

# Managing for Results in America's Great City Schools 2023

RESULTS FROM FISCAL YEAR 2021-22



**ActPoint KPI**  
PERFORMANCE MANAGEMENT SYSTEM

A REPORT OF THE PERFORMANCE MEASUREMENT AND BENCHMARKING PROJECT

OCTOBER 2023



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# INTRODUCTION

## OVERVIEW

### The Performance Management and Benchmarking Project

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

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

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

### Methodology of KPI Development

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

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

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

### Power Indicators and Essential Few

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

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

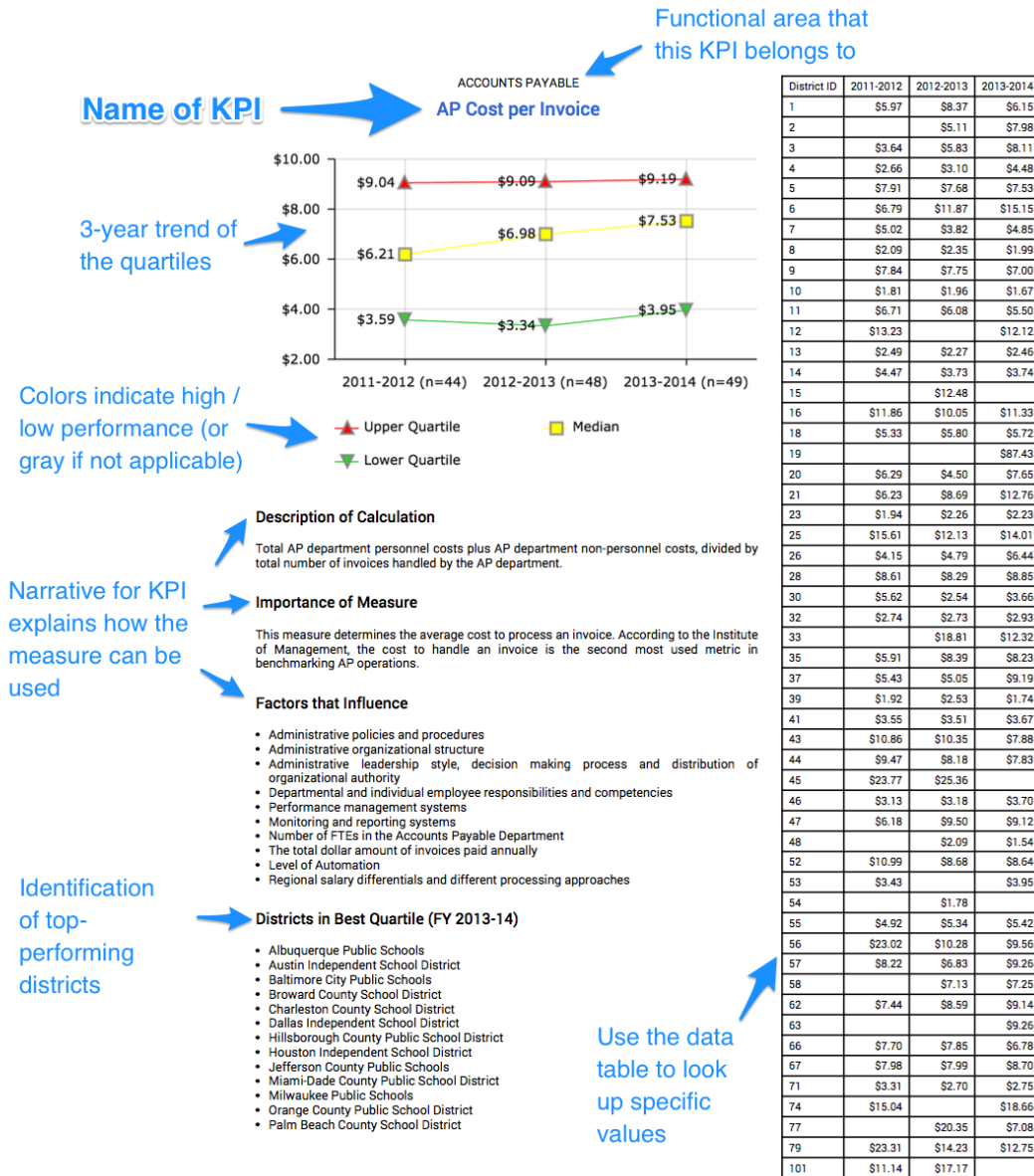
This division is more or less hierarchical, and while it is just one way of many to organizing the KPIs, it is helpful for highlighting those KPIs that are important enough to warrant more attention being paid to them.

### A Note on Cost of Living Adjustments

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

# GUIDANCE FOR READING THIS REPORT

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



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

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

## FREQUENTLY ASKED QUESTIONS

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

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

### **How do I find my district's ID number?**

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

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

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

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

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

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

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

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

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

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

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



# Accounts Payable

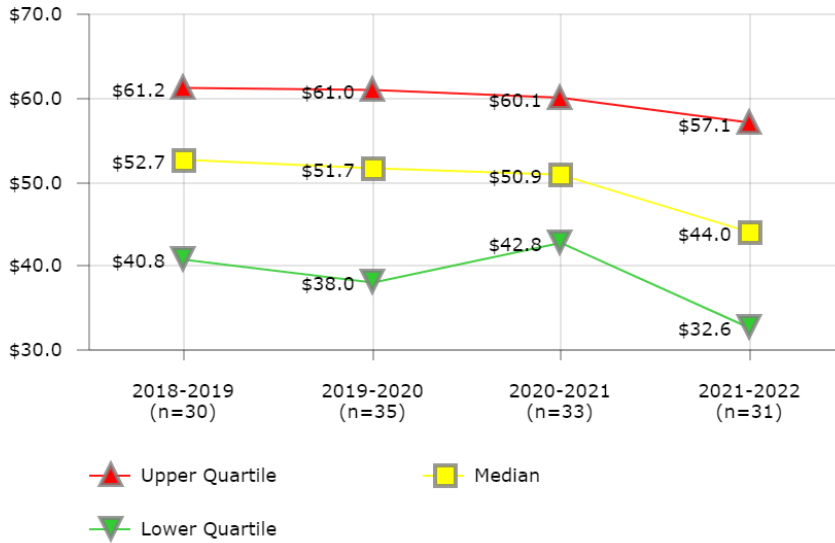
Performance metrics in Accounts Payable (AP) focus on the cost efficiency, productivity, and service quality of invoice processing. Cost efficiency is measured most broadly with **AP Costs per \$100K Revenue**, which evaluates the entire cost of the AP department against the total revenue of the district.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

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

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

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

ACCOUNTS PAYABLE  
AP Cost per \$100K Revenue



Description of Calculation

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

Importance of Measure

This measures the operational efficiency of an Accounts Payable Department.

Factors that Influence

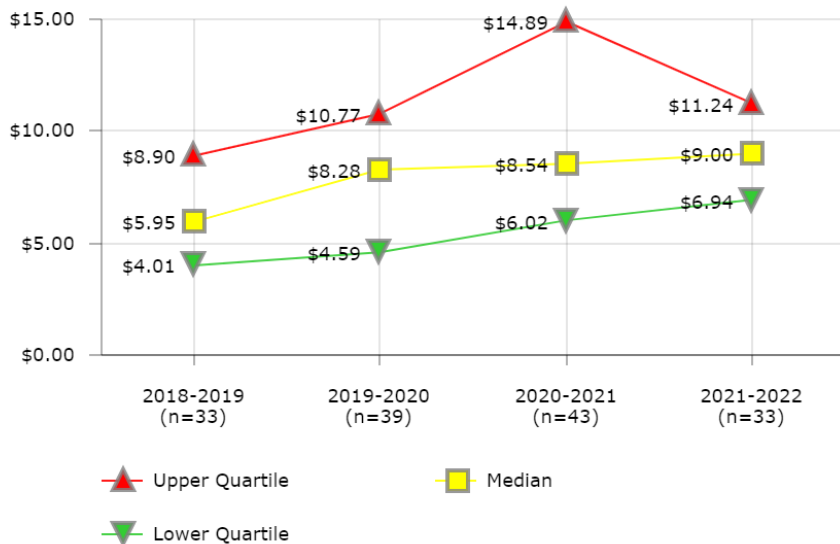
- Administrative policies and procedures
- Administrative organizational structure
- Administrative leadership style, decision making process and distribution of organizational authority
- Departmental and individual employee responsibilities and competencies
- Performance management systems
- Monitoring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

Districts in Best Quartile (2021-2022)

- Broward County Public Schools
- Clark County School District
- Fort Worth Independent School District
- Milwaukee Public Schools
- Newark Public Schools
- Palm Beach County School District
- Sacramento City Unified School District
- School District of Philadelphia

District	2018-2019	2019-2020	2020-2021	2021-2022
1	\$44.4			
3	\$51.2			
4	\$57.3	\$47.3	\$86.3	\$76.0
5		\$60.5	\$59.6	\$65.9
7	\$43.9	\$64.7		
8	\$29.7	\$29.1	\$24.8	\$23.3
9	\$33.4	\$32.5	\$30.5	\$24.7
12	\$160.6	\$153.8	\$122.4	
13	\$33.3	\$31.9	\$27.8	\$26.2
14	\$57.5	\$53.3	\$49.9	\$46.2
15			\$127.8	\$125.7
18	\$53.9	\$65.7	\$60.5	
20	\$51.5	\$38.0	\$37.4	\$39.8
23	\$40.8	\$40.3	\$42.8	\$44.0
24			\$43.5	\$38.5
25	\$141.9	\$37.6		\$30.5
26				\$33.7
27	\$39.6	\$39.3		
28	\$54.5	\$73.0		
30	\$32.9	\$36.8	\$29.1	\$28.2
34		\$90.3	\$98.4	
35	\$65.0	\$81.0	\$49.5	
39		\$19.2	\$21.4	
40		\$57.9	\$38.4	\$32.6
41	\$47.8	\$34.5	\$41.8	
43	\$55.1			
44	\$61.7	\$56.6	\$50.9	\$52.6
46	\$30.1	\$34.1		
47		\$49.5	\$45.6	\$40.1
48	\$51.4	\$51.7	\$49.2	\$43.7
49		\$59.3	\$54.9	\$54.7
50	\$61.2	\$53.2	\$58.8	\$45.1
51	\$151.4	\$149.4		
52		\$50.1	\$54.0	\$38.0
53	\$55.3	\$57.7	\$60.1	\$61.5
55		\$44.9	\$44.4	
57	\$46.4	\$48.8	\$58.1	\$63.3
58				\$25.1
62				\$27.3
63	\$40.7		\$49.0	\$51.4
66		\$61.0	\$99.7	\$68.4
67	\$58.2	\$60.6	\$53.3	\$53.1
68			\$62.6	\$57.1
71		\$39.9		\$37.4
79	\$83.5	\$83.9	\$84.6	\$105.4
431	\$89.8			
3249			\$54.8	\$49.4

ACCOUNTS PAYABLE  
AP Cost per Invoice



District	2018-2019	2019-2020	2020-2021	2021-2022
1	\$6.01		\$8.81	
2			\$18.79	\$17.10
3	\$2.73	\$4.28	\$5.41	
4	\$10.61	\$10.77	\$20.66	\$9.68
5		\$22.51	\$38.57	\$31.59
7	\$4.28	\$9.11		
8	\$1.86	\$2.13	\$2.74	
9		\$9.36	\$10.83	\$7.75
10		\$3.87	\$3.38	
11			\$6.44	\$6.94
12	\$12.66	\$14.44	\$14.77	\$11.65
13	\$2.56	\$3.27	\$3.67	\$2.79
14	\$5.41	\$5.25	\$6.02	
15			\$16.04	\$14.99
16				\$10.75
18	\$5.95	\$8.31	\$10.34	
20	\$36.77	\$30.56	\$10.55	\$10.65
23	\$2.62	\$3.01	\$3.22	\$3.36
24			\$7.24	
25	\$13.90	\$16.07	\$14.86	\$13.37
27	\$8.90	\$8.28		
28	\$7.13	\$21.14	\$23.86	\$11.57
29		\$54.60		
30	\$3.25	\$4.61	\$6.23	\$4.20
32	\$3.18	\$3.33	\$3.97	
35	\$7.36	\$9.93	\$10.79	\$10.27
39		\$3.34	\$9.76	
40	\$3.77	\$8.73	\$5.53	\$5.69
41	\$5.60	\$4.76	\$5.90	
43	\$10.54			
44	\$5.88	\$10.60	\$16.33	\$15.39
45	\$28.88	\$38.02	\$52.18	
46	\$4.01	\$3.70	\$7.45	\$4.85
47	\$4.53	\$15.11	\$7.57	\$7.31
48	\$2.15	\$2.54	\$2.51	
49		\$8.95	\$8.27	\$8.77
50	\$16.98	\$16.87	\$17.09	\$11.13
51	\$11.27	\$10.72	\$13.88	
52		\$8.35	\$14.89	\$7.54
53	\$5.58	\$7.08	\$11.31	\$9.28
55		\$7.27	\$7.66	\$9.00
57	\$7.87	\$8.03	\$19.55	\$11.24
58				\$8.53
62				\$3.89
63	\$5.59		\$7.35	\$8.86
66	\$6.70	\$4.59	\$28.15	\$15.41
67	\$6.09	\$8.00	\$8.54	\$9.28
68			\$3.53	\$4.19
71		\$4.89	\$7.38	\$5.81
431	\$5.99	\$8.28		
3249			\$6.78	\$7.76

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.

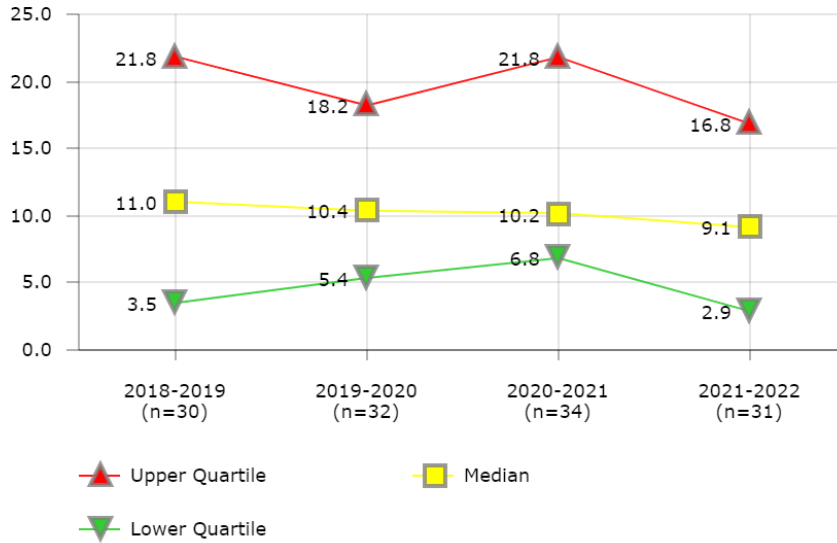
Factors that Influence

- 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 (2021-2022)

- Arlington Independent School District
- Austin Independent School District
- Baltimore City Public Schools
- Broward County Public Schools
- Charleston County School District
- Fort Worth Independent School District
- Los Angeles Unified School District
- Milwaukee Public Schools
- Sacramento City Unified School District

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 (2021-2022)**

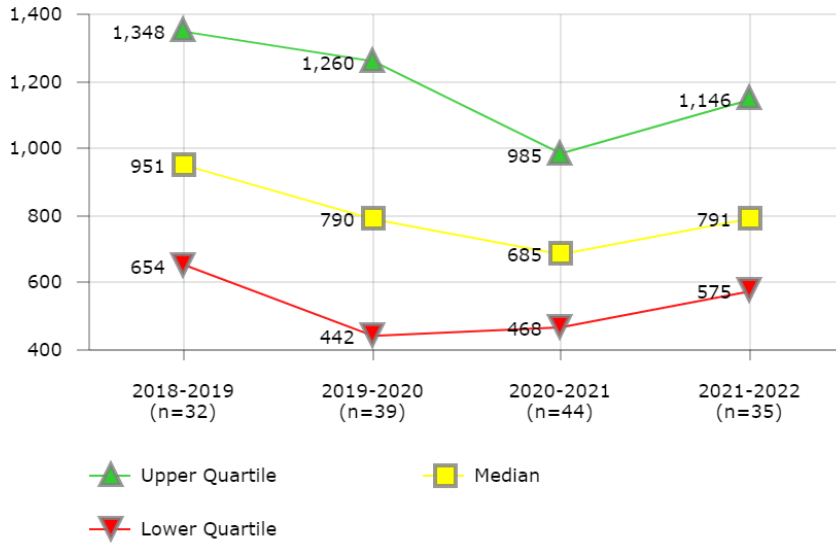
- Broward County Public Schools
- Charlotte-Mecklenburg Schools
- East Baton Rouge Parish Public Schools
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Minneapolis Public Schools
- Omaha Public School District
- Sacramento City Unified School District

District	2018-2019	2019-2020	2020-2021	2021-2022
1	25.2		30.7	
3	11.7	12.4	7.5	
4	15.9	16.3	12.9	5.3
5			11.4	
7		14.1		
8	6.8	6.2	8.0	8.4
9	7.8	8.6	8.8	8.4
10		7.0	5.8	
11			24.5	10.9
12	10.4	8.7	10.4	10.5
13	2.0	2.4	2.6	2.9
14	0.0	5.9	6.1	
15			14.7	27.3
16			5.0	8.9
18	3.5	3.3	20.0	
20	79.6	25.4	21.8	14.1
23	10.0	10.0	10.0	9.1
24			0.0	0.0
25	36.3	55.3	51.4	49.6
27	23.3	22.5		
28	12.4			
29		0.0		
30	10.0		10.0	0.0
32		2.6	0.0	0.9
35	24.7	26.9	28.3	6.8
39		32.8		
40	0.0	7.0	7.0	7.0
41	21.9	8.6	9.1	
45	0.0	0.0	0.0	
46	41.9	29.5		48.5
47	21.8	20.1	12.6	19.6
48	14.9	14.6	15.5	12.6
50	0.0	20.6	22.7	14.1
51	7.7	10.8	23.8	23.9
52				0.0
53	4.2	4.9	6.8	6.0
55	3.4	4.0	2.6	2.7
58				12.6
62				0.0
63	14.5		9.2	38.2
66	1.5	0.4		0.0
67	13.3	15.5	11.1	16.8
71		14.1	24.5	11.8
431	14.0	12.6		
3249			33.3	34.5



ACCOUNTS PAYABLE

Invoices Processed per FTE per Month



District	2018-2019	2019-2020	2020-2021	2021-2022
1	709		669	
2			370	432
3	2,382	1,547	1,037	
4	784	696	525	1,055
5		252	163	214
7	1,299	913		
8	2,937	2,671	2,173	
9	752	628	565	968
10		1,213	1,305	
11			898	1,484
12	466	442	422	528
13	1,716	1,363	1,231	1,579
14	579	611	502	
15			297	284
16			528	575
18	1,275	871	711	
20		190	558	600
23	1,922	1,717	1,672	1,887
24			578	
25	326	298	264	337
27	516	401		
28	1,088	357	317	765
29		85		
30	2,211	1,742	1,215	1,666
32	1,660	1,720	1,264	1,752
35	1,091	867	701	791
39		1,260	433	
40	1,099	610	934	611
41	770	836	836	
43	620			
44	630	384	306	322
45		184	136	
46	1,397	1,761	1,105	1,722
47	1,123	391	865	972
48	2,719	2,343	2,321	
49		991	1,052	1,146
50	525	517	505	783
51	650	724	572	591
52		868	735	1,102
53	898	749	532	813
55		790	770	656
57	857	729	390	522
58				1,214
62				1,573
63	1,169		892	1,078
66	866	1,475	175	412
67	1,004	812	836	947
68			1,184	1,031
71		1,144	645	778
431	658	543		
3249			884	646

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 quantities of items from vendors.

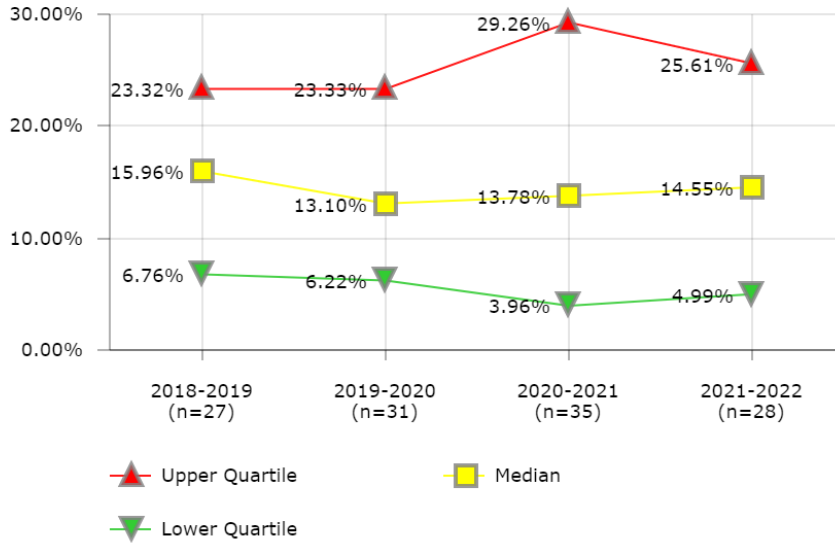
Factors that Influence

- 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 (2021-2022)

- Baltimore City Public Schools
- Broward County Public Schools
- Charleston County School District
- Guilford County School District
- Los Angeles Unified School District
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Sacramento City Unified School District
- School District of Philadelphia

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**

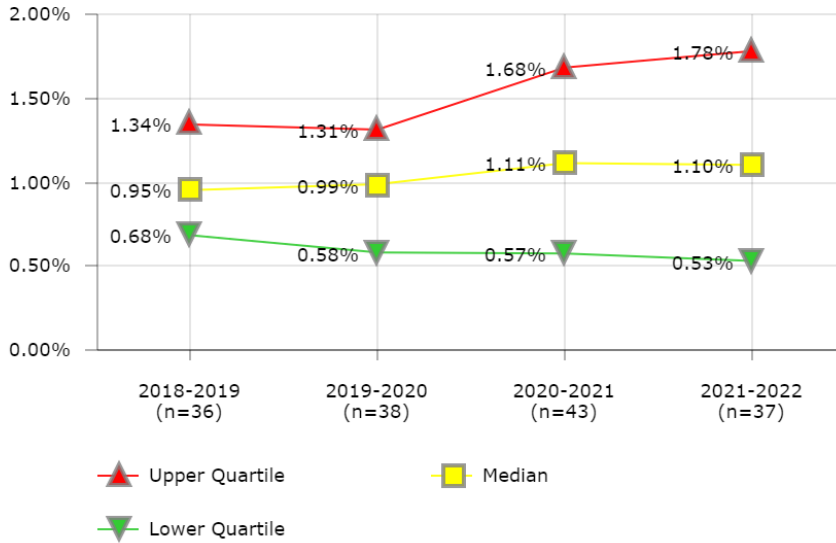
- Process controls
- Department workload management
- Overtime policy

**Districts in Best Quartile (2021-2022)**

- Charleston County School District
- East Baton Rouge Parish Public Schools
- Fort Worth Independent School District
- Orange County Public School District
- Palm Beach County School District
- San Diego Unified School District
- Wichita Unified School District

District	2018-2019	2019-2020	2020-2021	2021-2022
1	24.39%		12.05%	
3	7.29%	6.91%	7.51%	
4	12.39%	13.05%	10.22%	1.87%
7		1.46%		
8	2.11%	2.55%	3.70%	3.00%
9	21.70%	18.84%	8.29%	6.37%
10		6.62%	5.86%	
11			27.05%	8.90%
12	5.25%	6.22%	6.31%	7.40%
14	20.49%	5.06%	4.92%	
15			20.53%	12.99%
16			15.39%	3.99%
18	2.61%	2.41%	0.10%	
20		29.86%		48.94%
23		0.09%	0.13%	0.09%
24			0.02%	0.37%
25	69.68%	74.13%	74.10%	
27	18.35%	17.18%		
28	19.25%			
29		14.53%		
32	6.76%	13.10%	10.45%	24.57%
35	23.32%	24.55%	26.46%	21.46%
39		25.54%	40.70%	
40	15.00%	1.15%	0.59%	0.57%
41	14.16%	14.10%	0.43%	
45	57.19%	60.00%	60.00%	
46	54.31%	47.29%	48.09%	56.89%
47	50.40%	52.57%	40.15%	54.92%
48		0.41%	0.44%	0.35%
50	6.56%	13.46%	29.61%	15.17%
51	24.77%	17.44%	22.04%	22.34%
52		7.89%	13.78%	11.34%
53	15.96%	18.21%	38.23%	49.19%
55	5.18%	6.70%	3.96%	5.99%
57	17.83%		17.15%	26.64%
58				45.43%
62				15.16%
63	10.00%		31.87%	
66	2.00%		29.26%	53.09%
67	11.00%	6.93%	3.47%	19.14%
71		9.99%	19.20%	17.89%
431	23.30%	23.33%		
3249			18.61%	13.93%

ACCOUNTS PAYABLE  
Payments Voided



District	2018-2019	2019-2020	2020-2021	2021-2022
1	1.38%		0.87%	
2			3.07%	2.56%
3	1.06%	1.05%	1.16%	
4	1.19%	1.51%	0.49%	0.40%
5		0.62%		
7	0.26%	2.55%		
8	0.43%	0.58%	1.11%	1.02%
9	0.72%	0.80%	0.68%	0.79%
10		0.29%	1.50%	
11			0.32%	0.55%
12	0.30%	0.24%	0.52%	0.19%
13	0.63%	1.31%	0.93%	0.80%
14	0.16%	1.17%	1.68%	
15			1.47%	1.77%
16			0.67%	2.38%
18	1.19%	1.55%	1.22%	
19	1.88%	1.51%	1.52%	1.54%
20	1.28%	1.31%	1.21%	0.20%
23	1.18%	1.00%	1.30%	1.72%
24			0.53%	3.45%
25	1.20%	1.00%	0.96%	1.45%
27	0.56%	0.80%		
28	0.85%			1.10%
29		0.07%		
30	0.83%		0.18%	0.50%
32	1.38%	0.57%	0.99%	1.40%
33				0.18%
34		0.70%	4.13%	
35	0.74%	0.67%	0.97%	0.46%
39		1.54%	0.17%	2.21%
40	0.09%	2.65%	2.26%	0.53%
41	1.70%	1.27%	2.43%	
43	1.43%			
44	0.83%	0.68%	0.31%	0.49%
46	1.44%	1.20%		1.33%
47	0.05%	0.28%	0.22%	0.20%
48	3.11%	3.21%	4.28%	2.09%
49	0.84%	0.36%	0.57%	
50	1.13%	1.07%	0.94%	0.60%
51	4.81%	2.67%	3.12%	1.88%
52		0.28%	0.50%	0.24%
53	0.82%	1.30%	3.77%	0.80%
55	1.84%	1.09%	2.98%	1.88%
57	0.70%		2.94%	
58				0.96%
62				3.13%
63	0.75%		0.67%	1.10%
66	1.31%	0.64%	1.89%	1.78%
67	1.18%	0.98%	1.27%	1.34%
68			1.24%	
71		0.17%	1.39%	2.10%
79		0.38%	0.20%	
431	0.67%	0.73%		
3249			0.62%	0.73%

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 (2021-2022)

- Cincinnati Public Schools
- Columbus Public Schools
- Des Moines Public Schools
- Duval County Public Schools
- Fort Worth Independent School District
- Indianapolis Public Schools
- Metropolitan Nashville Public Schools
- Milwaukee Public Schools
- Minneapolis Public Schools
- Wichita Unified School District



# 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**.

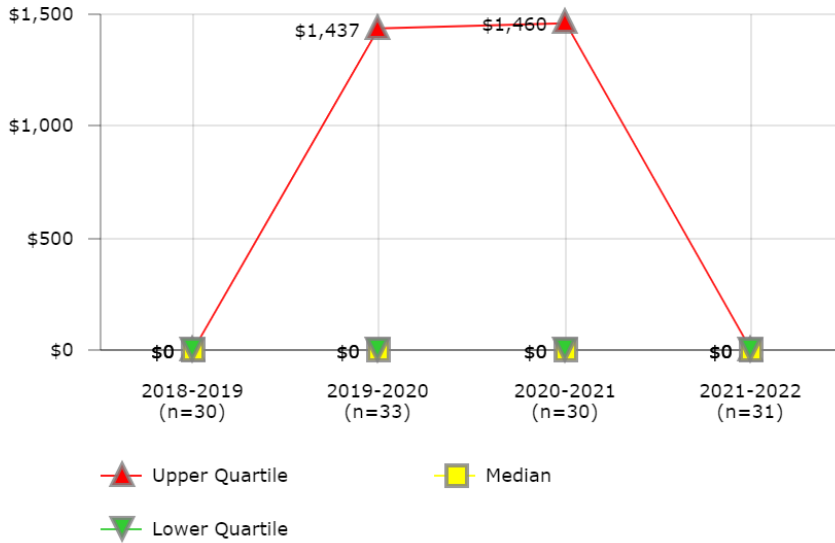
Measures that look at *investment yield* include **Investment Earnings per \$100K Revenue** and **Investment Earnings as Percent of Cash/Investment Equity**.

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.

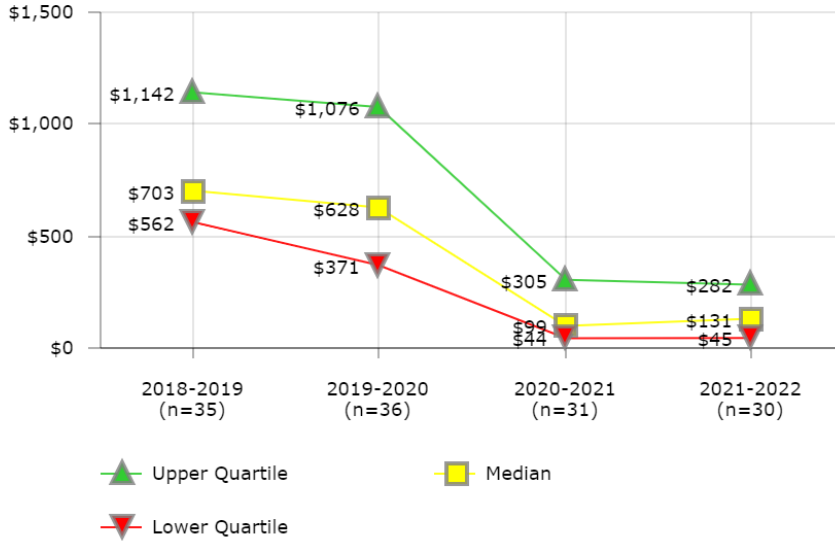
Factors that Influence

- 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	2018-2019	2019-2020	2020-2021	2021-2022
1	\$0			
3	\$0			
4	\$0	\$0	\$0	\$0
5				\$0
7	\$0	\$0		
8	\$5,456	\$4,995	\$4,533	\$0
9	\$0	\$0	\$0	\$0
10		\$0		
12	\$0	\$0	\$0	\$0
13	\$5,702			\$4,736
14	\$0			
15			\$8,188	\$8,844
18		\$0		
20	\$0	\$0	\$0	\$0
21		\$5,334		
23	\$10,086	\$3,251	\$3,684	\$7,870
25	\$7,830	\$1,669	\$0	\$0
27	\$0	\$0		
28	\$2,717	\$5,143		
30	\$21,141	\$28,292	\$20,523	\$0
32	\$9,319	\$10,251	\$11,119	\$10
34			\$0	
35	\$0	\$0	\$2,542	
39		\$0	\$5,933	\$0
40			\$0	\$0
41	\$0	\$1,437	\$1,460	
43	\$0			
44	\$0	\$0	\$0	\$0
46	\$0	\$0	\$0	\$0
47		\$0	\$0	
48	\$0	\$0	\$0	\$0
49		\$0	\$0	\$0
50	\$0	\$0	\$0	\$0
51	\$0	\$0	\$0	
52		\$0	\$0	\$0
53	\$0	\$1,482	\$0	\$0
55		\$0	\$0	
57	\$0	\$0	\$0	\$0
58				\$11,582
62				\$0
63	\$0		\$0	\$0
66		\$0	\$0	\$0
67	\$0	\$0	\$0	\$0
68			\$0	\$0
71		\$777		\$0
79	\$0	\$0	\$0	\$0
431	\$0			
3249				\$0

CASH MANAGEMENT

Investment Earnings per \$100K Revenue



District	2018-2019	2019-2020	2020-2021	2021-2022
1	\$411			
3	\$464			
4	\$703	\$593	\$74	\$38
5		\$1,244	\$305	\$89
7	\$567	\$386		
8	\$1,074	\$788	\$99	\$28
9	\$1,142	\$1,227	\$36	\$355
11	\$1,261			
12	\$1,232	\$817		
13	\$266			\$110
14	\$1,267	\$646	\$49	
15			\$121	\$45
16	\$1,929			
18		\$682	\$573	
20	\$589	\$609	\$258	\$136
21		\$22		
23	\$367	\$259	\$44	\$173
24			\$63	\$125
25	\$659	\$122		\$22
27	\$33	\$31		
28	\$1,510	\$2,248		
30	\$463	\$443	\$351	\$383
32	\$1,064	\$557	\$16	\$85
34		\$1,071	\$76	
35	\$1,843	\$2,222	\$68	
39		\$1,082	\$104	\$171
40		\$1,194	\$102	\$168
41	\$1,590	\$1,398	\$1,476	
44	\$593	\$496	\$316	\$217
46	\$611	\$502		\$480
47		\$55	\$124	
48		\$2,674	\$1,239	\$1,024
49		\$116	\$23	\$14
50	\$154	\$191		\$15
51	\$1,125	\$690	\$47	
52		\$1,455		
53	\$562	\$356	\$22	\$45
55		\$169	\$32	
56	\$985			
57	\$673	\$453	\$44	\$79
58				\$38
61	\$496			
62	\$1,080			\$427
63	\$1,030		\$349	\$435
66		\$459	\$66	\$207
67	\$766	\$775	\$700	\$448
68			\$136	\$105
71		\$845		\$172
77	\$631			
79	\$770	\$708	\$273	\$282
101	\$626			
431	\$2,054			
3249			\$22	\$29

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

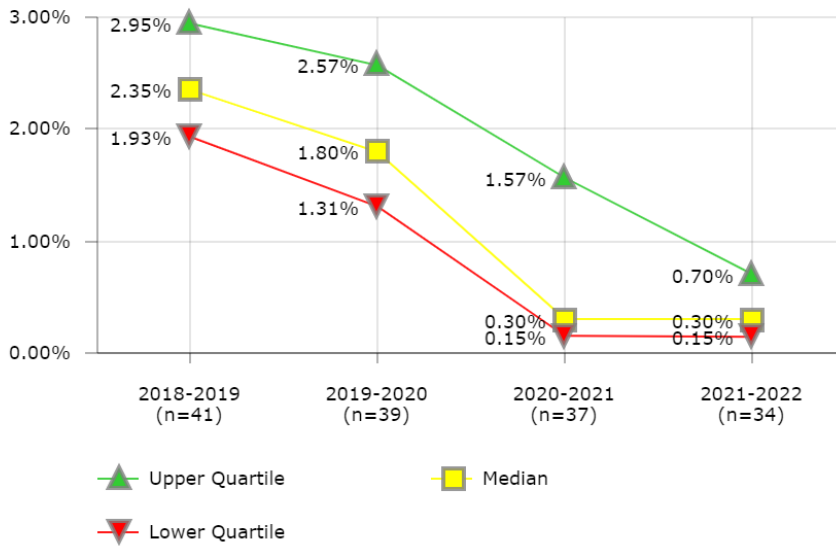
- Revenue types
- Types of receipt percentages
- Investments internal or external
- Investment policy

Districts in Best Quartile (2021-2022)

- Baltimore City Public Schools
- Clark County School District
- Fresno Unified School District
- Milwaukee Public Schools
- Orange County Public School District
- Sacramento City Unified School District
- St. Louis Public Schools
- Toledo Public Schools

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 (2021-2022)

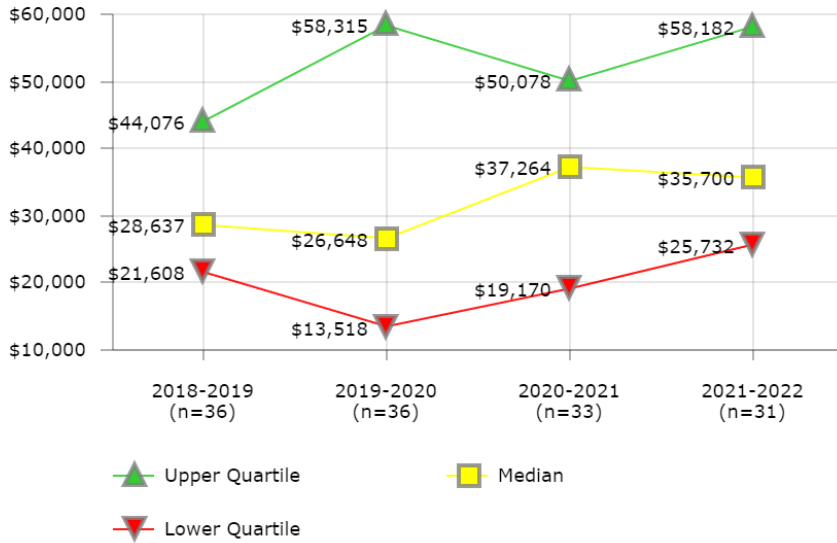
- Clark County School District
- Duval County Public Schools
- Fresno Unified School District
- Milwaukee Public Schools
- Orange County Public School District
- Richmond City School District
- Sacramento City Unified School District
- San Diego Unified School District
- St. Louis Public Schools

District	2018-2019	2019-2020	2020-2021	2021-2022
1	2.00%		0.66%	
2			2.70%	2.51%
3	2.58%	1.27%	2.32%	
4	2.30%	1.79%	0.19%	0.11%
5		1.42%	0.30%	0.13%
7	3.86%	2.89%		
8	2.53%	1.80%	0.22%	0.06%
9	2.98%	2.71%	0.09%	0.70%
10		2.12%	0.16%	0.28%
11	2.22%		0.10%	
12	5.00%	2.57%		
13	0.91%			0.23%
14	2.13%	1.13%		
15			0.98%	0.13%
16	2.42%		1.57%	1.20%
18		3.68%	3.45%	
19	2.57%	1.58%	0.33%	0.26%
20	1.93%	2.18%	0.92%	0.52%
21		0.16%		
23	1.47%	0.94%	0.17%	0.68%
24			0.31%	0.49%
25	2.54%	2.46%		0.19%
27	0.34%	0.23%		
28	6.25%	8.78%	0.05%	
30	3.46%	3.88%	2.61%	3.19%
32	3.72%	2.30%	0.06%	0.36%
34		2.21%	0.14%	
35	3.86%	3.27%	0.14%	0.52%
39		1.47%		0.23%
40	2.35%		0.20%	
41	2.53%	1.82%	1.58%	
44	4.00%	3.00%	1.65%	0.77%
45	0.43%	0.32%	0.15%	
46			5.32%	
47	0.32%	1.31%	4.66%	
48	2.68%	2.31%	1.13%	1.01%
49	1.51%	1.42%	0.29%	0.16%
50	0.80%	0.95%		0.06%
51	1.93%	0.95%		0.08%
52		2.02%		
53	2.32%	1.54%	0.10%	
54		3.76%	0.24%	
55		1.45%	0.21%	0.21%
56	2.13%			
57	3.08%	1.83%	0.15%	0.22%
58				0.14%
61	1.95%			
62	2.98%			1.18%
63	2.25%		0.63%	0.75%
66	1.87%	0.77%		0.45%
67	2.67%	3.21%	1.75%	1.44%
68			0.11%	0.08%
71		1.36%		0.33%
76	2.40%			
77	2.95%			
79	1.94%	1.79%	0.73%	0.62%
101	1.50%			
3249				0.15%



CASH MANAGEMENT

Cash/Investment Equity per \$100K Revenue



District	2018-2019	2019-2020	2020-2021	2021-2022
1	\$20,570			
3	\$17,994			
4	\$30,591	\$33,165	\$38,020	\$33,330
5		\$87,873	\$100,601	\$69,099
7	\$14,694	\$13,338		
8	\$42,446	\$43,841	\$45,257	\$47,413
9	\$38,319	\$45,268	\$38,132	\$50,379
11	\$56,672			
12	\$24,651	\$31,786	\$40,848	\$60,691
13	\$29,088			\$47,634
14	\$59,579	\$57,310	\$61,053	\$60,790
15			\$12,344	\$34,362
16	\$79,710			
18	\$951	\$18,524	\$16,618	
20	\$30,501	\$27,976	\$28,217	\$26,221
21		\$13,699		
23	\$24,968	\$27,689	\$26,149	\$25,553
24			\$19,912	\$25,732
25	\$25,974	\$4,965	\$847	\$11,697
27	\$9,635	\$13,151		
28	\$24,145	\$25,607		
30	\$13,385	\$11,436	\$13,424	\$11,982
32	\$28,583	\$24,230	\$26,243	\$23,883
34		\$48,398	\$55,810	
35	\$47,772	\$67,853	\$48,150	
39		\$73,416	\$173	\$73,839
40		\$69	\$50,078	
41	\$62,784	\$76,798	\$93,503	
43	\$24,405			
44	\$14,799	\$16,520	\$19,170	\$28,140
46		\$32		
47		\$4,221	\$2,654	\$69,580
48		\$115,647	\$109,459	\$101,072
49		\$8,200	\$8,073	\$8,890
50	\$19,302	\$20,110	\$21,788	\$27,534
51	\$58,390	\$72,778	\$66,712	
52		\$72,011		\$65,204
53	\$24,224	\$23,139	\$21,288	\$843
55		\$11,724	\$14,702	
56	\$46,189			
57	\$21,805	\$24,747	\$28,591	\$35,700
58				\$27,114
61	\$25,408			
62	\$36,299			\$36,338
63	\$45,707		\$55,068	\$58,182
66		\$59,320	\$49,958	\$46,358
67	\$28,691	\$24,166	\$40,000	\$31,148
68			\$123,114	
71		\$61,946		\$52,693
77	\$21,411			
79	\$39,594	\$39,467	\$37,264	\$45,873
101	\$41,828			
431	\$107,466			
3249				\$20,227

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.

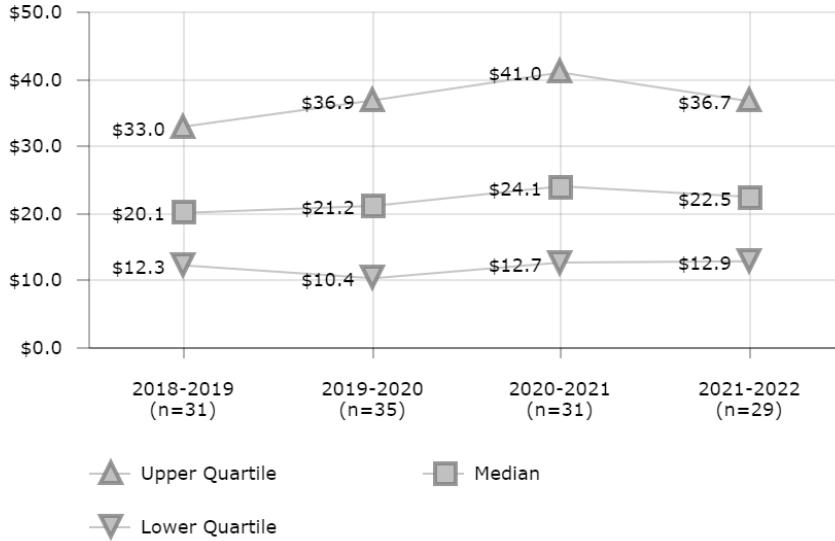
Factors that Influence

- Amount of funds available for investment
- Fund balance

Districts in Best Quartile (2021-2022)

- Albuquerque Public Schools
- Des Moines Public Schools
- Houston Independent School District
- Metropolitan Nashville Public Schools
- Minneapolis Public Schools
- Orange County Public School District
- Portland Public Schools
- St. Louis Public Schools

CASH MANAGEMENT  
**Treasury Staffing Cost per \$100K Revenue**



**Description of Calculation**

Total Treasury personnel costs, divided by total district operating revenue over \$100,000.

**Importance of Measure**

This measure helps evaluate staffing costs.

**Factors that Influence**

- Number and wages of Treasury personnel

District	2018-2019	2019-2020	2020-2021	2021-2022
1	\$24.7			
3	\$19.1			
4	\$20.1	\$21.2	\$19.4	\$15.7
5		\$36.9	\$38.4	\$37.2
7	\$34.4	\$39.3		
8	\$15.5	\$14.5	\$13.8	\$17.1
9	\$10.2	\$8.8	\$8.5	\$9.0
12	\$147.4	\$144.3	\$128.3	\$152.1
13	\$12.4			\$20.2
14	\$4.6	\$4.6	\$4.6	
15			\$147.4	\$134.0
18	\$13.0	\$13.4	\$12.7	
20	\$345.0	\$401.8	\$27.0	\$22.5
21		\$50.1		
23	\$17.5	\$17.6	\$19.2	\$19.0
25	\$107.6	\$28.1		\$25.7
27	\$5.0	\$4.8		
28	\$10.7	\$10.2		
30	\$8.5	\$8.7	\$6.0	\$9.3
32	\$24.6	\$20.3	\$20.2	\$20.4
34		\$30.6	\$32.5	
35	\$12.3	\$14.8	\$279.4	
39		\$16.6	\$10.7	\$12.8
40		\$15.5	\$14.9	\$12.9
41	\$33.2	\$35.4	\$36.5	
43	\$33.0			
44	\$30.4	\$30.6	\$27.3	\$24.6
46	\$11.2	\$4.6		
47				\$61.6
48	\$14.3	\$10.4	\$9.6	\$9.8
49		\$6.1	\$7.0	\$7.6
50	\$34.6	\$47.1	\$69.2	\$46.0
51	\$126.9	\$136.8	\$138.7	
52		\$71.5		\$16.9
53	\$4.8	\$45.5	\$41.0	
55		\$8.0	\$8.3	
57	\$24.0	\$27.1	\$20.8	\$75.9
58				\$8.5
62				\$70.1
63	\$26.1		\$41.0	\$36.7
66		\$24.2	\$29.5	\$32.0
67	\$16.3	\$17.3	\$15.0	\$11.5
68			\$100.8	
71		\$25.9		\$23.0
79	\$31.3	\$24.0	\$24.1	\$27.4
431	\$23.9			
3249			\$48.4	\$25.8

# 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:

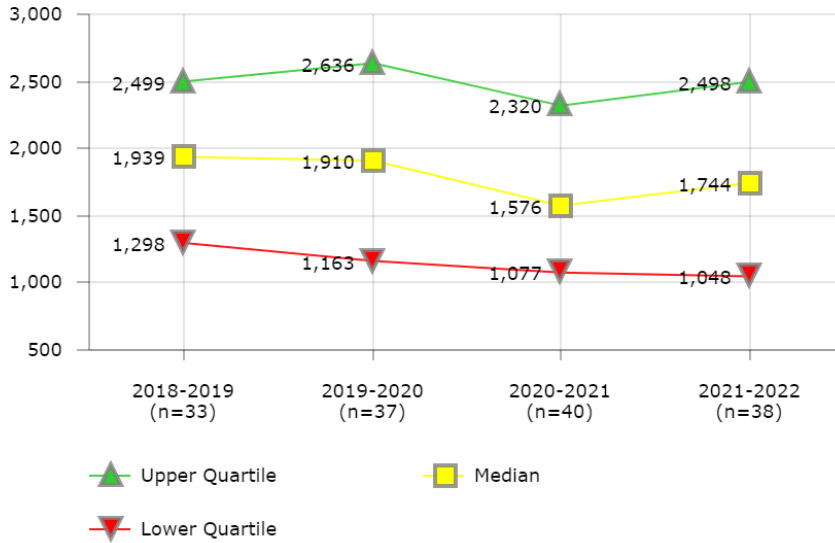
- Needs better automation to improve accuracy and reduce workload
- Should consider switching to software that is more accurate and efficient
- Has problems with time management or workload management, or should have clearer policies around timelines
- Has staff that is under-skilled or under-trained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

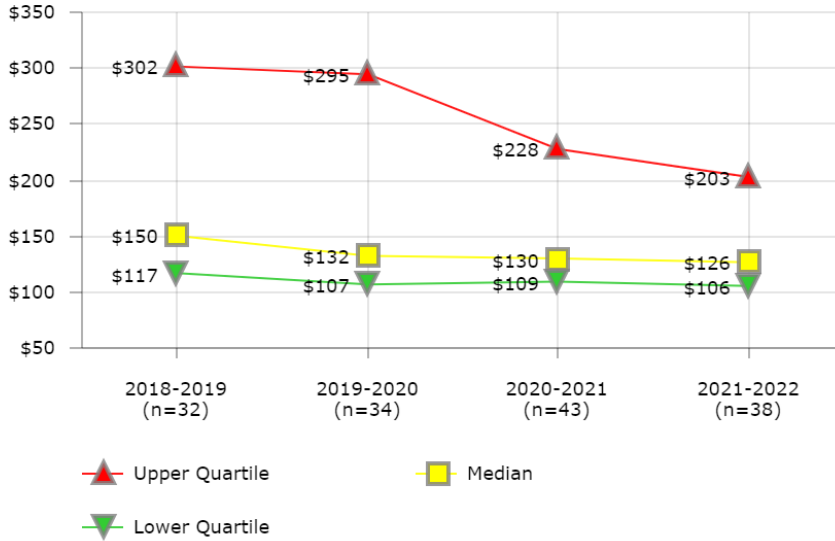
- Direct deposit participation rate
- Pay check error/correction rate
- Staffing levels

Districts in Best Quartile (2021-2022)

- Baltimore City Public Schools
- Clark County School District
- Detroit Public Schools
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Minneapolis Public Schools
- Omaha Public School District
- Orange County Public School District
- Palm Beach County School District
- School District of Philadelphia

District	2018-2019	2019-2020	2020-2021	2021-2022
1		654	483	
2			1,424	1,295
3	1,510	1,359		
4	1,548	1,525	1,606	2,041
5		995	929	1,048
7	1,215	1,163		
8	3,007	2,873	2,586	2,855
9	2,499	2,443	2,263	2,498
11			1,706	1,784
12	717	684	658	682
14	2,130	2,211	2,112	2,279
15			1,560	683
16			973	1,184
18	2,631	3,250	2,911	
19		849		817
20	1,298	1,458	1,411	1,739
23	973	1,059	1,203	1,022
24			1,380	2,125
25	2,343	2,231	2,377	2,260
27	1,846	1,783		
28	1,996	2,039	1,900	2,012
30	3,493	3,392	3,130	3,221
32	4,497	4,670	4,618	4,566
33				1,611
35	1,369	1,374	1,452	1,397
39		4,970		
40	1,170	961	763	834
41	1,709	1,723	1,707	
43	2,109			
44	1,070	918	873	1,043
45	2,003	2,318	1,859	
46	2,720	2,723	2,401	2,549
48	2,524	2,636	2,500	2,500
49	2,429	2,569	1,318	1,749
50	1,825	2,016	2,062	2,733
51	1,939	1,910	1,591	
52		3,672	4,710	3,389
53	2,154	1,877	1,799	2,030
55		2,446	3,044	
57	1,661	1,832	1,403	1,247
58				2,931
62				962
63	1,022		1,186	1,261
66	2,800	3,510	2,956	2,938
67	1,189	1,123	993	1,145
68			1,077	1,158
71			1,078	1,016
79	1,125	833	879	920
431	2,511	3,877		
3249			909	1,990

COMPENSATION  
Payroll Cost per \$100K Spend



District	2018-2019	2019-2020	2020-2021	2021-2022
2			\$183	\$184
4	\$312	\$312	\$193	\$173
5		\$107	\$121	\$87
7	\$139	\$140		
8	\$113	\$123	\$125	\$126
9	\$123	\$89	\$94	\$106
10		\$106	\$113	\$80
11			\$104	\$102
12	\$348	\$348	\$320	\$306
13			\$62	
14	\$158	\$182	\$180	\$181
15			\$284	\$260
16			\$112	\$109
18	\$125	\$122	\$123	
19	\$310	\$395		
20	\$357	\$321	\$228	\$203
23	\$354	\$353	\$345	
24			\$136	\$118
25	\$111	\$105	\$89	\$84
27	\$321	\$326		
28	\$153	\$131	\$122	\$121
30	\$134	\$128	\$119	\$128
32	\$47	\$40	\$36	\$38
33				\$289
34			\$265	
35	\$317	\$298	\$279	\$281
39		\$62	\$57	\$57
40	\$155	\$155	\$179	\$182
41	\$87	\$86	\$86	
43	\$105			
44	\$240	\$229	\$167	\$221
45	\$93	\$85	\$111	
46	\$121	\$134	\$129	\$127
48	\$123	\$116	\$109	\$104
49	\$205	\$194	\$164	\$135
50	\$141	\$147	\$150	\$125
51	\$281	\$260	\$310	
52		\$72	\$76	\$133
53	\$109	\$110	\$110	\$111
55			\$81	
57	\$293	\$295	\$307	\$277
58				\$116
62				\$228
63	\$348		\$314	\$339
66		\$130	\$132	\$120
67	\$148	\$129	\$130	\$93
68			\$133	\$123
71			\$84	\$94
79	\$246	\$367	\$376	\$343
431	\$87			
3249			\$351	\$197

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.

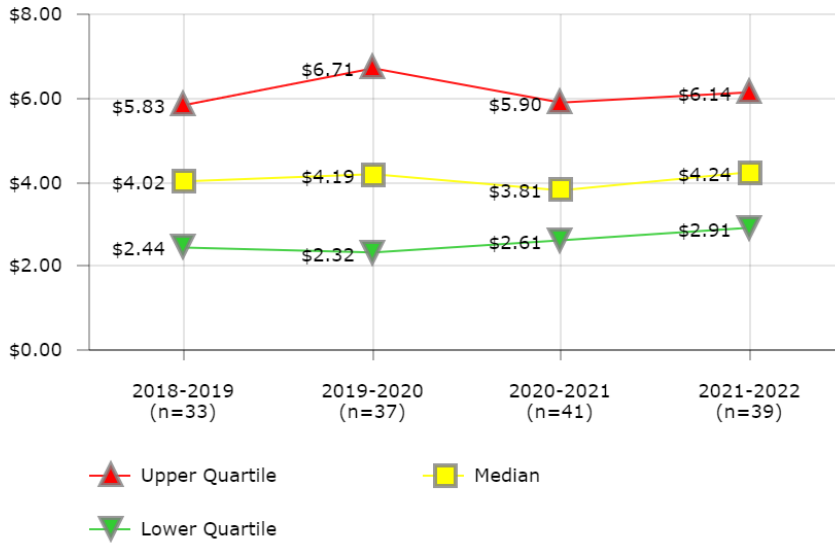
Factors that Influence

- 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 (2021-2022)

- Austin Independent School District
- Clark County School District
- Fresno Unified School District
- Hillsborough County Public Schools
- Houston Independent School District
- Los Angeles Unified School District
- Miami-Dade County Public Schools
- Newark Public Schools
- Orange County Public School District
- Portland Public Schools

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

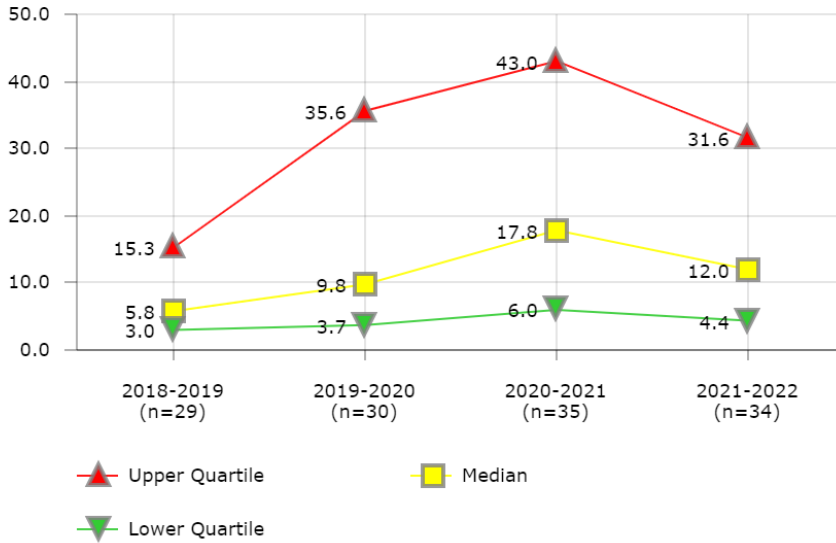
- Number of employees processing the payroll
- Skill level of the employees processing payroll
- Types of software/hardware used to process the payroll
- Processes and procedures in place to collect payroll data
- Number of employees being paid
- Number of contracts requiring compliance
- Frequency of payrolls
- Complexity of state/local reporting requirements

Districts in Best Quartile (2021-2022)

- Broward County Public Schools
- East Baton Rouge Parish Public Schools
- Houston Independent School District
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Newark Public Schools
- Omaha Public School District
- Orange County Public School District
- Palm Beach County School District
- School District of Philadelphia

District	2018-2019	2019-2020	2020-2021	2021-2022
1		\$8.90	\$11.01	
2			\$5.69	\$5.62
3	\$6.79	\$5.30		
4	\$7.04	\$7.38	\$4.80	\$3.89
5		\$6.75	\$8.18	\$6.01
7	\$5.83	\$6.13		
8	\$1.90	\$2.32	\$2.56	\$2.49
9	\$3.32	\$2.59	\$2.94	\$3.31
11			\$3.64	\$3.53
12	\$11.29	\$11.65	\$12.76	\$11.31
13				\$0.97
14	\$2.35	\$3.10	\$3.18	\$3.12
15			\$3.13	\$7.02
16			\$7.03	\$6.12
18	\$2.50	\$2.02	\$2.20	
19		\$10.85		
20	\$7.51	\$6.85	\$5.15	\$4.76
23	\$6.30	\$6.57	\$5.58	\$11.12
24			\$2.61	\$2.33
25	\$2.44	\$2.61	\$2.47	\$2.19
27	\$4.02	\$4.76		
28	\$4.67	\$4.19	\$4.27	\$4.63
30	\$2.00	\$2.02	\$2.09	\$2.23
32	\$1.19	\$1.11	\$1.07	\$1.20
33				\$6.14
34			\$0.00	
35	\$6.91	\$6.71	\$6.60	\$7.14
39		\$0.98		\$1.23
40	\$4.93	\$6.91	\$9.18	\$8.49
41	\$3.39	\$3.61	\$3.81	
43	\$5.02			
44	\$4.29	\$4.19	\$3.12	\$4.47
45	\$2.05	\$2.04	\$2.65	
46	\$3.17	\$3.56	\$3.59	\$3.61
48	\$2.40	\$2.28	\$2.17	\$2.06
49	\$2.42	\$2.66	\$4.65	\$3.92
50	\$3.88	\$4.37	\$4.54	\$3.40
51	\$4.81	\$4.77	\$5.90	
52		\$1.64	\$1.60	\$4.03
53	\$3.13	\$3.34	\$3.48	\$3.47
55		\$1.64	\$2.33	
57	\$4.84	\$4.91	\$5.86	\$5.24
58				\$2.91
62				\$8.49
63	\$10.08		\$11.07	\$10.94
66	\$2.98	\$2.36	\$2.46	\$2.34
67	\$8.18	\$8.80	\$10.40	\$7.47
68			\$4.83	\$4.50
71			\$3.59	\$4.24
79	\$4.67	\$7.26	\$7.60	\$7.82
431	\$1.83	\$1.13		
3249			\$7.38	\$4.52

COMPENSATION  
Pay Checks - Errors per 10K Payments



District	2018-2019	2019-2020	2020-2021	2021-2022
1		45.0	31.6	
2				15.4
3	3.5			
4	2.0	1.6	0.8	1.3
5		17.0	17.8	23.3
7	1.4	2.5		
8	3.7	3.3	8.9	9.7
9	0.8	52.1	20.8	25.6
11			0.8	
12	4.7	5.7	1.8	2.9
13	77.5		84.4	77.3
14	17.8	12.9	7.3	18.1
15			8.0	3.0
16			42.5	74.7
18	10.6	60.6	10.9	
19		8.7		3.4
20	82.7	254.1	60.8	11.0
23	75.0	50.1	35.3	68.7
24			192.4	
25		15.6		
27	5.2	3.3		
28	1.6	60.1	35.9	12.7
30	9.6	9.4	8.9	10.4
32	1.9	1.9	2.2	2.1
33				4.4
35			132.5	11.2
40	13.9	7.2	6.1	6.7
43	5.5			
44	6.0	6.0	6.0	31.2
46	16.9	19.6	22.8	22.2
48	9.7	10.3	8.8	8.8
49			67.4	63.5
50	11.4	33.9	103.4	58.7
51	22.9	10.1		
52		5.7	2.6	31.6
53	3.3	1.9	2.2	2.5
55			224.6	
57	5.8	4.1	2.5	3.6
58				16.6
63	15.3		25.3	7.5
66	21.1	35.6	20.5	42.1
67	3.0	3.7	4.8	3.4
68			73.7	74.3
71			11.2	76.2
79	1.3	0.7		
431	2.6	41.2		
3249			43.0	10.6

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

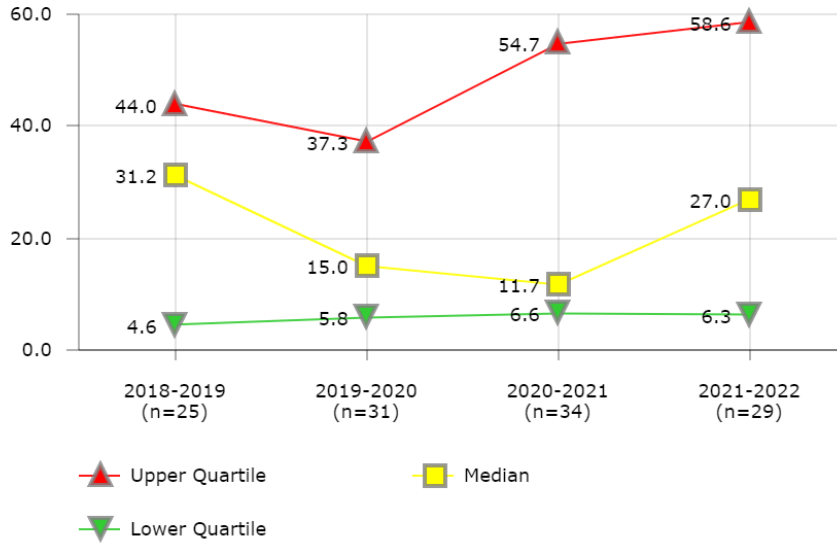
- Process controls
- Staff turnover
- Staff experience
- Payment system
- Level of automation

Districts in Best Quartile (2021-2022)

- Cleveland Metropolitan School District
- Dayton Public Schools
- Des Moines Public Schools
- Fresno Unified School District
- Indianapolis Public Schools
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Wichita Unified School District

COMPENSATION

Payroll Staff - Overtime Hours per FTE



Description of Calculation

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

Importance of Measure

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

Factors that Influence

- Staffing levels
- Error rate
- Direct deposit participation

Districts in Best Quartile (2021-2022)

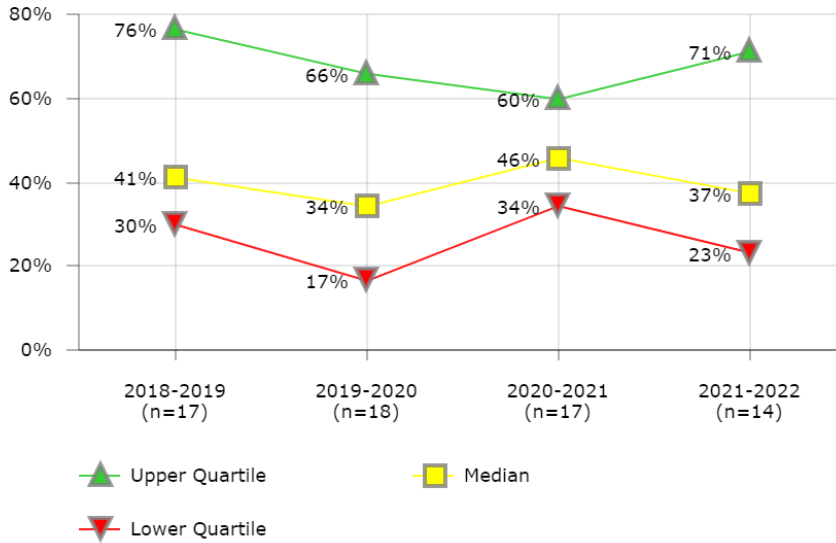
- Charleston County School District
- Clark County School District
- Jackson Public School District (MS)
- Milwaukee Public Schools
- Minneapolis Public Schools
- Palm Beach County School District
- San Diego Unified School District
- School District of Philadelphia

District	2018-2019	2019-2020	2020-2021	2021-2022
2			4.1	16.6
3	29.4	12.5		
4	54.9	17.4	32.2	27.0
7	14.0	9.8		
8	1.7	4.0	7.0	3.5
9	0.6	76.7	9.8	6.3
10		4.4		
11			95.6	68.4
12		11.2	11.8	
13			539.1	
14	31.1	14.9	2.1	29.6
15			3.0	3.3
16			2.6	4.1
18	25.2	3.1		
19	53.6	15.0		34.6
20	44.0	28.0	21.4	34.9
23	4.6	5.8	6.6	4.0
25	88.0	92.4	142.3	76.0
27	35.6	49.9		
28	38.3	21.0	6.7	10.4
30	3.3	2.1	8.9	3.8
32	0.9	3.8		
33				10.5
35			22.7	8.9
39		8.3	1.8	6.7
40	135.9	79.7	54.7	52.5
44		7.1	6.3	41.4
45	33.1	34.5	25.1	
46	67.1	72.9	96.7	105.1
48		2.0	6.7	6.7
50	43.8	24.3	11.5	
51	31.2	18.0	15.3	
52		3.0	9.8	4.8
53	39.4	37.3	19.6	44.4
55		622.5	3.8	
57	230.8	233.4	202.8	
58				5.8
63	2.2		1.6	58.6
66	4.3	9.6	11.5	
67	6.7	25.0	26.1	163.4
68			95.4	70.6
71			138.8	108.9
3249			89.9	167.7



COMPENSATION

Personnel Record Self-Service Usage per District FTE



District	2018-2019	2019-2020	2020-2021	2021-2022
3	7%	8%		
4	50%	46%	66%	90%
5		43%	75%	76%
8	174%	158%	128%	
9		99%	116%	
12	52%		47%	49%
13	108%			79%
14	30%	11%	13%	18%
20		69%	49%	
23	37%	34%	37%	
25	41%			20%
27	14%	13%		
28	76%			
30	30%	21%	54%	57%
32	43%	34%	20%	23%
39		7%		
40		51%	46%	37%
41	14%	17%	14%	
44	34%	30%	34%	38%
46	15%	19%		23%
50			43%	37%
51	259%			
52		66%	35%	
67	104%	85%	60%	71%
3249			26%	21%

Description of Calculation

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

Importance of Measure

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

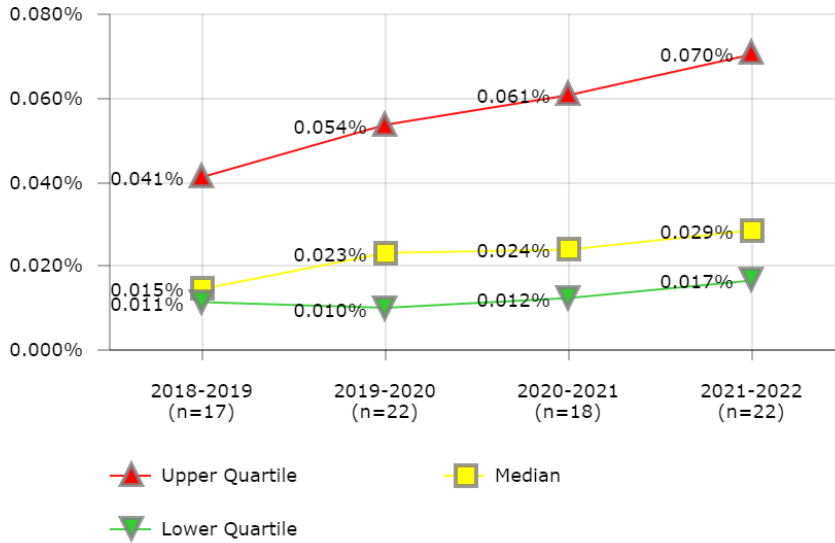
Factors that Influence

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

Districts in Best Quartile (2021-2022)

- Broward County Public Schools
- Fresno Unified School District
- Portland Public Schools
- Wichita Unified School District

COMPENSATION  
W-2 Correction Rate (W-2c)



Description of Calculation

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

Importance of Measure

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

Factors that Influence

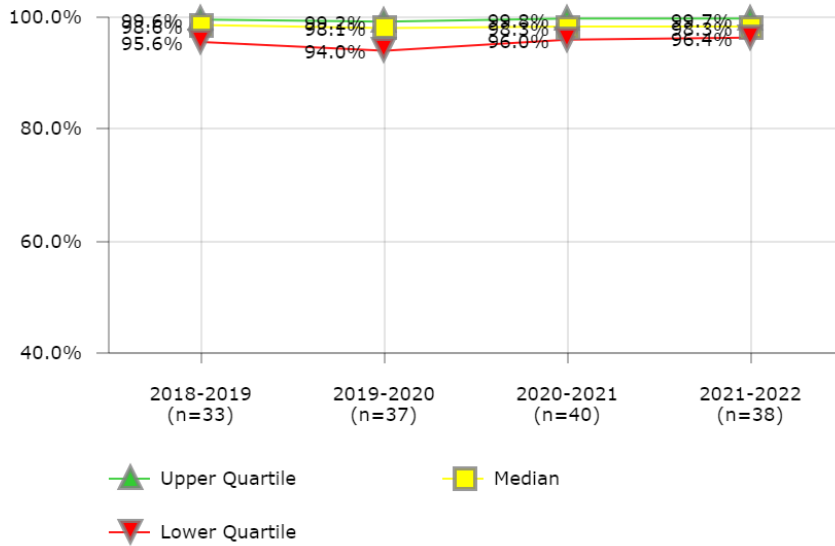
- Process controls
- Quality controls

Districts in Best Quartile (2021-2022)

- Albuquerque Public Schools
- Atlanta Public Schools
- Charleston County School District
- Clark County School District
- Fayette County Public Schools
- Milwaukee Public Schools

District	2018-2019	2019-2020	2020-2021	2021-2022
3	0.011%	0.023%		
4		0.049%		
5		0.023%	0.011%	0.052%
7	0.030%	0.024%		
8	0.006%	0.010%		0.017%
9	0.020%	0.054%	0.843%	0.009%
10		0.016%		
12				0.031%
13				0.018%
14	0.013%			0.007%
18	0.062%	0.025%	0.041%	
20	0.041%	2.075%	0.013%	
23	0.153%	0.155%	0.012%	0.012%
24			0.140%	
25	0.168%			0.028%
27	0.013%			
28	0.011%	0.012%	0.012%	0.011%
30	0.015%	0.007%	0.016%	0.017%
32	0.006%	0.004%	0.004%	0.024%
39		0.316%		0.223%
41	0.007%	0.008%	0.027%	
43	0.019%			
44			0.021%	0.070%
45		0.192%		
46		0.025%		0.045%
48	0.014%	0.022%	0.082%	0.082%
49			0.079%	0.177%
51	100.000%	1.804%		
52				0.023%
53		0.005%	0.005%	
55		0.017%	0.013%	
57				0.191%
58				0.062%
62				0.111%
66		0.010%	0.049%	0.029%
68			0.028%	
71			0.061%	
3249				0.012%

COMPENSATION  
Pay Checks - Direct Deposits



District	2018-2019	2019-2020	2020-2021	2021-2022
1		94.0%	95.2%	
2			100.0%	99.8%
3	90.5%	97.8%		
4	95.6%	98.3%	98.1%	97.7%
5		86.4%	89.5%	90.4%
7	92.4%	93.7%		
8	97.9%	98.3%	98.4%	97.4%
9	91.1%	92.5%	96.0%	90.3%
11			89.2%	74.1%
12	98.7%	99.2%	100.0%	99.0%
13	99.2%		99.4%	99.3%
14	99.2%	99.0%	99.4%	98.8%
15			43.0%	98.5%
16			93.6%	91.8%
18	99.8%	99.9%		
19		95.6%		98.5%
20	99.5%	99.1%	98.0%	94.6%
23	97.0%	96.9%	97.1%	98.7%
24			97.8%	97.4%
25		94.2%	96.0%	96.0%
27	98.3%	98.7%		
28	100.0%	100.0%	100.0%	100.0%
30	95.6%	97.2%	97.8%	96.8%
32	99.9%	99.9%	99.8%	99.9%
33				100.0%
34			100.0%	
35	98.6%	98.8%	98.5%	97.9%
39		98.1%		
40	99.9%	99.8%	99.7%	99.7%
41	98.3%	98.8%	99.2%	
43	100.0%			
44	98.4%	98.2%	98.3%	98.0%
45	88.3%	89.9%	95.9%	
46	92.5%	93.3%	94.7%	94.9%
48	99.6%	99.7%	99.7%	99.7%
49	97.0%	97.7%	97.7%	97.9%
50	98.7%	97.0%	96.1%	99.9%
51	100.0%	100.0%		
52		98.0%	98.5%	88.9%
53	100.0%	100.0%	100.0%	100.0%
55		91.4%	99.8%	
57	100.0%	100.0%	100.0%	98.6%
58				96.4%
63	99.5%		99.7%	99.9%
66	96.9%	92.6%	94.4%	93.7%
67	90.5%	93.5%	97.7%	98.2%
68			100.0%	99.3%
71			100.0%	100.0%
79	0.0%	99.8%	92.6%	99.9%
431	99.5%	50.0%		
3249			98.4%	96.8%

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 (2021-2022)

- Atlanta Public Schools
- Austin Independent School District
- Detroit Public Schools
- Indianapolis Public Schools
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Orange County Public School District
- Richmond City School District
- St. Louis Public Schools
- Toledo Public Schools



# Financial Management

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

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

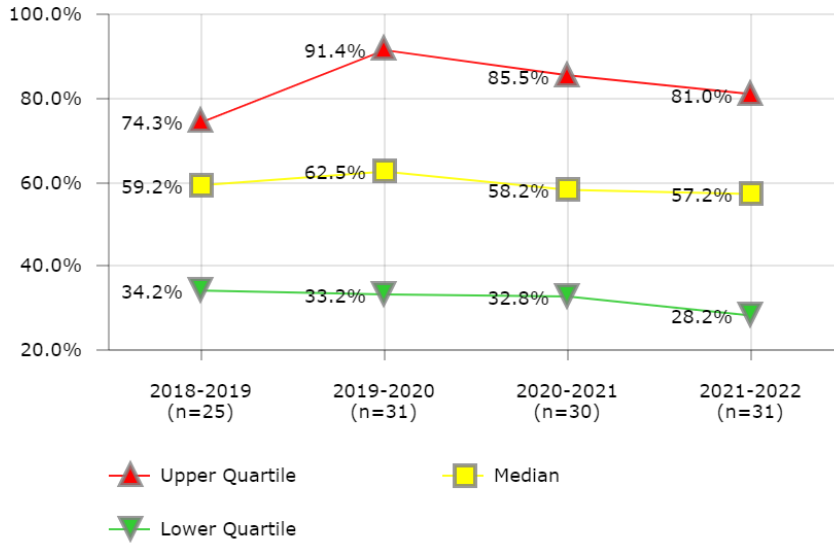
- School board and administrative policies and procedures
- Budget development and management processes
- Unrestricted fund balance use policies and procedures
- Operating funds definition

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

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

FINANCIAL MANAGEMENT

Debt Principal Ratio to District Revenue



Description of Calculation

Total debt principal, divided by total debt servicing costs.

