
61			1.20%	
62			0.01%	
63	1.77%	1.85%	1.60%	
67				0.32%
71	0.49%	0.33%		
77		0.72%	0.70%	
79	1.31%	0.68%	0.88%	
91	0.83%	0.78%		
97	0.68%			
431	0.58%	0.73%	0.93%	
1728	1.93%	1.97%	1.81%	

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

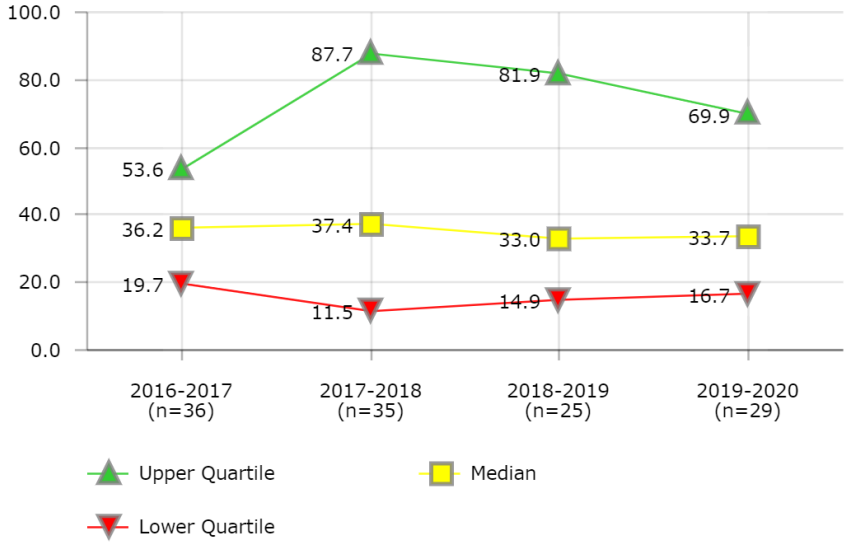
Factors that Influence

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

District	2016-2017	2017-2018	2018-2019	2019-2020
3	1.7	1.6	1.5	1.6
4	1.3	1.4	1.5	1.5
5		1.3		1.4
7	1.3	1.5	1.6	1.6
8	0.9	1.1	1.9	1.9
9	0.7	0.6	0.6	0.7
12	0.7	0.6	0.6	0.6
13			0.9	
14	2.4	2.4	2.5	2.5
16		0.5		
18	1.2	2.0	1.3	1.8
19	3.2	2.4		
20	3.8	3.9		5.3
21				5.4
23		1.1		1.7
25	7.1		9.6	6.2
26	1.4			1.2
27			1.9	2.0
28	2.0	2.2	2.3	2.0
29	7.5			
30	3.4	6.5	3.7	3.6
32	3.2	3.2	4.1	5.1
35	1.5	1.5	1.5	2.1
37	1.7	1.4		
39	1.3	1.2		1.2
40				3.0
41	1.2	1.3		1.4
43	3.5	4.4	4.0	
44	0.7	0.7	1.7	1.6
46	1.7	1.3		1.9
47	1.3	1.3		1.3
48	0.8	0.9	1.2	1.4
49	0.6	0.6		0.5
50		4.2	3.5	1.9
51	1.2	0.6	1.8	1.4
52				1.1
53	0.7	0.6	0.6	0.3
54	3.2	3.6		
55	1.2	1.3		
57	5.7	5.4	4.9	4.9
58		3.0		
63	5.6	6.1		
66	3.3			
67				3.5
71	1.2	1.3		
79	2.4	2.4	0.8	0.9
91	0.7	0.7		
97	0.7			
431	1.0	0.9	1.0	

SAFETY & SECURITY

Training Hours per Safety/Security personnel



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

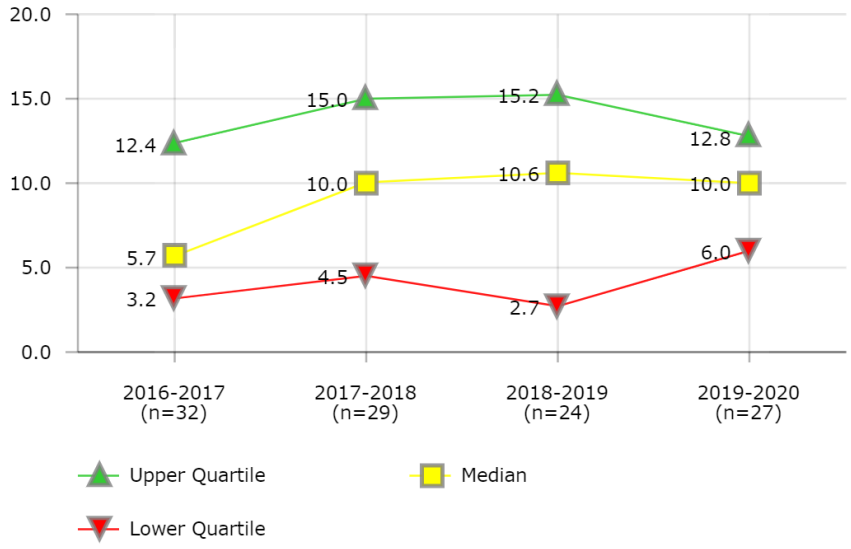
Districts in Best Quartile (2019-2020)

- Atlanta Public Schools
- Clark County School District
- Denver Public Schools
- Des Moines Public Schools
- Jefferson County Public Schools (KY)
- Minneapolis Public Schools
- Newark Public Schools
- St. Paul Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1		230.0	164.3	
3	23.9	66.9	104.8	70.3
4	41.3	36.1	35.8	29.6
5	1.1	1.2		13.3
7		9.2	10.4	5.2
8	174.3	202.4	23.0	16.0
9	36.7			128,600.0
12	52.4	129.3	75.8	72.0
14	50.0	52.0	83.3	49.6
16	66.5	54.4		
18		37.4		30.5
19	5.0	6.3		
20	23.0	15.9		
25	16.6	17.7	8.6	94.1
26	6.8	6.0	14.9	20.3
27				24.8
28	95.0	220.0	287.6	134.3
29	0.1			
30	7.4	11.5	7.5	27.1
32	15.4	9.0	18.5	16.7
35	41.1	87.7	99.9	65.1
37	50.9	33.4		543.5
39	35.7	37.6		4.4
40				33.7
41	41.3	40.6		31.6
43	21.5	6.6	13.6	
44	17.9	22.4	8.8	9.5
46	54.8			
47	66.8	50.0	62.1	55.2
48	70.3	79.4	81.9	51.6
49	11.2	15.8	19.0	
50		0.8	25.3	
51	22.3		11.1	15.5
52				156.4
53	45.5	31.6	33.0	69.9
54	22.2	91.5		
55	43.8	43.2		
57	80.0	137.4	97.6	67.5
63	160.3	157.4	78.4	34.3
66	31.0			
67				1.6
71	139.8	117.8		
79	24.2	6.6	61.9	
431	25.0	25.6	25.6	

SAFETY & SECURITY

Crisis Response Teams - Drills per Team



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

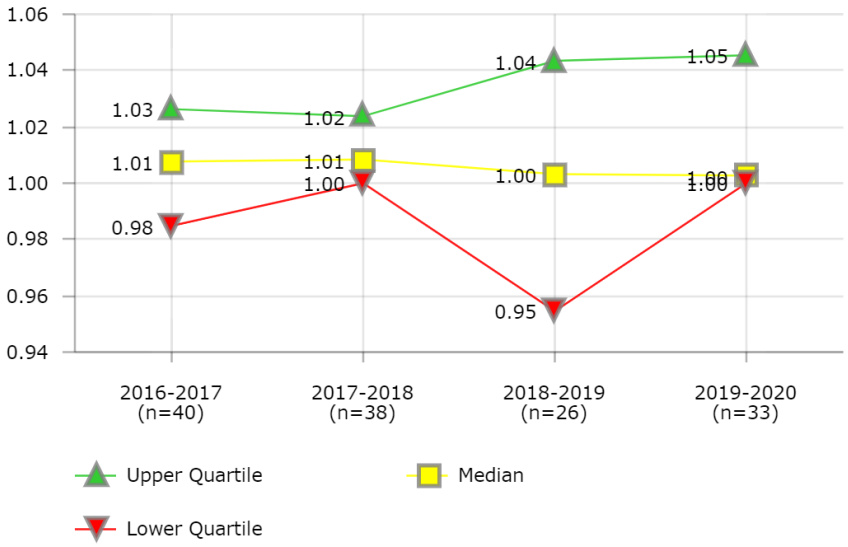
Districts in Best Quartile (2019-2020)

- Clark County School District
- Columbus Public Schools
- Denver Public Schools
- Newark Public Schools
- Norfolk School District
- Orange County Public School District
- Seattle Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1		9.0	9.0	21.3
3	11.2	11.2	11.2	11.2
4	6.0	4.9	15.1	6.0
5		33.6		9.1
7	3.5	1.0	16.7	8.3
8	14.0	2.5	2.4	10.0
9		13.9		14.6
12	12.8	12.0	12.8	10.0
14	3.4	3.4	7.9	7.9
16	4.0	1.0		
18	0.1	16.0	0.1	0.1
19		1.0		
20	3.9	4.5		0.1
25	10.0	10.0	10.0	20.0
26	5.4	5.4	6.0	6.0
27			15.3	30.9
28	17.8	15.6	21.6	10.9
29	9.1			
30				1.0
32	0.0	0.0	0.0	
35	27.4	29.3	25.9	18.7
37	6.4	16.5		12.8
39	20.9			
41	4.5	4.5		12.0
43			1.0	
44	0.9	15.0	3.0	0.1
47	16.9		19.0	6.3
48	12.0	11.7		18.1
49	0.0			
50		10.0	1.0	1.0
51	3.0		10.0	10.0
52		11.3	11.3	10.9
53	2.0	14.8	14.8	11.8
54	5.9	6.0		
55	0.0			
57	8.0	8.0	15.0	8.0
63			0.5	
71	16.0	17.0		
74	3.9			
91	5.4			
97	2.0			
431	15.8	16.0	16.9	

SAFETY & SECURITY

Crisis Response Teams - Teams per Academic Site



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

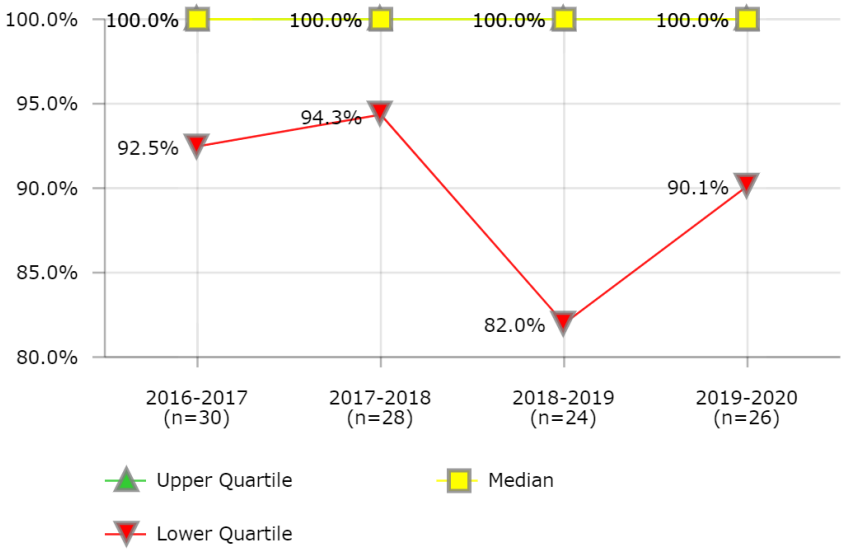
Districts in Best Quartile (2019-2020)

- Anchorage School District
- Dallas Independent School District
- Minneapolis Public Schools
- Oklahoma City Public Schools
- Orange County Public School District
- Palm Beach County School District
- Portland Public Schools
- St. Paul Public Schools
- Wichita Unified School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1	1.01	1.01	1.01	0.14
3	1.03	1.06	1.07	1.07
4	1.06	1.06	1.06	1.06
5	1.00	0.97		1.05
7	1.02	1.01	1.06	1.06
8	1.72	1.01	1.01	1.11
9	1.01	1.01		1.00
12	1.11	1.11	1.11	1.00
14	1.00	1.00	1.00	1.00
16	0.00	0.98		
18	0.97	0.00	1.00	1.00
19	0.04	0.04		
20	1.05	1.05		0.17
21				1.02
23		1.10		1.00
25	1.00	1.00	0.95	1.00
26	1.03	1.02	1.01	1.01
27			1.04	1.00
28	1.00	1.02		
29	1.08			
30	1.00	1.00	1.00	1.00
32	1.00	1.00	0.97	0.89
35	1.00	1.00	1.00	1.01
37	1.00	1.01		1.02
39	0.05	0.07		
40				1.01
41	1.02	1.02		1.05
43	0.85		0.95	
44	1.02	0.02	0.02	0.79
46		1.02		
47	1.01	1.01	1.00	1.00
48	0.96	1.11	1.02	1.11
49	1.02	1.06	0.04	0.04
50		1.00	0.01	1.00
51	0.01		1.29	1.14
52		1.07	1.07	1.08
53	1.01	1.01	1.01	1.02
54	1.01	1.00		
55	1.14	1.01		
57	0.75	0.81	0.82	0.76
63	0.04	0.04	0.11	0.11
66	0.96			
67				1.01
71	1.10	1.10		
74	1.10			
91	1.01	1.01		
97	1.01			
431	1.01	1.01	1.01	

SAFETY & SECURITY

Health/Safety Inspections - Sites Inspected Annually



Description of Calculation

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

Importance of Measure

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

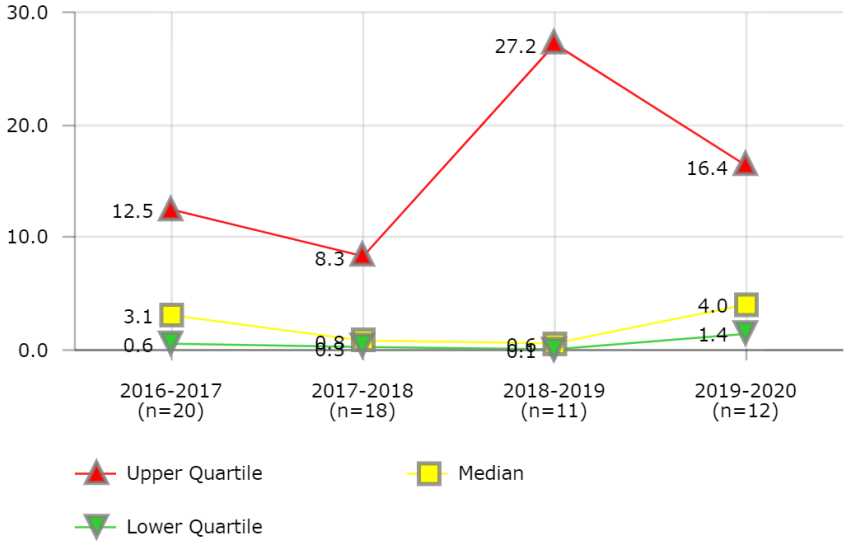
Districts in Best Quartile (2019-2020)

- Albuquerque Public Schools
- Anchorage School District
- Atlanta Public Schools
- Boston Public Schools
- Cincinnati Public Schools
- Clark County School District
- Columbus Public Schools
- Des Moines Public Schools
- Detroit Public Schools
- Jefferson County Public Schools (KY)
- Norfolk School District
- Seattle Public Schools
- Shelby County School District
- St. Louis Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1	100.0%	100.0%	100.0%	100.0%
3	55.6%	51.4%	51.4%	51.4%
4	3.1%	6.1%	6.1%	37.8%
7	100.0%	100.0%	100.0%	100.0%
8	102.4%	97.1%	97.1%	94.2%
9	75.4%			100.0%
12	100.0%	100.0%	100.0%	100.0%
14	100.0%	100.0%	100.0%	100.0%
16	100.0%	100.0%		
18	27.3%	98.7%	45.5%	105.5%
20	100.0%	100.0%		100.0%
25	100.0%	100.0%	94.3%	97.1%
26	100.0%	100.0%	100.0%	100.0%
27				107.7%
28	100.0%	92.3%	100.0%	100.0%
32	86.9%	85.4%	83.4%	90.1%
35		100.0%	100.0%	100.0%
39	93.3%	100.0%		30.1%
40				95.1%
43	100.0%			
44	82.6%	83.1%	75.8%	75.8%
46		99.5%		
47	95.4%	95.4%	94.8%	95.5%
48	96.1%	103.6%	104.5%	99.1%
49	100.0%	99.3%		
50		112.8%	100.0%	100.0%
51	93.5%	21.7%	33.9%	16.7%
52			91.1%	86.7%
53	103.5%	98.9%	101.1%	100.6%
54	100.0%			
57		100.0%	80.6%	
63	100.0%	100.0%	101.3%	101.3%
66	92.5%			
74	107.0%			
79	87.9%	93.3%	183.6%	
97	100.0%			
431	100.0%	100.0%	100.0%	

SAFETY & SECURITY

Health/Safety Violations per Site



District	2016-2017	2017-2018	2018-2019	2019-2020
3	0.1	0.1	0.1	0.1
4	9.3	13.7	14.0	8.3
7	0.0		0.0	0.0
8	5.8	7.2		70.9
9	5.4			
12	0.2	0.3		
13	79.1		40.4	
16	0.6	0.6		
18	15.6			
26		0.2	0.2	0.2
27			0.1	3.3
28	0.5	0.5		
32	28.7	20.0	27.2	24.0
39	2.7	2.4		2.7
47	3.3	8.3	9.0	4.8
48	57.9	45.7		34.7
49	2.9	2.9		
50		1.0		
51	29.0	40.1	44.1	8.7
53	1.1	0.7	0.6	2.7
54	3.4			
57		0.2		
74	1.2			
79		0.4		
431	0.4	0.0	0.0	

Description of Calculation

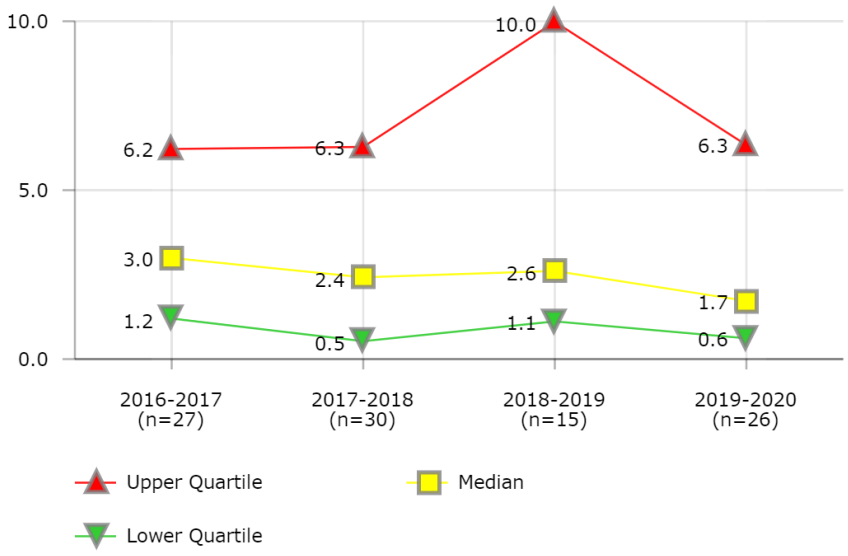
Total number of health/ safety violations identified at site inspections, divided by the total number of district sites that were inspected.

Factors that Influence

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

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

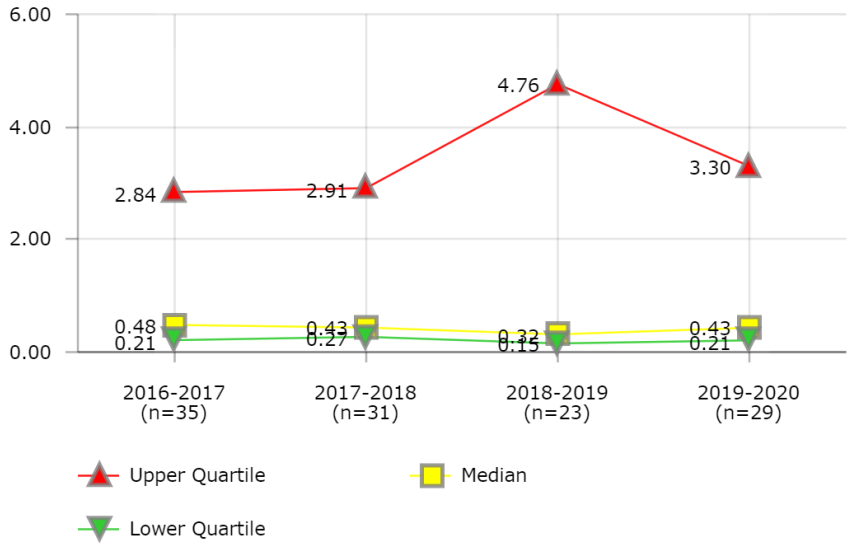
Districts in Best Quartile (2019-2020)

- Atlanta Public Schools
- Cleveland Metropolitan School District
- Dallas Independent School District
- Detroit Public Schools
- Fort Worth Independent School District
- Palm Beach County School District
- Rochester City School District

District	2016-2017	2017-2018	2018-2019	2019-2020
3	2.2	3.3	1.4	1.5
4	17.6	18.7	13.2	13.6
7	12.9	15.6	10.9	8.4
8	0.3	0.3	0.3	0.6
9	21.0	33.0		
12		1.1		
14	6.2	6.3		6.6
16		0.5		
18	6.3	10.7	6.0	5.0
19	1.4	0.9		
20	0.1	16.9		8.8
21				0.5
25	2.6	5.4		7.2
26	3.4			0.9
27			2.1	2.2
28		0.1	0.0	0.1
32	2.5	1.1	1.3	1.4
35	166.2			
37		0.0		
39	0.0	0.2		0.9
40				0.0
41				0.2
43		0.3		
44	1.6	1.8	2.6	1.3
46		6.6		2.0
47	5.9	4.2		3.6
48	0.4	0.8	1.1	0.8
49	1.2	1.8		4.9
50		0.2		0.0
51	3.0		18.5	26.2
52				3.8
53	6.2	7.8	10.0	6.3
54	5.0	4.9		
55	2.5	4.4		
57	0.4	0.7	0.4	0.6
58		0.3		
63	0.2			
66	22.0			
79	3.5	4.2	3.5	
431	6.0	3.0	8.8	

SAFETY & SECURITY

Incidents - Intrusion/Burglary Incidents per Site



District	2016-2017	2017-2018	2018-2019	2019-2020
1	0.94	1.54	1.19	1.03
3	2.07	0.28	0.25	0.21
4	0.03	0.06	0.09	0.04
5	0.22	0.44		12.36
7	57.69	53.40	50.00	50.01
8	0.09	0.42	6.06	2.72
9	8.81	88.99	0.06	0.06
12		0.93	0.74	0.44
14	0.38	0.41	0.32	0.21
16	10.57	0.43		
18	0.48	0.27	0.25	0.25
19	100.38	8.42		
20	0.06			0.08
25	0.03	0.22	7.43	0.07
26	0.21	0.27	0.30	0.04
27				187.19
28	0.75		1.38	0.23
29	0.04			
32	0.69	4.52	0.14	0.24
35	11.86	0.13	2.28	2.44
37	1.59	0.69		5.46
39	0.41	0.29		0.58
40				0.04
41	0.37	8.10		0.43
44	0.26	0.39	0.30	0.30
46	0.45	0.91		
48	1.42	2.51		0.74
49	2.84	2.91	3.53	3.30
50		1.28	4.76	
51	3.63		0.15	68.02
53	0.22	0.07	0.12	0.34
54	0.12	0.29		
55	0.85	0.35		
57	0.10	0.09	0.17	0.09
63	0.22	38.57	23.78	13.37
66	10.75			
67				4.12
71	0.09			
79		0.08	0.11	
97	1.32			
431	12.55	11.59	11.59	

Description of Calculation

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

Importance of Measure

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

Factors that Influence

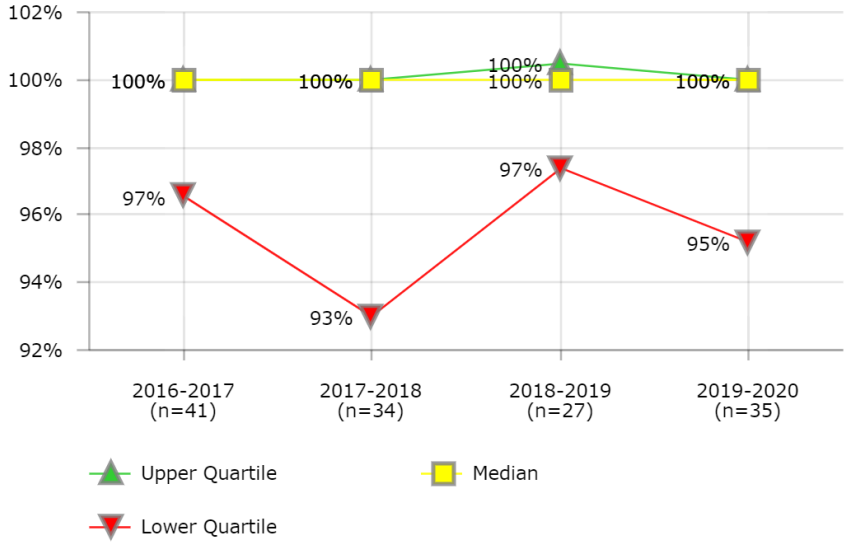
- Available resources to allocate for safety and security
- Staffing formulas
- Documented need for additional safety and security staff through data such as crime statistics
- Utilization of technology such as security cameras to offset the need for more staff
- Effectiveness of security alarm systems

