Managing for Results
in America's Great City Schools
2015

RESULTS FROM FISCAL YEAR 2013-14

ActPoint KPI
PERFORMANCE MANAGEMENT SYSTEM

A REPORT OF THE PERFORMANCE MEASUREMENT AND BENCHMARKING PROJECT

OCTOBER 2015

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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. (The definitional documentation for any KPI that is mentioned in this report is included in the "KPI Definitions" section of each functional area.)

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.

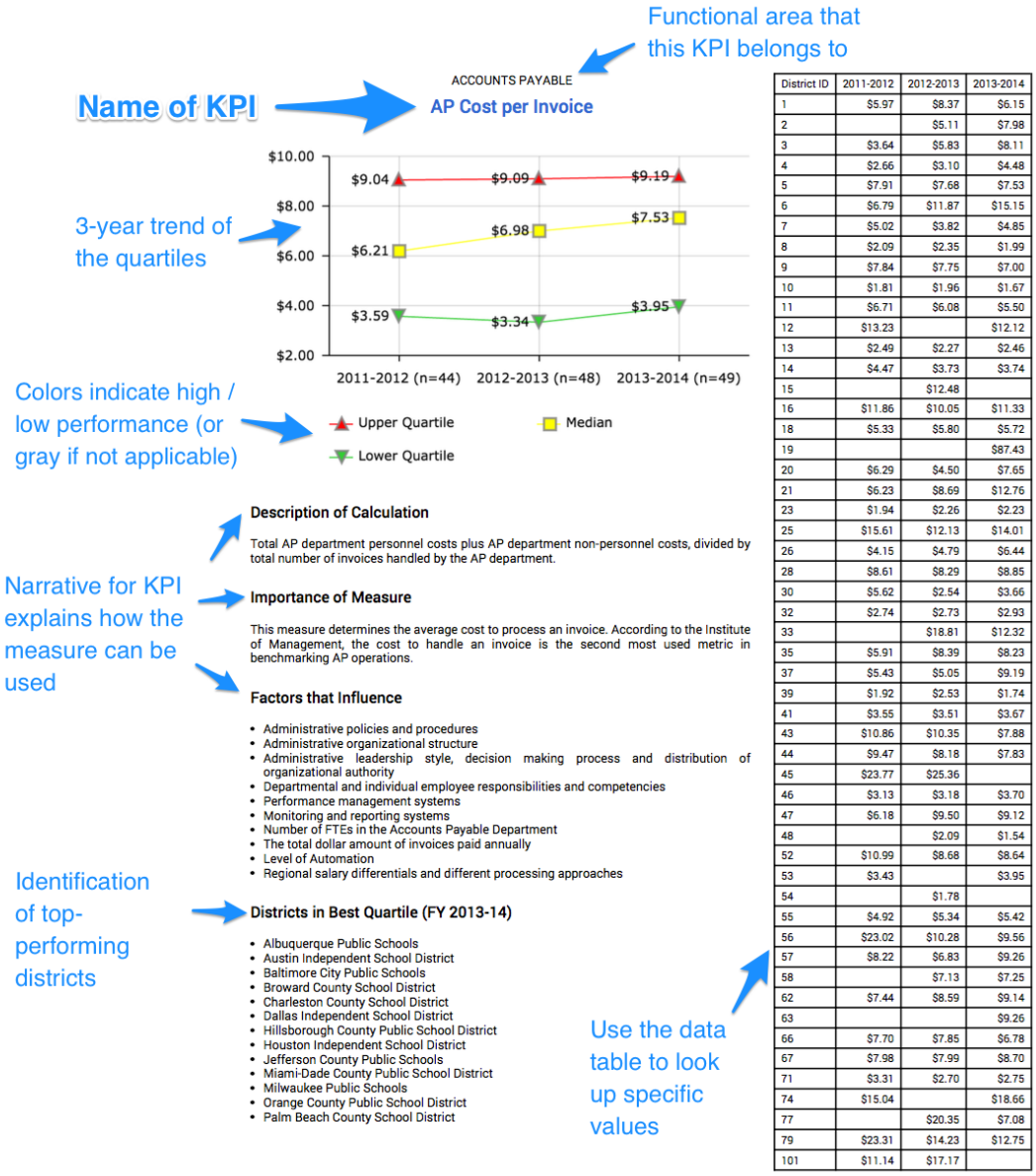
This division is more or less hierarchical, and while it is just one way of many to organizing the KPIs, it is helpful for highlighting those KPIs that are important enough to warrant more attention being paid to them.

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 three-year trend is useful for thinking about national trends over time.

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

FREQUENTLY ASKED QUESTIONS

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

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

How do I find my district's ID number?

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

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

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

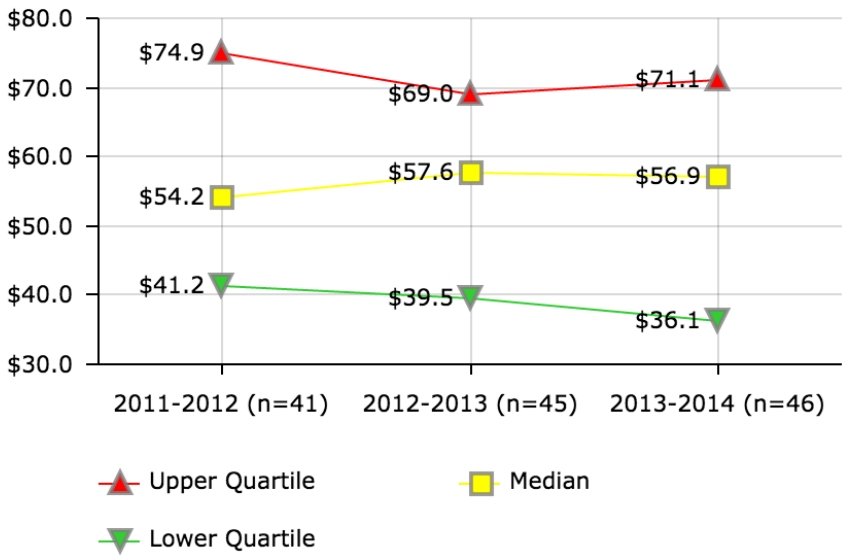
Productivity is measured by **Invoices Processed per FTE per Month**, and service quality is captured, in part, by **Days to Process Invoices**, **Invoices Past Due at Time of Payment** and **Payments Voided**.

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 oversightand reporting procedures

ACCOUNTS PAYABLE

AP Cost per $100K Revenue



Description of Calculation

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

Importance of Measure

This measures the operational efficiency of an Accounts Payable Department.

Factors that Influence

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

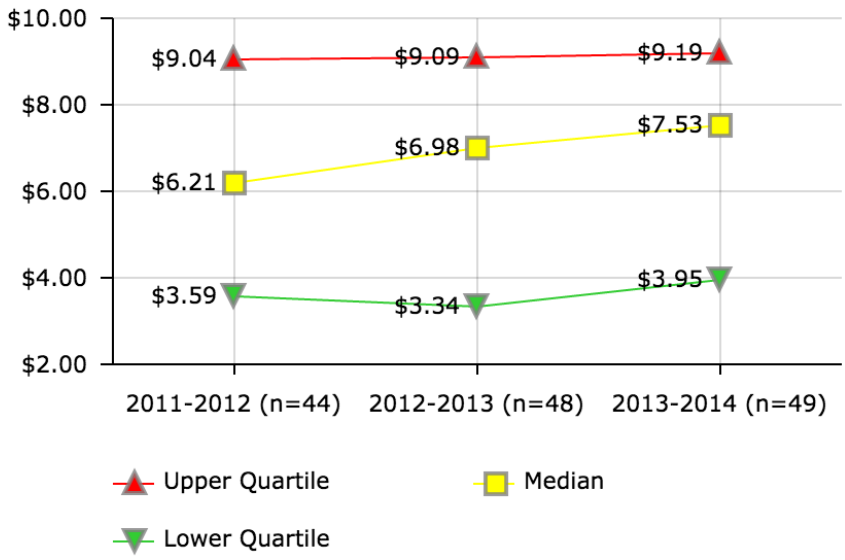
Districts in Best Quartile (FY 2013-14)

- Anchorage School District
- Baltimore City Public Schools
- Boston Public School District
- Broward County School District
- Clark County School District
- Hillsborough County Public School District
- Houston Independent School District
- Miami-Dade County Public School District
- Milwaukee Public Schools
- Palm Beach County School District
- School District of Philadelphia
- Wichita Unified School District 259

District ID	2011-2012	2012-2013	2013-2014
1	$67.9	$86.2	$63.0
2		$57.6	
3	$66.0	$92.1	
4	$31.5	$32.4	$36.1
5	$74.9	$73.5	$66.2
6	$193.1	$201.4	$200.2
7	$43.6	$41.5	$35.9
8	$36.9	$39.5	$32.1
9	$38.9		$34.6
10	$29.0	$28.7	$25.0
11	$47.4		$44.0
12	$155.8	$151.2	$162.7
13	$37.5	$34.2	$33.8
14	$80.5	$63.5	$63.6
16	$93.0	$63.4	$75.7
18	$54.2	$59.9	$47.7
19			$136.8
20	$81.9	$61.3	$72.6
21	$57.0	$58.2	$51.2
23	$47.3	$53.1	$55.9
25	$50.7	$38.1	$45.4
26	$22.8	$22.1	$23.3
28	$78.0	$79.9	$71.4
30	$38.8	$37.9	$32.9
32	$41.2	$37.8	$35.5
33		$75.6	
34			$58.5
35	$65.3	$76.8	$71.1
37	$54.7	$51.4	$66.8
39	$35.5	$33.4	$31.6
41	$45.5	$49.6	
43	$46.9	$44.9	$38.0
44	$79.0	$69.0	$61.7
45	$64.5	$68.0	
46	$26.3	$19.2	$22.3
47	$63.0	$70.6	$64.3
48	$53.6	$62.2	$46.3
49		$62.4	$58.2
52	$59.1	$52.2	$53.7
54	$12.5	$14.5	
55	$48.1	$49.4	$46.9
56		$67.4	$62.2
57	$63.7	$53.4	$70.1
58		$21.9	$17.1
62		$54.2	$51.8
63			$58.0
66	$92.9	$81.8	$85.3
67	$77.9	$65.3	$91.9
71	$45.7	$44.8	$47.6
74			$81.8
79		$119.2	$102.8
101	$93.1		$191.6

ACCOUNTS PAYABLE

AP Cost per Invoice



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Austin Independent School District
- Baltimore City Public Schools
- Broward County School District
- Charleston County School District
- Dallas Independent School District
- Hillsborough County Public School District
- Houston Independent School District
- Jefferson County Public Schools
- Miami-Dade County Public School District
- Milwaukee Public Schools
- Orange County Public School District
- Palm Beach County School District

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
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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
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44	$9.47	$8.18	$7.83
45	$23.77	$25.36	
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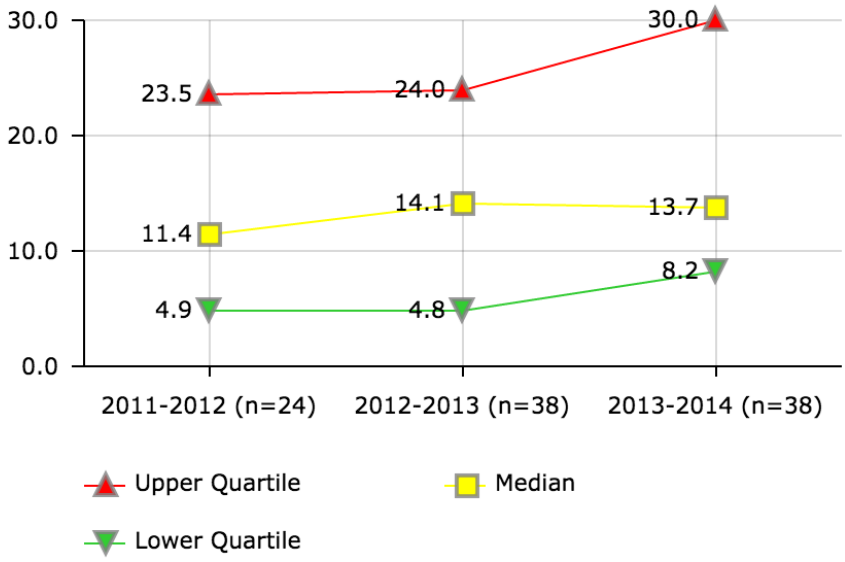
47	$6.18	$9.50	$9.12
48		$2.09	$1.54
52	$10.99	$8.68	$8.64
53	$3.43		$3.95
54		$1.78	
55	$4.92	$5.34	$5.42
56	$23.02	$10.28	$9.56
57	$8.22	$6.83	$9.26
58		$7.13	$7.25
62	$7.44	$8.59	$9.14
63			$9.26
66	$7.70	$7.85	$6.78
67	$7.98	$7.99	$8.70
71	$3.31	$2.70	$2.75
74	$15.04		$18.66
77		$20.35	$7.08
79	$23.31	$14.23	$12.75
101	$11.14	$17.17	

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

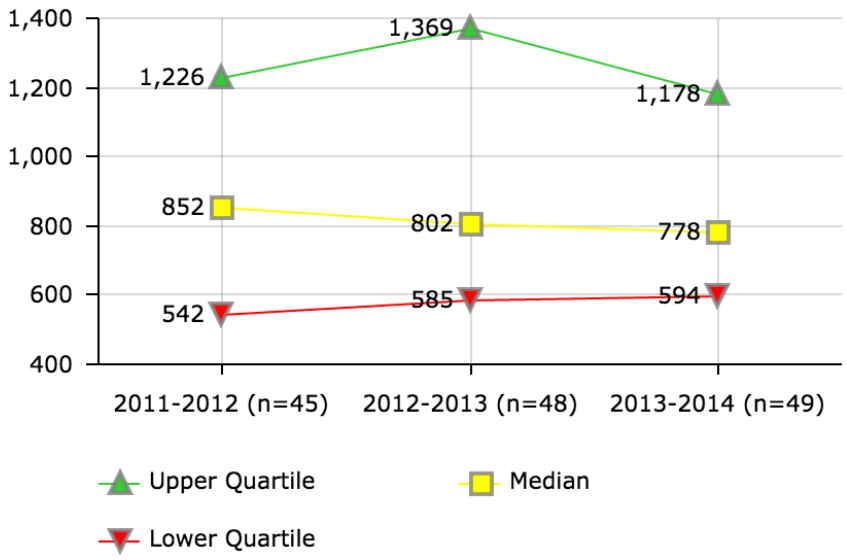
Districts in Best Quartile (FY 2013-14)

- Birmingham City Public School District
- Boston Public School District
- Broward County School District
- Charlotte-Mecklenburg School District
- Denver Public School District 1
- Hillsborough County Public School District
- Jefferson County Public Schools
- Metropolitan Nashville Public School
- Miami-Dade County Public School District
- Pittsburgh Public Schools

District ID	2011-2012	2012-2013	2013-2014
3	3.4	3.4	59.3
4		19.7	20.4
5	6.1	6.8	10.8
6		7.0	7.0
7	25.0	25.3	13.5
8	12.9	10.8	8.3
9		24.0	20.0
10		14.7	8.2
11	22.0	19.0	20.9
12	18.0		
13		2.0	2.2
14		4.2	
16	7.6	17.1	19.8
18	18.4		20.1
20	5.5	4.8	
21		15.9	30.0
23		20.0	23.2
25		57.8	52.4
26		30.0	0.0
28			11.6
30	10.0	10.0	10.0
32	3.1	3.0	1.0
33		3.4	8.5
35		23.7	21.2
37	3.2	3.5	7.3
39			38.1
41		1.2	
43			1.0
44	30.0	29.1	41.6
45	49.5	39.6	
46	10.0	38.1	32.6
47	2.6	2.6	3.6
48		16.2	17.4
53	4.3		3.7
54		14.2	
55	3.3	4.2	4.3
56	40.7	42.2	37.9
57		5.0	
58		42.8	40.5
62	9.4	6.2	10.2
63			31.6
66		14.0	14.0
67	30.9	29.1	31.1
71	15.9	10.1	10.3
74	40.6		
79	15.9	14.0	13.0

ACCOUNTS PAYABLE

Invoices Processed per FTE per Month



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

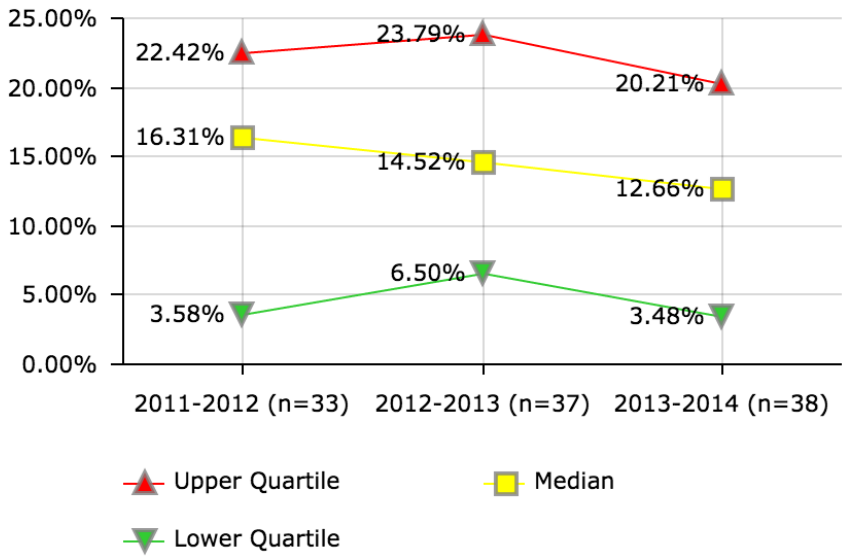
Districts in Best Quartile (FY 2013-14)

- Austin Independent School District
- Baltimore City Public Schools
- Broward County School District
- Charleston County School District
- Dallas Independent School District
- Hillsborough County Public School District
- Houston Independent School District
- Miami-Dade County Public School District
- Milwaukee Public Schools
- Orange County Public School District
- Palm Beach County School District
- Shelby County School District
- Wichita Unified School District 259

District ID	2011-2012	2012-2013	2013-2014
1	767	729	684
2		804	713
3	1,378	726	680
4	1,683	1,657	1,222
5	620	618	652
6	1,143	675	536
7	949	1,340	1,013
8	1,804	1,768	1,990
9	728	746	778
10	2,195	1,978	2,240
11	723	801	893
12	316		376
13	1,631	2,029	1,686
14	844	925	862
15		326	
16	425	467	434
18	1,135	1,145	1,178
19			77
20	916	1,184	833
21	852	639	400
23	2,693	2,163	2,033
25	319	325	282
26	1,134	1,001	820
28	542	410	719
30	1,296	3,430	1,949
32	1,544	1,674	1,631
33		260	419
35	1,175	955	951
37	871	945	591
39	2,140	1,417	2,408
41	1,226	1,333	1,332
43	514	456	635
44	426	508	571
45	230	232	
46	1,607	1,437	1,473
47	889	641	694
48		2,223	2,564
52	563	658	692
53	1,168		1,056
54		3,109	
55	920	890	849
56	255	552	594
57	589	825	856
58		978	1,046
62	746	775	669
63			645
66	668	686	840
67	700	720	604
71	1,295	1,399	1,517
74	234		240
77		140	455
79	268	438	419
101	476	476	
102	56		

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

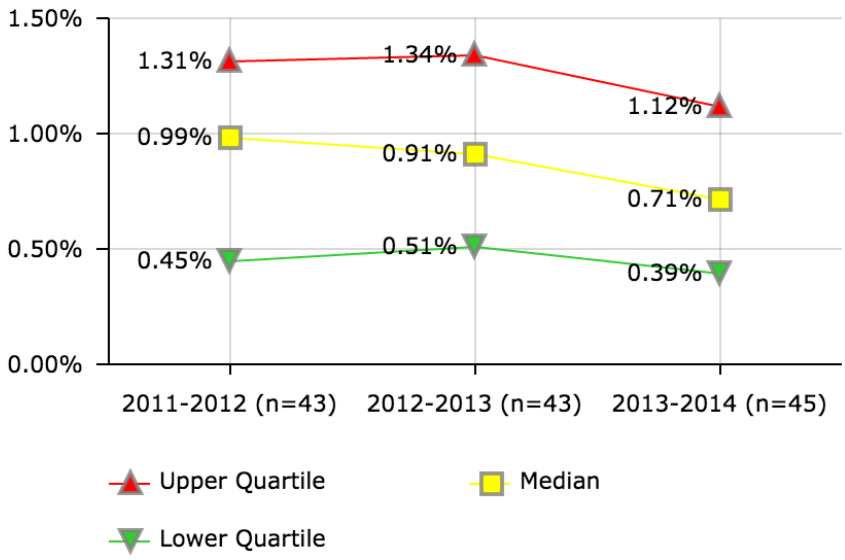
Districts in Best Quartile (FY 2013-14)

- Anchorage School District
- Duval County Public Schools
- Indianapolis Public School District
- Jefferson County Public Schools
- Metropolitan Nashville Public School
- Omaha Public School District 1
- Orange County Public School District
- Palm Beach County School District
- Richmond City School District
- Toledo Public Schools

District ID	2011-2012	2012-2013	2013-2014
2		1.64%	1.86%
3	3.58%	1.51%	35.43%
4	6.13%	18.05%	17.37%
5	20.63%	17.75%	16.18%
6			5.00%
7			3.48%
8	1.40%	22.58%	3.29%
9	9.78%	8.18%	8.21%
10	8.27%	8.13%	7.99%
11	22.42%	11.62%	19.02%
12			12.22%
14		24.76%	
15		31.95%	
16	18.32%	13.11%	35.83%
18	16.31%	19.98%	20.21%
20	18.93%	19.07%	
23	0.48%	0.45%	14.57%
25	69.71%	63.18%	63.22%
28	1.21%	11.69%	13.09%
32		22.31%	19.78%
33			0.86%
35	19.25%	19.32%	16.62%
37	0.20%	14.52%	27.39%
39	17.91%	34.76%	19.82%
41	30.01%	23.79%	34.05%
43	40.16%	42.12%	31.07%
44	1.79%	1.80%	1.52%
45	63.96%	43.38%	
46	14.38%	22.48%	34.41%
47	40.09%	9.35%	1.56%
48		0.36%	0.39%
53	3.30%		2.48%
54		84.42%	
55	3.81%	4.05%	5.49%
56	18.40%	38.92%	43.14%
57	43.13%	36.43%	36.73%
58		6.50%	9.27%
62	3.38%	3.11%	7.30%
63			13.80%
66	6.45%	2.08%	1.77%
67	18.35%	10.78%	12.13%
71	9.18%	10.64%	8.33%
74	58.38%		
79	34.34%	4.00%	2.00%
101	0.09%		

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 (FY 2013-14)

- Albuquerque Public Schools
- Anchorage School District
- Columbus Public Schools
- Denver Public School District 1
- Des Moines Public Schools
- Metropolitan Nashville Public School
- Milwaukee Public Schools
- Minneapolis Public School District
- Omaha Public School District 1
- San Francisco Unified School District
- Toledo Public Schools
- Wichita Unified School District 259

District ID	2011-2012	2012-2013	2013-2014
1	0.45%	0.69%	0.94%
2		1.78%	2.63%
3	1.14%	0.91%	0.99%
4		0.21%	0.39%
5	0.98%	1.01%	1.00%
6	0.88%	0.92%	1.12%
7	0.92%	0.91%	0.22%
8	0.46%	0.46%	0.49%
9	0.57%	0.58%	0.49%
10		0.76%	
11	1.09%	0.51%	0.44%
12	0.44%		0.10%
13	0.64%	0.70%	1.28%
14	0.38%	0.40%	0.36%
15		5.29%	
16	1.21%	1.17%	1.72%
18	2.84%	1.23%	0.55%
20	1.07%		2.05%
21	0.40%	0.31%	1.08%
23		1.34%	0.57%
25	2.48%	1.49%	1.13%
28	1.47%	2.13%	0.45%
30	0.32%		0.37%
32	1.65%	0.82%	0.99%
33		2.24%	1.02%
34	0.52%		
35	1.10%	0.60%	0.36%
37	0.31%	0.26%	0.28%
39	0.99%	1.11%	1.15%
41	1.47%	2.08%	5.51%
43	1.31%	1.09%	0.71%
44	1.30%	1.44%	0.67%
45	0.50%	0.29%	
46	1.82%		0.78%
47	0.24%	0.16%	0.14%
48	4.40%	1.99%	3.71%
49	1.14%	0.69%	
52	0.37%	0.17%	0.12%
53	0.41%		7.14%
55	1.98%	1.59%	1.82%
56	0.18%	0.52%	0.42%
57	0.83%	1.23%	0.77%
58		0.51%	0.61%
62	0.69%		
63			2.06%
66	1.17%	0.41%	0.32%
67	1.14%	0.65%	0.76%
71	1.17%	0.93%	0.76%
74	5.33%		0.51%
77		0.11%	0.06%
79	0.26%	0.98%	0.27%
101	2.40%	2.40%	

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**.

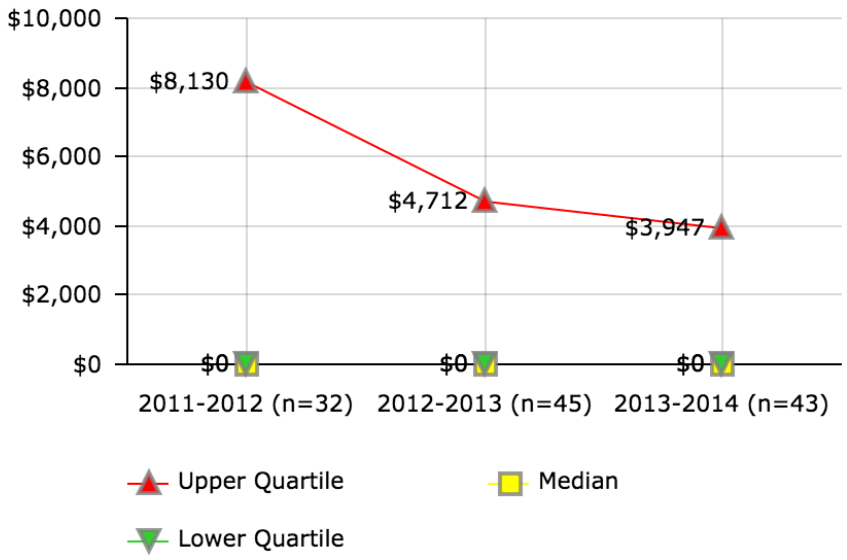
When evaluating cash-management performance, the following conditions should be considered among the influencing factors:

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.

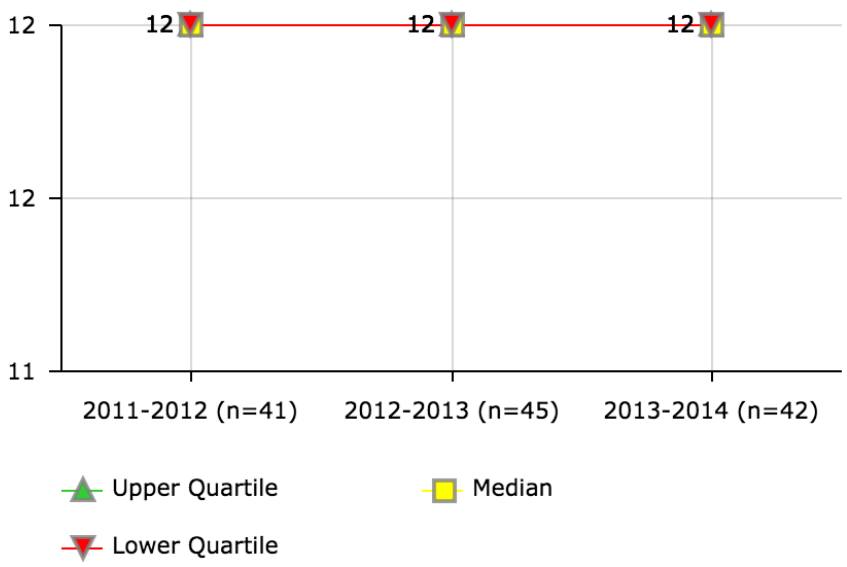
Factors that Influence

- 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 ID	2011-2012	2012-2013	2013-2014
1	$0	$0	$0
2		$0	
3	$41,667	$28,794	
4		$0	$0
5	$0	$0	$0
6	$8,431	$5	$0
7		$0	$0
8	$7,430	$7,375	$6,623
9	$0		$0
10	$0	$0	$0
11	$7,099		
12	$0	$0	$0
13	$5,847	$5,765	$5,172
14		$0	$0
16	$15,882	$11,895	$13,048
18	$0	$0	$0
19			$0
20		$0	$0
21	$0	$0	$0
23	$15,481	$15,239	$14,847
25	$0	$1,358	$2,265
28	$0	$0	
30	$12,761	$10,642	$20,399
32	$7,829	$8	$7,721
33		$0	
34			$14,865
35	$0	$0	$0
37	$9,442	$11,428	$12,633
39	$0	$0	$0
41		$0	
43	$0	$0	$0
44	$174	$0	$0
45	$56,347	$0	
46	$0	$0	$0
47	$0	$0	$0
48		$0	$0
49		$0	$0
52		$0	$0
53		$0	
54	$0	$0	
55			$0
56		$5,260	$0
57	$0	$0	$18,044
58		$15,434	$3,947
62		$8,856	$3,689
63			$0
66	$0	$0	$0
67	$0	$0	$0
71	$6,007	$4,712	$5,592
74			$0
79		$0	$0
101	$10,397	$8,439	$0

CASH MANAGEMENT

Cash Flow - Months Above Liquidity Baseline



Description of Calculation

Twelve months, minus the number of months that the district was below the target liquidity baseline.

Importance of Measure

This measure highlights cash- flow performance relative to an established minimum liquidity level.

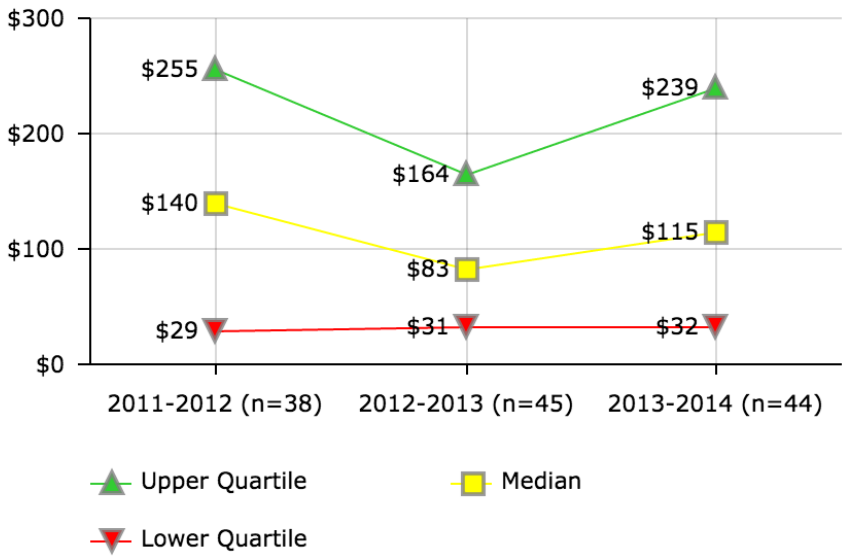
Factors that Influence

- Cash management policies and strategies
- Business tracking systems

District ID	2011-2012	2012-2013	2013-2014
1	12		
2		12	
3	12	12	12
4		12	12
5	12	12	12
6	12	12	12
7	12	12	12
8	11	11	11
9	12	12	12
10	12	12	12
11	12	12	
12	12	12	12
13	11	10	10
14	12	12	12
16	12	12	12
18	12	12	12
20	12	12	12
21	9		12
23	12	12	12
25	10	12	12
28		12	
30	12	12	12
32	12	12	12
33		12	12
34	12		9
35	9	9	9
37	12	12	12
39	12	12	12
41	12	12	12
43	12	12	12
44	12	12	12
46	12	12	12
47	5	5	12
48		12	12
49	12	12	12
53	12	12	
54	12	12	
55	12	12	12
56	12	12	12
57		12	
58		12	12
62	0	5	12
63			12
66	12	12	12
67	4	8	11
71	12	12	12
77	12	12	12
79	12	12	12
101	6	6	12

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

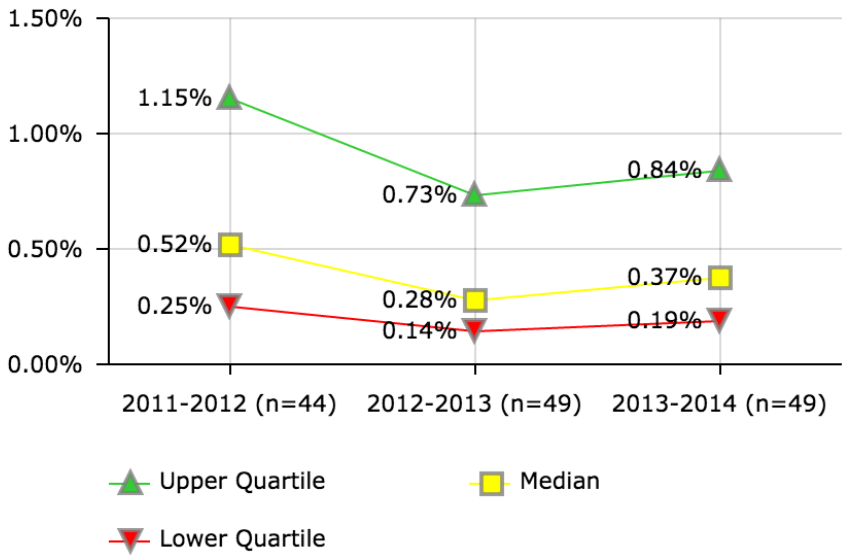
Districts in Best Quartile (FY 2013-14)

- Cleveland Metropolitan School District
- Denver Public School District 1
- Duval County Public Schools
- Fresno Unified School District
- Kansas City School District 33
- Long Beach Unified School District
- Los Angeles Unified School District
- Orange County Public School District
- San Diego Unified School District
- Seattle School District 1
- St. Louis City Public School District

District ID	2011-2012	2012-2013	2013-2014
1	$249	$944	$474
2		$0	
3	$42	$47	
4	$24	$35	$32
5	$95	$104	$112
6	$793	$303	$107
7	$250		$178
8	$240	$73	$138
9	$251		$201
10	$255	$200	$128
11			$405
12	$14	$87	$118
13	$133	$83	$66
14	$49	$9	$98
16	$540	$289	$388
18	$3,271	$22	$29
20	$78	$93	$173
21	$27	$22	$16
23	$27	$23	$15
25	$24	$39	$19
28	$20	$31	$10
30	$20	$19	$225
32	$139	$111	$85
33		$102	
34			$1,249
35	$173	$91	$94
37	$232	$577	$667
39	$199	$150	$189
41	$293	$188	
43	$140	$101	$120
44	$1,084	$750	$301
45	$0	$572	
46	$29	$17	$35
47		$0	$19
48	$1,491	$1,283	$1,193
49		$25	$10
52	$99	$38	$129
53		$91	
54	$353	$0	
55	$73	$28	$45
56		$295	$327
57	$229	$287	$253
58		$50	$33
61		$101	$107
62		$54	$24
63			$309
66	$90	$57	$38
67	$330	$164	$370
71	$18	$60	$22
79		$49	$32
101	$256		$156

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

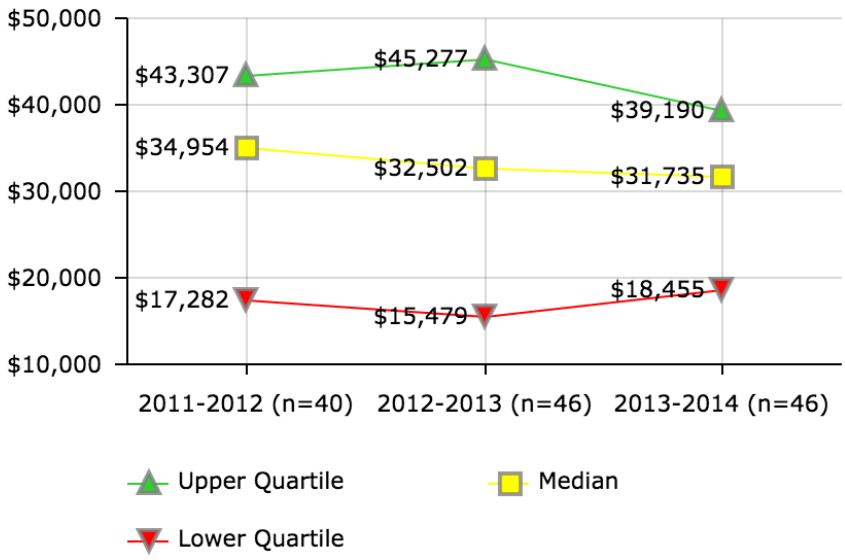
Districts in Best Quartile (FY 2013-14)

- Anchorage School District
- Clark County School District
- Denver Public School District 1
- Duval County Public Schools
- Fresno Unified School District
- Kansas City School District 33
- Long Beach Unified School District
- Los Angeles Unified School District
- Milwaukee Public Schools
- Orange County Public School District
- Richmond City School District
- San Francisco Unified School District
- Seattle School District 1

District ID	2011-2012	2012-2013	2013-2014
1	0.79%	3.33%	1.60%
2		0.00%	8.94%
3	0.09%	0.10%	0.47%
4	0.04%	0.09%	0.08%
5	0.43%	0.26%	0.30%
6	1.81%	1.26%	0.43%
7	1.74%		0.96%
8	0.50%	0.18%	0.42%
9	0.60%	0.13%	0.84%
10	0.62%	0.40%	0.28%
11		0.84%	1.04%
12	0.05%	0.26%	0.34%
13	0.43%	0.31%	0.24%
14	0.10%	0.02%	0.17%
16	1.44%	0.51%	0.62%
18	15.86%	0.11%	0.15%
19		0.25%	
20	0.10%	0.18%	0.43%
21	0.07%	0.05%	0.06%
23	0.31%	0.15%	0.10%
25	0.39%	0.84%	0.38%
28	0.05%	0.08%	0.03%
30	0.22%	0.24%	2.00%
32	0.87%	1.30%	0.53%
33		0.35%	0.26%
34	0.53%		2.18%
35	0.29%	0.15%	0.18%
37	0.54%	0.84%	0.97%
39	0.23%	0.16%	0.26%
41	0.40%	0.73%	0.14%
43	0.50%	0.40%	0.42%
44	2.56%	1.66%	1.10%
45		1.05%	
46	0.16%	0.10%	0.19%
47		0.00%	0.21%
48	1.65%	1.16%	1.09%
49	0.65%	0.66%	0.27%
52	0.48%	0.11%	0.32%
53	0.64%	0.35%	
54	0.96%	0.40%	
55	0.56%	0.26%	0.37%
56	1.35%	0.59%	0.99%
57	1.41%	0.73%	0.71%
58		0.41%	0.37%
61		0.28%	0.28%
62	1.34%	0.46%	0.14%
63			0.83%
66	0.26%	0.18%	0.13%
67	1.53%	1.35%	1.67%
71	0.05%	0.14%	0.06%
77	1.58%	1.55%	0.88%
79	0.39%	0.14%	0.10%
101	0.65%		0.48%

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

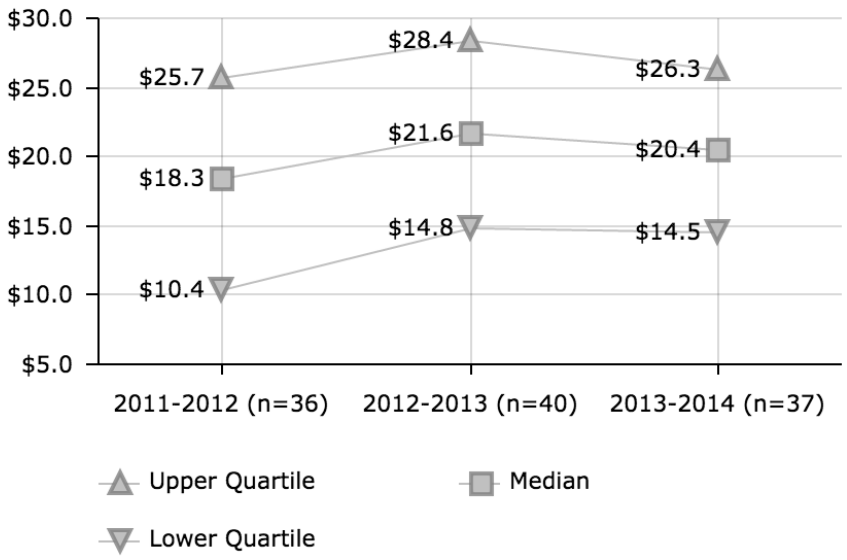
Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Cincinnati Public Schools
- Columbus Public Schools
- Dayton Public School District
- Denver Public School District 1
- Hillsborough County Public School District
- Houston Independent School District
- Kansas City School District 33
- Minneapolis Public School District
- Orange County Public School District
- San Diego Unified School District
- Wichita Unified School District 259

District ID	2011-2012	2012-2013	2013-2014
1	$31,664	$28,345	$29,560
2		$11,672	
3	$47,856	$47,840	
4	$54,707	$39,911	$41,349
5	$22,384	$40,199	$37,719
6	$43,833	$24,037	$24,994
7	$14,347	$15,591	$18,455
8	$47,520	$40,208	$33,278
9	$42,139		$23,888
10	$41,295	$49,559	$45,888
11	$1,309		$38,717
12	$26,589	$32,846	$34,811
13	$30,708	$26,752	$27,382
14	$50,871	$55,475	$58,174
16	$37,389	$56,771	$62,525
18	$20,629	$19,830	$19,122
19			$39,190
20	$77,623	$51,992	$40,234
21	$35,531	$45,041	$27,712
23	$8,531	$15,479	$15,386
25	$6,061	$4,624	$5,036
28	$41,669	$39,679	$33,889
30	$9,166	$7,948	$11,244
32	$15,910	$8,561	$16,149
33		$29,388	
34			$57,209
35	$59,386	$61,896	$52,892
37	$42,782	$68,245	$68,749
39	$84,893	$94,746	$72,977
41	$73,796	$25,675	
43	$28,070	$25,516	$28,357
44	$42,422	$45,277	$27,288
45	$4	$54,596	
46	$18,351	$16,623	$18,151
47	$6,186	$7,272	$9,185
48	$90,539	$110,211	$109,794
49		$3,803	$3,738
52	$20,712	$33,967	$40,796
53		$25,884	
54	$36,816	$34	
55	$13,019	$10,831	$12,052
56		$50,432	$33,071
57	$16,213	$39,100	$35,756
58		$12,164	$8,739
61		$36,094	$38,720
62		$11,659	$17,953
63			$37,358
66	$34,377	$32,159	$29,603
67	$21,521	$12,133	$22,177
71	$36,438	$43,658	$36,581
74			$9,165
79		$34,522	$31,110
101	$39,131		$32,360

CASH MANAGEMENT

Treasury Staffing Cost per $100K Revenue



Description of Calculation

Importance of Measure

This measure helps evaluate staffing costs.

Factors that Influence

- Number and wages of Treasury personnel

District ID	2011-2012	2012-2013	2013-2014
1	$30.0	$30.1	$26.3
3	$10.3	$14.4	
4	$15.6	$10.5	$9.5
5	$56.2	$57.8	$36.0
7	$18.4	$25.5	$27.5
8	$19.2	$19.4	$18.2
9	$12.9		$12.0
10	$15.4	$17.8	$14.5
11	$5.0		
12	$110.1	$120.5	$122.2
13	$23.2	$25.3	$15.7
14	$3.0	$4.0	$3.9
18	$9.8	$9.9	$12.1
19			$50.8
21	$8.5	$17.3	$18.6
23	$18.3	$17.5	$23.2
25	$32.0	$25.5	$23.3
28	$32.2	$35.4	$38.9
30	$2.3	$3.3	$7.0
32	$41.3	$29.6	$24.7
33		$105.5	
34			$27.2
35	$20.1	$18.6	$16.4
37	$25.7	$24.5	$20.5
39	$24.4	$22.1	$20.4
41	$25.6	$26.7	
43	$16.6	$15.7	$13.3
44	$35.8	$33.8	$23.9
45	$3.5	$3.4	
46	$8.0		
48	$10.4	$18.2	$17.5
49		$23.5	
52	$21.9	$21.2	$21.2
53		$1.3	
54	$17.9	$15.3	
55	$5.7	$5.8	$6.0
56		$88.6	$81.9
57	$23.1	$22.7	$12.1
58		$8.8	$10.0
62		$70.5	$68.0
63			$59.0
66	$36.3	$35.2	$15.7
67	$17.5	$12.2	$17.0
71	$15.8	$17.8	$20.5
79		$25.0	$20.4
101	$22.6	$27.2	$22.5

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:

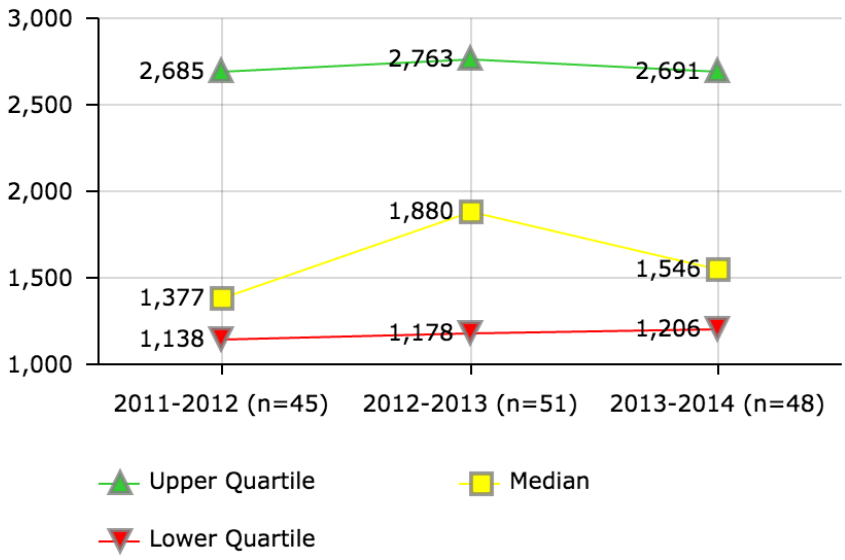
- Needs better automation to improve accuracy and reduce workload
- Should consider switching to software that is more accurate and efficient
- Has problems with time management or workload management, or should have clearer policies around timelines
- Has staff that is under-skilled or under-trained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

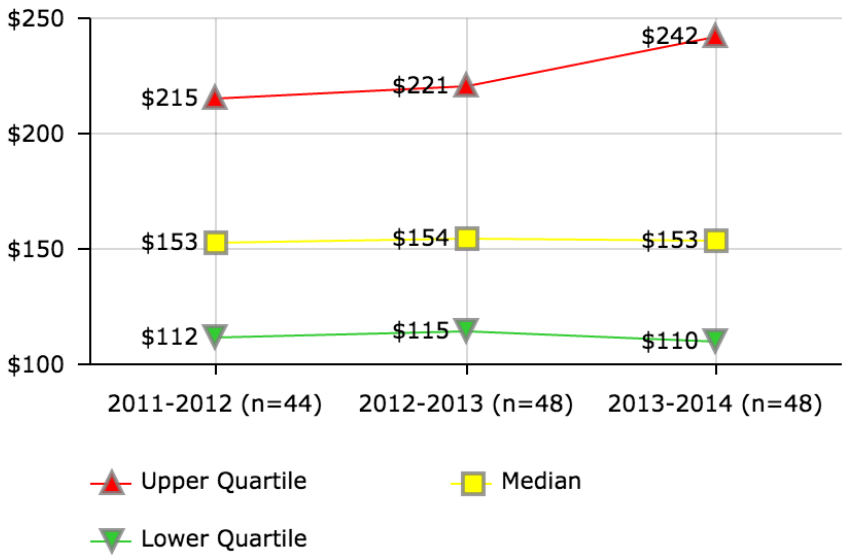
Districts in Best Quartile (FY 2013-14)

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

District ID	2011-2012	2012-2013	2013-2014
1	708	660	744
2		1,409	1,339
3	1,848	1,880	1,597
4	1,223	1,183	1,355
5	820	749	789
6	639	640	633
7	1,377	1,369	1,301
8	2,685	2,754	2,808
9	2,800	2,885	2,749
10	2,507	2,571	2,653
11	728	745	817
12	1,318	630	659
13	3,329	4,206	4,223
14	2,411	2,328	2,379
15		616	
16	1,365	1,312	1,401
18	2,908	3,189	3,704
19			1,285
20	1,007	1,178	1,496
21	1,352	1,350	1,364
23		1,942	1,875
25	1,465	1,584	1,451
26	3,786	3,314	3,973
28	1,826	1,898	2,061
30		3,272	3,399
32	4,110	3,892	4,677
33		2,714	
34	1,037		
35	1,327	1,997	1,861
37	1,272	1,211	1,172
39	4,385	4,341	4,210
41		1,600	1,759
43	2,164	2,029	1,993
44	1,230	1,315	1,240
45	1,221	1,461	
46	2,985	3,118	2,729
47	5,104	5,185	3,087
48	2,050	2,430	2,140
49	2,319	2,313	2,113
52	4,124	4,274	4,233
53	2,062	2,054	2,144
54	3,070	3,478	
55	2,746	2,763	
56	908	960	1,020
57	1,410	1,189	1,269
58		4,263	3,561
62		945	441
63			1,404
66	1,240	2,050	2,112
67	938	938	969
71	1,284	1,208	1,396
74	1,138		1,046
77	592	587	
79	715	715	716
101	602	542	543

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

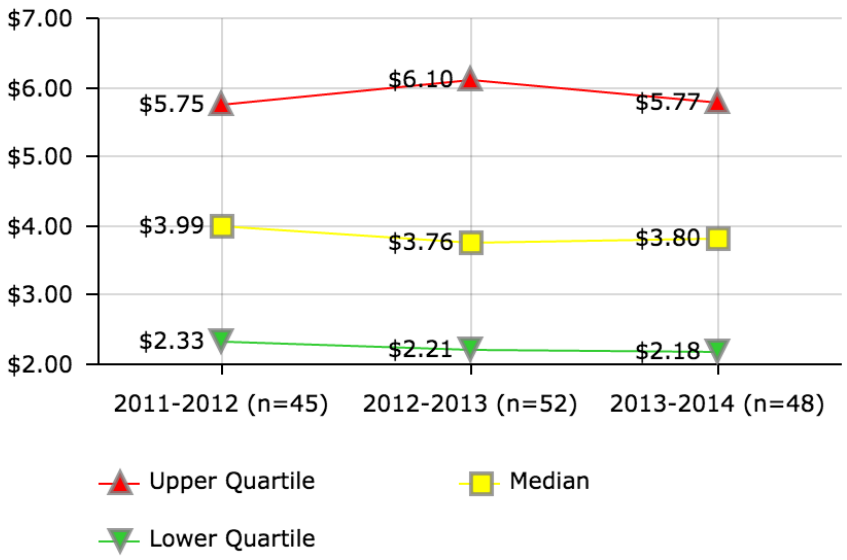
Districts in Best Quartile (FY 2013-14)

- Baltimore City Public Schools
- Boston Public School District
- Broward County School District
- Charlotte-Mecklenburg School District
- Clark County School District
- Dallas Independent School District
- Hillsborough County Public School District
- Miami-Dade County Public School District
- Minneapolis Public School District
- Palm Beach County School District
- School District of Philadelphia
- Shelby County School District

District ID	2011-2012	2012-2013	2013-2014
1	$217	$201	$179
2		$144	$199
3	$182	$186	$153
4	$253	$233	$244
5	$221	$212	$201
6	$288	$311	$323
7	$127	$131	$118
8	$111	$106	$100
9	$89	$86	$84
10		$133	$106
11	$215	$224	$206
12	$215	$566	$540
13	$82	$108	$80
14	$120	$157	$161
15		$424	
16	$203	$265	$237
18	$108	$114	$109
19		$183	$383
20			$281
21	$172	$292	$267
23	$197	$248	$304
25	$126	$103	$112
26	$55	$56	$55
28	$116	$154	$129
30		$128	$141
32	$52	$56	$51
33		$145	
34	$379		
35	$327	$229	$173
37	$154	$154	$146
39	$122	$115	$111
41		$109	$105
43	$112	$125	$121
44	$188	$182	$181
45	$245	$138	
46	$110	$99	$107
47	$39	$37	
48	$167	$155	$163
49	$124	$218	$154
52	$64	$62	$65
53	$131	$131	$125
54	$102	$55	
55	$62		$60
56	$205	$167	$298
57	$197	$165	$176
58			$92
62	$152	$7,865	$7,890
63			$240
66	$218	$143	$124
67	$158	$158	$148
71	$118	$131	$125
74	$339		$374
77		$235	$336
79	$349	$427	$353
101	$139		

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

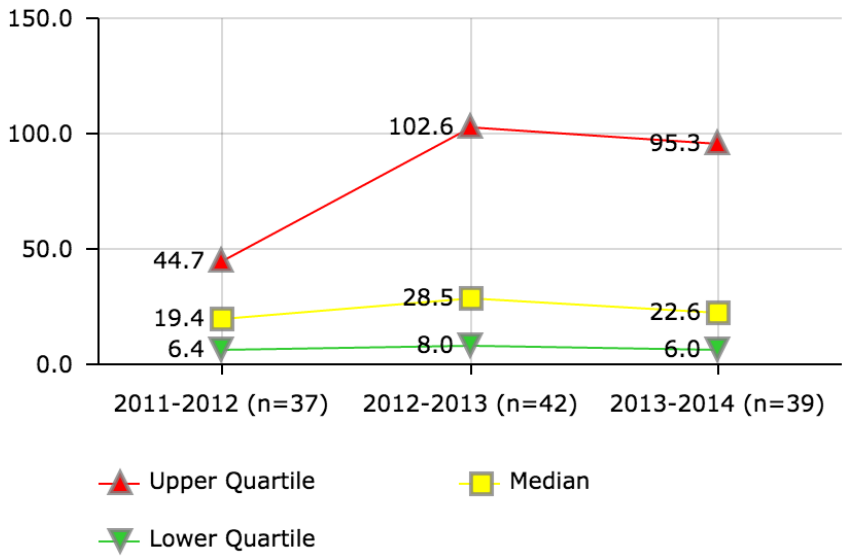
Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Boston Public School District
- Broward County School District
- Clark County School District
- Guilford County School District
- Hillsborough County Public School District
- Houston Independent School District
- Metropolitan Nashville Public School
- Miami-Dade County Public School District
- Minneapolis Public School District
- Palm Beach County School District
- School District of Philadelphia

District ID	2011-2012	2012-2013	2013-2014
1	$8.97	$8.42	$8.29
2		$3.10	$4.46
3	$3.83	$3.83	$3.62
4	$5.17	$5.64	$4.93
5	$7.46	$7.15	$7.40
6	$10.89	$12.89	$13.33
7	$4.34	$4.75	$4.39
8	$2.09	$2.10	$2.05
9	$2.41	$2.24	$2.12
10	$1.72	$1.89	$1.95
11	$6.79	$6.71	$6.20
12	$4.52	$10.26	$10.04
13	$1.34	$1.23	$1.16
14	$1.68	$2.17	$2.13
15		$9.81	
16	$5.76	$7.61	$6.84
18	$2.59	$1.75	$2.21
19		$41.12	$6.30
20	$5.75	$4.47	$3.92
21	$5.03	$5.91	$5.54
23		$3.34	$4.41
25	$2.91	$2.36	$2.51
26	$1.27	$1.32	$1.28
28	$3.23	$3.88	$3.69
30		$2.20	$2.31
32	$1.11	$1.24	$1.12
33		$2.48	
34	$6.14		
35	$7.02	$4.62	$4.75
37	$5.07	$5.06	$4.75
39	$2.32	$2.21	$2.16
41		$3.49	$3.15
43	$4.14	$4.79	$4.89
44	$3.58	$3.21	$3.50
45	$4.44	$4.11	
46	$2.33	$2.31	$2.48
47	$0.85	$0.82	$2.10
48	$3.56	$3.30	$3.69
49	$2.53	$2.87	$1.81
52	$1.48	$1.46	$1.56
53	$2.88	$2.93	$2.88
54	$1.86	$1.66	
55	$1.76	$1.87	
56	$5.48	$6.11	$5.82
57	$3.99	$4.62	$4.77
58		$1.56	$1.84
62		$6.35	$6.37
63			$4.27
66	$5.42	$3.76	$3.29
67	$6.02	$6.08	$5.71
71	$3.37	$3.75	$3.17
74	$4.99		$6.41
77	$9.57	$8.33	
79	$6.85	$7.15	$5.88
101	$9.07	$9.05	$8.96

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

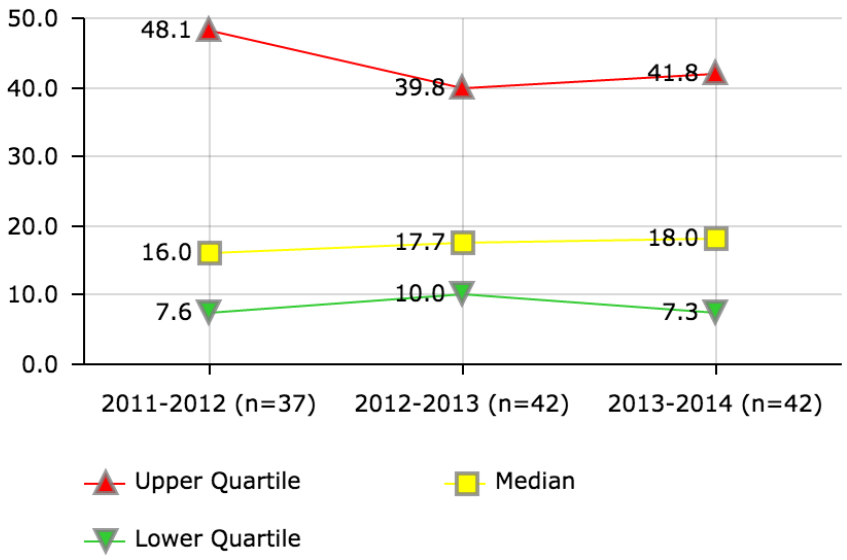
Districts in Best Quartile (FY 2013-14)

- Anchorage School District
- Clark County School District
- Duval County Public Schools
- Houston Independent School District
- Jefferson County Public Schools
- Miami-Dade County Public School District
- Palm Beach County School District
- Pittsburgh Public Schools
- Rochester City School District
- Toledo Public Schools

District ID	2011-2012	2012-2013	2013-2014
1	33.8	36.8	36.3
3	44.7	498.6	69.5
4	19.4	16.2	35.8
5	6.4	26.7	17.8
6	20.3		24.6
7		4.6	4.1
8	2.1	1.9	2.0
9	1.0	1.0	0.8
11	8.7	68.7	111.7
12	12.1	13.7	17.5
13	85.0	85.0	85.0
14	21.7	21.9	15.0
15		53.1	
16	69.2	38.0	49.8
18	29.8	59.4	111.7
19		256.4	342.2
21			4.0
26	8.0	0.1	
28	52.6	115.1	95.3
30		13.8	13.6
32	2.1	1.6	1.9
33		144.4	
35	193.2	110.7	112.2
37	120.0	90.5	115.1
39	4.0	1.9	1.3
41		106.0	170.1
43	6.4	10.3	5.0
44	0.2	0.2	6.0
45	85.9		
46	9.0	422.3	524.1
47	1.3	22.0	50.4
48	7.1	7.9	10.6
52	28.9	41.4	31.3
53	2.7	3.9	2.7
54	28.0	201.0	
55	107.7	163.9	
56	23.7	30.2	22.6
57	5.4	11.7	
58		8.0	8.0
62	0.0	166.6	166.6
66	18.2	10.2	10.8
67	41.4	102.6	94.9
71	49.0	12.0	14.8
74			13.6
79	19.0	6.0	2.2
101	61.6	61.5	153.5

COMPENSATION

Payroll Staff - Overtime Hours per FTE



Description of Calculation

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

Importance of Measure

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

Factors that Influence

- Staffing levels
- Error rate
- Direct deposit participation

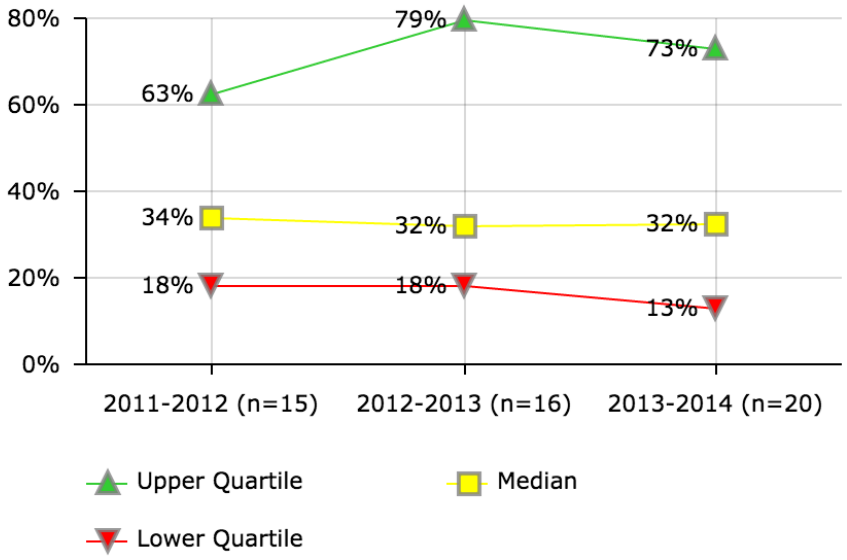
Districts in Best Quartile (FY 2013-14)

- Anchorage School District
- Charleston County School District
- Duval County Public Schools
- Hillsborough County Public School District
- Miami-Dade County Public School District
- Milwaukee Public Schools
- Omaha Public School District 1
- Orange County Public School District
- Palm Beach County School District
- San Diego Unified School District
- St. Louis City Public School District

District ID	2011-2012	2012-2013	2013-2014
1	8.3	11.0	9.7
2		8.7	15.4
3	49.0	58.5	167.7
4	16.0	31.0	27.7
5	31.4	225.1	18.9
6	3.3	28.9	42.2
7	0.4	1.7	4.9
8	7.6	8.1	0.7
10	28.6	50.1	7.3
11	158.3	27.5	10.8
14	4.1	16.3	9.3
15		14.1	
16	8.3	7.1	6.5
18	17.6	14.1	160.7
19			126.8
20			110.0
21		39.8	54.5
23	36.3	18.3	3.2
25	72.3	65.5	38.1
26	13.3	13.7	29.8
28	48.1	55.7	41.8
30		37.9	0.8
32	56.4		0.3
34	6.4	28.8	
35	5.8	13.9	37.1
37	41.8	42.3	85.2
39	9.3	12.0	14.8
41		12.9	11.5
43	13.1		
44	0.2	2.7	0.9
45	8.2	11.5	
46	2.1	5.5	8.4
48	0.7	0.1	1.8
49	21.6	27.2	24.9
52	79.5	102.8	26.3
53	70.3	30.1	39.6
54	16.3	32.2	
55	16.9	17.1	17.2
57	63.6	65.0	86.7
58		18.3	9.6
63			0.3
66	102.9	1.1	1.1
67	13.6	0.6	7.7
71	93.7	52.0	73.6
74			34.7
77		127.9	
79	8.7	5.6	37.8
101	3.6	10.0	50.0

COMPENSATION

Personnel Record Self-Service Usage per District FTE



District ID	2011-2012	2012-2013	2013-2014
4	18%	29%	48%
5		0%	12%
8	87%	110%	91%
11	34%	90%	24%
12		23%	14%
13	63%		205%
16		27%	33%
18			10%
21			58%
26	27%	35%	39%
28			99%
30			31%
32	25%	42%	53%
37	38%	23%	31%
39	60%	57%	
46	5%	13%	12%
48	20%		27%
52		122%	88%
54	39%	69%	
55	96%	94%	153%
66	17%	7%	1%
67			8%
71	109%		
101	7%	7%	

Description of Calculation

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

Importance of Measure

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

Factors that Influence

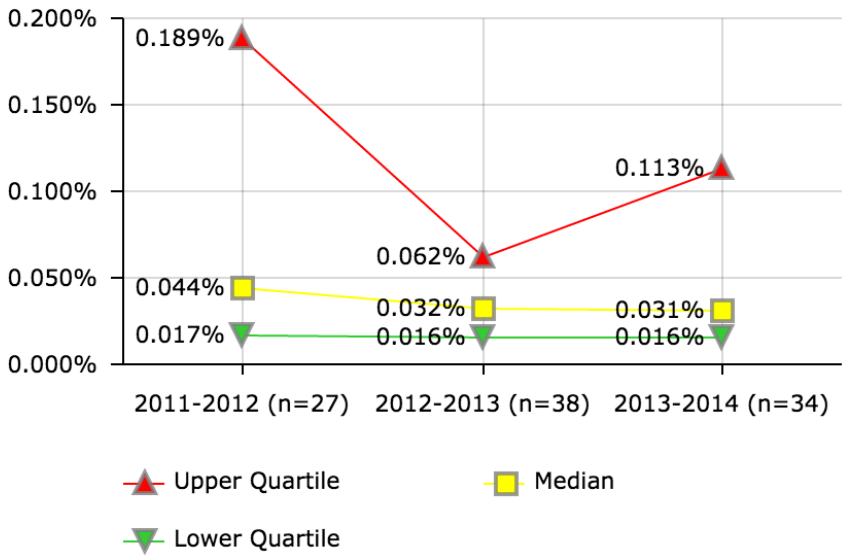
- Software used may not provided employee self-service
- Employee self-service modules of the software may not be in use
- Implementation of these modules may be to costly
- Support/help desk services for the employee self-serve modules may not be available

Districts in Best Quartile (FY 2013-14)

- Atlanta Public Schools
- Broward County School District
- Charlotte-Mecklenburg School District
- Minneapolis Public School District
- Palm Beach County School District

COMPENSATION

W-2 Correction Rate (W-2c)



Description of Calculation

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

Importance of Measure

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

Factors that Influence

- Process controls
- Quality controls

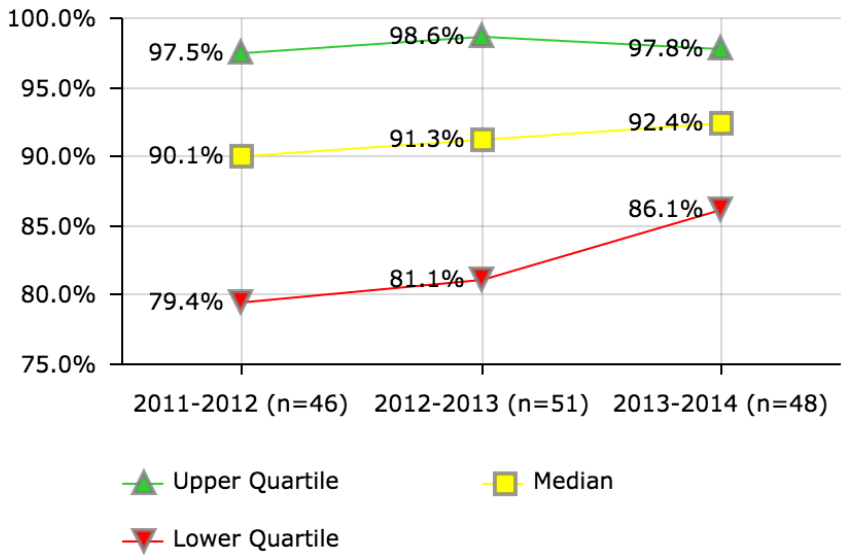
Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Austin Independent School District
- Baltimore City Public Schools
- Boston Public School District
- Clark County School District
- Fresno Unified School District
- Orange County Public School District
- Palm Beach County School District
- Shelby County School District

District ID	2011-2012	2012-2013	2013-2014
3	0.011%	0.045%	
5	0.164%	0.039%	0.095%
6	0.023%		0.073%
7		0.010%	0.021%
8	0.014%	0.010%	0.003%
9			0.014%
10	0.065%	0.038%	0.032%
11	0.044%	0.027%	0.113%
12	0.016%	0.016%	
13	0.023%	0.011%	0.025%
14	0.006%	0.006%	0.006%
16	0.206%	0.157%	0.291%
18	0.113%		0.005%
20	0.017%	0.426%	
21	0.574%	0.894%	0.501%
23		0.075%	0.019%
26			0.015%
28		0.012%	
30		0.030%	0.030%
32		0.063%	0.043%
33		0.016%	
34		0.062%	
35		0.010%	100.000%
37	0.231%	0.048%	0.048%
39	0.189%	0.229%	0.068%
43	0.071%	0.018%	
44	0.039%	0.038%	0.045%
45	0.581%	0.948%	
46	0.034%	0.036%	0.007%
47	0.022%	0.022%	98.308%
48	0.008%	0.023%	0.016%
52		0.031%	0.100%
53		0.010%	
54	0.095%	0.011%	
55	0.039%	0.034%	0.024%
56	0.204%	0.035%	0.024%
58		0.034%	0.023%
62		0.216%	0.225%
63			100.000%
66	4.098%	0.019%	
67		0.008%	0.008%
71	0.006%		0.005%
74			100.000%
79		0.071%	0.023%
101	0.070%	0.028%	0.142%

COMPENSATION

Pay Checks - Direct Deposits



Description of Calculation

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

Importance of Measure

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

Factors that Influence

- Payment systems
- Pay check policy

Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Atlanta Public Schools
- Austin Independent School District
- Broward County School District
- Cleveland Metropolitan School District
- Denver Public School District 1
- Jefferson County Public Schools
- Miami-Dade County Public School District
- Omaha Public School District 1
- Orange County Public School District
- Palm Beach County School District
- Pittsburgh Public Schools

District ID	2011-2012	2012-2013	2013-2014
1	87.0%	87.4%	87.9%
2		80.9%	82.5%
3	99.6%	95.3%	93.9%
4	81.4%	81.1%	83.6%
5	83.1%	83.4%	81.4%
6	65.6%	71.3%	87.1%
7	72.7%	76.4%	85.9%
8	95.2%	96.0%	98.0%
9	46.3%	90.2%	86.6%
10	94.7%	98.5%	95.8%
11	79.4%	70.5%	81.3%
12	96.3%	99.2%	96.3%
13	98.8%	85.2%	99.0%
14	99.1%	99.1%	99.2%
15		95.9%	
16	82.6%	83.2%	85.6%
18	63.8%	59.9%	92.2%
19			87.0%
20	89.9%	87.5%	88.0%
21	88.7%	89.1%	89.8%
23		98.6%	90.8%
25	74.0%	73.6%	77.7%
26	90.7%	91.3%	92.0%
28	99.5%	99.3%	100.0%
30		76.5%	84.0%
32	98.9%	99.6%	99.7%
33		96.1%	
34	96.4%		
35	95.7%	96.3%	96.5%
37	100.0%	100.0%	100.0%
39	95.8%	95.2%	95.0%
41		98.8%	92.4%
43	90.3%	100.0%	100.0%
44	97.5%	97.2%	96.9%
45	73.1%	74.3%	
46	82.9%	82.1%	86.4%
47	89.9%	86.4%	93.7%
48	99.5%	99.5%	99.3%
49	7.1%	47.7%	92.5%
52	92.0%	93.6%	95.2%
53	99.9%	99.1%	99.6%
54	90.2%	97.7%	
55	99.8%	99.7%	
56	85.5%	85.9%	85.5%
57	66.0%	76.9%	100.0%
58		94.7%	94.3%
62	0.0%	17.0%	17.0%
63			97.5%
66	98.6%	99.1%	98.9%
67	82.3%	82.7%	82.9%
71	98.9%	99.7%	99.9%
74	72.6%		76.2%
77	72.6%	73.3%	
79	90.8%	92.1%	92.6%
101	89.4%	89.1%	89.8%

Financial Management

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

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

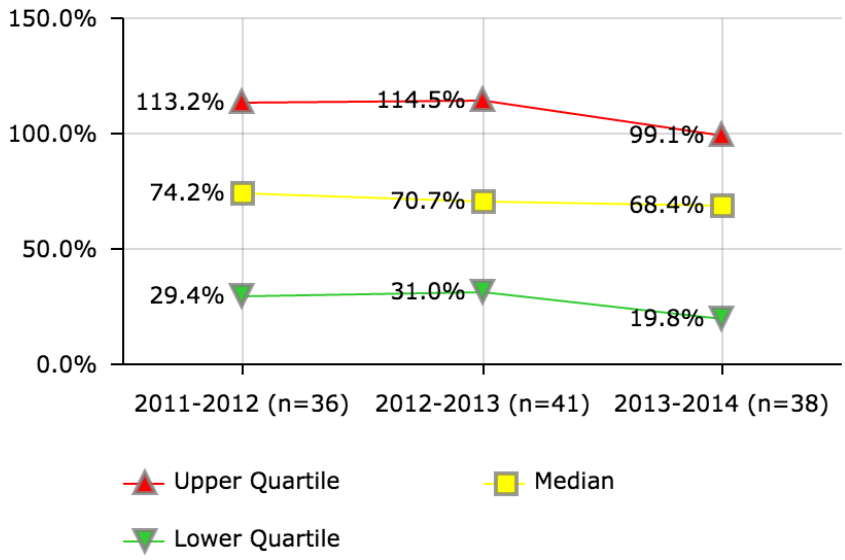
- School board and administrative policies and procedures
- Budget development and management processes
- Unrestricted fund balance use policies and procedures
- Operating funds definition

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

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

FINANCIAL MANAGEMENT

Debt Principal Ratio to District Revenue



Description of Calculation

Total debt principal, divided by total debt servicing costs.