Importance of Measure

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

Factors that Influence

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

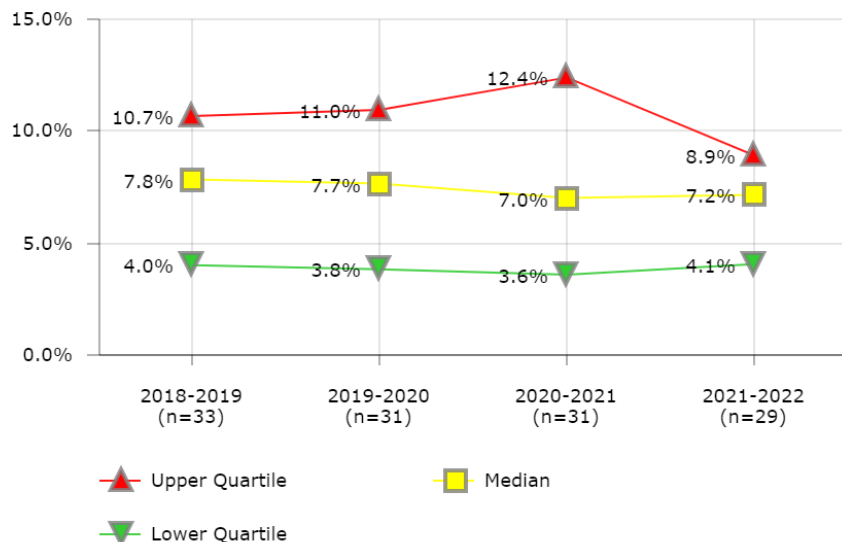
Districts in Best Quartile (2021-2022)

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

District	2018-2019	2019-2020	2020-2021	2021-2022
1	2.4%			
3	65.0%			
4	60.5%	51.7%	44.9%	35.0%
5		156.5%		
7	66.2%	62.5%		
8	72.3%	67.9%	65.0%	57.2%
9	91.4%	94.5%	90.3%	82.1%
12	32.6%	29.1%	23.0%	23.4%
13	74.3%	76.1%	85.5%	92.0%
14	78.7%	64.6%	62.9%	58.3%
15			62.0%	58.9%
20	59.2%	55.6%	51.7%	47.5%
21		72.5%		
23	89.8%	80.1%	79.6%	63.5%
24			2.0%	1.4%
25				6.6%
26				2.9%
28	8.7%	8.0%		
30	34.2%	32.5%	32.8%	38.8%
32	111.0%	99.1%	86.4%	81.0%
34		33.3%	33.1%	
35	39.7%	49.8%	32.8%	
39		123.1%	0.4%	0.4%
40		0.1%	129.0%	118.1%
41	137.9%	139.5%	154.4%	
43	41.0%			
44	35.7%	33.4%	30.8%	28.1%
46		0.0%		
47		91.5%	80.6%	60.4%
48		57.0%	54.4%	52.2%
51	40.7%	50.0%	44.7%	
52		145.7%	105.3%	96.9%
53	32.0%	33.2%	31.8%	28.9%
57	25.8%	30.8%	27.3%	28.2%
58				72.4%
62				79.0%
63	70.8%		52.4%	41.3%
66		91.4%	118.9%	119.7%
67	57.5%	69.7%	75.5%	53.2%
68			169.1%	163.5%
71		83.1%		102.8%
79	25.0%	23.0%	19.9%	19.7%
431	135.5%			
3249			73.3%	62.8%

FINANCIAL MANAGEMENT

Debt Servicing Costs Ratio to District Revenue



District	2018-2019	2019-2020	2020-2021	2021-2022
1	0.3%			
3	6.1%			
4	8.9%	6.6%	6.7%	8.9%
5		23.6%	24.5%	
7	11.0%	10.9%		
8	8.5%	7.7%	7.0%	6.6%
9	14.4%	13.1%	13.2%	11.5%
11	12.1%			
12	4.0%	3.8%	3.4%	3.9%
13	7.8%	9.3%	7.8%	7.7%
14	9.9%	11.4%	12.4%	8.5%
15			8.9%	10.4%
16	14.8%			
20	6.8%	6.6%	5.7%	5.5%
21		11.9%		
23	21.9%	10.1%	22.7%	9.4%
24			0.4%	
26				0.7%
28	0.6%	0.6%		
30	3.3%	3.3%	2.9%	2.9%
32	9.3%	8.9%	8.3%	7.5%
34		3.4%	3.6%	
35	4.6%	5.2%	3.8%	
39		15.2%	14.2%	16.4%
40		12.8%	12.7%	10.2%
41	10.7%	8.0%	8.3%	
43	6.4%			
44	2.7%	2.2%	2.0%	2.0%
46		0.0%		
47		11.0%	24.1%	7.5%
48	4.7%	4.7%	6.2%	4.1%
51	12.8%	9.2%	11.7%	
52		14.6%	8.6%	8.2%
53	3.7%	3.6%	3.5%	3.0%
56	10.3%			
57	1.8%	3.9%	2.2%	2.2%
58				6.9%
61	13.6%			
62	9.8%			7.2%
63	8.5%		8.7%	6.2%
66		5.5%	6.2%	6.6%
67	4.5%	5.0%	4.6%	15.4%
68			14.5%	14.9%
71		9.1%		8.4%
77	11.9%			
79	2.5%	2.5%	2.2%	2.4%
101	4.0%			
431	7.2%			
3249			6.2%	5.6%

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.

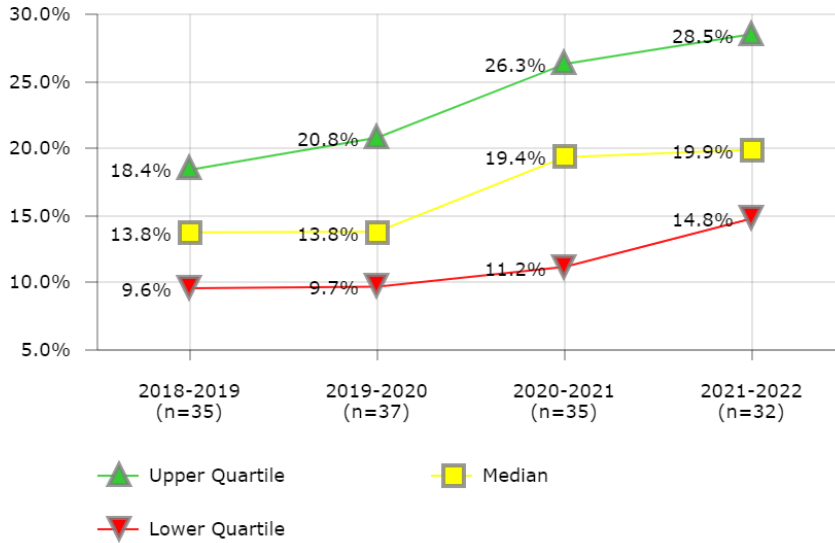
Factors that Influence

- 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 (2021-2022)

- Boston Public Schools
- Cleveland Metropolitan School District
- Des Moines Public Schools
- Duval County Public Schools
- Jefferson County Public Schools (KY)
- Milwaukee Public Schools
- Orange County Public School District
- Toledo Public Schools

FINANCIAL MANAGEMENT  
Fund Balance Ratio (E) All Types



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

Districts in Best Quartile (2021-2022)

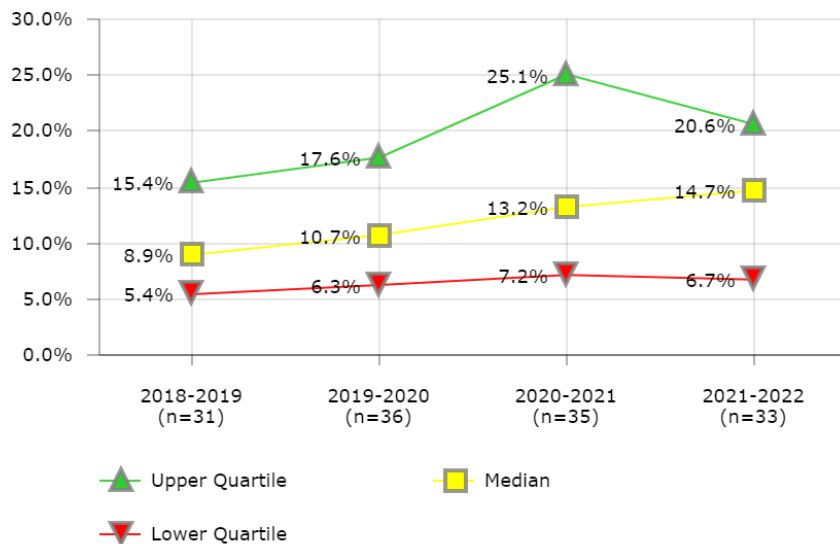
- Arlington Independent School District
- Des Moines Public Schools
- Detroit Public Schools
- Fort Worth Independent School District
- Houston Independent School District
- Jackson Public School District (MS)
- St. Louis Public Schools
- Toledo Public Schools

District	2018-2019	2019-2020	2020-2021	2021-2022
1	17.1%			
3	15.4%			
4	9.6%	13.8%	15.3%	9.0%
5		15.7%	16.7%	16.8%
7	18.4%	11.4%		
8	9.8%	10.4%	14.9%	15.0%
9	7.5%	11.4%	13.4%	19.4%
11	23.1%			
12	17.0%	21.5%	29.6%	33.1%
13	6.4%	7.6%	7.5%	7.6%
14	9.6%	9.7%	10.1%	10.5%
15			130.0%	33.3%
16	7.9%			
18	13.8%	13.7%	20.3%	
20	27.1%	15.3%	26.3%	23.0%
21		10.7%		
23	17.1%	22.6%	22.1%	22.2%
24			16.3%	26.2%
25	10.1%	7.9%	8.3%	7.4%
27	7.7%	11.0%		
28	10.9%	15.5%		
30	3.6%	3.5%	5.4%	
32	7.3%	7.0%	10.9%	7.9%
34		31.7%	32.2%	
35	45.7%	33.9%	48.4%	
39		42.4%	48.6%	58.7%
40		24.5%	31.8%	33.5%
41		49.3%		
43	16.2%			
44	7.6%	10.1%	9.6%	8.3%
46		0.0%		
47		4.3%	11.2%	19.5%
48		17.1%	24.2%	21.7%
49		4.1%	3.4%	
50	18.2%	15.8%	25.7%	38.9%
51	15.7%	17.0%	15.4%	16.4%
52		20.0%	21.1%	18.4%
53	10.5%	8.5%	16.3%	26.7%
55		6.2%	7.3%	
56	29.7%			
57	2.4%	171.2%	25.5%	14.6%
58				5.1%
61	12.2%			
62	11.1%			23.7%
63	40.0%		40.4%	51.4%
66		23.5%	18.7%	17.4%
67	14.6%	13.8%	20.1%	24.8%
68			52.3%	59.2%
71		17.4%		16.4%
77	10.6%			
79	24.7%	20.8%	19.4%	30.3%
101	20.9%			
431	26.0%			
3249			24.1%	20.3%



FINANCIAL MANAGEMENT

Fund Balance Ratio (C) Unrestricted



District	2018-2019	2019-2020	2020-2021	2021-2022
1	16.0%			
3	8.4%			
4	6.2%	7.8%	9.4%	3.2%
5		11.4%	12.4%	12.1%
7	14.1%	6.0%		
8	7.9%	8.2%	10.8%	9.8%
9	3.5%	4.5%	4.5%	6.3%
11	1.8%			
12	13.5%	17.9%	26.7%	31.2%
13	5.2%	6.2%	6.0%	6.1%
14	7.2%	6.5%	6.4%	6.3%
15			49.8%	10.5%
18	9.8%	10.0%	12.8%	
20	22.7%	12.6%	23.7%	20.6%
21		9.1%		
23	15.6%	20.9%	20.6%	20.7%
24			7.2%	12.8%
25	5.6%	5.9%	4.8%	1.8%
27	4.3%	8.4%		
28	9.9%	15.2%		
30	2.8%	2.8%	4.4%	
32	6.6%	6.3%	10.2%	6.7%
34		25.5%	32.0%	
35	39.8%	28.9%	41.1%	
39		41.8%	34.2%	43.1%
40		23.8%	31.3%	33.1%
41		47.9%		
43	14.7%			
44	5.4%	7.3%	7.2%	5.8%
46	0.0%	0.0%		
47		3.8%	11.0%	18.0%
48		16.0%	22.9%	19.7%
49		2.1%	1.1%	1.2%
50	14.9%	14.1%	25.1%	37.8%
51	15.4%	16.6%	14.8%	14.9%
52		16.7%	17.4%	14.7%
53	8.9%	6.3%	9.7%	20.0%
55		2.3%	2.6%	
56	6.5%			
57	0.4%		6.2%	12.2%
58				4.9%
62				7.7%
63	25.9%		34.2%	43.8%
66		18.5%	17.2%	16.6%
67	13.0%	13.0%	17.2%	19.4%
68			42.1%	48.5%
71		17.4%		15.6%
79	23.1%	17.9%	14.8%	24.4%
431	21.6%			
3249			13.2%	14.4%

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

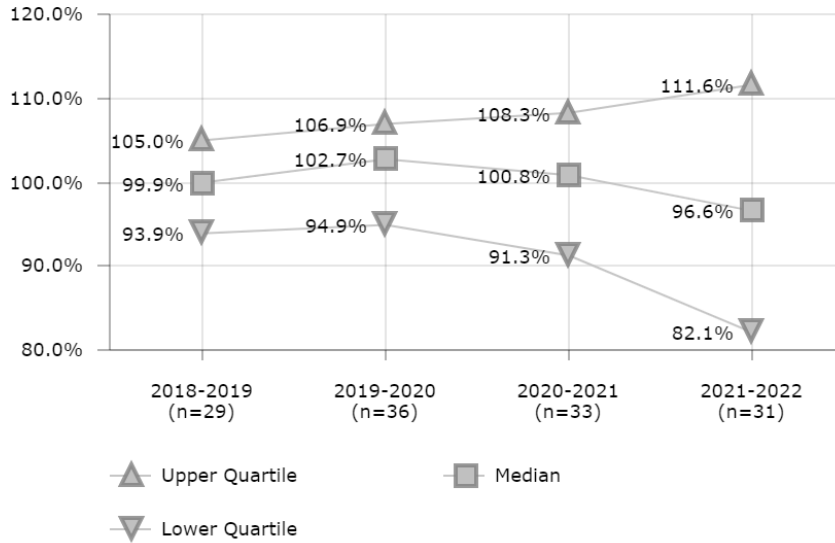
- School board and administrative policies and procedures
- Administrative leadership and decision making processes
- Budget development and management processes
- Revenue experience, variability and forecasts
- Expenditure trends, volatility and projections
- Planned uses of fund balance
- Restrictions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

Districts in Best Quartile (2021-2022)

- Arlington Independent School District
- Charleston County School District
- Cincinnati Public Schools
- Des Moines Public Schools
- Detroit Public Schools
- Fort Worth Independent School District
- Houston Independent School District
- St. Louis Public Schools
- Toledo Public Schools

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.

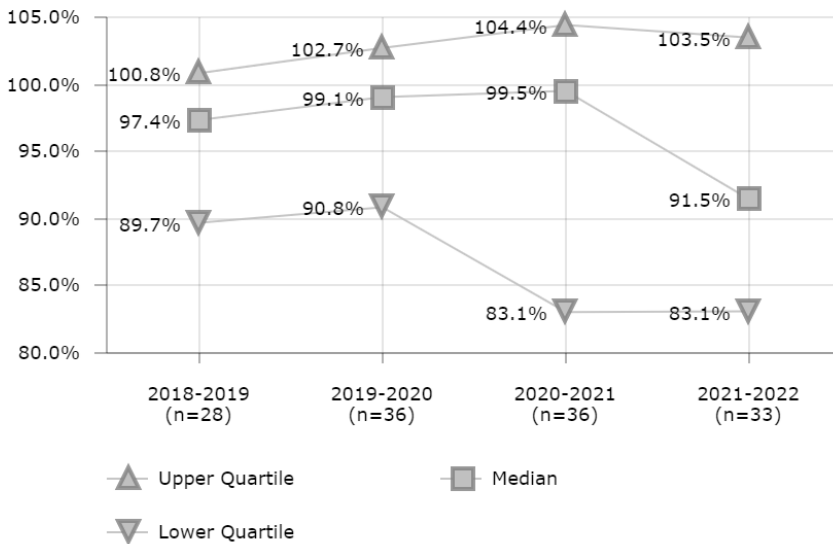
Factors that Influence

- 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	2018-2019	2019-2020	2020-2021	2021-2022
1	105.5%			
3	92.4%			
4	109.3%	104.1%	98.0%	111.6%
5		183.3%		
7	95.1%	107.8%		
8	105.1%	106.9%	111.1%	109.6%
9	101.4%	104.7%	108.3%	103.0%
12	82.2%	77.8%	69.8%	80.5%
13	98.7%	101.5%	103.3%	103.2%
14	105.2%	107.4%	113.8%	113.8%
15				86.7%
18	102.5%	104.0%	114.1%	
20	78.5%	81.2%	105.0%	130.3%
21		117.5%		
23	92.4%	96.6%	92.5%	94.3%
24			62.4%	93.7%
25	93.9%	92.6%	84.1%	78.8%
26		100.6%		100.9%
27	102.4%	105.9%		
28	99.9%	93.5%		
30	96.6%	98.7%	104.7%	
32	105.0%	105.4%	106.1%	135.1%
34			114.7%	
35	107.8%	110.1%	111.2%	
39		84.3%	67.6%	82.1%
40		95.4%	93.7%	81.0%
41		96.2%	86.3%	
43	88.6%			
44	106.9%	111.2%	115.9%	112.0%
46		0.1%		
47		106.0%	83.5%	74.9%
48	94.9%	95.2%	100.2%	96.6%
49		98.6%	100.8%	116.4%
50	80.4%	78.1%	90.8%	102.8%
51	103.1%	99.6%	98.5%	
52		109.5%	94.6%	82.4%
53	103.4%	107.8%	91.3%	96.3%
55		104.1%	104.6%	
57	79.5%	104.3%	135.8%	116.7%
58				103.4%
62				67.7%
63	98.9%		103.3%	98.4%
66			70.6%	76.6%
67	94.5%	94.6%	91.8%	79.3%
68				91.3%
71		92.4%		92.2%
79	101.5%	106.9%	102.8%	
431	109.4%			
3249			130.2%	118.3%

FINANCIAL MANAGEMENT

Revenues Efficiency - Adopted Budget as Percent of Actual



District	2018-2019	2019-2020	2020-2021	2021-2022
1	100.2%			
3	92.2%			
4	106.0%	99.4%	94.4%	116.6%
5		127.6%	133.0%	131.7%
7	93.8%	93.9%		
8	97.5%	98.9%	99.2%	96.9%
9	97.2%	99.1%	99.7%	91.6%
12	81.1%	76.0%	66.4%	78.2%
13	98.5%	100.9%	104.1%	103.5%
14	97.6%	99.2%	104.3%	104.4%
15			114.9%	86.6%
18	101.3%	102.8%	110.2%	
20	77.3%	74.6%	135.4%	133.0%
21		97.4%		
23	88.8%	93.0%	102.4%	92.4%
24			89.5%	87.8%
25		89.3%	9.0%	74.9%
26		100.6%		100.9%
27	100.5%	101.9%		
28	98.4%	88.9%		
30	96.6%	99.0%	100.0%	
32	101.1%	101.7%	99.3%	133.2%
34			103.9%	
35	114.9%	113.0%	82.7%	
39		80.5%	69.3%	74.3%
40		89.5%	80.9%	70.0%
41		90.2%	95.8%	
43	86.7%			
44	102.0%	104.1%	104.5%	97.6%
46		0.1%		
47		105.1%	77.0%	68.2%
48	90.9%	94.3%	93.5%	91.5%
49		98.0%	101.3%	116.7%
50	81.7%	74.4%	86.7%	105.3%
51	107.8%	105.4%	113.8%	
52		103.7%	82.3%	83.1%
53	98.2%	109.4%	80.8%	85.4%
55		102.7%	104.4%	
57	85.0%	102.8%	108.4%	91.2%
58				101.6%
62				59.4%
63	94.8%		100.6%	88.7%
66			81.8%	88.6%
67	90.6%	91.4%	84.1%	82.0%
68			83.4%	78.7%
71		93.9%		88.1%
79	12.1%	99.5%	110.8%	133.3%
431	104.7%			
3249			114.5%	103.0%

Description of Calculation

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

Importance of Measure

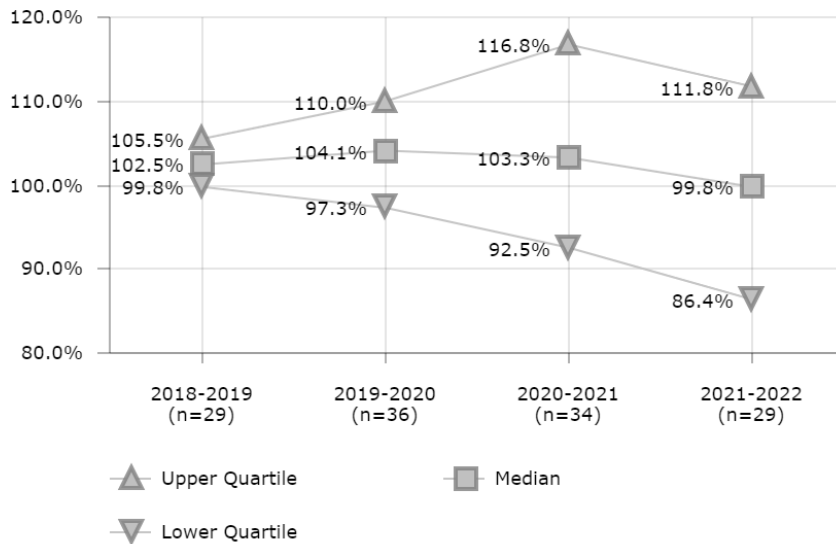
This measure assesses efficiency in spending against the initially adopted general fund revenue budget. A high percentage nearing 100% indicates efficient utilization of appropriated resources. A low percentage, or a percentage significantly exceeding 100%, indicates major variance from the final approved 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

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.

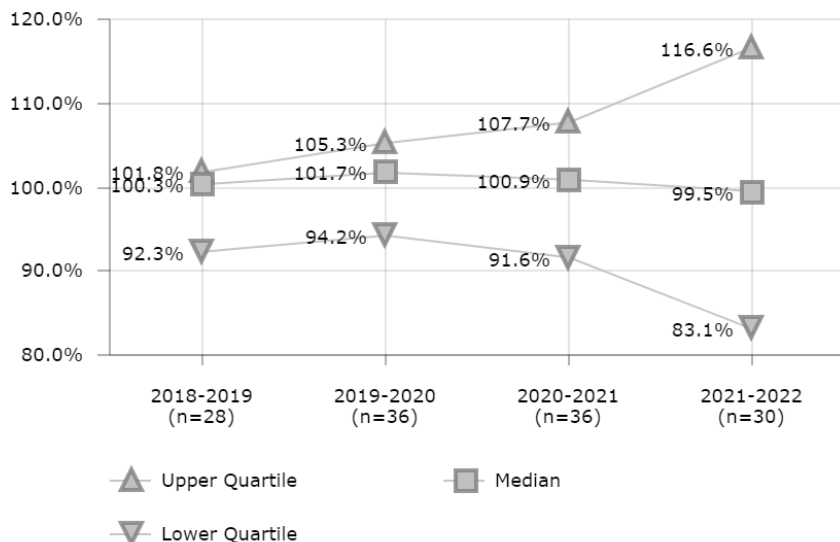
Factors that Influence

- 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	2018-2019	2019-2020	2020-2021	2021-2022
1	105.5%			
3	100.3%			
4	109.3%	103.6%	95.5%	111.6%
5		262.0%		
7	102.0%	112.4%		
8	107.8%	110.7%	116.8%	129.3%
9	106.0%	109.4%	108.5%	131.6%
12	82.9%	77.8%	70.1%	86.4%
13	100.8%	101.9%	103.1%	122.1%
14	110.7%	114.0%	123.6%	
15				89.2%
18	105.1%	105.8%	105.1%	
20	81.6%	84.8%	113.9%	137.3%
21		121.6%		
23	97.5%	99.7%	92.5%	100.0%
24			64.3%	91.1%
25	101.6%	97.8%	83.0%	79.0%
26		100.6%		100.9%
27	102.4%	105.9%		
28	102.5%	95.0%		
30	103.9%	108.6%	136.9%	111.8%
32	104.0%	102.9%	109.5%	130.3%
34			128.0%	
35	101.5%	110.0%	130.9%	
39		90.0%	78.9%	83.0%
40		92.1%	92.5%	81.8%
41		103.0%	106.3%	
43	88.6%			
44	108.9%	112.8%	118.9%	
46		0.1%		
47		106.0%	83.5%	75.1%
48	104.4%	110.0%	110.6%	108.8%
49		100.6%	99.5%	99.8%
50	83.3%	74.6%	99.2%	96.3%
51	103.1%	99.6%	98.5%	
52		106.9%	94.4%	81.5%
53	104.9%	111.4%	91.1%	
55		107.0%	129.2%	
57	79.6%	104.6%	139.5%	110.5%
58				121.1%
62				76.0%
63	99.8%		103.3%	106.8%
66			70.6%	76.6%
67	96.2%	96.8%	103.2%	92.9%
68			94.8%	90.7%
71		93.6%		91.6%
79	106.2%	114.0%	116.2%	
431	117.4%			
3249			124.8%	113.4%

FINANCIAL MANAGEMENT

Revenues Efficiency - Final Budget as Percent of Actual



Description of Calculation

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

Importance of Measure

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

Factors that Influence

- School board and administrative policies and procedures
- Budget development and management processes
- 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	2018-2019	2019-2020	2020-2021	2021-2022
1	100.2%			
3	98.8%			
4	106.0%	99.0%	91.9%	116.6%
5		130.2%	133.5%	
7	100.8%	110.2%		
8	101.1%	103.5%	104.0%	117.4%
9	101.6%	102.6%	99.3%	123.0%
12	81.7%	76.4%	66.4%	83.0%
13	100.2%	101.6%	102.5%	122.6%
14	101.8%	105.2%	114.2%	131.0%
15			91.9%	99.0%
18	101.7%	102.5%	104.8%	
20	81.4%	79.3%	107.3%	129.6%
21		100.7%		
23	91.1%	92.2%	102.5%	100.0%
24			92.8%	86.5%
25		94.6%	8.7%	74.9%
26		100.6%		100.9%
27	100.5%	101.9%		
28	100.9%	90.4%		
30	100.4%	101.9%	122.0%	
32	102.0%	102.5%	108.1%	131.5%
34			113.9%	
35	122.8%	123.1%	101.2%	
39		82.4%	75.0%	73.3%
40		86.9%	80.9%	69.6%
41		95.0%	95.3%	
43	86.7%			
44	104.3%	105.3%	107.1%	
46		0.1%		
47		105.1%	77.0%	68.4%
48	100.2%	107.5%	103.2%	104.3%
49		100.0%	100.0%	100.0%
50	83.1%	75.7%	105.0%	102.0%
51	107.8%	105.4%	113.8%	
52		100.2%	84.8%	83.1%
53	90.3%	113.3%	80.0%	126.1%
55		105.5%	128.9%	
57	86.8%	104.9%	110.8%	103.7%
58				103.4%
62				66.1%
63	94.8%		100.6%	96.2%
66			81.8%	88.6%
67	93.5%	93.9%	99.2%	96.6%
68			91.4%	81.2%
71		95.0%		88.5%
79	99.6%	106.4%	94.6%	
431	103.9%			
3249			109.8%	98.7%



# Grants Management

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

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

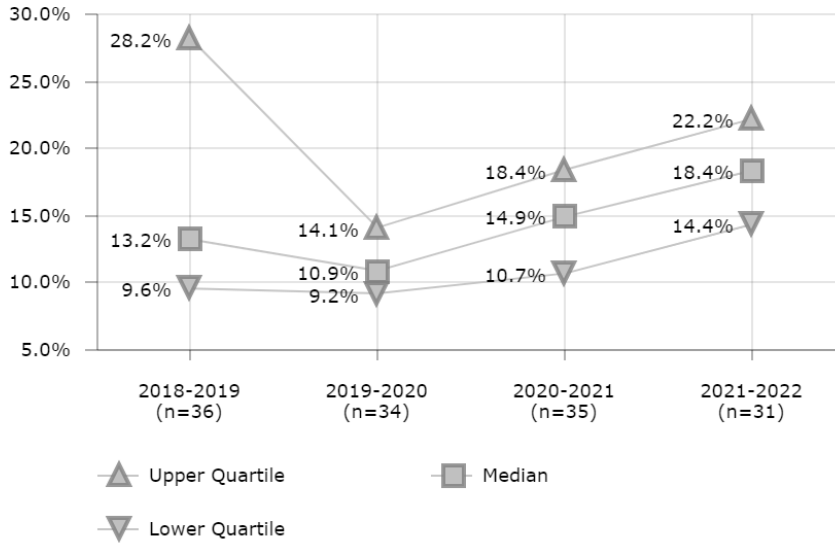
1. Allocate enough fund reserves to insure themselves against possible shifts in funding sources; or
2. Have an evaluation system in place that helps determine whether positions should be continued beyond the term of a grant.

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

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

GRANTS MANAGEMENT

Grant Funds as Percent of Total Budget



Description of Calculation

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

Importance of Measure

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

Factors that Influence

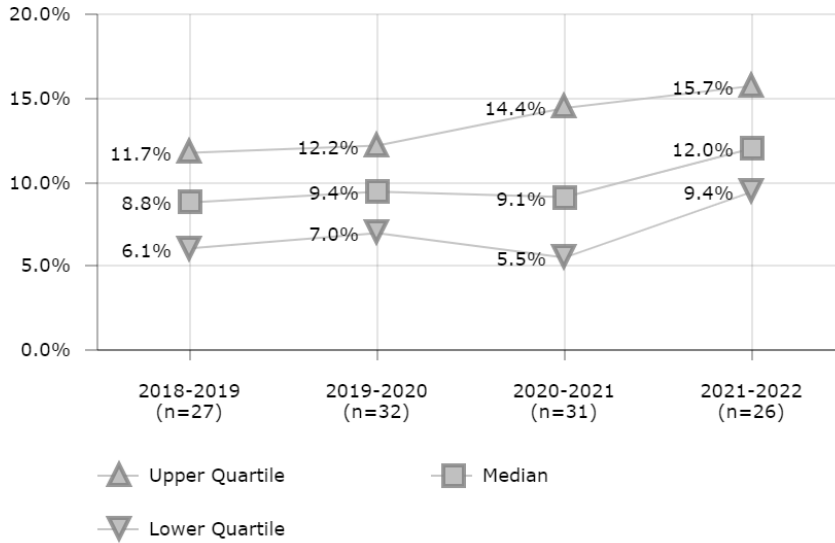
- District demographics that drive eligibility for categorical grants
- Philosophy, policies, procedures embraced by district in identifying and pursuing grants
- Local economic conditions

District	2018-2019	2019-2020	2020-2021	2021-2022
1	9.4%			
3	8.3%			
4	12.8%	10.5%	13.2%	23.0%
5		10.4%	10.7%	17.7%
7		73.3%		
8	13.6%	10.6%	15.0%	20.4%
9	15.7%	15.8%	20.0%	22.2%
11	50.9%			
12	9.1%	9.2%	16.4%	14.2%
13	9.8%		10.8%	18.8%
14	12.8%	11.9%		
15			26.7%	29.3%
16	44.5%			
18	13.9%	12.4%	21.1%	
20	6.8%	6.7%	11.0%	15.9%
21		12.8%		
23	17.8%	16.9%	18.4%	21.9%
24			14.0%	16.9%
25	51.2%	13.2%	1.5%	13.5%
26				16.3%
27	9.8%	9.2%		
28	10.3%	9.4%		
30	19.1%	19.1%	20.0%	27.0%
32	10.6%	0.4%	16.0%	18.6%
34		14.1%	20.5%	
35	7.6%	10.8%	9.9%	
39		12.9%	12.3%	23.9%
40		11.0%	16.2%	18.4%
41			10.1%	
43	9.8%			
44	10.0%	10.3%	13.5%	19.8%
46	8.2%	11.1%		14.4%
47		15.4%	14.9%	12.0%
48	8.5%	8.2%	14.0%	21.0%
49		0.3%	0.4%	1.1%
50	23.1%	19.8%	35.9%	
51	20.9%	17.9%	27.0%	
52		8.0%	9.6%	16.5%
53	8.1%	8.4%	12.4%	21.1%
55		7.1%	10.3%	
56	34.9%			
57	10.3%	12.0%	17.2%	
58				28.0%
61	44.2%			
62	40.2%			24.6%
63	15.2%		16.7%	15.0%
66		10.5%	18.1%	17.5%
67	34.1%	35.3%	39.2%	
68			10.5%	11.1%
71				10.7%
77	47.3%			
79	9.0%	9.0%	16.0%	31.9%
101	33.4%			
431	15.0%			
3249			8.9%	12.9%



GRANTS MANAGEMENT

Grant-Funded Staff as Percent of District FTEs



District	2018-2019	2019-2020	2020-2021	2021-2022
3	8.1%	8.6%		
4	4.8%	5.7%	5.7%	10.0%
5		9.9%	5.1%	11.3%
7	6.2%	6.4%		
8	8.2%	7.9%	8.1%	11.5%
9	10.4%	8.8%	6.7%	8.4%
10		12.5%		
12	8.8%	9.2%	9.3%	7.8%
13	8.9%			15.0%
14	9.1%	9.5%		
15			17.4%	19.1%
18	13.0%	12.6%	21.6%	
20		5.3%	4.3%	
21		12.6%		
23	10.0%	10.0%	5.5%	16.3%
24			19.0%	11.0%
25	0.5%		0.6%	0.2%
26				9.4%
27	8.8%	9.3%		
28	0.6%			
30	15.0%	15.1%	15.2%	16.3%
32	10.9%	9.6%	21.6%	14.6%
35	3.8%	6.6%	11.3%	12.5%
39		5.5%	8.5%	12.8%
40		10.0%	17.0%	
41			7.2%	
43	29.6%			
45		11.7%		
46	7.7%	11.9%		11.5%
48	7.5%	7.7%	10.4%	13.3%
49		0.1%	0.0%	0.2%
50	27.0%	27.0%	31.8%	
51	13.3%	10.9%	13.5%	
52	8.4%	7.7%	9.6%	22.7%
53	20.7%	18.1%		
55		7.3%	7.4%	
57	3.8%	4.5%	1.4%	
58				20.7%
63			13.2%	15.7%
66		16.0%	14.4%	13.0%
67	1.7%	1.2%	0.9%	3.1%
68			3.0%	9.9%
71			9.1%	7.1%
79	11.7%	13.6%	11.9%	21.1%
431	6.1%			
3249			7.2%	

Description of Calculation

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

Importance of Measure

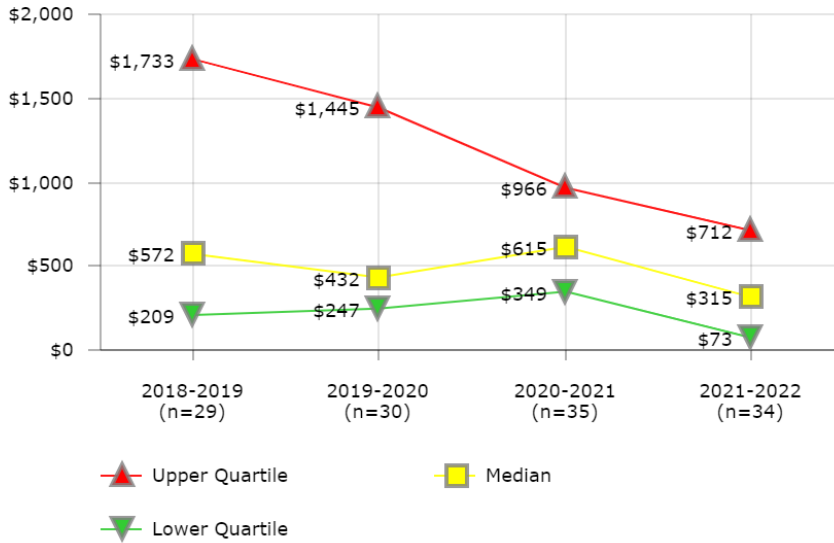
This measure shows the level of dependency on grant funds for district personnel funding.

Factors that Influence

- Amount of grant funding

GRANTS MANAGEMENT

Returned Grant Funds per \$100K Grant Revenue



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

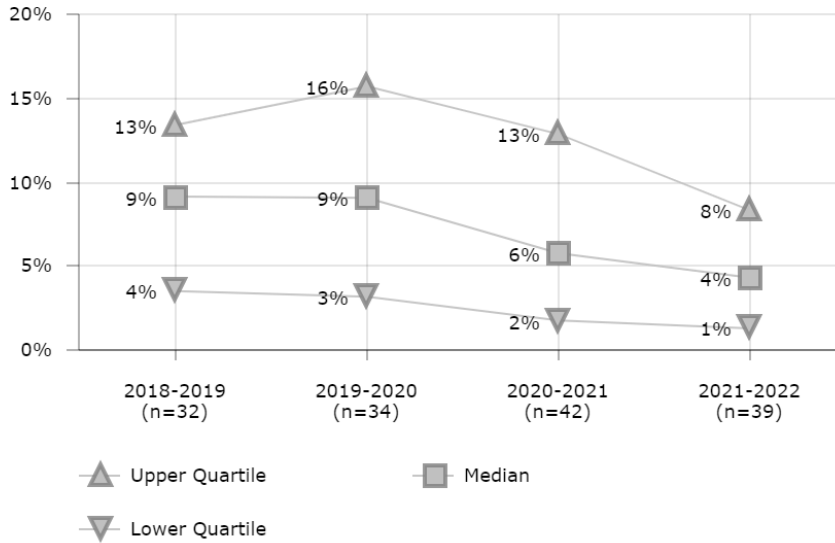
Districts in Best Quartile (2021-2022)

- Austin Independent School District
- Baltimore City Public Schools
- Clark County School District
- Detroit Public Schools
- Fresno Unified School District
- Milwaukee Public Schools
- School District of Philadelphia
- Toledo Public Schools
- Wichita Unified School District

District	2018-2019	2019-2020	2020-2021	2021-2022
1	\$572	\$421	\$380	
3	\$15,809	\$495	\$11,399	
4	\$19	\$19	\$8	\$20
5			\$615	\$94
7	\$600	\$56		
8	\$209	\$321	\$1,455	\$1,040
9	\$113	\$2	\$316	\$9
10		\$325	\$861	\$13,576
11			\$262	\$481
12	\$1,299	\$2,337	\$873	\$2,546
13	\$524		\$836	\$374
14	\$3,842	\$1,291		
15			\$353	\$129
18	\$638	\$755		
19	\$13,399	\$1,445	\$6,878	\$3,014
20	\$1,593	\$251	\$394	\$205
21		\$4,986		
23	\$559	\$416	\$1,025	\$1,147
24			\$54	\$390
25	\$66	\$86	\$722	\$235
27	\$195	\$50,096		
28	\$9	\$257	\$1,004	\$1,717
30	\$0		\$70	\$18
32	\$456	\$18,163	\$489	\$491
33				\$276
35	\$3,092	\$247	\$2,126	\$1,130
39		\$444	\$699	\$354
40	\$2,326	\$867	\$740	\$401
41			\$39	
43	\$1,733			
44		\$365		
45	\$13,157	\$18,962	\$23,967	
46	\$84	\$247	\$426	\$73
47				\$89
48		\$1,829	\$737	\$499
50	\$434	\$557	\$275	\$60
52	\$1,842	\$1,048	\$966	\$712
53	\$656	\$1,643	\$455	\$388
58				\$13
63	\$1,047		\$647	\$1,167
67				\$54
68			\$475	\$218
71			\$25	\$54
79	\$406	\$27	\$511	\$11
91			\$4,342	
431	\$300	\$92		
3249			\$349	\$215

GRANTS MANAGEMENT

Competitive Grant Funds as Percent of Total



District	2018-2019	2019-2020	2020-2021	2021-2022
1	11%	9%	8%	
3	21%	16%	11%	
4	2%	2%	1%	1%
5		36%	20%	3%
7	1%	1%		
8	12%	11%	7%	6%
9	17%	10%	14%	9%
10		3%	3%	1%
11			4%	0%
12	14%	9%	6%	9%
13	9%		4%	14%
14	3%	4%		
15			2%	1%
18	31%	22%	6%	
19	11%	9%	9%	1%
20	15%	12%	10%	5%
21		60%		
23	15%	15%	2%	2%
24			2%	2%
25	4%	5%	5%	2%
26				3%
30	7%	8%	19%	12%
32	23%		6%	9%
33				6%
35	9%	9%	10%	6%
39		14%	13%	7%
40	11%	16%	8%	2%
41			1%	
43	5%			
44	10%	3%	2%	2%
45			40%	
46	13%	15%	13%	8%
47	0%	1%		7%
48	1%	0%	0%	0%
49		100%	100%	100%
50	3%	3%	3%	5%
51			96%	
52	28%	25%	25%	20%
53	7%	36%	4%	2%
55		1%	1%	4%
57	8%	8%	0%	0%
58				9%
63	6%		0%	0%
66	12%	10%	22%	12%
67	3%	1%	0%	1%
68			2%	1%
71			2%	6%
79	2%	16%	6%	3%
91			34%	
431	4%	8%		
3249			6%	5%

Description of Calculation

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

Importance of Measure

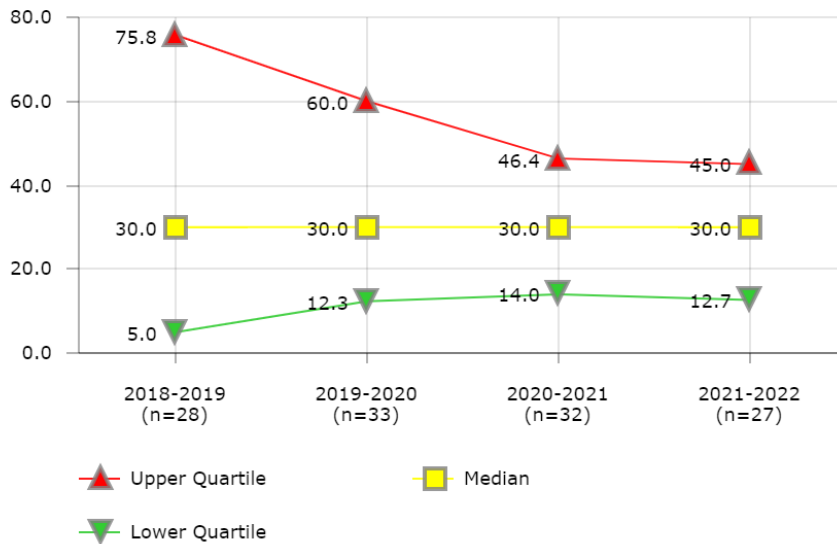
This can be used to evaluate the level of competitive grant funding in a district. Competitive grant funds can provide useful resources, but can be difficult for long-term planning and can raise concerns about sustainability.

Factors that Influence

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

### GRANTS MANAGEMENT

## Days to Access New Grant Funds



### Description of Calculation

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

### Importance of Measure

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

### Factors that Influence

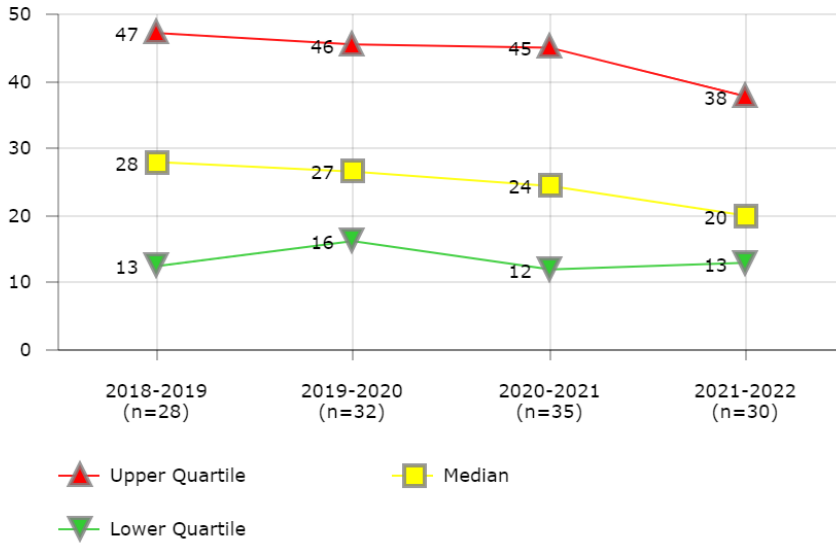
- Who monitors awards and the grant program coordinator to assure timeliness
- Timeliness of award notification from Federal and State entities
- School Board and administrative policies, as well as budget development and management process and procurement regulations and policies
- The timeliness of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

### Districts in Best Quartile (2021-2022)

- Baltimore City Public Schools
- Detroit Public Schools
- Houston Independent School District
- Metropolitan Nashville Public Schools
- Palm Beach County School District
- School District of Philadelphia
- St. Louis Public Schools

District	2018-2019	2019-2020	2020-2021	2021-2022
1	95.7	55.5	44.3	
2			72.9	
3	154.3	113.5		
4	79.5	209.8	63.8	98.9
5		30.0	30.0	30.0
8	5.0	5.0	5.0	5.0
9	10.0	10.0	10.0	20.0
10		30.0	30.0	30.0
11			165.3	
12	51.9	53.1	85.8	87.5
13	30.0		30.0	30.0
14		42.5		
15			36.0	28.1
18	235.4	45.0	30.0	
19	57.4	30.0	7.0	
20	30.0	63.6	75.0	152.1
23	62.7	87.6	31.3	52.3
25	169.9	54.4	149.0	165.2
27	1.4	231.3		
28	72.0			
29		60.0		
30	45.0	45.0		45.0
32	45.0	30.0	45.0	45.0
35	30.0	30.0	30.0	30.0
39		17.0	22.0	0.2
40	18.3	20.0	14.0	
43	4.4			
45	5.0	6.5	1.7	
46	0.2	0.2	0.1	0.2
47	0.5	0.4	0.7	3.8
48		12.3	14.0	14.0
49		150.0	50.0	
50	13.6	3.3	1.9	1.8
51		86.0		
53	20.0	20.0	18.5	20.0
55		30.0	30.0	30.0
58				0.2
63	100.0		16.7	12.7
66	4.7	5.1		
68			30.0	30.0
71				63.3
79	0.5	0.8	47.7	41.9
431	162.9	115.9		
3249			35.7	36.1

GRANTS MANAGEMENT  
Grants Receivables Aging



District	2018-2019	2019-2020	2020-2021	2021-2022
2			0	
3		0	0	
4	61	61	61	61
5		90	44	20
7	21	17		
8	48	44	39	37
9	25	25	25	25
10		25	25	25
11			23	48
12	42	51	52	57
13	12		12	12
14	70	28		
15				16
18	37	37	54	
19	13	8	22	41
20	14	16	14	13
21		63		
23	31	31	31	31
24			0	
25	65	109	51	17
27	52	38		
29		59		
30	35	35	35	35
32	45	45	45	45
35	12	12	8	9
39		21	22	17
40	11	15	17	17
41			60	
43	11			
46	60	55	53	53
48	18	21	11	11
50	7	4	4	4
51	81	25	60	
52	38	23	25	12
53	17	35	20	20
55		46	51	51
63	21		24	38
66	47	19	3	1
68			13	13
71			13	13
79	7	7	6	6
431	8	8		
3249			31	31

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 (2021-2022)

- Arlington Independent School District
- Austin Independent School District
- Broward County Public Schools
- Columbus Public Schools
- Detroit Public Schools
- Minneapolis Public Schools
- Omaha Public School District
- Orange County Public School District
- Toledo Public Schools



# 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.

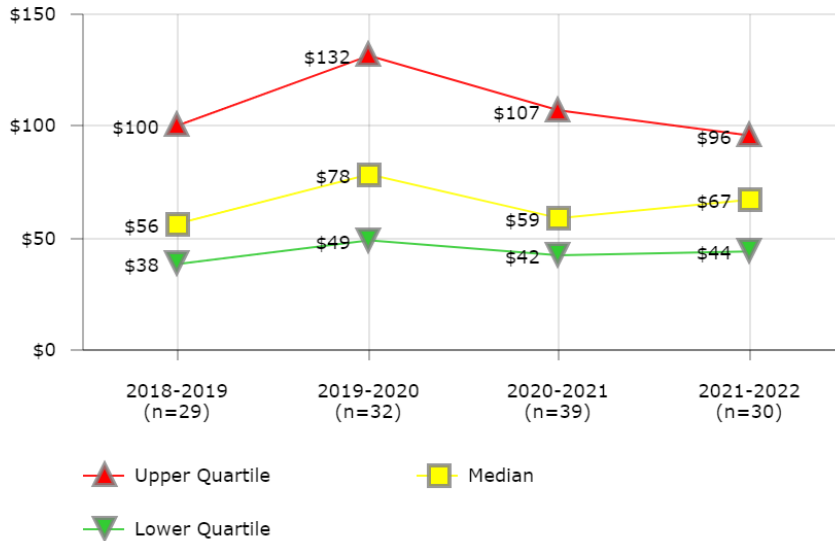
Finally, metrics of the procurement department's service level, such as Procurement Administrative Lead Time, should also be considered.

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 (2021-2022)

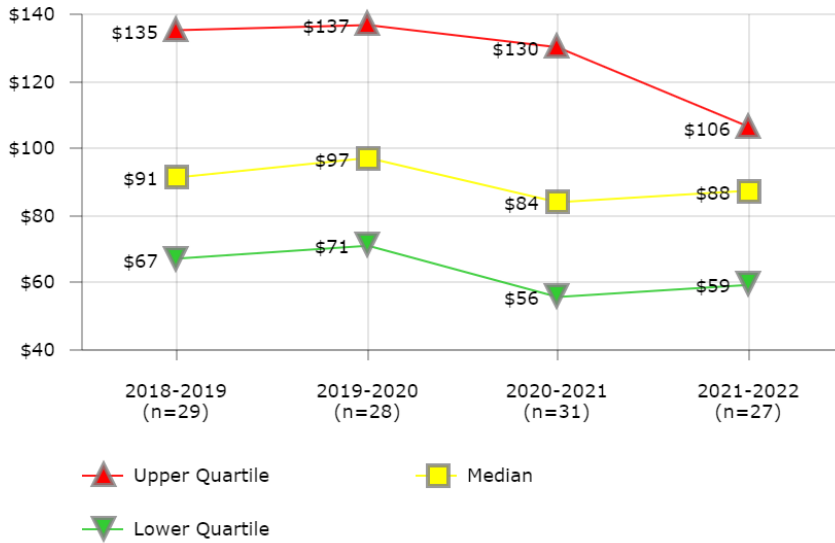
- Broward County Public Schools
- Charlotte-Mecklenburg Schools
- Chicago Public Schools
- Cleveland Metropolitan School District
- Houston Independent School District
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- School District of Philadelphia

District	2018-2019	2019-2020	2020-2021	2021-2022
1	\$36		\$46	
3	\$217	\$250		
4	\$106	\$129	\$125	\$60
5		\$367	\$328	\$306
7	\$124	\$134		
8	\$46	\$50	\$59	\$53
9	\$56	\$71	\$96	\$83
10		\$48	\$57	
11			\$223	
12	\$108	\$257	\$294	\$322
13	\$53		\$37	\$31
14	\$23	\$23	\$25	
15			\$21	\$16
16			\$215	\$158
18	\$55		\$42	
19			\$69	
20			\$151	\$197
23		\$278	\$255	
24				\$55
25	\$66		\$106	
27	\$428	\$396		
28		\$184		
30	\$40	\$34	\$39	\$65
32	\$60	\$95	\$107	\$96
34		\$73		
35	\$104	\$96	\$143	
39		\$104	\$31	\$29
40	\$33	\$50	\$47	\$69
41	\$30	\$52		
44	\$72	\$84	\$72	\$97
45	\$58	\$89	\$103	
46	\$44		\$80	\$54
47	\$38	\$55		\$49
48	\$45	\$56	\$61	\$71
49			\$90	\$80
50	\$57	\$69	\$49	\$75
51	\$32	\$42	\$57	
52		\$46		
53		\$18	\$26	\$19
54		\$41	\$43	\$28
55	\$25	\$31	\$41	\$40
57	\$84	\$98	\$22	\$26
58				\$44
62				\$146
63	\$110		\$57	\$94
66			\$58	
67	\$100	\$93	\$86	\$71
68			\$37	\$56
71		\$304	\$339	\$286
76			\$53	
431	\$32			



PROCUREMENT

Procurement Costs per \$100K Revenue



District	2018-2019	2019-2020	2020-2021	2021-2022
1	\$79			
3	\$69			
4	\$111	\$104	\$130	\$124
5		\$165	\$161	\$153
7	\$131	\$124		
8	\$102	\$91	\$83	\$88
9	\$104	\$103	\$104	\$95
12	\$56	\$97	\$89	\$112
13	\$101		\$49	\$57
14	\$61	\$61	\$54	\$51
15			\$42	\$53
18	\$146		\$75	
20	\$83		\$182	
23		\$149	\$189	
24			\$63	\$59
25	\$362			
26				\$55
27	\$248	\$231		
28	\$59	\$98		
30	\$66	\$56	\$56	\$91
32	\$33	\$38	\$35	
34		\$207	\$227	
35	\$176	\$167	\$173	
39		\$111	\$102	\$112
40		\$147	\$121	\$108
41	\$67	\$72		
44	\$79	\$75	\$66	\$78
46	\$91			\$65
47		\$91		\$69
48	\$91	\$96	\$97	\$96
49			\$78	\$68
50	\$73	\$70	\$43	\$89
51	\$138	\$133	\$145	
52		\$70	\$84	\$52
53		\$60	\$55	\$44
55		\$53	\$52	
57	\$64	\$75	\$72	\$65
62				\$88
63	\$106		\$122	\$143
66			\$100	
67	\$176	\$140	\$147	\$106
68			\$65	\$86
71		\$111		\$89
77	\$55			
101	\$271			
431	\$135			

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.