Districts in Best Quartile (2019-2020)

- Boston Public Schools
- Cincinnati Public Schools
- Clark County School District
- Cleveland Metropolitan School District
- Fort Worth Independent School District
- Newark Public Schools
- St. Paul Public Schools
- Wichita Unified School District

SAFETY & SECURITY

Intrusion/Burglary Alarm Systems - Percent of Sites



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

District	2016-2017	2017-2018	2018-2019	2019-2020
1	97%	94%	94%	94%
3	100%	100%	100%	100%
4	100%	100%	100%	100%
5	103%	98%		99%
7	100%	100%	100%	100%
8	100%	94%	100%	96%
9	100%	100%		100%
12	100%	100%	10%	10%
14	114%		114%	113%
16	100%	100%		
18	100%	75%	79%	80%
19	86%	89%		
20	100%	100%		100%
23		93%		88%
25	75%	60%	79%	84%
26	100%	100%	100%	100%
27			123%	100%
28	100%	100%	100%	100%
30	100%	100%	100%	100%
32	100%	100%	98%	105%
35	131%	100%	100%	100%
37	100%	100%		100%
39	95%			110%
40				95%
41	100%	97%		137%
43	100%			
44	85%	85%	89%	83%
46	99%	34%		
47	99%	100%	97%	97%
48	95%	96%	100%	95%
49	92%	92%	121%	121%
50			109%	100%
51	100%	100%	139%	100%
52		100%	100%	100%
53	100%	100%	100%	100%
54	80%	80%		
55	113%			
57	76%	72%	73%	66%
63	100%	100%	114%	146%
66	100%			
67				99%
71	96%			
74	107%			
79	100%	98%	100%	100%
91	88%			
97	100%			
431	100%	100%	100%	

Transportation

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

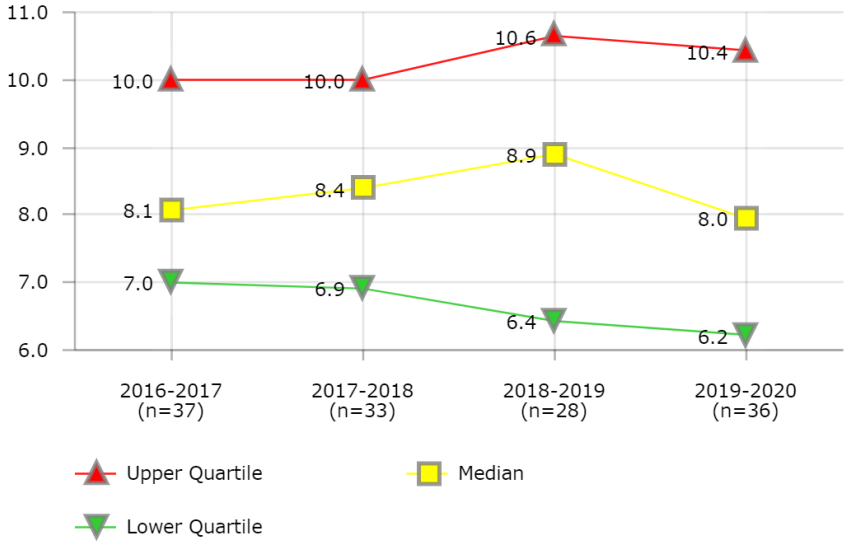
Careful consideration of each measure and its impact on a district's transportation services is vital to the improvement of performance.

General factors that influence transportation measures and improvement strategies include:

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

TRANSPORTATION

Bus Fleet - Average Age of Fleet



Description of Calculation

Average age of bus fleet.

Importance of Measure

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

Factors that Influence

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

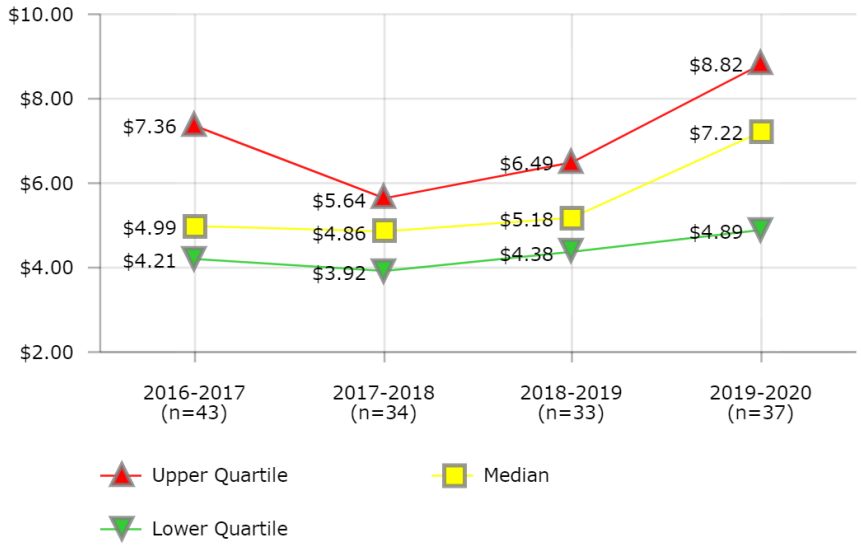
Districts in Best Quartile (2019-2020)

- Austin Independent School District
- Baltimore City Public Schools
- Duval County Public Schools
- Hillsborough County Public Schools
- Minneapolis Public Schools
- Oklahoma City Public Schools
- Palm Beach County School District
- Rochester City School District
- St. Paul Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
2	13.5			
3	3.0	3.0	3.0	3.0
5	10.2	10.2	10.2	11.0
7	13.4	10.4	11.9	10.9
8	7.0	7.0	6.8	4.8
9	7.5	7.0	7.0	7.0
10	8.5	8.0	8.0	6.2
11	12.7		11.2	11.6
12	8.1	9.8	8.5	8.0
13	8.9	10.2	10.6	12.0
14	10.0	11.0	11.0	9.0
16	16.0			
20	5.0			
21				3.9
23				8.0
25	8.4	9.0	10.0	7.9
26		6.0		7.0
27		12.9	13.2	13.4
28	7.2	8.4	9.3	9.0
32	8.7	9.7	10.7	11.7
33	3.0			
35	8.4	10.9	10.0	10.9
37	11.1	11.0		
39	11.0	9.6		13.8
40				6.5
41				6.3
44	5.3	4.4	3.5	4.2
46	2.4	3.4		5.0
47	8.9	6.7	7.8	7.5
48	6.1	6.8	6.0	6.3
49	10.0		11.6	11.6
51	7.9	6.5	4.5	4.8
52			5.5	6.0
53	10.0	10.0	10.0	10.0
54	7.0	7.0		7.0
55	8.0	8.2		
57	6.0	6.9	7.9	8.4
62		16.0		
66	7.9	9.8	11.6	9.8
67			1.9	
71	7.8	7.8		5.3
76	9.8		8.0	6.5
79	8.0	8.0	10.2	9.9
91	7.5	9.8		
97	12.0	9.3		9.0
431	6.3	6.5	6.1	

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

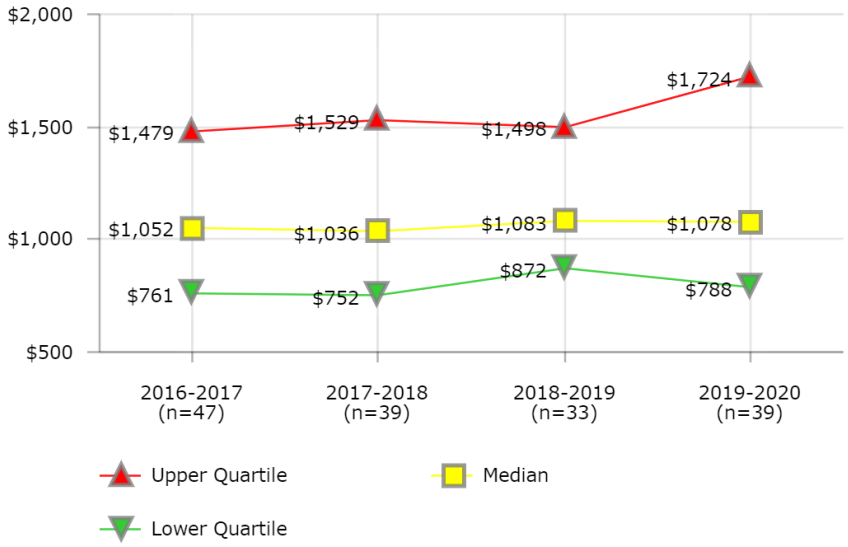
Districts in Best Quartile (2019-2020)

- Albuquerque Public Schools
- Duval County Public Schools
- Guilford County School District
- Houston Independent School District
- Jefferson County Public Schools (KY)
- Metropolitan Nasvhille Public Schools
- Miami-Dade County Public Schools
- Pinellas County Schools
- Shelby County School District
- Wichita Unified School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1	$5.57			
2	$9.12			
3	$4.99	$4.82	$5.62	$8.28
4	$3.13	$3.05	$3.16	$4.40
5	$4.77	$5.42	$5.91	$7.22
7	$5.81	$5.86	$5.61	$6.36
8	$4.30	$4.18	$4.07	$5.25
9	$5.07	$5.01	$5.18	$5.35
10	$4.24	$4.88	$4.78	$5.69
11	$6.27		$7.05	$10.24
12			$5.27	$8.35
13	$4.26	$4.56	$3.70	$13.86
14	$3.26	$3.63	$4.02	$3.66
16	$7.15			
18	$4.21	$4.91	$5.03	$4.34
20	$5.54			
21				$12.17
25		$7.92	$2.11	$16.04
26	$8.11	$8.74		$8.33
27		$5.51	$5.70	$9.26
28	$7.88	$5.59	$6.98	$8.36
30	$4.69	$4.74	$5.04	$8.85
32	$4.88	$4.58	$5.00	$3.99
33	$12.02			
35		$3.16	$3.87	$7.20
37	$8.46			
39	$5.16	$4.84		$3.05
40	$3.32			
41	$4.57			
43	$8.90			
44	$3.44	$3.91	$4.85	$4.43
45	$7.36			
47	$5.42	$5.30	$5.29	$4.77
48	$5.95	$5.77	$7.82	$7.61
49	$3.47		$2.78	$4.17
50		$1.87	$7.91	$7.13
51	$4.73	$3.06	$4.19	$5.24
52			$6.94	$8.82
53	$1.85	$1.93	$4.38	$0.42
54	$12.26			$15.88
55	$3.34	$3.59		
57	$13.35	$16.54	$7.64	$14.23
62		$5.75		
63	$5.54	$6.26	$6.49	$9.18
66	$4.16	$4.51	$4.94	$7.71
67			$8.25	
71	$4.64	$4.93		$6.70
76	$4.63		$5.37	$7.99
79	$8.37	$7.20	$9.05	$8.04
91	$3.47	$3.92		
97	$3.08	$4.01		$4.89
431	$9.11	$5.64	$4.96	

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

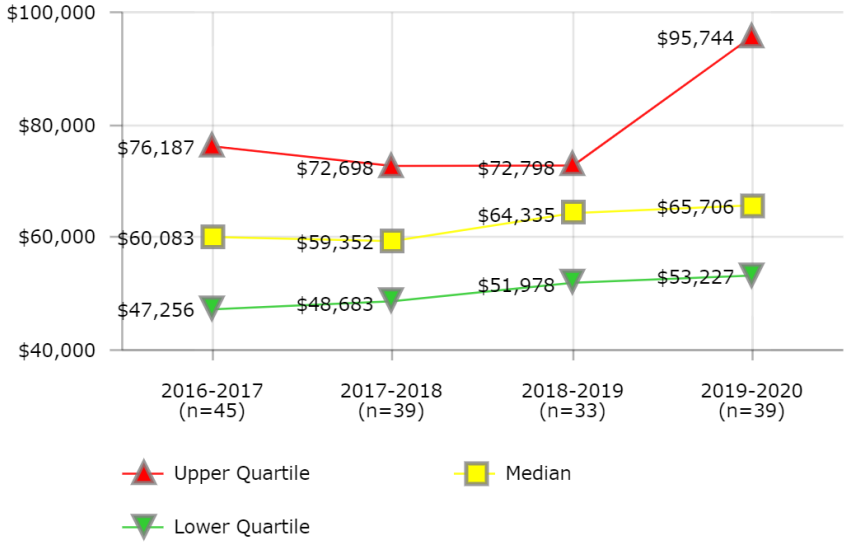
Districts in Best Quartile (2019-2020)

- Albuquerque Public Schools
- Anchorage School District
- Austin Independent School District
- Des Moines Public Schools
- Detroit Public Schools
- Jefferson County Public Schools (KY)
- Norfolk School District
- Oklahoma City Public Schools
- Palm Beach County School District
- Shelby County School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1	$889			
2	$1,501			
3	$819	$793	$945	$942
4	$1,524	$1,601	$1,657	$1,662
5	$680	$818		$913
7	$727	$724	$757	$759
8	$840	$840	$872	$788
9	$901	$893	$906	$872
10	$774	$852	$834	$824
11	$2,578		$3,071	$3,792
12	$598	$406	$638	$726
13	$690	$775	$890	$1,800
14	$439	$449	$495	$462
16	$4,140			
18	$1,009	$977	$1,059	$785
20	$761			
21				$1,722
23		$894		
25	$1,917	$2,333	$441	$2,535
26		$1,430		$1,399
27		$1,036	$1,083	$734
28	$1,214	$720	$918	$1,078
30	$1,214	$1,189	$1,245	$2,271
32	$1,042	$1,061	$1,037	$956
33	$1,420			
35	$1,161	$1,197	$914	$1,043
37	$1,243	$575		
39	$1,901	$1,982		$1,593
40	$1,052			
41	$682			$2,755
43	$1,366	$1,529	$1,488	
44	$1,268	$1,464	$1,528	$1,104
45	$1,479			
46	$3,072			$7,246
47	$1,075	$1,262	$1,112	$841
48	$1,204	$1,189	$1,498	$1,080
49	$972		$796	$824
50	$566	$353	$1,121	$607
51	$737	$474	$646	$518
52			$1,357	$1,653
53	$435	$315	$740	$687
54	$5,119	$5,211		$4,879
55	$496	$530		
57	$1,385	$1,729	$2,303	$2,055
62		$4,015		
63	$1,540	$1,603	$1,693	$1,425
66	$2,123	$1,929	$1,891	$1,724
67			$1,447	
71	$793	$809		$785
76	$1,019		$1,521	$1,380
79	$1,179	$1,314	$2,194	$2,646
91	$866	$1,082		
97	$712	$752		$895
431	$2,885	$1,582	$1,469	

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

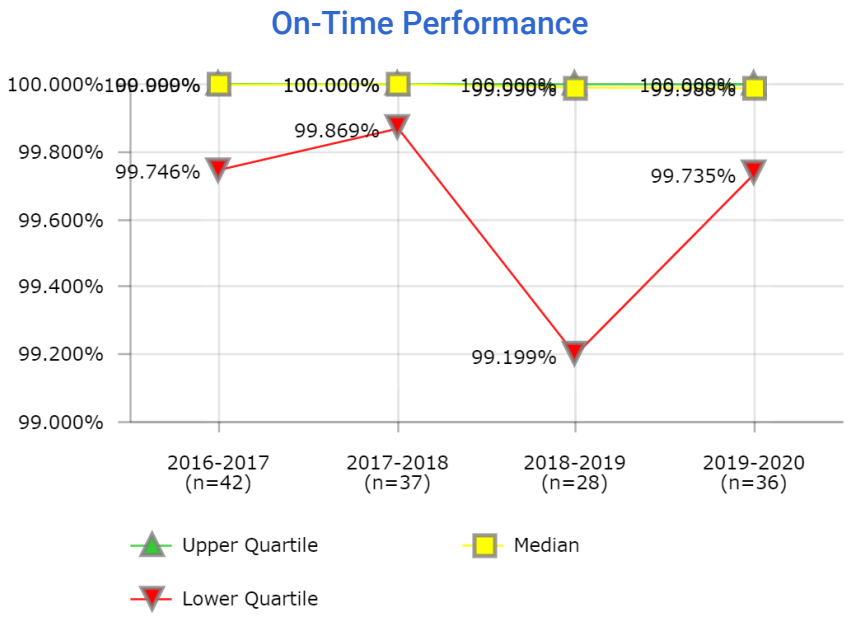
- Driver wage and benefit structure; labor contracts
- Cost of the fleet, including fleet replacement plan, facilities, fuel, insurance and maintenance also play a role in the basic cost
- Effectiveness of the routing plan
- Ability to use each bus for more than one route or run each morning and each 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 (2019-2020)

- Albuquerque Public Schools
- Detroit Public Schools
- Duval County Public Schools
- Guilford County School District
- Miami-Dade County Public Schools
- Newark Public Schools
- Norfolk School District
- Omaha Public School District
- San Antonio Independent School District
- Wichita Unified School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1	$62,492			
2	$116,490			
3	$85,147	$82,499	$96,172	$95,744
4	$48,753	$53,179	$41,331	$46,458
5	$44,351	$50,719	$71,454	$62,716
7	$61,173	$61,928	$52,776	$55,468
8	$66,645	$55,601	$60,267	$61,251
9	$68,318	$67,400	$65,386	$66,425
10		$60,882	$59,611	$54,146
11	$61,881		$69,243	$78,936
12	$35,307	$72,698	$64,335	$73,726
13	$57,030	$59,352	$47,770	$101,162
14	$34,940	$38,636	$43,426	$43,926
16	$82,930			
18	$67,628	$76,707	$86,498	$63,416
20	$70,751			
21				$59,888
23		$41,789		
25	$32,099	$25,760	$7,860	$32,097
26	$106,344	$112,050		$98,860
27		$48,683	$51,782	$40,144
28	$80,267	$53,696	$72,060	$86,249
30	$57,739	$58,100	$59,701	$109,485
32	$37,746	$41,944	$56,169	$50,429
33	$75,921			
35	$58,055	$59,384	$65,106	$74,339
37	$77,139	$32,411		
39	$60,083	$83,239		$82,698
40	$42,002			
41	$71,591			$87,048
43	$44,774	$45,377	$43,003	
44	$58,953	$67,206	$72,619	$53,227
45	$78,896			
46	$37,980	$98,734		$107,750
47	$58,707	$65,103	$72,798	$58,281
48				$96,343
49	$46,297		$45,771	$28,782
50		$18,298	$81,631	$45,288
51	$60,272	$47,239	$63,443	$63,385
52			$126,762	$248,502
53	$24,349	$27,863	$64,554	$65,706
54	$76,187	$79,444		$87,315
55	$54,322	$57,229		
57	$129,686	$157,106	$164,153	$146,737
62		$60,147		
63	$108,976	$112,263	$112,391	$102,085
66	$57,623	$56,871	$59,258	$53,210
67			$84,269	
71	$59,427	$63,652		$57,797
76	$47,256		$50,897	$48,863
79	$105,485	$86,334	$106,979	$99,166
91	$53,272	$59,414		
97	$46,867	$58,040		$74,491
431	$97,738	$54,107	$51,978	

TRANSPORTATION



Description of Calculation

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

Importance of Measure

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

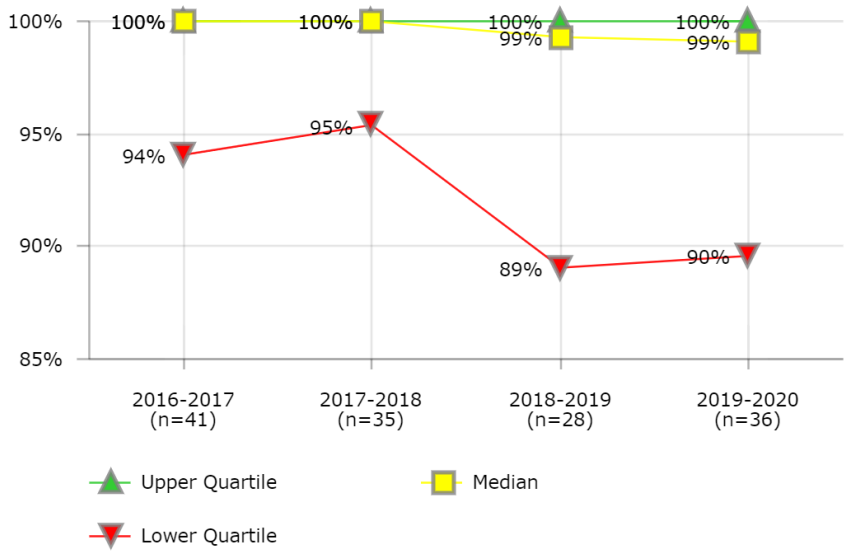
Factors that Influence

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

District	2016-2017	2017-2018	2018-2019	2019-2020
2	100.000%			
3	99.069%	98.860%	98.827%	99.345%
4	97.182%	96.281%	96.811%	98.103%
5		100.000%		100.000%
7	99.452%	99.229%	99.215%	98.794%
8	99.990%	97.980%	99.182%	98.576%
9	100.000%	100.000%	100.000%	95.645%
10	100.000%	100.000%		100.000%
11			98.882%	
12	100.000%	100.000%	100.000%	100.000%
13		100.000%	100.000%	
14	99.865%	99.869%	99.842%	99.873%
18	100.000%	100.000%	100.000%	100.000%
20	99.998%		100.000%	
21				100.000%
23		100.000%		100.000%
25	99.746%	100.000%	99.786%	99.974%
26	100.000%			88.448%
27		100.000%	100.000%	100.000%
28	95.421%	100.000%	100.000%	100.000%
30	99.804%	99.798%	99.744%	99.872%
32	99.988%	99.993%	100.000%	100.000%
35	99.781%	100.000%	100.000%	99.960%
37	99.917%	99.999%		
39	95.939%	100.000%		99.958%
40	100.000%			100.000%
41	100.000%			99.599%
43	100.000%	100.000%	100.000%	
44	97.710%	98.041%	98.379%	99.468%
45	100.000%			
46	100.000%	100.000%		100.000%
47	100.000%	100.000%		100.000%
48	99.982%	99.981%	99.981%	99.964%
49	100.000%			100.000%
50	100.000%	100.000%	100.000%	100.000%
51	84.008%	85.632%	88.032%	100.000%
53	100.000%	100.000%	100.000%	100.000%
54	99.948%	99.945%		
55	98.000%	97.977%		
57	100.000%	100.000%	100.000%	100.000%
63	100.000%	100.000%		
66	100.000%			96.092%
67			99.821%	
71	99.710%	100.000%		99.925%
76	93.805%		93.764%	100.000%
79	100.000%	100.000%	99.972%	99.976%
91	100.000%	98.226%		
97	99.967%	100.000%		99.947%
431	100.000%	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.