Importance of Measure

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

Factors that Influence

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

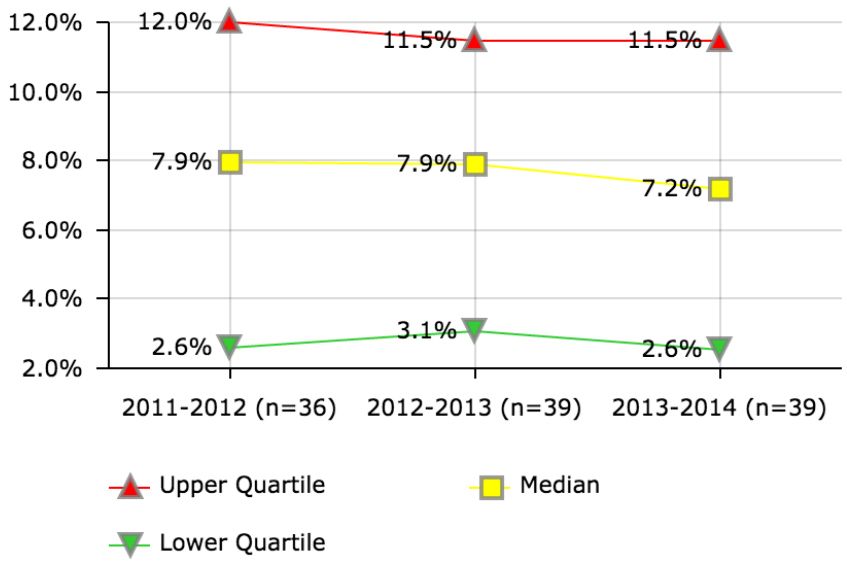
Districts in Best Quartile (FY 2013-14)

- Atlanta Public Schools
- Baltimore City Public Schools
- Birmingham City Public School District
- Charlotte-Mecklenburg School District
- Cleveland Metropolitan School District
- Hillsborough County Public School District
- Los Angeles Unified School District
- Sacramento City Unified School District
- Seattle School District 1
- Shelby County School District

District ID	2011-2012	2012-2013	2013-2014
1	31.6%	16.5%	7.9%
3		70.7%	
4	89.4%	76.6%	78.9%
5	92.8%	113.3%	99.1%
6	8.6%	8.3%	7.4%
7	88.7%	80.7%	78.6%
8	135.7%	126.9%	115.7%
9	13.4%		117.8%
10	73.8%	68.3%	0.1%
11			0.0%
12	27.8%	27.4%	39.8%
13	100.6%	92.8%	82.4%
18	0.2%	0.2%	0.1%
19			98.7%
20	142.2%	132.3%	125.2%
21	44.4%	59.8%	57.8%
23	217.5%	168.4%	165.3%
26	108.4%		
28	20.1%	19.3%	17.1%
30	31.1%	31.0%	30.5%
32	139.9%	114.5%	116.2%
33		102.1%	
34		19.8%	
35	65.5%	68.3%	55.2%
37	230.7%	268.4%	279.8%
39	129.8%	150.8%	128.3%
41	190.3%	188.4%	
43	70.5%	59.2%	54.6%
44	38.3%	39.8%	36.3%
45	146.2%	146.6%	
46	17.1%	12.9%	11.6%
47	7.2%	90.8%	67.2%
48	95.0%	94.1%	87.3%
52	82.3%	78.8%	71.9%
53		35.7%	
54	118.0%	137.6%	
55	0.3%	0.2%	0.2%
57	20.9%	22.7%	19.8%
58		123.4%	119.7%
62		13.5%	13.1%
63			98.4%
66	38.3%	34.6%	41.4%
67	59.6%	46.9%	69.6%
71	74.7%	87.5%	91.6%
79		40.6%	38.4%
101	96.8%	125.4%	111.3%

FINANCIAL MANAGEMENT

Debt Servicing Costs Ratio to District Revenue



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

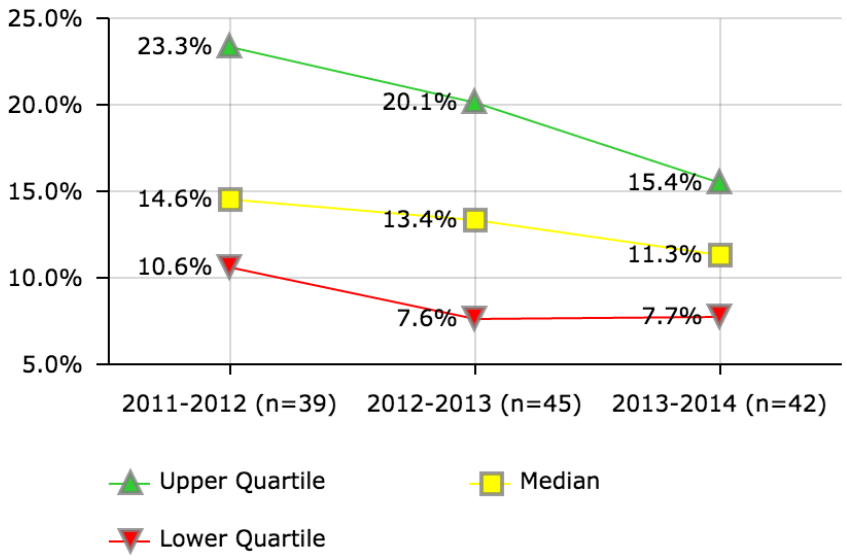
Districts in Best Quartile (FY 2013-14)

- Atlanta Public Schools
- Baltimore City Public Schools
- Birmingham City Public School District
- Charlotte-Mecklenburg School District
- Des Moines Public Schools
- Los Angeles Unified School District
- Milwaukee Public Schools
- Sacramento City Unified School District
- Santa Ana Unified School District
- Shelby County School District

District ID	2011-2012	2012-2013	2013-2014
1	14.1%	15.2%	7.7%
2		0.2%	
3		7.9%	
4	7.9%	11.7%	7.0%
5	15.7%	17.1%	15.7%
6	1.0%	0.7%	1.0%
7	12.0%	11.5%	11.5%
8	10.8%	9.6%	10.4%
9	21.7%		20.0%
10	6.4%	5.5%	5.3%
11	1.0%		0.0%
12	1.2%	2.5%	2.6%
13	9.1%	8.6%	8.6%
18	0.1%	0.1%	0.0%
19			41.6%
20	11.2%	12.0%	12.0%
21	3.8%	4.4%	5.6%
23	14.8%	29.5%	13.1%
26	14.0%		
28	1.9%	2.4%	2.3%
30	2.3%	7.5%	2.4%
32	11.2%	8.5%	9.7%
33		8.0%	
34		5.4%	
35	7.1%	4.4%	4.2%
37	16.0%		18.1%
39	12.0%	13.5%	14.5%
41	14.6%	13.8%	
43	9.8%	10.0%	9.1%
44	2.9%	2.9%	2.8%
45	5.1%		
46	1.7%	1.4%	1.4%
47	4.7%	6.3%	8.5%
48	8.0%	6.6%	7.2%
52	32.3%	17.7%	29.5%
54		8.5%	
55	0.1%	0.1%	0.0%
57	4.6%	9.6%	3.2%
58		9.5%	10.1%
61		15.2%	15.9%
62		0.4%	0.3%
63			7.9%
66	3.1%	3.8%	4.3%
67	12.0%	4.9%	6.0%
71	9.4%	10.6%	10.6%
79		3.1%	3.1%
101	0.7%		1.5%

FINANCIAL MANAGEMENT

Fund Balance Ratio (E) All Types



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

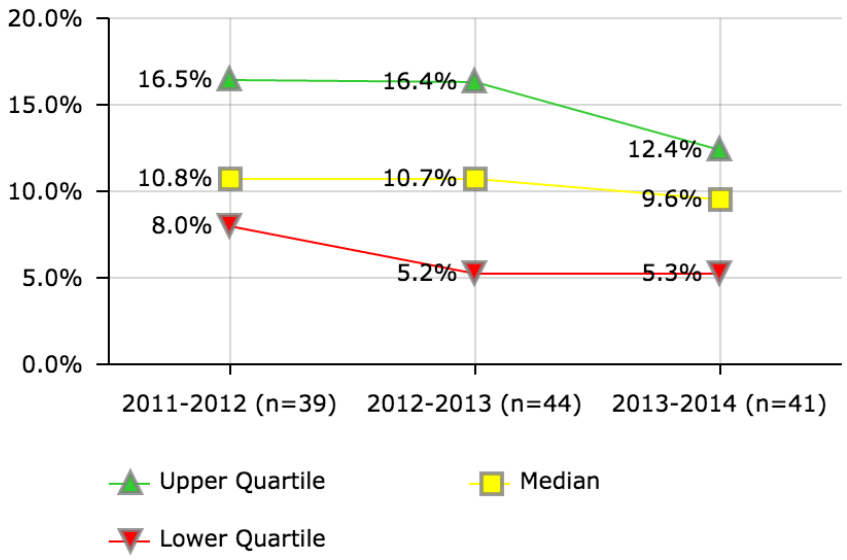
Districts in Best Quartile (FY 2013-14)

- Anchorage School District
- Austin Independent School District
- Cleveland Metropolitan School District
- Columbus Public Schools
- Denver Public School District 1
- Des Moines Public Schools
- Houston Independent School District
- Minneapolis Public School District
- Omaha Public School District 1
- Orange County Public School District
- Pittsburgh Public Schools

District ID	2011-2012	2012-2013	2013-2014
1	10.0%	11.2%	9.7%
2		4.9%	
3		21.7%	
4	17.1%	13.0%	8.4%
5	10.6%	12.6%	14.5%
6		0.8%	
7	18.1%	17.8%	17.4%
8	11.3%	8.7%	6.8%
9	3.8%		5.6%
10	18.3%	16.3%	13.0%
11	12.6%		12.2%
12	41.5%	37.2%	47.6%
13	5.7%	6.0%	6.8%
14	5.4%	6.5%	7.4%
16	8.5%	4.2%	7.7%
18	14.6%	13.8%	13.6%
19			6.4%
20	18.5%	32.7%	11.4%
21	12.8%	12.6%	11.2%
23	13.5%	16.2%	12.8%
25		13.2%	11.9%
26	90.1%		
28	19.6%	14.4%	13.6%
30	11.0%	8.4%	7.0%
32	6.3%	2.9%	1.8%
34		41.4%	
35	47.0%	49.3%	55.6%
37	23.3%	22.4%	18.5%
39	34.1%	32.6%	30.7%
41	65.0%	51.8%	
43	19.2%	18.5%	23.6%
44	14.5%	13.4%	10.6%
45	42.4%	28.3%	
46	8.3%	7.6%	8.6%
47	7.4%	9.6%	9.9%
48	27.6%	30.1%	27.1%
49		3.1%	2.8%
52	25.6%	16.8%	16.3%
53		15.3%	
54	22.9%	20.1%	
55	9.4%	7.0%	7.7%
56	15.2%	14.5%	15.1%
57	19.9%	11.1%	16.5%
61		7.6%	6.6%
62		3.9%	7.7%
63			9.9%
66	11.5%	13.4%	15.4%
67	12.9%	9.9%	10.6%
71	29.5%	26.0%	22.9%
79		6.9%	14.9%
101	12.3%		9.2%

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

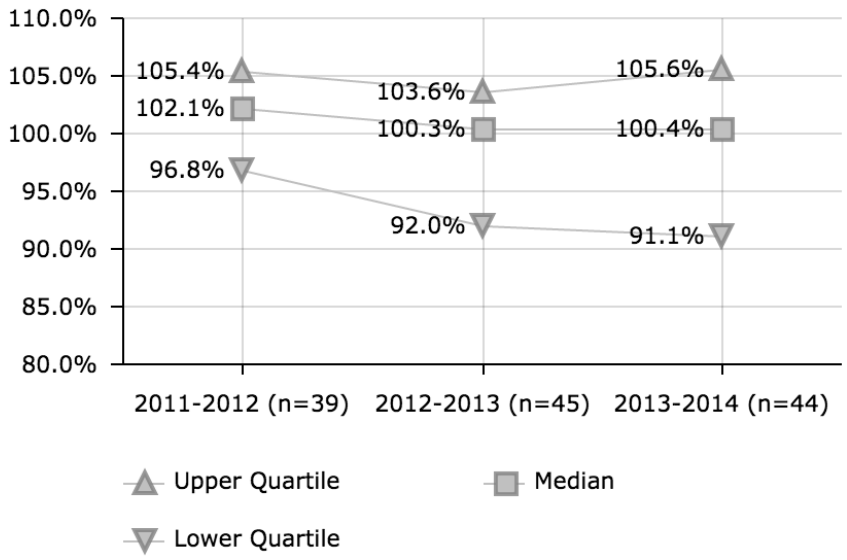
Districts in Best Quartile (FY 2013-14)

- Anchorage School District
- Atlanta Public Schools
- Austin Independent School District
- Columbus Public Schools
- Des Moines Public Schools
- Houston Independent School District
- Minneapolis Public School District
- Omaha Public School District 1
- Orange County Public School District
- Pittsburgh Public Schools
- Portland School District 1J

District ID	2011-2012	2012-2013	2013-2014
1	9.3%	9.4%	8.3%
2		3.0%	
3		18.1%	
4	6.6%	5.4%	4.5%
5	8.7%	10.3%	12.4%
6		0.8%	
7	12.9%	13.0%	13.3%
8	9.4%	6.2%	4.5%
9	3.1%		5.3%
10	16.5%	14.2%	11.0%
11	9.2%		8.5%
12	10.6%	13.8%	13.9%
13	3.2%	3.6%	6.4%
14	3.7%	4.6%	5.6%
16	6.1%	2.7%	5.2%
18	10.3%	10.0%	10.7%
20	15.1%	16.9%	10.8%
21	11.7%	11.1%	9.8%
23	12.1%	13.6%	11.1%
25		8.4%	5.3%
26	78.8%		
28	12.1%	13.1%	13.1%
30	8.4%	6.2%	4.6%
32	5.2%	2.6%	1.5%
34		33.8%	
35	24.7%	25.4%	33.7%
37	10.8%	10.8%	11.1%
39	30.5%	29.0%	28.1%
41	14.8%	21.1%	
43	19.1%	18.4%	22.8%
44	12.6%	11.4%	9.6%
45	27.1%	24.1%	
46	8.0%	7.3%	7.9%
47	7.2%	7.9%	9.8%
48	25.7%	27.9%	26.3%
49		1.6%	1.2%
52	25.4%	15.9%	15.7%
53		10.7%	
54	19.4%	17.4%	
55	3.0%	3.1%	3.1%
56	12.9%	11.7%	10.6%
57	2.9%	3.9%	10.3%
61		5.1%	3.9%
62		2.1%	5.1%
63			8.0%
66	8.7%	10.8%	12.8%
67	11.6%	8.7%	9.1%
71	25.1%	25.0%	21.8%
79			8.0%
101	10.2%		5.4%

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.

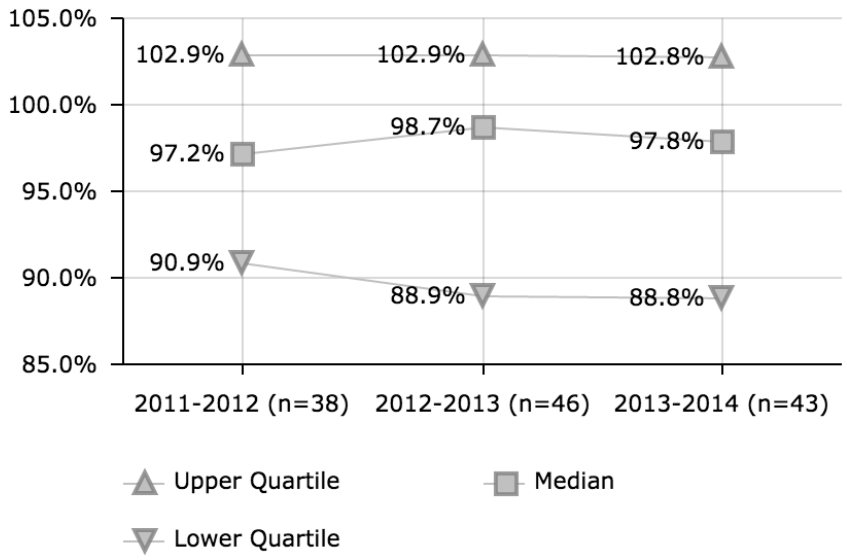
Factors that Influence

- 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 ID	2011-2012	2012-2013	2013-2014
1	108.3%	106.0%	106.8%
2		100.1%	
3		102.3%	
4	102.9%	92.4%	91.3%
5	111.8%	112.8%	110.9%
6	102.1%	93.6%	93.3%
7	91.2%	78.1%	86.6%
8	105.4%	103.6%	101.8%
9	88.9%		103.1%
10	101.0%	97.2%	100.7%
11	101.1%		107.3%
12	77.8%	79.0%	77.1%
13	102.7%	100.1%	100.0%
14	99.3%	102.7%	103.9%
16	102.5%	83.8%	84.5%
18	102.7%	99.8%	102.6%
19			88.9%
20	77.5%	96.5%	118.3%
21	100.1%	104.2%	97.9%
23	102.0%	98.6%	100.3%
25		92.0%	96.8%
28	114.7%	127.5%	115.6%
30	99.0%	98.0%	97.2%
32	119.0%	101.8%	101.2%
34		101.3%	
35	129.6%	100.3%	101.3%
37	114.5%		105.9%
39	104.7%	102.8%	96.5%
41	89.4%	90.2%	
43	89.4%	84.2%	85.6%
44	117.1%	119.5%	106.8%
45	119.7%	106.0%	
46	100.2%	88.7%	87.6%
47	88.2%	101.3%	90.9%
48	102.7%	111.5%	111.6%
49		100.4%	100.5%
52	103.0%	100.0%	97.8%
53		101.7%	
54	104.4%	10.9%	
55	105.6%	106.2%	105.3%
56	96.8%	106.3%	102.9%
57	76.5%	126.8%	108.7%
58		81.8%	69.1%
62		63.5%	70.7%
63			106.4%
66	104.2%	109.5%	106.1%
67	96.6%	79.0%	97.2%
71	100.0%	101.9%	88.1%
74			85.6%
79		88.3%	105.4%
101	99.0%	101.4%	98.2%

FINANCIAL MANAGEMENT

Revenues Efficiency - Adopted Budget as Percent of Actual



Description of Calculation

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

Importance of Measure

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

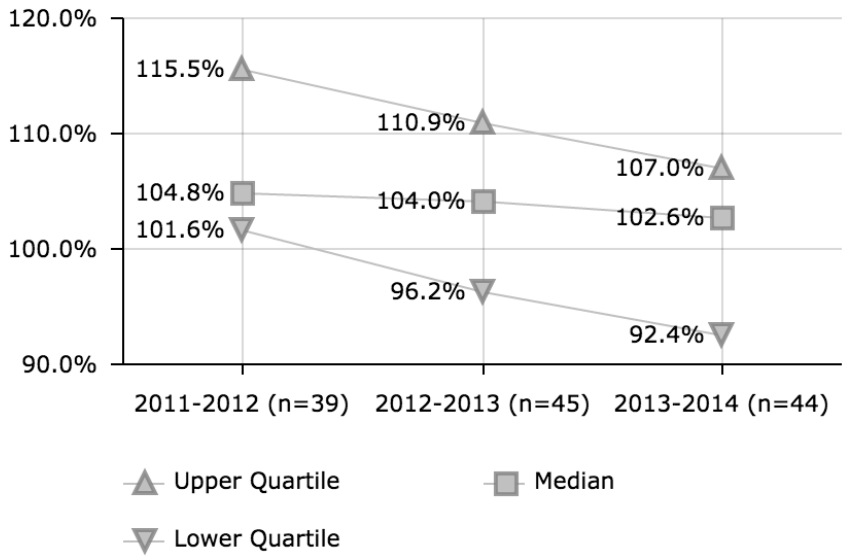
Factors that Influence

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

District ID	2011-2012	2012-2013	2013-2014
1	98.3%	102.7%	102.3%
2		101.0%	
3		100.3%	
4	94.2%	88.9%	89.1%
5	112.0%	111.0%	108.1%
6	99.6%	93.3%	92.8%
7	90.9%	78.0%	85.3%
8	103.9%	104.5%	98.8%
9	95.1%		100.3%
10	97.8%	98.5%	98.0%
11	101.4%		103.0%
12	73.1%	75.7%	76.7%
13	101.2%	100.8%	100.0%
14	95.1%	98.7%	99.0%
16	112.0%	76.5%	97.7%
18	97.4%	96.9%	100.1%
19			85.8%
20	76.6%	92.2%	
21	98.7%	100.2%	97.8%
23	95.3%	94.6%	103.6%
25		90.6%	90.8%
28	112.1%	121.7%	111.3%
30	97.0%	98.4%	96.9%
32	118.9%	103.6%	102.4%
34		94.0%	
35	82.9%	79.9%	75.4%
37	95.5%	87.9%	95.1%
39	98.3%	99.0%	91.4%
41	86.2%	85.2%	
43	85.8%	81.1%	81.5%
44	107.0%	108.6%	102.8%
45	106.0%	90.8%	
46	110.6%	88.9%	87.3%
47	85.9%	98.6%	88.8%
48	83.8%	89.0%	89.2%
49		101.8%	101.0%
52	102.2%	98.8%	98.3%
53		112.9%	
54	92.7%	102.9%	
55	102.9%	103.8%	103.7%
56		103.3%	94.3%
57	76.6%	131.6%	118.0%
58		86.0%	84.2%
62		63.4%	66.6%
63			105.8%
66	104.7%	107.8%	106.3%
67	90.1%	74.2%	104.7%
71	95.8%	100.3%	86.7%
74			85.6%
79		101.6%	91.1%
101	96.3%	123.6%	107.7%

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.

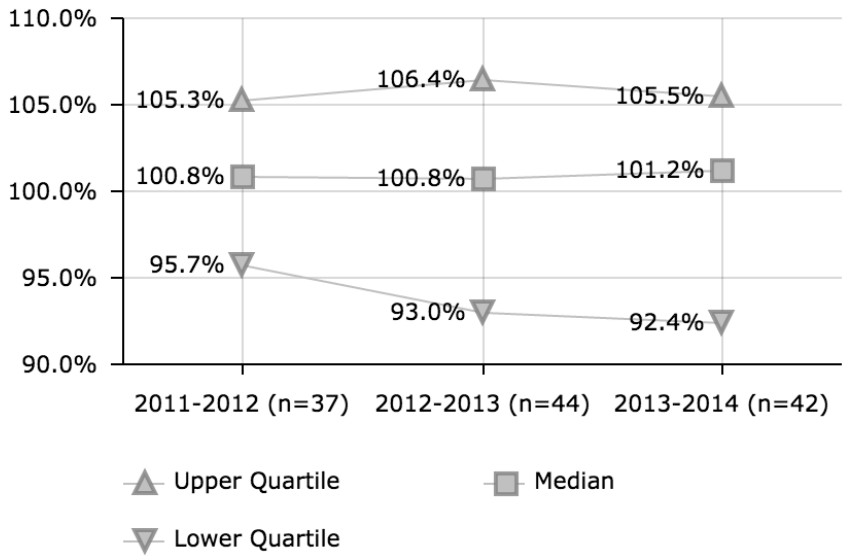
Factors that Influence

- 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 ID	2011-2012	2012-2013	2013-2014
1	108.3%	102.2%	102.2%
2		112.0%	
3		109.7%	
4	103.4%	93.7%	92.2%
5	112.7%	113.3%	115.6%
6	104.8%	96.2%	94.7%
7	90.9%	78.1%	87.3%
8	108.3%	107.0%	104.9%
9	105.2%		106.3%
10	117.4%	115.3%	112.0%
11	102.8%		106.4%
12	77.0%	77.7%	81.3%
13	102.0%	101.6%	102.5%
14	104.8%	109.2%	109.1%
16	107.1%	91.4%	87.9%
18	104.6%	101.3%	110.8%
19			89.3%
20	179.6%	96.5%	118.1%
21	103.8%	111.1%	102.8%
23	109.2%	107.3%	107.9%
25		101.3%	100.2%
28	136.5%	136.5%	
30	104.4%	104.0%	101.2%
32	119.6%	104.6%	101.6%
34		113.2%	
35	127.0%	100.0%	99.9%
37	120.1%		108.9%
39	118.0%	117.9%	117.5%
41	89.7%	89.9%	
43	89.4%	84.2%	85.6%
44	119.8%	118.2%	104.6%
45	115.5%	106.4%	
46	101.6%	95.2%	92.7%
47	88.2%	101.3%	90.9%
48	119.4%	122.1%	107.2%
49		108.3%	105.9%
52	104.6%	100.0%	99.5%
53		106.1%	
54	104.4%	110.9%	
55	107.0%	107.4%	106.9%
56	107.8%	112.8%	113.3%
57	80.8%	140.7%	104.7%
58		81.6%	75.3%
61		100.0%	100.0%
62		73.5%	74.7%
63			106.1%
66	104.2%	109.5%	106.1%
67	101.1%	80.6%	102.0%
71	95.7%	100.7%	87.9%
74			85.6%
79		92.2%	111.7%
101	101.6%		105.8%

FINANCIAL MANAGEMENT

Revenues Efficiency - Final Budget as Percent of Actual



Description of Calculation

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

Importance of Measure

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

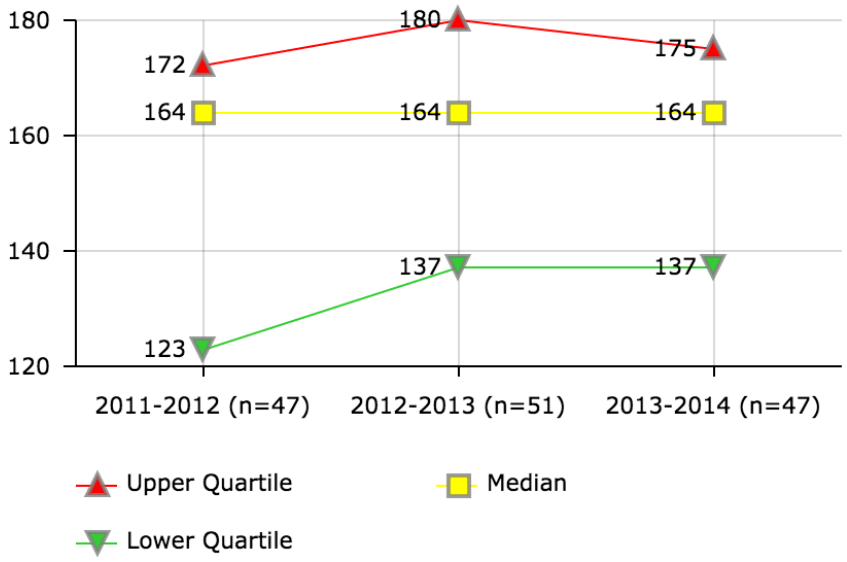
Factors that Influence

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

District ID	2011-2012	2012-2013	2013-2014
1	101.5%	100.9%	100.5%
2		113.0%	
3		104.1%	
4	95.1%	90.4%	89.9%
5	113.0%	111.5%	112.6%
6	102.3%	95.7%	93.9%
7	90.9%	78.0%	86.0%
8	107.8%	107.6%	101.0%
9	110.4%		103.1%
10	105.3%	105.1%	104.6%
11	99.9%		101.3%
12	74.4%	77.1%	79.7%
13	101.3%	101.2%	101.9%
14	99.8%	104.7%	103.3%
16	116.3%	82.9%	100.9%
18	98.9%	97.7%	108.0%
19			93.0%
20		97.1%	
21	102.3%	106.9%	102.1%
23	103.5%	102.7%	110.9%
25		100.0%	95.8%
28	130.7%	129.6%	
30	99.5%		98.6%
32	120.0%	104.5%	101.3%
34		107.8%	
35	82.8%	79.8%	74.4%
37	98.2%	98.5%	97.1%
39	107.2%	106.0%	105.0%
41	87.1%	87.2%	
43	85.8%	81.1%	81.5%
44	109.0%	108.1%	99.9%
45	100.6%	91.2%	
46	114.5%	95.5%	92.4%
47	85.9%	98.6%	88.8%
48	100.1%	99.0%	101.6%
49		109.8%	106.3%
52	103.8%	98.8%	100.0%
53		94.8%	
54	92.7%	104.4%	
55	103.7%	105.0%	105.5%
56		107.7%	106.6%
57	76.9%	131.8%	113.9%
58		82.7%	86.7%
62		72.0%	72.5%
63			106.7%
66	104.7%	107.8%	106.3%
67	100.8%	78.7%	110.3%
71	95.7%	100.7%	86.6%
74			85.6%
79		103.5%	103.6%
101	100.5%		111.9%

FINANCIAL MANAGEMENT

Annual Financial Report - Days to Publish



Description of Calculation

Number of calendar days to publish the annual financial report, from end-of-year date to publishing date.

Importance of Measure

Timely publication of annual financial reports are an important part of responsible financial management and governance.

Factors that Influence

- Reporting processes
- Time management and goal-setting
- Staff experience and credentials

Districts in Best Quartile (FY 2013-14)

- Birmingham City Public School District
- Charlotte-Mecklenburg School District
- Clark County School District
- Dayton Public School District
- Des Moines Public Schools
- Houston Independent School District
- Indianapolis Public School District
- Long Beach Unified School District
- Metropolitan Nashville Public School
- Omaha Public School District 1
- San Francisco Unified School District
- Seattle School District 1

District ID	2011-2012	2012-2013	2013-2014
1	102	102	121
2		210	
3		173	175
4	172	172	175
5	156	169	162
6	47	37	36
7	121	121	140
8	118	115	143
9	160	138	137
10	164	72	163
11	166	198	168
12	167	163	128
13	171	170	169
14	200	201	169
15		240	
16	164	163	162
18	180	180	198
19		60	20
20	165	213	244
21	166	169	165
23	162	144	
25		157	158
26	173		
28	165	159	158
30	180	180	214
32	158	164	164
33		31	31
34	121	128	
35	168	171	168
37	138	144	175
39	131	137	136
41	143	141	142
43	165	180	180
44	198	212	206
45	114	115	
46	90	180	180
47	163	163	123
48	173	172	170
49	166	194	168
52	235	226	288
53	138	137	
54	207	242	
55	123	123	123
56	77	77	78
57	181	180	180
58		236	234
62		165	165
63			172
66	66	65	78
67	165	164	158
71	134	186	144
74	180		183
77	107		105
79	210	173	182
101	157	158	158
102	10		

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:

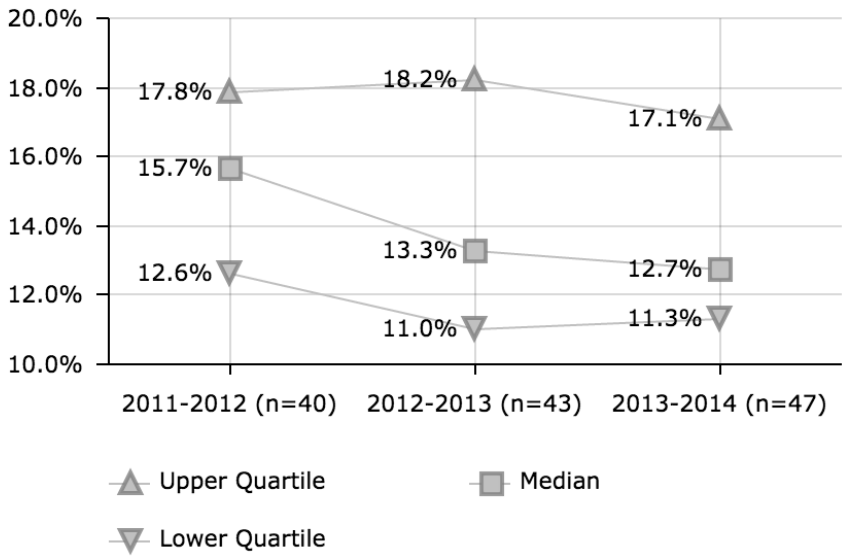
1. Allocate enough fund reserves to insure themselves against possible shifts in funding sources; or
2. Have an evaluation system in place that helps determine whether positions should be continued beyond the term of a grant.

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
- Reservefundstosupplanttherisksof highgrantdependency

GRANTS MANAGEMENT

Grant Funds as Percent of Total Budget



Description of Calculation

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

Importance of Measure

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

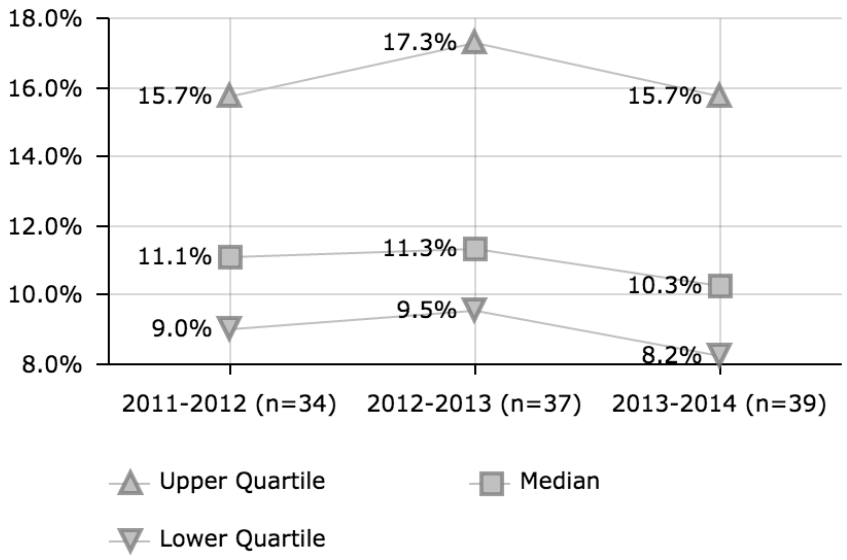
Factors that Influence

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

District ID	2011-2012	2012-2013	2013-2014
1	12.5%	11.4%	10.9%
2		16.9%	
3	17.2%	10.9%	
4		12.3%	11.1%
5	15.6%	14.8%	12.4%
6	70.5%	43.1%	32.6%
7	9.4%	6.9%	6.9%
8	13.1%	12.8%	12.2%
9	13.7%		13.9%
10	16.7%	15.3%	15.3%
11	28.2%		9.4%
12	12.9%	20.0%	53.0%
13	10.2%	9.0%	8.6%
14	10.9%	12.9%	12.0%
16	39.8%	33.8%	38.9%
18	17.7%	18.2%	12.5%
19			9.3%
20	15.8%	13.6%	17.1%
21	15.8%		15.2%
23	21.0%	19.2%	22.6%
25	28.2%		13.9%
26	17.9%	15.3%	14.2%
28	15.7%	15.2%	16.0%
30	22.0%	21.0%	19.8%
32	19.7%	12.8%	12.7%
33		6.6%	
34		19.8%	21.6%
35	14.6%	10.5%	8.2%
37	17.5%		12.7%
39	16.3%	13.6%	13.6%
41	12.9%	10.9%	
43	12.5%	12.6%	12.7%
44	17.0%	10.1%	11.4%
45	7.4%	13.3%	12.3%
46	14.5%	9.3%	8.4%
47	11.7%	11.0%	9.6%
48	14.3%	9.9%	9.4%
49		10.0%	11.1%
52	11.6%	12.9%	11.9%
53		16.0%	
54	12.7%	17.4%	
55	10.7%		
56		37.0%	31.3%
57	15.8%		13.7%
58		17.3%	12.0%
61		44.6%	40.3%
62		29.1%	31.5%
63			14.1%
66	12.8%	12.2%	11.6%
67	39.8%	31.0%	41.4%
71	8.9%	11.5%	14.3%
74			14.3%
79		12.1%	11.3%
101	43.8%		46.5%

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.

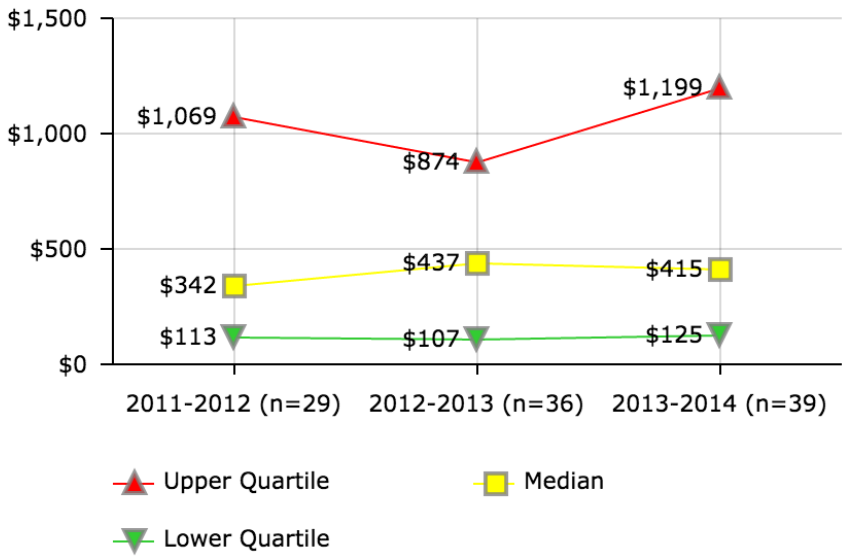
Factors that Influence

- Amount of grant funding

District ID	2011-2012	2012-2013	2013-2014
1	12.3%	11.3%	10.1%
2		13.1%	
3	13.6%	9.5%	7.9%
4		10.6%	13.2%
5	16.8%	10.7%	12.0%
6		21.0%	21.9%
7	7.5%	9.2%	5.6%
8	7.6%	7.6%	7.2%
9	6.7%		8.2%
10	20.8%	20.0%	19.0%
11			1.4%
12	30.8%	30.3%	8.4%
13	9.0%	9.7%	11.3%
14	7.8%	7.9%	8.1%
16	35.9%	44.1%	45.1%
18	14.2%		9.0%
19			12.3%
20	9.6%	10.6%	7.1%
21	12.5%		8.2%
23		14.8%	6.4%
26	11.3%	11.8%	11.2%
28		10.9%	
30	14.4%	13.4%	14.5%
32	9.5%	11.3%	9.2%
33		8.8%	
35		12.0%	
37	9.7%		
39	10.7%	9.8%	8.5%
41	11.7%	13.7%	
43	15.7%	15.7%	15.7%
45			17.9%
46	10.8%	7.4%	5.4%
47	19.3%	9.0%	8.3%
48	9.2%	8.5%	9.0%
49	8.0%	6.8%	26.8%
52	12.2%	9.5%	8.7%
54	8.9%	17.3%	
55	10.8%		
56		37.4%	35.5%
57	17.5%		
58		18.5%	13.6%
62		26.4%	43.3%
66	10.9%	10.6%	10.3%
67	36.0%	38.9%	37.6%
71	7.0%		10.3%
74	8.9%		8.6%
79		12.9%	11.0%
101	35.9%	44.9%	37.5%

GRANTS MANAGEMENT

Returned Grant Funds per $100K Grant Revenue



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

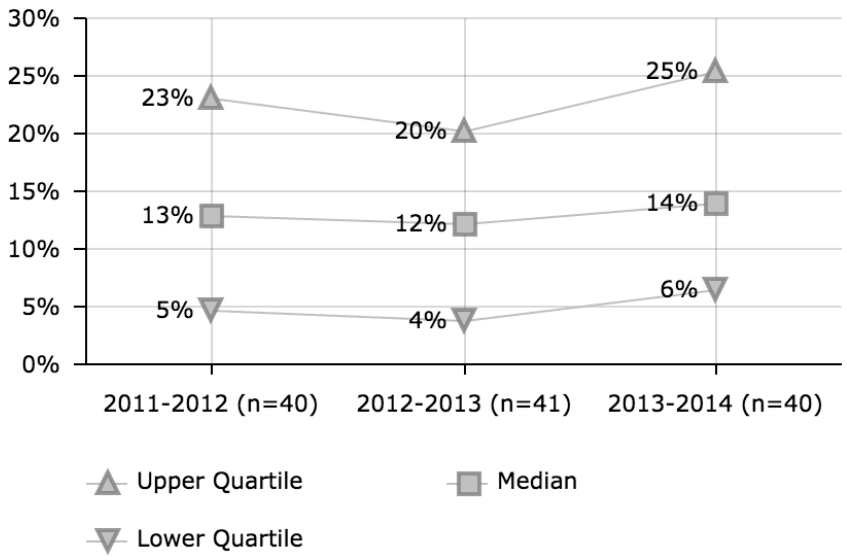
Districts in Best Quartile (FY 2013-14)

- Boston Public School District
- Columbus Public Schools
- Dallas Independent School District
- Des Moines Public Schools
- Fresno Unified School District
- Portland School District 1J
- San Francisco Unified School District
- Santa Ana Unified School District
- Toledo Public Schools
- Wichita Unified School District 259

District ID	2011-2012	2012-2013	2013-2014
1	$508	$231	$808
4		$38	$7
5		$145	$74
8	$318	$505	$546
9	$56	$8	$156
10			$402
11		$42	$453
12	$365	$40	$32
13	$592	$514	$725
14	$1,545	$972	$1,167
15		$642	
18	$5	$4	$296
19		$572	$10,764
20	$24,774	$23,444	$319
21	$1,492		$7,541
23			$246
25	$1,822		$961
26		$0	$0
28	$1,441	$5,970	$2,123
30	$1	$1,187	$795
32	$176	$503	$130
33		$777	$797
35	$344	$104	$125
37	$342		
39	$810	$1,111	$1,199
41		$574	$23
43	$324	$408	$209
44		$1,817	$4,015
45	$5,299	$9,119	$2,828
46	$103	$465	$1,588
48	$290	$7,397	$1,565
49			$18,330
52	$175	$53	$415
53	$34	$195	$388
54	$549	$10	
56	$113	$208	$526
57	$1,069		
58		$163	$299
62		$178	
66	$10		
67			$4
71	$3,012	$15,853	$12,331
77		$110	$53
79	$6	$499	$53
101	$132	$110	$63

GRANTS MANAGEMENT

Competitive Grant Funds as Percent of Total



Description of Calculation

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

Importance of Measure

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

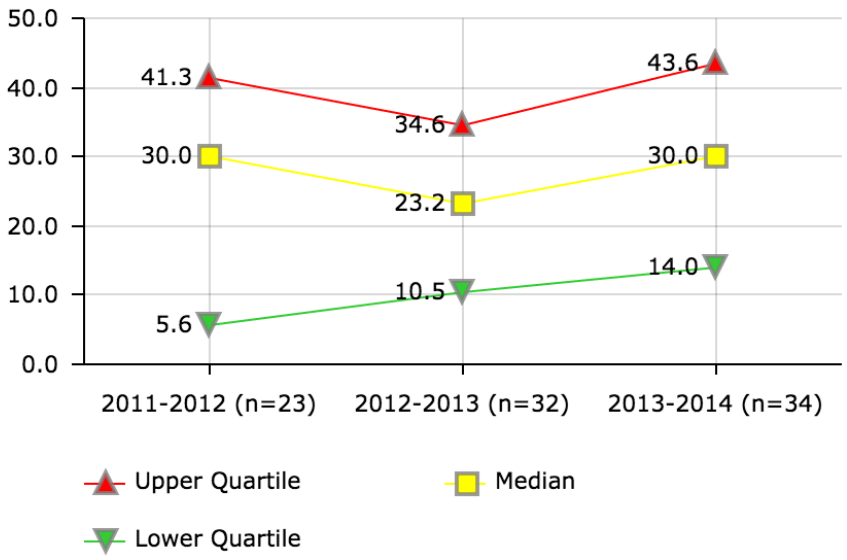
Factors that Influence

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

District ID	2011-2012	2012-2013	2013-2014
1	21%	19%	15%
3	12%	20%	22%
4		9%	5%
5	13%	22%	18%
6		0%	0%
7	23%	25%	36%
8	10%	10%	11%
9	2%	4%	4%
10	7%	7%	8%
11		2%	39%
12	17%	15%	2%
13	14%	12%	15%
14	1%	1%	1%
15		2%	
18	8%	12%	15%
19		17%	14%
20	13%	12%	12%
21	61%		59%
23	13%	13%	38%
25	4%		7%
26	60%	34%	31%
30		8%	6%
32	5%	20%	26%
33		3%	2%
34	1%		
35	23%	16%	12%
37	58%		
39	20%	16%	14%
41	18%		
43	13%	21%	19%
45	30%	22%	26%
46	24%	29%	25%
47		0%	
48	3%	13%	18%
49	11%	23%	100%
52	37%	34%	35%
53	3%	4%	1%
54	36%	37%	
55	2%		
56	8%	8%	10%
57	21%		
58		2%	11%
62		4%	0%
66	2%	3%	3%
67	0%	3%	9%
71	30%	35%	30%
77	30%		
79	11%	12%	18%
101	2%	9%	7%
102	8%		

GRANTS MANAGEMENT

Days to Access New Grant Funds



District ID	2011-2012	2012-2013	2013-2014
1	61.6	10.0	162.5
3		14.0	14.0
4		59.2	17.2
5	30.0	30.0	30.0
7	30.0	30.0	30.0
8	8.5	5.0	5.0
9			10.1
10		20.0	30.0
12	36.5	33.6	43.6
13			30.0
14	17.5	128.0	127.3
15		45.0	
18		65.5	65.5
19		26.0	4.7
20		60.0	60.0
23			7.8
25	20.9		37.2
26	41.3	34.2	34.4
30	2.1	30.0	45.0
32	45.0	0.5	45.0
33		1.7	1.5
35		14.0	14.0
39	39.1	20.3	24.3
41	5.6		
43		5.0	5.0
46	35.0	14.0	14.0
47		30.0	30.0
48		15.0	20.0
49	42.0	11.0	
53	12.2	20.0	15.0
54	1.5	1.3	
55	2.6		
58		10.0	10.0
62		30.0	30.0
66	20.0	6.7	9.3
67	2.1		
71	44.8	73.4	137.0
74			21.0
79	36.2	35.0	35.0
101	75.7	63.9	94.2
102	1.0		

Description of Calculation

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

Importance of Measure

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

Factors that Influence

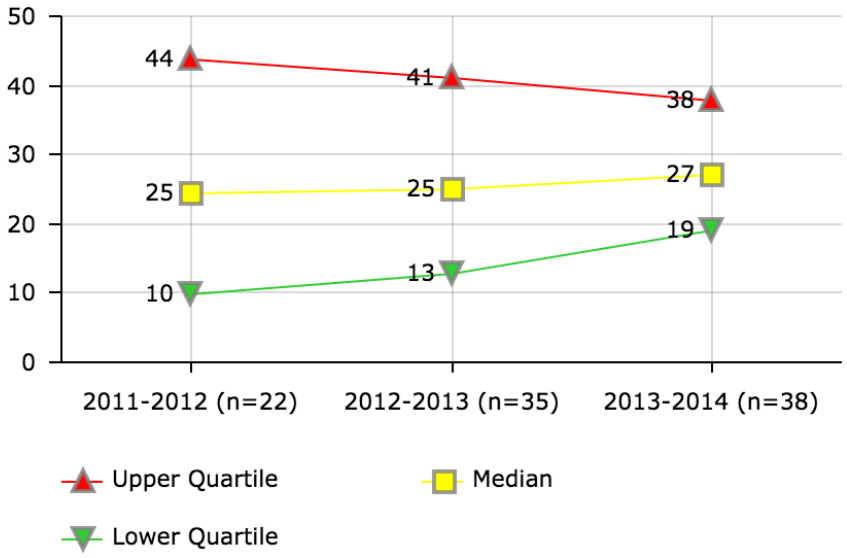
- Who monitors awards and the grant program coordinator to assure timeliness
- Timeliness of award notification from Federal and State entities
- School Board and administrative policies, as well as Budget development and management process and Procurement regulations and policies
- Therefore, the timeliness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

Districts in Best Quartile (FY 2013-14)

- Baltimore City Public Schools
- Charleston County School District
- Clark County School District
- Columbus Public Schools
- Dayton Public School District
- Indianapolis Public School District
- Omaha Public School District 1
- Palm Beach County School District
- Pittsburgh Public Schools
- School District of Philadelphia
- St. Paul Independent School District 625

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 (FY 2013-14)

- Atlanta Public Schools
- Austin Independent School District
- Broward County School District
- Columbus Public Schools
- Dayton Public School District
- Metropolitan Nashville Public School
- Omaha Public School District 1
- Orange County Public School District
- Portland School District 1J
- Toledo Public Schools

District ID	2011-2012	2012-2013	2013-2014
1		38	
3		26	26
4		38	35
5	11	11	11
7	60	60	45
8	14	29	36
9		25	25
10		25	25
11			32
12	40	50	53
13	35	12	12
14	61	16	22
18		42	30
19		19	19
20		12	35
25	24		28
26	10	35	35
28	10	9	11
30		30	35
32		45	45
33		41	41
35		12	12
39	41	24	21
41	10		
43	28	20	24
45		34	36
46	90	53	53
47		3	3
48		14	7
52	44	36	38
53	25	15	22
56	64	53	48
58		60	60
62		60	60
66	9	11	19
71	10	13	8
74			20
77	7		22
79	6	9	9
101	58	21	54
102	12		

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.

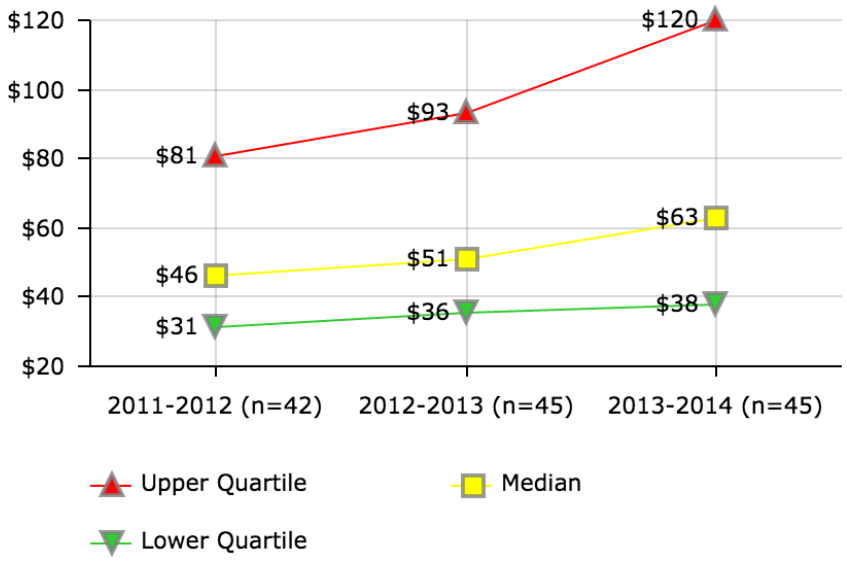
Finally, metrics of the procurement department's service level, such as Procurement Administrative Lead Time, should also be considered.