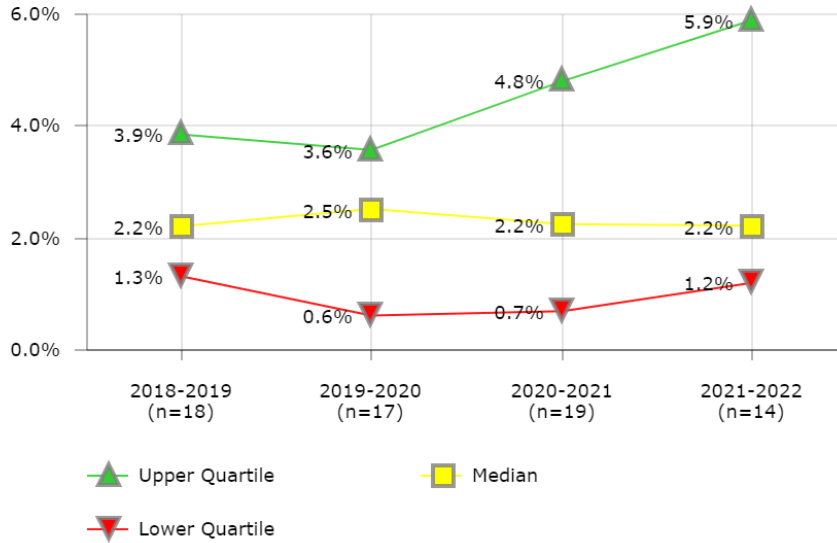
Factors that Influence

- 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 (2021-2022)

- Albuquerque Public Schools
- Boston Public Schools
- Broward County Public Schools
- East Baton Rouge Parish Public Schools
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- Minneapolis Public Schools

PROCUREMENT  
Procurement Savings Ratio



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

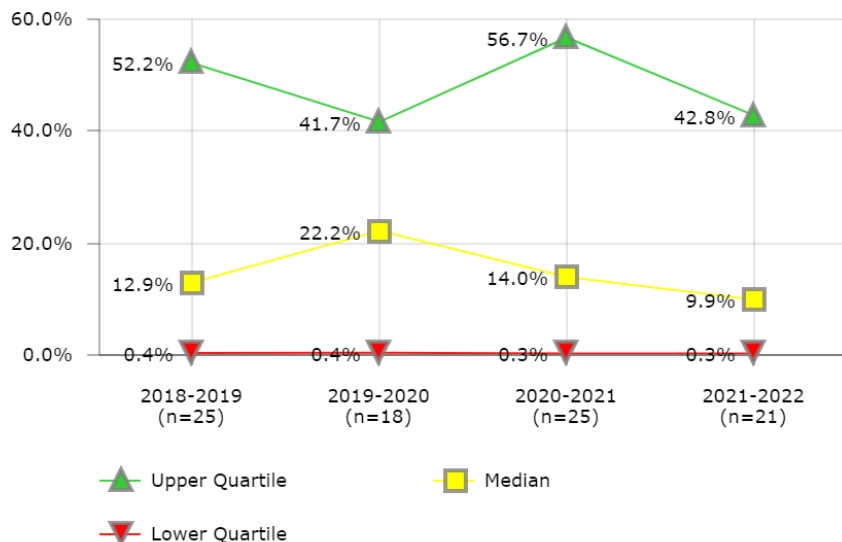
- Procurement policies, e.g., delegated purchase authority level, procurements exempted from competition, minimum quote requirements, sole source policies, vendor registration/solicitation procedures (may determine magnitude of competition)
- Utilization of technology and e-procurement tools
- Use of 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 (2021-2022)

- Charlotte-Mecklenburg Schools
- Clark County School District
- Metropolitan Nashville Public Schools
- Orange County Public School District

District	2018-2019	2019-2020	2020-2021	2021-2022
1	2.2%			
2	2.2%			
3	2.7%			
4	0.2%	0.2%		
5		5.6%	5.1%	2.5%
7	4.4%	5.3%		
8	0.9%	1.0%	3.2%	1.2%
9	10.7%	11.9%	10.1%	9.8%
10		0.4%	0.4%	
11			2.2%	2.8%
13	1.9%		7.4%	2.0%
16			2.6%	
19			1.3%	1.9%
20			0.7%	0.7%
23		0.6%	6.0%	
27	3.1%	3.2%		
30			1.3%	1.1%
32	0.2%	3.6%	0.5%	
35	3.2%	2.5%		
40			0.7%	
46	1.3%	0.4%	0.2%	
47	3.9%	3.0%		9.5%
48	10.0%	9.0%	4.3%	5.9%
51	0.5%	1.1%		
52				0.3%
55	1.3%	3.2%	4.8%	6.7%
67	3.9%	0.3%	2.4%	1.2%
71		0.8%	0.2%	4.5%
76			0.8%	
431	2.1%			

PROCUREMENT  
Strategic Sourcing Ratio



District	2018-2019	2019-2020	2020-2021	2021-2022
1	11.0%			
2	0.0%			
3	33.3%			
4	5.1%	5.8%	1.8%	10.4%
7	30.0%			
8	8.9%	10.3%	16.0%	9.5%
9	87.8%	89.1%	90.6%	92.1%
10		81.3%	82.0%	
11				29.5%
12	0.0%			
13	74.7%		80.1%	83.3%
14	79.4%		96.0%	
15			0.0%	0.0%
16			87.1%	79.6%
19			32.1%	2.0%
20	1.0%		9.1%	
23		0.0%	0.0%	
24			14.0%	0.0%
25	46.7%			
27	73.2%	62.2%		
30		25.8%		66.9%
32	52.2%	40.2%	59.9%	40.1%
35	0.0%	0.0%		
40			15.5%	4.3%
46	19.8%	41.7%	11.9%	15.2%
47	10.0%	33.3%		
48	83.4%	76.1%	56.7%	
51	0.0%	0.0%	0.0%	
53	0.4%	0.4%	0.3%	0.3%
54		39.4%	40.5%	42.8%
55	14.5%	12.1%	10.0%	9.9%
57	0.3%	0.3%	0.3%	2.0%
63	0.0%		0.2%	0.0%
67	53.8%			
68			0.0%	0.0%
71		18.6%		44.7%
76			37.0%	
431	12.9%			
3249			0.0%	0.0%

**Description of Calculation**

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

**Importance of Measure**

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

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

**Factors that Influence**

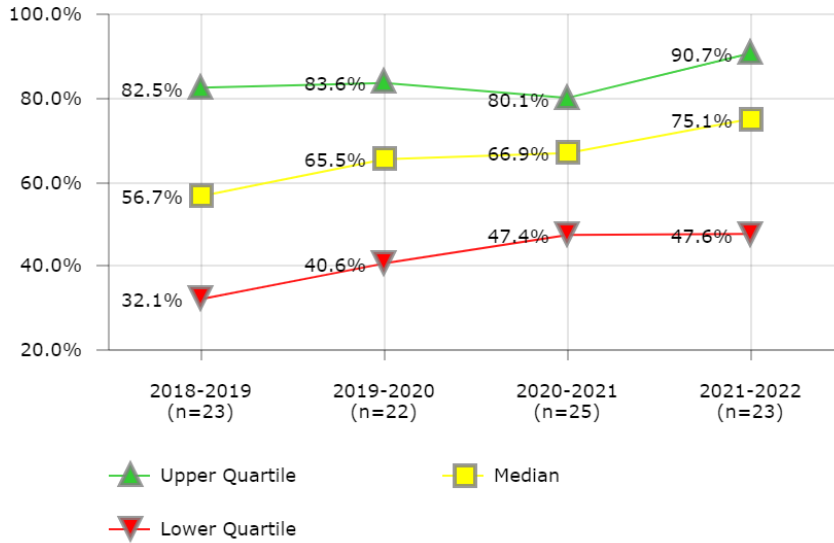
- Technical training of procurement professional staff
- Effectiveness of spend analysis regarding frequently purchased items
- Policies on centralization of procurement
- Balance between choice and cost savings
- Dollar approval limits without competitive bids

**Districts in Best Quartile (2021-2022)**

- Austin Independent School District
- Broward County Public Schools
- Chicago Public Schools
- Clark County School District
- Milwaukee Public Schools
- San Diego Unified School District

PROCUREMENT

Competitive Procurements Ratio



Description of Calculation

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

Importance of Measure

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

Factors that Influence

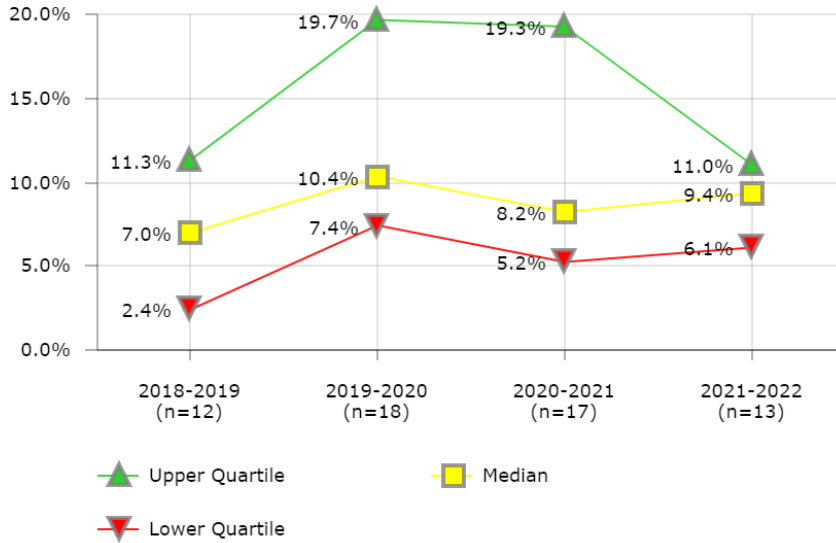
- Procurement policies governing procurements that are exempted from competition, emergency or urgent requirement procurements, direct payments (purchases without contracts or POs), minimum quote levels and requirements, and sole sourcing
- Degree of shared services that may be included in purchase dollars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

Districts in Best Quartile (2021-2022)

- Broward County Public Schools
- Detroit Public Schools
- Duval County Public Schools
- Fort Worth Independent School District
- Metropolitan Nashville Public Schools
- Palm Beach County School District

District	2018-2019	2019-2020	2020-2021	2021-2022
1	36.1%			
3	6.6%	84.5%		
4	31.7%	26.9%	26.4%	1.3%
5		72.7%	71.4%	70.0%
7	56.7%	64.4%		
8	95.2%	98.4%	98.3%	97.4%
9	90.0%	90.2%	87.6%	88.8%
11				84.6%
12	36.1%	19.4%	71.3%	75.1%
13	85.7%		92.5%	90.7%
14	60.4%		79.4%	
15			0.2%	0.2%
16			53.3%	41.9%
19			63.3%	27.1%
20	22.5%		80.1%	72.9%
23		55.2%	4.3%	
24				19.2%
27	77.1%	80.9%		
28		3.1%		
30		3.8%	63.5%	66.9%
32	97.0%	78.8%	37.9%	75.4%
35	32.1%	50.4%		
39			96.2%	69.8%
40	64.9%		14.0%	99.4%
41	30.1%	42.2%		
44	90.1%		66.9%	95.4%
46	75.9%	83.6%	75.9%	76.2%
47	38.4%	75.7%		97.2%
48	82.5%	84.5%	70.6%	88.9%
50	72.2%	66.5%	50.2%	91.5%
51	21.5%	15.6%	47.8%	
54		44.2%	47.4%	54.3%
55	46.3%	40.6%	44.2%	47.6%
68			83.2%	
71		89.6%		
76			97.5%	
431	35.5%			

PROCUREMENT  
Cooperative Purchasing Ratio



District	2018-2019	2019-2020	2020-2021	2021-2022
4	10.0%	9.2%	20.6%	20.2%
7	10.1%	10.3%		
8	27.5%	30.1%	27.5%	15.5%
9	2.3%	4.6%	3.0%	4.4%
10		12.0%	5.2%	
12		19.7%	21.6%	8.8%
16			8.0%	6.1%
19			29.0%	
20	2.1%			
24			0.0%	
27	2.5%	7.4%		
30		71.9%		
32			7.8%	
34		37.8%		
35	0.6%	1.6%		
40		22.1%	4.7%	
46	9.2%	11.7%	9.7%	14.4%
47	12.5%	7.9%		
49	4.2%	5.7%	8.2%	7.6%
52				0.3%
53		16.3%	19.3%	11.0%
54		1.5%	1.1%	2.5%
55	4.8%	8.0%	6.4%	9.4%
67	34.8%		17.9%	9.8%
68			9.0%	9.4%
71		10.4%		

Description of Calculation

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

Importance of Measure

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

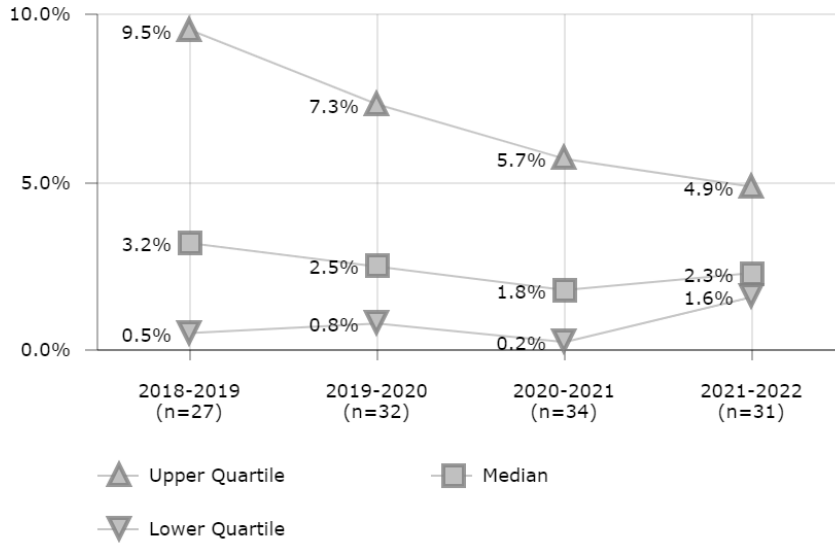
Factors that Influence

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

Districts in Best Quartile (2021-2022)

- Baltimore City Public Schools
- Jefferson County Public Schools (KY)
- Palm Beach County School District
- Wichita Unified School District

### PROCUREMENT P-Card Purchasing Ratio



#### Description of Calculation

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

#### Importance of Measure

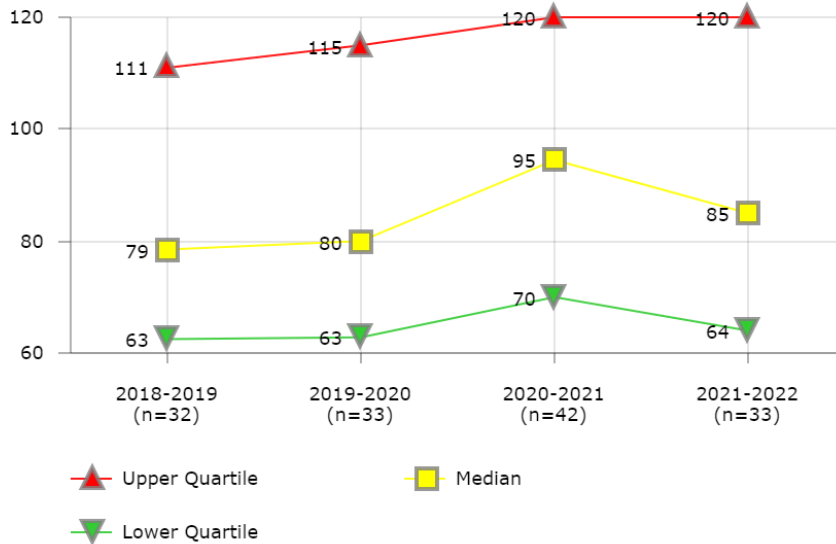
P-Card utilization significantly improves cycle times for schools, decreases procurement transaction costs as compared to a Purchase Order (2010 RPMG Research Corp cited average PO transaction cost = \$93 from requisition to check, versus P-Card transaction cost = \$22), and provides for more localized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

#### Factors that Influence

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

District	2018-2019	2019-2020	2020-2021	2021-2022
1	8.0%		6.6%	
3	7.7%	7.4%	2.0%	
4	1.7%	1.7%	6.3%	4.9%
5		9.3%	8.3%	8.1%
7	17.2%	9.2%		
8	5.3%	2.3%	2.6%	2.3%
9	9.5%	8.5%	6.3%	6.0%
10		7.2%	6.9%	
11			4.1%	3.5%
12	16.5%	6.6%	5.2%	4.2%
13		9.7%	5.7%	4.9%
14	0.8%	0.9%	0.2%	10.7%
16			3.0%	4.0%
19			0.3%	2.5%
20	1.7%		2.0%	2.1%
23		15.5%	13.1%	
27	15.8%	14.1%		
28		3.0%		
30		49.6%	1.7%	
32	3.2%	2.9%	0.0%	2.5%
33				0.5%
34		0.7%		
39		4.6%	1.9%	2.2%
40	5.5%	4.6%	0.5%	3.4%
43	22.5%			
44	2.3%	2.3%	1.7%	1.6%
45	0.1%	0.0%	0.0%	
46	0.0%	0.0%	0.0%	0.0%
47	0.5%	0.9%		1.6%
48	2.9%	2.7%	1.7%	2.3%
49	20.6%	28.3%	28.3%	22.6%
50	0.1%	0.1%	0.1%	0.1%
51	0.3%	0.2%	0.1%	
52		1.2%		1.8%
53	6.9%	0.0%	7.4%	6.0%
54		1.6%	1.8%	1.9%
55	3.2%	1.6%	1.4%	1.3%
57	0.3%	0.2%	0.1%	2.0%
62				3.9%
63	0.5%		0.1%	0.4%
66			0.9%	
67	0.1%	0.0%	0.1%	0.0%
68			0.7%	0.0%
71		3.2%		12.0%

PROCUREMENT  
**PALT for Requests for Proposals**



District	2018-2019	2019-2020	2020-2021	2021-2022
1	102		102	
2	50			
3	115	107		
4	77	77	74	64
5		63	108	76
7	177	132		
8	143	143	153	153
9	107	110	119	129
10		80	127	
11			209	181
12	55	55	55	55
13	92		89	91
14	80	80	80	80
15			80	58
16			95	95
18	73		73	
19			126	71
20	60		64	64
23		56	56	
24			70	70
25	65		72	
27	65	74		
28		194	194	
30		126	126	121
32	227	272	272	
34		70		
35	84	86	110	
39		100	115	120
40	47	47	110	125
41	123	123		
44	70	85	85	85
45	54	54	64	
46	100	100	100	100
47	106	67		74
48	80	115	133	152
49	45	45	62	62
50	70	142	133	148
51	65	65	65	
52		35		58
53	49	49	56	56
55	27	27	27	27
57	122	122	120	120
58				86
62				70
63	125		125	125
66			111	
67	75	75	75	75
68			51	41
71		94	94	94
76			93	
79			58	
431	127			
3249			105	102

**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.

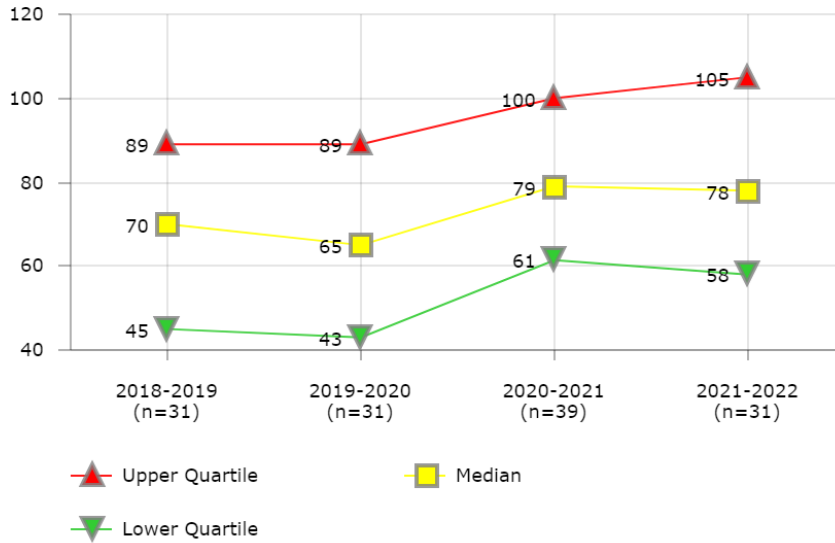
**Factors that Influence**

- 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 (2021-2022)**

- Arlington Independent School District
- Charlotte-Mecklenburg Schools
- Cincinnati Public Schools
- Des Moines Public Schools
- Guilford County School District
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- Minneapolis Public Schools
- Wichita Unified School District

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

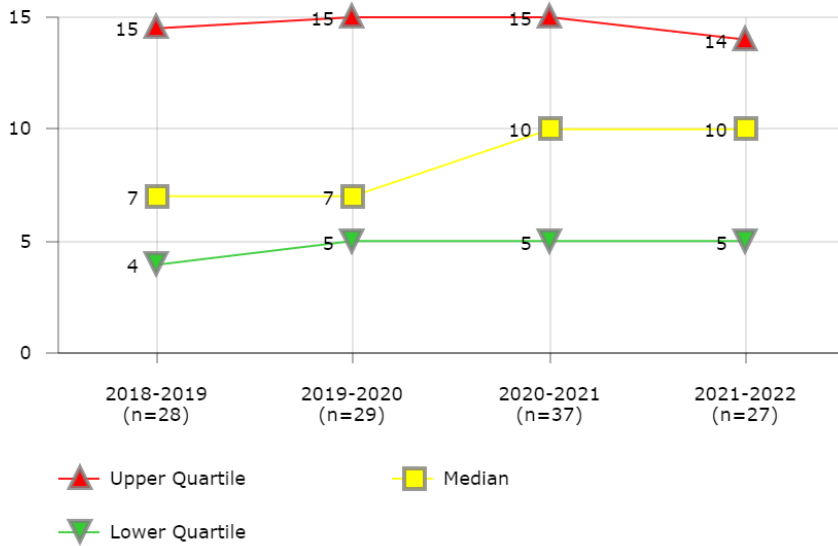
Districts in Best Quartile (2021-2022)

- Arlington Independent School District
- Charlotte-Mecklenburg Schools
- Cincinnati Public Schools
- Des Moines Public Schools
- Guilford County School District
- Metropolitan Nashville Public Schools
- School District of Philadelphia
- Wichita Unified School District

District	2018-2019	2019-2020	2020-2021	2021-2022
1	72		72	
2	30			
3	64	12		
4	33	33	33	33
5		48	61	65
7	70	134		
8	65	65	75	75
9	100	90	100	87
10		64	157	
11				105
12	30	30	25	30
13	80		95	81
14	70	65	65	65
15			78	78
16			65	65
18	45		45	
19			126	71
20	58		58	58
23		56	56	
25	58		65	
27	52	55		
28		138	138	
30		81	96	96
32	268	226	226	218
34		56		
35	39	38	38	
39		75	115	105
40			83	
41	97	97		
43	51			
44	71	76	66	66
45	54	54	64	
46	89	89	89	89
47	44	43		45
48	86	89	220	128
49	27	27	29	29
51	85	85	85	
52		35		89
53	87	87	87	87
55	27	27	27	27
57	120	120	120	120
58				40
62				108
63	125		125	125
66			100	
67	105	105	105	142
68			51	41
71		78	79	79
76			86	
79			81	
431	145			
3249			72	70



PROCUREMENT  
PALT for Informal Solicitations



District	2018-2019	2019-2020	2020-2021	2021-2022
2	50			
3	14	14		
4	58	58	14	14
7	18	17		
8	5	5	15	15
9	5	5	5	5
10		15	28	
11				60
12	25	25	25	25
13	4		3	3
14	3	3	3	3
15			5	
16			10	10
18	5		3	
19			60	5
20	15		15	5
23		17	17	
24			30	30
25	4		7	
27	17	30		
28		10	10	
30		5	5	10
32	10	10	10	10
34		5		
35	5	5	5	
39		5	5	5
40	7	7	5	
43	7			
44	2	2	3	4
45	10	10	10	
46	3	3	3	3
47	4	6		6
49	7	7	18	13
50		78	54	
51	7	7	7	
52		2		14
53	3	3	5	5
55	7	7	7	7
57	30	30	30	30
62				12
63	3		10	3
66			5	
67				14
68			5	5
71		14	14	14
76			10	
79			30	
431	14			
3249			5	

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

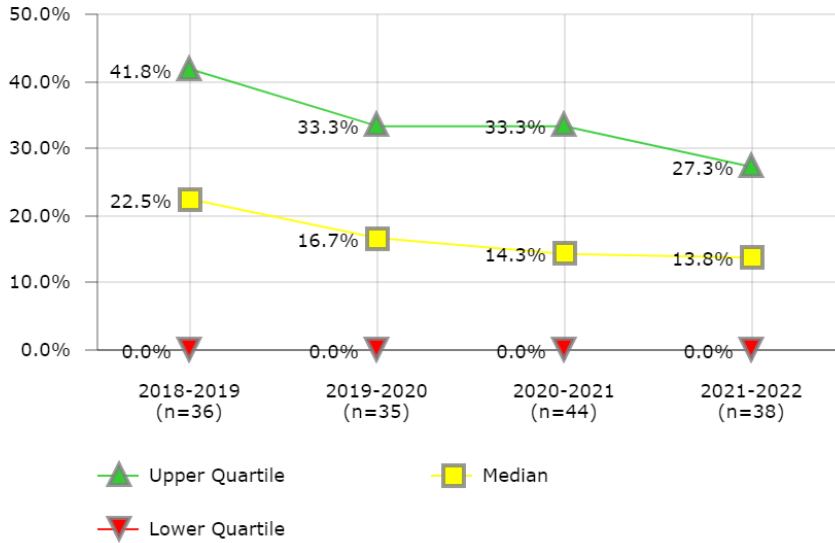
- Degree of P-Card utilization
- Extent of delegated purchase authority for small dollar procurements
- State/local laws and regulations
- Small purchase policies/procedures
- Utilization of e-procurement automation tools including online solicitation broadcasts and responses

Districts in Best Quartile (2021-2022)

- Albuquerque Public Schools
- Arlington Independent School District
- Baltimore City Public Schools
- Broward County Public Schools
- Cincinnati Public Schools
- Clark County School District
- Dayton Public Schools
- Duval County Public Schools
- Houston Independent School District
- Jefferson County Public Schools (KY)
- St. Louis Public Schools

PROCUREMENT

Procurement Staff with Professional Certificate



Description of Calculation

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

Importance of Measure

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

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

Factors that Influence

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

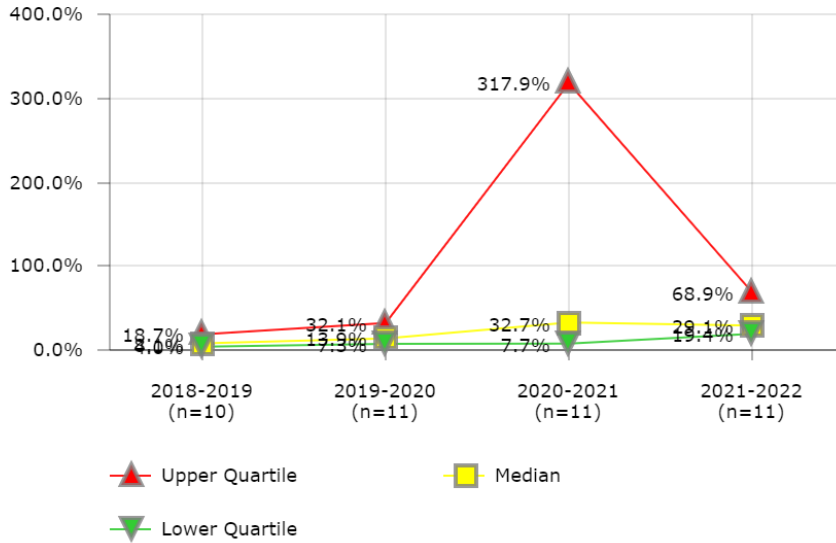
Districts in Best Quartile (2021-2022)

- Albuquerque Public Schools
- Arlington Independent School District
- Baltimore City Public Schools
- Broward County Public Schools
- Charlotte-Mecklenburg Schools
- Dayton Public Schools
- Fort Worth Independent School District
- Guilford County School District
- Los Angeles Unified School District
- Metropolitan Nashville Public Schools

District	2018-2019	2019-2020	2020-2021	2021-2022
1	55.6%		55.6%	
2	66.7%			
3	0.0%	0.0%		
4	0.0%	0.0%	0.0%	0.0%
5		16.7%	16.7%	16.7%
7	0.0%	0.0%		
8	23.5%	23.5%	19.6%	19.6%
9	25.6%	25.6%	21.7%	21.7%
10		13.6%	9.5%	
11			34.9%	34.7%
12	25.0%	20.0%	20.0%	20.0%
13	30.0%		33.3%	30.8%
14	15.4%	20.0%	33.3%	30.0%
15			0.0%	0.0%
16			8.3%	8.1%
18	11.8%		7.7%	
19	0.0%		125.0%	80.0%
20	20.0%		16.7%	16.7%
23		46.2%	53.8%	
24			15.8%	0.0%
25	20.0%		27.3%	
26				20.0%
27	100.0%	62.5%		
28	50.0%	37.5%	44.4%	
30	0.0%	0.0%	0.0%	0.0%
32	33.3%	29.4%	10.5%	15.0%
33				0.0%
34		0.0%	0.0%	
35	50.0%	33.3%	14.3%	
39		11.1%	11.9%	12.5%
40	30.4%	22.2%	37.5%	30.0%
41	55.0%	50.0%		
43	0.0%			
44	9.1%	9.1%	9.1%	9.1%
45	0.0%	0.0%	0.0%	
46	46.2%	46.2%	38.5%	50.0%
47	20.0%	10.0%		36.4%
48	16.7%	16.7%	20.0%	20.0%
49	21.4%	37.5%	42.9%	28.6%
50	33.3%	16.7%	0.0%	0.0%
51	50.0%	33.3%	50.0%	
52		0.0%		20.0%
53	0.0%	0.0%	0.0%	0.0%
54		8.0%	7.2%	8.1%
55	37.5%	37.5%	50.0%	50.0%
57	25.0%	28.6%	14.3%	10.0%
58				7.7%
62				0.0%
63	0.0%		0.0%	0.0%
66			0.0%	
67	0.0%	0.0%	0.0%	0.0%
68			18.2%	27.3%
71		0.0%	0.0%	10.5%
76		13.3%	13.3%	
79			0.0%	0.0%
431	75.0%			
3249			0.0%	0.0%

PROCUREMENT

Warehouse Operating Expense Ratio



District	2018-2019	2019-2020	2020-2021	2021-2022
5		32.1%	32.7%	34.1%
7	15.5%	18.3%		
8		7.1%	6.0%	2.9%
11				19.4%
12	35.0%	331.9%	232.0%	
15			34.8%	29.1%
16			16.4%	18.8%
18	259.1%		317.9%	
23		112.2%		68.9%
24			369.1%	
27	5.2%			
32	5.9%	20.6%	13.4%	24.8%
35	2.8%	13.9%		
39		7.3%	2.1%	26.4%
41	3.2%	4.5%		
47	10.3%	13.4%		98.4%
52				37.6%
55	4.0%	9.1%	7.7%	157.3%
431	18.7%			
3249			1134.2%	

Description of Calculation

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

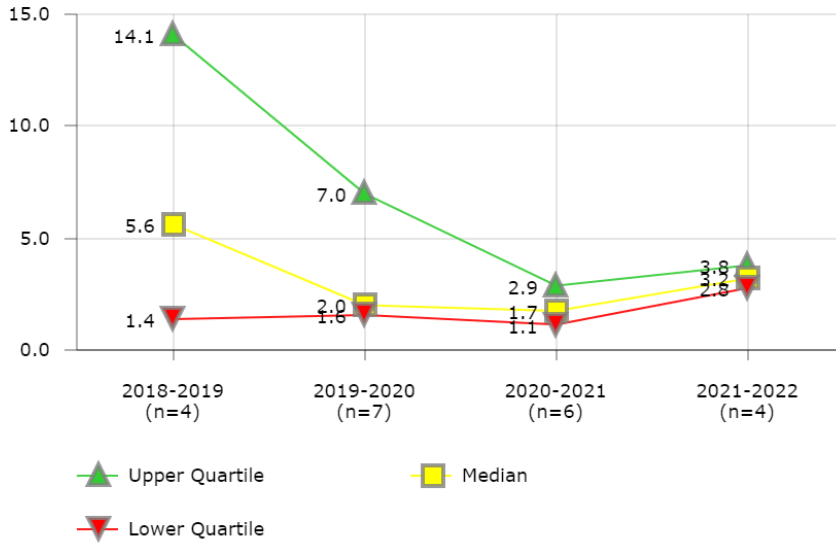
Importance of Measure

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

Factors that Influence

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

PROCUREMENT  
Warehouse Stock Turn Ratio



District	2018-2019	2019-2020	2020-2021	2021-2022
5		1.6	1.4	
8		3.5	4.8	
15			2.9	3.4
16				4.1
18	9.3			
23		2.0		2.6
24			1.1	
27	18.8			
35	0.8	0.5		
39		12.3		
41			7.0	
55	1.9	1.8	2.1	3.0
3249			0.9	

**Description of Calculation**

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

**Importance of Measure**

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

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

**Factors that Influence**

- Inventory financing costs
- Inflation
- Purchasing policies

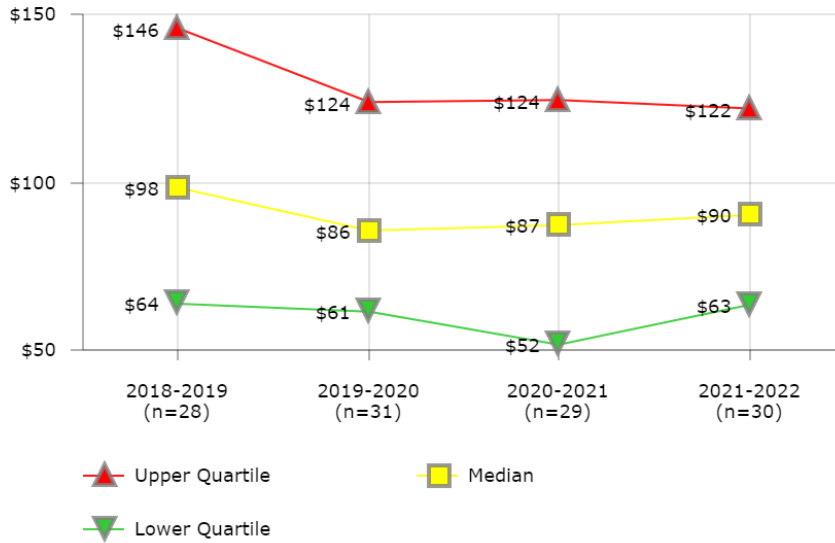
# Risk Management

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

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

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

RISK MANAGEMENT  
**Cost of Risk per Student**



**Description of Calculation**

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

**Importance of Measure**

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

**Factors that Influence**

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

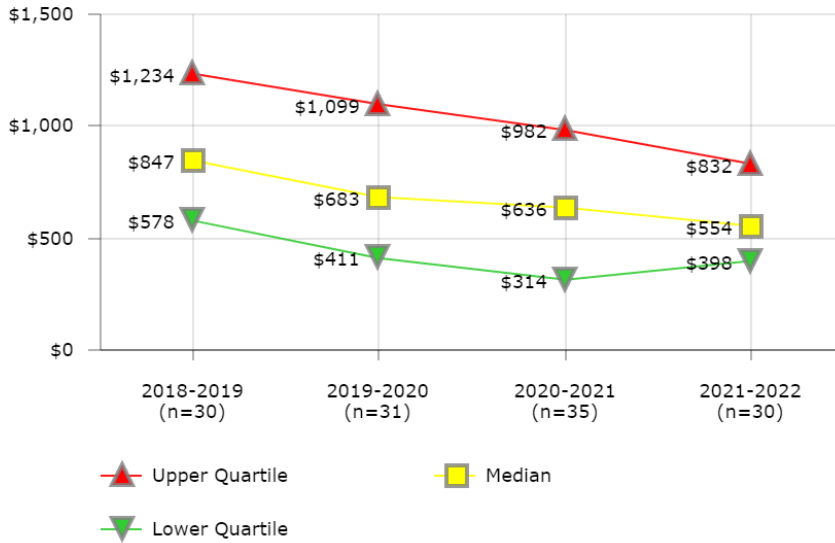
**Districts in Best Quartile (2021-2022)**

- Arlington Independent School District
- Austin Independent School District
- Cincinnati Public Schools
- Detroit Public Schools
- Houston Independent School District
- Milwaukee Public Schools
- Orange County Public School District
- Palm Beach County School District

District	2018-2019	2019-2020	2020-2021	2021-2022
3		\$114	\$86	
4	\$141	\$150	\$186	\$189
5		\$51	\$44	\$122
7	\$85	\$86		
8	\$41	\$32	\$35	\$34
9	\$60	\$61	\$50	\$65
12	\$203	\$169	\$124	\$141
13	\$97		\$87	\$104
14	\$142	\$143		
15			\$233	\$192
18	\$15	\$15		
20	\$64	\$74		\$41
21		\$261		
23	\$87	\$94	\$96	\$65
24			\$311	\$91
25	\$227	\$161	\$171	\$103
27	\$76			
28	\$84	\$77		
30	\$72	\$73	\$52	\$57
32	\$113	\$124	\$113	\$89
34	\$315			
35	\$209	\$131	\$168	
39		\$29	\$27	\$32
40		\$101	\$144	\$133
43	\$171			
44	\$45			
47		\$24	\$17	
48	\$64	\$71	\$57	\$34
49	\$43	\$37	\$52	\$66
50	\$57	\$83	\$47	\$63
51	\$103	\$126		\$136
52		\$91	\$119	\$116
53	\$100	\$78	\$63	\$89
54		\$94		
57	\$150		\$177	\$95
58	\$175			
62				\$128
66		\$79	\$76	\$83
67	\$112	\$116	\$119	\$121
68				\$51
71		\$39		\$43
77			\$117	\$111
79	\$102	\$116	\$108	\$136
91			\$34	
3249			\$85	\$87

RISK MANAGEMENT

Workers' Compensation Cost per \$100K Payroll Spend



District	2018-2019	2019-2020	2020-2021	2021-2022
4	\$1,052	\$683	\$707	\$701
5		\$234	\$123	\$530
7	\$649	\$582		
8	\$578	\$379	\$428	\$415
9	\$443	\$491	\$300	\$330
10		\$411		
11			\$1,298	\$1,129
12	\$1,218	\$1,009	\$538	\$356
13			\$782	
14	\$1,290	\$1,110		
16			\$678	\$817
18	\$195	\$165		
19	\$1,594	\$1,234		\$2,355
20	\$652	\$683		
23	\$743	\$719	\$1,016	\$398
24				\$593
25	\$1,786	\$1,163	\$1,085	\$576
27	\$828	\$546		
28	\$866	\$735	\$563	\$911
30	\$1,058	\$1,079	\$636	\$629
32	\$1,234	\$1,146	\$1,123	\$944
35	\$2,064	\$1,177	\$1,383	
39		\$427	\$319	\$269
40	\$2,232	\$1,099	\$1,427	\$1,236
41	\$211	\$155	\$175	
43	\$511			
44	\$879		\$812	\$765
45		\$1,588	\$457	
46			\$231	
48	\$455	\$302	\$298	\$193
49	\$386	\$299	\$323	\$248
50	\$243	\$238	\$160	\$302
51	\$1,598	\$1,739	\$1,473	
52		\$648	\$823	\$477
53	\$594	\$411	\$225	\$452
55			\$317	
57	\$1,005		\$982	\$532
62				\$1,212
63	\$1,814		\$1,264	
66		\$900	\$813	\$832
67	\$687	\$679	\$579	\$485
68			\$314	\$488
71			\$262	\$206
79	\$1,032	\$1,098	\$911	\$1,044
431	\$826			
3249			\$752	\$617

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

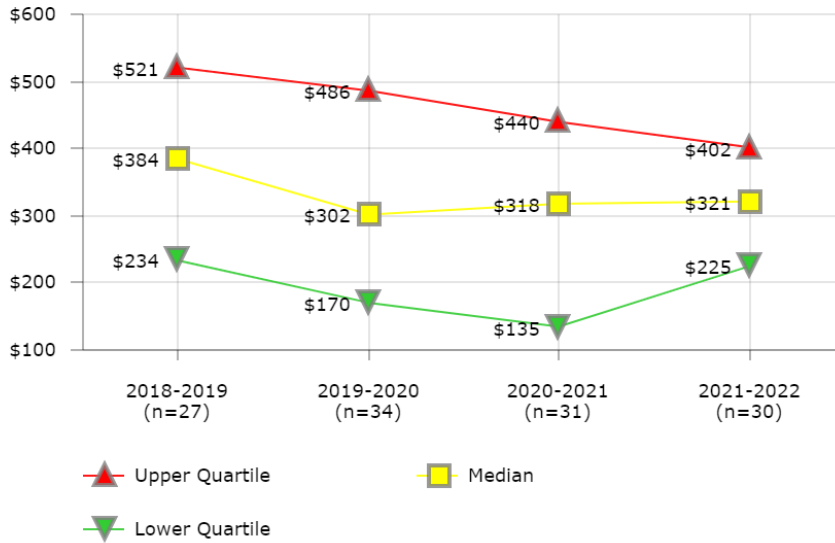
- Medical management programs
- Quality of medical care
- Litigation
- Timely provision of benefits

Districts in Best Quartile (2021-2022)

- Austin Independent School District
- Charleston County School District
- Clark County School District
- Des Moines Public Schools
- Detroit Public Schools
- Guilford County School District
- Houston Independent School District
- Orange County Public School District

RISK MANAGEMENT

Workers' Compensation Cost per Employee



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

Districts in Best Quartile (2021-2022)

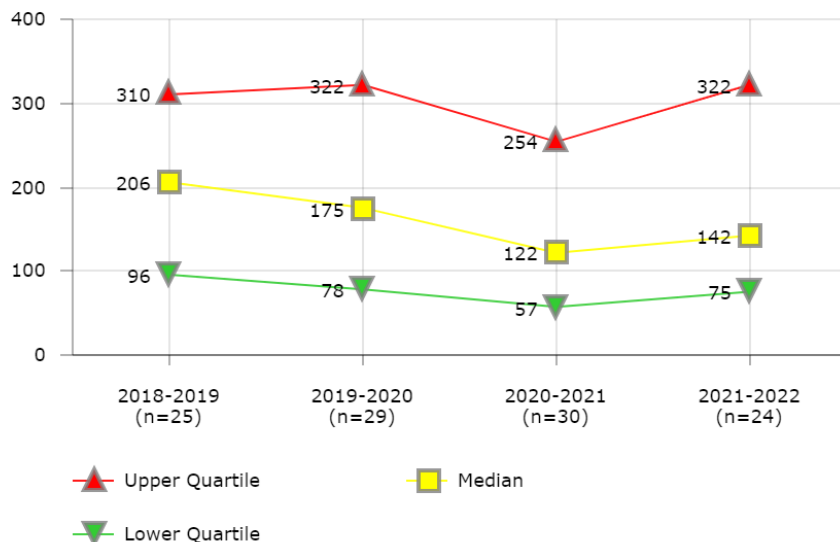
- Arlington Independent School District
- Austin Independent School District
- Charleston County School District
- Clark County School District
- Guilford County School District
- Houston Independent School District
- Orange County Public School District
- Palm Beach County School District

District	2018-2019	2019-2020	2020-2021	2021-2022
3	\$404	\$337		
4	\$386	\$261	\$279	\$316
5		\$156	\$77	\$364
7	\$366	\$384		
8	\$208	\$162	\$186	\$187
9	\$234	\$305	\$192	\$213
10		\$216		
12	\$767	\$701	\$425	\$265
13				\$402
14	\$409	\$442		
15				\$629
18	\$80	\$67		
20	\$264	\$298		
21		\$766		
23	\$276	\$285	\$382	\$153
24				\$260
25	\$868		\$614	\$405
27	\$208	\$175		
28	\$497	\$486	\$370	\$660
30	\$384	\$404	\$276	\$281
32	\$645	\$640	\$665	\$614
35	\$957	\$597	\$698	
39		\$152	\$135	\$130
40		\$554	\$750	\$703
41	\$101	\$82	\$97	
43	\$468			
44	\$311		\$329	\$327
45		\$815		
48	\$178	\$128	\$120	\$78
49		\$99	\$114	\$123
50	\$149	\$170	\$118	\$230
51	\$521	\$616	\$564	
52		\$285	\$373	\$337
53	\$375	\$286	\$160	\$346
54		\$406		
55		\$210	\$128	
57	\$509		\$521	\$307
62				\$661
63	\$998		\$740	
66		\$335	\$318	\$327
67	\$363	\$436	\$403	\$362
68			\$132	\$225
71		\$120	\$137	\$111
77			\$329	\$334
79	\$603	\$492	\$440	\$550
3249			\$292	\$305



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

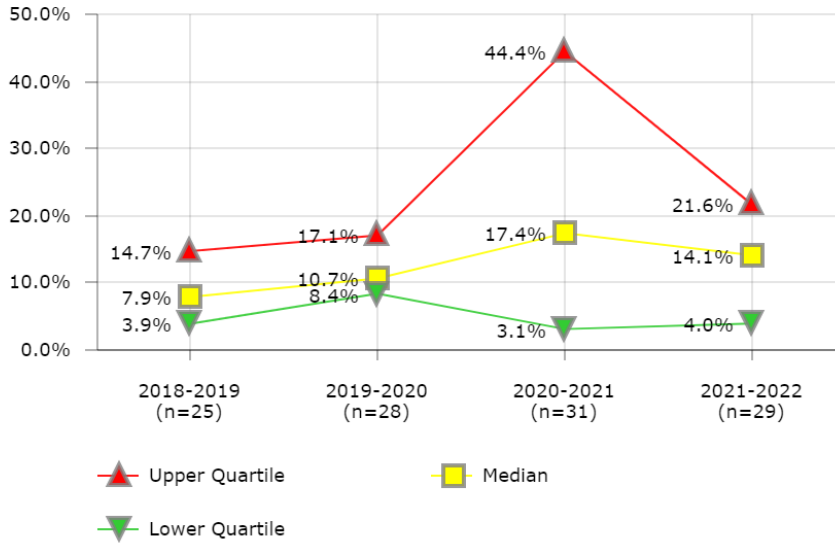
Districts in Best Quartile (2021-2022)

- Detroit Public Schools
- Fayette County Public Schools
- Jackson Public School District (MS)
- Miami-Dade County Public Schools
- Minneapolis Public Schools
- Orange County Public School District

District	2018-2019	2019-2020	2020-2021	2021-2022
3	540	402		
4	206	110	222	310
5		264	187	119
7	310	357		
8	65	34	36	172
9	308	331	267	293
13				90
14	589	335		
15			54	58
18	96	25	56	
20	205	175		
21		617		
23	90	66	83	
24			160	283
25	153		509	536
27	121	260		
28	78	45	29	78
30	249	35	136	
32	102	115	118	53
35	10	701	642	
39		83	63	92
40		322	382	473
41		23		
43	457			
44	277	237	191	250
48	76	52	48	74
49		85	43	122
50	274	317	110	41
51	56	78	25	
52		1,265		67
53	695	184	81	348
55			122	
57	130		360	
63	206		121	77
66		119	328	162
67	536	304	197	393
68			254	465
77			375	
79	482	168	69	334
3249			57	74

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

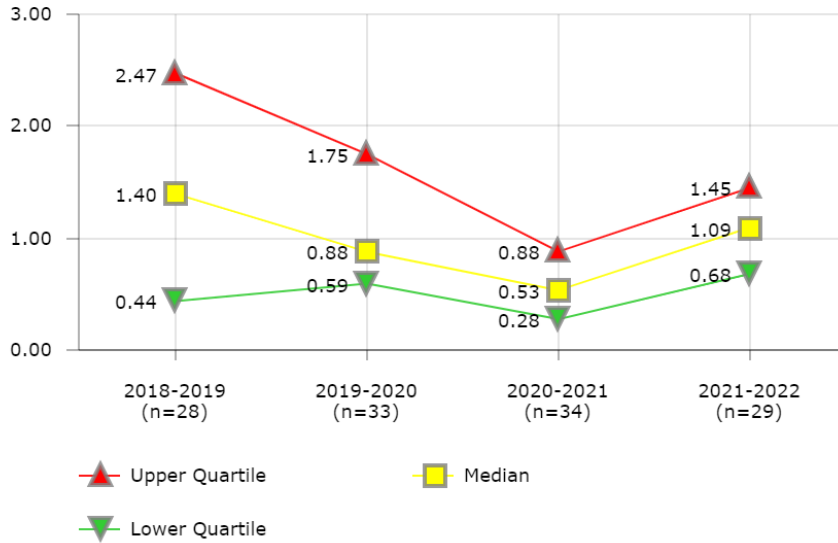
Districts in Best Quartile (2021-2022)

- Austin Independent School District
- Charlotte-Mecklenburg Schools
- Clark County School District
- Duval County Public Schools
- Miami-Dade County Public Schools
- Sacramento City Unified School District
- School District of Philadelphia
- Toledo Public Schools

District	2018-2019	2019-2020	2020-2021	2021-2022
1			70.6%	
3			3.1%	
4	1.8%			17.6%
5		34.8%	23.1%	16.1%
7	26.3%	10.0%		
8	3.9%	4.8%	1.6%	4.1%
9	1.8%	1.4%	3.1%	4.0%
10		10.3%		
11			46.1%	31.1%
12	15.4%	35.0%	44.4%	30.3%
13	3.9%	9.0%	15.6%	14.1%
14	7.8%	8.1%		
15			11.5%	21.7%
16			63.2%	57.0%
18	8.0%		7.9%	
19	3.7%			12.0%
21		56.4%		
23	25.0%	13.2%	25.0%	17.6%
24			10.8%	7.5%
25	25.9%	38.5%	48.0%	35.5%
30		50.0%		
32	3.6%	3.3%	1.5%	2.7%
34	2.4%			
35	9.5%	2.1%	2.5%	
43	100.0%			
44	10.4%	7.2%	32.9%	1.7%
46			21.9%	
47	7.9%	9.3%	17.4%	
48	9.8%	10.5%	45.9%	21.6%
49	14.7%	5.1%	16.7%	15.4%
50	53.8%	12.5%		12.5%
51	5.6%	17.7%	2.0%	12.2%
52	5.1%	12.5%	42.9%	9.5%
53	11.6%	10.8%	52.0%	33.8%
54		16.1%		
55	4.0%	8.7%	6.0%	2.2%
58	3.0%			2.2%
62			5.3%	2.9%
66		16.4%	2.5%	20.0%
67		20.0%		
68			50.0%	
71		16.4%	2.4%	1.6%
77			25.0%	25.9%
79		9.8%		1.5%
3249			30.0%	18.8%

RISK MANAGEMENT

Liability Claims per 1,000 Students



District	2018-2019	2019-2020	2020-2021	2021-2022
3	2.69	2.25	0.92	
4	1.15	0.88	0.65	0.36
5		0.47	0.28	0.68
7	0.41	0.43		
8	1.18	1.06	1.01	1.15
9	2.40	2.03	0.52	1.99
10		0.90		
12	0.77	0.59	0.28	1.05
13	3.53		1.53	2.62
14	0.96	0.77		
15			2.52	2.90
18	1.90	1.30	0.57	
20				0.14
21		1.48		
23	0.40	0.76	0.23	0.97
24			2.96	
25	0.71	0.67	0.68	0.83
27	1.61	0.03		
30	0.29	0.22	0.06	0.10
32	3.85	2.39	2.05	2.05
34	2.71			
35	2.36	1.94	0.88	
39		0.03	0.05	
40		0.85	0.50	1.18
43	0.39			
44	0.88	0.74	0.54	1.39
46			0.41	
47		1.75	1.13	
48	3.00	2.73	0.62	1.20
49	0.47	0.81	0.17	0.37
50	0.25	0.16	0.16	0.33
51	1.89	2.67		1.33
52		1.70	0.67	1.45
53	2.55	2.07	0.52	1.54
54		0.56		
55		0.67		
57	1.88		1.91	0.96
58	2.20			1.09
62			0.47	0.87
66		1.25	0.77	1.55
67	0.27	0.14	0.06	0.13
68			0.07	1.14
71		1.51		2.51
77			0.53	0.53
79	2.59	2.67	0.54	
91			0.44	
431	0.33			
3249			0.24	0.77

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.

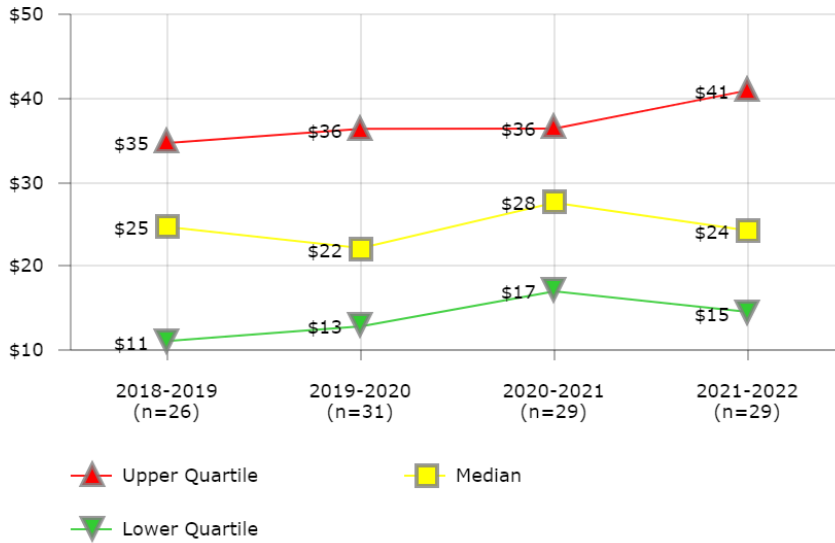
Factors that Influence

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

Districts in Best Quartile (2021-2022)

- Cincinnati Public Schools
- Detroit Public Schools
- Fresno Unified School District
- Guilford County School District
- Milwaukee Public Schools
- Portland Public Schools
- San Francisco Unified School District
- Wichita Unified School District

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

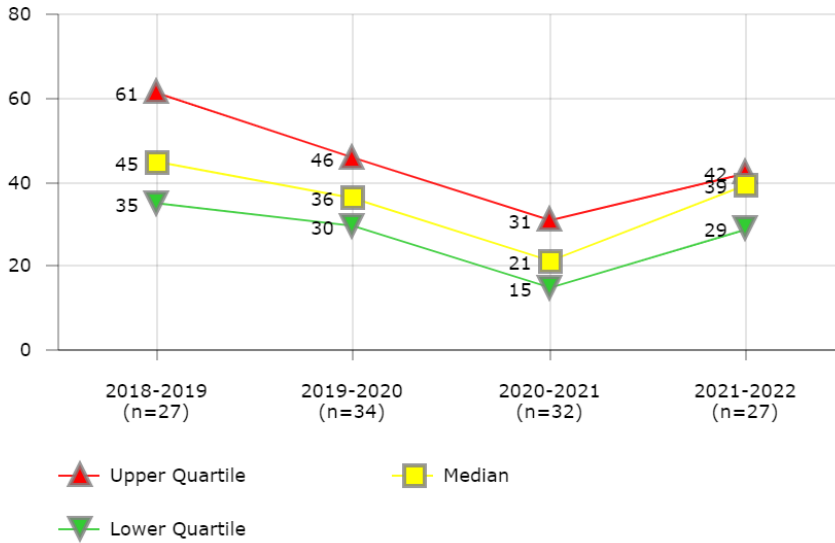
**Districts in Best Quartile (2021-2022)**

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

District	2018-2019	2019-2020	2020-2021	2021-2022
3		\$32	\$34	
4	\$60	\$95		
5		\$23	\$29	\$45
7	\$8	\$15		
8	\$7	\$8	\$7	\$5
9	\$26	\$22	\$25	\$35
12	\$46	\$38	\$42	\$87
13	\$28		\$32	\$40
14	\$61	\$66		
15			\$69	\$65
18	\$4	\$6	\$3	
20	\$10	\$14		\$34
21		\$36		
23	\$43	\$50	\$36	\$41
24			\$89	\$48
25	\$22	\$21	\$31	\$26
27	\$26			
30	\$7	\$5	\$5	\$8
32	\$26	\$36	\$24	\$10
34	\$49			
35	\$14	\$14	\$17	
39		\$6	\$7	\$11
40		\$5	\$4	\$6
43	\$63			
44	\$8	\$4		
47		\$24	\$17	
48		\$53	\$41	\$24
49	\$20	\$18	\$32	\$42
50	\$34	\$56	\$28	\$24
51	\$18	\$24		\$21
52		\$13	\$17	\$15
53	\$24	\$23	\$33	\$20
54		\$37		
57	\$35		\$67	\$30
58	\$21			
62				\$24
66		\$15	\$14	\$17
67	\$28	\$28	\$40	\$44
68				\$10
71		\$15		\$22
77			\$50	\$41
79	\$11	\$11	\$11	\$13
91			\$25	
3249			\$24	\$24

RISK MANAGEMENT

Workers' Compensation Claims per 1,000 Employees



Description of Calculation

Total number of workers' compensation claims filed during the fiscal year, divided by total number of district employees (W-2's issued) over 1,000.

Importance of Measure

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

Factors that Influence

- Risk factor prevention
- Medical management programs
- Quality of medical care
- Timely provision of benefits

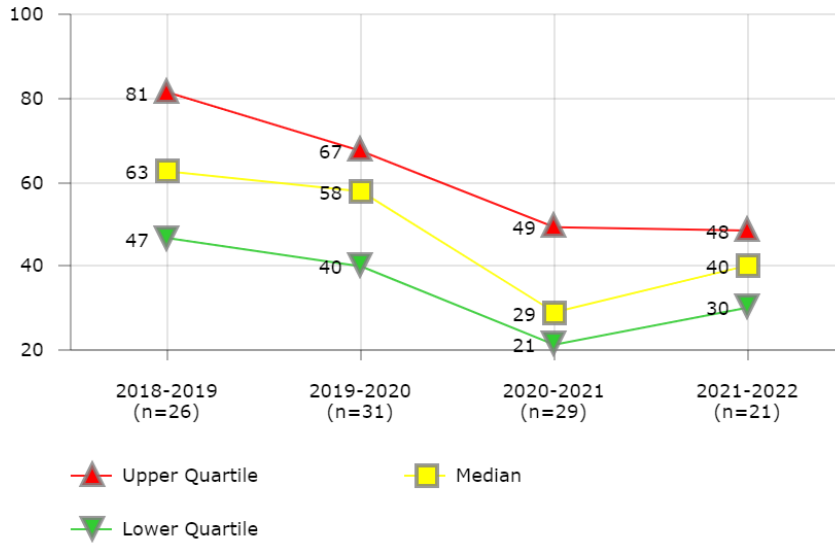
Districts in Best Quartile (2021-2022)

- Charleston County School District
- Clark County School District
- Fresno Unified School District
- Guilford County School District
- Miami-Dade County Public Schools
- Minneapolis Public Schools
- Sacramento City Unified School District

District	2018-2019	2019-2020	2020-2021	2021-2022
3	31	21		
4	66	32	25	40
5		36	9	41
7	67	60		
8	51	46	37	42
9	32	30	12	28
10		25		
12	109	91	45	
14	44	40		
15			29	37
18	31	52	29	
20	21	18		
21		74		
23	47	26	20	14
24			21	33
25	71		17	63
27	31	25		
28	41	30	9	37
30	44	35	10	38
32	53	43	35	28
35	33	27	14	
39		36	24	40
40		37	28	44
41	72	60	46	
43	52			
44	45	33	35	42
45		63		
48	45	41	33	47
49		9	7	9
50	49	38	10	41
51	35	32	21	
52		35		26
53	120	98	33	
55		40	21	
57	36		10	
58				61
62				29
63	59		28	58
66		61	67	
67	37	32	15	14
68			24	39
71		28	18	33
77				37
79	61	42	17	40
3249			16	44

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 (2021-2022)

- Cincinnati Public Schools
- Houston Independent School District
- Jefferson County Public Schools (KY)
- Minneapolis Public Schools
- Portland Public Schools
- Sacramento City Unified School District

District	2018-2019	2019-2020	2020-2021	2021-2022
3	97	96		
4	66	75	55	
5		36	9	12
7	67	60		
8	82	67	53	
9	59	52	50	48
14	41	40		
15			33	37
18	81	62	29	
20	51	46		17
21		91		
23	47	37	27	42
24			21	35
25	71		17	63
27	37	31		
28	41	41	9	37
30	84	65	16	
32	54	81	50	
35	59	61	26	
39		18	11	19
40		56	43	
41	72	60	46	
43	95			
44	66	49	55	61
45		63		
48	52	46	38	48
49		9	29	43
50	5	3		
51	84	72	54	
52		94	19	23
53	26	23	34	20
55		40		
57	40		22	40
58				61
62				30
63	59		28	58
66		61	67	
67	68	58	24	66
68			49	
71				34
77			5	48
79	143	78	42	

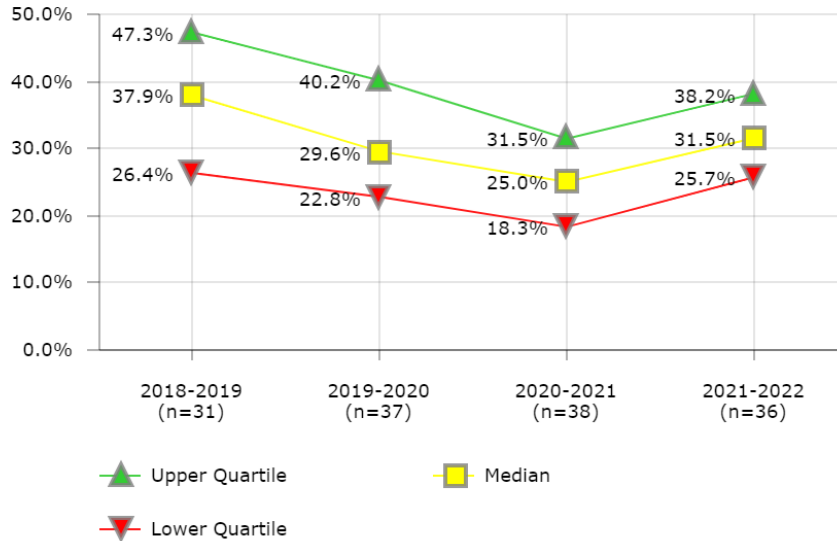
# Food Services

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

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

FOOD SERVICES

Breakfast Participation Rate (Meal Sites)



Description of Calculation

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

Importance of Measure

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

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

Factors that Influence

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

Districts in Best Quartile (2021-2022)

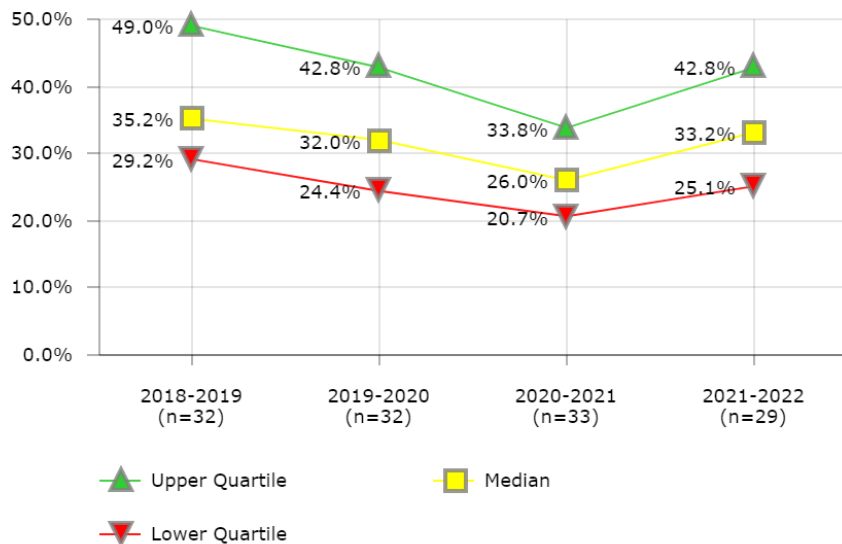
- Cincinnati Public Schools
- Detroit Public Schools
- Guilford County School District
- Houston Independent School District
- Jackson Public School District (MS)
- Omaha Public School District
- St. Louis Public Schools
- Toledo Public Schools
- Wichita Unified School District

District	2018-2019	2019-2020	2020-2021	2021-2022
3	54.2%	36.8%	63.0%	
4	30.4%	23.6%		42.8%
5		15.1%	20.2%	15.5%
7	25.5%	17.9%		
8	26.2%	22.8%	22.7%	25.1%
9	26.4%	21.8%	16.9%	26.5%
10		29.4%	25.5%	32.5%
12	42.5%	44.6%	34.4%	27.6%
13	24.3%		12.9%	16.6%
14	26.0%	32.1%	19.8%	25.2%
15			47.4%	46.2%
18	49.5%		32.3%	
20	49.1%		40.3%	40.2%
21		34.8%		
23	28.9%	22.4%	21.9%	29.7%
24			28.4%	35.3%
25	59.6%		17.5%	
26		28.2%	28.7%	33.9%
27	44.5%	58.4%		
28	39.5%	35.5%		
30	44.1%	32.3%	7.3%	31.0%
32	26.2%	22.2%	24.1%	24.6%
35	49.6%	41.1%	27.6%	
39		32.3%	16.1%	38.8%
40		28.3%	24.5%	22.3%
41		49.0%	32.2%	38.0%
43	45.8%			
44	37.9%	26.9%	29.6%	37.1%
45		60.5%		
46		21.3%	8.9%	26.3%
47		29.7%	28.0%	34.7%
48	31.6%	21.5%	31.5%	28.4%
49	41.0%	29.6%	27.8%	40.4%
50	60.7%	43.9%	15.0%	41.0%
51	47.3%	44.8%		
52	32.7%	23.2%	37.2%	27.4%
53	42.1%	36.4%	18.3%	36.0%
56	17.4%			
57	5.0%	40.2%	18.1%	33.2%
58				30.4%
62			36.5%	15.2%
63			26.2%	55.4%
66		46.7%	22.7%	42.2%
67	29.5%	20.6%	95.0%	17.1%
68				24.3%
71		22.1%		27.9%
76	76.1%	55.5%		
79	32.2%	24.5%	20.6%	38.3%
91			20.0%	
97	36.0%	25.4%	25.7%	
3249			7.5%	32.1%



FOOD SERVICES

Breakfast Participation Rate (Districtwide)



District	2018-2019	2019-2020	2020-2021	2021-2022
3	55.2%	39.3%	68.7%	
4	32.0%			
5		14.8%	22.0%	17.4%
7	21.7%	14.4%		
8	25.6%	21.8%	20.1%	24.5%
9	29.0%	23.4%	19.7%	29.7%
10			27.8%	35.7%
11	77.8%			
12	46.0%	48.6%	34.1%	37.6%
13	23.5%		13.6%	
14	26.2%	33.2%	21.4%	28.3%
15			57.3%	52.2%
16	43.9%			
18	54.0%		33.8%	
20	48.3%	38.8%	42.8%	47.3%
21		41.2%		
23	31.0%	24.7%	23.8%	28.8%
28	38.3%	34.1%		
30	51.6%	35.8%	8.7%	24.1%
32	29.3%	25.4%	27.2%	20.1%
35	54.9%	44.5%	34.9%	
39		36.2%	0.0%	45.0%
40				25.1%
41		54.6%	36.1%	42.8%
44	36.4%	25.4%	26.0%	34.1%
45		19642.1%		
46		25.3%	8.0%	0.3%
47		30.9%	28.7%	36.9%
48	30.3%	21.1%	29.3%	26.3%
50	67.4%	79.2%	16.1%	50.3%
51	42.3%	49.4%		
52		24.4%	41.4%	
53	43.9%	38.6%	21.1%	41.1%
56	18.5%			
57	49.8%	45.8%	20.7%	41.4%
58				33.2%
61	29.8%			
62	27.6%		128.7%	20.1%
63			27.4%	64.7%
66		51.4%	25.7%	47.4%
67	33.3%	23.2%	31.8%	21.0%
68				31.0%
71		24.5%		32.5%
76	87.7%	0.4%		
77	14.8%			
79	34.0%	26.2%	22.3%	45.1%
91			22.7%	
97	32.3%	25.3%	27.6%	
101	37.2%			
3249			7.7%	

Description of Calculation

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

Importance of Measure

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

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

Factors that Influence

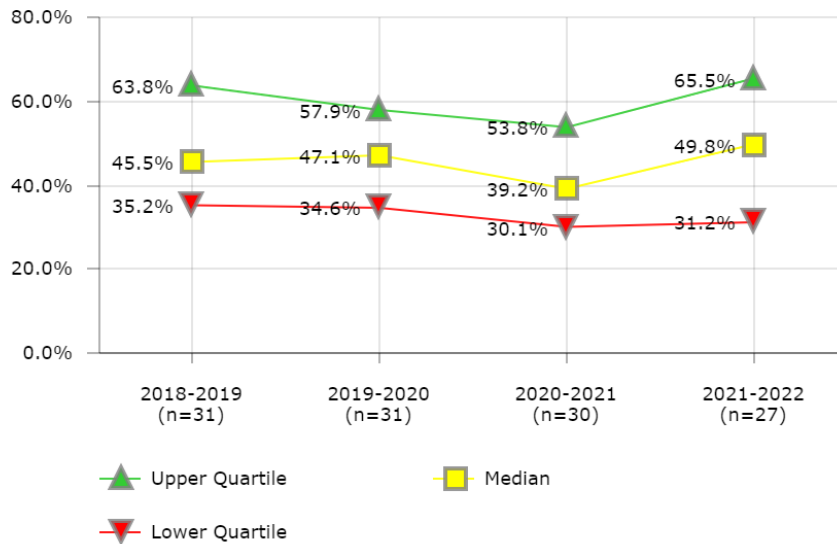
- Menu selections
- Provision II and III and Universal Free
- Free/Reduced percentage
- Food preparation methods
- Attractiveness of dining areas
- Adequate time to eat

Districts in Best Quartile (2021-2022)

- Cincinnati Public Schools
- Dallas Independent School District
- Detroit Public Schools
- Houston Independent School District
- Jackson Public School District (MS)
- Omaha Public School District
- St. Louis Public Schools
- Toledo Public Schools

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

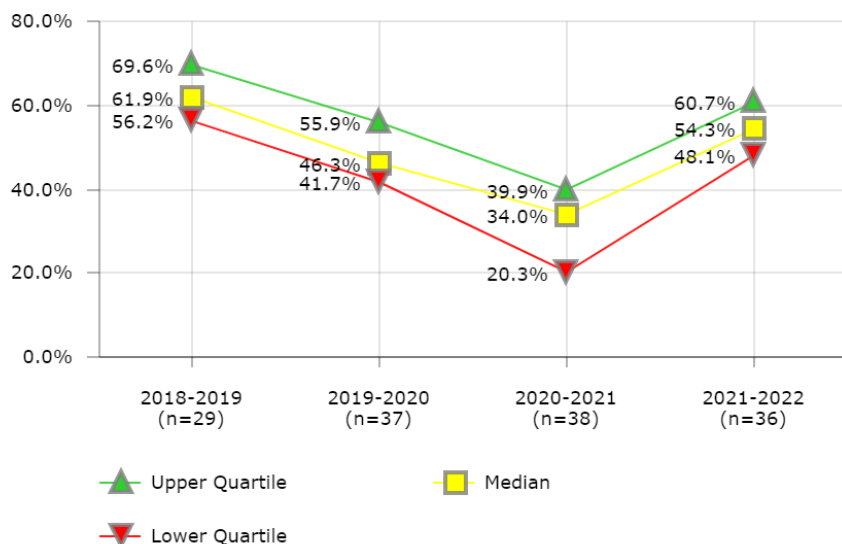
Districts in Best Quartile (2021-2022)

- Austin Independent School District
- Charleston County School District
- Detroit Public Schools
- Jefferson County Public Schools (KY)
- Metropolitan Nashville Public Schools
- Omaha Public School District
- St. Louis Public Schools

District	2018-2019	2019-2020	2020-2021	2021-2022
3	73.6%		162.4%	
4	38.4%			
5		47.4%	76.0%	19.2%
7	36.5%	32.0%		
8	34.9%	30.8%	35.4%	50.6%
9	37.7%	34.2%	30.1%	62.4%
10			39.0%	58.8%
11	86.0%			
12	63.8%	61.0%	45.5%	46.9%
13	31.1%			
14	40.0%	61.3%	33.6%	53.0%
15			59.2%	56.0%
16	70.7%			
18			34.5%	
20	63.7%	42.6%	53.8%	49.1%
21		53.1%		
23	86.9%	99.9%		67.7%
27		8545.3%		
28	50.4%	36.8%		
30	56.5%	42.4%	10.3%	24.2%
32	29.1%	35.4%	40.5%	28.2%
35	54.6%	47.1%	38.2%	
39		37.0%	0.0%	49.8%
40				28.6%
41		54.3%	36.2%	42.3%
44	51.2%	34.6%	44.2%	
45		8402.4%		
46			7.4%	
47		64.9%	80.5%	95.5%
48	45.5%	42.9%	53.7%	43.1%
50	81.2%	57.9%	20.8%	75.7%
51	41.6%	49.6%		
52		55.9%	85.5%	
53	67.4%	59.7%	77.4%	117.5%
56	25.0%			
57	25.3%	22.4%	11.9%	21.0%
58				33.7%
61	35.2%			
62	36.9%		61.9%	31.2%
63				66.8%
66		49.5%	39.3%	69.4%
67	32.0%	32.5%	34.6%	23.1%
68				64.4%
71		51.5%		65.5%
76	98.0%	0.4%		
77	26.7%			
79	39.9%	29.9%	24.0%	45.0%
91			48.3%	
97	51.5%	46.6%	45.6%	
101	45.8%			
3249			17.7%	

FOOD SERVICES

Lunch Participation Rate (Meal Sites)



District	2018-2019	2019-2020	2020-2021	2021-2022
3	72.6%	49.2%	66.1%	
4	48.0%	39.6%		59.0%
5		28.9%	20.3%	42.7%
7	41.3%	29.9%		
8	56.2%	42.7%	38.1%	59.3%
9	44.3%	36.8%	17.1%	46.5%
10		43.0%	42.4%	58.6%
12	65.8%	62.9%	38.7%	43.3%
13	56.3%		21.9%	49.2%
14	50.9%	48.3%	21.5%	43.8%
15			48.8%	80.8%
18	71.2%		33.9%	
20	69.6%		42.7%	63.5%
21		41.7%		
23	55.8%	41.4%	40.3%	57.5%
24			35.0%	48.5%
25	66.9%		17.3%	
26		44.7%	30.7%	52.1%
27	61.9%	77.1%		
28	60.1%	53.9%		
30	67.4%	49.5%	8.5%	50.4%
32	57.0%	42.3%	37.8%	61.2%
35	69.1%	56.7%	29.4%	
39		39.1%	20.1%	54.2%
40		47.1%	32.3%	41.5%
41		68.6%	39.0%	66.6%
43	69.9%			
44	57.1%	40.7%	41.7%	56.0%
45		65.3%		
46	46.3%		9.3%	62.8%
47		42.3%	40.3%	43.3%
48		46.2%	42.7%	63.7%
49	55.6%	41.4%	39.0%	55.0%
50	77.1%	55.9%	16.3%	53.4%
51	93.5%	71.6%		
52	56.7%	42.3%	38.2%	47.7%
53	66.7%	55.7%	18.8%	54.4%
56	46.4%			
57		57.3%	20.2%	38.5%
58				45.5%
62			36.6%	52.7%
63			28.9%	68.1%
66		76.3%	34.0%	72.7%
67	72.8%	51.1%	103.9%	57.0%
68				60.4%
71		37.2%		50.1%
76	78.5%	61.6%		
79	61.9%	47.5%	25.7%	51.1%
91			30.5%	
97	60.9%	41.9%	39.9%	
3249			12.4%	61.0%

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

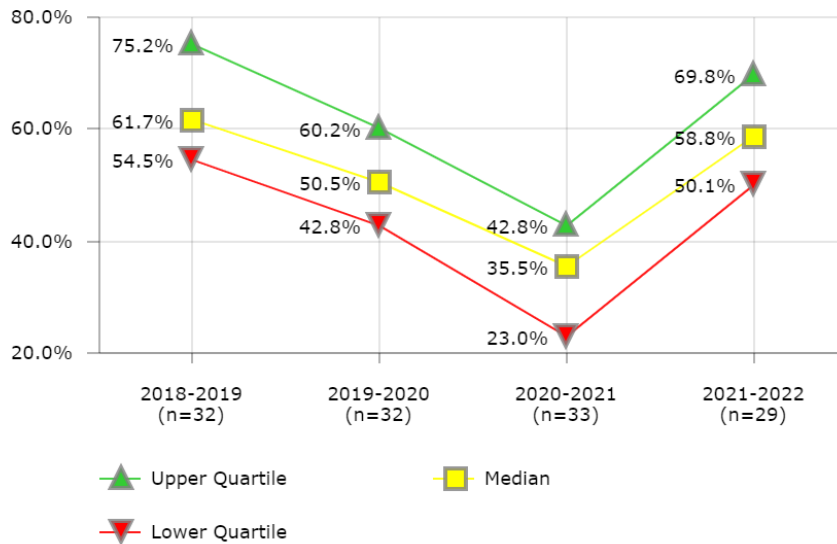
- Menu selections
- Dining areas that are clean, attractive, and "kid-friendly"
- Adequate number of Point of Sale (POS) stations to help move lines quickly and efficiently
- A variety of menu selections
- Adequate time to eat
- Food preparation methods

Districts in Best Quartile (2021-2022)

- Baltimore City Public Schools
- Cincinnati Public Schools
- Dallas Independent School District
- Fayette County Public Schools
- Jackson Public School District (MS)
- Miami-Dade County Public Schools
- Omaha Public School District
- Orange County Public School District
- St. Louis Public Schools

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

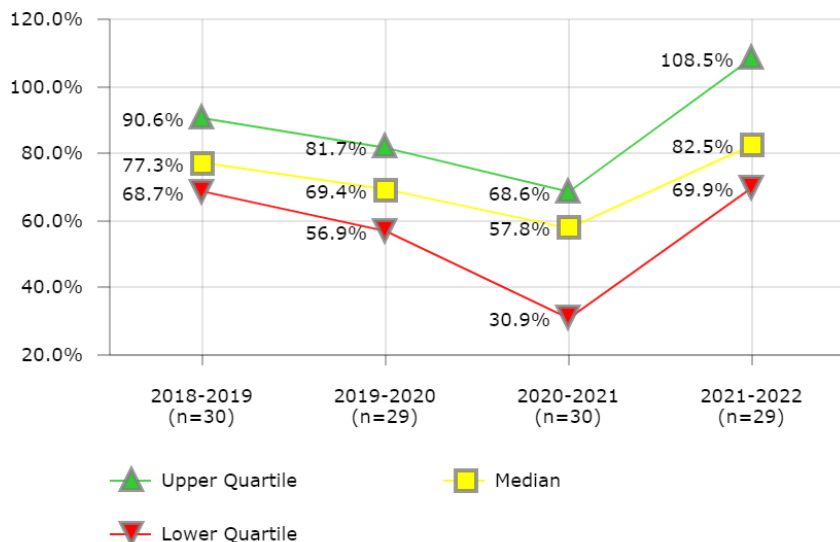
- Menu selections
- Dining areas that are clean, attractive, and "kid-friendly"
- Adequate number of Point of Sale (POS) stations to help move lines quickly and efficiently
- A variety of menu selections
- Adequate time to eat
- Food preparation methods