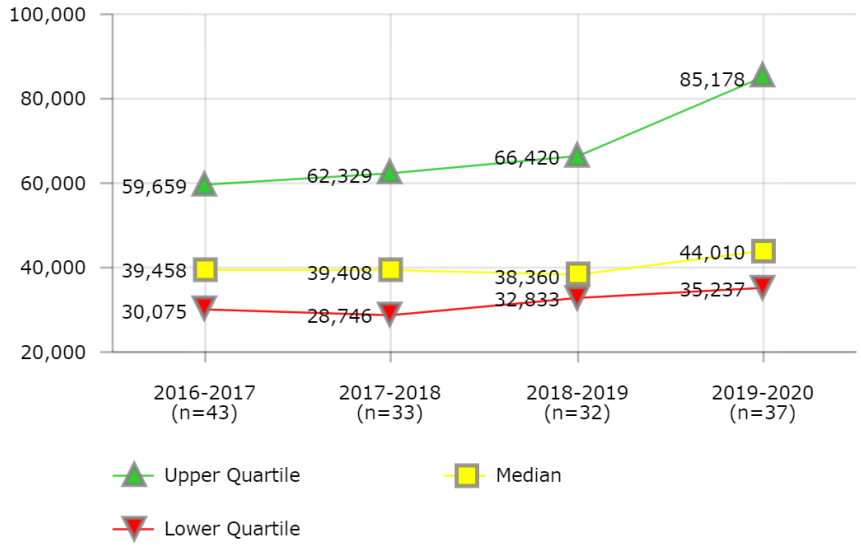
Districts in Best Quartile (2019-2020)

- Albuquerque Public Schools
- Anchorage School District
- Austin Independent School District
- Boston Public Schools
- Clark County School District
- Dallas Independent School District
- Des Moines Public Schools
- Detroit Public Schools
- Duval County Public Schools
- Jefferson County Public Schools (KY)
- Milwaukee Public Schools
- Norfolk School District
- San Antonio Independent School District
- Shelby County School District
- St. Louis Public Schools
- St. Paul Public Schools
- Wichita Unified School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1	100%			
2	100%			
3	100%	100%	100%	100%
4	100%	100%	74%	100%
5	95%	95%		
7	100%	100%	79%	100%
8	94%	94%	98%	
9	100%	100%	98%	100%
10	100%	100%	100%	93%
11	96%		92%	70%
12	47%	100%	100%	100%
13	100%	100%	79%	92%
14	95%	100%	100%	100%
16	81%			
18	91%	100%	100%	100%
20	104%			
21				90%
23		87%		84%
25			67%	99%
26	100%			101%
27				100%
28	100%	100%	100%	91%
30	100%	100%	100%	100%
32	55%	61%	94%	94%
33	103%			
35				88%
37	116%	48%		
39	93%	119%		89%
40	86%			86%
41				100%
43	54%	53%	51%	
44	99%	100%	100%	100%
45	100%			
46		98%		
47	100%	100%	105%	95%
48	94%	98%	99%	99%
49	60%		91%	54%
50	92%	90%	100%	100%
52			46%	
53	80%	92%	98%	100%
54	100%	100%		97%
55	100%	100%		
57	97%	97%	87%	85%
62		100%		
63		109%	109%	100%
66	100%	99%	100%	44%
71	100%	100%		100%
76	97%		100%	100%
79	97%	86%	106%	86%
91	100%	100%		
97	100%	99%		96%
431		104%		

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

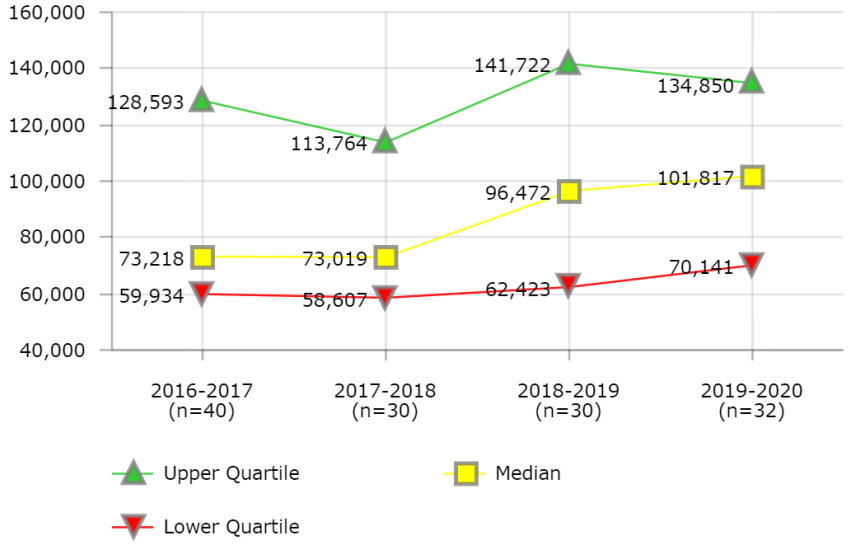
Districts in Best Quartile (2019-2020)

- Albuquerque Public Schools
- Charleston County School District
- Houston Independent School District
- Jefferson County Public Schools (KY)
- Minneapolis Public Schools
- Newark Public Schools
- Orange County Public School District
- San Antonio Independent School District
- Shelby County School District
- Wichita Unified School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1	39,510			
2	67,947			
3	97,774	94,189	75,990	80,270
4	82,937	87,846	142,822	87,973
5	15,080	15,998	20,358	19,015
7	28,722	28,300	20,332	42,667
8	45,049	33,478	37,791	39,627
9	40,625	28,746	36,040	40,208
10	39,044	38,929	38,929	43,755
11	33,041		32,745	35,510
12			25,527	25,218
13	30,075	28,972	32,920	21,630
14	51,726	77,543	69,128	98,797
16	49,553			
18	58,216	52,190	43,009	85,178
20	130,245		30,706	
21				25,621
23				102,392
25	19,867	45,062	336,018	116,550
27		33,501	37,457	35,237
28	45,332	41,556	34,631	56,224
30	59,659	51,763	47,839	60,442
32	23,064	25,973	26,902	42,540
33	17,117			
35		25,888	21,342	16,897
37	20,198			
39	38,600	44,733		280,630
40	39,458			11,915
41	27,441			
43	44,953			
44	78,789	91,621	39,193	44,010
45	34,668			
47	21,722	29,440	57,610	62,511
48	119,677	147,415	114,248	122,126
49	78,723		56,131	69,398
51	115,206	105,509	96,793	74,456
52				154,522
53	37,425	31,927	34,332	464,797
54	17,155	20,200		23,607
55	38,960	40,499		
57	34,684	25,743	54,196	44,785
62		100,951		
63	102,466	91,720	63,711	70,218
66	32,922	54,027	33,145	20,880
67			195,323	
71	31,719	30,328		31,265
76	40,202		86,045	191,025
79	25,195	20,131	35,683	43,844
91	36,683	39,408		
97	45,968	62,329		36,275
431	134,093	25,398	29,875	

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

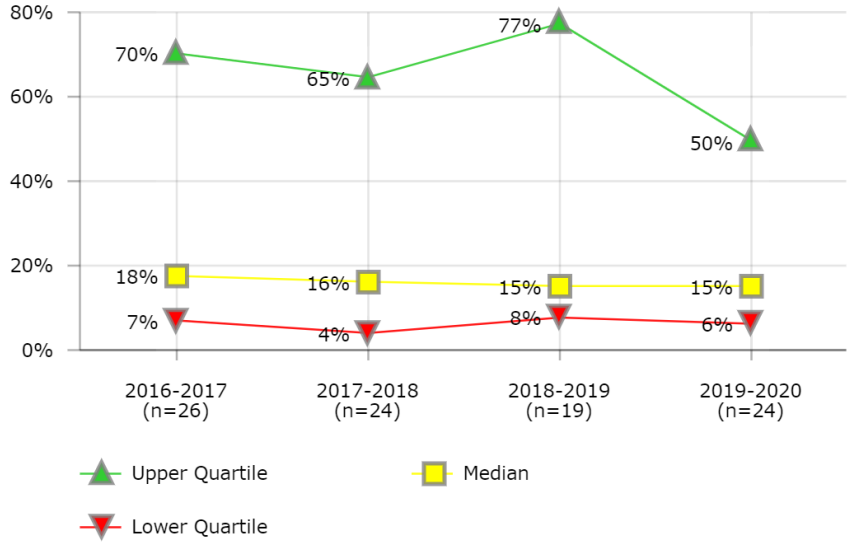
Districts in Best Quartile (2019-2020)

- Albuquerque Public Schools
- Guilford County School District
- Metropolitan Nasvhille Public Schools
- Minneapolis Public Schools
- Orange County Public School District
- San Antonio Independent School District
- Shelby County School District
- Wichita Unified School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1	69,613			
2	114,054			
3	3,031,000		1,013,200	
4	169,404	198,165	238,037	168,813
5	30,303	35,687	39,059	35,946
7	58,509	47,307	33,952	83,147
8	82,640	113,764	112,069	119,898
9	72,562	68,230	64,633	74,827
10	90,212	79,347	79,347	76,867
11	113,096		107,724	114,835
12			37,711	75,652
13	83,977	89,843	111,525	80,742
14	71,123	171,128	126,159	193,934
16	103,611			
18	127,580	104,381	99,252	218,056
20	752,524		67,236	
21				48,938
23				116,044
27		57,149	73,978	50,339
28	78,301	89,576	71,609	106,825
32	48,058	43,259	39,961	78,824
33	55,000			
35		61,414	41,636	34,146
37	37,839			
39	61,360	78,176		
40	67,287			93,278
41	42,651			
44	237,417	217,177	153,207	128,285
45	70,573			
47	51,301	69,802	174,006	252,062
48	247,440	235,504	209,897	231,396
49	129,605		130,278	141,414
51	219,938	161,781	151,239	120,991
52				252,114
53	71,285	64,220	62,423	
54	73,874	74,312		100,330
55	65,860	67,222		
57	66,216	58,607	83,579	65,454
62		245,166		
63	678,839	105,380	93,693	108,724
66	51,589	71,726	61,709	34,519
67			390,646	
71	63,133	59,226		55,373
76	132,093		141,722	764,102
79	35,855	31,455	118,943	43,844
91	54,290	52,800		
97	102,039	131,884		103,304
431	134,093	47,167	49,792	

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.

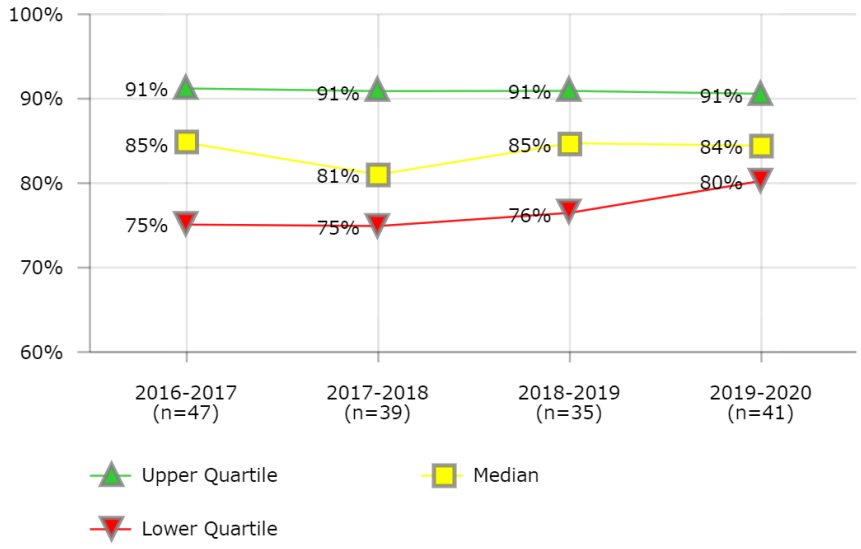
Districts in Best Quartile (2019-2020)

- Clark County School District
- Jefferson County Public Schools (KY)
- Los Angeles Unified School District
- Minneapolis Public Schools
- Omaha Public School District
- Portland Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1	31%			
3	7%	11%	14%	17%
5	85%	85%		97%
9	100%	100%	98%	100%
10	7%	8%	8%	8%
11	68%		77%	77%
13	14%	17%	13%	15%
16	100%			
20	32%		3%	
23		11%		2%
26		40%		35%
33	19%			
35	1%	1%	1%	1%
39	12%	17%		13%
40	12%			12%
41	16%			8%
44	1%	3%	2%	3%
47		0%	0%	0%
48	100%	100%	100%	
49	70%			
50		38%	45%	46%
52			37%	101%
53	100%	98%	98%	100%
54	4%	5%		5%
55	0%	0%		
57	16%	17%	15%	15%
62		9%		
66	52%	57%	37%	54%
67			30%	
71	1%	1%		2%
76			9%	22%
79		1%	8%	8%
91	100%	100%		
97	16%	16%		23%
431	62%	73%	86%	

TRANSPORTATION

Bus Fleet - Daily Buses as Percent of Total Buses



Description of Calculation

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

Importance of Measure

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

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

Factors that Influence

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

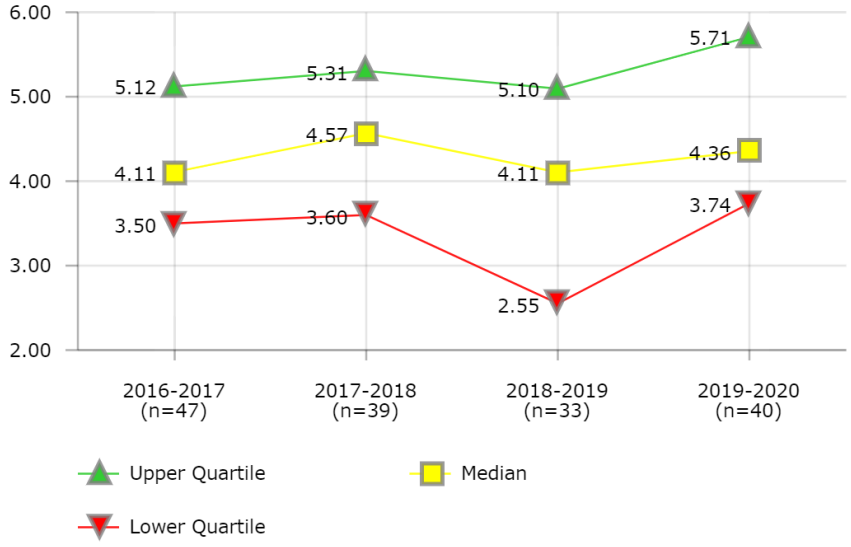
Districts in Best Quartile (2019-2020)

- Albuquerque Public Schools
- Baltimore City Public Schools
- Chicago Public Schools
- Detroit Public Schools
- Guilford County School District
- Houston Independent School District
- Milwaukee Public Schools
- Newark Public Schools
- Portland Public Schools
- Shelby County School District
- St. Louis Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1	90%			
2	72%			
3	85%	85%	85%	85%
4	86%	90%	87%	90%
5	92%	95%	91%	91%
7	79%	79%	82%	82%
8	81%	78%	82%	80%
9	82%	82%	76%	89%
10	71%	75%	75%	70%
11	91%		86%	86%
12	89%	76%	72%	76%
13	77%	77%	80%	77%
14	76%	87%	87%	91%
16	59%			
18	91%	91%	91%	91%
20	97%		98%	
21				90%
23		78%		79%
25	93%		97%	97%
26		100%		89%
27		64%	60%	55%
28	72%	70%	74%	78%
30	91%	91%	91%	91%
32	61%	67%	78%	81%
33	74%			
35	100%	96%	100%	83%
37	79%	81%		
39	93%	100%		93%
40	86%			86%
41	96%			82%
43	100%	100%	100%	
44	87%	87%	88%	88%
45	91%			
46	91%	99%		98%
47	51%	63%	69%	54%
48	75%	76%	81%	82%
49	79%		85%	93%
50	90%	91%	91%	91%
51	59%	71%	75%	81%
52			99%	66%
53	72%	78%	78%	81%
54	91%	89%		99%
55	88%	87%		
57	77%	81%	85%	83%
62		68%		
63	100%	100%	100%	91%
66	92%	83%	85%	84%
67			81%	
71	75%	72%		84%
76	100%		63%	56%
79	83%	85%	85%	86%
91	76%	75%		
97	72%	73%		71%
431	84%	63%	67%	

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

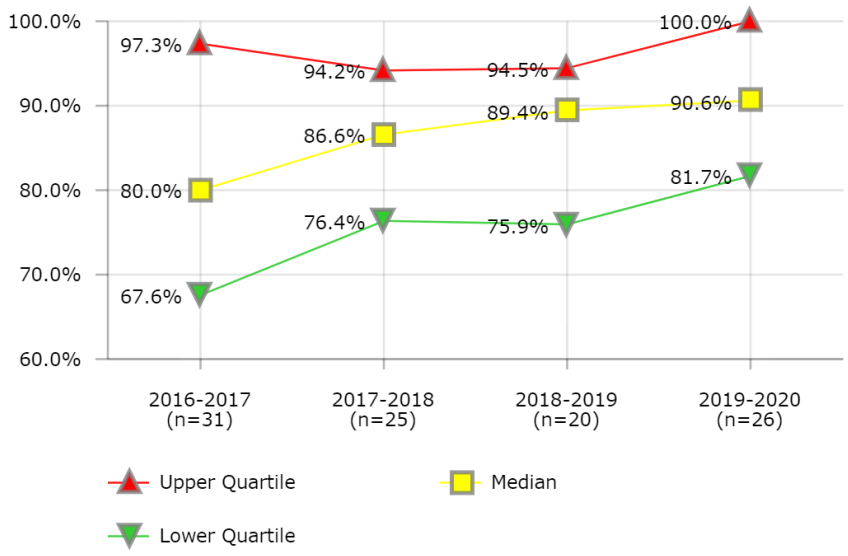
Districts in Best Quartile (2019-2020)

- Anchorage School District
- Cleveland Metropolitan School District
- Des Moines Public Schools
- Guilford County School District
- Metropolitan Nasvhille Public Schools
- Milwaukee Public Schools
- Norfolk School District
- Orange County Public School District
- St. Louis Public Schools
- St. Paul Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1	4.21			
2	8.49			
3	5.47	5.85	6.02	6.75
4	4.88	4.77	4.79	5.33
5	3.50	3.28		4.20
7	6.04	6.08	6.32	7.05
8	5.67	4.95	4.88	5.56
9	5.11	4.75	4.96	4.29
10	5.02	5.10	5.10	5.24
11			2.21	0.64
12	15.59	7.07	6.28	6.52
13	5.38	5.20	4.22	5.11
14	3.72	3.60	3.95	4.05
16	5.51			
18	5.11	5.05	4.99	5.02
20	3.76		1.03	
21				1.90
23		3.81		3.90
25	1.03		1.41	2.00
26	4.68	4.78		5.44
27		4.74	5.57	5.80
28	5.12	4.41	5.10	2.41
30	3.77	3.74	3.76	7.67
32	7.98	7.44	1.60	1.60
33	3.86			
35	3.69	4.07	3.96	4.14
37	3.73	3.88		
39	1.99	2.00		5.61
40	3.74			3.72
41	2.38			4.42
43	1.44	2.47	1.52	
44	4.11	4.21	4.09	4.06
45	3.58			
46	1.31	1.16		1.39
47	6.06	5.46	3.59	6.21
48	6.38	6.77	6.69	8.23
49	4.70		4.17	5.85
50	3.50	3.45	3.70	3.71
51	2.46	2.46	2.46	2.95
53	2.33	2.21	2.22	2.22
54	3.09	3.20		3.75
55	5.35	5.31		
57	3.98	7.28	6.31	6.31
62		4.45		
63	2.89	5.55	5.47	6.22
66	4.01	4.25	4.11	4.26
67			1.00	
71	4.16	4.57		4.14
76	2.30		4.00	4.00
79	5.10	4.58	4.91	4.58
91	4.80	5.84		
97	5.00	4.57		4.77
431	2.40	2.81	2.55	

TRANSPORTATION

Fuel Cost as Percent of Retail - Diesel



Description of Calculation

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

Importance of Measure

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

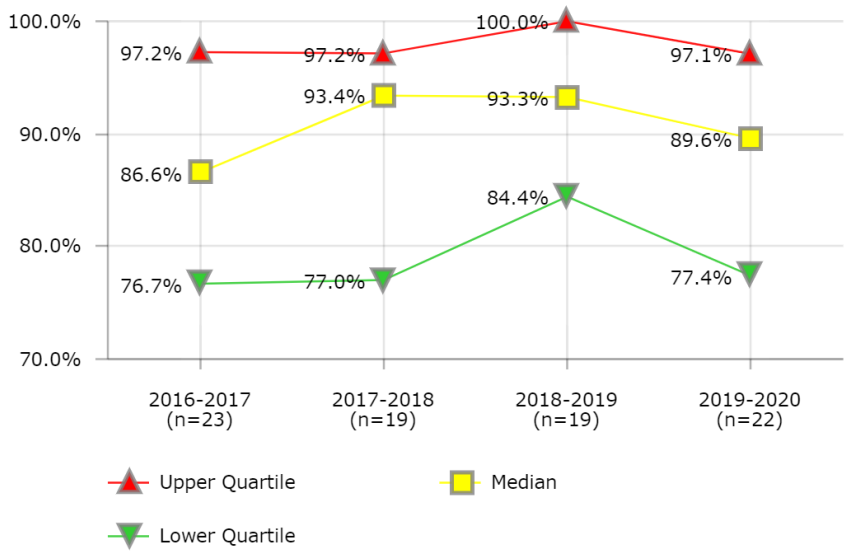
Districts in Best Quartile (2019-2020)

- Anchorage School District
- Baltimore City Public Schools
- Broward County Public Schools
- Charlotte-Mecklenburg Schools
- Houston Independent School District
- Omaha Public School District
- Palm Beach County School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1	63.7%			
3	90.8%	90.7%	91.4%	92.0%
4	74.7%	77.7%	89.0%	88.7%
7	76.4%	77.3%	74.7%	73.9%
8	79.4%	63.1%	66.3%	65.6%
9				100.0%
10		76.4%	83.3%	
12	100.0%			
13			82.0%	80.5%
14	97.3%	97.3%	99.7%	98.8%
18	80.0%	73.0%	73.7%	82.3%
20	59.3%			
21				98.9%
25	100.0%			
26	100.0%	100.0%		100.0%
27		100.0%		
28		77.0%		
32	70.9%	94.2%	93.6%	92.9%
33	100.0%			
35	62.7%	76.9%	100.0%	100.0%
37	66.3%	98.6%		
39				53.8%
41				100.0%
44	93.1%	93.8%	94.2%	92.9%
45	58.4%			
46	75.6%	75.6%		74.0%
47	100.0%	86.4%	86.4%	86.4%
48	93.0%	94.0%	94.7%	94.1%
49	66.4%		77.2%	100.0%
51	89.9%	90.3%	90.9%	100.0%
55	63.7%	67.8%		56.8%
57	100.0%	100.0%	100.0%	100.0%
66	67.6%	74.8%	72.1%	81.7%
67			89.9%	
71	72.8%	68.9%		84.2%
76	85.1%			
79	79.5%		73.2%	89.3%
91	86.1%	86.6%		
97	91.6%	90.9%		85.2%
431	100.0%	100.0%	100.0%	

TRANSPORTATION

Fuel Cost as Percent of Retail - Gasoline



Description of Calculation

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

Importance of Measure

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

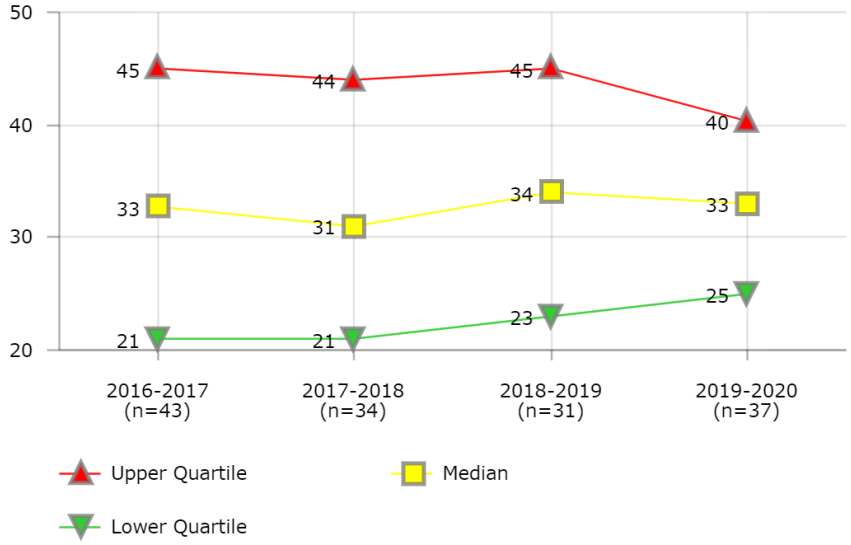
Districts in Best Quartile (2019-2020)

- Charlotte-Mecklenburg Schools
- Clark County School District
- Houston Independent School District
- Minneapolis Public Schools
- Orange County Public School District
- Palm Beach County School District

District	2016-2017	2017-2018	2018-2019	2019-2020
5	100.0%	100.0%	100.0%	100.0%
7	86.6%	83.8%	82.6%	91.5%
8	81.4%	67.4%	70.0%	63.1%
9	89.9%	77.0%	84.4%	64.2%
10		84.3%	95.2%	
11			85.5%	91.9%
13			83.1%	82.0%
14	97.2%	97.0%	97.8%	97.5%
16	87.9%			
21				91.8%
25	100.0%	100.0%	141.7%	81.9%
28		76.9%		
32	71.1%	93.6%	93.3%	91.4%
33	100.0%			
35	77.1%			97.1%
37	68.9%			
39				65.9%
41				100.0%
45	69.2%			
46				87.3%
47	100.0%	77.8%	85.0%	85.0%
48	84.9%	93.4%	93.5%	77.4%
49	71.7%		122.3%	
51	89.5%	90.2%	90.9%	100.0%
52			70.2%	73.5%
53	83.3%	125.8%	163.6%	100.0%
55	65.1%	68.2%		59.8%
66	87.4%	97.2%	96.3%	92.6%
67			90.0%	
71	78.9%	75.8%		87.8%
76	76.7%			
91	90.8%	96.5%		
97		93.6%		
431	100.0%	100.0%	100.0%	