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

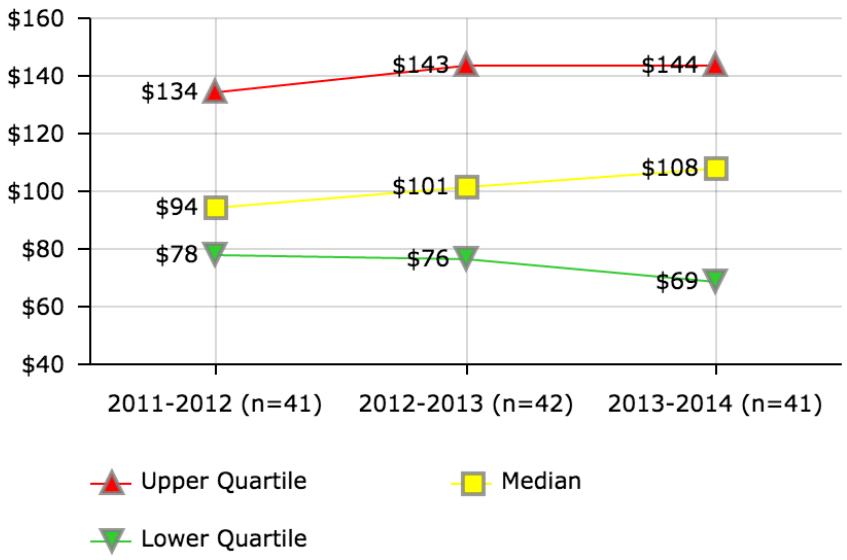
Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Birmingham City Public School District
- Broward County School District
- Charlotte-Mecklenburg School District
- Des Moines Public Schools
- Hillsborough County Public School District
- Jefferson County Public Schools
- Metropolitan Nashville Public School
- Palm Beach County School District
- Pittsburgh Public Schools
- Seattle School District 1
- Shelby County School District

District ID	2011-2012	2012-2013	2013-2014
1	$25	$35	$30
2	$37	$100	$217
3	$148	$122	$120
4	$68	$120	$126
5	$206	$228	$123
6		$36	$35
7	$80	$160	$259
8	$45	$51	$38
9	$81	$67	$62
10	$33	$32	$27
11	$46	$39	$55
12	$17	$21	$25
13	$31	$24	$25
14	$28	$40	$34
15		$94	
16	$73	$86	$88
18	$34	$35	$29
19		$46	$75
20	$46	$36	
21	$82		$114
23	$117	$114	$118
25	$123	$118	$135
26	$33	$41	
28			$169
30			$177
32	$87	$93	$78
33		$117	$135
34			$70
35	$52	$52	
37	$47	$61	$104
39	$14	$22	$68
41	$28	$35	$40
43	$34		$35
44	$46	$55	$60
45	$64	$71	
46	$29	$41	$42
47	$41	$40	$35
48	$52	$43	$40
49		$38	$53
52	$35	$58	$48
53	$22	$24	$22
54	$16	$18	
55	$26	$25	$26
56	$199		$190
57	$27	$27	
58		$39	$45
66	$79	$86	$107
67	$138	$134	$154
71	$107	$127	$134
74			$40
77		$66	$63
101	$80	$85	$73
102	$95		

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

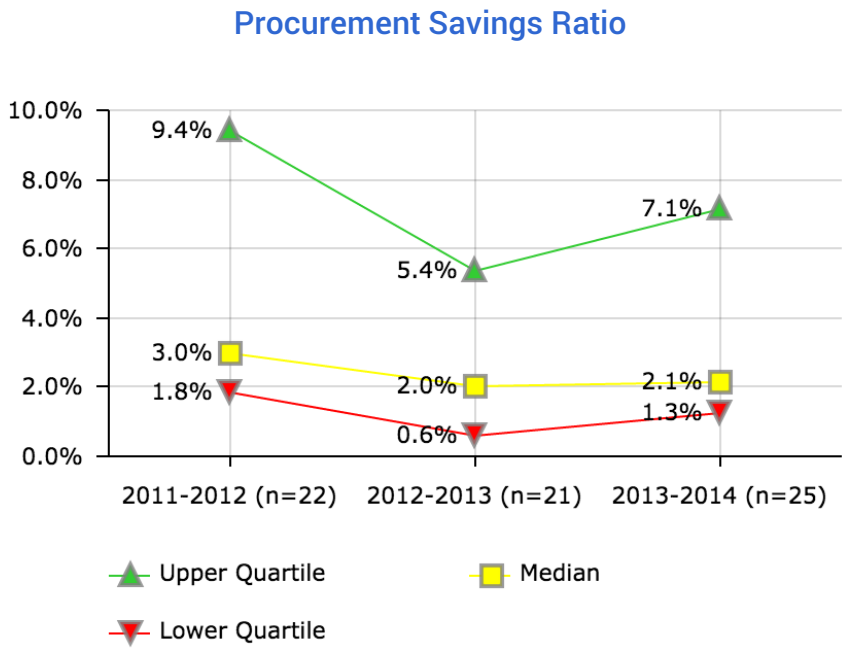
- Degree of P-Card Utilization
- e-Procurement automation
- Delegation of purchasing authority
- Purchasing office professional staff grade structure, contract services and other expenditures
- Number of highly complex procurements especially construction
- Skill level of staff

Districts in Best Quartile (FY 2013-14)

- Broward County School District
- Charlotte-Mecklenburg School District
- Cleveland Metropolitan School District
- Des Moines Public Schools
- Guilford County School District
- Los Angeles Unified School District
- Miami-Dade County Public School District
- Milwaukee Public Schools
- Minneapolis Public School District
- Pittsburgh Public Schools
- School District of Philadelphia

District ID	2011-2012	2012-2013	2013-2014
1	$75	$116	$96
2		$156	
3	$117	$93	
4	$94	$152	$139
5	$221	$144	$129
6	$83	$113	$110
7	$148	$160	$144
8	$87	$95	$74
9	$155		$133
10	$103	$95	$76
11	$32		$32
12	$45	$52	$50
13	$81	$76	$68
14	$121	$140	$114
16	$182	$143	$168
18	$106	$109	$95
19			$156
20	$107	$103	$112
21	$84		$88
23	$213	$198	$205
25	$174	$146	$153
26	$49	$57	
28	$184	$189	$171
30	$48	$65	$61
32	$79	$69	$57
33		$88	
34			$284
35	$88	$91	
37	$97	$100	$97
39	$92	$131	$108
41	$75	$92	
43	$49		$47
44	$85	$82	$73
45	$78	$81	
46	$96	$108	$112
47	$104	$101	$89
48	$134	$119	$109
49		$72	$67
52	$79	$74	$53
53		$102	
54	$45	$55	
55	$57	$56	$56
56		$276	$204
57	$64	$61	$69
58		$29	$29
66	$159	$162	$168
67	$309	$277	$374
71	$101	$134	$117
74			$95
101	$143		$197

PROCUREMENT



District ID	2011-2012	2012-2013	2013-2014
1	2.4%	3.1%	2.0%
3	14.1%	6.4%	3.1%
5			2.1%
7	3.2%		11.6%
8	2.3%	1.9%	2.1%
9	13.6%	4.2%	2.1%
10	2.0%	1.8%	2.1%
13	0.8%	1.0%	11.2%
14		35.0%	35.0%
16	4.5%	3.7%	16.3%
18	9.4%	9.3%	7.2%
19			1.1%
20		0.2%	
23	1.0%	0.2%	0.4%
28			6.0%
32	0.1%		
37	18.0%	8.7%	37.3%
39	0.4%	2.0%	0.5%
41	2.9%		
43	6.8%		6.5%
46	0.9%	0.9%	1.6%
47	11.3%	7.5%	4.2%
48	6.0%	5.4%	7.1%
52		0.6%	1.1%
55	2.2%	3.5%	2.7%
66	25.6%		
67	3.0%	0.6%	1.3%
71	1.8%	0.6%	1.2%
77		0.6%	0.7%

Description of Calculation

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

Importance of Measure

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

Factors that Influence

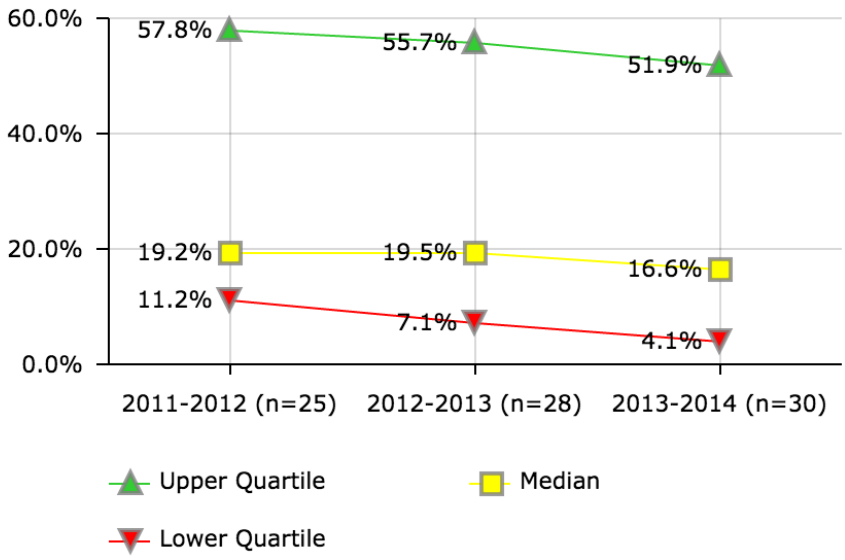
- Procurement policies, e. g., delegated purchase authority level, procurements exempted from competition, minimum quote requirements, sole source policies, vendor registration/solicitation procedures (may determine magnitude of competition)
- Utilization of technology and e-procurement tools
- Use of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

Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Anchorage School District
- Broward County School District
- Denver Public School District 1
- Orange County Public School District
- San Diego Unified School District
- Shelby County School District

PROCUREMENT

Strategic Sourcing Ratio



District ID	2011-2012	2012-2013	2013-2014
1	17.6%	12.8%	14.0%
2	0.1%	0.3%	4.1%
3	4.9%	20.4%	6.0%
4	26.3%	14.0%	20.8%
5	0.6%	0.8%	18.3%
7		6.9%	9.0%
9	93.4%	72.2%	81.2%
10	57.8%	71.2%	83.3%
11		60.4%	0.7%
12	11.2%		
13	71.8%	17.0%	2.1%
14		76.6%	14.8%
16	67.5%	80.8%	82.0%
18	25.0%	31.9%	45.8%
19		1.2%	30.6%
20	29.7%	0.4%	
21			0.0%
23			1.1%
25			3.5%
32	76.3%		51.9%
33		53.6%	60.7%
35	9.2%		
37	17.3%	57.8%	
39	93.3%	52.3%	51.9%
41	35.9%	10.4%	
43	15.7%		
46	38.1%	40.0%	28.4%
47		72.9%	76.0%
48	89.1%	22.3%	53.0%
49		12.0%	
53			0.0%
55	11.8%	18.5%	13.1%
58			5.1%
66	6.2%	4.7%	4.7%
67	14.9%	7.4%	70.8%
71	19.2%	25.2%	35.9%
77			1.6%
101	2.4%	3.8%	

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

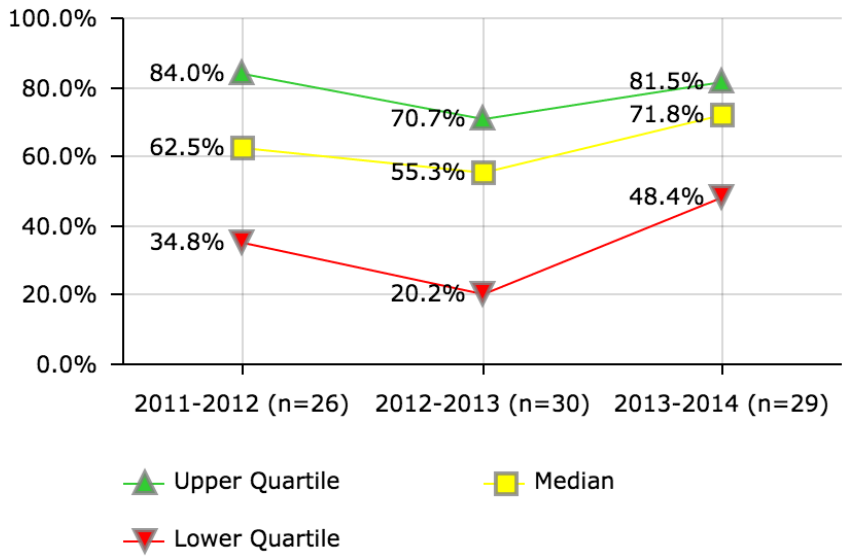
- Technical training of procurement professional staff
- Effectiveness of spend analysis regarding frequently purchased items
- Policies on centralization of procurement
- Balance between choice and cost savings
- Dollar approval limits without competitive bids

Districts in Best Quartile (FY 2013-14)

- Clark County School District
- Fresno Unified School District
- Hillsborough County Public School District
- Indianapolis Public School District
- Metropolitan Nashville Public School
- Miami-Dade County Public School District
- Orange County Public School District
- San Diego Unified School District

PROCUREMENT

Competitive Procurements Ratio



District ID	2011-2012	2012-2013	2013-2014
1	33.9%	0.0%	48.9%
2	14.6%	0.1%	
3	0.0%	30.1%	36.5%
4	96.0%	10.1%	83.3%
5			47.2%
7	89.6%		73.2%
8	79.2%	88.9%	99.2%
9	82.3%	58.7%	74.1%
10	69.6%	88.9%	80.5%
12	12.1%	2.2%	
13	63.2%	91.7%	0.7%
14		56.5%	55.1%
16	45.6%	54.6%	73.4%
18	65.2%	95.6%	71.8%
19		20.2%	52.9%
23	96.4%	56.6%	48.4%
25		4.0%	3.2%
28			4.7%
32	15.9%	11.8%	86.6%
33		64.2%	60.4%
34			55.0%
37	61.8%	41.2%	79.8%
39	93.0%	66.2%	35.1%
41	0.7%	56.1%	98.6%
43	51.7%		19.4%
44	85.1%	74.7%	90.9%
45		90.4%	
46	46.5%	45.0%	80.6%
47	46.6%	45.8%	87.3%
48	84.0%	71.0%	82.9%
54	85.4%	70.7%	
55	46.8%	49.8%	58.4%
71	77.3%	69.8%	81.5%
77		4.2%	
101	34.8%	22.3%	

Description of Calculation

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

Importance of Measure

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

Factors that Influence

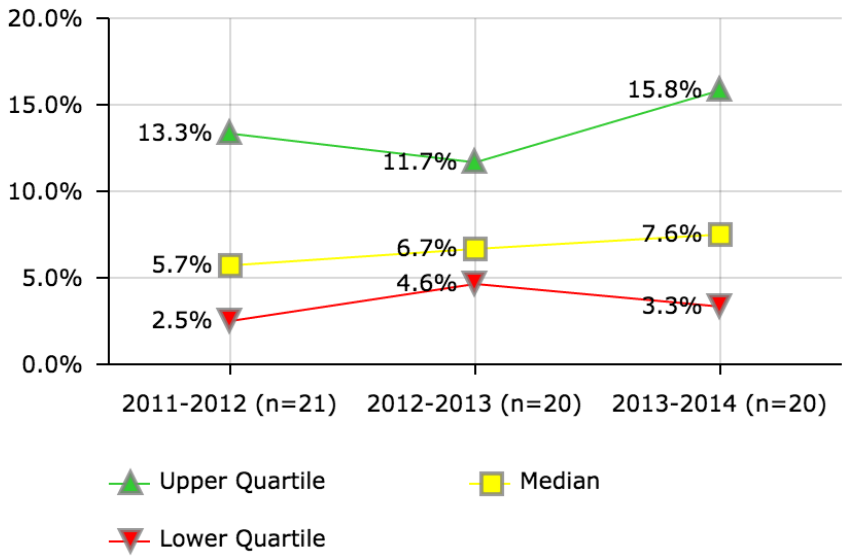
- Procurement policies governing procurements that are exempted from competition, emergency or urgent requirement procurements, direct payments (purchases without contracts or POs), minimum quote levels and requirements, and sole sourcing
- Degree of shared services that may be included in purchase dollars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

Districts in Best Quartile (FY 2013-14)

- Austin Independent School District
- Dallas Independent School District
- Duval County Public Schools
- Metropolitan Nashville Public School
- Miami-Dade County Public School District
- Orange County Public School District
- Palm Beach County School District
- Wichita Unified School District 259

PROCUREMENT

Cooperative Purchasing Ratio



District ID	2011-2012	2012-2013	2013-2014
2	15.6%	11.9%	
3	10.5%		
5	2.0%	5.5%	7.4%
7			11.0%
8	4.5%	9.9%	14.4%
9	4.2%	3.0%	3.6%
10	3.4%	4.8%	2.9%
12	11.2%		
13			2.4%
16	9.9%	14.7%	27.4%
18	0.8%		
19		8.8%	30.6%
21	20.2%		
23	13.3%	5.9%	
26		5.7%	
32	15.2%		4.0%
33		4.0%	3.8%
34			3.0%
37	4.8%		
39	1.7%	11.4%	15.8%
46	5.7%	6.5%	10.0%
47	48.2%	7.1%	21.7%
48		14.0%	7.7%
49		4.1%	
53	0.7%	4.5%	0.5%
55	2.5%	6.8%	3.9%
67	10.4%	12.1%	15.7%
71	27.8%	13.7%	21.0%
77		1.7%	1.6%
101	1.0%		

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

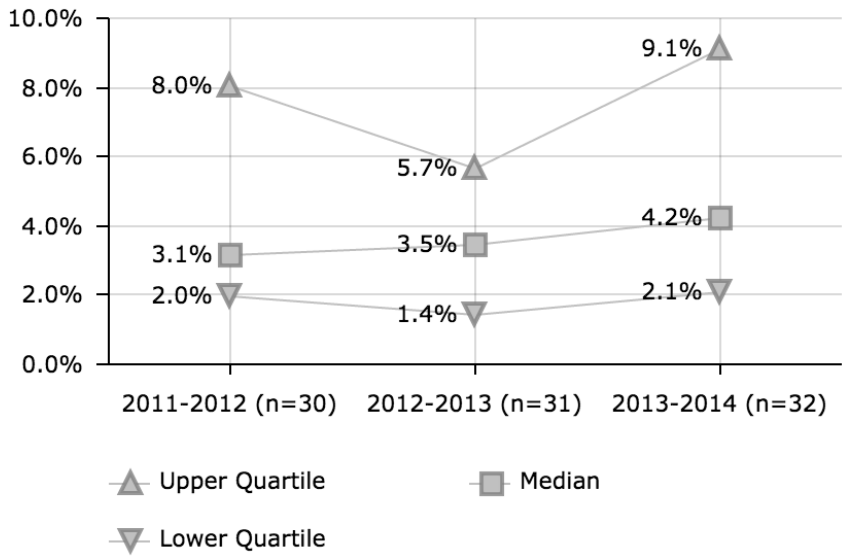
- Procurement laws and policies
- Commodity (some goods and services lend themselves to leveraging volume more than others)
- Degree of item standardization with other entities
- Number of available and eligible cooperative agreements
- Market environment (cooperative contracts may not remain competitive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

Districts in Best Quartile (FY 2013-14)

- Austin Independent School District
- Dayton Public School District
- Houston Independent School District
- Metropolitan Nashville Public School
- San Diego Unified School District

PROCUREMENT

P-Card Purchasing Ratio



District ID	2011-2012	2012-2013	2013-2014
1	3.1%	2.4%	2.5%
3	3.4%	5.1%	6.8%
4	4.0%	4.0%	6.0%
5	3.8%	4.6%	4.7%
6			0.1%
7		5.7%	9.6%
8	3.4%	3.3%	3.7%
9	8.8%	6.9%	7.6%
10	8.0%	7.8%	9.3%
11	4.2%	4.0%	2.1%
12	3.1%	11.4%	9.0%
13	3.2%	4.7%	4.2%
14	2.2%	1.0%	1.0%
16	1.8%	2.4%	3.8%
19		2.8%	6.7%
20		0.6%	0.1%
21	2.7%		2.3%
23	8.5%	3.5%	4.2%
28			10.2%
32	2.9%	4.9%	4.2%
37	35.7%		51.9%
39	8.1%	8.4%	10.7%
43	15.7%		15.6%
44	2.6%	3.0%	2.3%
45	0.1%	0.5%	
46	0.0%	0.0%	0.0%
47	0.8%	0.3%	0.3%
48	7.0%	5.3%	4.8%
49		11.8%	
52	2.3%	1.2%	1.5%
54	0.0%	3.3%	
55	2.0%	2.8%	2.0%
66	8.8%	9.9%	9.7%
67	0.1%	0.1%	0.2%
71	10.4%	9.4%	13.1%
101	0.7%	1.4%	

Description of Calculation

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

Importance of Measure

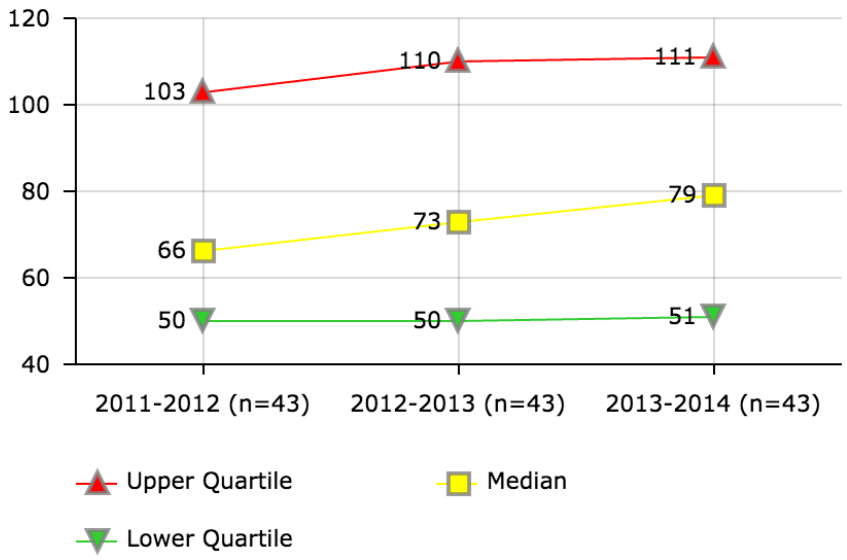
P-Card utilization significantly improves cycle times for schools, decreases procurement transaction costs as compared to a Purchase Order *(2010 RPMG Research Corp cited average PO transaction cost = $93 from requisition to check, versus P-Card transaction cost = $22)*, and provides for more localized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

PROCUREMENT

PALT for Requests for Proposals



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

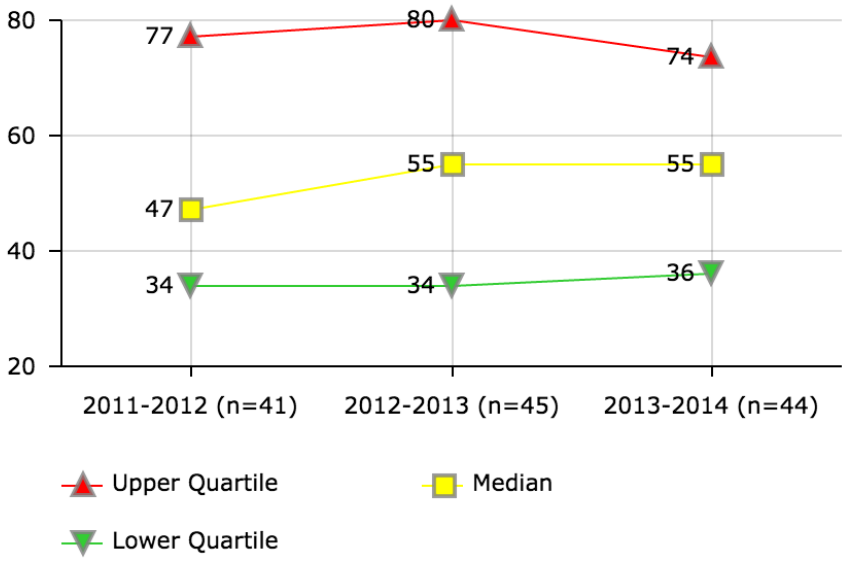
Districts in Best Quartile (FY 2013-14)

- Atlanta Public Schools
- Charlotte-Mecklenburg School District
- Cincinnati Public Schools
- Dayton Public School District
- Des Moines Public Schools
- Guilford County School District
- Jefferson County Public Schools
- Omaha Public School District 1
- Richmond City School District
- Seattle School District 1
- Toledo Public Schools

District ID	2011-2012	2012-2013	2013-2014
1	50	50	44
2	50	50	50
3	30	98	111
4	104	104	104
5	192	144	181
6		60	60
7	111	111	141
8	103	103	103
9	143	150	149
10	80	100	100
11	164	120	120
12	50	34	43
13	135	135	84
14	76	73	73
15		41	
16	105	110	56
18	44	44	125
19		60	51
20	30	30	35
21	85		85
23	53	58	61
25	65		58
26		90	
28	40	40	38
32	140	140	150
33		120	120
34	35	35	58
35	102		
37	57	57	57
39	120	120	120
41	87	87	123
44	66	66	66
45	36	48	
46	100	100	100
47	84	113	97
48	65	80	79
49	50	37	37
52	134	134	104
53	41	57	46
55	22	22	22
57	102	79	
58			138
62	86		
66	38	38	38
67		73	73
71	94	93	106
74	45		
77	65	70	80
79			42
101	65	65	65
102	50		

PROCUREMENT

PALT for Invitations for Bids



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

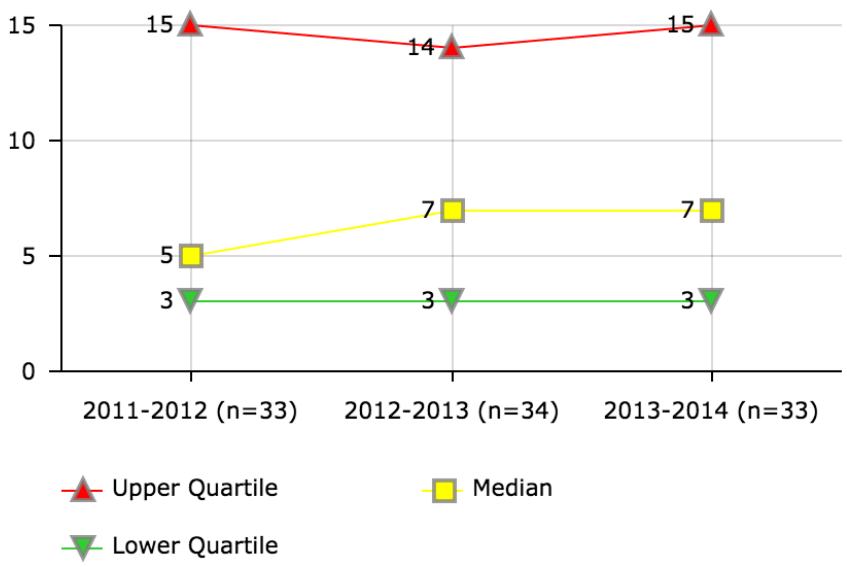
Districts in Best Quartile (FY 2013-14)

- Atlanta Public Schools
- Charlotte-Mecklenburg School District
- Denver Public School District 1
- Des Moines Public Schools
- Guilford County School District
- Kansas City School District 33
- Metropolitan Nashville Public School
- Minneapolis Public School District
- Richmond City School District
- Shelby County School District
- Wichita Unified School District 259

District ID	2011-2012	2012-2013	2013-2014
1	45	45	44
2	30	30	30
3	50	50	56
4	28	33	33
5	112	124	106
6	41	45	50
7	81	80	55
8	40	40	40
9	106	110	110
10	44	55	55
11		82	
12	23	20	31
13	165	165	67
14	56	50	50
15		96	
16	114	72	72
18	33	33	33
19		32	46
20	40	40	54
21	69		69
23	29	36	63
25	65		49
26		83	
28	31	31	24
32	165	165	141
33		79	79
34	24	24	24
35	66		
37	34	34	34
39		90	90
41	87	87	97
43	56		51
44	76	76	76
45	26	28	
46	89	89	89
47	37	29	34
48	112	61	62
49	47	37	27
52	30	25	24
53	41	45	45
55	27	27	27
56		67	65
57	95	79	
58		58	101
66	38	38	38
67		61	65
71	77	72	73
74	45		
77	65	80	80
79			74
101	65	65	65

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

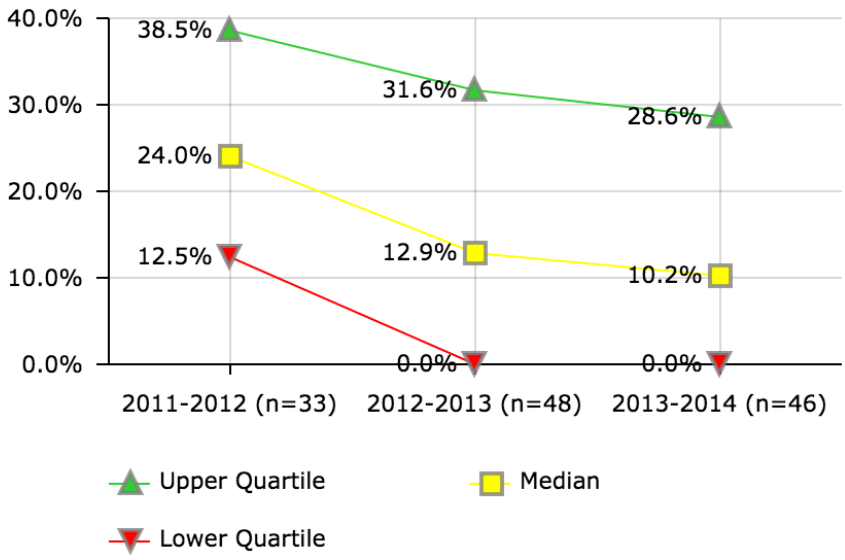
Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Atlanta Public Schools
- Baltimore City Public Schools
- Charleston County School District
- Des Moines Public Schools
- Duval County Public Schools
- Houston Independent School District
- Jefferson County Public Schools
- Kansas City School District 33
- Metropolitan Nashville Public School
- Rochester City School District
- Shelby County School District

District ID	2011-2012	2012-2013	2013-2014
1	15	15	15
2	30	30	30
3	10	14	14
5			80
7	33	12	12
8	15	15	5
9	5	7	7
10	15	15	15
11		4	
12	4	5	2
13	3	4	7
14	1	3	3
15		2	
16	14		
18	3	3	3
20	20	20	20
21	2		2
23	10	8	2
25	10		5
26		17	
28			3
32	10	10	
33		20	20
34	2	2	2
35	140		
37	5	5	5
39	3	3	3
41	3	3	
43			15
44	1	1	1
45	5	6	
46	3	3	3
47	2	3	2
48			16
49	25	10	11
53	3	3	2
55	7	7	7
57		7	
58		120	
66	4	4	4
71	21	10	15
77	5	10	10
79			14
102	30		

PROCUREMENT

Procurement Staff with Professional Certificate



Description of Calculation

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

Importance of Measure

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

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

Factors that Influence

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

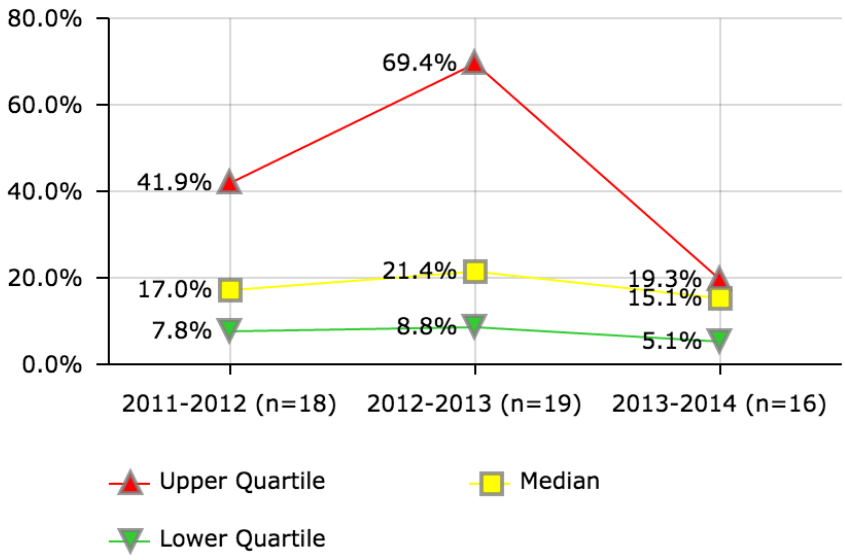
Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Atlanta Public Schools
- Baltimore City Public Schools
- Charlotte-Mecklenburg School District
- Clark County School District
- Dallas Independent School District
- Guilford County School District
- Hillsborough County Public School District
- Portland School District 1J
- Richmond City School District
- San Diego Unified School District
- St. Paul Independent School District 625

District ID	2011-2012	2012-2013	2013-2014
1	5.8%	10.5%	10.5%
2	83.3%	80.0%	66.7%
3	28.6%	33.3%	42.9%
4	50.0%	50.0%	10.0%
5	25.0%	23.1%	51.3%
6		0.0%	0.0%
7	7.1%	6.1%	0.0%
8	19.5%	23.3%	19.5%
9	100.0%	37.0%	28.6%
10	28.0%	32.0%	32.0%
11		26.0%	26.5%
12	25.0%	0.0%	0.0%
13	24.0%	4.0%	15.6%
14	15.4%	14.3%	28.6%
15		0.0%	
16	64.0%	48.1%	48.3%
18	9.1%	27.3%	23.1%
19		0.0%	0.0%
20		0.0%	0.0%
21			0.0%
23	25.0%	23.1%	23.1%
25		6.3%	9.1%
26	37.5%	31.3%	
28	35.7%	45.5%	41.7%
30	20.0%	14.3%	0.0%
32	21.7%	21.7%	23.3%
33		0.0%	0.0%
34		100.0%	0.0%
35	50.0%	33.3%	
37	50.0%	30.8%	23.1%
39	11.1%	9.7%	9.7%
41	7.7%	13.3%	35.3%
43			0.0%
44	18.2%	9.1%	9.1%
45	10.0%	0.0%	
46	38.5%	42.9%	42.9%
47		11.1%	20.0%
48	22.2%	14.8%	10.3%
49	57.1%	57.1%	50.0%
52		0.0%	0.0%
53		0.0%	0.0%
55	62.5%	62.5%	62.5%
56		0.0%	0.0%
57		0.0%	
58		12.5%	11.1%
66	7.4%	7.4%	7.4%
67	0.0%	0.0%	0.0%
71	12.9%	0.0%	0.0%
74			0.0%
77		0.0%	0.0%
101		0.0%	0.0%
102	12.5%		

PROCUREMENT

Warehouse Operating Expense Ratio



District ID	2011-2012	2012-2013	2013-2014
2	29.9%		
5	41.9%	31.9%	35.9%
7	23.8%		
8	5.8%	4.9%	6.4%
9	12.7%	15.6%	13.1%
10		39.0%	52.9%
11	8.3%		
12	182.1%	195.3%	19.7%
13	5.5%	16.5%	19.0%
14	12.5%		
16	28.7%	21.4%	17.2%
19		10.1%	
21	42.3%		18.9%
23		126.6%	
25	84.2%		
32		8.8%	17.5%
33		5.0%	4.6%
35		16.3%	
37	21.2%		
39	99.0%	97.1%	91.9%
41		4.5%	1.2%
44	7.8%	69.4%	
47	2.3%		2.6%
55	5.7%	6.3%	6.3%
71	12.0%	28.5%	5.6%
77		159.1%	
79			4.0%
101		22.2%	

Description of Calculation

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

Importance of Measure

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

Factors that Influence

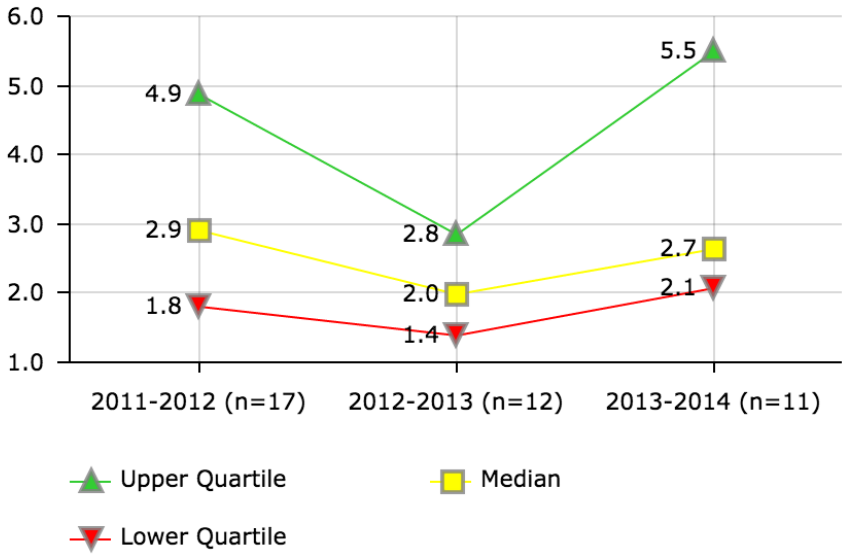
- Warehouse building utility cost and space efficiency
- Total SKUs for indirect and direct cost allocations
- Number of warehouse personnel and material handling equipment/vehicles
- Type of warehouse (environmentally controlled or not)
- Cycle time requirements

Districts in Best Quartile (FY 2013-14)

- Dallas Independent School District
- Indianapolis Public School District
- Metropolitan Nashville Public School
- Toledo Public Schools

PROCUREMENT

Warehouse Stock Turn Ratio



District ID	2011-2012	2012-2013	2013-2014
2	4.4		
5	1.8	2.5	2.1
7	2.5		
8	2.9		
9	5.0	5.3	5.5
10		1.1	
12	8.1		
13	5.1	2.8	2.6
14	5.4		
16	2.6	2.0	1.5
21	3.3		3.8
23		0.9	
25	1.8		
26		2.0	
32			6.6
33		3.0	4.0
37	4.9		
39	0.3	1.2	1.1
45	1.3		
47	0.2		
55	3.7	2.9	2.7
71	2.7	1.6	6.1
77		1.7	
79			2.6

Description of Calculation

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

Importance of Measure

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

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

Factors that Influence

- Inventory financing costs
- Inflation
- Purchasing policies

Districts in Best Quartile (FY 2013-14)

- Austin Independent School District
- Clark County School District
- Miami-Dade County Public School District

Risk Management

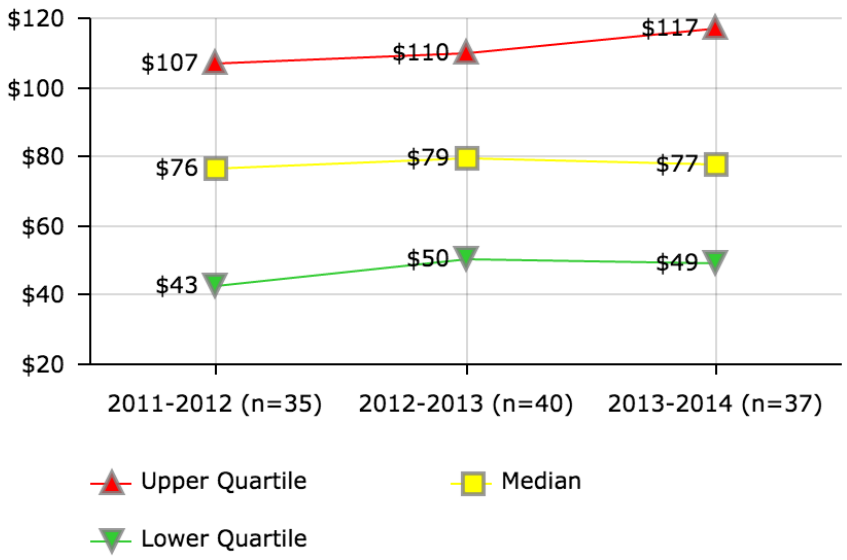
Performance metrics in risk management evaluate the rate of incidents that could lead to claims against the dis- trict, as well as the total cost of claims and insurance. The total cost is broadly considered with **Cost of Risk per Student**, and **Employee Incident Rate** (expressed per employee or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

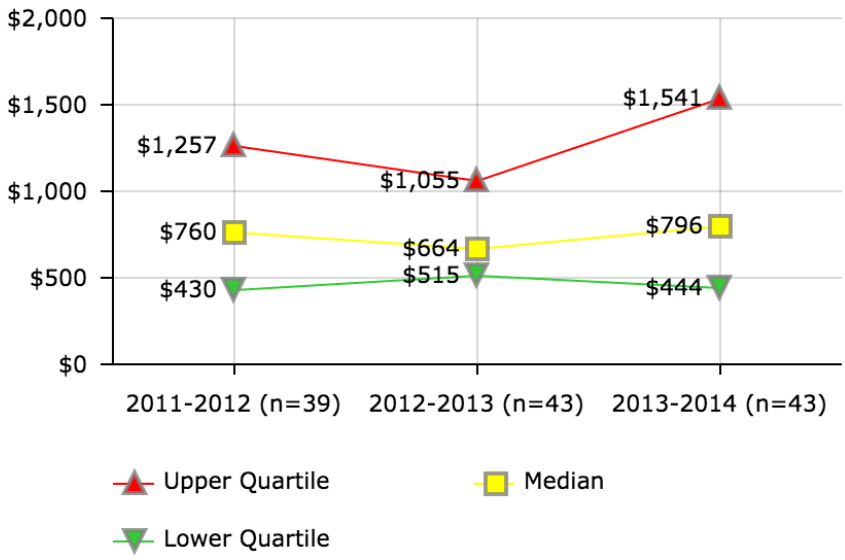
Districts in Best Quartile (FY 2013-14)

- Austin Independent School District
- Birmingham City Public School District
- Charlotte-Mecklenburg School District
- Clark County School District
- Guilford County School District
- Hillsborough County Public School District
- Houston Independent School District
- Orange County Public School District
- Palm Beach County School District
- Shelby County School District

District ID	2011-2012	2012-2013	2013-2014
1	$79		$70
2		$51	
3	$35	$103	$117
4	$92	$75	$77
5	$55	$54	$59
6			$5
7	$159	$73	$95
8	$71	$67	$47
9	$17	$38	$35
10	$30	$36	$26
11	$154	$95	
12	$147	$121	$170
13	$107	$84	$65
14	$87	$113	$109
16	$111	$110	$110
18	$3	$9	$6
20			$87
21	$97	$92	$212
23	$80	$89	$120
25		$96	$127
28	$29		
30	$13	$93	$75
32	$105	$134	$83
33		$68	
35	$107		
37	$76	$49	$71
39	$48	$50	$49
43	$26		$158
44	$59	$44	$59
45		$152	$121
46		$48	$51
47	$116	$101	
48	$54	$53	$35
49	$58	$59	$32
52		$92	$75
53		$129	
54	$57	$68	
55	$9	$22	$16
56		$120	$110
57	$293	$73	
58			$202
62		$204	$180
66	$71	$42	$78
67	$107		
71	$43	$43	$46
77	$119	$122	
79		$118	$139
101	$94	$110	$103

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

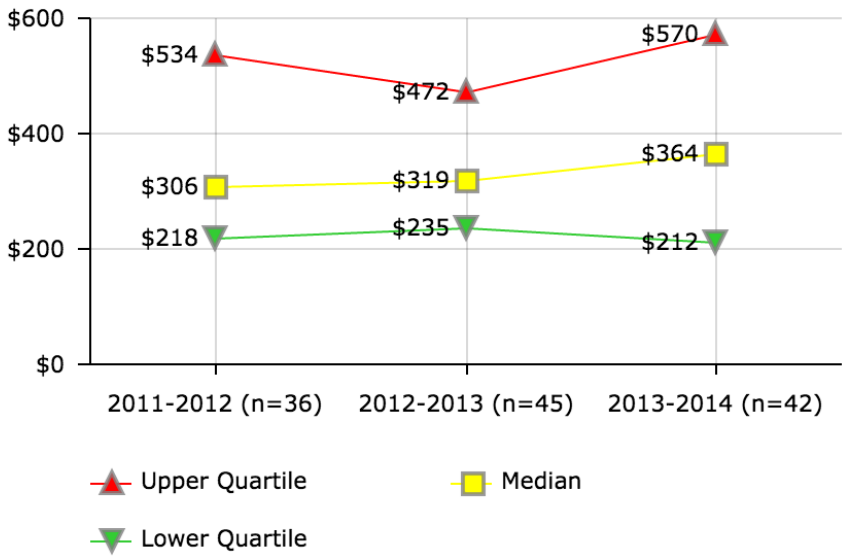
Districts in Best Quartile (FY 2013-14)

- Charlotte-Mecklenburg School District
- Clark County School District
- Dallas Independent School District
- Guilford County School District
- Hillsborough County Public School District
- Minneapolis Public School District
- Orange County Public School District
- Palm Beach County School District
- Richmond City School District
- Shelby County School District
- Wichita Unified School District 259

District ID	2011-2012	2012-2013	2013-2014
1	$760	$610	$517
2		$413	$444
3	$62	$764	$796
4	$1,091	$331	$401
5	$812	$815	$731
7	$1,304	$572	$790
8	$727	$860	$434
9	$97	$407	$411
10		$568	$292
11	$2,113	$817	$2,037
12	$1,228	$1,348	$1,610
13	$616	$1,391	$967
14	$805	$1,197	$1,096
16	$1,566	$1,750	$1,622
18	$8	$11	$54
19		$1,535	$2,076
20			$1,155
21	$419	$531	$1,541
23	$1,166		$1,510
25	$110	$609	$960
28	$47	$51	$981
30		$1,258	$991
32	$1,308	$1,617	$1,018
33		$664	
34	$2,116		
35	$990	$1,714	
37	$925	$559	$710
39	$658	$625	$642
41		$337	$291
43	$202	$926	$722
44	$1,222	$924	$1,099
45	$2,024	$996	
46		$589	$632
47	$1,257	$893	
48	$430	$426	$404
49	$521	$815	$416
52	$371	$423	$306
53	$595	$587	$536
54	$756	$515	
55	$11		$171
56	$1,804	$1,138	$1,969
57	$2,954	$543	
58			$2,713
62			$91,907
63			$2,005
66	$679	$311	$483
67	$1,111		
71	$437	$420	$479
74			$1,298
77		$1,055	
79	$1,257	$1,060	$1,654
101	$694	$906	$420,095

RISK MANAGEMENT

Workers' Compensation Cost per Employee



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

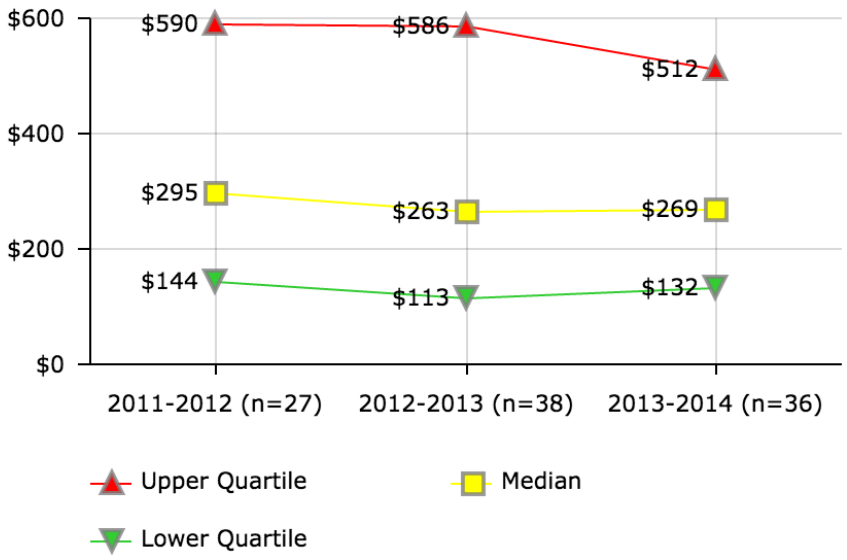
Districts in Best Quartile (FY 2013-14)

- Austin Independent School District
- Charlotte-Mecklenburg School District
- Clark County School District
- Guilford County School District
- Hillsborough County Public School District
- Minneapolis Public School District
- Omaha Public School District 1
- Orange County Public School District
- Palm Beach County School District
- Shelby County School District
- Wichita Unified School District 259

District ID	2011-2012	2012-2013	2013-2014
1	$292	$240	$224
2		$172	
3	$26	$319	$339
4	$350	$120	$128
5	$286	$286	$249
7	$692	$304	$441
8	$288	$369	$188
9			$207
10	$140	$176	$118
11	$861	$325	$815
12	$552	$459	$570
13	$256	$472	$357
14	$250	$356	$316
16	$545	$638	$622
18	$4		$29
19			$714
20	$446	$416	$432
21	$247	$237	$710
23	$524	$425	$251
25	$54	$316	$474
28		$26	
30	$30	$478	$370
32	$606	$752	$505
33		$235	
34		$955	
35	$442	$730	
37	$319	$190	$261
39	$268	$255	$271
41		$127	
43	$138	$615	$544
44	$446	$312	$410
45	$781	$610	$509
46		$292	$323
47	$557	$404	$384
48	$189	$185	$192
49	$256	$235	$120
52		$210	$148
53		$293	$273
54	$377	$378	
55	$5	$78	$78
56	$686	$615	$576
57	$1,402	$327	
58		$876	$1,154
62		$968	$883
63			$705
66	$287	$133	$212
67	$495		
71	$147	$136	$157
74			$605
79		$397	$602
101	$415	$548	$506

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

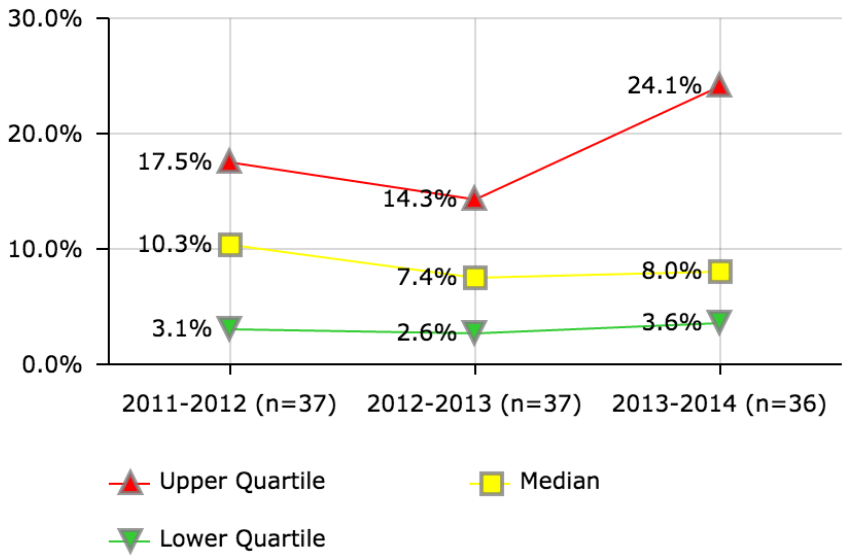
Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Charleston County School District
- Charlotte-Mecklenburg School District
- Denver Public School District 1
- Hillsborough County Public School District
- Omaha Public School District 1
- Orange County Public School District
- Palm Beach County School District
- Shelby County School District

District ID	2011-2012	2012-2013	2013-2014
1	$444	$1,210	$331
2		$149	
3	$355	$436	$531
4	$1,266	$158	$185
5		$72	$499
7	$441	$357	$438
8	$37	$55	$14
9			$270
10	$24	$41	$11
11	$1,717	$1,613	$787
13	$124	$174	$180
14	$70	$77	$75
16	$522	$518	$765
18	$144		$96
19			$1,847
20	$292	$142	$244
21	$590	$1,002	
23	$437	$288	$95
25	$75	$1,152	
30		$330	$315
32	$207	$471	$250
33		$78	
34		$113	
35	$1,273		
37	$234	$230	$113
39	$379	$347	$329
41		$140	
43		$623	$293
45	$955	$919	$861
47	$175	$155	$153
48		$535	$90
49	$295	$237	$268
52		$624	$284
53			$525
54		$173	
55		$103	$62
56	$744	$839	$1,004
57	$864	$1,192	
58		$586	$949
62		$16	$229
63			$257
66	$99		$47
67	$270		
71		$23	$856
79		$293	$289
101	$210	$56	$151

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

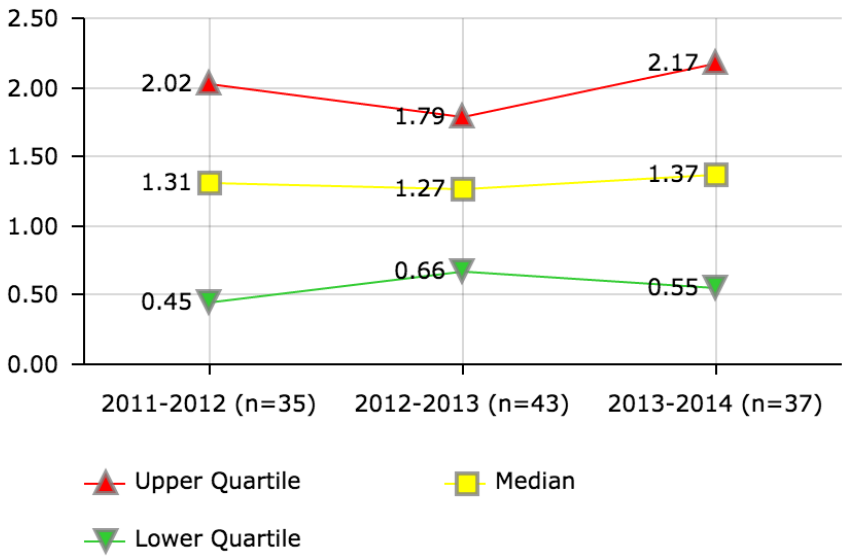
Districts in Best Quartile (FY 2013-14)

- Anchorage School District
- Austin Independent School District
- Broward County School District
- Charlotte-Mecklenburg School District
- Miami-Dade County Public School District
- Omaha Public School District 1
- Shelby County School District
- St. Paul Independent School District 625
- Wichita Unified School District 259

District ID	2011-2012	2012-2013	2013-2014
1	16.1%		33.3%
3	14.7%	1.2%	0.5%
4	5.9%	7.7%	2.0%
5	35.7%	39.1%	6.9%
6			100.0%
7	7.1%	10.3%	2.8%
8	6.5%	0.3%	7.4%
9	3.1%	3.3%	4.6%
10		19.2%	4.2%
11	9.0%	19.7%	
12	27.3%	20.0%	37.5%
13	1.0%	1.6%	2.6%
14	2.5%	10.0%	4.7%
16	6.8%	7.4%	6.2%
18	2.3%	5.4%	2.0%
21	1.5%	2.1%	14.8%
23	25.0%	13.2%	24.2%
25	39.5%	6.5%	
30	15.6%	14.3%	10.5%
32	1.1%	1.3%	3.3%
33		2.1%	9.4%
34	57.9%	27.3%	60.7%
35	8.9%		
37	22.6%	28.1%	24.1%
39	17.5%	16.2%	100.0%
43			66.7%
44	15.9%	33.7%	24.3%
47	55.9%	6.8%	8.4%
48	1.8%	2.6%	7.5%
49	1.2%	3.1%	3.8%
52	18.2%	14.3%	13.3%
53	13.5%	7.2%	
54	36.2%	37.3%	
55	5.7%		1.0%
56	10.3%	8.2%	17.0%
57	14.0%	12.7%	
58			5.8%
62		9.5%	24.1%
66		1.4%	0.3%
67	2.1%		
71	1.7%	3.5%	1.6%
77	11.8%	1.9%	
79	14.3%	2.5%	10.0%
101	9.5%	2.8%	13.6%

RISK MANAGEMENT

Liability Claims per 1,000 Students



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

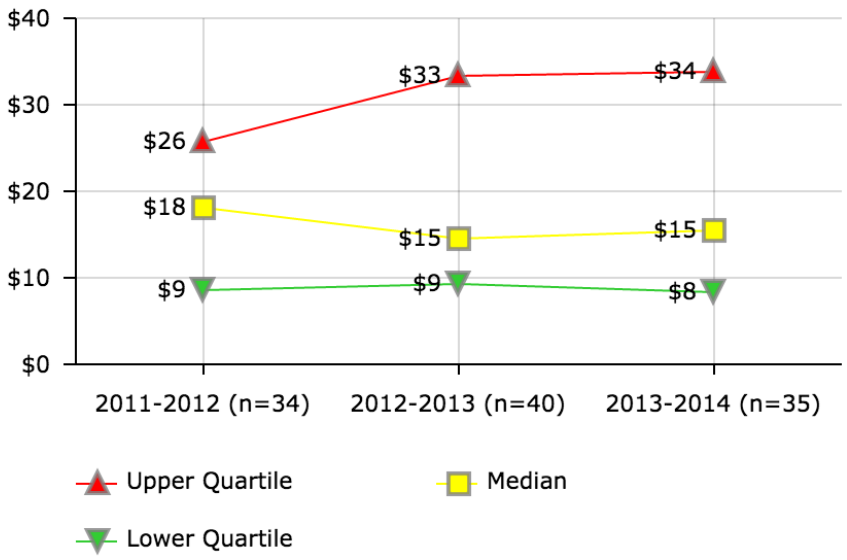
Districts in Best Quartile (FY 2013-14)

- Birmingham City Public School District
- Buffalo City School District
- Des Moines Public Schools
- Duval County Public Schools
- Houston Independent School District
- Milwaukee Public Schools
- Minneapolis Public School District
- Newark Public School District
- Pittsburgh Public Schools
- Seattle School District 1

District ID	2011-2012	2012-2013	2013-2014
1	0.62	2.62	0.12
2		0.27	
3	0.87	4.52	16.24
4	0.34	0.26	0.98
5	0.30	0.49	2.72
6		0.12	0.20
7	0.28	0.59	0.75
8	1.46	1.79	1.82
9	1.78	1.81	1.91
10	1.51	1.58	1.64
11	1.63	1.27	
12	0.74	0.65	0.49
13	8.39	7.59	2.61
14	2.79	1.73	2.17
16	1.31	1.39	2.26
18	1.22	0.68	1.37
21	2.08	3.05	3.72
23	0.45	0.83	0.71
25		1.25	0.50
28	1.81	1.20	
30	0.40	0.45	0.48
32	2.78	2.46	1.83
33		1.60	
34		0.70	1.76
35	1.80		
37	2.00	1.60	1.52
39	0.31	0.34	0.04
43	0.07		0.12
44	0.66	0.71	0.55
45		0.43	0.51
47	5.16	3.29	2.89
48	5.33	2.03	2.11
49	1.16	0.89	0.71
52		0.60	0.41
53		1.51	
54	0.55	0.67	
55	1.25	1.09	0.69
56		1.20	0.58
57	2.08	1.63	
58			2.25
62		1.44	1.35
66	0.40	1.41	6.03
67	5.44		
71	2.02	1.64	1.46
77	1.76	1.96	
79		11.19	5.03
101	0.39	0.66	1.20

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

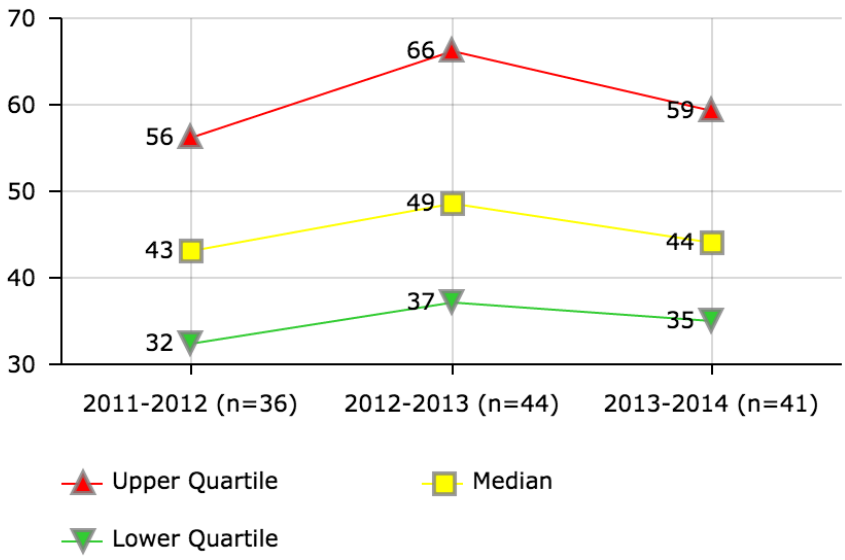
Districts in Best Quartile (FY 2013-14)

- Anchorage School District
- Birmingham City Public School District
- Charlotte-Mecklenburg School District
- Cincinnati Public Schools
- Clark County School District
- Guilford County School District
- Hillsborough County Public School District
- Houston Independent School District
- Shelby County School District

District ID	2011-2012	2012-2013	2013-2014
1	$26		$29
2		$2	
3	$29	$27	$31
4	$22	$50	$52
5	$7	$8	$15
6		$6	$5
7	$18	$10	$6
8	$18	$9	$16
9	$10	$12	$7
10	$6	$6	$5
11	$6	$39	
12	$29	$26	$55
13	$73	$19	$17
14	$41	$48	$52
16	$25	$13	$12
18	$3	$9	$3
20			$7
21	$38	$38	$42
23	$18	$15	$35
25		$10	$10
28	$24		
30	$10	$11	$12
32	$18	$25	$12
33		$19	
35	$19		
37	$14	$11	$23
39	$6	$10	$7
43			$50
44	$4	$6	$9
45		$2	
47	$21	$33	
48	$26	$28	$9
49	$9	$13	$8
52		$34	$34
53		$70	
54	$7	$18	
55	$8	$9	$4
56		$34	$23
57	$24	$6	
58			$14
62		$49	$43
66	$11	$14	$34
67	$19		
71	$13	$14	$12
77	$33	$23	
79		$41	$20
101	$40	$39	$38

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

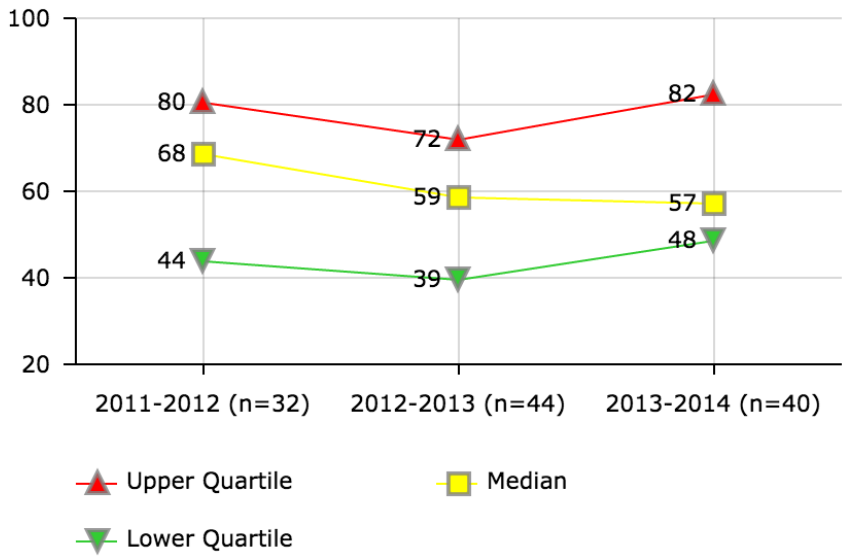
Districts in Best Quartile (FY 2013-14)

- Austin Independent School District
- Baltimore City Public Schools
- Buffalo City School District
- Charleston County School District
- Cincinnati Public Schools
- Clark County School District
- Guilford County School District
- Houston Independent School District
- Metropolitan Nashville Public School
- Portland School District 1J
- Toledo Public Schools

District ID	2011-2012	2012-2013	2013-2014
1	32	34	36
2		37	
3	86	100	98
4	33	72	72
5	38	36	34
7	69	69	62
8	54	55	56
9			33
10	42	38	38
11	47	46	46
12	81	90	87
13	100	93	56
14	44	44	38
16	56	55	57
18	13		80
19			53
20	31	30	24
21	43	44	53
23	52	29	14
25	11	69	75
28		52	
30	74	88	91
32	56	53	59
33		55	
34		49	
35	26		
37	43	40	40
39	37	40	33
41		68	
43	10	56	52
44	71	64	40
45	32	28	25
46		14	13
47	74	26	34
48	4	46	44
49	3	32	29
52		54	48
53		122	127
54	25	13	
55	46	48	40
56	48	54	44
57	43	41	
58		71	81
62		37	39
63			47
66	92	85	86
67	48		
71	34	31	31
79		37	35
101	34	57	39

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 (FY 2013-14)

- Albuquerque Public Schools
- Austin Independent School District
- Buffalo City School District
- Charleston County School District
- Charlotte-Mecklenburg School District
- Guilford County School District
- Houston Independent School District
- Orange County Public School District
- Portland School District 1J
- Santa Ana Unified School District

District ID	2011-2012	2012-2013	2013-2014
1	51	42	49
2		45	
3	86	100	98
4	77	72	72
5	52	72	34
7	69	69	62
8	34	36	92
9			49
10	47	74	61
11		52	52
12	81	91	
13	100	93	97
14	44	44	38
16	95	24	48
18	83		80
19			53
20	59	59	51
21	42	53	101
23	80	33	17
25	75	70	75
28		52	
30	73	88	91
32	81	79	107
33		54	
34		59	
37	67	62	51
39	35	33	32
41		82	
43	107	98	103
44	71	64	66
45	32	28	25
46		62	56
47	74	64	59
48	44	46	48
49	41	32	30
52		62	56
53		122	127
54		18	
55		43	41
56	61	70	58
57	43	51	
58		71	81
62		37	64
63			54
66	92	85	86
67	79		
71	61	31	31
79		37	84
101	34	32	37

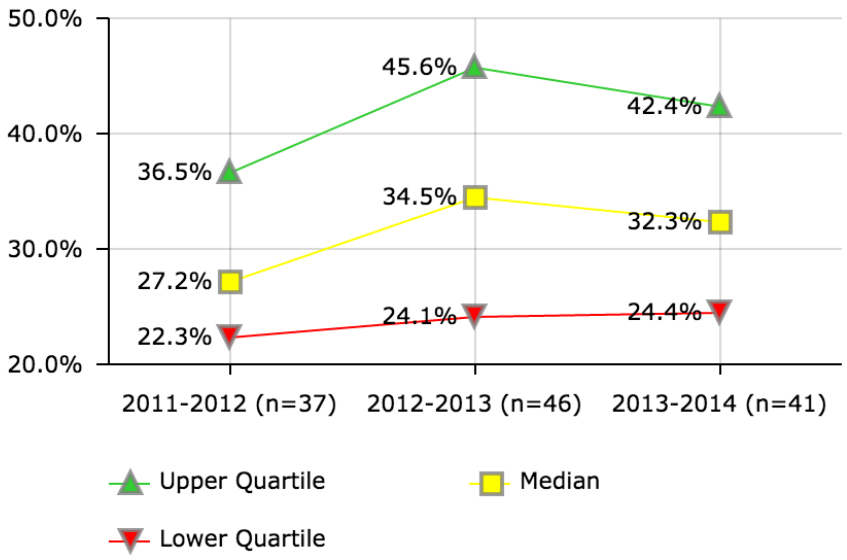
Food Services

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 on preparing students to be "ready to learn" in the classroom.