Districts in Best Quartile (2021-2022)

- Arlington Independent School District
- Cincinnati Public Schools
- Dallas Independent School District
- Fresno Unified School District
- Jackson Public School District (MS)
- Omaha Public School District
- Sacramento City Unified School District
- St. Louis Public Schools

District	2018-2019	2019-2020	2020-2021	2021-2022
3	73.9%	52.5%	72.0%	
4	50.6%			
5		28.9%	22.0%	47.8%
7	41.0%	29.0%		
8	55.1%	40.7%	33.6%	57.8%
9	48.8%	39.6%	19.9%	52.1%
10			46.2%	64.3%
11	67.6%			
12	71.2%	68.5%	38.4%	58.8%
13	54.4%		23.1%	
14	51.4%	50.3%	23.3%	49.1%
15			59.0%	91.3%
16	58.5%			
18	77.7%		35.5%	
20	68.4%	53.8%	45.3%	74.6%
21		49.3%		
23	59.7%	45.7%	43.7%	55.6%
28	58.2%	51.7%		
30	79.0%	54.8%	10.2%	39.2%
32	63.6%	48.3%	42.8%	50.1%
35	76.5%	61.4%	37.2%	
39		43.8%	0.0%	62.8%
40				46.6%
41		76.4%	43.7%	75.0%
44	54.8%	38.3%	36.7%	51.4%
45		21174.7%		
46		54.9%	8.4%	0.7%
47		43.9%	41.2%	52.8%
48	59.8%	45.4%	45.5%	58.8%
50	85.5%	100.9%	17.6%	65.6%
51	83.6%	79.1%		
52		44.4%	42.6%	
53	69.7%	59.0%	21.6%	62.1%
56	53.0%			
57	58.6%	65.4%	23.0%	48.0%
58				49.7%
61	50.7%			
62	68.6%		129.0%	69.8%
63			30.2%	79.6%
66		84.0%	38.5%	81.7%
67	82.1%	57.4%	34.7%	70.0%
68				76.9%
71		41.2%		58.4%
76	90.5%	0.4%		
77	38.7%			
79	65.2%	50.7%	27.9%	60.2%
91			34.6%	
97	54.6%	41.7%	42.4%	
101	79.8%			
3249			12.8%	

FOOD SERVICES  
Lunch F/RP Participation Rate



Description of Calculation

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

Importance of Measure

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

Factors that Influence

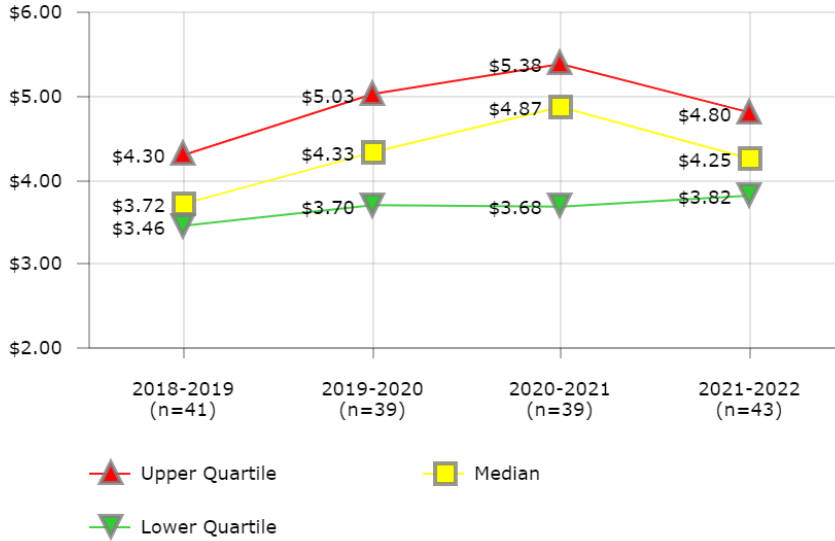
- Menu selections
- Clean, attractive dining areas with adequate seating capacity
- Provision II and III and Universal Free
- Food preparation methods
- Adequate time to eat

Districts in Best Quartile (2021-2022)

- Arlington Independent School District
- Austin Independent School District
- Charleston County School District
- Duval County Public Schools
- Metropolitan Nashville Public Schools
- Omaha Public School District
- Palm Beach County School District
- Sacramento City Unified School District

District	2018-2019	2019-2020	2020-2021	2021-2022
3	101.1%		168.0%	
4	75.1%			
5		66.1%	76.2%	49.8%
7	62.1%	50.2%		
8	73.7%	58.3%	58.3%	117.5%
9	61.8%	52.4%	30.9%	108.3%
10			58.7%	105.0%
11	78.6%			
12	97.6%	84.4%	50.7%	72.6%
13	68.7%			
14	62.8%	86.5%	35.7%	71.0%
15			61.4%	98.0%
16	86.6%			
18			36.2%	
20	82.5%	58.2%	57.3%	77.0%
21		115.3%		
23				129.2%
28	72.3%	54.7%		
30	86.6%	63.1%	11.8%	39.4%
32	64.4%	69.4%	61.6%	69.9%
35	76.0%	64.2%	41.1%	
39		44.7%	0.0%	76.6%
40				50.7%
41		76.0%	43.7%	74.0%
44	75.4%	47.1%	61.3%	122.6%
45		10005.7%		
46			7.7%	0.3%
47		90.7%	121.9%	151.5%
48	80.2%	81.7%	83.4%	96.0%
50	103.2%	73.9%	23.0%	98.4%
51	82.3%	81.2%		
52		76.3%	87.2%	
53	104.7%	88.6%	118.2%	89.9%
56	68.9%			
57	30.0%	32.7%	14.0%	26.8%
58				50.4%
61	59.8%			
62	90.6%		62.1%	108.5%
63				82.5%
66		94.4%	60.2%	117.5%
67	80.4%	66.2%	37.6%	73.3%
68				157.5%
71		72.1%		116.7%
76	101.4%	0.5%		
77	65.3%			
79	75.2%	56.9%	30.0%	56.4%
91			73.5%	
97	90.6%	73.5%	68.6%	
101	98.4%			
3249			28.0%	

**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**

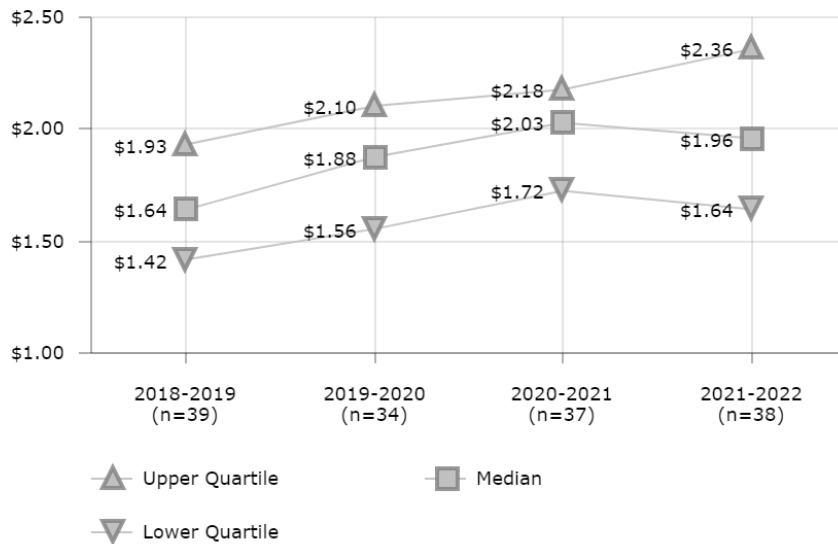
- The "chargebacks" to food service programs such as energy costs, custodial, non-food service administrative staff, trash removal, dining room supervisory staff
- Direct costs such as food, labor, supplies, equipment, etc.
- Meal quality
- Participation rates
- Purchasing practices
- Marketing
- Leadership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

**Districts in Best Quartile (2021-2022)**

- Boston Public Schools
- Broward County Public Schools
- Clark County School District
- Houston Independent School District
- Los Angeles Unified School District
- Miami-Dade County Public Schools
- Newark Public Schools
- Palm Beach County School District
- Portland Public Schools
- San Diego Unified School District
- Seattle Public Schools

District	2018-2019	2019-2020	2020-2021	2021-2022
1			\$2.67	\$3.09
3	\$3.50	\$3.52	\$3.58	\$6.67
4	\$4.56	\$5.50	\$4.85	\$4.64
5		\$3.66	\$3.20	\$3.75
7		\$4.94		
8	\$3.46	\$3.40	\$3.29	\$3.22
9	\$3.42	\$3.70	\$5.00	\$3.29
10		\$4.23	\$5.38	\$4.28
11	\$3.00			\$2.86
12	\$4.47	\$4.93	\$5.89	\$5.13
13	\$3.22		\$4.22	\$3.47
14	\$3.97	\$6.02	\$4.98	\$4.33
15			\$4.78	\$4.54
16	\$2.88		\$2.83	\$2.22
18	\$4.28		\$5.98	
20	\$3.46	\$4.56	\$5.30	\$4.32
21		\$5.15		
23	\$4.49	\$5.35	\$5.21	\$4.19
24			\$4.66	
25	\$2.94	\$4.33		\$3.79
26		\$3.47	\$4.97	\$3.82
27	\$3.53	\$5.03	\$5.34	
28	\$5.77	\$0.19		
30	\$3.88	\$5.07		\$5.55
32	\$3.53	\$3.99	\$3.98	\$3.30
35	\$3.72	\$4.99		
37				\$4.14
39	\$3.52		\$5.24	\$3.29
40		\$5.03	\$6.09	\$6.71
41		\$3.94	\$5.04	\$4.19
43	\$4.33			
44	\$3.59	\$3.91	\$3.52	\$4.25
45		\$2.63		
46		\$4.00	\$6.38	\$4.42
47	\$4.39	\$5.36	\$2.26	\$6.08
48	\$4.02	\$5.48	\$4.15	\$4.05
49	\$4.64	\$4.33	\$4.36	\$3.95
50	\$4.64	\$5.88		\$4.80
51	\$4.68	\$4.60		
52	\$3.94	\$3.88	\$3.69	\$6.22
53	\$3.58	\$4.27	\$7.23	\$5.79
54		\$2.96		\$5.29
55			\$4.26	\$4.21
56	\$2.81			
57	\$4.96	\$2.92	\$3.68	
58				\$5.47
61	\$2.60			
62	\$3.65		\$1.16	\$4.27
63	\$4.04		\$6.73	\$4.20
66	\$3.58	\$2.99	\$5.60	\$4.08
67	\$3.26	\$4.13	\$5.50	\$4.60
68				\$4.37
71	\$3.96	\$4.53		\$4.25
76	\$4.13	\$4.79	\$6.78	
77	\$2.79			
79	\$4.30	\$5.61	\$4.87	\$4.03
91			\$2.25	
97	\$3.89	\$4.52	\$4.87	\$4.71
101	\$3.05			
3249				\$5.91

FOOD SERVICES  
Food Cost per Meal



District	2018-2019	2019-2020	2020-2021	2021-2022
1			\$1.16	\$1.34
3	\$1.49	\$1.51	\$1.76	\$2.78
4	\$2.41	\$2.82	\$2.31	\$2.64
5		\$1.55	\$1.32	\$1.64
7	\$1.62	\$1.86		
8	\$1.59	\$1.48	\$1.45	\$1.60
9	\$2.00	\$2.02	\$2.07	\$1.91
10		\$1.62	\$1.80	\$1.74
11	\$1.30			\$1.27
12	\$2.07	\$2.10	\$2.48	\$2.46
13	\$1.41		\$1.45	\$1.38
14	\$1.82		\$2.05	\$2.13
15			\$1.76	\$2.41
16	\$1.07		\$1.00	
18	\$1.96		\$2.30	
20	\$1.41	\$1.71	\$1.99	\$1.62
21		\$1.97		
23	\$1.93	\$2.15	\$2.19	\$1.95
24			\$1.15	
25	\$1.49	\$2.03	\$2.14	\$2.03
26		\$1.54	\$2.34	\$1.90
27	\$1.75	\$2.36	\$2.06	
30	\$1.98	\$2.30	\$4.15	\$2.54
32	\$1.53	\$1.58	\$1.54	\$1.49
35	\$1.61	\$2.09		
37				\$1.58
39	\$1.80		\$2.17	\$1.40
41		\$1.70	\$1.95	\$1.80
43	\$1.52			
45		\$1.47		
46		\$0.91	\$2.21	\$1.82
47	\$1.93	\$2.21	\$1.12	\$2.91
48	\$1.75	\$1.92	\$2.12	\$1.99
49	\$2.37	\$2.14	\$1.88	\$1.72
50	\$2.74	\$2.62		\$2.32
51	\$1.72	\$1.65		
52	\$1.85	\$1.77	\$1.72	\$2.42
53	\$1.37	\$1.56	\$2.15	\$2.36
55			\$1.46	\$2.12
56	\$0.88			
57	\$2.27	\$2.06	\$2.16	
58				\$2.83
61	\$1.04			
62	\$1.64			\$1.81
66	\$1.78	\$1.16	\$2.01	\$2.04
67	\$1.41	\$1.89	\$2.03	\$2.18
68				\$1.97
71	\$1.39	\$1.39		\$1.47
76	\$2.08	\$2.17	\$2.62	
77	\$1.42			
79	\$1.82	\$2.09	\$2.02	\$1.73
97	\$1.57	\$1.74	\$2.18	\$1.98
101	\$1.56			
3249			\$4.02	\$2.78

**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.

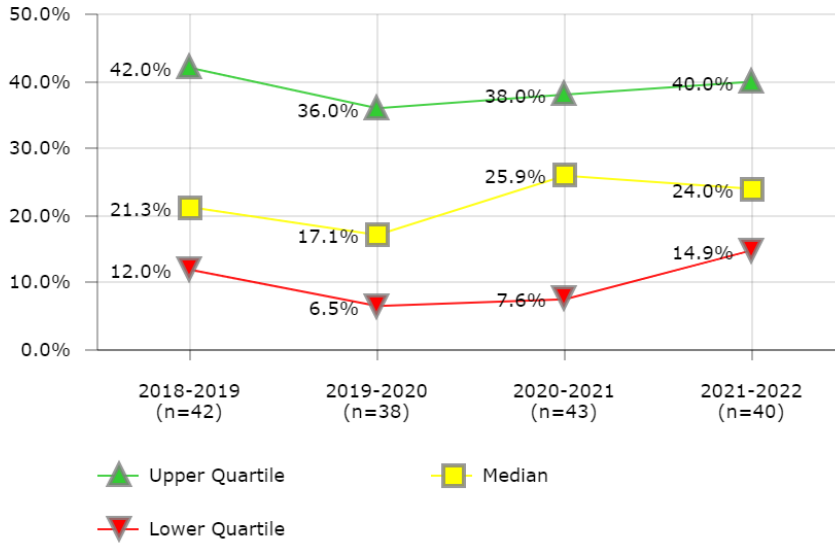
Food cost as a percent of revenue can be reduced if participation revenue is high.

**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

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 (2021-2022)

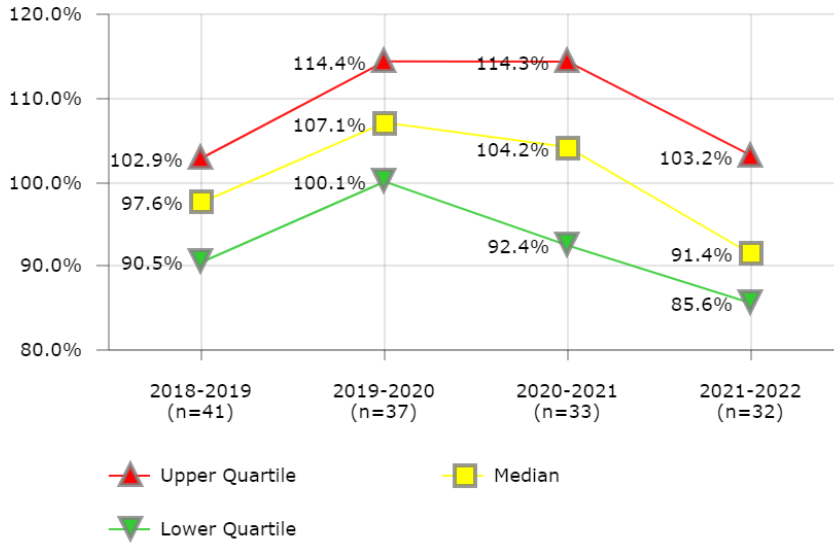
- Albuquerque Public Schools
- Broward County Public Schools
- Cincinnati Public Schools
- Clark County School District
- Hillsborough County Public Schools
- Jackson Public School District (MS)
- Orange County Public School District
- Sacramento City Unified School District
- San Diego Unified School District
- St. Paul Public Schools

District	2018-2019	2019-2020	2020-2021	2021-2022
1			6.8%	
3	21.6%	20.5%	29.9%	40.9%
4	35.8%	42.0%	53.2%	35.7%
5		10.2%	7.6%	11.7%
7	-2.0%	-2.0%		
8	17.7%	14.6%	25.9%	37.8%
9	55.9%	64.9%	93.7%	79.3%
10		35.3%	36.3%	41.0%
11	26.9%			27.8%
12	24.6%	19.4%	12.8%	15.9%
13	41.6%		49.9%	49.1%
14	67.1%	37.4%	100.0%	72.7%
15			22.7%	66.1%
16	18.8%		32.8%	54.8%
18	45.1%		88.6%	
20	76.3%	79.1%	69.8%	59.5%
21		9.9%		
23	20.9%	8.6%	4.5%	23.8%
24			3.5%	0.0%
25	0.0%	0.0%		
26		0.0%	3.7%	0.2%
27	56.0%	57.2%	58.0%	
28	31.7%	37.1%	66.4%	
30	43.8%	36.0%	0.0%	8.9%
32	20.5%	10.8%	16.5%	29.7%
35	44.6%	59.4%	34.3%	
39	19.1%		29.1%	17.0%
40		-7.4%	16.2%	23.7%
41		7.4%	10.8%	24.2%
44	19.7%	19.7%	41.7%	39.1%
45		58.3%		
46		14.9%	8.1%	15.8%
47	12.1%	0.0%	35.3%	5.7%
48	34.3%	22.3%	32.1%	52.9%
49	12.6%	36.8%	38.0%	0.0%
50	54.0%	32.2%	0.0%	15.9%
51	11.2%	6.5%	21.7%	29.2%
52	11.6%	13.9%	25.5%	18.5%
53	42.0%	34.2%		
54		0.0%	32.5%	5.6%
55				30.1%
56	9.0%			
57	11.6%	0.3%	0.0%	0.0%
61	0.9%			
62	43.9%		41.9%	51.1%
63	21.0%		0.7%	
66	4.5%		7.0%	4.2%
67	37.4%	30.7%	32.5%	32.4%
68			33.6%	23.7%
71	12.0%	12.5%		15.0%
76	25.0%	19.7%	2.8%	
77	0.7%			
79	16.4%	3.7%	12.0%	14.7%
97	4.3%	0.9%	10.7%	23.3%
101	53.3%			
431	30.7%			
3249				29.7%



FOOD SERVICES

Total Costs As Percent of Revenue



District	2018-2019	2019-2020	2020-2021	2021-2022
1			88.6%	90.8%
3	103.0%	96.7%	83.4%	107.0%
4	92.4%	101.5%	98.4%	87.8%
5		114.4%	92.4%	88.3%
7		103.6%		
8	105.8%	105.3%	88.0%	
9	90.7%	91.5%	105.2%	64.0%
10		98.9%	105.5%	83.2%
11	87.1%			90.0%
12	102.2%	107.5%	113.3%	92.1%
13	101.8%		95.8%	85.7%
14	114.4%	92.8%	113.3%	131.7%
15				94.0%
16	81.8%		81.8%	
18	94.2%		125.1%	
20	91.9%	106.8%	118.7%	
21		112.4%		
23	107.1%	115.9%	104.2%	
24			112.2%	
25	110.6%	130.5%		
26				111.6%
27	88.4%	121.8%		
28			97.4%	
30	95.6%	114.7%		94.0%
32	106.2%	113.6%	94.0%	82.3%
35	86.7%	104.3%		
37				133.3%
39	73.0%			
40		108.2%	109.9%	87.1%
41		107.1%	128.2%	82.0%
43	99.1%			
44	85.6%	90.4%		
45		96.5%		
46		111.1%	118.3%	93.1%
47	112.8%	131.0%		110.0%
48	106.7%	126.1%	94.5%	86.6%
49	114.5%	95.2%	107.9%	84.0%
50	95.0%	136.9%		85.3%
51	89.7%	105.5%	89.6%	
52	102.6%	95.4%	90.2%	120.8%
53	96.9%	103.5%		
54		118.9%		131.3%
55			125.1%	
56	98.1%			
57	102.9%	71.7%	86.9%	
58				100.4%
61	98.7%			
62	85.8%		84.4%	104.2%
63	86.6%			
66	93.2%	106.2%		
67	89.0%	107.1%	114.3%	102.2%
68			142.9%	85.4%
71	100.3%	100.1%		85.3%
76	93.6%	110.6%	125.6%	
77	111.0%			100.0%
79	102.0%	119.6%	93.9%	
97	99.0%	110.8%	94.5%	86.7%
101	90.5%			
431	97.6%			
3249			181.6%	100.9%

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.

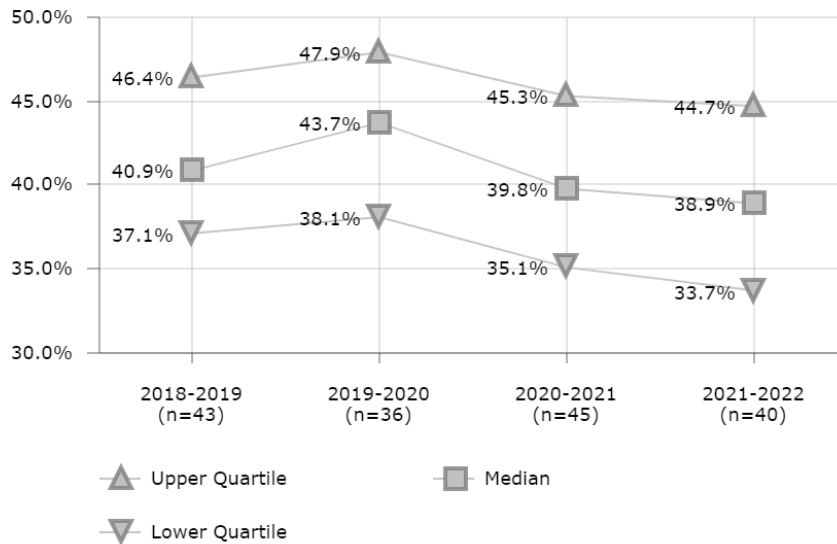
Factors that Influence

- 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 (2021-2022)

- Arlington Independent School District
- Austin Independent School District
- Clark County School District
- Dallas Independent School District
- Detroit Public Schools
- Guilford County School District
- Hillsborough County Public Schools
- Miami-Dade County Public Schools

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.

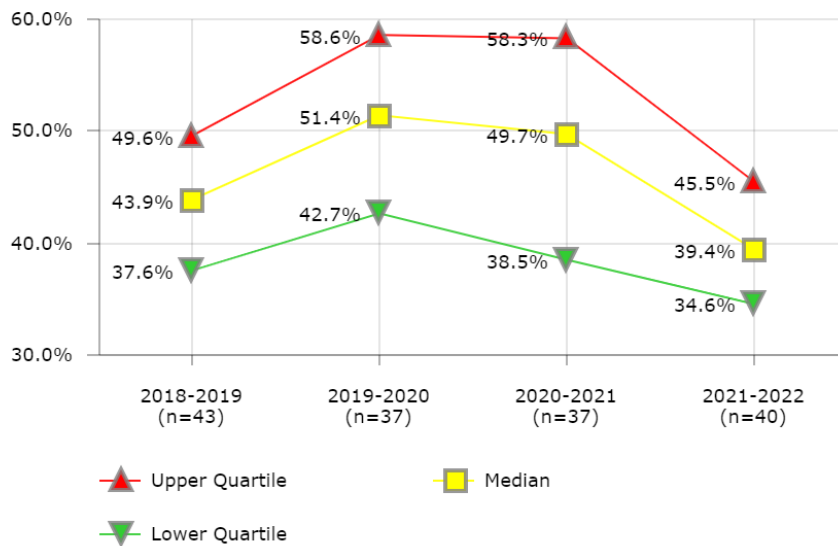
Food cost as a percent of revenue can be reduced if participation revenue is high.

**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	2018-2019	2019-2020	2020-2021	2021-2022
1			38.6%	39.1%
3	39.5%	37.3%	37.7%	41.8%
4	44.2%	46.3%	41.2%	45.7%
5		45.2%	36.1%	37.0%
7	37.9%	37.9%		
8	47.4%	44.6%	37.9%	39.1%
9	51.1%	47.5%	41.9%	35.8%
10		36.1%	33.7%	32.2%
11	37.7%			38.8%
12	43.7%	42.3%	44.0%	41.0%
13	43.1%		32.0%	33.2%
14	49.0%	69.2%	42.2%	58.2%
15			16.8%	46.4%
16	30.4%		28.1%	26.4%
18	40.8%		45.3%	
20	35.6%	38.2%	42.7%	28.4%
21		42.3%		
23	43.7%	43.8%	41.6%	35.0%
24			27.2%	
25	55.9%	61.0%	48.5%	43.7%
26		641.8%	70.5%	51.1%
27	40.9%	53.4%	51.8%	
28	41.3%		39.3%	
30	46.9%	50.4%	54.8%	41.4%
32	44.7%	43.5%	35.1%	36.1%
35	37.4%	43.0%	74.2%	
37				50.7%
39	37.1%		32.3%	27.9%
40			11.7%	
41		45.1%	46.6%	33.3%
43	34.2%			
44	6.1%	6.8%	6.3%	
45		47.4%		
46		25.2%	39.9%	38.0%
47	48.8%	53.1%	27.9%	51.6%
48	40.7%	38.0%	42.7%	41.8%
49	51.8%	43.6%	42.7%	34.2%
50	53.9%	58.4%	51.3%	39.0%
51	32.6%	37.7%	27.5%	34.6%
52	46.8%	41.6%	39.8%	46.1%
53	34.1%	34.2%		
54			47.1%	41.9%
55			39.4%	36.2%
56	30.5%			
57	46.4%	49.9%	45.5%	
58				50.7%
61	39.5%			
62	38.5%		36.6%	41.3%
63	35.7%			
66	44.0%	38.8%	20.2%	18.6%
67	38.7%	45.5%	38.7%	45.8%
68			46.8%	35.9%
71	33.7%	29.4%		28.2%
76	45.5%	48.3%	46.5%	
77	56.5%			
79	42.8%	44.4%	38.7%	26.5%
97	36.3%	41.1%	37.5%	32.6%
101	46.2%			
431	40.5%			
3249			42.3%	46.3%

FOOD SERVICES  
Labor Costs per Revenue



District	2018-2019	2019-2020	2020-2021	2021-2022
1				42.1%
3	40.9%	36.8%	25.3%	43.8%
4	31.8%	37.4%	40.8%	27.8%
5		53.4%	46.0%	41.0%
7	57.0%	57.0%		
8	45.4%	48.4%	41.1%	33.1%
9	30.2%	33.4%	52.5%	21.2%
10		51.0%	58.3%	38.8%
11	48.2%			44.1%
12	47.3%	53.0%	57.5%	40.4%
13	41.1%		50.4%	40.1%
14	47.1%	17.5%	57.0%	50.2%
15			24.6%	36.7%
16	50.0%		48.9%	32.9%
18	37.2%		61.9%	
20	45.0%	55.5%	63.0%	38.6%
21		64.3%		
23	50.7%	59.1%	48.8%	34.0%
24			49.8%	
25	47.3%	63.0%		31.9%
26			70.4%	46.8%
27	33.1%	45.2%	71.8%	
28	37.6%		35.6%	
30	36.0%	51.4%		40.1%
32	46.6%	55.2%	46.7%	35.1%
35	43.8%	53.8%		
37				72.5%
39	33.8%			33.4%
40		47.4%	54.4%	35.7%
41		49.7%	64.9%	38.1%
43	49.6%			
44	3.2%	3.4%		
45		31.2%		
46		79.2%	72.9%	51.7%
47	50.3%	65.0%	18.8%	50.0%
48	41.7%	58.6%	35.9%	36.2%
49	43.6%	39.3%	49.7%	41.7%
50	32.3%	52.7%		36.4%
51	49.7%	59.9%	56.7%	
52	47.6%	41.8%	38.5%	59.1%
53	43.9%	49.2%		
54		60.2%		43.0%
55			70.3%	30.5%
56	60.8%			
57	47.5%	14.4%	24.2%	
58				45.1%
61	54.9%			
62	43.4%		40.8%	51.9%
63	43.7%		2.1%	
66	34.1%	48.5%	29.4%	15.5%
67	44.9%	47.7%	59.7%	45.9%
68			75.6%	37.9%
71	56.4%	62.3%		48.2%
76	33.8%	42.7%	51.9%	
77	54.0%			
79	52.2%	63.9%	46.3%	31.0%
97	43.1%	51.4%	35.1%	35.2%
101	42.8%			
431	39.2%			
3249				48.3%

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.

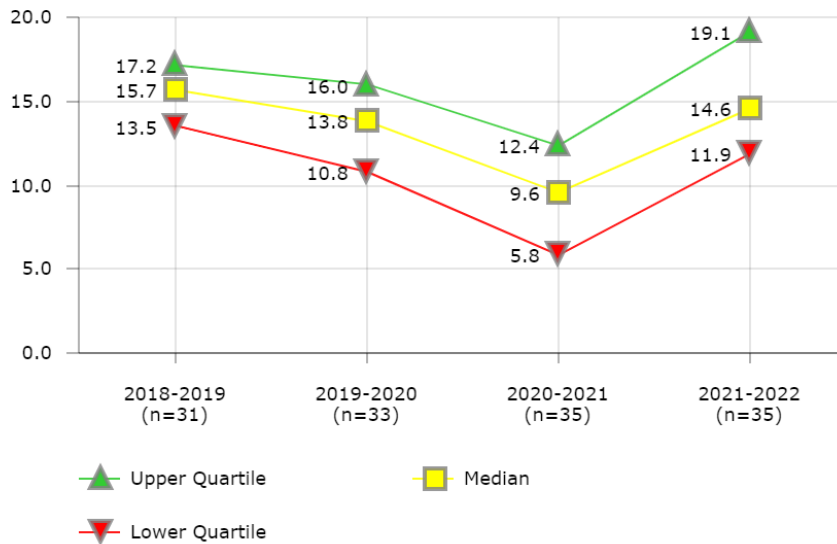
Factors that Influence

- 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 (2021-2022)

- Charleston County School District
- Charlotte-Mecklenburg Schools
- Clark County School District
- Houston Independent School District
- Newark Public Schools
- Omaha Public School District
- Palm Beach County School District
- San Diego Unified School District
- Toledo Public Schools
- Wichita Unified School District

**FOOD SERVICES**  
**Meals Per Labor Hour**



**Description of Calculation**

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

**Importance of Measure**

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

**Factors that Influence**

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

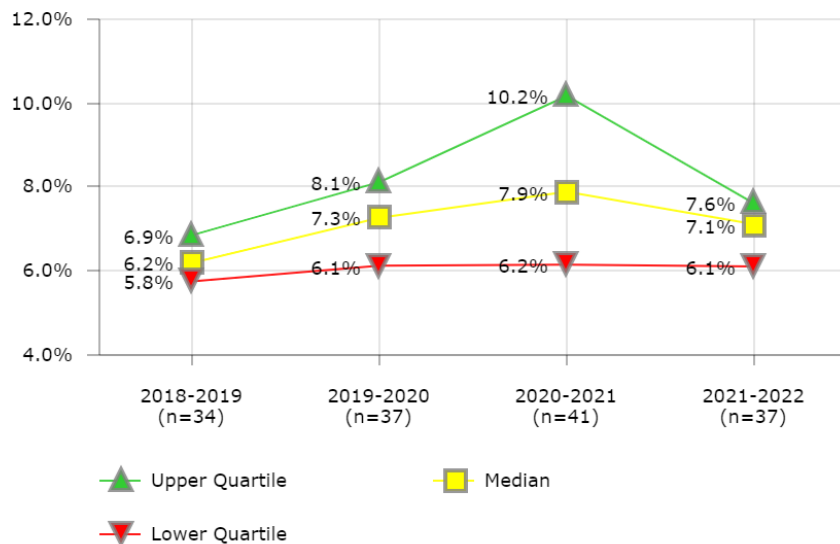
**Districts in Best Quartile (2021-2022)**

- Charleston County School District
- Clark County School District
- Denver Public Schools
- Des Moines Public Schools
- East Baton Rouge Parish Public Schools
- Omaha Public School District
- Palm Beach County School District
- Portland Public Schools
- San Diego Unified School District

District	2018-2019	2019-2020	2020-2021	2021-2022
3	17.6	19.3	25.2	10.7
4	15.7	13.8	15.5	13.3
5		13.4	17.5	19.3
7	12.9	15.8		
8	16.8	15.1	14.4	19.4
9	20.4	21.9	14.5	24.8
10		39.8	3.9	12.4
12	13.7		10.6	22.1
13	16.7		11.6	17.8
14	16.7	17.0	9.3	16.0
15			7.3	
16			10.5	24.0
18	13.2		9.0	
20	20.5	14.3	11.2	16.6
21		10.8		
23		6.8	10.9	20.2
24			16.8	19.1
25	14.8	9.4	5.8	15.9
27	16.1	10.8	7.4	
30	14.5	16.0	3.7	11.7
32	25.8	20.4		16.3
35	22.1	15.2	12.4	
37				19.7
39	13.2		0.0	14.6
41		16.5		12.6
43	18.7			
44		0.0		
46		10.3	3.4	17.2
47	13.5	14.2	9.6	5.8
48	16.7	9.0	15.5	13.7
49	12.4	9.2	9.0	
50	15.9	13.8	5.8	14.2
51	12.0	14.8		
52	16.5	14.2	19.0	11.9
53	15.6	13.1	7.0	11.8
55			7.2	13.0
56	17.2			
57	14.0	13.5	5.4	
58				11.3
62				8.5
66	19.7	21.7	10.8	20.4
67		19.0	12.2	18.5
68				12.6
71	10.0	8.7		10.5
76	14.4	13.0	10.4	
79	12.0	11.3	5.4	10.8
97	14.1	9.5	9.1	16.1
3249			3.7	12.3

FOOD SERVICES

USDA Commodities - Percent of Total Revenue



District	2018-2019	2019-2020	2020-2021	2021-2022
3	6.3%	5.0%	3.2%	6.7%
5		8.1%	7.1%	6.5%
7	5.3%	5.3%		
8	5.5%	6.6%	5.6%	6.2%
9	8.1%	11.8%	13.6%	7.8%
10		7.2%	8.1%	7.2%
11				4.1%
12	6.4%	7.0%	4.5%	5.1%
13	6.9%		8.9%	7.8%
14	7.2%	4.3%	12.1%	10.9%
15			3.9%	7.6%
16			4.1%	4.9%
18	6.0%		5.0%	
20	6.2%	8.3%	8.6%	6.7%
21		5.6%		
23	5.4%	6.9%	11.4%	5.5%
24			4.5%	
25	6.8%	9.4%	21.5%	7.2%
26			2.0%	6.4%
27	5.4%	7.3%	8.8%	
28	7.0%	7.3%	10.2%	
30	5.8%	8.0%	22.1%	8.6%
32	6.1%	8.1%	6.2%	7.6%
35	6.6%	7.6%	13.6%	
37				8.5%
39	5.3%	100.0%	8.7%	6.8%
40		8.9%	11.7%	10.8%
41		6.9%	7.7%	7.5%
43	4.1%			
44	6.0%	7.8%	6.7%	7.4%
45		5.9%		
46		11.9%	7.2%	6.1%
47	7.2%	7.6%	8.6%	5.8%
48	6.5%	8.2%	6.2%	7.4%
49	5.8%	6.2%	8.7%	
50	3.4%	6.6%	15.3%	7.5%
51	6.1%	7.3%	6.6%	8.9%
52	6.0%	5.4%	6.5%	7.1%
53	5.9%	6.0%		
54		5.6%	7.3%	6.7%
55			10.1%	6.2%
56	7.2%			
57	6.9%	9.0%	16.9%	
58				4.4%
66	6.9%			
67		7.9%	9.8%	8.0%
68			3.7%	5.3%
71	3.7%	3.4%		4.3%
76	6.3%	6.1%	7.9%	
79	8.3%	9.2%	11.8%	2.5%
97	6.6%	7.3%	7.1%	7.2%
431	6.2%			
3249			5.2%	8.6%

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

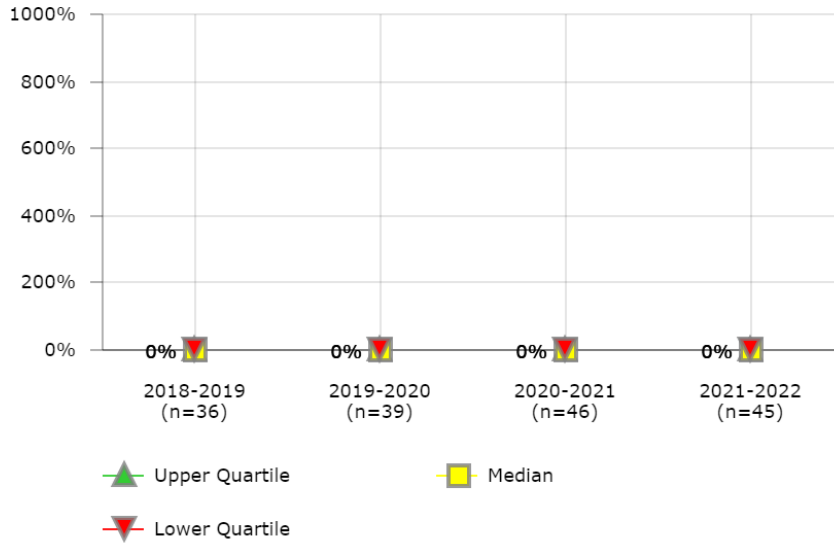
- Flexibility of meal planning
- Use of USDA bonuses
- Maximization of reimbursements

Districts in Best Quartile (2021-2022)

- Albuquerque Public Schools
- Broward County Public Schools
- Clark County School District
- Denver Public Schools
- Fayette County Public Schools
- Fort Worth Independent School District
- Fresno Unified School District
- Jackson Public School District (MS)
- Milwaukee Public Schools
- Oklahoma City Public Schools

FOOD SERVICES

Provision II Enrollment Rate - Breakfasts



Description of Calculation

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

Importance of Measure

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

Factors that Influence

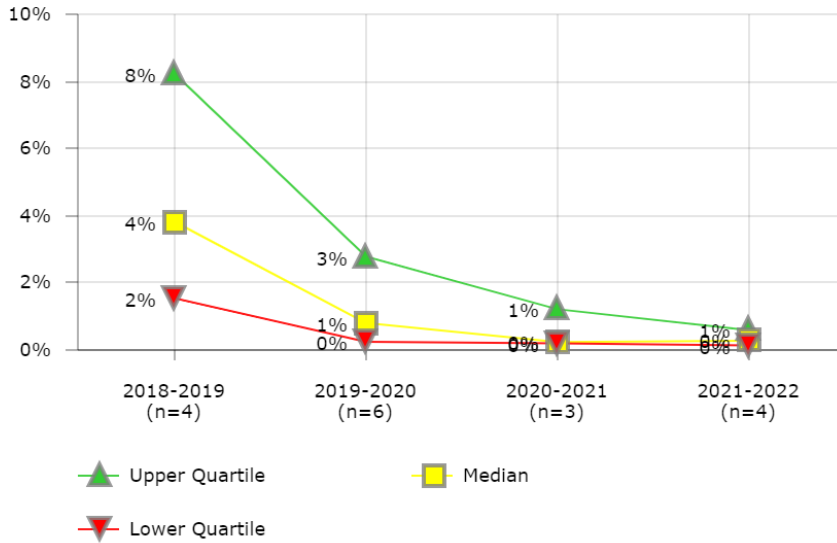
- History of schools serving meals to all participating children at no charge for 4 years
- Stability of income of school's population
- Increased participation to offset increased costs and loss of full pay and reduced-price meal charges.

District	2018-2019	2019-2020	2020-2021	2021-2022
1	0%	0%	0%	0%
3	43%	65%	0%	0%
4	0%	0%	0%	0%
5		34%	0%	5%
7	0%	0%		
8	0%	0%	0%	0%
9	8%	3%	0%	0%
10		0%	0%	0%
11				0%
12	0%	0%	0%	0%
13	0%		0%	0%
14	3%	3%	0%	0%
15			0%	0%
16			0%	0%
18	0%		0%	
20	22%		0%	0%
21		0%		
23	0%	0%	0%	0%
24			0%	0%
25	0%		0%	
26		0%	0%	0%
27	0%	0%	0%	
28	0%	0%	0%	
30	0%	0%	0%	0%
32	0%	0%	0%	0%
34				0%
35	0%	0%	0%	
37				0%
39	0%	0%	0%	0%
40		0%	0%	0%
41		0%	0%	0%
43	0%			
44	0%	0%	0%	0%
45		0%		
46		0%	0%	0%
47	0%	0%	0%	25%
48	0%	0%	0%	0%
49	0%	0%	0%	0%
50	0%	0%	0%	0%
51	0%	0%		
52	48%	31%	0%	0%
53	0%	0%	0%	0%
54		0%	0%	0%
55			0%	0%
56	13%			
57	0%	0%	0%	0%
58				0%
62			0%	
63	0%		0%	0%
66		99%		0%
67	0%	1%	1%	1%
68			0%	0%
71	0%	0%		0%
76	0%	0%	0%	
77				0%
79	0%	0%	0%	0%
91			0%	
97	0%	0%	0%	0%
3249			0%	0%

FOOD SERVICES

Provision II Enrollment Rate - Lunches

District	2018-2019	2019-2020	2020-2021	2021-2022
3		18%		
5		0%		0%
8	0%	0%	0%	0%
9	5%	1%	0%	0%
14	3%	3%		
56	12%			
67		1%	1%	1%



**Description of Calculation**

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

**Importance of Measure**

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

**Factors that Influence**

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





# Maintenance & Operations

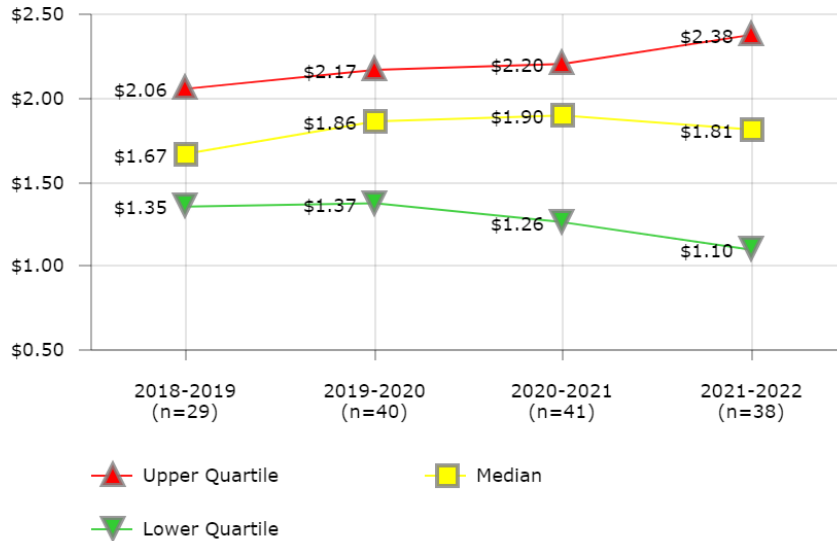
Performance metrics in maintenance and operations (M&O) assess the cost efficiency and service levels of a district's facilities management and labor. Areas of focus include *custodial work, maintenance work, renovations, construction, utility usage, and environmental stewardship*. The cost efficiency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

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

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

MAINTENANCE & OPERATIONS

Custodial Work - Cost per Square Foot



Description of Calculation

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

Importance of Measure

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

Factors that Influence

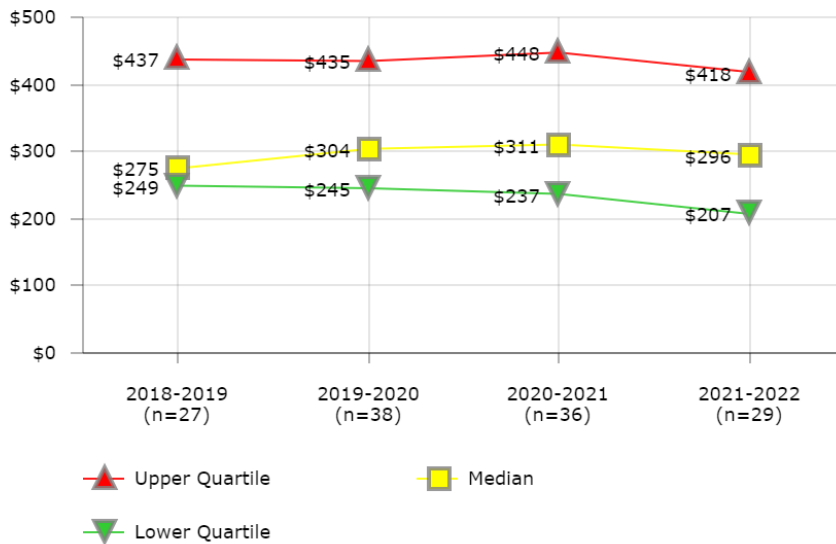
- Cost of labor
- Collective bargaining agreements
- Cost of supplies and materials
- Size of school

Districts in Best Quartile (2021-2022)

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

District	2018-2019	2019-2020	2020-2021	2021-2022
1	\$1.82			
3	\$2.31	\$2.17	\$2.59	
4	\$1.31	\$1.50	\$1.30	\$1.10
5		\$2.17	\$2.38	\$2.26
7	\$1.84	\$1.85		
8	\$1.26	\$1.31	\$1.32	\$1.29
9	\$2.32	\$1.99	\$2.20	
10	\$1.96	\$2.02	\$2.09	\$1.79
11				\$1.15
12	\$0.53	\$16.89	\$2.55	\$2.43
13	\$1.67		\$3.53	\$1.91
14	\$5.94	\$1.97	\$2.10	\$2.22
15			\$0.99	\$0.95
16			\$1.22	\$6.97
18	\$1.96	\$1.91	\$1.99	
20	\$1.86	\$1.94	\$2.45	\$2.38
21		\$2.76		
23	\$1.34	\$2.27	\$2.03	\$2.30
24			\$6.03	\$5.80
25	\$1.66	\$1.77	\$1.64	\$1.58
26		\$0.15	\$0.21	\$0.23
27		\$3.61		
28	\$1.65	\$0.72	\$1.13	\$1.22
30	\$1.75	\$1.83	\$1.99	\$1.83
32	\$3.62	\$3.47	\$3.54	
35	\$2.56	\$0.28	\$0.19	
37		\$1.90	\$1.98	\$0.41
39		\$1.57	\$1.11	\$0.20
40		\$1.88	\$1.98	\$2.01
41		\$0.25	\$0.26	\$0.26
44	\$2.06	\$2.11	\$1.90	
46		\$2.43		
47	\$1.51	\$1.60	\$1.89	\$1.70
48	\$1.59	\$1.71	\$1.46	\$1.38
49	\$1.37	\$1.35	\$1.40	\$2.64
50	\$1.67	\$1.61	\$1.62	\$2.49
51	\$1.35	\$1.40		
52	\$2.20	\$2.38	\$2.39	
53	\$0.44	\$0.37	\$0.38	\$0.60
54		\$0.68		
55		\$1.97	\$2.00	\$2.15
57		\$1.67		\$1.85
58				\$4.14
62			\$1.26	\$0.28
63			\$1.10	\$1.19
67		\$4.46	\$26.12	\$4.41
68			\$1.75	\$1.62
71				\$1.85
76	\$0.64	\$0.61	\$0.60	
79	\$1.22	\$1.27	\$1.30	\$0.63
91			\$2.09	
97	\$2.49	\$2.33	\$2.72	\$2.72
461				\$2.87
3249				\$0.43

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

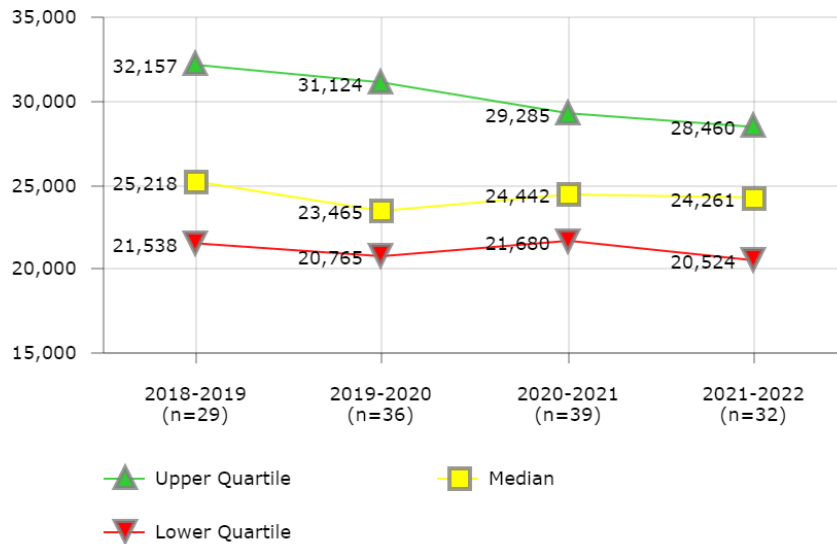
**Districts in Best Quartile (2021-2022)**

- Boston Public Schools
- Dallas Independent School District
- Denver Public Schools
- Fayette County Public Schools
- Houston Independent School District
- Jefferson County Public Schools (KY)
- Orange County Public School District
- Palm Beach County School District

District	2018-2019	2019-2020	2020-2021	2021-2022
3	\$484	\$464	\$572	
4	\$267	\$301	\$270	\$230
5		\$393	\$446	\$430
7	\$305	\$307		
8	\$192	\$195	\$203	\$201
9	\$261	\$232	\$273	
10		\$285	\$313	\$267
12	\$95	\$479	\$485	\$471
13	\$275		\$617	\$340
14	\$255	\$405	\$450	\$510
15			\$225	\$216
18	\$332	\$338	\$357	
20	\$342	\$353	\$462	\$441
21		\$655		
23	\$244	\$430	\$383	\$418
25	\$361	\$375	\$372	\$375
26			\$42	\$53
27	\$612	\$611		
28	\$410	\$301		
30	\$355	\$377	\$460	\$438
32	\$471	\$456	\$483	
35	\$466	\$53	\$36	
37			\$384	\$76
39		\$235	\$338	\$61
40		\$293	\$331	\$353
41		\$44	\$49	\$49
44	\$267	\$272	\$248	\$275
46		\$437		
47		\$269	\$280	\$284
48	\$235	\$269	\$217	\$207
49	\$249	\$245	\$263	\$499
50	\$437	\$435	\$443	
51	\$262	\$237	\$270	\$256
52		\$574	\$606	
53	\$72	\$60	\$62	\$99
54		\$120		
55		\$288		
57		\$535	\$65	
62			\$185	
63				\$418
67	\$474	\$483		\$497
68			\$308	\$296
71				\$338
76	\$136	\$127		
79	\$263	\$276	\$292	\$302
91			\$289	
97	\$462	\$417	\$501	
3249				\$101

MAINTENANCE & OPERATIONS

Custodial Workload



Description of Calculation

Total square footage of non-vacant buildings that are managed by the district, divided by total number of district custodial field staff. This measure only applies to district-operated sites.

Importance of Measure

This measurement is a very good indicator of the workload for each custodian. It allows districts to compare their operations with others to evaluate the relative efficiency of the custodial employees. A value on the low side could indicate that custodians may have additional assigned duties, or have opportunities for efficiencies compared to districts with a higher ratio. A higher number could indicate a well managed custodial program or that some housekeeping operations are assigned to other employee classifications. It is important for a district to examine what drives the ratio to determine the most effective workload.

Factors that Influence

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

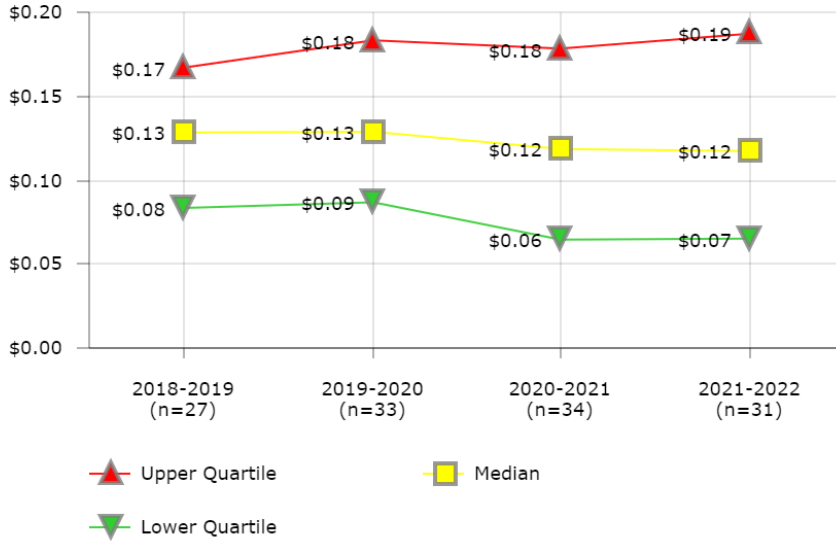
Districts in Best Quartile (2021-2022)

- Atlanta Public Schools
- Charlotte-Mecklenburg Schools
- Cleveland Metropolitan School District
- Des Moines Public Schools
- Milwaukee Public Schools
- St. Louis Public Schools
- Toledo Public Schools
- Wichita Unified School District

District	2018-2019	2019-2020	2020-2021	2021-2022
1	24,703		24,991	
3	33,553	33,553	28,573	
4	32,835	32,835	34,180	38,116
5		26,374	24,274	24,211
7	38,637	31,601		
8	23,697	23,687	23,830	24,311
9	25,218	22,831	24,442	
10	18,440	19,003	19,601	20,971
12	25,680	26,350	26,604	29,207
13	27,614		27,288	27,099
14	25,993	26,610	21,564	16,779
15			27,510	27,510
16			29,285	26,030
20	30,862	30,648	30,517	28,190
21		23,242		
25	29,945	31,794	32,537	28,396
26		22,141	22,590	22,373
27	18,923	18,923		
28				41,440
30	32,157	32,332	37,737	36,829
32	23,430	23,840	24,029	
35	22,609	22,039	21,680	
37		22,763	22,763	22,763
39		14,461	12,097	19,453
40		20,381	19,942	
41		28,695	28,267	28,267
44	19,010	19,323	20,043	20,043
46		7,112		
48	27,953	27,880	28,081	27,204
49	24,279	23,153	20,193	19,024
50	21,150	21,150	21,150	14,424
51	42,865	42,865		
52	33,116	32,612	30,852	
53	22,466	22,277	22,010	20,077
54		16,988		
55		28,660		28,525
57	47,806	45,366	45,366	45,366
58				19,614
62			26,588	
63			30,769	28,686
67	16,724	16,724	17,297	16,503
68			22,164	23,409
71			23,141	22,482
76	19,244	19,004	18,492	
79	40,228	40,228	40,228	40,228
91			29,713	
97	20,905	22,593	22,317	22,506
431	21,538			
461				21,104
3249			26,557	

MAINTENANCE & OPERATIONS

Custodial Supply Cost per Square Foot



District	2018-2019	2019-2020	2020-2021	2021-2022
1	\$0.31		\$0.45	
3	\$0.15	\$0.13	\$0.20	
4	\$0.16	\$0.22	\$0.13	\$0.12
5		\$0.27	\$0.16	\$0.31
7	\$0.09	\$0.07		
8	\$0.07	\$0.07	\$0.06	\$0.06
9	\$0.18	\$0.18	\$0.12	
10	\$0.10	\$0.12	\$0.20	\$0.11
11				\$0.34
12	\$0.11	\$0.07		\$0.06
13	\$0.08			\$0.22
14	\$0.05	\$0.05	\$0.05	\$0.06
15			\$0.10	\$0.09
16			\$0.02	\$0.08
20	\$0.23	\$0.24		\$0.40
21		\$0.12		
25	\$0.09	\$0.09		\$0.01
26		\$0.15	\$0.19	\$0.18
27	\$0.16	\$0.16		
28				\$0.06
30	\$0.04	\$0.05	\$0.06	\$0.04
32	\$0.02		\$0.01	
35	\$0.16	\$0.31	\$0.20	
37		\$0.13	\$0.13	\$0.13
39		\$0.09	\$0.11	
40		\$0.13	\$0.12	
41		\$0.06	\$0.06	\$0.07
46		\$0.39		
48	\$0.13	\$0.15	\$0.11	\$0.16
49	\$0.06	\$0.05	\$0.12	\$0.16
50	\$0.26	\$0.15	\$0.20	
51	\$0.13	\$0.29		
52	\$0.25	\$0.38		
53	\$0.21	\$0.10	\$0.10	\$0.19
55		\$0.13	\$0.09	\$0.08
57		\$0.22	\$0.24	\$0.23
58				\$0.18
62			\$0.06	
63			\$0.16	\$0.17
67	\$0.13	\$0.12	\$0.07	\$0.12
68			\$0.18	\$0.11
71			\$0.11	\$0.11
76	\$0.17	\$0.12	\$0.12	
79	\$0.14	\$0.14	\$0.15	\$0.15
91			\$0.06	
97	\$0.05	\$0.06	\$0.06	\$0.06
431	\$0.12			
461				\$0.27
3249			\$0.23	\$0.22

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

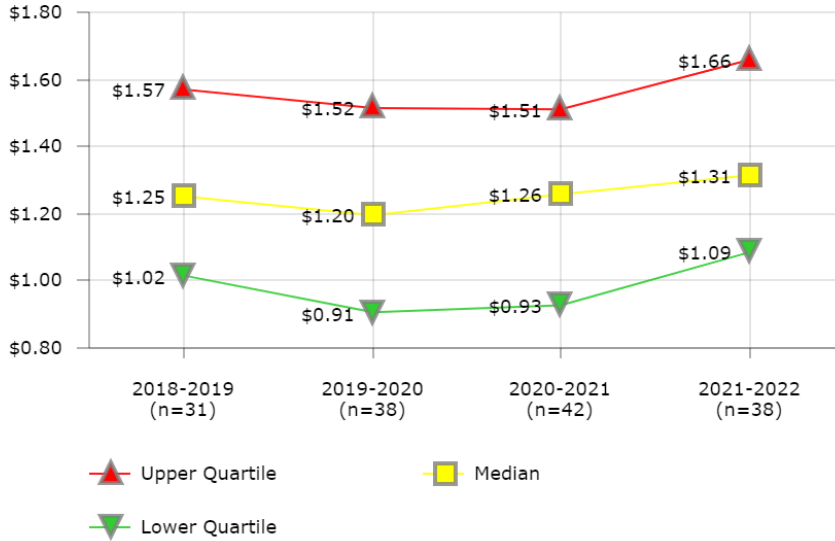
- Cost of labor
- Cost of supplies and materials
- Scope of duties assigned to custodians

Districts in Best Quartile (2021-2022)

- Albuquerque Public Schools
- Atlanta Public Schools
- Dallas Independent School District
- Des Moines Public Schools
- Milwaukee Public Schools
- Newark Public Schools
- Palm Beach County School District
- Pinellas County Schools

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

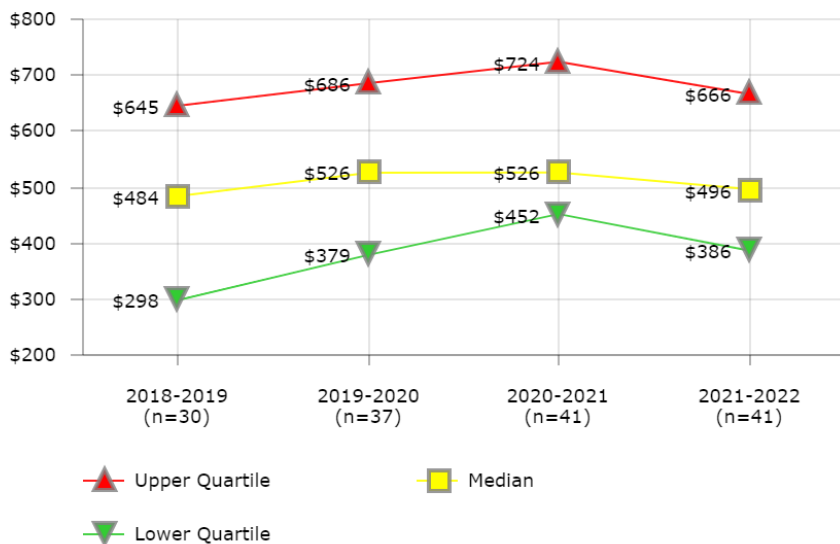
Districts in Best Quartile (2021-2022)

- Boston Public Schools
- Cleveland Metropolitan School District
- Denver Public Schools
- Guilford County School District
- Jackson Public School District (MS)
- Miami-Dade County Public Schools
- Orange County Public School District
- Palm Beach County School District
- Pinellas County Schools
- St. Louis Public Schools

District	2018-2019	2019-2020	2020-2021	2021-2022
1	\$0.62			
3	\$0.68	\$1.28	\$1.36	
4	\$1.02	\$1.13	\$1.25	\$1.31
5		\$0.98	\$1.14	\$1.95
7	\$1.67	\$1.51		
8	\$1.62	\$1.06	\$1.11	\$1.09
9	\$1.31	\$1.20	\$1.14	\$1.55
10	\$1.30	\$1.17	\$1.35	\$1.28
11				\$1.46
12	\$1.49	\$8.09	\$1.51	\$1.69
13	\$1.09		\$1.13	\$1.15
14		\$1.30	\$1.51	\$1.62
15			\$0.53	\$0.51
16			\$1.25	
18	\$1.57		\$1.27	
20	\$1.57	\$1.52	\$1.71	\$2.16
21		\$0.91		
23	\$1.15	\$0.66	\$1.26	\$1.57
24			\$1.34	\$1.31
25	\$1.23	\$1.38	\$2.84	\$2.98
26		\$0.91	\$0.92	\$0.47
27	\$1.33	\$1.30		
28	\$1.37	\$0.85	\$1.49	\$1.46
30	\$1.11	\$1.19	\$1.98	\$1.32
32	\$1.25	\$0.80	\$0.68	\$0.65
35	\$1.57	\$2.01	\$1.86	
37		\$0.79	\$0.78	\$0.89
39		\$1.87	\$0.38	
40		\$4.52	\$1.48	\$1.62
41		\$1.45	\$1.82	\$1.82
43	\$1.75			
44	\$1.74	\$1.36	\$1.43	
46		\$1.61	\$1.64	\$1.88
47	\$1.18	\$1.16	\$1.48	\$1.19
48	\$0.90	\$0.89	\$0.80	\$0.76
49	\$0.57	\$0.68	\$0.51	\$1.03
50	\$1.96	\$1.90	\$1.89	\$2.36
51	\$1.35	\$1.76		
52	\$3.69	\$3.71	\$3.66	
53	\$0.95	\$0.90	\$0.93	\$1.09
54		\$0.49		
55		\$1.04	\$1.01	\$1.14
57	\$1.15	\$0.93		\$1.05
58				\$1.65
62			\$1.75	\$3.41
63			\$0.88	\$0.97
67		\$3.43	\$3.46	\$2.52
68			\$0.48	\$1.48
71				\$1.66
76	\$1.00	\$1.24	\$1.18	
91			\$0.79	
97	\$1.03	\$1.01	\$0.95	\$0.95
431	\$0.84			
461				\$1.10
3249			\$1.24	\$1.20

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

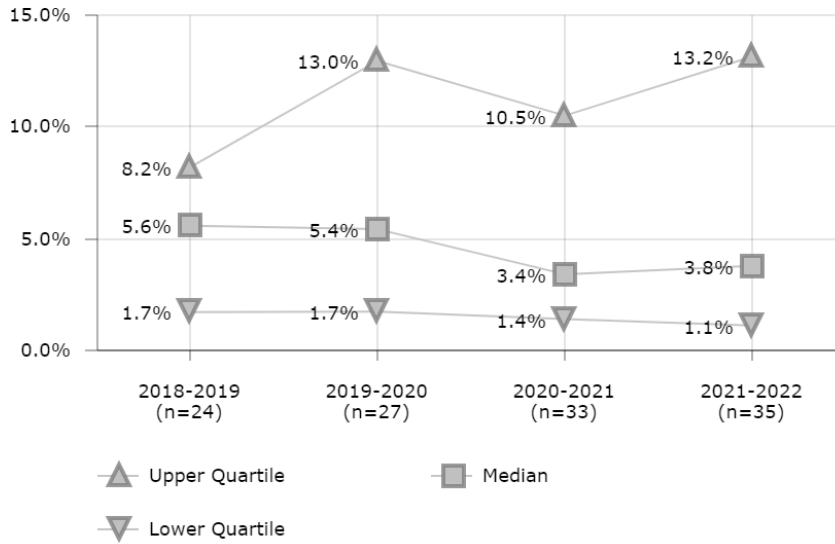
Districts in Best Quartile (2021-2022)

- Albuquerque Public Schools
- Charlotte-Mecklenburg Schools
- Duval County Public Schools
- Hillsborough County Public Schools
- Houston Independent School District
- Metropolitan Nashville Public Schools
- Miami-Dade County Public Schools
- Oklahoma City Public Schools
- Orange County Public School District
- Palm Beach County School District
- San Diego Unified School District

District	2018-2019	2019-2020	2020-2021	2021-2022
1	\$179		\$199	
3		\$543	\$561	
4	\$265	\$796	\$947	\$423
5		\$646	\$661	\$910
7	\$524	\$479		
8	\$435	\$341	\$349	\$324
9	\$539	\$582	\$541	\$611
10	\$298	\$275	\$338	\$315
11				\$424
12	\$446	\$411	\$545	\$557
13	\$623		\$705	\$687
14	\$299	\$379	\$369	\$378
15			\$568	\$546
16			\$569	\$269
18	\$734		\$462	
20	\$862	\$888	\$938	\$918
21		\$397		
23	\$316	\$212	\$586	\$470
24			\$571	\$557
25	\$737	\$1,794		\$568
26		\$3,946		\$1,222
27	\$46	\$45		
28	\$566	\$489	\$496	\$482
30	\$792	\$1,229	\$2,282	\$1,299
32	\$667	\$686	\$490	\$330
35	\$529	\$600	\$483	
37		\$419	\$496	\$597
39		\$705	\$424	\$287
40		\$1,305	\$518	\$547
41		\$622	\$779	\$666
43	\$582			
44	\$228	\$287	\$380	\$357
46		\$539	\$876	\$925
47	\$363	\$474	\$452	\$378
48	\$358	\$382	\$453	\$386
49	\$250	\$316		\$416
50	\$1,227	\$531	\$1,186	\$1,085
51	\$360	\$609	\$853	\$334
52	\$1,579	\$2,318		\$1,428
53	\$645	\$455	\$746	\$439
54		\$31		
55		\$331	\$333	\$341
58				\$1,252
62			\$724	\$1,125
63			\$521	\$496
67	\$521	\$711	\$1,046	\$565
68			\$123	\$421
71			\$489	\$387
76	\$240	\$345	\$327	
91			\$526	
97		\$526	\$419	\$394
431	\$297			
3249			\$978	\$584

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

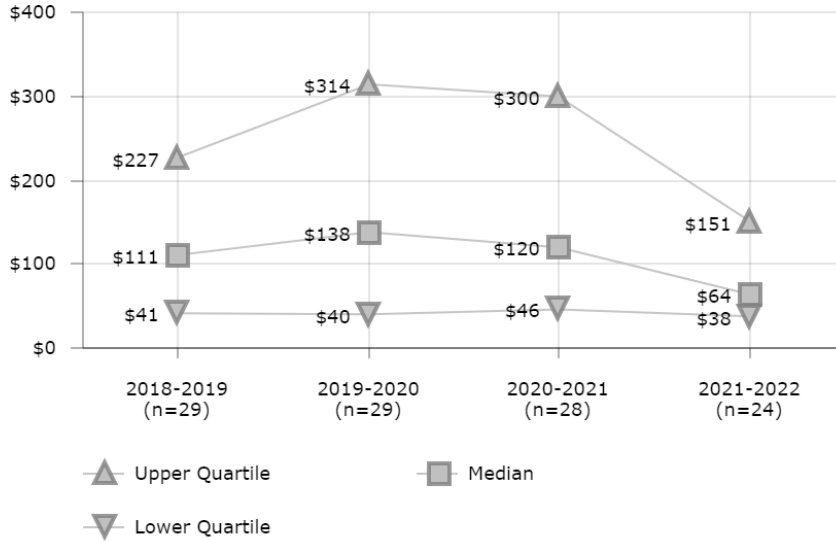
Can be used to identify districts that utilize contractors to perform routine maintenance.