TRANSPORTATION

Daily Ride Time - General Education



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

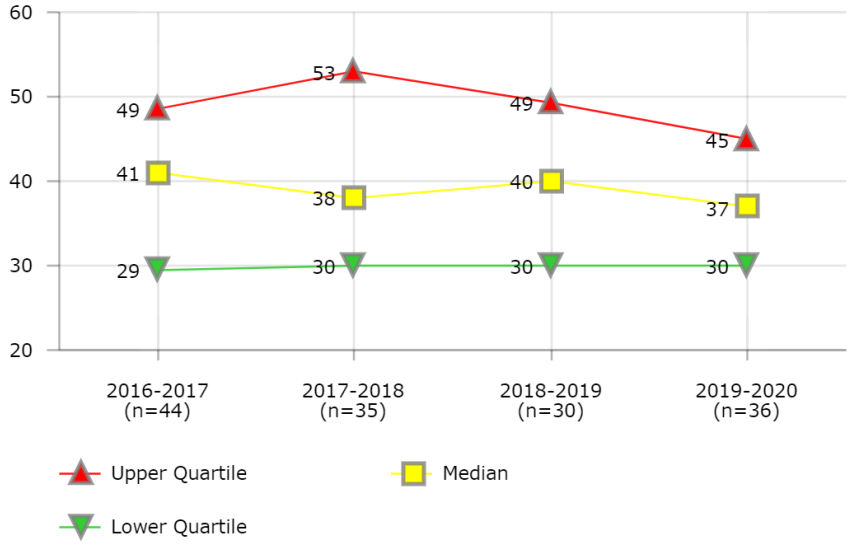
Districts in Best Quartile (2019-2020)

- Albuquerque Public Schools
- Austin Independent School District
- Clark County School District
- Detroit Public Schools
- Guilford County School District
- Hillsborough County Public Schools
- Metropolitan Nasvhille Public Schools
- Orange County Public School District
- St. Paul Public Schools
- Wichita Unified School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1	17			
2	40			
3	20	20	20	20
4	21	21	22	22
5		15		32
7	22	25	35	35
8	60			
9	22	30	23	24
10	25	25	25	25
11	43		49	49
12			30	
13	20	25	22	33
14	15	15	15	15
16	32			
18	45	45	45	45
20	41		53	
21				58
23				30
25			40	40
26		25		33
28	40	40	40	40
30	51	49	49	50
32			30	30
33	60			
35	49	45	45	45
37	40	40		
39	45	90		90
40	60			60
41	20			32
43	40	40	40	
44	27	38	38	39
45	42			
46	51	46		40
47	30	30	30	23
48	14	15	15	15
49	24		50	23
50	13	14	16	17
51	32	30	30	30
53	28	24	26	27
54	40	41		38
55	16	16		
57	45	55	55	55
62		60		
63	35	35	35	35
66	32	33	34	34
67			60	
71	19	19		22
76	53		45	45
79	15	15	27	27
91	33	32		
97	62	66		36
431	44	44	21	

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 (2019-2020)

- Albuquerque Public Schools
- Austin Independent School District
- Clark County School District
- Dallas Independent School District
- Detroit Public Schools
- Hillsborough County Public Schools
- Miami-Dade County Public Schools
- Oklahoma City Public Schools
- St. Paul Public Schools
- Wichita Unified School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1	21			
2	20			
3	25	25	25	25
4	21	21	22	22
5	19	20		47
7	34	35	60	60
8	60			
9	38	27	19	18
10	30	30	30	30
11	38		37	37
12			45	
13	26	32	24	44
14	30	30	30	30
16	47			
18	60	60	60	60
20	46			
21				45
23				35
25	33	35	40	40
26		27		37
28	40	40	40	40
30	53	52	51	50
32			30	30
33	60			
35		60	60	45
37	45	45		
39	45	90		90
40	60			60
41	45			29
43	50	50	50	
44	50	69	61	66
45	42			
46	45	39		32
47	30	30	30	37
48	29	30	29	32
49	20		30	
50	28	30	27	26
51	45	45	45	30
53	36	36	33	35
54	38	38		37
55	36	36		
57	55	55	45	45
62		60		
63	45	45	45	45
66	49	49	49	36
67			60	
71	23	23		24
76	48		40	40
79	20	20	40	40
91	43	53		
97	75	82		40
431	58	58	29	

Human Resources

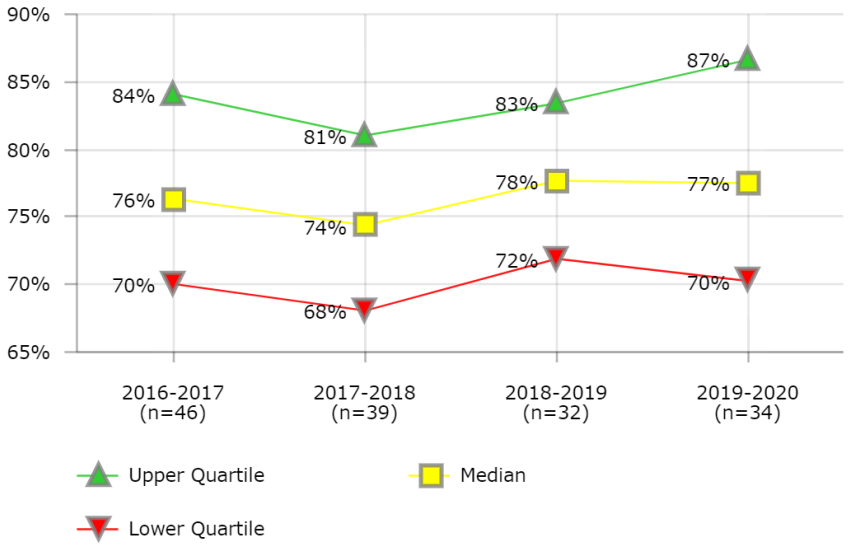
The measures in this section include such districtwide indicators as **Teacher Retention Rate** and **Employee Separation Rate**, as well as indicators that are focused more narrowly on the operation of the district's human resources department, such as **HR Cost per District FTE**, **HR Cost per $100k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

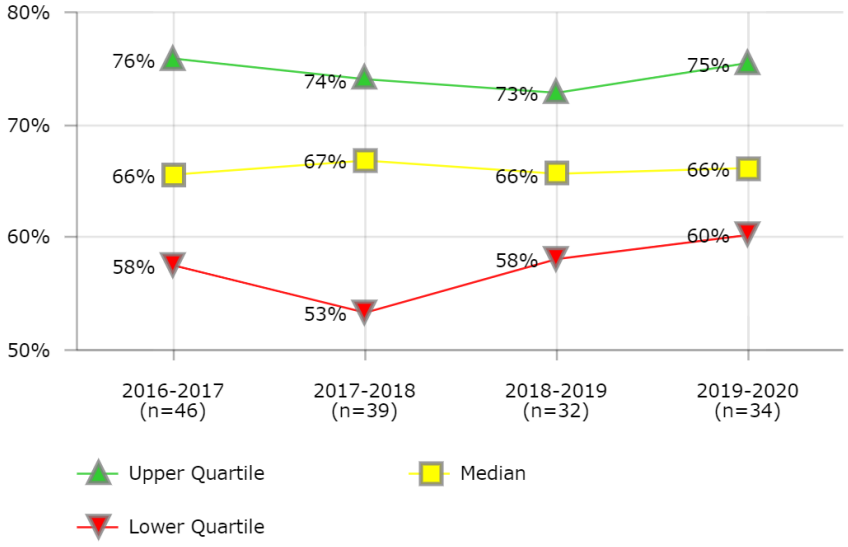
Districts in Best Quartile (2019-2020)

- Cincinnati Public Schools
- Clark County School District
- Cleveland Metropolitan School District
- Columbus Public Schools
- Detroit Public Schools
- El Paso Independent School District
- Fresno Unified School District
- Jackson Public School District (MS)
- Portland Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1	81%			
2	84%	80%		
3	60%	67%	81%	76%
4	75%	75%	78%	76%
5	74%	76%		87%
7	87%	76%		86%
8	61%	64%	83%	82%
9	85%	87%	87%	88%
10	67%	61%		63%
12	77%	84%	83%	76%
13		81%	79%	
14	76%			
15	100%			96%
18	56%	61%	71%	68%
20	89%	90%		100%
23				65%
27	72%	62%	61%	63%
28	83%	73%	72%	
29	73%			
30	70%	68%	72%	78%
32	84%	82%	84%	84%
35	94%	85%	83%	87%
37	69%	71%		
39	63%			77%
40	74%		92%	74%
41	70%	60%	72%	
43	84%	81%	84%	
44	55%	65%	77%	65%
45	90%			77%
46	72%	72%	69%	70%
48	74%	74%	79%	79%
49	66%	73%	72%	73%
50	84%	71%	76%	87%
51	65%		67%	48%
52	63%	52%	65%	69%
53	84%	80%	71%	85%
54	72%	75%		
55	80%	83%		
57	85%	78%	86%	91%
58	72%	72%	78%	68%
62		70%		
63	47%	49%		
66	77%		82%	82%
67	84%	81%	87%	102%
71	82%	80%	76%	71%
76			77%	
79	100%	73%	73%	
91	89%	84%		
97	77%	73%	75%	79%
431	84%	89%	90%	90%

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

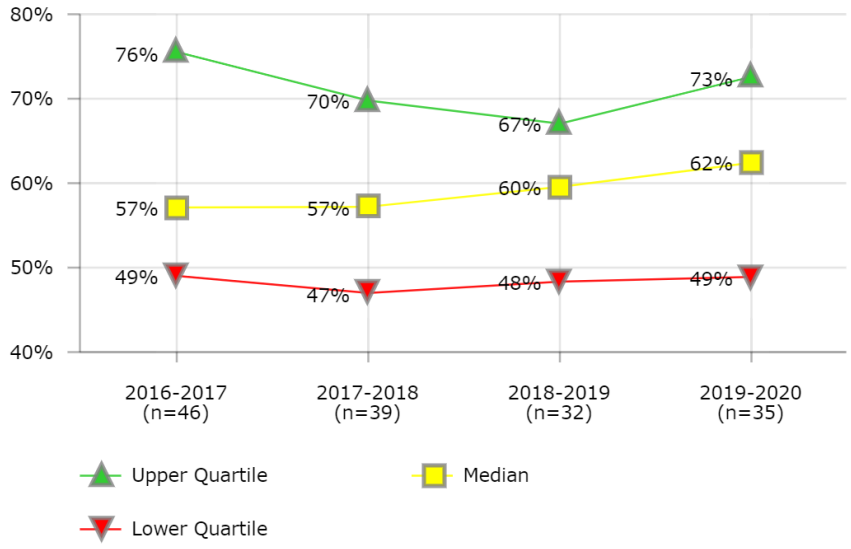
Districts in Best Quartile (2019-2020)

- Anchorage School District
- Cincinnati Public Schools
- Clark County School District
- Columbus Public Schools
- El Paso Independent School District
- Fort Worth Independent School District
- Fresno Unified School District
- Houston Independent School District
- Portland Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1	85%			
2	86%	84%		
3	60%	52%	69%	67%
4	64%	67%	68%	66%
5	80%	74%		92%
7	73%	69%		79%
8	47%	50%	65%	73%
9	73%	74%	75%	79%
10	59%	43%		54%
12	73%	85%	75%	65%
13		71%	73%	
14	64%			
15	100%			63%
18	44%	43%	54%	60%
20	82%	81%		100%
23				47%
27	64%	54%	52%	55%
28	67%	53%	54%	
29	56%			61%
30	51%	57%	65%	65%
32	75%	78%	75%	73%
35	92%	75%	85%	77%
37	58%	58%		
39	51%			79%
40	60%		73%	92%
41	59%	48%	52%	
43	76%	73%	72%	
44	38%	54%	65%	49%
45	75%			73%
46	54%	55%	56%	51%
48	67%	74%	74%	75%
49	54%	53%	62%	59%
50	79%	53%	65%	
51	42%		46%	55%
52	53%	41%	51%	61%
53	79%	72%	69%	75%
54	58%	64%		
55	64%	71%		
57	67%	72%	66%	71%
58	64%	66%	65%	59%
62		69%		
63	38%	42%		
66	63%		73%	71%
67	86%	84%	73%	75%
71	80%	65%	61%	61%
76			55%	
79	74%	76%	70%	
91	69%	75%		
97	71%	64%	60%	63%
431	90%	84%	92%	92%

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

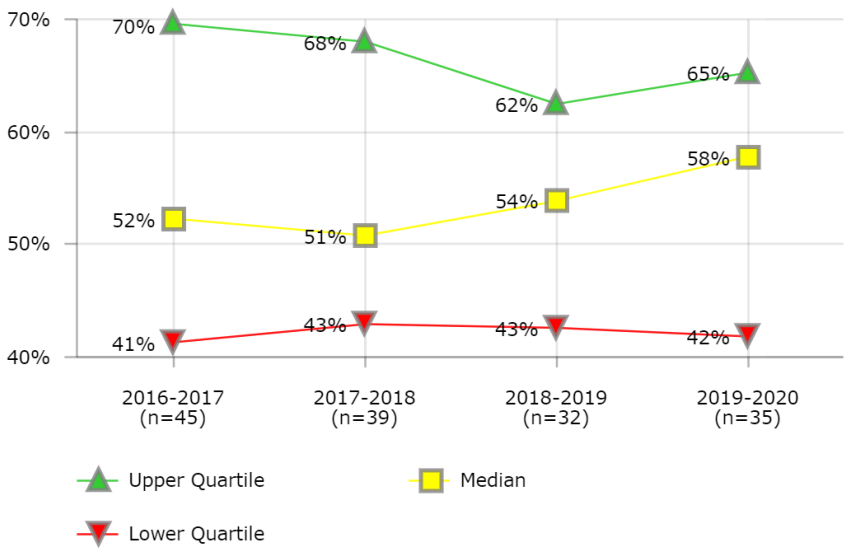
Districts in Best Quartile (2019-2020)

- Buffalo Public Schools
- Detroit Public Schools
- El Paso Independent School District
- Fort Worth Independent School District
- Fresno Unified School District
- Houston Independent School District
- Jackson Public School District (MS)
- Orange County Public School District
- Portland Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1	85%			
2	70%	86%		
3	53%	56%	53%	59%
4	56%	58%	63%	63%
5	78%	80%		76%
7	60%	59%		63%
8	43%	40%	58%	56%
9	67%	64%	64%	68%
10	53%	47%		45%
12	70%	86%	66%	51%
13		64%	62%	
14	61%			
15	100%			88%
18	35%	50%	41%	49%
20	78%	77%		62%
23				40%
27	49%	34%	47%	48%
28	60%	50%	44%	
29	44%			65%
30	51%	44%	57%	50%
32	62%	70%	72%	66%
35	89%	73%	75%	70%
37	49%	50%		
39	43%			79%
40	76%		62%	73%
41	40%	41%	42%	
43	57%	72%	67%	
44	36%	43%	54%	40%
45	75%			73%
46	45%	43%	41%	45%
48	76%	67%	74%	74%
49	42%	50%	51%	49%
50	87%	49%	49%	73%
51	31%		38%	34%
52	63%	38%	40%	49%
53	79%	68%	67%	67%
54	50%	63%		
55	51%	54%		
57	50%	57%	65%	61%
58	54%	56%	61%	55%
62		47%		
63	29%	34%		
66	89%		75%	63%
67	85%	86%	67%	76%
71	54%	51%	51%	49%
76			41%	
79	57%	71%	72%	
91	74%	60%		
97	57%	62%	53%	51%
431	91%	90%	94%	94%

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

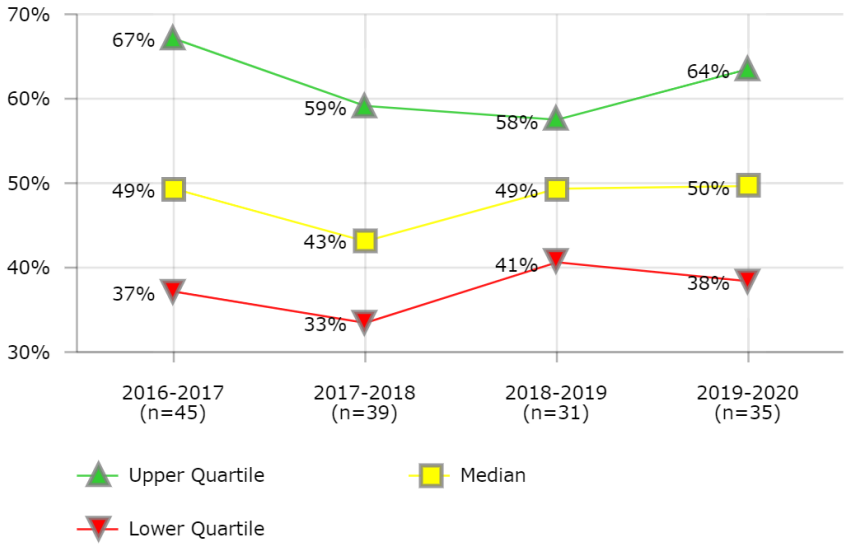
Districts in Best Quartile (2019-2020)

- Buffalo Public Schools
- Columbus Public Schools
- El Paso Independent School District
- Fresno Unified School District
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- Omaha Public School District
- Orange County Public School District
- Portland Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1	87%			
2	52%	70%		
3	55%	51%	56%	48%
4	62%	50%	54%	59%
5	75%	78%		74%
7	52%	56%		63%
8	37%	39%	50%	54%
9	58%	61%	58%	59%
10	55%	42%		42%
12	69%	93%	56%	49%
13		60%	61%	
14	58%			
15	100%			85%
18		34%	34%	36%
20	74%	72%		58%
23				32%
27	41%	31%	33%	42%
28	49%	41%	43%	
29	40%			61%
30	47%	44%	47%	46%
32	71%	59%	60%	60%
35	85%	70%	73%	69%
37	40%	43%		
39	41%			63%
40	50%		64%	62%
41	34%	37%	42%	
43	38%	54%	68%	
44	30%	43%	43%	36%
45	79%			68%
46	39%	37%	39%	35%
48	66%	76%	67%	75%
49	43%	41%	43%	44%
50	91%	47%	47%	37%
51	28%		30%	28%
52	41%	54%	39%	40%
53	69%	69%	65%	65%
54	48%	46%		
55	45%	47%		
57	50%	44%	49%	60%
58	43%	48%	54%	54%
62		61%		
63	29%	27%		
66	60%		67%	65%
67	85%	85%	61%	66%
71	73%	50%	42%	42%
76			43%	
79	50%	51%	66%	
91	70%	68%		
97	54%	51%	57%	48%
431	91%	91%	93%	92%

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

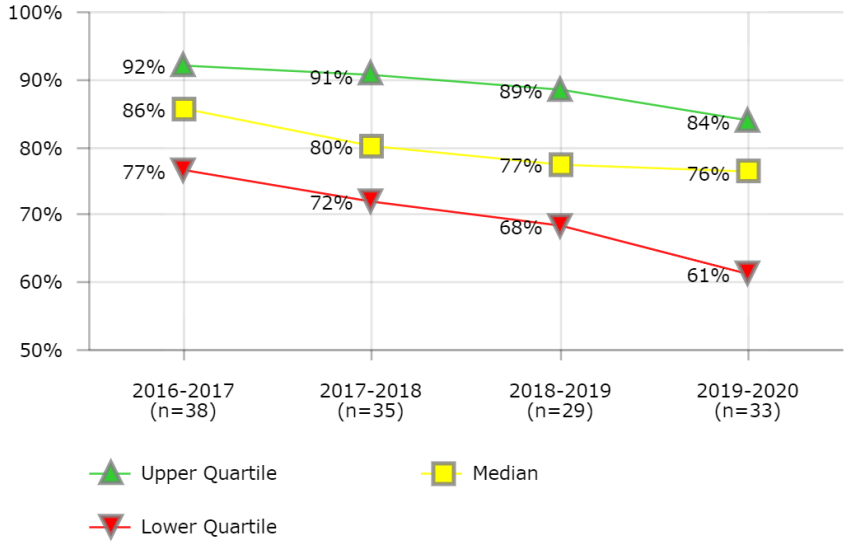
Districts in Best Quartile (2019-2020)

- Columbus Public Schools
- District of Columbia Public Schools
- El Paso Independent School District
- Fort Worth Independent School District
- Fresno Unified School District
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- Orange County Public School District
- Portland Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1	89%			
2	45%	52%		
3	53%	51%	53%	52%
4	56%	56%	47%	49%
5	69%	75%		80%
7	47%	42%		59%
8	50%	34%	46%	48%
9	59%	54%	56%	53%
10	48%	42%		38%
12	60%	88%	55%	50%
13		56%	58%	
14	47%			
15	100%			89%
18		33%	27%	47%
20	95%	69%		51%
23				30%
27	37%	30%	29%	32%
28	38%	35%	33%	
29	32%			74%
30	50%	43%	44%	46%
32	67%	68%	57%	49%
35	81%	65%	70%	71%
37	37%	43%		
39	36%			51%
40	49%		70%	64%
41	35%	31%	50%	
43	45%	33%	53%	
44	28%	38%	43%	34%
45	73%			59%
46	34%	34%	32%	34%
48	58%	66%	76%	75%
49	37%	39%	38%	38%
50	86%	25%	49%	46%
51	21%		26%	24%
52	49%	33%	53%	36%
53	70%	59%	64%	64%
54	48%	44%		
55	38%	41%		
57	33%	31%	41%	47%
58	33%	40%	47%	49%
62		29%		
63	21%	28%		
66	49%		60%	59%
67	90%	85%	60%	64%
71	55%	21%	39%	34%
76			42%	
79	99%	45%	71%	
91	58%	66%		
97	50%	48%	48%	50%
431	91%	91%		97%

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

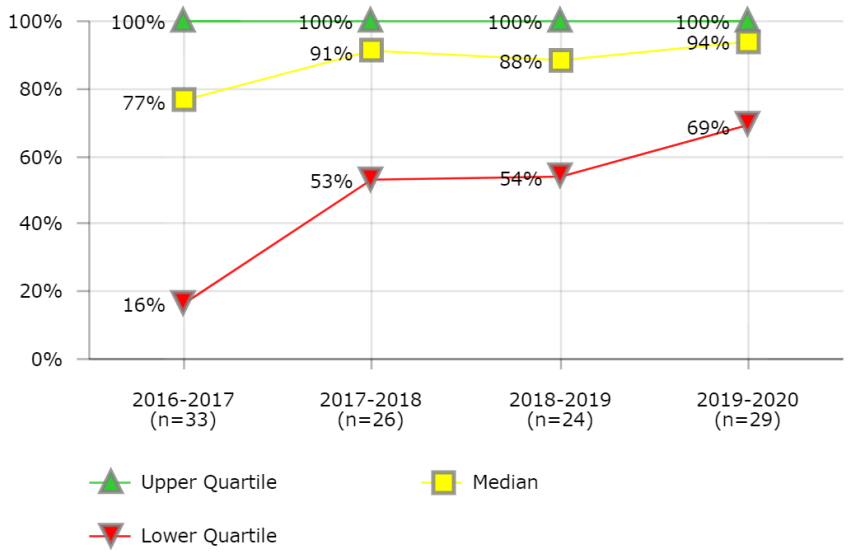
Districts in Best Quartile (2019-2020)

- Anchorage School District
- Des Moines Public Schools
- Duval County Public Schools
- Fresno Unified School District
- Jefferson County Public Schools (KY)
- Orange County Public School District
- Palm Beach County School District
- Portland Public Schools
- St. Paul Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1	92%			
2	82%	69%		
3	92%	90%	89%	84%
4	89%	79%	76%	76%
5	96%	97%		92%
7	97%	96%		92%
8	94%	90%	96%	96%
9	88%	82%	54%	82%
10	57%	79%		80%
12	84%	85%	76%	84%
13		95%	66%	
14	77%			
18			77%	
20	85%	59%		
23				81%
27	77%	75%	88%	82%
28	98%	98%	98%	
29				55%
30	84%	80%	70%	56%
32		33%	27%	33%
35		55%	49%	63%
37	90%	70%		
39	82%			65%
40	86%		84%	76%
41	72%			
43	65%	57%	54%	
44	97%	91%	92%	88%
45	73%			75%
46	72%	72%	68%	56%
48	96%	76%	91%	88%
49	86%	72%	72%	61%
50		50%	34%	32%
51	53%		56%	50%
52	94%	96%	93%	60%
53				96%
54	80%	76%		73%
55	82%	71%		
57	86%	83%	87%	
58	73%	75%	77%	62%
62		100%		
63	75%			
66	81%		92%	51%
67	96%	93%		98%
71	92%	88%	85%	80%
76			77%	
79		93%	88%	71%
91	88%	87%		
97	89%	90%	89%	82%
431	91%	80%	79%	83%

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

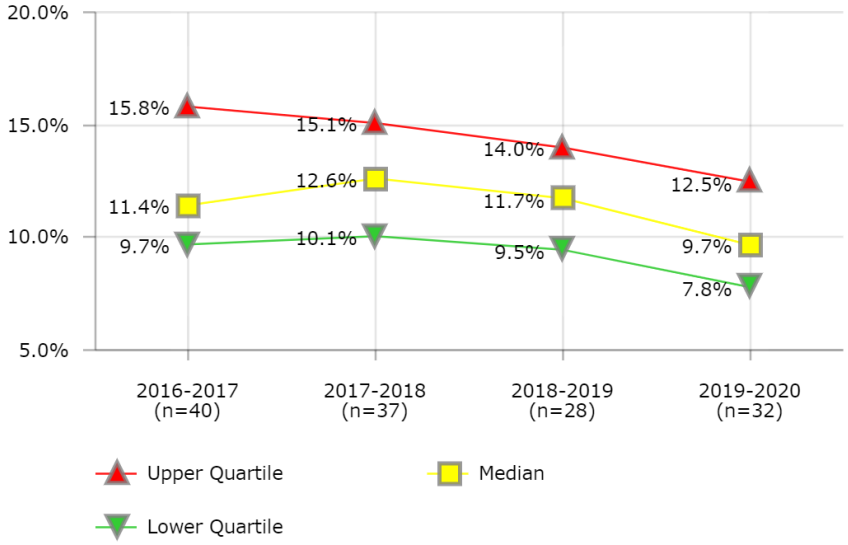
Districts in Best Quartile (2019-2020)