Factors that Influence

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

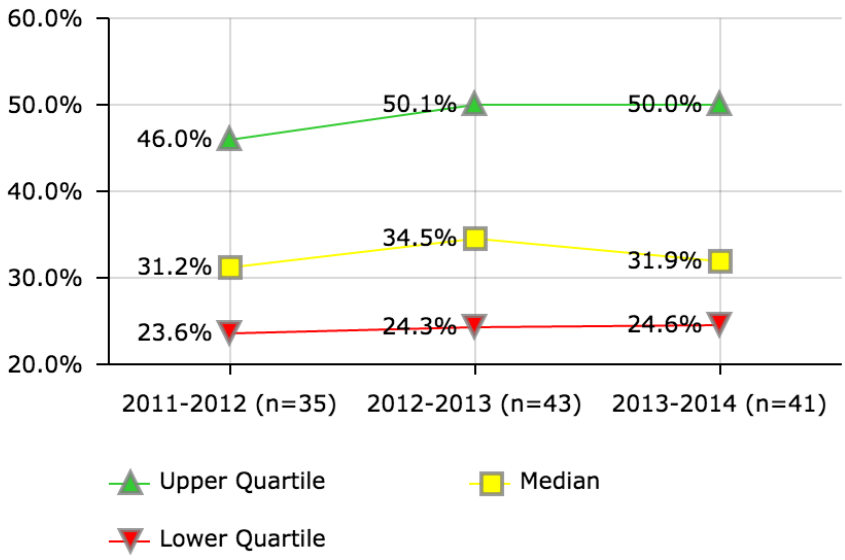
Districts in Best Quartile (FY 2013-14)

- Boston Public School District
- Cincinnati Public Schools
- Dallas Independent School District
- Dayton Public School District
- Houston Independent School District
- Kansas City School District 33
- Newark Public School District
- Omaha Public School District 1
- Pittsburgh Public Schools
- Providence Public Schools
- St. Paul Independent School District 625

District ID	2011-2012	2012-2013	2013-2014
1	14.4%	13.6%	12.4%
2		37.7%	
3	61.4%	51.5%	59.9%
4	22.1%	22.6%	24.4%
5	25.6%	26.1%	24.4%
6	22.4%	31.8%	31.2%
7	16.8%	19.1%	18.7%
8	22.9%	24.0%	25.0%
9	18.3%	20.7%	20.2%
10	36.5%	35.9%	38.5%
11	29.9%		
12	21.1%	27.5%	32.3%
13	20.6%	21.6%	22.2%
14	19.2%	26.2%	27.5%
16	30.1%	35.6%	34.5%
18	34.4%	48.2%	41.1%
19		53.2%	59.1%
20		45.6%	42.4%
23	34.3%	58.0%	37.4%
25		63.2%	57.9%
26	44.1%	44.8%	43.4%
28	35.3%	44.5%	
30	43.7%	38.5%	39.5%
32			26.1%
33	48.2%	48.8%	
34		47.9%	52.6%
35	48.5%	47.9%	
37	26.9%	29.3%	
39	53.7%	54.0%	55.2%
41	33.0%	35.0%	51.0%
43		45.9%	49.9%
44	27.4%	28.2%	29.2%
45	58.1%		
46	27.1%	34.5%	33.5%
47	25.1%	30.5%	31.5%
48	24.6%	27.5%	28.8%
49	34.2%	31.5%	33.8%
52		34.7%	21.9%
54		41.9%	
55	22.3%	20.6%	25.0%
56		23.1%	22.4%
58	42.5%	39.3%	41.4%
62		21.8%	23.4%
66	43.9%	55.8%	53.1%
67	3.0%	34.4%	33.8%
71	24.1%	24.1%	22.4%
74			53.8%
77	13.6%	9.9%	
79		31.3%	29.2%
101	27.2%	22.8%	23.3%

FOOD SERVICES

Breakfast Participation Rate (Districtwide)



Description of Calculation

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

Importance of Measure

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

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

Factors that Influence

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

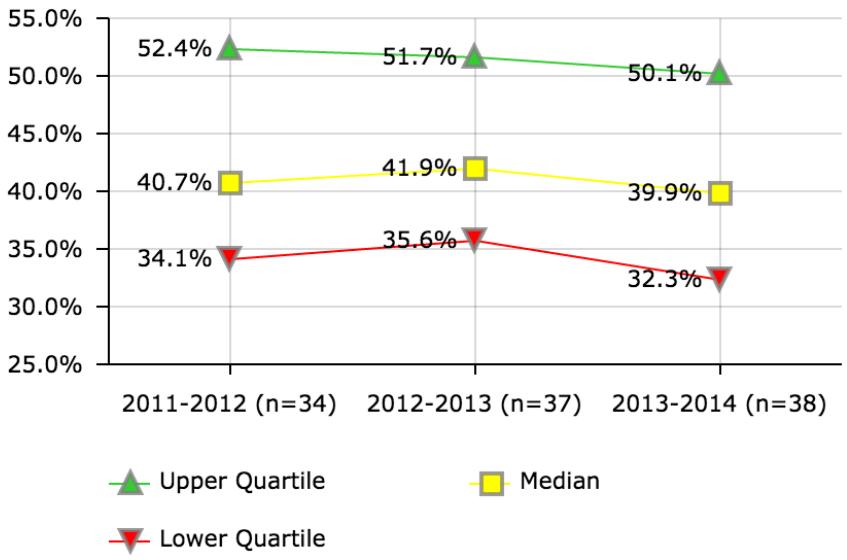
Districts in Best Quartile (FY 2013-14)

- Boston Public School District
- Buffalo City School District
- Dallas Independent School District
- Dayton Public School District
- Houston Independent School District
- Los Angeles Unified School District
- Omaha Public School District 1
- Pittsburgh Public Schools
- Providence Public Schools
- Rochester City School District
- St. Paul Independent School District 625

District ID	2011-2012	2012-2013	2013-2014
1	15.6%	14.0%	12.2%
2		46.8%	
3	63.2%	55.9%	60.7%
4	0.1%	22.9%	25.2%
5	23.5%	24.2%	23.1%
6	25.0%	33.8%	32.8%
7	13.2%	14.9%	15.1%
8	25.4%	24.0%	25.0%
9	19.4%		21.9%
10	36.7%	36.1%	
11	33.0%		58.5%
12	21.7%	32.0%	31.9%
13	19.4%	23.4%	20.1%
14	28.8%	26.2%	28.1%
16	32.4%	35.7%	35.4%
18	45.0%	50.8%	43.8%
19		56.3%	62.3%
20		50.1%	
21	52.7%	55.2%	57.3%
23	36.3%	33.4%	38.4%
25		69.3%	
26	48.0%	52.2%	50.0%
28		44.5%	
30		42.9%	44.0%
32			25.0%
33	50.1%	50.4%	
35	50.1%		
37	26.4%	28.8%	
39	59.9%	60.3%	59.4%
41	35.4%	37.5%	55.2%
43			52.9%
44	26.6%	24.9%	27.4%
45	79.8%	81.0%	87.0%
46		38.5%	37.5%
47	31.2%	31.2%	33.3%
48	25.9%	27.0%	30.4%
52		22.3%	22.1%
54		40.3%	
55	23.6%	21.6%	26.5%
56		24.3%	23.4%
57	40.4%		
58	46.7%	43.8%	48.1%
61		23.8%	21.4%
62		25.9%	27.0%
66	46.0%	61.3%	58.3%
67	35.0%	36.7%	37.0%
71	26.4%	25.7%	24.6%
74			59.5%
77	16.7%	10.7%	11.4%
79		34.5%	31.3%
101	27.2%		22.8%

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

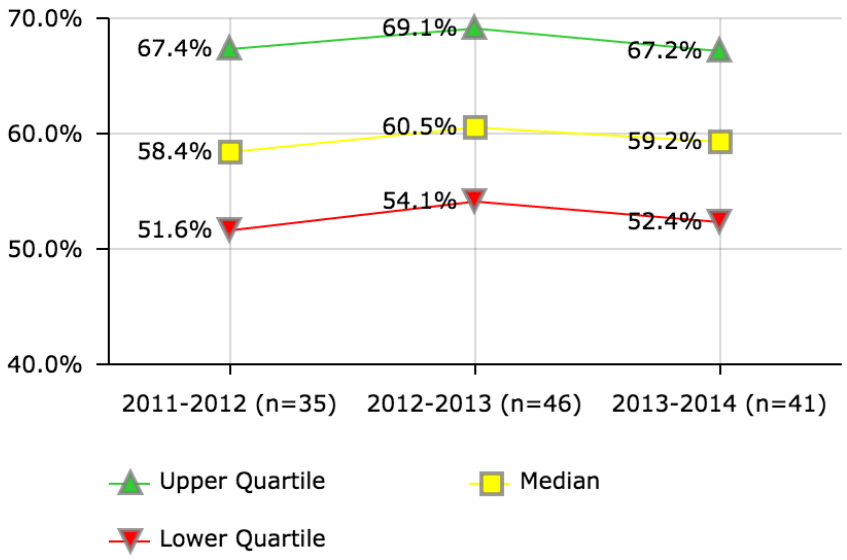
Districts in Best Quartile (FY 2013-14)

- Boston Public School District
- Buffalo City School District
- Charleston County School District
- Dallas Independent School District
- Dayton Public School District
- Houston Independent School District
- Milwaukee Public Schools
- Pittsburgh Public Schools
- Providence Public Schools
- St. Paul Independent School District 625

District ID	2011-2012	2012-2013	2013-2014
1	34.1%	30.9%	27.9%
2		52.1%	
3	81.8%	70.3%	65.5%
4		30.4%	32.6%
5	40.2%	42.1%	42.6%
6	32.0%	37.7%	36.5%
7	23.3%	30.5%	31.5%
8	35.1%	36.2%	37.0%
9	32.8%		34.4%
10	51.4%	51.7%	
11	36.7%		
12	32.9%		43.9%
13	33.8%	35.2%	34.5%
14	41.3%	35.6%	40.4%
16	50.7%	48.6%	27.9%
18	48.4%	54.4%	
19			59.3%
20		57.5%	
21	59.9%	76.8%	0.6%
23	61.6%	81.9%	66.9%
26	61.6%	62.6%	50.1%
28		44.8%	
30	47.9%		50.6%
32			32.3%
33	52.8%	52.7%	
35	52.4%		
37	32.7%	35.7%	
39	117.9%	67.2%	70.1%
41	39.9%	41.6%	57.8%
43			68.4%
44	43.8%	44.0%	32.4%
45			80.7%
46		41.9%	41.7%
47	42.9%	42.7%	44.1%
48	38.8%	41.1%	48.5%
52		30.1%	45.9%
54		44.5%	
55	41.4%	37.1%	39.3%
56		32.3%	30.5%
57	60.0%		
58	54.6%	43.0%	48.2%
61		28.9%	12.6%
62		30.8%	28.8%
66	39.7%	43.3%	40.7%
67	39.3%	40.2%	39.3%
71	39.5%	39.4%	38.6%
74			61.1%
77	14.4%		
79		35.6%	25.0%
101	30.4%		25.9%

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

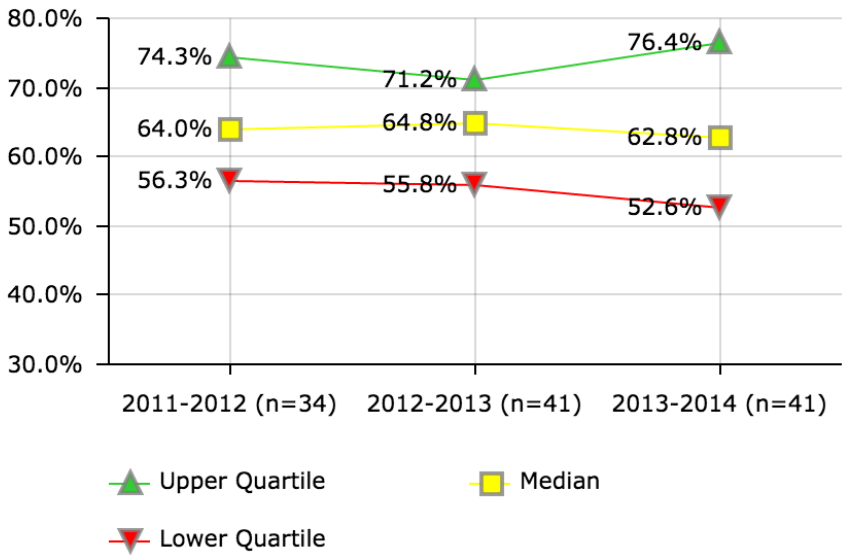
Districts in Best Quartile (FY 2013-14)

- Birmingham City Public School District
- Boston Public School District
- Dallas Independent School District
- Dayton Public School District
- Fresno Unified School District
- Kansas City School District 33
- Omaha Public School District 1
- Pittsburgh Public Schools
- Providence Public Schools
- Santa Ana Unified School District
- St. Paul Independent School District 625

District ID	2011-2012	2012-2013	2013-2014
1	37.7%	36.5%	34.4%
2		59.0%	
3	74.2%	65.6%	75.4%
4	67.4%	64.0%	65.8%
5	47.0%	44.1%	42.7%
6	50.3%	72.8%	73.3%
7	37.4%	38.9%	37.3%
8	51.6%	50.0%	52.4%
9	47.1%	47.8%	47.7%
10	58.4%	58.0%	59.2%
11	57.5%		
12	60.5%	60.6%	66.1%
13	57.8%	57.7%	58.2%
14	35.8%	52.1%	50.0%
16	52.8%	53.1%	51.5%
18	52.0%	63.6%	54.1%
19		77.1%	87.0%
20		59.3%	54.0%
23	49.3%	87.2%	47.1%
25		66.8%	61.8%
26	62.7%	60.9%	67.2%
28	69.5%	65.0%	
30	65.0%	65.4%	65.2%
32			59.7%
33	81.8%	81.7%	
34		70.8%	72.8%
35	71.4%	69.6%	
37	59.0%	52.2%	
39	62.9%	60.4%	60.2%
41	74.2%	73.9%	74.2%
43		69.1%	72.5%
44	52.6%	50.6%	51.7%
45	67.2%		
46	56.1%	55.1%	56.1%
47		60.7%	57.4%
48	57.5%	60.1%	59.7%
49	64.8%	57.6%	57.2%
52		60.0%	59.5%
54		69.2%	
55	58.0%	54.1%	54.3%
56		53.1%	51.0%
58	67.7%	63.9%	59.8%
62		56.1%	56.6%
66	78.6%	78.2%	72.3%
67	6.7%	72.2%	72.4%
71	61.7%	60.7%	57.3%
74			70.8%
77		38.3%	
79		58.5%	7.8%
101	78.2%	74.3%	74.0%

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

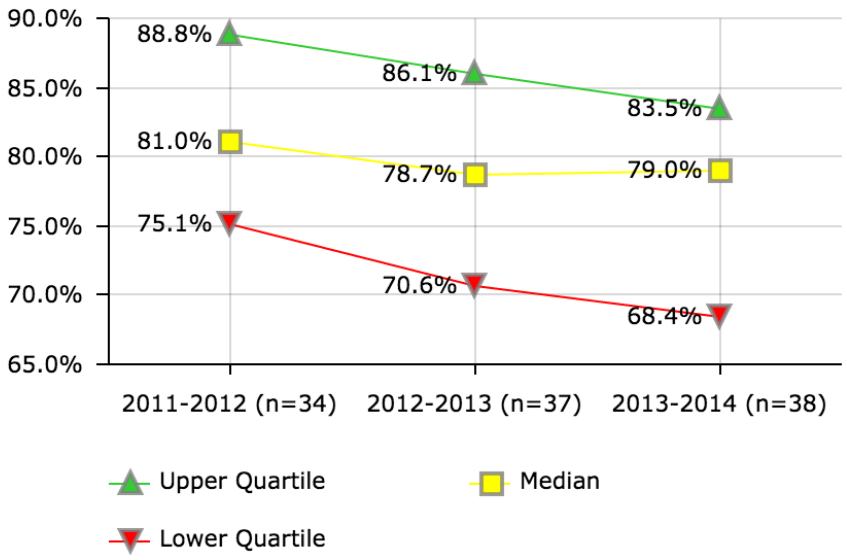
Districts in Best Quartile (FY 2013-14)

- Birmingham City Public School District
- Boston Public School District
- Buffalo City School District
- Dallas Independent School District
- Dayton Public School District
- Fresno Unified School District
- Omaha Public School District 1
- Pittsburgh Public Schools
- Providence Public Schools
- Rochester City School District
- St. Paul Independent School District 625

District ID	2011-2012	2012-2013	2013-2014
1	40.8%	37.6%	33.8%
2		73.3%	
3	76.4%	71.2%	76.4%
4		64.8%	68.0%
5	45.1%	42.8%	41.6%
6	56.3%	77.3%	76.9%
7	38.1%	37.9%	37.0%
8	57.3%	50.0%	52.3%
9	50.0%		51.8%
10	58.6%	58.3%	
11	63.7%		56.1%
12	63.9%	70.4%	65.1%
13	54.3%	62.5%	52.6%
14	53.7%	52.2%	51.1%
16	59.1%	55.8%	54.9%
18	68.2%	67.0%	57.7%
19		81.5%	91.7%
20		65.0%	
21	75.3%	74.8%	78.0%
23	52.2%	50.2%	48.4%
25		73.3%	
26	68.3%	71.0%	77.5%
28		65.0%	
30	73.7%		72.6%
32			57.1%
33	84.9%	84.4%	
35	73.8%		
37	60.9%	53.6%	
39	70.1%	67.6%	64.8%
41	79.5%	79.3%	80.4%
43			76.9%
44	50.9%	44.7%	48.4%
45	92.3%		104.9%
46		61.4%	62.9%
47	64.2%	62.2%	60.6%
48	60.5%	59.1%	63.0%
52		38.6%	59.9%
54		66.7%	
55	61.5%	56.6%	57.5%
56		56.1%	54.0%
57	73.2%		
58	74.3%	71.2%	69.5%
61		62.9%	59.2%
62		67.1%	66.6%
66	82.3%	88.6%	81.9%
67	80.3%	81.0%	81.6%
71	67.6%	64.8%	62.8%
74			78.3%
77		43.0%	43.7%
79		64.7%	8.4%
101	80.5%		72.5%

FOOD SERVICES

Lunch F/RP Participation Rate



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

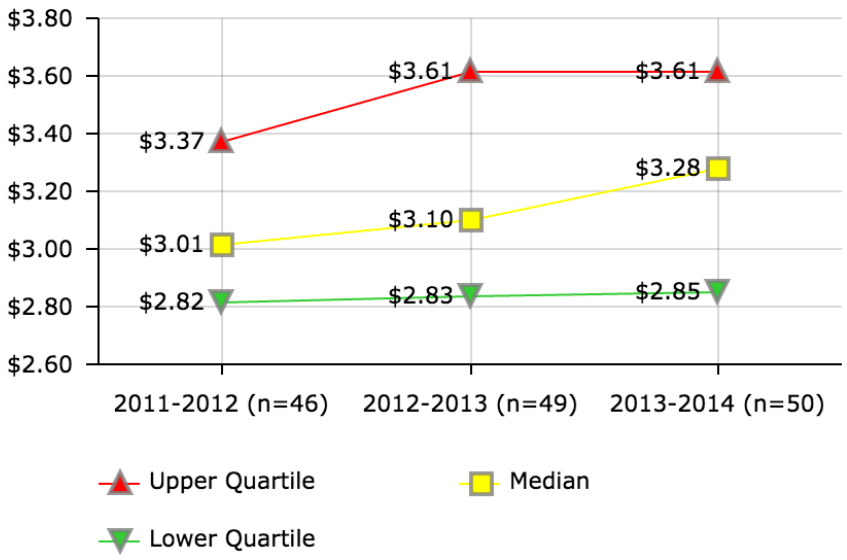
Districts in Best Quartile (FY 2013-14)

- Austin Independent School District
- Birmingham City Public School District
- Buffalo City School District
- Charlotte-Mecklenburg School District
- Dayton Public School District
- Fresno Unified School District
- Omaha Public School District 1
- Orange County Public School District
- Pittsburgh Public Schools
- St. Paul Independent School District 625

District ID	2011-2012	2012-2013	2013-2014
1	75.3%	70.4%	65.6%
2		82.0%	
3	106.5%	90.5%	91.2%
4		79.4%	81.6%
5	73.5%	70.1%	71.8%
6	75.1%	81.6%	85.9%
7	60.2%	71.0%	70.5%
8	72.9%	73.7%	75.8%
9	74.2%		74.8%
10	88.8%	88.6%	
11	71.0%		
12	81.8%		79.2%
13	80.0%	80.6%	79.4%
14	69.3%	58.7%	59.8%
16	79.6%	70.6%	40.4%
18	76.0%	75.2%	
19			86.2%
20		79.2%	
21	85.5%	103.8%	0.6%
23	79.5%	95.6%	78.8%
26	88.1%	87.3%	77.8%
28		64.0%	
30	83.9%		83.4%
32			77.3%
33	87.8%	86.7%	
35	78.9%		
37	77.0%	67.6%	
39	143.5%	78.7%	80.1%
41	87.8%	86.1%	83.3%
43			102.7%
44	74.3%	68.5%	54.4%
45			99.1%
46		70.2%	68.4%
47	82.1%	80.1%	76.2%
48	80.2%	81.9%	92.3%
52		52.0%	81.1%
54		75.8%	
55	89.4%	82.1%	83.5%
56		70.8%	66.8%
57	107.4%		
58	90.0%	73.0%	69.4%
61		75.8%	35.5%
62		73.9%	67.7%
66	91.1%	92.0%	86.4%
67	87.4%	87.6%	85.7%
71	88.8%	87.3%	86.6%
74			82.0%
77	53.8%		
79		68.7%	56.8%
101	89.6%		79.7%

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

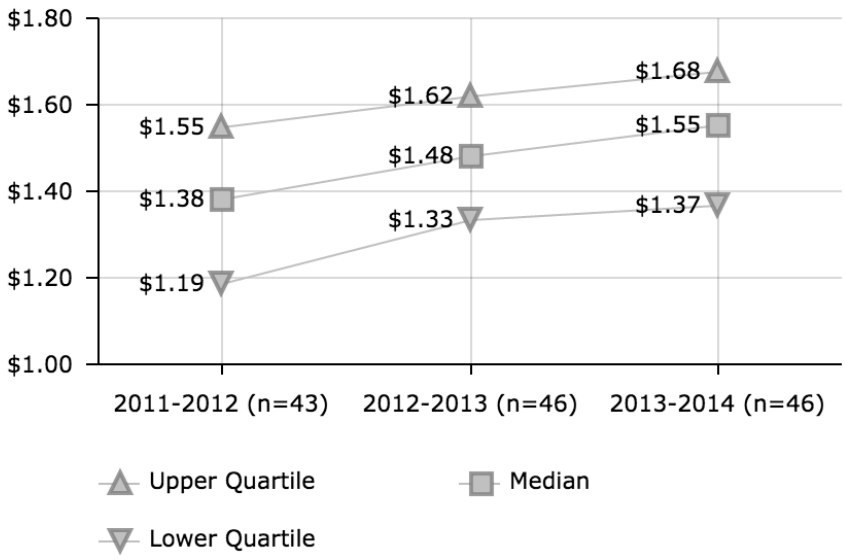
Districts in Best Quartile (FY 2013-14)

- Boston Public School District
- Broward County School District
- Clark County School District
- Long Beach Unified School District
- Oakland Unified School District
- Portland School District 1J
- Providence Public Schools
- Sacramento City Unified School District
- San Diego Unified School District
- San Francisco Unified School District
- Santa Ana Unified School District
- School District of Philadelphia
- Seattle School District 1

District ID	2011-2012	2012-2013	2013-2014
1		$2.76	$2.65
2	$3.97	$3.82	$3.60
3	$2.94	$2.97	$2.96
4	$3.34	$3.42	$3.56
5	$2.82	$2.83	$2.84
6	$5.76	$4.57	$4.17
7	$3.62	$3.93	$4.35
8	$2.93	$3.08	$2.96
9	$2.80	$2.89	$2.76
10	$3.52	$3.64	$3.82
11	$2.91		$3.27
12	$3.37	$3.60	$3.69
13	$2.62	$2.89	$2.85
14	$2.82	$3.02	$3.04
16	$2.38	$2.46	$2.52
18	$3.75	$3.71	$3.83
19	$2.83	$2.85	$3.39
20	$3.52	$2.84	$3.29
21	$4.35	$3.26	$3.49
23	$3.37	$3.61	$3.66
25		$2.64	$2.88
26	$2.13	$2.51	$2.46
27	$3.00		
28	$2.95	$3.27	$3.21
30	$2.87	$3.10	$2.97
32			$3.31
33	$2.90	$2.69	$2.91
34		$3.09	$3.56
35	$3.49	$3.70	
37	$3.27	$3.41	
39	$3.17	$3.12	$3.23
41	$3.44	$3.51	$3.42
43		$3.84	$3.61
44	$4.39	$3.49	$3.65
45	$2.96	$2.47	$3.42
46	$2.90	$3.23	$3.27
47	$3.64	$3.81	$4.22
48	$3.32	$3.39	$3.49
49	$3.19	$3.96	$3.63
52	$2.67	$3.06	$3.40
53	$3.33		$3.94
54		$3.09	
55	$3.35	$3.63	$3.45
56	$2.35	$2.79	$2.73
57	$3.36	$3.63	$4.00
58	$2.29	$2.58	$2.73
61		$2.62	$2.62
62	$2.25	$2.52	$2.28
66	$3.02	$3.14	$3.07
67	$2.88	$2.92	$3.09
71	$3.37	$3.71	$3.73
74			$2.54
77	$2.59	$2.16	$2.23
101	$1.89	$2.22	$2.63

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.

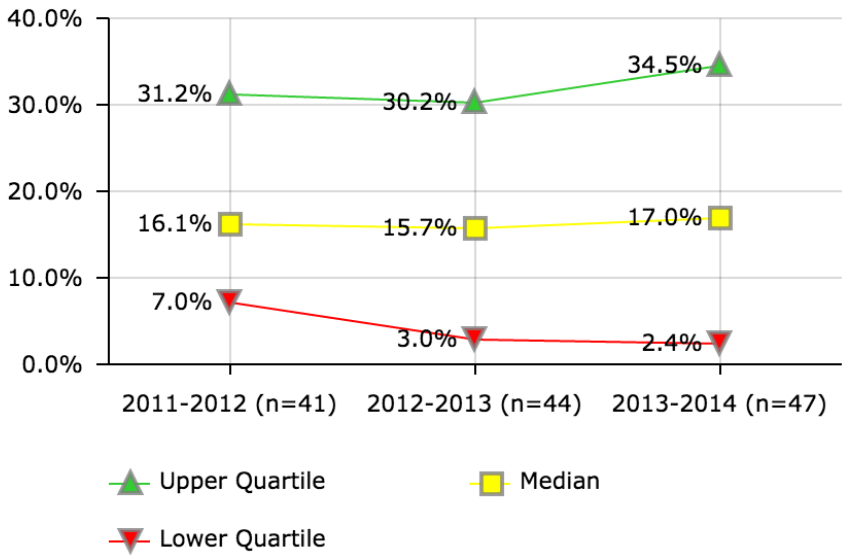
Factors that Influence

- 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 ID	2011-2012	2012-2013	2013-2014
1		$1.02	$1.06
2	$1.78	$1.79	$1.73
3	$1.17	$1.38	$1.28
4	$1.99	$1.99	$1.96
5	$1.31	$1.31	$1.33
6	$2.34	$1.88	$1.72
7	$1.25	$1.45	$1.74
8	$1.28	$1.44	$1.35
9	$1.58	$1.68	$1.54
10	$1.58	$1.71	$1.81
11	$1.22		$1.67
12	$1.42	$1.62	$1.69
13	$1.14	$1.33	$1.30
14	$1.28	$1.37	$1.43
16	$0.88	$1.00	$1.01
18	$1.49	$1.55	$1.71
19	$1.35	$1.50	$1.60
20	$1.47	$1.27	$1.40
23	$1.68	$1.68	$1.66
25		$1.60	$1.68
26	$0.96	$1.35	$1.34
27	$1.53		
30	$1.13	$1.37	$1.42
32			$1.58
33	$1.51	$1.38	$1.49
34		$1.59	$1.65
35	$1.19	$1.46	
37	$1.43	$1.62	
39		$1.44	$1.51
41	$1.65	$1.56	$1.63
43		$1.57	$1.39
45	$1.65	$1.31	$1.87
46	$1.38	$1.64	$1.55
47	$1.39	$1.53	$1.61
48	$1.50	$1.64	$1.63
49	$1.71	$2.20	$1.94
52	$1.37	$1.77	$1.92
53	$1.18		$1.57
55	$1.54	$1.56	$1.54
56	$0.71	$1.01	$0.96
57	$1.55	$1.70	$1.80
58	$1.34	$1.50	$1.56
61		$1.36	$1.37
62	$0.96	$1.20	$1.03
66	$1.71	$1.58	$1.57
67	$1.36	$1.32	$1.50
71	$1.14	$1.27	$1.30
77	$1.45	$1.38	$1.37
79	$1.20	$0.94	
101	$0.89	$1.12	$1.26

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

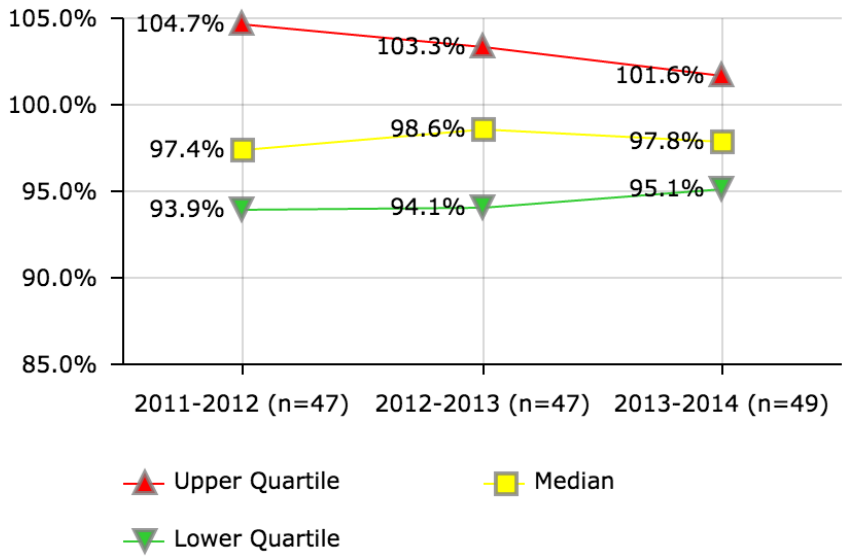
Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Broward County School District
- Buffalo City School District
- Charleston County School District
- Cincinnati Public Schools
- Clark County School District
- Dayton Public School District
- Jefferson County Public Schools
- Pittsburgh Public Schools
- Sacramento City Unified School District
- Santa Ana Unified School District
- Wichita Unified School District 259

District ID	2011-2012	2012-2013	2013-2014
1	0.8%		0.0%
2	14.7%	8.4%	6.9%
3	13.7%	10.4%	6.9%
4	32.6%	40.3%	34.5%
5	3.7%	2.9%	2.4%
6	5.4%	30.1%	27.1%
7	12.3%	9.5%	
8	31.8%	31.0%	33.4%
9	46.8%	51.4%	56.7%
10	26.0%	31.3%	32.7%
11	7.6%		8.0%
12	16.1%	18.4%	21.1%
13	28.6%	35.5%	41.5%
14	11.9%	34.4%	40.6%
16	1.6%	4.2%	3.2%
18	28.5%	28.2%	29.9%
19	6.6%	20.6%	40.0%
20	38.1%	45.6%	43.0%
21	2.4%	4.2%	7.3%
23	31.7%	21.5%	34.7%
25		14.6%	0.0%
27	34.4%		
28	10.7%	3.0%	6.0%
30			0.0%
32			12.3%
33	10.6%	0.0%	
34		17.5%	22.4%
35		2.9%	
37	16.1%	0.2%	
39	7.7%	13.4%	17.9%
41	18.6%	16.8%	16.4%
43		67.8%	65.4%
44	19.7%	20.1%	18.6%
45	76.4%	30.3%	76.7%
46			2.3%
47	31.2%	34.5%	32.8%
48	24.3%	25.4%	23.9%
49	7.0%	4.9%	0.1%
52	27.8%	11.4%	6.5%
53	64.7%		53.3%
54		0.0%	
55	36.0%	-2.6%	2.0%
56	4.7%	22.9%	23.2%
57			0.1%
58		0.0%	0.2%
61		8.7%	1.2%
62	26.6%	32.7%	46.2%
66		0.0%	5.0%
67	-6.2%	-6.5%	
71	25.5%	20.3%	17.0%
74			5.3%
77	0.4%	0.2%	0.2%
79	0.2%	-4.5%	0.0%
101	61.5%		58.9%

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

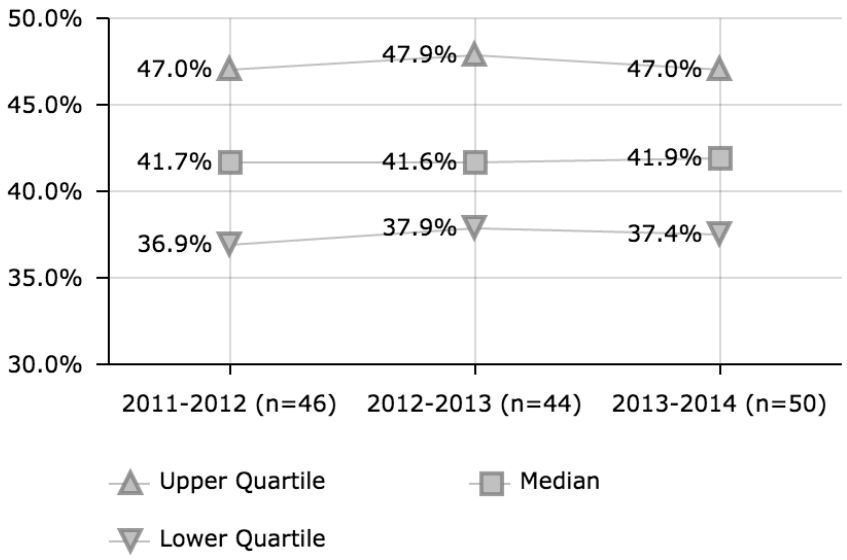
Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Atlanta Public Schools
- Broward County School District
- Clark County School District
- Dayton Public School District
- Des Moines Public Schools
- Houston Independent School District
- Indianapolis Public School District
- Milwaukee Public Schools
- Omaha Public School District 1
- Providence Public Schools
- Sacramento City Unified School District
- Wichita Unified School District 259

District ID	2011-2012	2012-2013	2013-2014
1		101.0%	100.9%
2	105.5%	105.4%	99.6%
3	98.8%	95.6%	97.8%
4	87.5%	88.2%	94.8%
5	96.3%	97.2%	97.6%
6	93.9%	97.0%	103.2%
7	102.6%	102.1%	109.8%
8	98.9%	99.3%	97.5%
9	91.0%	92.4%	91.8%
10	97.4%	95.4%	97.7%
11	131.5%		114.4%
12	93.4%	93.6%	94.1%
13	89.3%	92.0%	92.8%
14	88.1%	95.3%	85.4%
16	98.9%	98.6%	103.2%
18	140.7%	98.6%	98.7%
19	94.7%	83.1%	80.2%
20	90.2%	71.4%	
21	130.6%	94.3%	97.2%
23	91.8%		97.0%
25			114.3%
26	96.3%	113.3%	100.5%
27	98.8%		
28	89.3%	97.0%	94.0%
30	95.7%	103.9%	94.5%
32			98.2%
33	98.6%	83.4%	88.5%
34		92.6%	97.7%
35	104.7%	102.9%	
37	108.0%	105.5%	
39	95.4%	94.1%	95.1%
41	105.3%	100.4%	99.2%
43		103.3%	97.8%
44	130.1%	99.1%	99.8%
45	101.4%	79.5%	95.4%
46	102.2%		105.5%
47	95.0%	95.6%	101.6%
48	94.6%	99.6%	103.5%
49	112.8%	110.5%	97.6%
52	94.3%	103.9%	99.9%
53	94.0%		101.8%
54		120.8%	
55	99.0%	100.0%	96.6%
56	90.6%	98.4%	97.3%
57	106.4%	105.9%	99.1%
58	97.3%	98.7%	100.0%
61		104.4%	105.9%
62	94.0%	88.0%	77.8%
66	92.2%	99.6%	92.2%
67	99.7%	100.3%	103.6%
71	99.7%	104.8%	103.2%
74			85.7%
77	111.4%	121.5%	
79	107.5%	93.5%	97.9%
101	84.8%	95.2%	110.0%

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.

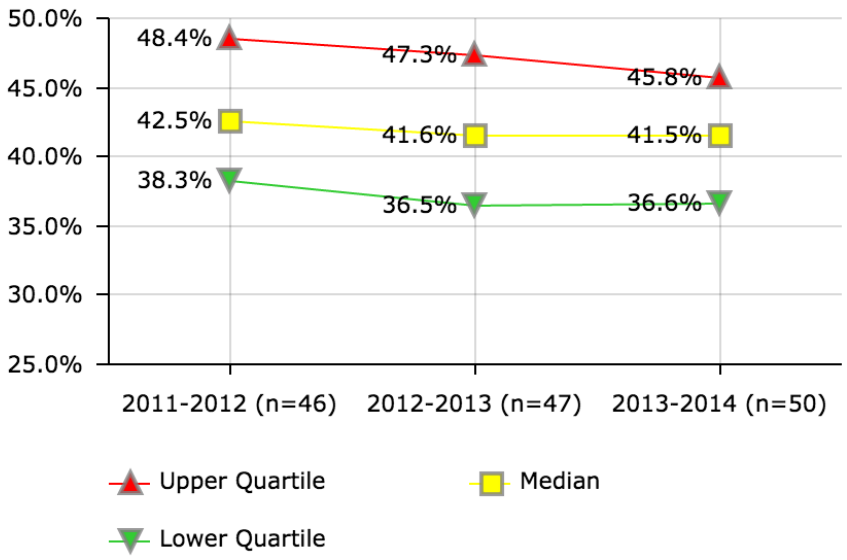
Factors that Influence

- 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 ID	2011-2012	2012-2013	2013-2014
1		36.0%	36.0%
2	47.0%	49.2%	47.7%
3	36.9%	41.4%	39.0%
4	50.5%	49.4%	48.9%
5	43.9%	43.9%	45.1%
6	35.7%	37.7%	38.0%
7	33.2%	35.9%	41.9%
8	41.2%	44.8%	43.3%
9	48.2%	50.4%	48.2%
10	41.2%	42.5%	43.7%
11	51.1%		56.3%
12	38.3%	41.7%	42.7%
13	37.9%	41.3%	41.2%
14	39.1%	41.6%	38.4%
16	34.7%	37.9%	39.1%
18	38.4%	38.4%	41.6%
19	45.1%	42.6%	37.4%
20	37.1%	31.2%	25.5%
21	39.7%	45.9%	7.6%
23	42.1%	23.6%	39.8%
25		24.0%	23.4%
26	42.6%	59.3%	53.5%
27	49.2%		
28			8.5%
30	36.7%	42.8%	42.5%
32			45.3%
33	45.3%	39.9%	41.0%
34		45.6%	45.1%
35	35.5%	40.7%	
37	46.1%	49.7%	
39	43.9%	41.2%	42.0%
41	48.9%	43.4%	45.6%
43		41.4%	36.9%
44	36.3%		6.6%
45	52.3%	37.9%	50.9%
46	47.6%		47.9%
47	35.2%	37.2%	38.6%
48	41.3%	46.9%	47.0%
49	52.0%	59.7%	48.7%
52	47.0%	56.8%	51.8%
53	31.5%		39.5%
55	42.5%	40.5%	40.1%
56	27.4%	34.7%	33.6%
57	46.2%	48.9%	43.5%
58	52.5%	54.3%	53.7%
61		51.1%	51.7%
62	38.2%	40.3%	34.7%
66	50.7%	49.0%	46.1%
67	45.3%	41.8%	46.5%
71	33.3%	35.3%	34.5%
74			33.0%
77	59.5%		
79	36.3%	26.9%	36.3%
101	38.8%		51.1%

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

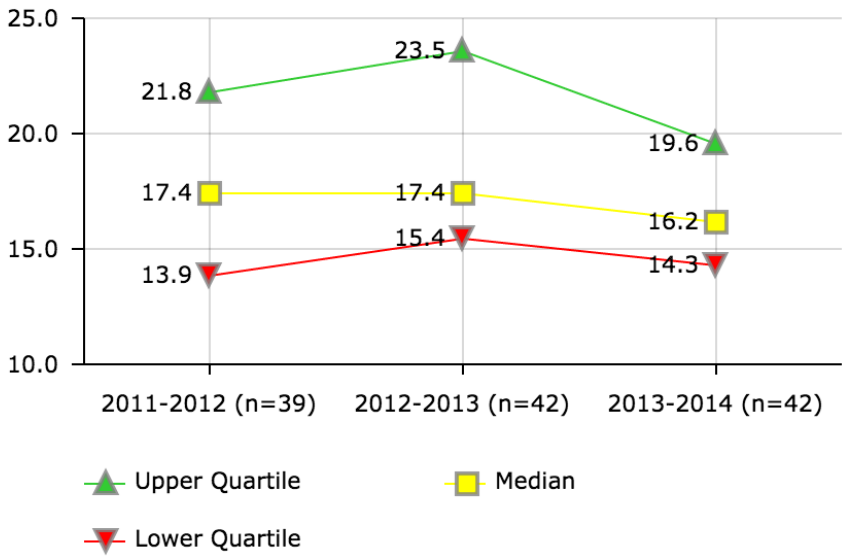
Districts in Best Quartile (FY 2013-14)

- Atlanta Public Schools
- Broward County School District
- Buffalo City School District
- Cincinnati Public Schools
- Clark County School District
- Houston Independent School District
- Indianapolis Public School District
- Minneapolis Public School District
- Newark Public School District
- Omaha Public School District 1
- Palm Beach County School District
- San Francisco Unified School District
- Wichita Unified School District 259

District ID	2011-2012	2012-2013	2013-2014
1		51.3%	48.0%
2	48.4%	43.4%	44.1%
3	45.6%	41.0%	41.9%
4	29.1%	29.4%	31.0%
5	40.0%	41.6%	41.4%
6	50.2%	48.9%	49.4%
7	55.5%	54.6%	55.9%
8	39.8%	36.3%	35.4%
9	31.6%	30.5%	32.3%
10	39.8%	37.6%	38.2%
11	63.6%		51.7%
12	47.3%	44.5%	44.6%
13	36.9%	36.5%	36.6%
14	41.9%	42.7%	37.4%
16	46.1%	48.7%	46.6%
18	41.7%	44.1%	41.5%
19	46.5%	36.4%	37.8%
20	39.1%	31.5%	29.9%
21	47.2%	43.7%	49.6%
23	38.3%	23.7%	39.9%
25		26.5%	26.1%
26	44.1%	45.1%	38.9%
27	40.9%		
28			7.6%
30	50.8%	47.3%	40.7%
32			38.3%
33	33.4%	30.2%	29.5%
34		37.0%	42.6%
35	54.6%	52.9%	
37	50.2%	46.4%	
39	34.9%	35.3%	32.1%
41	40.7%	39.6%	38.7%
43		41.6%	43.1%
44	7.5%		
45	31.9%	25.5%	33.9%
46	48.7%	51.0%	48.7%
47	47.0%	46.6%	50.8%
48	38.1%	36.4%	43.1%
49	42.8%	45.3%	40.9%
52	35.0%	37.1%	34.8%
53	43.9%		44.9%
54		57.2%	
55	42.2%	44.8%	43.3%
56	57.7%	53.3%	55.4%
57	48.6%	51.0%	48.4%
58	34.8%	37.4%	37.9%
61		40.8%	41.7%
62	45.5%	39.1%	37.1%
66	30.0%	39.0%	35.8%
67	43.4%	43.3%	42.4%
71	54.9%	56.6%	57.7%
74			42.4%
77	39.5%	38.4%	35.7%
79	65.9%	60.1%	53.9%
101	40.6%		45.8%

FOOD SERVICES

Meals Per Labor Hour



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

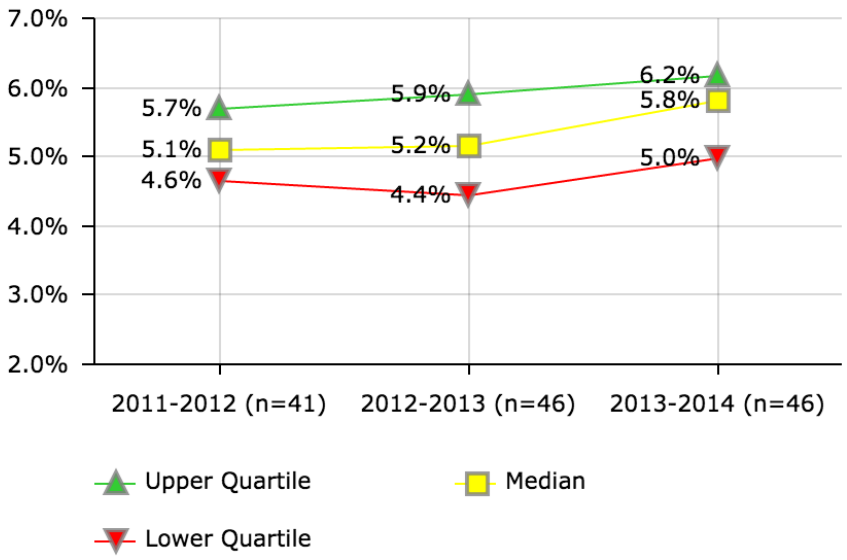
Districts in Best Quartile (FY 2013-14)

- Boston Public School District
- Buffalo City School District
- Clark County School District
- Dayton Public School District
- Fresno Unified School District
- Indianapolis Public School District
- Miami-Dade County Public School District
- Minneapolis Public School District
- Pittsburgh Public Schools
- Sacramento City Unified School District
- Santa Ana Unified School District

District ID	2011-2012	2012-2013	2013-2014
1		19.5	17.9
2	10.1	20.6	12.6
3	18.2	15.7	17.4
4	18.5	17.4	15.7
5	17.4	15.7	15.9
6		15.1	14.3
7	11.2	11.3	11.5
8	16.8	15.4	15.9
9	28.7	28.9	19.9
10	11.3	11.8	11.4
11	20.6		
12	12.4	13.1	14.3
13	18.1	14.8	18.0
14	17.0	16.2	15.0
16	12.0	16.9	16.1
18	17.7	20.4	17.7
19	24.3	25.5	25.4
20	18.0	18.9	18.2
23	14.6	18.1	
25		16.7	8.0
26	23.3	21.2	23.4
27	15.2		
30	15.1	20.4	12.9
32			19.6
33	25.6	28.0	26.3
34		15.5	15.3
35	24.0		
39		20.8	16.7
41	16.8	16.7	16.3
43		33.2	33.1
44		30.9	
45			20.2
46	16.7		12.5
47	13.9	13.4	14.1
48	14.9	16.0	15.9
49	15.9	14.5	11.4
52	40.4	27.1	29.6
53	13.8		14.9
55	13.5	12.9	13.2
56	18.0	16.5	16.0
57	21.8	19.2	17.3
58	28.5	25.7	18.0
62	28.9	27.9	27.9
66	21.5	17.5	17.9
67	23.5	23.5	23.7
71	13.2	12.6	8.9
77	21.8	29.0	
79	12.0	12.1	
101		24.5	24.8

FOOD SERVICES

USDA Commodities - Percent of Total Revenue



Description of Calculation

Total value of commodities received divided by total revenue.

Importance of Measure

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

Factors that Influence

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

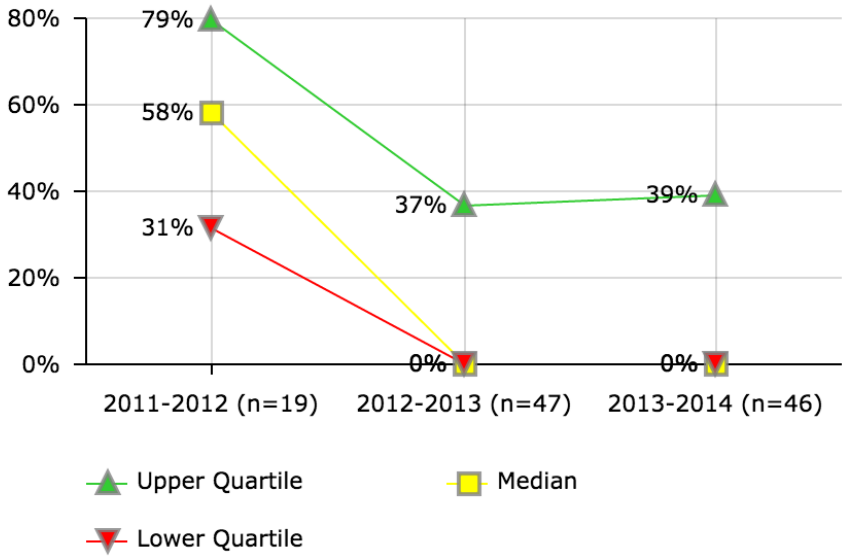
Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Atlanta Public Schools
- Broward County School District
- Cincinnati Public Schools
- Cleveland Metropolitan School District
- Jefferson County Public Schools
- Newark Public School District
- Orange County Public School District
- Palm Beach County School District
- Portland School District 1J
- Santa Ana Unified School District
- Shelby County School District

District ID	2011-2012	2012-2013	2013-2014
1	4.2%	2.3%	6.1%
2	3.8%	3.6%	2.9%
3	5.1%	4.7%	4.5%
5	5.8%	4.5%	6.2%
6	4.1%	4.1%	5.2%
7	3.3%	3.4%	1.9%
8	4.8%	5.2%	6.3%
9	5.9%	6.7%	6.0%
10	4.6%	4.9%	5.2%
11	5.2%		
12	5.3%	5.4%	5.5%
13	5.7%	5.8%	6.4%
14	5.2%	5.3%	6.4%
16	5.3%	5.4%	4.9%
18	4.8%	4.4%	10.7%
19		4.8%	5.0%
20	4.7%	6.6%	6.8%
21	5.2%	7.8%	5.4%
23	4.6%	4.7%	3.9%
25		6.7%	6.5%
26	4.9%	4.1%	1.1%
27	5.6%		
28	6.6%	6.9%	6.6%
30	6.1%	6.3%	5.8%
32			6.0%
33	5.9%	6.3%	5.9%
34		3.5%	4.1%
35		3.8%	
37	5.7%	5.9%	
41	5.9%	4.9%	6.1%
43		5.4%	5.6%
44	5.4%	4.9%	4.2%
45	5.6%	5.1%	5.0%
46	5.1%		5.8%
47	4.1%	4.7%	5.5%
48	5.1%	5.9%	6.9%
49	6.2%	5.6%	5.7%
52	5.9%	3.5%	5.8%
53	5.2%		8.6%
54		6.2%	
55	5.0%	5.3%	5.9%
56		6.6%	5.9%
57		10.3%	6.3%
58	4.2%	4.7%	5.9%
62	4.7%	6.5%	5.4%
66	5.7%	5.6%	5.9%
67	5.1%	5.3%	6.2%
71	2.0%	2.0%	3.0%
74			4.7%
77	1.4%	3.2%	
79	1.8%	4.3%	3.3%
101		4.6%	7.4%

FOOD SERVICES

Provision II Enrollment Rate - Breakfasts



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

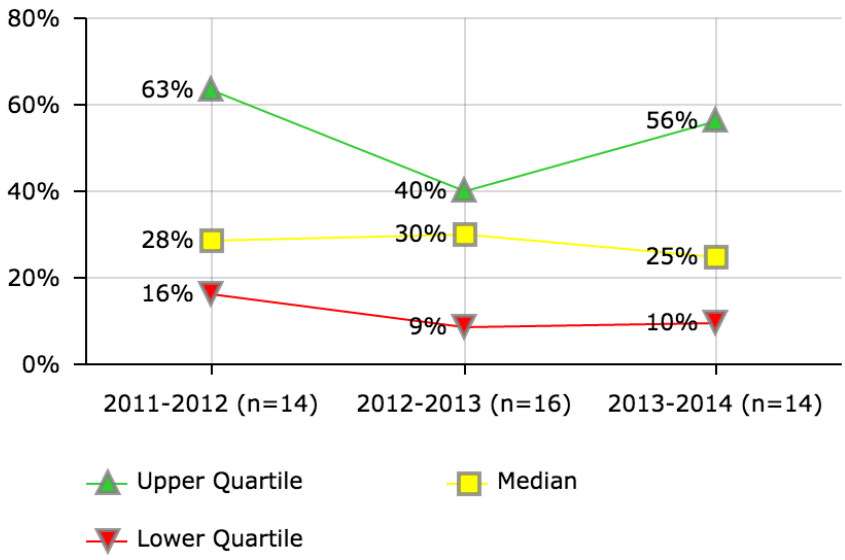
Districts in Best Quartile (FY 2013-14)

- Baltimore City Public Schools
- Cincinnati Public Schools
- Dallas Independent School District
- Duval County Public Schools
- Fresno Unified School District
- Indianapolis Public School District
- Omaha Public School District 1
- Orange County Public School District
- Portland School District 1J
- Richmond City School District
- Santa Ana Unified School District
- St. Paul Independent School District 625

District ID	2011-2012	2012-2013	2013-2014
1		0%	0%
2	58%	57%	57%
3	95%	92%	100%
4		0%	0%
5	48%	43%	42%
6		0%	0%
7		0%	0%
8	35%	35%	20%
9	4%	5%	5%
10		0%	0%
11	63%		
12	17%	18%	21%
13		0%	0%
14	18%	29%	0%
16	39%	38%	37%
18		0%	0%
19	70%	0%	0%
20		100%	100%
23		0%	0%
25		0%	0%
26	78%	100%	0%
28		0%	0%
30		0%	0%
32			0%
33	73%	93%	92%
34		0%	0%
35		0%	
37		0%	
39		0%	0%
41		0%	100%
43		47%	0%
44		0%	39%
45	102%		
46	100%	100%	100%
47		0%	0%
48	38%	37%	42%
49		0%	0%
52		0%	0%
53			10%
54		31%	
55		0%	0%
56		16%	16%
57		0%	0%
58		0%	0%
62	31%	34%	31%
66	100%	99%	95%
67	79%	76%	58%
71		0%	0%
74			0%
77		0%	
79		0%	0%
101	26%	26%	100%

FOOD SERVICES

Provision II Enrollment Rate - Lunches



District ID	2011-2012	2012-2013	2013-2014
2	1%	1%	
5	2%	1%	1%
9	4%	5%	5%
11	63%		
12	16%	16%	19%
14	18%	29%	
16	38%	36%	36%
19	70%		
20		1%	1%
26	36%	40%	
33	73%	78%	79%
41			100%
43		47%	
44			39%
48	22%	40%	19%
53			10%
54		31%	
56		12%	12%
62	31%	33%	31%
67	77%	74%	56%
101	26%	26%	100%

Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

Districts in Best Quartile (FY 2013-14)

- Dallas Independent School District
- Fresno Unified School District
- Indianapolis Public School District
- Santa Ana Unified School District

Maintenance & Operations

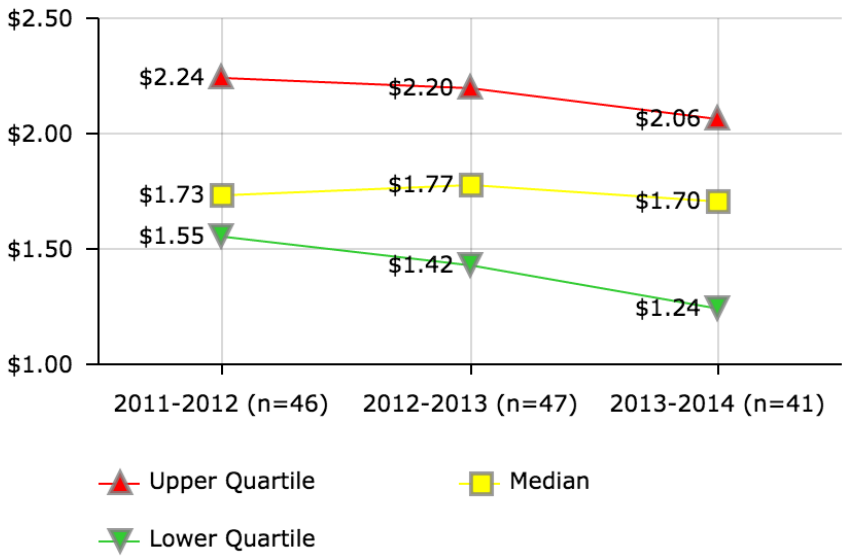
Performance metrics in maintenance and operations (M&O) assess the cost efficiency and service levels of a district's facilities management and labor. Areas of focus include *custodial work, maintenance work, renovations, construction, utility usage,* and *environmental stewardship*. The cost efficiency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

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

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

MAINTENANCE & OPERATIONS

Custodial Work - Cost per Square Foot



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

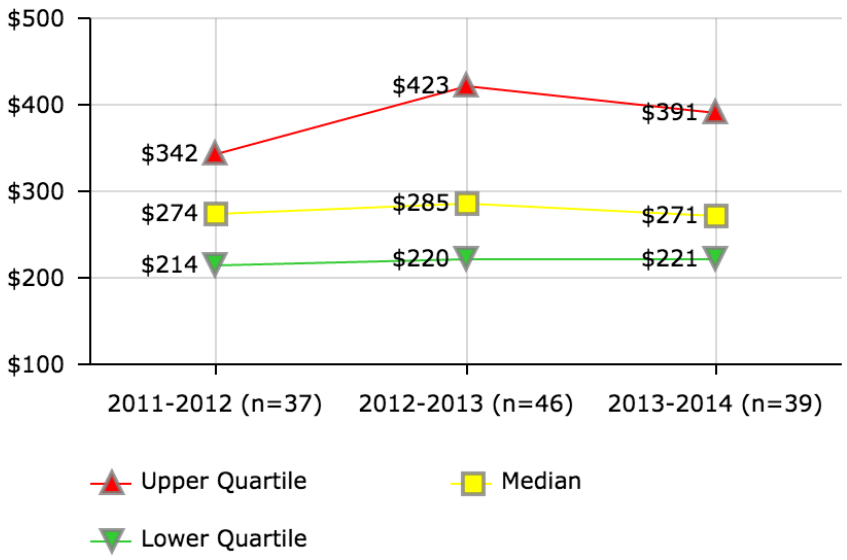
Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Atlanta Public Schools
- Baltimore City Public Schools
- Charleston County School District
- Cleveland Metropolitan School District
- Dallas Independent School District
- Denver Public School District 1
- Guilford County School District
- Houston Independent School District
- Palm Beach County School District
- Shelby County School District

District ID	2011-2012	2012-2013	2013-2014
1	$1.81		$1.74
2	$1.70	$2.03	$1.63
3	$1.83	$1.87	$2.06
4	$1.73	$1.77	$1.73
5	$1.64	$1.56	$1.52
6		$1.94	$1.66
7	$1.76	$2.08	$1.82
8	$1.11	$1.17	$1.17
9	$2.45	$2.39	$2.30
10	$1.55	$1.61	$1.64
11	$1.43	$1.55	
12	$2.52	$2.41	$2.54
13	$1.55	$1.77	$1.65
14	$1.19	$1.20	$1.15
16	$1.64	$1.89	$1.87
18	$2.27	$2.28	$1.08
19	$2.57		$3.00
20	$2.00	$1.75	$1.84
21	$1.87	$1.94	$2.48
23	$1.74	$1.37	$1.24
25	$2.80	$2.65	
26	$3.71		
28	$1.19	$1.20	$1.23
30	$1.50	$1.42	$1.40
32		$1.60	
33		$1.68	$1.96
34	$1.78	$1.86	$1.58
35	$3.49	$3.64	
37	$1.64	$1.45	$1.12
39	$1.21	$1.23	$1.22
41	$0.82	$1.21	$0.89
43	$3.39	$3.38	$3.32
44	$1.73	$1.72	$1.76
45	$2.60	$0.73	
46		$1.08	$1.16
47	$1.64	$1.64	$1.70
48	$1.31	$1.31	$1.43
49	$1.24	$1.20	$1.00
52	$1.64	$1.87	$1.97
53	$2.45		
54	$1.55		
55	$1.47	$1.60	$1.47
56	$2.24	$2.26	
57	$0.95	$0.94	$0.97
58		$2.37	$2.81
62	$1.83		
63	$2.29	$2.20	$2.25
66	$2.07	$2.45	$2.42
67	$1.76	$3.40	$2.40
71	$1.64	$1.89	$1.80
74			$2.25
77		$3.57	
79		$2.02	
101	$1.98	$2.00	

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

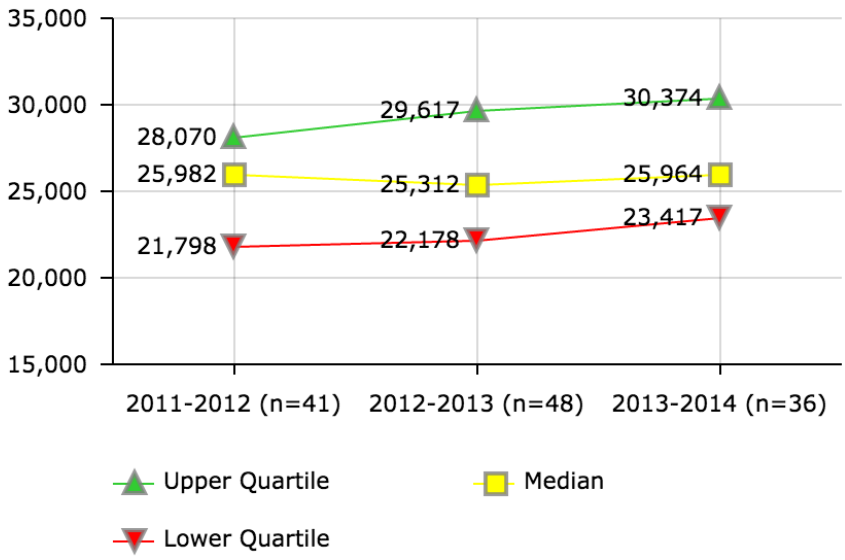
Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Charlotte-Mecklenburg School District
- Dallas Independent School District
- Denver Public School District 1
- Guilford County School District
- Hillsborough County Public School District
- Houston Independent School District
- Palm Beach County School District
- San Diego Unified School District
- Shelby County School District

District ID	2011-2012	2012-2013	2013-2014
1	$342		$320
2		$423	
3	$332	$348	$391
4	$314	$337	$319
5	$295	$283	$271
6		$344	$315
7	$281	$337	$299
8	$205	$186	$186
9	$272	$261	$251
10	$214	$212	$216
11	$187	$213	
12	$493	$472	$451
13	$227	$256	$236
14	$198	$212	$201
16	$180	$206	$214
18	$416	$423	$203
19			$600
20	$380	$347	$354
21	$379	$401	$543
23	$302	$244	$226
25		$572	
26	$754		
28	$274	$263	
30	$318	$309	$311
32		$210	
33		$538	
34		$466	$458
35	$601	$625	
37	$283	$245	$181
39	$190	$182	$182
41	$262	$203	$146
43	$726	$686	$825
44	$236	$227	$236
45	$730	$210	
46		$236	$253
47	$294	$288	$285
48	$214	$204	$221
49	$218	$221	$185
52		$417	$410
54	$240		
55	$224	$242	$221
56		$259	$258
57	$194	$220	$234
58		$513	$517
63			$660
66	$429	$507	$495
67	$179	$341	$248
71	$255	$293	$293
74			$384
77		$620	
79		$441	
101	$197	$197	

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 as compared to districts with a higher ratio. A higher number could indicate a well managed custodial program or that some housekeeping operations are assigned to other employee classifications. It is important for a district to examine what drives the ratio to determine the most effective workload.