District	2018-2019	2019-2020	2020-2021	2021-2022
1	1.4%		1.3%	
3		0.8%		
4	0.1%			
5			9.2%	12.8%
7	0.5%	0.7%		
9			0.2%	1.6%
10	13.9%	13.0%	19.7%	17.3%
11				1.0%
12	10.4%	8.1%	7.5%	11.4%
13	1.9%		1.4%	1.4%
14	23.0%	20.2%	25.0%	29.7%
16			1.9%	2.1%
18	2.1%		2.3%	
20	0.6%		0.3%	1.1%
21		5.3%		
23	6.4%	7.4%	3.1%	3.7%
25	6.0%	3.7%	44.2%	0.8%
26				62.5%
28	5.3%	0.9%	0.6%	0.6%
30	2.1%	6.2%	1.3%	4.3%
32	8.4%	1.9%	3.4%	7.2%
35	10.1%	11.5%	10.5%	
37		1.5%	1.4%	1.8%
39		1.7%	49.5%	3.8%
40		3.9%		
41		0.6%	2.0%	2.1%
43	7.5%			
44	7.6%	7.5%	12.8%	13.2%
46		18.8%	24.7%	17.1%
47	3.9%	5.5%	6.3%	4.9%
48		19.1%	9.8%	9.4%
49	8.0%	40.0%		3.5%
50	98.9%	99.6%	99.6%	97.7%
51	1.5%	1.8%	2.3%	2.2%
52	5.9%	5.4%		6.9%
53		0.7%	0.1%	0.6%
54		100.0%		
58				4.5%
62			4.8%	
66				84.6%
67	0.1%		0.2%	0.1%
68			1.1%	0.9%
71				0.3%
76	2.4%	2.4%	4.3%	
91			19.0%	
97			7.9%	15.2%
461				0.7%
3249			2.0%	53.1%



MAINTENANCE & OPERATIONS

Major Maintenance - Cost per Student



District	2018-2019	2019-2020	2020-2021	2021-2022
3	\$119	\$138	\$315	
4	\$151	\$96	\$126	\$58
5		\$314	\$305	\$40
7	\$88	\$488	\$111	
8	\$468	\$625	\$571	\$477
9	\$19	\$182	\$294	\$279
10		\$221	\$256	\$330
12	\$322	\$315	\$383	\$404
13	\$87		\$51	\$91
14	\$25	\$47	\$42	\$64
18	\$21		\$26	
20	\$19	\$18	\$26	\$16
21		\$392		
23	\$227	\$240	\$245	
24			\$114	\$15
27	\$140	\$140		
28	\$258	\$369		
30	\$53	\$262	\$153	\$36
32	\$41	\$47	\$52	\$42
35	\$818	\$690	\$782	
39		\$40	\$8	
41			\$50	\$52
43	\$892			
44	\$65	\$30	\$38	\$47
46		\$41	\$59	\$79
48	\$76	\$62	\$83	\$74
49	\$111	\$136	\$138	\$153
50				\$64
51	\$495	\$702	\$641	
53	\$84	\$24	\$25	\$19
55		\$30		
57	\$161	\$25		\$27
58				\$65
61	\$332			
62	\$0			\$249
67	\$8	\$7	\$9	\$10
76	\$3	\$18		
77	\$112			
97	\$178	\$225	\$347	
3249			\$156	\$149

Description of Calculation

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

Importance of Measure

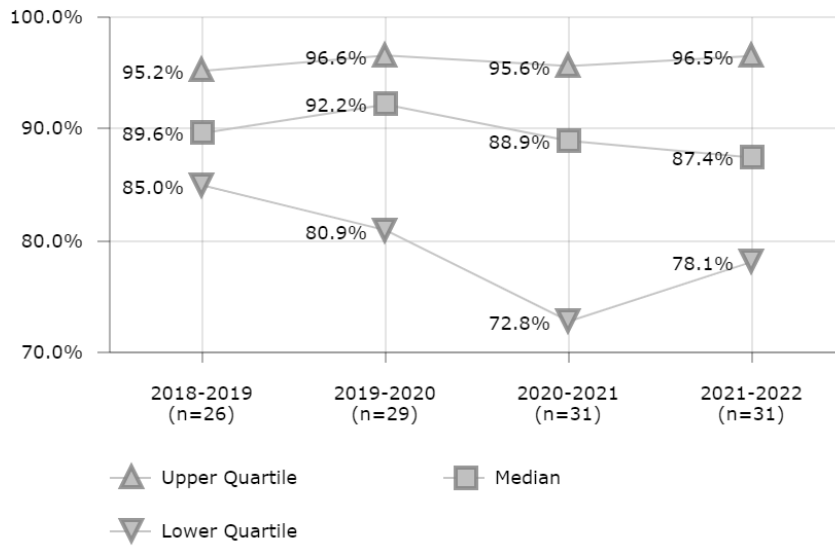
This looks at the cost of major maintenance projects relative to the size of the district (by student enrollment).

Factors that Influence

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

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.

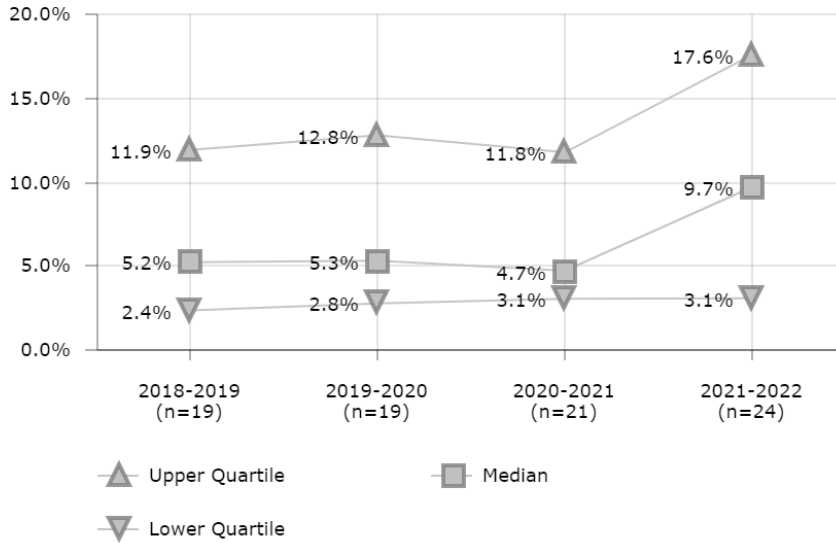
Importance of Measure

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

District	2018-2019	2019-2020	2020-2021	2021-2022
1	97.5%		95.3%	
3	88.3%	78.5%	72.8%	
4	88.4%	66.8%	68.3%	18.1%
5		77.6%	72.5%	
7	95.2%	85.5%	100.0%	
8	85.0%	89.3%	88.9%	87.9%
9	80.4%	97.7%	98.3%	98.0%
10	95.6%	96.6%	95.6%	98.8%
11				80.7%
12	97.1%	81.6%	85.4%	84.2%
13	92.4%		91.9%	93.2%
14	52.0%	67.0%	61.4%	56.4%
15			96.5%	96.5%
16			76.4%	76.4%
18			50.0%	
20	89.6%	80.9%	82.3%	64.2%
21		94.5%		
23	87.7%	85.4%	89.3%	
24			45.0%	92.3%
25				85.1%
26				22.2%
27	98.5%	98.5%		
28	88.6%	87.7%	88.0%	85.2%
30	76.4%	95.8%	91.0%	49.6%
32	80.5%	88.1%	88.5%	87.6%
35	94.0%	95.6%	95.3%	
37		58.7%		
39		100.0%	57.9%	100.0%
43	78.3%			
44	86.3%	79.0%	88.4%	78.1%
46		6.2%	12.7%	82.2%
48	92.6%	92.6%	91.9%	85.8%
49	91.2%	92.2%	87.4%	87.4%
50				24.9%
51	95.6%	97.0%	94.3%	97.4%
53	84.4%	97.3%	97.3%	86.8%
55		100.0%	100.0%	100.0%
57	89.6%	95.8%		95.8%
58				93.7%
62				94.6%
76	100.0%	98.7%		
97	93.2%	94.3%	95.8%	96.9%
3249			97.6%	97.6%

MAINTENANCE & OPERATIONS

Major Maintenance - Design to Construction Cost Ratio



District	2018-2019	2019-2020	2020-2021	2021-2022
1			0.8%	
3	5.3%	5.3%	23.8%	
4	2.4%	23.2%		240.8%
5		25.0%	25.0%	
7		10.7%		
8	15.9%	10.4%	10.6%	11.4%
9	0.9%	1.1%	0.5%	1.0%
10	3.1%	2.8%	3.8%	0.5%
11				13.8%
12	3.0%	22.5%	17.1%	18.7%
14	2.1%		0.3%	0.8%
15			3.1%	3.1%
20			4.7%	18.5%
23	4.9%	9.1%	4.0%	
24			20.4%	8.3%
25				16.0%
26				100.0%
27	1.5%	1.5%		
28	11.9%	12.8%	11.8%	13.7%
30	24.5%	3.1%	8.1%	87.3%
32	11.5%	8.4%	8.0%	8.0%
35	5.5%	3.7%	4.2%	
43	23.7%			
44	5.9%	20.3%	8.6%	16.7%
46			341.2%	
49	3.1%	3.1%	4.0%	4.0%
50				301.1%
51	0.5%	0.3%	1.9%	2.6%
53	15.4%			11.1%
57	5.2%	3.1%		3.1%
58				6.0%
62				4.4%
76		1.3%		
3249			2.4%	2.4%

Description of Calculation

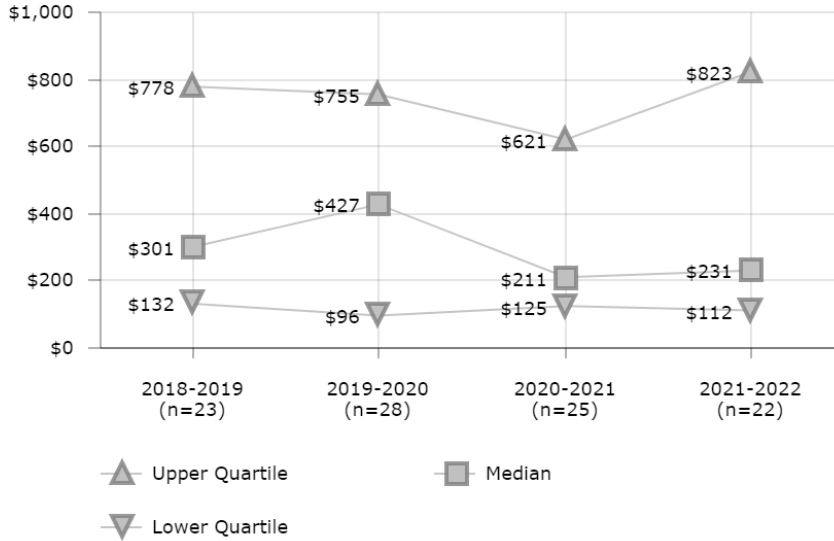
Design costs of all major maintenance/minor renovation projects, divided by construction costs of all major maintenance/minor renovation projects.

Importance of Measure

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

MAINTENANCE & OPERATIONS

Renovations - Cost per Student



Description of Calculation

Total cost of renovations divided by total student enrollment.

Importance of Measure

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

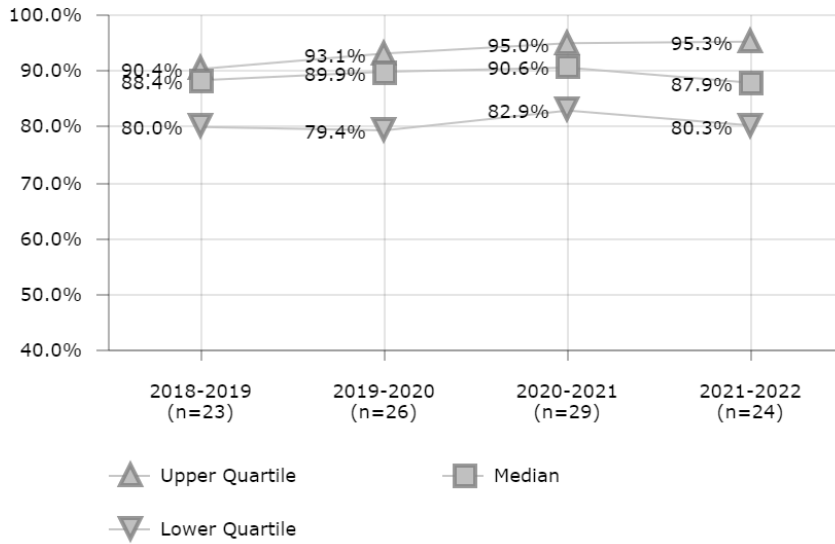
Factors that Influence

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

District	2018-2019	2019-2020	2020-2021	2021-2022
3	\$1,528	\$1,599	\$1,881	
4	\$132	\$138	\$152	\$317
5				\$1,739
7	\$301	\$600		
8	\$7	\$15		
9	\$147	\$456	\$270	\$140
10		\$735	\$616	\$905
12	\$700	\$871	\$1,770	
13	\$301		\$807	\$920
14	\$258	\$199	\$211	\$209
18	\$897	\$161	\$167	
20	\$352	\$399	\$156	
21		\$28		
23	\$312	\$494	\$621	
24			\$249	\$47
25	\$55	\$60	\$63	\$959
28	\$1,137	\$1,372		
30	\$143	\$95	\$143	\$141
32	\$110	\$66	\$58	
35		\$97	\$508	
37			\$860	\$823
39		\$1,841	\$72	\$112
41			\$107	\$112
43	\$778			
44	\$139	\$98	\$125	\$76
46		\$766	\$784	\$1,136
48	\$383	\$477	\$158	\$88
49	\$45	\$34	\$17	\$19
50				\$51
51	\$14	\$15	\$17	
53	\$759	\$745	\$680	\$693
54		\$659		
55		\$167		
58				\$428
62				\$311
63				\$155
76	\$1,140	\$3,391		
97	\$835	\$1,224		
3249			\$264	\$252

MAINTENANCE & OPERATIONS

Renovations - Delivered Construction Costs as Percent of Total Costs



District	2018-2019	2019-2020	2020-2021	2021-2022
1	48.5%		80.1%	
3	91.3%	90.3%	91.1%	
4	88.6%	92.3%	91.2%	97.8%
7	73.9%	85.3%		
9	95.5%	91.0%	90.0%	81.3%
10	85.8%	91.4%	94.3%	92.0%
12	89.7%	93.0%	94.5%	98.0%
13	78.1%		95.2%	79.4%
14	98.5%	96.3%	96.9%	96.7%
16			82.8%	77.1%
18	89.4%	89.4%	89.1%	
20	83.7%	79.4%	96.0%	
23	89.2%	83.0%	94.7%	
24			40.0%	94.0%
25	49.0%	46.8%	46.8%	81.1%
28	92.4%	94.4%	95.0%	69.6%
30	88.4%	86.9%	82.7%	84.8%
32	84.5%	77.5%	84.2%	67.3%
35		74.4%	99.7%	
37		95.0%	93.8%	81.1%
39		98.9%	80.3%	89.4%
43	90.4%			
44	86.0%	87.5%	84.2%	70.2%
46		93.1%	90.6%	90.6%
48	89.1%	91.6%	86.8%	89.1%
49	80.0%	50.6%	61.3%	61.0%
52	93.4%			
53	86.1%	98.2%	99.0%	89.0%
54		33.3%		
55		85.1%	89.9%	96.5%
58				86.9%
62				84.1%
63			100.0%	100.0%
76	65.2%	94.7%	82.9%	
97		50.9%		
3249			98.3%	98.3%

Description of Calculation

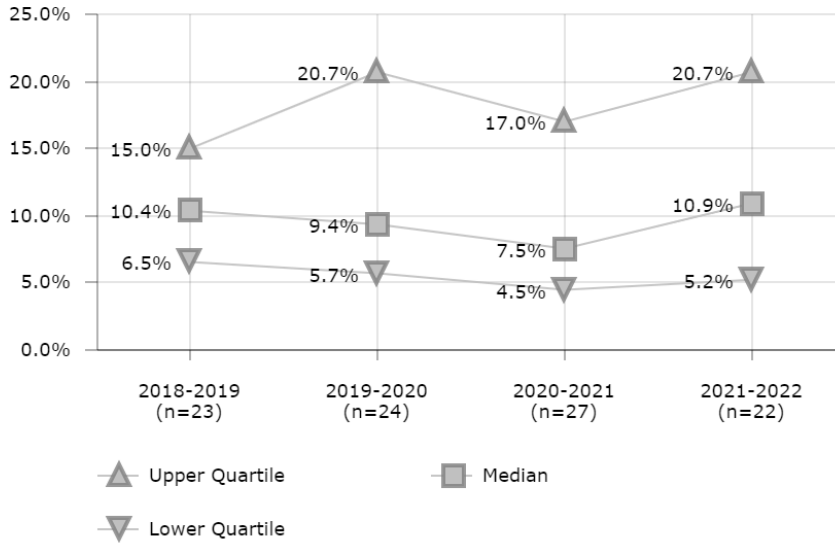
Construction costs of major rehab/renovation projects, divided by total costs of all major rehab/renovation projects.

Importance of Measure

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

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.

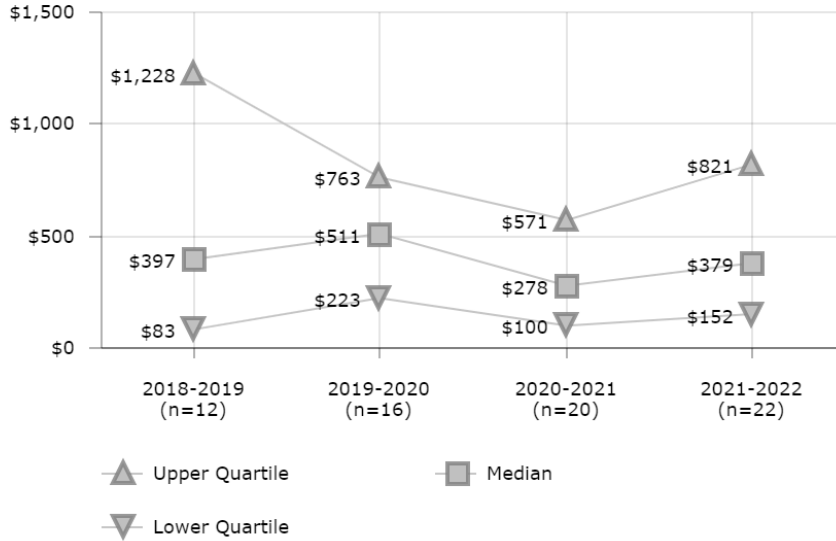
Importance of Measure

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

District	2018-2019	2019-2020	2020-2021	2021-2022
1	100.0%		17.6%	
3	8.3%	8.3%	7.5%	
4	9.0%	3.9%	5.4%	1.2%
7	10.4%	11.0%		
9	0.9%	7.2%	7.1%	17.7%
10	14.9%	8.7%	5.1%	7.9%
12	8.7%	5.4%	4.5%	1.5%
13	23.9%		4.0%	24.9%
14	0.9%	2.8%	2.2%	2.2%
16			17.0%	25.7%
18	11.4%	9.9%	9.8%	
20	18.4%	24.7%	1.5%	
23	5.6%	16.7%	3.0%	
24			25.0%	6.3%
25	46.6%	44.8%	44.8%	21.5%
28	7.6%	5.5%	4.6%	12.2%
30	11.2%	12.2%	19.4%	16.5%
32	11.2%	11.2%	6.0%	29.2%
35		32.6%	0.3%	
37		4.2%	5.0%	20.7%
43	6.5%			
44	11.1%	8.8%	12.2%	10.8%
46		6.0%	8.2%	8.6%
48	8.6%	6.8%	8.3%	5.2%
49	6.3%	32.5%	32.5%	32.5%
52	5.3%			
53	15.0%			11.1%
54		100.0%		
55		12.6%	11.2%	3.6%
58				8.8%
62				12.5%
76	48.2%	4.3%	20.6%	
91			14.8%	
97		93.0%		
3249			1.7%	1.7%

MAINTENANCE & OPERATIONS

New Construction - Cost per Student



District	2018-2019	2019-2020	2020-2021	2021-2022
5				\$1,472
8	\$22	\$238	\$282	\$359
9	\$1,135	\$1,003	\$759	\$783
10		\$442	\$274	\$493
13	\$24		\$97	\$56
14	\$1,532	\$536	\$623	\$821
18	\$433	\$323	\$335	
20	\$152	\$143		\$207
23			\$1,332	\$775
24			\$103	\$400
27	\$1,812	\$1,809		
28	\$448	\$486		
32		\$24	\$61	
37			\$513	\$152
39		\$95	\$359	\$244
44	\$34		\$24	\$1,615
46			\$71	\$62
47		\$568	\$41	\$940
48		\$698	\$520	\$196
49			\$133	\$147
51	\$360	\$207		\$136
53			\$125	\$452
55		\$827		
58				\$93
68			\$4,952	\$1,880
76	\$1,320	\$5,009		
79			\$155	\$162
97	\$132	\$614		
3249			\$989	\$945

Description of Calculation

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

Importance of Measure

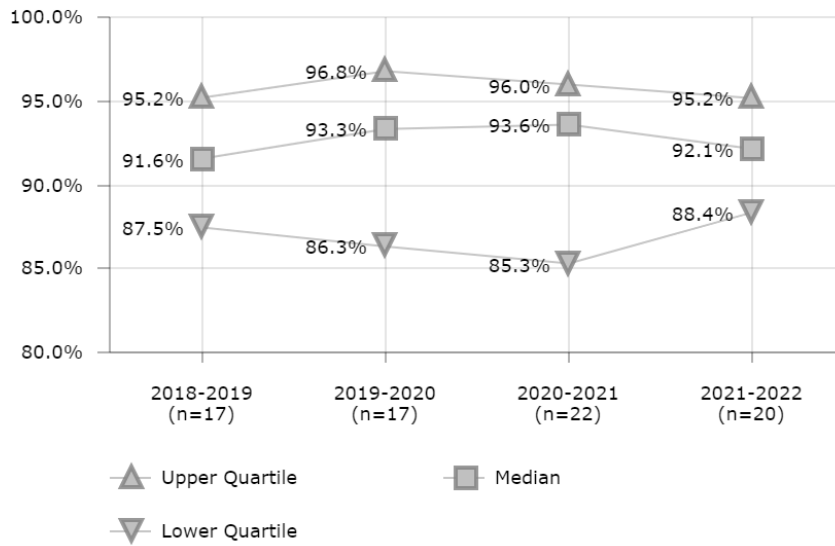
This looks at the total amount of construction spending relative to district size (by student enrollment).

Factors that Influence

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

MAINTENANCE & OPERATIONS

New Construction - Delivered Construction Costs as Percent of Total Costs



Description of Calculation

Delivered construction costs of new construction projects, divided by total costs of all new construction projects.

Importance of Measure

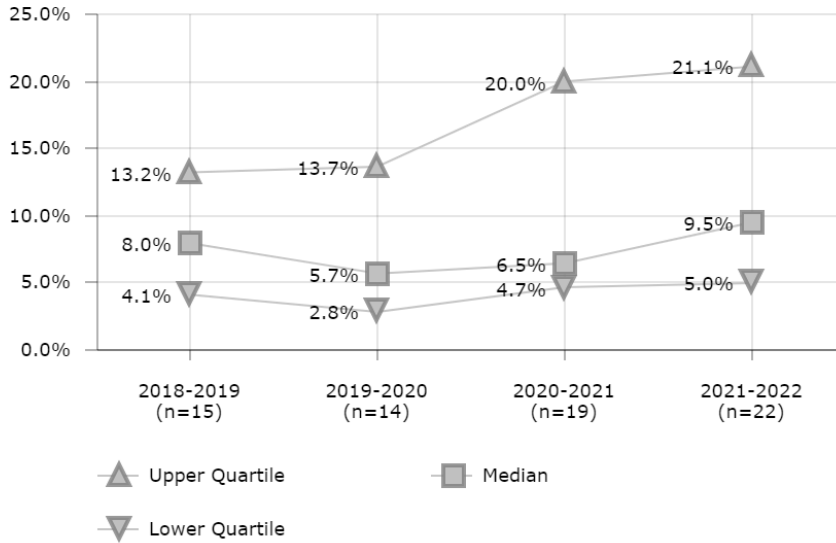
This can be used to evaluate the cost of delivered construction relative to design costs and personnel costs.

District	2018-2019	2019-2020	2020-2021	2021-2022
1			96.0%	
5				88.8%
8	40.5%	86.0%	84.9%	91.9%
9	91.6%	92.2%	92.0%	88.3%
10	87.9%	96.8%	91.6%	91.3%
13	61.7%		95.8%	77.3%
14	94.8%	96.3%	94.6%	95.2%
16			80.3%	
18	95.2%	95.8%	95.4%	
20	87.5%	86.3%		
23			93.0%	85.6%
24			94.0%	97.4%
27	100.0%	100.0%		
28	97.7%	97.2%	100.0%	96.6%
32		72.0%	85.3%	
37		96.5%	96.3%	
39		76.3%	96.0%	95.1%
44	89.9%			94.6%
47	91.2%	87.1%		92.4%
48	95.6%	93.3%	93.1%	93.5%
49	78.7%			
51	100.0%	100.0%	100.0%	100.0%
53			94.4%	88.4%
55		85.1%	91.6%	92.7%
57	93.7%			
68			83.1%	83.1%
76	68.5%	96.9%	83.1%	
79			82.6%	82.6%
97	93.2%	89.8%		89.3%
3249			96.7%	96.7%



MAINTENANCE & OPERATIONS

New Construction - Design to Construction Cost Ratio



District	2018-2019	2019-2020	2020-2021	2021-2022
1			2.1%	
5				10.6%
8	110.3%	14.2%	15.9%	7.4%
9	7.7%	5.9%	4.8%	8.4%
10	12.3%	2.5%	6.9%	8.1%
13	54.6%			25.3%
14	4.1%	2.8%	4.7%	4.1%
16			20.7%	28.1%
18	4.1%	4.0%	4.3%	
20	13.2%	14.9%		26.0%
23			6.5%	14.9%
24			6.4%	2.6%
28	2.4%	2.8%		3.5%
32		23.3%	6.1%	21.9%
37		2.6%	2.2%	
44	10.2%			5.0%
47	8.3%	13.7%	30.7%	7.3%
48	4.0%	5.5%	5.8%	3.7%
49	8.0%			
53				11.1%
55		12.2%	9.2%	7.8%
57	6.5%			
58				28.4%
68			20.0%	20.0%
76	44.7%	2.9%	20.3%	
79			21.1%	21.1%
97	4.1%	11.3%	11.1%	12.0%
3249			3.4%	3.4%

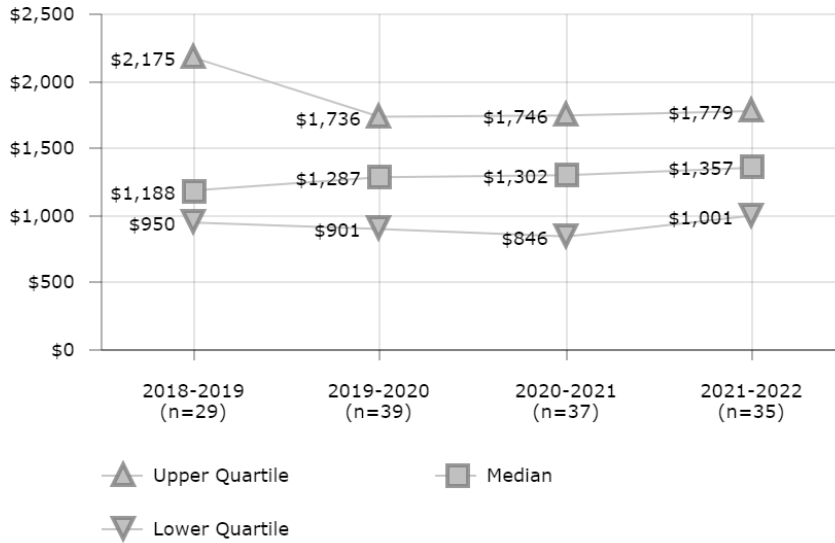
Description of Calculation

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

Importance of Measure

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

**MAINTENANCE & OPERATIONS**  
**M&O Cost per Student**



**Description of Calculation**

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

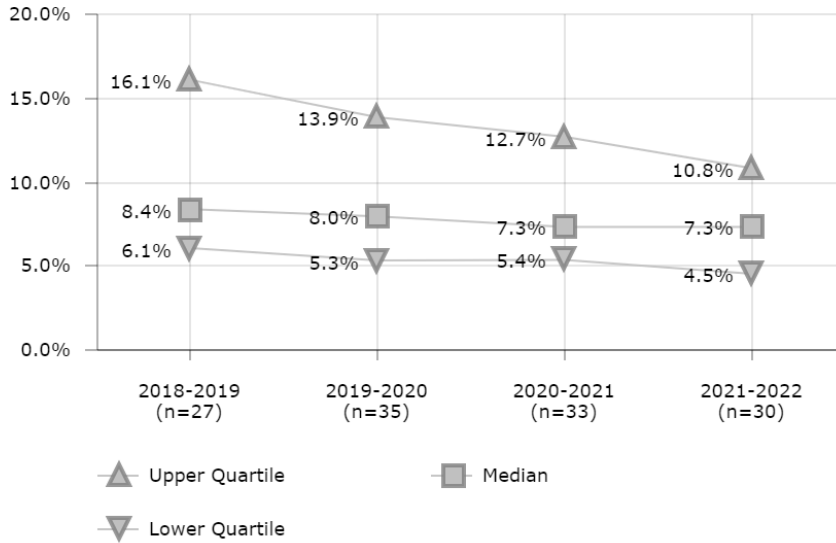
**Importance of Measure**

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

District	2018-2019	2019-2020	2020-2021	2021-2022
3	\$2,307	\$2,489	\$3,120	
4	\$809	\$795	\$846	\$904
5		\$901	\$990	\$4,135
7	\$1,065	\$1,736		
8	\$970	\$1,259	\$1,263	\$1,240
9	\$1,742	\$2,044	\$1,769	\$1,432
10		\$1,907	\$1,737	\$2,256
12	\$1,412	\$1,914	\$2,952	
13	\$896		\$1,797	\$1,639
14	\$2,388	\$1,507	\$1,712	\$2,055
15			\$1,746	\$1,673
18	\$1,992	\$857	\$1,147	
20	\$1,165	\$1,202	\$983	\$1,078
21		\$1,324		
23	\$1,082	\$1,391	\$2,924	\$1,577
24			\$1,647	\$1,581
25	\$834	\$958	\$1,317	\$3,362
26		\$221		
27	\$2,788	\$2,782		
28	\$2,655	\$2,945		
30	\$841	\$1,044	\$1,302	\$1,023
32	\$1,188	\$710	\$757	
35	\$1,592	\$1,287	\$1,730	
37			\$1,952	\$1,270
39		\$2,498	\$908	\$495
40		\$1,531	\$642	\$705
41		\$492	\$760	\$780
43	\$2,175			
44	\$760	\$606	\$672	\$2,226
46		\$1,556	\$1,333	\$1,779
47		\$1,079	\$595	\$1,478
48	\$2,798	\$1,696	\$1,138	\$724
49	\$560	\$569	\$687	\$1,047
50	\$1,058	\$1,012	\$961	\$1,637
51	\$1,448	\$1,507	\$1,436	\$1,357
52		\$1,534	\$1,613	\$1,140
53	\$1,107	\$1,014	\$1,084	\$1,482
54		\$866		
55		\$1,496		
57	\$7,057	\$907	\$416	\$1,055
58				\$2,000
62			\$530	\$1,168
63				\$1,001
67	\$950	\$959	\$3,369	\$894
68			\$5,445	\$2,503
71				\$681
76	\$2,845	\$8,869		
79		\$379	\$555	\$589
97	\$1,821	\$2,701		
431	\$207			
3249			\$1,941	\$1,855

MAINTENANCE & OPERATIONS

M&O Costs Ratio to District Operating Budget



District	2018-2019	2019-2020	2020-2021	2021-2022
1	5.8%			
3	13.5%			
4	6.1%	5.6%	5.5%	5.2%
5		8.0%	7.7%	
7	8.4%	13.9%		
8	11.6%	14.1%	13.7%	12.3%
9	19.7%	22.8%	18.0%	12.3%
12	7.2%	10.2%	13.2%	
13	9.1%		17.0%	14.3%
14	22.6%	12.8%	13.8%	14.6%
15				11.9%
18	15.3%	6.6%	8.3%	
20	4.4%	4.5%	3.4%	3.8%
21		4.5%		
23	8.0%	10.2%	21.3%	10.5%
24			6.3%	8.7%
25	3.3%	3.6%	4.7%	10.8%
26		1.5%		
27	23.8%	24.1%		
28	16.1%	17.1%		
30	5.6%	7.0%	7.3%	5.1%
32	14.2%	7.9%	7.9%	
35	7.5%	5.7%	6.7%	
37			12.7%	
39		21.8%	5.6%	3.2%
40		13.6%	5.2%	4.7%
41		2.8%	4.3%	4.4%
44	8.0%	6.2%	6.6%	
46		12.6%		7.0%
47		8.9%	4.1%	8.6%
48	28.3%	15.8%	12.6%	8.2%
49		5.1%	5.4%	6.7%
50	6.0%	5.3%	5.9%	7.9%
51	13.0%	12.6%	9.7%	10.9%
52		9.1%	7.8%	
53	7.0%	6.2%	6.4%	7.7%
55		13.9%	18.3%	
57	21.0%	3.4%		3.7%
58				6.3%
62			3.3%	6.3%
63			4.7%	4.5%
67	6.1%	6.0%	20.6%	4.1%
68				20.6%
71				2.9%
79		1.4%	1.9%	2.3%
97	17.2%	26.2%		
431	1.8%			
3249			11.7%	10.6%

Description of Calculation

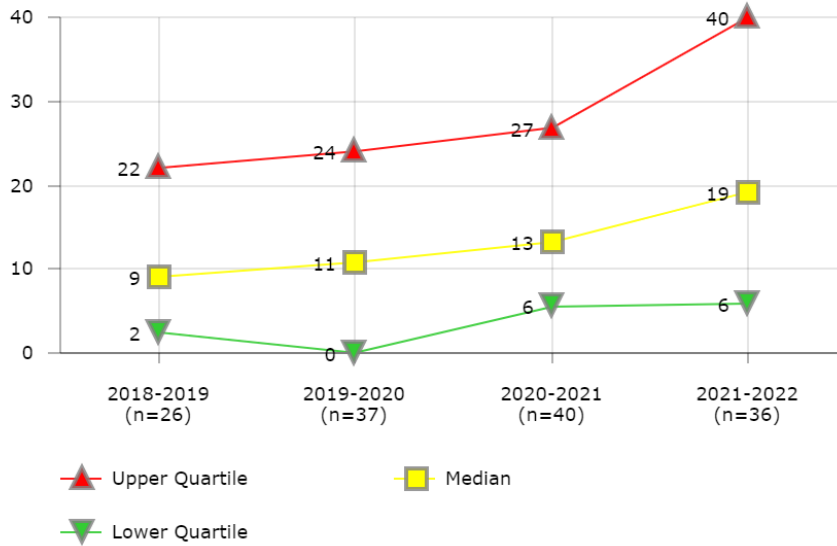
Total custodial costs (district and contractor) plus total grounds work costs (district and contractor) plus total routine maintenance costs (district and contractor) plus total major maintenance/minor renovations costs plus total major rehab/renovations

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.

MAINTENANCE & OPERATIONS

Work Order Completion Time (Days)



Description of Calculation

Total aggregate number of days to complete all work orders, divided by total number of work orders.

Importance of Measure

This measure is an indicator of a district's timeliness in completing work orders

Districts with lower completion times are more likely to have a management system in place with funding to address repairs.

Factors that Influence

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

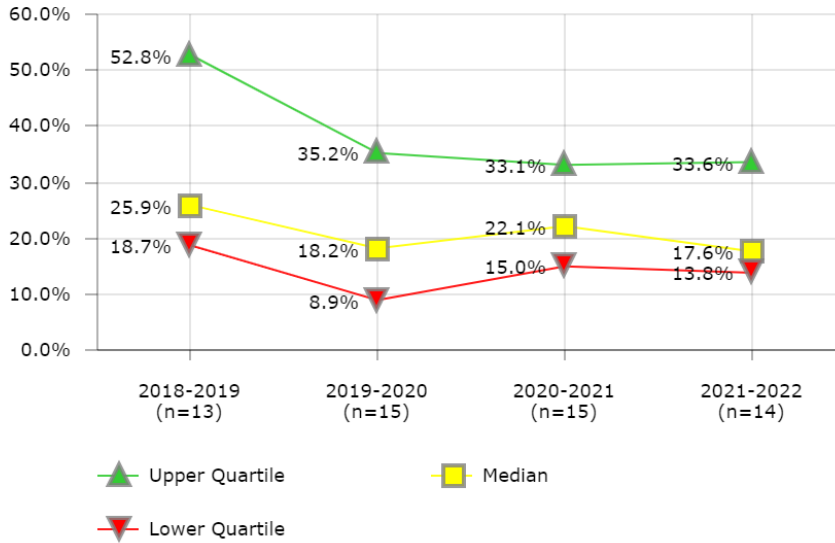
Districts in Best Quartile (2021-2022)

- Albuquerque Public Schools
- Aurora Public Schools
- Boston Public Schools
- Fayette County Public Schools
- Guilford County School District
- Newark Public Schools
- Portland Public Schools
- St. Louis Public Schools
- Wichita Unified School District

District	2018-2019	2019-2020	2020-2021	2021-2022
1	1		0	
3		0	6	
4	14	13	5	5
5		0	0	0
7	35	47	64	
8	45	45	45	45
9	2	3	28	25
10	13	12	13	11
11				23
12	16	46	8	28
13	21		20	17
14	6	7	6	6
16			67	
18		11	1	
20	6	15	13	38
21		20		
23	10	12	12	51
24			20	20
25	28	31	26	0
26		1		0
27	7	7		
30	37	99		132
32	72	129	137	
35	20	0	55	
37		24	18	26
39		3	28	72
40		10	12	42
41		37	39	38
43	51			
44	8	0	7	12
46		31	43	73
47	22	16	24	22
48	4	16	16	18
49	0	0		0
50	0	0	0	
51	0	3	15	8
53	0	0	12	27
54		0		
55		35	27	16
58				108
62			0	62
63			0	0
67	0	0	27	91
68			10	10
71			2	15
76		24		
79		0	0	
91			17	
97		0	9	6
431	5			
461				0
3249			0	0

MAINTENANCE & OPERATIONS

Recycling - Percent of Total Material Stream



District	2018-2019	2019-2020	2020-2021	2021-2022
1	76.7%		31.6%	
3	42.0%	42.5%	22.5%	
7	8.7%	8.9%		
8	18.7%	16.7%	17.3%	18.8%
9	52.8%	18.2%	2.7%	10.4%
11				4.6%
12	18.2%			
14		2.9%	3.2%	4.9%
16			79.1%	30.3%
21		10.1%		
23		35.2%		
28	7.6%	7.2%	15.0%	15.1%
30	68.1%		27.8%	24.1%
37		22.8%		
40			22.1%	50.0%
41		28.9%	18.0%	14.4%
44	25.9%	25.9%	18.4%	38.5%
48		56.2%	41.1%	34.2%
52	22.9%			
55		36.4%	36.4%	
58				16.4%
67	32.3%	1.6%	33.1%	33.6%
76	19.2%	14.2%	14.2%	
97	97.7%			
461				13.8%

Description of Calculation

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

Importance of Measure

This measures the degree to which districts recycle.

Factors that Influence

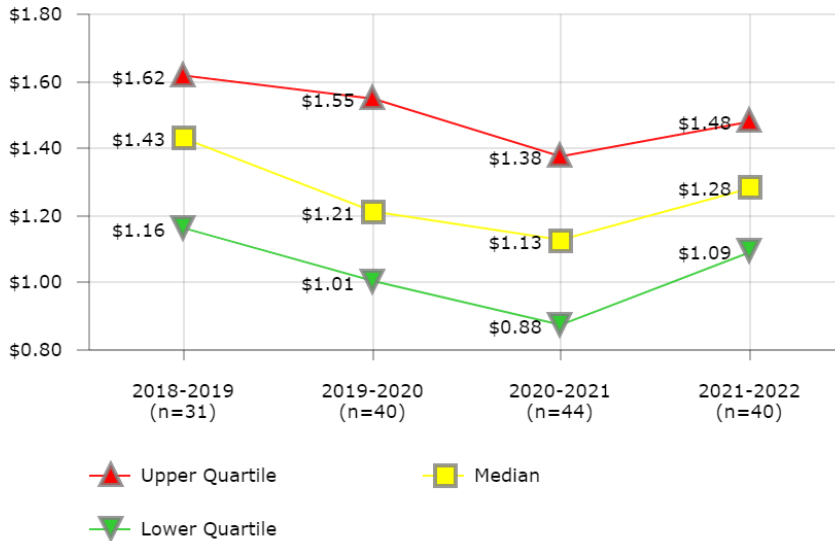
- Placement of recycling bins near waste bins
- Number of recycling bins deployed
- Material collection contracts
- Commitment to environmental stewardship
- State requirements

Districts in Best Quartile (2021-2022)

- Duval County Public Schools
- Fort Worth Independent School District
- Fresno Unified School District
- Orange County Public School District

MAINTENANCE & OPERATIONS

Utility Costs - Cost per Square Foot



Description of Calculation

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

Importance of Measure

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

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

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

Factors that Influence

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

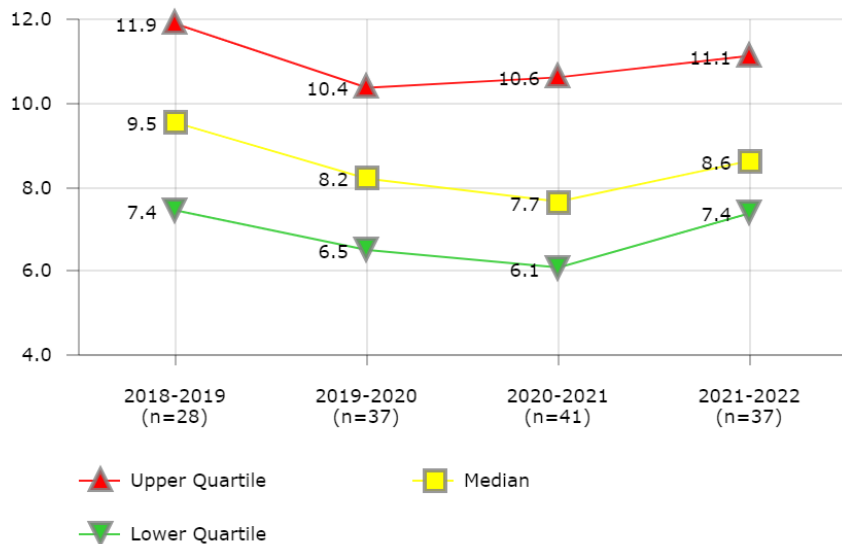
Districts in Best Quartile (2021-2022)

- Arlington Independent School District
- Chicago Public Schools
- Cleveland Metropolitan School District
- Dallas Independent School District
- Denver Public Schools
- Des Moines Public Schools
- Houston Independent School District
- Newark Public Schools
- Portland Public Schools
- Toledo Public Schools

District	2018-2019	2019-2020	2020-2021	2021-2022
1	\$0.44			
3	\$0.77	\$0.92	\$0.88	
4	\$1.14	\$0.97	\$1.02	\$1.23
5		\$0.77	\$0.71	\$0.96
7	\$1.73	\$1.75		
8	\$1.12	\$1.01	\$0.96	\$1.11
9	\$2.03	\$1.82	\$1.88	
10	\$1.47	\$1.34	\$0.00	\$1.50
11				\$1.18
12	\$0.84	\$5.01	\$1.14	\$0.96
13			\$1.10	\$1.28
14		\$1.05	\$1.26	\$1.28
15			\$1.34	\$1.29
16			\$0.80	
18	\$1.60		\$1.30	
20	\$1.60	\$1.54	\$1.54	\$1.54
21		\$1.00		
23	\$1.37	\$1.14	\$1.36	\$1.32
24			\$1.40	\$1.36
25	\$1.19	\$1.32	\$1.01	\$1.04
26		\$1.06	\$1.14	\$1.45
27	\$1.62	\$1.58		
28	\$1.26	\$0.73	\$1.05	\$1.31
30	\$1.22	\$1.01	\$0.95	\$1.18
32	\$1.60	\$1.59	\$1.46	\$1.82
35	\$1.66	\$1.14	\$1.14	
37		\$0.72	\$0.75	\$0.91
39		\$1.60	\$0.69	\$0.81
40		\$1.12	\$1.12	\$1.20
41		\$1.10	\$0.88	\$1.08
44	\$1.16	\$1.15	\$1.06	
45	\$0.53	\$0.45	\$0.46	
46	\$1.26	\$1.30	\$1.10	\$1.46
47	\$1.70	\$1.55	\$1.64	\$1.71
48	\$1.76	\$1.72	\$1.57	\$1.54
49	\$1.68	\$1.41	\$1.48	\$1.66
50	\$1.43	\$1.24	\$1.35	\$1.54
51	\$1.47	\$1.31		
52	\$1.24	\$0.98	\$1.27	\$1.34
53	\$1.52	\$1.44	\$1.31	\$1.70
54		\$0.90	\$0.81	\$0.90
55	\$1.18	\$0.83		\$1.13
57		\$0.00		\$0.00
58				\$1.32
62			\$0.92	\$1.79
63			\$1.69	
66				\$1.11
67	\$2.32	\$1.89	\$1.88	
68			\$0.87	\$1.07
71				\$1.34
76	\$1.54	\$1.44	\$1.42	
79		\$2.15		\$0.01
91			\$0.63	
97	\$1.42	\$1.55	\$1.59	\$1.55
431	\$1.14			
461				\$1.22
3249			\$1.30	\$1.25

MAINTENANCE & OPERATIONS

Utility Usage - Electricity Usage per Square Foot (KWh)



Description of Calculation

Total electricity usage (in kWh), divided by total square footage of all non-vacant buildings.

Importance of Measure

This measures the level of electricity usage. Districts with high usage should investigate ways to decrease usage in order to reduce costs.

Factors that Influence

- Use of high-efficiency lightbulbs
- Automated light switches
- Shutdown policy during winter break
- Regulation of heating and air conditioning

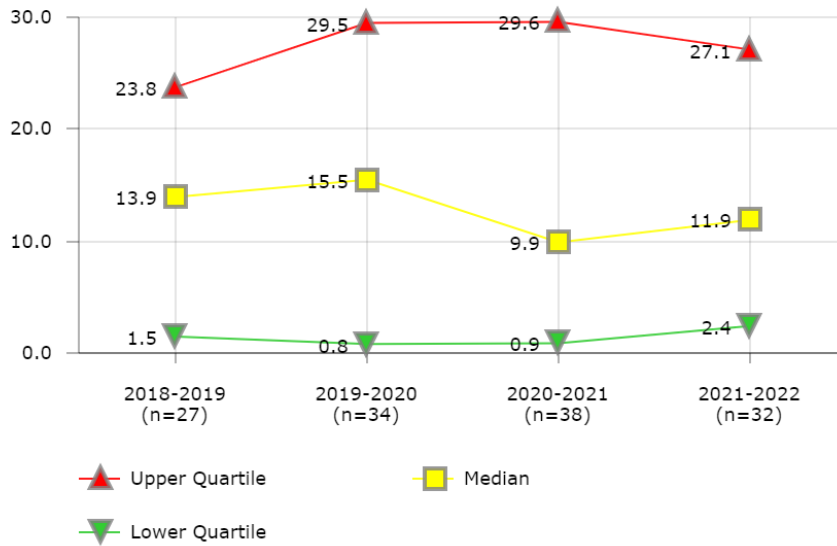
Districts in Best Quartile (2021-2022)

- Albuquerque Public Schools
- Boston Public Schools
- Cleveland Metropolitan School District
- Denver Public Schools
- Detroit Public Schools
- Los Angeles Unified School District
- Newark Public Schools
- Portland Public Schools
- Sacramento City Unified School District
- School District of Philadelphia

District	2018-2019	2019-2020	2020-2021	2021-2022
1	5.0			
3	6.2	5.7	5.1	
4	8.3	7.0	7.2	7.8
5		3.8	3.2	4.2
7	7.6	7.2		
8	11.9	10.6	10.7	11.2
9	13.9	12.0	11.7	13.6
10	11.8	9.6	13.0	11.0
11				6.8
12	8.6		8.3	8.6
13			12.1	13.3
14		6.3	6.2	6.1
16			3.4	
18	10.3		7.7	
20	12.9	11.5	10.9	12.4
21		7.7		
23	9.1	8.7	1.5	
24			12.4	12.4
25			6.2	5.5
26		4.6	4.5	5.0
27	12.8	12.8		
28	11.8	6.6	9.5	11.4
30	6.3	5.4	5.3	
32	16.4	14.2	14.4	
35	10.9	9.3	9.1	
37		6.0	5.4	5.7
39		15.7	7.7	7.9
40		9.5	8.9	9.2
41		13.3	11.9	13.8
44	9.5	0.9	8.4	
45		3.2	2.9	
46	1.4	7.5	6.6	8.2
47	11.8	10.4	10.6	10.1
48	13.6	14.0	13.4	13.2
49	11.2	8.4	10.7	9.3
50	7.3	6.7	6.5	7.4
51	8.5	9.2		
53	1.4	8.2	7.5	9.4
54		8.2	7.1	8.3
55		8.9	6.0	13.7
57		6.5		6.5
58				6.5
62			6.7	7.4
63			9.1	11.1
66				8.0
67	9.0	8.0	6.1	7.5
68			7.4	8.8
71				10.6
76	13.7	12.9		
79		4.8		
91			5.6	
97	9.6	9.9	10.0	10.3
431	7.1			
461				7.4
3249			8.0	8.0

MAINTENANCE & OPERATIONS

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



Description of Calculation

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

Importance of Measure

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

Districts in Best Quartile (2021-2022)

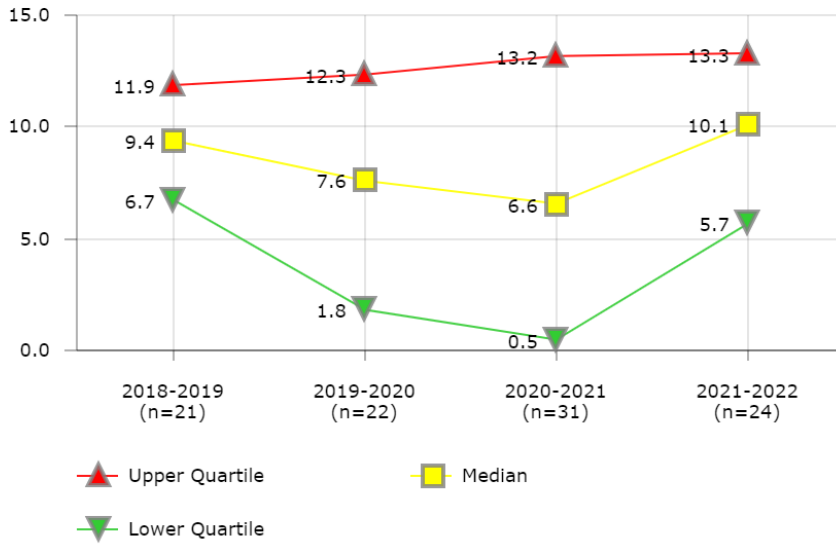
- Arlington Independent School District
- Chicago Public Schools
- Dallas Independent School District
- Detroit Public Schools
- Newark Public Schools
- Orange County Public School District
- Palm Beach County School District
- Toledo Public Schools

District	2018-2019	2019-2020	2020-2021	2021-2022
1	3.0			
3	49.8	47.3	46.0	
4	30.9	25.5	29.6	27.0
5		43.3	40.5	48.1
7	64.2	71.2		
8	1.3	0.8	0.9	1.2
9	13.9	18.6	18.7	13.6
10	1.5			
11				5.9
12	21.1	1.2	21.7	19.6
14	0.2	36.6	36.8	36.6
16			5.5	27.3
18	19.3		0.5	
20	34.4	27.9	37.0	
21		0.6		
23	3.3	2.4	9.6	
24			9.8	9.8
25			0.4	0.4
26		49.9	62.6	
28	12.1	0.1	10.0	10.2
30	58.6	52.6	1.3	55.0
35	39.2	16.5	0.4	
37		42.3	46.1	38.0
39		0.1	0.0	3.6
40		6.8	10.4	9.3
41		0.1	0.0	0.0
44	1.1	1.1	1.1	16.4
45		0.0	0.0	
46	7.8	29.5	27.2	32.4
47	15.9	15.5	17.1	14.4
48	2.5	2.4	1.5	1.4
49	21.5	0.2	46.8	31.8
50	0.5	43.8	43.4	0.5
51	0.0	24.8		
53	23.5	19.3	22.7	21.4
54		0.1	0.0	0.1
55		15.5	11.7	
62			9.2	19.8
63			59.6	51.5
67	23.8	21.7	0.1	
68				0.1
71				10.1
76	12.7	9.6	11.7	
79		0.1		0.0
91			0.2	
97	0.0	2.9	3.0	3.5
431	15.3			
461				15.9
3249			8.1	8.1



MAINTENANCE & OPERATIONS

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



District	2018-2019	2019-2020	2020-2021	2021-2022
1	4.5			
3	8.0	6.3	3.6	
4	6.7	0.0		7.5
5		8.1	6.6	9.1
7	7.0	5.7		
10	11.2			
11				15.5
13			14.9	
14	85.2	12.3	14.2	12.4
16			7.2	
18	0.0		0.1	
20	9.7	9.2	8.5	9.6
23	9.9		3.4	
24			18.4	18.4
26		7.1	4.8	8.6
27	3.3	3.3		
28	7.4	4.2	5.0	7.1
30	27.0		0.0	
32	0.0	0.0	0.0	14.8
35	9.7		6.6	
37			4.5	8.7
40		13.1	13.2	0.0
41		1.8		0.2
44			15.5	
45			0.5	
46	38.6	18.1	0.1	16.2
47		11.4	8.8	10.6
48	13.1	0.0	0.0	12.0
49		0.0	0.0	0.0
50	0.0	13.7	12.7	13.2
51	8.9	10.7		
53	21.1	30.6	11.3	18.1
55		9.8	9.1	
58				13.4
62			13.7	
63			14.8	0.0
66				10.7
68			13.5	12.8
76	11.9	14.8		
91			10.8	
97	9.4	0.1	0.1	
461				0.0
3249			4.2	4.2

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

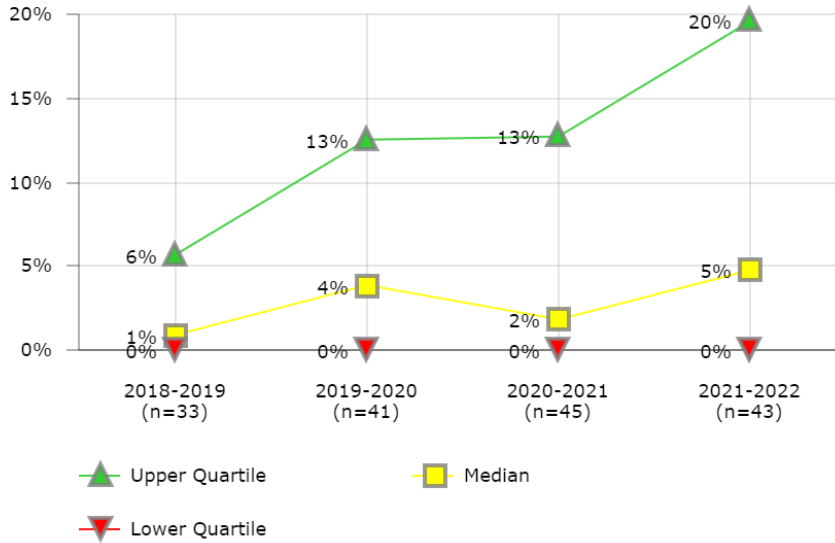
- Low-flow toilets and urinals
- Maintenance of faucet aerators
- Motion-sensor faucets to reduce vandalism

Districts in Best Quartile (2021-2022)

- Aurora Public Schools
- Dallas Independent School District
- Fayette County Public Schools
- Fort Worth Independent School District
- Guilford County School District
- St. Louis Public Schools

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 (2021-2022)

- Atlanta Public Schools
- Austin Independent School District
- Broward County Public Schools
- Cincinnati Public Schools
- Fort Worth Independent School District
- Guilford County School District
- Metropolitan Nashville Public Schools
- Minneapolis Public Schools
- Orange County Public School District
- Pinellas County Schools
- Portland Public Schools

District	2018-2019	2019-2020	2020-2021	2021-2022
1	0%			
3	0%	0%	0%	
4	0%	0%	0%	0%
5		13%	12%	20%
7	4%	4%		
8	5%	5%	5%	5%
9	5%	5%	5%	5%
10	1%	1%	1%	1%
11				12%
12	0%	0%	0%	0%
13	6%		59%	58%
14		80%	80%	
15			0%	0%
16			0%	0%
18	0%	0%	0%	
20	97%	98%	97%	97%
21		0%		
23	1%	0%	1%	0%
24			0%	0%
25	4%	4%	4%	4%
26		0%	2%	2%
27	10%	10%		
28	27%	16%	0%	27%
30	0%	0%	0%	0%
32	0%	0%	0%	0%
35	11%	10%	11%	
37		0%	2%	2%
39		31%	28%	0%
40		8%	22%	22%
41		0%	10%	0%
43	0%			
44	5%	5%	5%	
45	0%	0%	0%	
46	0%	13%	17%	19%
47	8%	8%	25%	22%
48		34%	36%	37%
49	21%	21%	21%	21%
50	0%	13%	13%	13%
51	0%	0%		
52	20%	20%	20%	20%
53	0%	0%	0%	0%
54		6%	0%	5%
55		1%	1%	8%
57	20%	14%		14%
58				2%
62			0%	0%
63			0%	0%
66				0%
67	0%	0%	0%	0%
68			9%	10%
71				20%
76	0%	0%	0%	
79		0%	0%	0%
91			33%	
97	1%	1%	2%	73%
431	0%			
461				19%
3249			8%	8%

# Safety & Security

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

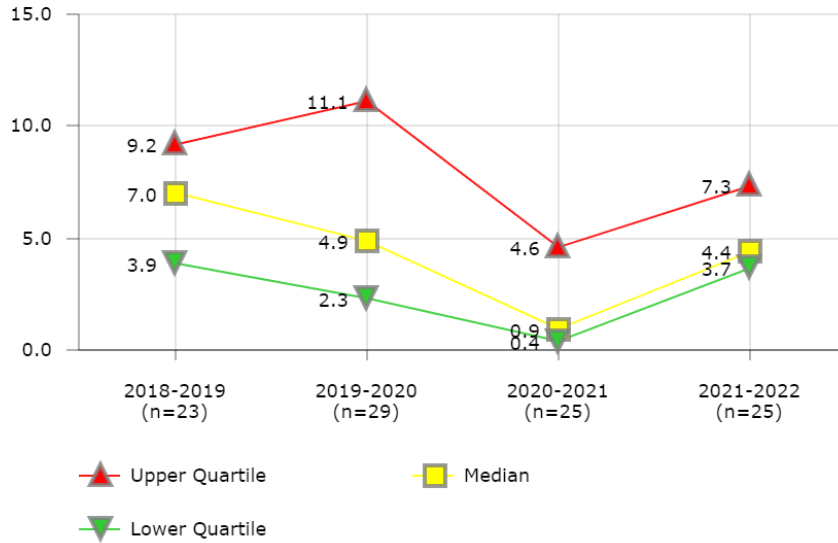
Finally, **People Incidents per 1,000 Students** and **Assault/ Battery Incidents per 1,000 Students** are baseline measures of incidents in a district.

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

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

**SAFETY & SECURITY**

**Incidents - Assault/Battery Incidents per 1,000 Students**



**Description of Calculation**

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

**Importance of Measure**

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

**Factors that Influence**

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

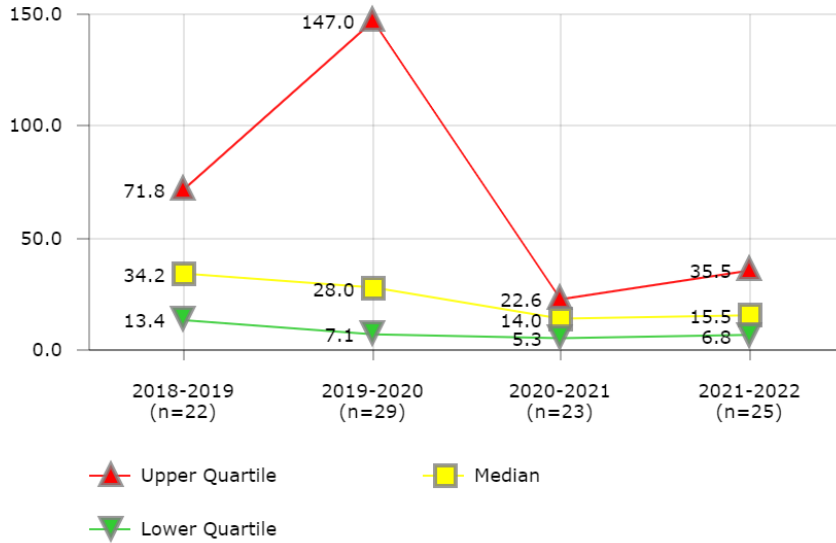
**Districts in Best Quartile (2021-2022)**

- East Baton Rouge Parish Public Schools
- Fort Worth Independent School District
- Miami-Dade County Public Schools
- Palm Beach County School District
- Sacramento City Unified School District
- San Francisco Unified School District
- St. Louis Public Schools

District	2018-2019	2019-2020	2020-2021	2021-2022
3	2.5	1.8	0.4	
4	26.0	21.1	11.5	
7	3.0	1.8		
8	2.7	1.7	0.6	3.7
9	9.2	4.9	0.3	8.9
12	8.2	0.4	0.7	
13				4.2
14	4.2	3.8	0.4	4.0
15			0.3	4.1
18	7.1	5.8		
20		38.8	4.6	
21		2.2		
24				1.1
25	15.1	15.3		
26		4.9		
27	2.7	2.3		
28	6.5	4.8		
32	1.7	1.4	0.5	2.0
35	7.0	105.8		
37			0.1	3.7
39		4.4	5.9	7.2
40		1.6	0.2	0.8
41		2.8	3.9	3.9
43	7.3			
44	6.9	14.0	17.0	15.1
46		2.7		7.3
47		9.9	1.0	12.4
48	15.1	9.9	16.2	
49	5.8	5.1		6.0
50	6.1	5.6	5.7	4.8
51	53.0	43.0		
52		36.5	3.9	
53	3.9	2.9	0.0	5.0
57	14.8	11.1	0.5	10.6
58				8.9
62				1.5
63				0.3
66			14.0	
71				15.0
77				1.3
79	7.6		0.9	5.1
91			4.1	
97			1.3	
431	7.5			
3249			0.7	4.4

SAFETY & SECURITY

Incidents - People Incidents per 1,000 Students



District	2018-2019	2019-2020	2020-2021	2021-2022
3	71.8	22.1	12.9	
4	64.7	56.5	34.0	57.2
7	64.3	28.0		
8	5.3	2.6		6.7
9	228.1	192.0	254.9	172.2
12	20.5	20.4	18.9	
13				23.4
14	34.6	15.6	7.6	13.4
15			0.3	4.4
18	7.7	6.4		
20		147.0	17.5	187.3
21		7.1		
24				1.1
25	36.5	37.5		
26		4.9		
27	9.5	223.8		
28	27.6	12.9		
32	2.7	2.0		2.4
35	263.1	392.7		
39		17.8	16.8	26.3
40		5.6	3.7	7.0
41		3.7	5.3	6.8
43	21.7			
44	108.0	110.4	17.0	35.5
46		5.4		7.9
47		518.8	74.9	
48	33.8	47.4	22.6	75.0
49	208.4	327.3	20.2	
50	13.4	7.3	7.3	6.6
51	886.3	944.7		
52		66.5	43.1	28.8
53		902.2	9.1	
57	43.7	35.3	2.2	30.9
58				47.8
62				83.4
63				13.5
66			14.0	
71				15.5
77				1.3
79	30.1		8.9	19.6
91			4.1	
97			23.1	
431	10.2			
3249			2.1	11.1

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

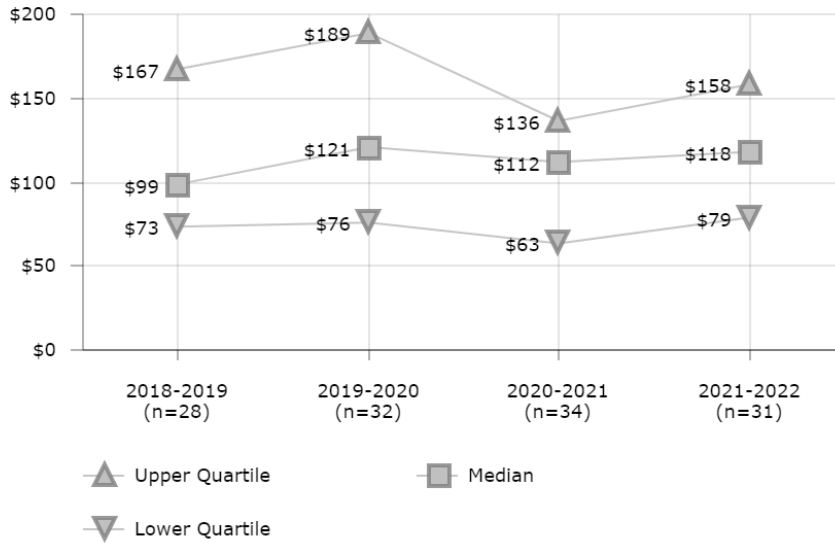
- Available resources to allocate for safety and security
- Staffing formulas
- Documented need for additional safety and security staff through data such as crime statistics
- Utilization of technology such as security cameras to offset the need for more staff
- Enrollment

Districts in Best Quartile (2021-2022)

- Dallas Independent School District
- Detroit Public Schools
- East Baton Rouge Parish Public Schools
- Jackson Public School District (MS)
- Miami-Dade County Public Schools
- Palm Beach County School District
- San Francisco Unified School District

SAFETY & SECURITY

S&S Expenditures per 1,000 Students



Description of Calculation

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

Importance of Measure

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

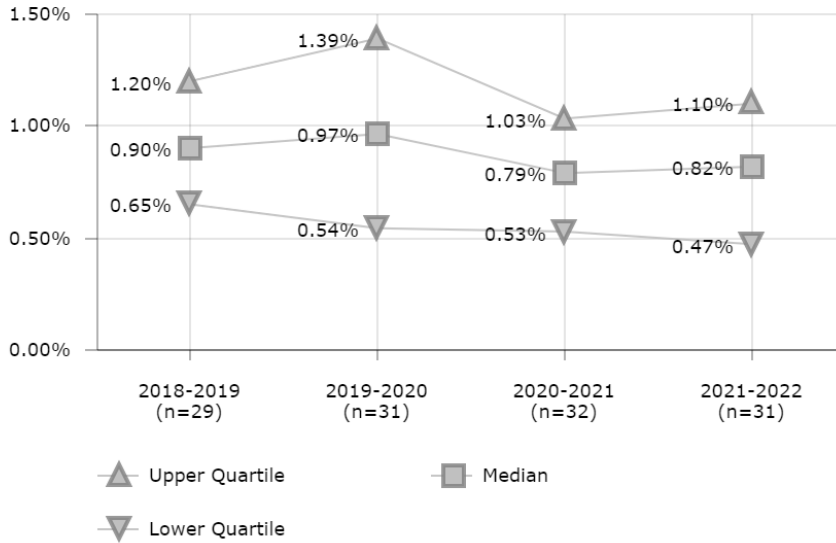
Factors that Influence

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

District	2018-2019	2019-2020	2020-2021	2021-2022
3	\$72	\$76	\$80	
4	\$101	\$117	\$123	\$130
5		\$52	\$66	\$79
7	\$76	\$76		
8	\$145	\$135	\$109	\$135
9	\$62	\$48	\$77	\$97
10			\$57	
12	\$75	\$67	\$57	\$35
14	\$178	\$187	\$194	\$208
15			\$23	\$118
18	\$164	\$157	\$132	
20		\$224		\$231
21		\$346		
23		\$129	\$136	\$149
24			\$63	\$63
25	\$703	\$403	\$330	
26		\$77		
27	\$56	\$103		
28	\$173	\$187		
30	\$159	\$288	\$131	\$151
32	\$115	\$171	\$157	\$158
35	\$137	\$190	\$131	
37			\$80	\$82
39		\$125		\$180
40		\$201	\$235	\$250
41		\$104	\$115	\$120
43	\$339			
44	\$94	\$98	\$97	\$75
46				\$118
47		\$42	\$44	\$43
48	\$82	\$90	\$93	\$74
49	\$54	\$65	\$43	\$97
50	\$302	\$264	\$224	\$273
51	\$95	\$126	\$143	\$79
52		\$80	\$122	\$114
53	\$29	\$27	\$26	\$51
56	\$92			
57	\$370	\$399	\$348	
58				\$215
61	\$137			
62	\$1			
66			\$135	
67		\$46	\$57	\$53
68			\$59	\$130
71				\$91
77	\$72			
79	\$171		\$181	\$143
97			\$78	
431	\$96			
3249			\$125	\$180

SAFETY & SECURITY

S&S Expenditures Percent of District Budget



District	2018-2019	2019-2020	2020-2021	2021-2022
1	0.53%			
3	0.43%			
4	0.81%	0.85%	0.83%	0.77%
5		0.47%	0.53%	0.51%
7	0.63%	0.63%		
8	1.75%	1.53%	1.19%	1.34%
9	0.72%	0.54%	0.79%	0.85%
12	0.38%	0.36%	0.26%	0.18%
14	1.72%	1.64%	1.62%	1.52%
15			0.71%	0.84%
18	1.28%	1.26%	0.97%	
20		0.84%		0.82%
21		1.21%		
23		0.97%	1.01%	1.01%
24			0.24%	0.35%
25	2.86%	1.54%	1.17%	
26		0.54%		
27	0.48%	0.89%		
28	1.06%	1.09%		
30	1.14%	2.04%	0.79%	0.83%
32	1.39%	1.94%	1.66%	1.59%
35	0.65%	0.86%	0.52%	
37			0.53%	
39		1.09%		1.21%
40		1.80%	1.94%	1.67%
41		0.97%	0.90%	0.93%
43	1.08%			
44	1.02%	1.04%	1.02%	0.79%
46				0.47%
47		0.35%	0.31%	0.26%
48	0.84%	0.85%	1.05%	0.86%
49		0.60%	0.35%	0.62%
50	1.71%	1.39%	1.37%	1.33%
51	0.88%	1.08%	0.99%	0.64%
52		0.48%	0.61%	0.41%
53	0.19%	0.17%	0.16%	0.27%
56	0.90%			
57	1.15%	1.59%	1.30%	1.38%
58				0.69%
61	1.20%			
62	0.01%			
63	1.60%			
66			0.71%	
67		0.32%	0.35%	0.27%
68			0.53%	1.08%
71				0.40%
77	0.70%			
79	0.88%		0.75%	0.67%
97			0.68%	
431	0.93%			
3249			0.80%	1.10%

Description of Calculation

Total safety and security expenditures, divided by district operating expenditures.

