

Managing for Results in America's Great City Schools



**A Report of the Performance
Measurement and
Benchmarking Project**

Council of the Great City Schools
Spring 2008

Performance Measurement & Benchmarking for K12 Operations

To Great City School Members—

The Council of Great City Schools is conducting a major multiyear project to identify performance measures, key indicators, and best practices that can guide the improvement of non-instructional operations in urban school districts across the nation. The goals, objectives, and structure of the *Performance Measurement and Benchmarking Project* were developed during the Council's annual meetings of Chief Operating Officers, Chief Financial Officers, Chief Human Resources Officers, and Chief Information Officers. The Council has also organized technical teams composed of executive administrators with extensive subject-matter expertise to develop and manage portions of the project. The project is using an agreed-upon research approach with standards and templates for analyzing and displaying data on top performance measures.

The following sections include detailed analyses and discussion of a robust set of key indicators—or measures—on a range of operational functions in business, finance, technology and human resources, and presents data city-by-city on those indicators. The Council will continue to work with member districts to refine the effort, establish trend lines, and share effective practices among districts. In future years, we will prepare composite reports in the four operational areas—i.e., business operations, finance, human resources, and technology—for the Leadership and Finance Task Forces, the Board of Directors of the Council and its members. We hope that the membership finds this effort useful and productive.

Michael Casserly
Executive Director

Robert Carlson
Director, Management Services

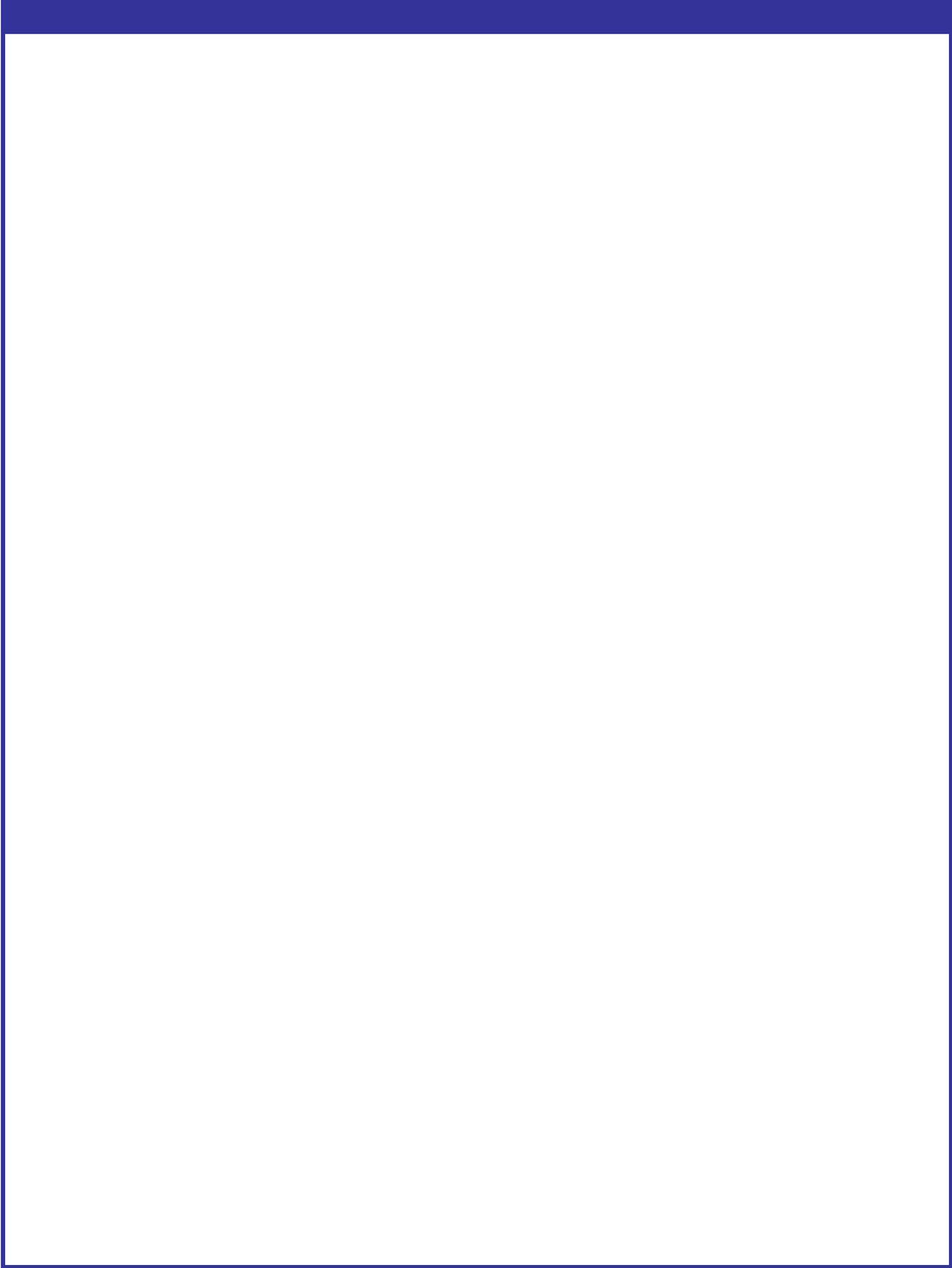


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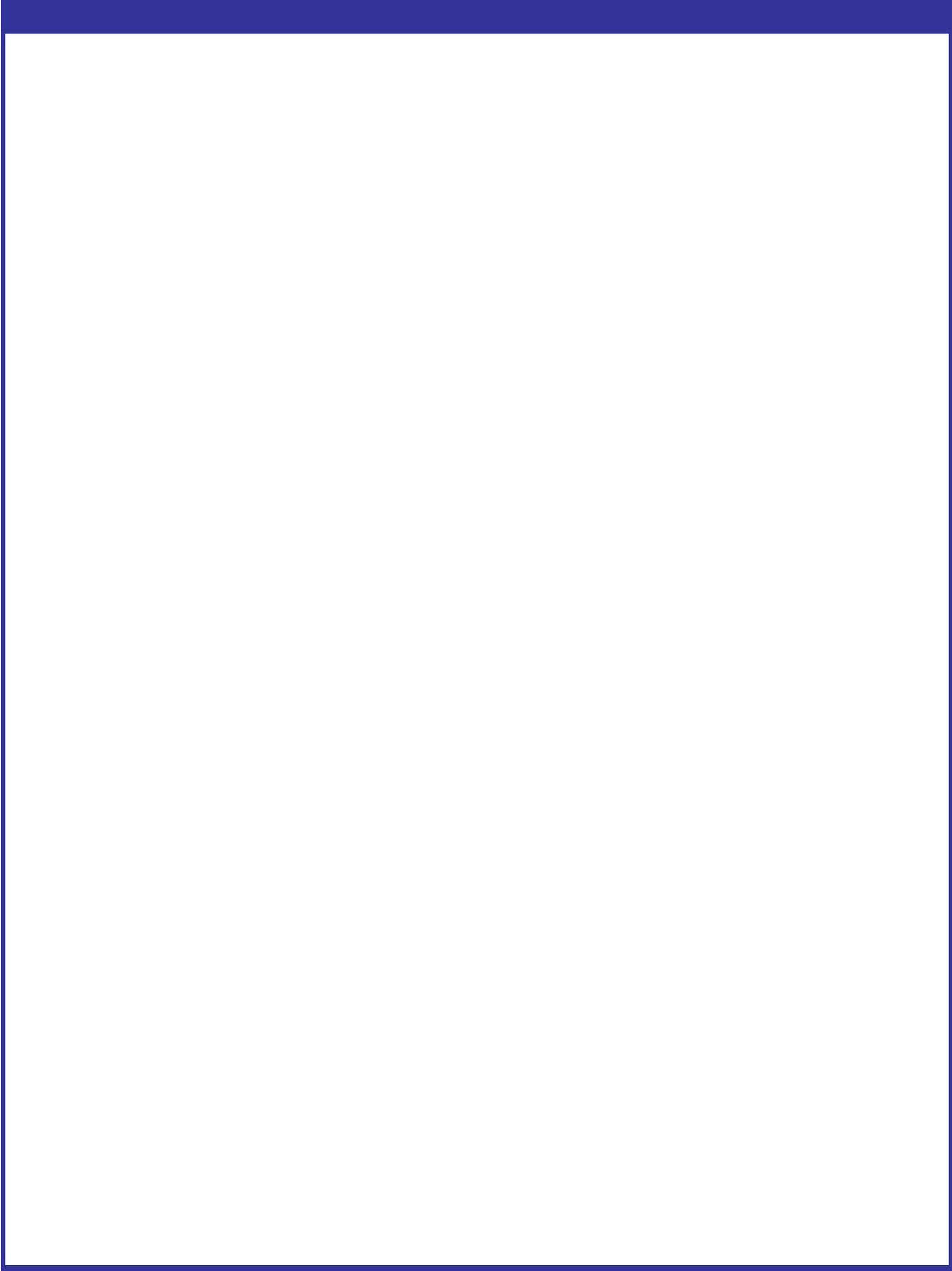
Executive Summary

This report describes statistical indicators developed by the Council of the Great City Schools and its member districts to measure big-city school performance on a range of operational functions in business, finance, human resources and technology. The report also presents data city-by-city on those indicators. This is the second time that indicators have been developed, data collected and analyzed, but the first time trend data on existing indicators have been generated on the business operations from the nation's largest urban school districts.

In addition, this is the first time that indicators have been developed and data collected and analyzed on the financial and technology operations of these districts. Data have also been collected and analyzed on a sample of indicators for human resource operations. A more comprehensive set of indicators has been prepared to collect and analyze data that will be included in future reports. The overall purpose of this project is to help the nation's urban public schools measure their performance; improve their business, finance, personnel and technology operations; and strengthen their practices.

The project's methodology entailed using teams of school-district experts in a range of operational functions in business, finance, technology and human resources to develop the indicators. Preliminary data were collected from major city school systems; the results were fine-tuned using Six Sigma quality-assurance procedures to ensure uniformity and rigor; additional data were collected using the fine-tuned measures; and the final data were analyzed and presented for publication. Each of the indicators in this report includes information about why the measure is important; factors that influence performance; how the indicator is defined and calculated; what the range of responses were across the city school districts; and how the indicators' values are affected by other school district practices.

The Council expects that school boards and superintendents in the major cities will be able to use these indicators and the data gather on them to assess their own business, finance, human resources and technology operations; to measure progress on reforms in these areas; and to demonstrate greater transparency to the public. In addition, they will be able to use the highest performing districts to identify best practices based on districts showing particularly positive results.



**Background, Project Development, Overview,
& Methodology**



Background

America's Great City Schools are under enormous pressure to improve their academic performance, strengthen their leadership and operations, and regain the public's confidence. The Council's recent study to assess the public's perception of how large city school districts manage themselves indicates concern about issues of efficient use of resources. The study indicates that the efficient use of tax dollars, concerns about "waste," and the public's general perceptions about how much money is spent on bureaucracy are issues that continue to surface.

In order to respond to these and other concerns, the nation's big-city school systems have launched a number of initiatives. The Council is conducting extensive research on why some city school systems improve faster than others do; it has formed peer teams to review and analyze each other's practices; and it has conducted public information campaigns to rebuild public confidence along with other efforts. But these efforts have sometimes been hampered by the lack of data by which urban school districts can compare each other's work and assess each other's progress. This situation has been particularly acute on the non-instructional side of the house, where good data have been important for many years but comparable data from one system to another have been scarce.

The Council of the Great City Schools, the nation's coalition of large urban public school systems, began to address this shortcoming in 2003 by beginning to identify, assess, and recognize excellence in the non-instructional operations of its members. The purposes of this effort were to—

- Establish a common set of key performance measures in a range of operational functions in business, finance, human resources, and technology.
- Benchmark the performance of the nation's largest urban public school systems on these key performance indicators.
- Document effective management practices of the top-performing districts, so other member districts could utilize these practices.

Collecting and analyzing performance data in education has intrinsic value, but benchmarking or comparing that data from city-to-city pays special dividends. Good comparative data give school districts the ability to analyze how well they manage their resources in exactly the same ways that the private sector uses its data. Good data also provide the evidence needed to identify best practices and the wherewithal to determine why some practices produce better results than others do. Good data, moreover, enable school districts to have a systematic way to build knowledge about how large systems work and what it takes to improve them.

Finally, better data have substantial benefits for school leaders. Better data allow school boards, superintendents, and senior staff members to identify practices that produce the desired

results for students and teachers. Better data permit school administrators to identify and devote more resources to classroom instruction and instructional support. Better data also improve the effectiveness of non-instructional operations by spurring accountability for results, clarifying goals and priorities, measuring progress, enhancing transparency and public trust, reducing the vulnerability to negative press, and improving understanding of various policy options.

For these reasons, the Council of the Great City Schools and its member districts have embarked on this first-of-its-kind benchmarking effort to improve the performance of its non-instructional operations in urban schools nationwide. This effort is significant not only because it represents a “first,” but also because it was launched by the school districts themselves. The initiative clearly signals that urban school systems are serious about using data to inform and improve business, financial, human resources and technology operations.

Project Development and Overview

This Performance Measurement and Benchmarking Project began in 2003 at meetings of the Chief Financial and Chief Operating Officers of member districts of the Council of the Great City Schools. The effort entailed developing an initial project framework and continued through 2006 with the identification and definition of an initial set of Key Performance Indicators (KPIs) to assess the performance of urban school districts in critical business and financial operational areas. The project team designed the effort around five major phases:

- Identification of key performance measures
- Development of a commonly accepted measurement methodology
- Creating and implementation of a measurement strategy
- Analysis and reporting of comparative data
- Assessment of effective management practices that produce superior performance

The Council established work groups composed of Chief Operating and Finance Officers from member districts that identified an initial set of key performance measures and developed sample surveys to gather data in those areas. Preliminary results from these sample surveys were analyzed and presented to the Council’s Finance, and Leadership and Governance Task Forces during the Fall meeting of 2006.

The preliminary results prompted the Chief Operating and Financial Officers to agree to a broader national study that would involve developing key indicators and gathering comparable data on a range of core business and financial operations in the nation’s urban public schools. The Chief Operating Officers identified five major functional areas during their April 2006 annual meeting that would be the focus of an in-depth study—food services, maintenance and operations, procurement, safety and security, and transportation. The Chief Financial Officers identified four broad financial areas that would be the focus of their study—budgeting, financial management, general accounting, and compensation—during their November 2006 annual meeting. After review and discussion, it was decided to combine the budgeting and financial management functions and to defer the compensation study to the next phase of the project.

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Technical teams of subject-matter experts from the member districts were organized at these meetings. These teams developed initial lists of potential measures that were subsequently narrowed down to the most important measures; developed in-depth surveys to gather data on the measures; and analyzed the results. The initial in-depth report on business operations was finalized and presented to the Council's Finance, and Leadership and Governance Task Forces in March 2007.

The technical teams of functional experts were reconvened at the April 2007 meeting of Chief Operating Officers to refine the initial set of measures and to add others that would further develop the Council's Performance Measurement and Benchmarking Project in business operations. The teams subsequently developed a second in-depth survey that was used to gather and analyze data on the new measures, as well as to generate trend data on existing measures. This report includes the analysis of that data.

Teams of subject-matter experts were also reconvened at the October 2007 Chief Financial Officers meeting to refine and add additional items to their initial set of measures in financial management and general accounting, as well as to develop initial measures in the areas of compensation, grants management, position management, and risk management. The teams subsequently developed a second in-depth survey that will be used to gather data on the new measures, as well as to generate trend data on existing measures. The analysis of that data will be presented to the Council's Task Forces at the 2008 Annual Fall Meeting.

Work also started at the February 2007 meeting of the Council's Chief Human Resources Officers and the June 2007 meeting of the Chief Information Officers. Employee relations, human resource operations, and recruiting and staffing were the functional areas selected by the Human Resources Officers; and network operations, applications, and help desk support are the functional areas that were selected by the Chief Information Officers. Technical teams of functional experts identified the measures and developed surveys to gather and analyze data. This report contains the indicators of performance and the data that were collected and analyzed on the technology operations of districts. This report also contains preliminary indicators of performance in human resource operations. A more comprehensive set of indicators and data will be collected, analyzed and represented at the 2008 Annual Fall Meeting.

Project Methodology

The Council of the Great City Schools organized project teams, surveyed members, analyzed data, conducted research, and prepared reports for its Finance, and Leadership and Governance Task Forces and its Board of Directors.

Project Management Team

An overall project management team oversaw the project and used technical advisors to assist them throughout the project.

Robert Carlson, Director of Management Services,
Council of the Great City Schools

Michael Eugene, Business Manager
Los Angeles Unified School District

Frederick Schmitt, Chief Financial Officer
Norfolk Public Schools

John McDonough, Chief Financial Officer
Boston Public Schools

Mike Casey, Executive Director, Information Technology
San Diego Unified School District

Ann Chan, Director, Human Resources Operations
Chicago Public Schools

Surveys and Data Analysis

Indicator Development

The indicators were developed in brainstorming sessions during the annual meetings of the Council's Chief Operating, Finance, Human Resources, and Information Officers. Potential performance measures were suggested, discussed, and winnowed down to manageable lists.

Project teams designed initial surveys, collected data from member districts, and analyzed responses to determine the feasibility, range of definitions, and values of the potential indicators. A research team headed by Katherine Blasik, Director of Research for the Broward County Public Schools, worked with the project teams to fine-tune how indicators were defined and which indicators would be included in the final surveys. To standardize the definitions—a key goal of this project, the project teams used a metric definition worksheet that was developed by Debra Ware, General Manager of Enterprise Resource Planning for the Fort Worth Independent School District who is an expert in Six Sigma processes.

The metric definition worksheets were the building blocks for developing surveys that could capture critical information about each potential measure, including the purpose, definition, data sources, equations, and any relevant notes needed to qualify or explain the measures. Districts were asked to provide raw data in order to exercise quality control in the

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calculation process. Eventually, every numerator and denominator on the worksheets became the basis for a question on the final survey. In some cases, a data point is used on more than one indicator (e.g., district budget). Ultimately, the technical teams defined the measures in each functional area, and the project management team developed and organized survey questions from worksheet results.

Survey Development

Once the technical teams completed the process of fine-tuning indicators, the project management team used the measurement criteria, and any additional context information, to write final survey questions in each area. Surveys were then formatted—under a Memorandum of Understanding with *K12 Insight*, a company providing online survey capability for school districts—in order to collect data online. Collecting data electronically minimized transcription errors, better tracked response rates, stored data more effectively, analyzed results more efficiently, and reduced errors caused by indecipherable handwriting. The company built electronic versions of the surveys and trained project management team members to use the data tool. In addition, the company used an electronic reminder feature to notify districts that had not responded to the surveys.

Before administering the final surveys, the technical teams developed an overall survey to profile each district's broad characteristics. Included in this survey were data on district enrollment, average daily attendance, number of staff members, number of schools, budget and expenditures, free and reduced-price lunch eligibility, and the like.

The final surveys in each of the functional areas were based on the results of the metric definition worksheets described above. In addition to the questions on each of the indicators in each area, the surveys asked questions on budget and expenditure data and staffing in each function. Final surveys were then sent to the 66 member districts of the Council of the Great City Schools.

Data Analysis and Results

The surveys were designed to capture data points only. Respondents were asked to report actual data on the survey forms and were not required to perform the calculations on their own. This approach allowed the teams to analyze the same data points across surveys and to calculate uniform performance rates. Doing so helped ensure the uniformity, reliability, and validity of results across cities. To ensure additional data integrity, the Chief Operating, Financial, Human Resources and Information Technology Officers were required to certify the survey data.

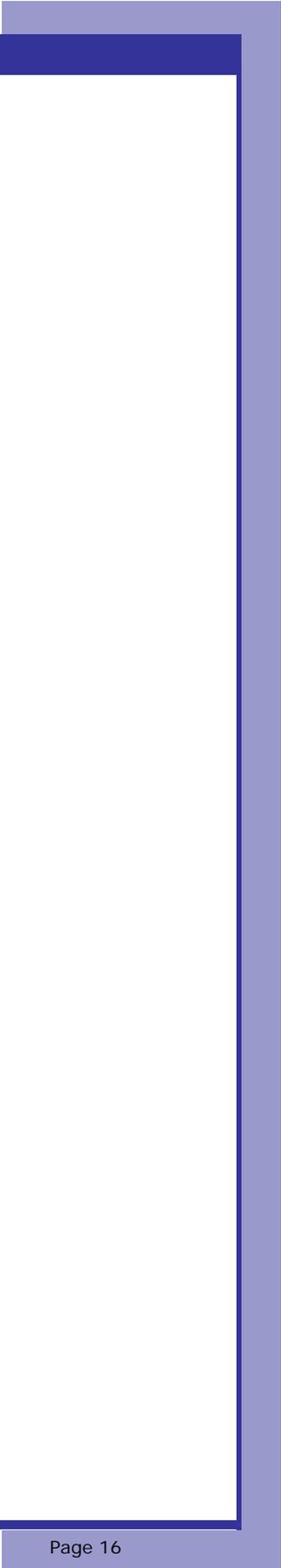
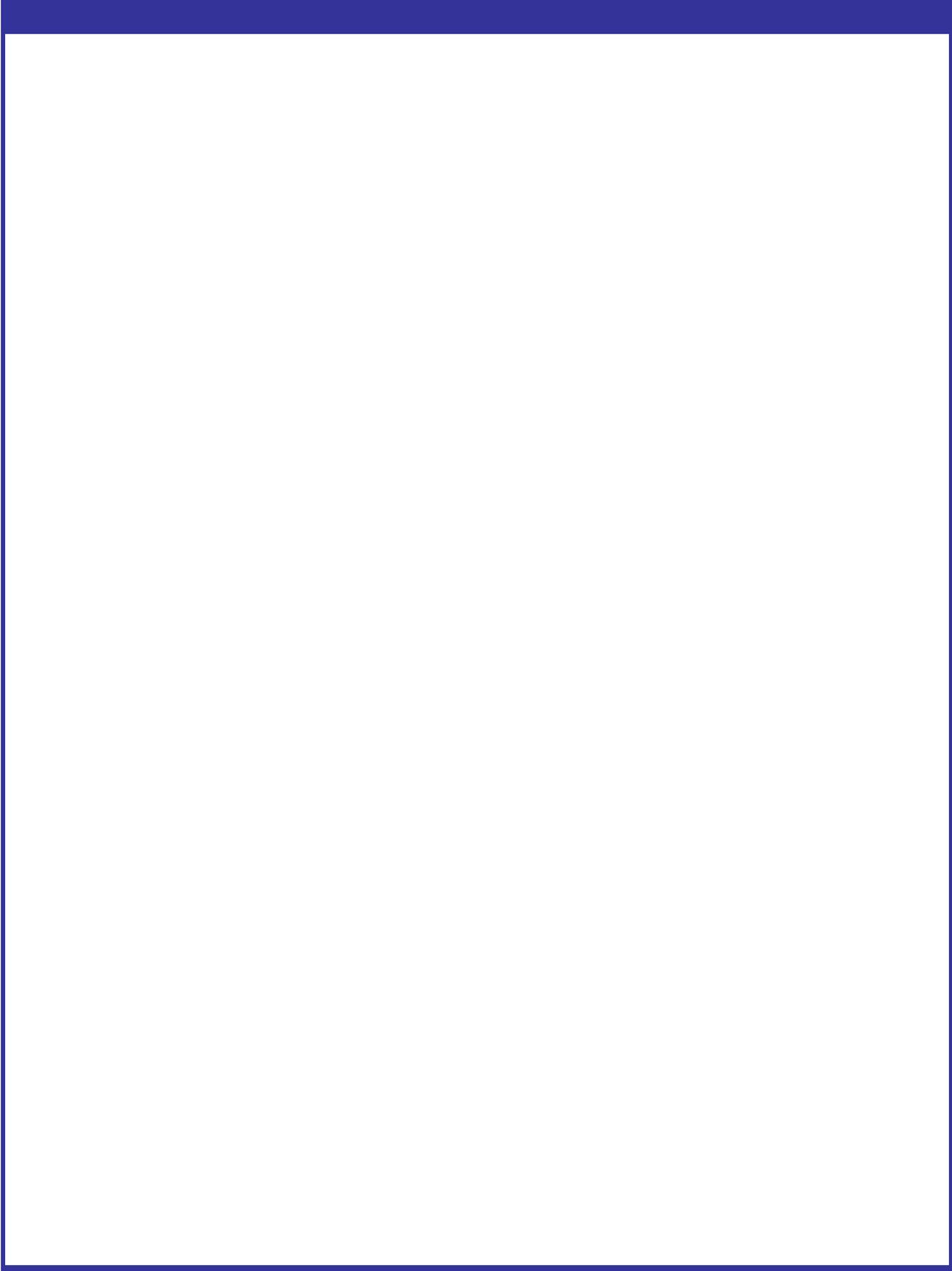
The technical teams used an extensively detailed approach to ensuring comparability and data integrity throughout the project. Six Sigma quality-control methodology was used to establish uniform, high-quality measurement procedures, write survey questions in sufficient detail to explain the measures, and provide technical assistance to responding districts when they needed clarification of survey items.

Nonetheless, there were instances in which calculations produced results that the technical teams determined could not be reliable, valid, or defensible. In such cases, either the data were not included or comments addressing the concerns about the data were noted. The process of reviewing, refining and assessing the quality of data will continue to be a key feature of this project as it moves forward.

The pages that follow include a brief discussion and analyses of the key performance indicators in each of the functional areas. Each indicator has a brief description about why the measure is important. Information is also included about variables that influence the measure, that is, the factors that affect whether the indicator is high or low. The indicators and how they are calculated are defined, and the response rates and the range of results are presented in three forms. Bar charts are used for measures that are numerical and lend themselves to comparisons among responding districts. Pie charts are used where the data are grouped or sorted by type of response, where there is a range of responses, or where the responses are simple counts of an event or are yes/no answers. In some cases, both a pie chart and bar chart are shown for a measure because the technical teams have some question about the reliability or validity of the data. The third presentation is a table format to show counts within categories.

The *Managing for Results in America's Great City Schools* is based on a philosophy of continuous improvement. Districts should be able to compare themselves to each other in a "safe" environment so they can understand where they lead or lag; can study effective management practices that produce top performing results; and can use information to prioritize efforts suited to their individual districts. The Council is fostering a safe environment for this project in three ways. First, executives from member districts manage the project. Second, the data collected are only shared among the Council and its technical teams. Third, public reporting of the data is done through district identification numbers, and not by name. In order to ensure confidentiality, a district number identifies all districts in the following charts. Districts will receive their number individually so they can see how they compare with other districts.

Business Operations



Transportation

Transportation - Cost Per Student

Total costs for the basic yellow bus home-to-school program (both district-operated and contractor-operated if there is a mix) *divided by* total number of students scheduled for basic yellow bus home-to-school transportation.

Why this measure is important

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 student may be appropriate based on specific conditions or program requirements in a particular district. A less than average cost per student may indicate a well-run program, or favorable conditions in a district.

Factors that influence this measure

- The district's basic cost to put a bus in service is the foundation ingredient. This cost is driven by driver-wage structure and labor contracts that specify total expenditures for labor. The cost of the fleet, including fleet replacement plan, facilities, insurance and maintenance also play a role in the basic cost. Each bus in service represents a specific fixed cost.
- Once the bus is in service, there are many factors that affect the efficiency of its use. Primary is the effectiveness of the routing plan. The district is charged with providing a certain level of service. Efficiency is based on using the least number of buses necessary to provide the required level of service. For example, it would be more efficient to assign 9 buses to a school instead of 10 if the desired level of service (time on the bus and load per bus) could be maintained at that lesser level.
- The other major factor is the ability to use each bus for more than one route or run each morning and each afternoon. The bell schedule needs to have at least 2 tiers that are separated by a sufficient window of time to allow the buses to deliver their first set of students and then return to pick up a second set. A third tier exists in some districts. Using the bus for multiple trips allows the fixed cost per bus to be spread out over more students, lowering the cost per student.
- Type of programs served will influence costs. For example, the cost of transportation for IEP students is generally more expensive.

Analysis of data

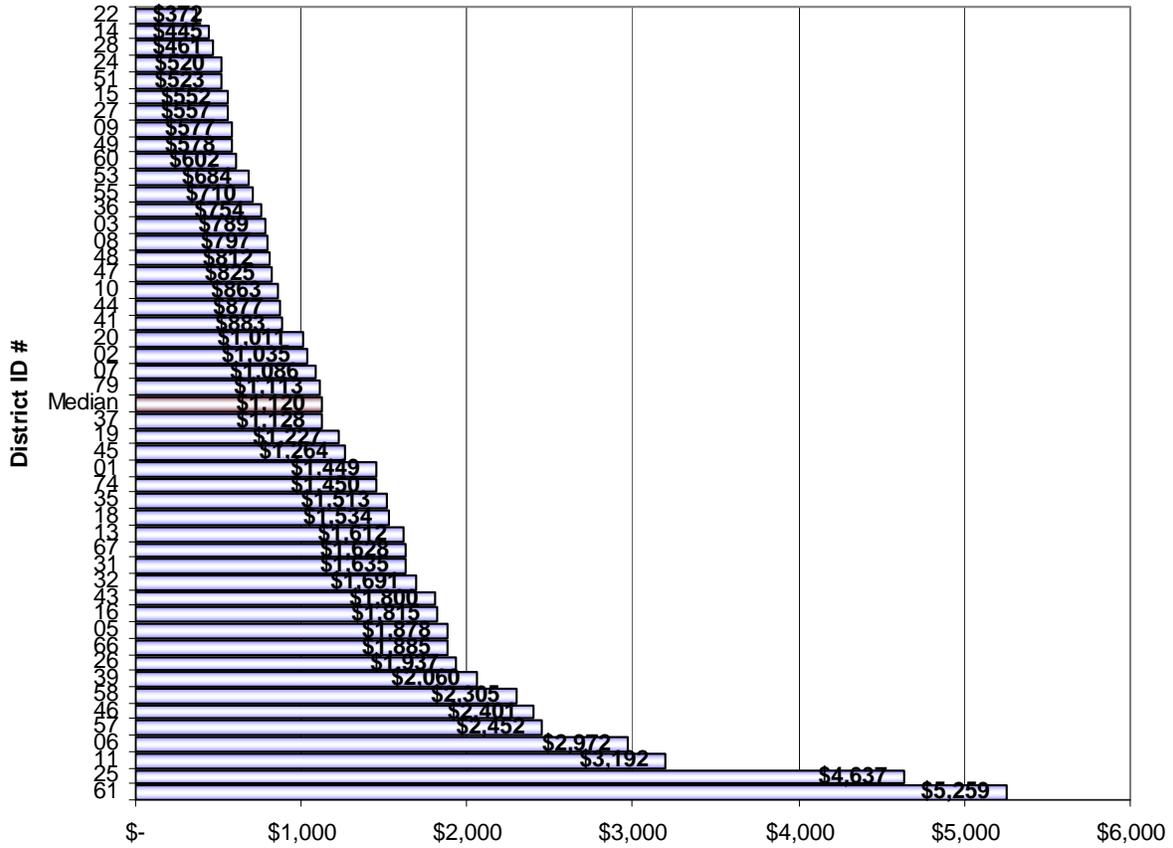
- 48 districts provided valid responses to these data points
- FY 07: Low = \$372; High = \$5,259; Median = \$1,120
- An economy of scale does not seem to exist. Both the smallest and largest operations are represented at both ends of the scale.

Trends and observations

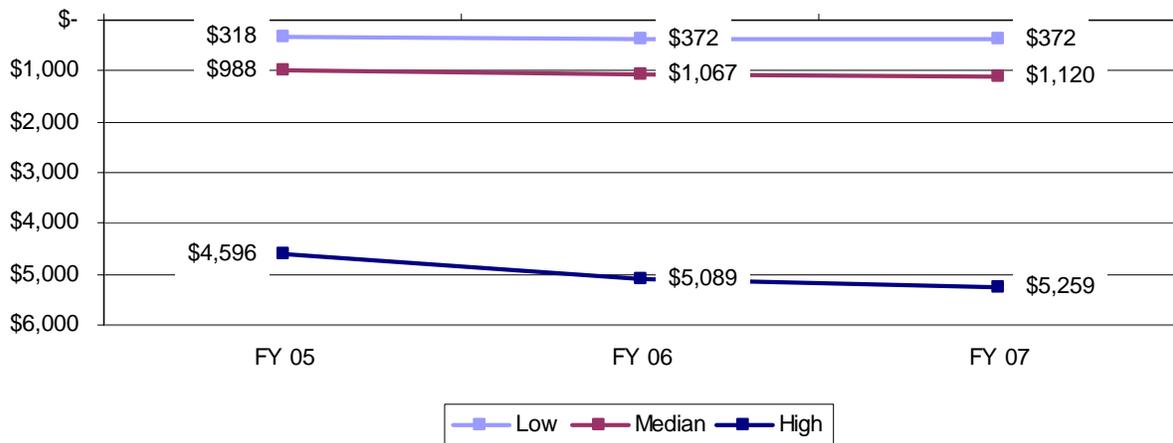
- Data captured for FY 05 = 43 districts, FY 06 = 47 districts, and FY 07 = 48 districts
- The cost per student is rising, as the median increased since FY 05
- FY 05 data may have been under reported due to a difference in the survey methodology

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Cost per Student



Cost per Student



Transportation – Transportation Expenditures as Percent of General Fund

Final expenditures for all aspects of the transportation program *divided by* the district's general fund expenditures.

Why this measure is important

This measure provides a sense of the impact the transportation program has on the overall operations of the district. Simply put, the more a district spends on transportation the less it has to spend on other programs. Therefore, it is the goal of a district's operations team to provide the highest quality services while minimizing costs so more money is spent in the classroom.