Factors that Influence

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

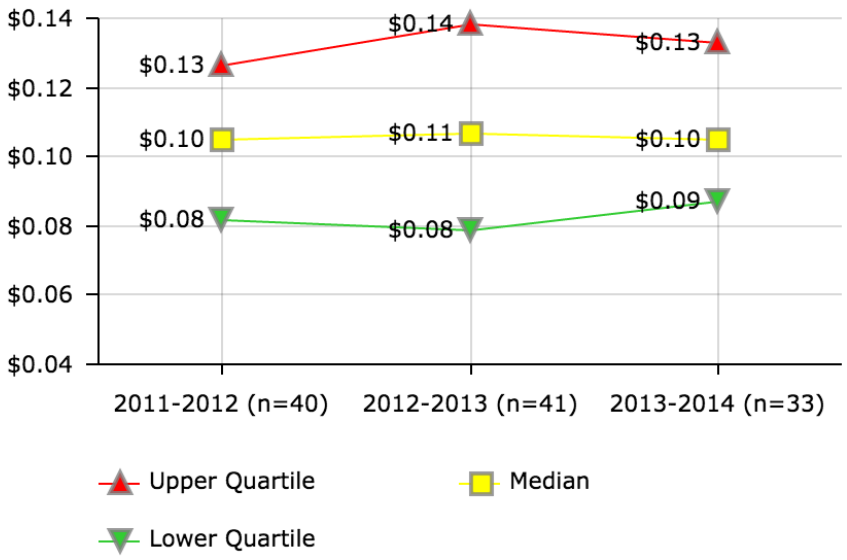
Districts in Best Quartile (FY 2013-14)

- Atlanta Public Schools
- Charlotte-Mecklenburg School District
- Cincinnati Public Schools
- Cleveland Metropolitan School District
- Milwaukee Public Schools
- Minneapolis Public School District
- Seattle School District 1
- St. Louis City Public School District
- St. Paul Independent School District 625

District ID	2011-2012	2012-2013	2013-2014
1	34,079	33,247	32,886
2		24,825	24,409
3	33,099	32,192	30,596
4	26,580	30,113	30,029
5	29,481	28,888	28,888
7	24,717	26,593	30,331
8	23,676	23,554	23,250
9	23,256	23,487	23,836
10	18,611	17,812	17,729
11	27,992	26,863	
12		23,679	24,173
13	25,982	25,905	27,861
14	23,916	23,365	26,019
16	22,131	24,748	24,016
18	18,248	18,248	
19	25,777	25,124	24,658
20	28,070	30,372	30,580
21	27,696	26,301	25,955
23		23,289	
25	17,153	15,130	
26	32,123	28,871	
28	526		30,996
30	38,132	41,223	39,030
32		21,540	
33		29,701	29,213
34	27,074	17,747	23,585
35	21,612	22,699	
37	27,145	27,502	25,806
39	19,308	21,658	20,181
41	26,605	29,122	27,621
43	32,842	25,854	23,879
44	16,892	17,669	15,625
45		37,244	
46		20,307	21,559
48	24,684	23,088	26,168
49	23,217	23,217	21,849
52	31,537	31,371	30,721
53	21,798		
54	26,117		
55	31,326	30,506	30,417
56	17,000	14,719	
57	37,264	45,692	44,399
58		20,238	19,157
62	45,009	52,381	
63		31,506	31,506
66	26,816	25,973	25,973
67	17,949	16,933	16,878
71	12,350	12,422	12,422
77		29,534	
79	26,737	25,501	
101	23,961	23,961	

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

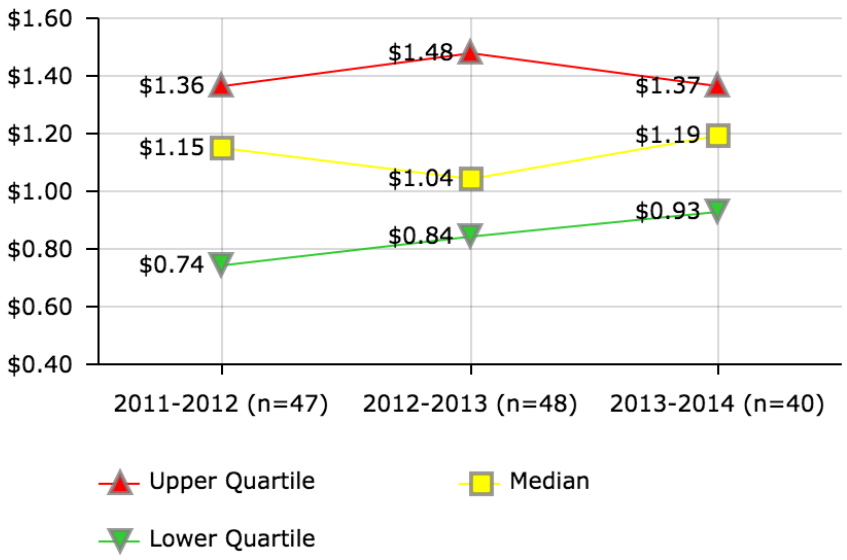
Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Anchorage School District
- Broward County School District
- Guilford County School District
- Indianapolis Public School District
- Milwaukee Public Schools
- Palm Beach County School District
- Rochester City School District
- San Diego Unified School District

District ID	2011-2012	2012-2013	2013-2014
1	$0.36	$0.11	$0.13
2		$1.96	$0.09
3	$0.16	$0.15	$0.15
4	$0.18	$0.16	$0.16
5	$0.17	$0.14	$0.13
7	$0.08	$0.08	$0.06
8	$0.07	$0.07	$0.07
9	$0.13	$0.09	$0.12
10	$0.10	$0.12	$0.12
11	$0.08	$0.09	
12	$0.12	$0.02	$0.11
13	$0.08	$0.08	$0.08
14	$0.04	$0.04	$0.04
16	$0.09	$0.09	$0.09
18	$0.07	$0.07	
19	$0.12	$0.17	$0.26
20	$0.23	$0.19	$0.21
21	$0.08	$0.08	$0.08
25	$0.23	$0.19	
26	$0.11		
28			$0.24
30	$0.04	$0.04	$0.04
32		$0.02	
33		$0.06	$0.06
34	$0.09	$0.26	$0.17
35	$0.12	$0.17	
37	$0.11	$0.11	$0.11
39	$0.11	$0.11	$0.15
41	$0.10	$0.11	$0.10
43	$0.09	$0.13	$0.10
45	$0.08	$0.07	
48	$0.07	$0.09	$0.10
49	$0.01	$0.02	$0.05
52	$0.14	$0.14	$0.18
53	$0.06		
55	$0.12	$0.16	$0.10
56	$0.08	$0.08	
57	$0.11	$0.09	$0.10
58	$0.53	$0.13	$0.09
62	$0.13		
66	$0.11	$0.12	$0.11
67	$0.13	$0.12	$0.12
71	$0.09	$0.11	$0.10
77		$0.24	
101	$0.10	$0.10	

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

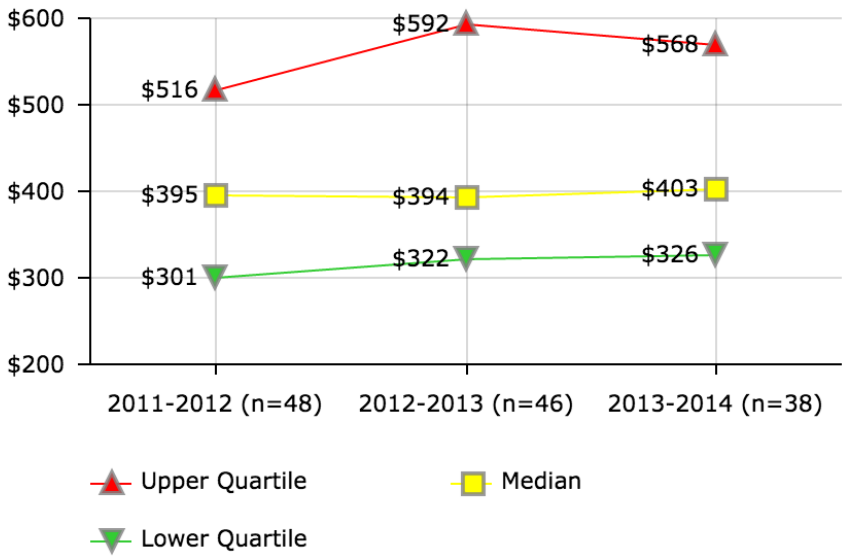
Districts in Best Quartile (FY 2013-14)

- Cleveland Metropolitan School District
- Denver Public School District 1
- Des Moines Public Schools
- Guilford County School District
- Orange County Public School District
- Palm Beach County School District
- Richmond City School District
- Rochester City School District
- Seattle School District 1
- St. Louis City Public School District

District ID	2011-2012	2012-2013	2013-2014
1	$0.62	$0.14	$0.71
2	$1.14	$0.36	$0.65
3	$1.33	$1.41	$1.00
4	$0.66	$0.90	$1.13
5	$0.81	$0.97	$1.01
6	$1.18	$1.75	$1.63
7	$1.45	$1.47	$1.38
8	$0.81	$0.90	$0.92
9	$1.30	$1.25	$1.15
10	$1.23	$0.97	$1.08
11	$0.46	$1.03	
12	$1.15	$1.06	$0.92
13	$0.71	$1.02	$1.26
14	$1.44	$1.45	$1.30
16	$1.00	$0.77	
18	$0.58	$0.59	$0.94
19	$1.52	$1.55	$1.34
20	$1.35	$1.18	$1.25
21	$0.83	$0.91	$0.83
23	$1.17	$0.96	$1.07
25	$1.29	$1.71	
26	$0.65	$0.87	
28	$1.21	$1.57	$1.65
30	$1.25	$0.90	$1.32
32		$1.18	
33		$1.19	$1.38
34	$1.73	$2.59	$1.33
35	$1.58	$1.57	
37		$0.77	$0.69
39	$1.41	$1.56	$1.53
41	$0.39	$0.82	$0.98
43	$1.36	$1.38	$1.36
44	$1.20	$1.50	$1.44
45	$0.74	$0.18	
46		$0.87	$1.23
47	$1.53	$1.45	$1.56
48	$0.70	$0.74	$0.75
49	$0.72	$0.73	$0.67
52	$1.32	$1.56	$1.88
53	$1.15		
54	$1.49		
55	$1.75	$1.36	$1.32
56	$1.43	$2.16	
57	$0.72		$0.61
58	$0.81	$0.73	$1.31
62	$0.94		
63	$0.37	$0.54	$0.65
66	$0.91	$0.93	$1.08
67	$2.52	$2.45	$2.56
71	$1.01	$1.07	$1.02
74			$1.70
77		$0.35	
101	$0.79	$2.01	

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

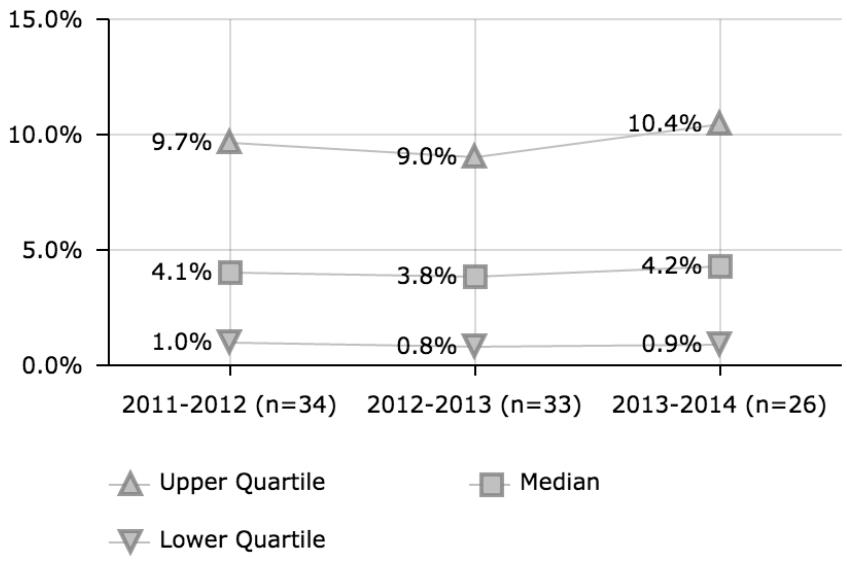
Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Austin Independent School District
- Baltimore City Public Schools
- Duval County Public Schools
- Guilford County School District
- Hillsborough County Public School District
- Palm Beach County School District
- Richmond City School District
- Rochester City School District
- Seattle School District 1

District ID	2011-2012	2012-2013	2013-2014
1	$163		$169
2	$327	$370	$205
3	$1,038	$827	$554
4	$231	$337	$438
5	$470	$546	$659
6	$1,273	$1,014	$1,093
7	$441	$600	$436
8	$257	$242	$259
9	$470	$492	$403
10	$349	$252	$275
11	$105	$265	
12	$504	$552	$373
13	$449	$652	$673
14	$294	$357	$242
16	$280	$178	
18	$422	$425	$647
19	$494	$598	$496
20	$493	$321	$357
21	$32	$322	$322
23	$321	$355	$331
25	$1,502	$1,082	
26	$917	$1,141	
28	$378	$386	$568
30	$1,064	$710	$1,026
32		$853	
33		$391	$340
34	$446		
35	$569	$578	
37	$42	$470	$368
39	$394	$428	$440
41	$321	$314	$333
43	$498	$483	$498
44	$175	$190	$179
45	$721	$174	
46		$211	$326
47	$620	$592	$568
48	$308	$332	$357
49	$289	$279	$322
52	$536	$667	$872
53	$326		
54	$3,463		
55	$425	$342	$347
56	$361	$675	
57	$1,545		
58	$527	$591	$897
62	$344		
63	$338	$350	$415
66	$396	$374	$404
67	$374	$373	$597
71	$186	$206	$170
74			$828
77		$396	
101	$201	$504	

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 ID	2011-2012	2012-2013	2013-2014
1	4.4%	0.8%	0.8%
2	5.3%	1.5%	2.5%
3	5.3%	8.9%	0.6%
6		1.9%	
7	0.2%	0.3%	
9		0.0%	
10	15.0%	12.5%	15.3%
11	0.0%	0.0%	
12	3.6%	4.0%	4.6%
13	1.3%	0.8%	0.8%
14	18.6%	14.0%	12.4%
16	1.4%	0.3%	0.8%
18	0.4%	0.4%	
19	0.9%		
20	6.7%	4.4%	0.9%
21	9.7%	9.0%	3.0%
23	2.4%	11.6%	12.9%
25	13.5%		
26	100.0%	100.0%	
28	1.1%	2.5%	10.4%
30	13.8%	4.7%	4.2%
32		3.8%	
34	1.6%		
37	0.8%	1.0%	2.5%
39	28.0%	20.0%	20.0%
41	1.0%	3.5%	1.0%
43	9.5%	8.2%	6.7%
44	3.8%	3.8%	4.3%
45	4.3%		
46		10.0%	10.8%
47	1.5%	5.0%	
48	0.8%	6.8%	5.8%
49	32.1%	3.8%	10.4%
52	8.8%	9.1%	8.8%
54	100.0%		
57	9.1%	28.6%	
66	0.4%	0.5%	0.4%
67			0.3%
71	0.9%	0.8%	0.9%
74			100.0%

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).

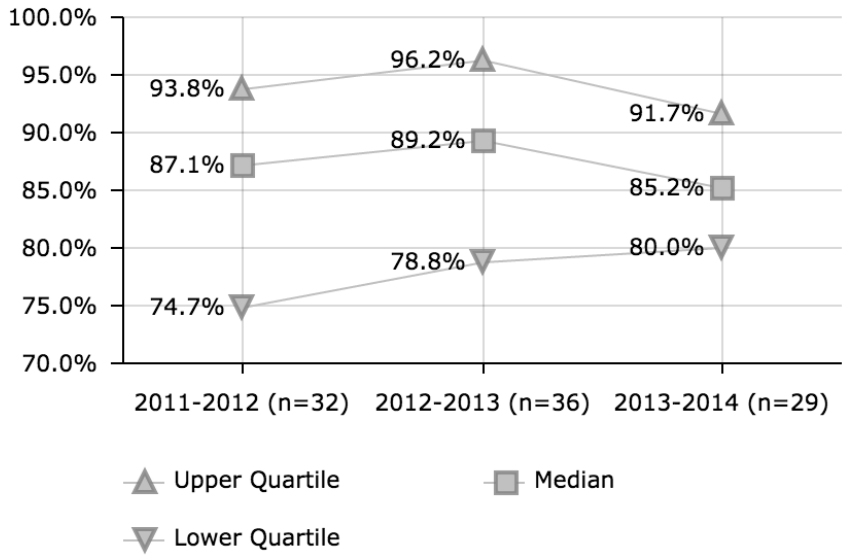
Factors that Influence

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

District ID	2011-2012	2012-2013	2013-2014
1	$109	$48	$44
3	$318	$302	$233
4	$655	$467	$413
5	$183	$228	$105
6		$26	$30
7	$248	$303	$508
8	$46	$8	$20
10	$102	$90	$90
11	$24	$1	
12	$252		
13	$83	$57	$90
14	$29	$32	$52
16	$87	$107	
19		$19	$106
20	$6	$3	
21	$311	$354	$584
23	$94	$79	$132
26	$56		
28	$154	$60	
30	$308	$200	$83
32		$47	
33		$80	
34		$1,094	$1,029
35	$0	$38	
37	$66	$95	$82
39	$289	$13	$82
41	$1,387	$976	$304
43	$400	$414	$288
44	$24	$48	$73
45	$253	$19	
46		$11	$16
48	$18	$18	$27
49	$28	$230	$170
52		$70	$271
55	$36	$32	$32
56		$8	$21
57	$56	$200	
66	$54	$42	$33
67	$5	$4	$6
101	$40	$31	

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.

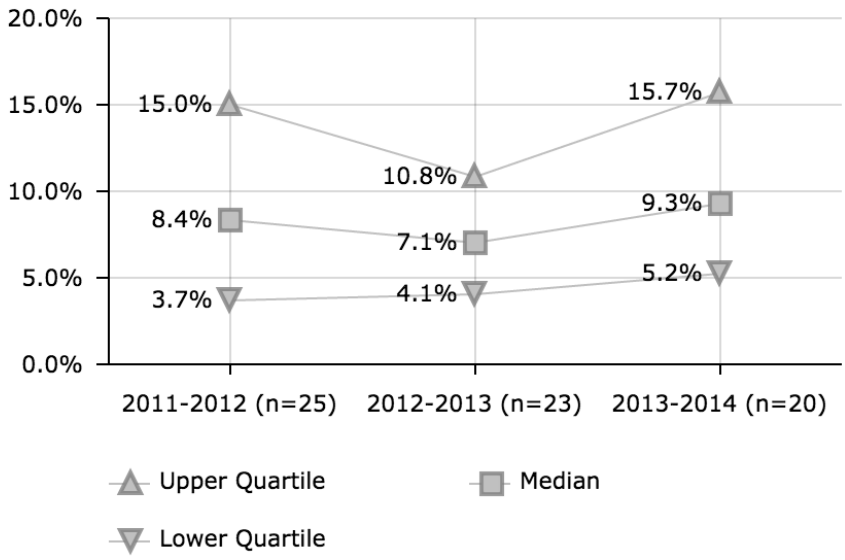
Importance of Measure

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

District ID	2011-2012	2012-2013	2013-2014
1	87.3%	96.2%	96.2%
3	86.4%	91.1%	86.8%
4	92.0%	92.9%	84.1%
5	76.3%	87.4%	85.5%
6		77.6%	62.0%
7	68.3%	74.4%	83.9%
8	85.1%		82.6%
10	90.6%	90.4%	93.6%
11	67.4%	98.5%	
12	99.1%		
13	99.4%	99.0%	99.4%
14	38.5%	37.0%	54.2%
16	74.0%	87.7%	
19		89.4%	92.7%
20	100.0%	100.0%	
21	87.8%	89.5%	89.7%
23	94.3%	84.5%	82.7%
25	90.9%		
28		96.1%	59.8%
30	95.5%	95.1%	89.9%
32		85.0%	
33		79.9%	79.9%
34	96.6%	76.2%	87.8%
35		96.2%	
37		85.3%	83.0%
39	94.6%	97.9%	100.0%
41	93.3%	93.7%	82.6%
43	75.5%	76.7%	74.2%
44	82.2%	84.5%	86.5%
45	72.8%	100.0%	
46		53.6%	39.8%
48	62.2%	64.9%	75.5%
49	77.1%	89.0%	91.7%
52	71.4%	71.1%	80.0%
53	78.1%		
55	89.3%	100.0%	100.0%
56	100.0%	100.0%	100.0%
57	63.6%	99.1%	
66	90.7%	86.6%	85.2%
101	87.0%	41.9%	

MAINTENANCE & OPERATIONS

Major Maintenance - Design to Construction Cost Ratio



Description of Calculation

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

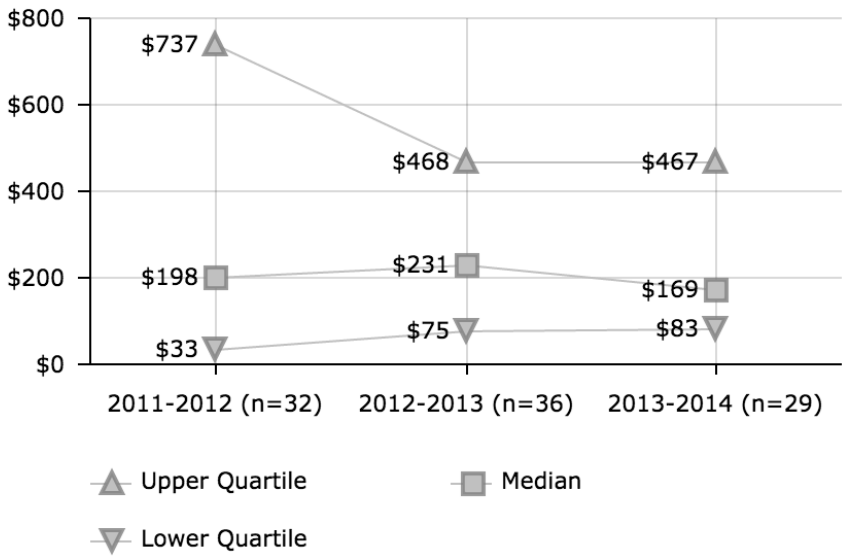
Importance of Measure

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

District ID	2011-2012	2012-2013	2013-2014
1	8.9%		
3	11.5%	7.1%	11.3%
4	4.4%	3.7%	4.3%
5	12.6%	5.7%	5.1%
7	33.8%	22.6%	14.4%
8			1.8%
10	8.4%	8.3%	4.6%
11	0.4%	1.4%	
12	0.9%		
14		0.0%	3.8%
16	10.7%	10.8%	
19			5.4%
21	7.1%	5.1%	6.9%
23	4.3%	10.4%	17.0%
25	0.2%		
28		4.1%	31.9%
30	4.1%	4.3%	8.6%
32		3.4%	
34	0.4%	29.4%	11.6%
35		2.7%	
37		7.1%	9.9%
39	1.2%		
41	6.7%	6.0%	18.0%
43	27.8%	25.6%	24.1%
44	8.7%	9.1%	10.2%
45	23.3%		
49	15.2%	9.2%	6.1%
52	33.4%	32.9%	19.5%
53	15.0%		
57	40.0%		
66	2.6%	5.5%	5.8%
101	3.7%	72.1%	

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).

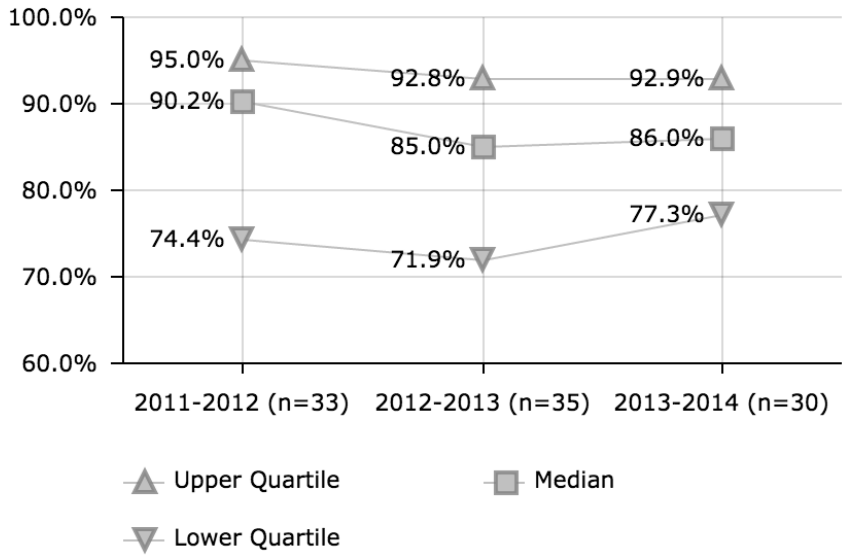
Factors that Influence

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

District ID	2011-2012	2012-2013	2013-2014
1	$199	$79	$147
3	$504	$384	$397
4	$1,426	$117	$97
5	$33	$132	$387
6		$602	$195
7	$71	$240	$60
8	$196	$2	$11
10	$282	$255	$169
11	$30	$376	
12	$1,291	$1,399	$725
14	$114	$31	$83
16	$175	$181	$533
18	$218	$221	$154
20	$324	$536	$467
21	$3	$4	$7
23	$20		$21
25		$275	
26	$784	$589	
28	$814	$437	
30		$163	$89
32		$60	
33		$499	
34		$1,478	
35	$0	$107	
37		$672	$547
39	$723	$941	$674
43	$65	$49	$274
44	$9	$34	$1
45	$3,705		
46		$11	$13
48	$750	$416	$709
49	$954	$402	$130
52		$426	$661
54	$22		
55	$69	$78	$384
56		$3	
57	$378		$262
58	$326		
63			$1,336
66	$33	$142	
67	$5		
71	$158	$71	$101
74			$26
101	$1,328	$1,329	

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.

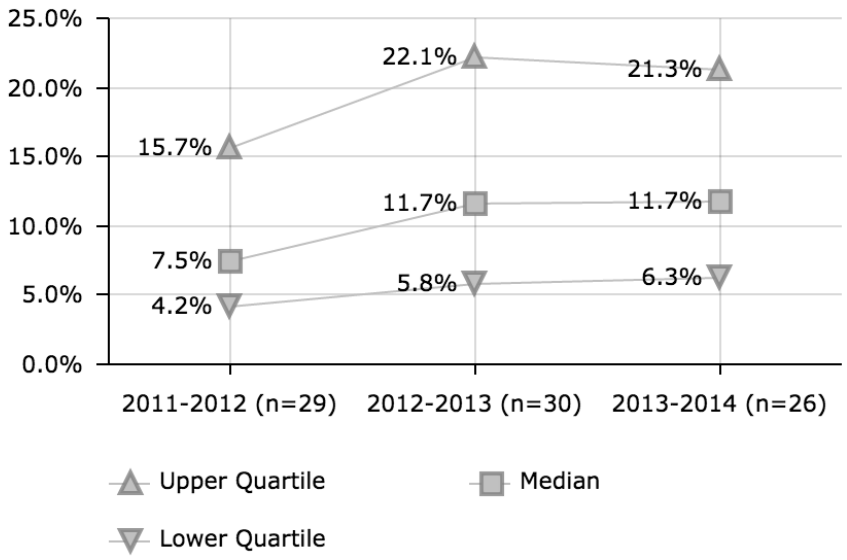
Importance of Measure

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

District ID	2011-2012	2012-2013	2013-2014
1	57.0%	21.8%	46.0%
3	86.8%	83.4%	78.6%
4	96.2%	92.6%	89.6%
5	60.0%	58.3%	63.2%
6		89.8%	85.4%
7	64.3%	77.8%	77.3%
8	88.4%		74.2%
10	92.7%	92.7%	86.6%
11	64.4%	85.0%	
12	92.6%	99.1%	92.9%
14	94.8%	97.4%	91.9%
16	78.7%	80.1%	88.1%
18	94.3%	94.3%	96.1%
20	99.8%	100.0%	100.0%
23	86.0%		87.0%
25		72.6%	
26	95.0%		
28		71.6%	80.2%
30		87.8%	75.6%
32		73.7%	
33		83.0%	83.0%
34	74.4%	92.4%	
35		90.2%	
37		71.9%	78.1%
39	95.6%	94.9%	96.4%
43	50.1%	39.5%	85.3%
44	90.2%	93.2%	53.1%
45	99.7%		
46		64.0%	50.8%
48	96.0%	92.8%	92.8%
49	93.3%	93.3%	86.6%
52	71.4%	66.5%	82.1%
53	84.9%		
54	41.6%		
55	100.0%	71.7%	95.5%
56	100.0%	2.2%	
57	94.5%	100.0%	99.8%
58	81.2%		
63	95.5%	92.0%	98.3%
66	58.2%	72.0%	
71	89.3%	82.4%	70.9%
74			100.0%
101	92.4%	92.4%	

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.

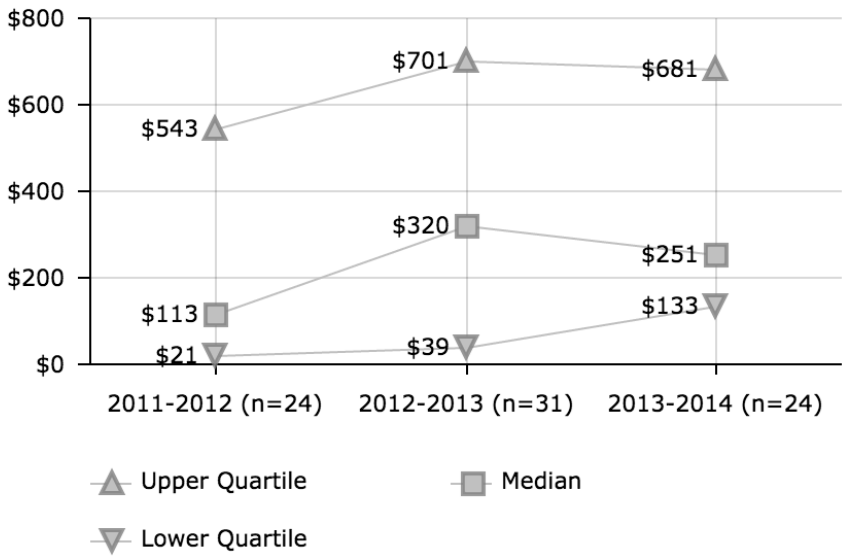
Importance of Measure

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

District ID	2011-2012	2012-2013	2013-2014
1	58.1%		84.4%
3	9.4%	13.2%	21.2%
4	3.9%	3.7%	4.3%
5	42.4%	43.4%	43.7%
6		10.7%	13.0%
7	42.9%	25.0%	14.6%
8	7.5%		7.8%
10	5.7%	5.4%	11.5%
11	4.9%	9.7%	
12	6.4%	0.3%	6.3%
14	3.7%	1.7%	6.1%
16	21.5%	19.9%	12.0%
18	1.4%	1.4%	0.9%
20	0.2%		
23	15.7%		10.6%
25		20.8%	
28		33.6%	24.6%
30		12.6%	25.6%
32		22.1%	
33		19.4%	19.4%
34	32.4%	6.9%	84.8%
35		10.0%	
37		34.0%	21.3%
39	3.7%	2.7%	
43	11.6%	15.4%	3.4%
44	8.4%	5.9%	6.8%
48	2.9%	5.8%	6.7%
49	6.6%	5.5%	10.9%
52	33.4%	44.4%	17.4%
53	15.0%		
54	81.7%		
55		39.4%	4.6%
57	5.0%		
58	10.8%		
63	4.0%	7.7%	0.0%
66	4.2%	22.8%	
71	12.0%	14.5%	35.8%
101	5.9%	5.9%	

MAINTENANCE & OPERATIONS

New Construction - Cost per Student



Description of Calculation

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

Importance of Measure

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

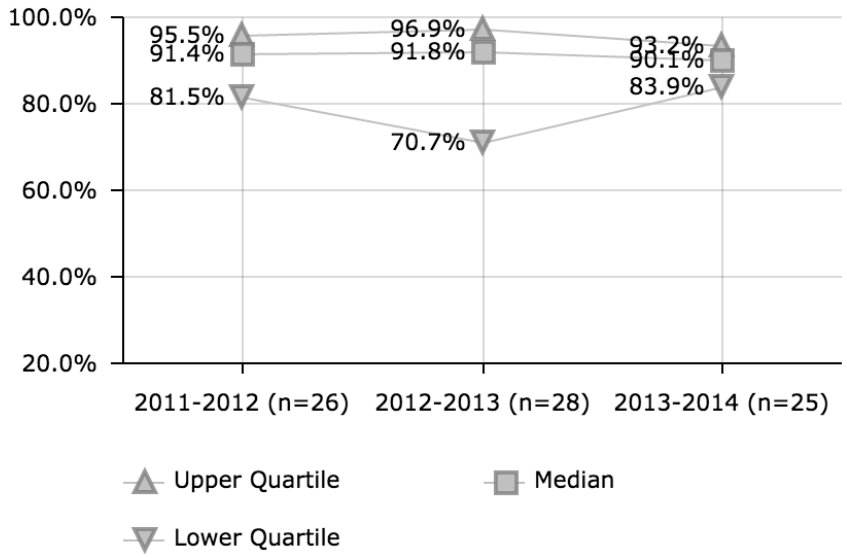
Factors that Influence

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

District ID	2011-2012	2012-2013	2013-2014
1		$42	$185
2		$2	
4	$62	$578	$422
5	$21	$5	$17
6		$702	$174
7			$666
8	$7		$235
10	$97	$30	$65
11		$311	
12	$21	$382	$266
14	$671	$701	$1,812
16	$129	$259	$834
18	$937	$952	$385
20	$5,296	$2,706	$697
21	$3	$4	
23		$2,407	$2,969
28		$2,168	
32		$39	
35	$0	$767	
37	$56	$815	$1,092
39	$486	$91	$86
41	$869	$581	$106
44	$283	$322	$68
46		$5	
47	$540	$251	$617
48	$407	$269	$199
49	$925	$147	$114
52		$628	$152
54	$51		
55	$9	$334	$156
56		$7	
57		$12	$2,041
58	$96		
66	$545	$320	
71	$163	$524	$563
101	$19		

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.

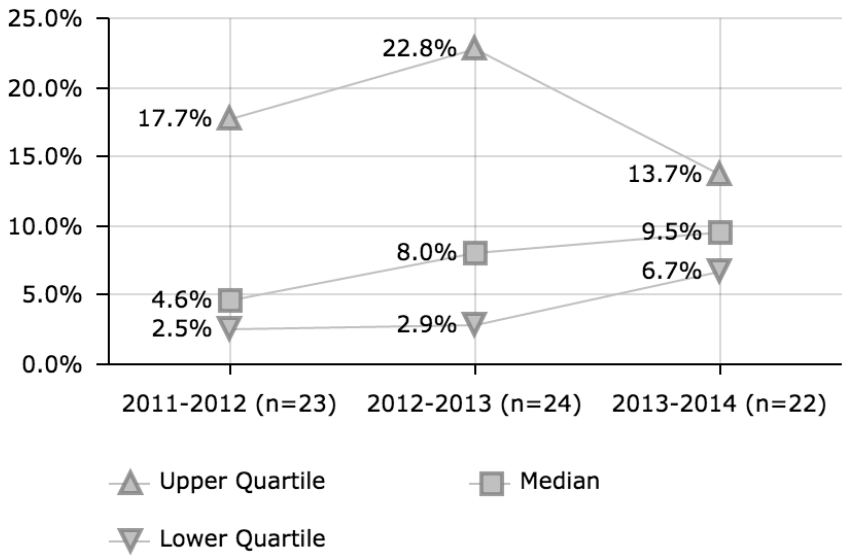
Importance of Measure

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

District ID	2011-2012	2012-2013	2013-2014
1		8.7%	27.9%
4	95.1%	94.6%	83.4%
5	75.5%	32.4%	51.8%
6		90.8%	87.9%
7			88.2%
8	68.1%		91.0%
10	93.4%	73.6%	83.9%
11		71.6%	
12	97.7%	99.1%	95.9%
14	92.6%	97.3%	93.2%
16	80.0%	77.0%	86.6%
18	96.9%	96.9%	98.8%
20	84.5%	97.6%	96.1%
23		99.2%	94.8%
25	36.5%		
28		98.6%	92.5%
32		69.9%	
35		98.1%	
37	100.0%	29.1%	33.1%
39	95.4%	92.3%	98.6%
41	95.9%	97.0%	83.3%
44	90.2%	92.3%	87.7%
46		28.9%	
47	94.3%	86.0%	90.4%
48	93.5%	91.9%	91.1%
49	95.5%	85.9%	88.2%
52	81.5%	91.6%	70.2%
53	84.9%		
54	84.0%		
55	100.0%	92.4%	91.0%
56	21.3%	21.3%	
57			96.6%
58	83.5%		
66	97.7%	96.8%	
71	84.8%	59.1%	90.1%
101	10.3%		

MAINTENANCE & OPERATIONS

New Construction - Design to Construction Cost Ratio



Description of Calculation

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

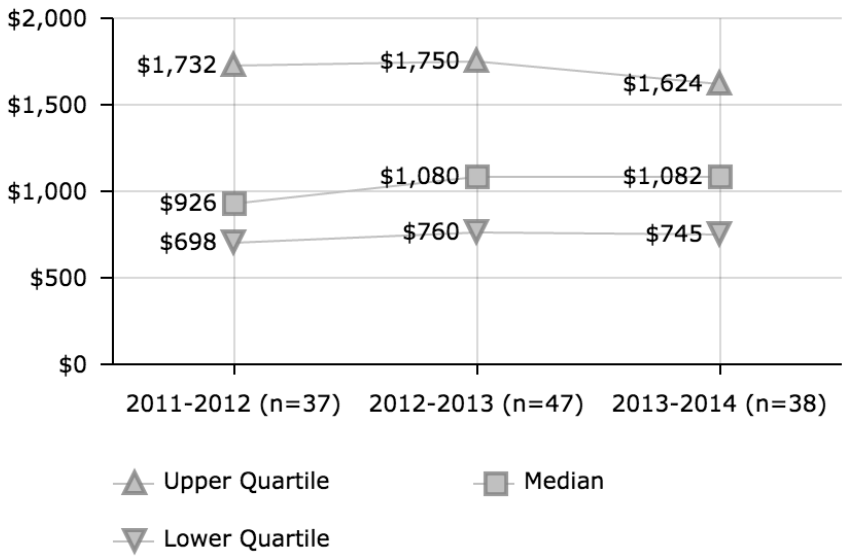
Importance of Measure

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

District ID	2011-2012	2012-2013	2013-2014
4	4.1%	4.9%	19.1%
5	2.0%	129.4%	77.9%
6		9.6%	10.9%
7			12.0%
8	17.5%		8.9%
10	3.7%	21.5%	13.5%
11		31.6%	
12	2.3%		2.6%
14	5.5%	1.8%	6.1%
16	19.5%	24.0%	13.7%
18	2.5%	2.5%	
20	17.7%	2.0%	4.1%
23			4.7%
25	155.1%		
28		1.4%	7.6%
32		24.6%	
35		1.2%	
37		8.9%	20.2%
39	2.2%	6.2%	
41	3.9%	2.4%	17.0%
44	10.0%	7.9%	12.1%
47	4.6%	13.2%	9.3%
48	4.6%	6.4%	6.7%
49	4.0%	11.6%	8.8%
52	19.1%	5.6%	37.4%
53	15.0%		
55		8.2%	9.6%
56	150.0%	150.0%	
57			2.9%
58	7.7%		
66	2.4%	3.3%	
71	2.4%	59.7%	6.9%
101	130.2%		

MAINTENANCE & OPERATIONS

M&O Cost per Student



Description of Calculation

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

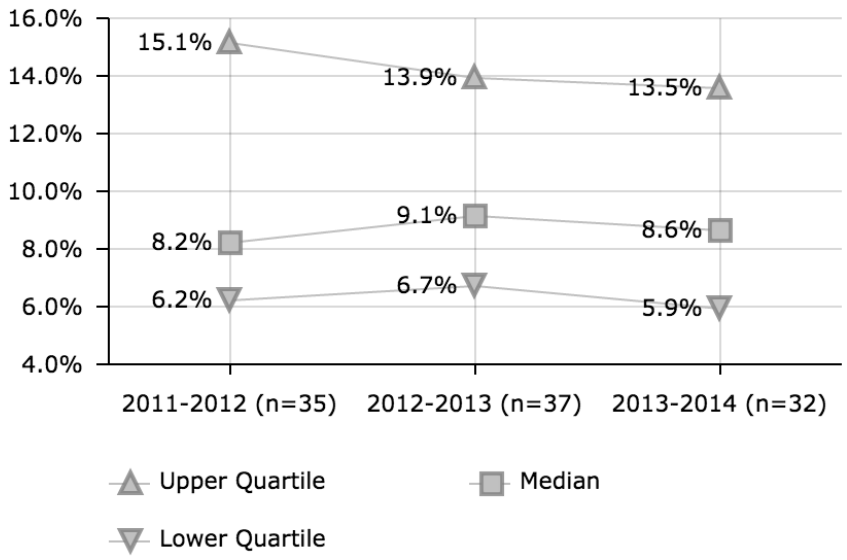
Importance of Measure

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

District ID	2011-2012	2012-2013	2013-2014
1	$794	$225	$858
2		$507	
3	$1,430	$1,321	$1,245
4	$2,618	$1,712	$1,494
5	$698	$835	$980
6	$2,521	$2,791	$1,092
7	$884	$1,193	$1,844
8	$631	$364	$624
9	$447	$429	$406
10	$919	$770	$740
11	$367	$1,103	
12	$2,309	$2,528	$1,624
13	$460	$504	$548
14	$1,279	$1,264	$2,422
16	$723	$880	$1,623
18	$1,722	$1,750	$959
19		$968	$1,072
20	$6,275	$3,832	$1,765
21		$981	$1,353
23	$694	$2,973	$3,609
25		$1,233	
26	$1,732	$760	
28	$1,576	$3,339	
30	$926	$920	$802
32		$535	
33		$1,518	
34		$3,765	
35	$892	$1,828	
37	$525	$2,014	$2,080
39	$1,930	$1,486	$1,279
41	$2,660	$1,923	$745
43	$1,540	$1,486	$1,793
44	$739	$858	$598
45	$4,939	$285	
46		$498	$608
47	$1,139	$837	$1,208
48	$1,538	$1,058	$1,308
49	$2,272	$1,154	$741
52		$1,966	$1,970
54	$558		
55	$621	$910	$1,013
56		$597	$407
57	$813		$2,715
58		$683	$785
63			$2,208
66	$1,307	$1,259	$804
67	$595	$943	$812
71	$759	$1,080	$1,149
74			$725
77		$681	
101	$1,740	$1,831	

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

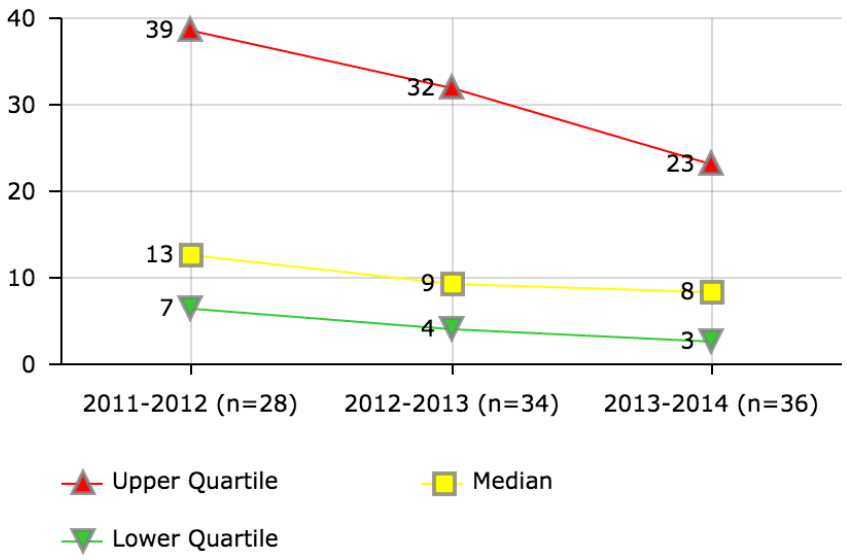
Importance of Measure

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 ID	2011-2012	2012-2013	2013-2014
1	8.2%	2.4%	9.1%
2		3.7%	
3		10.0%	
4	24.0%	12.7%	11.4%
5	7.2%	9.0%	10.9%
6	23.0%	26.2%	10.1%
7	7.5%	9.5%	14.9%
8	7.5%	4.7%	7.9%
9	5.5%		5.2%
10	10.0%	8.4%	7.6%
11	3.8%		
12	13.5%	15.0%	
13	6.2%	6.7%	7.3%
14	14.7%	13.9%	26.6%
16	11.4%	11.9%	20.7%
18	15.2%	14.8%	8.8%
19			4.7%
20	35.3%	22.7%	8.5%
21		4.6%	5.9%
23	7.1%	29.6%	
25	5.7%	5.4%	
26	13.7%		
28	10.0%		
30	6.6%	6.3%	5.8%
32		6.5%	
33		6.8%	
34		29.8%	
35	4.2%	9.0%	
37	5.5%	21.2%	22.2%
39	21.8%	17.7%	14.3%
41	31.4%		
43	7.0%	6.7%	6.9%
45		1.2%	
46			3.7%
47	10.5%	7.5%	10.8%
48	17.9%	13.6%	15.7%
49		11.6%	8.0%
52	15.1%	13.9%	14.0%
54	5.7%		
56	6.5%	8.9%	5.7%
57	4.0%		13.1%
58		4.9%	4.9%
63			15.4%
66	10.6%	9.7%	6.0%
67	6.6%	8.4%	8.4%
71	6.2%	9.1%	9.3%
74			5.4%
101	25.7%	27.2%	

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

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

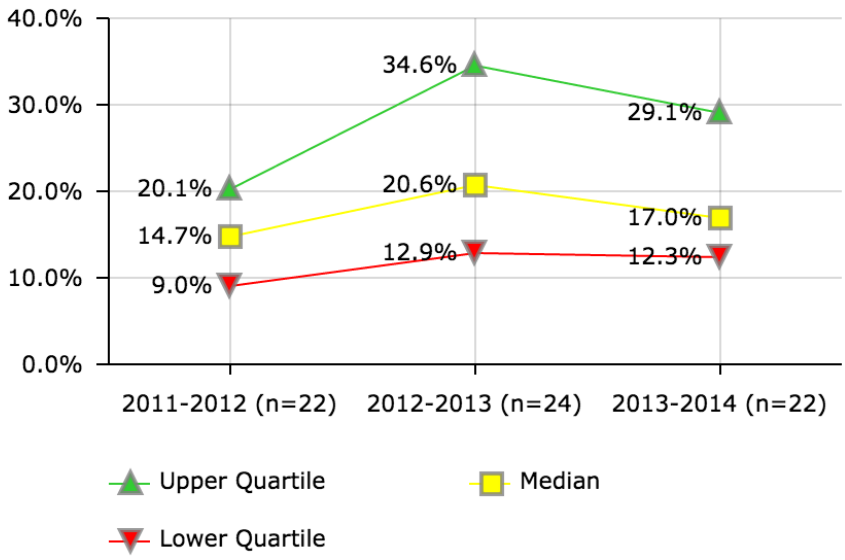
Districts in Best Quartile (FY 2013-14)

- Clark County School District
- Fresno Unified School District
- Houston Independent School District
- Indianapolis Public School District
- Omaha Public School District 1
- Pittsburgh Public Schools
- Providence Public Schools
- School District of Philadelphia
- St. Louis City Public School District

District ID	2011-2012	2012-2013	2013-2014
1	38	36	20
2			5
3		23	13
4		6	7
5	42	32	24
6		5	
7	28	23	
8	50	40	45
9	5	2	2
10		1	17
11	9	65	
12	288		23
13	36	39	53
14	5	5	5
16	51	64	63
18			3
19		9	5
20	5	29	27
21		32	43
23	13	9	10
25		4	
26	4		
28		6	7
30	86	86	57
33		2	2
34	7		
35	20	21	
37	12	102	140
39	42	3	0
41	28	26	23
43			0
44	6	7	7
45	39		
46		10	10
47	1		
48	20		19
49	8	8	6
52	7	9	14
55	11	11	12
56	7		
58			0
63		1	2
66		1	1
67			0
71	4	4	4
74			0
101		1	

MAINTENANCE & OPERATIONS

Recycling - Percent of Total Material Stream



District ID	2011-2012	2012-2013	2013-2014
3	36.4%	42.4%	34.2%
5	6.3%	23.6%	25.3%
8	15.7%	16.2%	15.7%
9	15.2%	43.9%	33.6%
10		100.0%	
11	58.2%	54.0%	
12	14.1%		17.1%
14	44.3%	36.4%	37.8%
16		32.7%	
18	1.5%	1.5%	
19	9.0%	16.4%	16.5%
20			16.9%
21	5.1%	8.4%	14.9%
23	23.4%	100.0%	28.2%
25		1.7%	
28		13.5%	11.6%
30	3.7%	4.1%	29.9%
33			1.5%
37	13.1%	12.3%	12.3%
41	16.5%	18.7%	20.1%
43	3.6%	22.0%	6.3%
48	17.3%	28.1%	45.4%
52	13.4%	19.2%	27.1%
53	12.3%		
54	13.9%		
55	16.1%	15.5%	16.8%
62		26.9%	
66	20.1%	8.4%	11.3%
67	29.4%	27.0%	29.1%
74			4.8%

Description of Calculation

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

Importance of Measure

This measures the degree to which districts recycle.

Factors that Influence

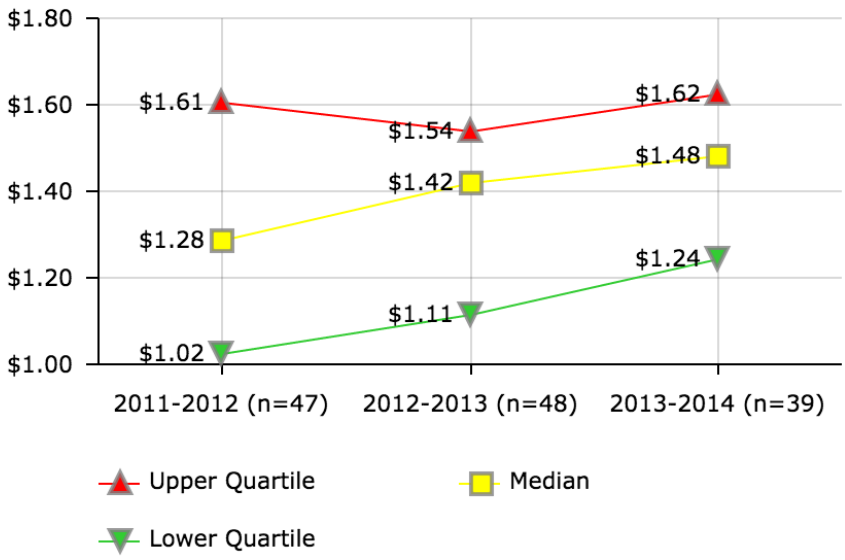
- Placement of recycling bins near waste bins
- Number of recycling bins deployed
- Material collection contracts
- Commitment to environmental stewardship
- State requirements

Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Clark County School District
- Fresno Unified School District
- Milwaukee Public Schools
- Orange County Public School District
- St. Paul Independent School District 625

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

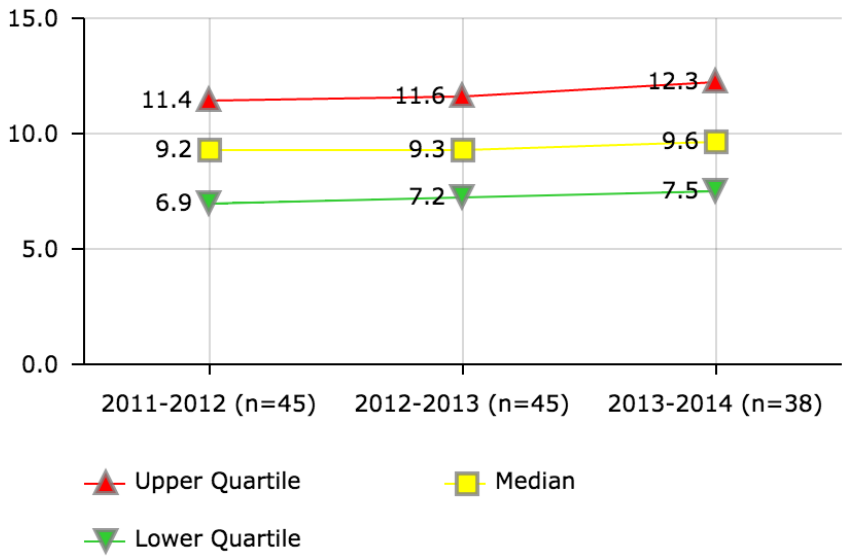
Districts in Best Quartile (FY 2013-14)

- Charlotte-Mecklenburg School District
- Denver Public School District 1
- Des Moines Public Schools
- Duval County Public Schools
- Milwaukee Public Schools
- Palm Beach County School District
- Portland School District 1J
- Providence Public Schools
- Seattle School District 1
- Wichita Unified School District 259

District ID	2011-2012	2012-2013	2013-2014
1	$0.76	$0.58	$0.54
2	$1.20	$1.35	$1.42
3	$0.81	$0.86	$1.29
4	$0.96	$1.19	$1.20
5	$1.02	$0.79	$0.86
6	$2.07	$2.87	$2.68
7	$1.45	$1.42	$1.36
8	$1.18	$1.18	$1.10
9	$1.61	$1.55	$1.57
10	$1.70	$1.69	$1.75
11	$1.00	$1.04	
12	$0.92	$0.81	$0.96
13	$1.41	$1.42	$1.38
14	$1.05	$1.26	$1.27
16	$0.85	$0.87	
18	$1.50	$1.43	$1.43
19	$1.63	$1.50	$1.96
20	$1.68	$1.70	$1.71
21	$1.39	$1.46	$1.50
23	$1.27	$1.52	$1.55
25	$1.20	$1.68	
26	$1.29	$1.34	
28	$1.85	$1.58	$1.55
30	$1.28	$1.09	$1.21
32		$1.51	
33		$0.96	$1.33
34	$1.74	$1.74	$1.51
35	$1.84		
37	$0.92	$0.91	$0.77
39	$1.84	$1.66	$1.51
41	$0.93	$1.77	$1.73
43	$1.44	$1.50	$1.37
44	$1.48	$1.44	$1.24
45	$0.89	$0.88	
46		$1.44	$1.81
47	$1.80	$2.00	$1.96
48	$1.63	$1.53	$1.52
49	$1.51	$1.52	$1.50
52	$1.07	$1.28	$1.61
53	$1.56		
54	$1.10		
55	$1.12	$1.06	$1.19
56	$0.69	$0.68	
58	$1.08	$1.25	$1.62
62	$0.81	$1.21	
63	$1.37	$1.40	$1.48
66	$1.03	$1.20	$1.36
67	$1.68	$1.88	$1.85
71	$1.41	$1.50	$1.64
74			$1.18
79		$1.83	
101	$1.07	$1.13	

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

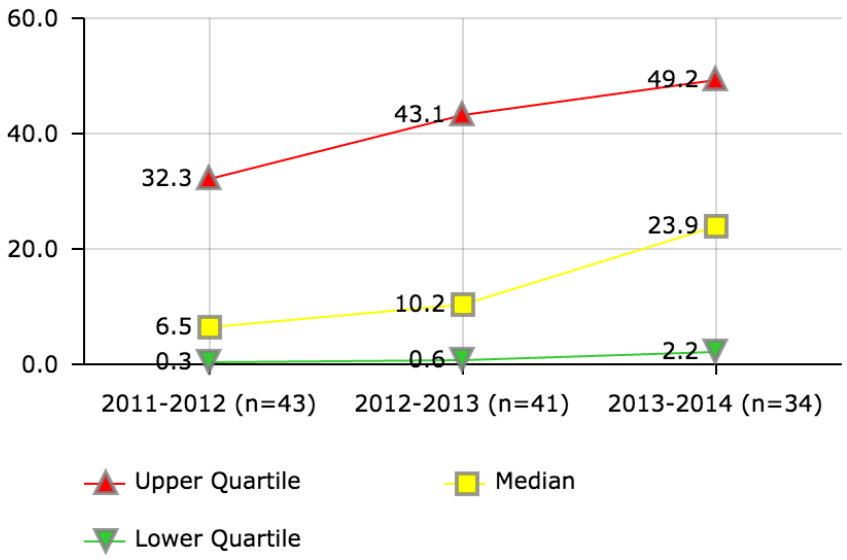
Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Charleston County School District
- Indianapolis Public School District
- Milwaukee Public Schools
- Pittsburgh Public Schools
- Portland School District 1J
- Providence Public Schools
- School District of Philadelphia
- Seattle School District 1
- St. Paul Independent School District 625

District ID	2011-2012	2012-2013	2013-2014
1	5.8	6.2	6.0
2	9.9	10.6	10.5
3	6.6	6.5	6.2
4	9.0	9.3	9.6
5	4.0	4.2	4.1
7	9.5	9.2	8.6
8	11.1	10.9	11.2
9	12.2	12.5	12.2
10	13.4	13.5	13.5
11	7.4	7.6	
12	8.0	7.8	8.9
13	14.2	14.0	14.1
14	6.8	6.7	6.5
16	5.0	4.8	
18	11.2	10.7	9.6
19	11.1	11.6	12.8
20	11.6	12.0	12.6
21	8.5	8.3	8.3
23	9.2	10.8	1.6
25		5.7	
26	4.6	4.6	
28	16.3	14.1	14.5
30	6.4	6.5	6.3
32		14.9	
33		9.6	0.1
34	17.7	15.8	13.8
35	10.0		
37	6.9	9.2	7.7
39	16.2	17.4	16.6
41	7.2	13.8	14.6
43	8.5	7.9	7.1
44	10.9	11.0	10.5
45	5.5		
46		8.3	8.3
47	13.2	13.0	12.3
48	13.4	12.8	13.0
49	10.4	10.6	10.2
52	7.4	8.0	8.4
53	11.4		
54	9.4		
55	9.0	8.5	8.9
56	4.0	3.9	
58	6.1	6.4	7.5
62	6.1	6.5	
63	11.8	11.1	10.6
66	10.2	9.8	10.4
67	8.8	9.0	9.6
71	11.5	11.0	10.7
74			5.0
101	7.6	7.2	

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.

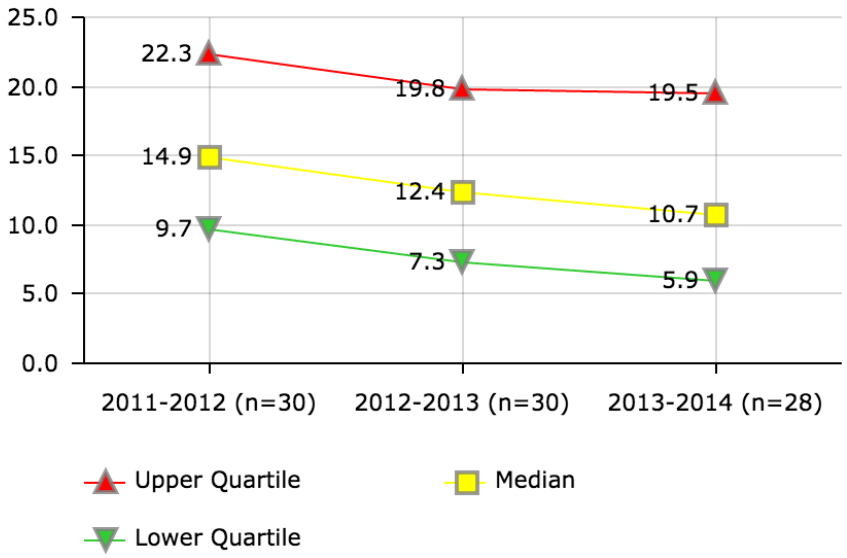
Districts in Best Quartile (FY 2013-14)

- Denver Public School District 1
- Fresno Unified School District
- Hillsborough County Public School District
- Indianapolis Public School District
- Metropolitan Nashville Public School
- Orange County Public School District
- Palm Beach County School District
- Shelby County School District
- St. Louis City Public School District

District ID	2011-2012	2012-2013	2013-2014
1	20.8	0.2	19.1
2	0.2	0.3	71.1
3	39.9	49.1	49.2
4	26.0	33.4	36.7
5	43.9	43.1	46.2
7	0.8	0.8	
8	1.4	1.4	1.4
9	14.5	15.1	13.5
10	5.0	5.9	2.0
11	0.0	10.2	
12	0.2	52.0	58.9
14	4.4	66.4	66.2
16	8.9	7.6	
18	16.6	20.8	2.2
19	42.9	42.7	46.7
20	34.8	41.8	39.5
21	53.5	52.0	64.3
23	2.7	3.3	3.4
25	0.3	0.6	
26	0.6	0.6	
28	10.9	14.5	15.9
30	0.4	0.5	58.5
33		46.6	0.4
34	0.0	50.8	44.3
35	42.0		
37		0.0	0.0
39	5.5	5.6	6.6
41	6.5	12.0	17.1
43	57.3	65.1	66.5
44	0.8	0.8	
45	44.2		
46		43.3	48.1
47	0.2	0.3	0.2
48	1.6	1.9	1.2
49	23.0	22.8	28.7
52	56.1	71.6	78.2
53	19.8		
54	51.9		
55	13.0	0.1	17.3
56	0.1	0.1	
58		46.5	
62	0.2		
63	32.3	0.0	0.0
66	0.3	33.9	34.9
67	22.2	0.2	0.2
71	0.0	10.1	13.8
74			52.8
101	0.1		

MAINTENANCE & OPERATIONS

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



Description of Calculation

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

Importance of Measure

Can be used to evaluate water usage.

Factors that Influence

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

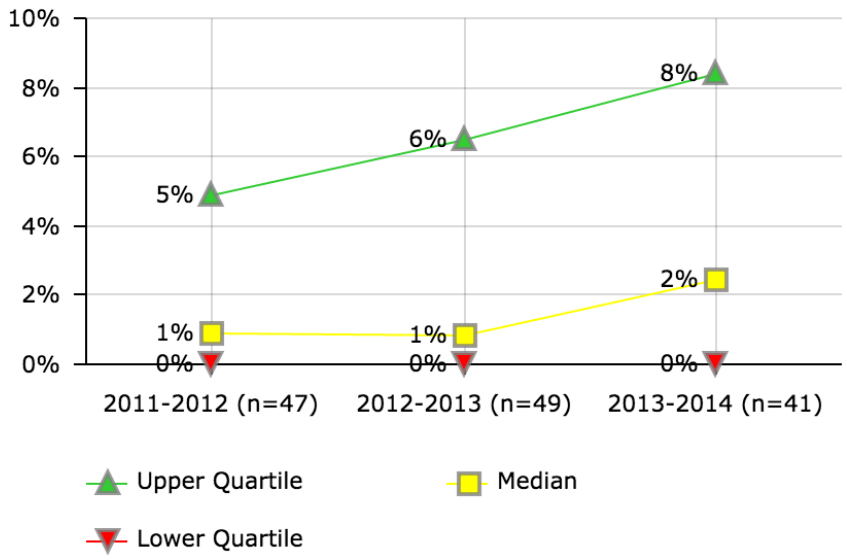
Districts in Best Quartile (FY 2013-14)

- Dallas Independent School District
- Dayton Public School District
- Orange County Public School District
- Providence Public Schools
- Seattle School District 1
- St. Louis City Public School District
- St. Paul Independent School District 625

District ID	2011-2012	2012-2013	2013-2014
1			5.3
3			5.7
4	8.6	7.8	8.5
5	14.3	13.2	11.6
7	8.5	5.0	6.9
8	14.4	14.1	
9	20.3	19.8	20.5
10	29.6	37.4	15.1
12	12.1	11.4	11.7
13	53.3	55.8	63.9
14	18.3	26.1	24.0
16	10.9	11.0	
19			0.1
20	9.6	11.2	8.8
21	13.4	13.0	12.3
25	5.9	7.0	
26		6.3	
28	9.4	7.3	7.0
30	22.3	19.8	20.9
35	10.3		
37	6.2	8.1	6.2
39	55.6	0.0	
41	31.3	28.4	1.1
43	9.7	8.4	8.9
44	15.3		
45	6.5		
46		17.9	20.8
47		2.1	
48	15.5	0.0	0.0
49	29.7	29.5	30.1
52	12.4	13.1	13.7
53	24.7		
55		11.7	12.1
56	26.4	25.8	
58	17.6	14.4	9.8
62		0.9	
63	21.9	22.6	0.0
66			87.4
71	19.1		18.6
74			0.0

MAINTENANCE & OPERATIONS

Green Buildings - Buildings Green Certified or Equivalent



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Atlanta Public Schools
- Charleston County School District
- Cincinnati Public Schools
- Dallas Independent School District
- Dayton Public School District
- Guilford County School District
- Houston Independent School District
- Indianapolis Public School District
- Orange County Public School District
- San Diego Unified School District

District ID	2011-2012	2012-2013	2013-2014
1	12%	0%	0%
2	0%	4%	4%
3	0%	0%	0%
4	0%	0%	0%
5	1%	1%	1%
6	0%	0%	0%
7	1%	1%	1%
8	5%	0%	5%
9	0%	6%	5%
10	0%	0%	1%
11	4%	2%	
12	88%	93%	0%
13	0%	0%	0%
14	24%	27%	36%
16	9%	10%	11%
18	0%	0%	0%
19	86%	79%	84%
20	100%		95%
21	0%	0%	0%
23	23%	19%	31%
26	0%	0%	
28	27%	26%	31%
30	0%	0%	0%
32		15%	
33		15%	18%
34	0%	0%	0%
35	0%	0%	
37	3%	3%	5%
39	5%	6%	8%
41	7%	9%	9%
43	0%	0%	0%
44	5%	5%	5%
45	1%	1%	
46		0%	0%
47	3%	5%	8%
48	2%	8%	16%
49	17%	21%	21%
52	0%	2%	2%
53	0%		
54	4%		
55	0%	0%	0%
56	3%	79%	
57	2%	1%	2%
58	2%	2%	3%
62	1%	0%	
63	0%	0%	0%
66	1%	1%	4%
67	0%	0%	0%
71	6%	6%	7%
74			0%
77		0%	
79		0%	
101	1%	1%	

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.**

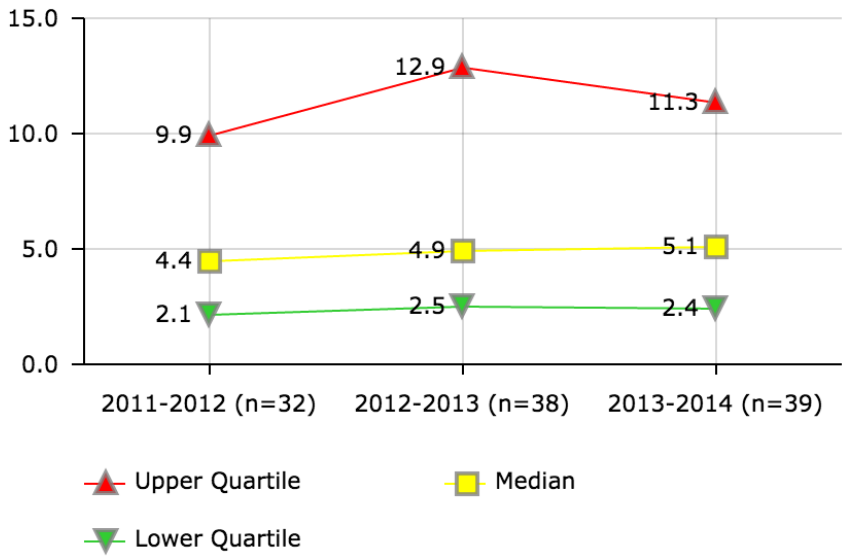
Finally, **People Incidents per 1,000 Students** and **Assault/ Battery Incidents per 1,000 Students** are baseline measures of incidents in a district.