Importance of Measure

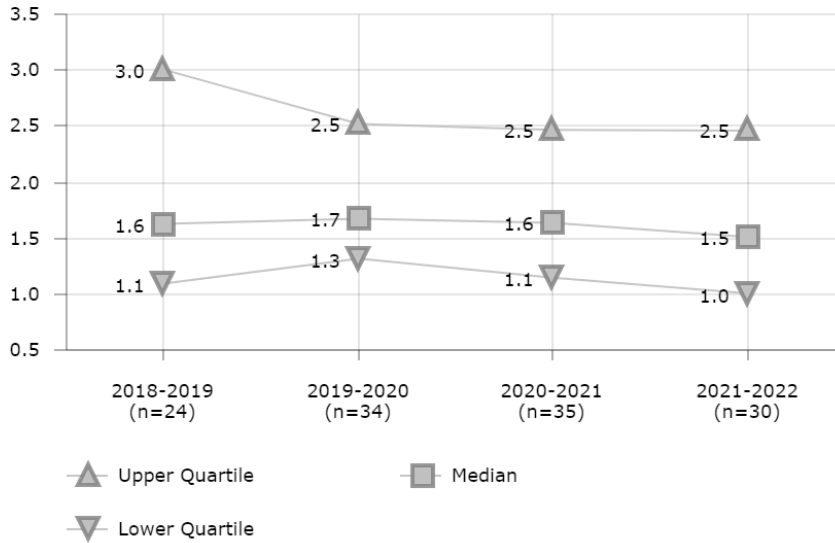
This measure gives an indication of the level of support for safety and security operations as a percent of district general operating budget

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

**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**

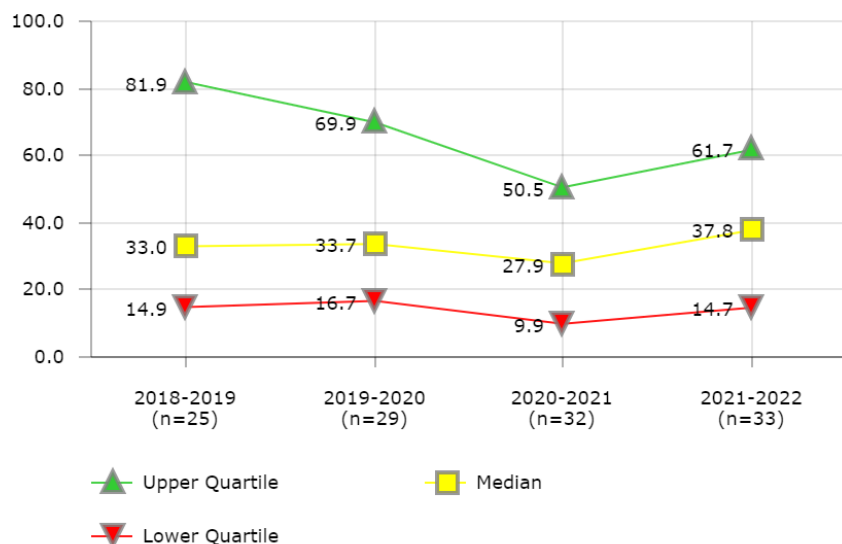
- Overall general fund budget
- Level of crime statistics of surrounding neighborhoods
- District policy for security
- Budget allocations

District	2018-2019	2019-2020	2020-2021	2021-2022
3	1.5	1.6	1.3	
4	1.5	1.5	1.6	1.7
5		1.4	1.3	1.3
7	1.6	1.6		
8	1.9	1.9	1.8	1.9
9	0.6	0.7	0.6	0.7
10			2.5	
12	0.6	0.6	0.7	0.7
13	0.9			
14	2.5	2.5	2.4	2.5
15			5.5	5.5
18	1.3	1.8	2.0	
20		5.3	5.3	0.5
21		5.4		
23		1.7	1.9	1.6
25	9.6	6.2		
26		1.2		
27	1.9	2.0		
28	2.3	2.0		
30	3.7	3.6	1.1	4.1
32	4.1	5.1	4.9	4.9
35	1.5	2.1	1.9	
37			1.5	1.5
39		1.2	1.3	1.3
40		3.0	3.2	2.4
41		1.4	1.6	1.4
43	4.0			
44	1.7	1.6	1.6	2.2
46		1.9		1.2
47		1.3	1.4	1.1
48	1.2	1.4	1.4	1.5
49		0.5	0.6	0.6
50	3.5	1.9	3.2	3.8
51	1.8	1.4	1.0	
52		1.1	1.1	1.0
53	0.6	0.3	0.3	0.4
57	4.9	4.9	5.2	4.7
58				3.6
62				0.4
66			3.3	
67		3.5	2.0	0.5
68			2.6	
71				1.0
79	0.8	0.9	0.9	3.1
91			0.7	
97			2.2	
431	1.0			
3249			1.7	1.9



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

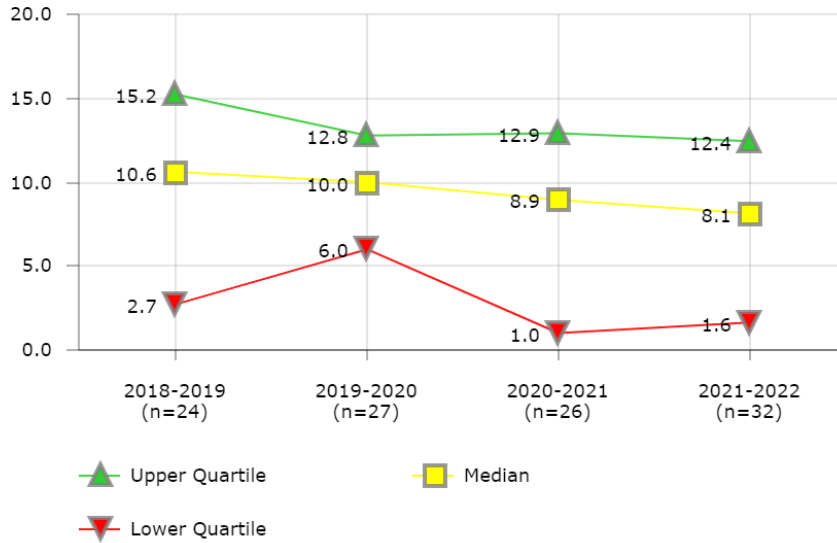
Districts in Best Quartile (2021-2022)

- Albuquerque Public Schools
- Cincinnati Public Schools
- Cleveland Metropolitan School District
- Denver Public Schools
- Jefferson County Public Schools (KY)
- Metropolitan Nashville Public Schools
- Palm Beach County School District
- San Diego Unified School District
- St. Louis Public Schools

District	2018-2019	2019-2020	2020-2021	2021-2022
1	164.3		100.0	
2			153.3	
3	104.8	70.3	48.6	37.5
4	35.8	29.6	27.3	15.6
5		13.3	2.1	
7	10.4	5.2		
8	23.0	16.0	15.6	91.1
9		128,600.0	1.3	
10			40.0	
11				34.2
12	75.8	72.0	8.0	9.0
13				1.6
14	83.3	49.6	48.7	67.1
15			37.8	37.8
16				68.3
18		30.5	28.5	
20				71.3
24			4.0	
25	8.6	94.1		
26	14.9	20.3		
27		24.8		
28	287.6	134.3		
30	7.5	27.1		14.7
32	18.5	16.7	26.8	36.5
35	99.9	65.1	26.8	
37		543.5		72.7
39		4.4	47.4	
40		33.7	17.3	35.4
41		31.6	44.5	46.5
43	13.6			
44	8.8	9.5	9.5	12.7
47	62.1	55.2	56.3	61.7
48	81.9	51.6	52.3	53.0
49	19.0		10.3	24.2
50	25.3		8.6	
51	11.1	15.5		
52		156.4	162.0	4.7
53	33.0	69.9	53.1	85.7
54				39.8
55				43.3
57	97.6	67.5	46.7	74.9
58				43.6
63	78.4	34.3	25.4	146.3
67		1.6	2.1	5.1
68			1.0	4.1
71				4.7
79	61.9		73.5	45.3
97			17.3	13.2
431	25.6			
461				27.0
3249			67.9	46.7

SAFETY & SECURITY

Crisis Response Teams - Drills per Team



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

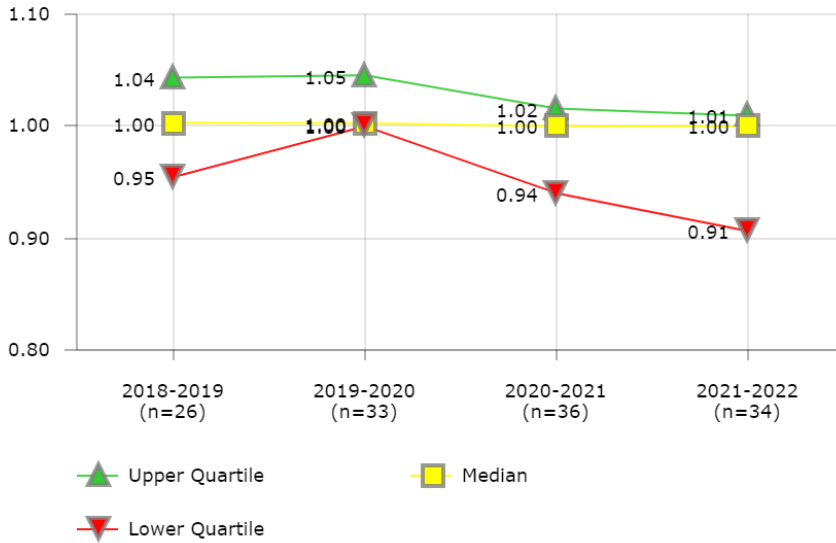
Districts in Best Quartile (2021-2022)

- Broward County Public Schools
- Clark County School District
- Cleveland Metropolitan School District
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- Los Angeles Unified School District
- Metropolitan Nashville Public Schools
- Pinellas County Schools

District	2018-2019	2019-2020	2020-2021	2021-2022
1	9.0	21.3	2.1	4.9
3	11.2	11.2	3.8	11.1
4	15.1	6.0	8.5	8.6
5		9.1		0.3
7	16.7	8.3		
8	2.4	10.0		
9		14.6	15.0	15.3
10			12.0	
11				14.4
12	12.8	10.0	10.0	9.8
13				17.9
14	7.9	7.9	7.7	7.7
15				15.0
16				1.0
18	0.1	0.1	0.1	
20		0.1	0.1	1.3
24			9.4	10.5
25	10.0	20.0	20.0	
26	6.0	6.0		
27	15.3	30.9		
28	21.6	10.9		
30		1.0	1.0	
32	0.0		0.0	11.2
35	25.9	18.7	3.5	
37		12.8	12.9	2.0
41		12.0	7.0	6.8
43	1.0			
44	3.0	0.1	0.1	0.1
47	19.0	6.3	13.8	13.8
48		18.1	26.2	1.0
49				4.0
50	1.0	1.0	0.8	
51	10.0	10.0	12.0	12.0
52	11.3	10.9	9.8	12.0
53	14.8	11.8	22.6	16.7
55				2.0
57	15.0	8.0	1.0	12.9
58				12.0
62				5.0
63	0.5			0.6
68			12.3	0.9
71				1.0
97			21.9	24.0
431	16.9			
461				4.0

SAFETY & SECURITY

Crisis Response Teams - Teams per Academic Site



District	2018-2019	2019-2020	2020-2021	2021-2022
1	1.01	0.14	1.01	1.01
2			1.06	
3	1.07	1.07	1.07	1.07
4	1.06	1.06	1.06	1.06
5		1.05	1.01	1.02
7	1.06	1.06		
8	1.01	1.11	0.88	0.97
9		1.00	1.00	1.00
10			1.01	
12	1.11	1.00	1.00	1.02
13				0.73
14	1.00	1.00	1.00	0.86
15			1.00	1.00
16				0.98
18	1.00	1.00	1.00	
20		0.17	0.17	0.17
21		1.02		
23		1.00	1.00	1.00
24			1.03	
25	0.95	1.00	1.00	
26	1.01	1.01		
27	1.04	1.00		
28				0.78
30	1.00	1.00	1.00	
32	0.97	0.89	1.00	1.00
35	1.00	1.01	1.01	
37		1.02	1.00	1.00
39				1.01
40		1.01	1.08	
41		1.05	1.00	0.99
43	0.95			
44	0.02	0.79	0.80	0.79
47	1.00	1.00	1.00	1.00
48	1.02	1.11	1.01	0.91
49	0.04	0.04	0.03	0.03
50	0.01	1.00	1.05	
51	1.29	1.14	1.00	1.00
52	1.07	1.08	1.06	1.00
53	1.01	1.02	1.02	1.02
54				1.00
55				1.02
57	0.82	0.76	0.86	0.85
58				1.00
62				1.00
63	0.11	0.11	0.14	0.14
67		1.01	0.03	1.01
68			1.04	1.04
97			0.87	0.99
431	1.01			
3249			0.02	

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

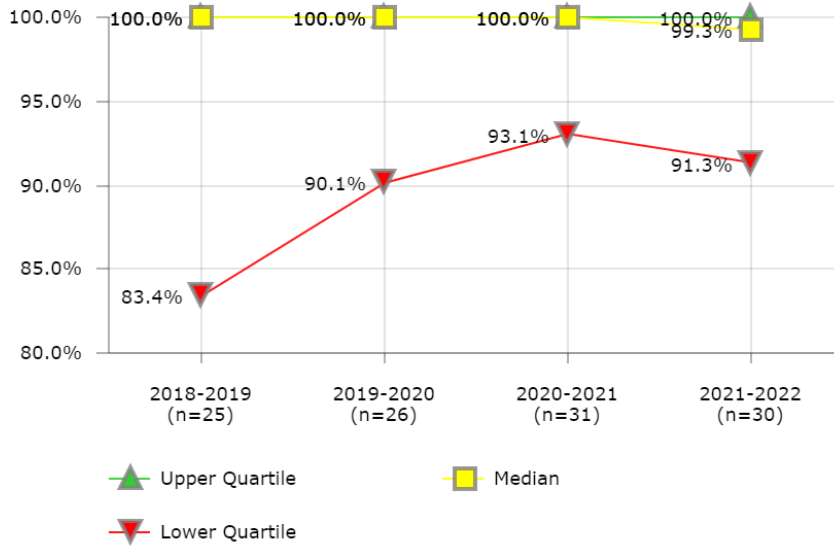
- Geography of district
- Priorities of district leadership
- Previous traumatic events or crisis
- Emergency response resources

Districts in Best Quartile (2021-2022)

- Arlington Independent School District
- Charlotte-Mecklenburg Schools
- Des Moines Public Schools
- Fresno Unified School District
- Houston Independent School District
- Jefferson County Public Schools (KY)
- Portland Public Schools
- Seattle Public Schools
- St. Paul Public Schools
- Wichita Unified School District

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.

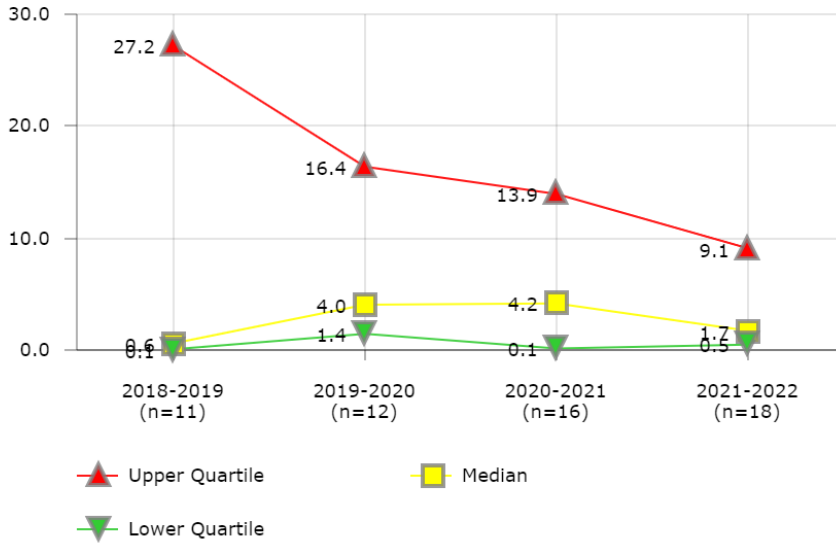
Districts in Best Quartile (2021-2022)

- Aurora Public Schools
- Baltimore City Public Schools
- Cincinnati Public Schools
- Detroit Public Schools
- Fort Worth Independent School District
- Guilford County School District
- Jackson Public School District (MS)
- Milwaukee Public Schools
- Orange County Public School District
- Pinellas County Schools
- Portland Public Schools
- Sacramento City Unified School District
- San Diego Unified School District
- Seattle Public Schools
- St. Louis Public Schools

District	2018-2019	2019-2020	2020-2021	2021-2022
1	100.0%	100.0%	100.0%	100.0%
3	51.4%	51.4%	51.4%	45.8%
4	6.1%	37.8%		
5			100.0%	100.0%
7	100.0%	100.0%		
8	97.1%	94.2%	82.5%	96.1%
9		100.0%	51.3%	51.3%
11				92.8%
12	100.0%	100.0%	102.9%	98.5%
13				58.4%
14	100.0%	100.0%	100.0%	88.5%
15			100.0%	100.0%
16				100.0%
18	45.5%	105.5%	99.6%	
20		100.0%	100.0%	100.0%
24			101.9%	
25	94.3%	97.1%	97.1%	
26	100.0%	100.0%		
27		107.7%		
28	100.0%	100.0%	100.0%	91.3%
30				100.0%
32	83.4%	90.1%	100.0%	97.3%
35	100.0%	100.0%	112.5%	
39		30.1%		84.2%
40		95.1%	100.0%	100.0%
44	75.8%	75.8%	83.9%	80.3%
46				100.0%
47	94.8%	95.5%	95.3%	96.0%
48	104.5%	99.1%	102.6%	105.0%
49	130.2%		100.0%	100.0%
50	100.0%	100.0%	99.1%	100.9%
51	33.9%	16.7%	26.9%	
52	91.1%	86.7%	83.1%	97.2%
53	101.1%	100.6%		
57	80.6%		82.0%	
62			100.0%	107.1%
63	101.3%	101.3%	93.1%	100.0%
66				96.2%
68			94.9%	94.9%
71				85.9%
79	183.6%		100.0%	
97			100.0%	109.5%
431	100.0%			
461				100.0%
3249			109.5%	

SAFETY & SECURITY

Health/Safety Violations per Site



District	2018-2019	2019-2020	2020-2021	2021-2022
3	0.1	0.1	0.1	0.1
4	14.0	8.3	6.2	3.5
7	0.0	0.0		
8		70.9	65.6	63.7
9			6.0	
11				0.5
12			0.0	
13	40.4			81.4
15			2.4	1.1
16				0.6
20				0.5
24			0.9	
26	0.2	0.2		
27	0.1	3.3		
32	27.2	24.0	19.4	20.4
39		2.7		2.3
40				1.0
41				0.2
47	9.0	4.8	8.5	5.5
48		34.7	297.5	9.1
50			0.0	
51	44.1	8.7	21.5	
53	0.6	2.7	0.1	0.0
62			0.0	3.5
68			6.0	
79			0.4	0.2
97				82.6
431	0.0			

Description of Calculation

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

Factors that Influence

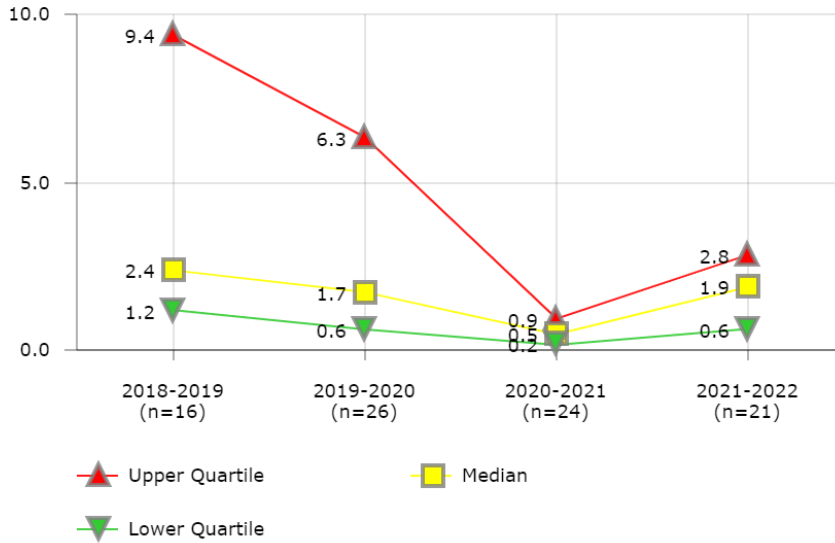
- Risk mitigation efforts
- Focus of leadership on health and safety

Districts in Best Quartile (2021-2022)

- Dallas Independent School District
- Jefferson County Public Schools (KY)
- Los Angeles Unified School District
- St. Paul Public Schools
- Toledo Public Schools

SAFETY & SECURITY

Incidents - Bullying/Harassment per 1,000 Students



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

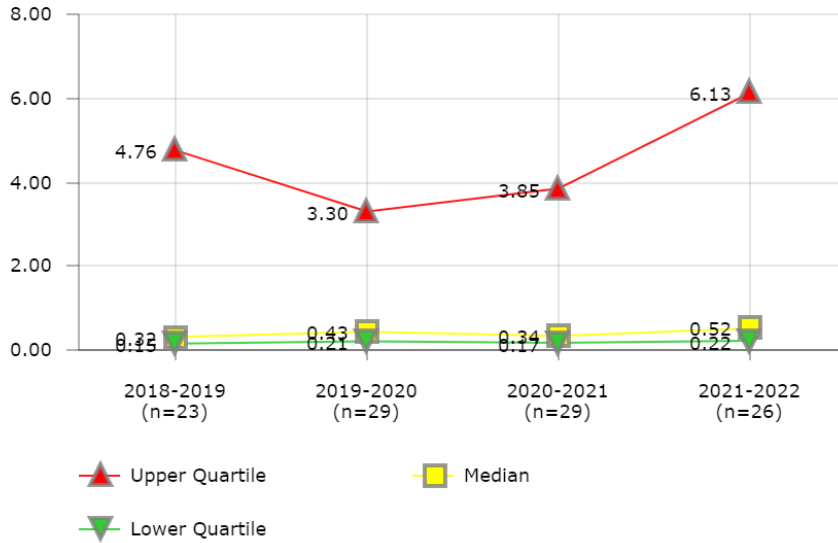
Districts in Best Quartile (2021-2022)

- Austin Independent School District
- Dallas Independent School District
- Fort Worth Independent School District
- Houston Independent School District
- Miami-Dade County Public Schools
- Palm Beach County School District

District	2018-2019	2019-2020	2020-2021	2021-2022
3	1.4	1.5		
4	13.2	13.6	4.5	
7	10.9	8.4		
8	0.3	0.6	0.2	0.3
9			2.5	
14		6.6	0.5	8.1
18	6.0	5.0	0.1	
20		8.8	1.8	
21		0.5		
24			0.5	0.8
25		7.2	0.6	
26		0.9		
27	2.1	2.2		
28	0.0	0.1		
32	1.3	1.4	0.4	0.4
37			0.0	
39		0.9		0.3
40		0.0	0.2	0.1
41		0.2	0.2	0.6
44	2.6	1.3	1.1	2.2
46		2.0		6.7
47		3.6	0.6	
48	1.1	0.8	0.5	1.0
49	1.5	4.9	0.2	3.0
50		0.0	0.0	
51	18.5	26.2		
52		3.8		2.7
53	10.0	6.3	0.2	5.7
57	0.4	0.6		1.3
62			2.2	2.7
63				2.4
67				2.8
68			0.7	0.9
71				0.6
77			0.0	1.9
79	3.5		0.8	
97			8.6	
431	8.8			
3249			0.0	5.0

SAFETY & SECURITY

Incidents - Intrusion/Burglary Incidents per Site



District	2018-2019	2019-2020	2020-2021	2021-2022
1	1.19	1.03	0.65	0.94
3	0.25	0.21		3.44
4	0.09	0.04	0.06	
5		12.36	0.25	2.40
7	50.00	50.01		
8	6.06	2.72	3.85	2.24
9	0.06	0.06	45.54	40.84
10			0.07	
12	0.74	0.44	0.68	
13				0.14
14	0.32	0.21	0.23	0.30
15			0.35	
16				6.13
18	0.25	0.25	0.17	
20		0.08	0.10	21.93
24			14.52	0.15
25	7.43	0.07		
26	0.30	0.04		
27		187.19		
28	1.38	0.23	0.23	
32	0.14	0.24	0.20	0.22
35	2.28	2.44	3.89	
37		5.46	7.01	7.84
39		0.58	20.45	23.49
40		0.04	0.21	0.28
41		0.43	0.34	0.40
44	0.30	0.30	0.17	0.37
48		0.74	0.03	0.60
49	3.53	3.30	0.12	
50	4.76		2.47	
51	0.15	68.02		
53	0.12	0.34		0.17
54				0.15
55				0.43
57	0.17	0.09	0.03	0.07
62			13.71	
63	23.78	13.37	99.94	30.65
67		4.12	2.65	13.55
68			0.05	0.05
79	0.11			
97			0.67	1.01
431	11.59			
461				0.33

Description of Calculation

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

Importance of Measure

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

Factors that Influence

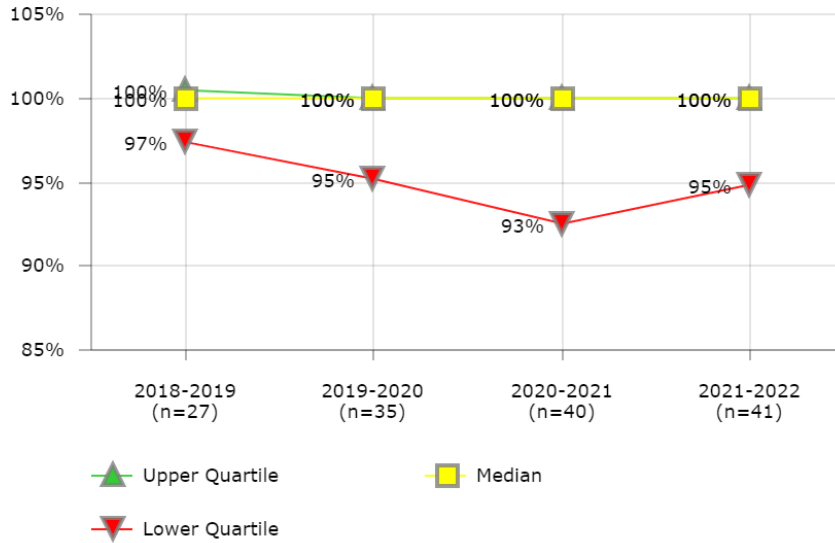
- Available resources to allocate for safety and security
- Staffing formulas
- Documented need for additional safety and security staff through data such as crime statistics
- Utilization of technology such as security cameras to offset the need for more staff
- Effectiveness of security alarm systems

Districts in Best Quartile (2021-2022)

- Arlington Independent School District
- Broward County Public Schools
- Chicago Public Schools
- Cleveland Metropolitan School District
- East Baton Rouge Parish Public Schools
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools

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	2018-2019	2019-2020	2020-2021	2021-2022
1	94%	94%	91%	92%
3	100%	100%	100%	100%
4	100%	100%	100%	100%
5		99%	100%	100%
7	100%	100%		
8	100%	96%	78%	78%
9		100%	92%	92%
10			100%	
11				100%
12	10%	10%	103%	99%
14	114%	113%	92%	86%
15			100%	100%
16				93%
18	79%	80%	72%	
20		100%	100%	100%
23		88%	92%	92%
24			102%	100%
25	79%	84%	93%	
26	100%	100%		
27	123%	100%		
28	100%	100%	100%	100%
30	100%	100%	100%	100%
32	98%	105%	100%	100%
35	100%	100%	113%	
37		100%	99%	100%
39		110%	106%	100%
40		95%	100%	100%
41		137%	110%	109%
44	89%	83%	78%	76%
46				100%
47	97%	97%	98%	98%
48	100%	95%	98%	98%
49	121%	121%	93%	95%
50	109%	100%	110%	
51	139%	100%	100%	100%
52	100%	100%	92%	100%
53	100%	100%	98%	100%
54				100%
55				100%
57	73%	66%	76%	80%
62			100%	100%
63	114%	146%	67%	100%
66			99%	
67		99%	99%	103%
68			100%	98%
71				96%
79	100%	100%	100%	90%
97			100%	99%
431	100%			
461				82%
3249			99%	104%



# 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**.

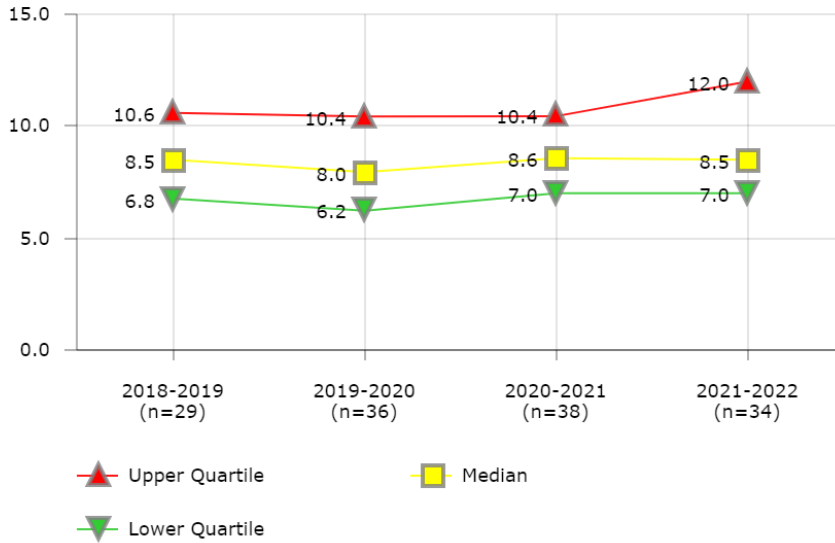
Careful consideration of each measure and its impact on a district's transportation services is vital to the improvement of performance.

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

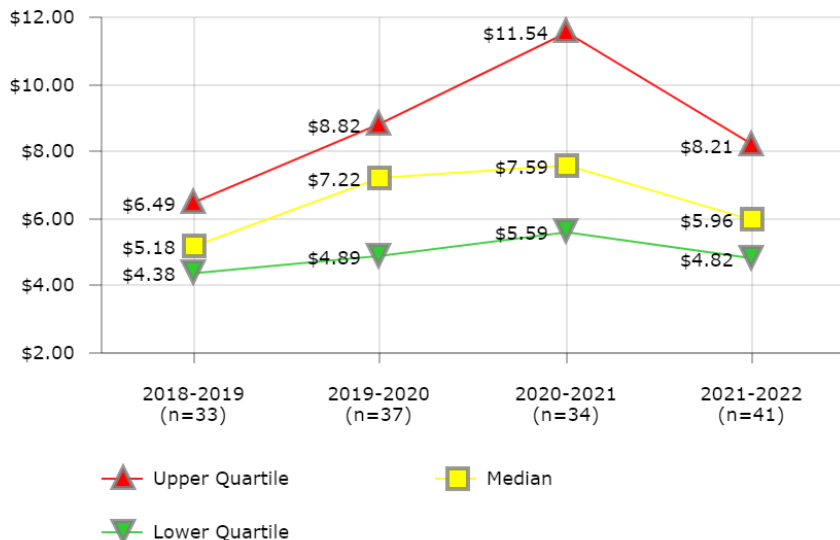
- Formal district-wide capital replacement budgets and standards
- Some districts may operate climates that reduce bus longevity
- Some districts may be required to purchase cleaner burning or expensive alternative-fueled buses
- Availability of state or local bond funding for school bus replacement

Districts in Best Quartile (2021-2022)

- Arlington Independent School District
- Austin Independent School District
- Boston Public Schools
- Clark County School District
- Cleveland Metropolitan School District
- Duval County Public Schools
- Fort Worth Independent School District
- Orange County Public School District
- Palm Beach County School District
- St. Paul Public Schools

District	2018-2019	2019-2020	2020-2021	2021-2022
2			10.0	
3	3.0	3.0	3.0	3.0
4			7.0	
5	10.2	11.0	10.5	11.4
7	11.9	10.9	7.8	
8	6.8	4.8	5.8	5.0
9	7.0	7.0	5.0	6.0
10	8.0	6.2	7.8	7.6
11	11.2	11.6		9.9
12	8.5	8.0	8.0	
13	10.6	12.0	10.1	10.2
14	11.0	9.0	9.0	10.0
15			14.0	14.0
16			17.6	
21		3.9		
23	8.0	8.0		
24			13.0	9.5
25	10.0	7.9		
26		7.0	7.8	5.2
27	13.2	13.4		
28	9.3	9.0	9.0	
32	10.7	11.7	12.8	13.8
35	10.0	10.9	11.1	
37				14.0
39		13.8	14.3	12.0
40		6.5	7.1	6.5
41		6.3	9.0	7.3
44	3.5	4.2	2.9	6.0
46		5.0		8.0
47	7.8	7.5	7.0	8.0
48	6.0	6.3	4.6	3.7
49	11.6	11.6	11.0	12.0
51	4.5	4.8		
52	5.5	6.0	6.5	
53	10.0	10.0	8.5	10.9
54		7.0		
55			7.1	10.1
57	7.9	8.4	8.8	7.0
58				13.2
62				16.9
66	11.6	9.8	8.6	8.2
67	1.9		9.3	7.9
68			7.0	7.0
71		5.3	5.0	7.0
76	8.0	6.5	8.0	
79	10.2	9.9	10.0	12.0
91			10.4	
97		9.0	12.0	12.0
431	6.1			
461				8.5
3249			8.5	8.5

TRANSPORTATION  
Cost per Mile Operated



District	2018-2019	2019-2020	2020-2021	2021-2022
2			\$181.00	
3	\$5.62	\$8.28		\$7.25
4	\$3.16	\$4.40	\$7.55	\$7.41
5	\$5.91	\$7.22	\$17.60	\$8.94
7	\$5.61	\$6.36		
8	\$4.07	\$5.25	\$4.78	\$4.89
9	\$5.18	\$5.35	\$13.48	\$6.87
10	\$4.78	\$5.69	\$5.70	\$4.17
11	\$7.05	\$10.24		\$9.19
12	\$5.27	\$8.35	\$11.54	
13	\$3.70	\$13.86	\$6.68	\$6.44
14	\$4.02	\$3.66	\$11.68	\$4.07
15				\$4.07
16			\$5.09	\$5.74
18	\$5.03	\$4.34	\$9.10	
21		\$12.17		
23			\$0.26	\$0.90
24			\$8.11	\$6.56
25	\$2.11	\$16.04		\$4.82
26		\$8.33		\$16.19
27	\$5.70	\$9.26		
28	\$6.98	\$8.36		
30	\$5.04	\$8.85		\$11.59
32	\$5.00	\$3.99	\$6.72	\$5.22
35	\$3.87	\$7.20		
37				\$4.44
39		\$3.05	\$3.90	\$6.19
40			\$4.01	\$5.62
41			\$8.28	\$5.96
44	\$4.85	\$4.43	\$5.05	\$5.45
47	\$5.29	\$4.77	\$8.59	\$7.39
48	\$7.82	\$7.61	\$5.59	\$5.37
49	\$2.78	\$4.17		\$5.34
50	\$7.91	\$7.13	\$14.86	\$9.37
51	\$4.19	\$5.24		
52	\$6.94	\$8.82	\$6.18	
53	\$4.38	\$0.42	\$15.09	\$4.16
54		\$15.88		\$16.57
55			\$3.79	\$3.77
57	\$7.64	\$14.23		\$9.78
58				\$3.20
62			\$10.82	\$8.36
63	\$6.49	\$9.18	\$19.01	\$9.35
66	\$4.94	\$7.71	\$7.60	\$6.37
67	\$8.25		\$12.28	\$8.21
68			\$7.37	\$3.96
71		\$6.70	\$7.97	\$5.61
76	\$5.37	\$7.99	\$7.80	
79	\$9.05	\$8.04		\$7.46
91			\$5.88	
97		\$4.89	\$3.70	\$3.63
431	\$4.96			
461				\$24.88
3249			\$7.59	\$5.88

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.

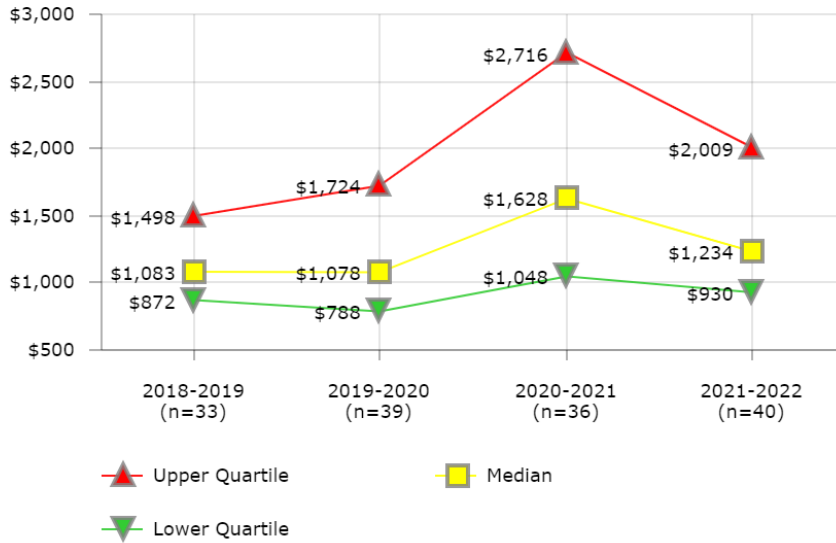
Factors that Influence

- 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 (2021-2022)

- Albuquerque Public Schools
- Arlington Independent School District
- Charleston County School District
- Charlotte-Mecklenburg Schools
- Denver Public Schools
- Hillsborough County Public Schools
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- Newark Public Schools
- Pinellas County Schools
- School District of Philadelphia

**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

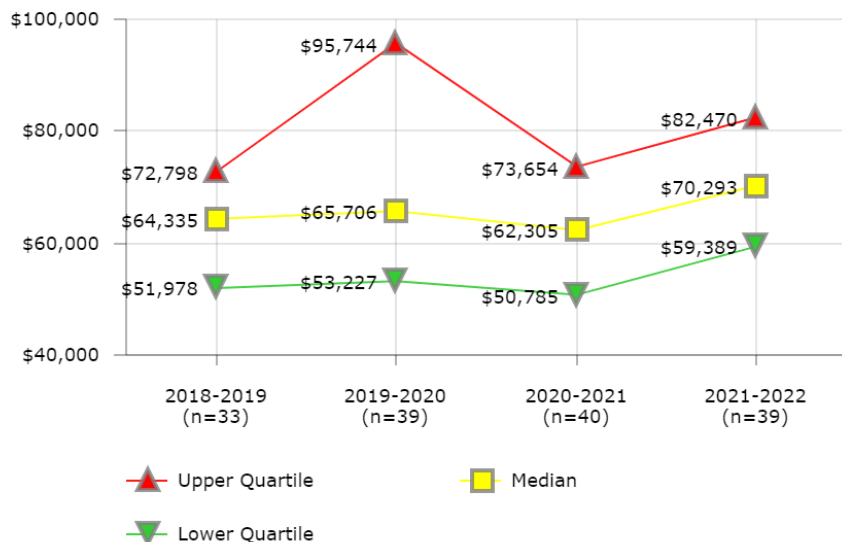
**Districts in Best Quartile (2021-2022)**

- Albuquerque Public Schools
- Arlington Independent School District
- Austin Independent School District
- Charlotte-Mecklenburg Schools
- Denver Public Schools
- Fayette County Public Schools
- Guilford County School District
- Hillsborough County Public Schools
- Orange County Public School District
- Pinellas County Schools

District	2018-2019	2019-2020	2020-2021	2021-2022
3	\$945	\$942	\$894	\$1,008
4	\$1,657	\$1,662	\$2,599	\$2,188
5		\$913	\$2,071	\$1,991
7	\$757	\$759		
8	\$872	\$788	\$2,091	\$1,035
9	\$906	\$872	\$1,209	\$1,038
10	\$834	\$824	\$1,238	\$837
11	\$3,071	\$3,792		\$4,578
12	\$638	\$726	\$1,223	
13	\$890	\$1,800	\$3,774	\$1,058
14	\$495	\$462		\$669
15			\$1,779	\$1,496
16			\$3,680	\$5,006
18	\$1,059	\$785	\$564	
20				\$1,133
21		\$1,722		
24			\$392	\$1,049
25	\$441	\$2,535	\$485	
26		\$1,399		\$1,887
27	\$1,083	\$734		
28	\$918	\$1,078	\$1,422	
30	\$1,245	\$2,271	\$835	\$1,072
32	\$1,037	\$956	\$1,002	\$1,169
35	\$914	\$1,043	\$762	
37				\$526
39		\$1,593	\$4,173	\$1,346
40			\$2,134	\$1,914
41		\$2,755	\$1,619	\$3,279
43	\$1,488			
44	\$1,528	\$1,104	\$2,338	\$2,026
46		\$7,246		\$4,734
47	\$1,112	\$841	\$1,389	\$1,111
48	\$1,498	\$1,080	\$1,507	\$901
49	\$796	\$824	\$3,435	\$892
50	\$1,121	\$607	\$2,833	\$1,618
51	\$646	\$518		
52	\$1,357	\$1,653		
53	\$740	\$687		\$959
54		\$4,879		
55				\$689
57	\$2,303	\$2,055	\$1,572	\$1,752
58				\$2,619
62			\$5,369	\$4,912
63	\$1,693	\$1,425	\$1,944	\$1,498
66	\$1,891	\$1,724	\$1,839	\$2,106
67	\$1,447		\$1,095	\$1,299
68			\$3,950	\$892
71		\$785	\$846	\$797
76	\$1,521	\$1,380	\$4,556	
79	\$2,194	\$2,646	\$5,669	\$2,640
97		\$895	\$597	\$630
431	\$1,469			
461				\$1,598
3249			\$1,637	\$767

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

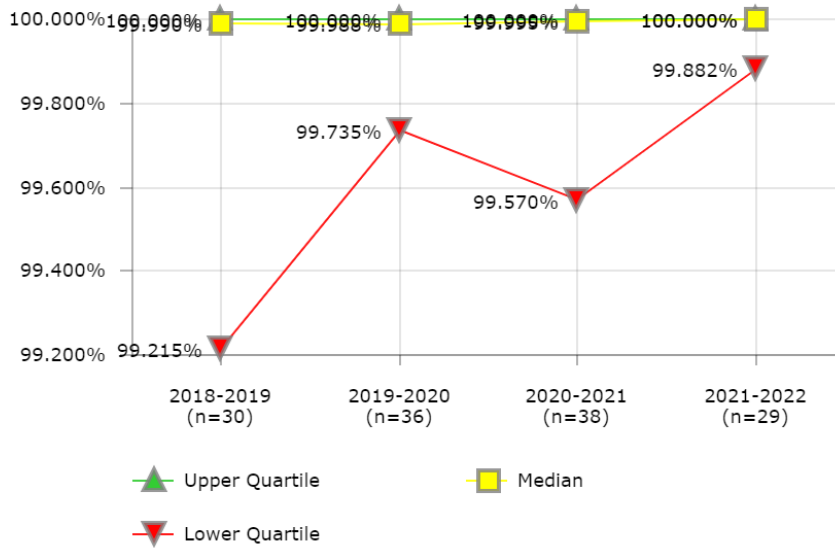
- Driver wage and benefit structure; labor contracts
- Cost of the fleet, including fleet replacement plan, facilities, fuel, insurance and maintenance also play a role in the basic cost
- Effectiveness of the routing plan
- Ability to use each bus for more than one route or run each morning and each 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 (2021-2022)

- Albuquerque Public Schools
- Arlington Independent School District
- Broward County Public Schools
- Denver Public Schools
- East Baton Rouge Parish Public Schools
- Fayette County Public Schools
- Hillsborough County Public Schools
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Pinellas County Schools

District	2018-2019	2019-2020	2020-2021	2021-2022
2			\$72,467	
3	\$96,172	\$95,744	\$66,910	\$107,141
4	\$41,331	\$46,458	\$44,028	\$78,202
5	\$71,454	\$62,716	\$58,610	\$68,368
7	\$52,776	\$55,468		
8	\$60,267	\$61,251	\$50,939	\$62,085
9	\$65,386	\$66,425	\$70,866	\$73,847
10	\$59,611	\$54,146	\$60,043	\$58,233
11	\$69,243	\$78,936		\$72,212
12	\$64,335	\$73,726	\$68,153	
13	\$47,770	\$101,162	\$46,499	\$59,389
14	\$43,426	\$43,926		\$41,784
15			\$63,819	\$67,865
16			\$68,965	\$70,957
18	\$86,498	\$63,416	\$28,085	
20				\$84,845
21		\$59,888		
24			\$44,187	\$51,839
25	\$7,860	\$32,097		
26		\$98,860		\$105,483
27	\$51,782	\$40,144		
28	\$72,060	\$86,249	\$110,065	
30	\$59,701	\$109,485		\$87,076
32	\$56,169	\$50,429	\$45,093	\$48,344
35	\$65,106	\$74,339	\$51,185	
37				\$52,855
39		\$82,698	\$60,791	\$70,798
40			\$46,433	\$65,691
41		\$87,048	\$74,841	\$70,293
43	\$43,003			
44	\$72,619	\$53,227	\$70,026	\$80,227
46		\$107,750		\$68,359
47	\$72,798	\$58,281	\$65,613	
48		\$96,343	\$77,578	\$100,211
49	\$45,771	\$28,782	\$81,430	\$68,902
50	\$81,631	\$45,288	\$78,219	\$87,790
51	\$63,443	\$63,385		
52	\$126,762	\$248,502	\$115,212	
53	\$64,554	\$65,706	\$47,931	\$47,721
54		\$87,315	\$125,421	
55			\$31,390	\$70,987
57	\$164,153	\$146,737	\$106,549	\$120,929
58				\$76,015
62			\$69,568	\$68,660
63	\$112,391	\$102,085	\$103,140	\$85,973
66	\$59,258	\$53,210	\$57,370	\$64,058
67	\$84,269		\$70,111	\$82,470
68			\$42,926	\$53,079
71		\$57,797	\$57,616	\$60,050
76	\$50,897	\$48,863	\$59,901	
79	\$106,979	\$99,166	\$96,047	\$70,593
91			\$59,104	
97		\$74,491	\$50,632	\$57,016
431	\$51,978			
461				\$95,962
3249			\$58,318	\$55,543

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

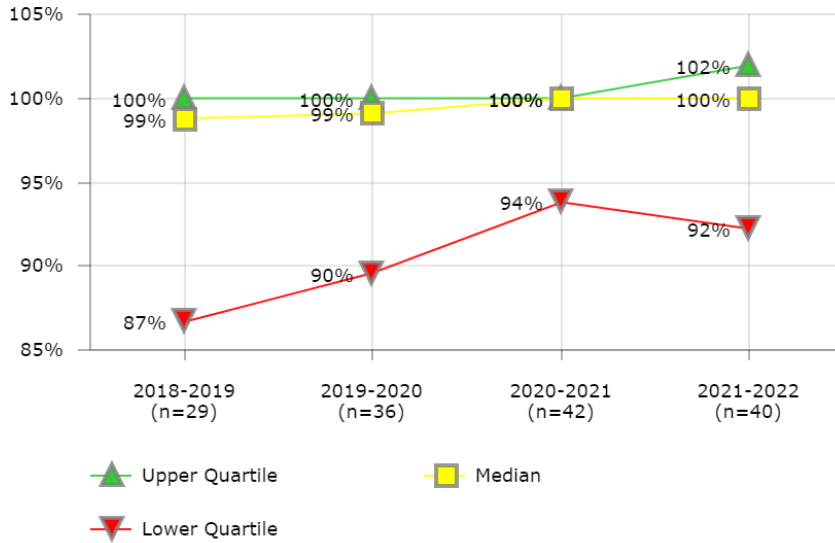
- Automobile traffic
- Accident
- Detour
- Weather
- Increased ridership
- Mechanical breakdown
- Unrealistic scheduling

Districts in Best Quartile (2021-2022)

- Arlington Independent School District
- Broward County Public Schools
- Charleston County School District
- Cleveland Metropolitan School District
- East Baton Rouge Parish Public Schools
- Fayette County Public Schools
- Fort Worth Independent School District
- Fresno Unified School District
- Hillsborough County Public Schools
- Jefferson County Public Schools (KY)
- Metropolitan Nashville Public Schools
- Miami-Dade County Public Schools
- Portland Public Schools
- Sacramento City Unified School District
- San Francisco Unified School District
- School District of Philadelphia
- St. Louis Public Schools

District	2018-2019	2019-2020	2020-2021	2021-2022
3	98.827%	99.345%	99.114%	
4	96.811%	98.103%	97.392%	97.402%
5		100.000%	100.000%	100.000%
7	99.215%	98.794%		
8	99.182%	98.576%	99.038%	94.761%
9	100.000%	95.645%	99.570%	95.273%
10		100.000%	100.000%	100.000%
11	98.882%			
12	100.000%	100.000%	100.000%	
13	100.000%		100.000%	100.000%
14	99.842%	99.873%	100.000%	99.946%
15			99.937%	99.625%
18	100.000%	100.000%	100.000%	
20	100.000%		100.000%	
21		100.000%		
23	100.000%	100.000%	94.755%	100.000%
24			100.000%	100.000%
25	99.786%	99.974%	99.990%	99.985%
26		88.448%	95.517%	
27	100.000%	100.000%		
28	100.000%	100.000%		
30	99.744%	99.872%	99.772%	
32	100.000%	100.000%	100.000%	100.000%
35	100.000%	99.960%	99.960%	
39		99.958%	99.666%	
40		100.000%	100.000%	100.000%
41		99.599%	97.869%	
43	100.000%			
44	98.379%	99.468%	98.062%	96.742%
46		100.000%		
47		100.000%	100.000%	100.000%
48	99.981%	99.964%	99.966%	99.902%
49	99.944%	100.000%	100.000%	99.882%
50	100.000%	100.000%	97.728%	
51	88.032%	100.000%		
52			100.000%	
53	100.000%	100.000%		100.000%
57	100.000%	100.000%	100.000%	100.000%
58				100.000%
62			100.000%	100.000%
63			100.000%	100.000%
66		96.092%	97.913%	96.564%
67	99.821%		100.000%	100.000%
68			100.000%	100.000%
71		99.925%		99.932%
76	93.764%	100.000%		
77			99.916%	100.000%
79	99.972%	99.976%	99.976%	97.948%
97		99.947%	99.942%	
431	100.000%			
3249			100.000%	100.000%

TRANSPORTATION  
Bus Equipment - GPS Tracking



District	2018-2019	2019-2020	2020-2021	2021-2022
2			128%	
3	100%	100%	100%	100%
4	74%	100%	71%	100%
5			126%	108%
7	79%	100%		
8	98%		100%	99%
9	98%	100%		100%
10	100%	93%	100%	99%
11	92%	70%		92%
12	100%	100%	100%	
13	79%	92%	87%	90%
14	100%	100%	100%	100%
15			90%	98%
16			99%	99%
18	100%	100%	50%	
20			100%	81%
21		90%		
23	86%	84%	91%	95%
24			96%	105%
25	67%	99%	47%	74%
26		101%	100%	100%
27		100%		
28	100%	91%	97%	
30	100%	100%	100%	100%
32	94%	94%	94%	92%
35		88%	102%	
37				91%
39		89%		109%
40		86%	111%	114%
41		100%	100%	86%
43	51%			
44	100%	100%	101%	105%
46				50%
47	105%	95%	100%	
48	99%	99%	98%	100%
49	91%	54%	90%	85%
50	100%	100%	100%	100%
52	46%			
53	98%	100%	97%	98%
54		97%	97%	95%
55			59%	109%
57	87%	85%	88%	112%
58				104%
62			101%	100%
63	109%	100%	100%	105%
66	100%	44%	47%	47%
68			95%	
71		100%	100%	100%
76	100%	100%	100%	
77			100%	
79	106%	86%	100%	98%
91			100%	
97		96%		114%
461				74%
3249			98%	100%

Description of Calculation

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

Importance of Measure

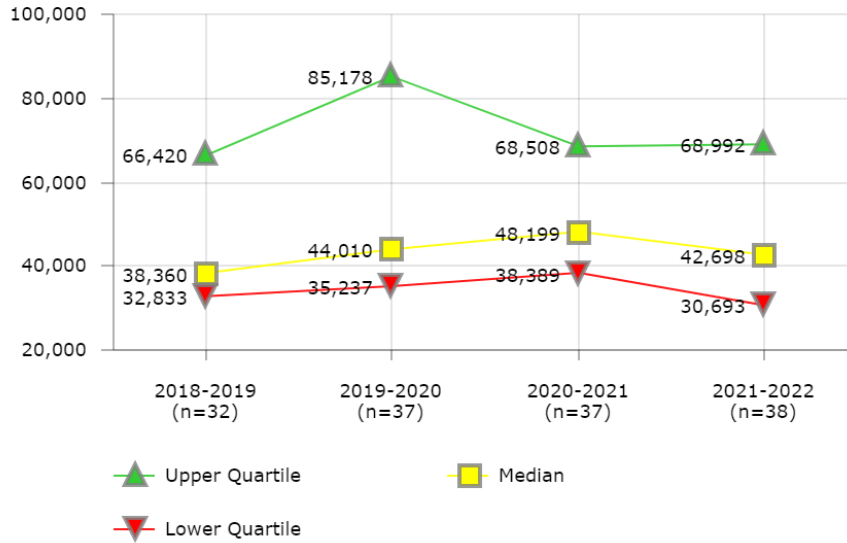
GPS tracking greatly expands the capacity for routing management and reporting.

Districts in Best Quartile (2021-2022)

- Charlotte-Mecklenburg Schools
- Cleveland Metropolitan School District
- Duval County Public Schools
- East Baton Rouge Parish Public Schools
- Fort Worth Independent School District
- Houston Independent School District
- Pinellas County Schools
- Portland Public Schools
- School District of Philadelphia
- St. Louis Public Schools

TRANSPORTATION

Accidents - Miles Between Accidents



Description of Calculation

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

Importance of Measure

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

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

Accident awareness and prevention can reduce liability exposure to a district

Factors that Influence

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

Districts in Best Quartile (2021-2022)

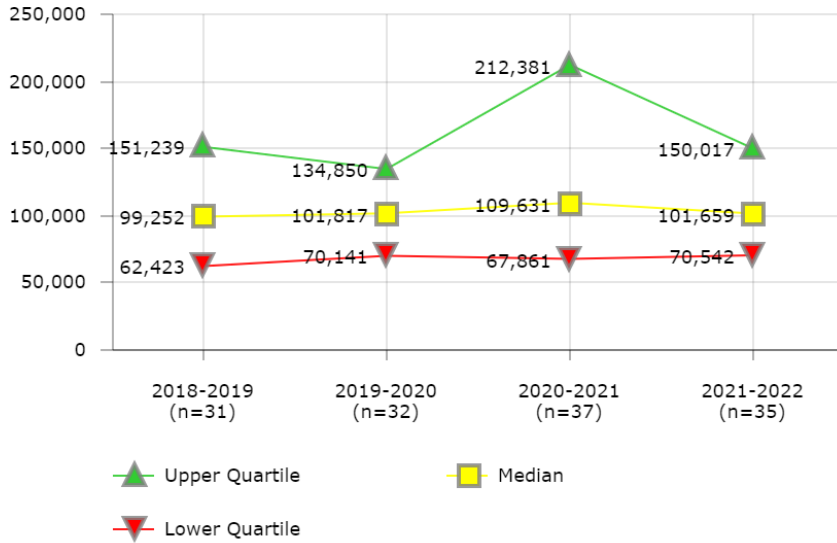
- Albuquerque Public Schools
- Chicago Public Schools
- East Baton Rouge Parish Public Schools
- Fort Worth Independent School District
- Fresno Unified School District
- Jackson Public School District (MS)
- Orange County Public School District
- School District of Philadelphia
- St. Louis Public Schools
- St. Paul Public Schools

District	2018-2019	2019-2020	2020-2021	2021-2022
2			12,211	
3	75,990	80,270	20,236	79,816
4	142,822	87,973	99,400	66,860
5	20,358	19,015	13,949	19,686
7	20,332	42,667		
8	37,791	39,627	41,195	47,531
9	36,040	40,208	47,827	29,527
10	38,929	43,755	47,691	59,120
11	32,745	35,510		27,779
12	25,527	25,218	32,202	
13	32,920	21,630	13,440	20,299
14	69,128	98,797		70,312
15				161,070
16			49,534	43,101
18	43,009	85,178	115,574	
20	30,706			
21		25,621		
23		102,392	53,576	40,007
24			115,644	100,078
25	336,018	116,550		27,558
27	37,457	35,237		
28	34,631	56,224	58,007	
30	47,839	60,442		36,575
32	26,902	42,540	22,685	28,288
35	21,342	16,897	6,665	
37				68,860
39		280,630	96,148	30,693
40		11,915	61,831	68,992
41			53,267	35,829
44	39,193	44,010	45,681	30,244
47	57,610	62,511	54,969	58,186
48	114,248	122,126	177,907	134,759
49	56,131	69,398		65,236
51	96,793	74,456		
52		154,522	409,941	
53	34,332	464,797	76,896	63,385
54		23,607		91,209
55			148,043	50,794
57	54,196	44,785	56,533	42,295
58				235,403
62			35,992	36,980
63	63,711	70,218	68,508	111,511
66	33,145	20,880	38,389	41,584
67	195,323		48,199	94,977
68			60,228	35,306
71		31,265	40,522	37,632
76	86,045	191,025	138,822	
79	35,683	43,844	43,844	26,694
91			43,546	
97		36,275	32,000	32,000
431	29,875			
461				16,968
3249			43,984	



TRANSPORTATION

Accidents - Miles Between Preventable Accidents



District	2018-2019	2019-2020	2020-2021	2021-2022
2			24,422	
3	1,013,200		445,183	
4	238,037	168,813	233,883	119,392
5	39,059	35,946	18,219	31,442
7	33,952	83,147		
8	112,069	119,898	100,904	108,429
9	64,633	74,827	92,634	70,542
10	79,347	76,867	86,139	158,055
11	107,724	114,835		101,659
12	37,711	75,652	54,496	
13	111,525	80,742	66,944	62,789
14	126,159	193,934		127,672
15				241,605
16			110,723	106,432
18	99,252	218,056	346,722	
20	67,236			
21		48,938		
23	474,727	116,044	137,288	67,648
24			168,209	182,286
27	73,978	50,339		
28	71,609	106,825	174,020	
30				36,575
32	39,961	78,824	37,412	58,048
35	41,636	34,146	8,907	
37				150,017
39			410,232	122,378
40		93,278	113,635	88,075
41			109,631	90,182
44	153,207	128,285	654,762	127,024
47	174,006	252,062	212,381	186,538
48	209,897	231,396	261,628	195,228
49	130,278	141,414		122,187
51	151,239	120,991		
52		252,114	491,929	
53	62,423		153,792	68,911
54		100,330		316,832
55			233,167	94,367
57	83,579	65,454	141,332	78,400
62			99,979	110,940
63	93,693	108,724	205,523	320,593
66	61,709	34,519	90,881	80,431
67	390,646		60,249	227,944
68			83,796	46,077
71		55,373	76,368	72,911
76	141,722	764,102	902,342	
79	118,943	43,844	43,844	74,522
91			67,651	
97		103,304	75,472	71,429
431	49,792			
461				44,917
3249			67,861	

Description of Calculation

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

Importance of Measure

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

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

Accident awareness and prevention can reduce liability exposure to a district

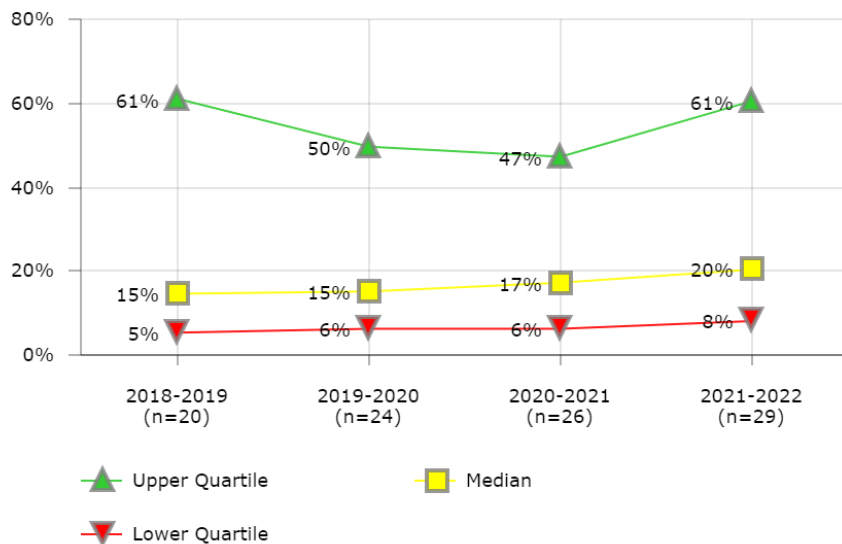
Factors that Influence

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

Districts in Best Quartile (2021-2022)

- Chicago Public Schools
- Denver Public Schools
- East Baton Rouge Parish Public Schools
- Fresno Unified School District
- Hillsborough County Public Schools
- Jackson Public School District (MS)
- Metropolitan Nashville Public Schools
- Orange County Public School District
- St. Louis Public Schools

TRANSPORTATION  
**Bus Fleet - Alternately-Fueled Buses**



**Description of Calculation**

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

**Importance of Measure**

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

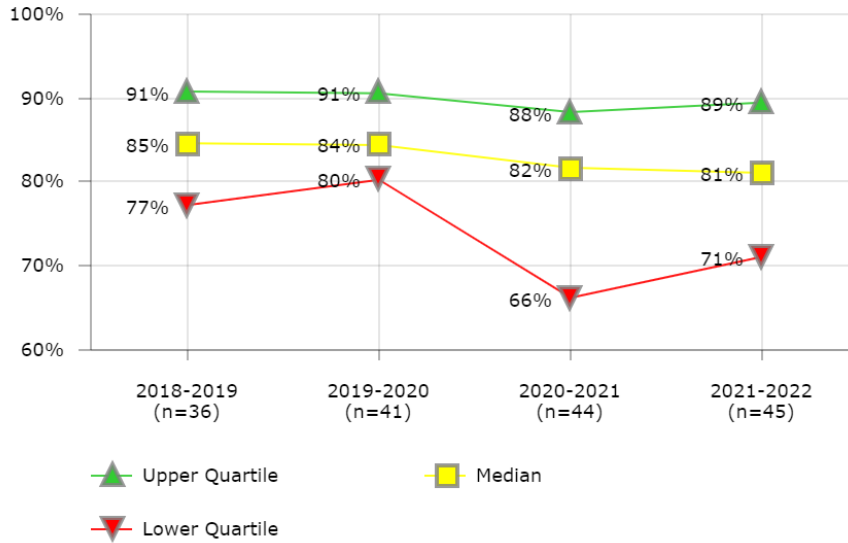
**Districts in Best Quartile (2021-2022)**

- Arlington Independent School District
- Boston Public Schools
- Clark County School District
- Jefferson County Public Schools (KY)
- Los Angeles Unified School District
- Portland Public Schools
- Sacramento City Unified School District
- San Diego Unified School District

District	2018-2019	2019-2020	2020-2021	2021-2022
3	14%	17%	19%	20%
5		97%	96%	77%
9	98%	100%		100%
10	8%	8%	9%	8%
11	77%	77%		61%
13	13%	15%	15%	17%
16				99%
20	3%			
23	1%	2%	1%	10%
24			21%	22%
26		35%	35%	61%
30				5%
35	1%	1%	1%	
39		13%		
40		12%	7%	7%
41		8%	8%	5%
44	2%	3%	3%	4%
47	0%	0%	0%	0%
48	100%			
50	45%	46%	47%	59%
52	37%	101%	25%	
53	98%	100%		98%
54		5%	6%	8%
55			4%	10%
57	15%	15%	15%	19%
58				0%
62			78%	75%
66	37%	54%	56%	55%
67	30%			37%
68			55%	90%
71		2%	2%	2%
76	9%	22%	30%	
77			100%	
79	8%	8%	11%	17%
91			99%	
97		23%	25%	37%
431	86%			
461				27%

TRANSPORTATION

Bus Fleet - Daily Buses as Percent of Total Buses



Description of Calculation

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

Importance of Measure

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

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

Factors that Influence

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

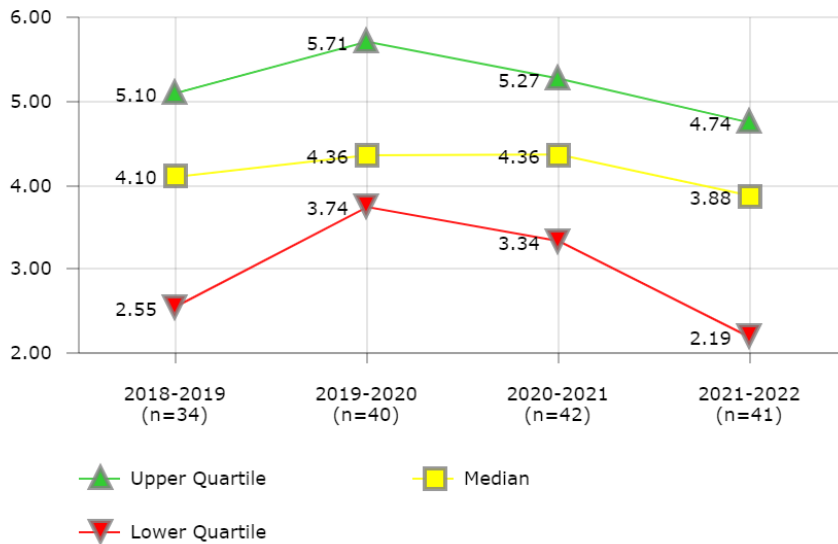
Districts in Best Quartile (2021-2022)

- Chicago Public Schools
- Dallas Independent School District
- Detroit Public Schools
- East Baton Rouge Parish Public Schools
- Fort Worth Independent School District
- Jackson Public School District (MS)
- Metropolitan Nashville Public Schools
- Milwaukee Public Schools
- Newark Public Schools
- San Francisco Unified School District
- Seattle Public Schools
- St. Louis Public Schools

District	2018-2019	2019-2020	2020-2021	2021-2022
1				100%
2			62%	
3	85%	85%	83%	87%
4	87%	90%	87%	81%
5	91%	91%	93%	84%
7	82%	82%		
8	82%	80%	65%	71%
9	76%	89%	91%	71%
10	75%	70%	71%	64%
11	86%	86%		79%
12	72%	76%	55%	
13	80%	77%	75%	73%
14	87%	91%	78%	85%
15			99%	98%
16			64%	64%
18	91%	91%	46%	
20	98%		87%	85%
21		90%		
23	78%	79%	87%	81%
24			89%	95%
25	97%	97%		93%
26		89%	71%	85%
27	60%	55%		
28	74%	78%	74%	
30	91%	91%	91%	91%
32	78%	81%	81%	82%
35	100%	83%	69%	
37				61%
39		93%	90%	71%
40		86%	100%	100%
41		82%	83%	99%
43	100%			
44	88%	88%	84%	86%
46		98%		62%
47	69%	54%	52%	99%
48	81%	82%	72%	76%
49	85%	93%	100%	78%
50	91%	91%	57%	89%
51	75%	81%		
52	99%	66%	92%	
53	78%	81%	79%	68%
54		99%	98%	98%
55				89%
57	85%	83%	82%	81%
58				83%
62			66%	58%
63	100%	91%	91%	90%
66	85%	84%	84%	79%
67	81%		87%	80%
68			61%	63%
71		84%	62%	73%
76	63%	56%	60%	
77				100%
79	85%	86%	86%	80%
91			66%	
97		71%	68%	64%
431	67%			
461				64%
3249			83%	81%

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

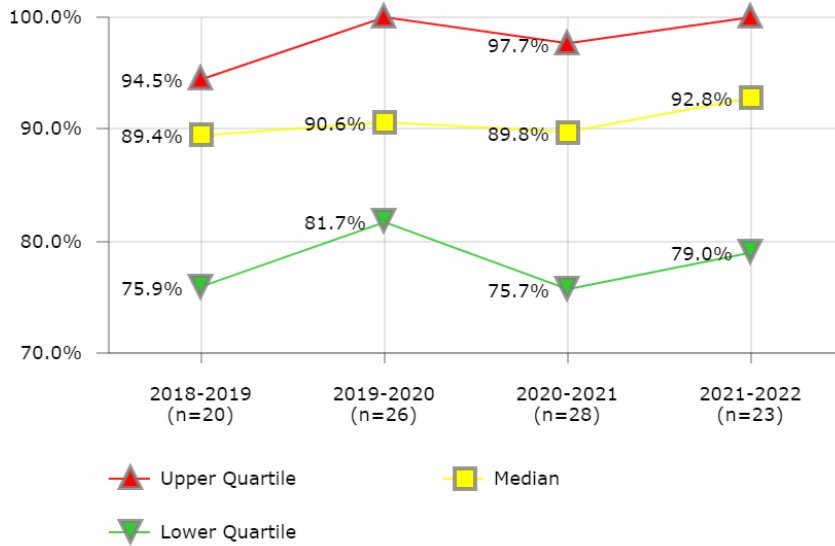
- District-managed or contractor transportation
- Tiered school bell times
- Transportation department input in proposed bell schedule changes
- Bus capacities
- District guidelines on maximum ride time
- District geography
- Minimum/shortened/staff development day scheduling
- Effectiveness of the routing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

Districts in Best Quartile (2021-2022)

- Boston Public Schools
- Broward County Public Schools
- Charlotte-Mecklenburg Schools
- Clark County School District
- Cleveland Metropolitan School District
- Fayette County Public Schools
- Hillsborough County Public Schools
- Palm Beach County School District
- Pinellas County Schools
- St. Paul Public Schools
- Wichita Unified School District

District	2018-2019	2019-2020	2020-2021	2021-2022
1				1.92
3	6.02	6.75	5.62	6.00
4	4.79	5.33	5.41	5.34
5		4.20	4.48	3.42
7	6.32	7.05		
8	4.88	5.56	5.94	5.21
9	4.96	4.29	3.63	5.55
10	5.10	5.24	5.71	6.05
11	2.21	0.64		0.86
12	6.28	6.52	5.44	
13	4.22	5.11	4.12	4.88
14	3.95	4.05	4.05	3.88
15			3.00	
16			4.92	4.46
18	4.99	5.02	5.07	
20	1.03		3.46	1.00
21		1.90		
23	3.79	3.90	3.55	1.12
24			2.94	4.39
25	1.41	2.00	1.00	2.00
26		5.44	2.20	4.84
27	5.57	5.80		
28	5.10	2.41	2.04	
30	3.76	7.67	4.39	
32	1.60	1.60	1.60	
35	3.96	4.14	4.46	
37				4.20
39		5.61		3.19
40		3.72	1.00	1.00
41		4.42	4.74	3.68
43	1.52			
44	4.09	4.06	3.77	3.95
46		1.39		1.76
47	3.59	6.21	6.04	3.38
48	6.69	8.23	5.44	
49	4.17	5.85	5.31	1.10
50	3.70	3.71	4.59	3.56
51	2.46	2.95		
53	2.22	2.22		2.19
54		3.75	3.34	3.93
55			5.24	5.11
57	6.31	6.31	5.27	4.74
58				1.44
62			3.83	4.14
63	5.47	6.22	6.22	4.67
66	4.11	4.26	3.68	3.84
67	1.00		1.00	1.00
68			1.27	2.55
71		4.14	4.34	4.55
76	4.00	4.00	4.00	
77			3.00	4.08
79	4.91	4.58	4.58	3.72
97		4.77	4.75	5.85
431	2.55			
461				2.58
3249			5.97	5.67

TRANSPORTATION  
Fuel Cost as Percent of Retail - Diesel



District	2018-2019	2019-2020	2020-2021	2021-2022
3	91.4%	92.0%	92.0%	79.0%
4	89.0%	88.7%	89.2%	100.0%
7	74.7%	73.9%	64.5%	
8	66.3%	65.6%		
9		100.0%	100.0%	
10	83.3%			
13	82.0%	80.5%	75.5%	86.0%
14	99.7%	98.8%	95.3%	98.9%
18	73.7%	82.3%	75.9%	
21		98.9%		
24			100.0%	100.0%
26		100.0%	100.0%	93.9%
28			64.7%	
32	93.6%	92.9%	92.0%	95.7%
35	100.0%	100.0%	68.1%	
37				75.0%
39		53.8%	100.0%	100.0%
41		100.0%	100.0%	100.0%
44	94.2%	92.9%	92.7%	95.7%
46		74.0%		
47	86.4%	86.4%	85.4%	84.6%
48	94.7%	94.1%	92.0%	95.6%
49	77.2%	100.0%	100.0%	100.0%
51	90.9%	100.0%		
53				90.0%
55		56.8%		69.1%
57	100.0%	100.0%	100.0%	100.0%
58				71.2%
62			63.9%	79.3%
66	72.1%	81.7%	81.8%	77.8%
67	89.9%		68.6%	83.3%
68			73.3%	
71		84.2%	80.5%	76.8%
79	73.2%	89.3%	92.3%	
91			87.0%	
97		85.2%	90.3%	92.8%
431	100.0%			
3249			85.2%	

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

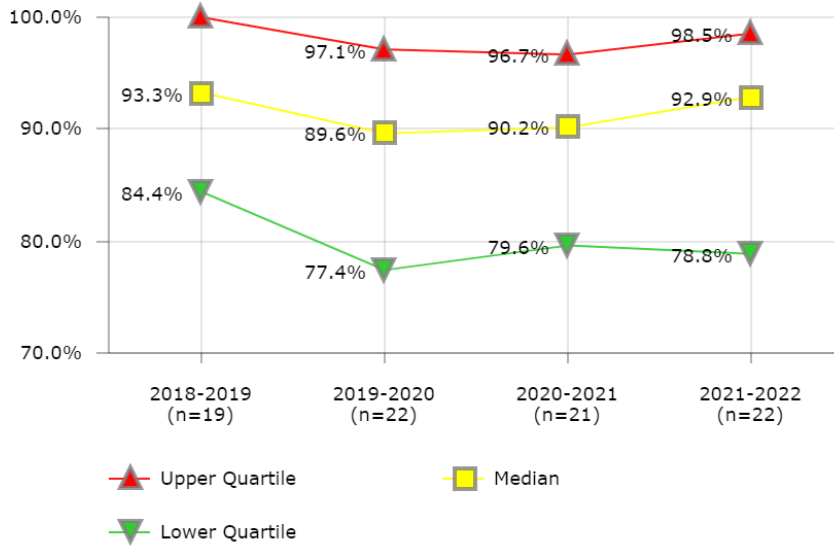
Fuel discounts reflect the degree to which the district leverages its considerable buying power when negotiating fuel procurements.