- Anchorage School District
- Buffalo Public Schools
- Columbus Public Schools
- Des Moines Public Schools
- District of Columbia Public Schools
- Fresno Unified School District
- Milwaukee Public Schools
- Minneapolis Public Schools
- Omaha Public School District
- Portland Public Schools
- School District of Philadelphia
- St. Paul Public Schools
- Toledo Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1	83%			
2	79%	95%		
3	108%		100%	100%
5	100%	100%		100%
7	100%	100%		100%
8	64%			
9	65%	65%	96%	60%
10	1%	2%		77%
12	100%	100%	100%	100%
20	100%	100%		
27	77%	51%	47%	58%
29				108%
30	0%	100%	100%	100%
32	69%	66%	68%	69%
35	1%	100%	100%	100%
37	95%	100%		
39	16%			94%
40	66%		90%	79%
41	97%			
43	100%	100%	100%	
44	83%	84%	84%	86%
45	100%			100%
46	57%	53%	63%	65%
48	1%	75%	74%	84%
49	77%	84%	60%	53%
50		88%	88%	84%
51	49%		2%	4%
52	2%	2%	2%	100%
54	100%	100%		100%
55	38%	35%		
58	100%	100%	100%	100%
63	1%			
66			100%	100%
67	100%	98%	99%	100%
71			89%	89%
76			48%	
79		101%	1%	100%
97	2%	2%	2%	3%
431	16%	23%	100%	47%

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

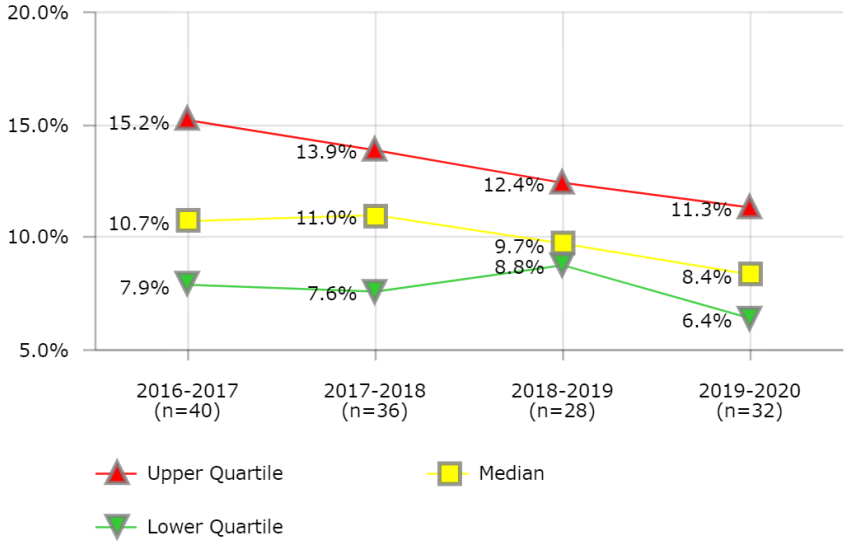
Districts in Best Quartile (2019-2020)

- Buffalo Public Schools
- Chicago Public Schools
- Cleveland Metropolitan School District
- Columbus Public Schools
- Fresno Unified School District
- Miami-Dade County Public Schools
- Orange County Public School District
- Toledo Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1	10.7%			
2	11.5%	12.4%		
3	6.1%	8.1%	8.9%	9.7%
4	11.5%	10.6%	10.6%	9.6%
5		16.0%		8.8%
7	9.6%	12.6%		11.6%
8	11.0%	10.8%	10.5%	8.5%
9	10.6%	11.4%	12.3%	9.3%
10	11.0%	15.4%		
12	10.3%	12.2%	12.1%	9.8%
13		10.1%	9.2%	
14	14.8%			
18	15.8%	16.4%	10.1%	9.0%
20	9.1%	16.2%		
23				10.1%
27		12.8%	12.3%	10.9%
28	17.1%	11.6%	14.4%	
30	10.0%	13.1%	13.3%	11.9%
32	7.9%	7.8%	8.1%	6.9%
35	9.3%	9.9%	9.7%	5.1%
37	22.7%			
39	21.2%			20.0%
40	16.0%			13.8%
41	17.3%	15.1%	8.6%	
43	6.0%	6.3%	5.6%	
44	16.9%	17.7%	15.6%	13.7%
45	9.2%			6.5%
46	15.7%	14.7%	21.6%	11.9%
48	12.6%	12.8%	14.2%	7.4%
49	13.0%	13.9%		12.8%
50		16.8%	14.6%	16.2%
51	35.2%		17.2%	8.1%
52	15.1%	18.8%	17.6%	13.5%
53	11.2%	13.3%	13.4%	12.9%
54	13.4%	11.7%		7.0%
55	17.1%	18.3%		
57	11.0%	9.8%	10.2%	7.5%
58	16.5%	13.8%	11.2%	9.7%
63	12.5%	18.8%		
66				17.5%
67	6.6%	6.3%	7.6%	5.2%
71	15.8%	15.0%	13.8%	12.1%
79	7.2%	7.6%	7.6%	5.9%
91	11.3%	11.5%		
97	6.8%	7.7%	11.4%	9.3%
431	9.7%	6.6%	13.2%	

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

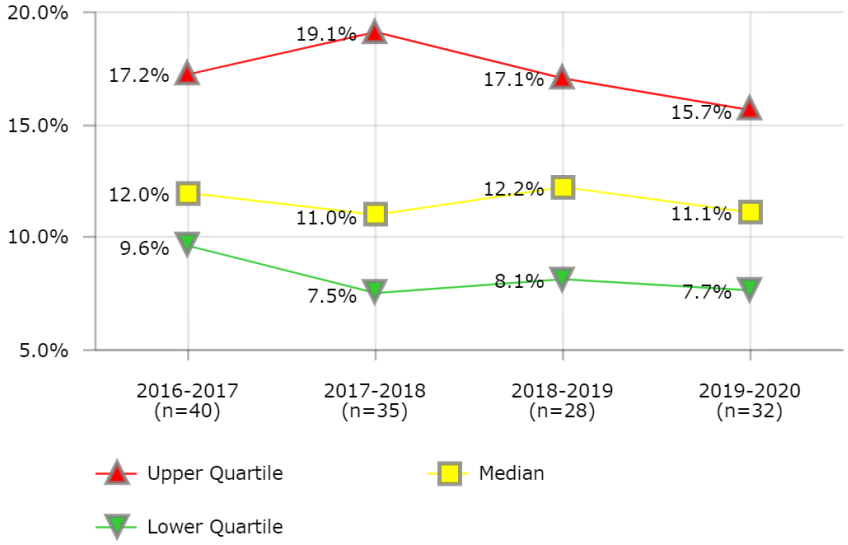
Districts in Best Quartile (2019-2020)

- Buffalo Public Schools
- Cleveland Metropolitan School District
- Columbus Public Schools
- Des Moines Public Schools
- Fresno Unified School District
- Miami-Dade County Public Schools
- Palm Beach County School District
- Toledo Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1	10.2%			
2	13.2%	14.2%		
3	4.0%	4.4%	4.5%	6.5%
4	11.0%	9.7%	9.6%	8.3%
5		7.8%		7.1%
7	8.6%	7.8%		9.0%
8	11.0%	10.8%	8.8%	6.2%
9	9.4%	9.6%	9.8%	7.9%
10	10.8%	11.7%		
12	7.3%	9.0%	8.9%	6.3%
13		10.3%	10.0%	
14	8.0%			
18	17.3%	12.6%	9.6%	8.4%
20	6.5%			
23				12.6%
27		16.1%	14.2%	11.3%
28	16.1%	12.7%	18.4%	
30	8.6%	12.4%	11.5%	9.5%
32	7.8%	7.4%	7.6%	6.2%
35	6.9%	7.9%	5.9%	2.7%
37	15.4%			
39	15.7%			16.3%
40	15.0%			14.1%
41	18.8%	18.4%	7.6%	
43	5.5%	4.9%	4.9%	
44	17.8%	17.8%	15.7%	12.9%
45	5.4%			5.3%
46	15.1%	13.2%	12.8%	9.5%
48	11.8%	14.3%	16.9%	7.8%
49	12.3%	14.9%		13.5%
50		14.0%	12.4%	12.7%
51	45.6%		21.3%	14.8%
52	10.6%	13.7%	10.9%	8.7%
53	9.0%	8.4%	9.3%	7.0%
54	14.0%	11.1%		6.5%
55	15.4%	15.4%		
57	8.0%	7.1%	7.0%	4.8%
58	12.3%	13.4%	9.7%	8.3%
63	15.9%	26.2%		
66				9.4%
67	7.6%	6.8%	9.7%	5.6%
71	16.5%	13.8%	12.5%	11.4%
79	8.7%	6.2%	8.7%	4.9%
91	5.9%	7.4%		
97	5.8%	6.6%	10.8%	8.6%
431	8.7%	3.3%	9.7%	

HUMAN RESOURCES

Employee Separation Rate - Instructional Support Staff



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

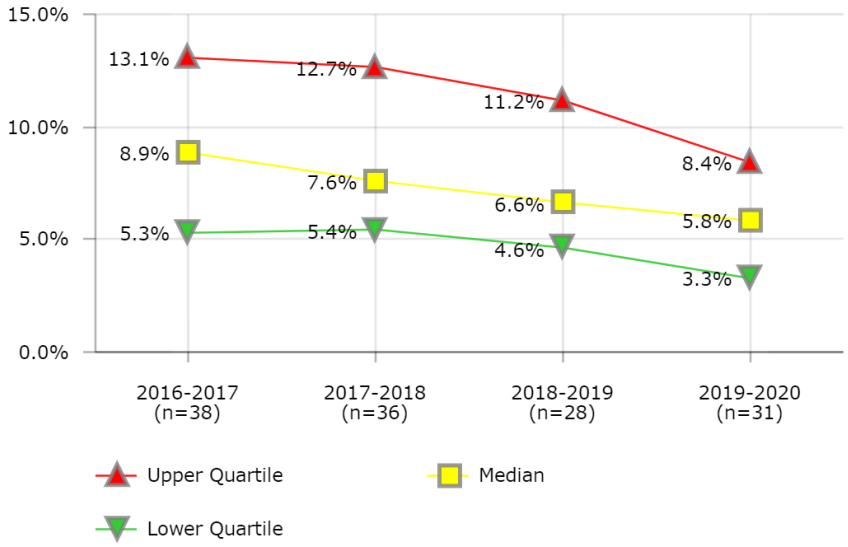
Districts in Best Quartile (2019-2020)

- Baltimore City Public Schools
- Chicago Public Schools
- Cleveland Metropolitan School District
- Fresno Unified School District
- Oklahoma City Public Schools
- Orange County Public School District
- Portland Public Schools
- Wichita Unified School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1	9.9%			
2	12.7%	2.9%		
3	8.8%	14.4%	20.5%	19.5%
4	8.0%	9.0%	8.0%	7.0%
5		3.2%		1.5%
7	17.4%	22.5%		21.6%
8	12.6%	12.6%	17.1%	14.8%
9	22.7%	28.8%	34.8%	21.6%
10	12.0%	46.3%		
12	12.0%	16.5%	17.0%	16.3%
13		8.2%	6.2%	
14	72.7%			
18	14.2%	7.2%	7.3%	13.1%
20	11.6%	20.7%		
23				15.0%
27		5.9%	11.8%	9.1%
28	34.0%	6.6%	9.7%	
30	11.4%	13.3%	13.4%	12.7%
32	9.9%	11.0%	12.6%	8.5%
35	11.9%	8.1%	12.7%	12.7%
37	17.1%			
39	38.1%			23.1%
40	14.8%			8.5%
41	13.8%		8.3%	
43	5.0%	7.5%	6.0%	
44	12.4%	12.6%	10.8%	8.5%
45	8.7%			8.3%
46	7.1%	8.3%	5.8%	6.8%
48	11.2%	8.3%	8.7%	6.0%
49	15.6%	15.4%		10.8%
50	21.3%	19.1%	9.2%	14.8%
51	11.8%		11.8%	6.5%
52	25.5%	28.9%	32.6%	20.8%
53			22.6%	26.4%
54	9.4%	8.3%		6.2%
55	9.9%	8.3%		
57	8.9%	8.8%	4.6%	6.2%
58	21.8%	14.1%	14.3%	11.2%
63	12.7%	7.1%		
66				24.2%
67	8.9%	7.0%	6.6%	6.7%
71	22.1%	11.5%	17.1%	14.4%
79	6.2%	49.2%	26.7%	11.0%
91	17.6%	35.1%		
97	7.1%	7.3%	13.2%	10.1%
431	10.1%	20.2%	19.5%	

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

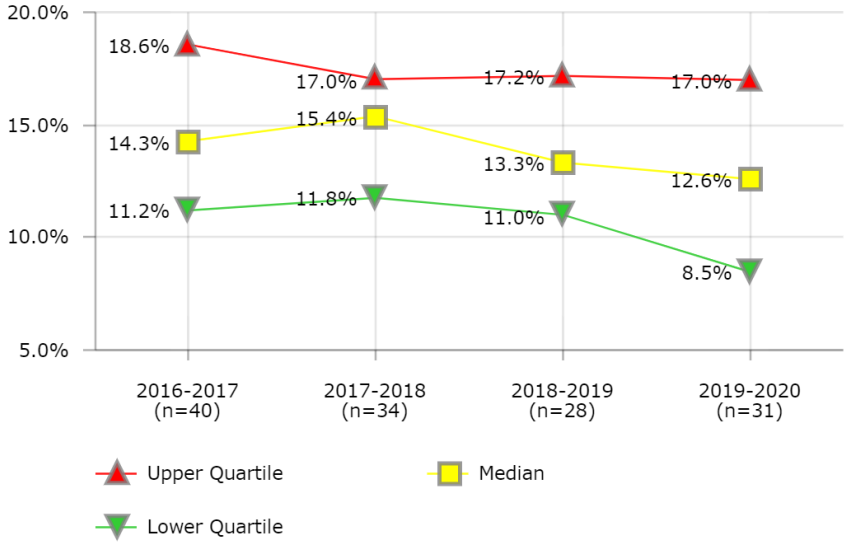
Districts in Best Quartile (2019-2020)

- Buffalo Public Schools
- Charleston County School District
- Fresno Unified School District
- Orange County Public School District
- Pinellas County Schools
- Portland Public Schools
- Shelby County School District
- Toledo Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1	10.3%			
2	8.8%	8.2%		
3	13.1%	7.4%	11.2%	11.6%
4	5.8%	7.3%	7.4%	8.4%
5		8.7%		1.5%
7	8.9%	33.7%		8.4%
8	5.3%	5.2%	3.4%	4.3%
9	6.6%	5.6%	7.0%	6.7%
10	1.6%	1.7%		
12	5.0%	5.0%	14.1%	5.8%
13		4.0%	3.0%	
14	39.4%			
18			4.7%	3.3%
20	12.0%	20.2%		
23				0.3%
27		8.6%	4.4%	18.4%
28	24.6%	21.5%	16.9%	
30	4.6%	6.2%	6.1%	7.7%
32	4.0%	6.6%	4.5%	3.8%
35	5.7%	5.8%	9.8%	17.1%
37	53.6%			
39	15.6%			19.3%
40	7.5%			14.9%
41	13.4%	17.8%	5.4%	
43	6.3%	4.7%	5.5%	
44	7.8%	7.2%	6.3%	5.8%
45				2.2%
46	26.2%	26.4%	4.9%	4.5%
48	6.6%	8.1%	4.3%	3.2%
49	10.1%	9.1%		8.3%
50	4.4%	13.3%	11.2%	9.4%
51	82.7%		11.0%	4.5%
52	11.0%	14.2%	14.9%	3.7%
53	1.7%	10.3%	15.5%	14.1%
54	10.2%	7.8%		5.9%
55	9.2%	7.1%		
57	7.0%	12.0%	13.0%	5.6%
58	9.2%	10.8%	5.3%	7.5%
63	11.4%	18.7%		
67	2.8%	2.5%	2.6%	2.1%
71	14.4%	32.8%	8.5%	8.2%
79		2.4%	1.3%	1.1%
91	2.7%	1.0%		
97	5.3%	3.8%	7.6%	2.9%
431	24.8%	6.1%	45.8%	

HUMAN RESOURCES

Employee Separation Rate - School-Based Non-Exempt Staff



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

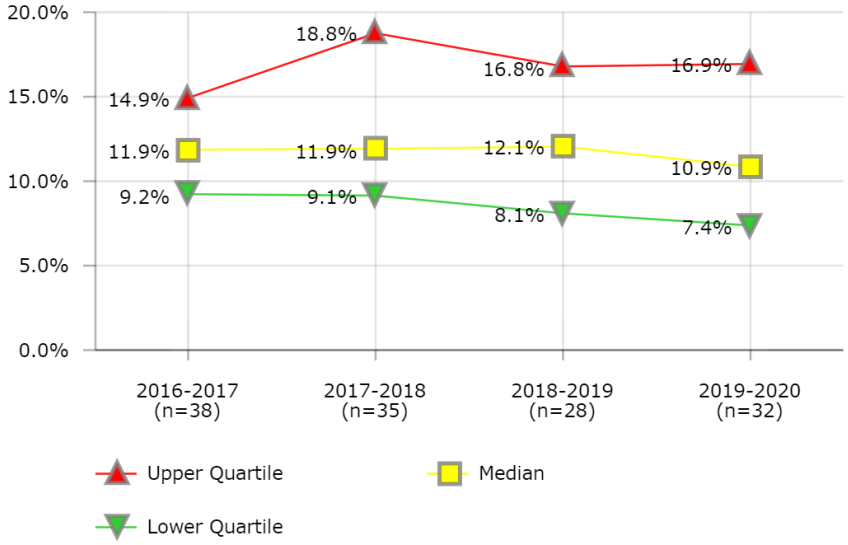
Districts in Best Quartile (2019-2020)

- Buffalo Public Schools
- Charleston County School District
- Chicago Public Schools
- Columbus Public Schools
- Fort Worth Independent School District
- Fresno Unified School District
- Miami-Dade County Public Schools
- Oklahoma City Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1	11.7%			
2	8.9%	18.2%		
3	11.9%	15.6%	13.1%	12.3%
4	14.5%	12.9%	13.0%	12.7%
7	8.5%	19.1%		15.7%
8	12.2%	12.0%	14.9%	13.7%
9	10.7%	11.6%	13.7%	9.6%
10	12.5%	15.4%		
12	17.0%	20.8%	18.6%	13.1%
13		11.8%	11.0%	
14	7.0%			
18	17.8%	33.8%	14.8%	9.9%
20	13.2%			
23				6.1%
27		12.5%	12.7%	12.2%
28	14.5%	9.9%	10.4%	
30	14.1%	14.2%	20.3%	17.0%
32	7.7%	8.4%	8.4%	7.7%
35	36.1%	30.9%	12.6%	8.5%
37	30.3%			
39	23.9%			22.3%
40	15.8%			4.4%
41	14.9%	16.3%	8.1%	
43	8.1%	6.0%	8.0%	
44	14.9%	18.3%	19.1%	17.9%
45	31.0%			7.9%
46	13.0%	13.8%	25.1%	24.4%
48	18.5%	15.9%	15.8%	9.9%
49	17.6%	16.8%		14.4%
50	16.1%	16.6%	23.7%	12.9%
51	35.9%		14.1%	6.0%
52	20.5%	28.9%	27.3%	19.3%
53	8.7%	14.0%	22.2%	17.7%
54	12.1%	12.3%		7.0%
55	25.3%			
57	18.6%	17.0%	13.6%	14.9%
58	22.2%	15.4%	13.6%	27.1%
63	5.8%	21.3%		
66				34.7%
67	5.3%	4.3%	3.7%	3.6%
71	14.1%	16.1%	12.7%	12.6%
79		6.0%	2.7%	9.7%
91	55.1%	16.9%		
97	8.3%	9.7%	11.0%	10.0%
431	12.9%	9.9%	11.3%	

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

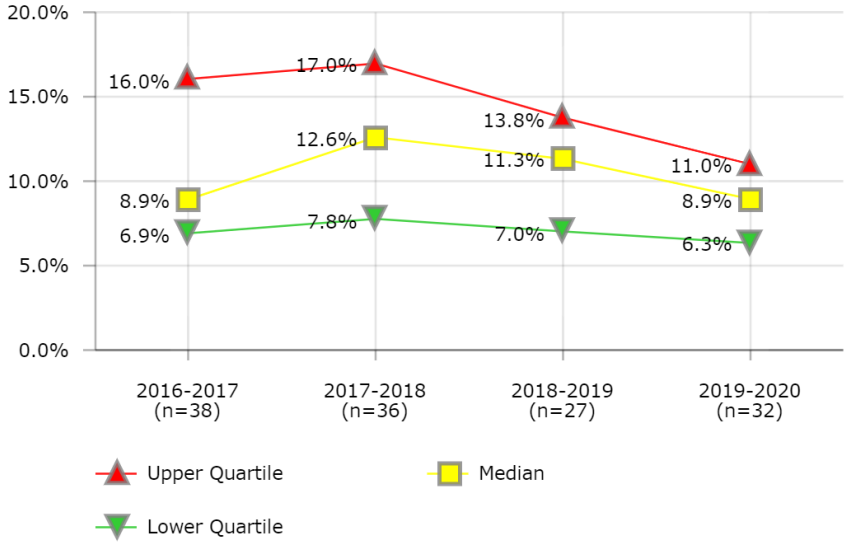
Districts in Best Quartile (2019-2020)

- Charleston County School District
- Columbus Public Schools
- Fresno Unified School District
- Oklahoma City Public Schools
- Orange County Public School District
- Portland Public Schools
- School District of Philadelphia
- Toledo Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1	10.8%			
2	9.2%	4.8%		
3	3.3%	10.0%	7.5%	8.2%
4	10.0%	11.4%	13.3%	10.5%
5				4.9%
7	6.7%	8.1%		10.0%
8	10.7%	10.6%	11.9%	11.0%
9	12.2%	11.8%	13.3%	10.6%
10	10.8%	13.4%		
12	25.7%	23.8%	21.8%	25.9%
13		8.8%	7.5%	
18	11.3%	21.6%	12.0%	11.4%
20	11.6%	22.5%		
23				6.2%
27		11.9%	10.9%	10.7%
28	8.3%	7.8%	6.3%	
30	12.4%	24.5%	4.5%	14.4%
32	9.9%	9.1%	10.6%	8.9%
35	2.3%	4.3%	12.1%	0.9%
37	15.6%			
39	37.8%			37.1%
40	67.1%			38.4%
41	22.4%		22.2%	
43	5.8%	13.7%	6.3%	
44	21.8%	22.2%	15.8%	18.8%
45	25.3%			9.6%
46	18.6%	13.6%	35.2%	40.5%
48	12.7%	10.6%	10.9%	6.0%
49	9.5%	9.9%		13.6%
50		22.7%	24.2%	37.3%
51	13.4%		14.7%	0.7%
52	13.7%	14.6%	14.3%	22.1%
53	6.1%	5.8%	7.6%	15.1%
54	14.9%	20.7%		10.5%
55	14.4%	18.8%		
57	36.7%	13.3%	32.3%	11.8%
58	13.3%	12.3%	8.6%	3.4%
63	7.0%	13.9%		
66				30.5%
67	5.6%	10.4%	9.9%	6.6%
71	14.2%	22.4%	17.8%	11.3%
79		3.0%	7.4%	2.9%
91	12.8%	16.1%		
97	9.4%	11.1%	12.8%	11.7%
431	6.8%	5.7%	21.1%	

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

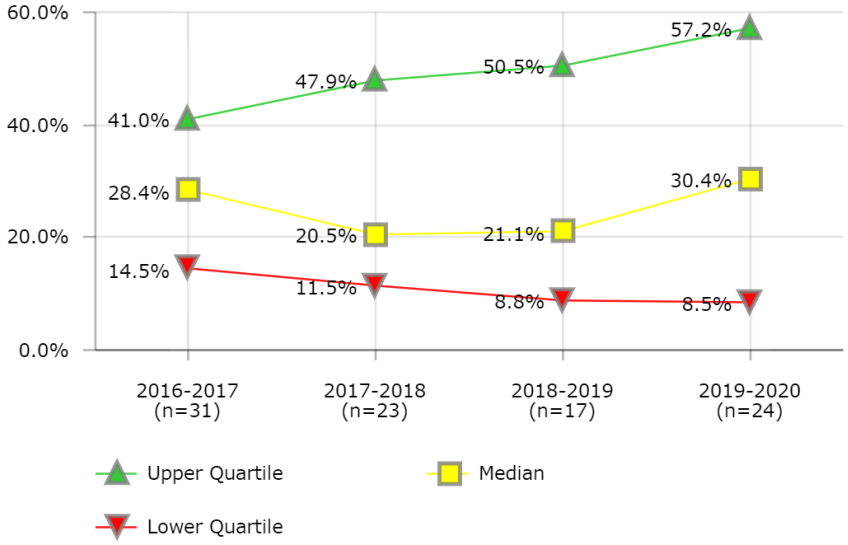
Districts in Best Quartile (2019-2020)