Factors that influence this measure

- Types of programs supported with transportation
- District-run operation or a contractor-operated program
- Percentages of students transported by policy and law (where applicable)
- Percentages transported by yellow bus versus public transportation
- Public transportation as a viable option
- Labor costs in the district area
- Efficient administration of program

Analysis of the data

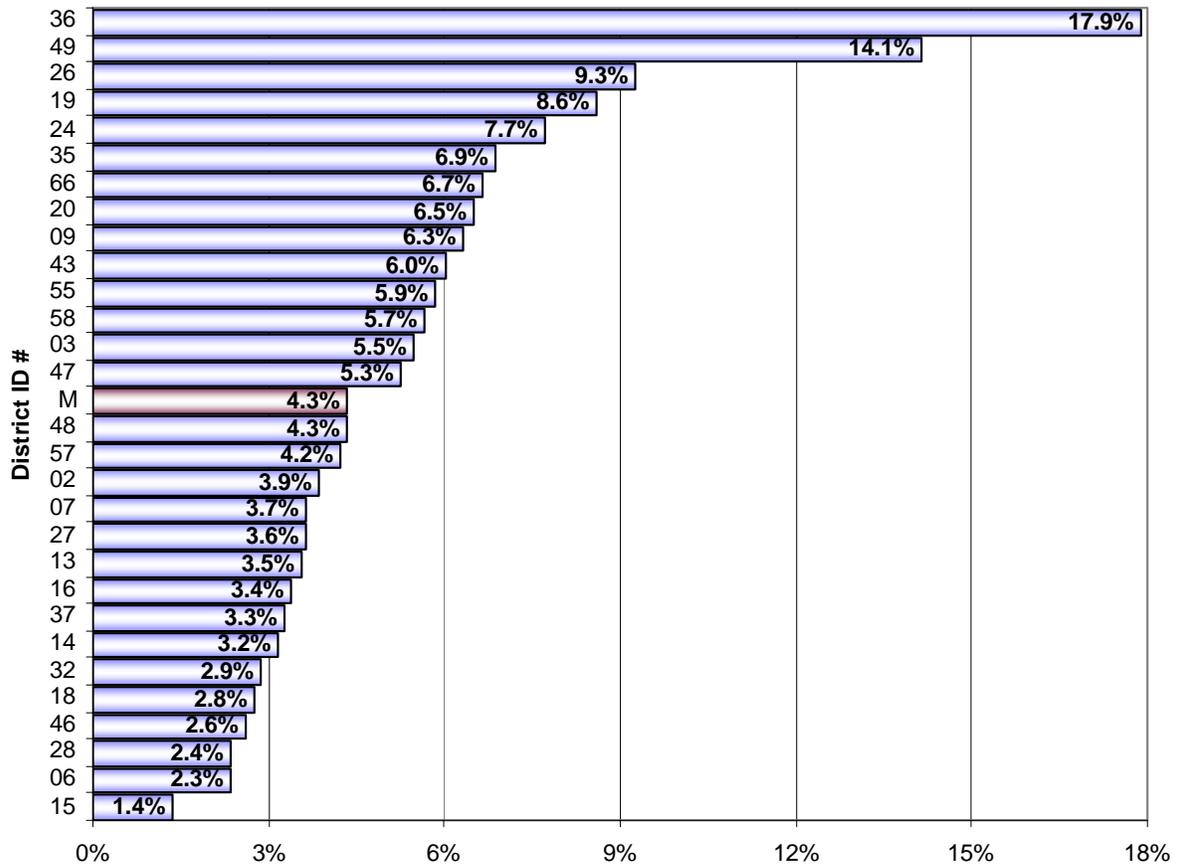
- 29 districts provided valid responses to these data points
- FY 07: High = 17.9%; Low = 1.4%; Median =4.3%
- The greatest value for these results may be for a district to compare themselves to a district of similar size and scope and to look for individual best practices that may help to lower the costs of their programs
- A district's placement on the curve helps it to recognize and place in context the impact its transportation program has on the district as a whole
- There does not appear to be a correlation between the cost per student and this measure
- The data are spread out quite a bit for districts reporting, which is an indication of the different factors influencing each district

Trends and observations

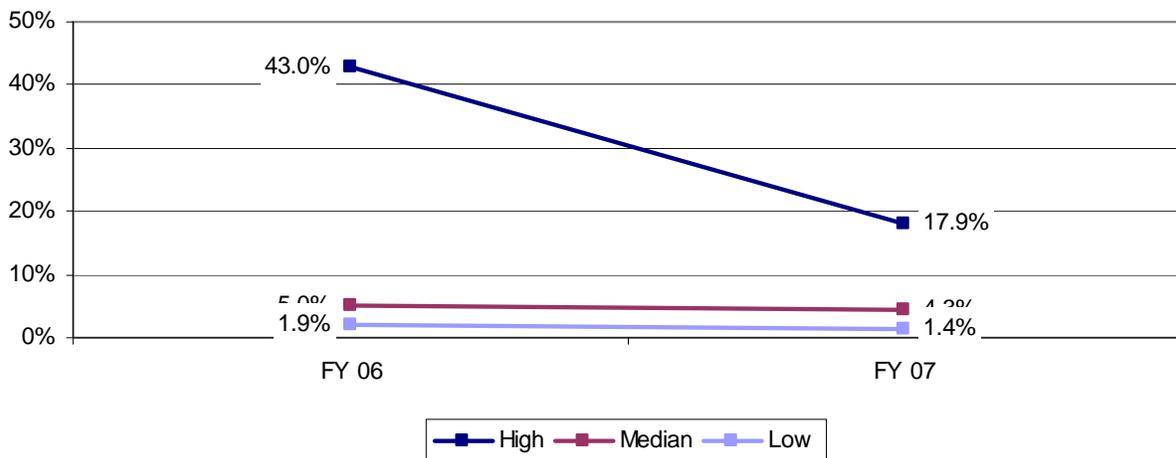
- Data captured for FY 06 = 30 districts, and FY 07 = 29 districts
- The data over this two year period are consistent at all levels

Performance Measurement & Benchmarking for K12 Operations

Transportation Expenditures as Percent of General Fund



Transportation Expenditures as Percent of General Fund



Transportation – Cost per District-Operated Bus

Total of individual components that create the overall cost of each bus (salaries, benefits, fuel and overhead) *divided* by the total number of district-operated buses that run on a daily basis.

Why this measure is important

There is a common perception that district-operated transportation services are more responsive to district needs. There is also the perception that outsourced services are less expensive. A decision to outsource transportation services can be a controversial policy decision. An objective analysis of the true cost for each district-operated bus contributes to the information a district needs to make the best determination on their service-delivery model.

Factors that influence this measure

- Local cost of living factors
- Bargaining unit condition
- Types of programs supported
- Competitiveness among contractors and between contractor-operated and district-operated programs

Analysis of the data

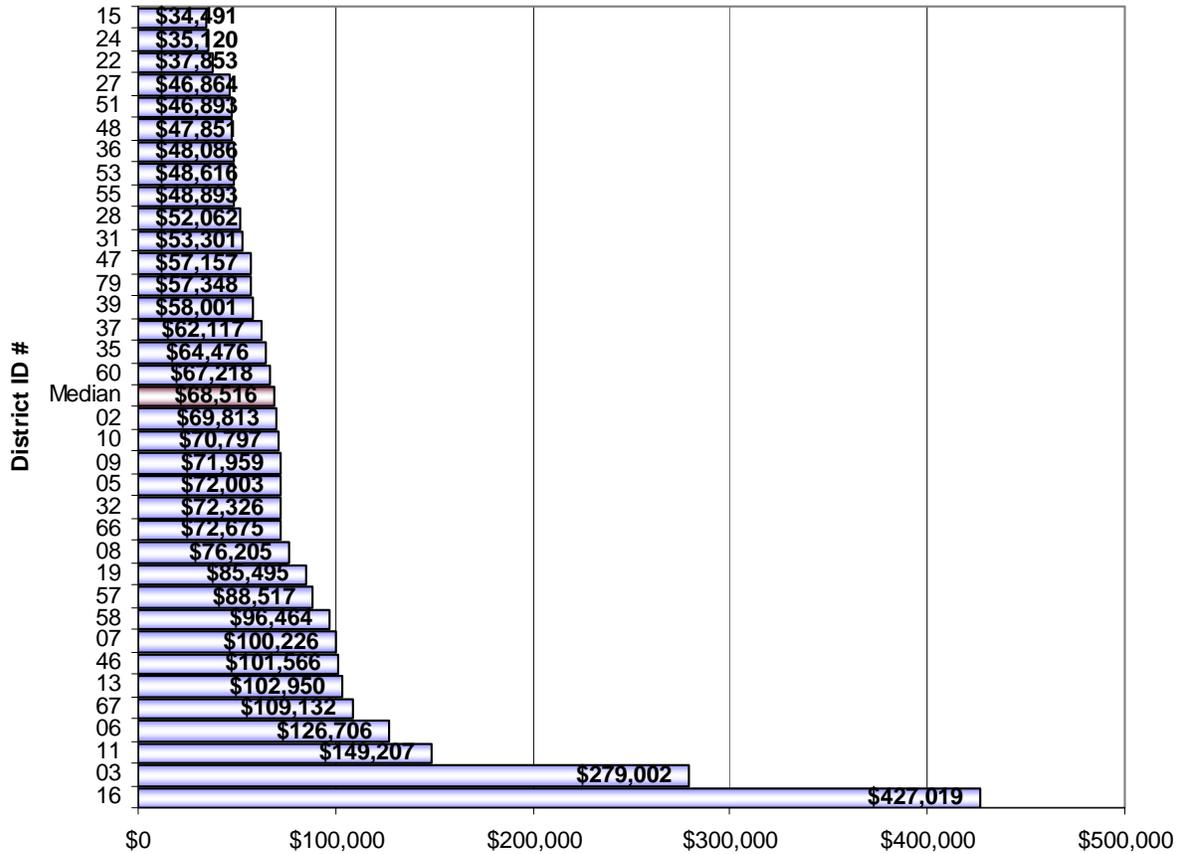
- 34 districts provided valid responses to these data points.
- FY 07: Low = \$34,491; High = \$427,019; Median = \$68,516
- The data are varied, illustrating significant differences among urban districts.
- There are two districts from large urban areas of the Southwest with much higher costs per bus than any other district. If these two districts were removed from the analysis, the median cost per district-operated bus for FY 07 would be at the \$68,000 norm.
- There was some underreporting on the survey questions meant to capture the cost of the fleet replacement plan, possibly because the capital and debt service costs may be reported in different locations among the districts. Consequently, the true cost of each district-operated bus is still underreported with this data.

Trends and observations

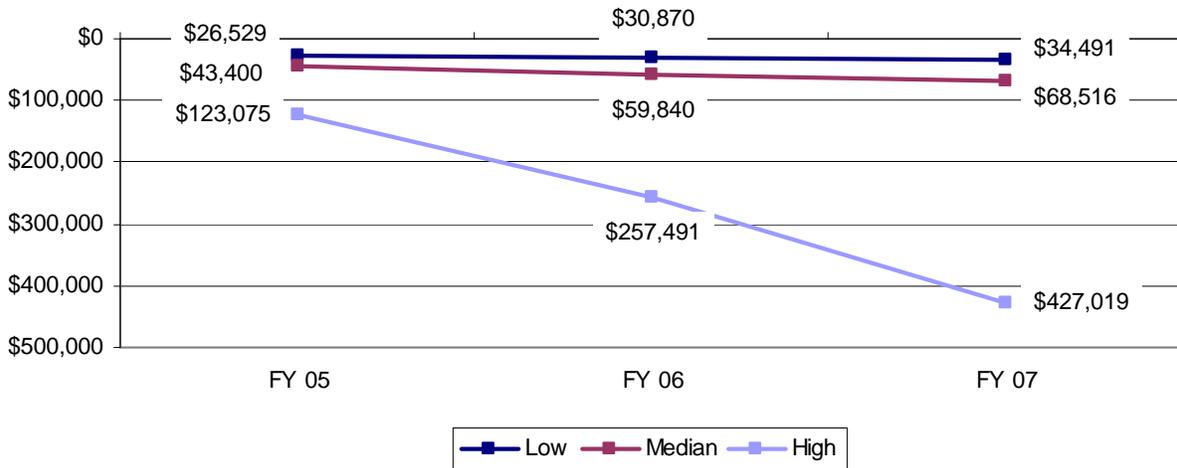
- Data captured for FY 05 = 24 districts, FY 06 = 34 districts, and FY 07 = 34 districts
- The trend of a rising cost per district-operated bus is probably more reflective of improvements in data gathering efforts rather than a real trend in cost increases. However, certain factors such as fuel, health care, and other areas of cost escalation are impacting the cost of transportation.

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Cost per District-Operated Bus



Cost per District-Operated Bus



Transportation – Cost per Contractor-Operated Bus

Total spent on the contracted service including fuel *divided by* the total number of contractor-operated buses that run on a daily basis.

Why this measure is important

There is a common perception that outsourced services are less expensive. A decision to outsource transportation services can be a controversial policy decision. These decisions are usually balanced with the degree of priority for internal employment, contractor performance, and other factors that are considered in addition to cost. An objective analysis of the true cost for each contractor-operated bus contributes to the information a district needs to make the best determination on their service-delivery model.

Factors that influence this measure

- Local factors such as the availability of competition, land, and drivers
- Competitiveness between contractor-operated and district-operated programs
- Contract requirements and types of programs contracted services support
- The history and status (recent bidding versus contract extensions) of existing contracts

Analysis of the data

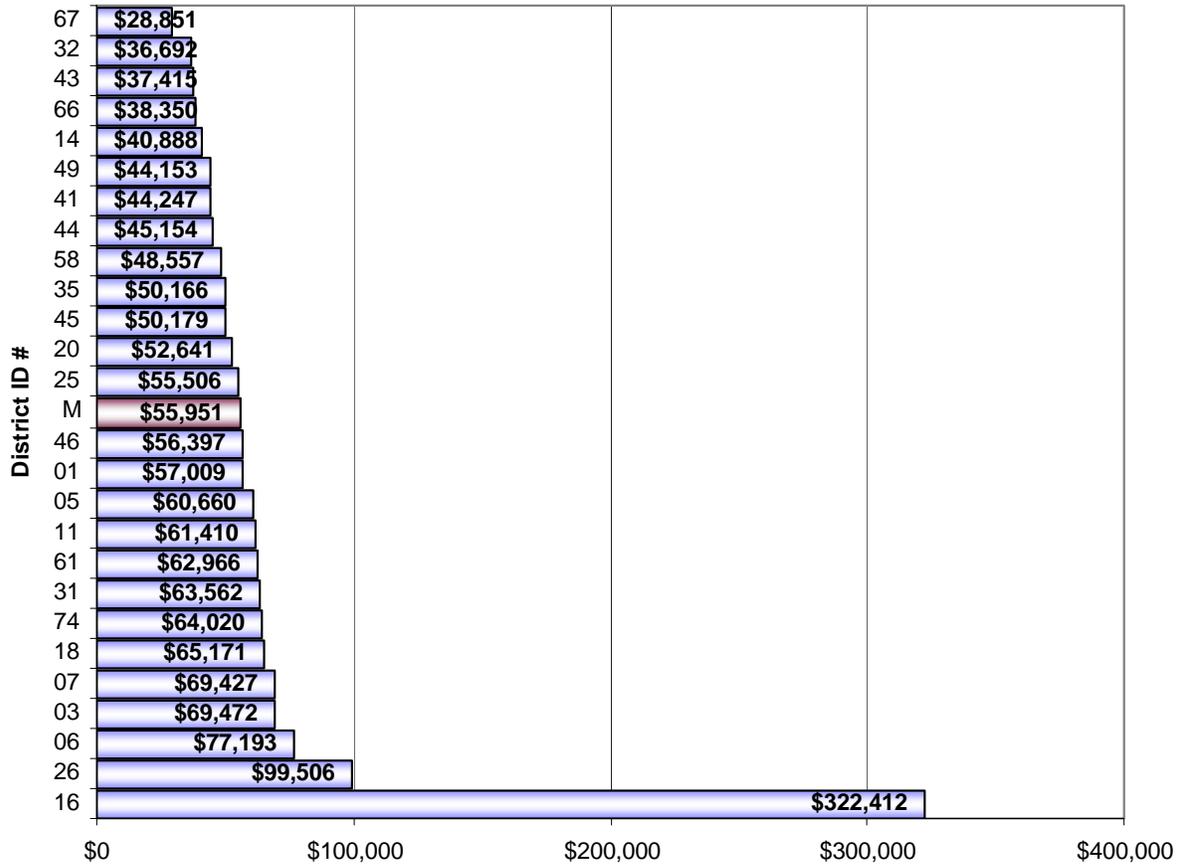
- 26 districts provided valid responses to these data points for FY 07,
- FY 07: Low = \$28,851; High = \$322,412; Median = \$55,951
- The variance among districts for contractor costs is less varied than the data illustrated for district costs.

Trends and observations

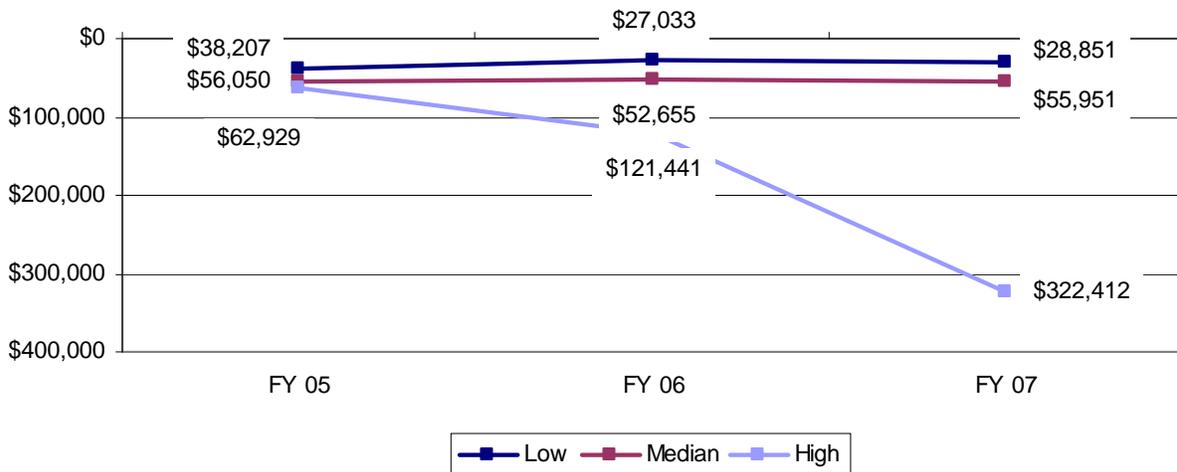
- Data captured for FY 05 = 11 districts, FY 06 = 25 districts, and FY 07 = 26 districts
- There is a consistency in these numbers reflecting a significant amount of data over time, leading to the conclusion that a legitimate cost per contractor-operated bus is in the \$55,000 per year range.

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Cost per Contractor-Operated Bus



Cost per Contractor-Operated Bus



Transportation – Average Daily Ride Time

Average total daily ride time in minutes per student.

Why this measure is important

This measure documents the impact transportation services have on the students transported. Long bus rides do not add anything productive to a child's day. Districts certainly wish to maximize the loading of their buses but not at the expense of an overly long bus ride for the students. Therefore, cost efficiency must be balanced with service considerations.

Factors that influence this measure

- There are two basic limits for the loading of buses – counts and time. Once the physical capacity of the bus is reached that limit governs the length of the route.
- A district needs a guideline on how long routes will be allowed to run. Depending on geography and attendance plans, a bus could travel for a long time and distance and still not reach full load capacity.

Analysis of the data

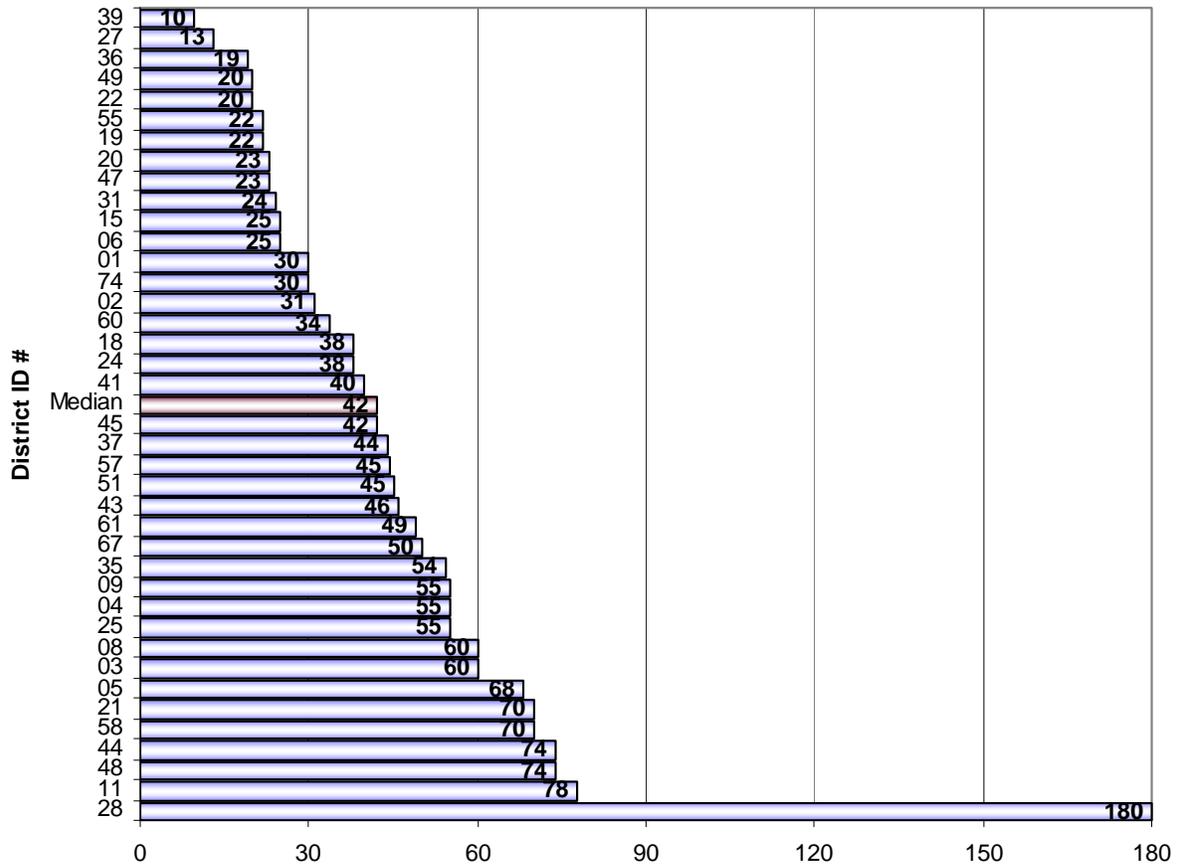
- 39 districts provided valid responses to these data points
- FY 07: Low = 10 minutes; High = 180 minutes; Median = 42 minutes
- The data are very spread out, indicating that the factors above likely have a significant impact on the differences among districts.
- There are three distinct clusters in the data; those with ride times of 19 to 25 minutes; those at 30 to 46; and those at 50 to 78.

Trends and observations

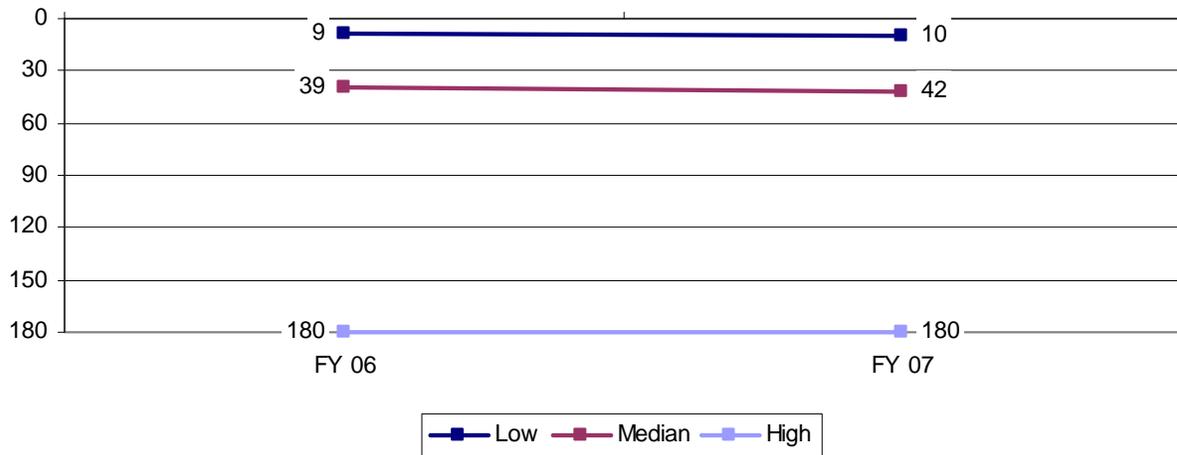
- Data captured for FY 06 = 37 districts, and FY 07 = 39 districts
- The data are consistent over the two years surveyed with the top performance improving.

Performance Measurement & Benchmarking for K12 Operations

Average Daily Ride Time



Average Daily Ride Time



Transportation – Miles Between Accidents

Total number of annual miles *divided by* number of annual accidents.

Why this measure is important

- Parents place their trust in a school district to keep their children safe overall and especially while being transported to and from school. The pupil transportation industry accepts this responsibility and is proud of its record of providing safe transportation.
- The National Highway Traffic Safety Administration, School Bus Crashworthiness Research Report - April 2002, reports that, “American students are nearly eight times safer riding in a school bus than with their own parents and guardians in cars. The fatality rate for school buses is only 0.2 fatalities per 100 million vehicle miles traveled (VMT), compared with 1.5 fatalities per 100 million VMT for cars.”
- Whether a district provides internal service or contracts for its service, student safety is a primary concern for every student transportation organization.

Factors that influence this measure

- Definition of accident and injury as defined by the survey – districts may use slightly different formulas for internal reporting (see survey for full definitions as derived from the 2005 National School Transportation Specifications and Procedures, an industry effort at standardization).
- Preventability of accidents was also addressed using the definition from the National Safety Council, Guide to Determine Motor Vehicle Accident Preventability, 2004.

Analysis of the data

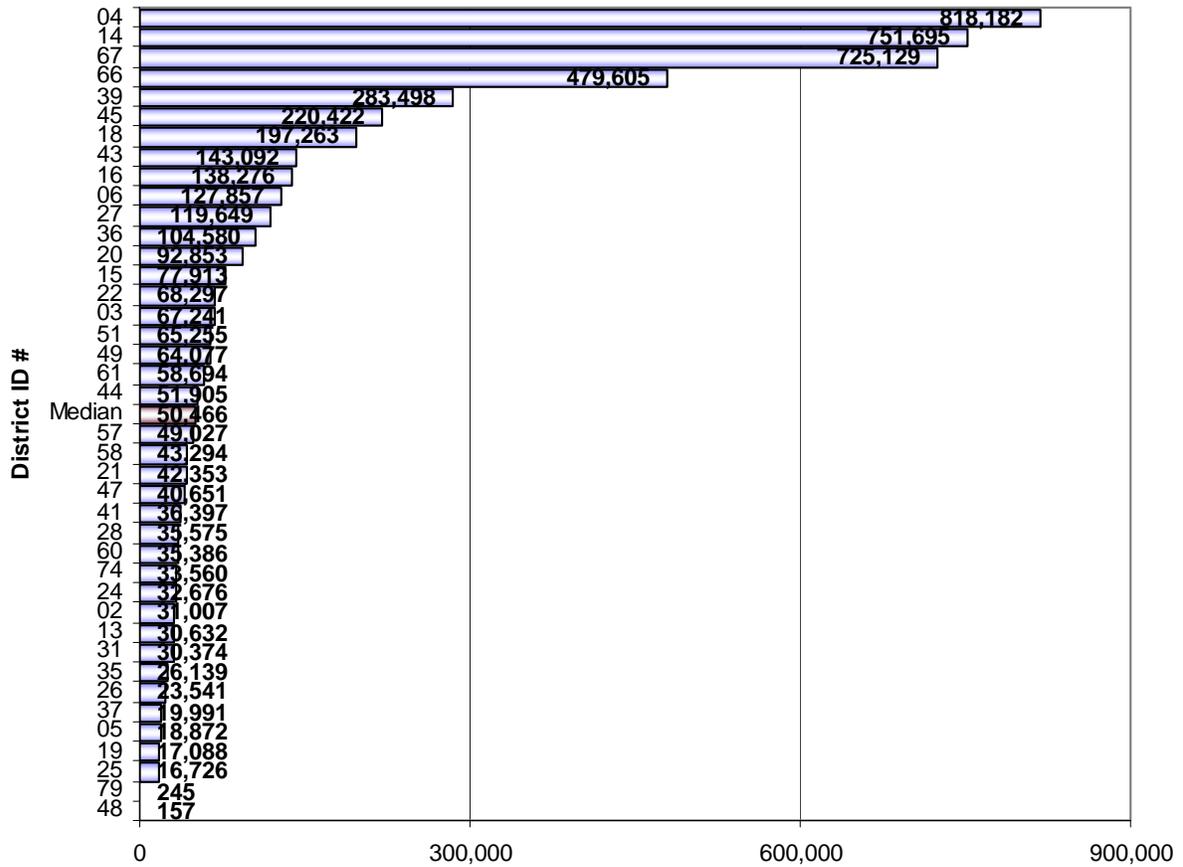
- 40 districts provided valid responses to these data points
- FY 07: High = 818,182 miles; Low = 157 miles; Median = 50,466 miles
- The data should be qualified at this point, as accurate statistics for this measure depend on a data collection methodology that is probably new to most of the districts. The purpose of this project is to standardize the definition so districts report in a more consistent manner.

Trends and observations

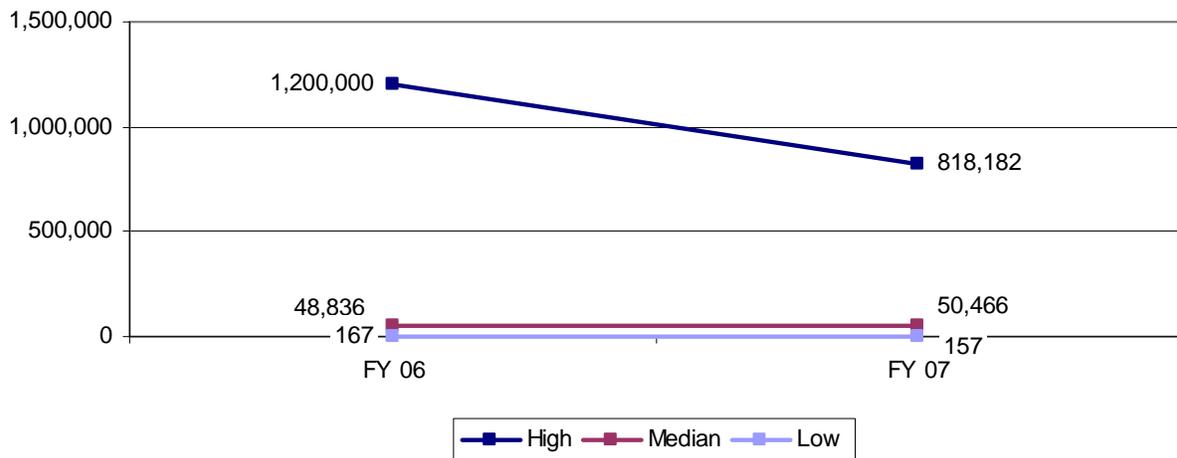
- Data captured for FY 06 = 39 districts, and FY 07 = 40 districts
- There is a general consistency of the data over the two years surveyed, indicating that a number between 40,000 and 50,000 miles between accidents is a solid estimate.

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Miles Between Accidents



Miles Between Accidents



Transportation – Average Age of Fleet

Weighted average age of fleet using weighted average method.

Why this measure is important

Each bus represents a significant asset for a school district. Capital expenditures and on-going maintenance costs are driven by the fleet replacement plan. A younger fleet requires greater capital expenditures but results in reduced maintenance costs as many repairs are covered under warranty. A younger fleet will also result in fewer busses being out of service for repairs, resulting in greater reliability and service levels for the program. An older fleet may require more expenditure on the maintenance side but reduce the need for capital expenses. A careful life-cycle cost analysis is necessary to balance the two factors.

Factors that influence this measure

- Fiscal health of a district - fiscal problems may interrupt a fleet replacement strategy
- Environmental factors - some districts may operate in a climate that is less conducive to bus longevity
- Formal districtwide capital replacement budgets and standards
- Availability of state funding for school bus replacement

Analysis of the data

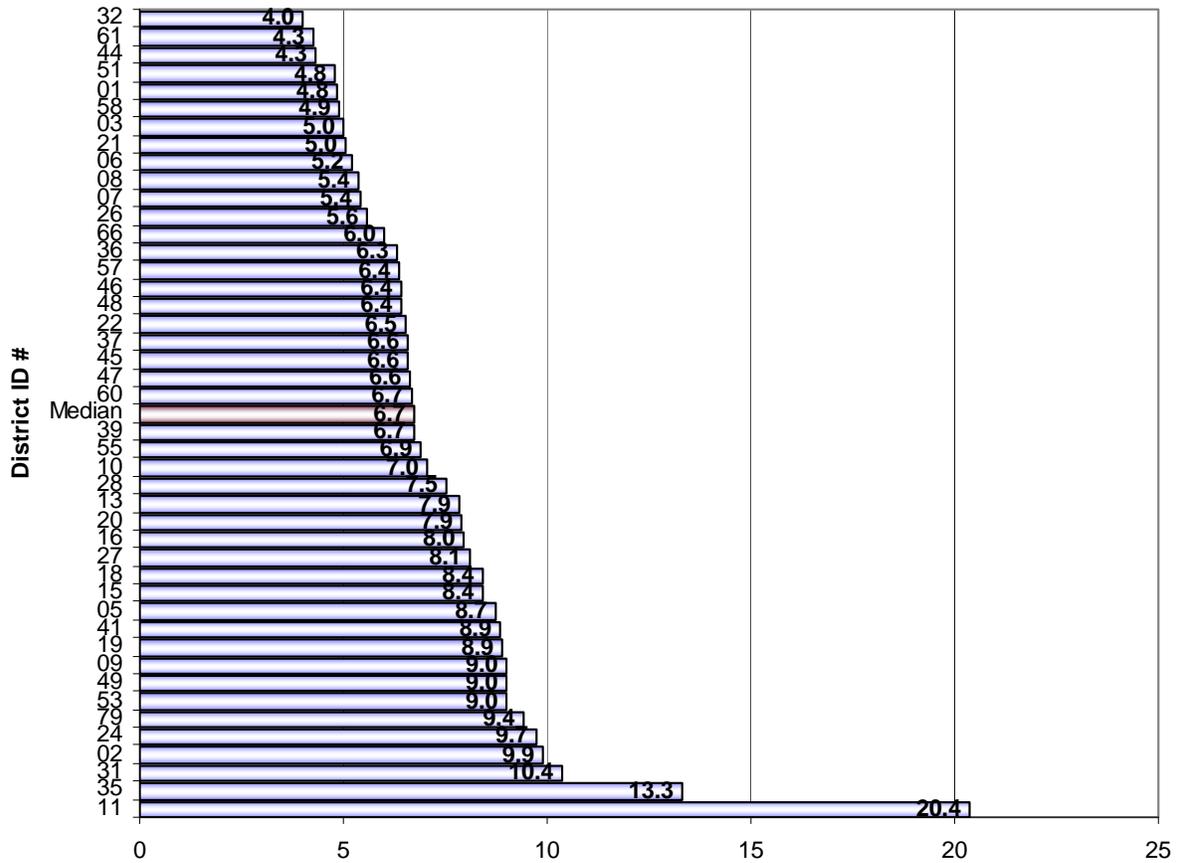
- 44 districts provided reasonable responses to these data points
- FY 07: Low = 4.0 years, High = 20.4 years, Median = 6.7 years
- The three districts with the highest average age are all operating in Southern California
- There was a concentration of districts from the Northeast represented in those districts with average fleet ages less than the median level
- Both of these extremes reflect the effects climate can have on bus longevity
- Most districts report age at 6 to 7 years; 2 districts have significantly older fleets.

Trends and observations

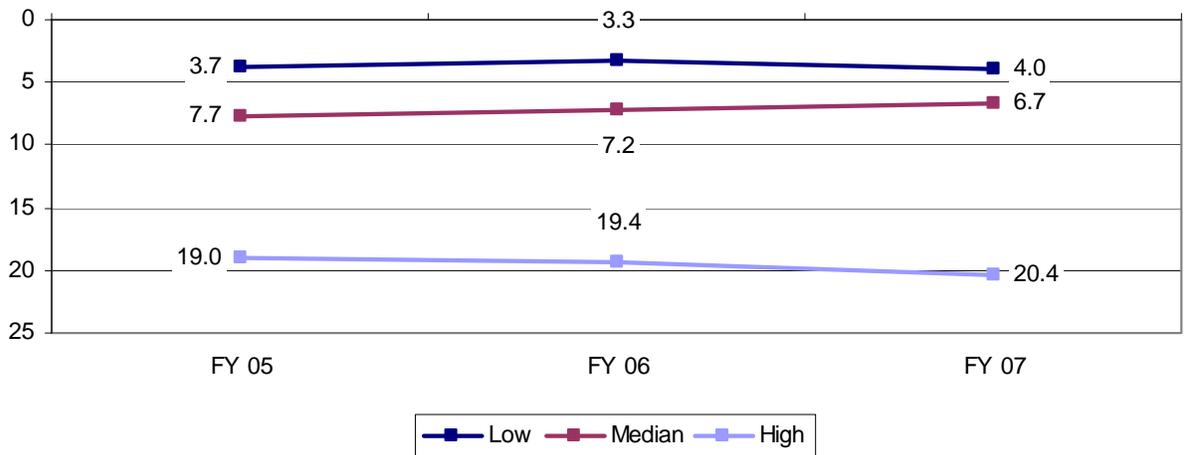
- Data captured for FY 05 = 42 districts, FY 06 = 44 districts, and FY 07 = 44 districts
- The average age of the bus fleets in these responding districts has improved slightly over this three year period.

Performance Measurement & Benchmarking for K12 Operations

Age of Fleet



Age of Fleet





Food Services

Food Services – Breakfast Participation Rate

Total number of breakfasts served daily *divided by* average daily attendance.