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

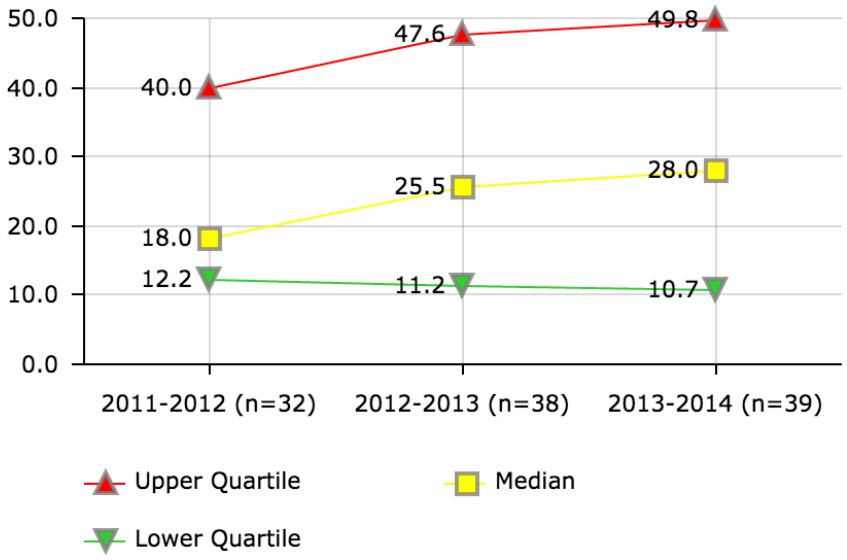
Districts in Best Quartile (FY 2013-14)

- Anchorage School District
- Charleston County School District
- Cincinnati Public Schools
- Dallas Independent School District
- Des Moines Public Schools
- Duval County Public Schools
- Houston Independent School District
- Miami-Dade County Public School District
- Newark Public School District
- Sacramento City Unified School District

District ID	2011-2012	2012-2013	2013-2014
1	3.0	2.7	2.7
2		28.8	
3	3.1	4.5	4.0
4	19.1	18.3	15.6
6	20.7	14.8	15.1
7	2.7	3.3	2.4
8	5.8	5.0	5.1
9	2.4	4.2	4.2
10	1.3	0.5	8.7
11	2.0		11.1
12	0.3	0.1	0.3
13	2.0	2.1	3.0
14	5.2	3.9	3.9
16	2.6	2.5	3.3
18	14.0		
19		29.4	
20	0.2	0.3	0.5
21	4.5	6.0	10.3
23	9.9	0.7	0.9
25		5.3	1.7
26	14.0	12.5	12.3
28	7.1	7.9	
32			2.0
33		3.1	
34		18.4	44.1
35	1.0	1.7	
37	4.3	3.6	6.4
39	1.1	0.7	1.3
41	2.0	1.6	1.9
43	8.9	6.1	9.0
44	2.2	2.2	1.4
45		4.8	
46		14.5	15.9
47	15.6	12.9	10.0
48	19.4	17.7	15.7
49	7.3	54.7	3.3
52		46.0	57.7
55			4.4
57	11.0	11.9	13.1
58		11.7	11.3
62			1.2
63			9.7
66			47.2
67	5.7		
71	10.0	9.3	9.4
74			5.9
101	3.6	4.3	2.7

SAFETY & SECURITY

Incidents - People Incidents per 1,000 Students



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

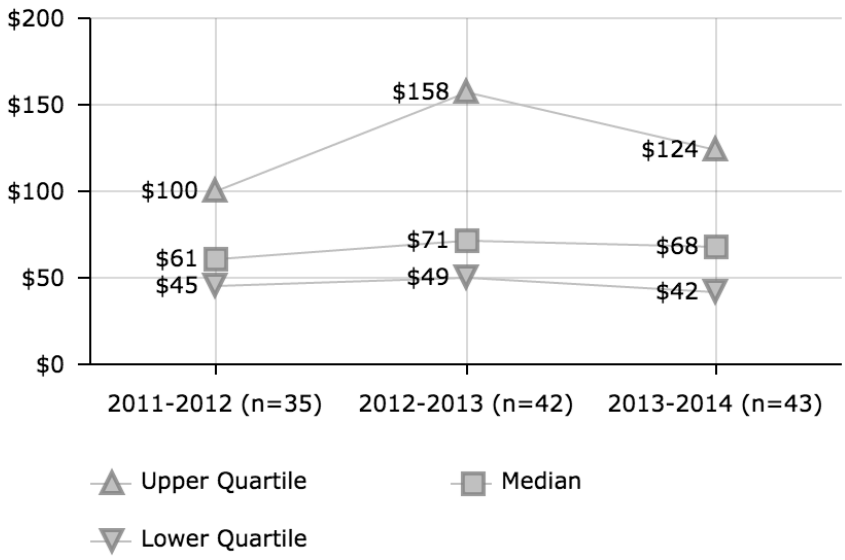
Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Broward County School District
- Charlotte-Mecklenburg School District
- Cincinnati Public Schools
- Dallas Independent School District
- Des Moines Public Schools
- Houston Independent School District
- Newark Public School District
- Palm Beach County School District
- Sacramento City Unified School District

District ID	2011-2012	2012-2013	2013-2014
1	33.2	26.1	18.4
2		409.5	
3	4.2	5.8	36.4
4	68.4	37.5	49.8
6	49.8	36.4	36.8
7	396.9	162.3	23.3
8	12.5	10.5	10.4
9	26.0	18.7	19.4
10	19.8	18.8	19.0
11	2.0		36.2
12	3.9	0.7	3.9
13	17.8	12.2	10.7
14	15.1	11.2	10.7
16	3.2	5.3	11.0
18	14.0		
19		1,319.2	
20	1.3	1.4	1.7
21	106.1	146.2	290.1
23	1,241.7	16.1	17.0
25		14.1	6.8
26	31.6	30.3	29.0
28	11.9	22.7	
32			12.0
33		44.9	
34		62.5	621.5
35	18.2	6.3	
37	29.3	45.7	47.6
39	12.7	3.6	3.6
41	16.7	7.8	3.5
43	24.5	19.2	28.9
44	2.3	2.5	60.9
45		34.1	
46		24.8	19.0
47	1,237.0	1,143.4	1,037.1
48	46.8	38.4	35.4
49	14.6	265.6	150.8
52		1,374.2	57.9
55			5.6
57	24.0	30.0	28.0
58		47.6	30.1
62			2.5
63			89.8
66			109.6
67	5.7		
71	17.6	16.8	17.4
74			36.6
101	229.8	199.3	235.3

SAFETY & SECURITY

S&S Expenditures per 1,000 Students



Description of Calculation

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

Importance of Measure

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

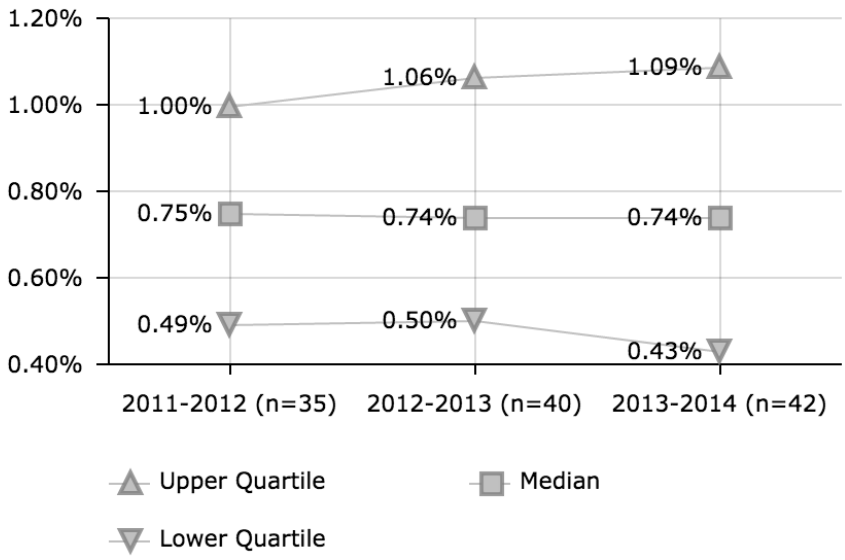
Factors that Influence

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

District ID	2011-2012	2012-2013	2013-2014
1	$60	$55	$57
2		$158	
3	$57	$58	$60
4	$58	$91	$87
5	$11	$12	$12
6	$110	$72	$74
7	$79	$176	$113
8	$55	$56	$59
9	$61	$58	$54
10	$47	$50	$49
12	$50	$49	$27
13	$37	$63	$19
14	$100	$99	$59
16	$60	$49	$50
18	$104		
19		$167	$170
20	$161	$158	$163
21	$220	$202	$258
23	$46	$42	$42
26	$45	$46	$49
28	$211	$203	
30		$138	$148
32			$71
33		$310	
34		$266	$253
35	$21	$148	
37	$67	$71	$68
39	$68	$98	$106
41	$63	$61	$71
43	$197	$178	$207
44	$36	$37	$37
45		$122	
46		$119	$124
47	$37	$39	$36
48	$34	$30	$27
49	$45	$45	$42
52		$92	$76
55	$91		$101
56		$56	$34
57	$233	$306	$224
58		$187	$195
62			$8
63			$228
66	$104	$41	$124
67	$70	$59	$10
71	$86	$104	$83
74			$4
77	$8	$19	$61
101	$83		$84

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

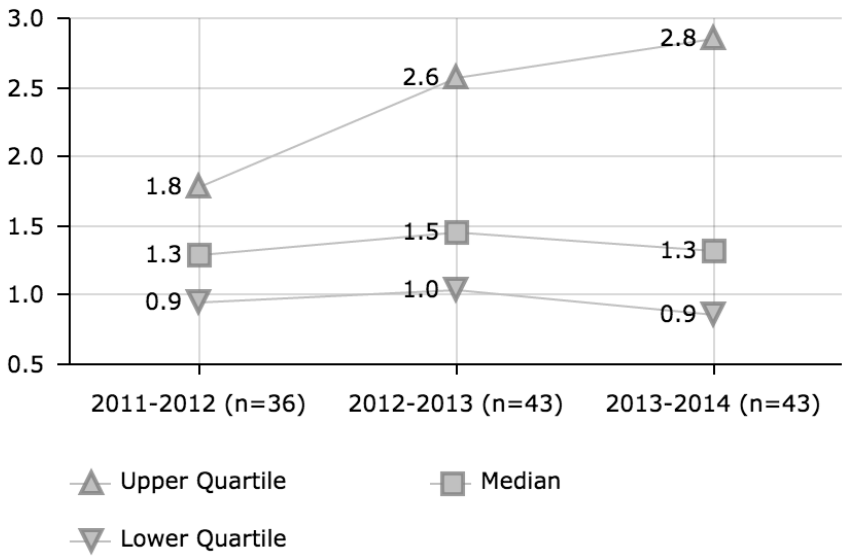
Factors that Influence

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

District ID	2011-2012	2012-2013	2013-2014
1	0.65%	0.60%	0.63%
2		1.16%	
3		0.44%	
4	0.54%	0.69%	0.67%
5	0.12%	0.13%	0.14%
6	1.02%	0.68%	0.73%
7	0.70%	1.46%	0.95%
8	0.66%	0.74%	0.77%
9	0.80%		0.75%
10	0.52%	0.56%	0.52%
12	0.29%	0.30%	0.17%
13	0.55%	0.89%	0.26%
14	1.18%	1.12%	0.66%
16	1.00%	0.70%	0.65%
18	0.94%		
19			0.81%
20	0.91%	0.94%	0.78%
21	1.17%	0.98%	1.15%
23	0.49%	0.42%	0.41%
25	2.12%	1.99%	1.90%
26	0.36%	0.36%	0.35%
28	1.34%	1.45%	1.35%
30		1.00%	1.10%
32			0.88%
33		1.41%	
34		2.15%	2.05%
35	0.10%	0.73%	
37	0.75%	0.77%	0.74%
39	0.77%	1.18%	1.19%
41	0.75%	0.73%	
43	0.93%	0.84%	0.83%
44	0.45%	0.47%	0.43%
45		0.53%	
46		0.80%	0.79%
47	0.34%	0.36%	0.32%
48	0.40%	0.39%	0.33%
49		0.46%	0.46%
52	0.67%	0.67%	0.55%
55	1.10%		1.19%
56	0.42%	0.90%	0.53%
57	1.20%	1.62%	1.09%
58		1.37%	1.24%
62			0.06%
63			1.59%
66	0.88%	0.33%	1.00%
67	0.84%	0.55%	0.11%
71	0.73%	0.90%	0.69%
74			0.03%
101	1.29%		1.40%

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

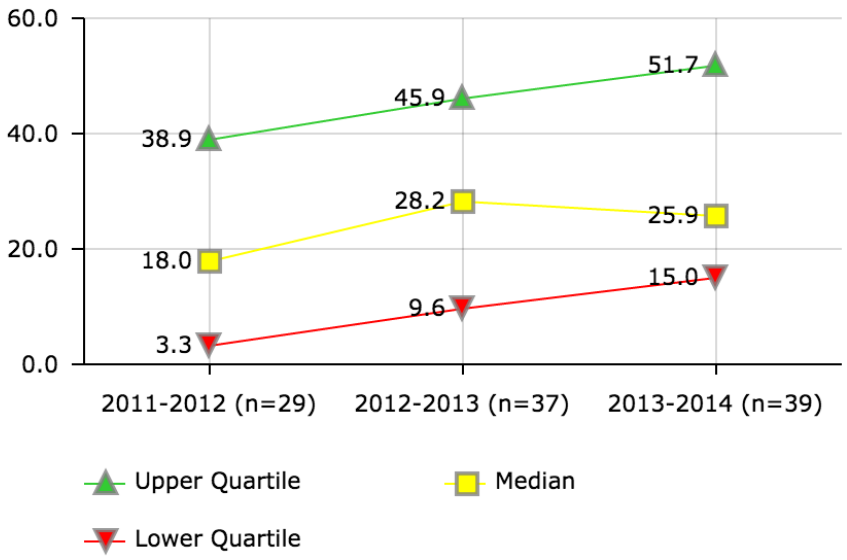
Factors that Influence

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

District ID	2011-2012	2012-2013	2013-2014
1	0.2	1.2	1.3
2		3.2	
3	1.3	1.4	1.7
4	1.3	1.2	1.3
5	0.3	2.5	2.8
6	1.6	1.7	1.7
7	1.6	3.4	1.6
8	1.0	1.0	1.1
9	0.7	0.6	0.6
10	1.0	0.9	1.1
11	1.0		
12	0.7	0.7	0.3
13	0.7	0.8	0.9
14	2.1	2.3	2.3
16	1.3	0.5	0.5
18	1.3		
19		2.5	2.4
20	3.6	3.7	3.6
21	4.6	4.6	4.8
23	1.1	1.2	1.2
25		7.3	6.3
26	1.4	1.4	1.4
28	2.7	2.6	
30		3.5	3.7
32			0.5
33		2.2	
34		5.3	4.8
35	1.8	1.5	
37	1.6	1.7	1.5
39	1.2	1.1	1.1
41	1.0	1.1	1.1
43	3.0	2.5	2.9
44	0.7	0.7	0.7
45		1.7	
46	1.7	1.9	1.8
47	0.3	0.3	1.3
48	1.2	1.1	0.8
49	0.6	0.6	0.6
52		1.1	1.3
55	1.6		1.5
56		0.8	0.5
57	5.5	5.8	5.5
58		3.1	3.3
62			0.3
63			5.1
66	5.2	5.4	8.5
67	1.4	1.5	1.8
71	0.9	1.0	1.1
74			0.5
101	3.3	1.2	1.3

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

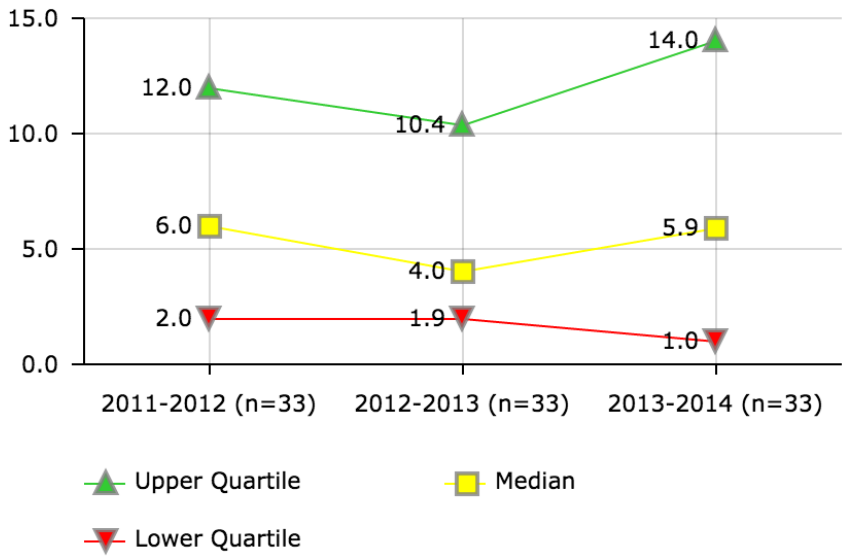
Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Denver Public School District 1
- Hillsborough County Public School District
- Metropolitan Nashville Public School
- Palm Beach County School District
- Richmond City School District
- Rochester City School District
- San Diego Unified School District
- St. Louis City Public School District
- St. Paul Independent School District 625

District ID	2011-2012	2012-2013	2013-2014
1	15.0	50.0	21.3
2	2.1	194.9	85.8
3	97.0	100.0	67.2
4	2.8	31.5	25.9
5			0.2
6	5.0	1.5	1.3
7	9.8	28.9	6.3
8	180.0	33.5	106.3
9	112.5	109.0	34.8
10		43.1	70.9
11	21.2		
12		1.2	
13	0.1	0.2	
14	41.2	79.1	84.6
16		75.2	82.8
18	0.6		
19		21.9	33.9
20	21.1	25.2	22.6
21		0.6	116.2
23	7.9	28.2	
25		0.2	0.2
26	0.5		
28		14.8	28.8
30		15.3	15.0
32			8.1
33			24.0
34	57.5	63.7	22.6
35	31.9	35.9	
37	6.6	70.2	51.7
39	23.1	41.4	22.6
41	44.8	45.0	43.1
43	0.5	0.7	
44		0.6	28.8
46		45.9	49.0
47	47.4	83.6	95.2
48	7.0	21.0	13.4
49	18.0	18.0	18.0
52			28.8
53	38.9		
55			15.6
56	19.6	13.0	34.6
57		3.7	4.0
58		9.6	
62	3.3		
63			109.1
66		9.1	20.5
67			0.8
71	2.8	17.5	17.5
74			13.2
101	25.1	29.2	31.0

SAFETY & SECURITY

Crisis Response Teams - Drills per Team



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

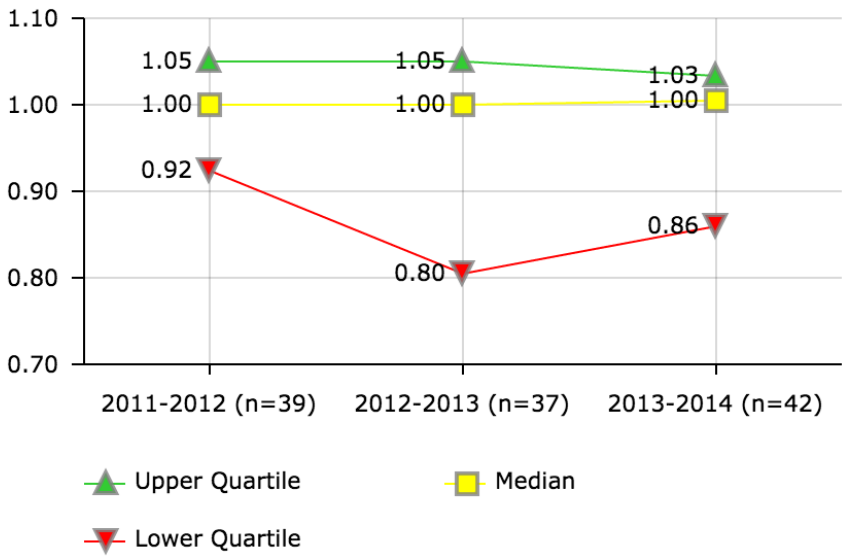
Districts in Best Quartile (FY 2013-14)

- Atlanta Public Schools
- Austin Independent School District
- Denver Public School District 1
- Des Moines Public Schools
- Guilford County School District
- Metropolitan Nashville Public School
- Omaha Public School District 1
- Palm Beach County School District
- Providence Public Schools

District ID	2011-2012	2012-2013	2013-2014
1		5.2	
2		16.0	0.4
3	7.4	10.1	10.6
4	2.0	2.0	2.0
5			12.8
6	0.7	0.7	0.7
7	1.0		
8	12.0	4.0	14.0
9	9.0	10.0	10.0
10	1.0	1.0	
11	2.0		
12	12.0	14.7	20.1
13	1.0	1.0	1.0
14	1.0	3.4	3.4
16	3.0	8.4	3.0
19	3.0	3.0	
20	3.9	3.9	3.9
21	3.2	3.7	4.9
23	13.0	1.9	2.0
25	10.0	10.2	0.9
26	6.0	6.0	5.9
28	0.3	17.3	21.5
32			0.0
33		0.8	
35	29.7	0.0	
37	13.1	11.2	16.0
39	10.8	11.1	
41	4.0	9.2	9.2
43			0.0
44			0.2
47	15.9	16.9	16.9
48	0.0	1.3	10.3
49	14.6	14.4	14.4
52	10.4	10.4	10.9
53	9.3		
55			0.0
56	12.0	3.0	
57			9.0
58			2.0
66	11.0	2.0	64.1
67	6.0	1.0	
71	15.4	15.4	15.2
74			14.2
101	0.2	1.1	1.0

SAFETY & SECURITY

Crisis Response Teams - Teams per Academic Site



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

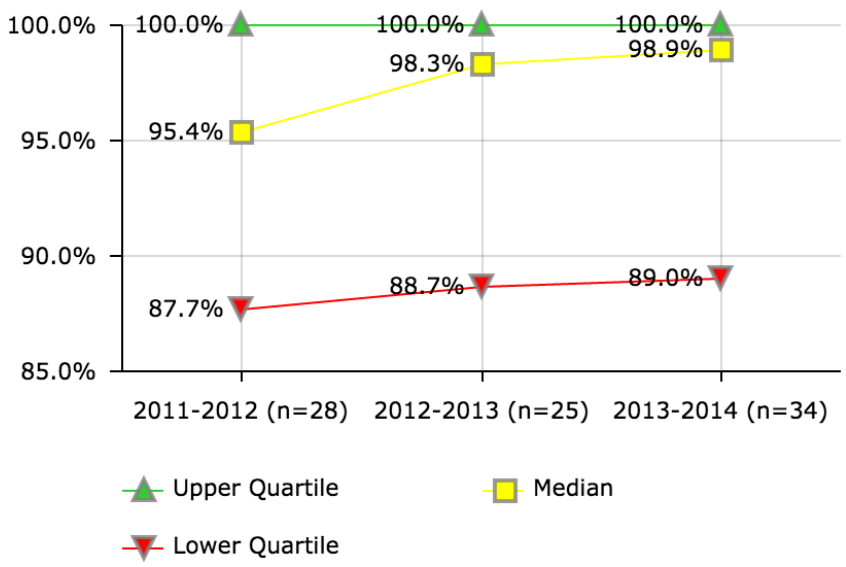
Districts in Best Quartile (FY 2013-14)

- Atlanta Public Schools
- Cincinnati Public Schools
- Denver Public School District 1
- Fresno Unified School District
- Newark Public School District
- Omaha Public School District 1
- Orange County Public School District
- Palm Beach County School District
- Rochester City School District
- Santa Ana Unified School District
- Wichita Unified School District 259

District ID	2011-2012	2012-2013	2013-2014
1		1.00	0.01
2	1.00	1.00	0.94
3	0.97	1.00	1.00
4	1.05	1.06	1.06
5			1.01
6	0.80	0.80	0.80
7	0.02	0.02	0.02
8	1.00	1.12	1.76
9	1.00	1.00	1.00
10	1.05	1.05	0.00
11	1.00		
12	1.05		1.03
13	0.74	0.71	0.71
14	0.92	0.92	0.92
16	1.00	1.04	0.73
19	0.97	0.97	
20	1.07	1.05	1.05
21	3.63		3.08
23	1.05	1.04	1.01
25	1.08	0.39	1.06
26	0.99	1.02	1.02
28	0.98	1.00	1.06
30		1.00	1.00
32			1.00
33		0.07	
34	0.03	0.29	
35	1.01	21.40	
37	1.13	1.19	1.18
39	1.00	1.05	0.10
41	1.00	1.00	1.00
43	0.95		0.84
44	0.01		0.89
46		0.20	0.25
47	1.01	1.01	1.01
48	0.96	0.78	1.06
49	1.02	1.04	1.02
52	1.12	1.10	1.01
53	1.07		
55			1.01
56	1.08	1.11	1.00
57	0.01	0.02	1.00
58			0.86
62	0.01		
63		0.04	0.04
66	1.03	1.01	1.03
67	0.02	0.96	1.05
71	1.01	1.02	1.02
74			1.02
101	0.79	1.10	1.10

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.

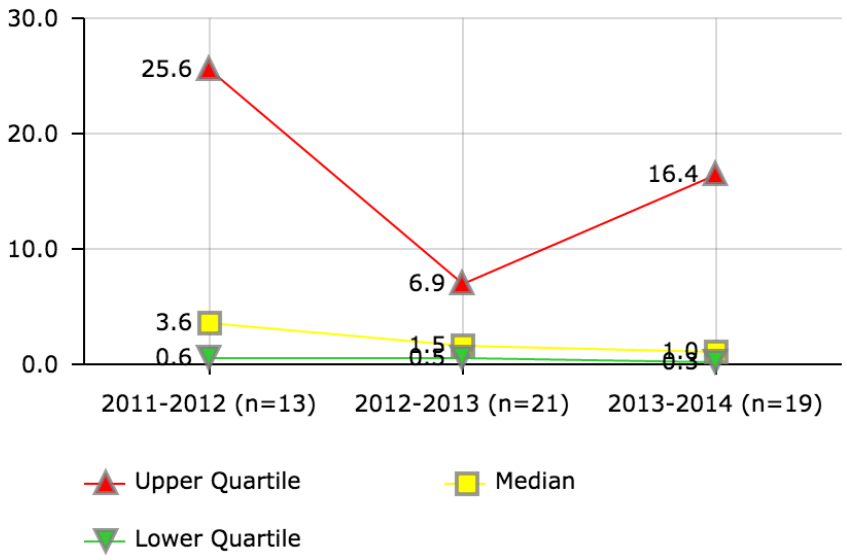
Districts in Best Quartile (FY 2013-14)

- Anchorage School District
- Baltimore City Public Schools
- Boston Public School District
- Charleston County School District
- Cincinnati Public Schools
- Clark County School District
- Dayton Public School District
- Des Moines Public Schools
- Guilford County School District
- Kansas City School District 33
- Newark Public School District
- Orange County Public School District
- Pittsburgh Public Schools
- Providence Public Schools
- Sacramento City Unified School District
- Seattle School District 1
- St. Paul Independent School District 625

District ID	2011-2012	2012-2013	2013-2014
1	100.0%	100.0%	100.0%
2	86.9%	86.7%	96.0%
3	100.0%	100.0%	100.0%
4		70.9%	92.2%
6	58.9%	78.6%	78.6%
7	30.5%	100.0%	100.0%
8	97.6%	99.0%	86.8%
9			100.0%
10	96.2%		89.0%
12	97.1%		100.0%
13	94.4%		77.4%
14	92.9%	92.9%	92.9%
16	100.0%	98.3%	75.2%
19	94.6%	90.0%	100.0%
20	100.0%	100.0%	100.0%
21	77.8%	94.6%	
23	9.8%	100.0%	100.0%
25	100.0%	34.4%	100.0%
26	100.0%		100.0%
28	91.9%	88.7%	89.6%
32			86.9%
34	46.8%	100.0%	100.0%
35	88.5%	31.0%	
39	100.0%	91.5%	97.0%
41	27.6%		
43			100.0%
44	89.3%	95.0%	90.7%
46		100.0%	100.0%
47			93.8%
48	97.1%	100.0%	100.0%
49	100.0%	100.0%	100.0%
52	97.0%	98.5%	82.5%
56	100.0%		
62			100.0%
63		98.8%	68.1%
66		83.2%	97.9%
67			86.1%
74			100.0%
101	89.6%		

SAFETY & SECURITY

Health/Safety Violations per Site



Description of Calculation

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

Factors that Influence

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

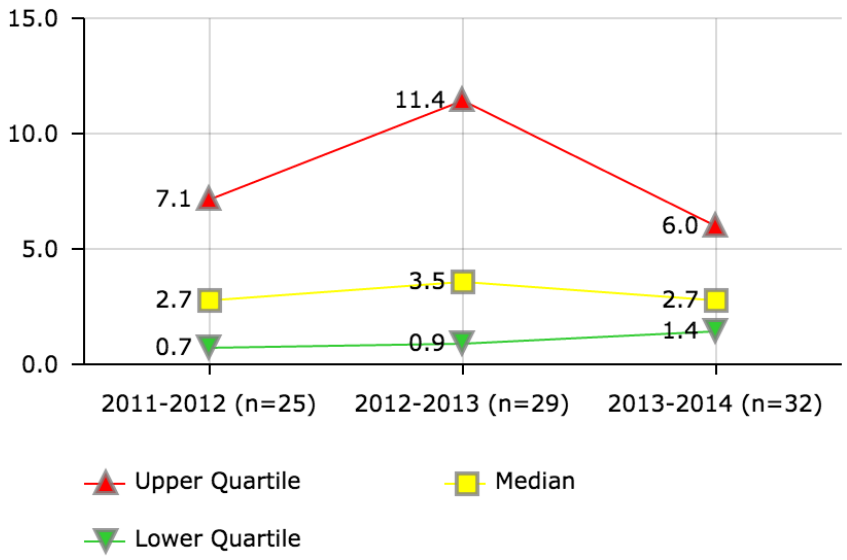
Districts in Best Quartile (FY 2013-14)

- Atlanta Public Schools
- Birmingham City Public School District
- Boston Public School District
- Dayton Public School District
- Pittsburgh Public Schools

District ID	2011-2012	2012-2013	2013-2014
1		0.5	
2	2.5	2.8	0.7
3			7.7
4		0.1	
6	0.2	0.1	0.1
7	5.6	0.0	
8	16.5	16.2	16.4
10	37.3	32.4	26.2
12		0.9	
13	25.6	67.4	
19			0.2
21	0.2	4.0	
25	1.0	1.0	
26	0.2		0.2
28			0.3
32			33.4
34			1.0
35	0.6	6.9	
39	3.6	1.5	5.1
43			0.2
44	28.7	14.7	
45		0.5	
46		0.1	0.9
47			1.2
48	33.6	34.9	44.8
49		5.4	1.8
52		1.8	
58			21.6
63		1.5	0.7
66		1.0	
74			0.6

SAFETY & SECURITY

Incidents - Bullying/Harassment per 1,000 Students



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

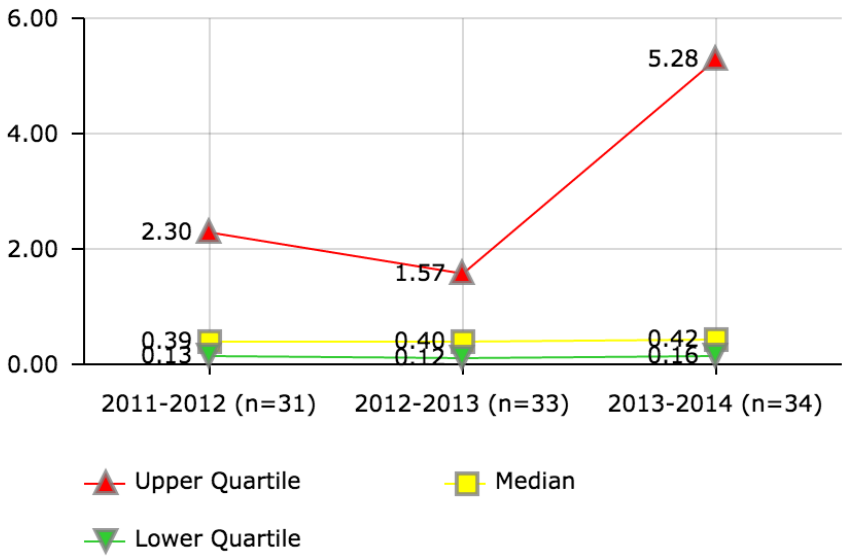
Districts in Best Quartile (FY 2013-14)

- Cincinnati Public Schools
- Cleveland Metropolitan School District
- Des Moines Public Schools
- Los Angeles Unified School District
- Newark Public School District
- San Diego Unified School District
- Seattle School District 1
- St. Louis City Public School District

District ID	2011-2012	2012-2013	2013-2014
1	1.1	1.4	0.9
2		19.5	
3	10.0	13.2	20.5
4	7.1	12.2	11.8
6	6.0	3.6	4.0
7	22.5	21.6	2.6
8	7.2	1.9	2.9
9	1.2	5.5	4.1
10	2.8	2.6	1.7
11	1.9		1.0
12	3.4		1.1
13	0.5	0.9	
14	20.2	17.1	15.3
16	2.6	0.5	0.5
18	36.0		
19		28.8	
20	0.5	0.5	0.5
21			26.2
23	5.8	5.3	
25		4.6	1.3
26	1.8	3.5	4.4
28	0.1	0.0	
32			1.4
33		21.0	
34		0.2	6.4
39	0.6	0.9	1.6
43	3.1		3.5
44	0.4		2.8
46		6.3	5.6
47	19.7	11.4	7.3
48	2.7	0.9	1.5
49		1.7	3.8
52		6.6	9.7
57	0.1	0.2	0.2
58		2.1	2.2
63			0.1
66			17.6
71		1.1	2.3
74			2.6
101	0.7		

SAFETY & SECURITY

Incidents - Intrusion/Burglary Incidents per Site



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

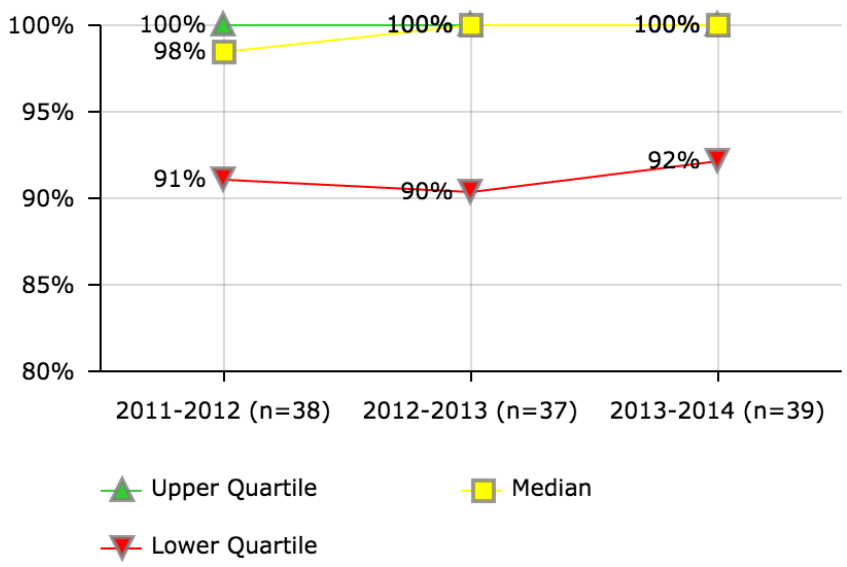
Districts in Best Quartile (FY 2013-14)

- Austin Independent School District
- Cincinnati Public Schools
- Cleveland Metropolitan School District
- Guilford County School District
- Hillsborough County Public School District
- Long Beach Unified School District
- Orange County Public School District
- San Diego Unified School District
- Wichita Unified School District 259

District ID	2011-2012	2012-2013	2013-2014
1	0.83	0.69	0.66
2	0.11	0.08	159.64
3	0.17	0.04	9.81
4	0.34	0.05	0.13
5		14.36	0.39
6	2.64	1.55	1.95
7	2.30	0.32	2.77
8	0.69	0.40	0.26
9	64.87	74.20	95.13
10		4.93	0.08
11	0.24		
12	0.25	0.22	
13			1.69
14	1.26	0.61	0.42
16	0.39	0.04	0.16
19			0.17
20	0.17	0.14	0.03
21	43.83		
23		0.03	
25	0.08	0.02	0.31
26	0.12	0.11	0.16
28	0.01	0.64	1.33
32			0.41
33		3.76	
34		1.57	9.55
35	24.04	22.02	
37	0.13	0.34	7.99
39	0.46	0.25	0.17
41	1.41	0.46	0.34
44	0.60	0.55	24.79
46		0.41	0.57
48	0.02	0.20	0.10
49	96.89		0.06
53	22.95		
56	0.04		0.16
57	0.25	0.19	0.06
58		3.89	5.28
62	0.59		
63		24.55	6.44
67		0.12	
71	0.22	0.07	0.02
74			0.64
77	0.01		
101	3.46	9.46	10.01

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 ID	2011-2012	2012-2013	2013-2014
1	96%	83%	
2	100%	100%	
3	100%	100%	100%
4	97%	100%	100%
5	100%	100%	100%
6	91%	61%	79%
7	99%	99%	99%
8	96%	100%	100%
9	100%	100%	100%
10	86%	86%	87%
12	100%		100%
13	76%	74%	74%
14	93%	96%	
16	100%	90%	90%
19	95%	98%	100%
20	100%	100%	100%
21	78%	100%	100%
23		100%	100%
25	100%	34%	100%
26	100%	100%	100%
28	88%	89%	
30		100%	100%
32			100%
34	47%	100%	100%
35	100%		
37	100%	100%	
39	100%	100%	90%
41	100%	100%	100%
43			87%
44	100%		86%
46		100%	99%
47	100%	100%	100%
48	88%	89%	100%
49	83%	93%	92%
52	97%	100%	100%
53	100%		
55	95%		100%
56		100%	100%
57	67%	68%	70%
58		72%	86%
62	98%		100%
63			100%
66		100%	100%
67	93%	93%	
71	99%	100%	100%
74			100%
77	100%		
101	43%	94%	94%

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.**

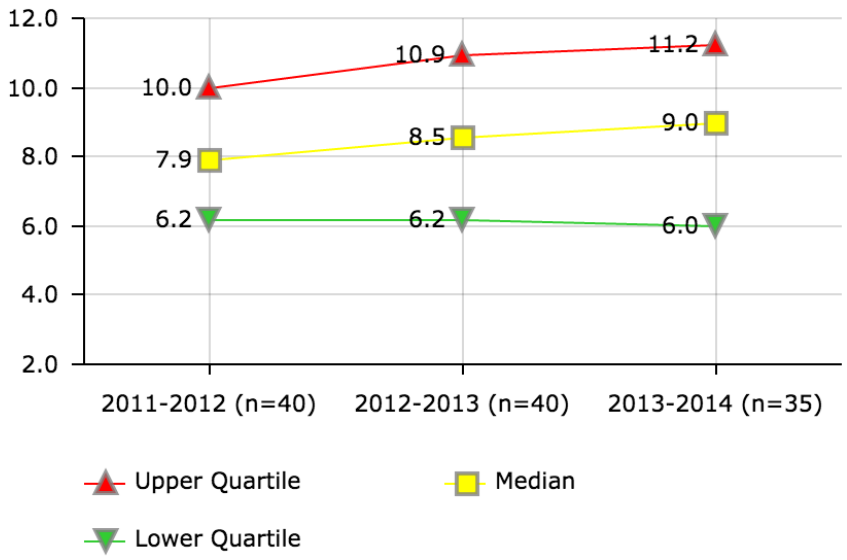
Careful consideration of each measure and its impact on a district's transportation services is vital to the improvement of performance.

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

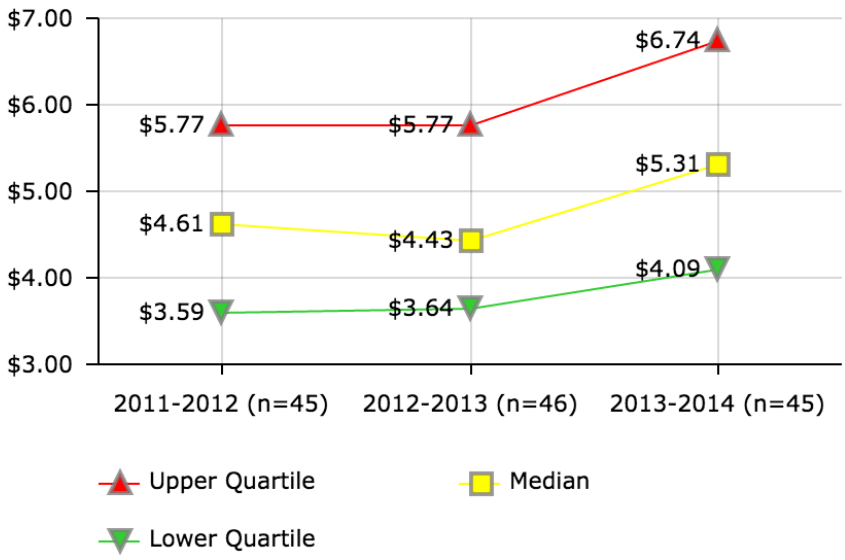
Districts in Best Quartile (FY 2013-14)

- Baltimore City Public Schools
- Birmingham City Public School District
- Charlotte-Mecklenburg School District
- Cincinnati Public Schools
- Columbus Public Schools
- Fresno Unified School District
- Long Beach Unified School District
- Minneapolis Public School District
- St. Paul Independent School District 625

District ID	2011-2012	2012-2013	2013-2014
2	11.5	12.4	15.0
3	2.7	2.8	3.0
4	2.0	3.0	
5	10.8	10.9	10.2
6	6.9	5.9	4.8
7	11.1	10.2	11.9
8	7.4	8.6	9.0
9	6.6	7.2	6.6
10	10.0	12.3	12.7
11	11.2	12.3	13.3
12	6.4	6.1	6.6
13		11.6	11.2
14	7.8	7.8	7.5
16	10.8	11.8	12.8
18	2.0	12.0	12.0
19	11.0	9.5	9.5
20	4.3	4.8	5.6
21	7.5	8.1	7.0
25	8.8	8.8	9.0
26	5.0	4.3	
28	6.0	7.0	6.0
30	6.5	6.5	
32	5.8		
33		9.2	
34	8.0		
35	6.3	6.2	5.4
37	9.7	9.4	9.7
39	8.3	8.5	8.8
43	10.0		
46	9.8	10.4	5.4
47	9.5		9.1
48	6.8	6.8	6.4
49	8.7	9.7	9.7
52	5.3	6.0	6.0
53	8.9		
55	5.9	4.7	6.0
56	10.0	12.0	5.0
57	12.0	13.0	13.0
58		8.6	10.3
62	14.9	16.9	14.3
63		6.0	
66		8.0	9.0
67	3.9	3.9	3.9
71	6.9	6.7	7.7
79	14.5	11.0	

TRANSPORTATION

Cost per Mile Operated



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

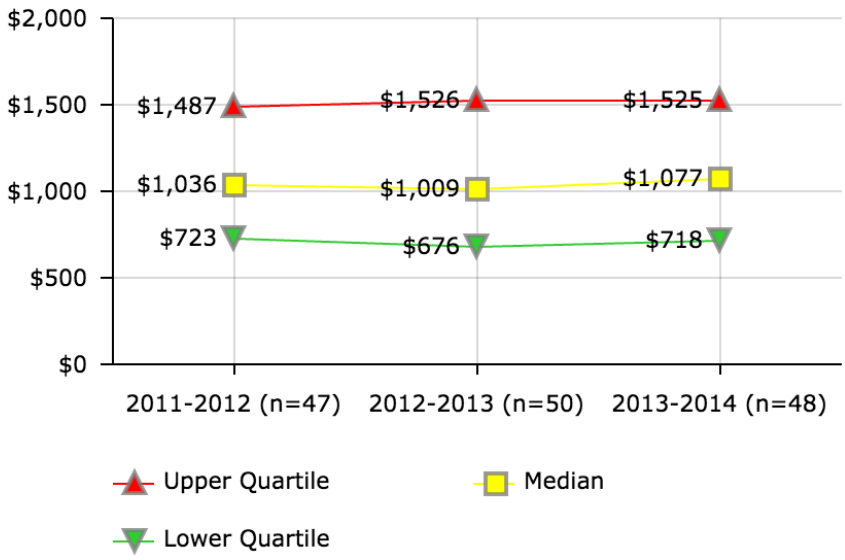
Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Charlotte-Mecklenburg School District
- Columbus Public Schools
- Dallas Independent School District
- Duval County Public Schools
- Guilford County School District
- Hillsborough County Public School District
- Houston Independent School District
- Newark Public School District
- Omaha Public School District 1
- Palm Beach County School District
- Shelby County School District

District ID	2011-2012	2012-2013	2013-2014
1	$5.88	$6.13	$6.25
2	$3.59	$2.86	$4.56
3	$4.61	$3.93	$4.61
4	$2.91	$4.17	
5	$5.70	$5.13	$6.42
6	$7.57	$8.21	$8.13
7	$4.87	$4.95	$5.76
8	$3.60	$3.20	$3.02
9	$4.65	$4.71	$4.94
10	$4.08	$4.10	$3.20
11	$6.10	$5.77	$5.65
12	$7.43	$6.50	$9.20
13		$4.39	$4.30
14		$2.96	$3.12
16	$3.31	$4.47	$4.34
18	$5.55	$2.94	$3.25
19	$4.10	$3.64	$7.42
20	$4.42	$4.77	$6.10
21	$5.77	$6.46	$6.74
23	$1.56		
25	$1.08	$2.59	$0.15
26	$6.36	$7.04	
28	$9.16	$6.97	$5.35
30	$4.65	$4.20	$4.59
32	$2.13		
33		$7.74	
34	$6.63	$5.72	$6.15
35	$5.56	$4.39	$3.75
37	$5.05	$5.32	$5.69
39	$3.17	$3.14	$3.29
41	$4.13	$3.98	$4.09
43	$8.97		$10.68
44	$3.47	$3.56	$3.24
45	$7.17	$6.78	$6.80
46		$13.40	$15.09
47	$5.71		$5.97
48	$5.42	$4.89	$5.30
49	$3.98	$3.70	$3.38
50		$2.35	
52	$2.98	$4.25	$4.21
53	$2.95		
54			$6.52
55	$3.22	$3.23	$3.36
56	$3.70	$3.88	
57	$1.26	$1.29	$9.47
58		$6.74	$8.22
62	$4.39	$5.30	$5.31
63		$5.30	$4.82
66	$4.61	$4.87	$3.68
67	$5.57	$1.95	$7.14
71	$3.82	$3.95	$4.49
74			$9.11
79	$7.08	$6.58	
101	$10.42		$8.70

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

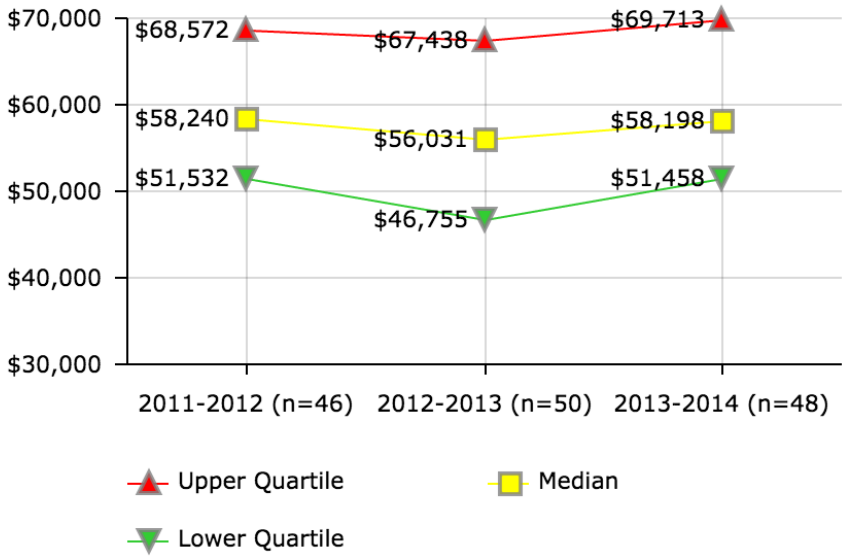
Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Anchorage School District
- Broward County School District
- Charleston County School District
- Charlotte-Mecklenburg School District
- Denver Public School District 1
- Hillsborough County Public School District
- Metropolitan Nashville Public School
- Newark Public School District
- Palm Beach County School District
- Shelby County School District
- St. Paul Independent School District 625

District ID	2011-2012	2012-2013	2013-2014
1	$904	$968	$1,096
2	$704	$654	$946
3	$644	$602	$649
4	$1,598	$1,769	$1,755
5	$690	$676	$842
6	$1,072	$1,242	$1,214
7	$723	$684	$705
8	$818	$610	$621
9	$1,036	$1,081	$1,024
10	$662	$687	$606
11	$2,457	$3,186	$2,678
12	$878	$829	$1,005
13		$665	$633
14		$425	$454
16	$1,708	$2,349	$2,502
18	$854	$463	$533
19	$683	$803	$1,688
20	$797	$756	$946
21	$1,487	$427	$1,677
23	$506	$540	$456
25	$306	$1,633	$688
26	$1,132	$1,255	
28	$1,334	$1,241	$779
30	$1,143	$1,010	$985
32	$699		
33		$1,008	
34	$1,306	$1,108	$1,208
35	$1,639	$1,168	$1,057
37	$490	$559	$498
39	$1,385	$1,521	$1,374
41	$887	$927	$1,200
43	$1,547	$1,526	$3,192
44	$946	$1,112	$1,114
45	$1,271	$1,185	$1,193
46	$1,172	$1,262	$1,286
47	$785		$700
48	$1,327	$1,001	$1,133
49	$1,028	$934	$891
50		$676	
52	$1,006	$993	$925
53	$830		
54	$4,898	$4,588	$2,814
55	$500	$500	$505
56	$1,417	$1,848	$2,771
57	$3,047	$3,220	$811
58		$2,554	$3,191
62	$2,991	$3,916	$4,014
63		$1,309	$1,141
66	$2,225	$2,443	$2,122
67	$1,328	$415	$1,210
71	$698	$695	$732
74			$1,111
79	$3,466	$1,716	
101	$3,020	$3,397	$3,428

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

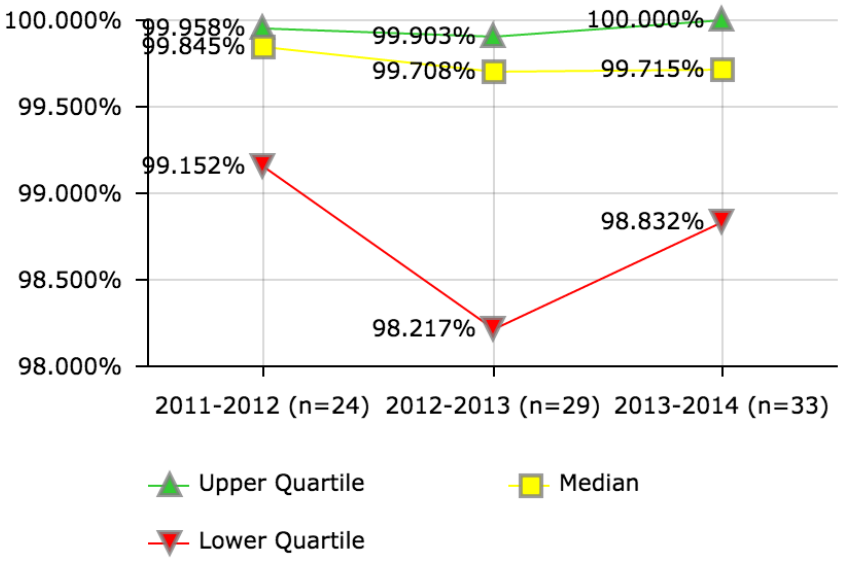
Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Charleston County School District
- Columbus Public Schools
- Guilford County School District
- Hillsborough County Public School District
- Houston Independent School District
- Newark Public School District
- Omaha Public School District 1
- Palm Beach County School District
- Richmond City School District
- Santa Ana Unified School District
- Seattle School District 1

District ID	2011-2012	2012-2013	2013-2014
1	$68,066	$66,963	$35,438
2	$51,688	$40,346	$37,022
3	$62,694	$61,539	$72,323
4	$49,899	$51,935	$53,856
5	$51,858	$47,661	$53,712
6	$50,044	$55,909	$51,541
7	$58,279	$57,588	$64,054
8	$53,007	$27,057	$44,734
9	$60,631	$66,400	$68,516
10	$52,808	$48,780	$38,915
11	$71,118	$77,328	$65,269
12	$86,295	$81,452	$115,314
13		$55,567	$54,026
14		$35,069	$38,376
16	$50,159	$55,969	$54,061
18	$56,476	$45,275	$51,810
19	$41,155	$42,215	$94,283
20	$64,721	$55,547	$69,455
21	$58,201	$55,934	$58,307
23	$33,591	$30,121	$27,987
25		$29,437	$16,008
26	$79,804	$83,585	
28	$101,307	$71,118	$59,147
30	$55,661	$51,032	$55,495
32	$36,325		
33		$60,426	
34	$59,601	$64,670	$75,177
35	$79,749	$67,438	$51,376
37	$50,455	$50,680	$51,869
39	$45,643	$44,508	$45,318
41	$59,521	$56,093	$66,069
43	$46,254	$46,755	$100,386
44	$57,179	$60,209	$57,590
45	$68,572	$66,934	$65,276
46	$85,520	$90,612	$106,916
47	$58,682		$59,921
48	$79,369	$76,739	$84,145
49	$51,532	$46,522	$44,478
50		$25,132	
52	$65,722	$73,323	$64,564
53	$37,502		
54	$58,911	$67,282	$65,340
55	$56,187	$57,446	$56,868
56	$59,871	$50,589	$55,007
57	$90,387	$92,881	$105,892
58		$76,350	$86,733
62	$73,571	$69,390	$68,267
63		$68,521	$69,970
66	$54,267	$58,350	$51,128
67	$76,834	$26,525	$128,907
71	$54,613	$55,852	$58,088
74			$76,092
79	$74,781	$83,611	
101	$35,277	$37,095	$39,720

TRANSPORTATION

On-Time Performance



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

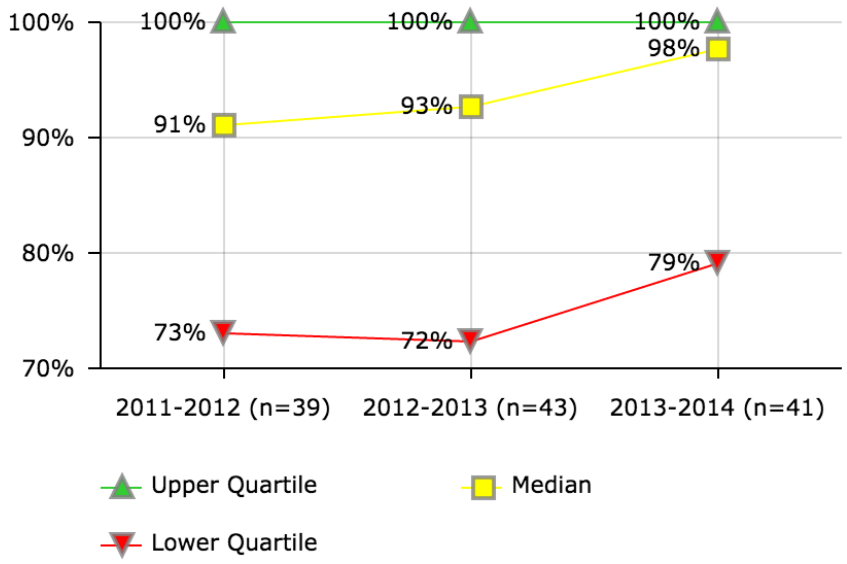
Districts in Best Quartile (FY 2013-14)

- Broward County School District
- Dallas Independent School District
- Dayton Public School District
- Des Moines Public Schools
- Long Beach Unified School District
- Newark Public School District
- Palm Beach County School District
- Rochester City School District
- Seattle School District 1
- Shelby County School District

District ID	2011-2012	2012-2013	2013-2014
1			100.000%
3	99.556%	99.244%	98.900%
4	99.211%	98.217%	
5	99.894%	97.820%	90.340%
6		100.000%	
7		99.860%	99.858%
8	99.938%		100.000%
9	100.000%		
10			99.810%
11	99.491%	98.134%	99.111%
12			100.000%
13			100.000%
14	99.845%	99.581%	99.658%
16	98.738%	98.833%	98.832%
18			100.000%
19			100.000%
20	99.993%	99.991%	99.991%
21			100.000%
23	99.939%	99.903%	99.852%
25		99.854%	100.000%
26	89.280%	94.070%	
28	99.899%	99.898%	
30	99.877%	99.887%	98.935%
33		98.929%	
34		98.958%	99.682%
35	99.798%	99.903%	
37	99.846%	99.646%	99.926%
39	96.000%	98.000%	98.107%
41		100.000%	100.000%
46	95.445%	93.866%	91.021%
48	99.984%	99.993%	99.989%
52		92.717%	92.459%
54	100.000%	100.000%	
55	98.000%	98.054%	98.000%
56		100.000%	100.000%
57	99.093%		
58			91.340%
63			99.314%
67	99.993%	99.994%	92.505%
71	99.706%	99.708%	99.708%
74			98.526%
101	99.976%	99.866%	99.715%

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.

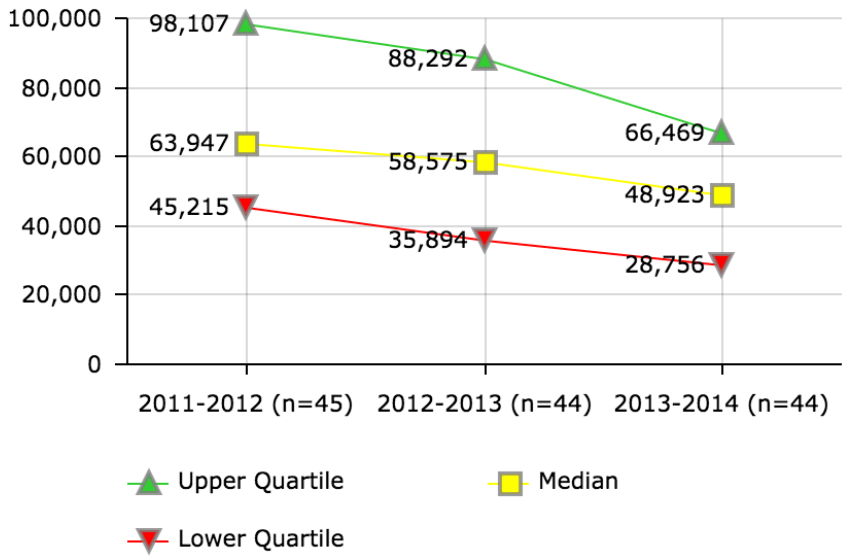
Districts in Best Quartile (FY 2013-14)

- Atlanta Public Schools
- Charlotte-Mecklenburg School District
- Cincinnati Public Schools
- Clark County School District
- Columbus Public Schools
- Dayton Public School District
- Denver Public School District 1
- Duval County Public Schools
- Houston Independent School District
- Kansas City School District 33
- Long Beach Unified School District
- Metropolitan Nashville Public School
- Milwaukee Public Schools
- Providence Public Schools
- Shelby County School District
- St. Paul Independent School District 625
- Wichita Unified School District 259

District ID	2011-2012	2012-2013	2013-2014
1	100%	93%	53%
3	100%	99%	100%
4	100%	100%	100%
5	68%	69%	97%
7	100%	100%	41%
8	64%	37%	98%
9	98%	96%	100%
10		100%	100%
11	75%	98%	91%
12	84%	90%	95%
13		37%	99%
14	84%	80%	32%
16	43%	44%	89%
18	91%	92%	100%
19	79%	90%	100%
20	97%	90%	100%
21	74%	72%	73%
23	45%	28%	31%
25	14%	31%	31%
26	100%	100%	
28	100%	100%	100%
30			103%
33		100%	
34	83%	100%	100%
35	100%	100%	100%
37	100%	100%	100%
39	100%	100%	100%
41		99%	
43	18%	26%	29%
44	73%	100%	100%
45	91%	100%	97%
46	93%	79%	79%
47	100%		100%
48	100%	100%	99%
49	8%	8%	8%
50		91%	
52	100%	100%	93%
53	63%		
54	100%	100%	
55	100%	100%	100%
56	95%	91%	100%
58			72%
63		85%	96%
66	99%	36%	35%
67	57%	56%	
71	83%	85%	86%
74			100%
101	91%	100%	87%

TRANSPORTATION

Accidents - Miles Between Accidents



Description of Calculation

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

Importance of Measure

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

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

Accident awareness and prevention can reduce liability exposure to a district

Factors that Influence

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

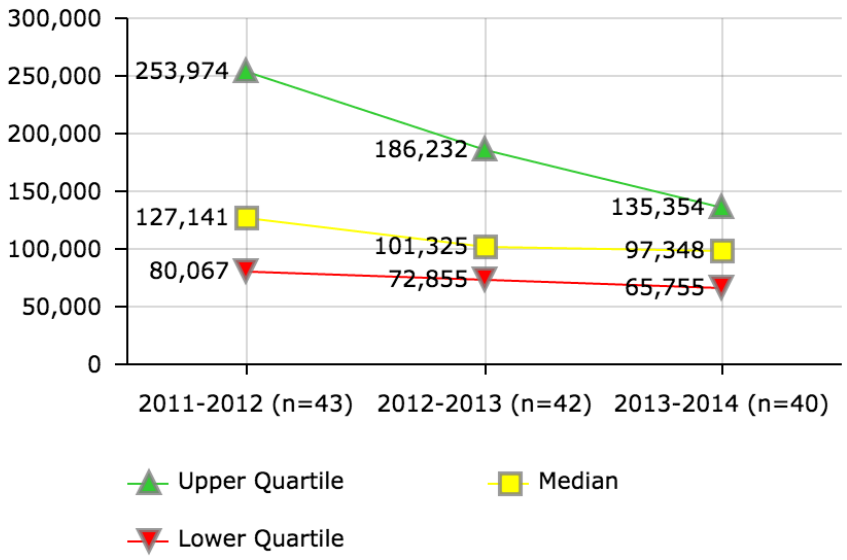
Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Birmingham City Public School District
- Duval County Public Schools
- Fresno Unified School District
- Guilford County School District
- Milwaukee Public Schools
- Orange County Public School District
- Richmond City School District
- Seattle School District 1
- Shelby County School District
- St. Louis City Public School District

District ID	2011-2012	2012-2013	2013-2014
1	166,482	67,975	109,148
2	40,297	69,732	68,953
3	187,339	70,445	49,929
4	140,988	146,228	
5	34,910	20,767	18,887
6	93,142	85,953	98,035
7	27,565	44,478	30,263
8	98,107	93,714	23,775
9	51,674	49,686	40,981
10	41,133	48,549	35,808
11	62,899	68,040	33,063
12	48,656	69,958	55,413
13		34,622	30,561
14	75,364	113,363	89,151
16	52,771	52,121	56,175
18	25,134	148,669	80,742
19	65,468	28,116	32,653
20	51,864	62,379	62,467
21	110,634	54,681	58,994
23	56,159		
25	64,000	136,657	
26	23,003	16,942	
28	49,152	36,756	49,152
30	67,328	90,632	69,217
32	230,330		
33		32,024	
34	46,677	52,374	26,071
35	33,272	36,179	28,746
37	201,709	20,529	18,430
39	118,065	66,529	63,985
41	38,497	23,360	22,772
43	76,527		48,694
44	93,425	85,223	109,412
45	54,804	35,609	22,692
46		12,816	14,515
47	17,020		23,038
48	164,709	145,465	117,978
49	63,947	59,860	70,564
52	130,391	82,880	54,298
53	84,658		
54			28,839
55	78,181	54,175	53,017
56	268,125		
57		304,225	47,096
58			28,481
62	83,853	48,895	43,382
63		254,917	73,661
66	37,678	91,067	51,524
67	185,294	185,294	178,571
71	53,645	57,291	50,889
74			28,501
79	15,390	29,332	
101	45,215	20,781	28,767

TRANSPORTATION

Accidents - Miles Between Preventable Accidents



Description of Calculation

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

Importance of Measure

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

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

Accident awareness and prevention can reduce liability exposure to a district

Factors that Influence

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

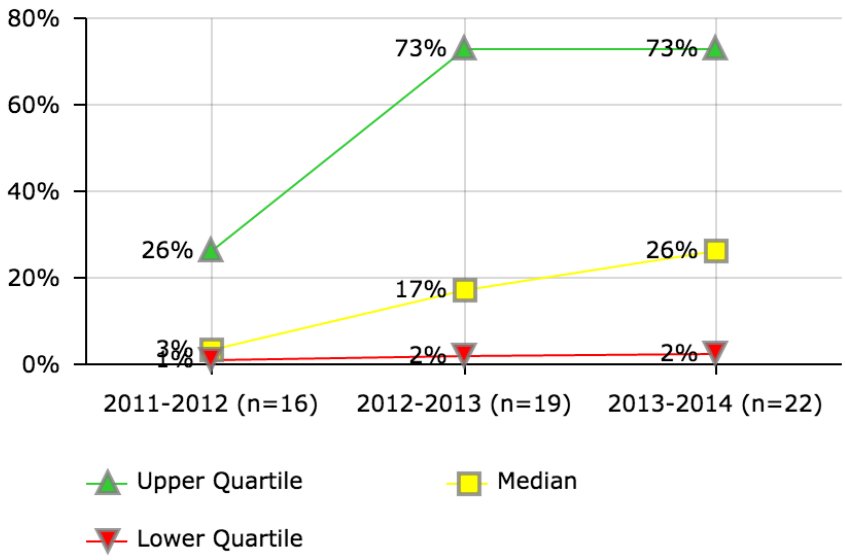
Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Birmingham City Public School District
- Duval County Public Schools
- Fresno Unified School District
- Houston Independent School District
- Orange County Public School District
- Richmond City School District
- School District of Philadelphia
- Shelby County School District
- St. Louis City Public School District

District ID	2011-2012	2012-2013	2013-2014
1	310,766	93,466	114,606
2	88,218	90,463	216,053
3	374,678		
4	234,979	311,529	
5	61,473	53,238	34,428
6	170,760	186,232	269,595
7	60,184	79,859	78,824
8	267,184	181,995	105,069
9	99,903	95,071	95,096
10	98,672	103,774	84,379
11	235,217	249,974	111,831
12	70,773	119,929	90,411
13		119,225	95,525
14	127,792	193,814	153,785
16	80,067	96,577	105,903
18		292,691	146,346
19	76,379	37,113	50,794
20	84,376	95,211	95,288
21	121,516	98,876	112,625
23	79,355		
25	240,000	436,000	
26	70,627	65,087	
28	110,592	72,855	110,592
32	455,959		
33		55,954	
34	93,354	94,771	
35	61,544	83,139	58,509
37	212,325	45,163	41,521
39	751,890	175,248	186,212
41	61,633	40,161	45,462
44	333,660	220,497	334,672
45	154,216	69,764	52,312
46		24,886	30,865
47	40,948		47,016
48	224,806	229,682	225,634
49	127,141	117,059	99,171
52	217,318	161,993	102,562
53	253,974		
54			61,847
55	121,230	93,673	95,323
56	1,206,560		
57	1,080,000	450,000	69,662
58		194,320	446,200
62	232,924	125,293	124,361
63			235,715
66	86,738	153,377	95,227
67	420,000	450,000	416,667
71	126,713	153,589	111,266
74			85,504
79	60,278	58,663	
101	316,507	20,781	57,533

TRANSPORTATION

Bus Fleet - Alternatively-Fueled Buses



District ID	2011-2012	2012-2013	2013-2014
1		17%	10%
3	0%		17%
5	72%	79%	86%
6	4%	4%	4%
7	1%	1%	
9	98%	96%	100%
11	40%	62%	63%
16		70%	89%
20			20%
23	0%		
26		100%	
28		1%	1%
35	1%	1%	1%
39	3%	100%	100%
41	41%	48%	31%
43			0%
44	2%	2%	2%
48	1%	4%	50%
49	6%	73%	73%
54			2%
56	7%	23%	44%
62		10%	93%
66			54%
67	13%	13%	21%
71	1%	1%	1%

Description of Calculation

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

Importance of Measure

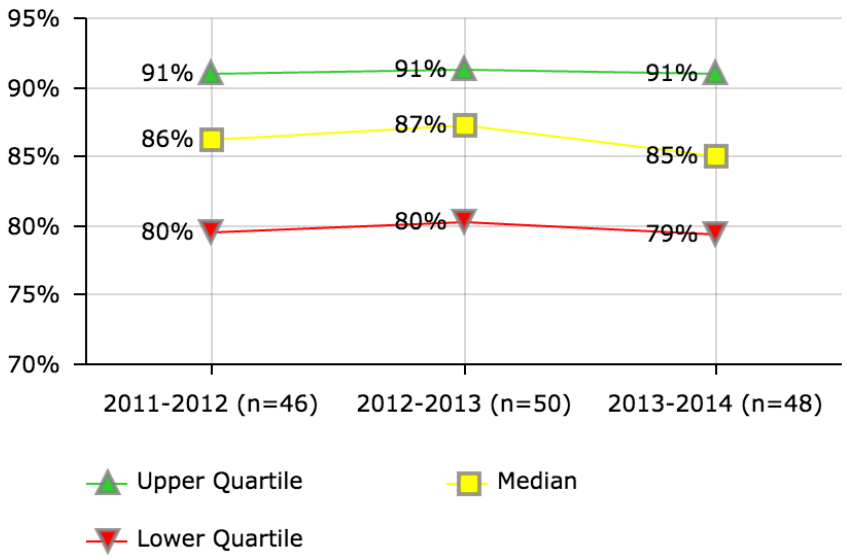
Bus fleets using alternative fuels tend to be more eco- friendly, and depending on fuel prices they can be a cheaper alternative.