- Clark County School District
- Columbus Public Schools
- Fresno Unified School District
- Oklahoma City Public Schools
- Orange County Public School District
- Palm Beach County School District
- Portland Public Schools
- Toledo Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
1	10.7%			
2	8.2%	15.0%		
3	14.1%	10.4%	14.3%	9.3%
4	7.4%	7.9%	9.0%	7.8%
5				1.2%
7	8.9%	13.2%		8.7%
8	5.0%	4.7%	8.6%	6.1%
9	2.7%	3.6%	3.3%	2.6%
10	2.7%	14.9%		
12	8.0%	10.7%	7.0%	8.9%
13		7.5%	7.8%	
14	56.9%			
18	7.6%	14.9%	11.3%	9.4%
20	2.1%	40.4%		
23				6.9%
27		21.8%	7.7%	8.5%
28	20.6%	17.0%	15.2%	
30	7.3%	14.3%	13.4%	9.2%
32	6.9%	7.6%	5.9%	6.6%
35	16.7%	12.5%	15.6%	2.2%
37	34.0%			
39	15.8%			13.1%
40				17.5%
41	17.7%	22.0%	9.6%	
43	6.6%	7.0%	5.0%	
44	16.0%	24.2%	11.8%	8.3%
45	13.3%			9.0%
46	31.5%	30.8%		12.1%
48	8.2%	6.9%	10.3%	4.3%
49	14.3%	12.3%		17.8%
50		18.6%	23.5%	10.6%
51	26.5%		13.3%	0.6%
52	14.1%	20.1%	16.2%	14.9%
53	3.0%	19.7%	12.7%	10.7%
54	25.0%	16.9%		11.3%
55	11.9%	16.6%		
57	5.5%	12.7%	11.7%	10.0%
58	34.9%	12.8%	11.9%	14.7%
63	7.5%	12.5%		
66				10.4%
67	3.8%	6.1%	5.4%	4.3%
71	11.6%	7.2%	13.8%	14.1%
79	8.9%	10.0%	3.7%	4.6%
91	5.8%	9.0%		
97	6.9%	9.0%	5.6%	7.6%
431		6.1%	14.1%	

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

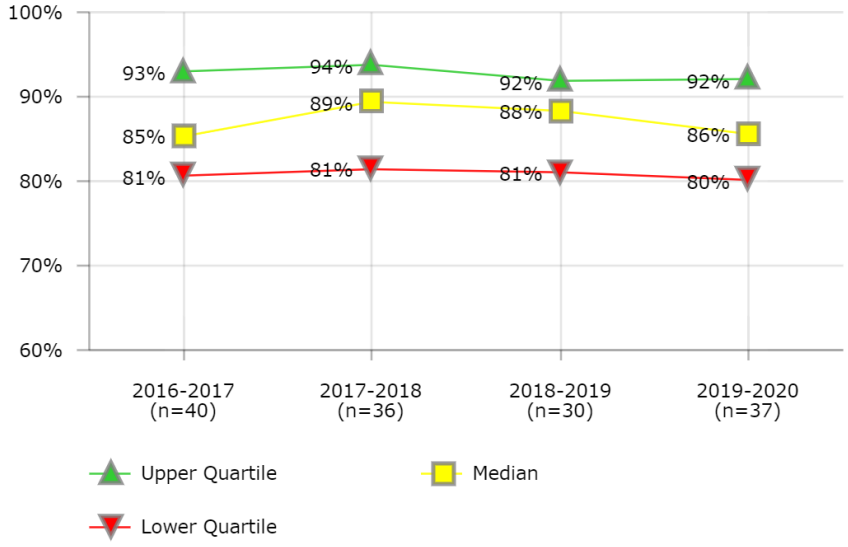
Districts in Best Quartile (2019-2020)

- Austin Independent School District
- Cleveland Metropolitan School District
- Des Moines Public Schools
- Milwaukee Public Schools
- Oklahoma City Public Schools
- St. Paul Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
2	21.0%	13.0%		
3	1.3%		0.8%	75.0%
5	89.6%	82.1%		25.6%
7	41.0%			0.3%
9	12.3%	9.8%	6.8%	
10	29.5%	9.1%		5.6%
12	31.5%	15.2%		94.2%
13		23.0%	18.7%	
14	2.1%			
15	21.8%			
18				25.1%
20	14.5%			
23				35.2%
27	66.4%	56.3%	57.5%	51.2%
28	47.9%	61.4%	36.8%	
29				52.2%
30	94.0%	39.9%	84.7%	91.5%
32		100.0%		
37		9.1%		
39	2.4%			3.2%
40	92.5%		91.2%	
41	47.5%			
44	40.5%	47.9%		55.9%
48	20.6%	15.7%	14.7%	25.5%
49	11.5%	13.0%	15.2%	11.3%
51	10.3%		37.4%	58.5%
52	29.2%	23.9%	30.6%	36.9%
53	35.4%			4.8%
55	7.8%			
57	21.9%	46.0%	50.5%	59.6%
58	19.8%	9.7%	21.1%	10.1%
62		5.0%		
63	16.9%	24.8%		
66				14.9%
67	70.1%		8.8%	49.3%
71	18.2%	53.0%	94.7%	71.0%
79	28.4%	20.5%	1.1%	1.8%
91	31.9%	11.5%		
431	32.3%	12.8%	6.4%	6.9%

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.

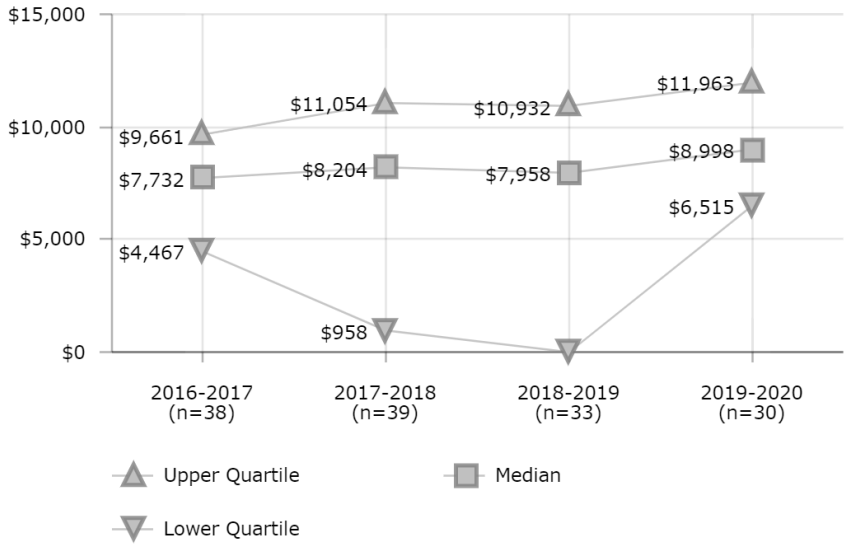
Districts in Best Quartile (2019-2020)

- Anchorage School District
- Chicago Public Schools
- Cincinnati Public Schools
- Clark County School District
- Columbus Public Schools
- Fresno Unified School District
- Miami-Dade County Public Schools
- Orange County Public School District
- Portland Public Schools
- Toledo Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
2	74%	84%		
3	84%	83%	87%	87%
4	81%	79%	81%	80%
5	93%	93%		94%
7	85%	83%		92%
8	90%	90%	89%	89%
9	95%	97%	96%	95%
10	84%	87%		84%
12	88%	92%	90%	90%
13		94%	94%	
14	66%			
18	72%	75%	69%	78%
20	84%	93%		99%
23				85%
27	80%	69%	71%	72%
28	84%	81%	81%	84%
29				76%
30	80%	89%	88%	87%
32	93%	93%	91%	93%
35	86%	92%	89%	92%
39	68%			80%
40	54%		51%	55%
41	68%			
43	90%	89%	88%	
44	97%	97%	95%	92%
45	94%			85%
46		90%	94%	91%
47	95%			
48		88%	95%	94%
49	83%	81%		79%
50		79%	71%	83%
51	79%		84%	75%
52	82%	77%	81%	81%
53	83%	82%	85%	83%
54	95%	96%		95%
55	82%	69%		
57	87%	86%	90%	86%
58	93%		92%	82%
62		95%		
63	98%	98%		
66	95%		92%	91%
67	100%	100%	100%	100%
71	93%	93%	92%	91%
76			85%	
79	88%	94%	98%	94%
91	98%	98%		
97	87%	78%	77%	77%
431	79%	91%	64%	64%

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.

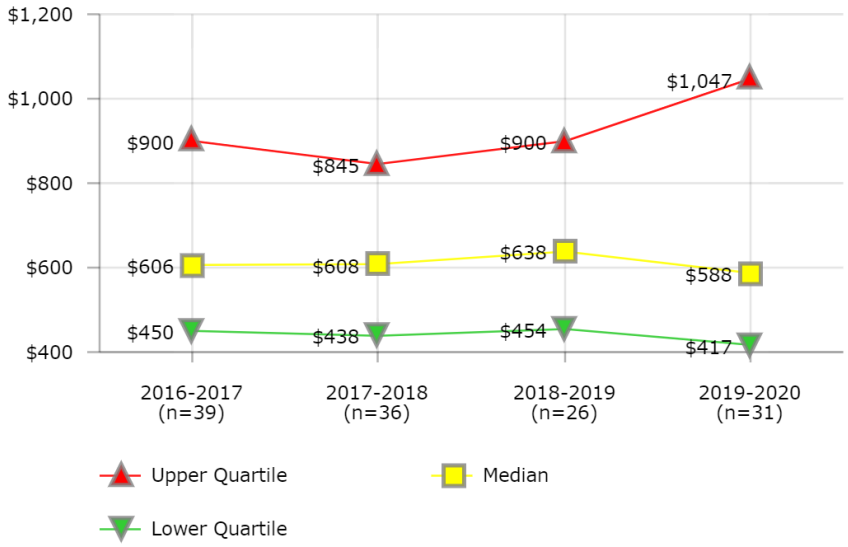
Factors that Influence

- 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	2016-2017	2017-2018	2018-2019	2019-2020
2	$8,750	$197		
3	$9,661	$9,911	$10,035	$9,998
4	$612	$958	$936	$965
5	$978	$986		$1,007
7	$1	$940		$0
8	$6,760	$8,293	$8,671	$6,515
9	$6,741	$6,626	$7,138	$7,311
10	$7,235	$8,431		$8,072
11			$0	
12		$16,468	$16,370	$14,949
13		$6,769	$8,074	
14	$825			
16			$2	
18	$10,528	$10,586	$0	$11,883
20	$11,319	$13,855		
23				$7,274
27	$8,845		$7,958	$5,608
28	$13,731	$14,831	$13,116	$13,144
30	$16,024	$18,745	$19,818	
32	$9,177	$0	$0	$0
35		$15,337		$11,963
37	$7,939	$6,823		
39	$626			$6,878
40	$3,475			$3,144
41	$3,990			
43	$14,684	$14,842	$15,371	
44	$7,998	$8,511	$8,699	$10,121
45	$15			$13,117
46		$12,792	$12,833	$12,880
48	$9,648	$9,723	$10,119	$9,924
49	$6,745	$7,317		
50		$8,263	$8,011	$6,583
51	$6,598			
52	$4,467	$7,688	$7,562	$8,067
54	$6,487	$8,390		$6,647
56		$1	$4	
57	$14,559	$16,743	$18,401	$19,390
58	$11,258		$10,622	$12,223
61		$2	$3	
62		$16,497	$7	
63	$730	$10,559		
66	$9,372		$10,936	$10,593
67	$8,331	$8,204	$10,999	$11,055
71	$6,460	$6,883	$6,271	$5,894
76			$0	
77		$2	$1	
79	$15,096	$1	$1	$16,061
91	$7,525	$7,320		
97	$8,760	$11,054	$10,932	$10,553
101		$11	$5	
431	$5,670	$6,184		
1728	$17,161	$103	$11	

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.

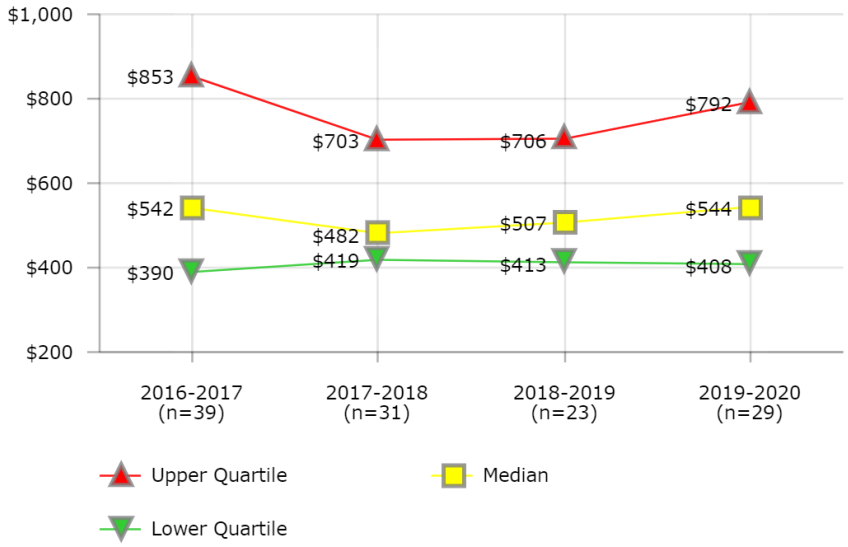
Districts in Best Quartile (2019-2020)

- Buffalo Public Schools
- Fort Worth Independent School District
- Houston Independent School District
- Miami-Dade County Public Schools
- Norfolk School District
- Orange County Public School District
- Palm Beach County School District
- Wichita Unified School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1	$1,168			
2	$669	$797		
3	$523	$547	$591	$588
4	$399	$335	$260	$179
5		$1,336		$1,047
7	$434	$530		$834
8	$296	$282	$284	$276
9	$495	$451	$454	$432
10	$467	$642		
12	$615	$495	$624	$557
13		$354		
14	$595			
18	$1,487	$1,584	$1,421	$1,071
20	$913	$748		
23				$1,416
27		$153	$162	$131
28	$996	$930	$900	
30	$632	$610		$579
32	$368	$607	$573	$321
35		$595	$577	$697
39	$254			$417
40	$316			$321
41	$615		$462	
43	$791	$792	$713	
44	$698	$626	$652	$725
45	$337			$323
46	$665	$702	$761	$984
47	$606			
48	$296	$303	$310	$297
49	$987	$894		$466
50	$1,433	$1,305	$1,858	$1,414
51	$766		$655	$499
52	$1,069	$1,519	$1,426	$1,679
53	$527	$426	$404	$454
54	$525	$495		$734
55	$577	$531		
57	$900	$994	$1,130	$1,107
58	$493	$617	$769	
63	$867	$411		
66				$605
67	$450	$628	$679	$688
71	$515	$573	$480	$550
79	$1,681	$1,483	$989	$4,493
91	$413	$345		
97	$1,772	$1,582	$1,995	$1,938
431		$395	$432	

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.

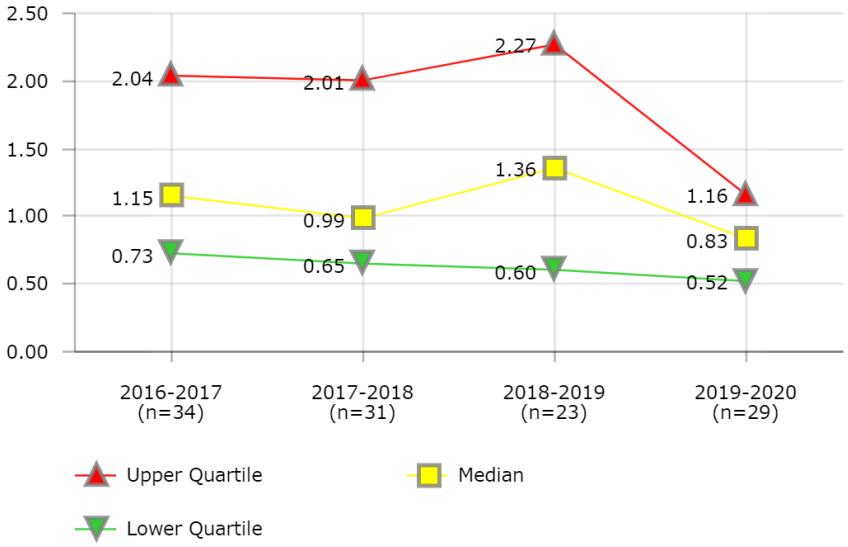
Districts in Best Quartile (2019-2020)

- Austin Independent School District
- Fort Worth Independent School District
- Houston Independent School District
- Miami-Dade County Public Schools
- Norfolk School District
- Orange County Public School District
- Palm Beach County School District
- Wichita Unified School District

District	2016-2017	2017-2018	2018-2019	2019-2020
2	$728	$832		
3	$510		$490	
4	$464	$357	$310	$202
5				$868
7	$376	$453		$695
8	$365	$340	$337	$308
9	$551	$478	$453	$421
10	$917	$867		
12	$531	$418	$507	$438
13		$455		
14	$771			
18	$1,545	$1,749	$1,585	$1,523
20	$539	$565		$424
23				$1,184
27			$207	$153
28	$738	$669	$614	
30	$524	$495		$498
32	$376	$603	$563	$292
35	$79	$482	$473	$627
37	$2,198			
39	$287			$392
40	$415			$394
41	$734		$478	
43	$481	$467	$413	
44	$817	$711	$706	$757
45	$158			
46	$486	$492	$532	$680
47	$853			
48	$390	$389	$388	$372
49	$2,118			$631
50	$1,339	$984	$1,458	$1,023
51	$897		$840	$791
52				$1,720
53	$606	$411	$358	$447
54		$304		
55	$767	$703		
57	$656	$593	$692	$792
58	$297	$323		
63	$1,078	$444		
66				$544
67	$351	$419	$440	$445
71	$483	$472		$408
79	$1,104	$1,192	$788	$3,650
91	$542	$436		
97	$2,698	$2,368	$2,952	$2,836
431	$273	$545	$571	

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

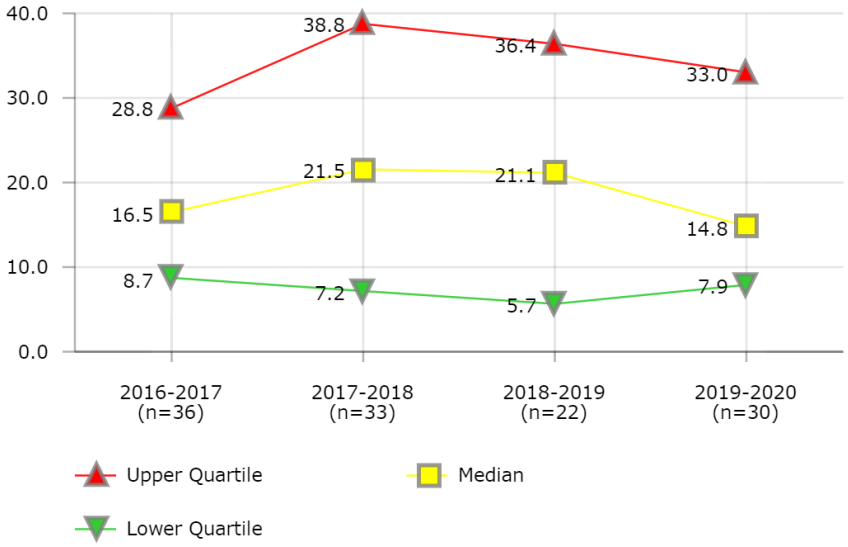
Districts in Best Quartile (2019-2020)

- Anchorage School District
- Austin Independent School District
- Fresno Unified School District
- Guilford County School District
- Miami-Dade County Public Schools
- Oklahoma City Public Schools
- Orange County Public School District
- Pinellas County Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
2	0.82	1.09		
3	0.48	1.38	0.91	1.07
4	0.30	0.45	1.78	1.00
5		2.26		0.80
7	3.39	0.86		0.52
8	0.91	0.99	0.60	0.91
9	1.21	0.85	0.89	0.81
10	0.86	0.67		
12	2.28	1.24	1.05	0.85
13		0.33		
14	3.26			
18	1.66	1.86	3.41	1.83
20	1.01	0.46		
27		0.65	0.86	0.70
28			3.10	
30	2.04	3.49	2.27	2.37
32	1.00	0.71		0.49
35	0.87	0.50	0.59	0.75
37	3.75			
39	0.80			0.72
40	0.28			1.02
41	0.65			
44	2.40	2.25	3.17	1.20
45				1.40
46		4.96	4.05	1.16
48	1.85	0.56	0.42	0.29
49	0.10			0.10
50	2.73	2.01	2.08	2.45
51	2.73		1.34	0.17
52	1.68	2.70	1.63	2.25
53	1.36	0.73	1.36	0.71
54	1.73	2.23		1.01
55	0.73			
57	5.16	2.06	2.19	2.43
63		1.29		
66				0.83
67	0.27	0.75	0.29	0.14
71	0.59	0.52	0.53	0.44
79	1.64	1.01	3.99	
91	0.40	1.51		
97	1.10	0.29	0.29	0.29
431	1.24	0.80	1.44	

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 (2019-2020)

- Austin Independent School District
- Baltimore City Public Schools
- Clark County School District
- Cleveland Metropolitan School District
- Des Moines Public Schools
- Fresno Unified School District
- Palm Beach County School District
- Toledo Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
2	30.0	40.8		
3	39.8	31.2	36.4	21.3
4	12.9	21.5	16.9	11.3
5		40.5		11.2
7	12.2	13.3		132.1
8	9.0	19.3	22.2	4.0
9	8.4	7.9	9.4	6.5
10	3.1	3.3		
12	2.9	3.9	4.2	3.2
14	11.1			
18	41.1	45.3	50.8	33.0
20		2.3		
23				40.5
27		14.5	12.7	34.7
28	17.3	14.2	10.0	
30	23.3	24.6	36.9	49.2
32	14.3	17.0	20.6	13.7
35	18.9	21.7	21.7	19.9
37	2.4			
39	2.1			10.8
40	18.2			15.7
41	24.9			
44	16.1	35.1	34.9	29.9
45	19.3			
46		4.4	5.7	6.8
48	100.7	98.2		71.6
49	14.9	19.5		25.6
50	56.2	40.6	51.3	27.5
51	16.8		5.1	9.3
52	57.4	33.2	38.6	37.7
53	26.7	36.0	28.8	13.9
54	10.5	7.2		10.6
55	14.4	38.8		
57	7.6	5.2	5.0	6.8
63	48.5	51.9		
66				18.2
67	2.8	1.0	2.1	3.0
71	1.6	1.2	3.0	2.5
79	4.9	4.5		7.9
91	48.3	55.7		
97	73.7	127.3	121.2	96.7
431	27.6	29.8	24.2	

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**.

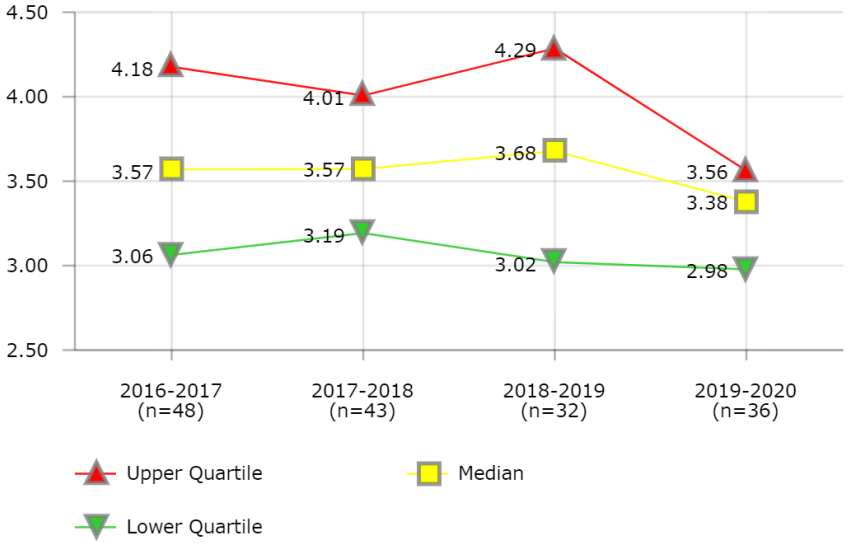
Measures of personal computers and devices include **Average Age of Computers**, which reflect the refresh goals of a district, as well as **Devices per Student**.

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.)