Why this measure is important

Studies show a positive correlation between breakfast and school attendance, alertness, health, behavior and academic success. This is one of the indicators of success in a food service program. A strong breakfast program indicates the commitment of the food service program and the district to preparing students to be “ready to learn” in the classroom.

Factors that influence this measure

- Menu selections
- Provision II and III and Universal Free
- Free/reduced meal percentage
- Food preparation methods
- Attractiveness of dining areas
- Adequate time to eat
- Adequate number of POS stations so that all children have access to breakfast in a short amount of time.

Analysis of data

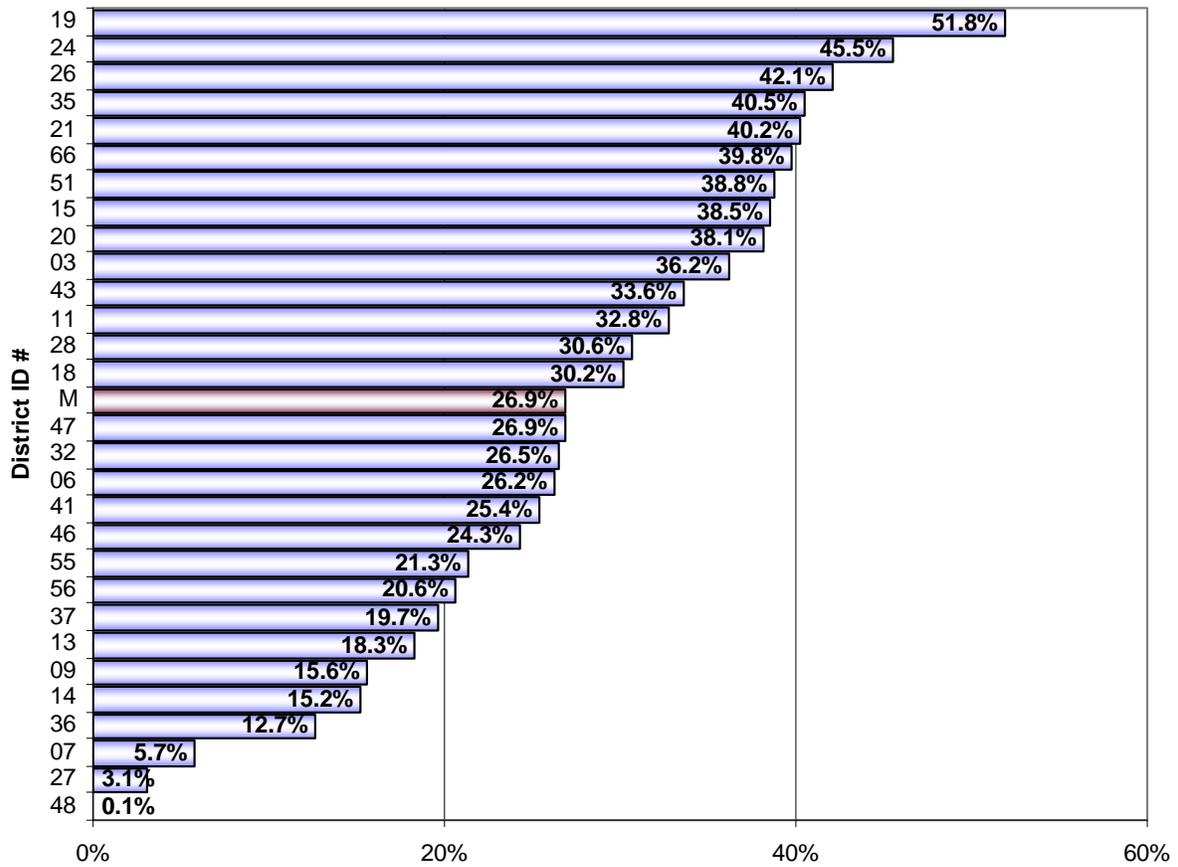
- 29 districts provided reasonable responses to these data points
- FY 07: High = 51.8%; Low = 0.1%; Median =26.9%
- Of the district’s reporting, about 1/3 report participation rates between 30-40%.
- Numerous districts reported their annual number of breakfasts served, rather than the average daily. When that was the case, we divided the annual number of breakfasts served by the total number of school days to determine an average number of breakfasts served. We then divided this number by the average daily attendance.

Trends and observations

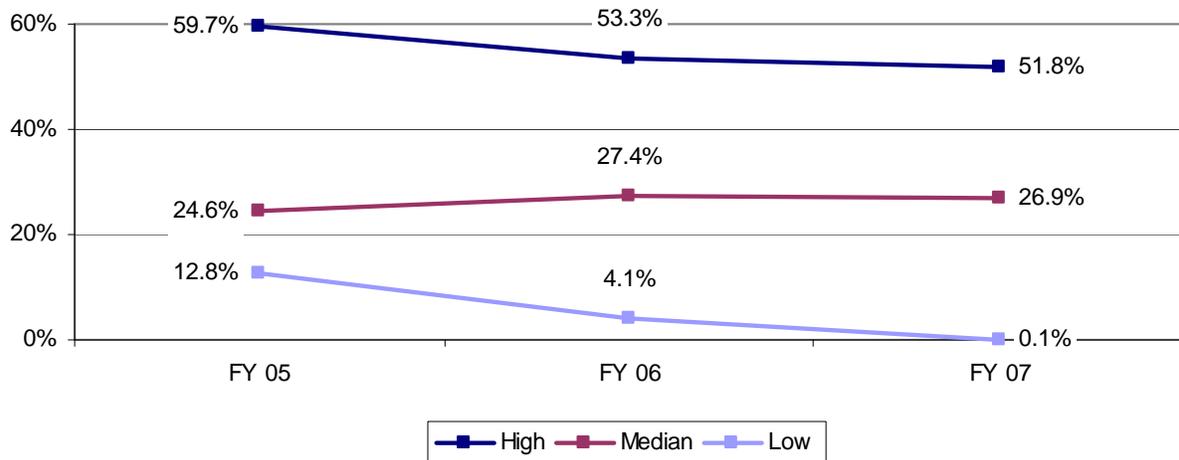
- Data captured for FY 05 = 24 districts, FY 06 = 27 districts, and FY 07 = 29 districts
- Data shows the median breakfast participation has increased from 24.6% to 26.9% in three years. While this is a significant increase, much needs to be done to increase breakfast participation by children.

Performance Measurement & Benchmarking for K12 Operations

Breakfast Participation Rate



Breakfast Participation Rate



Food Services – Lunch Participation Rate

Total number of lunches served daily *divided by* average daily attendance.

Why this measure is important

High participation rates in school lunch indicate that a district is offering quality food selections to student customers that are appealing, quick to eat, and economical. In addition, the high rates may indicate a high level of customer satisfaction. Customers can be served quickly and have adequate time to eat. High rates also can contribute to an increase in revenue.

Factors that influence this measure

- 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
- Number and length of meal times determined by school administration
- Adequate time to eat
- Seating capacity
- The quality of customer service shown to students

Analysis of data

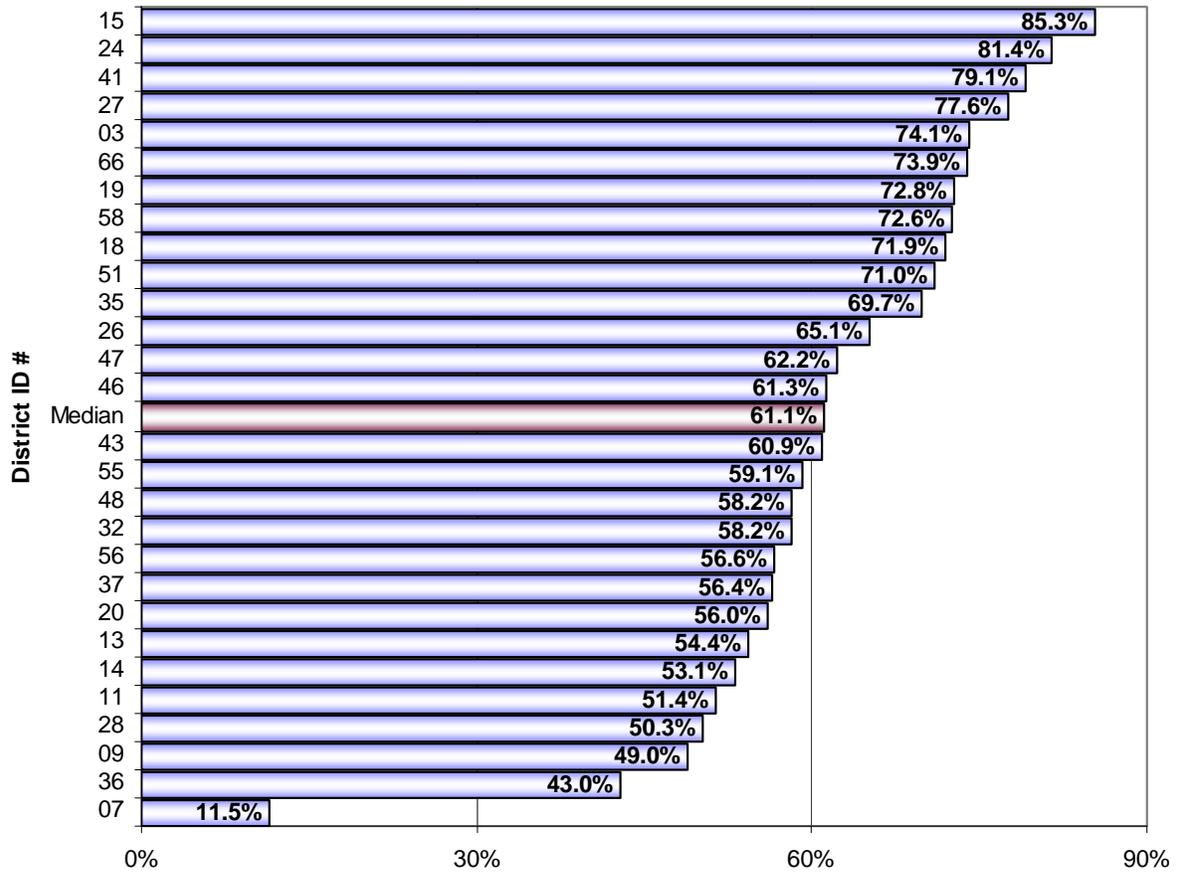
- 28 districts provided reasonable responses to these data points
- FY 07: High = 85.3%; Low =11.5%; Median =61.1%
- The upper quartile of districts have participation rates of 73% to over 85%, while the lowest quartile have rates of 54% to only 11.5%
- Numerous districts reported their annual number of lunches served, rather than the average daily. When this was the case, we divided the annual number of lunches served by the total number of school days to determine an average number of lunches served. We then divided this number by the average daily attendance.

Trends and observations

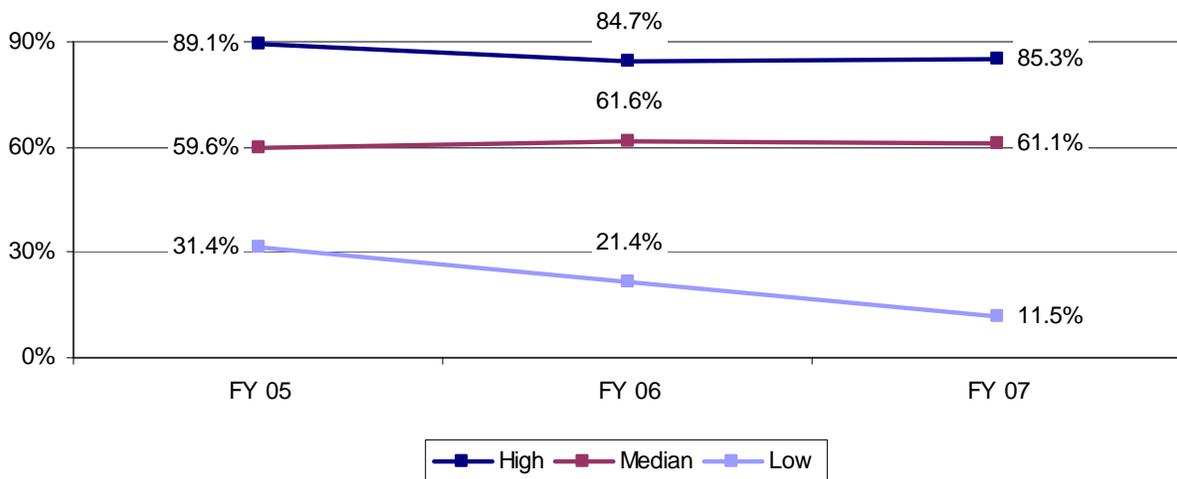
- Data captured for FY 05 = 24 districts, FY 06 = 27 districts, and FY 07 = 28 districts

Performance Measurement & Benchmarking for K12 Operations

Lunch Participation Rate



Lunch Participation Rate



Food Services - Elementary Lunch Participation by Free & Reduced Eligible Students

Average number of elementary lunches served at free & reduced-price daily *divided by* average daily attendance of elementary students.

Why this measure is important

Studies show a positive correlation between breakfast and school attendance, alertness, health, behavior and academic success. High participation rates in school lunch indicate that a district is offering quality food selections to student customers that are appealing, quick to eat, and economical. Customers can be served quickly and have adequate time to eat. High rates also can contribute to an increase in revenue. By examining participation rates for those students eligible for free and reduced price meals, we can better assess the outreach and appeal of the program for those who need it most.

Factors that influence this measure

- District commitment to the free and reduced-priced meal application process
- Dining areas that are clean, attractive, and “kid-friendly”
- Adequate number of POS stations to help move lines quickly and efficiently
- A variety of menu selections
- Number and length of meal times determined by school administration
- Adequate time to eat
- The quality of customer service shown to students

Analysis of data

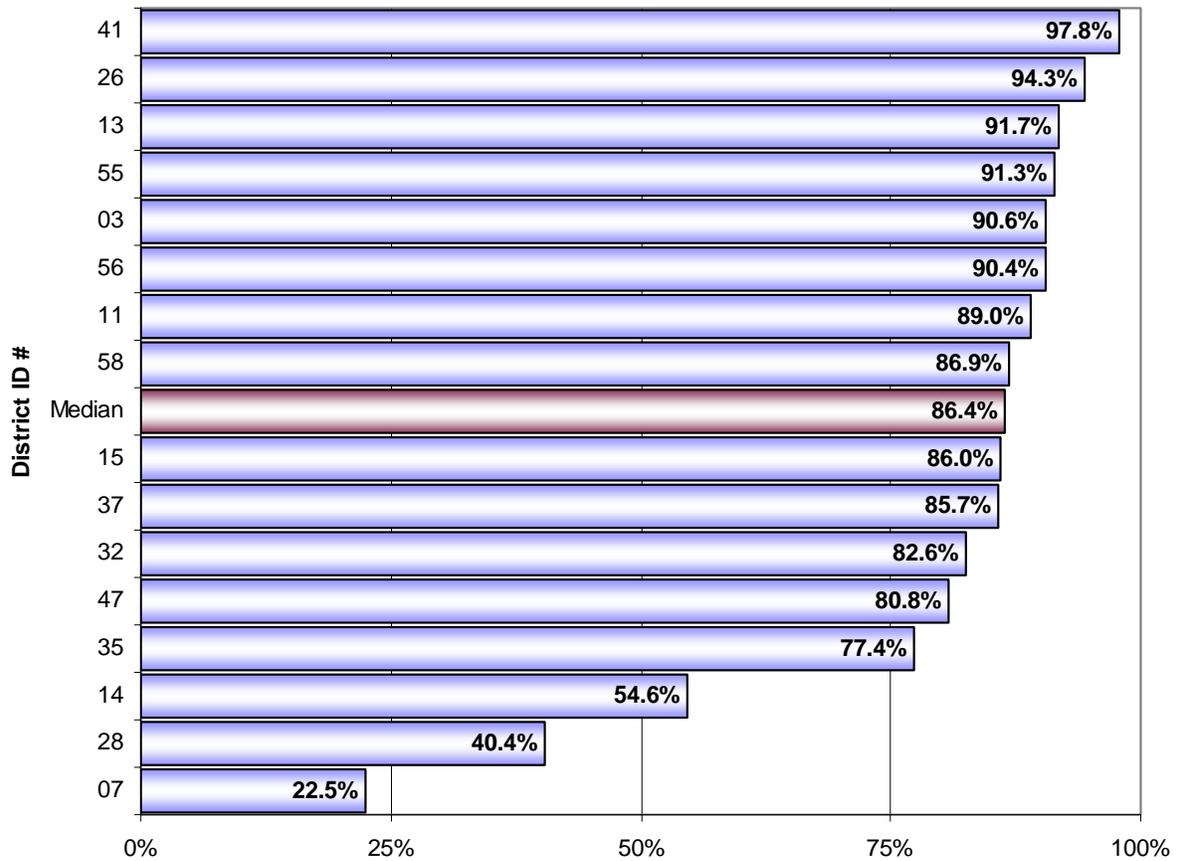
- 16 districts provided reasonable responses to these data points
- FY 07: High = 97.8%; Low = 22.5%; Median = 86.4%
- Most districts report relatively high participation rates. However, there is a notable drop-off for those in the bottom quartile.
- Numerous districts reported their annual number of lunches served, rather than the average daily. When this was the case, we divided the annual number of lunches served by the total number of school days to determine an average number of lunches served. We then divided this number by the average daily attendance.
- The ADA was adjusted by the percentage of Free & Reduced eligible students in the district in order to more accurately reflect the rate of participating students.

Trends and observations

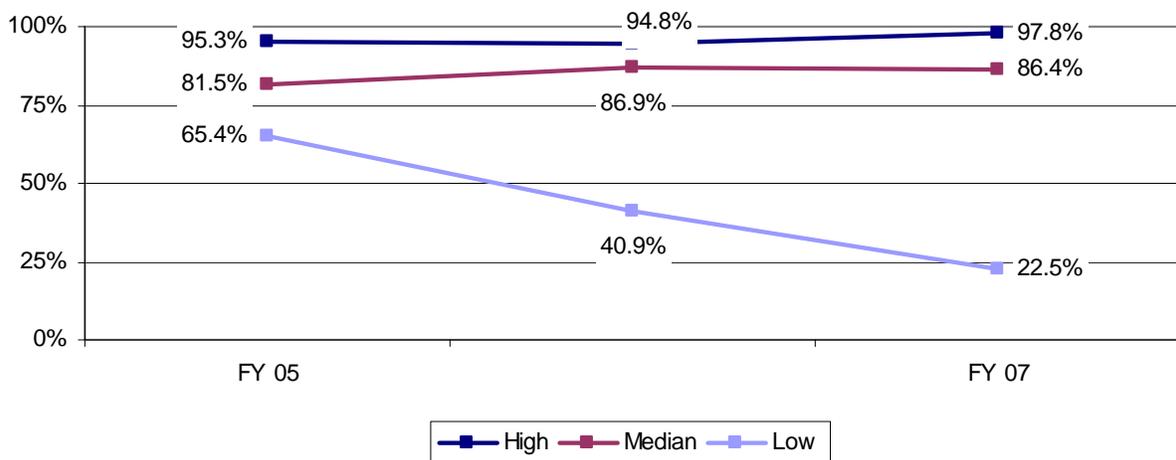
- Data captured for FY 05 = 14 districts, FY 06 = 14 districts, and FY 07 = 16 districts
- Economically needy children have increased their average participation in the school lunch program by over 4% in the past three years.

Performance Measurement & Benchmarking for K12 Operations

Elementary Lunch Participation by Free & Reduced Eligible Students



Elementary Lunch Participation by Free & Reduced Eligible Students



Food Services - Elementary Lunch Participation by Full Price Students

Average number of elementary lunches served at full price daily *divided by* average daily attendance of elementary students.

Why this measure is important

Studies show a positive correlation between breakfast and school attendance, alertness, health, behavior and academic success. High participation rates in school lunch indicate that a district is offering quality food selections to student customers that are appealing, quick to eat, and economical. Customers can be served quickly and have adequate time to eat. High rates also can contribute to an increase in revenue. By examining data for students that do not qualify for free or reduced price meals, we can assess the appeal of the program to all students regardless of income.

Factors that influence this measure

- Dining areas that are clean, attractive, and “kid-friendly”
- Adequate number of POS stations to help move lines quickly and efficiently
- A variety of menu selections
- Number and length of meal times determined by school administration
- Adequate time to eat
- The quality of customer service shown to students

Analysis of data

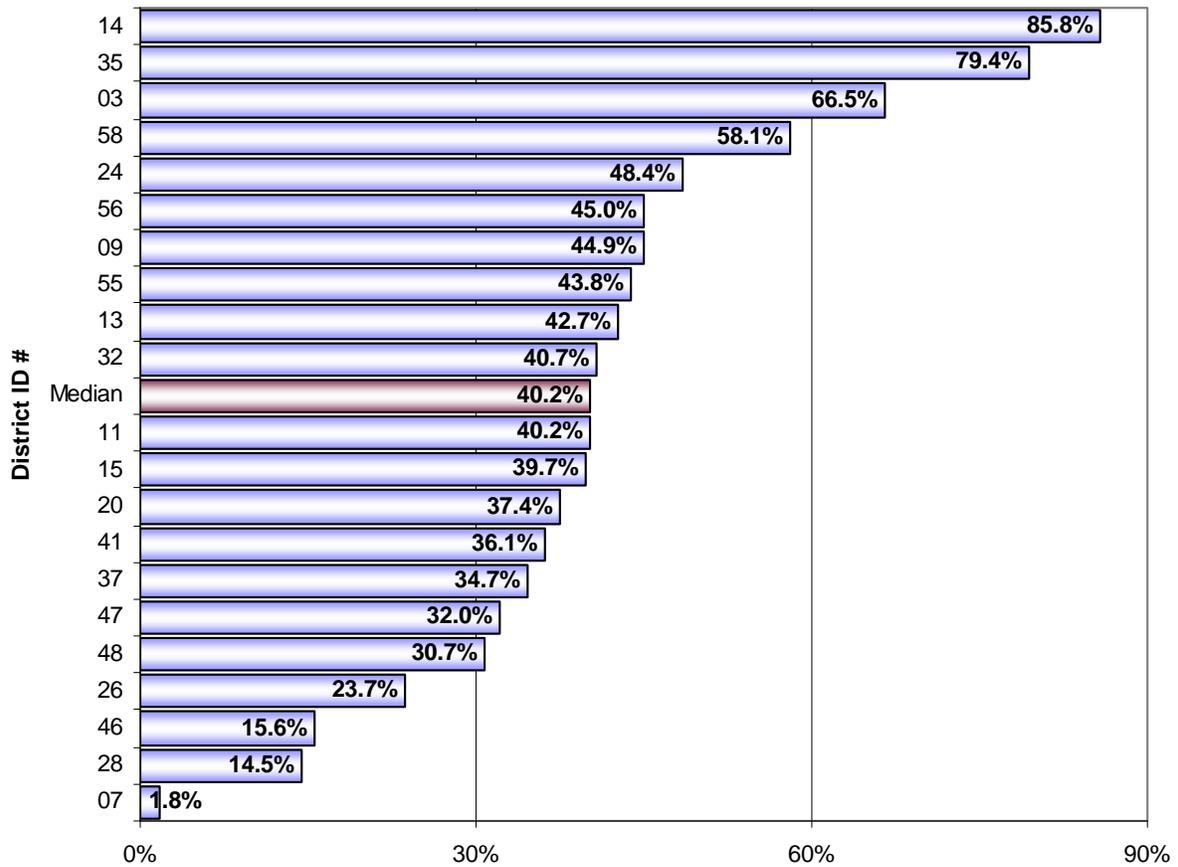
- 21 districts provided reasonable responses to these data points
- FY 07: High =85.8%; Low = 1.8%; Median = 40.2%
- Most districts report full-price participation between 35% and 48%
- Numerous districts reported their annual number of lunches served, rather than the average daily. When this was the case, we divided the annual number of lunches served by the total number of school days to determine an average number of lunches served. We then divided this number by the average daily attendance.
- The ADA was adjusted by the percentage of full price students in the district in order to more accurately reflect the rate of participating students.

Trends and observations

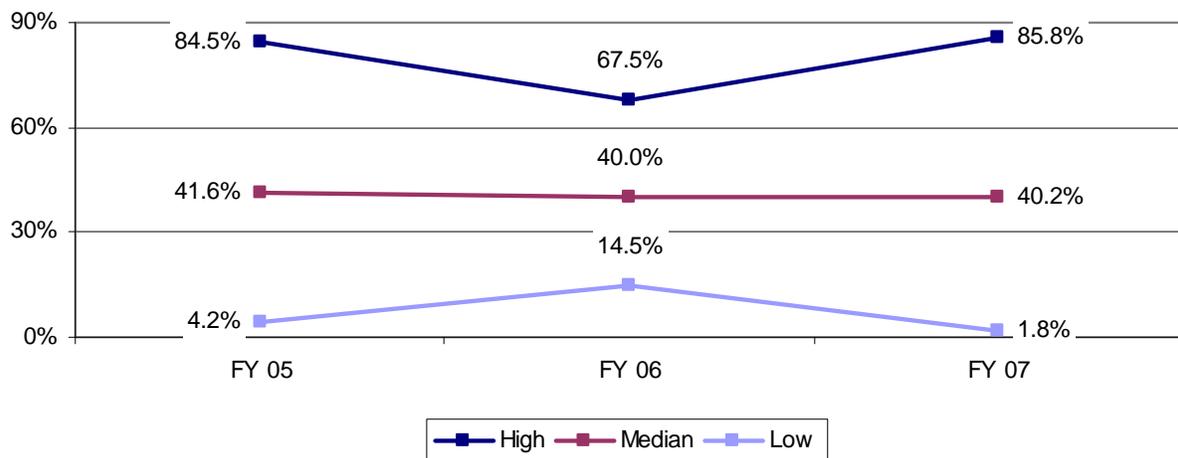
- Data captured for FY 05 = 30 districts, FY 06 = 17 districts, and FY 07 = 21 districts
- The net decrease for school lunch participation by full price from FY 05 to FY 07 is 1.4%.

Performance Measurement & Benchmarking for K12 Operations

Elementary Lunch Participation by Full Price Students



Elementary Lunch Participation by Full Price Students



Food Services - Secondary Lunch Participation by Free & Reduced-Price Students

Average number of secondary lunches served at free & reduced-price daily *divided by* average daily attendance of secondary students.

Why this measure is important

High participation rates in school lunch indicate that a district is offering quality food selections to student customers that are appealing, quick to eat, and economical. Customers can be served quickly and have adequate time to eat. High rates also can contribute to an increase in revenue. By examining participation rates for those students eligible for free and reduced price meals, we can better assess the outreach and appeal of the program for those who need it most.

Factors that influence this measure

- High percentages of Free/Reduced students increases Nutrition Services revenue
- Provision II or III programs
- Food preparation methods

Analysis of data

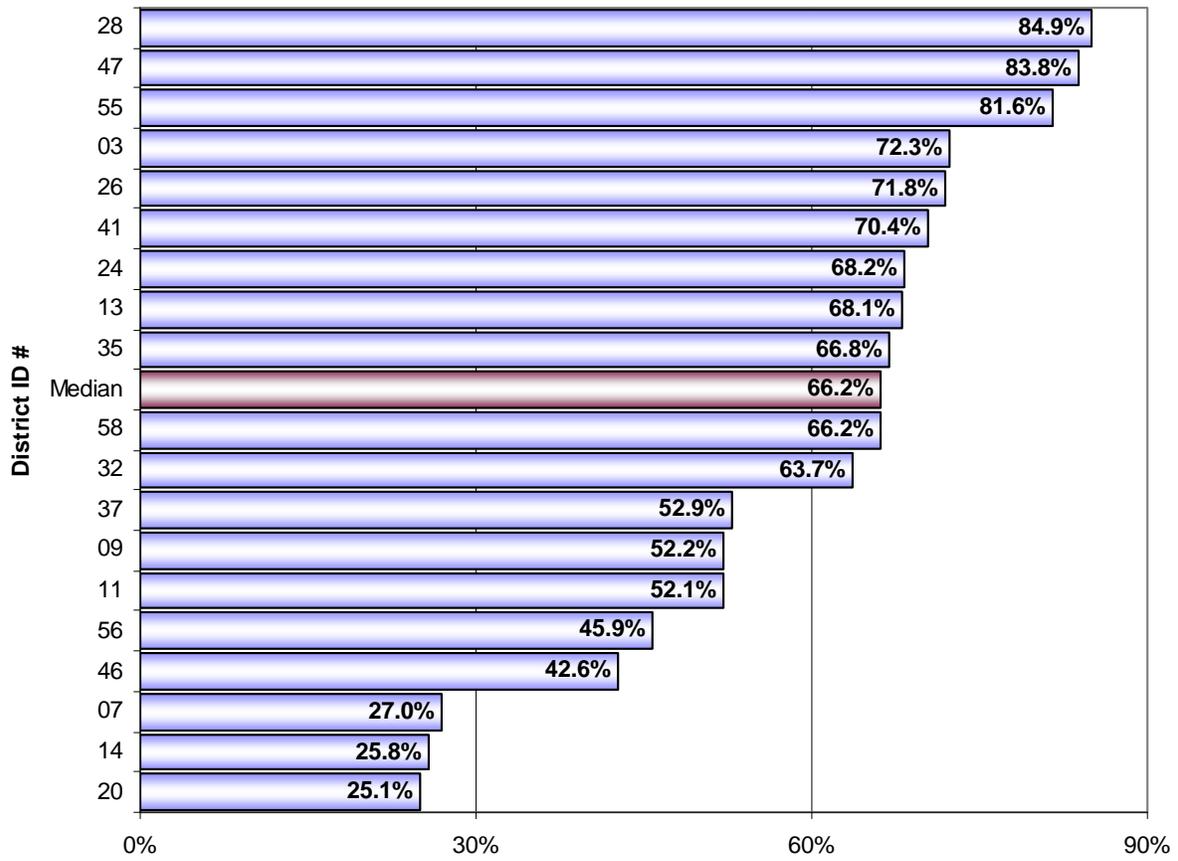
- 19 districts provided reasonable responses to these data points
- FY 07: High = 84.9%; Low = 25.1%; Median = 66.2%
- About half the districts report participation between 64% and 72%. There is a large drop-off for those in the lower quartile.
- Numerous districts reported their annual number of lunches served, rather than the average daily. When this was the case, we divided the annual number of lunches served by the total number of school days to determine an average number of lunches served. We then divided this number by the average daily attendance.
- The ADA was adjusted by the percentage of free & reduced eligible students in the district in order to more accurately reflect the rate of participating students.

Trends and observations

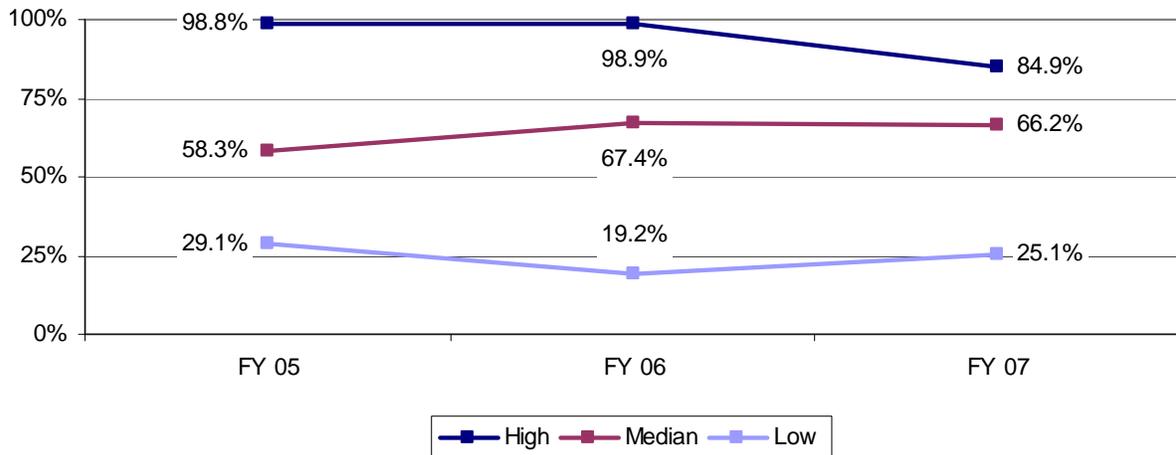
- Data captured for FY 05 = 25 districts, FY 06 = 19 districts, and FY 07 = 19 districts
- Secondary lunch participation has increased from 58.3% to 66.2%. This could be a result of increased POS stations where full meals are sold and/or elimination of the identification of free and reduced students, thereby reducing the “stigma” of these students receiving a free and reduced price meal.

Performance Measurement & Benchmarking for K12 Operations

Secondary Lunch Participation by Free & Reduced Eligible Students



Secondary Lunch Participation by Free & Reduced Eligible Students



Food Services - Secondary Lunch Participation by Full Price Students

Average number of secondary lunches served at full price daily *divided by* average daily attendance of secondary students.

Why this measure is important

High participation rates in school lunch indicate that a district is offering quality food selections to student customers that are appealing, quick to eat, and economical. Customers can be served quickly and have adequate time to eat. High rates also can contribute to an increase in revenue. By examining data for students that do not qualify for free or reduced price meals, we can assess the appeal of the program to all students regardless of income.

Factors that influence this measure

- High percentages of Free/Reduced students increases Nutrition Services revenue
- Provision II or III
- Food preparation methods

Analysis of data

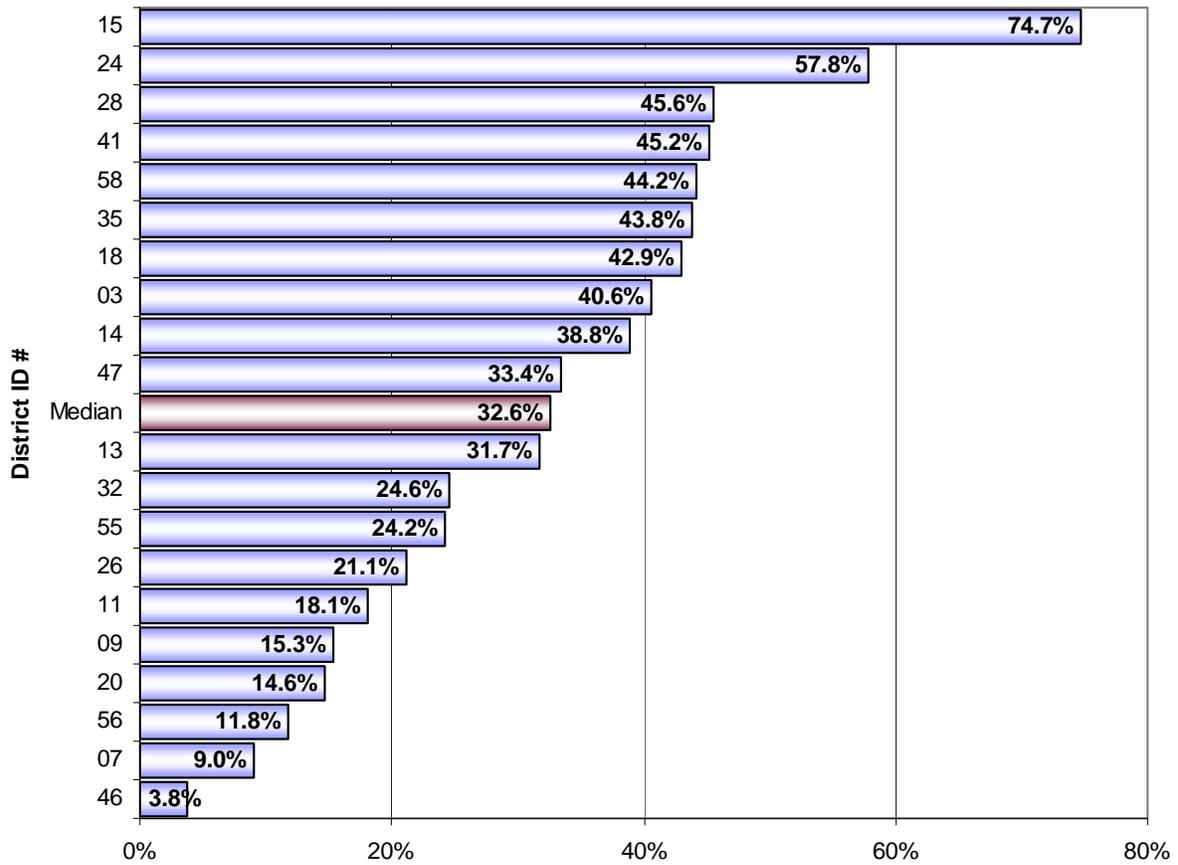
- 20 districts provided reasonable responses to these data points
- FY 07: High = 74.7%; Low = 3.8%; Median = 32.6%
- About half the districts report participation rates between 39% and 46%. There is a notable drop-off for those in the lower third of reporting districts.
- Numerous districts reported their annual number of lunches served, rather than the average daily. When this was the case, we divided the annual number of lunches served by the total number of school days to determine an average number of lunches served. We then divided this number by the average daily attendance.
- The ADA was adjusted by the percentage of free & reduced eligible students in the district in order to more accurately reflect the rate of participating students.