Districts in Best Quartile (FY 2013-14)

- Clark County School District
- Guilford County School District
- Houston Independent School District
- Portland School District 1J
- Sacramento City Unified School District
- San Diego Unified School District

TRANSPORTATION

Bus Fleet - Daily Buses as Percent of Total Buses



Description of Calculation

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

Importance of Measure

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

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

Factors that Influence

- Historical trends 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

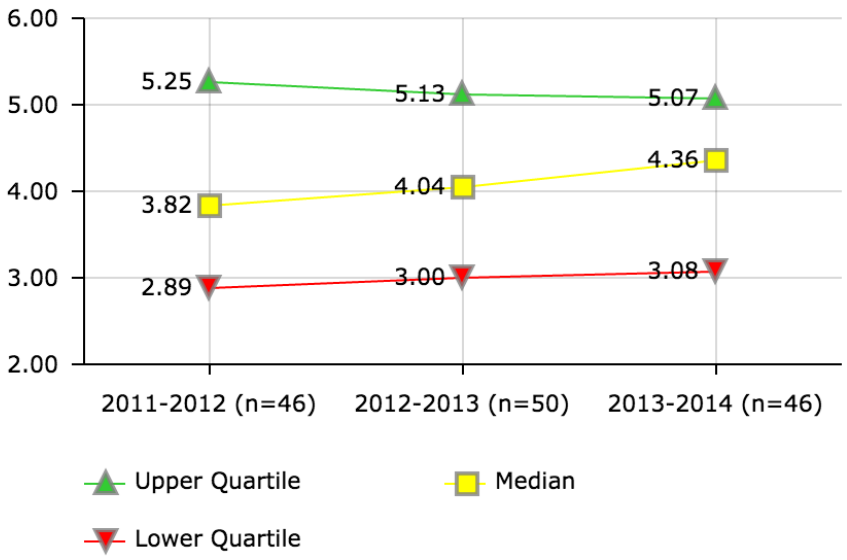
Districts in Best Quartile (FY 2013-14)

- Buffalo City School District
- Chicago Public School District 299
- Cincinnati Public Schools
- Hillsborough County Public School District
- Kansas City School District 33
- Newark Public School District
- Pittsburgh Public Schools
- Santa Ana Unified School District
- Seattle School District 1
- Shelby County School District
- St. Paul Independent School District 625
- Wichita Unified School District 259

District ID	2011-2012	2012-2013	2013-2014
1	89%	91%	94%
2	79%	76%	54%
3	91%	91%	91%
4	94%	91%	93%
5	83%	83%	80%
6	89%	87%	79%
7	79%	79%	79%
8	74%	85%	72%
9	92%	90%	78%
10	73%	67%	100%
11	84%	100%	88%
12	74%	75%	75%
13		99%	76%
14	80%	80%	80%
16	78%	58%	58%
18	91%	92%	91%
19	75%	68%	79%
20	89%	93%	93%
21	89%	89%	87%
23	97%	82%	81%
25	96%	94%	94%
26	88%	87%	
28	82%	82%	82%
30	91%	91%	91%
32	86%		
33		63%	
34	92%	91%	93%
35	92%	94%	84%
37	81%	80%	80%
39	82%	84%	84%
41	93%	91%	88%
43		100%	100%
44	88%	89%	88%
45	91%	91%	91%
46	87%	84%	88%
47	77%		75%
48	79%	81%	79%
49	81%	81%	81%
50		99%	
52	86%	84%	85%
53	81%		
54	87%	94%	92%
55	87%	90%	89%
56	95%	86%	85%
57	73%	75%	76%
58		94%	87%
62		80%	89%
63		92%	90%
66	81%	87%	83%
67	92%	92%	85%
71	78%	77%	76%
74			83%
79	82%	80%	
101	91%	91%	100%

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

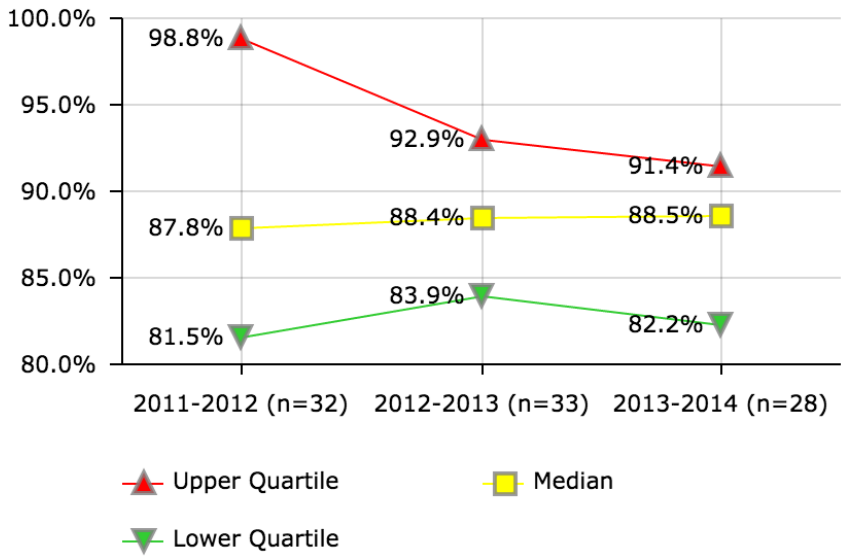
Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Anchorage School District
- Charlotte-Mecklenburg School District
- Hillsborough County Public School District
- Houston Independent School District
- Long Beach Unified School District
- Minneapolis Public School District
- Orange County Public School District
- Richmond City School District
- San Diego Unified School District
- Shelby County School District
- St. Paul Independent School District 625

District ID	2011-2012	2012-2013	2013-2014
1	4.62	4.63	4.41
2	5.97	5.42	5.52
3	6.06	6.05	5.24
4	4.93	4.79	4.85
5	3.68	3.45	3.64
6	3.22	3.42	3.74
7	5.97	8.67	8.52
8	1.00	0.50	4.37
9	3.80	4.26	5.06
10	5.56	5.92	5.07
11	2.36	0.59	2.71
12	6.11	6.32	4.97
13		3.70	4.86
14	6.12	5.80	5.80
16	4.83	5.43	5.41
18	5.47	3.00	6.00
19	2.00	4.70	2.00
20	3.72	3.79	3.98
21	2.14	1.90	2.12
23	4.24	3.93	4.46
25	2.08	2.06	2.06
26	5.54	5.68	
28	4.39	4.17	4.39
30	3.70	3.69	3.75
32	5.25		
33		3.74	
34	3.63	4.32	2.15
35	2.07	4.00	4.08
37	3.85	1.00	3.72
39	2.80	5.31	5.47
41	2.00	1.00	3.08
43	0.71	2.98	3.31
44	4.15	3.38	
45	3.47	3.53	3.89
46	2.15	3.90	2.88
47			3.17
48	2.95	6.02	6.29
49	4.33	4.59	4.60
50		1.84	
52	6.14	6.72	5.75
53	3.08		
54	2.89	2.77	2.78
55	6.02	6.09	5.91
56	3.29	4.95	6.05
57	4.45	4.40	4.36
58		1.00	
62	4.06	4.07	4.54
63		2.78	2.95
66	3.36	4.31	3.74
67	2.62	2.62	1.00
71	4.47	4.89	4.47
74			1.77
79	5.77	5.13	
101		3.00	2.21

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.

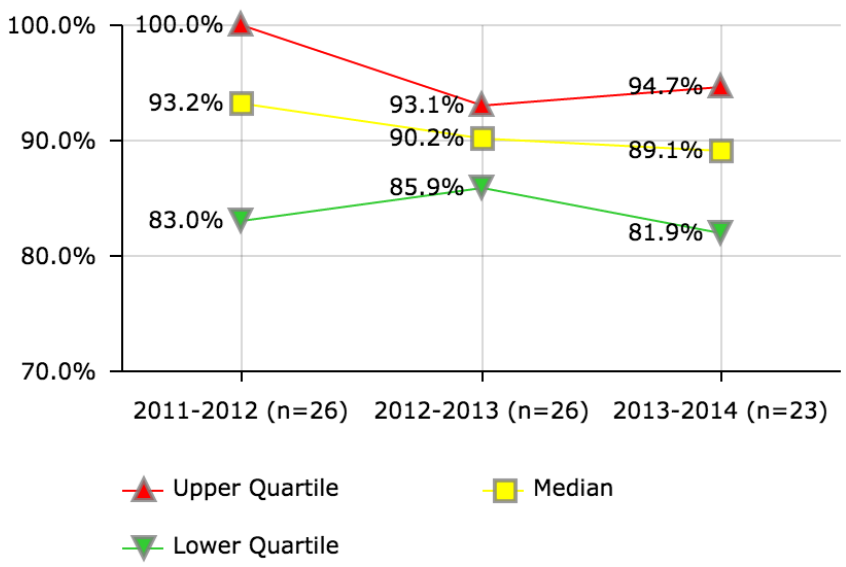
Districts in Best Quartile (FY 2013-14)

- Charlotte-Mecklenburg School District
- Columbus Public Schools
- Guilford County School District
- Providence Public Schools
- Rochester City School District
- Sacramento City Unified School District
- St. Louis City Public School District

District ID	2011-2012	2012-2013	2013-2014
1	97.6%		
3	92.9%	94.0%	
4	87.8%	87.1%	84.6%
6	100.0%	100.0%	100.0%
7	100.0%	100.0%	84.4%
8	100.0%	87.3%	88.5%
9	81.5%	79.7%	
10		80.9%	90.6%
11	91.6%	83.9%	83.4%
12	84.9%		
13		92.0%	
16	86.1%	88.4%	
18		85.6%	89.0%
19	100.0%	98.1%	98.3%
20	76.4%		
21	80.0%	80.2%	81.0%
25	92.7%	92.7%	97.1%
26	100.0%	100.0%	
28		86.7%	88.8%
33		100.0%	
35	81.4%	87.5%	69.9%
37	82.3%	89.5%	83.8%
41	87.7%		
44	89.6%	91.1%	90.2%
45		82.6%	83.5%
46	100.0%	91.5%	95.1%
47	86.1%	82.9%	99.7%
48	91.9%	91.9%	92.0%
49	80.5%	81.3%	79.3%
52	87.7%	93.7%	85.7%
53	100.0%		
55	81.6%	80.0%	79.9%
56	77.6%		
57	87.9%	88.1%	100.0%
62		91.5%	61.2%
63			55.4%
66	89.4%	84.9%	90.9%
67	80.2%	92.9%	89.1%
71	79.0%	80.5%	88.6%
74			38.0%
79	100.0%	100.0%	

TRANSPORTATION

Fuel Cost as Percent of Retail - Gasoline



Description of Calculation

Importance of Measure

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

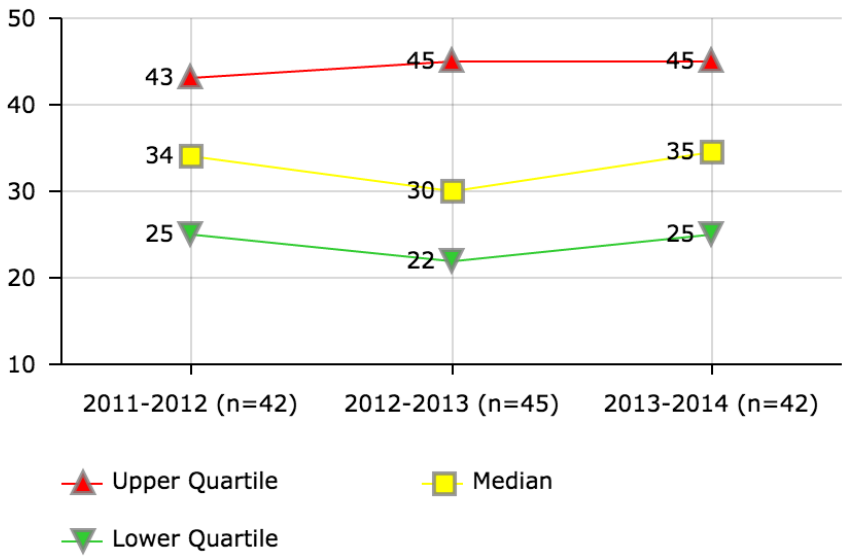
Districts in Best Quartile (FY 2013-14)

- Charlotte-Mecklenburg School District
- Columbus Public Schools
- Denver Public School District 1
- Guilford County School District
- Rochester City School District
- Sacramento City Unified School District

District ID	2011-2012	2012-2013	2013-2014
3	93.5%		
5	93.0%	90.8%	98.2%
6	100.0%	100.0%	100.0%
7	100.0%	100.0%	89.1%
8	100.0%	88.3%	89.4%
9	88.6%	82.6%	94.6%
10		83.2%	84.9%
11	95.5%	89.7%	91.2%
13		91.7%	
16	90.1%	90.3%	89.2%
19	100.0%	98.1%	
21	79.9%	78.6%	78.8%
25	93.3%	87.5%	102.5%
28		85.9%	83.7%
33		100.0%	
35	84.8%	87.1%	73.8%
37	78.7%	84.2%	81.6%
41	84.8%		
46	100.0%	92.7%	93.6%
47	83.0%	88.9%	100.0%
48	94.0%	92.2%	99.7%
49	82.7%	79.2%	81.9%
52	86.0%	92.4%	86.2%
53	100.0%		
55	82.7%	79.3%	80.8%
56	75.0%		
62	107.6%	93.3%	80.3%
66	97.2%	96.2%	94.7%
67	121.7%	93.1%	87.3%
71	80.8%	90.0%	87.4%

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

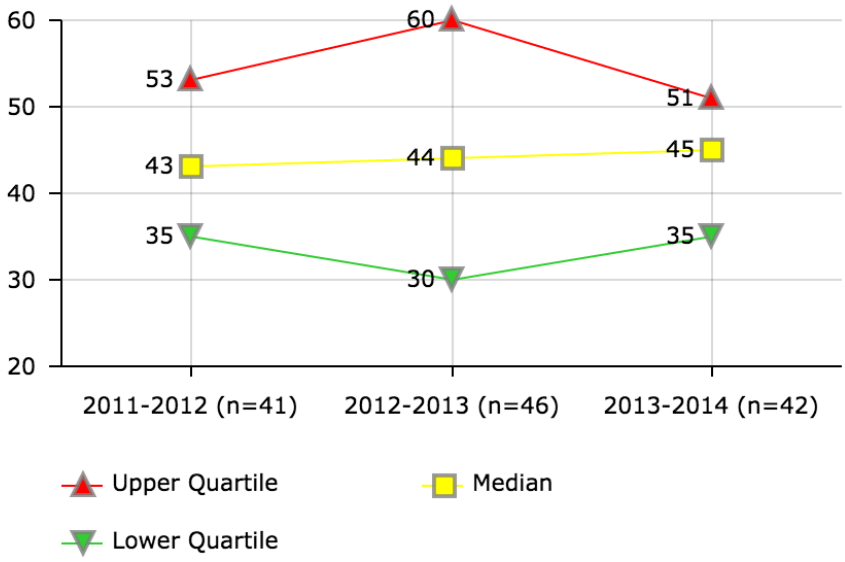
Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Anchorage School District
- Austin Independent School District
- Charlotte-Mecklenburg School District
- Dallas Independent School District
- Des Moines Public Schools
- Guilford County School District
- Minneapolis Public School District
- Portland School District 1J
- St. Paul Independent School District 625
- Wichita Unified School District 259

District ID	2011-2012	2012-2013	2013-2014
1		18	29
2	37	20	34
3	19	20	20
4	40	21	21
5	21	16	18
6	30	30	30
7	26		20
8	60	60	
9	21	21	
10	35	35	35
11	38	40	40
12	25	25	25
14	22	22	22
16	65	68	70
18	45	50	45
19	30	47	62
20	54	30	35
21	59	71	65
23	40	40	40
26	22	22	
28	30	30	30
30	52	52	52
33		45	
34	35	39	33
35	55	48	48
37	33	31	36
39	38	39	41
41	40	20	20
43	40	45	45
44	27	26	27
45	22	23	
46		30	45
47	60		35
48	43	43	29
49	24	24	24
50		15	
52	18	18	18
53	29		
54		45	45
55	15	13	14
56	30	30	30
57	45	45	45
58		82	75
62	30	30	30
63		50	60
66	41	33	31
67	60	60	60
71	28	16	24
74			50
79	20		

TRANSPORTATION

Daily Ride Time - SWD Students



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

Districts in Best Quartile (FY 2013-14)

- Austin Independent School District
- Birmingham City Public School District
- Des Moines Public Schools
- Guilford County School District
- Metropolitan Nashville Public School
- Minneapolis Public School District
- Newark Public School District
- Portland School District 1J
- Richmond City School District
- Seattle School District 1
- St. Paul Independent School District 625
- Wichita Unified School District 259

District ID	2011-2012	2012-2013	2013-2014
1		23	31
2	51	24	14
3	25	25	25
4	40	21	21
5	25	22	20
6	35	35	35
7	35	35	38
8	60	60	
9	29	29	
10	60	60	50
11	38	39	38
12	30	30	30
14	50	50	50
16	72	71	71
18	50	60	60
19	30	74	68
20	49	49	45
21	45	51	50
23	65	65	65
25		60	30
26	25	25	
28	45	45	45
30	53	53	53
33		45	
34	41	39	51
37	35	36	45
39	36	38	40
41	60	90	45
43	50	60	60
44	44	50	50
45	28	29	
46		30	45
47	60		35
48	43	43	63
49	20	20	20
50		26	
52	21	21	22
53	35		
54		47	50
55	60	35	38
56	30	60	60
57	45	45	45
58		78	80
62	75	50	45
63		40	45
66	41	46	45
67	60	60	60
71	62	35	31
74			40
79	35		

Human Resources

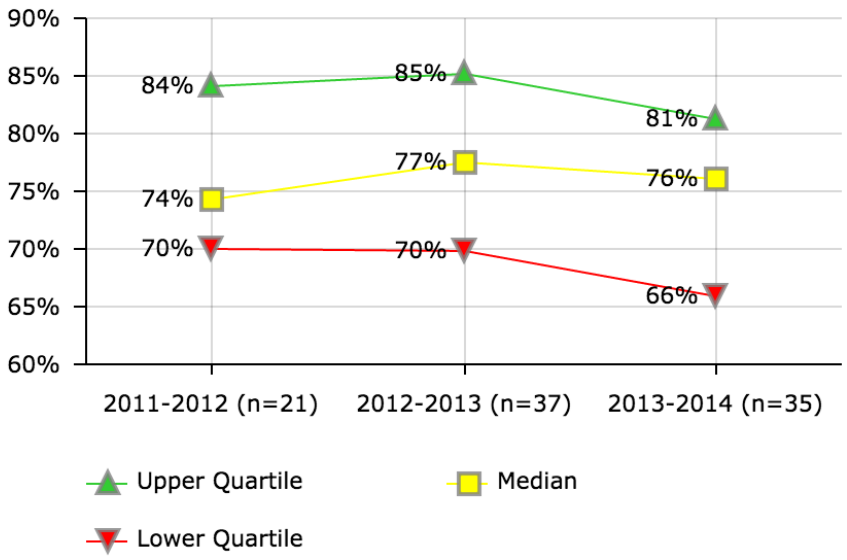
The measures in this section include such districtwide indicators as **Teacher Retention Rate** and **Employee Separation Rate**, as well as indicators that are focused more narrowly on the operation of the district's human resources department, such as **HR Cost per District FTE**, **HR Cost per $100k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

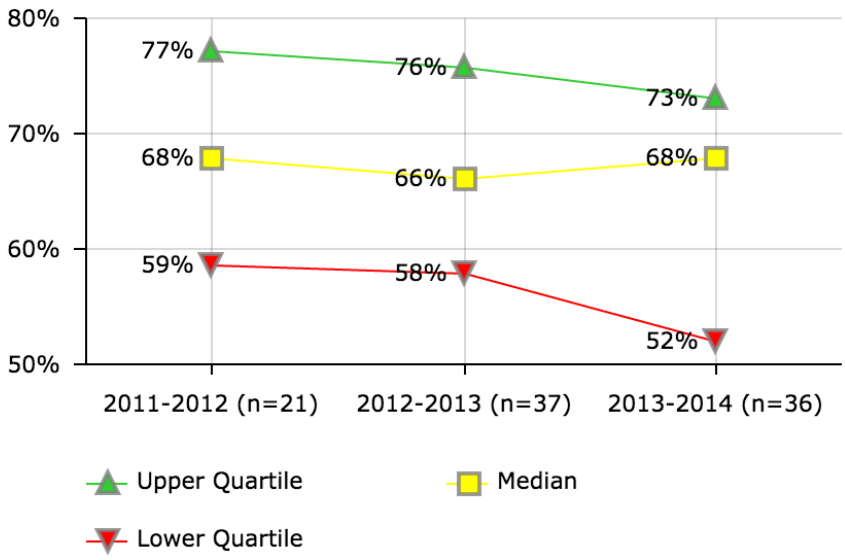
Districts in Best Quartile (FY 2013-14)

- Birmingham City Public School District
- Clark County School District
- Cleveland Metropolitan School District
- Dayton Public School District
- Long Beach Unified School District
- Los Angeles Unified School District
- Metropolitan Nashville Public School
- Portland School District 1J
- Richmond City School District

District ID	2011-2012	2012-2013	2013-2014
1		89%	78%
2		86%	84%
3	84%	94%	77%
4	84%	88%	78%
5	71%	83%	88%
6		100%	100%
7	70%	73%	80%
8		76%	64%
9		88%	82%
10	77%	66%	29%
11		85%	88%
12	76%		76%
13		77%	76%
14	90%	85%	79%
15		60%	
16	73%	67%	
19			98%
21		50%	72%
23	65%	67%	63%
30		73%	76%
32	75%	33%	74%
33		72%	75%
35		47%	
39	82%	96%	63%
41	42%	77%	
43			58%
44	57%	56%	73%
45		73%	
46	93%	78%	74%
47		58%	84%
48	63%	83%	78%
49	74%	71%	71%
52	63%	78%	58%
54		70%	
55		78%	
56		85%	81%
57			97%
58		71%	61%
62	72%	95%	
63	90%		
67	70%		79%
71	97%	94%	54%
74			76%
77		80%	
101			66%

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

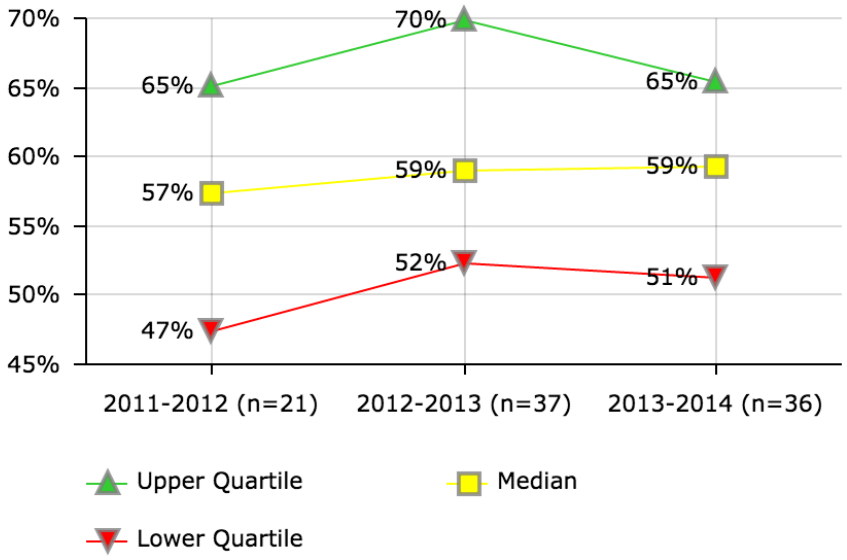
Districts in Best Quartile (FY 2013-14)

- Austin Independent School District
- Birmingham City Public School District
- Clark County School District
- Dayton Public School District
- Fresno Unified School District
- Los Angeles Unified School District
- Metropolitan Nashville Public School
- Portland School District 1J
- Providence Public Schools

District ID	2011-2012	2012-2013	2013-2014
1		76%	68%
2		85%	71%
3	70%	89%	39%
4	74%	76%	71%
5	59%	79%	83%
6		100%	100%
7	64%	61%	70%
8		66%	71%
9		79%	77%
10	61%	66%	34%
11		67%	75%
12	78%		69%
13		52%	64%
14	84%	90%	68%
15		66%	
16	61%	72%	
19			92%
21		53%	50%
23	52%	57%	67%
28			23%
30		63%	73%
32	50%	75%	33%
33		55%	51%
35		63%	
39	80%	82%	49%
41	83%	42%	
43			47%
44	50%	46%	58%
45		68%	
46	79%	54%	53%
47		50%	73%
48	58%	72%	68%
49	68%	62%	60%
52	58%	63%	57%
54		63%	
55		63%	
56		74%	67%
57			73%
58		47%	46%
62	66%	82%	
63	74%		
67	68%		74%
71	77%	58%	94%
74			76%
77		67%	
101			58%

HUMAN RESOURCES

Teacher Retention - Remaining After 3 Years



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

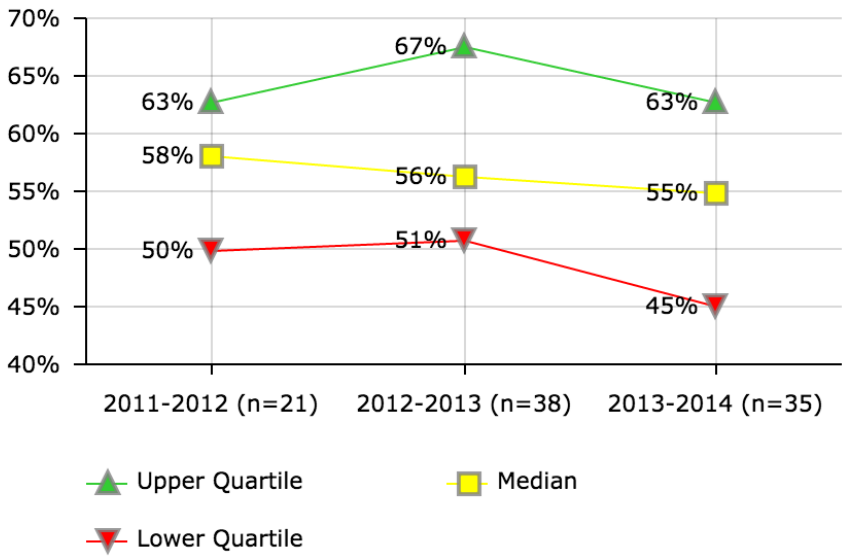
Districts in Best Quartile (FY 2013-14)

- Birmingham City Public School District
- Broward County School District
- Clark County School District
- Dayton Public School District
- Des Moines Public Schools
- Fresno Unified School District
- Miami-Dade County Public School District
- Portland School District 1J
- Santa Ana Unified School District

District ID	2011-2012	2012-2013	2013-2014
1		71%	60%
2		91%	57%
3	62%	83%	50%
4	73%	67%	64%
5	63%	69%	76%
6		100%	100%
7	57%	55%	59%
8		63%	62%
9		70%	73%
10	58%	54%	60%
11		65%	61%
12	67%		67%
13		52%	66%
14	78%	84%	65%
15		75%	
16	54%	61%	
19			97%
21		35%	53%
23	45%	45%	57%
28			37%
30		50%	63%
32	47%	50%	75%
33		30%	40%
35		49%	
39	90%	80%	35%
41	44%	83%	
43			48%
44	47%	42%	49%
45		65%	
46	65%	52%	43%
47		46%	58%
48	51%	62%	61%
49	55%	59%	55%
52	60%	53%	47%
54		52%	
55		43%	
56		66%	57%
57			64%
58		52%	39%
62	47%	77%	
63	42%		
67	53%		67%
71	69%	58%	58%
74			59%
77		59%	
101			67%

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

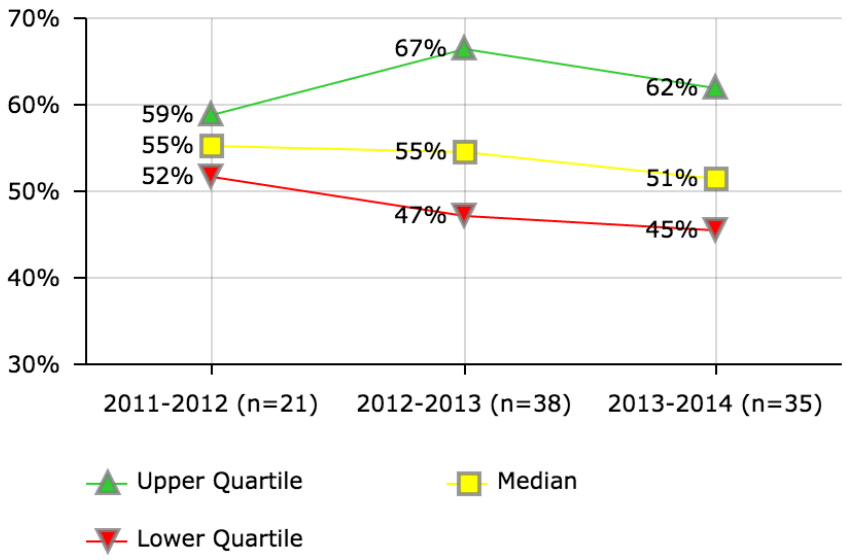
Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Birmingham City Public School District
- Clark County School District
- Dayton Public School District
- Des Moines Public Schools
- Los Angeles Unified School District
- Portland School District 1J
- Providence Public Schools
- Santa Ana Unified School District

District ID	2011-2012	2012-2013	2013-2014
1		68%	55%
2		91%	44%
3	52%	77%	56%
4	60%	67%	61%
5	58%	71%	75%
6		100%	100%
7	57%	52%	53%
8		59%	61%
9		67%	64%
10	57%	52%	60%
11		55%	63%
12	67%	64%	70%
13		59%	48%
14	72%	78%	63%
15		75%	
16	58%	56%	
19			93%
21		48%	35%
23	41%	41%	45%
28			55%
30		55%	50%
32	49%	47%	50%
33		34%	28%
35		67%	
39	91%	90%	34%
41	85%	44%	
43			29%
44	46%	40%	46%
45		64%	
46	61%	52%	44%
47		44%	
48	47%	54%	58%
49	50%	46%	49%
52	63%	60%	51%
54		53%	
55		34%	
56		63%	36%
57			50%
58		54%	44%
62	62%	56%	
63	30%		
67	63%		60%
71	60%	87%	58%
74			67%
77		51%	
101			67%

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

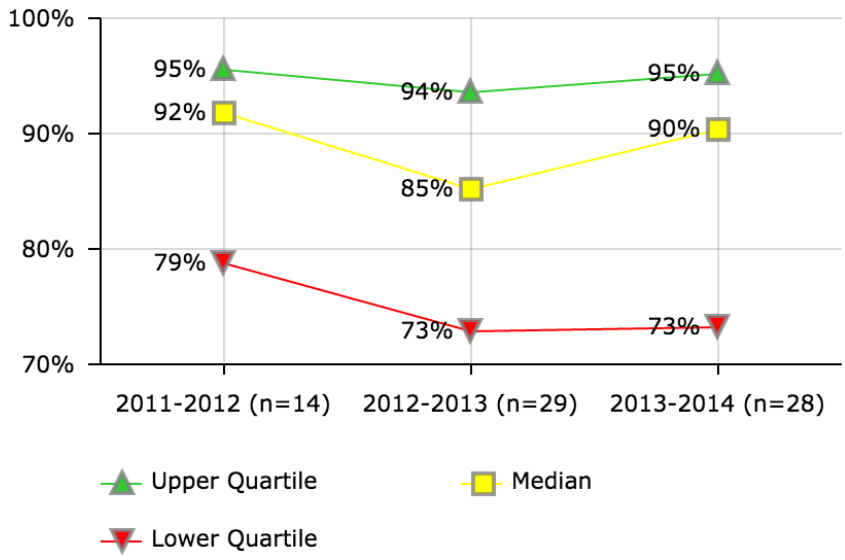
Districts in Best Quartile (FY 2013-14)

- Austin Independent School District
- Birmingham City Public School District
- Clark County School District
- Cleveland Metropolitan School District
- Dayton Public School District
- Fresno Unified School District
- Hillsborough County Public School District
- Portland School District 1J
- Providence Public Schools

District ID	2011-2012	2012-2013	2013-2014
1		58%	56%
2		94%	46%
3	57%	60%	47%
4	60%	56%	52%
5	59%	67%	64%
6		100%	100%
7	48%	51%	47%
8		52%	53%
9		62%	62%
10	55%	50%	62%
11		59%	52%
12	63%	63%	61%
13		70%	43%
14	58%	72%	56%
15		76%	
16	52%	55%	
19			65%
21		54%	48%
23	56%	37%	41%
28			45%
30		54%	55%
32	54%	49%	47%
33		31%	25%
35		74%	
39	94%	91%	34%
41	57%	85%	
43			47%
44	41%	37%	43%
45		62%	
46	54%	46%	45%
47		44%	
48	42%	50%	51%
49	41%	44%	41%
52	59%	23%	48%
54		48%	
55		36%	
56		67%	42%
57			65%
58		47%	47%
62	55%	64%	
63	41%		
67	79%		65%
71	53%	47%	87%
74			79%
77		53%	
101			60%

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

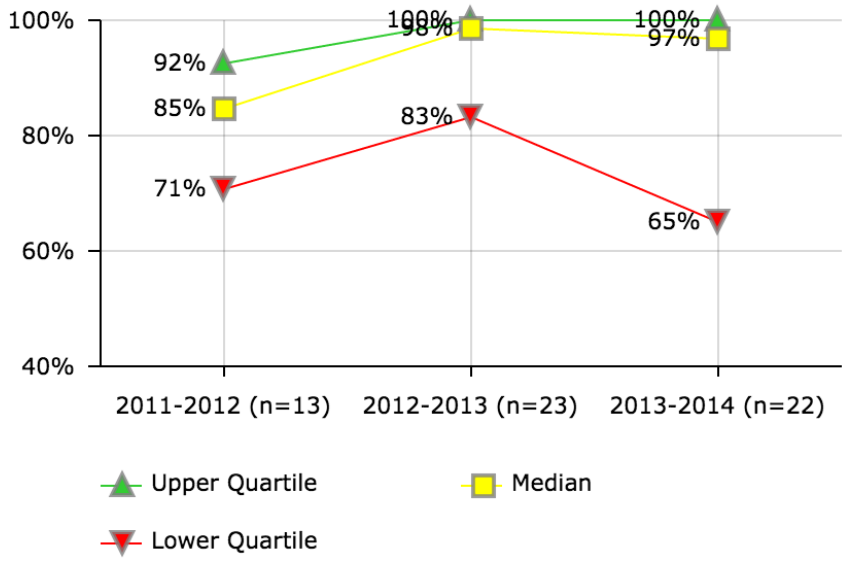
Districts in Best Quartile (FY 2013-14)

- Anchorage School District
- Austin Independent School District
- Broward County School District
- Fresno Unified School District
- Long Beach Unified School District
- Orange County Public School District
- Portland School District 1J

District ID	2011-2012	2012-2013	2013-2014
1		91%	91%
2		85%	73%
3	91%		
4	90%	77%	78%
5		100%	99%
6		63%	
7	94%	99%	95%
8		93%	94%
9		89%	91%
10	79%	75%	81%
11		70%	95%
12		83%	84%
13		98%	98%
14	75%	88%	95%
16	91%		
19		55%	69%
23		86%	
33		76%	59%
35		76%	
39		20%	77%
41	94%		
43			75%
44	100%		
45		60%	
46	49%	60%	64%
47		93%	93%
48	99%	99%	98%
49	95%	94%	93%
52	76%	73%	90%
55		85%	
56		99%	99%
57			73%
58		71%	73%
67	99%		98%
71	93%		97%
74			60%
77		94%	
101		95%	69%

HUMAN RESOURCES

Substitute Placements With a BA/BS or Higher



Description of Calculation

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

Importance of Measure

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

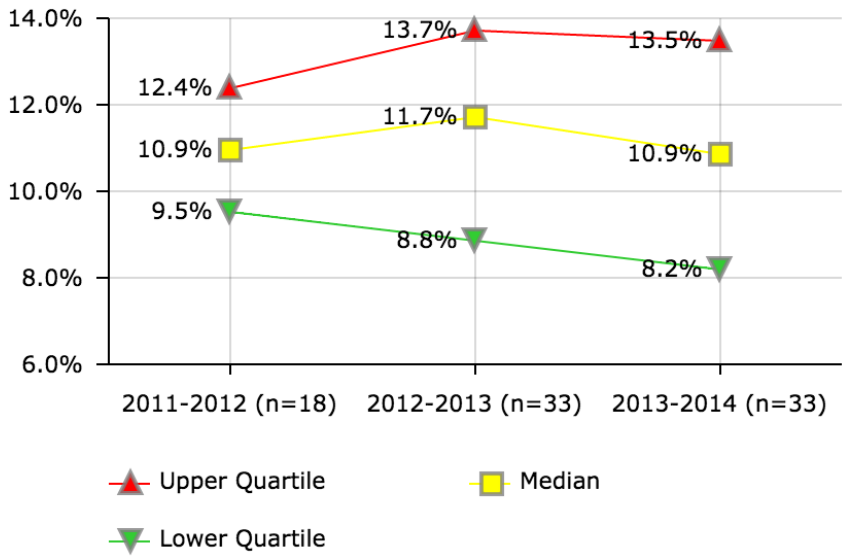
Districts in Best Quartile (FY 2013-14)

- Anchorage School District
- Cleveland Metropolitan School District
- Des Moines Public Schools
- Los Angeles Unified School District
- Pittsburgh Public Schools
- Portland School District 1J
- Providence Public Schools
- Santa Ana Unified School District
- School District of Philadelphia
- Seattle School District 1

District ID	2011-2012	2012-2013	2013-2014
1		100%	100%
2		98%	95%
3	3%		
5		100%	100%
7	46%	96%	100%
8		64%	64%
9		65%	65%
10	85%	98%	99%
11		100%	100%
12		100%	100%
14	83%	81%	77%
16	92%	90%	
19			5%
30		100%	1%
35		100%	
39	11%	11%	2%
41	100%	100%	
43			100%
44	85%	83%	76%
47		91%	
48	76%	85%	79%
49	71%	71%	68%
52	100%	100%	2%
54		100%	
57			100%
58		100%	100%
67	100%		
71	90%		
74			100%
77		100%	
101			100%

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

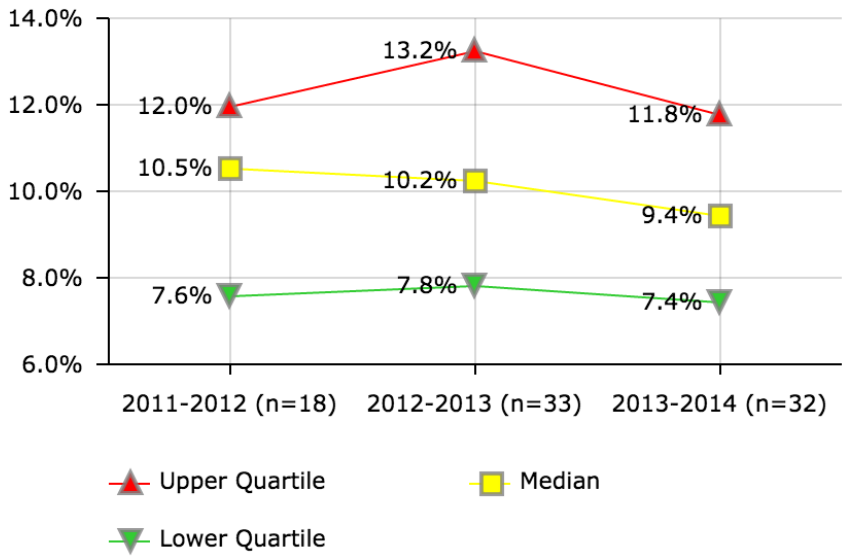
Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Dayton Public School District
- Des Moines Public Schools
- Fresno Unified School District
- Miami-Dade County Public School District
- Orange County Public School District
- Pittsburgh Public Schools
- Providence Public Schools
- Santa Ana Unified School District

District ID	2011-2012	2012-2013	2013-2014
1		13.1%	12.0%
2		6.9%	
3	6.9%	14.0%	9.8%
4	9.5%	8.4%	8.5%
5	15.9%	6.7%	8.3%
6		14.7%	10.8%
7	11.4%	15.3%	12.5%
8		13.7%	14.4%
9			13.7%
10	10.6%	13.3%	12.3%
11		15.2%	9.9%
12	10.2%		6.4%
13		9.5%	13.5%
14	9.4%	5.3%	6.2%
16		5.3%	
19			5.9%
21		5.3%	8.7%
23	12.4%	10.6%	11.3%
28			59.8%
30		16.4%	9.2%
32	3.1%	5.5%	7.4%
33		13.7%	
35		10.1%	
39	11.4%	25.9%	27.5%
41	10.9%	11.3%	
43			8.2%
44	13.4%	11.3%	15.5%
46	23.1%	20.0%	16.7%
47		13.3%	11.6%
48	9.9%	12.4%	6.3%
49	11.0%	11.6%	12.8%
52	13.0%	12.3%	14.3%
54		11.7%	
55		17.5%	
56		5.7%	10.9%
58		13.7%	27.9%
62		8.8%	
67	7.6%		6.1%
71	12.3%		11.8%
74			7.0%
101		8.9%	6.8%

HUMAN RESOURCES

Employee Separation Rate - Teachers



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

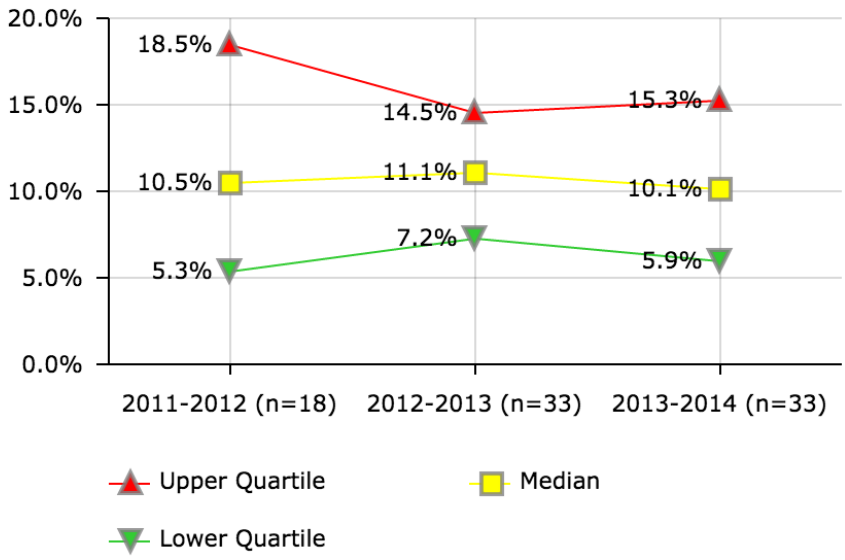
Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Dayton Public School District
- Des Moines Public Schools
- Los Angeles Unified School District
- Orange County Public School District
- Portland School District 1J
- Santa Ana Unified School District
- St. Paul Independent School District 625

District ID	2011-2012	2012-2013	2013-2014
1		7.8%	10.1%
2		9.2%	
3	4.8%	8.3%	6.2%
4	9.7%	8.3%	8.1%
5	11.0%	4.4%	4.3%
6		13.9%	10.9%
7	11.6%	13.2%	9.7%
8		10.2%	10.5%
9			9.7%
10	5.5%	7.1%	9.2%
11		11.4%	6.3%
12	7.0%		5.1%
13		8.8%	11.0%
14	10.0%	8.2%	7.0%
16		4.3%	
19			3.3%
21		4.4%	11.9%
23	12.4%	11.2%	11.6%
30		19.2%	9.0%
32	2.1%	6.7%	9.2%
33		13.4%	
35		6.9%	
39	18.2%	20.8%	21.3%
41	13.5%	11.6%	
43			8.8%
44	10.1%	11.8%	16.4%
46	16.6%	14.9%	15.4%
47		13.1%	13.7%
48	9.6%	13.6%	4.7%
49	11.6%	13.0%	15.0%
52	11.1%	9.9%	10.0%
54		15.9%	
55		16.2%	
56		3.8%	8.3%
58		8.7%	24.4%
62		7.8%	
67	7.6%		7.8%
71	12.0%		12.9%
74			7.9%
101		12.3%	5.7%

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

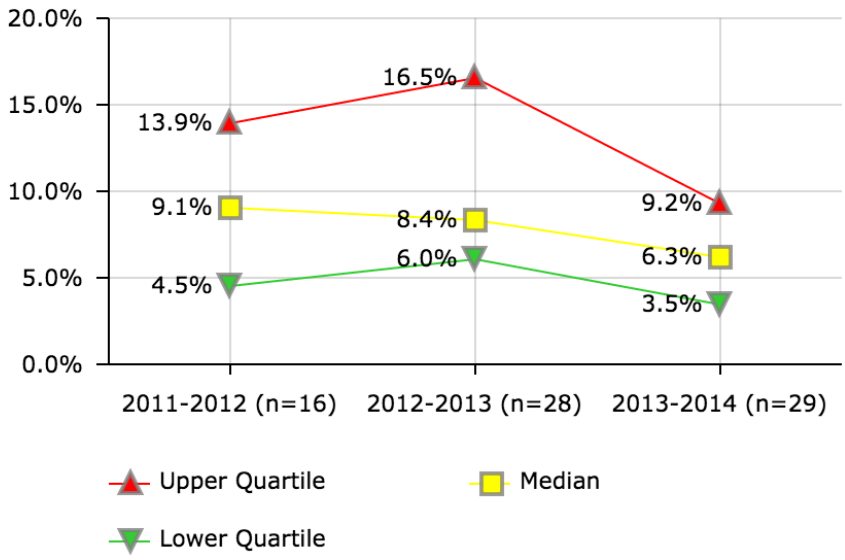
Districts in Best Quartile (FY 2013-14)

- Atlanta Public Schools
- Dayton Public School District
- Fresno Unified School District
- Los Angeles Unified School District
- Orange County Public School District
- Providence Public Schools
- Rochester City School District
- Seattle School District 1
- Wichita Unified School District 259

District ID	2011-2012	2012-2013	2013-2014
1		7.2%	5.9%
2		7.1%	
3	8.4%	9.0%	10.2%
4	1.7%	0.9%	0.4%
5	20.2%	8.4%	7.1%
6		14.4%	34.3%
7	25.7%	9.9%	15.7%
8		14.2%	16.9%
9			52.2%
10	13.7%	17.4%	9.4%
11		7.0%	4.2%
12	11.5%		13.0%
13		7.3%	59.1%
14	7.8%	2.9%	6.3%
16	84.7%	59.5%	
19			5.0%
21		1.4%	3.4%
23	10.5%	11.4%	10.1%
28			2.2%
30		18.5%	11.1%
32	2.2%	2.0%	9.7%
33		24.1%	
35		17.6%	
39	3.3%	25.2%	44.7%
41	10.4%	9.7%	
43			6.0%
44	21.1%	12.2%	14.1%
46	5.3%	5.9%	9.6%
47		14.5%	6.4%
48		11.6%	3.3%
49	12.6%	12.0%	13.0%
52	18.5%	21.7%	23.7%
54		9.3%	
55		11.1%	
56		11.1%	14.0%
58		11.0%	46.7%
62		19.4%	
67	4.3%		5.4%
71	8.6%		14.5%
74			2.2%
101		5.4%	15.3%

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

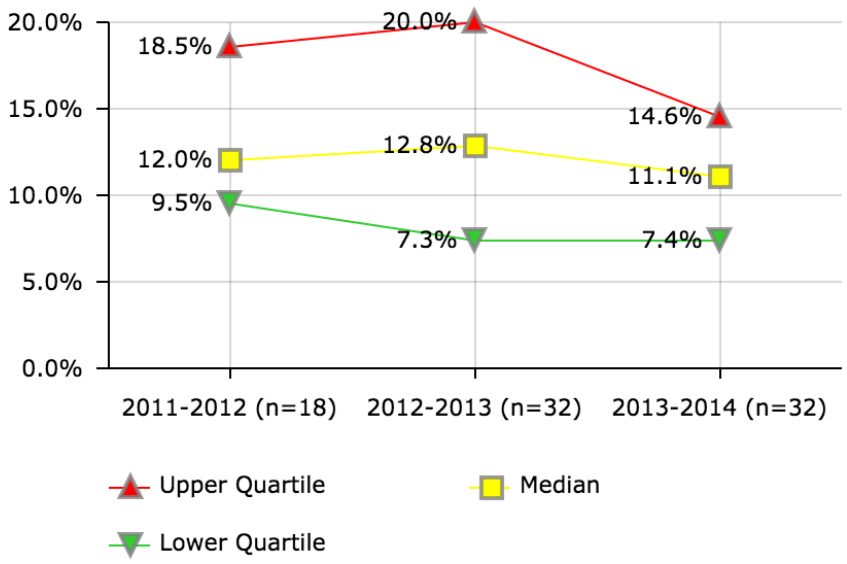
Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Clark County School District
- Des Moines Public Schools
- Fresno Unified School District
- Miami-Dade County Public School District
- Milwaukee Public Schools
- Palm Beach County School District
- Portland School District 1J

District ID	2011-2012	2012-2013	2013-2014
1		7.1%	5.5%
2		3.7%	
3	9.3%	8.4%	17.3%
4	92.7%		
5	30.3%	4.5%	2.8%
6		53.6%	
8		5.7%	3.2%
9			1.7%
10	52.5%	60.9%	6.0%
11		6.6%	7.5%
12	5.6%		3.1%
13		5.3%	4.6%
14	2.9%	3.7%	2.0%
16		20.2%	
19			6.3%
21			6.4%
23	9.9%	8.4%	6.7%
28			6.3%
30		9.0%	3.1%
32		0.9%	1.3%
33		6.4%	
35		8.5%	
39	13.3%	19.5%	21.3%
41	3.5%	19.4%	
43			7.4%
44	1.3%	2.9%	7.0%
46	6.0%	7.3%	6.0%
47			12.4%
48	8.9%	8.0%	4.1%
49	9.5%	9.6%	9.2%
52	14.5%	12.5%	16.7%
54		24.8%	
55		21.5%	
56		13.7%	96.7%
58		12.7%	61.5%
62		6.4%	
67	3.2%		3.5%
71	6.3%		9.6%
101			5.4%

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

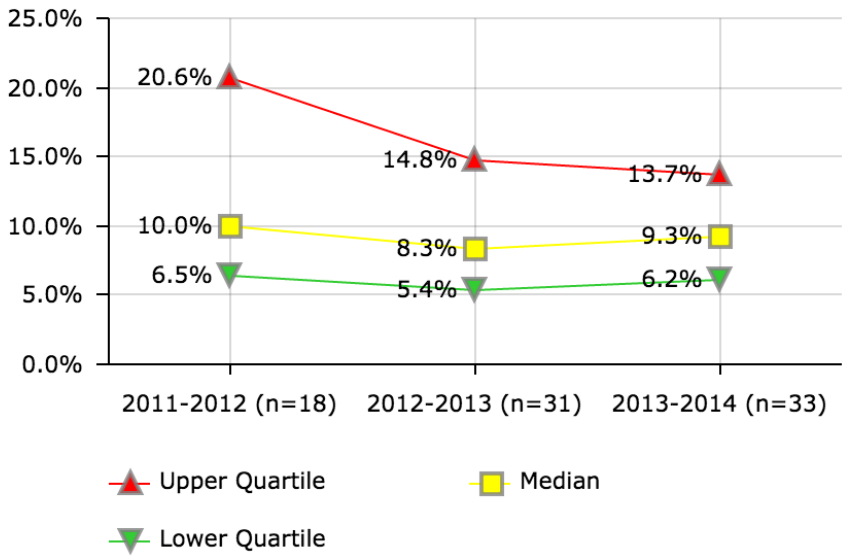
Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Broward County School District
- Fresno Unified School District
- Hillsborough County Public School District
- Long Beach Unified School District
- Miami-Dade County Public School District
- Providence Public Schools
- Santa Ana Unified School District

District ID	2011-2012	2012-2013	2013-2014
1		22.4%	32.7%
2		3.0%	
3	9.4%	20.1%	9.9%
4	0.1%	10.9%	11.3%
5	19.4%	12.0%	15.6%
6		3.9%	12.4%
7	9.5%	14.9%	
8		26.7%	28.1%
9			13.0%
10	10.8%	11.7%	4.1%
11		21.7%	17.3%
12	34.8%		11.5%
13		16.0%	5.9%
14	12.0%	2.5%	4.0%
16	8.8%		
19			8.3%
21		19.3%	11.8%
23	18.3%	9.6%	12.7%
28			7.7%
30		15.7%	10.9%
32	2.7%	4.7%	4.3%
33		19.9%	
35		10.8%	
39		39.2%	25.1%
41	17.9%	3.2%	
43			8.6%
44	102.1%	9.4%	16.9%
46	47.7%	55.2%	39.0%
47		65.9%	7.5%
48	11.5%	14.2%	9.8%
49	11.5%	11.0%	13.3%
52	18.5%	19.4%	13.6%
54		4.0%	
55		23.3%	
56		5.3%	7.3%
58		13.6%	43.3%
62		10.7%	
67	14.2%		2.9%
71	12.0%		9.2%
74			6.9%
101		4.2%	7.0%

HUMAN RESOURCES

Employee Separation Rate - Non-School Non-Exempt Staff



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

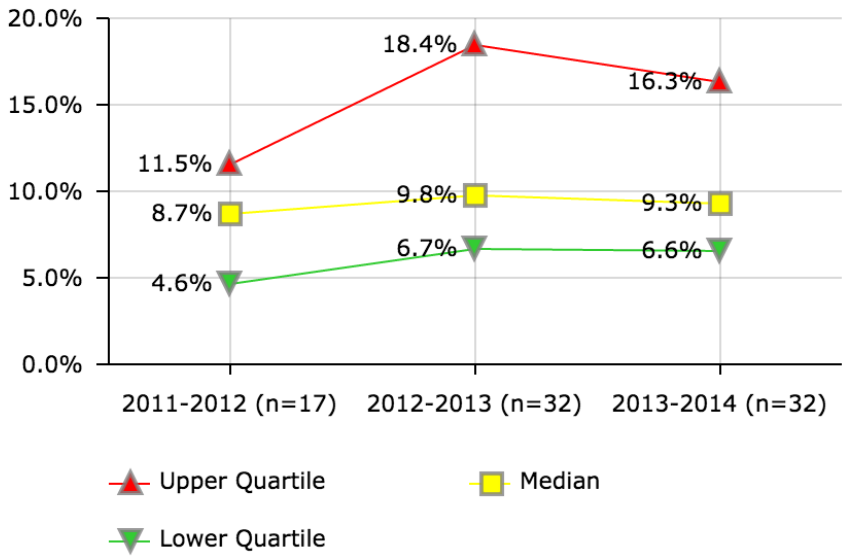
Districts in Best Quartile (FY 2013-14)

- Anchorage School District
- Fresno Unified School District
- Los Angeles Unified School District
- Miami-Dade County Public School District
- Milwaukee Public Schools
- Providence Public Schools
- Rochester City School District
- Santa Ana Unified School District
- School District of Philadelphia

District ID	2011-2012	2012-2013	2013-2014
1		56.2%	20.2%
2		2.9%	
3	9.5%	53.4%	73.4%
4	8.8%	8.3%	9.3%
5	20.6%	9.4%	13.5%
6			13.7%
7	26.7%	14.8%	4.9%
8		9.4%	9.7%
9			25.1%
10	48.2%	67.6%	50.6%
11		20.0%	4.5%
12	10.3%		7.0%
13		1.9%	9.3%
14	4.2%	1.4%	9.9%
16	1.0%		
19			8.0%
21		0.6%	2.9%
23	10.5%	7.3%	17.9%
28			13.7%
30		6.0%	3.9%
32	20.5%	4.0%	5.5%
33		5.9%	
35		10.6%	
39		40.0%	57.8%
41	6.5%	7.1%	
43			9.6%
44	12.6%	9.8%	8.8%
46	102.8%	40.8%	40.0%
47		5.2%	12.6%
48	9.7%	8.6%	8.7%
49	7.5%	8.3%	6.3%
52	4.7%	6.0%	14.7%
54		7.6%	
55		13.0%	
56		5.4%	9.0%
58		25.6%	6.2%
62		10.2%	
67	4.1%		3.2%
71	30.6%		10.2%
74			5.7%
101		3.3%	3.5%

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

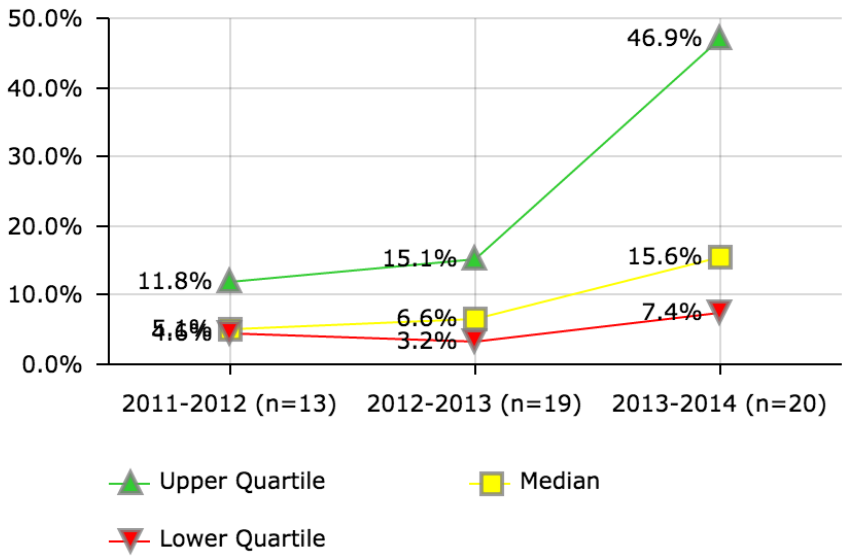
Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Des Moines Public Schools
- Long Beach Unified School District
- Los Angeles Unified School District
- Miami-Dade County Public School District
- Milwaukee Public Schools
- Palm Beach County School District
- Rochester City School District

District ID	2011-2012	2012-2013	2013-2014
1		14.8%	13.2%
2		2.6%	
3	12.2%	6.9%	7.7%
4	4.1%	8.1%	8.1%
5	23.8%	5.8%	13.8%
6		28.4%	
7	1.1%		45.7%
8		8.0%	6.2%
9			8.4%
10	8.2%	10.6%	45.7%
11		15.3%	5.4%
12	4.6%		3.3%
13		3.4%	6.9%
14	8.2%	1.4%	3.4%
16	2.2%	27.8%	
19			14.7%
21		12.8%	5.0%
23	8.7%	8.7%	8.2%
28			19.5%
30		7.4%	4.9%
32		4.8%	2.6%
33		11.5%	
35		21.1%	
39		20.2%	18.6%
41	7.0%	38.7%	
43			7.5%
44	4.6%	14.7%	17.9%
46	18.5%	27.7%	13.5%
47		8.8%	27.2%
48	10.2%	5.6%	10.0%
49	10.5%	9.0%	11.2%
52	19.9%	12.9%	21.7%
54		7.0%	
55		16.6%	
56		6.5%	1.3%
58		22.2%	60.0%
62		5.0%	
67	11.5%		8.6%
71	10.0%		11.1%
74			12.1%
101		34.8%	8.3%

HUMAN RESOURCES

Exit Interview Completion Rate



District ID	2011-2012	2012-2013	2013-2014
1			10.7%
2		12.0%	16.1%
4		6.6%	14.1%
5	7.0%		75.7%
6		5.0%	
7	3.1%	0.3%	
9			1.9%
10	11.8%	10.6%	64.3%
11		6.5%	
13		18.4%	15.1%
14	8.7%	4.7%	1.5%
19			41.1%
21			3.3%
23	4.6%	7.0%	19.3%
30			28.6%
39	4.7%	14.1%	7.3%
41	52.3%	61.4%	
44	13.0%	53.3%	52.8%
47			7.6%
48	4.6%	41.1%	
49	4.2%	15.1%	13.0%
52	1.3%	0.6%	
55		0.6%	
58		3.2%	2.2%
62		4.0%	
63	5.1%		
67	42.3%		91.4%
71		0.4%	20.2%
74			100.0%

Description of Calculation

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

Importance of Measure

Exit interviews can provide important insight into problems and patterns.