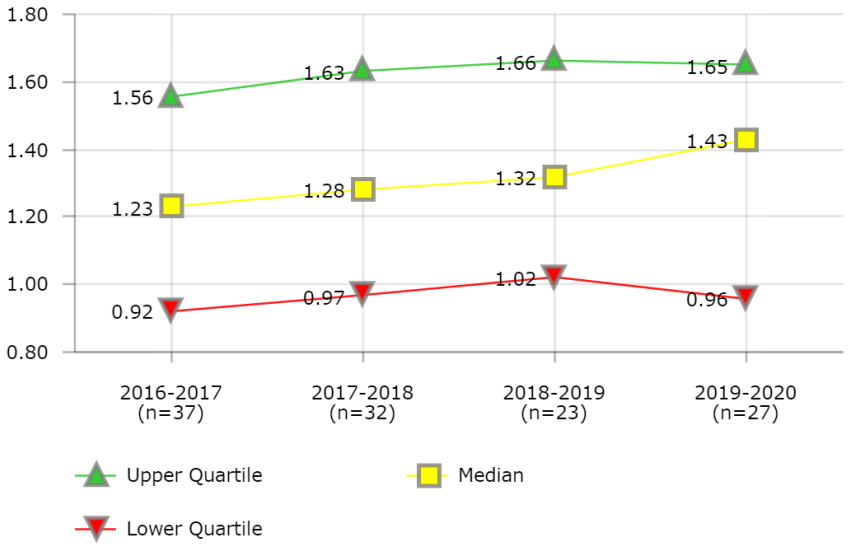
Districts in Best Quartile (2019-2020)

- Atlanta Public Schools
- Austin Independent School District
- Boston Public Schools
- Des Moines Public Schools
- Houston Independent School District
- Jefferson County Public Schools (KY)
- Palm Beach County School District
- Providence Public Schools
- San Antonio Independent School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1	4.00	4.00		
2	4.20			
3	1.88	2.78	3.63	3.98
4	4.28	3.52	2.96	3.86
5				4.57
7	3.46	3.81		
8	4.15	4.23	4.23	2.88
9	4.74	4.48	4.63	3.92
10	4.37			3.38
11	3.94	3.83	3.35	
12	2.61	2.78	2.63	2.81
13	2.55	3.10	4.53	
14	4.72	4.55	4.57	
16	3.99	3.85	3.80	3.57
18	3.09	3.04	2.76	3.54
19		5.23		
20	3.25	4.01	4.43	3.44
21	4.39	2.96	3.34	
23		4.71		2.98
26	3.29			1.47
27	3.78		4.35	3.49
28	3.13	4.13	4.13	1.54
30	2.77	2.97	2.94	3.38
32	2.96	3.31	3.73	3.34
33	3.58			
35	3.80	3.57	2.90	3.37
37	2.11			
39	4.16	3.30		2.98
40	1.82	3.52		2.98
41	3.99	3.45	2.96	3.35
43	3.23	3.90	2.99	
44	3.24	3.33	3.34	3.62
45	4.21			3.31
46	3.66	4.06	3.58	3.31
47	4.45			
48	3.71	3.11	3.94	3.55
49	2.94	3.19	6.00	3.89
50	3.41	2.87	2.55	3.22
51	3.21	3.82	3.82	3.56
52	4.70	3.89	3.74	3.66
53	4.70	3.56	3.06	2.48
54	3.83	4.00		
55	3.56	4.45		
57	2.99	3.43	4.46	4.98
63	2.50	3.47		
66	3.27			
67	3.39	3.64	3.34	3.21
71	2.97	3.67		2.67
74	3.04	2.60		2.62
76			3.06	2.72
77		3.24		
79	5.70	5.91	5.69	3.48
91		3.08		
97	4.86	4.09	4.12	3.39

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.

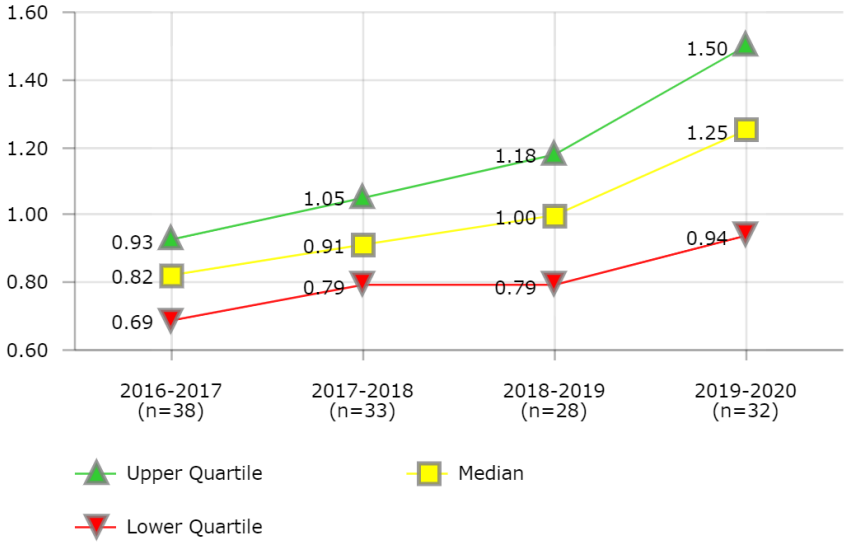
Districts in Best Quartile (2019-2020)

- Fort Worth Independent School District
- Fresno Unified School District
- Palm Beach County School District
- Pinellas County Schools
- Portland Public Schools
- St. Paul Public Schools
- Wichita Unified School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1	1.76			
3	1.43	1.33	2.63	2.58
4	1.58	1.60	2.03	2.46
5		2.46		1.80
7	2.12	2.10		
8	1.06	1.09	1.08	2.58
10	1.22			
12	1.72	1.94	1.73	1.49
13		1.03	0.80	
14	1.38	1.23	1.32	
18	1.32	0.97	1.10	0.96
20	0.67	0.94		
23				0.98
27			10.21	1.43
28	0.78			
30	1.36	1.40	1.40	1.48
32	1.18	0.97	0.98	0.23
35	0.59	0.86	0.81	0.95
37	0.95			
40	2.17			1.65
41	0.86	0.79	0.69	0.71
43	1.57	1.33	1.23	
44	1.24	1.28	1.64	1.64
45	1.95			0.79
46	1.15	1.63	1.37	1.42
47	0.88	1.28		
48	1.56	1.57	1.53	1.57
49	0.35	0.37		1.50
50	1.10	2.01	2.36	1.37
51	0.92	1.02	1.02	0.92
52	0.90	0.88	1.22	1.28
53	0.63	0.79	1.17	1.10
54	0.25	0.25		
55	1.34	2.33		
57	1.34	4.90		0.89
63	1.63			
67	1.41	1.63	1.66	2.03
71	1.83	1.88		1.58
79	1.12	1.17	0.96	1.01
97	1.15	1.27	1.36	2.66
431	1.23	1.50		

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.

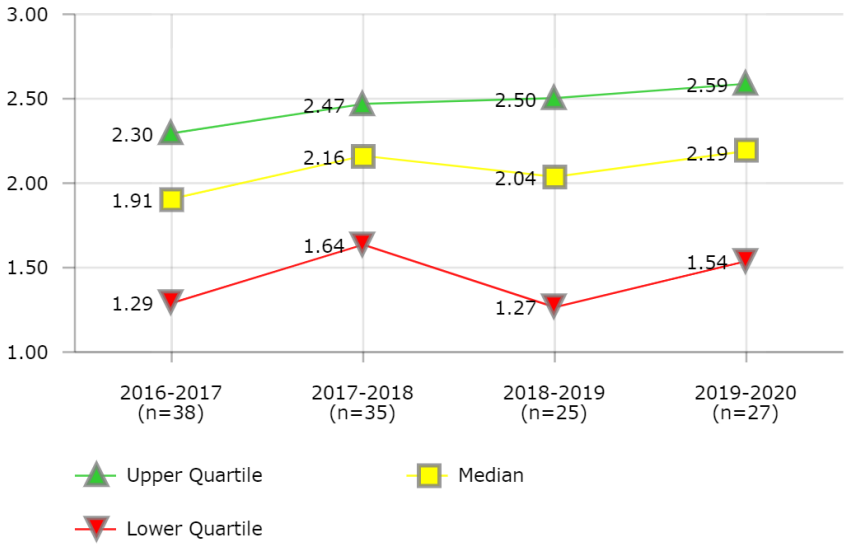
Districts in Best Quartile (2019-2020)

- Charleston County School District
- Clark County School District
- Dallas Independent School District
- Fresno Unified School District
- Milwaukee Public Schools
- Norfolk School District
- Pinellas County Schools
- Portland Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
3	1.24	1.22	1.28	1.31
4	0.93	0.97	1.08	1.50
5		1.07		1.64
7	0.65	0.87		
8	0.74	0.86	0.86	0.93
9	0.90	1.05	1.28	1.76
10	0.39			0.90
11			0.26	
12	0.93	1.33	1.15	1.36
13	0.63	0.77	0.84	
14	1.19			
16		0.87	1.04	
18	1.07	0.95	0.62	0.61
19		1.17		
20	1.15	1.14	1.16	1.13
23				1.66
26	0.84			1.15
27	0.87		1.29	1.78
28	0.87	0.99	1.14	1.38
30	1.04	1.14	1.50	1.51
32	0.69	0.65	0.70	0.55
35	0.82	1.13	1.05	1.11
37	0.77			
40	0.50	0.86		0.95
41	0.92	0.92	1.47	2.14
43	0.70	0.90	0.87	
44	0.71	0.77	0.92	0.98
45	0.73			1.40
46	0.44	0.74	0.61	0.86
47	0.87	0.91		
48	0.82	0.82	0.94	1.28
49	0.74	0.75		0.37
50		0.79	1.37	1.27
51	0.63	0.93	0.96	0.17
52				1.47
53	0.80	0.90	0.93	1.11
54	0.85	0.99		
55	1.30			
57	0.40	0.61	0.64	0.97
63	1.30			
66	0.87			
67	0.79		1.14	1.90
71	1.20			1.23
76			1.19	
77		1.05		
79	0.30		0.74	0.73
91		0.56		
97	0.65	0.69	0.74	1.50
431		1.72		

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.

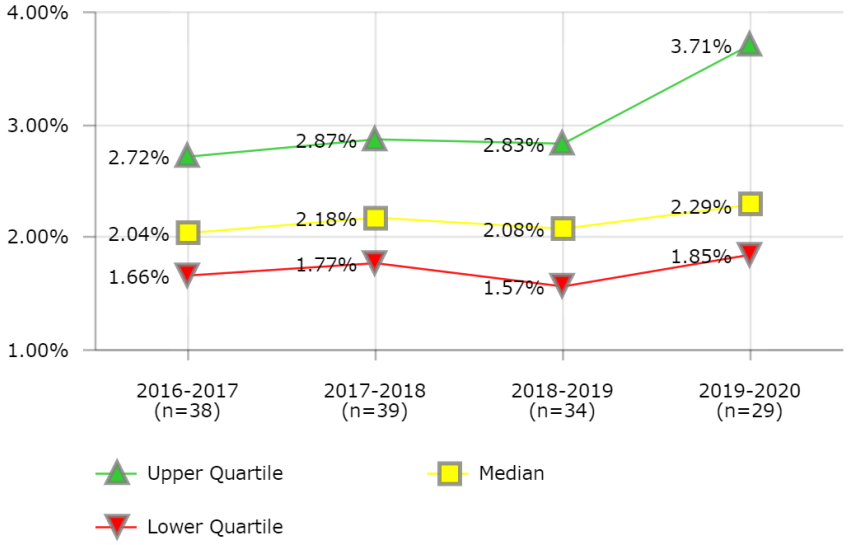
Districts in Best Quartile (2019-2020)

- Buffalo Public Schools
- Clark County School District
- Dallas Independent School District
- Duval County Public Schools
- Fort Worth Independent School District
- Pinellas County Schools
- Wichita Unified School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1	2.56			
2	2.04			
3	1.82	1.81	1.84	1.80
4	2.72	2.67	2.64	3.24
5		2.99		2.19
7	1.88	1.99		
8	2.20	2.25	2.24	2.58
9	2.52	2.63	2.45	3.27
10	1.16			
12	2.23	2.41	2.17	2.18
13		2.35	2.50	
14	1.18	1.40	1.50	
18	1.51	2.16	10.42	
20	1.65	1.64		
23		1.89		2.13
27			0.85	0.95
28	1.75	1.71	1.63	
30	1.29	1.33	1.45	1.45
32	1.13	1.15	1.27	2.03
35	2.63	2.75	2.55	2.47
37	1.83			
39	2.04			
40	1.00	1.94		2.59
41	3.14	2.38	2.63	3.15
43		1.71	0.42	
44	2.82	0.59	3.26	3.47
45	0.84			2.79
46	1.15	1.01	1.25	1.54
47	2.30	2.62		
48	2.39			1.09
49	2.20	2.76		2.56
50	0.41	0.37	0.86	2.40
51	2.28	2.42	2.42	0.80
52	1.93	2.01	1.81	1.68
53	2.29	2.30	2.30	2.28
54	0.41			
55	1.69	2.25		
57	1.12	1.04	1.05	1.08
63	1.43	1.98		
67	2.16	2.25	2.04	2.04
71	1.85	2.53		2.50
79			0.76	0.83
91		0.57		
97	2.31	2.47	2.65	2.66
431	4.53	4.52		

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

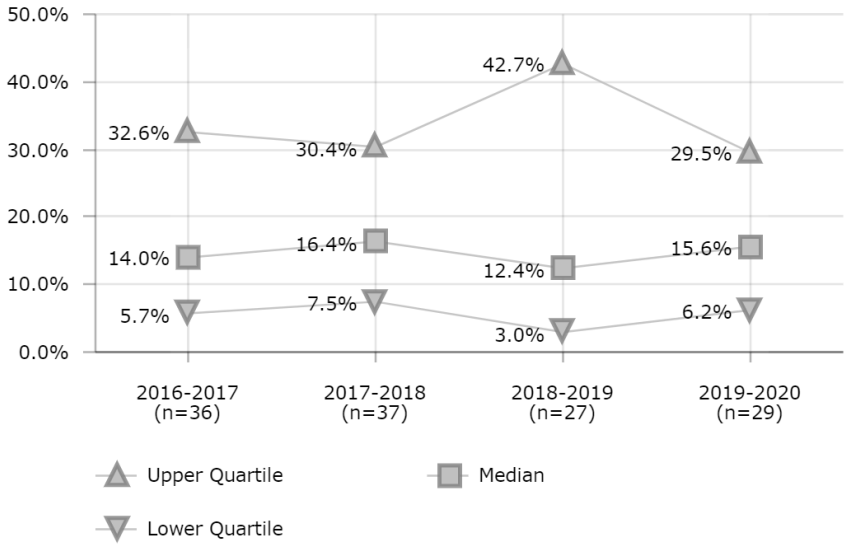
Districts in Best Quartile (2019-2020)

- Charleston County School District
- Dallas Independent School District
- Detroit Public Schools
- Minneapolis Public Schools
- Norfolk School District
- Oklahoma City Public Schools
- Orange County Public School District
- Palm Beach County School District

District	2016-2017	2017-2018	2018-2019	2019-2020
2	1.87%			
3	1.53%		1.54%	
4	2.52%	2.47%	2.75%	3.59%
5				1.63%
7	2.65%	2.87%		
8	1.66%	1.60%	1.57%	11.87%
9	1.41%	1.38%	1.37%	1.41%
10	2.05%			
11	1.03%		2.24%	
12	2.63%	2.78%	2.07%	2.29%
13		2.10%	2.00%	
14	3.23%	4.26%	4.38%	
16			1.04%	
18	2.18%	2.19%	1.76%	1.85%
19		0.19%		
20	3.85%	3.89%	3.16%	0.10%
23		3.56%		3.95%
26				2.57%
27			3.31%	4.48%
28	1.37%	2.01%	2.36%	1.08%
30	2.21%	2.33%	2.44%	2.27%
32	3.32%	2.36%	2.13%	2.09%
35	0.90%	1.18%	1.19%	1.17%
37	2.40%			
39	3.20%	2.98%		
40	2.28%			2.26%
41	3.31%	3.29%	4.57%	4.51%
43	1.66%	1.77%	1.97%	
44	2.72%	2.88%	3.32%	3.36%
45	1.18%			
46	1.79%	1.90%	1.57%	1.99%
47	2.84%	2.71%		
48	1.52%	4.10%	3.58%	5.13%
49	6.49%			1.36%
50	3.06%	1.69%	3.69%	3.95%
51	2.89%	3.90%	3.71%	4.63%
52				3.71%
53	1.12%	2.65%	2.46%	3.32%
54		2.28%		
55	1.88%	2.05%		
56			1.73%	
57	1.91%	0.96%	1.04%	1.28%
61		2.83%	2.83%	
62			1.17%	
63	1.92%	3.25%		
67	2.13%	1.73%	2.14%	2.16%
71	1.80%	1.79%		2.36%
77		2.02%	1.97%	
79	2.03%	1.82%	1.27%	2.71%
91		2.18%		
97	2.03%	2.02%	2.08%	2.10%
101		1.54%	1.73%	
431	1.47%	1.49%		
1728		1.80%	1.53%	

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.

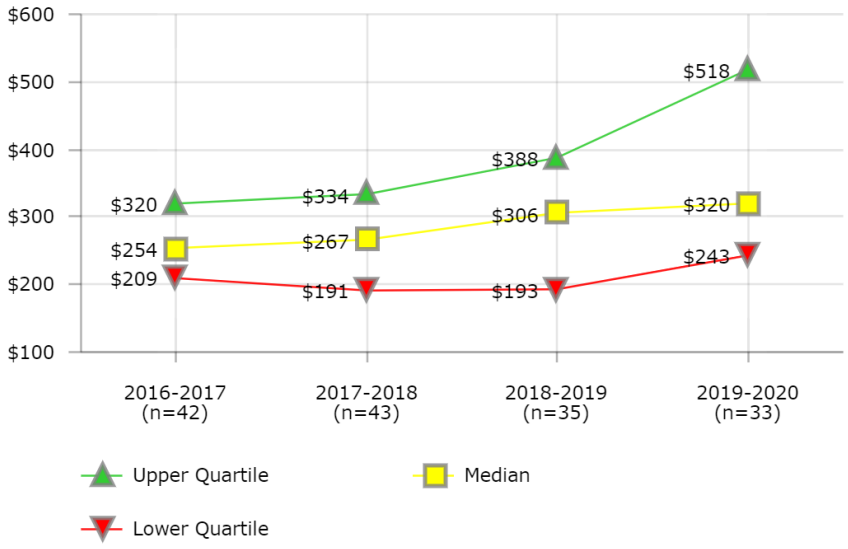
Importance of Measure

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

District	2016-2017	2017-2018	2018-2019	2019-2020
1	28.4%	40.8%		
3	13.3%	11.6%	11.8%	11.8%
4				10.2%
5	10.3%	9.4%		0.5%
7	44.3%	11.0%		
8	27.5%	43.1%	43.1%	15.6%
9	30.0%	42.2%	45.7%	61.2%
10				15.3%
11		23.2%	44.9%	
12	10.2%	5.6%	5.9%	15.1%
13	56.7%	30.4%	12.4%	
14	5.7%	7.5%	21.5%	
16	3.0%	0.2%	0.6%	1.2%
18		27.2%	17.0%	7.8%
20			99.9%	
21	6.9%	18.8%		
23		12.8%		34.2%
26	54.8%			
27	26.7%		1.2%	21.1%
28	68.1%	24.1%	42.7%	60.1%
30	3.7%	3.5%	2.8%	2.1%
32	16.8%	4.2%	6.4%	3.5%
35	72.3%	54.7%	68.6%	21.8%
37	7.0%			
39	35.1%	24.4%		
40				15.9%
41	10.9%	13.2%	3.0%	6.2%
44	53.9%	50.1%	26.7%	29.5%
45	4.6%			55.7%
47	24.1%	32.1%		
48	1.8%	75.8%		97.1%
49	14.7%	16.4%	0.9%	2.7%
50	3.7%		5.9%	16.5%
51		46.5%	27.6%	4.7%
52		4.0%	20.1%	24.2%
53	1.3%		0.8%	
54	38.5%	5.3%		
55	2.3%	2.1%		
57	20.8%		0.7%	
63		4.2%		
66	16.2%			
67		24.6%	3.0%	
71	2.7%	7.9%		2.7%
74	46.0%	20.0%		28.2%
76			18.6%	109.3%
77		71.7%		
79	5.8%	10.5%	11.9%	13.4%
91		16.8%		
97	9.6%	9.5%	44.7%	146.1%
431	8.2%	6.7%		

INFORMATION TECHNOLOGY

IT Spending per Student



Description of Calculation

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

Importance of Measure

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

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

Factors that Influence

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

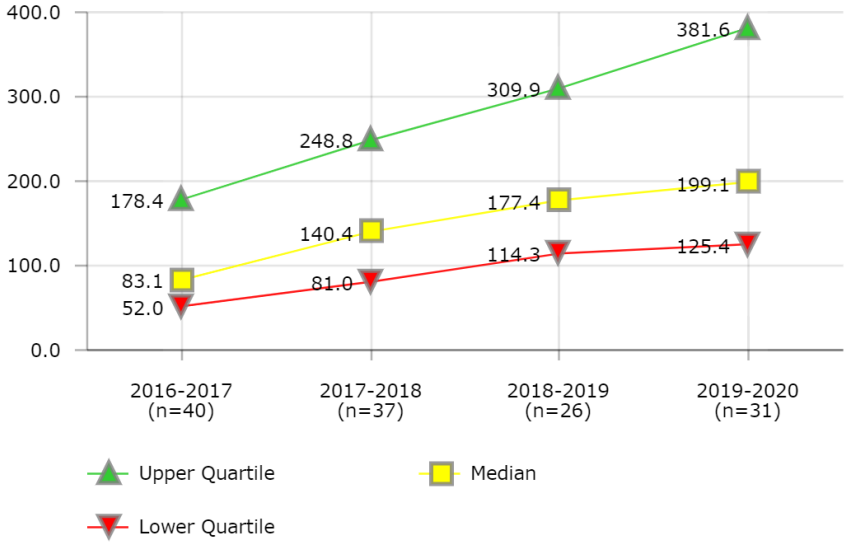
Districts in Best Quartile (2019-2020)

- Charleston County School District
- Detroit Public Schools
- Jefferson County Public Schools (KY)
- Minneapolis Public Schools
- Norfolk School District
- Oklahoma City Public Schools
- Orange County Public School District
- Palm Beach County School District
- Toledo Public Schools

District	2016-2017	2017-2018	2018-2019	2019-2020
2	$230			
3	$251	$262	$260	$270
4	$305	$338	$343	$494
5		$229		$182
7	$291	$317		
8	$128	$126	$130	$1,051
9	$118	$114	$119	$125
10	$209			$284
11			$328	
12	$520	$549	$406	$431
13	$193	$191	$193	
14	$301	$390	$454	
16		$102	$119	
18	$268	$268	$225	$230
19		$49		
20	$997		$828	$27
23		$428		$526
26	$98			$368
27	$320		$388	$518
28	$215	$311	$388	$185
30	$303	$318	$341	$320
32	$257	$185	$176	$184
35	$183	$240	$251	$260
37	$242			
39	$303	$334		
40	$213	$216		$252
41	$340	$324	$459	$487
43	$465	$558	$616	
44	$242	$267	$307	$316
45	$370			$260
46	$246	$257	$184	$243
47	$292	$303		
48	$136	$381	$352	$542
49	$232	$202		$149
50	$376	$276	$651	$749
51	$322	$373	$401	$540
52				$614
53	$144	$358	$379	$524
54	$236	$269		
55	$177	$196		
56			$176	
57	$413	$286	$336	$321
61		$228	$323	
62			$166	
63	$297	$545		
66	$369			
67	$246	$217	$306	$316
71	$274	$318		$445
76			$263	$372
77		$168	$203	
79	$403	$387	$247	$570
91		$175		
97	$193	$209	$218	$214
101		$148	$174	
431	$136	$142		
1728		$190	$217	

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

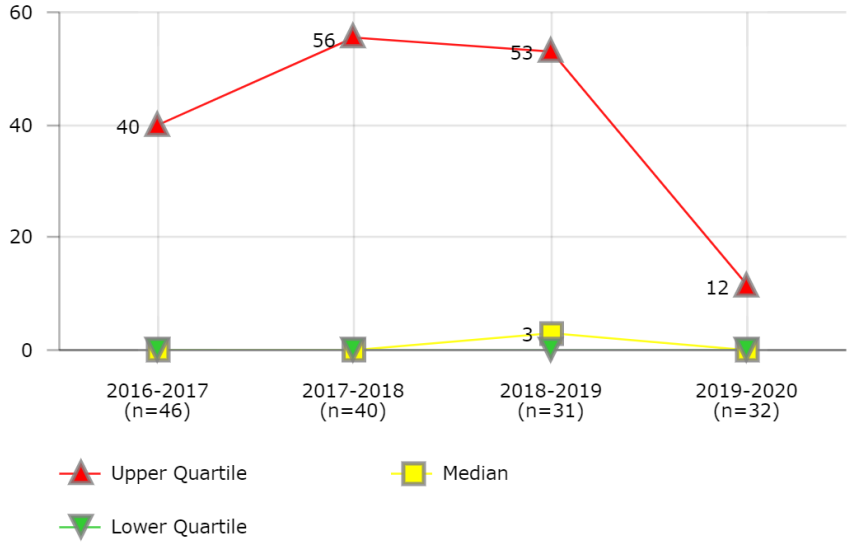
Districts in Best Quartile (2019-2020)

- Atlanta Public Schools
- Austin Independent School District
- Dallas Independent School District
- Fresno Unified School District
- Oklahoma City Public Schools
- Orange County Public School District
- St. Paul Public Schools
- Wichita Unified School District

District	2016-2017	2017-2018	2018-2019	2019-2020
2	287.8			
3	289.8	288.3	544.0	556.4
4	79.1	394.9	403.4	408.1
5		223.0		205.5
7	30.8	63.0		
8				0.3
9	62.4	248.8	250.0	251.4
10	51.6			204.9
11			177.4	
12	189.6	188.8	177.4	178.3
13	45.3	70.7	120.2	
14	47.7	48.2	74.6	
16		37.9	97.2	
18	180.8	169.1	168.4	177.5
19		832.9		
20	290.9	279.1	277.4	
23				199.1
26	176.0			
27	59.6		309.9	317.3
28	192.6	191.8	381.8	381.6
30				248.8
32	84.2	112.9	114.3	0.1
35	79.2	79.6	101.9	103.2
37	140.2			
39	92.7	140.4		191.0
40	22.9			243.5
41	127.0	127.9	129.2	1,299.9
43	243.4	26.1	481.2	
44	77.7	154.5	230.9	22.9
45	63.7			304.2
46	48.6	99.3	82.9	82.9
47	66.8	81.0		
48	98.3	96.5		493.5
49	82.0	82.0		102.8
50	40.4	191.0	192.8	198.3
51	274.2	258.0	532.9	557.1
52				181.8
53	148.5	203.1	153.4	153.1
54	42.7	65.8		
55	274.9	269.0		
57	52.4	52.7	53.7	125.4
63	41.8	43.5		
66	458.9			
67	141.4	271.3	281.6	564.7
71	108.7	295.0		496.4
76			410.5	
77		165.9		
79	43.8	86.6	129.5	131.4
91		312.9		
97	78.2	97.9	98.6	99.7
431	134.9	127.6		

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.