Trends and observations

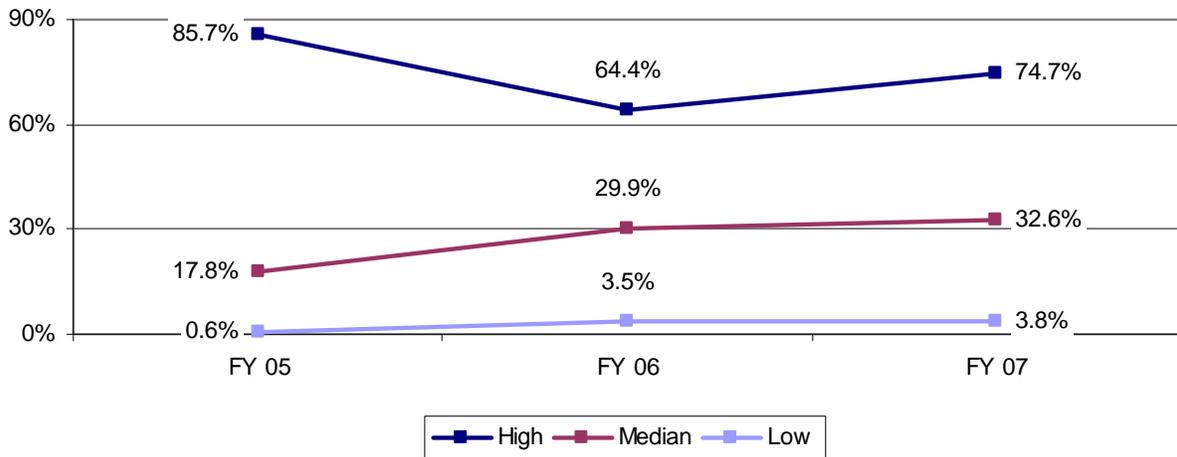
- Data captured for FY 05 = 25 districts, FY 06 = 20 districts, and FY 07 = 20 districts
- The median participation has nearly doubled over the past three years.

Performance Measurement & Benchmarking for K12 Operations

Secondary Lunch Participation by Full Price Students



Secondary Lunch Participation by Full Price Students



Food Services - Secondary Lunch Participation Open v. Closed Campus

Average number of secondary lunches served at full price daily *divided by* average daily attendance of secondary students by campus lunch policies.

Why this measure is important

A closed campus during school lunch hours indicates a district's commitment to students receiving a healthy meal at an economical price and with adequate time to eat and socialize.

Factors that influence this measure

- Closed campus
- Menu offerings
- Provision II and III
- Free/Reduced percentage
- Food preparation methods
- Attractiveness of dining areas and cafeteria experience (time to eat and socialize)
- A Closed Campus policy increases the Food Service departments' customer base and may increase revenue.

Analysis of data

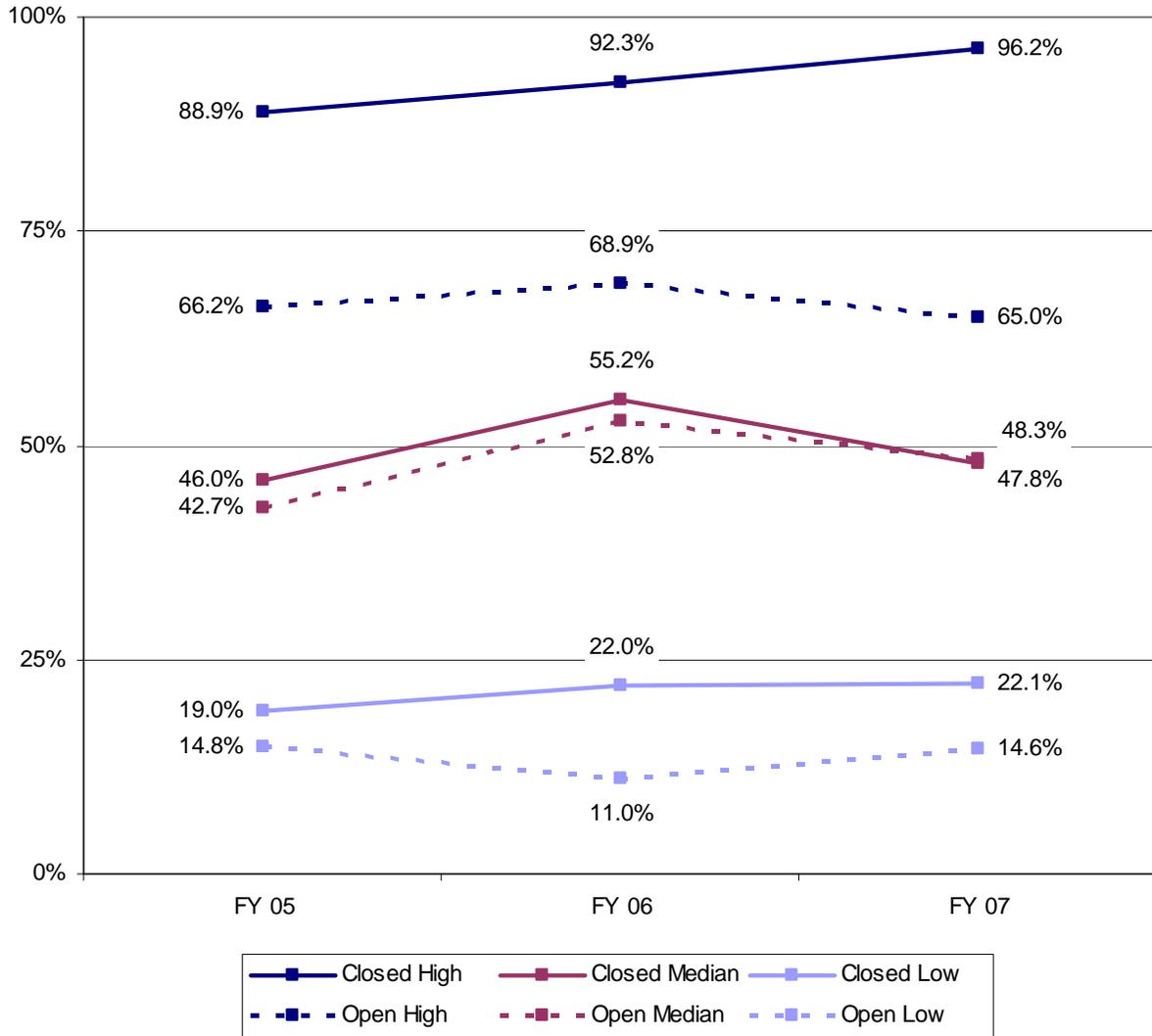
- 19 districts provided reasonable responses to these data points
- FY 07 – Closed Campus (12 districts): High = 96.2%; Low = 22.1%; Median = 47.8%
- FY 07 – Open Campus (7 districts): High = 65.0%; Low = 14.6%; Median = 48.3%
- The participation data are fairly spread out with the majority of districts reporting participation between 40-60%.
- The districts that warrant further examination include those with high participation rates and open campus policies. These programs likely have a higher appeal given their ability to attract customers without requiring campus closure.
- Numerous districts reported their annual number of lunches served, rather than the average daily. When this was the case, we divided the annual number of lunches served by the total number of school days to determine an average number of lunches served. We then divided this number by the average daily attendance.

Trends and observations

- Data captured for FY 05 = 25 districts, FY 06 = 20 districts, and FY 07 = 19 districts
- It appears that fewer campuses are closed in FY 06 and FY 07 than in FY 05
- Trend data illustrate consistently higher participation rates among closed campuses than those districts that allow students to go off campus during lunch.

Performance Measurement & Benchmarking for K12 Operations

Secondary Lunch Participation - Open v. Closed Campus



		FY 05	FY 06	FY 07
Closed Campus	N	16	12	12
	High	88.9%	92.3%	96.2%
	Median	46.0%	55.2%	47.8%
	Low	19.0%	22.0%	22.1%
Open Campus	N	9	8	7
	High	66.2%	68.9%	65.0%
	Median	42.7%	52.8%	48.3%
	Low	14.8%	11.0%	14.6%

Food Services - Total Costs per Revenue

Total direct plus total indirect costs *divided by* total revenue.

Why this measure is important

This measure gives an indication of the direct and indirect costs 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 down their surplus, or may already be subsidized by their district's general fund.

Factors that influence this measure

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

Analysis of data

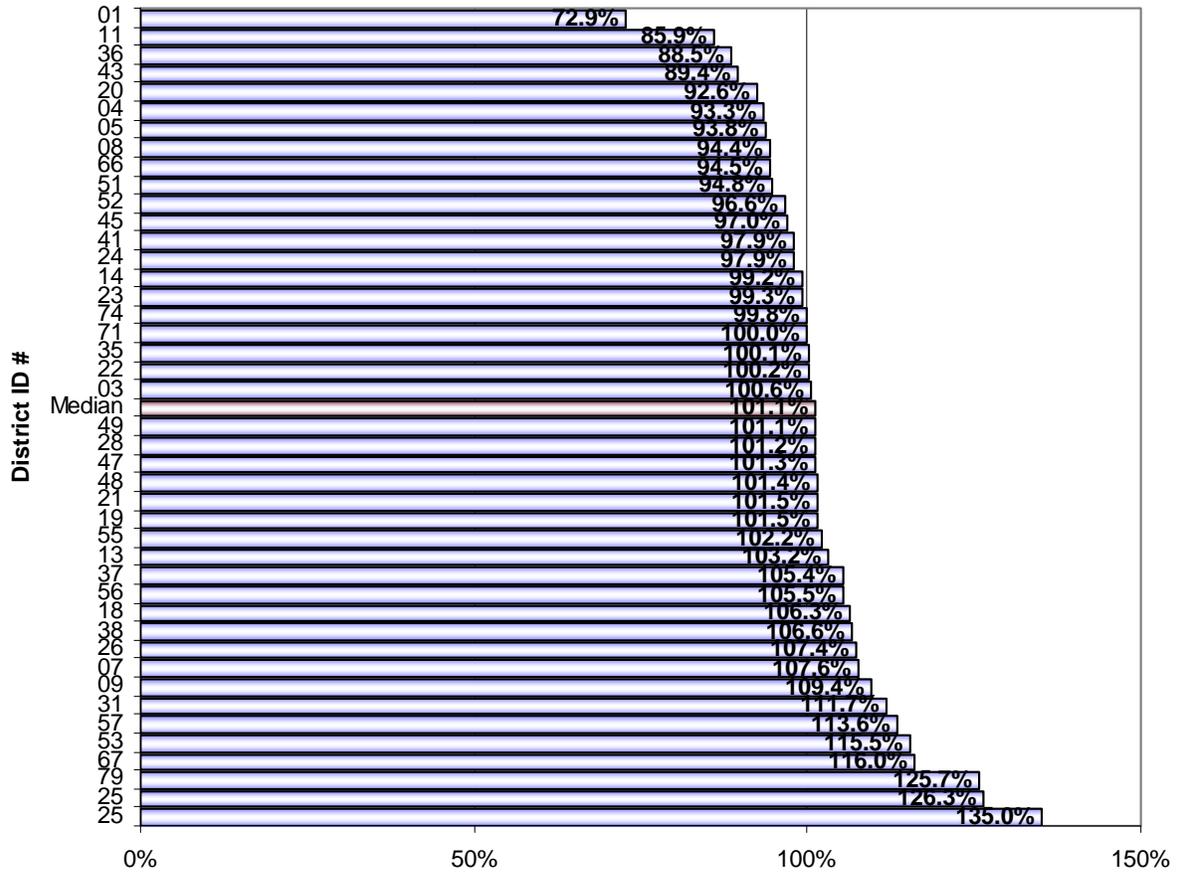
- 43 districts provided reasonable responses to these data points
- FY 07: Low = 72.9%; High = 135.0%; Median = 101.1%
- Fewer than half of the districts reported expenses lower than revenues. Those districts with much larger imbalances may want to examine the factors that influence this measure for opportunities to increase revenues and decrease costs.
- For those districts that do have expenses lower than revenues, it appears that about a 5% surplus is common.

Trends and observations

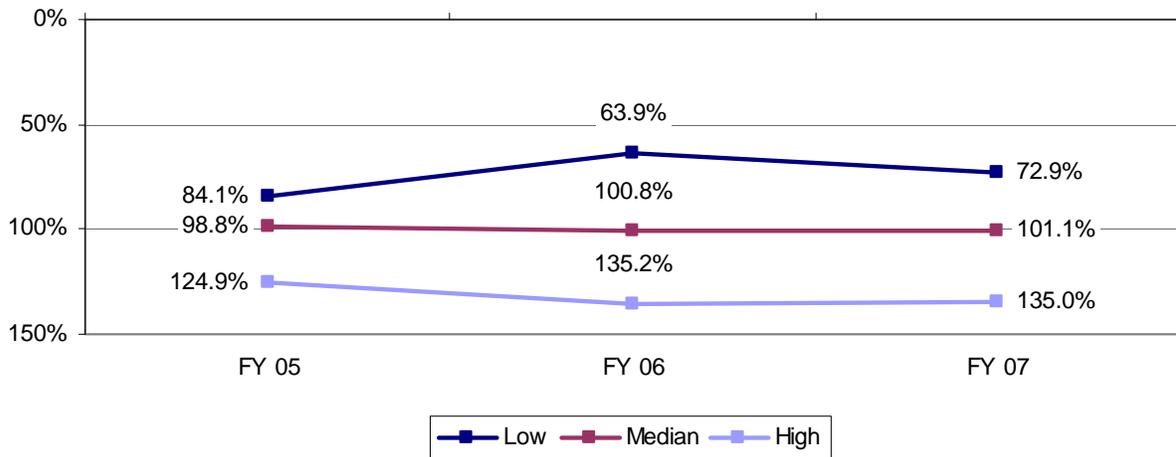
- Data captured for FY 05 = 41 districts, FY 06 = 43 districts, and FY 07 = 43 districts
- Total expenditures rose from FY 05 to FY 06 by 2% then remained fairly stable from FY 06 to FY 07.

Performance Measurement & Benchmarking for K12 Operations

Total Costs per Revenue



Total Costs per Revenue



Food Services - Fund Balance as Percent of Revenue

Fund balance *divided by* total revenue.

Why this measure is important

A fund balance can provide a contingency fund for equipment purchases, technology upgrades, and emergency expenses. A negative fund balance would indicate that the general fund is being used to subsidize the Food Service program, which also results in a decreased ability to generate funds to reinvest back into the program to improve participation rates.

Factors that influence this measure

- USDA allows a Food Service program to have no more than a three month operating expenses fund balance.
- Districts may have taken all or part 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 the fund balance with a large capital outlay project
- Fund balance may include other items such as retiree health insurance and inventory.
- District philosophy on fund balance.

Analysis of data

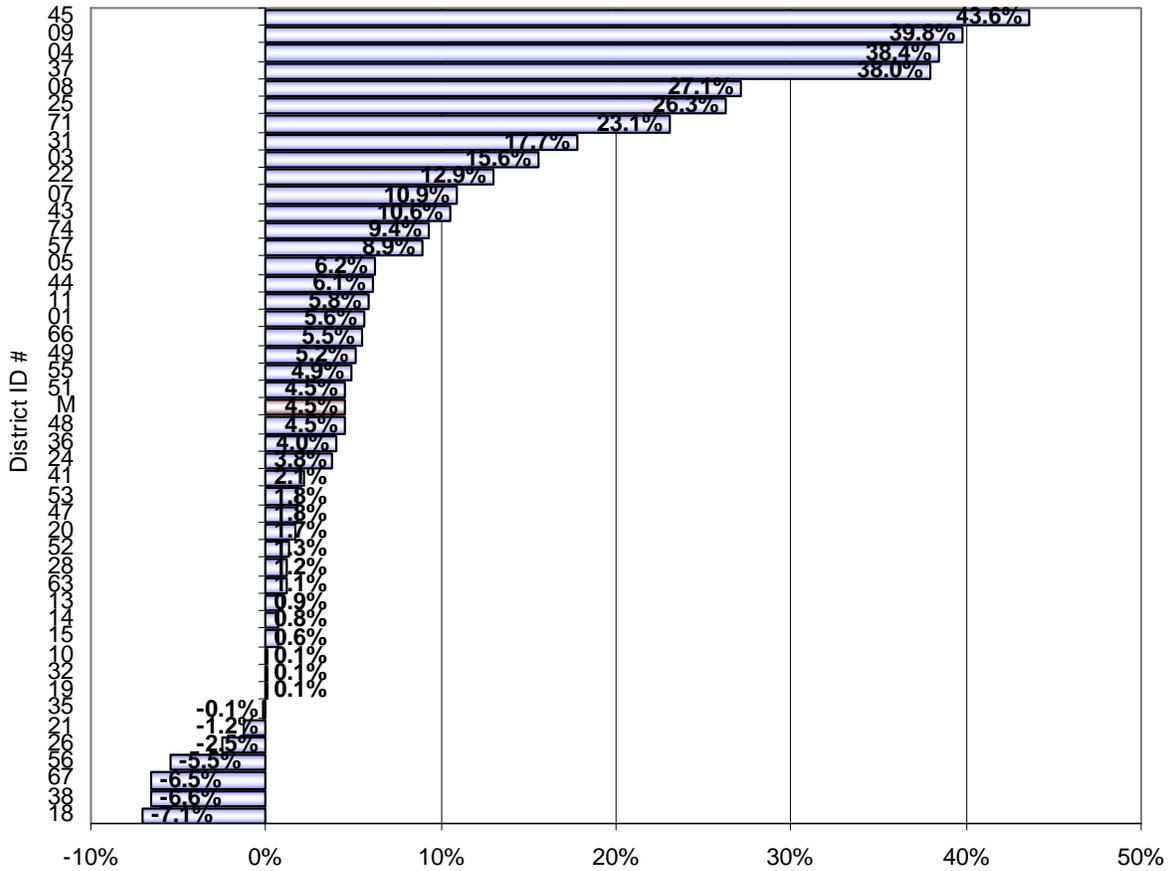
- 45 districts provided reasonable responses to these data points
- FY 07: High = 43.6%; Low = -7.1%; Median = 4.5%
- Most districts maintain a fund balance to revenue ratio of about 6% or less.
- Of the districts reporting, approximately 10% have negative fund balances.

Trends and observations

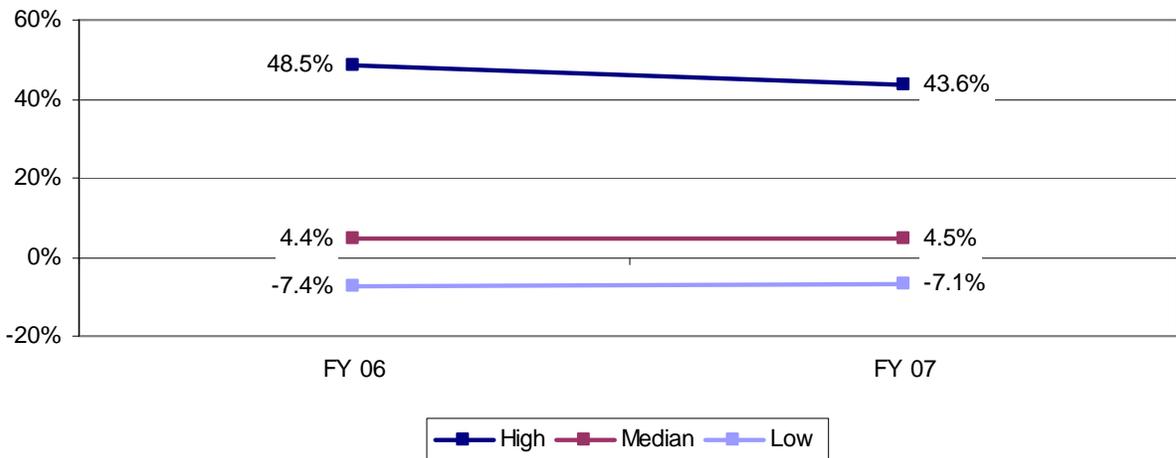
- Data captured for FY 06 = 46 districts, and FY 07 = 45 districts
- Fund balances have remained flat since FY 06. Data indicates the average program has just enough revenue to break-even with costs, with no remaining contingency dollars.

Performance Measurement & Benchmarking for K12 Operations

Fund Balance as a Percent of Revenue



Fund Balance as a Percent of Revenue



Food Services - Meets SMI Nutrient Standards

Yes/No whether district met SMI Nutrient Standards during last review.

Why this measure is important

This measure indicates compliance with USDA's nutrient standards, as reviewed by a state's Department of Education. This measure is important because the program must create meals that are not only desirable, but also meet strict nutrient requirements.

Factors that influence this measure

- Wellness Policy in place
- Adequate nutritional analysis of menus
- Menu planning
- Purchasing practices

Analysis of data

- 42 districts provided reasonable responses to these data points

Trends and observations

- Data captured for FY 05 = 41 districts, FY 06 = 43 districts, and FY 07 = 42 districts
- 4 districts that met SMI Standards in FY 05 or FY 06 did NOT meet SMI Standards in a subsequent year (shaded in lighter blue).
- 7 districts that did not meet SMI Standards in FY 05 or FY 06 did meet SMI Standards in a subsequent year (shaded in darker blue).
- 28 districts met SMI Standards at least 2 out of the 3 most recent reporting years (shaded in plum).

Performance Measurement & Benchmarking for K12 Operations

Meets SMI Nutrient Standards

District ID #	FY 05	FY 06	FY 07
01		Yes	Yes
02		No	
03	No	Yes	Yes
04	Yes	Yes	Yes
05	Yes	Yes	Yes
06		Yes	Yes
07	Yes	Yes	Yes
08	Yes	Yes	Yes
09	No		Yes
10	No	No	No
11	Yes	Yes	Yes
12	No		
13			Yes
14		Yes	Yes
15	Yes	Yes	Yes
16	Yes		
17	Yes		
18	Yes	Yes	Yes
19	Yes	Yes	Yes
20	No		
21		Yes	
22	No	No	Yes
23	Yes	Yes	Yes
24		Yes	Yes
25	Yes	Yes	Yes
26		Yes	No
27	Yes	Yes	Yes
28		No	Yes
29	Yes		
31	Yes	Yes	Yes
32	Yes	Yes	Yes
35		Yes	Yes
36	Yes	Yes	Yes
37	No	Yes	
38		Yes	Yes
39	Yes		
41	No	Yes	Yes
43	No	No	Yes
44	Yes		
45	No		No
46			Yes
47	Yes	Yes	Yes
48	Yes	Yes	Yes
49	Yes	No	
51	Yes	No	No
52		No	
53		Yes	Yes
55	Yes	Yes	Yes
56	Yes	Yes	Yes
57	No		
58	Yes	Yes	Yes
61	No		
65	Yes		
66	Yes	Yes	Yes
67	Yes	Yes	No
71		Yes	Yes
74			Yes
79		Yes	

Food Services – ServSafe or Equivalent Certified Staff per Site

Number of food service staff members that are ServSafe or equivalent certified *divided by* number of sites serving free/reduced/paid meals.

Why this measure is important

Children are at greater risk than adults for serious food borne illnesses that result from improper food handling and poorly trained staff. A district should have at least one certified staff per site to ensure that meals comply with requirements and to minimize risk and potential exposure.

Factors that influence this measure

- State laws and/or local regulations will determine type of site requiring certified staff
- Smaller sites that have food shipped in from another site and have no on-site meal preparation
- How much a district satellites meals to small sites
- District's food production system
- Commitment to food safety
- Financial constraints
- Program prioritization
- Time and money devoted to training

Analysis of data

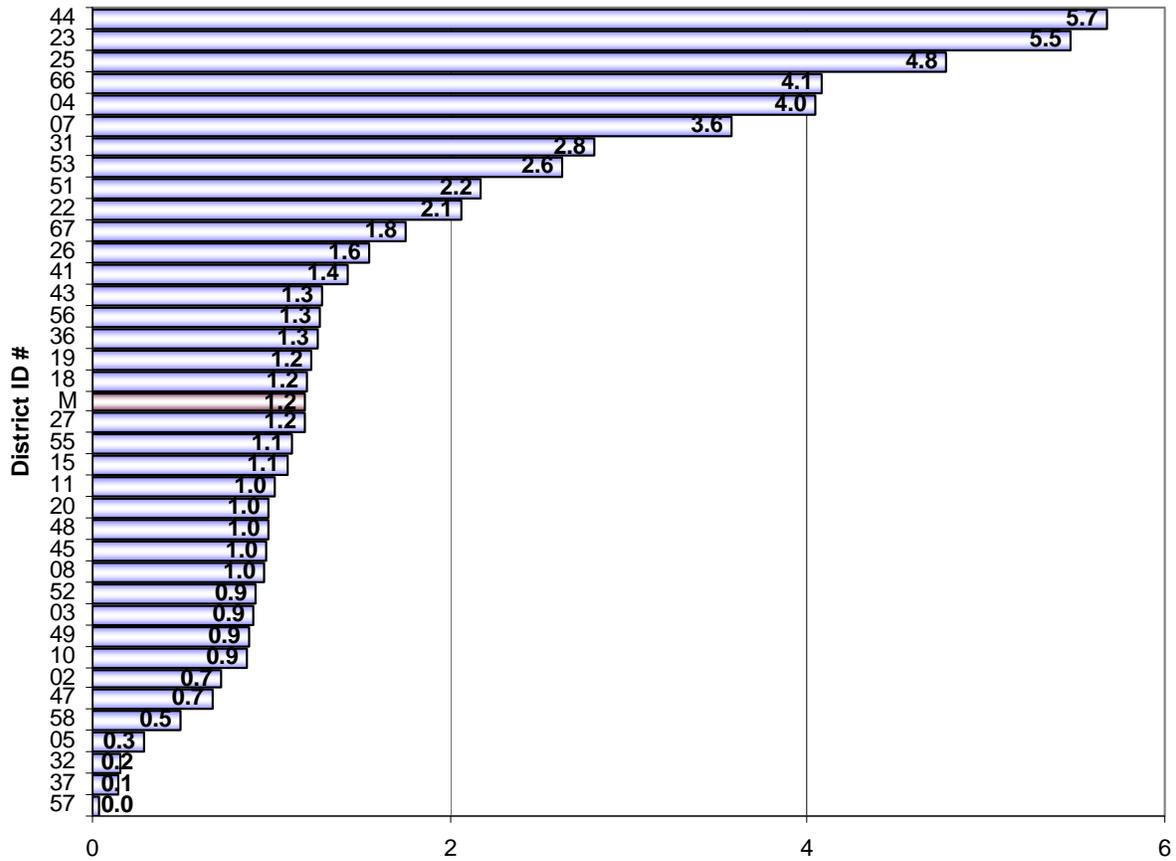
- 37 districts provided reasonable responses to these data points
- FY 07: High = 5.7; Low =0.0; Median = 1.2
- Most districts have at least 1 staff member per site certified. Those that do not may have regional supervision approaches. Some localities have specific laws governing safe food handling certifications, so districts should review their local requirements.
- Number of sites serving free/reduced/paid meals was collected from the FY 05 survey, this data were not captured separately for FY 06 and FY 07

Trends and observations

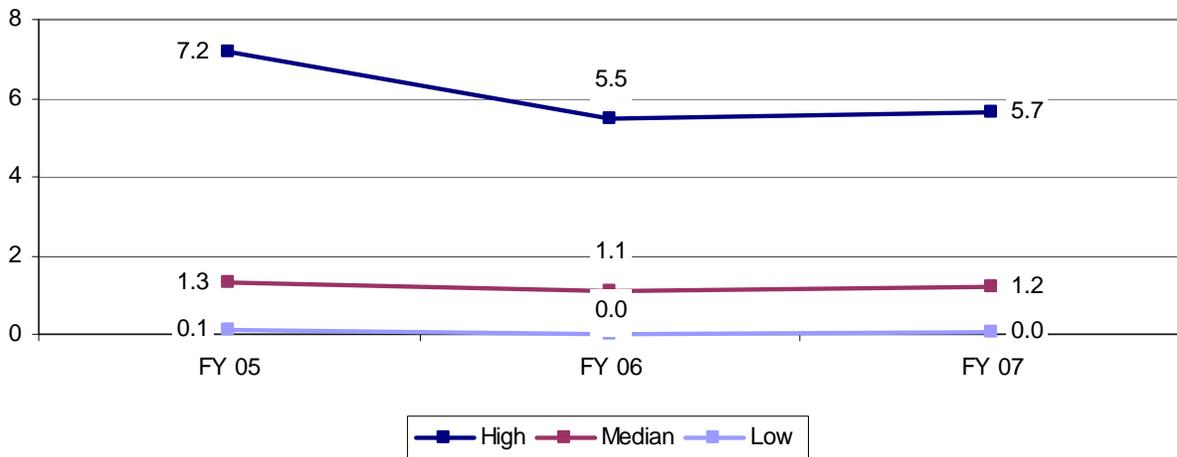
- Data captured for FY 05 = 41 districts, FY 06 = 35 districts, and FY 07 = 37 districts
- Those districts having 5 or more per site decreased from FY 05 to FY 07
- The districts near or below the median were stable.

Performance Measurement & Benchmarking for K12 Operations

ServSafe or Equivalent Certified Staff per Site



ServSafe or Equivalent Certified Staff per Site



Food Services – Sites Using POS to Upload Data

Number of sites that use point of sale technology that electronically uploads data daily to the central office from the site *divided by* number of sites serving free/reduced/paid meals.

Why this measure is important

This measure gives an indication of the degree to which technology is used to produce data to manage the business, maintain accurate meal claims, and ensure confidentiality of student status. Districts that do not use computer-based POS technology may have an inefficient manual process of tracking student eligibility and reporting meal counts, which may lead to inefficient use of staff resources, improper claiming of meals, and, potentially, fraud and abuse. Food service departments with fully functioning student accountability software systems that integrate with district student data systems are able to ensure meals are properly claimed for reimbursement.

Factors that influence this measure

- Board and/or administrative support
- Technical expertise of leadership
- Financial constraints
- Technology infrastructure, including the hardware and software
- The number of small sites where a computer is not feasible or cost effective.

Analysis of data

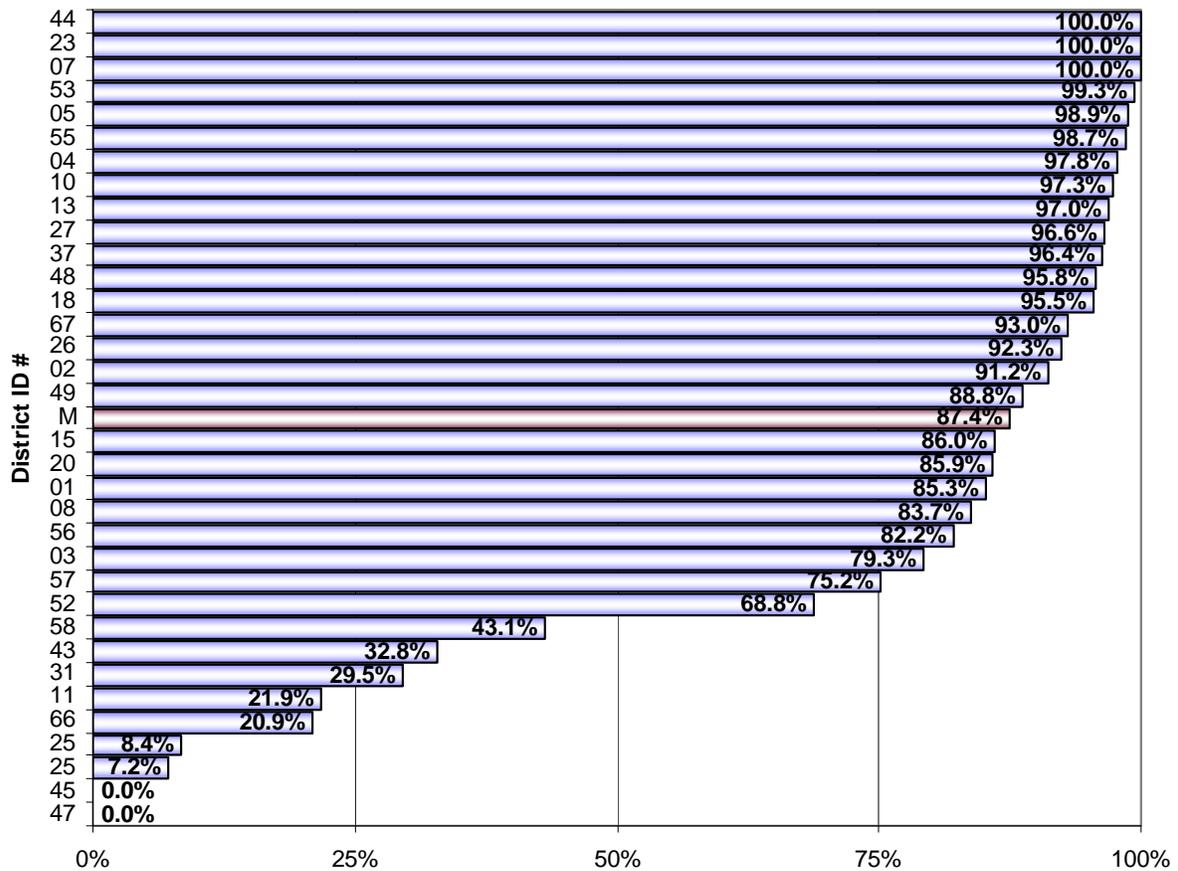
- 34 districts provided reasonable responses to these data points
- FY 07: High = 100.0%; Low = 0.0%; Median = 87.4%
- 75% of districts reporting have significant POS implementations in place. The lower quartile have very few or none, and likely face many of the issues cited above.
- Number of sites serving free/reduced/paid meals was collected from the FY 05 survey, this data were not captured separately for FY 06 and FY 07.

Trends and observations

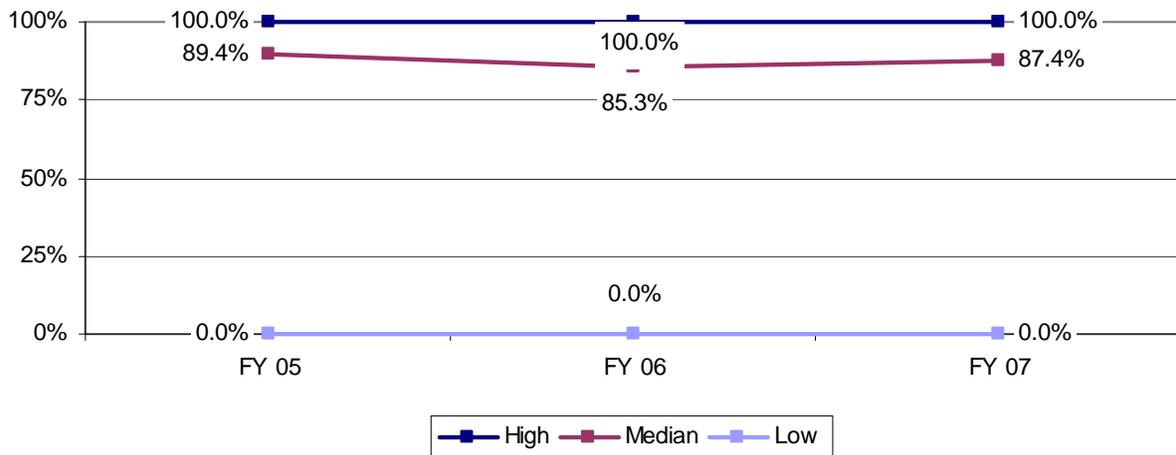
- Data captured for FY 05 = 41 districts, FY 06 = 35 districts, and FY 07 = 34 districts
- More districts invested in technology to utilize a POS system.