Districts in Best Quartile (2021-2022)

- Austin Independent School District
- Charlotte-Mecklenburg Schools
- Denver Public Schools
- Omaha Public School District
- School District of Philadelphia
- St. Paul Public Schools

TRANSPORTATION

Fuel Cost as Percent of Retail - Gasoline



Description of Calculation

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

Importance of Measure

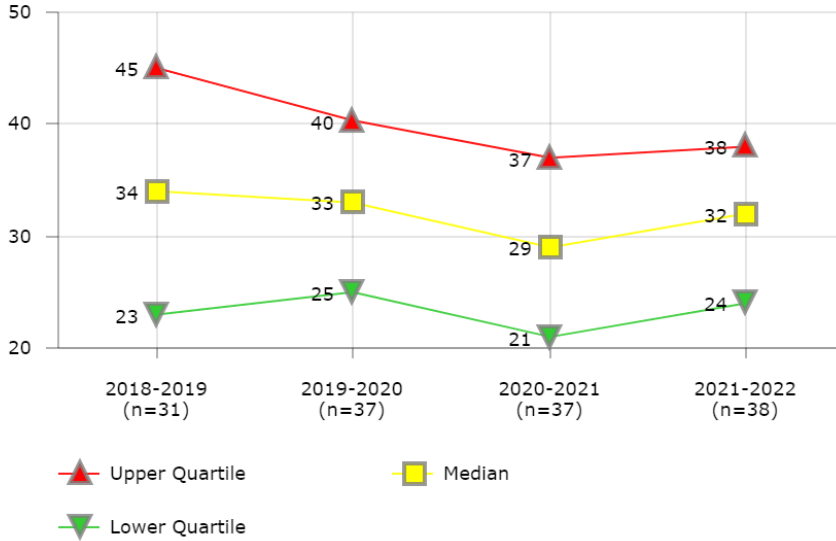
Fuel discounts reflect the degree to which the district leverages its considerable buying power when negotiating fuel procurements.

Districts in Best Quartile (2021-2022)

- Austin Independent School District
- Charlotte-Mecklenburg Schools
- Dallas Independent School District
- Sacramento City Unified School District
- San Diego Unified School District
- School District of Philadelphia

District	2018-2019	2019-2020	2020-2021	2021-2022
3				97.1%
4			88.8%	100.0%
5	100.0%	100.0%	100.0%	100.0%
7	82.6%	91.5%	68.8%	
8	70.0%	63.1%	79.7%	
9	84.4%	64.2%	71.1%	
10	95.2%			
11	85.5%	91.9%		92.5%
13	83.1%	82.0%	80.7%	88.5%
14	97.8%	97.5%	96.4%	98.5%
16			79.6%	76.9%
21		91.8%		
24			100.0%	100.0%
25	141.7%	81.9%		
28			74.6%	
32	93.3%	91.4%	91.8%	94.8%
35		97.1%		
37				82.5%
39		65.9%	100.0%	100.0%
41		100.0%	100.0%	71.0%
46		87.3%		
47	85.0%	85.0%	90.2%	
48	93.5%	77.4%	92.3%	94.9%
49	122.3%			100.0%
51	90.9%	100.0%		
52	70.2%	73.5%		
53	163.6%	100.0%	100.0%	88.8%
55		59.8%		71.8%
58				70.1%
62				77.0%
66	96.3%	92.6%	71.1%	
67	90.0%		79.4%	83.4%
68				94.9%
71		87.8%	82.2%	78.8%
79				93.2%
91			95.2%	
431	100.0%			
3249			96.7%	

TRANSPORTATION  
Daily Ride Time - General Education



District	2018-2019	2019-2020	2020-2021	2021-2022
3	20	20	20	20
4	22	22	22	22
5		32	17	15
7	35	35		
9	23	24	21	32
10	25	25	25	25
11	49	49		52
12	30			
13	22	33	28	30
14	15	15	15	15
16			40	42
18	45	45	36	
20	53			45
21		58		
23		30	45	35
24				21
25	40	40		
26		33	33	38
28	40	40	40	
30	49	50	45	42
32	30	30	30	40
35	45	45	45	
37				24
39		90	90	90
40		60	60	60
41		32	32	33
43	40			
44	38	39	37	38
46		40		24
47	30	23	21	32
48	15	15	12	
49	50	23	26	26
50	16	17	16	
51	30	30		
52			19	
53	26	27	35	35
54		38	28	32
55			15	15
57	55	55	55	55
58				56
62			20	25
63	35	35	35	35
66	34	34	33	33
67	60			30
68			22	15
71		22	21	19
76	45	45	45	
79	27	27	27	27
97		36	29	29
431	21			
461				30
3249			35	35

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.

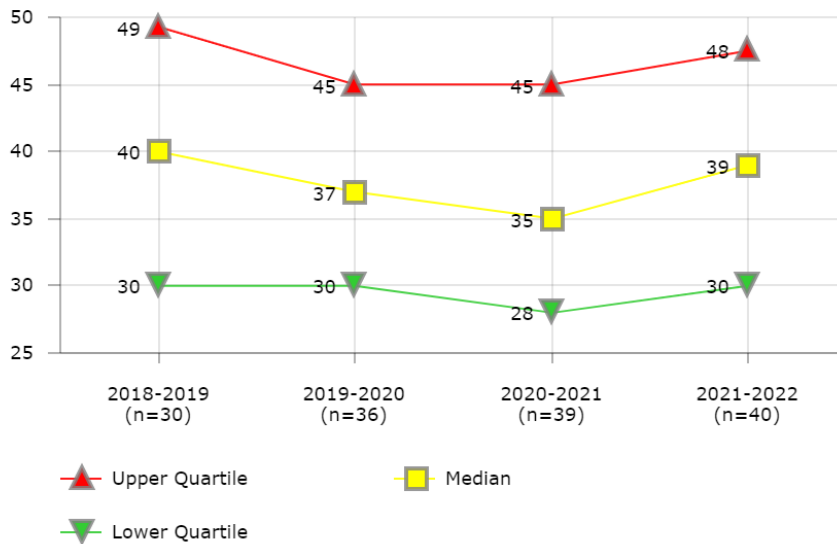
Factors that Influence

- 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 (2021-2022)

- Albuquerque Public Schools
- Arlington Independent School District
- Austin Independent School District
- Baltimore City Public Schools
- Charlotte-Mecklenburg Schools
- Denver Public Schools
- East Baton Rouge Parish Public Schools
- Portland Public Schools
- St. Paul Public Schools
- Wichita Unified School District

TRANSPORTATION  
Daily Ride Time - SWD



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

Districts in Best Quartile (2021-2022)

- Albuquerque Public Schools
- Arlington Independent School District
- Austin Independent School District
- Clark County School District
- Detroit Public Schools
- East Baton Rouge Parish Public Schools
- Fayette County Public Schools
- Hillsborough County Public Schools
- Orange County Public School District
- Portland Public Schools
- St. Paul Public Schools
- Wichita Unified School District

District	2018-2019	2019-2020	2020-2021	2021-2022
3	25	25	25	25
4	22	22	22	22
5		47	20	24
7	60	60		
9	19	18	19	27
10	30	30	30	30
11	37	37		41
12	45			
13	24	44	35	35
14	30	30	30	30
16			48	50
18	60	60	55	
20				45
21		45		
23		35	50	45
24				22
25	40	40	30	40
26		37	37	38
28	40	40	40	
30	51	50	44	43
32	30	30	30	35
35	60	45	45	
37				34
39		90	90	90
40		60	60	60
41		29	28	
43	50			
44	61	66	51	71
46		32		71
47	30	37	46	54
48	29	32	21	25
49	30		37	37
50	27	26	24	29
51	45	30		
52			18	
53	33	35	45	50
54		37	34	35
55			35	35
57	45	45	45	45
58				72
62			40	50
63	45	45	45	45
66	49	36	30	32
67	60		35	60
68			15	20
71		24	22	22
76	40	40	40	
79	40	40	40	40
97		40	42	40
431	29			
461				45
3249			30	30



# Human Resources

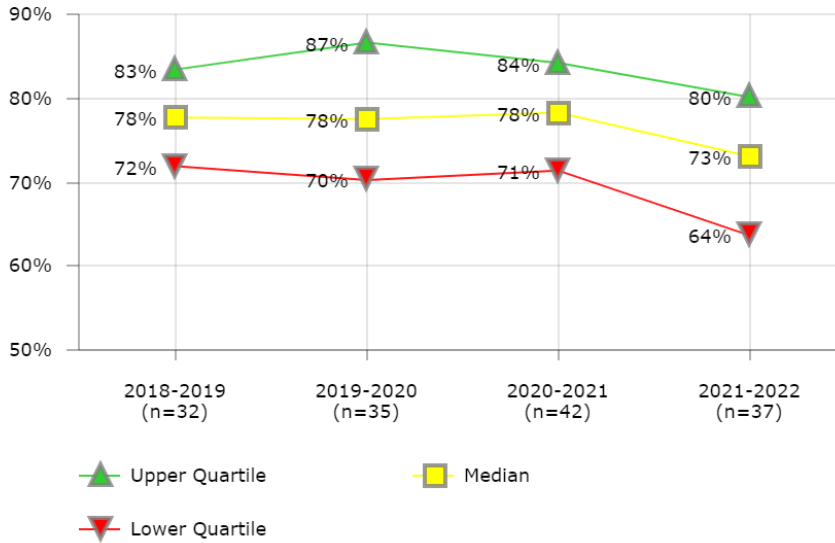
The measures in this section include such districtwide indicators as **Teacher Retention Rate** and **Employee Separation Rate**, as well as indicators that are focused more narrowly on the operation of the district's human resources department, such as **HR Cost per District FTE**, **HR Cost per \$100k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

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

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

HUMAN RESOURCES

Teacher Retention - Remaining After 1 Year



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

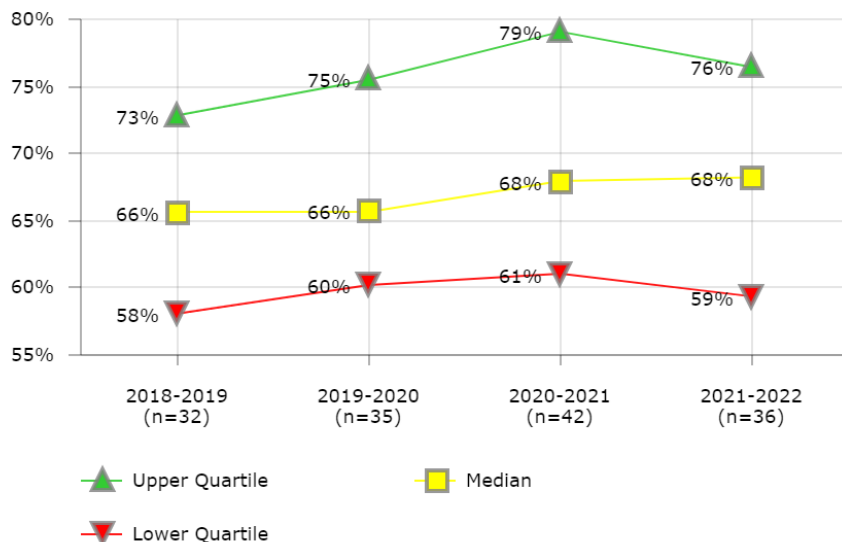
Districts in Best Quartile (2021-2022)

- Baltimore City Public Schools
- Boston Public Schools
- Broward County Public Schools
- Columbus Public Schools
- East Baton Rouge Parish Public Schools
- Fresno Unified School District
- Jefferson County Public Schools (KY)
- Milwaukee Public Schools
- Palm Beach County School District
- Portland Public Schools

District	2018-2019	2019-2020	2020-2021	2021-2022
3	81%	76%		
4	78%	76%	75%	67%
5		87%	79%	84%
7		86%		
8	83%	82%	86%	85%
9	87%	88%	82%	71%
10		63%	66%	61%
11				79%
12	83%	76%	76%	60%
13	79%		79%	90%
15		96%	59%	64%
18	71%	68%		
20		100%	76%	74%
23		65%	68%	64%
24			71%	88%
26			81%	92%
27	61%	63%	66%	
28	72%		78%	
30	72%	78%	75%	80%
32	84%	84%	88%	73%
35	83%	87%	92%	82%
37			81%	
39		77%	69%	77%
40	92%	74%	77%	72%
41	72%	78%	62%	57%
43	84%			
44	77%	65%	62%	68%
45		77%		
46	69%	70%	78%	90%
48	79%	79%	78%	78%
49	72%	73%	71%	71%
50	76%	87%	77%	69%
51	67%	48%	71%	60%
52	65%	69%	79%	61%
53	71%	85%	93%	87%
55				59%
57	86%	91%	97%	72%
58	78%	68%		75%
62			100%	61%
63			52%	
66	82%	82%	79%	76%
67	87%	102%	92%	95%
68			84%	79%
71	76%	71%	77%	59%
76	77%			
77			87%	
79	73%		84%	62%
91			81%	
97	75%	79%	78%	
431	90%	90%	88%	
3249			94%	73%

HUMAN RESOURCES

Teacher Retention - Remaining After 2 Years



District	2018-2019	2019-2020	2020-2021	2021-2022
3	69%	67%		
4	68%	66%	67%	65%
5		92%	81%	73%
7		79%		
8	65%	73%	69%	73%
9	75%	79%	77%	65%
10		54%	57%	55%
11				74%
12	75%	65%	67%	56%
13	73%		71%	75%
15		63%	62%	80%
18	54%	60%		
20		100%	70%	59%
23		47%	53%	54%
24			59%	83%
26			73%	83%
27	52%	55%	52%	
28	54%		58%	
29		61%		
30	65%	65%	65%	68%
32	75%	73%	77%	63%
35	85%	77%	90%	75%
37			57%	
39		79%	77%	69%
40	73%	92%	97%	77%
41	52%	63%	65%	49%
43	72%			
44	65%	49%	49%	55%
45		73%		
46	56%	51%	60%	76%
48	74%	75%	79%	78%
49	62%	59%	61%	60%
50	65%		66%	77%
51	46%	55%	82%	
52	51%	61%	61%	67%
53	69%	75%	80%	79%
55				50%
57	66%	71%	91%	92%
58	65%	59%		66%
62			79%	57%
63			44%	
66	73%	71%	72%	67%
67	73%	75%	86%	88%
68			98%	76%
71	61%	61%	58%	48%
76	55%			
77			72%	
79	70%		66%	71%
91			67%	
97	60%	63%	67%	
431	92%	92%	87%	
3249			89%	62%

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

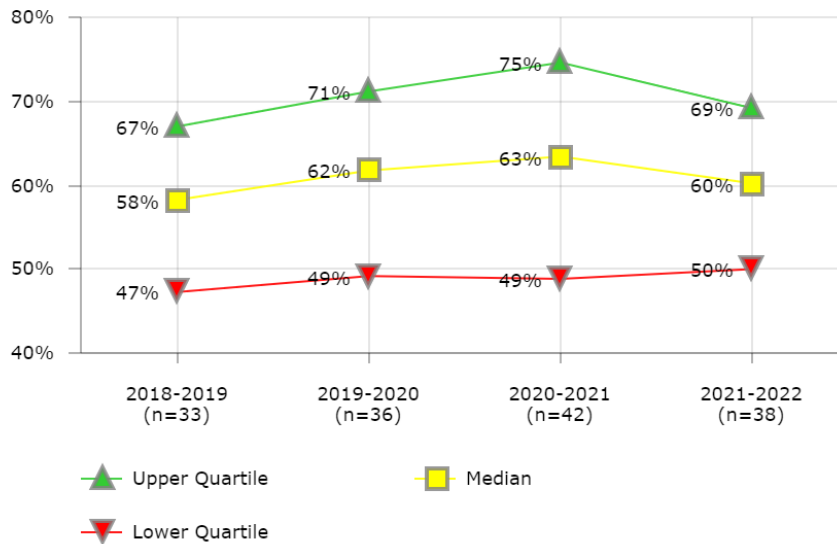
- Culture
- Communication
- School leadership
- Professional development
- Selection and hiring process
- Support

Districts in Best Quartile (2021-2022)

- Boston Public Schools
- Cleveland Metropolitan School District
- Detroit Public Schools
- East Baton Rouge Parish Public Schools
- Fort Worth Independent School District
- Fresno Unified School District
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- Orange County Public School District

HUMAN RESOURCES

Teacher Retention - Remaining After 3 Years



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

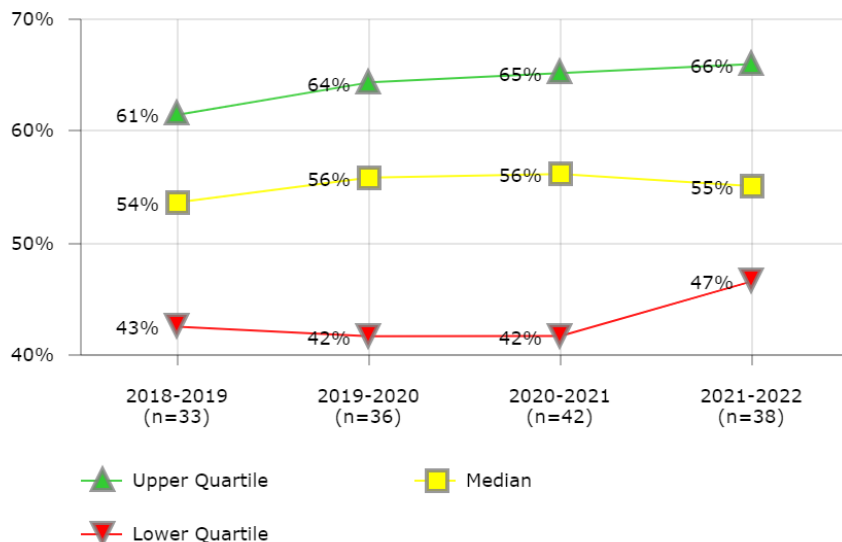
Districts in Best Quartile (2021-2022)

- Arlington Independent School District
- Boston Public Schools
- Columbus Public Schools
- Fort Worth Independent School District
- Fresno Unified School District
- Houston Independent School District
- Jefferson County Public Schools (KY)
- Los Angeles Unified School District
- Orange County Public School District
- Portland Public Schools

District	2018-2019	2019-2020	2020-2021	2021-2022
3	53%	59%		
4	63%	63%	61%	61%
5		76%	76%	75%
7		63%		
8	58%	56%	64%	58%
9	64%	68%	72%	62%
10		45%	48%	50%
11				71%
12	66%	51%	59%	56%
13	62%		63%	66%
15		88%	100%	65%
18	41%	49%		
20		62%	67%	57%
23	39%	40%	44%	44%
24			49%	66%
26			65%	74%
27	47%	48%	47%	
28	44%		46%	
29		65%		
30	57%	50%	57%	61%
32	72%	66%	66%	49%
35	75%	70%	95%	73%
37			49%	
39		79%	79%	77%
40	62%	73%	95%	97%
41	42%	50%	40%	43%
43	67%			
44	54%	40%	39%	45%
45		73%		
46	41%	45%	45%	63%
48	74%	74%	75%	79%
49	51%	49%	47%	50%
50	49%	73%	56%	66%
51	38%	34%	83%	34%
52	40%	49%	55%	50%
53	67%	67%	73%	69%
55				42%
57	65%	61%	71%	68%
58	61%	55%		58%
62			69%	55%
63			32%	34%
66	75%	63%	60%	60%
67	67%	76%	76%	74%
68			86%	84%
71	51%	49%	52%	38%
76	41%			
77			65%	
79	72%		63%	58%
91			66%	
97	53%	51%	55%	
431	94%	94%	96%	
3249			84%	56%

HUMAN RESOURCES

Teacher Retention - Remaining After 4 Years



District	2018-2019	2019-2020	2020-2021	2021-2022
3	56%	48%		
4	54%	59%	57%	52%
5		74%	71%	69%
7		63%		
8	50%	54%	51%	55%
9	58%	59%	73%	59%
10		42%	40%	44%
11				66%
12	56%	49%	45%	48%
13	61%		59%	56%
15		85%	20%	83%
18	34%	36%		
20		58%	63%	58%
23	37%	32%	38%	37%
24			38%	81%
26			54%	66%
27	33%	42%	41%	
28	43%		32%	
29		61%		
30	47%	46%	49%	51%
32	60%	60%	63%	51%
35	73%	69%	97%	65%
37			43%	
39		63%	79%	79%
40	64%	62%	92%	95%
41	42%	40%	36%	43%
43	68%			
44	43%	36%	33%	37%
45		68%		
46	39%	35%	40%	50%
48	67%	75%	74%	75%
49	43%	44%	42%	43%
50	47%	37%	48%	56%
51	30%	28%	83%	33%
52	39%	40%	45%	47%
53	65%	65%	65%	66%
55				39%
57	49%	60%	61%	69%
58	54%	54%		52%
62			59%	55%
63			28%	20%
66	67%	65%	55%	51%
67	61%	66%	64%	72%
68			86%	77%
71	42%	42%	42%	34%
76	43%			
77			60%	
79	66%		63%	56%
91			57%	
97	57%	48%	45%	
431	93%	92%	92%	
3249			80%	47%

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

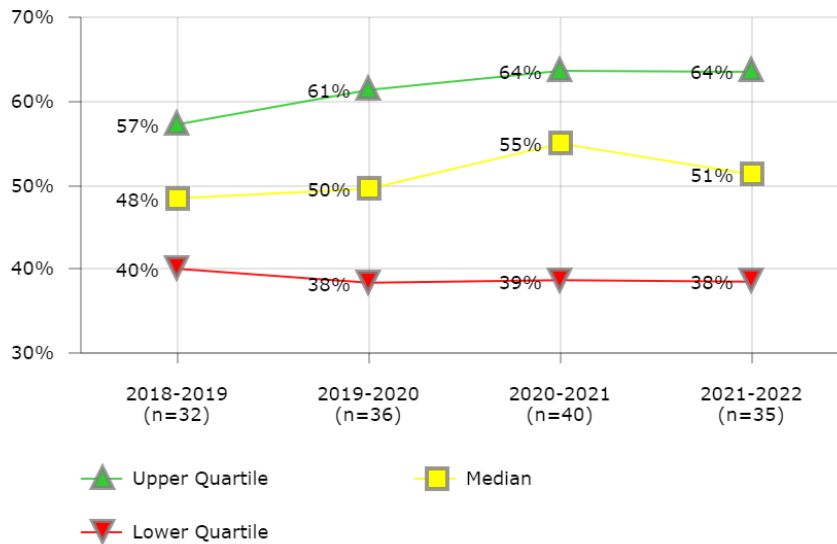
- Culture
- Communication
- School Leadership
- Professional development
- Selection and hiring process
- Support

Districts in Best Quartile (2021-2022)

- Arlington Independent School District
- Cleveland Metropolitan School District
- East Baton Rouge Parish Public Schools
- Fort Worth Independent School District
- Fresno Unified School District
- Houston Independent School District
- Jackson Public School District (MS)
- Los Angeles Unified School District
- Orange County Public School District
- Portland Public Schools

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

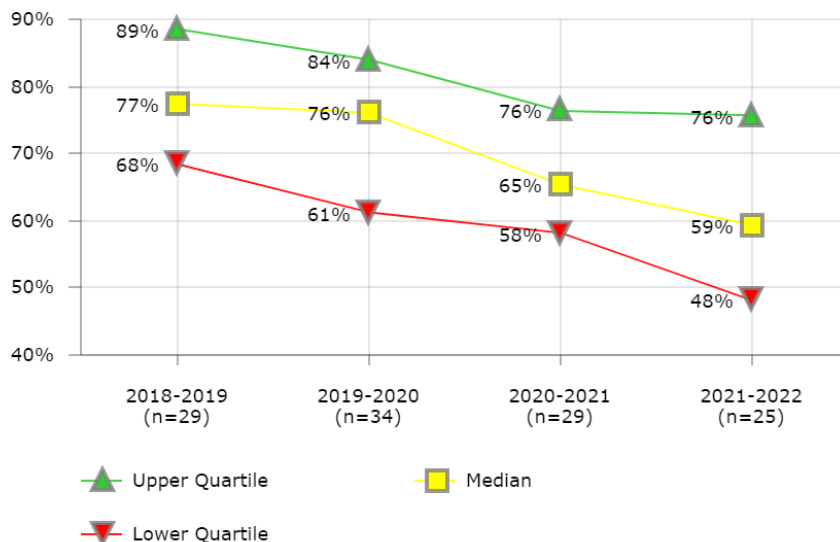
- Culture
- Communication
- School Leadership
- Professional development
- Selection and hiring process
- Support

Districts in Best Quartile (2021-2022)

- Arlington Independent School District
- Cincinnati Public Schools
- East Baton Rouge Parish Public Schools
- Fort Worth Independent School District
- Fresno Unified School District
- Houston Independent School District
- Los Angeles Unified School District
- Orange County Public School District
- Portland Public Schools

District	2018-2019	2019-2020	2020-2021	2021-2022
3	53%	52%		
4	47%	49%	53%	51%
5		80%	67%	66%
7		59%		
8	46%	48%	49%	45%
9	56%	53%	80%	47%
10		38%	36%	36%
11				64%
12	55%	50%	39%	36%
13	58%		57%	52%
15		89%		
18	27%	47%		
20		51%		64%
23	33%	30%	32%	32%
24			40%	85%
26			61%	61%
27	29%	32%	39%	
28	33%		30%	
29		74%		
30	44%	46%	45%	46%
32	57%	49%	60%	54%
35	70%	71%	97%	64%
37			39%	
39		51%	63%	79%
40	70%	64%	73%	92%
41	50%	35%	32%	29%
43	53%			
44	43%	34%	31%	31%
45		59%		
46	32%	34%	29%	42%
48	76%	75%	75%	74%
49	38%	38%	37%	37%
50	49%	46%	44%	48%
51	26%	24%	42%	
52	53%	36%	38%	38%
53	64%	64%	64%	58%
55				35%
57	41%	47%	60%	58%
58	47%	49%		49%
62			63%	52%
63			29%	
66	60%	59%	59%	46%
67	60%	64%	63%	66%
68			85%	89%
71	39%	34%	37%	31%
76	42%			
77			56%	
79	71%		66%	58%
91			62%	
97	48%	50%	41%	
431		97%	93%	
3249			75%	45%

HUMAN RESOURCES  
Substitute Placement Rate



District	2018-2019	2019-2020	2020-2021	2021-2022
3	89%	84%		
4	76%	76%	58%	47%
5		92%	94%	78%
7		92%		
8	96%	96%	96%	96%
9	54%	82%	65%	76%
10		80%	61%	59%
12	76%	84%	78%	60%
13	66%		38%	46%
18	77%			
23		81%	79%	82%
27	88%	82%	76%	
28	98%			
29		55%		
30	70%	56%	54%	
32	27%	33%		
35	49%	63%	64%	50%
37			101%	
39		65%	61%	57%
40	84%	76%	54%	39%
41		76%	63%	51%
43	54%			
44	92%	88%	69%	67%
45		75%		
46	68%	56%		43%
48	91%	88%	49%	78%
49	72%	61%		
50	34%	32%		
51	56%	50%	65%	54%
52	93%	60%	68%	56%
53		96%	82%	96%
54		73%		
55				42%
57	87%			
58	77%	62%		44%
62			70%	63%
66	92%	51%	56%	48%
67		98%	93%	92%
68			51%	
71	85%	80%	55%	
76	77%			
79	88%	71%	75%	68%
97	89%	82%	71%	
431	79%	83%	59%	
3249			75%	75%

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

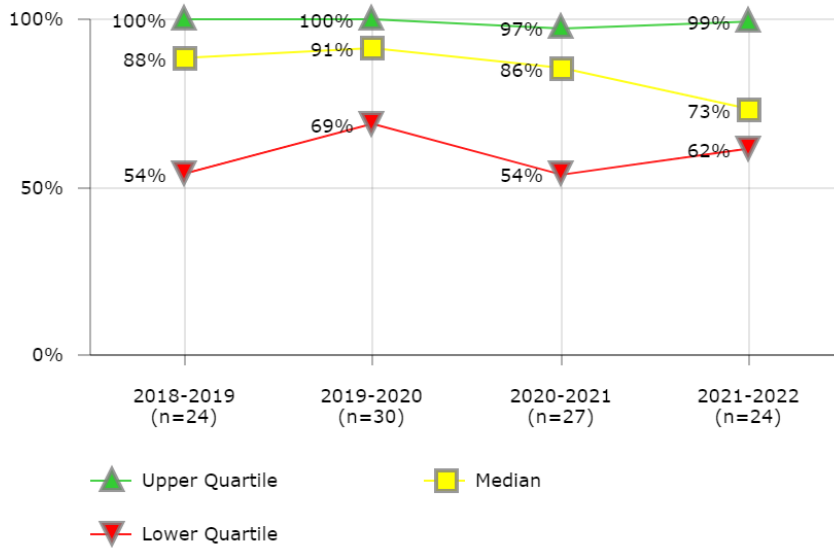
- Quality of substitute pool database
- Substitute back-up policy

Districts in Best Quartile (2021-2022)

- Charleston County School District
- Clark County School District
- Fresno Unified School District
- Jefferson County Public Schools (KY)
- Orange County Public School District
- Palm Beach County School District
- Portland Public Schools

HUMAN RESOURCES

Substitute Placements With a BA/BS or Higher



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

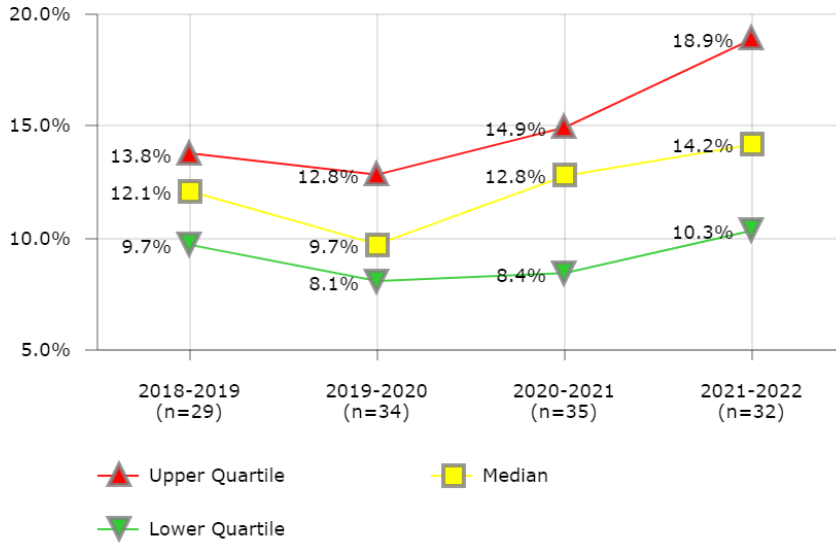
Districts in Best Quartile (2021-2022)

- Columbus Public Schools
- Los Angeles Unified School District
- Minneapolis Public Schools
- Portland Public Schools
- Sacramento City Unified School District
- School District of Philadelphia

District	2018-2019	2019-2020	2020-2021	2021-2022
3	100%	100%		
5		100%	100%	100%
7		100%		
9	96%	60%	77%	69%
10		77%	81%	72%
11				100%
12	100%	100%	95%	94%
13			72%	34%
23			95%	
24			3%	2%
27	47%	58%	54%	
28			48%	
29		108%		
30	100%	100%	2%	2%
32	68%	69%	72%	74%
35	100%	100%	100%	100%
37			69%	
39		94%	97%	69%
40	90%	79%	1%	3%
41		69%		65%
43	100%			
44	84%	86%	87%	85%
45		100%		
46	63%	65%		79%
48	74%	84%	88%	73%
49	60%	53%		
50	88%	84%	88%	85%
51	2%	4%		64%
52	2%	100%	100%	100%
54		100%		
55				2%
58	100%	100%		100%
62			3%	100%
66	100%	100%	96%	
67	99%	100%	100%	99%
68			3%	
71	89%	89%	86%	
76	48%			
79	1%	100%	98%	
97	2%	3%		
431	100%	47%	100%	
3249			59%	59%



HUMAN RESOURCES  
Employee Separation Rate



District	2018-2019	2019-2020	2020-2021	2021-2022
3	8.9%	9.7%		
4	10.6%	9.6%	11.5%	
5		8.8%	10.2%	15.0%
7		11.6%		
8	10.5%	8.5%	12.8%	15.1%
9	12.3%	9.3%	11.1%	13.2%
10		9.8%		
12	12.1%	9.8%	8.7%	12.9%
13	9.2%			4.1%
15			1.3%	7.9%
18	10.1%	9.0%	16.5%	
20			9.4%	
23	12.2%	10.1%	8.9%	14.6%
24			13.1%	12.8%
26				8.9%
27	12.3%	10.9%	13.0%	
28	14.4%			
30	13.3%	11.9%	10.2%	15.5%
32	8.1%	6.9%	8.4%	11.4%
35	9.7%	5.1%	7.6%	8.8%
37			17.5%	
39		20.0%	23.5%	22.7%
40		13.8%	14.3%	18.9%
41	8.6%	14.6%	14.7%	15.5%
43	5.6%			
44	15.6%	13.7%	15.6%	18.9%
45		6.5%		
46	21.6%	11.9%		13.0%
48	14.2%	7.4%	6.5%	18.4%
49		12.8%	13.6%	20.0%
50	14.6%	16.2%	14.2%	18.1%
51	17.2%	8.1%	13.7%	
52	17.6%	13.5%	15.0%	19.5%
53	13.4%	12.9%	8.3%	12.3%
54		7.0%		
57	10.2%	7.5%	4.7%	10.0%
58	11.2%	9.7%		13.7%
62			6.7%	10.7%
63			26.9%	24.6%
66		17.5%	18.7%	21.3%
67	7.6%	5.2%	6.3%	7.5%
68			14.9%	23.9%
71	13.8%	12.1%	15.6%	22.8%
79	7.6%	5.9%	5.2%	7.4%
97	11.4%	9.3%	13.1%	
431	13.2%			
3249			9.5%	7.3%

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

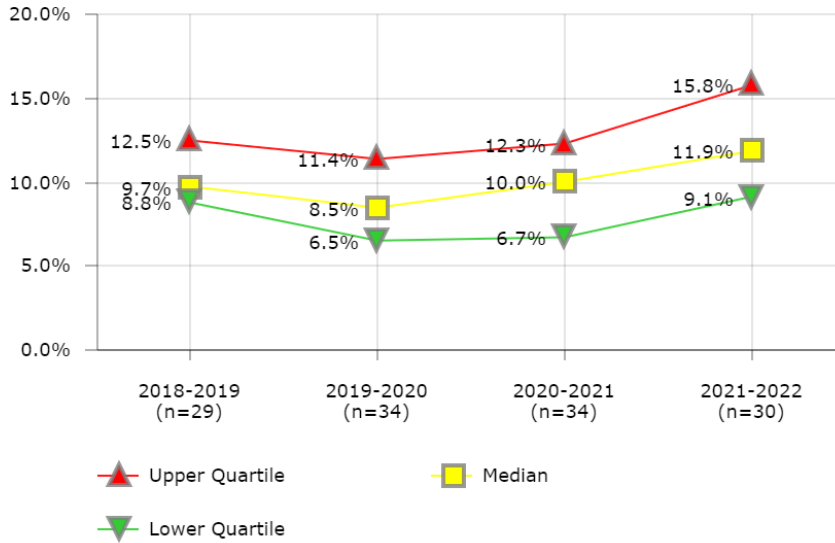
- Compensation and benefits
- Recognition and rewards
- Career path/advancement
- Age distribution of workforce
- Effectiveness of leadership
- Training and professional development

Districts in Best Quartile (2021-2022)

- Boston Public Schools
- Broward County Public Schools
- Cleveland Metropolitan School District
- Columbus Public Schools
- Fayette County Public Schools
- Fresno Unified School District
- Jackson Public School District (MS)
- Toledo Public Schools

HUMAN RESOURCES

Employee Separation Rate - Teachers



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

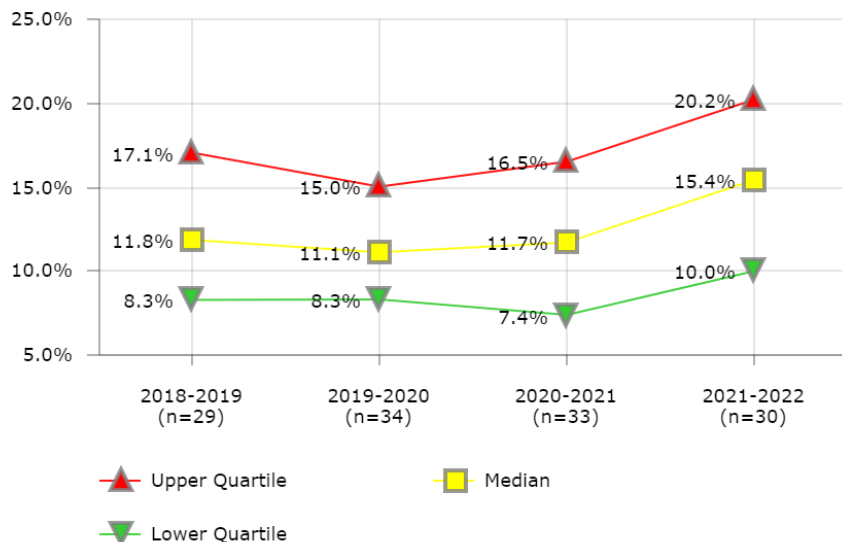
Districts in Best Quartile (2021-2022)

- Broward County Public Schools
- Cleveland Metropolitan School District
- Columbus Public Schools
- Fayette County Public Schools
- Fresno Unified School District
- Jackson Public School District (MS)
- Portland Public Schools
- Toledo Public Schools

District	2018-2019	2019-2020	2020-2021	2021-2022
3	4.5%	6.5%		
4	9.6%	8.3%	10.0%	11.5%
5		7.1%	7.3%	9.1%
7		9.0%		
8	8.8%	6.2%	10.8%	12.9%
9	9.8%	7.9%	10.2%	13.1%
10		9.7%		
12	8.9%	6.3%	7.9%	9.7%
13	10.0%			7.7%
15			0.9%	6.1%
18	9.6%	8.4%	5.3%	
20			6.7%	
23	14.5%	12.6%	10.3%	16.1%
24			14.8%	15.3%
26				9.7%
27	14.2%	11.3%	12.3%	
28	18.4%			
30	11.5%	9.5%	7.7%	12.2%
32	7.6%	6.2%	7.6%	9.3%
35	5.9%	2.7%	4.9%	5.4%
37			11.5%	
39		16.3%	20.6%	
40		14.1%	13.0%	
41	7.6%	14.1%	13.4%	15.8%
43	4.9%			
44	15.7%	12.9%	15.3%	20.2%
45		5.3%		
46	12.8%	9.5%		14.0%
48	16.9%	7.8%	6.1%	16.0%
49		13.5%	12.0%	19.6%
50	12.4%	12.7%	8.7%	14.2%
51	21.3%	14.8%	6.6%	
52	10.9%	8.7%	10.9%	18.2%
53	9.3%	7.0%	3.4%	9.6%
54		6.5%		
57	7.0%	4.8%	3.6%	6.1%
58	9.7%	8.3%		11.4%
62				10.1%
63			13.8%	
66		9.4%	10.0%	15.3%
67	9.7%	5.6%	6.7%	4.8%
68			14.3%	19.2%
71	12.5%	11.4%	16.3%	24.9%
79	8.7%	4.9%	4.9%	7.3%
97	10.8%	8.6%	11.3%	
431	9.7%			
3249			8.6%	8.6%

HUMAN RESOURCES

Employee Separation Rate - Instructional Support Staff



District	2018-2019	2019-2020	2020-2021	2021-2022
3	20.5%	19.5%		
4	8.0%	7.0%	5.6%	9.2%
5		1.5%	8.6%	
7		21.6%		
8	17.1%	14.8%		15.8%
9	34.8%	21.6%	23.0%	20.3%
10		14.1%		
12	17.0%	16.3%	10.2%	8.8%
13	6.2%			6.5%
15			2.1%	29.9%
18	7.3%	13.1%	2.1%	
20			16.8%	
23	11.6%	15.0%	8.4%	16.5%
24			5.7%	2.5%
26				11.6%
27	11.8%	9.1%	16.0%	
28	9.7%			
30	13.4%	12.7%	12.3%	18.3%
32	12.6%	8.5%	12.1%	12.3%
35	12.7%	12.7%	8.6%	9.2%
37			9.3%	
39		23.1%	34.1%	
40		8.5%	5.3%	21.0%
41	8.3%	10.8%	17.2%	18.7%
43	6.0%			
44	10.8%	8.5%	8.6%	13.6%
45		8.3%		
46	5.8%	6.8%		7.9%
48	8.7%	6.0%	3.8%	10.2%
49		10.8%	13.2%	24.7%
50	9.2%	14.8%	14.8%	19.9%
51	11.8%	6.5%	13.4%	
52	32.6%	20.8%	22.9%	31.8%
53	22.6%	26.4%	11.7%	
54		6.2%		
57	4.6%	6.2%	5.1%	13.8%
58	14.3%	11.2%		15.1%
62			6.6%	17.7%
63			10.3%	33.3%
66		24.2%		29.7%
67	6.6%	6.7%	7.4%	10.0%
68			23.1%	10.7%
71	17.1%	14.4%	18.4%	20.2%
79	26.7%	11.0%	19.7%	7.3%
97	13.2%	10.1%	14.4%	
431	19.5%			
3249			16.5%	16.5%

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

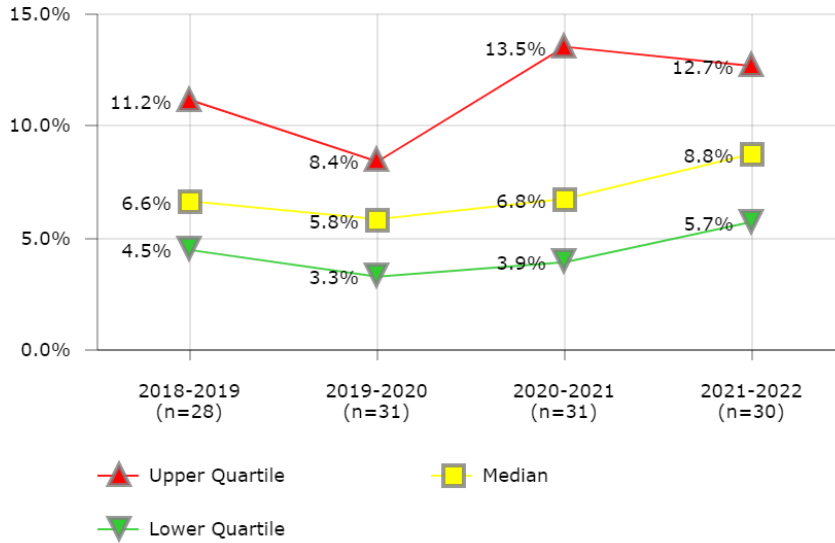
- Compensation and benefits
- Recognition and rewards
- Career path/advancement
- Age distribution of workforce
- Effectiveness of leadership
- Training and professional development

Districts in Best Quartile (2021-2022)

- Baltimore City Public Schools
- Broward County Public Schools
- Columbus Public Schools
- Des Moines Public Schools
- East Baton Rouge Parish Public Schools
- Fresno Unified School District
- Toledo Public Schools
- Wichita Unified School District

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

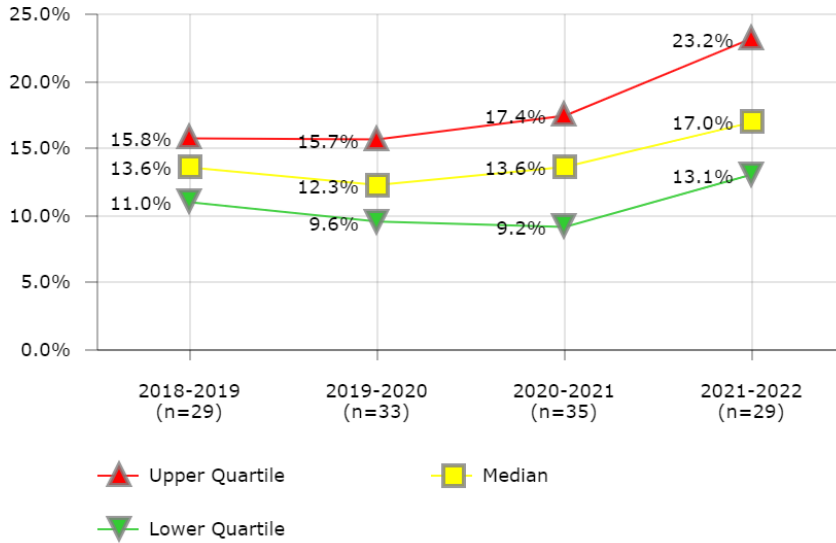
Districts in Best Quartile (2021-2022)

- Charleston County School District
- Des Moines Public Schools
- Fayette County Public Schools
- Jackson Public School District (MS)
- Miami-Dade County Public Schools
- Omaha Public School District
- Palm Beach County School District
- Toledo Public Schools

District	2018-2019	2019-2020	2020-2021	2021-2022
3	11.2%	11.6%		
4	7.4%	8.4%	7.4%	9.6%
5		1.5%	14.4%	13.2%
7		8.4%		
8	3.4%	4.3%	6.4%	4.5%
9	7.0%	6.7%	9.4%	6.7%
12	14.1%	5.8%	5.5%	5.7%
13	3.0%			
15				4.2%
18	4.7%	3.3%		
20			21.1%	
23	3.5%	0.3%	1.7%	5.2%
24			16.8%	10.2%
26				8.0%
27	4.4%	18.4%	10.2%	
28	16.9%			
30	6.1%	7.7%	5.9%	6.8%
32	4.5%	3.8%	4.4%	5.4%
35	9.8%	17.1%	3.1%	5.8%
37			16.7%	
39		19.3%	14.2%	
40		14.9%		14.9%
41				6.6%
43	5.5%			
44	6.3%	5.8%	3.0%	9.5%
45		2.2%		
46	4.9%	4.5%		9.8%
48	4.3%	3.2%	1.2%	9.0%
49		8.3%	9.8%	11.4%
50	11.2%	9.4%	7.7%	9.3%
51	11.0%	4.5%	1.8%	
52	14.9%	3.7%	6.8%	14.1%
53	15.5%	14.1%	16.5%	12.7%
54		5.9%		
57	13.0%	5.6%	6.1%	8.5%
58	5.3%	7.5%		17.2%
62			8.3%	12.7%
63			16.7%	16.8%
66			0.6%	2.4%
67	2.6%	2.1%	1.8%	7.9%
68			13.5%	
71	8.5%	8.2%	11.5%	25.1%
79	1.3%	1.1%	3.9%	2.5%
97	7.6%	2.9%	5.2%	
431	45.8%			
3249			5.3%	0.6%

HUMAN RESOURCES

Employee Separation Rate - School-Based Non-Exempt Staff



District	2018-2019	2019-2020	2020-2021	2021-2022
3	13.1%	12.3%		
4	13.0%	12.7%	16.1%	18.0%
5			41.2%	14.0%
7		15.7%		
8	14.9%	13.7%	17.4%	20.3%
9	13.7%	9.6%	11.5%	16.5%
10		10.8%		
12	18.6%	13.1%	9.0%	29.4%
13	11.0%			
15			2.5%	5.9%
18	14.8%	9.9%	2.4%	
20			1.4%	
23	14.9%	6.1%	6.8%	13.7%
24			13.6%	
26				5.2%
27	12.7%	12.2%	15.4%	
28	10.4%			
30	20.3%	17.0%	14.6%	23.2%
32	8.4%	7.7%	9.2%	13.9%
35	12.6%	8.5%	11.8%	9.5%
37			30.5%	
39		22.3%	15.3%	13.4%
40		4.4%	32.9%	17.1%
41	8.1%	10.8%	12.8%	40.4%
43	8.0%			
44	19.1%	17.9%	22.9%	20.4%
45		7.9%		
46	25.1%	24.4%		9.4%
48	15.8%	9.9%	16.2%	31.6%
49		14.4%	20.8%	22.9%
50	23.7%	12.9%	13.5%	16.8%
51	14.1%	6.0%	10.9%	
52	27.3%	19.3%	21.4%	30.2%
53	22.2%	17.7%	13.8%	33.7%
54		7.0%		
57	13.6%	14.9%	6.0%	17.3%
58	13.6%	27.1%		
62			14.6%	7.2%
63			34.2%	32.2%
66		34.7%	30.8%	34.4%
67	3.7%	3.6%	4.2%	6.9%
68			11.1%	
71	12.7%	12.6%	9.3%	17.0%
79	2.7%	9.7%	5.4%	9.3%
97	11.0%	10.0%	14.6%	
431	11.3%			
3249			13.1%	13.1%

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

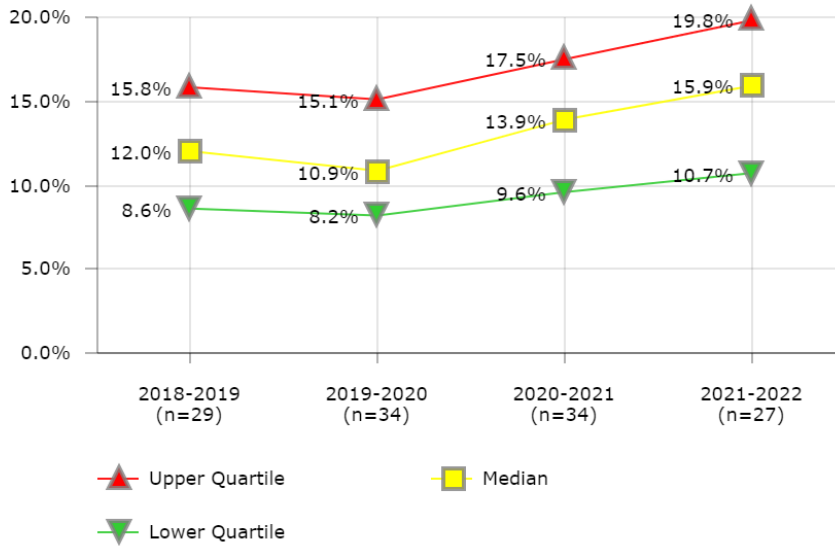
- Compensation and benefits
- Recognition and rewards
- Career path/advancement
- Age distribution of workforce
- Effectiveness of leadership
- Training and professional development

Districts in Best Quartile (2021-2022)

- Baltimore City Public Schools
- Boston Public Schools
- Columbus Public Schools
- Fayette County Public Schools
- Fresno Unified School District
- Jackson Public School District (MS)
- Sacramento City Unified School District
- Toledo Public Schools

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

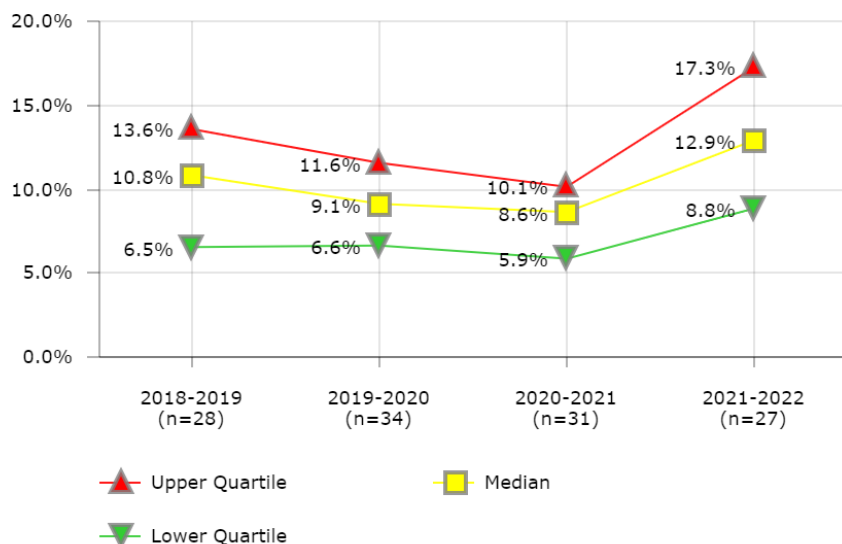
Districts in Best Quartile (2021-2022)

- Boston Public Schools
- East Baton Rouge Parish Public Schools
- Fayette County Public Schools
- Jefferson County Public Schools (KY)
- Milwaukee Public Schools
- Minneapolis Public Schools
- Toledo Public Schools

District	2018-2019	2019-2020	2020-2021	2021-2022
3	7.5%	8.2%		
4	13.3%	10.5%	10.9%	
5		4.9%	16.7%	22.8%
7		10.0%		
8	11.9%	11.0%	15.3%	19.8%
9	13.3%	10.6%	10.6%	12.3%
10		8.2%		
12	21.8%	25.9%	14.6%	24.1%
13	7.5%			
15			0.7%	
18	12.0%	11.4%		
20			8.7%	
23	11.4%	6.2%	18.3%	13.6%
24			13.0%	10.7%
26				3.8%
27	10.9%	10.7%	13.8%	
28	6.3%			
30	4.5%	14.4%	5.7%	6.7%
32	10.6%	8.9%	11.6%	17.8%
35	12.1%	0.9%	11.7%	18.1%
37			36.3%	
39		37.1%	45.5%	17.3%
40		38.4%	15.4%	15.5%
41	22.2%	15.1%	14.6%	16.1%
43	6.3%			
44	15.8%	18.8%	13.3%	14.3%
45		9.6%		
46	35.2%	40.5%		
48	10.9%	6.0%	2.7%	21.8%
49		13.6%	15.6%	19.7%
50	24.2%	37.3%	37.1%	39.8%
51	14.7%	0.7%	30.3%	
52	14.3%	22.1%	17.5%	9.0%
53	7.6%	15.1%	9.3%	1.2%
54		10.5%		
57	32.3%	11.8%	5.6%	14.8%
58	8.6%	3.4%		
62			9.6%	11.6%
63			43.0%	18.0%
66		30.5%	38.0%	29.2%
67	9.9%	6.6%	11.1%	15.9%
68			16.7%	
71	17.8%	11.3%	14.0%	21.6%
79	7.4%	2.9%	5.4%	9.2%
97	12.8%	11.7%	18.6%	
431	21.1%			
3249			7.2%	7.2%

HUMAN RESOURCES

Employee Separation Rate - Non-School Exempt Staff



District	2018-2019	2019-2020	2020-2021	2021-2022
3	14.3%	9.3%		
4	9.0%	7.8%	6.5%	9.5%
5		1.2%	7.3%	12.9%
7		8.7%		
8	8.6%	6.1%	10.1%	11.3%
9	3.3%	2.6%	3.8%	3.3%
10		13.5%		
12	7.0%	8.9%	9.0%	8.0%
13	7.8%			
15			1.2%	3.9%
18	11.3%	9.4%	10.0%	
23	6.1%	6.9%	5.6%	19.6%
24			7.6%	17.7%
26				8.8%
27	7.7%	8.5%	6.9%	
28	15.2%			
30	13.4%	9.2%	8.6%	12.9%
32	5.9%	6.6%	7.3%	14.2%
35	15.6%	2.2%	9.1%	8.8%
37			13.7%	
39		13.1%	16.0%	
40		17.5%	8.9%	17.4%
41	9.6%	11.6%	7.2%	11.5%
43	5.0%			
44	11.8%	8.3%	10.0%	16.6%
45		9.0%		
46		12.1%		
48	10.3%	4.3%	1.9%	14.3%
49		17.8%	13.9%	
50	23.5%	10.6%	12.2%	19.7%
51	13.3%	0.6%		
52	16.2%	14.9%	16.4%	17.6%
53	12.7%	10.7%	21.5%	14.7%
54		11.3%		
57	11.7%	10.0%	7.4%	11.3%
58	11.9%	14.7%		14.7%
62			5.9%	17.3%
66		10.4%	8.6%	10.1%
67	5.4%	4.3%	4.4%	14.2%
68			15.5%	
71	13.8%	14.1%		26.3%
79	3.7%	4.6%	2.9%	6.3%
97	5.6%	7.6%	9.0%	
431	14.1%			
3249			5.6%	5.7%

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.

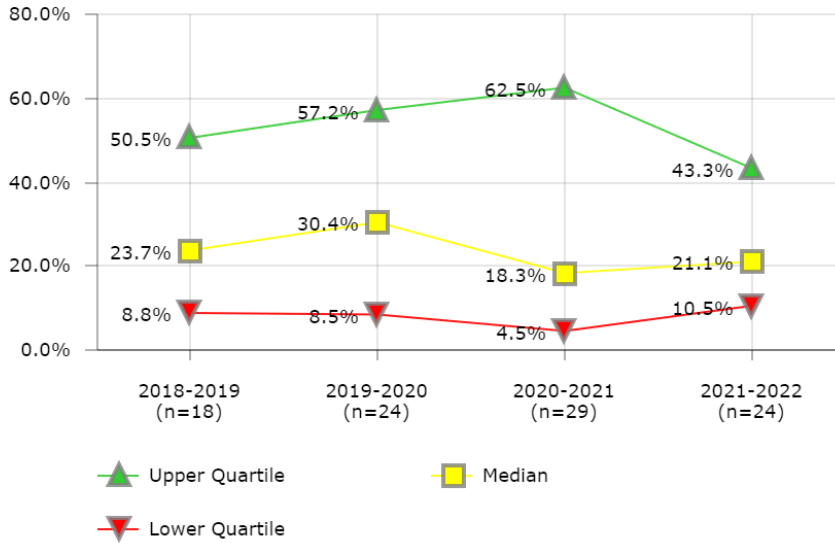
Factors that Influence

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

Districts in Best Quartile (2021-2022)

- Boston Public Schools
- Clark County School District
- Columbus Public Schools
- Des Moines Public Schools
- Fayette County Public Schools
- Jackson Public School District (MS)
- Toledo Public Schools

HUMAN RESOURCES  
Exit Interview Completion Rate



Description of Calculation

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

Importance of Measure

Exit interviews can provide important insight into problems and patterns.

Factors that Influence

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

Districts in Best Quartile (2021-2022)

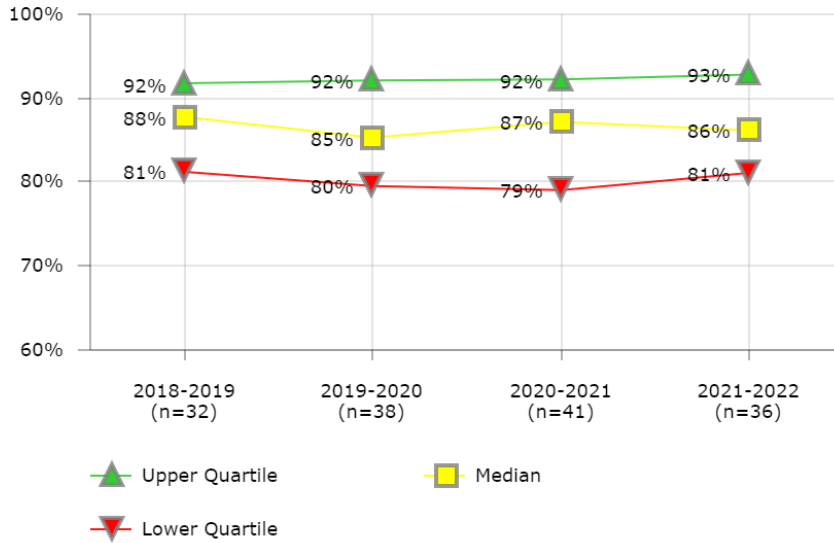
- Austin Independent School District
- Broward County Public Schools
- Clark County School District
- Cleveland Metropolitan School District
- Duval County Public Schools
- Fresno Unified School District

District	2018-2019	2019-2020	2020-2021	2021-2022
3	0.8%	75.0%		
5		25.6%	18.3%	25.5%
7		0.3%		
9	6.8%		66.7%	46.7%
10		5.6%	4.2%	8.9%
11				19.5%
12		94.2%	80.9%	
13	18.7%			47.4%
18		25.1%	62.5%	
20			0.3%	
23	26.3%	35.2%	75.7%	36.9%
24			15.9%	
27	57.5%	51.2%	51.2%	
28	36.8%			
29		52.2%		
30	84.7%	91.5%	70.9%	
35			3.7%	31.4%
37			28.6%	
39		3.2%	11.5%	22.6%
40	91.2%			
41			9.8%	10.8%
44		55.9%	73.3%	61.3%
48	14.7%	25.5%	44.7%	15.4%
49	15.2%	11.3%	4.2%	4.5%
51	37.4%	58.5%	7.8%	10.3%
52	30.6%	36.9%	40.9%	39.9%
53		4.8%	5.9%	9.2%
55				23.9%
57	50.5%	59.6%	82.9%	78.0%
58	21.1%	10.1%		17.9%
62			1.1%	2.2%
63			2.1%	13.1%
66		14.9%	18.9%	19.2%
67	8.8%	49.3%	54.0%	64.3%
68			10.6%	
71	94.7%	71.0%	80.7%	107.5%
79	1.1%	1.8%	4.5%	5.3%
431	6.4%	6.9%	1.6%	



HUMAN RESOURCES

Health Benefits Enrollment Rate



District	2018-2019	2019-2020	2020-2021	2021-2022
3	87%	87%		
4	81%	80%	81%	82%
5		94%	94%	90%
7		92%		
8	89%	89%	89%	89%
9	96%	95%	92%	91%
10		84%	85%	84%
11				93%
12	90%	90%	85%	87%
13	94%		93%	95%
18	69%	78%	70%	
20		99%	77%	77%
23	86%	85%	84%	84%
24			79%	76%
27	71%	72%	88%	
28	81%	84%	83%	82%
29		76%		
30	88%	87%	88%	86%
32	91%	93%	93%	99%
34			90%	
35	89%	92%	88%	86%
37			74%	
39		80%	79%	78%
40	51%	55%	55%	
41		65%	61%	56%
43	88%			
44	95%	92%	95%	95%
45		85%		
46	94%	91%	89%	95%
48	95%	94%	95%	93%
49	86%	79%	87%	81%
50	71%	83%	74%	72%
51	84%	75%	81%	81%
52	81%	81%	80%	83%
53	85%	83%	81%	83%
54		95%		
55				80%
57	90%	86%	87%	79%
58	92%	82%		84%
62			100%	88%
63			97%	98%
66	92%	91%	90%	92%
67	100%	100%	100%	100%
68			59%	56%
71	92%	91%	90%	93%
76	85%			
79	98%	94%	94%	98%
91			99%	
97	77%	77%	76%	
431	64%	64%	64%	
3249			91%	91%

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

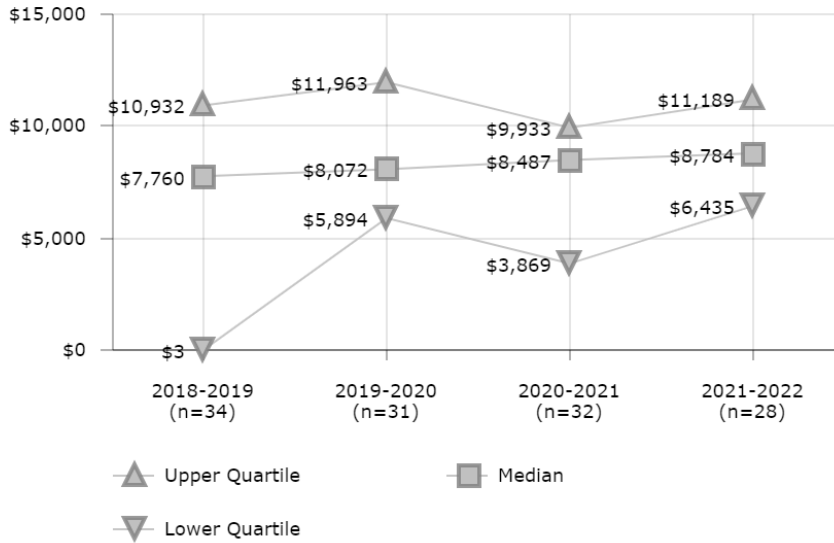
Identifies the level of employee enrollment in the district health benefits plan.