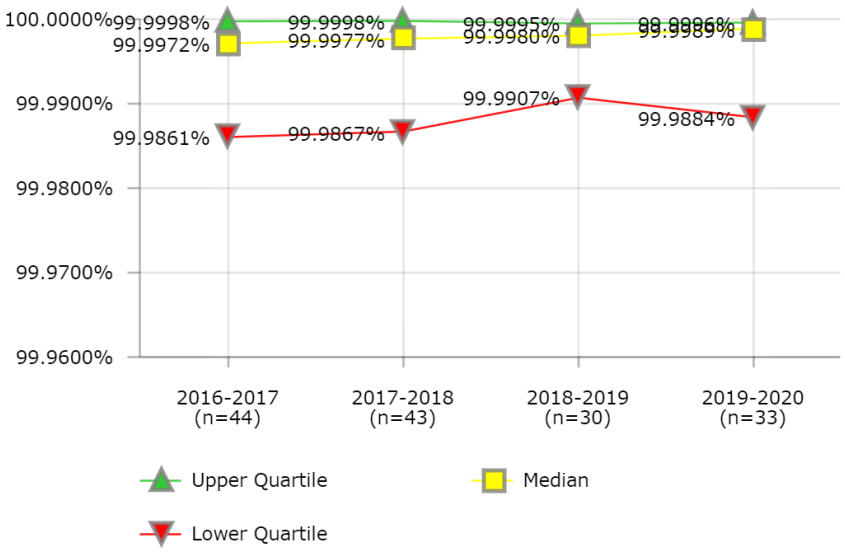
Factors that Influence

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	2016-2017	2017-2018	2018-2019	2019-2020
1		5		
2	0			
3	0	0	0	0
4	0	0	0	0
5	0			0
7	180	180		
8		3	3	0
9	172	0	0	0
10	11			0
11	0	0	0	
12	180	180	180	180
13	54	51	53	
14	180	200	200	
16	0			0
18	0	0	34	27
19		0		
20	6	21	36	
21	210	210	210	
23		56		18
26	0			
27	0		0	0
28	0		30	30
30	0	0	0	0
32	0	0	0	0
33	0			
35	175	175	102	5
37	40			
39	0	0		
40	0	0		0
41	0	0	100	0
43	0	0	0	
44	30	55	10	30
45	160			5
46	0	0	0	0
48	5	5	0	0
49	12	15	25	60
50	0	5	0	0
51	7	0	0	20
52	0	300	30	0
53	175	0	9	3
54	36	47		
55	0	0		
57	146	175	3	1
63	0	0		
66	0			
67	10	0	120	0
71	5	0		0
74	0	100		0
76			0	0
77		0		
79	5		0	
91		0		
97	90	120	200	270

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.

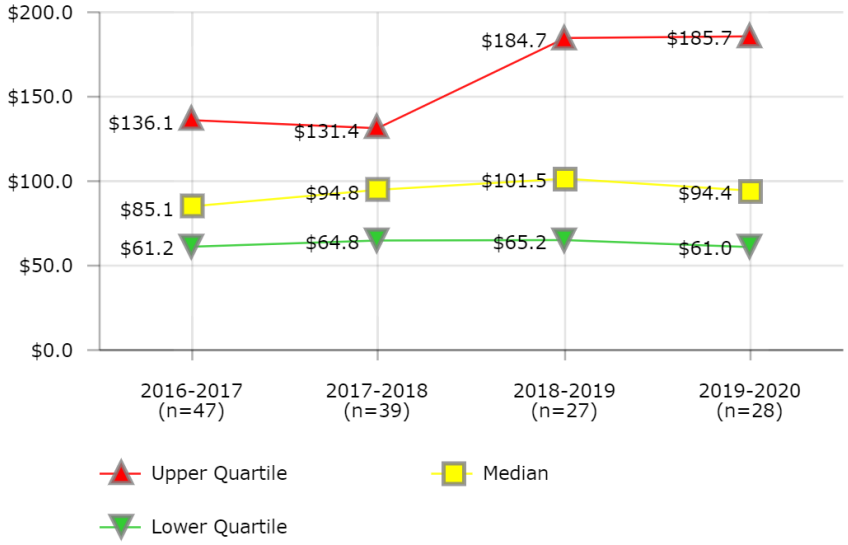
Districts in Best Quartile (2019-2020)

- Austin Independent School District
- Buffalo Public Schools
- Des Moines Public Schools
- Detroit Public Schools
- Hillsborough County Public Schools
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Pinellas County Schools
- San Antonio Independent School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1	100.0000%	99.9977%		
2	99.9998%			
3	99.9815%	99.9841%	99.9991%	99.9991%
4	99.9947%	99.9970%	99.9976%	99.9989%
5	99.9990%	99.9998%		99.9990%
7	99.9965%	99.9993%		
8	99.9970%	99.9925%	99.9925%	99.6300%
9	99.7638%	99.9052%	99.8990%	99.9065%
10	99.8592%			99.9999%
11	99.9866%	99.9974%	99.9981%	
12		99.9715%	99.9315%	100.0000%
13	99.9914%	99.9908%	99.9907%	
14	99.9999%	99.9997%	99.9997%	
16	99.9995%	99.9998%	99.9997%	99.9994%
18	99.9013%	99.7029%	99.6778%	99.8398%
19		100.0000%		
20	99.9941%	99.9908%	99.9856%	
21	100.0000%	100.0000%	100.0000%	
23		99.9970%		99.9890%
26	99.9995%			
27			99.9994%	99.9276%
28	99.9958%	99.9245%	100.0000%	99.9986%
30	99.9315%	100.0000%	100.0000%	100.0000%
32	100.0000%	99.9966%	99.9988%	100.0000%
33	99.9921%			
35	99.9986%	99.9999%	99.9956%	99.9981%
37	99.9997%			
39	99.4299%	99.7952%		99.5354%
40	99.9999%	99.9995%		99.9884%
41		99.9995%	99.9980%	99.9993%
43	99.9995%	99.9890%	99.9985%	
44	99.9755%	99.9794%	99.9426%	99.9548%
45	100.0000%			100.0000%
46	100.0000%	99.9993%	99.9988%	99.9991%
47	99.8645%	99.9836%		
48	99.9874%	99.9867%	99.9969%	99.9951%
49	100.0000%	100.0000%	99.9990%	99.9993%
50	99.6598%			99.9996%
51	99.9855%	99.9996%	99.9996%	99.9980%
52	99.9969%	99.9909%	99.9968%	99.9678%
53	99.9973%	100.0000%	99.9940%	99.9989%
54	99.9517%	99.9826%		
55	99.9981%	99.9093%		
57	99.9999%	100.0000%	100.0000%	99.8354%
63		100.0000%		
66	99.9995%			
67	99.9980%	99.9973%	99.9842%	99.9911%
71	100.0000%	100.0000%		99.9999%
74	99.9978%	99.9981%		99.9983%
76			99.9623%	99.9998%
77		99.9993%		
91		99.9995%		
97	99.9963%	99.9981%	99.9995%	99.9998%

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

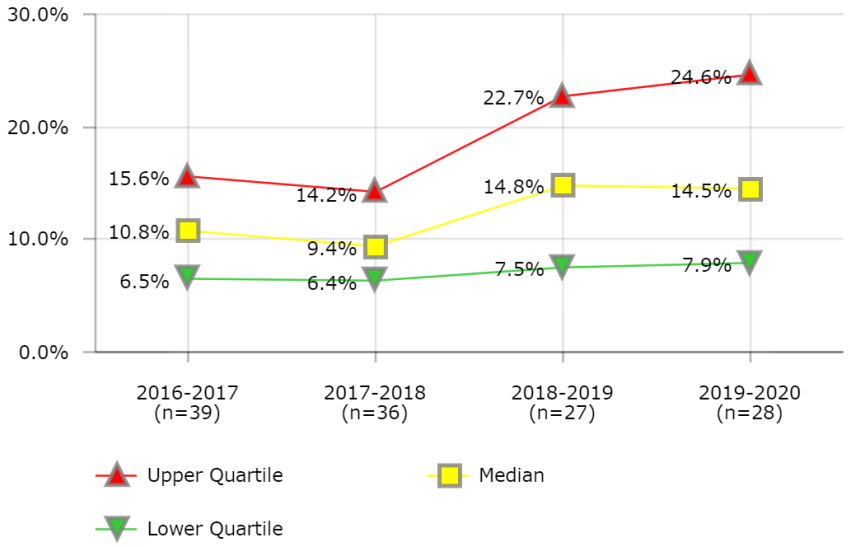
Districts in Best Quartile (2019-2020)

- Atlanta Public Schools
- Austin Independent School District
- Charleston County School District
- Orange County Public School District
- Palm Beach County School District
- San Antonio Independent School District
- Shelby County School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1	$250.4	$64.8		
2	$61.2			
3	$91.9	$94.8	$106.7	$90.8
4	$104.2	$106.8	$161.2	
5	$77.5	$36.2		$62.5
7	$110.1	$104.8		
8	$57.7	$55.3	$57.0	$57.2
9	$136.1	$223.4	$184.7	$177.8
10	$46.1			$195.5
11	$263.1	$258.6	$101.5	
12	$62.5	$113.1	$193.5	$201.0
13	$52.5	$75.8	$65.2	
14	$94.7	$184.5	$192.8	
16	$98.1	$52.4	$60.1	$76.1
18	$59.7	$127.4	$52.4	$38.9
20	$995.8			
21	$199.6	$168.8	$251.7	
23		$39.7		$52.0
27	$115.9		$93.7	$126.1
28	$108.9	$100.0		$6.0
30	$594.5	$535.5	$653.4	$556.0
32	$189.2	$226.3	$426.2	
33	$207.2			
35	$102.8	$95.1	$94.8	$113.2
37	$85.1			
39	$35.6	$17.0		
40	$62.7	$128.4		
41	$71.5	$58.0	$64.7	$79.3
43	$78.1	$326.8	$280.3	
44	$426.3	$976.3		$127.0
45	$35.0			
46	$83.0	$82.3	$81.5	$216.3
48	$72.4	$97.5	$105.8	$51.2
49	$67.3	$71.9		$84.1
50	$151.9	$214.5	$156.3	$154.0
51	$50.2		$83.6	$357.5
52	$96.8	$89.0	$84.0	$94.8
53	$96.4	$86.0	$96.8	$91.7
54	$66.3	$60.7		
55	$79.0	$72.1		
63	$45.8	$50.5		
66	$509.4			
67	$57.8	$77.0	$109.1	$94.0
71	$65.6	$65.2		$59.6
74	$144.7	$131.4		$990.7
76			$45.5	$52.9
79	$95.4	$131.2	$140.0	$146.7
91		$86.8		
97	$0.6	$10.9	$12.8	$193.7
431	$54.0			

INFORMATION TECHNOLOGY

Support - Help Desk Call Abandonment Rate



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

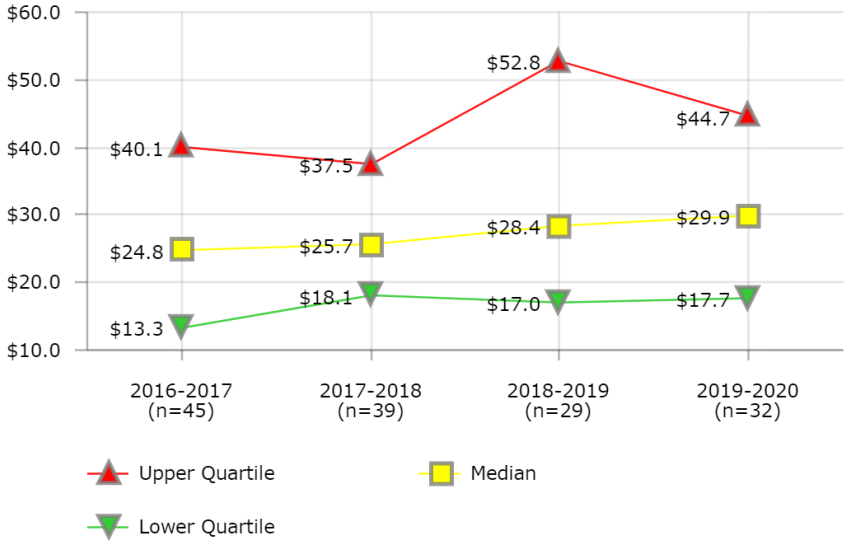
Districts in Best Quartile (2019-2020)

- Charleston County School District
- Clark County School District
- Cleveland Metropolitan School District
- Columbus Public Schools
- Pinellas County Schools
- Shelby County School District
- Wichita Unified School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1	9.5%	6.3%		
2	10.1%			
3	18.4%	17.9%	19.3%	15.2%
4	17.1%	12.0%	7.3%	7.8%
5		0.7%		18.8%
7	15.3%	14.5%		
8	10.8%	8.1%	8.1%	31.9%
9	12.4%	8.9%	8.0%	5.8%
10	15.1%			13.9%
11	28.3%	7.0%	22.3%	
13	14.8%	26.6%	26.9%	
14	5.7%	9.0%	4.8%	
16	6.5%	21.3%	16.6%	11.8%
18	5.5%	3.6%	7.5%	5.3%
20	11.3%	6.4%		
21	8.6%	11.5%	14.8%	
23		12.7%		7.0%
26	62.5%			
27			16.6%	9.0%
28	13.4%	12.5%	15.2%	11.9%
30	2.2%	2.3%	50.0%	8.0%
33	40.2%			
35	6.2%	7.5%	5.5%	6.4%
37	15.6%			
39	8.9%	18.7%		
40	26.5%	28.9%		38.7%
41	10.2%	8.2%	8.8%	16.7%
43	33.5%	24.8%	24.1%	
44	0.1%		6.5%	27.9%
45	12.4%			13.3%
46	5.5%	4.5%	6.2%	16.2%
47	12.8%	12.5%		
48	8.6%	8.8%	7.8%	13.3%
49			22.7%	
50	16.9%	23.1%	36.1%	34.1%
51	20.0%	24.2%	24.2%	15.6%
52		7.7%	6.5%	25.2%
53	9.3%	13.9%	19.3%	16.6%
54	3.3%	13.3%		
55	1.6%	1.3%		
57	13.4%	6.2%	12.3%	4.9%
63	1.2%	1.1%		
67				42.9%
71	9.0%	5.7%		24.1%
76			12.3%	29.6%
77		9.8%		
97	9.8%	10.1%	35.2%	0.3%

INFORMATION TECHNOLOGY

Support - Help Desk Staffing Cost per Ticket



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

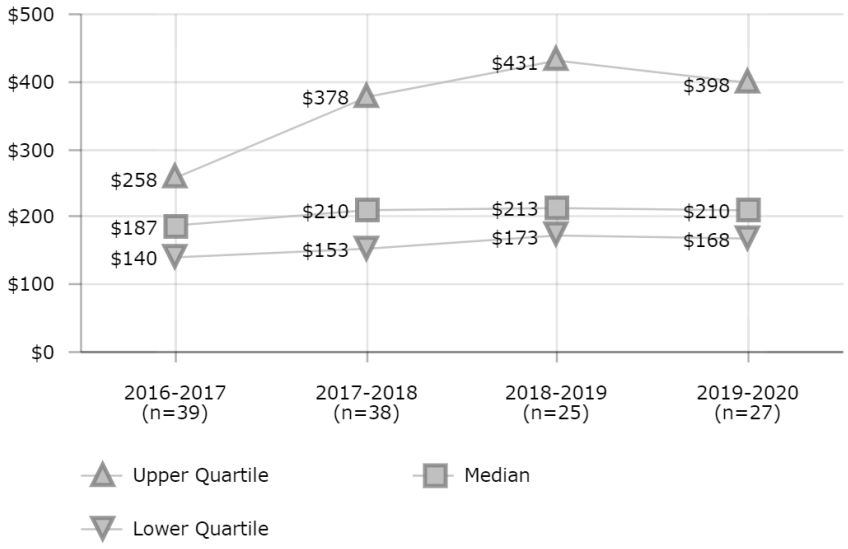
Districts in Best Quartile (2019-2020)

- Austin Independent School District
- Baltimore City Public Schools
- Charleston County School District
- Dallas Independent School District
- Palm Beach County School District
- Pinellas County Schools
- Shelby County School District
- Wichita Unified School District

District	2016-2017	2017-2018	2018-2019	2019-2020
1	$9.3	$6.9		
2	$13.2			
3	$40.1	$40.3	$27.4	$19.4
4	$14.6	$10.8	$17.0	$17.3
5		$19.0		$28.8
7	$7.8	$10.3		
8	$25.6	$19.9	$20.5	$9.0
9	$18.1	$18.1	$12.7	$18.4
10	$19.9			$27.5
11	$31.3	$23.7	$21.5	
12	$28.5	$25.7	$37.5	$22.5
13	$49.4	$67.2	$71.1	
14	$17.7	$14.6	$14.7	
16	$26.7	$25.9	$25.7	$26.9
18	$26.9	$19.8	$11.8	$17.6
20	$24.6	$28.6		
21	$29.7	$22.4	$26.7	
23		$13.6		$13.0
26	$12.1			
27			$126.1	$194.3
28	$19.7	$28.3	$28.4	$27.3
30	$27.1	$33.5	$41.8	$46.5
32	$6.3	$6.9	$59.5	$39.4
35	$10.7	$17.5	$82.0	$40.5
37	$24.8			
39	$9.4	$18.7		
40	$93.5	$126.0		
41	$13.4	$10.4	$7.1	$8.2
43	$3.7	$24.9	$12.7	
44	$47.1	$52.6	$64.2	$55.0
45	$11.6			$33.1
46	$13.3	$24.5	$9.3	$11.6
47	$51.2	$51.6		
48	$46.1	$36.1	$31.3	$31.0
49	$91.0			$35.2
50	$21.2	$37.5	$52.8	$42.9
51	$34.0		$49.0	$344.8
52	$59.7	$79.9	$73.9	$92.6
53	$8.5	$8.9	$21.1	$42.0
54	$1.3			
55	$32.9	$29.4		
57	$80.3			$342.3
63	$18.5	$19.5		
66	$75.0			
67	$21.4	$32.3	$40.7	$37.7
71	$38.0	$61.6		$6.9
74	$107.9	$182.1		$260.1
76			$33.8	$17.8
77		$99.1		
79			$518.8	$481.9
91		$30.8		
97	$40.2	$27.2	$11.5	$13.0

INFORMATION TECHNOLOGY

Systems Cost - Business Systems Cost per Employee



Description of Calculation

Personnel costs of staff for administration, development and support of enterprise business systems, plus annual maintenance fees for all enterprise business systems, plus total outsourced services fees for enterprise business systems, all divided by total number of district FTEs.

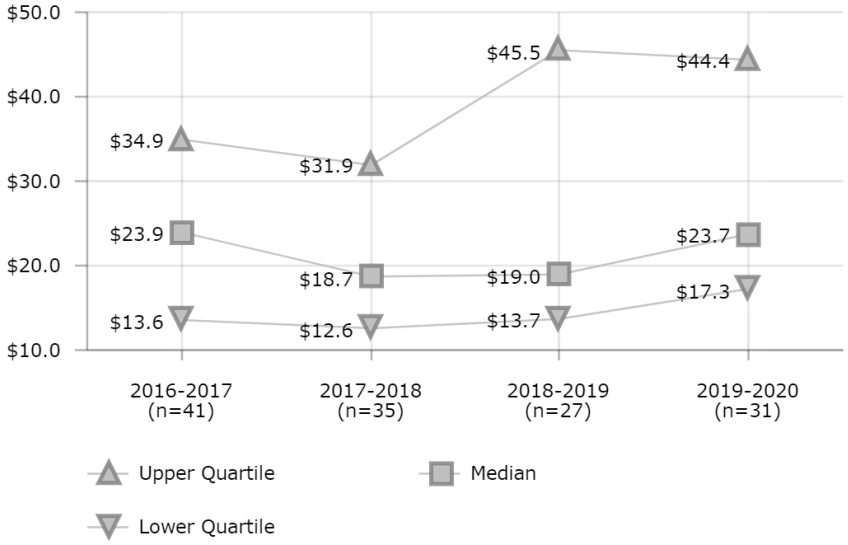
Importance of Measure

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

District	2016-2017	2017-2018	2018-2019	2019-2020
1	$220			
2	$58			
4	$782	$825	$881	$348
5		$463		$172
7	$180	$194		
8	$223	$209	$213	$253
9	$215	$173	$195	$194
10	$78			
12	$144	$148	$185	$138
13		$361	$273	
14	$121	$136	$118	
18	$143	$841	$536	$305
20	$492	$248		
23		$229		$584
27			$148	$162
28	$258	$382	$467	
30	$702	$674	$599	$587
32	$140	$144	$155	$173
35	$161	$163	$153	$168
37	$380			
39	$322	$357		
40	$230	$367		$186
41	$389	$174	$264	$398
43	$132	$133	$556	
44	$140	$170	$187	$267
45	$129			$85
46	$238	$244	$208	$210
47	$174	$236		
48	$381	$472	$431	$619
49	$76	$82		$78
50	$424	$473	$173	$217
51	$187	$337	$351	$169
52	$239	$777	$420	$556
53	$180	$428	$206	$195
54	$221	$211		
55	$126	$126		
57	$390	$378	$434	$489
63	$158	$175		
67	$118	$174	$273	$533
71	$192	$179		$224
79	$192	$135	$152	$135
91		$42		
97	$75	$84	$86	$82
431	$141	$153		

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	2016-2017	2017-2018	2018-2019	2019-2020
2	$13.9			
4	$27.7	$29.8	$35.9	$66.9
5		$20.3		$11.2
7	$30.0	$35.7		
8	$14.9	$15.8	$16.3	$14.4
9	$13.4	$18.7	$13.7	$14.7
10	$54.5			$41.8
11			$78.0	
12	$95.8	$81.2	$12.8	$60.4
13	$24.3	$19.0	$19.9	
14	$12.2	$13.6	$17.7	
16		$22.3	$24.1	
18	$13.9	$15.8	$17.3	$17.3
20	$66.2	$81.9	$58.5	
23				$223.3
26	$11.2			$21.9
27	$48.8		$55.5	$60.4
28	$7.5		$4.1	$11.3
30	$14.1	$14.3	$16.4	$21.1
32	$41.0	$44.7	$45.5	$42.7
35	$12.5	$12.6	$12.6	$11.9
37	$20.6			
39	$34.9	$40.6		
40	$37.4	$27.9		$17.7
41	$37.0	$41.0	$27.8	$44.4
43	$51.3	$53.6	$110.1	
44	$13.0	$10.9	$16.3	$23.2
45	$24.7			$48.8
46	$44.2	$7.4	$6.8	$7.2
47	$6.4	$5.7		
48	$33.0			$24.3
49	$10.9	$10.9		$17.9
50	$16.3	$6.7	$2.5	$23.7
51	$82.2		$9.0	$19.2
52				$14.8
53	$13.6	$79.5	$101.9	$121.7
54	$9.8	$10.3		
55	$27.9	$28.6		
57	$26.7	$28.3	$31.0	$33.4
63	$23.9	$31.9		
66	$25.3			
67	$11.2	$12.1	$16.4	$29.7
71	$14.4	$15.0		$30.4
76			$58.1	$52.3
77		$13.6		
79	$27.0	$24.2	$36.1	$30.2
91		$9.7		
97	$17.0	$18.4	$19.0	$18.0
431	$15.7	$12.6		