Performance Measurement & Benchmarking for K12 Operations

Sites Using POS to Upload Data



Sites Using POS to Upload Data





Maintenance & Operations

Maintenance & Operations – Custodial Workload

Total district square footage *divided by* total number of custodians.

Why this measure is important

This measurement is a very good indication 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 with 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 this measure

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

Analysis of data

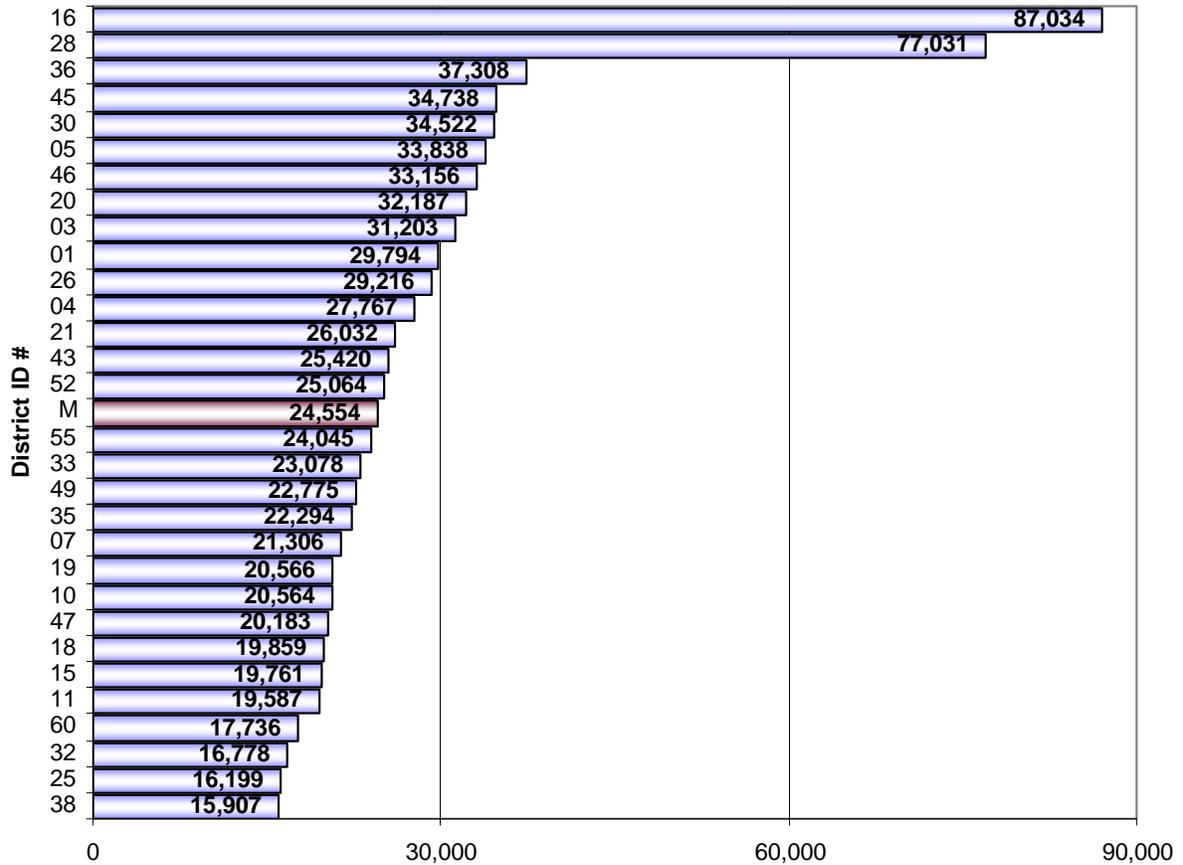
- 30 districts provided reasonable responses to these data points
- FY 07: High =87,034; Low = 15,907; Median = 24.554
- While most districts cluster near the median, 2 districts report a very high square foot to custodian ratio, which could be the result of a district's mis-reporting their data.

Trends and observations

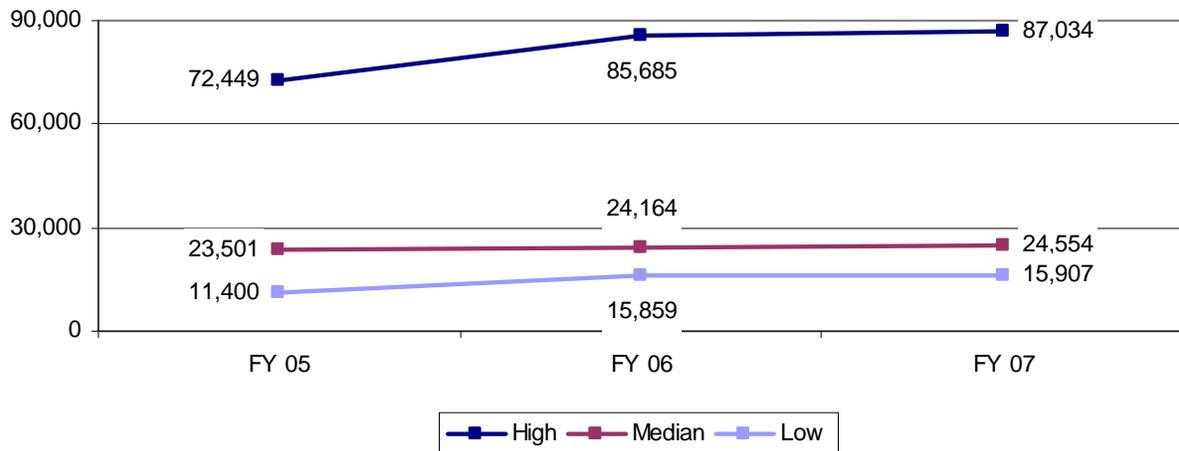
- Data captured for FY 05 = 23 districts, FY 06 = 29 districts, and FY 07 = 30 districts
- Data has been relatively consistent over the three years collected, with a slight trend upwards of the square footage per custodian.

Performance Measurement & Benchmarking for K12 Operations

Custodial Workload



Custodial Workload



Maintenance & Operations – Maintenance Workers per 100,000 Square Feet

Total number of maintenance workers *divided by* every 100,000 square footage of the district.

Why this measure is important

This measure gives an indication of the level of all staffing for maintenance operations, including custodial, grounds, and routine maintenance. It allows districts to compare their total maintenance staffing patterns to other similar operations.

Factors that influence this measure

- Funds available to staff maintenance operations
- Level of in-house vs. contract maintenance
- Classification of individuals who perform various maintenance functions.

Analysis of data

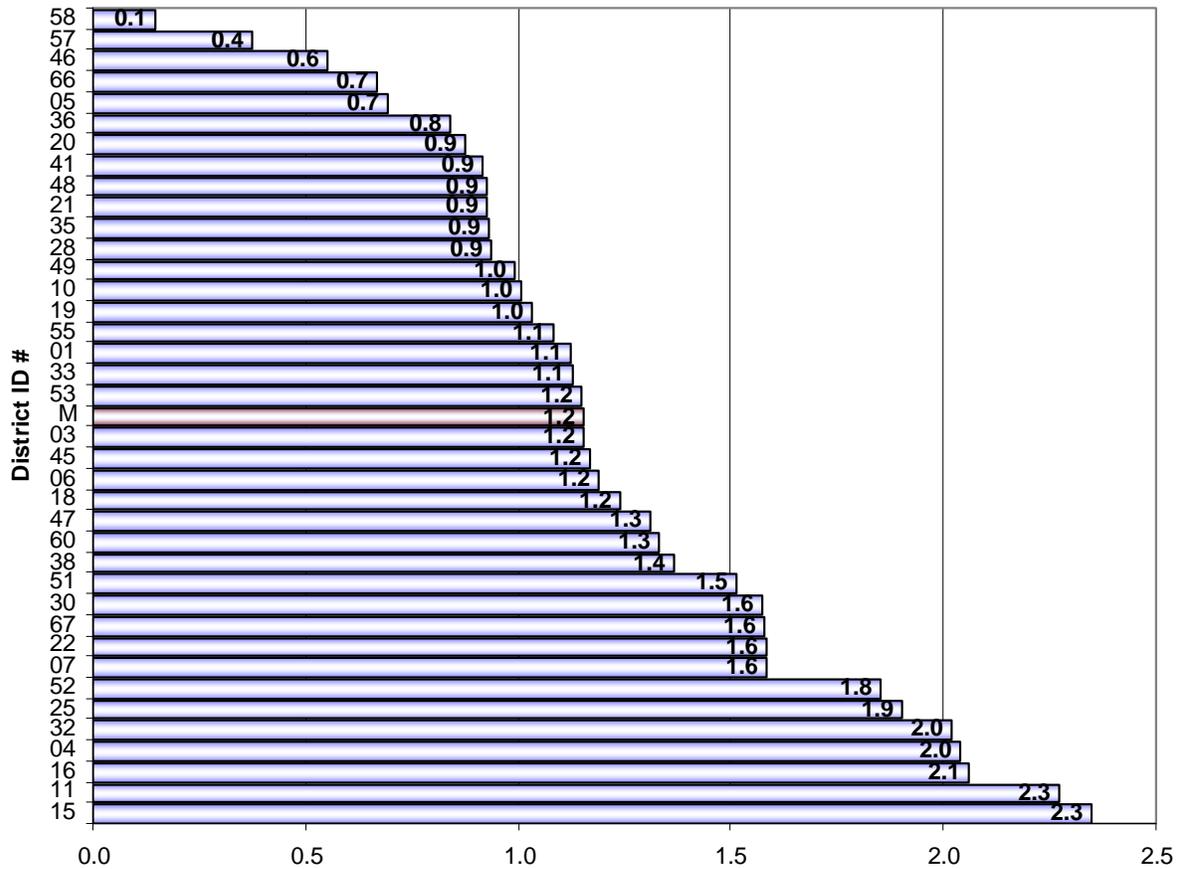
- 38 districts provided reasonable responses to these data points
- FY 07: Low =0.1; High = 2.3; Median =1.2
- About half of the districts reporting fell into the cluster between 0.9 and 1.3 workers per square foot.
- The highs and lows in the data are significantly different, suggesting these districts have policies or local conditions that result in different ratios.

Trends and observations

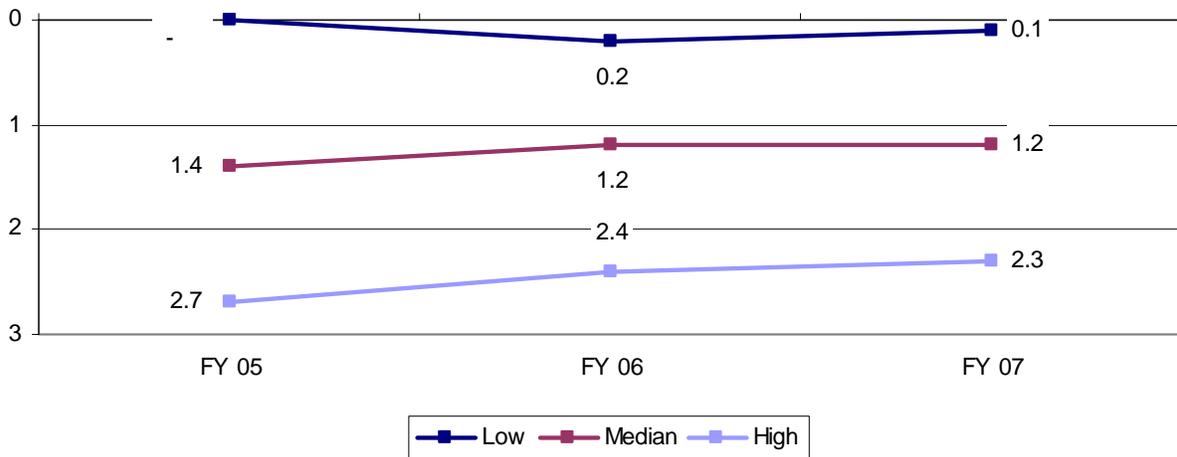
- Data captured for FY 05 = 31 districts, FY 06 = 36 districts, and FY 07 = 38 districts
- Staffing levels appear to be decreasing over time. Further observation will tell if this is an efficiency trend or something else.

Performance Measurement & Benchmarking for K12 Operations

Maintenance Workers per 100,000 Square Feet



Maintenance Workers per 100,000 Square Feet



Maintenance & Operations – Maintenance Cost per Square Foot

Total maintenance expenditures – major and routine – including labor, benefits, supply and other expenditures *divided by* total district square footage.

Why this measure is important

This measure gives an indication of the relative cost for a district to maintain its buildings. Regional labor and material cost differences will influence the measure. A high number may indicate a large amount of deferred maintenance while a lower number could reflect newer buildings in a district.

Factors that influence this measure

- Age of buildings
- Amount of deferred maintenance
- Labor costs
- Material Costs and purchasing practices
- Layout of buildings

Analysis of data

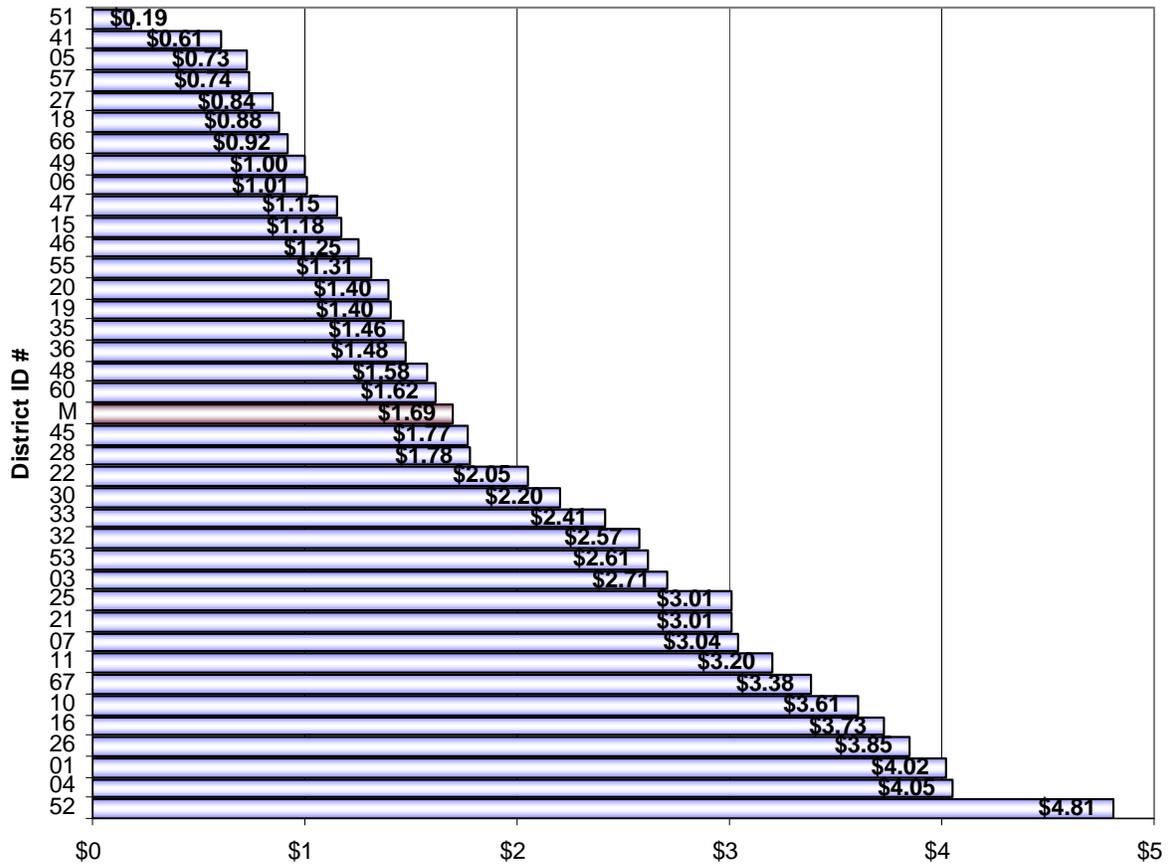
- 38 districts provided reasonable responses to these data points
- FY 07: Low = \$0.19; High = \$4.81; Median = \$1.69
- 7 districts reported cost per square foot below \$1.00; 14 districts reported between \$1.00 and \$2.00; and 13 between \$2.00 and \$4.00.

Trends and observations

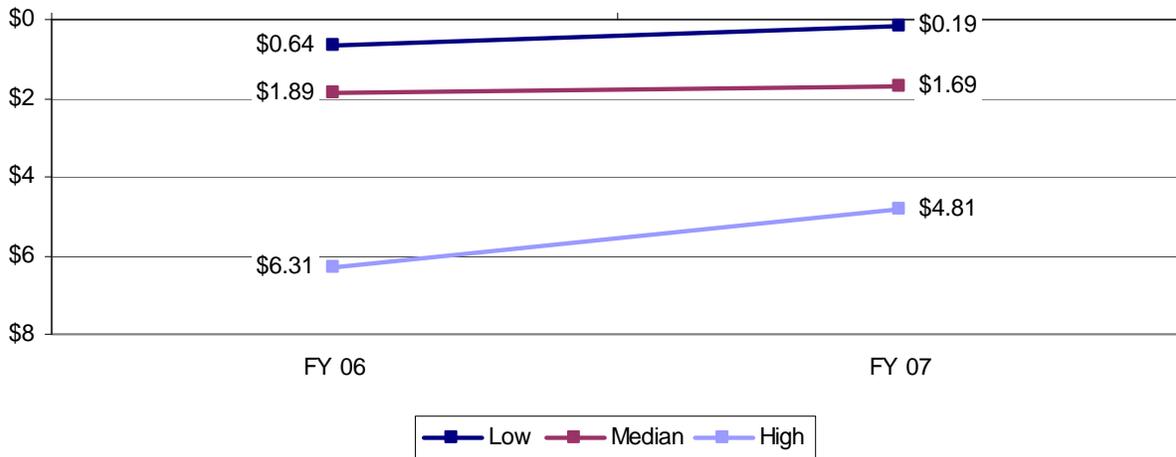
- Data captured for FY 06 = 37 districts, and FY 07 = 38 districts
- Data for FY 06 and FY 07 is fairly consistent around the median.

Performance Measurement & Benchmarking for K12 Operations

Maintenance Cost per Square Foot



Maintenance Cost per Square Foot



Maintenance & Operations – Work Order Completion Time

Average number of days to complete a work order.

Why this measure is important

This measure gives an indication of a district's timeliness in completing work orders. It allows districts to compare their operations with others in order to evaluate the relative response times of their maintenance employees. Districts with lower completion times are more likely to have a management system in place with funding to address repairs. They are also more likely to have higher rates of customer satisfaction than those with longer wait times.

Factors that influence this measure

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

Analysis of data

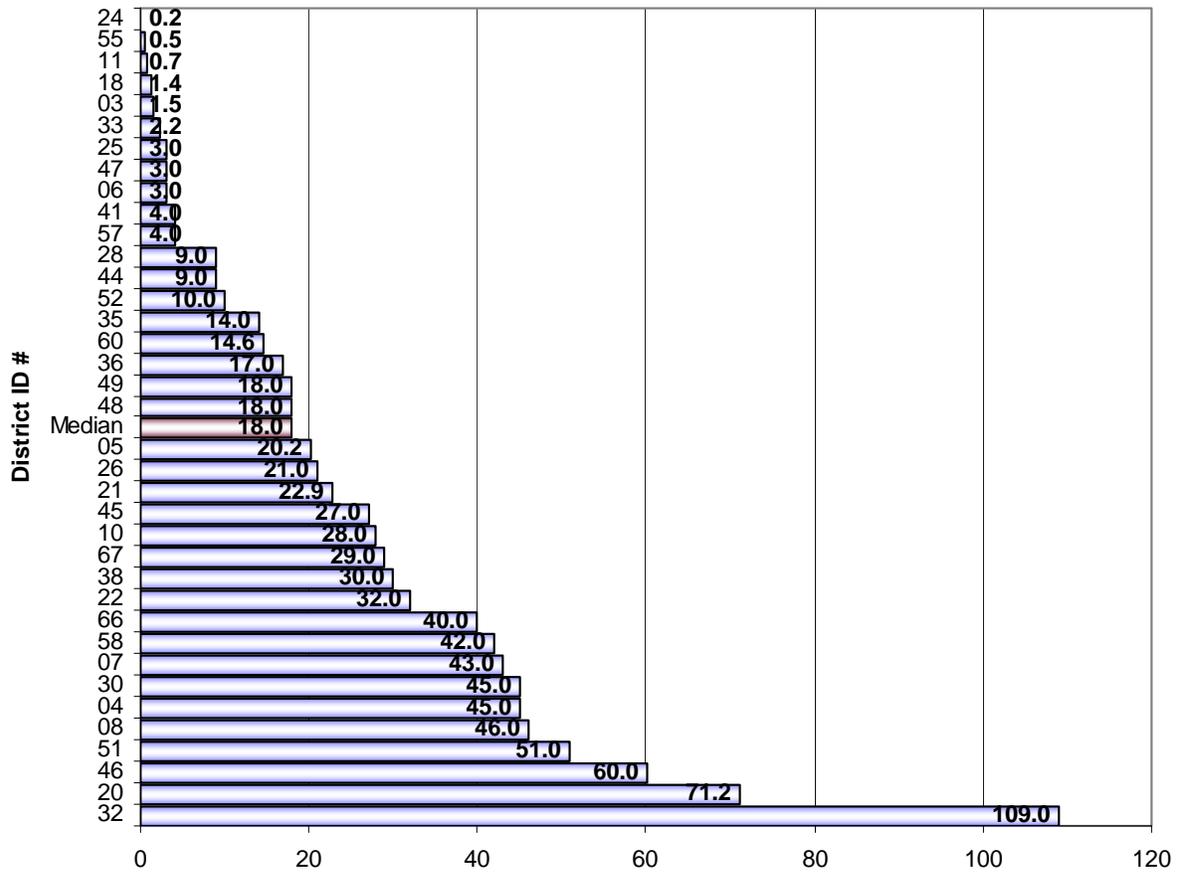
- 37 districts provided reasonable responses to these data points
- FY 07: Low =0.2; High = 109.0; Median =18.0
- 8 of the responding districts completed work orders in less than 48 hours; 13 of the districts completed them within two weeks.
- About half of responding districts took one month or more, with the longest more than three months.

Trends and observations

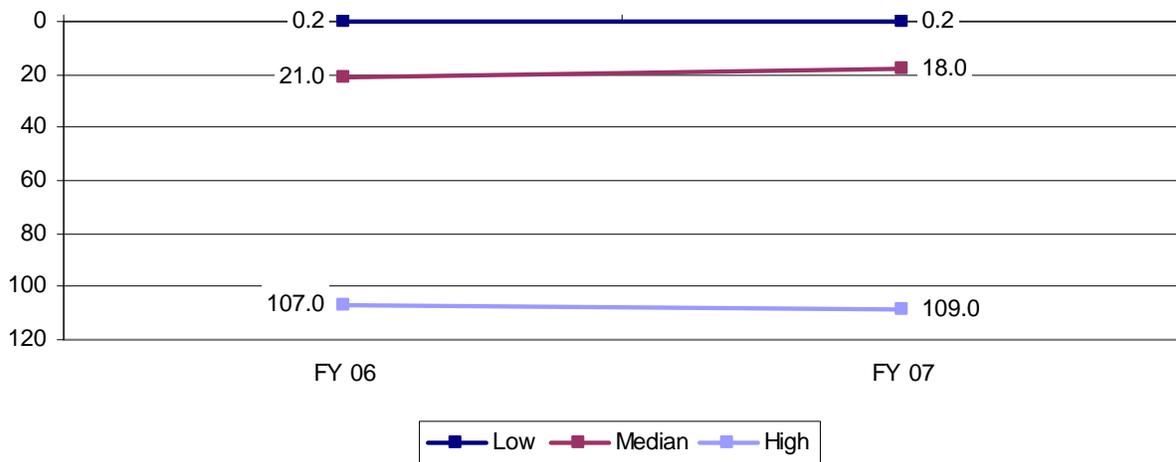
- Data captured for FY 06 = 34 districts, and FY 07 = 37 districts
- Completion time appears to be improving slightly over time.

Performance Measurement & Benchmarking for K12 Operations

Work Order Completion Time (in Days)



Work Order Completion Time (in Days)



Maintenance & Operations – Custodial Cost per Square Foot

Total custodial expenditures including labor, benefits, supply, and other expenditures *divided by* total district square footage.

Why this measure is important

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 in order to reduce costs.

Factors that influence this measure

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

Analysis of data

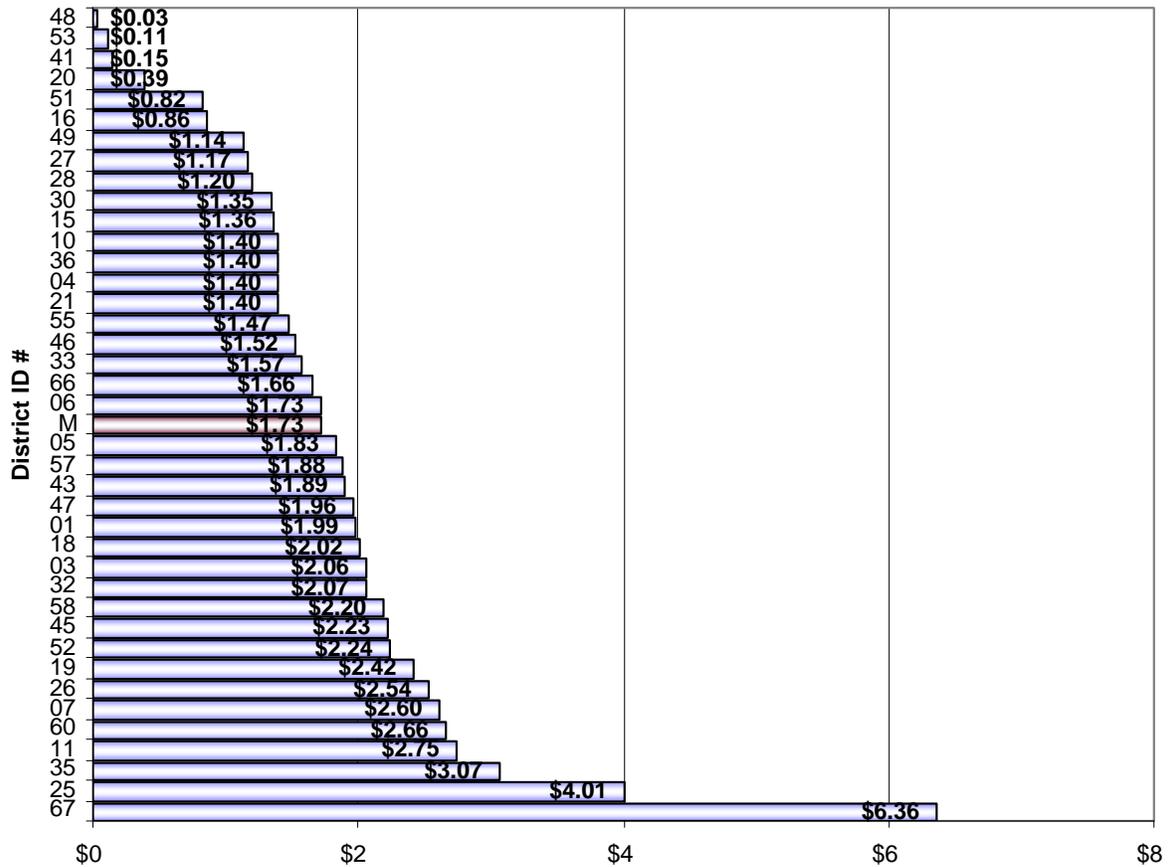
- 39 districts provided reasonable responses to these data points
- FY 07: Low = \$0.03; High = \$6.36; Median = \$1.73
- Almost half of the responding districts have custodial costs per square foot between \$1.00 and \$2.00, with the median of \$1.78.

Trends and observations

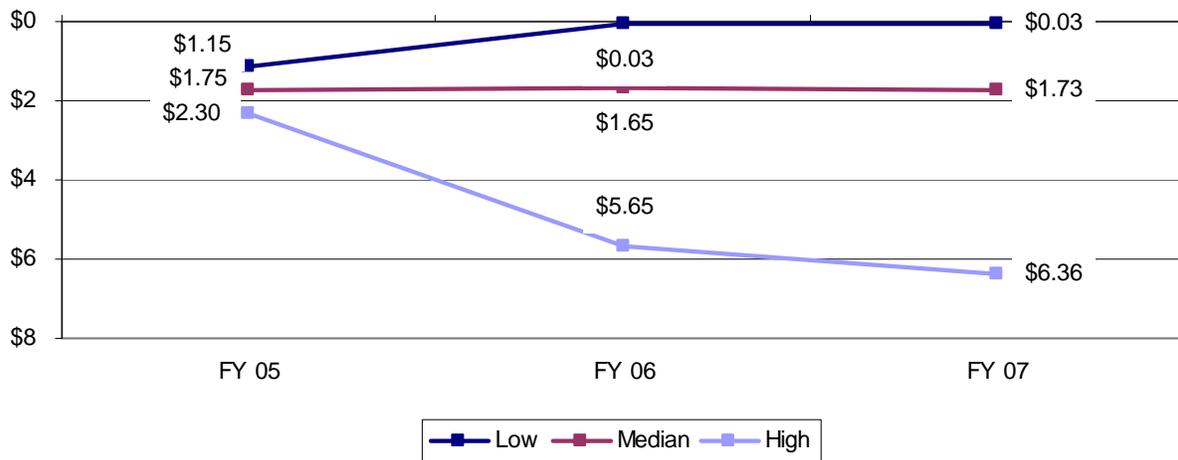
- Data captured for FY 05 = 17 districts, FY 06 = 38 districts, and FY 07 = 39 districts
- The changes at the high and low points are most likely the result of different districts reporting.

Performance Measurement & Benchmarking for K12 Operations

Custodial Cost per Square Foot



Custodial Cost per Square Foot



Maintenance & Operations – Custodial Supply Cost per Square Foot

Total custodial supply and equipment expenditures only *divided by* total district square footage.

Why this measure is important

This measure can give an indication of the relative effectiveness of a district's use of custodial supplies and materials. A higher number may indicate cost savings opportunities that can be gained by changes in policies or procedures.

Factors that influence this measure

- Regional price differences for supplies and materials
- Student density in a building (more students per sq. ft.)
- Number of after-hours and community events in the building
- Purchasing practices

Analysis of data

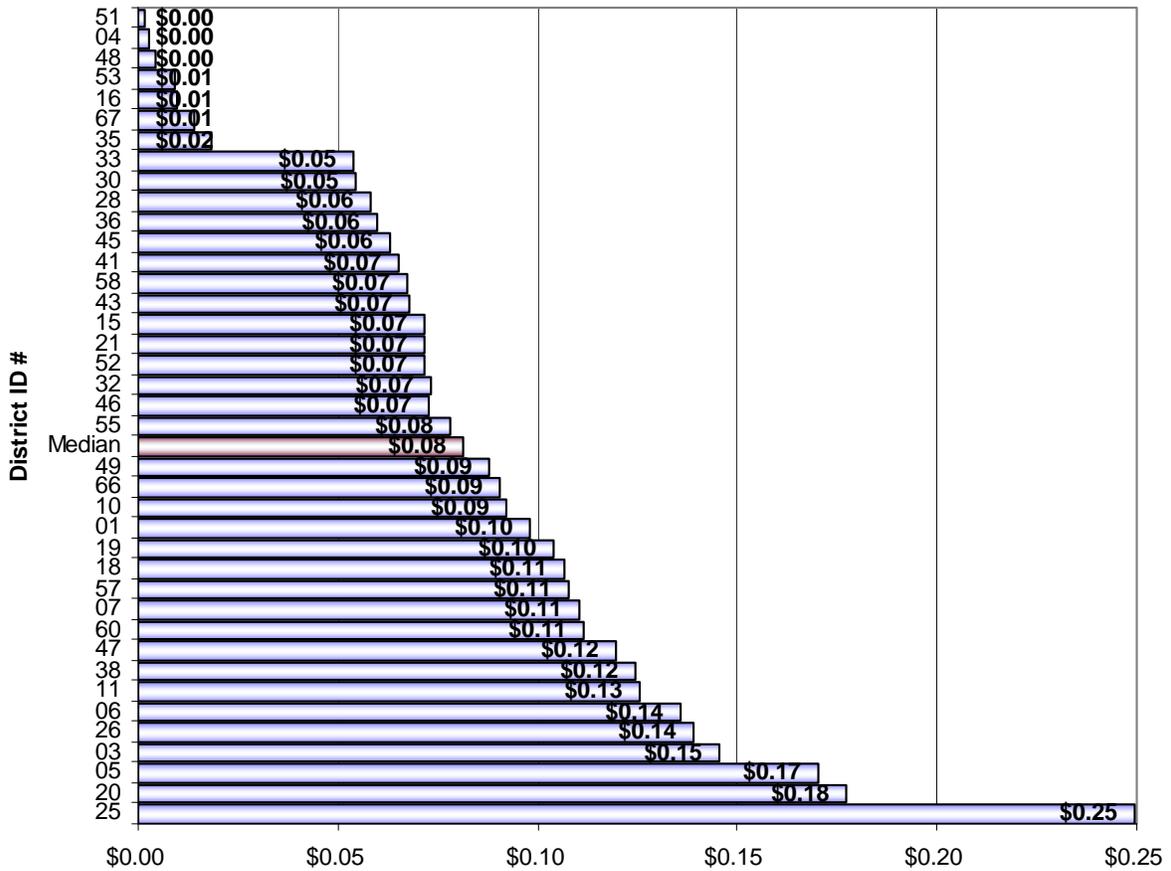
- 39 districts provided reasonable responses to these data points
- FY 07: Low = \$0.00; High = \$0.25; Median = \$0.08
- Of the districts reporting, the tightest cluster reports supply and equipment costs of \$.06 to \$.07 per square foot.

Trends and observations

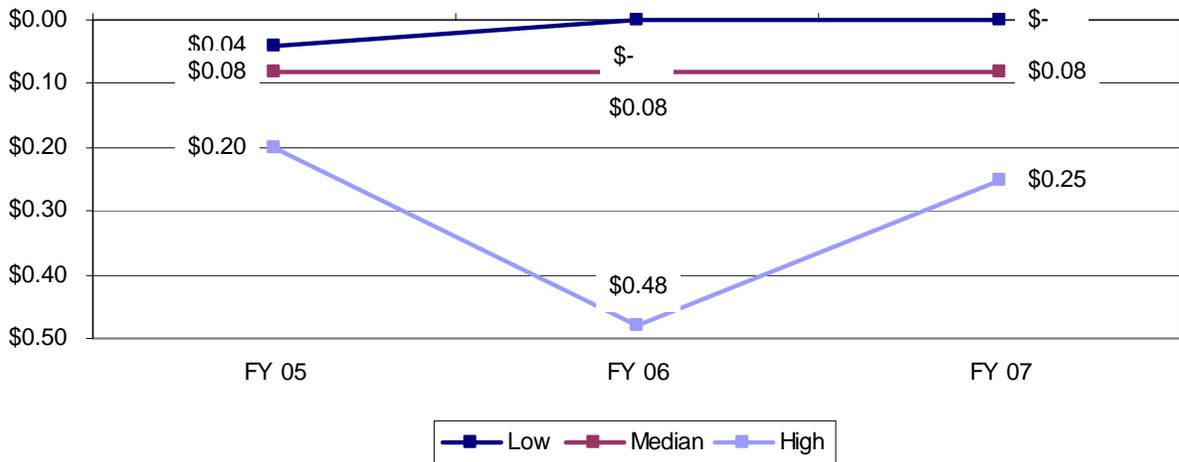
- Data captured for FY 05 = 19 districts, FY 06 = 38 districts, and FY 07 = 39 districts
- Costs appear to be steady or slightly decreasing across all districts reporting. Further analysis would reveal if this is due to efficiencies or declining resources.