Districts in Best Quartile (2021-2022)

- Austin Independent School District
- Baltimore City Public Schools
- Broward County Public Schools
- Duval County Public Schools
- Fresno Unified School District
- Los Angeles Unified School District
- Miami-Dade County Public Schools
- St. Louis Public Schools
- Toledo Public Schools

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

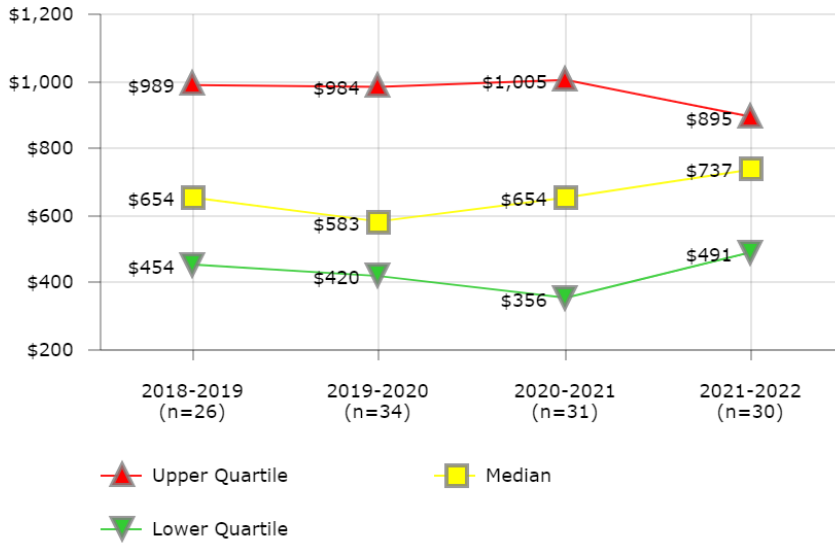
It is important to all districts to have a competitive benefit package to attract and retain employees. However, health care costs represent an increasing percentage of overall employee costs. Rapid increases in health care costs make it even more critical for districts to ensure that their health care 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	2018-2019	2019-2020	2020-2021	2021-2022
3	\$10,035	\$9,998		
4	\$936	\$965	\$955	\$927
5		\$1,007	\$1,030	
7		\$0		
8	\$8,671	\$6,515	\$7,071	\$6,928
9	\$7,138	\$7,311	\$7,881	\$9,264
10		\$8,072	\$8,545	\$8,387
11	\$0			\$0
12	\$16,370	\$14,949	\$14,766	\$19,986
13	\$8,074		\$8,651	\$8,184
16	\$2			
18	\$0	\$11,883	\$12,129	
20				\$16,738
23	\$6,608	\$7,274	\$8,009	\$8,156
24			\$3,130	\$11,276
27	\$7,958	\$5,608	\$7,723	
28	\$13,116	\$13,144		\$11,102
30	\$19,818			
32	\$0	\$0	\$0	\$0
34			\$9,372	
35		\$11,963	\$20,512	
39		\$6,878	\$6,936	\$7,846
40		\$3,144	\$0	
41		\$3,505	\$3,690	\$3,762
43	\$15,371			
44	\$8,699	\$10,121	\$8,593	\$10,409
45		\$13,117		
46	\$12,833	\$12,880	\$11,267	\$14,892
48	\$10,119	\$9,924	\$9,354	\$8,863
49	\$0		\$0	\$0
50	\$8,011	\$6,583	\$8,430	\$10,456
52	\$7,562	\$8,067	\$8,912	\$8,625
54		\$6,647		
56	\$4			
57	\$18,401	\$19,390		
58	\$10,622	\$12,223		\$12,688
61	\$3			
62	\$7			
63			\$11,244	\$13,357
66	\$10,936	\$10,593	\$11,018	\$10,826
67	\$10,999	\$11,055	\$10,494	\$10,060
68			\$4,048	\$3,707
71	\$6,271	\$5,894	\$5,929	\$5,941
76	\$0			
77	\$1			
79	\$1	\$16,061		\$16,623
91			\$8,897	
97	\$10,932	\$10,553	\$11,097	
101	\$5			
431			\$0	
3249			\$9,051	\$8,704

HUMAN RESOURCES  
HR Cost per District FTE



District	2018-2019	2019-2020	2020-2021	2021-2022
3	\$591	\$588		
4	\$260	\$179	\$186	\$185
5		\$1,047	\$1,065	\$813
7		\$834		
8	\$284	\$276	\$278	\$280
9	\$454	\$432	\$403	\$675
10		\$420		
12	\$624	\$557	\$125	\$135
13				\$292
15			\$997	\$736
18	\$1,421	\$1,071	\$1,334	
20		\$730	\$628	
23	\$1,493	\$1,416	\$1,435	\$1,509
24			\$356	
26				\$1,228
27	\$162	\$131		
28	\$900			
30		\$579	\$587	\$608
32	\$573	\$321	\$322	\$312
35	\$577	\$697	\$913	\$1,232
37			\$1,005	
39		\$417	\$478	\$412
40		\$321		\$491
41		\$485		\$861
43	\$713			
44	\$652	\$725	\$729	\$1,922
45		\$323		
46	\$761	\$984		\$895
48	\$310	\$297	\$291	\$305
49		\$466	\$539	\$601
50	\$1,858	\$1,414	\$1,046	\$1,656
51	\$655	\$499	\$658	
52	\$1,426	\$1,679	\$1,476	\$1,803
53	\$404	\$454	\$526	\$744
54		\$734		
57	\$1,130	\$1,107	\$731	\$866
58	\$769			\$726
62				\$961
63			\$1,309	
66		\$605	\$654	\$738
67	\$679	\$688	\$927	\$833
68			\$164	\$556
71	\$480	\$550	\$542	\$795
79	\$989	\$4,493	\$692	\$674
97	\$1,995	\$1,938	\$2,070	
431	\$432			
3249			\$123	

Description of Calculation

Total HR department costs, divided by total number of district employees (FTEs).

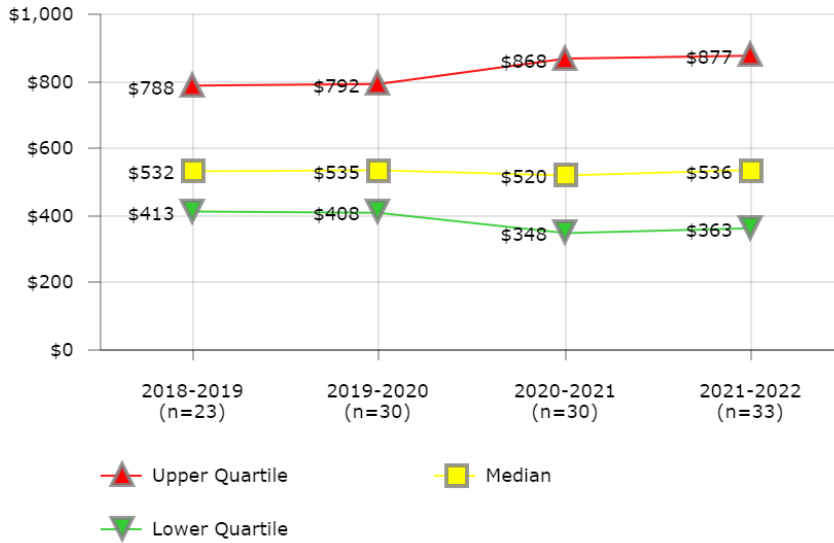
Importance of Measure

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 (2021-2022)

- Broward County Public Schools
- Des Moines Public Schools
- Fort Worth Independent School District
- Houston Independent School District
- Miami-Dade County Public Schools
- Orange County Public School District
- Palm Beach County School District
- Wichita Unified School District

### 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.

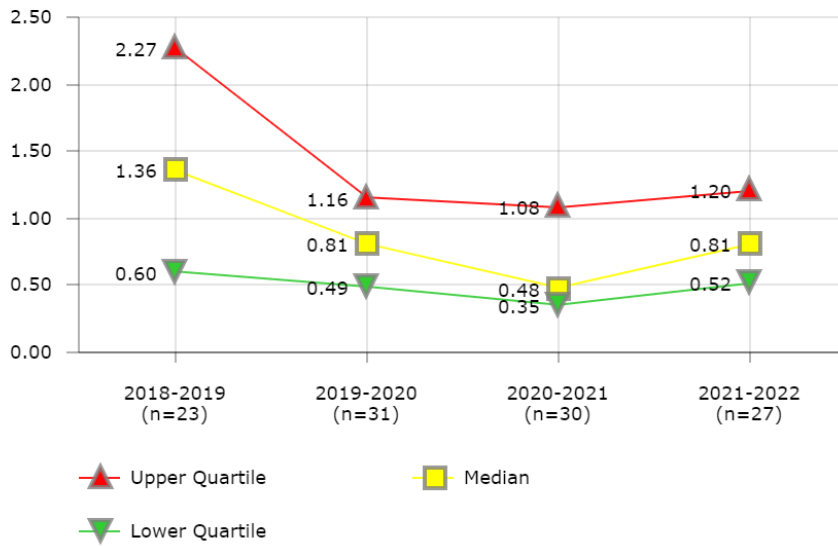
#### Districts in Best Quartile (2021-2022)

- Broward County Public Schools
- Des Moines Public Schools
- Fayette County Public Schools
- Houston Independent School District
- Miami-Dade County Public Schools
- Orange County Public School District
- Palm Beach County School District
- School District of Philadelphia
- Wichita Unified School District

District	2018-2019	2019-2020	2020-2021	2021-2022
3	\$490			
4	\$310	\$202	\$201	\$188
5		\$868	\$868	\$814
7		\$676		
8	\$337	\$308	\$280	\$259
9	\$453	\$421	\$380	\$541
12	\$507	\$438	\$85	\$112
13				\$274
15			\$1,229	\$939
18	\$1,585	\$1,523	\$1,496	
20		\$424	\$432	\$2,121
23	\$1,265	\$1,184	\$1,253	\$1,180
24			\$270	
26			\$1,184	\$1,088
27	\$207	\$153		
28	\$614			
30		\$498	\$456	\$442
32	\$563	\$292	\$278	\$244
35	\$473	\$627	\$501	
39		\$392	\$348	\$363
40		\$394		\$446
41		\$527		\$877
43	\$413			
44	\$706	\$757	\$712	\$1,725
46	\$532	\$680		\$412
47				\$597
48	\$388	\$372	\$350	\$359
49		\$631	\$665	\$624
50	\$1,458	\$1,023	\$845	\$960
51	\$840	\$791	\$831	
52		\$1,720	\$1,215	\$1,487
53	\$358	\$447	\$474	\$536
57	\$692	\$792	\$460	\$565
58				\$305
62				\$396
63			\$1,243	\$1,994
66		\$544	\$629	\$679
67	\$440	\$445	\$539	\$408
68			\$209	\$487
71		\$408		\$476
79	\$788	\$3,650	\$562	\$540
97	\$2,952	\$2,836	\$2,824	
431	\$571			
3249			\$121	\$104

HUMAN RESOURCES

Employee Relations - Discrimination Complaints per 1,000 Employees



District	2018-2019	2019-2020	2020-2021	2021-2022
3	0.91	1.07		
4	1.78	1.00	0.87	0.72
5		0.80	0.16	0.90
7		0.52		
8	0.60	0.91	1.09	1.40
9	0.89	0.81	0.44	0.82
10		0.40		
12	1.05	0.85	0.43	4.72
13				0.62
18	3.41	1.83	1.22	
20		0.56		
23				0.66
27	0.86	0.70	0.24	
28	3.10			
30	2.27	2.37	2.26	2.47
32		0.49	0.44	0.56
35	0.59	0.75	0.85	
37			0.79	
39		0.72	1.40	0.49
40		1.02	0.28	
41			0.41	
44	3.17	1.20	1.13	0.81
45		1.40		
46	4.05	1.16		4.03
48	0.42	0.29	0.46	0.86
49		0.10	0.21	0.21
50	2.08	2.45	1.13	0.99
51	1.34	0.17	0.21	
52	1.63	2.25	0.50	0.92
53	1.36	0.71	0.35	0.36
54		1.01		
57	2.19	2.43	1.35	1.20
58				2.52
62			0.25	0.52
63				1.52
66		0.83	1.08	0.70
67	0.29	0.14	0.57	0.82
68			0.37	0.47
71	0.53	0.44	0.63	0.38
79	3.99		1.04	0.56
97	0.29	0.29	0.22	
431	1.44			
3249			0.47	0.36

Description of Calculation

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

Factors that Influence

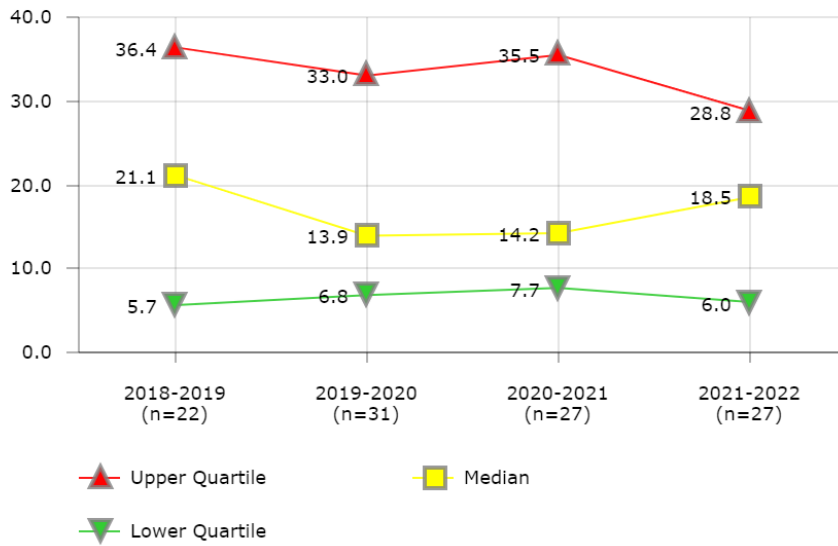
- State and local laws defining discrimination
- Board Policy and organizational protocol for resolution
- Organizational climate
- Quality and level of supervisory training
- Quality and level of EEO Awareness training for all employees
- Effectiveness of supervisors and managers

Districts in Best Quartile (2021-2022)

- Arlington Independent School District
- Austin Independent School District
- Fayette County Public Schools
- Guilford County School District
- Houston Independent School District
- Jefferson County Public Schools (KY)
- Sacramento City Unified School District

HUMAN RESOURCES

Employee Relations - Misconduct Investigations per 1,000 Employees



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

Districts in Best Quartile (2021-2022)

- Baltimore City Public Schools
- Cleveland Metropolitan School District
- Des Moines Public Schools
- Fayette County Public Schools
- Fresno Unified School District
- School District of Philadelphia
- Wichita Unified School District

District	2018-2019	2019-2020	2020-2021	2021-2022
3	36.4	21.3		
4	16.9	11.3		2.3
5		11.2	46.2	28.8
7		132.1		
8	22.2	4.0		13.9
9	9.4	6.5	1.7	10.0
12	4.2	3.2		4.5
13				11.3
18	50.8	33.0	24.9	
20		2.3		
23		40.5		58.8
24			14.2	24.9
27	12.7	34.7	14.0	
28	10.0			
30	36.9	49.2	9.9	43.6
32	20.6	13.7	15.0	21.4
35	21.7	19.9	11.8	22.6
37			7.7	
39		10.8	4.7	19.9
40		15.7	15.9	
41			19.5	39.9
44	34.9	29.9	35.5	43.6
46	5.7	6.8		5.2
48		71.6	81.7	
49		25.6	13.7	15.2
50	51.3	27.5	39.4	57.5
51	5.1	9.3	11.7	
52	38.6	37.7	38.0	32.8
53	28.8	13.9	2.3	18.5
54		10.6		
57	5.0	6.8	2.4	2.2
58				4.5
62			6.1	23.0
63			62.0	
66		18.2	15.6	21.1
67	2.1	3.0		4.5
68			76.9	
71	3.0	2.5	4.8	7.8
79		7.9		9.5
97	121.2	96.7	29.8	
431	24.2			
3249			7.8	6.0

# Information Technology

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

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

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

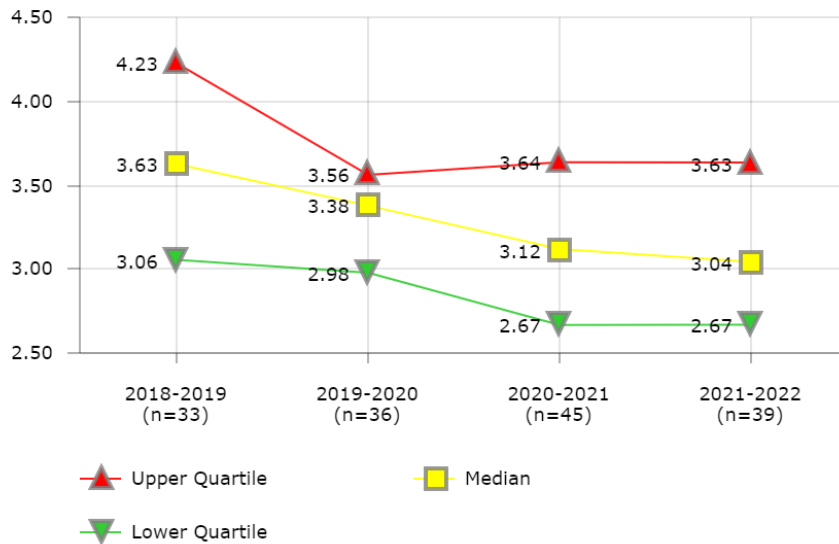
Measures of personal computers and devices include **Average Age of Computers**, which reflect the refresh goals of a district, as well as **Devices per Student**.

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

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

INFORMATION TECHNOLOGY

Devices - Average Age of Computers



Description of Calculation

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

Importance of Measure

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

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

Factors that Influence

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

Districts in Best Quartile (2021-2022)

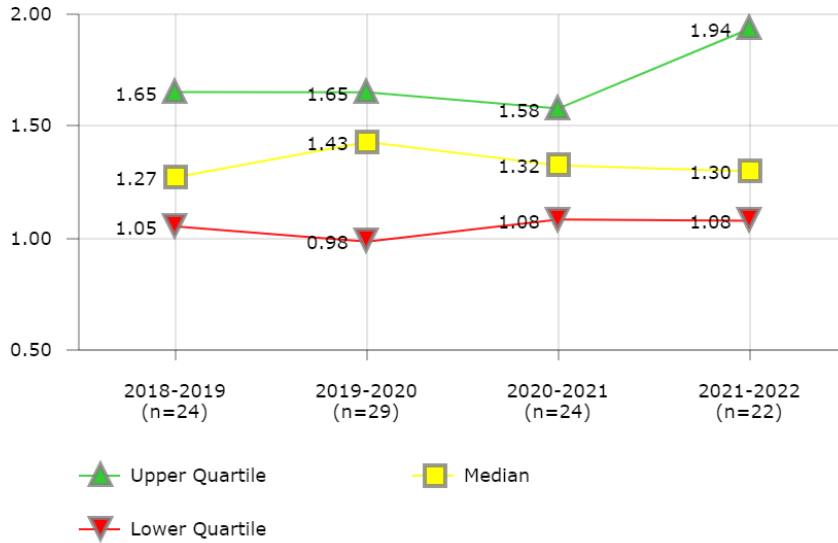
- Arlington Independent School District
- Boston Public Schools
- Chicago Public Schools
- Cleveland Metropolitan School District
- Des Moines Public Schools
- Detroit Public Schools
- Duval County Public Schools
- Fayette County Public Schools
- Fresno Unified School District
- Metropolitan Nashville Public Schools

District	2018-2019	2019-2020	2020-2021	2021-2022
2			3.70	
3	3.63	3.98	4.81	4.81
4	2.96	3.86	2.63	3.03
5		4.57	4.36	3.53
8	4.23	2.88	2.67	2.92
9	4.63	3.92	3.64	3.59
10		3.38	3.49	3.37
11	3.35			4.74
12	2.63	2.81	2.91	2.67
13	4.53			3.86
14	4.57		4.42	4.79
15			2.74	2.76
16	3.80	3.57	3.34	3.34
18	2.76	3.54	3.54	
20	4.43	3.44	3.31	2.93
21	3.34			
23	3.27	2.98	2.95	3.75
24			4.17	4.09
26		1.47	1.20	1.20
27	4.35	3.49		
28	4.13	1.54	1.68	
30	2.94	3.38	2.86	
32	3.73	3.34	2.59	3.18
35	2.90	3.37	3.05	2.72
39		2.98	3.87	2.68
40		2.98	4.43	3.01
41	2.96	3.35	3.38	3.40
43	2.99			
44	3.34	3.62	2.61	2.55
45		3.31		
46	3.58	3.31	3.18	3.02
47			2.98	1.87
48	3.94	3.55	2.69	3.56
49	6.00	3.89	2.28	4.52
50	2.55	3.22	2.79	2.27
51	3.82	3.56	3.71	
52	3.74	3.66	3.64	4.19
53	3.06	2.48	2.52	2.84
54			2.77	2.50
55			1.95	
57	4.46	4.98	2.33	2.55
58			4.85	3.04
63			2.70	3.30
66			1.82	3.30
67	3.34	3.21	3.12	2.65
68			3.44	2.63
71		2.67		3.77
74		2.62		
76	3.06	2.72	3.19	
77			2.21	
79	5.69	3.48	3.63	3.63
91			3.56	
97	4.12	3.39		
3249			4.05	2.57



INFORMATION TECHNOLOGY

Devices - Computers per Employee



District	2018-2019	2019-2020	2020-2021	2021-2022
3	2.63	2.58		
4	2.03	2.46	1.30	2.05
5		1.80		
8	1.08	2.58		2.29
9				1.13
10		1.79		
12	1.73	1.49	1.12	1.59
13	0.80			
14	1.32			
18	1.10	0.96	1.60	
20		1.19	0.90	
23	1.08	0.98	1.27	0.99
26				1.08
27	10.21	1.43		
30	1.40	1.48	1.47	
32	0.98	0.23		
35	0.81	0.95	1.40	1.10
40		1.65	1.59	1.65
41	0.69	0.71	0.79	0.83
43	1.23			
44	1.64	1.64	1.34	2.11
45		0.79		
46	1.37	1.42		2.11
48	1.53	1.57	1.57	1.78
49		1.50	1.94	1.04
50	2.36	1.37	2.28	1.16
51	1.02	0.92	1.31	
52	1.22	1.28	1.35	1.09
53	1.17	1.10	0.92	0.88
55			1.46	
57		0.89	1.01	
63			2.46	2.22
66			1.31	1.34
67	1.66	2.03	2.42	1.94
68			1.04	1.74
71		1.58		
79	0.96	1.01	0.95	1.02
97	1.36	2.66		
3249			1.12	1.25

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

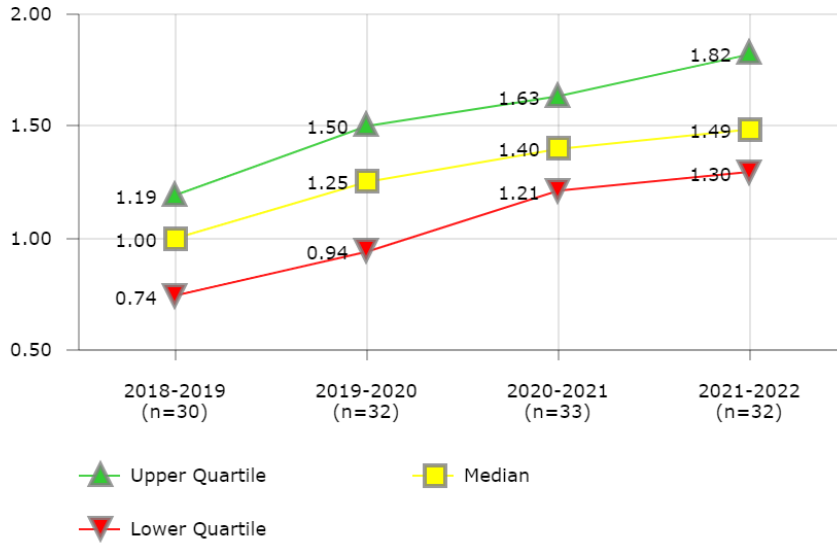
Indicates the number of computers used by employees.

Districts in Best Quartile (2021-2022)

- Baltimore City Public Schools
- Duval County Public Schools
- Fresno Unified School District
- Palm Beach County School District
- St. Louis Public Schools
- Wichita Unified School District

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.

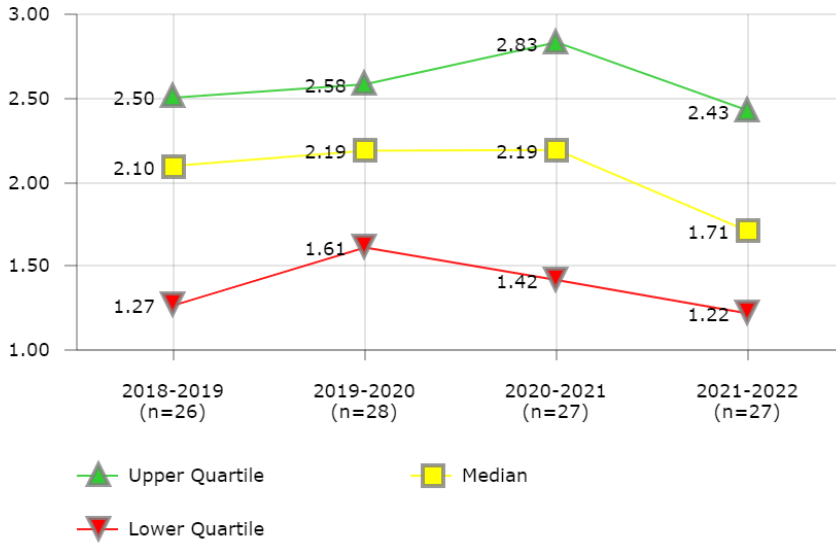
Districts in Best Quartile (2021-2022)

- Albuquerque Public Schools
- Arlington Independent School District
- Austin Independent School District
- Clark County School District
- Dallas Independent School District
- Detroit Public Schools
- Minneapolis Public Schools
- Oklahoma City Public Schools

District	2018-2019	2019-2020	2020-2021	2021-2022
3	1.28	1.31	1.35	
4	1.08	1.50	1.40	1.21
5		1.64	2.52	
8	0.86	0.93	1.30	1.22
9	1.28	1.76	2.36	2.30
10		0.90	1.52	1.78
11	0.26			
12	1.15	1.36	1.18	1.39
13	0.84			1.09
14				2.29
16	1.04			
18	0.62	0.61	1.80	
20	1.16	1.13	1.32	1.54
23	1.30	1.66	1.63	1.25
24			1.40	1.38
26		1.15	1.10	1.31
27	1.29	1.78		
28	1.14	1.38		
30	1.50	1.51	1.75	
32	0.70	0.55		0.99
35	1.05	1.11	1.34	
40		0.95	1.14	1.38
41	1.47	2.14	2.71	2.70
43	0.87			
44	0.92	0.98	1.00	1.70
45		1.40		
46	0.61	0.86	1.40	1.52
47				1.28
48	0.94	1.28	1.24	1.39
49	0.49	0.37	1.19	1.56
50	1.37	1.27	1.21	2.14
51	0.96	0.17	1.84	1.86
52		1.47	1.43	1.96
53	0.93	1.11	1.55	1.69
57	0.64	0.97	1.45	1.23
58			1.13	1.53
63				1.44
66			1.34	1.43
67	1.14	1.90	1.85	1.45
68			0.79	2.19
71		1.23		2.18
76	1.19			
77			1.85	
79	0.74	0.73	1.55	1.61
91			1.29	
97	0.74	1.50		
3249			1.17	1.28

INFORMATION TECHNOLOGY

Devices - Advanced Presentation Devices per Teacher



District	2018-2019	2019-2020	2020-2021	2021-2022
3	1.84	1.80		
4	2.64	3.24	3.45	
5		2.19	3.45	1.55
8	2.24	2.58	2.69	2.78
9	2.45	3.27	3.37	3.36
10		1.79		
12	2.17	2.18	2.26	2.17
13	2.50			
14	1.50		1.50	0.84
15			0.87	1.20
18	10.42			
23	2.16	2.13	2.12	1.94
24			0.55	
26				1.63
27	0.85	0.95		
28	1.63			
30	1.45	1.45	1.59	
32	1.27	2.03	0.98	1.22
35	2.55	2.47	2.83	2.49
39			3.89	
40		2.59	2.65	0.78
41	2.63	3.15	3.23	3.15
43	0.42			
44	3.26	3.47	3.51	3.66
45		2.79		
46	1.25	1.54		2.00
48		1.09	1.27	1.26
49		2.56	2.48	0.89
50	0.86	2.40	1.58	1.98
51	2.42	0.80		
52	1.81	1.68	1.79	1.89
53	2.30	2.28	2.19	1.59
55			1.34	
57	1.05	1.08	1.17	0.83
58				1.71
63			1.93	2.45
67	2.04	2.04	2.29	2.16
68			2.39	2.43
71		2.50		1.37
79	0.76	0.83		0.84
97	2.65	2.66		
3249			1.42	1.32

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

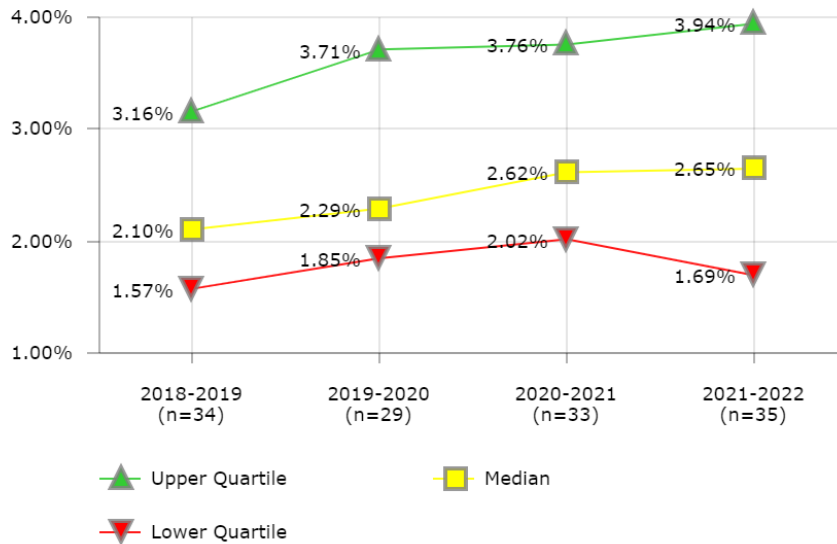
Hi-tech presentation devices are useful for technology-enhanced instruction.

Districts in Best Quartile (2021-2022)

- Arlington Independent School District
- Clark County School District
- Columbus Public Schools
- Dallas Independent School District
- Duval County Public Schools
- Palm Beach County School District
- St. Louis Public Schools

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

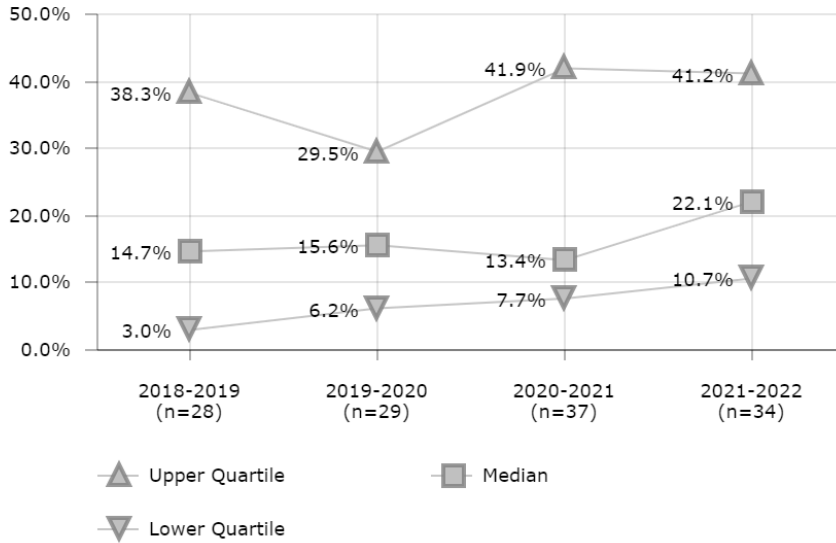
Districts in Best Quartile (2021-2022)

- Albuquerque Public Schools
- Cincinnati Public Schools
- Dallas Independent School District
- Detroit Public Schools
- Duval County Public Schools
- Jefferson County Public Schools (KY)
- Minneapolis Public Schools
- Orange County Public School District
- St. Louis Public Schools

District	2018-2019	2019-2020	2020-2021	2021-2022
3	1.54%			
4	2.75%	3.59%	5.73%	2.65%
5		1.63%	2.02%	1.31%
8	1.57%	11.87%	3.37%	2.09%
9	1.37%	1.41%	1.56%	1.41%
11	2.24%			
12	2.07%	2.29%	2.12%	2.69%
13	2.00%			1.58%
14	4.38%		3.23%	4.77%
15			14.34%	3.34%
16	1.04%			
18	1.76%	1.85%	1.83%	
20	3.16%	0.10%		4.36%
23	4.15%	3.95%	4.45%	3.20%
24			0.77%	1.69%
26		2.57%	1.64%	1.12%
27	3.31%	4.48%		
28	2.36%	1.08%		
30	2.44%	2.27%	2.07%	
32	2.13%	2.09%	1.52%	1.97%
35	1.19%	1.17%	2.45%	
39			1.72%	1.95%
40		2.26%	1.60%	2.25%
41	4.57%	4.51%	4.42%	3.94%
43	1.97%			
44	3.32%	3.36%	3.56%	5.17%
46	1.57%	1.99%		1.28%
47			1.74%	0.81%
48	3.58%	5.13%	4.93%	6.51%
49		1.36%	2.09%	1.85%
50	3.69%	3.95%	3.15%	7.10%
51	3.71%	4.63%	3.09%	3.41%
52		3.71%	4.13%	4.02%
53	2.46%	3.32%	4.17%	4.98%
55			2.39%	
56	1.73%			
57	1.04%	1.28%	2.62%	2.99%
58				1.46%
61	2.83%			
62	1.17%			1.32%
63			5.35%	5.37%
66			2.63%	2.83%
67	2.14%	2.16%	3.76%	2.21%
68			2.50%	3.43%
71		2.36%		1.96%
77	1.97%			
79	1.27%	2.71%	2.14%	2.90%
97	2.08%	2.10%		
101	1.73%			
3249			2.79%	2.59%

INFORMATION TECHNOLOGY

IT Spending - Capital Investments



District	2018-2019	2019-2020	2020-2021	2021-2022
3	11.8%	11.8%	11.4%	11.8%
4		10.2%	7.7%	14.5%
5		0.5%	0.4%	
8	43.1%	15.6%	65.7%	35.5%
9	45.7%	61.2%	43.0%	59.7%
10		15.3%		35.0%
11	44.9%			23.8%
12	5.9%	15.1%	1.0%	
13	12.4%			84.5%
14	21.5%		4.2%	10.3%
16	0.6%	1.2%		
18	17.0%	7.8%	8.8%	
20	99.9%			41.2%
23	33.9%	34.2%	13.0%	12.6%
24			42.5%	9.8%
26			19.4%	27.7%
27	1.2%	21.1%		
28	42.7%	60.1%	30.8%	31.6%
30	2.8%	2.1%	2.6%	
32	6.4%	3.5%	3.0%	2.7%
35	68.6%	21.8%	9.7%	9.9%
39			13.4%	14.2%
40		15.9%	23.0%	22.1%
41	3.0%	6.2%	2.7%	24.6%
44	26.7%	29.5%	21.9%	10.7%
45		55.7%		
47			35.6%	65.3%
48		97.1%	100.0%	76.2%
49	0.9%	2.7%	11.3%	11.1%
50	5.9%	16.5%	36.8%	22.1%
51	27.6%	4.7%	36.4%	
52	20.1%	24.2%	1.5%	
53	0.8%		7.1%	1.8%
54			8.7%	7.6%
55			9.2%	
57	0.7%		1.4%	69.0%
58			23.2%	12.7%
62				10.1%
63			91.2%	87.3%
66				9.4%
67	3.0%		41.9%	42.2%
68			67.8%	31.1%
71		2.7%		88.2%
74		28.2%		
76	18.6%	109.3%	56.5%	
77			67.1%	
79	11.9%	13.4%	8.9%	12.9%
91			44.9%	
97	44.7%	146.1%		

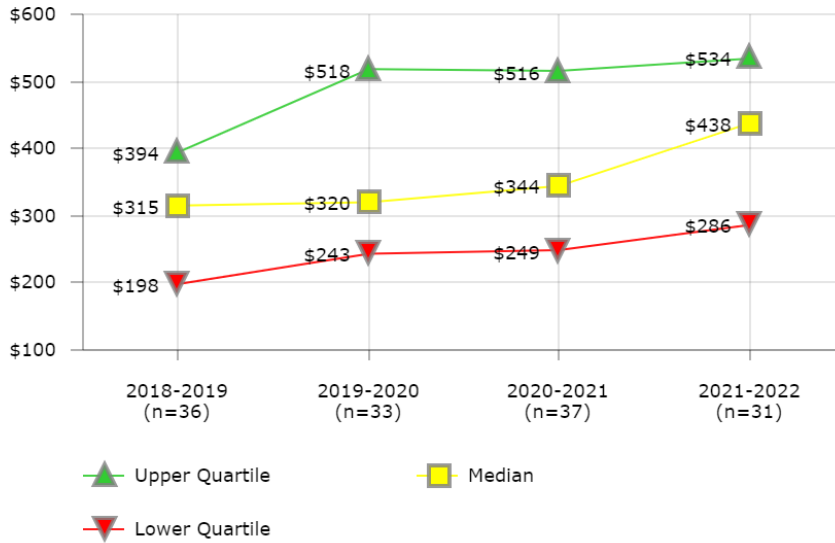
Description of Calculation

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.

### 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

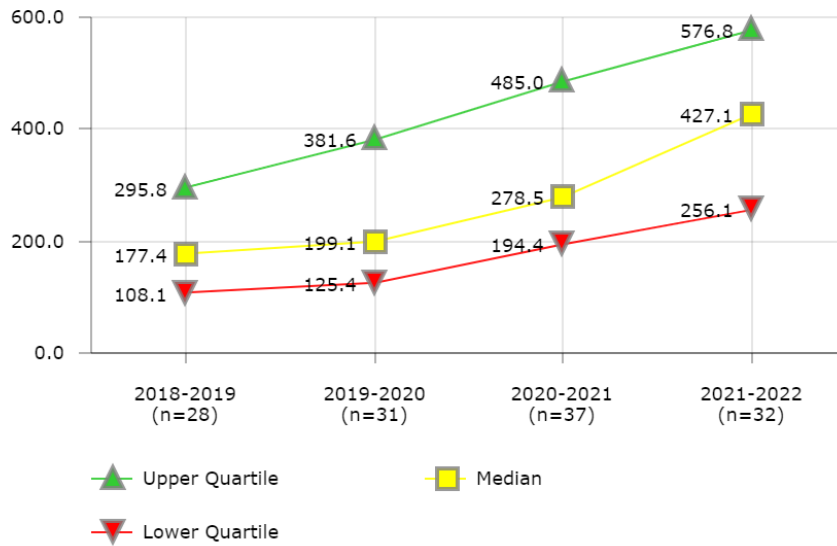
- Budget development and staffing
- IT expenditures can be impacted by new enterprise implementations
- The commitment of community for support technology investments in education
- IT Department standards and support model
- Age of technology and application portfolio
- IT maturity of district

#### Districts in Best Quartile (2021-2022)

- Albuquerque Public Schools
- Cincinnati Public Schools
- Cleveland Metropolitan School District
- Des Moines Public Schools
- Hillsborough County Public Schools
- Omaha Public School District
- Orange County Public School District
- Toledo Public Schools

District	2018-2019	2019-2020	2020-2021	2021-2022
3	\$260	\$270	\$292	
4	\$343	\$494	\$847	\$446
5		\$182	\$252	\$204
8	\$130	\$1,051	\$309	\$210
9	\$119	\$125	\$151	\$161
10		\$284	\$146	\$614
11	\$328			
12	\$406	\$431	\$473	\$540
13	\$193			\$179
14	\$454		\$389	\$651
15			\$456	\$469
16	\$119			
18	\$225	\$230	\$247	
20	\$828	\$27		\$1,229
23	\$549	\$526	\$604	\$474
24			\$201	\$307
26		\$368	\$233	\$198
27	\$388	\$518		
28	\$388	\$185		
30	\$341	\$320	\$344	
32	\$176	\$184	\$144	\$196
35	\$251	\$260	\$618	
39			\$275	\$290
40		\$252	\$194	\$338
41	\$459	\$487	\$565	\$512
43	\$616			
44	\$307	\$316	\$339	\$490
45		\$260		
46	\$184	\$243	\$262	\$320
47			\$249	
48	\$352	\$542	\$438	\$560
49	\$434	\$149	\$257	\$286
50	\$651	\$749	\$516	
51	\$401	\$540	\$443	\$423
52		\$614	\$830	
53	\$379	\$524	\$686	
56	\$176			
57	\$336	\$321	\$703	\$802
58			\$214	\$458
61	\$323			
62	\$166			\$233
66			\$501	\$534
67	\$306	\$316	\$600	\$438
68			\$279	\$411
71		\$445		\$446
76	\$263	\$372		
77	\$203		\$452	
79	\$247	\$570	\$518	\$620
91			\$153	
97	\$218	\$214		
101	\$174			
3249			\$433	\$423

INFORMATION TECHNOLOGY  
Network - Bandwidth per Student



District	2018-2019	2019-2020	2020-2021	2021-2022
3	544.0	556.4	573.6	
4	403.4	408.1	422.5	854.0
5		205.5	211.6	439.6
8		0.3	317.7	811.9
9	250.0	251.4	262.5	262.5
10		204.9	757.2	749.7
11	177.4			
12	177.4	178.3	186.3	190.3
13	120.2			480.8
14	74.6		0.1	275.0
15			485.0	483.5
16	97.2			
18	168.4	177.5	362.2	
20	277.4			278.9
23	200.4	199.1	194.4	189.8
24			246.4	241.9
26			691.7	822.1
27	309.9	317.3		
28	381.8	381.6		
30		248.8	278.5	
32	114.3	0.1	299.0	303.6
35	101.9	103.2	220.0	
39		191.0	203.4	0.2
40		243.5	521.7	534.4
41	129.2	1,299.9	1,378.2	
43	481.2			
44	230.9	22.9	23.3	462.3
45		304.2		
46	82.9	82.9	154.1	154.2
47			1,175.2	
48		493.5	462.5	449.3
49	68.6	102.8	147.0	147.6
50	192.8	198.3	401.9	414.7
51	532.9	557.1	1,270.2	1,089.0
52		181.8	636.5	690.5
53	153.4	153.1	209.1	318.6
57	53.7	125.4	144.9	29.1
58			390.2	729.7
62			0.2	249.6
63				532.1
66			193.5	290.3
67	281.6	564.7		
68			706.4	
71		496.4		619.3
76	410.5			
77			188.8	
79	129.5	131.4	270.3	279.5
91			324.1	
97	98.6	99.7		
3249			242.8	482.2

**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**

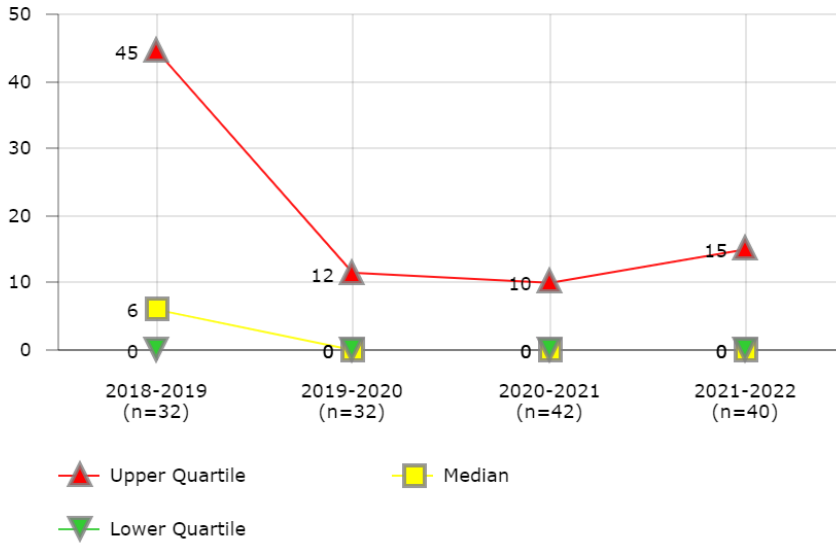
- The number of enterprise network based applications
- The capacity demands of enterprise network based applications
- Fund availability to support network bandwidth costs
- Capacity triggers that provide enough time for proper build out and network upgrades
- Network monitoring systems and tools that allow traffic shaping, prioritization, and application restriction

**Districts in Best Quartile (2021-2022)**

- Austin Independent School District
- Boston Public Schools
- Hillsborough County Public Schools
- Minneapolis Public Schools
- Oklahoma City Public Schools
- Palm Beach County School District
- School District of Philadelphia
- Wichita Unified School District

INFORMATION TECHNOLOGY

Network - Days Usage Exceeded 75% of Capacity



Description of Calculation

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

Importance of Measure

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

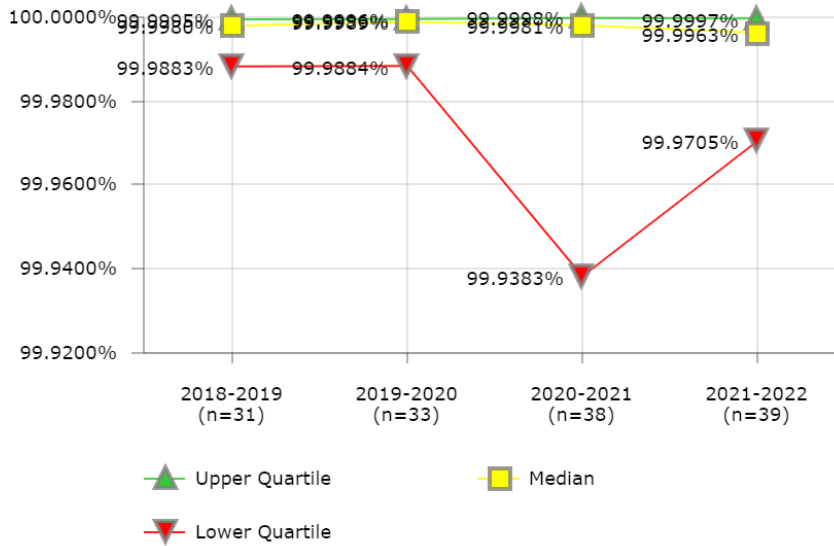
Factors that Influence

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

District	2018-2019	2019-2020	2020-2021	2021-2022
2			0	
3	0	0	0	0
4	0	0	4	0
5		0	0	0
8	3	0	0	0
9	0	0	0	0
10		0	3	7
11	0			0
12	180	180	180	180
13	53			1
14	200		10	
16		0	0	0
18	34	27	70	
20	36			93
21	210			
23	21	18	23	180
24			0	0
26			0	0
27	0	0		
28	30	30	0	0
30	0	0	10	
32	0	0	0	0
35	102	5	200	2
39			24	10
40		0	0	20
41	100	0	0	0
43	0			
44	10	30	45	120
45		5		
46	0	0	0	0
47				0
48	0	0	0	56
49	25	60	74	44
50	0	0	0	0
51	0	20	24	25
52	30	0	0	0
53	9	3	0	3
54			0	0
55			0	0
57	3	1	10	0
58			0	0
62			0	1
63			0	3
66			132	26
67	120	0	20	0
68			0	0
71		0		6
74		0		
76	0	0	0	
77			0	
79	0			
91			7	
97	200	270		
3249			0	20



INFORMATION TECHNOLOGY  
Network - WAN Availability



District	2018-2019	2019-2020	2020-2021	2021-2022
2			99.9980%	
3	99.9991%	99.9991%	99.9991%	99.9997%
4	99.9976%	99.9989%	99.9994%	99.9958%
5		99.9990%	99.9993%	99.9995%
8	99.9925%	99.6300%	99.8528%	99.8958%
9	99.8990%	99.9065%	99.8928%	99.9377%
10		99.9999%		99.9897%
11	99.9981%			99.9998%
12	99.9315%	100.0000%	100.0000%	100.0000%
13	99.9907%			99.9789%
14	99.9997%		99.9957%	99.9999%
16	99.9997%	99.9994%	99.9999%	99.9993%
18	99.6778%	99.8398%	99.7771%	
20	99.9856%			99.9965%
21	100.0000%			
23	99.9883%	99.9890%	99.9893%	99.9991%
24			100.0000%	100.0000%
27	99.9994%	99.9276%		
28	100.0000%	99.9986%	99.9023%	99.7230%
30	100.0000%	100.0000%	100.0000%	
32	99.9988%	100.0000%	99.9988%	99.9963%
35	99.9956%	99.9981%	99.9983%	99.9985%
39		99.5354%	99.8894%	99.8061%
40		99.9884%	99.9995%	99.9997%
41	99.9980%	99.9993%	100.0000%	100.0000%
43	99.9985%			
44	99.9426%	99.9548%	99.6335%	99.9028%
45		100.0000%		
46	99.9988%	99.9991%	99.9991%	99.9989%
47				99.9998%
48	99.9969%	99.9951%	99.9958%	99.9952%
49	99.9990%	99.9993%	99.9993%	99.9967%
50		99.9996%	99.9998%	99.9998%
51	99.9996%	99.9980%	99.9982%	99.9986%
52	99.9968%	99.9678%	99.9693%	99.9693%
53	99.9940%	99.9989%	99.9924%	99.9911%
54			99.8408%	99.8588%
55			99.8516%	99.8865%
57	100.0000%	99.8354%	99.8926%	99.9629%
58			99.9598%	99.9777%
62				99.9943%
63			100.0000%	100.0000%
66			99.9957%	99.9780%
67	99.9842%	99.9911%	99.9998%	99.9705%
71		99.9999%		100.0000%
74		99.9983%		
76	99.9623%	99.9998%	100.0000%	
77			99.9383%	
91			99.9923%	
97	99.9995%	99.9998%		
3249			100.0000%	99.9732%

Description of Calculation

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

Importance of Measure

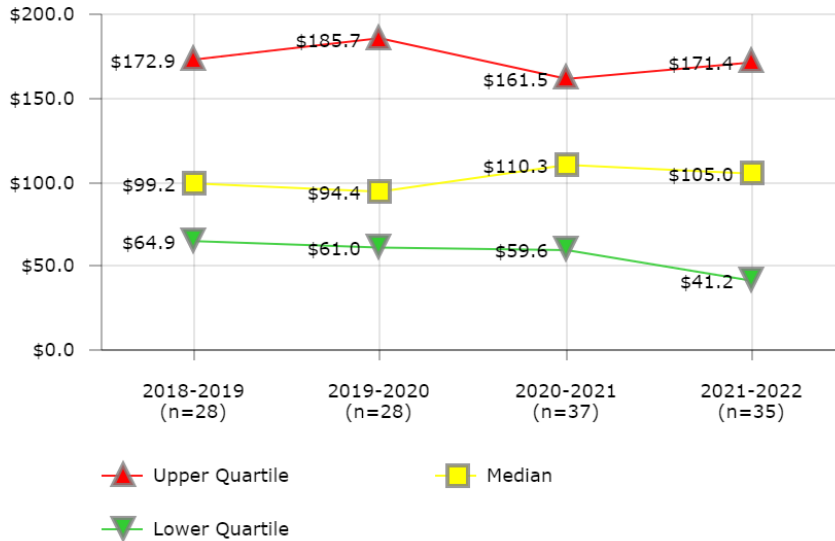
The number of online applications sensitive to latency, digital video, and voice will all impact the amount of bandwidth a district needs.

Districts in Best Quartile (2021-2022)

- Albuquerque Public Schools
- Austin Independent School District
- Dallas Independent School District
- Des Moines Public Schools
- Detroit Public Schools
- East Baton Rouge Parish Public Schools
- Fort Worth Independent School District
- Los Angeles Unified School District
- Metropolitan Nashville Public Schools
- St. Louis Public Schools
- St. Paul Public Schools

INFORMATION TECHNOLOGY

Support - Break/Fix Staffing Cost per Ticket



Description of Calculation

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

Importance of Measure

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

Factors that Influence

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

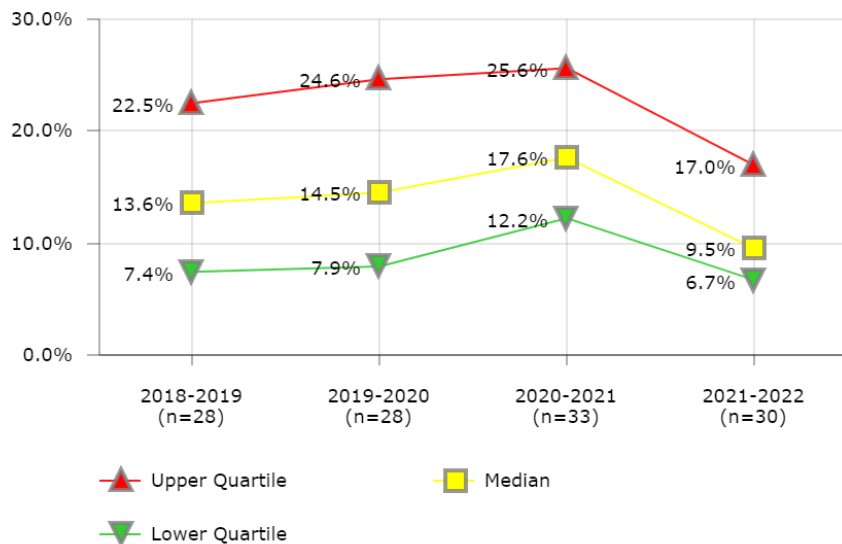
Districts in Best Quartile (2021-2022)

- Austin Independent School District
- Broward County Public Schools
- Cleveland Metropolitan School District
- Dallas Independent School District
- East Baton Rouge Parish Public Schools
- Metropolitan Nashville Public Schools
- Oklahoma City Public Schools
- Palm Beach County School District
- St. Louis Public Schools

District	2018-2019	2019-2020	2020-2021	2021-2022
2			\$107.7	
3	\$106.7	\$90.8	\$32.0	
4	\$161.2		\$110.3	\$172.9
5		\$62.5	\$107.2	\$87.5
8	\$57.0	\$57.2	\$33.4	\$13.8
9	\$184.7	\$177.8	\$134.8	\$171.4
10		\$195.5	\$227.5	\$415.7
11	\$101.5			\$956.7
12	\$193.5	\$201.0	\$161.5	\$201.5
13	\$65.2			\$26.5
14	\$192.8		\$178.6	\$73.0
16	\$60.1	\$76.1	\$144.0	\$105.1
18	\$52.4	\$38.9	\$97.5	
21	\$251.7			
23	\$45.3	\$52.0	\$139.9	\$47.4
24			\$46.3	\$37.2
26				\$120.2
27	\$93.7	\$126.1		
28		\$6.0	\$120.1	\$156.2
30	\$653.4	\$556.0	\$568.5	
32	\$426.2			
35	\$94.8	\$113.2	\$180.9	\$138.1
39			\$42.6	\$55.2
40			\$104.7	\$65.4
41	\$64.7	\$79.3	\$59.6	\$30.9
43	\$280.3			
44		\$127.0	\$143.3	\$96.4
46	\$81.5	\$216.3	\$440.6	\$138.0
47				\$19.0
48	\$105.8	\$51.2	\$187.8	\$157.1
49		\$84.1		
50	\$156.3	\$154.0	\$104.8	\$190.9
51	\$83.6	\$357.5	\$114.4	\$41.2
52	\$84.0	\$94.8	\$98.6	\$136.2
53	\$96.8	\$91.7	\$68.1	\$47.9
54			\$45.3	\$387.5
55			\$64.9	
57			\$13.6	\$36.0
58			\$1,266.7	\$138.9
63			\$25.7	\$29.0
66			\$528.8	\$105.0
67	\$109.1	\$94.0	\$540.4	\$440.9
71		\$59.6		\$39.8
74		\$990.7		
76	\$45.5	\$52.9	\$15.7	
77			\$31.9	
79	\$140.0	\$146.7	\$156.6	\$234.0
97	\$12.8	\$193.7		
3249			\$111.0	\$59.3

INFORMATION TECHNOLOGY

Support - Help Desk Call Abandonment Rate



District	2018-2019	2019-2020	2020-2021	2021-2022
2			1.4%	
3	19.3%	15.2%	15.2%	
4	7.3%	7.8%	22.5%	8.5%
5		18.8%	13.7%	9.8%
8	8.1%	31.9%	12.5%	17.0%
9	8.0%	5.8%	18.6%	10.0%
10		13.9%		6.1%
11	22.3%			22.3%
13	26.9%			9.0%
14	4.8%		26.4%	33.8%
16	16.6%	11.8%	23.7%	6.9%
18	7.5%	5.3%	36.2%	
21	14.8%			
23	6.9%	7.0%	14.9%	
27	16.6%	9.0%		
28	15.2%	11.9%	25.6%	5.5%
30	50.0%	8.0%	17.6%	
35	5.5%	6.4%	11.4%	8.2%
39			19.1%	9.2%
40		38.7%	23.5%	25.0%
41	8.8%	16.7%	32.7%	14.5%
43	24.1%			
44	6.5%	27.9%	46.4%	17.9%
45		13.3%		
46	6.2%	16.2%	32.1%	23.5%
47			15.0%	8.6%
48	7.8%	13.3%	12.6%	6.7%
49	22.7%		7.0%	5.0%
50	36.1%	34.1%	9.1%	23.5%
51	24.2%	15.6%	27.0%	16.1%
52	6.5%	25.2%	26.7%	16.1%
53	19.3%	16.6%	15.5%	4.2%
54			12.2%	3.1%
55			8.6%	
57	12.3%	4.9%	33.3%	7.6%
58				14.9%
63			0.8%	
66			9.9%	6.5%
67		42.9%	22.4%	33.5%
71		24.1%		10.2%
76	12.3%	29.6%	20.5%	
77			4.4%	
97	35.2%	0.3%		
3249				2.9%

Description of Calculation

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

Importance of Measure

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

Factors that Influence

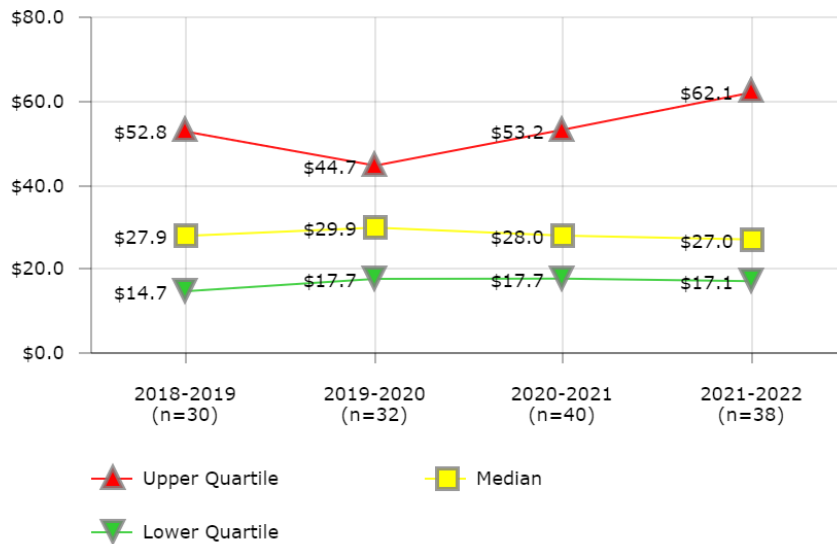
- The Call Abandonment Rate will be influenced by effective supervision to ensure that service desk team members are online to take calls
- A high percentage could indicate low availability caused by inadequate staffing, long call handling times and/or insufficient processes
- Length of time the caller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

Districts in Best Quartile (2021-2022)

- Atlanta Public Schools
- Chicago Public Schools
- Fayette County Public Schools
- Guilford County School District
- Hillsborough County Public Schools
- Jefferson County Public Schools (KY)
- Omaha Public School District
- Orange County Public School District

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 should 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

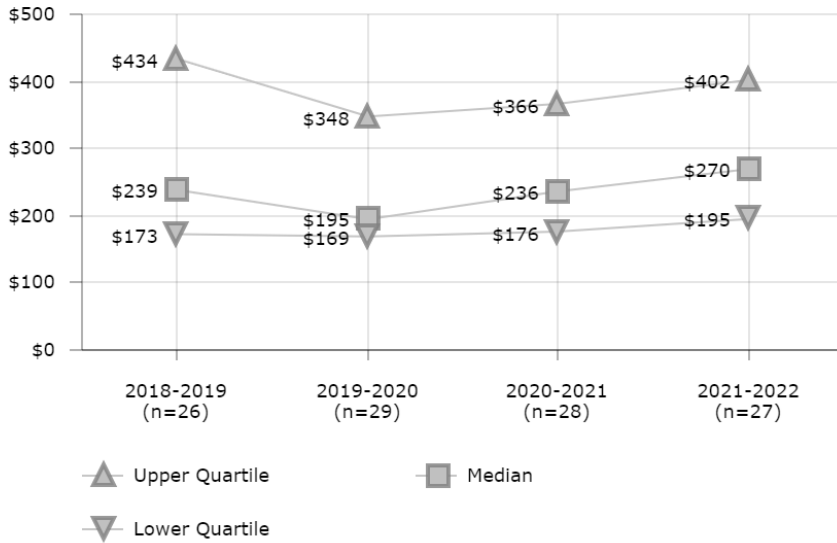
Districts in Best Quartile (2021-2022)

- Albuquerque Public Schools
- Austin Independent School District
- Baltimore City Public Schools
- Dallas Independent School District
- Houston Independent School District
- Jackson Public School District (MS)
- Metropolitan Nashville Public Schools
- Oklahoma City Public Schools
- Palm Beach County School District
- Sacramento City Unified School District

District	2018-2019	2019-2020	2020-2021	2021-2022
2			\$14.6	
3	\$27.4	\$19.4	\$9.2	
4	\$17.0	\$17.3	\$19.4	\$97.3
5		\$28.8	\$37.9	\$30.5
8	\$20.5	\$9.0		\$8.3
9	\$12.7	\$18.4	\$17.7	\$18.4
10		\$27.5		\$241.9
11	\$21.5			\$21.2
12	\$37.5	\$22.5	\$17.7	\$26.8
13	\$71.1			\$22.3
14	\$14.7		\$9.2	\$7.0
15			\$16.3	\$12.1
16	\$25.7	\$26.9	\$21.1	\$25.2
18	\$11.8	\$17.6	\$8.0	
21	\$26.7			
23	\$12.8	\$13.0	\$21.0	\$17.4
24			\$25.5	\$25.5
26			\$119.1	\$121.9
27	\$126.1	\$194.3		
28	\$28.4	\$27.3	\$28.0	\$27.3
30	\$41.8	\$46.5	\$29.4	
32	\$59.5	\$39.4	\$19.9	\$21.5
35	\$82.0	\$40.5	\$25.1	\$85.0
39			\$7.0	\$7.0
40			\$62.2	\$57.8
41	\$7.1	\$8.2	\$8.7	\$7.7
43	\$12.7			
44	\$64.2	\$55.0	\$43.6	\$59.4
45		\$33.1		
46	\$9.3	\$11.6	\$8.1	\$17.0
47				\$10.7
48	\$31.3	\$31.0	\$28.0	\$34.1
49		\$35.2	\$139.6	\$276.0
50	\$52.8	\$42.9	\$45.3	\$213.9
51	\$49.0	\$344.8	\$206.2	\$17.1
52	\$73.9	\$92.6	\$142.5	\$106.9
53	\$21.1	\$42.0	\$45.5	\$39.0
55			\$8.9	
57		\$342.3	\$81.0	\$116.1
58			\$374.4	
62				\$10.4
63			\$47.6	\$55.0
66			\$45.6	\$133.1
67	\$40.7	\$37.7	\$51.3	\$62.1
68			\$126.2	\$41.0
71		\$6.9		\$12.5
74		\$260.1		
76	\$33.8	\$17.8	\$26.4	
77			\$58.8	
79	\$518.8	\$481.9	\$25.5	\$29.7
91			\$55.1	
97	\$11.5	\$13.0		
3249			\$38.0	\$18.7

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.

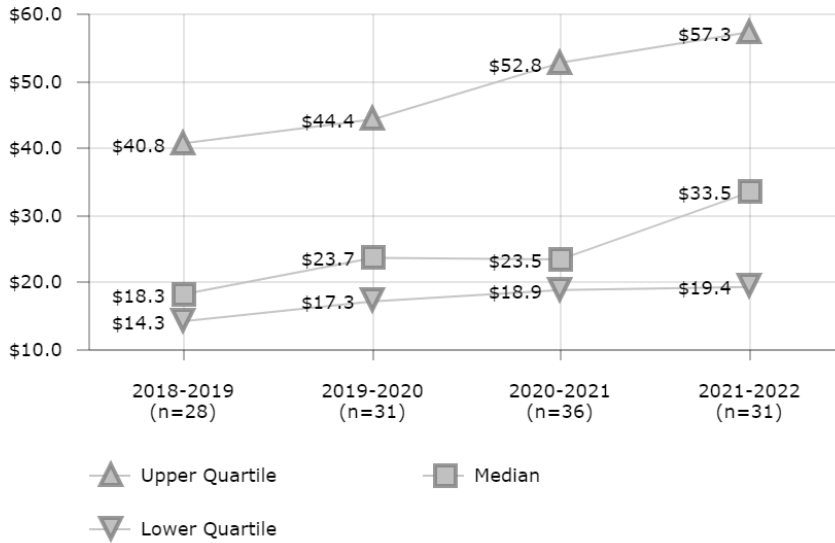
Importance of Measure

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	2018-2019	2019-2020	2020-2021	2021-2022
4	\$881	\$348	\$541	\$320
5		\$172	\$179	\$163
8	\$213	\$253	\$269	\$268
9	\$195	\$194	\$330	\$402
10		\$176		
12	\$185	\$138	\$207	\$195
13	\$273			\$468
14	\$118			
15				\$88
18	\$536	\$305	\$267	
20		\$187		
23	\$605	\$584	\$699	\$583
24			\$174	\$144
27	\$148	\$162		
28	\$467			
30	\$599	\$587	\$486	
32	\$155	\$173	\$153	\$242
35	\$153	\$168	\$191	\$194
39			\$393	\$339
40		\$186	\$238	
41	\$264	\$398	\$369	\$613
43	\$556			
44	\$187	\$267	\$310	\$354
45		\$85		
46	\$208	\$210		\$270
48	\$431	\$619	\$650	\$531
49		\$78	\$120	
50	\$173	\$217	\$277	\$220
51	\$351	\$169	\$209	
52	\$420	\$556	\$513	
53	\$206	\$195	\$190	\$208
55			\$147	
57	\$434	\$489	\$364	\$434
58				\$310
62				\$385
63			\$235	\$243
66			\$232	\$339
67	\$273	\$533		\$692
68			\$142	\$113
71		\$224		\$227
79	\$152	\$135	\$137	\$166
97	\$86	\$82		
3249			\$68	

INFORMATION TECHNOLOGY

Systems Cost - Instructional Systems Cost per Student



Description of Calculation

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

Importance of Measure

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

District	2018-2019	2019-2020	2020-2021	2021-2022
4	\$35.9	\$66.9	\$65.3	\$80.7
5		\$11.2	\$14.2	\$15.4
8	\$16.3	\$14.4	\$13.2	\$12.6
9	\$13.7	\$14.7	\$12.5	\$20.2
10		\$41.8	\$50.9	\$63.8
11	\$78.0			
12	\$12.8	\$60.4	\$50.4	
13	\$19.9			\$17.4
14	\$17.7		\$19.4	\$31.9
15			\$99.4	
16	\$24.1			
18	\$17.3	\$17.3	\$29.9	
20	\$58.5			\$15.5
23		\$223.3	\$133.1	\$133.4
24			\$27.0	\$50.3
26		\$21.9	\$9.1	\$16.2
27	\$55.5	\$60.4		
28	\$4.1	\$11.3		
30	\$16.4	\$21.1	\$19.8	
32	\$45.5	\$42.7	\$105.1	\$37.9
35	\$12.6	\$11.9	\$57.0	
39			\$34.4	\$34.0
40		\$17.7	\$14.4	\$49.1
41	\$27.8	\$44.4	\$48.3	\$61.2
43	\$110.1			
44	\$16.3	\$23.2	\$15.6	\$19.4
45		\$48.8		
46	\$6.8	\$7.2	\$23.7	\$19.9
47			\$49.5	\$50.2
48		\$24.3	\$18.8	\$22.0
49	\$14.9	\$17.9	\$23.3	\$25.4
50	\$2.5	\$23.7	\$21.5	
51	\$9.0	\$19.2	\$11.0	\$11.7
52		\$14.8	\$22.9	\$57.3
53	\$101.9	\$121.7	\$200.2	
57	\$31.0	\$33.4	\$54.8	\$52.9
58			\$54.6	\$73.6
62				\$31.4
63				\$88.0
66			\$19.3	\$37.1
67	\$16.4	\$29.7	\$26.9	\$25.2
68			\$19.5	\$12.7
71		\$30.4		
76	\$58.1	\$52.3		
77			\$19.1	
79	\$36.1	\$30.2	\$59.9	\$33.5
91			\$19.5	
97	\$19.0	\$18.0		
3249			\$18.5	\$108.8