Factors that Influence

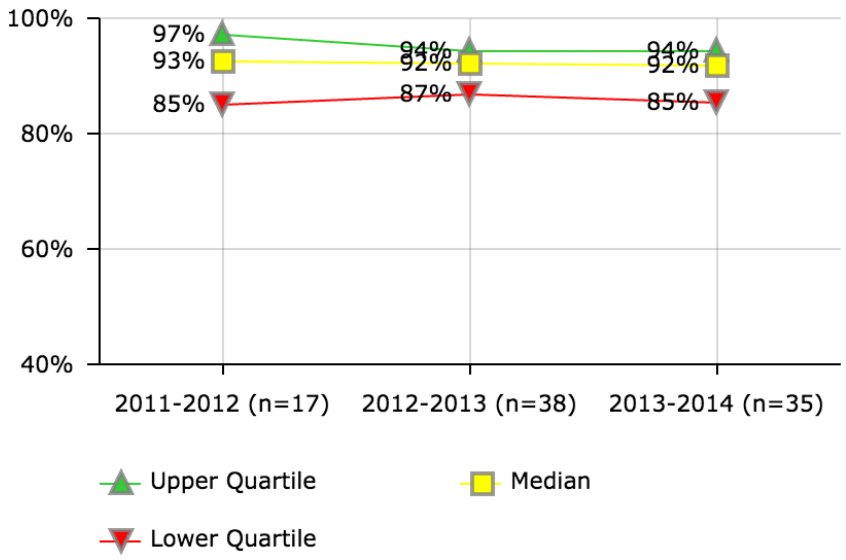
- Placement of exit interview on separation/resignation forms
- Internal review processes
- Pro-active focus on customer service

Districts in Best Quartile (FY 2013-14)

- Duval County Public Schools
- Fresno Unified School District
- Hillsborough County Public School District
- Portland School District 1J
- Providence Public Schools

HUMAN RESOURCES

Health Benefits Enrollment Rate



Description of Calculation

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

Importance of Measure

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

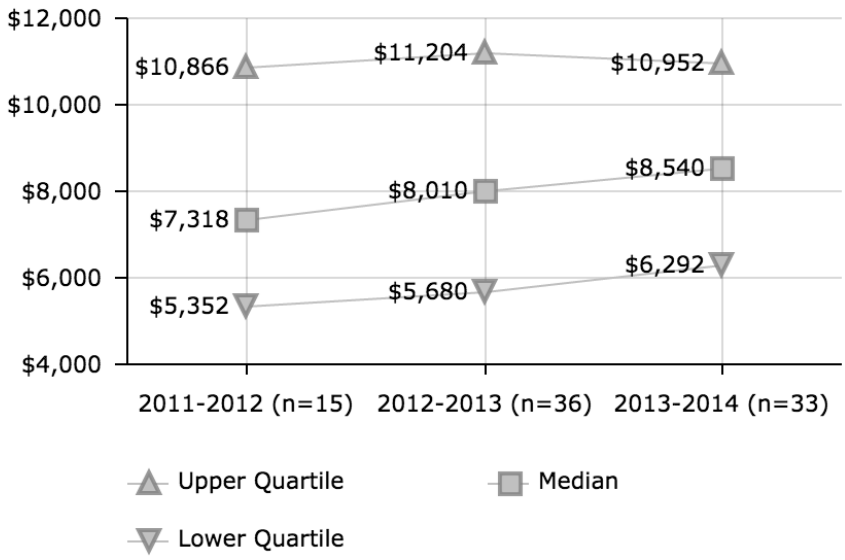
Districts in Best Quartile (FY 2013-14)

- Austin Independent School District
- Charleston County School District
- Clark County School District
- Duval County Public Schools
- Fresno Unified School District
- Orange County Public School District
- Providence Public Schools
- Santa Ana Unified School District
- Seattle School District 1

District ID	2011-2012	2012-2013	2013-2014
1		94%	94%
2		93%	85%
3	85%	88%	93%
4	82%	81%	84%
5		93%	92%
6		94%	90%
7	93%	93%	93%
8		89%	94%
9		96%	97%
10	86%	87%	87%
11		91%	93%
12	100%	85%	87%
13		94%	94%
14	67%	65%	71%
16	97%	99%	
19			86%
23		86%	94%
28			83%
30		92%	90%
32	95%	96%	92%
33		71%	74%
34		90%	
35		92%	
39	71%	66%	62%
41	72%	71%	
43			92%
44	100%	100%	100%
45		94%	
46	94%	91%	92%
47		85%	81%
48		87%	100%
49	90%	95%	86%
52	87%	86%	85%
54		87%	
55		94%	
56		98%	51%
57			92%
58		93%	89%
62		96%	
63	98%		
67	100%		100%
71	97%	97%	99%
74			100%
77		92%	
101		100%	99%

HUMAN RESOURCES

Health Benefits Cost per Enrolled Employee



Description of Calculation

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

Importance of Measure

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

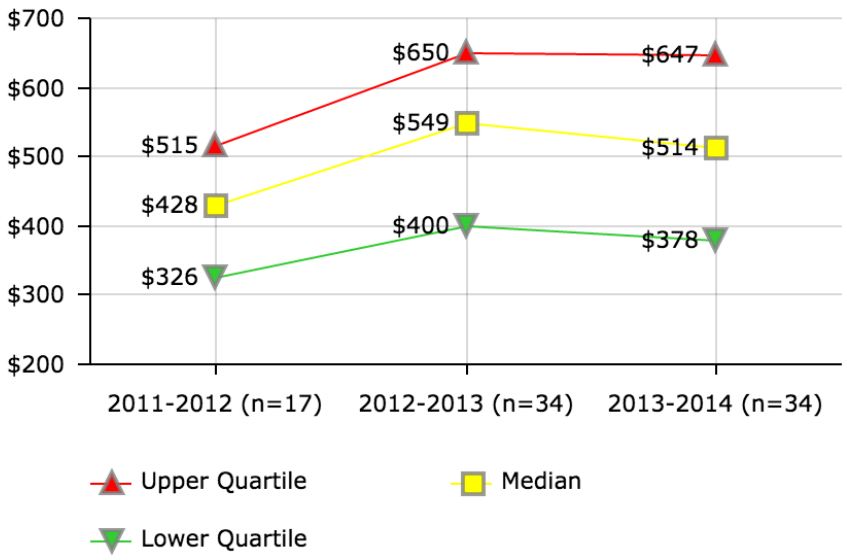
Factors that Influence

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

District ID	2011-2012	2012-2013	2013-2014
1		$662	$606
2		$9,832	$7,921
4		$10,062	$9,228
5		$1,030	$949
6		$9,770	
7		$14,506	$13,702
8		$7,128	$7,050
9		$6,738	$6,292
10	$6,561	$6,399	$7,037
11		$7,574	$8,540
12	$10,866		$11,175
13		$6,642	$545
14	$5,791	$6,328	$6,141
16		$20,334	
19			$14,861
23		$167	$8,136
28			$8,465
30		$15,554	$14,665
32	$9,663	$8,340	$8,716
33		$13	$12,100
34		$8,879	
35		$15,062	
39	$3,716	$3,956	$4,368
41	$2,800	$3,174	
43			$11,896
44	$7,318	$7,054	$8,121
45		$12,347	
46	$10,836	$9,652	$10,469
47		$13,467	$10,395
48		$7,896	$7,464
49	$5,668	$5,864	$5,696
52	$1,298	$1,455	$1,521
54		$8,124	
56		$12,565	$21,980
57			$10,952
58		$9,811	$9,779
62	$24,806	$15,751	
63	$9,199		
67			$13,902
71	$5,352	$5,496	$5,807
74			$10,333
77		$674	
101		$8,959	$10,099

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.

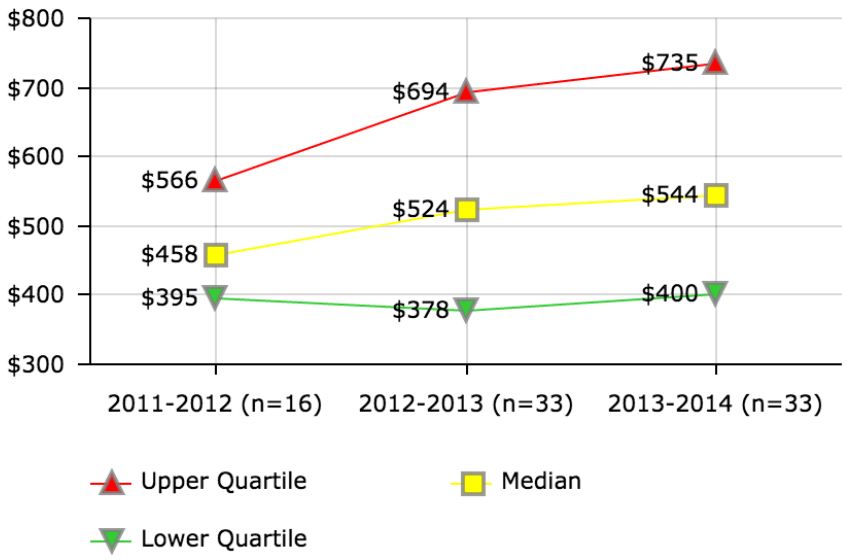
Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Baltimore City Public Schools
- Dayton Public School District
- Houston Independent School District
- Orange County Public School District
- Rochester City School District
- San Diego Unified School District
- School District of Philadelphia
- Wichita Unified School District 259

District ID	2011-2012	2012-2013	2013-2014
1		$705	$811
2		$465	
3	$553	$553	$549
4	$300	$303	$316
5	$710	$559	$626
6		$591	$405
7	$515	$545	$512
8		$575	$520
9			$501
10	$287	$276	$504
11		$591	$429
12	$484	$523	$466
13		$562	$567
14	$336	$316	$367
16		$472	$372
19			$123
21		$347	$250
23	$466	$486	$647
28			$1,444
30		$625	$569
32	$362	$746	$720
33		$513	
35		$663	
39	$326	$339	$378
41		$708	
43			$746
44	$315	$377	$452
46	$360	$472	$360
47		$570	$1,394
48	$238	$206	$222
49	$1,503	$951	$1,110
52	$978	$923	$1,228
54		$777	
55		$530	
56		$400	$479
58		$251	$306
62		$691	
67	$428		$515
71	$449		$608
74			$679
101		$650	$515

HUMAN RESOURCES

HR Cost per $100K Revenue



Description of Calculation

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

Importance of Measure

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

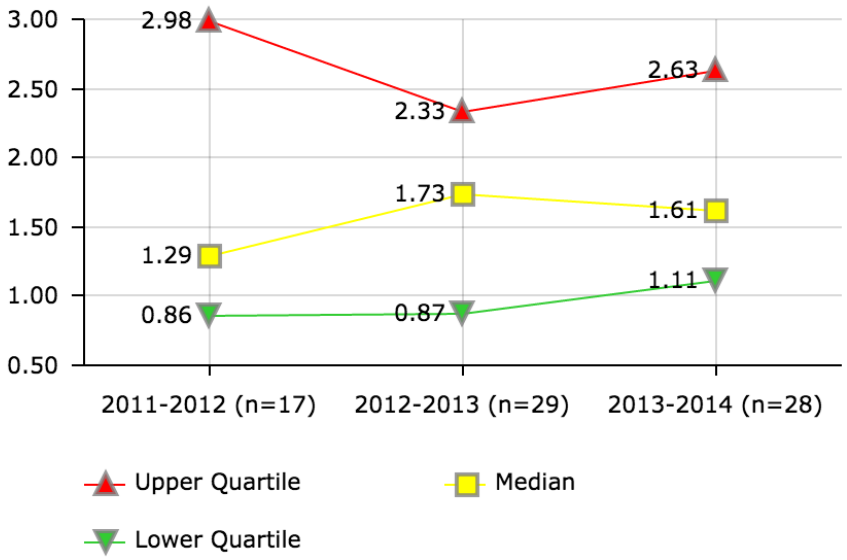
Districts in Best Quartile (FY 2013-14)

- Anchorage School District
- Baltimore City Public Schools
- Dayton Public School District
- Houston Independent School District
- Orange County Public School District
- Rochester City School District
- San Diego Unified School District
- School District of Philadelphia
- Wichita Unified School District 259

District ID	2011-2012	2012-2013	2013-2014
1		$679	$735
2		$581	
3	$631	$583	
4	$370	$343	$352
5	$634	$547	$544
6		$677	$449
7	$438	$437	$400
8		$814	$743
9			$570
10	$459	$441	$778
11			$451
12	$453	$506	$451
13		$729	$678
14	$563	$621	$615
16		$404	$361
19			$108
21		$271	$255
23	$569	$570	$792
28			$1,180
30		$514	$449
32	$532	$914	$862
33		$349	
35		$524	
39	$345	$378	$369
41		$761	
43			$441
44	$457	$487	$531
45		$211	
46	$344	$352	$324
47		$694	$2,090
48	$360	$317	$314
49			$1,812
52	$1,051	$1,106	$1,315
54		$814	
55		$805	
57		$343	$679
58		$205	$218
62		$391	
67	$420		$528
71	$515	$776	$711
74			$561
101			$556

HUMAN RESOURCES

Employee Relations - Discrimination Complaints per 1,000 Employees



Description of Calculation

Number of discrimination complaints, divided by total number of district employees (FTEs) over 10,000.

Importance of Measure

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

Factors that Influence

Number of Equal Employment Opportunity (EEO) charges filed by employees divided by total number of employees

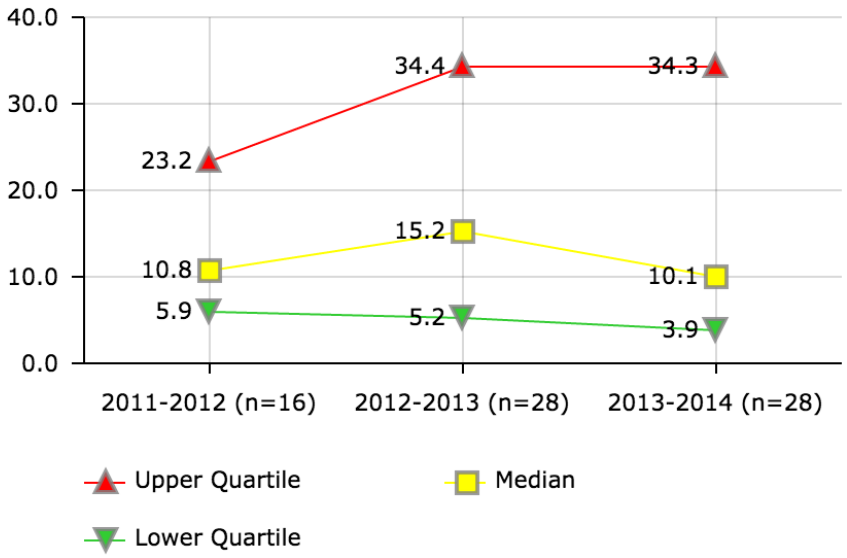
Districts in Best Quartile (FY 2013-14)

- Austin Independent School District
- Broward County School District
- Guilford County School District
- Miami-Dade County Public School District
- Seattle School District 1
- St. Paul Independent School District 625
- Wichita Unified School District 259

District ID	2011-2012	2012-2013	2013-2014
1		2.07	0.55
2		0.80	
3	0.73	2.41	1.02
4	24.01	0.62	0.45
5	5.75	2.16	2.50
6			14.47
7	1.14	2.02	2.43
8		1.99	2.09
9			1.79
10	0.72	0.93	1.21
11		2.47	3.44
12	0.86		2.10
13		0.94	1.07
14	2.13	3.69	4.98
16	0.71	0.49	
19			5.45
23	2.28	1.63	1.59
30			2.75
32	3.10	1.01	0.55
33		3.51	
35		0.87	
39	2.98	2.41	5.36
41	1.48	1.44	
44	1.12	1.73	1.63
46		4.50	1.66
47		0.40	1.53
48		2.67	1.15
49	0.39	0.39	1.07
52	8.16	2.07	3.32
54		2.33	
55		0.57	
56		0.63	1.41
62		2.05	
67	1.10		1.32
71	1.29		0.45
101		1.21	1.52

HUMAN RESOURCES

Employee Relations - Misconduct Investigations per 1,000 Employees



District ID	2011-2012	2012-2013	2013-2014
1		42.5	41.5
2		37.6	
3	11.6	31.1	36.9
4	0.5	22.6	39.1
5	25.8	23.6	
6		15.0	2.6
7	31.2	53.7	70.7
8		9.3	8.9
9			5.0
10	9.9	7.8	8.1
11		0.9	1.8
12	9.5	2.4	2.3
13		5.2	5.4
14	13.3	15.4	18.4
19			4.5
23	5.7		56.8
28			13.0
30			26.2
32	6.1	11.7	11.3
35		64.4	
39	2.9	2.5	1.3
41	26.8	25.7	
44	11.7	28.0	31.7
46		6.0	6.1
47		0.2	6.5
48		101.3	111.2
49	20.7	20.0	17.3
52	60.1	43.7	74.8
54		11.9	
55		47.9	
56		1.3	1.6
62		5.3	
67	7.4		3.3
71	3.8		2.0
101		3.9	19.5

Description of Calculation

Number of misconduct investigations, divided by total number of district employees (FTEs) over 10,000.

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 (FY 2013-14)

- Austin Independent School District
- Birmingham City Public School District
- Des Moines Public Schools
- Fresno Unified School District
- Houston Independent School District
- Long Beach Unified School District
- Los Angeles Unified School District

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 anddevices
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**.

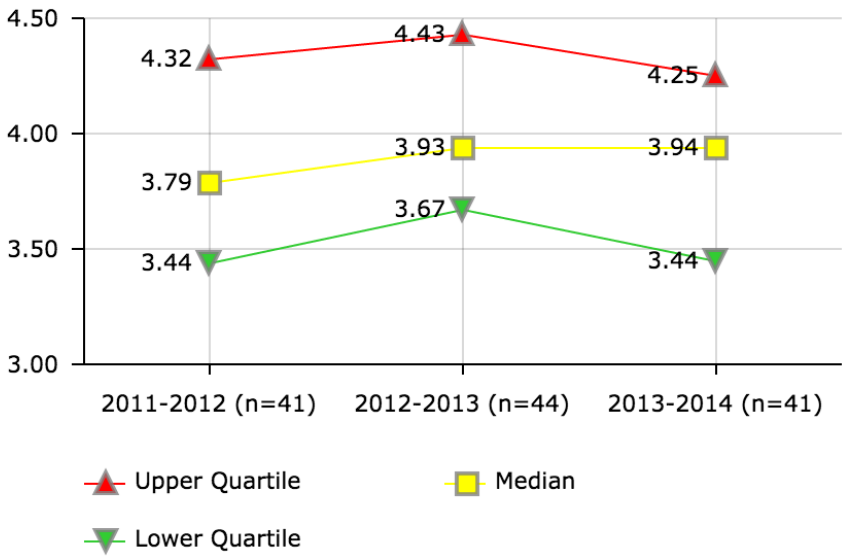
Measures of personal computers and devices include **Average Age of Computers**, which reflect the refresh goals of a district, as well as **Devices per Student**.

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, calculated as follows: 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

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. Aging of machines may differ between elementary and secondary schools as well as administrative offices. Implementation of new software applications has minimum standards that user machines must meet. Understanding computer aging will help identify district readiness as 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. Providing students with 21st Century skills requires that the classroom environment be equipped with 21st Century equipment that is not outdated.

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.)

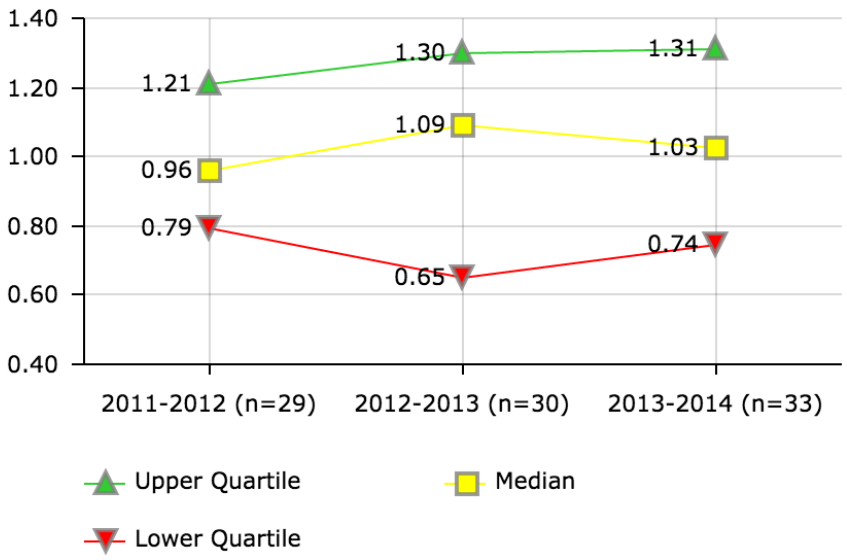
Districts in Best Quartile (FY 2013-14)

- Broward County School District
- Charleston County School District
- Cincinnati Public Schools
- Dallas Independent School District
- Dayton Public School District
- Denver Public School District 1
- Detroit Public School District
- Fresno Unified School District
- Metropolitan Nashville Public School
- Sacramento City Unified School District
- St. Paul Independent School District 625

District ID	2011-2012	2012-2013	2013-2014
2		3.08	4.03
3	3.76	3.69	1.37
4	4.04	3.87	3.77
5	4.74	4.61	5.09
6		4.00	4.00
7	3.67	3.91	3.81
8	3.52	3.73	4.12
9	3.56	4.12	4.25
10	3.84	4.35	4.49
11	4.61	3.96	4.27
12	3.44	3.78	4.43
13	4.92	4.30	2.90
14	3.32	3.90	3.76
16	3.35	3.30	4.06
19	2.65	3.02	3.02
20	4.35		3.21
21	3.47	3.90	3.52
23		3.17	3.40
24	2.87		
25	4.32	4.07	
27	2.80		
28	5.13		
30	4.38	4.61	4.57
32	4.91	4.83	4.17
33		3.29	
34		4.21	5.39
35	3.79	4.52	
37	3.74	5.27	2.91
39	4.20	4.41	
40	4.32	4.49	5.06
41	3.25	3.67	3.44
43			3.70
44	3.02		
45	4.28	3.96	
46	4.12	3.67	3.66
47	3.85		3.01
48	3.82	3.90	3.52
49	3.69	3.83	4.01
50			3.35
51	3.47	4.75	
52	3.44	3.45	3.71
53	3.42	4.05	4.25
54		3.60	
55			4.26
56	4.26	4.45	
57	4.87	4.87	4.87
58		5.07	4.96
62		3.26	3.09
66		3.83	
67		2.93	2.93
71	2.92	4.54	4.25
74	4.38	3.48	4.00
79	3.63		3.94
101	4.10	4.10	3.93

INFORMATION TECHNOLOGY

Devices - Computers per Employee



Description of Calculation

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

Importance of Measure

Indicates the number of computers used by employees.

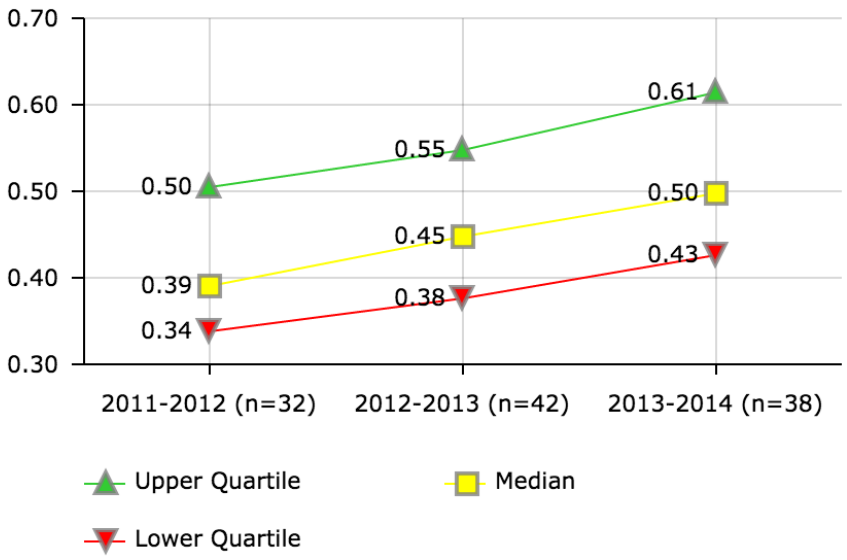
Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Austin Independent School District
- Charleston County School District
- Fort Worth Independent School District
- Fresno Unified School District
- Metropolitan Nashville Public School
- Milwaukee Public Schools
- Pittsburgh Public Schools
- Wichita Unified School District 259

District ID	2011-2012	2012-2013	2013-2014
3		1.38	0.93
4	0.88	1.14	1.49
5			0.70
6		0.58	0.59
7	0.42	0.65	1.26
8	0.90		1.00
10	0.83	0.97	0.96
11	0.82	0.64	0.65
12	1.42		
13	1.05	1.05	1.08
14	0.99	1.16	1.33
16	0.25	0.47	0.24
19			0.80
20	1.21		0.63
21	0.85	0.95	0.82
23		1.16	1.31
24	0.89		
30	1.08	1.24	1.33
32	0.96	1.02	1.02
33		1.73	
34		1.79	
35		0.63	
37	1.19	0.71	1.03
40	2.28		4.38
41	1.32	1.24	
43			1.92
44	0.79	1.40	1.24
46	1.15	1.30	0.85
47	3.83		1.75
48	0.75	1.17	1.22
49	0.68	0.46	0.44
51	0.67		
52	1.21	0.76	1.06
54	0.50	0.74	
55		0.22	0.44
56		1.62	
57	0.96		
58		0.62	0.60
66		1.37	
67		2.27	1.31
71	1.76		1.76
74	0.76		0.74
79			1.07
101	1.23	1.25	1.12

INFORMATION TECHNOLOGY

Devices per Student



Description of Calculation

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

Importance of Measure

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

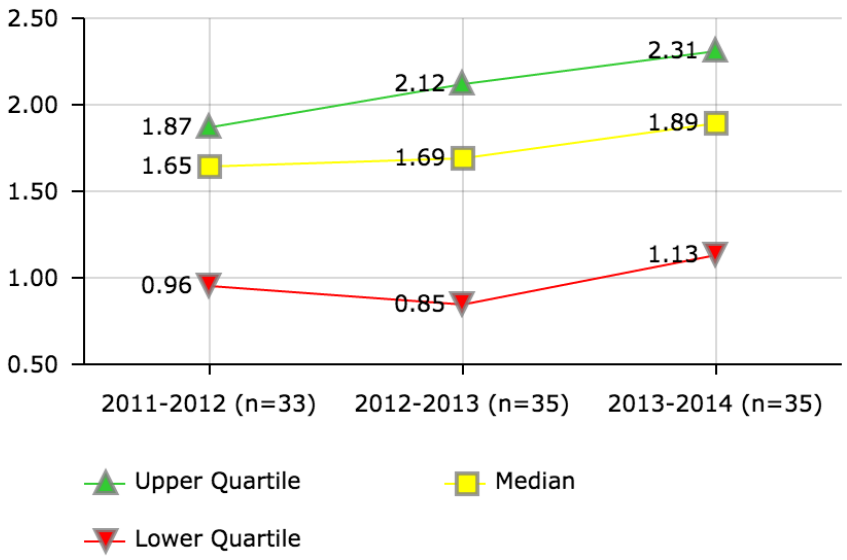
Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Cincinnati Public Schools
- Cleveland Metropolitan School District
- Minneapolis Public School District
- Pittsburgh Public Schools
- Rochester City School District
- Seattle School District 1
- St. Paul Independent School District 625
- Toledo Public Schools
- Wichita Unified School District 259

District ID	2011-2012	2012-2013	2013-2014
1	0.38	0.55	0.62
2		0.38	
3		0.34	0.68
4	0.59	0.58	0.62
5		0.62	0.32
6		0.34	0.34
7	0.50	0.53	0.36
8	0.57		0.47
9	0.41	0.48	0.49
10	0.29	0.30	0.31
11	0.51	0.52	0.57
12	0.29	0.47	0.50
13	0.38	0.41	0.43
14	0.57	0.63	0.61
16	0.22	0.34	0.07
19		0.50	0.50
20	0.56		0.62
21	0.47	0.71	0.68
23		0.44	0.59
24	0.37		
25		0.34	
28	0.52		
30	0.42	0.49	0.51
32	0.36	0.44	0.53
33		0.75	
34		0.38	
35	0.58	0.58	
37	0.39	0.54	0.39
40	0.41	0.41	0.43
41	0.34	0.45	0.53
43			0.63
44	0.36	0.40	0.45
45	0.67	0.87	
46	0.39	0.39	0.43
47	0.34		0.46
48	0.36	0.36	0.49
49	0.32	0.39	0.43
51	0.32		
52		0.66	0.78
53		0.46	
54	0.33	0.28	
55		0.30	0.52
56		0.38	
57	0.43	0.49	0.66
58		0.32	0.37
66		0.66	
67		1.24	0.52
71	0.45	0.45	0.50
74			0.28
79			0.64
101	0.29	0.29	0.38

INFORMATION TECHNOLOGY

Devices - Advanced Presentation Devices per Teacher



Description of Calculation

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

Importance of Measure

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

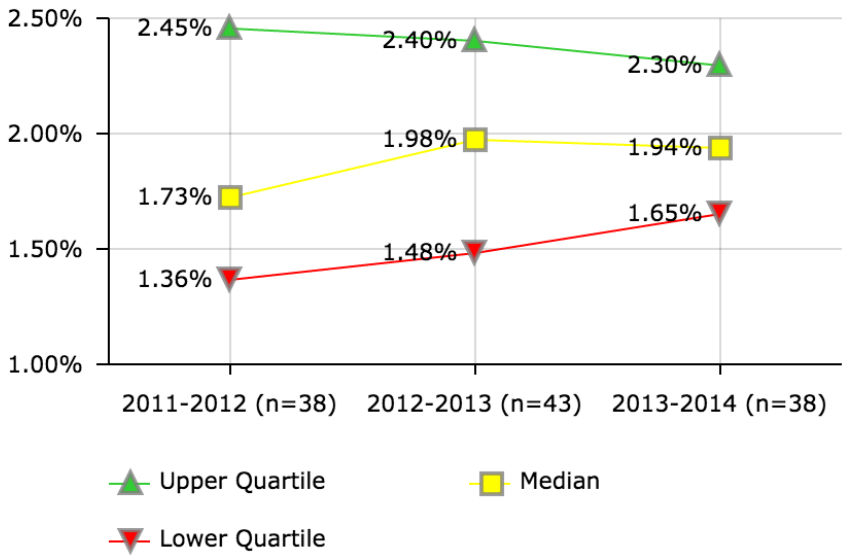
Districts in Best Quartile (FY 2013-14)

- Charleston County School District
- Clark County School District
- Dayton Public School District
- Minneapolis Public School District
- Orange County Public School District
- San Diego Unified School District
- Santa Ana Unified School District
- Seattle School District 1
- Wichita Unified School District 259

District ID	2011-2012	2012-2013	2013-2014
1	2.52	2.98	3.01
2		0.06	
3		0.63	1.58
4	1.92	2.27	2.31
5	1.29	1.14	2.10
6		0.85	2.11
7	1.90	1.95	1.71
8	0.94	1.97	2.08
9	1.07		2.33
10	1.64	1.69	1.25
12	1.65	1.91	1.89
13	1.73	1.89	1.96
14	0.68	0.76	1.01
16	1.85	2.43	3.30
19			2.65
20	2.15		1.09
21	0.97	0.84	0.94
23		3.20	3.11
24	0.47		
26	0.14	0.23	
30	1.65	1.00	0.94
32	1.25	1.13	1.88
33		1.71	
34		1.20	
35		1.22	
37	1.53	2.21	1.93
39	1.85		
40	2.76	1.12	1.12
41		2.10	
43			0.28
44	1.52	1.66	1.85
46	0.96	0.91	1.13
47	2.20		2.11
48	1.69	1.84	2.42
49	1.65	1.94	2.00
51	0.00		
52	1.95	2.15	2.32
55		2.23	1.50
56		0.37	
57	0.93		
58	0.49	0.46	0.98
66		0.13	
67	1.72	2.12	2.26
71	1.87		1.87
74	0.32		0.48
79			1.78
101	2.76	2.82	2.81

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

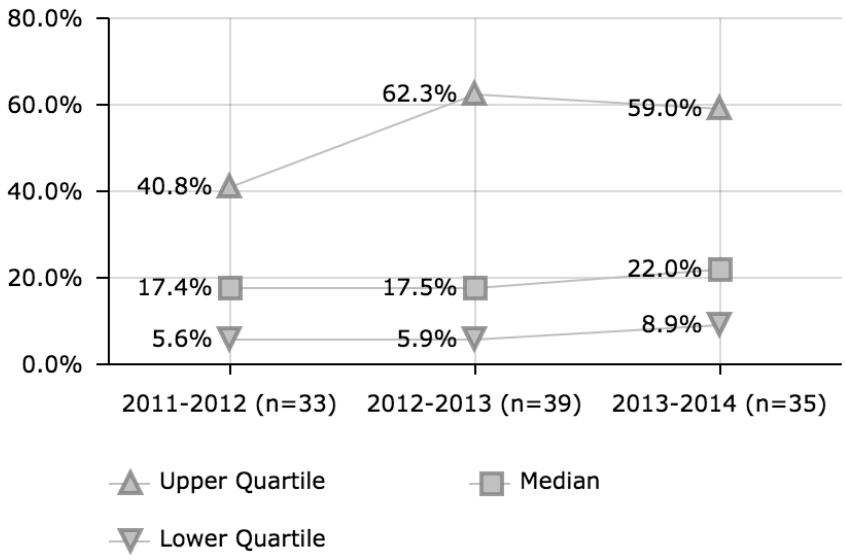
Districts in Best Quartile (FY 2013-14)

- Anchorage School District
- Birmingham City Public School District
- Cincinnati Public Schools
- Dayton Public School District
- Des Moines Public Schools
- Guilford County School District
- Houston Independent School District
- Los Angeles Unified School District
- Milwaukee Public Schools
- Toledo Public Schools

District ID	2011-2012	2012-2013	2013-2014
1	1.37%	1.41%	1.72%
2		3.09%	
3		1.68%	
4	1.72%	2.03%	2.11%
5	2.16%	2.02%	2.05%
6	0.31%	2.36%	2.86%
7	2.41%	2.64%	2.57%
8	2.08%	1.52%	1.65%
9	1.52%		1.32%
10	1.57%	0.64%	0.65%
11	1.69%		2.92%
12	1.53%	1.67%	2.46%
13	1.57%	2.15%	2.20%
14	4.78%	4.50%	
16	2.09%	1.89%	1.86%
19			2.53%
20	2.18%		3.34%
21	3.47%	2.00%	2.14%
23		1.68%	1.66%
24	2.87%		
25	1.34%	0.91%	
26		0.63%	0.61%
28	3.90%		
30	2.96%	3.05%	3.11%
32	2.24%	2.12%	2.01%
33		2.31%	
34		2.72%	
35	1.64%	1.29%	
37	2.45%	2.40%	2.15%
39	1.29%	3.69%	5.20%
40	2.29%	2.17%	1.90%
41	1.64%	2.95%	
43			1.70%
44	1.73%	1.55%	1.39%
45	0.35%	1.57%	
46	2.88%	1.42%	1.20%
47	4.69%		2.06%
48	2.49%	1.98%	1.86%
49		2.47%	2.30%
51	2.80%		
52	2.39%	2.46%	2.21%
53		1.24%	
54	0.83%	1.63%	
55		1.24%	1.81%
56	1.19%	2.39%	
57	0.98%	1.79%	1.72%
58		0.70%	0.60%
62		3.39%	1.03%
66		2.07%	
67	0.23%	1.48%	1.98%
71	1.36%	1.62%	1.80%
74			1.09%
79			3.20%
101	1.25%	1.28%	1.63%

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.

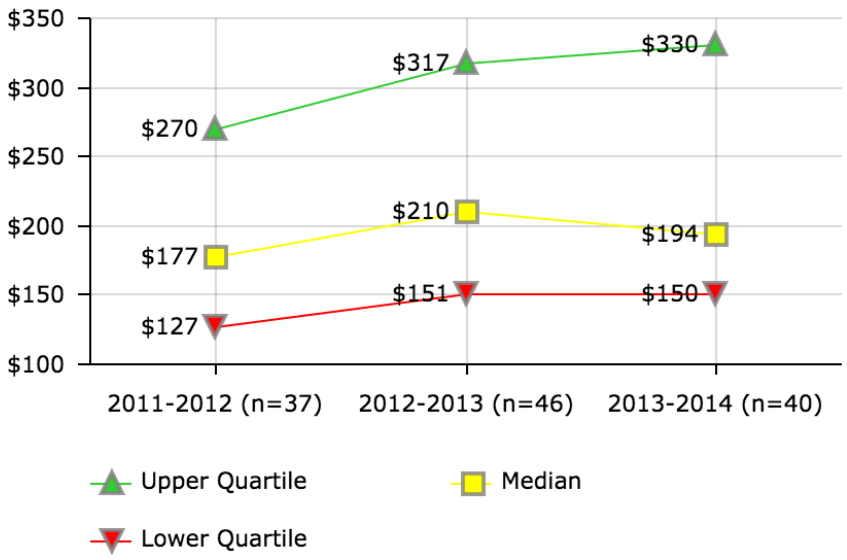
Importance of Measure

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

District ID	2011-2012	2012-2013	2013-2014
1	188.2%	208.1%	132.3%
3		25.1%	
4	57.8%	0.0%	
5	14.0%	2.2%	17.0%
7	12.7%	13.9%	5.4%
8	51.6%	104.3%	8.9%
9	4.9%	15.0%	19.1%
10			10.5%
11	38.5%	268.3%	126.9%
12	42.6%	15.3%	19.9%
13		17.5%	22.8%
14	23.0%	28.7%	11.6%
16	15.7%	14.8%	28.0%
19	40.8%	11.5%	3.0%
20	68.8%		
21	20.5%	36.3%	18.5%
23		126.8%	396.7%
24	5.2%		
25	40.8%	80.6%	
26		43.3%	27.1%
28	3.8%		
32		2.9%	80.9%
33		5.3%	
34		70.9%	0.3%
35	4.5%	5.9%	
37	22.5%	6.3%	18.0%
39	89.3%	55.6%	59.0%
40	7.6%		102.2%
41	17.4%	104.7%	46.0%
44	80.5%	104.2%	65.5%
45		138.6%	
47	24.6%		59.0%
48	9.3%	16.0%	3.8%
49	14.2%	15.3%	16.1%
50			70.2%
51		3.7%	
52	55.4%	56.1%	32.0%
53	6.5%		
54	36.6%	16.6%	
55			22.0%
56	0.2%	0.1%	
57	1.3%	0.8%	0.7%
58		18.8%	31.8%
62		0.0%	
66		62.3%	
67			0.6%
71	5.6%	28.6%	2.2%
74	2.6%	39.9%	64.9%
79			39.5%
101	4.4%	4.4%	4.2%

INFORMATION TECHNOLOGY

IT Spending per Student



Description of Calculation

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

Importance of Measure

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

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

Factors that Influence

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

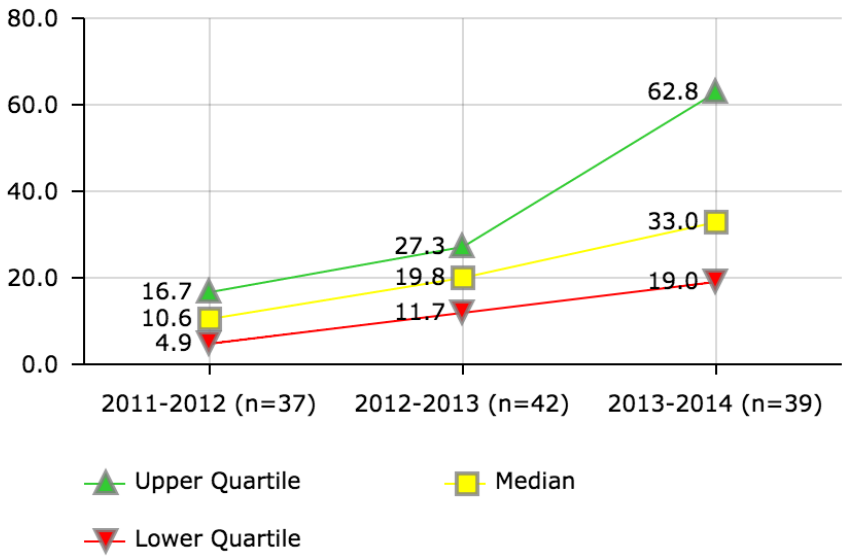
Districts in Best Quartile (FY 2013-14)

- Cincinnati Public Schools
- Cleveland Metropolitan School District
- Dayton Public School District
- Des Moines Public Schools
- Houston Independent School District
- Milwaukee Public Schools
- Pittsburgh Public Schools
- Rochester City School District
- St. Paul Independent School District 625
- Toledo Public Schools

District ID	2011-2012	2012-2013	2013-2014
1	$127	$129	$156
2		$421	
3	$139	$220	$886
4	$186	$267	$272
5	$208	$185	$184
6	$34	$248	$291
7	$270	$317	$306
8	$173	$115	$128
9	$117	$109	$96
10	$141	$57	$62
11	$142	$171	$227
12	$262	$275	$394
13	$107	$153	$158
14	$407	$400	
16	$126	$135	$143
19		$498	$532
20	$388		$692
21	$651	$412	$481
23		$168	$170
24	$298		
25		$207	
26		$81	$85
28	$612		
30	$402	$420	$419
32	$151	$169	$161
33		$508	
34		$337	
35	$337	$260	
37	$221	$222	$198
39	$114	$308	$461
40	$177	$196	$176
41	$138	$248	$274
43			$424
44	$139	$123	$121
45	$80	$360	
46	$347	$213	$190
47	$510		$229
48	$212	$151	$152
49	$243	$243	$209
51	$255		
52		$341	$304
53		$155	
54	$82	$165	
55		$104	$153
56		$150	
57	$190	$339	$355
58		$96	$95
62		$414	$125
66		$256	
67	$19	$159	$178
71	$162	$188	$217
74			$148
79			$508
101	$81	$83	$98

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

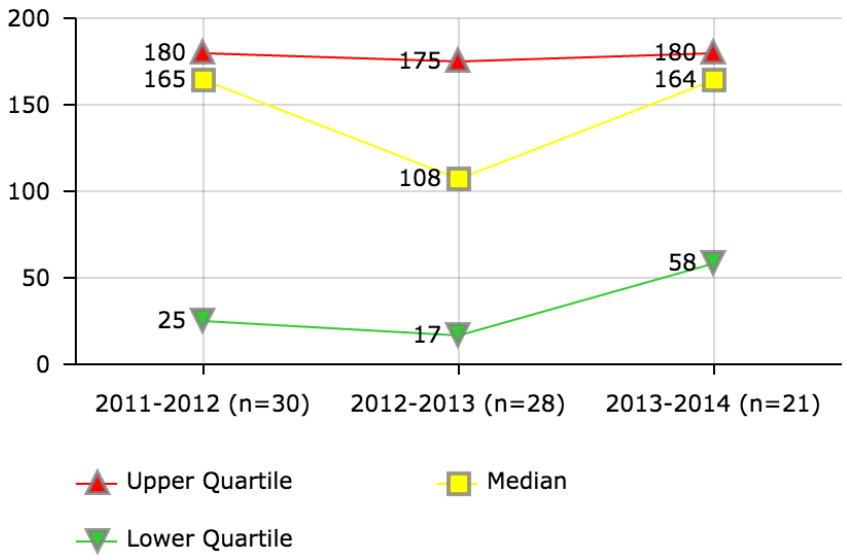
Districts in Best Quartile (FY 2013-14)

- Charleston County School District
- Cincinnati Public Schools
- Clark County School District
- Dayton Public School District
- Duval County Public Schools
- Fresno Unified School District
- Kansas City School District 33
- Milwaukee Public Schools
- School District of Philadelphia
- St. Paul Independent School District 625

District ID	2011-2012	2012-2013	2013-2014
1	14.1	11.7	57.6
3	10.3	26.4	105.8
4	24.1	23.7	23.5
5	10.6		41.6
6	4.0	33.9	
7	4.9	11.7	18.7
8	0.6	1.1	21.7
9	8.0	63.6	62.8
10	7.7	17.5	24.8
11	19.2	19.7	54.8
12	6.7	66.1	
13	4.3	7.7	7.6
14	23.0	34.6	33.9
16	16.0	15.2	30.9
19		20.7	69.6
20	9.3		154.2
21	15.3	32.4	33.0
23		22.5	75.3
24	2.3		
25		27.1	
26	3.0	17.5	17.5
28	16.7		
30	12.5		101.9
32	5.7	11.5	28.7
33		24.9	
34		63.7	63.0
35	4.8	4.8	
37	2.4	2.4	4.4
39	19.8	19.7	19.0
40	15.0	15.0	14.8
41	7.6	25.2	50.2
43			30.9
44	2.7	8.9	81.4
45	249.6	310.0	
46	7.2	17.7	17.7
47	10.7		48.6
48	4.7	10.6	21.1
49	20.4	27.3	27.8
51	26.0		
52		19.9	55.1
53		17.9	
55		25.2	24.5
56		12.2	
57	10.9	11.6	52.7
58	26.5	68.6	80.4
62		2.3	2.3
66		19.8	
67		28.3	142.7
71	11.7	32.3	44.5
74			16.7
101	18.8	18.8	18.6

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.

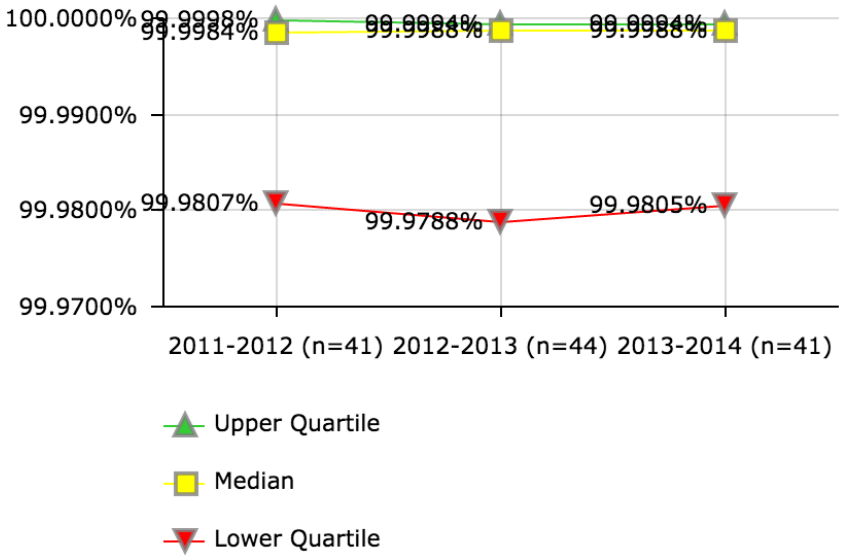
Districts in Best Quartile (FY 2013-14)

- Austin Independent School District
- Charlotte-Mecklenburg School District
- Denver Public School District 1
- Fort Worth Independent School District
- Kansas City School District 33
- School District of Philadelphia

District ID	2011-2012	2012-2013	2013-2014
1	12	5	
3	157	3	160
4			173
5	180	260	190
7	164	165	180
8	148	150	180
9	5		
12	180		
13	165	160	180
14	25	30	200
19		11	
20	131		
21	210	210	210
23		120	135
24	8		
26	180	180	180
28	185		
32	180	18	
33		113	
34			1
35	90	90	
37	212	42	20
39	10		
40	15	15	15
44	182	102	98
46	10	200	180
47	165		
48	180		73
49	72	50	180
50		260	
52	172	170	
53	364	100	
55			58
57	180	180	
58	51	5	3
66		7	
67		180	
71	185	5	5
79	10		
101		154	164

INFORMATION TECHNOLOGY

Network - WAN Availability



Description of Calculation

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

Importance of Measure

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

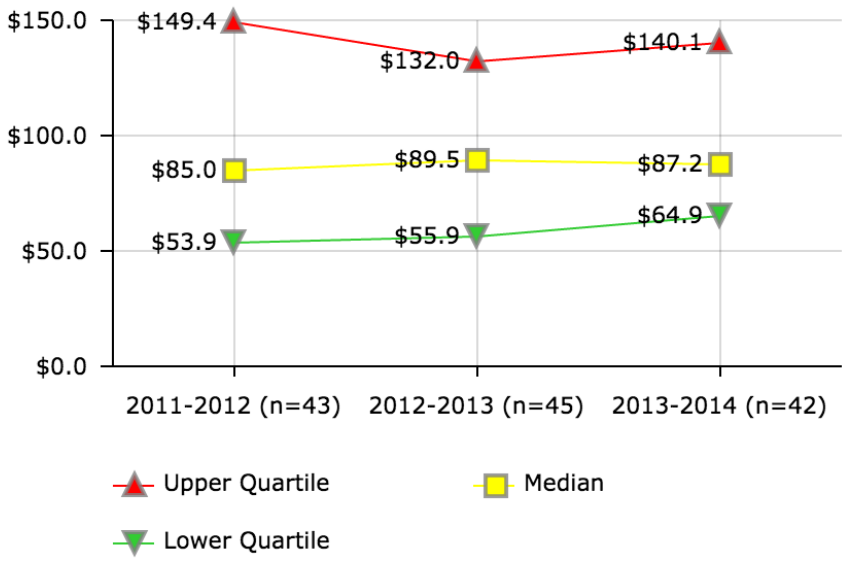
Districts in Best Quartile (FY 2013-14)

- Anchorage School District
- Austin Independent School District
- Baltimore City Public Schools
- Dallas Independent School District
- Dayton Public School District
- Hillsborough County Public School District
- Kansas City School District 33
- Miami-Dade County Public School District
- Pittsburgh Public Schools
- Providence Public Schools
- Richmond City School District
- Rochester City School District
- Sacramento City Unified School District
- St. Paul Independent School District 625

District ID	2011-2012	2012-2013	2013-2014
1	99.9990%	99.9988%	99.9990%
2		99.9977%	99.9994%
3	99.9991%	99.9998%	99.9998%
4	99.9936%	99.9964%	99.9955%
5	99.9998%	99.9999%	99.9978%
6	100.0000%		
7	99.9690%	99.9699%	99.9994%
8		99.9989%	99.9382%
9	99.8648%	99.8191%	99.8493%
10		99.9993%	99.9994%
11	99.9999%		
12	99.7260%		
13	99.9541%	99.6449%	99.9031%
14	99.9985%	99.9988%	99.9993%
16		99.9899%	99.9625%
19	99.9999%	99.9772%	100.0000%
20	99.9702%		99.9990%
21	99.9984%	100.0000%	100.0000%
23		99.9989%	99.9988%
24	100.0000%		
25	99.5646%	99.8630%	
26	99.9998%	99.9926%	99.9933%
27	99.9973%		
28	99.9962%		
30	99.9344%	99.9401%	99.9658%
32	100.0000%	100.0000%	100.0000%
33		99.9997%	
34		99.9995%	99.9994%
35	99.9804%	99.9804%	
37	99.9807%	99.9885%	99.9872%
39	99.1367%	99.8481%	99.8549%
40	99.9996%	99.9996%	99.9982%
41	99.9957%	99.9768%	99.9998%
43			99.9997%
44	99.9922%	99.9957%	99.9952%
45	99.9998%	100.0000%	
46	99.9999%	99.9902%	100.0000%
47	99.9146%		99.9919%
48	99.9978%	99.9987%	99.9964%
49	99.9993%	99.9000%	99.9543%
50		99.9713%	99.9935%
51	100.0000%	99.9717%	
52	99.9989%	99.9989%	99.9633%
53	100.0000%		
55		99.9994%	99.9805%
56	99.9863%	99.9991%	
57	99.9992%	99.9992%	99.9992%
58	99.9990%	99.9992%	99.9993%
62		100.0000%	100.0000%
66		99.9996%	
67		99.9899%	99.8975%
71	99.9957%	99.9999%	99.9999%
74		99.9994%	99.9997%
79	99.9993%		99.9990%
101	99.9968%	99.9823%	99.9805%

INFORMATION TECHNOLOGY

Support - Break/Fix Staffing Cost per Ticket



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

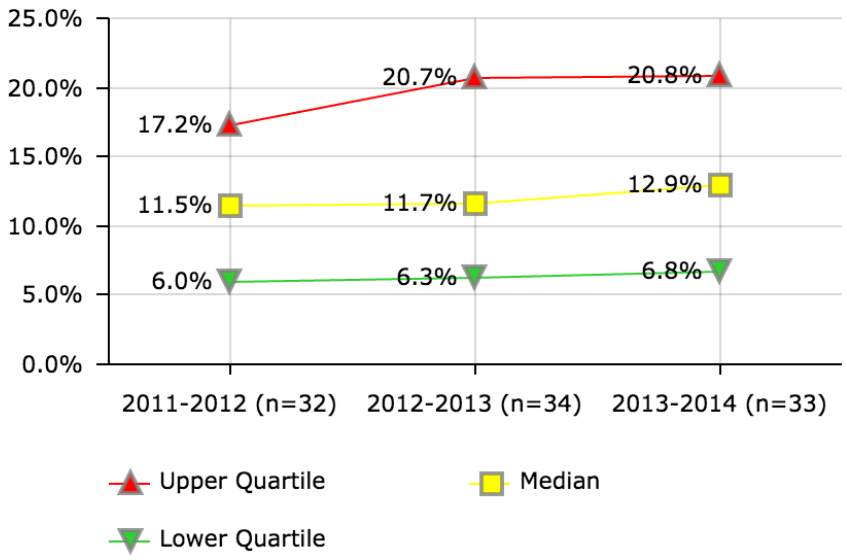
Districts in Best Quartile (FY 2013-14)

- Austin Independent School District
- Broward County School District
- Dallas Independent School District
- Dayton Public School District
- Denver Public School District 1
- Houston Independent School District
- Los Angeles Unified School District
- Metropolitan Nashville Public School
- Minneapolis Public School District
- Orange County Public School District
- Santa Ana Unified School District

District ID	2011-2012	2012-2013	2013-2014
1		$259.1	$114.4
2		$52.6	$167.9
3	$78.7	$71.6	$364.9
4	$898.4	$111.6	$95.1
5	$61.6		
7	$225.5	$131.9	$66.1
8	$78.3	$154.3	$97.5
9	$97.4	$41.2	$146.7
10	$78.6	$82.8	$67.1
11	$64.4	$97.6	$39.5
12	$59.1	$91.5	$89.7
13	$43.3	$55.8	$55.6
14	$348.8	$107.8	$135.4
16	$100.2	$89.5	$126.1
19	$81.9	$74.9	$47.3
20	$291.5		$899.0
21	$103.0	$145.6	$139.5
23		$117.2	$72.7
25	$107.5	$65.8	
26		$150.7	$125.1
27	$87.2		
28	$145.7		
30	$581.4	$359.5	$357.3
32	$11.4	$20.0	$159.0
33		$212.0	
34		$99.9	$85.2
35	$33.4	$34.4	
37	$39.4	$42.0	$50.2
39	$63.9	$72.8	$22.9
40	$18.2	$73.1	$69.7
41	$70.3	$30.6	$33.4
43			$423.1
44	$38.5	$45.5	$202.5
45	$12.7	$32.6	
46	$863.9	$78.4	$67.1
47	$109.9		$4.7
48	$491.1	$62.1	$64.9
49	$92.4	$78.4	$71.7
51	$85.0	$204.3	
52	$27.9	$98.3	$62.3
53	$154.5	$101.9	$102.7
54	$42.8	$855.0	
55			$76.9
56	$54.1	$140.0	
57	$129.3	$131.2	$86.7
58		$87.4	$72.3
62	$220.0	$3.6	$87.8
66		$384.6	
67	$46.3	$50.9	$326.5
71	$53.9	$55.9	$52.6
74	$214.4	$203.9	$193.6
79	$105.3		$140.1
101	$149.4	$132.0	$26.6

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

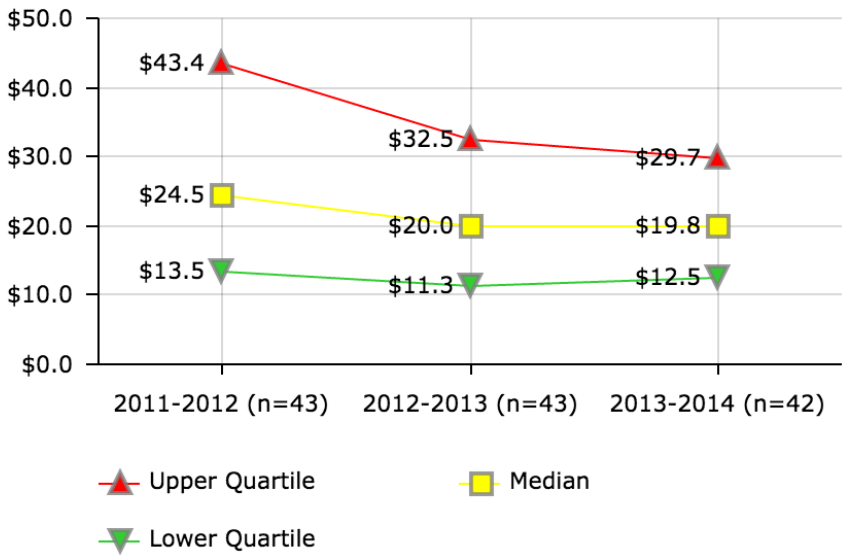
Districts in Best Quartile (FY 2013-14)

- Albuquerque Public Schools
- Broward County School District
- Clark County School District
- Detroit Public School District
- Fresno Unified School District
- Metropolitan Nashville Public School
- Milwaukee Public Schools
- Santa Ana Unified School District
- Toledo Public Schools

District ID	2011-2012	2012-2013	2013-2014
1	9.9%	12.7%	14.5%
2		22.8%	20.4%
4	10.7%	9.5%	21.7%
5	14.0%		19.7%
7	13.3%	18.1%	20.8%
8	21.0%	25.7%	21.7%
9	1.6%	1.5%	6.8%
10	11.1%	15.6%	10.8%
11	27.4%	24.5%	27.7%
13	5.9%	7.4%	4.9%
14	3.2%	2.9%	3.3%
16	19.5%	21.1%	42.8%
20			26.3%
21	17.6%	21.6%	23.4%
23		9.5%	9.0%
25	28.4%	19.7%	
26	15.2%	14.2%	12.9%
28	1.7%		
30	6.1%	6.1%	5.8%
33		17.8%	
35	11.8%	11.8%	
37	8.2%	11.6%	15.7%
39	10.3%	7.5%	11.7%
40	15.6%	22.6%	27.7%
41	13.4%	10.8%	12.4%
44	20.6%	22.0%	15.0%
46	12.9%	10.4%	14.3%
47	5.0%		5.9%
48	16.8%	15.0%	8.2%
50			5.6%
51		20.7%	
52	6.3%	6.3%	
53		4.6%	
54	11.1%		
55		3.7%	7.1%
57	75.6%	8.0%	75.6%
58	22.8%	25.9%	16.2%
67	0.4%	2.4%	2.1%
71	4.1%	6.1%	7.2%
79	2.1%		2.1%
101		0.2%	0.2%

INFORMATION TECHNOLOGY

Support - Help Desk Staffing Cost per Ticket



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

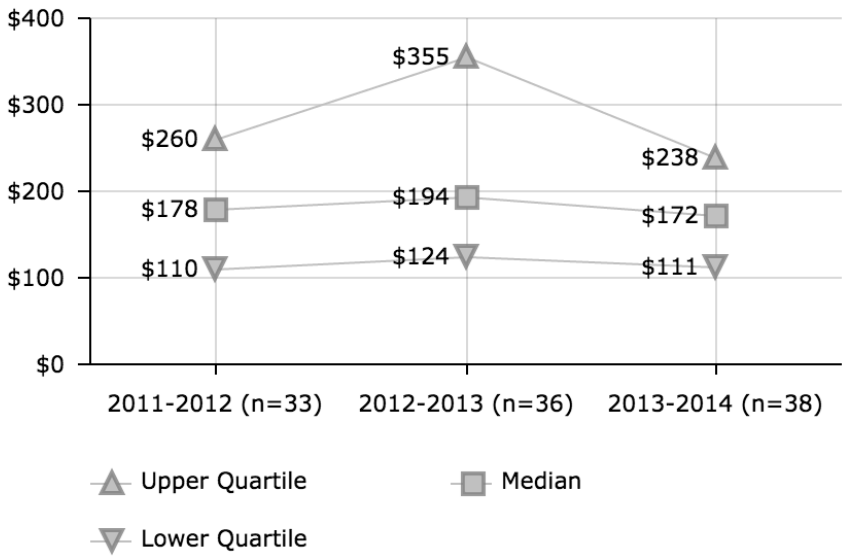
Districts in Best Quartile (FY 2013-14)

- Anchorage School District
- Baltimore City Public Schools
- Charleston County School District
- Clark County School District
- Denver Public School District 1
- Duval County Public Schools
- Hillsborough County Public School District
- Los Angeles Unified School District
- Metropolitan Nashville Public School
- Miami-Dade County Public School District
- School District of Philadelphia

District ID	2011-2012	2012-2013	2013-2014
1		$9.1	$13.7
2		$14.7	$19.8
3	$8.2	$44.9	$67.6
4	$13.8	$11.1	$23.8
5	$3.0		
7	$26.2	$22.4	$9.6
8	$13.5	$20.6	$16.2
9	$17.5	$10.6	$12.5
10	$10.8	$10.6	$6.9
11	$9.9	$17.1	$7.7
12	$22.8	$21.1	$20.7
13	$27.5	$20.0	$21.3
14	$12.6	$15.5	$19.9
16	$36.1	$23.5	$27.9
19	$25.4	$30.8	$25.7
20	$57.0		$28.2
21	$15.9	$29.1	$15.1
23		$15.4	$12.1
25	$36.9	$127.8	
26		$23.3	$21.0
27	$161.8		
28	$27.7		
30	$33.4	$32.5	$29.7
32	$7.8	$7.3	$9.9
33		$158.2	
34			$614.5
35	$20.3	$21.5	
37	$20.1	$11.3	$5.7
39	$11.2	$11.9	$13.7
40	$6.4	$131.4	$106.9
41	$34.1	$32.9	$18.1
43			$199.9
44	$21.4	$17.5	$11.4
45	$21.7	$71.8	
46	$13.5	$7.1	$11.8
47	$81.5		$6.9
48	$25.2	$12.2	$15.5
49	$43.4	$78.6	$71.8
51	$278.4		
52	$24.5	$48.7	$46.7
53	$24.9	$26.4	$47.4
54	$44.1	$13.7	
55			$17.8
56	$68.3	$32.6	
57	$9.7	$9.9	$21.4
58		$10.5	$12.3
62	$108.1	$2.8	$34.9
66		$27.8	
67	$19.8	$12.7	$17.1
71	$16.9	$19.7	$15.4
74	$52.0	$79.7	$73.5
79	$131.6		$182.7
101	$54.3	$9.3	$26.3

INFORMATION TECHNOLOGY

Systems Cost - Business Systems Cost per Employee



Description of Calculation

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

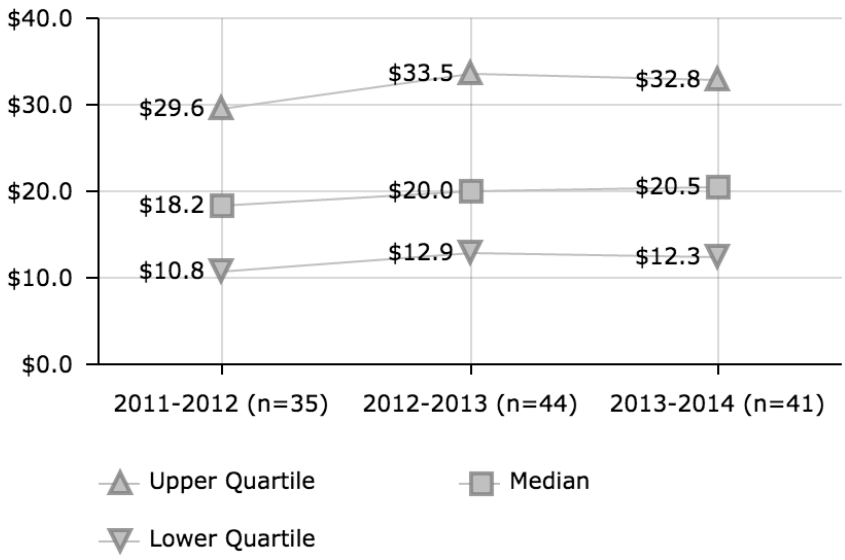
Importance of Measure

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

District ID	2011-2012	2012-2013	2013-2014
1	$239	$236	$185
2		$127	
3	$203	$261	$118
4	$293	$463	$508
5	$485	$239	$200
6		$155	$151
7	$80	$145	$199
8	$113	$214	$189
9	$190		$201
10	$57	$60	$142
11	$176	$366	$238
12	$154	$168	$239
13	$265	$390	$400
14	$194	$120	$148
16	$151	$189	$187
19			$300
20	$224		$170
21	$354	$387	$342
23		$93	$82
24	$104		
26			$25
30	$578	$742	$774
32	$165	$78	$108
33		$363	
34		$419	
35		$223	
37	$456	$199	$118
39	$195	$198	$245
40	$260	$503	$416
41	$254	$222	
43			$87
44	$144	$107	$99
46	$265	$347	$189
47	$384		$120
48	$101	$82	$79
49	$66		$97
51	$51		
52	$178	$166	$250
54	$93	$157	
55			$92
56		$63	
57	$100		
58		$81	$98
62		$77	$175
66		$415	
67		$171	$207
71	$110		$129
79			$111
101	$141	$145	$111

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 forinstructional 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 ID	2011-2012	2012-2013	2013-2014
1	$29.6	$36.3	$24.8
2		$15.9	
3	$7.1	$24.2	
4	$30.6	$22.2	$20.5
5	$21.3	$21.3	$15.9
6			$51.1
7	$5.4	$43.6	$43.9
8	$10.8	$8.5	$9.9
9	$6.6	$13.3	$11.7
10	$18.2	$9.7	$8.8
11	$13.5	$12.5	$9.0
12	$26.1	$27.8	$39.0
13	$22.4	$23.9	$19.9
14	$38.6	$56.0	$19.5
16	$13.3	$23.4	$25.1
19		$57.1	$54.9
20	$64.0		$39.7
21	$114.4	$103.4	$104.7
23		$6.5	$4.1
24	$29.3		
25		$17.8	
26		$9.5	$10.4
28	$32.4		
30	$21.8	$25.6	$25.6
32	$22.4	$23.2	$36.4
33		$43.2	
34		$51.0	$42.3
35	$5.4	$16.0	
37	$10.5	$19.6	$17.5
39	$11.5	$9.0	$12.3
40	$21.0	$46.6	$31.2
41	$12.8	$20.4	$17.2
43			$32.8
44	$22.4	$18.8	$18.3
45	$12.1	$72.4	
46	$35.2	$23.6	$21.2
47	$66.3		$4.9
48	$9.7	$14.1	$13.3
49	$15.2	$14.2	$7.5
51	$4.9		
52		$51.5	$29.1
53		$12.5	
54	$11.3	$16.3	
55			$46.3
56		$5.4	
57	$32.8	$35.5	$36.0
58		$9.3	$9.7
62		$14.4	$18.9
66		$19.7	
67		$9.6	$16.6
71	$17.7	$31.5	$23.0
74			$25.7
79			$23.2
101	$5.2	$5.2	$4.5