Performance Measurement & Benchmarking for K12 Operations

Custodial Supply Cost per Square Foot



Custodial Supply Cost per Square Foot



Maintenance & Operations – Percent Portable Square Footage

Total square footage of portable space *divided by* total district square footage.

Why this measure is important

This measure provides an indication of a district's ability to provide permanent classroom space for its students. A high percentage might indicate difficulty in obtaining capital funds for construction of permanent classrooms. It could also indicate a rapidly increasing student population that outpaces capital funding available to support growth.

Factors that influence this measure

- Rate of increase or decrease in student population
- Funds available for classroom construction
- Demographic shifts in the districts student population
- Timing of construction related to growth

Analysis of data

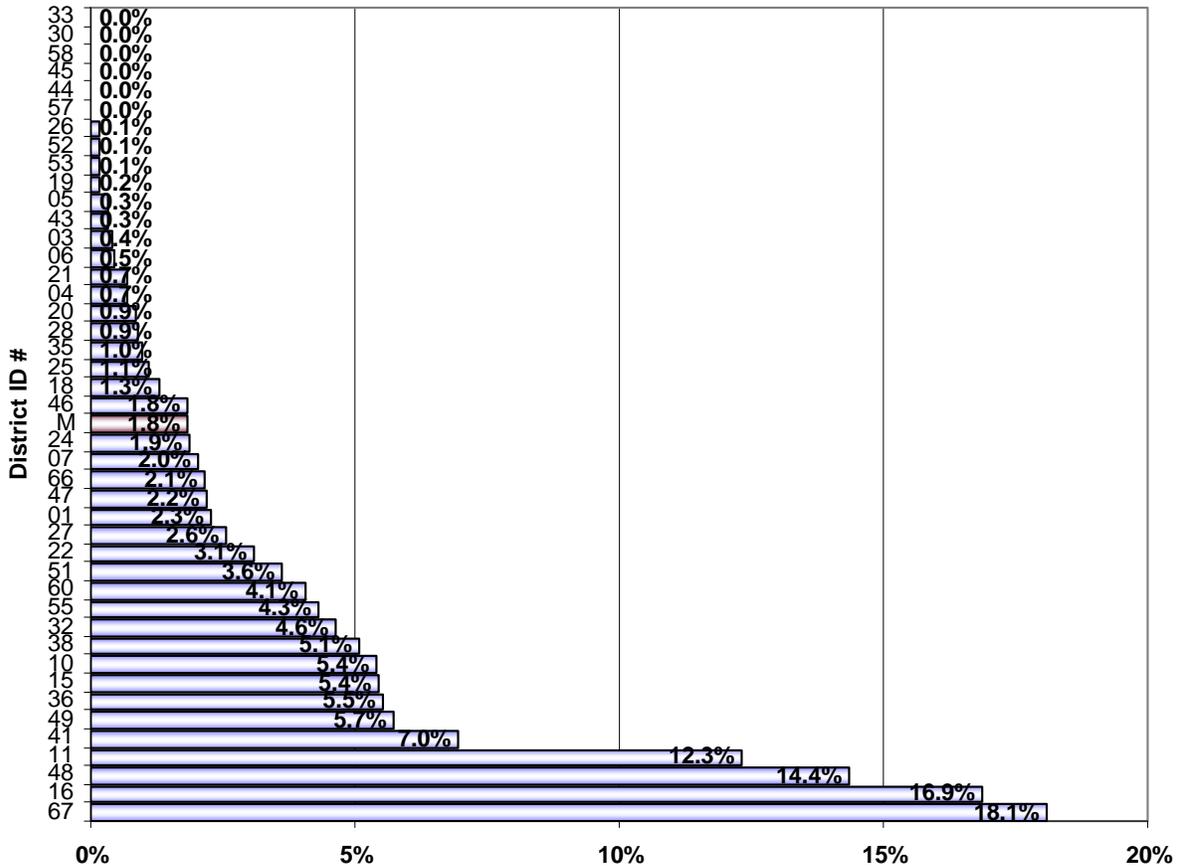
- 43 districts provided reasonable responses to these data points
- FY 07: Low =0.0%; High = 18.1%; Median =1.8%
- Of the 43 districts reporting, 5 have no portable square footage; 34 report portable space at less than 5%.

Trends and observations

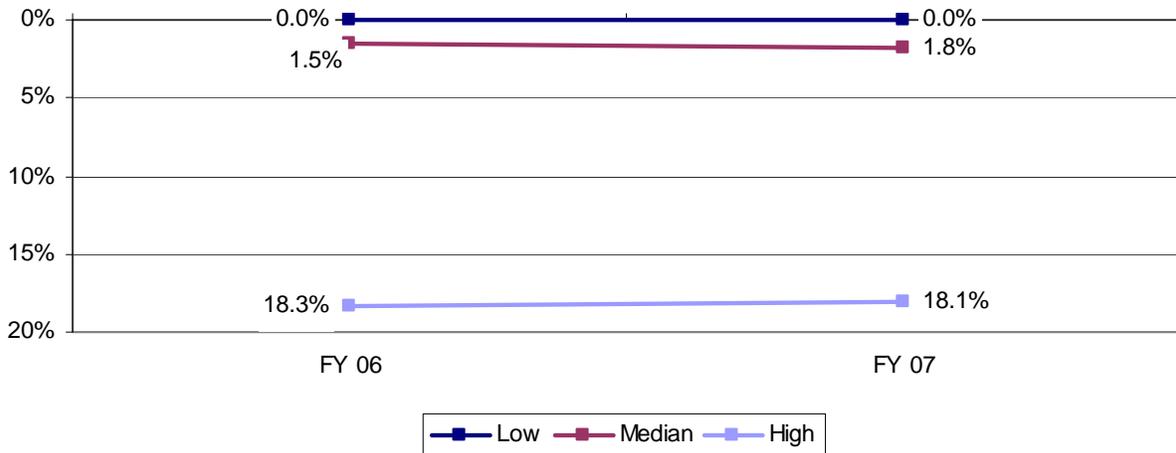
- Data captured for FY 06 = 42 districts, and FY 07 = 43 districts
- Numbers are extremely consistent and will likely change slowly over time.

Performance Measurement & Benchmarking for K12 Operations

Percent Portable Square Footage



Percent Portable Square Footage



Maintenance & Operations – M&O Expenditures as Percent of General Fund Expenditures

Total Maintenance & Operations department expenditures *divided by* total district general fund expenditures.

Why this measure is important

This measure gives an indication of the level of support for maintenance operations being provided by the general fund. A lower percentage would indicate that other sources of funds must be provided to meet maintenance needs. A low percentage could also be an indication that not all of the required maintenance is being performed resulting in a large amount of deferred maintenance.

Factors that influence this measure

- Overall funding level for the general fund
- Availability of other funds sources to perform maintenance
- Age and condition of district buildings
- Deferred maintenance decisions

Analysis of data

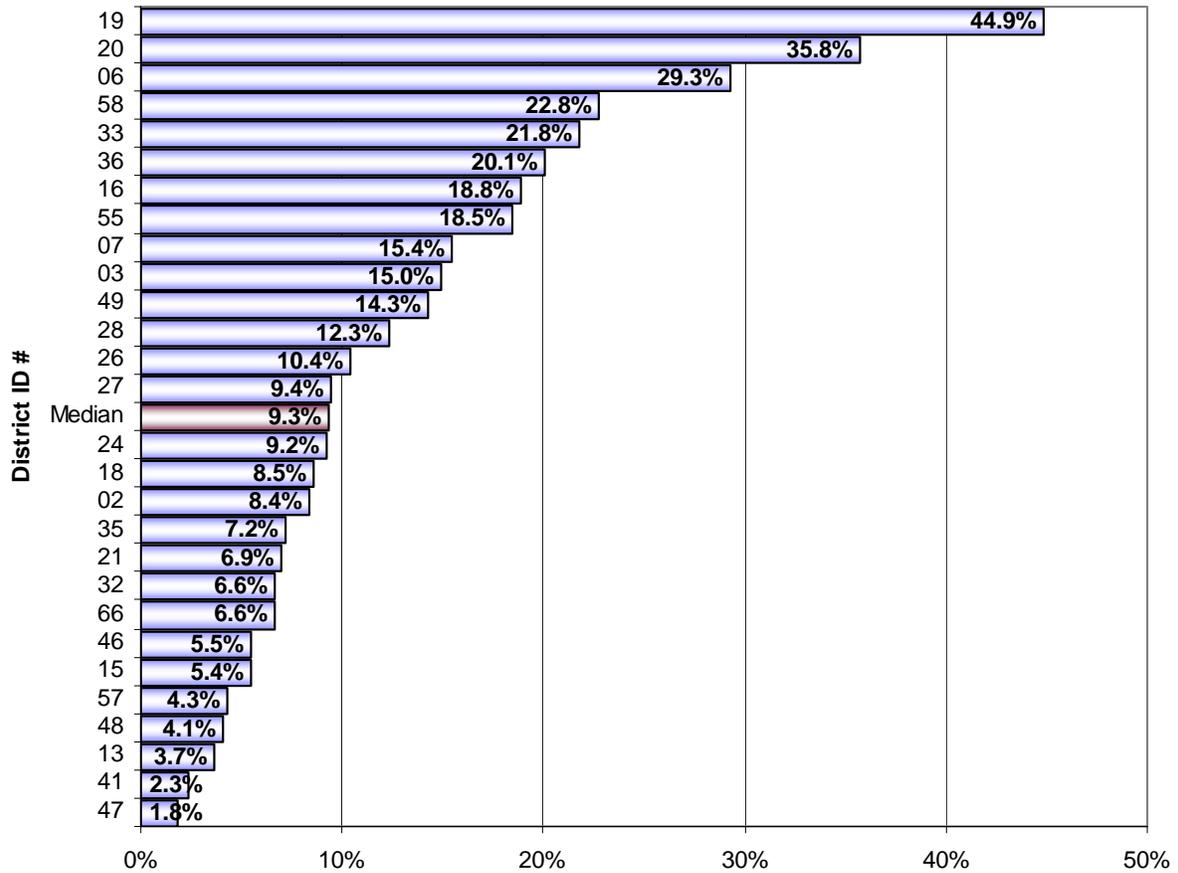
- 28 districts provided reasonable responses to these data points
- FY 07: High =44.9%; Low = 1.8%; Median = 9.3%
- Based on the range, responses do not cluster in a way that would point to an industry standard; however, most respondents report between 5% to 15%.

Trends and observations

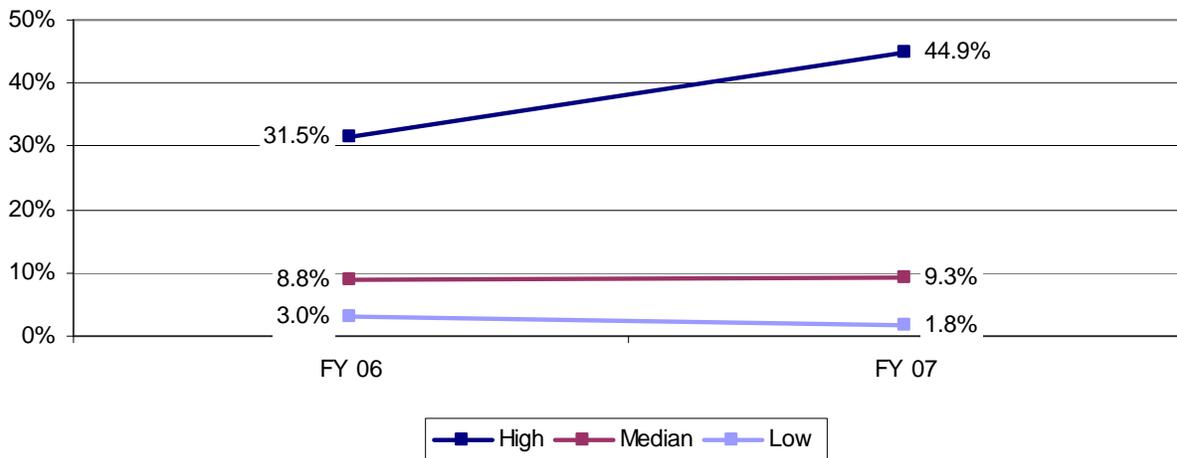
- Data captured for FY 06 = 26 districts, and FY 07 = 28 districts
- The percentage of the general fund going to maintenance operations appears to be increasing as the median went up 1%.

Performance Measurement & Benchmarking for K12 Operations

M&O Expenditures as Percent of General Fund Expenditures



M&O Expenditures as Percent of General Fund Expenditures



Maintenance & Operations – Utility Usage per Square Foot

Annual electricity kWh usage times 3.412, plus annual heating fuel kBTU usage *divided by* total district square footage.

Why this measure is important

This indicator is a measure of the efficiency of the districts' heating and cooling operations. It may also reflect a district's effort to reduce energy consumption through conservation measures being implemented by building occupants as well as by 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 this measure

- 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.

Analysis of data

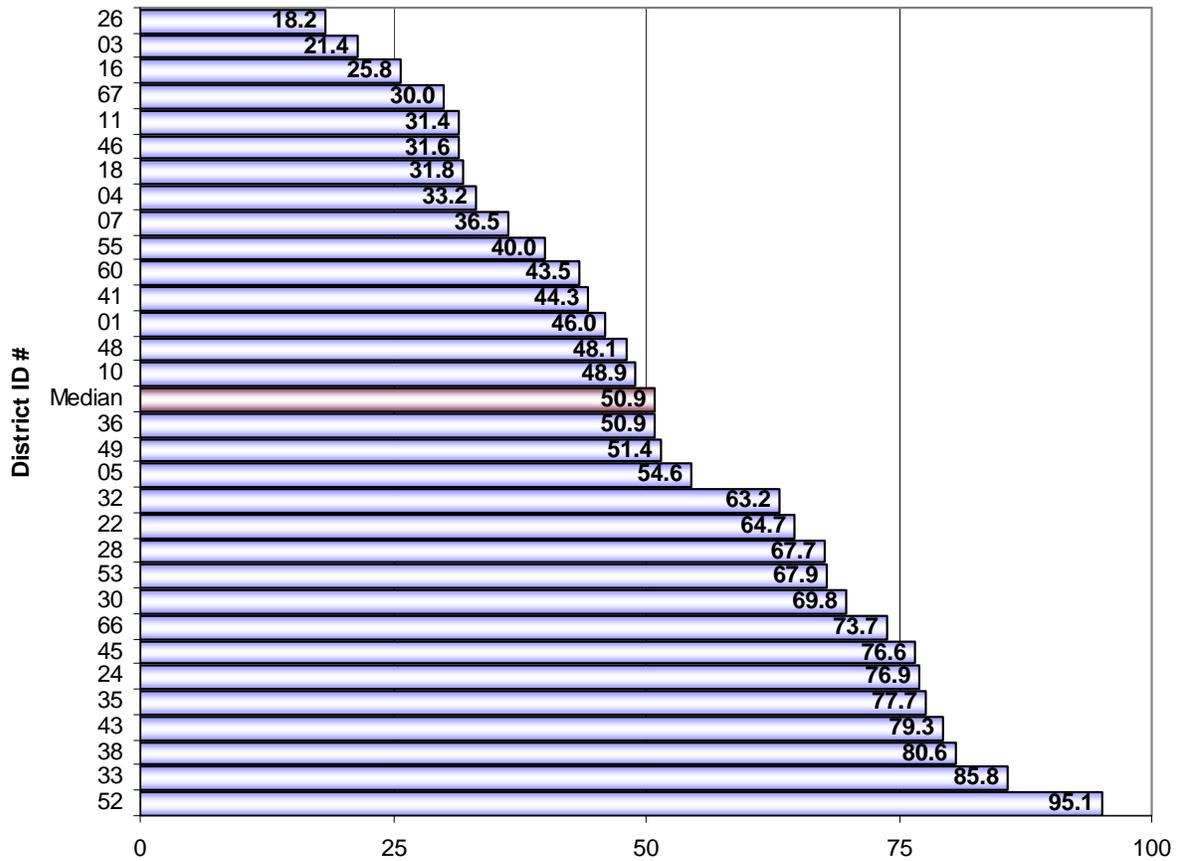
- 31 districts provided reasonable responses to these data points
- FY 07: Low = 18.2; High =95.1; Median = 50.9
- Regional differences in utility usage are not evident in this data.

Trends and observations

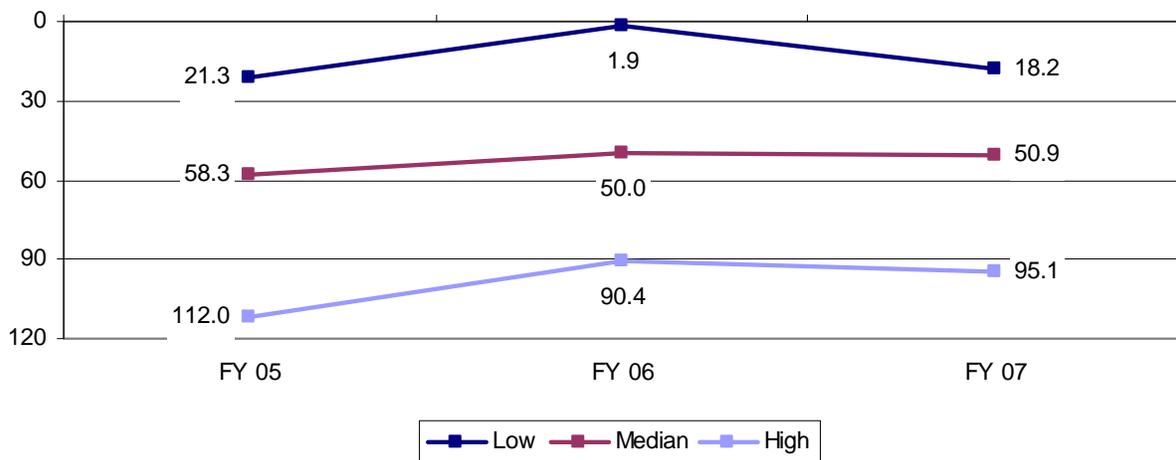
- Data captured for FY 05 = 25 districts, FY 06 = 33 districts, and FY 07 = 31 districts
- Utility usage has been trending down over the three years at the high, median and low levels.

Performance Measurement & Benchmarking for K12 Operations

Utility Usage per Square Foot



Utility Usage per Square Foot



Maintenance & Operations – Water Usage per Square Foot

Total annual water usage (in gallons) *divided by* total district square footage.

Why this measure is important

This measure gives an indication of the total water use to support the district's facilities. A higher number might indicate a significant amount of exterior irrigation for grounds and sports facilities. A higher number might also be an indication of a hot, arid environment requiring more water for irrigation or support of air conditioning systems. A lower number could indicate the district has a very effective water conservation program.

Factors that influence this measure

- Water conservation measures being implemented
- Geographic location
- District policy on watering grounds
- State and local laws

Analysis of data

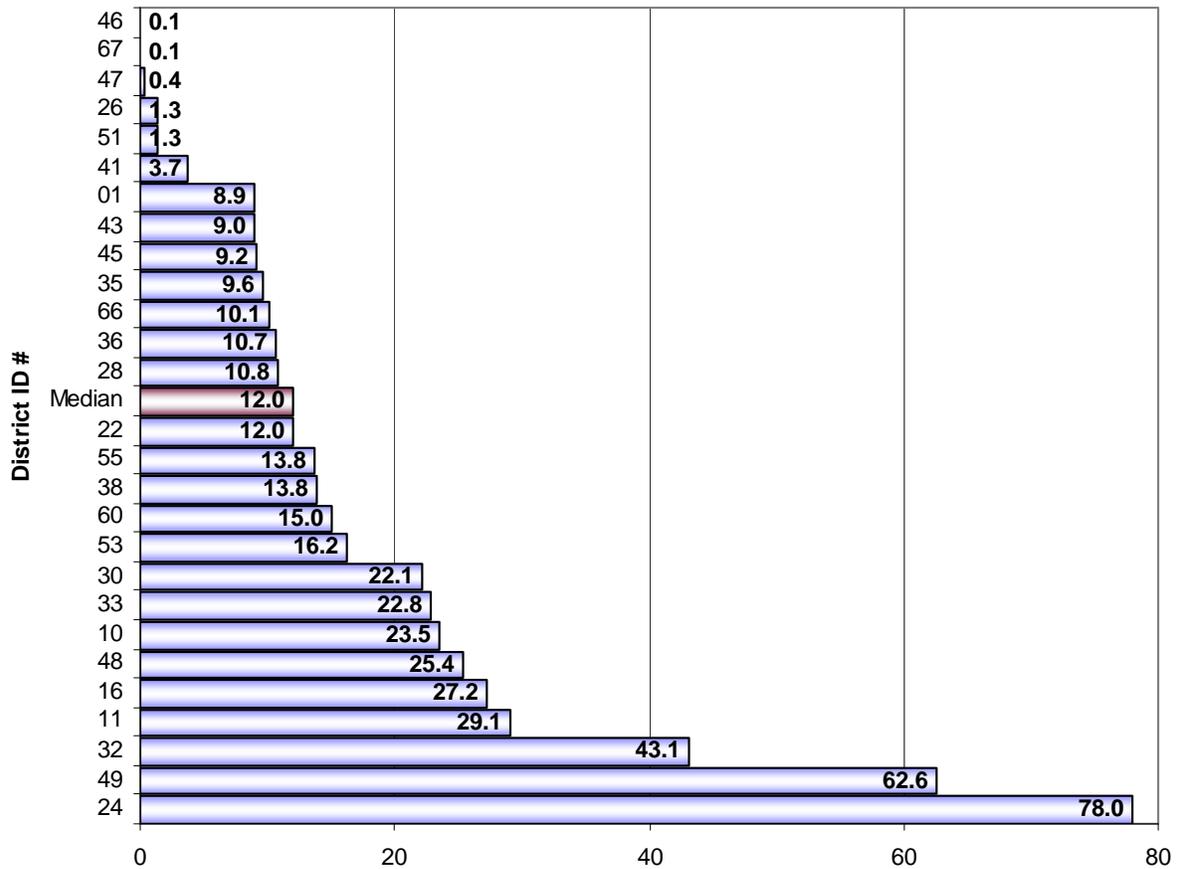
- 27 districts provided reasonable responses to these data points
- FY 07: Low = 0.1 gallons; High = 78.0 gallons; Median = 12.0 gallons
- Of the districts reporting, most fall within 9 and 29.1 gallons.

Trends and observations

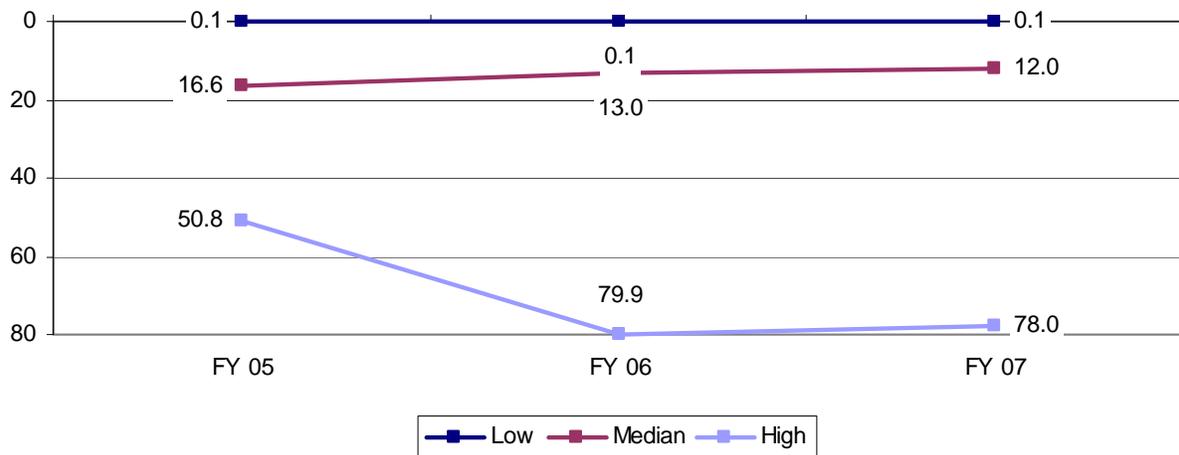
- Data captured for FY 05 = 15 districts, FY 06 = 27 districts, and FY 07 = 27 districts.

Performance Measurement & Benchmarking for K12 Operations

Water Usage per Square Foot



Water Usage per Square Foot





Procurement/Supply Chain

Procurement/Supply Chain – Competitive Procurements

Total purchase dollars above the single quote limit that were competitive (IFBs and RFPs) *divided by* total purchase dollars above the single quote limit.

Why this measure is important

As the cornerstone of public procurement, competition maximizes savings to the district, opportunities for vendors, and assurance of integrity for school boards and taxpayers at large.

Factors that influence this measure

- 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.
- 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.

Analysis of data

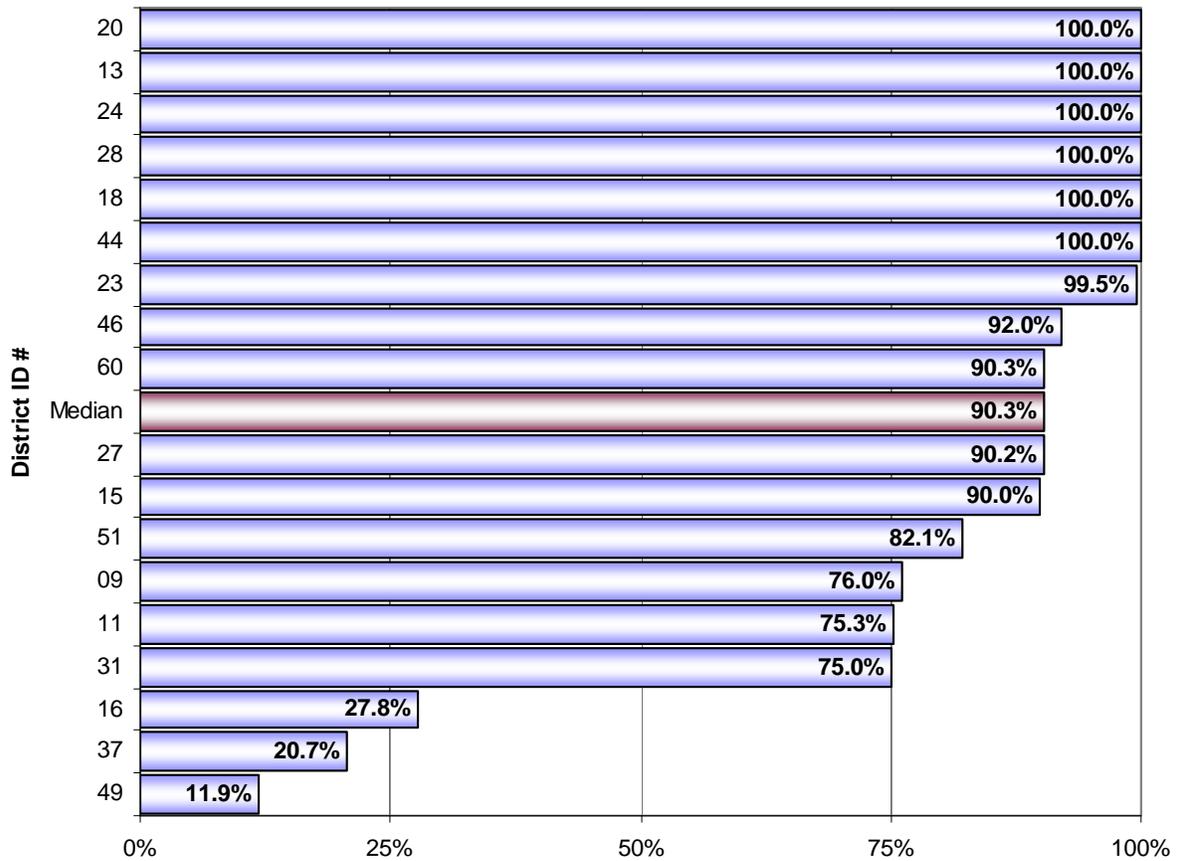
- 18 districts provided reasonable responses to these data points
- FY 07: High =100.0%; Low = 11.9%; Median = 90.3%
- For the districts reporting, the most common cluster is 90% to 100% competition. Below 90%, there is a rapid drop-off in competition among the remaining respondents, which suggests differing laws, policies and practices.

Trends and observations

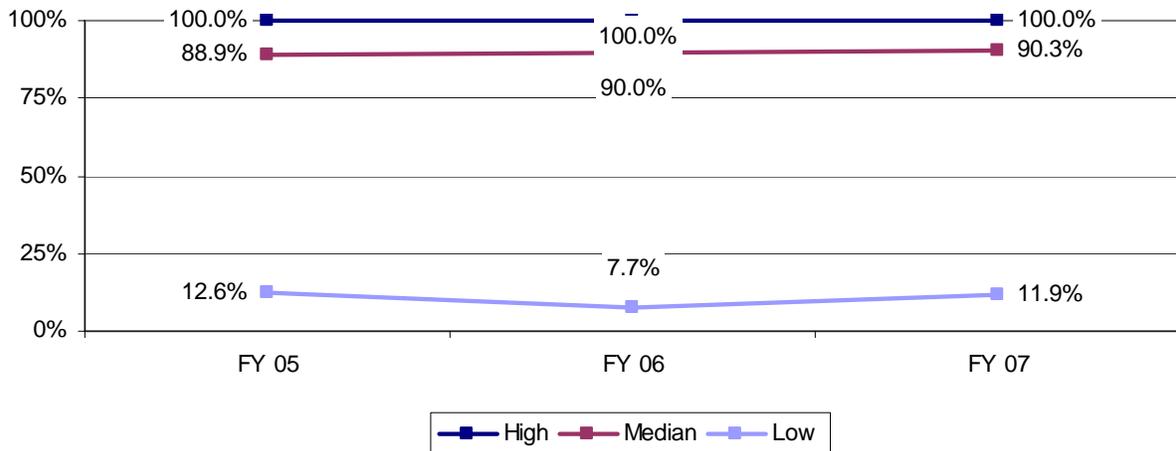
- Data captured for FY 05 = 22 districts, FY 06 = 18 districts, and FY 07 = 18 districts
- Data remain relatively consistent over time. Clearly, the trend data also illustrates the significant drop-off in competition among districts below 90%.

Performance Measurement & Benchmarking for K12 Operations

Competitive Procurements



Competitive Procurements



Procurement/Supply Chain – PALT – Formal - Bid

Average procurement administrative lead-time in days for bid requirements.

Why this measure is important

Formal bids are bids that must be formally advertised meeting a dollar threshold that requires school board approval. Formal bids are usually advertised in newspapers and on the website or through a third party for a minimum of two weeks, although some commodities require a longer time pursuant to Federal guidelines. Some districts may only require the sealed competitive process and are only reported to the school board *post facto*. The “cycle time” for this measure is calculated from receipt of requisition through final recommendation to the school board. This measure establishes a quality benchmark for commencing and completing the acquisition process for formal competitive bidding for goods and general services. Other factors of importance are potential savings, building partnerships, and repeat competitors thus affecting quality of product/service. This is an important measure to examine the balance between competition/objectivity and the need to get products/services in place quickly.

Factors that influence this measure

- Federal, State and local procurement policies and laws, including formal solicitation requirements, minimum advertising times, and procurement dollar limits.
- Board policy
- 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 and negotiations
- 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.

Analysis of data

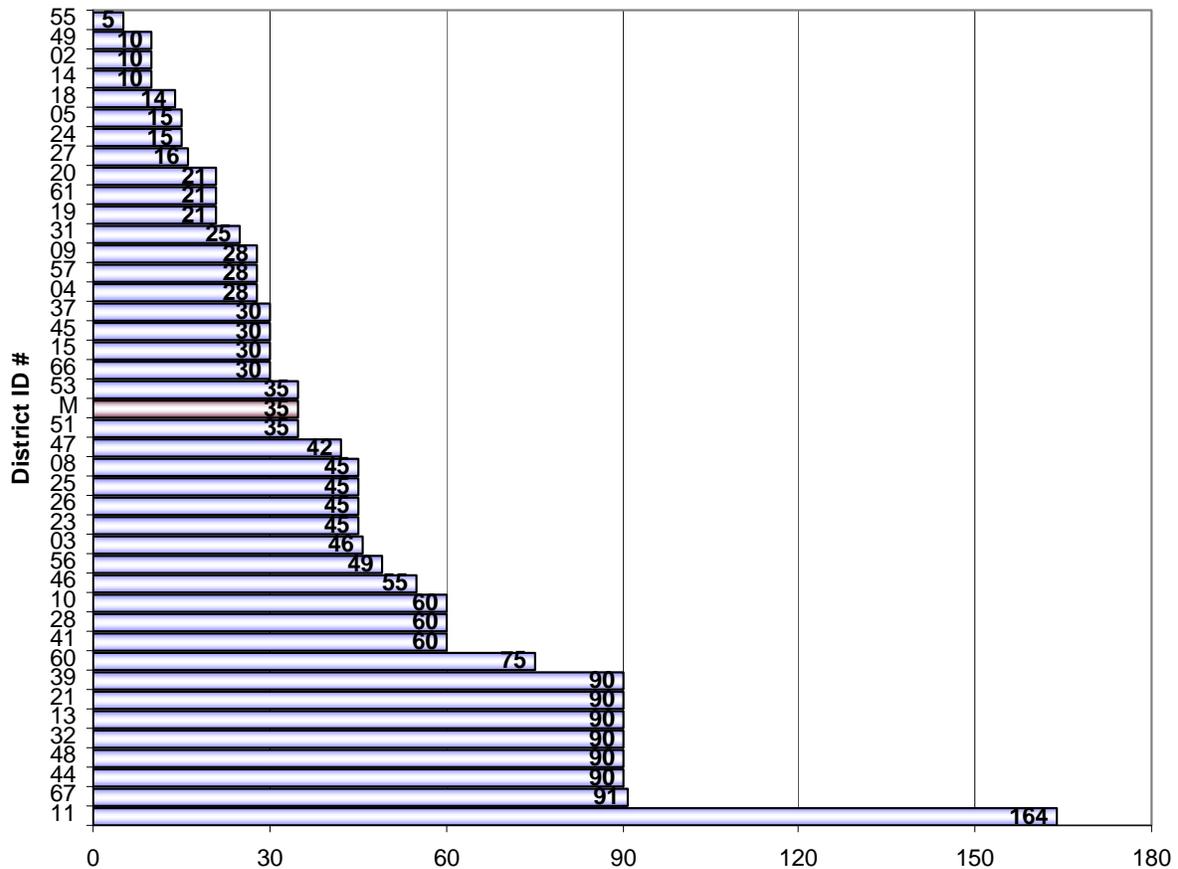
- 41 districts provided reasonable responses to these data points
- FY 07: Low =5; High = 164; Median = 35
- Data are fairly spread out and segmented, which suggests that varying laws and policies have an impact on cycle time
- The most consistent cluster shows 8 of the reporting districts with cycle times for formal bids of 25 to 30 days.

Trends and observations

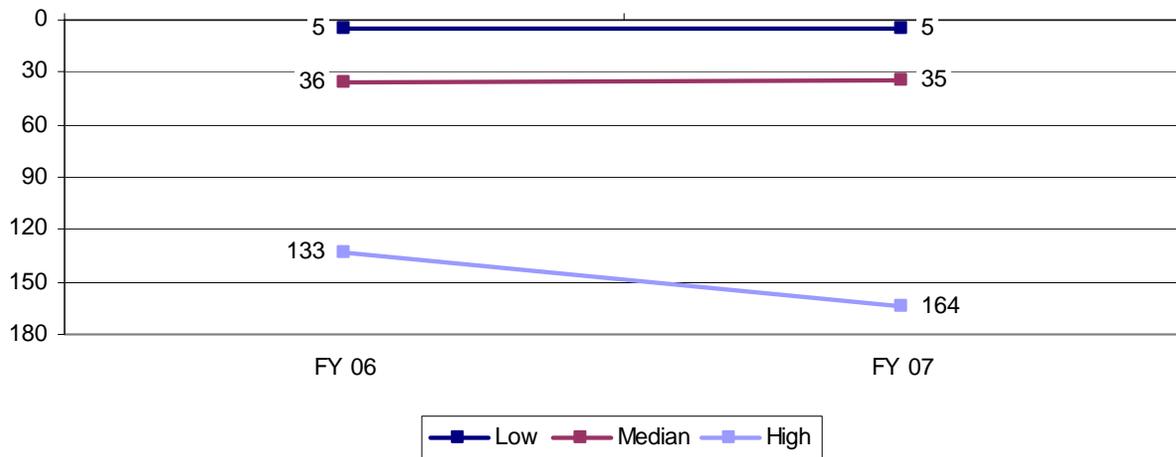
- Data captured for FY 06 = 41 districts, and FY 07 = 41 districts
- The median remained the same for the two year trend reported
- FY 05 data included PALT for formal requirements, it did not differentiate between bid and proposal requirements for professional services.

Performance Measurement & Benchmarking for K12 Operations

PALT - Formal - Bid Requirements



PALT - Formal - Bid Requirements



Procurement/Supply Chain – PALT – Formal - Proposal

Average procurement administrative lead-time in days for request for proposal (RFP) requirements.

Why this measure is important

This measure establishes a quality benchmark for commencing and completing the acquisition process for competing contracts for professional services (e.g. consultants) through the “Request for Proposal” (RFP) process. Other factors of importance are potential savings, building partnerships and repeat competitors thus affecting quality of product/service. This area has emerging importance as procurement has traditionally focused on competition for goods, but as the scrutiny on the expenditure of public funds increases, professional services should also be examined.

Factors that influence this measure

- Federal, state, and local procurement policies and laws, including formal solicitation requirements, minimum advertising times, and procurement dollar limits.
- Board policy
- 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 and negotiations
- 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
- Complexity and size of procurements for services.

Analysis of data

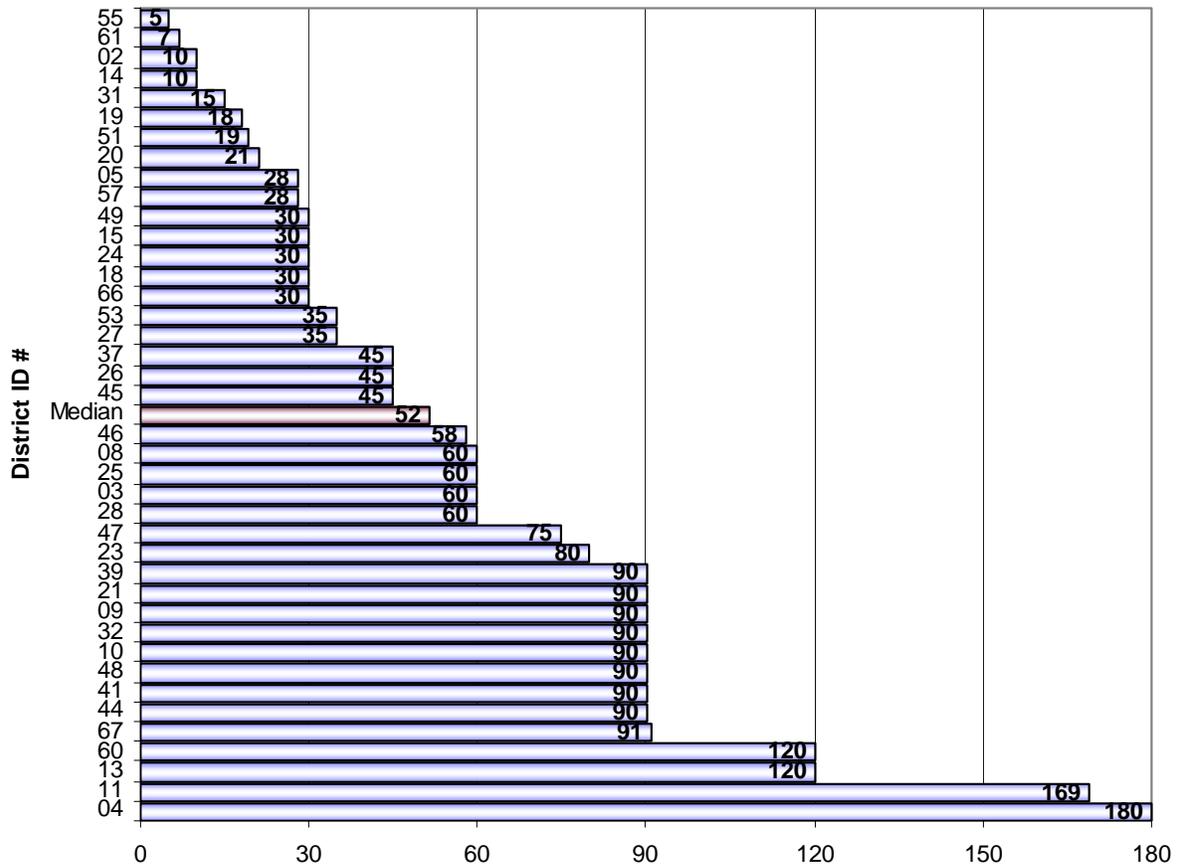
- 40 districts provided reasonable responses to these data points
- FY 07: Low =5; High = 180; Median = 52
- Similar to the cycle time for IFBs for goods, the cycle time for RFPs is fairly spread out and segmented, illustrating the likelihood that policies and laws have an impact.
- The data between IFB and RFP measures are very similar, which suggests that policies across districts treat these two procurement types the same way.

Trends and observations

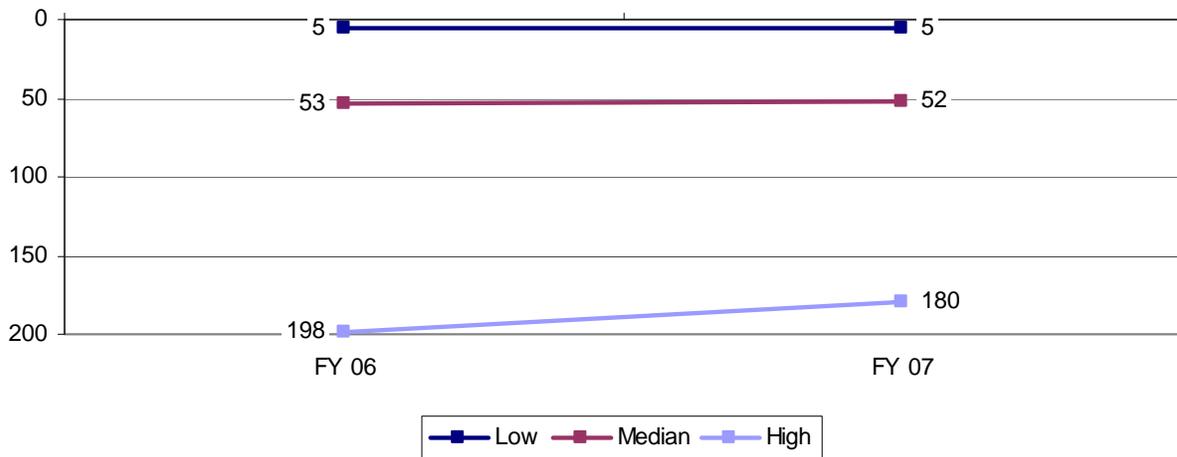
- Data captured for FY 06 = 40 districts, and FY 07 = 40 districts
- FY 05 data included PALT for formal requirements, but it did not differentiate between bid and proposal requirements.
- The data shows relatively consistent data across both years (this question was not asked in FY 05).

Performance Measurement & Benchmarking for K12 Operations

PALT - Formal - Proposal Requirements



PALT - Formal - Proposal Requirements



Procurement/Supply Chain – PALT - Informal

Average procurement administrative lead-time in days for informal requirements.

Why this measure is important

This measure establishes a quality benchmark for commencing and completing the acquisition process for informal bidding. Informal bids are usually for small dollar values and require quotes that can be obtained *via* letter quotes, electronic procurements systems, such as fax servers, emails, telephone calls, faxes, etc., and can be processed without any school board approval. Other factors of importance are potential savings, building partnerships, and repeat competitors, thus affecting quality of product/service.

Factors that influence this measure

- Utilization of P-Card
- Extent of delegated purchase authority for smaller dollar value procurements
- State and local laws
- Policies governing procurement.

Analysis of data

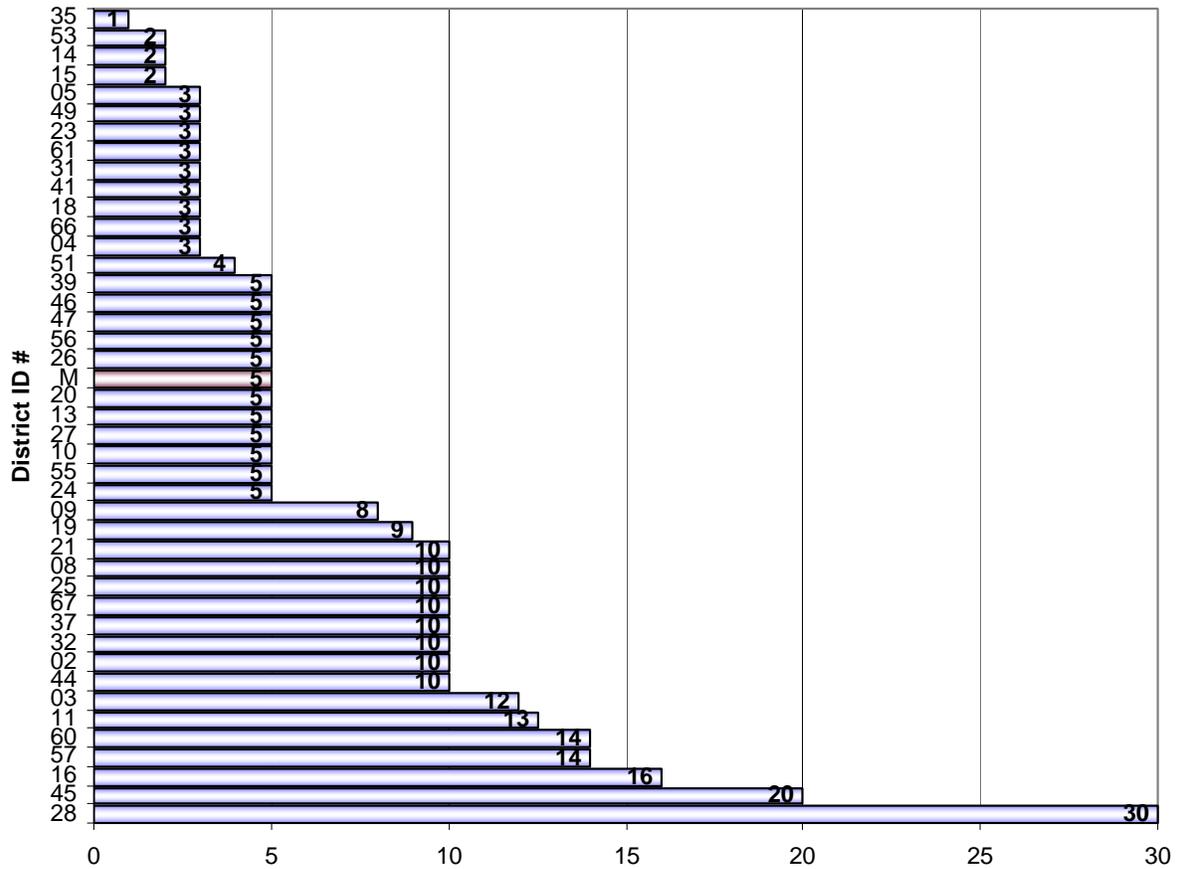
- 42 districts provided reasonable responses to these data points
- FY 07: Low = 1; High =30; Median = 5
- Data show how informal approaches reduce the amount of time it takes to facilitate the need for goods/services, and illustrate the “balance” discussion in considering the priorities in the district between levels of competition at certain dollar thresholds.
- Most districts have cycle times of 3 to 5 days for informal procurement administrative lead times; districts in the lower quartile are likely to have policies/procedures causing the time to be longer.

Trends and observations

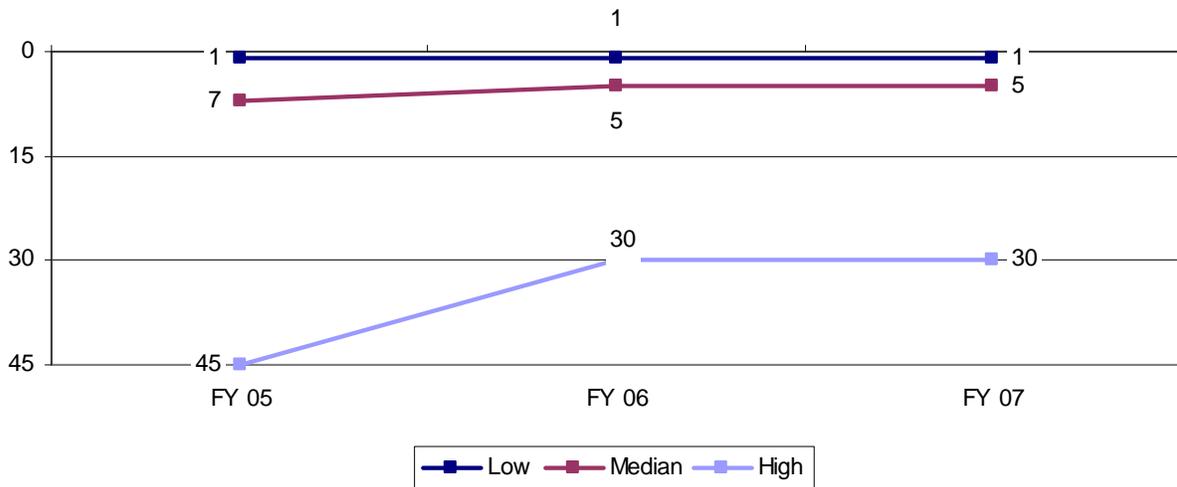
- Data captured for FY 05 = 29 districts, FY 06 = 42 districts, and FY 07 = 42 districts
- The median and shortest cycle time remained constant, while the longest cycle times are trending downward.

Performance Measurement & Benchmarking for K12 Operations

PALT - Informal Requirements



PALT - Informal Requirements



Procurement/Supply Chain – Procurement Savings/Cost Avoidance

Total procurement savings (savings/cost avoidance calculated as the difference between the average of all bids and the low bid plus the difference between the initial proposal and the final proposal prices) *divided by* total procurement dollars spent by district.

Why this measure is important

One of the primary objectives of centralized purchasing is to provide significant “savings” or cost avoidance to the district. This measure compares the savings produced by centralized purchasing to the total procurement, less P-Card spending. Note that this measure captures savings/cost avoidance in a limited form. Districts may realize other procurement savings that are not captured by this measure. This is an important measure, however, to consider in balancing policy making for decentralization and flexibility with lower costs.

Factors that influence this measure

- 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.

Analysis of data

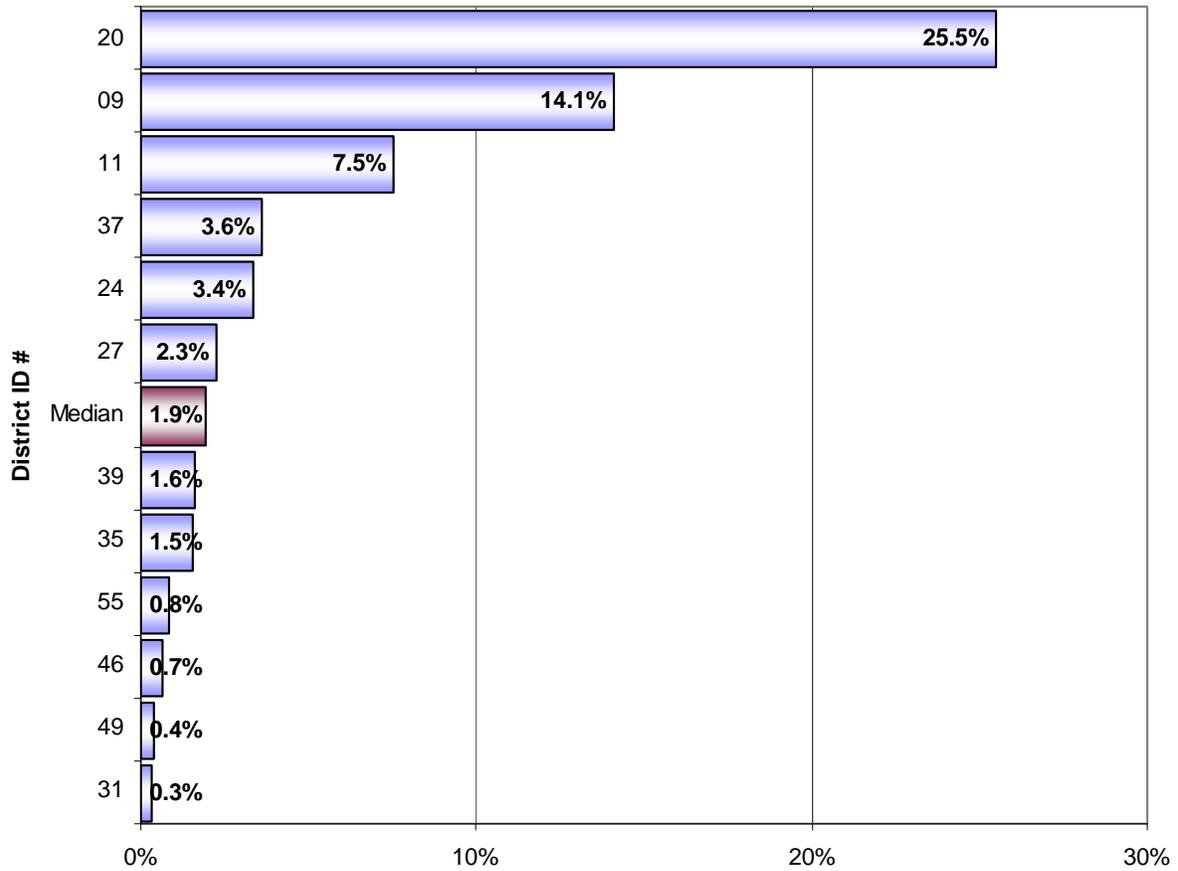
- 12 districts provided reasonable responses to these data points
- FY 07: High =25.5%; Low = 0.3%; Median = 1.9%
- Given this is a core measure of the value the procurement function brings to an organization, there are very few districts measuring it. Further, there continues to be debate on a standardized approach to measuring savings/cost avoidance.
- For the districts reporting savings/cost avoidance, data show most with savings of 2.5% to 3.5%, with top performers with 7.5% to 25%.

Trends and observations

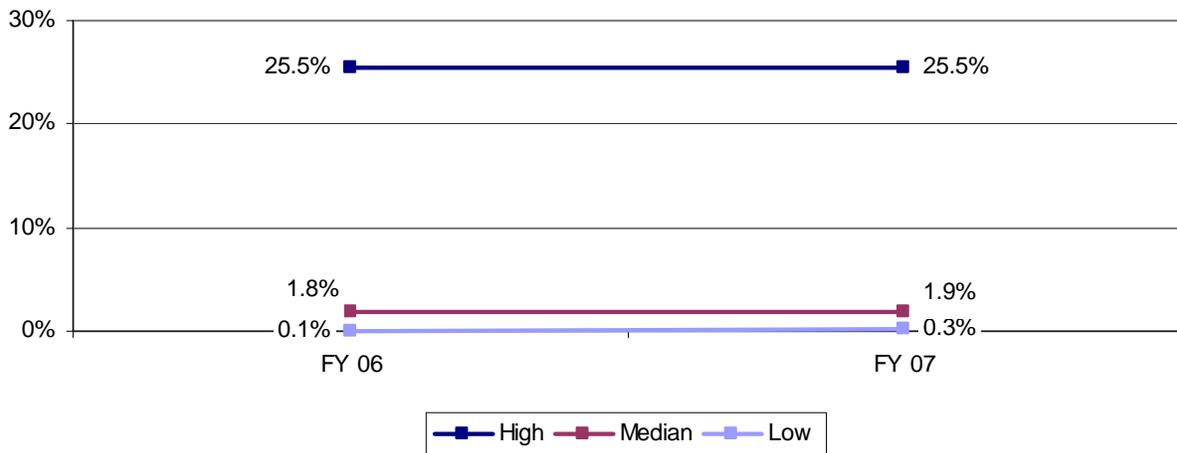
- Data captured for FY 06 = 11 districts, and FY 07 = 12 districts
- FY 06 and FY 07 survey included specific formulas for determining savings; FY 05 did not. Therefore, the FY 05 trend is not shown.
- The two-year trend is relatively consistent.

Performance Measurement & Benchmarking for K12 Operations

Procurement Savings



Procurement Savings



Procurement/Supply Chain – Strategic Sourcing

Total procurement dollars spent on strategically sourced goods and services *divided by* total procurement dollars spent by the district.

Why this measure is important

Strategic sourcing is a systemic process to identify, qualify, specify, negotiate, and select suppliers for categories of similar spend. This includes identifying competitive suppliers for longer-term agreements to buy materials and services. Simply put, strategic sourcing is organized agency buying. Strategic sourcing directly affects the available contracts for goods and services, i.e., items under contract are readily accessible, while others are not. It is a strong indicator of potential cost savings from competitive procurements. Quality and product guarantees are better accounted for in the bidding process than is true in no bid situations.

Factors that influence this measure

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

Analysis of data

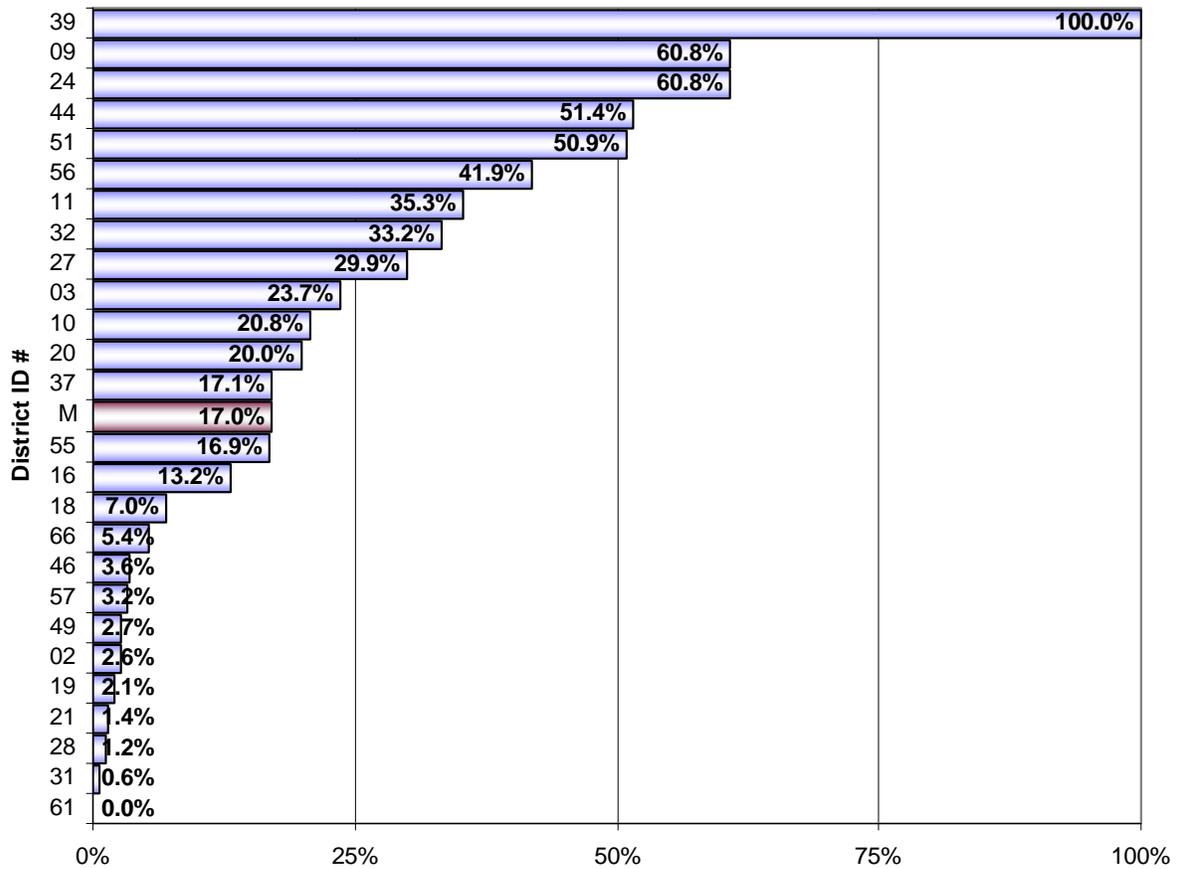
- 26 districts provided reasonable responses to these data points
- FY 07: High = 100.0%; Low = 0.0%; Median = 17.0%
- There is a significant spread among districts reporting strategic sourcing approaches
- The most common cluster of responses show most districts with 16.9% to 23.7% of dollars spent through strategic sourcing contracts. The upper quartile has 35.3% to 60.8% strategically sourced.
- The data illustrate that most districts have the opportunity to realize additional savings/cost avoidance by increasing the amount of strategic sourcing in procurement.

Trends and observations

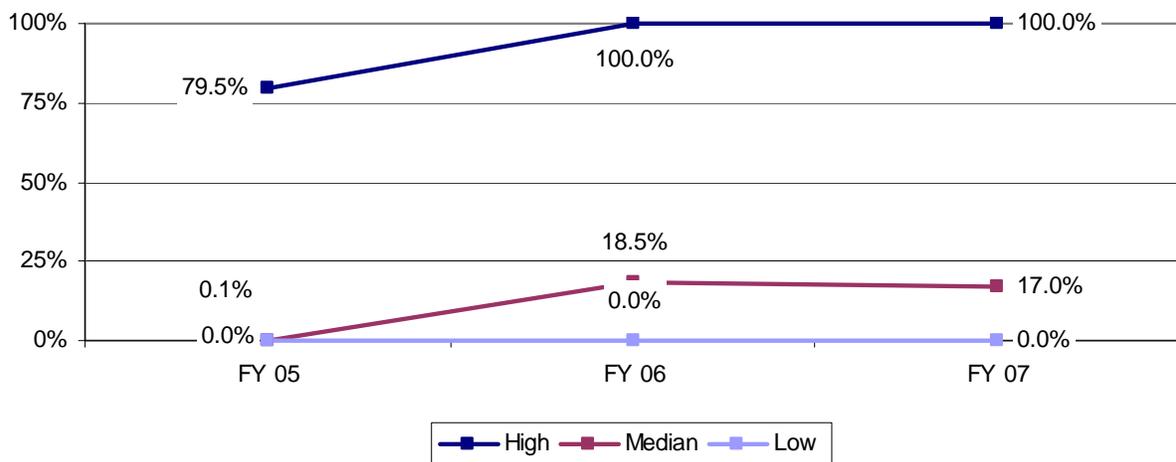
- Data captured for FY 05 = 23 districts, FY 06 = 25 districts, and FY 07 = 26 districts
- This is an emerging measure, but difficult to assess trends in the industry at this time.

Performance Measurement & Benchmarking for K12 Operations

Strategic Sourcing



Strategic Sourcing



Procurement/Supply Chain – P-Card Transactions

Total number of P-Card transactions *divided by* total number of procurement transactions.

Why this measure is important

P-Card utilization significantly improves cycle times for schools, decreases transaction costs, and provides for more localized flexibility. It allows procurement professionals to concentrate efforts on the more complex purchases, significantly reduces the 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.

Factors that influence this measure

- Procurement policies, particularly those delegating purchasing 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 software application for spend analysis, internal controls and P-Card database interface with a district's ERP system
- Budget, purchasing, and audit controls
- Accounts Payable policies for P-Card as an alternative payment method.

Analysis of data

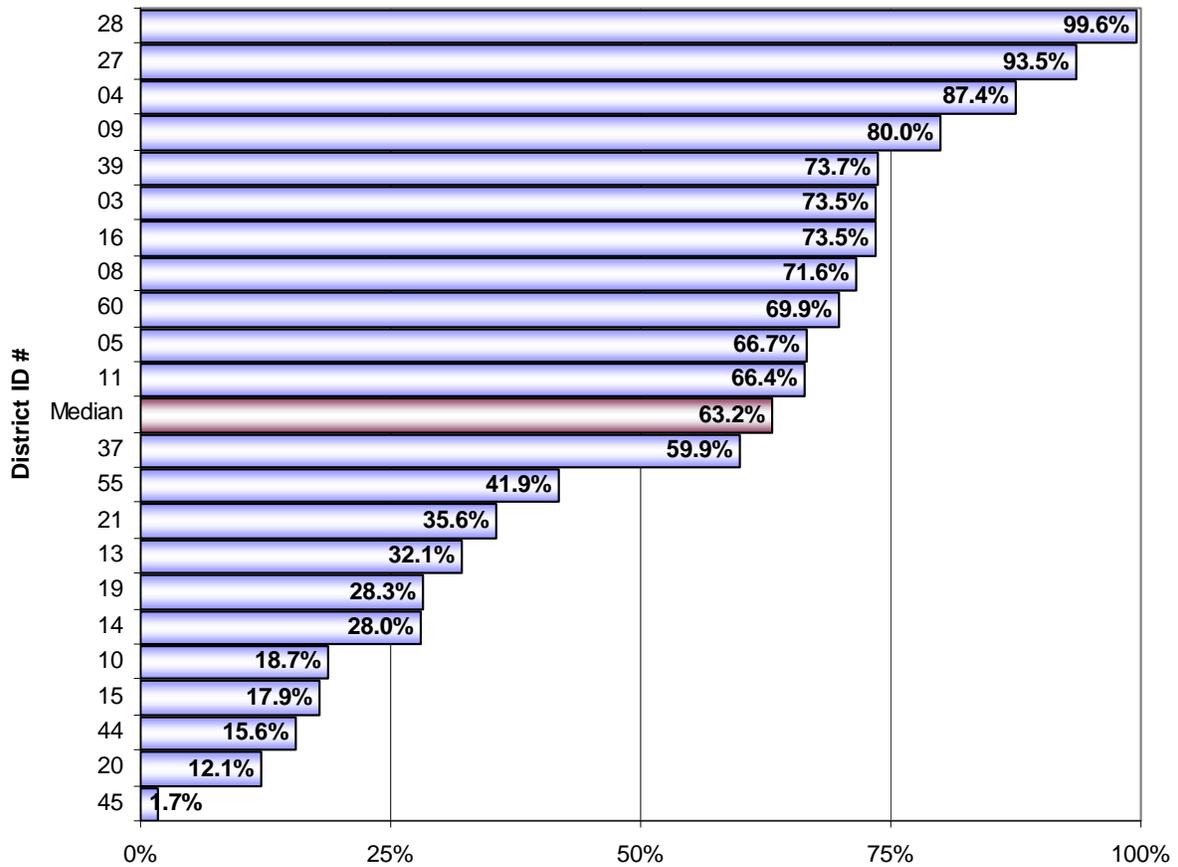
- 22 districts provided reasonable responses to these data points
- FY 07: High =99.6%; Low = 1.7%; Median = 63.2%
- Responses to this measure were few, which suggests utilization of P-cards is not yet a common practice across the largest urban school districts
- For those districts utilizing a P-card program, the data are very spread out, which suggests differing policies and approaches to the program.
- It's important to note that this measure is a measure of transactions and likely does not reflect the percent of total spending that is done through P-cards given the usual low-dollar limits per transaction because of internal controls.

Trends and observations

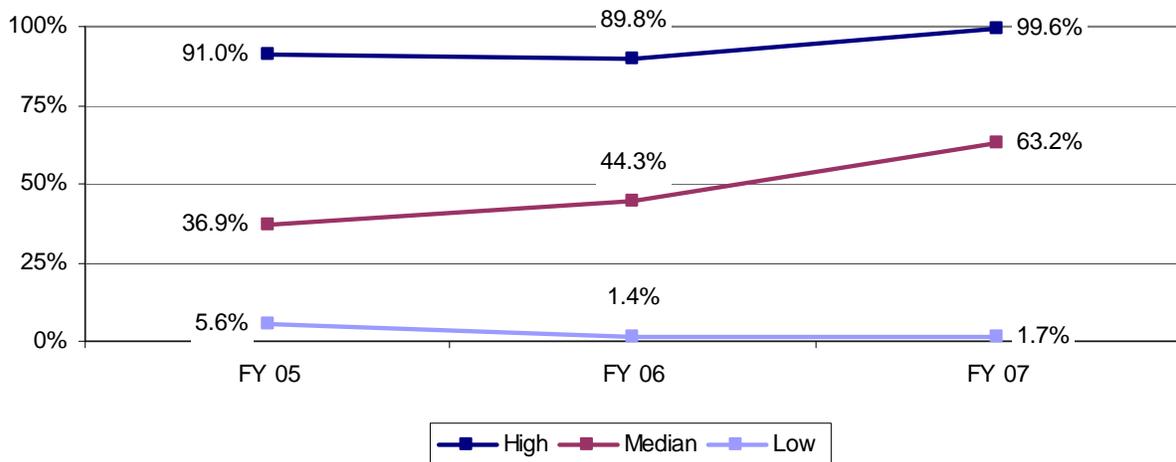
- Data captured for FY 05 = 14 districts, FY 06 = 20 districts, and FY 07 = 22 districts
- Trend data show those districts with extensive utilization are using it more over time and those at the bottom are using it less.

Performance Measurement & Benchmarking for K12 Operations

P-Card Transactions



P-Card Transactions



Procurement/Supply Chain – Stock Turn Ratio

Total warehouse annual sales *divided by* total average inventory value.

Why this measure is important

Generally, total costs decline and savings rise when inventory stock turn increases. After a certain point, however, the reverse occurs, typically after 8 – 10 stock turns, according to the National Institute of Governmental Purchasing (NIGP). Generally, an inventory turn rate of four to six 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 from another perspective, 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 this measure

- Inventory policy (e.g., safety or emergency inventory level requirements)
- Procurement policy (e.g., minimum order quantity and cycle)
- Budget allocation
- Market (e.g., shipping time, seasonal items)
- Warehouse types (e.g., office supplies, textbooks, maintenance items, food) may have different best-practice stock turns due to variations in safety levels, economic order quantities, carrying costs, and the cyclical nature of demand.

Analysis of data

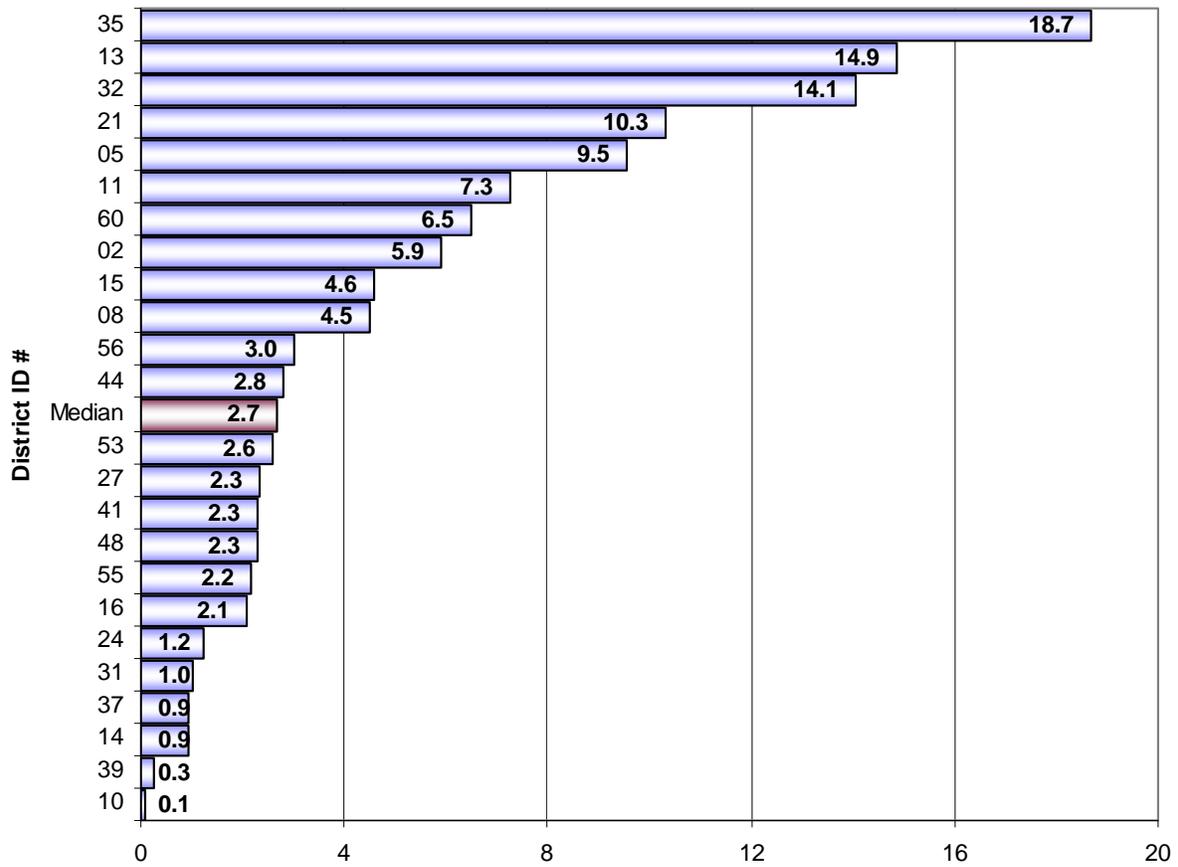
- 24 districts provided reasonable responses to these data points
- FY 07: High =18.7; Low = 0.1; Median = 2.7
- Data are fairly spread out, which suggests differences among districts in policies and approaches to warehousing.
- The most common cluster of responses are those districts whose stock turns between 2.2 and 2.8 times annually, while top performers report 14.1 to 18.7.
- Not all districts favor utilization of a warehouse. The data appear to illustrate that those with them may use them differently (e.g., storage/distribution vs. enterprise fund).

Trends and observations

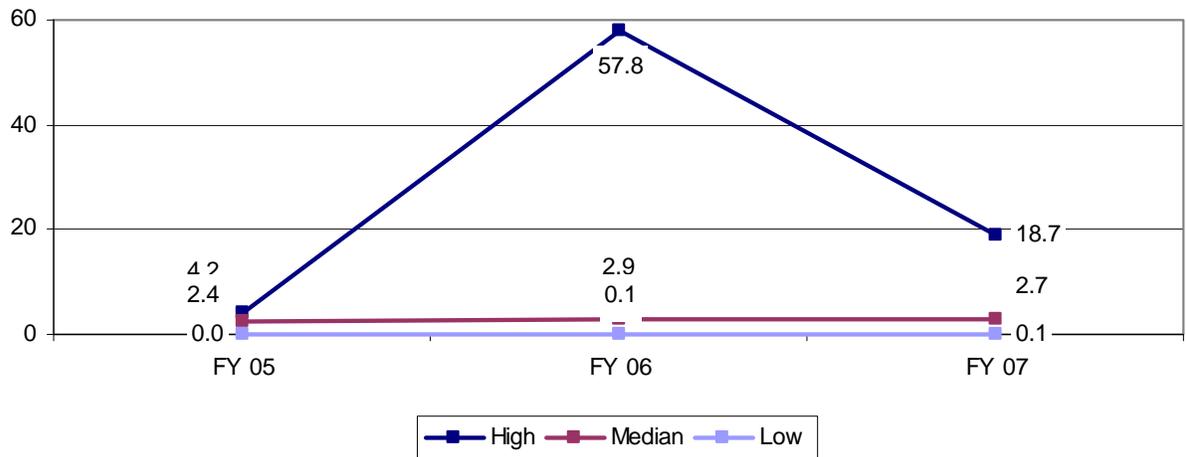
- Data captured for FY 05 = 7 districts, FY 06 = 22 districts, and FY 07 = 24 districts
- The number of districts reporting affects the data on top performing districts. The median remained constant across years.

Performance Measurement & Benchmarking for K12 Operations

Stock Turn Ratio



Stock Turn Ratio



Procurement/Supply Chain – Warehouse Fill Rate

Total annual warehouse lines filled *divided by* total annual warehouse lines ordered.

Why this measure is important

This measure captures the number of demand requisitions compared to requisitions completed for stock items. This determines the effectiveness of warehouse operations throughout the district, which in turn affects customer satisfaction.

Factors that influence this measure

- Stock ratio
- Higher than anticipated demands due to a windfall in grants
- Forecasting capability

Analysis of data

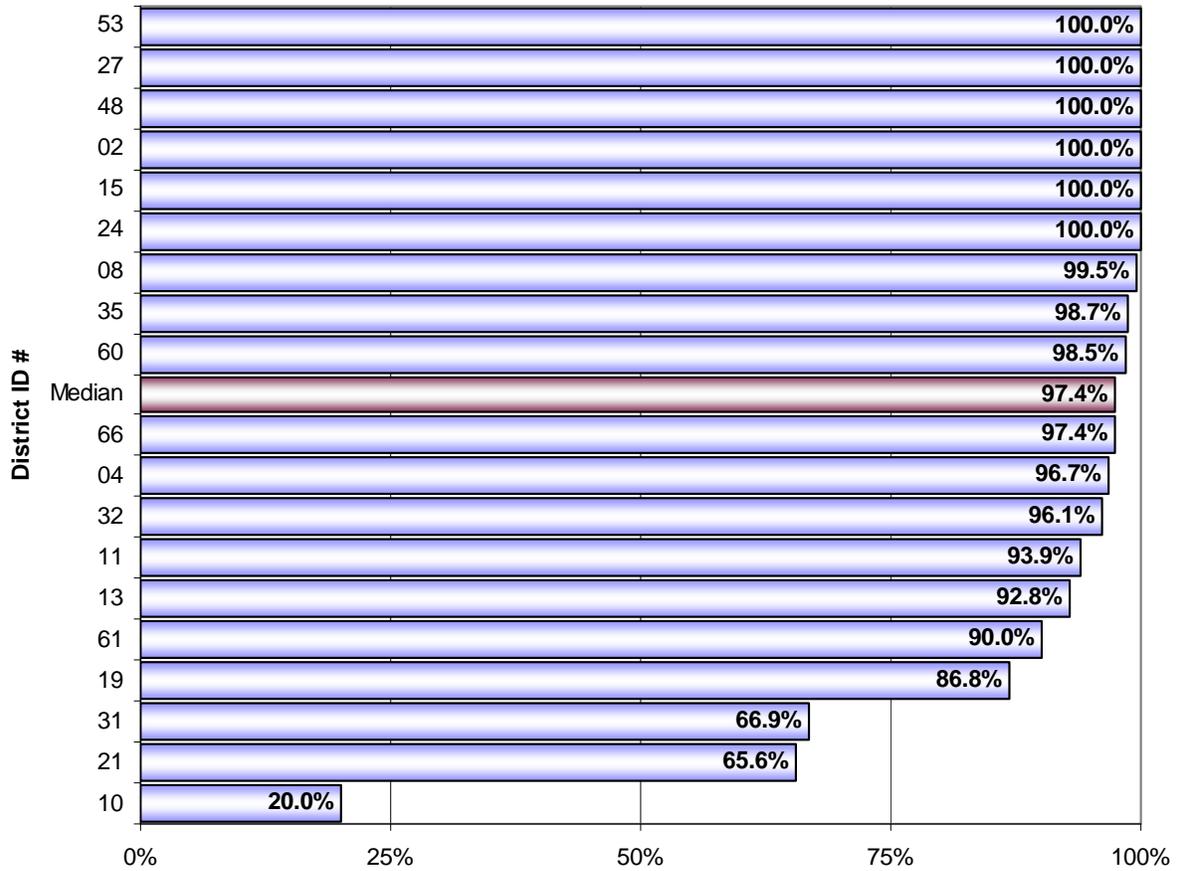
- 19 districts provided reasonable responses to these data points
- FY 07: High = 100.0%; Low =20.0%; Median = 97.4%
- Customer service is indicated by the high standard found in the data reported with the significant majority reporting fill rates of 95% to 100%.
- The districts with significantly low fill rates may have differing uses for their warehouses or may measure differently.

Trends and observations

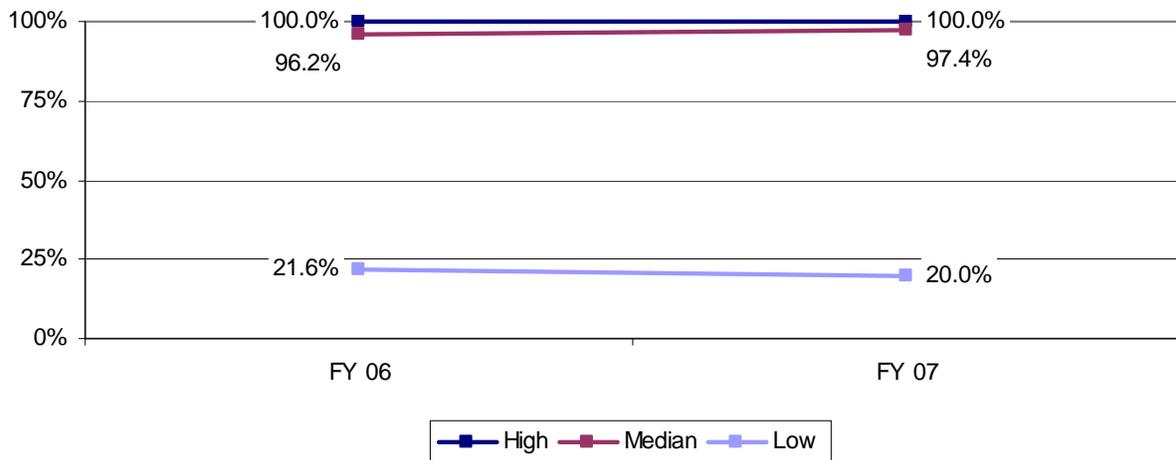
- Data captured for FY 06 = 19 districts, and FY 07 = 19 districts
- The trends at all levels are consistent over time.

Performance Measurement & Benchmarking for K12 Operations

Warehouse Fill Rate



Warehouse Fill Rate



Procurement/Supply Chain – Certified Professional Procurement Staff

Number of professional procurement staff and supervisors with certification *divided by* number of professional procurement staff and supervisors.

Why this measure is important

This measure sets a standard for technical knowledge for procurement staff that 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, and agency spend analyses, and
- balance of service with internal controls.

Factors that influence this measure

- Budget/FTE allocations to central procurement functions
- Procurement policies such as delegated purchasing authority, formal procurement dollar thresholds, small purchase procedures, P-card utilization, etc.
- Newer technology requires greater knowledge of e-procurement and e-commerce
- Understanding of procurement and the complexities within the bidding process
- Value that an organization places on its procurement functions and procedures
- Policies favoring internal promotion over technical recruitment.

Analysis of data

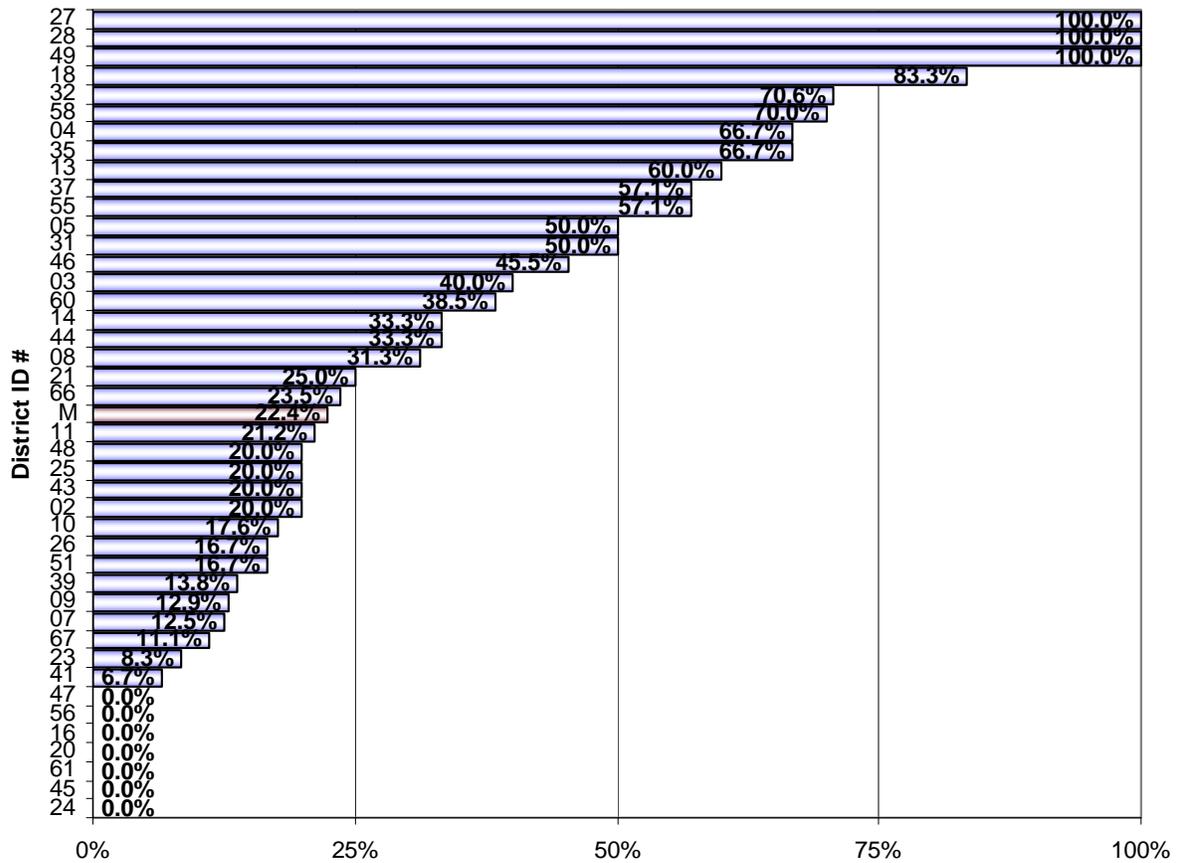
- 42 districts provided reasonable responses to these data points
- FY 07: High =100.0%; Low =0.0%; Median = 22.4%
- The high number of responses shows that this is an important measure to examine across districts. However, the data are very spread out, illustrating different perspectives among districts.
- The upper quartile of districts report 66% or more of their procurement staff are certified; whereas, the lower quartile report 17% or less. Seven districts reported no certified staff.

Trends and observations

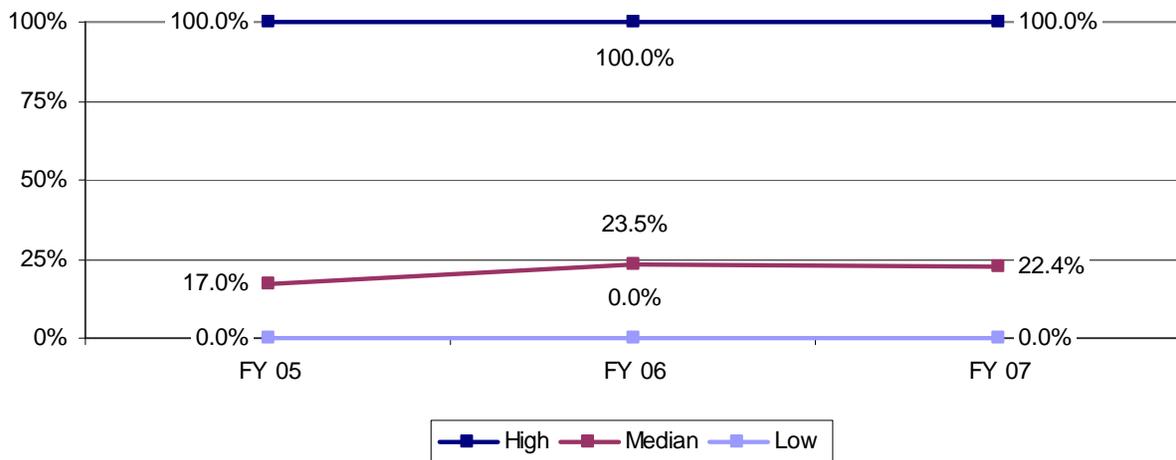
- Data captured for FY 05 = 36 districts, FY 06 = 43 districts, and FY 07 = 42 districts.

Performance Measurement & Benchmarking for K12 Operations

Certified Professional Procurement Staff



Certified Professional Procurement Staff



Procurement/Supply Chain – Procurement Transactions per Professional

Total number of procurement transactions *divided by* total professional procurement staff.

Why this measure is important

In order for procurement staff to maximize savings, ensure competition, minimize processing times, and exercise adequate compliance and internal controls, staff members must be *strategic* rather than *transactional* in their workloads. The number of transactions per professional will be a reflection of policies, resources, and approaches to procurement in a district.

Factors that influence this measure

- Budget allocation
- Procurement policies for dollar thresholds for approval
- Extent of centralization/decentralization of purchasing authority
- Technical leadership in procurement management
- Utilization of technology and e-procurement tools
- Existence of a P-Card program
- Strategic sourcing, including term contracts and blanket Pos.

Analysis of data

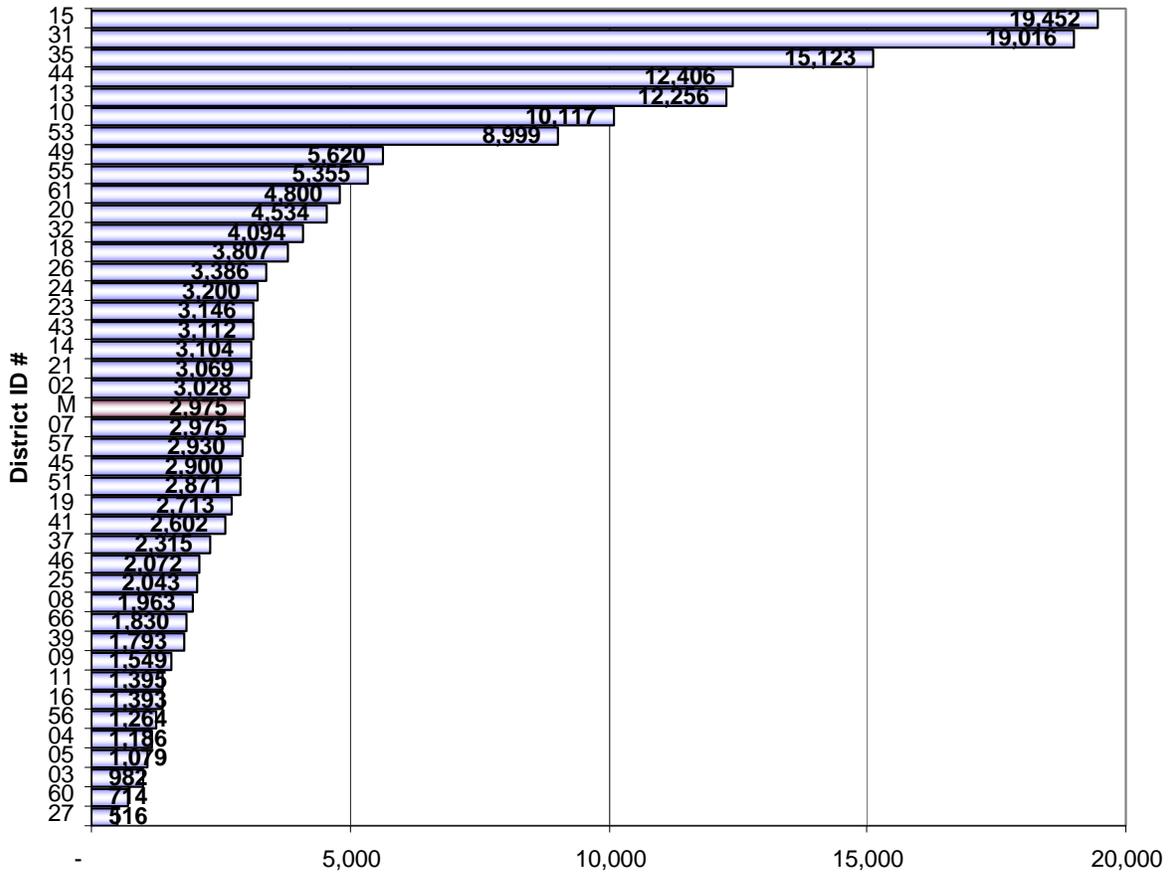
- 41 districts provided reasonable responses to these data points
- FY 07: High =19,452; Low = 516; Median = 2,975
- The data are widely spread out, suggesting districts have significantly different practices
- Half of the responding districts report workloads between 2,000 and 5,000.

Trends and observations

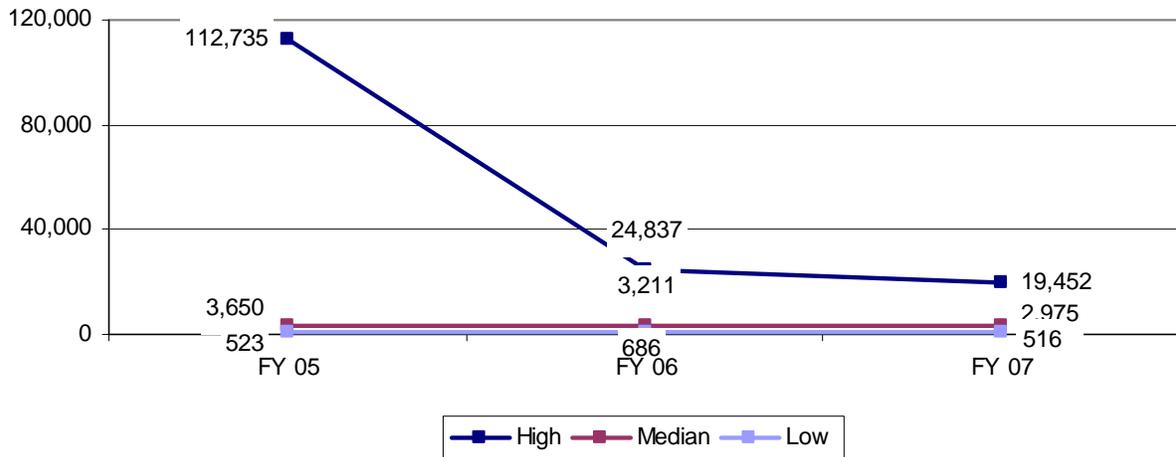
- Data captured for FY 05 = 24 districts, FY 06 = 41 districts, and FY 07 = 41 districts
- Due to the significant differences in data for the top performing districts, the trend should be examined at the median, which remained relatively constant across all years.

Performance Measurement & Benchmarking for K12 Operations

Procurement Transactions per Professional



Procurement Transaction per Professional



Procurement/Supply Chain – Cost per Purchase Order

Total procurement department expenditures *divided by* total district procurement transactions, including construction contracts.

Why this measure is important

Comparing cost/benefit of other means of procurement (e.g., P-Card program, ordering agreements), especially for smaller procurements and evaluating the benefit of leveraging the consolidating requirements.

Factors that influence this measure

- Number of professional staff
- Degree of P-Card utilization
- Degree of requirement consolidation and standardization
- Workload efficiency per staff member.

Analysis of data

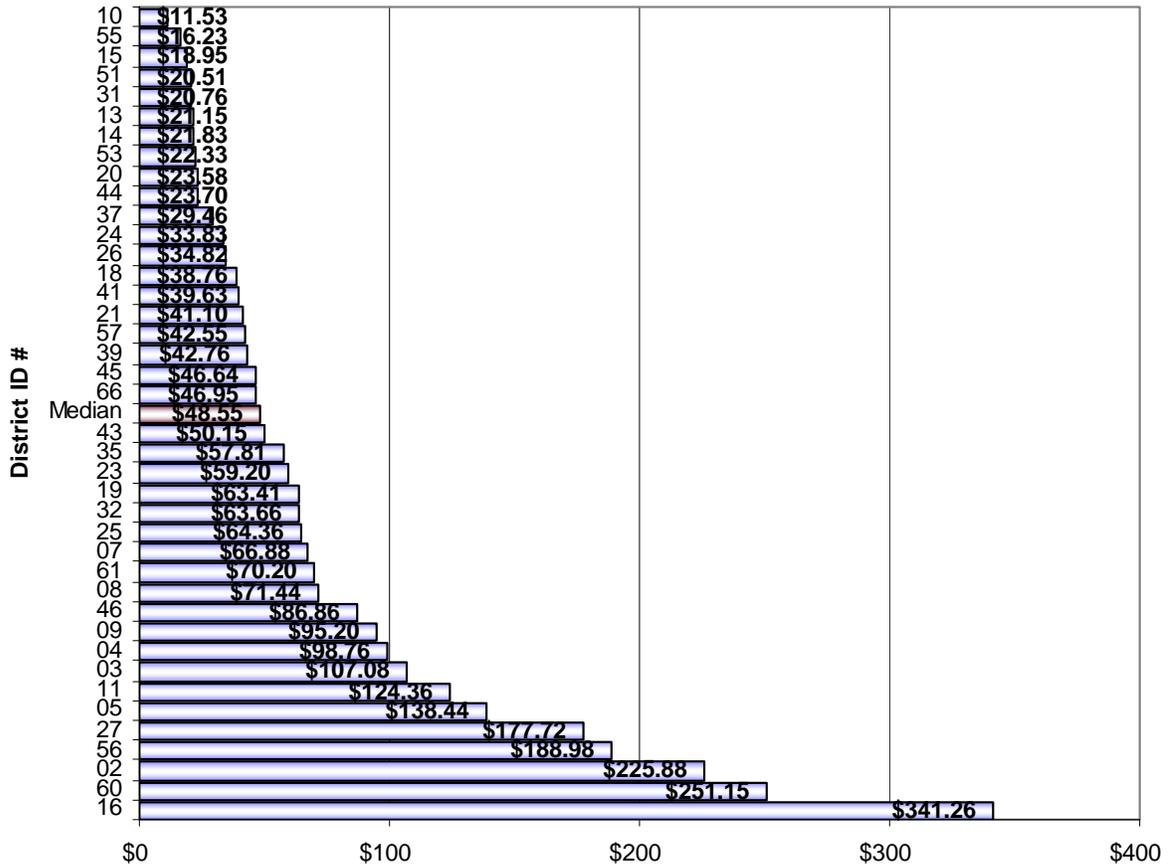
- 40 districts provided reasonable responses to these data points
- FY 07: Low = \$11.53; High = \$341.26; Median = \$48.55
- There is a significant difference between the highest and lowest data reported here; the lowest cost districts in the upper quartile have costs between \$11 and \$21, while the highest costs are well over \$100.

Trends and observations

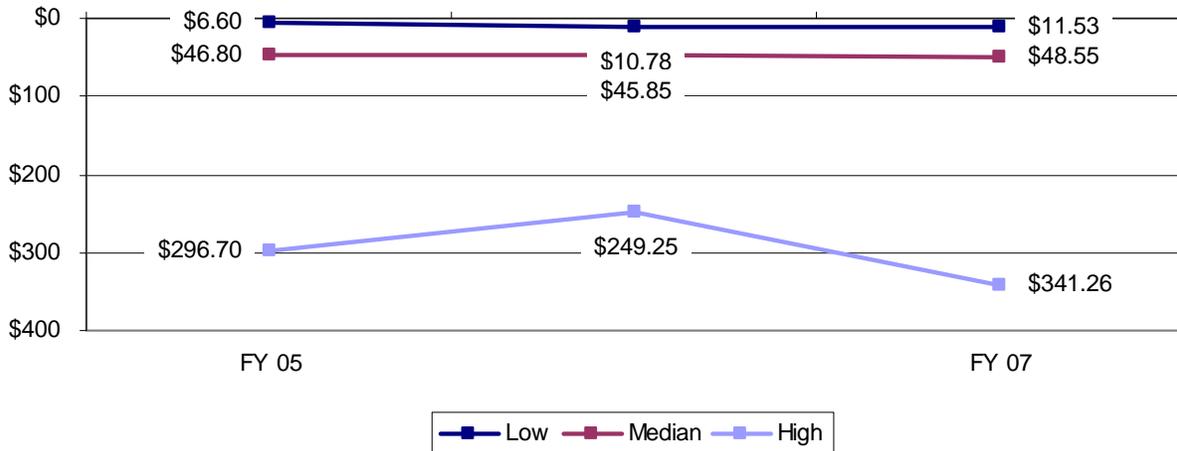
- Data captured for FY 05 = 18 districts, FY 06 = 38 districts, and FY 07 = 40 districts
- The lowest and median costs remained relatively constant, while the highest costs had significant variance. This could be a result of district reporting, complexity of procurements, and other factors.

Performance Measurement & Benchmarking for K12 Operations

Cost per Purchase Order



Cost per Purchase Order





Safety & Security

Safety & Security – Incidents per 1,000 Students

Total incidents – all types *divided by* total enrollment (by 1,000).

Why this measure is important

This measure gives us an idea of the overall volume of incidents (adjusted for enrollment) that the school district contends with on an annual basis. The number of incidents plays a large roll in the priority level that the district puts on its safety and security efforts.

Factors that influence this measure

- The term “incidents” covers many different types of activities, including crimes against people, crimes against property, weapons, drugs and arrests, as well as threats. Therefore, the number and mix of incidents will influence this measure.
- Factors outside of the district, including trends in violence, gang involvement, etc. will influence this measure considerably.
- Enrollment will also affect this measure and normalize it across districts of varying sizes.

Analysis of data

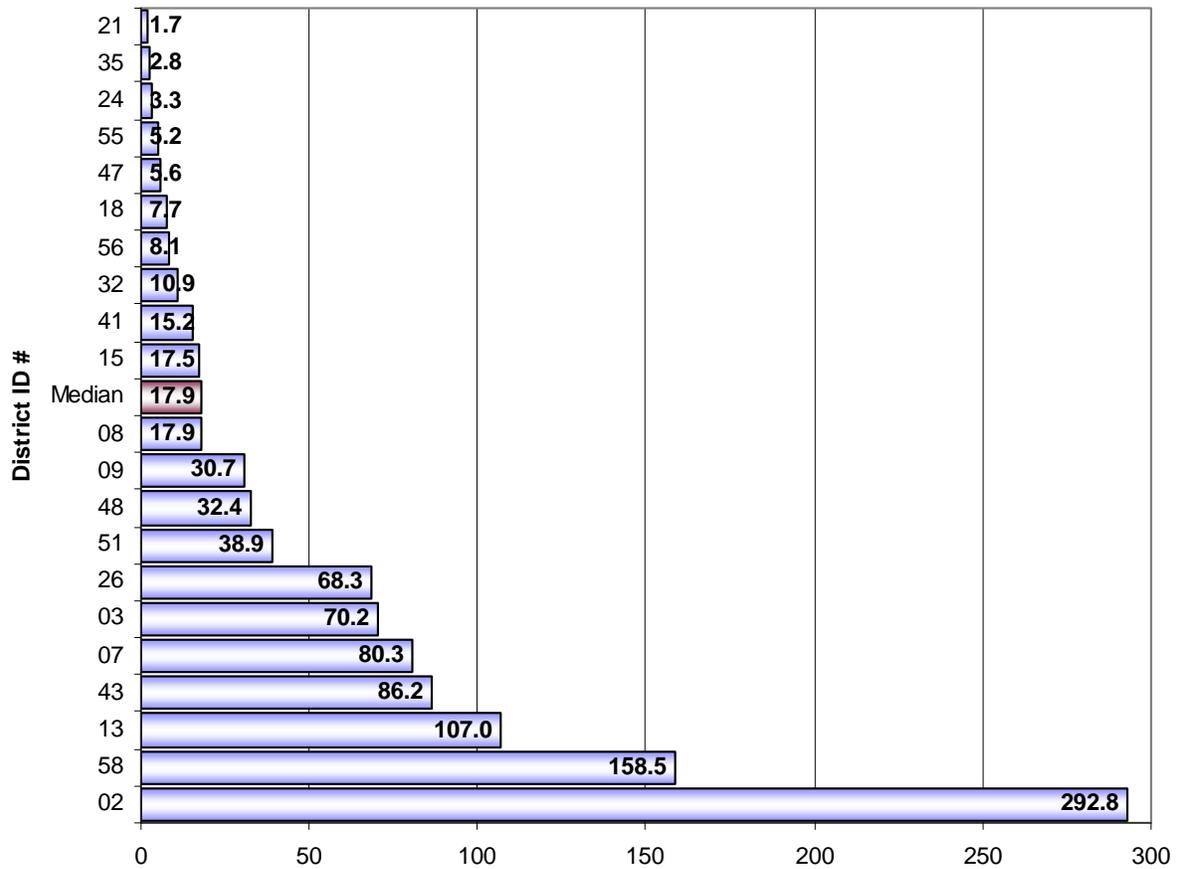
- 21 districts provided reasonable responses to these data points
- FY 07: Low =1.7; High = 292.8; Median = 17.9
- There is a significant spread in the data for this measure, indicating varying conditions among urban districts in the country.
- There are 4 distinct clusters of data: 1.7 to 17.9, 30.7 to 38.9, 68.3 to 86.2, and 107 to 292.8.

Trends and observations

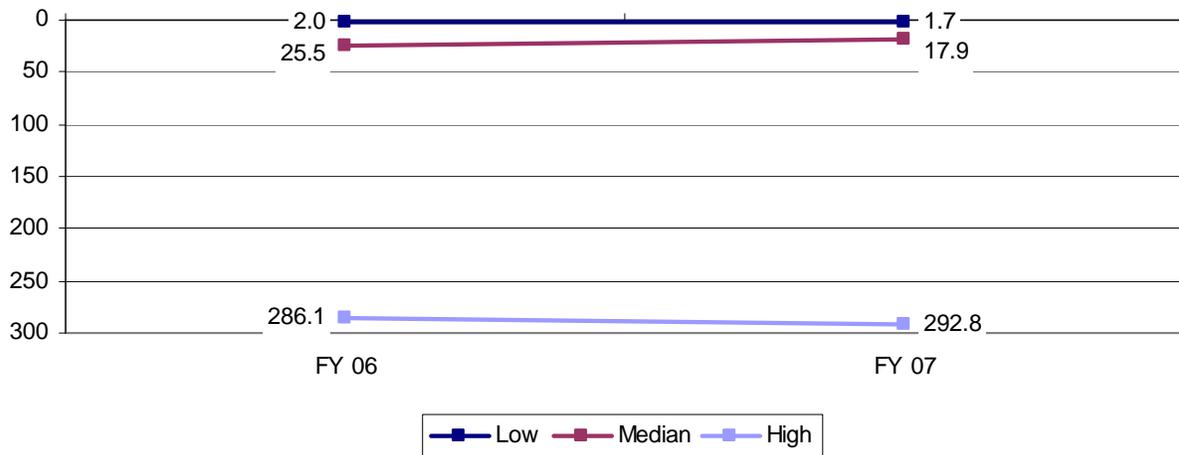
- Data captured for FY 06 = 22 districts, and FY 07 = 21 districts
- Data for high, median, and low are consistent over the two year trend.

Performance Measurement & Benchmarking for K12 Operations

Incidents per 1,000 Students



Incidents per 1,000 Students



Safety & Security – Cost per Student

Total annual Safety & Security expenditures *divided by* total enrollment.

Why this measure is important

This measure indicates the amount of money spent by a district on safety and security, adjusted for enrollment. Coupled with the previous measure, districts can see their relative position in terms of their number of incidents and costs they are incurring to deal with those incidents.

Factors that influence this measure

- Budget – available resources to allocate to safety and security
- Investment in certain levels of security officer technical skill sets
- A district’s staffing decisions, which are usually determined through a student to officer ratio measure.
- Need for safety and security allocations based on data such as incident statistics
- Well-trained staff can recognize security weaknesses and threats and deal with them efficiently, which can then lessen the need for greater budget allocations.
- Investment into technology and equipment such as video cameras, metal detectors, etc.
- Enrollment.

Analysis of data

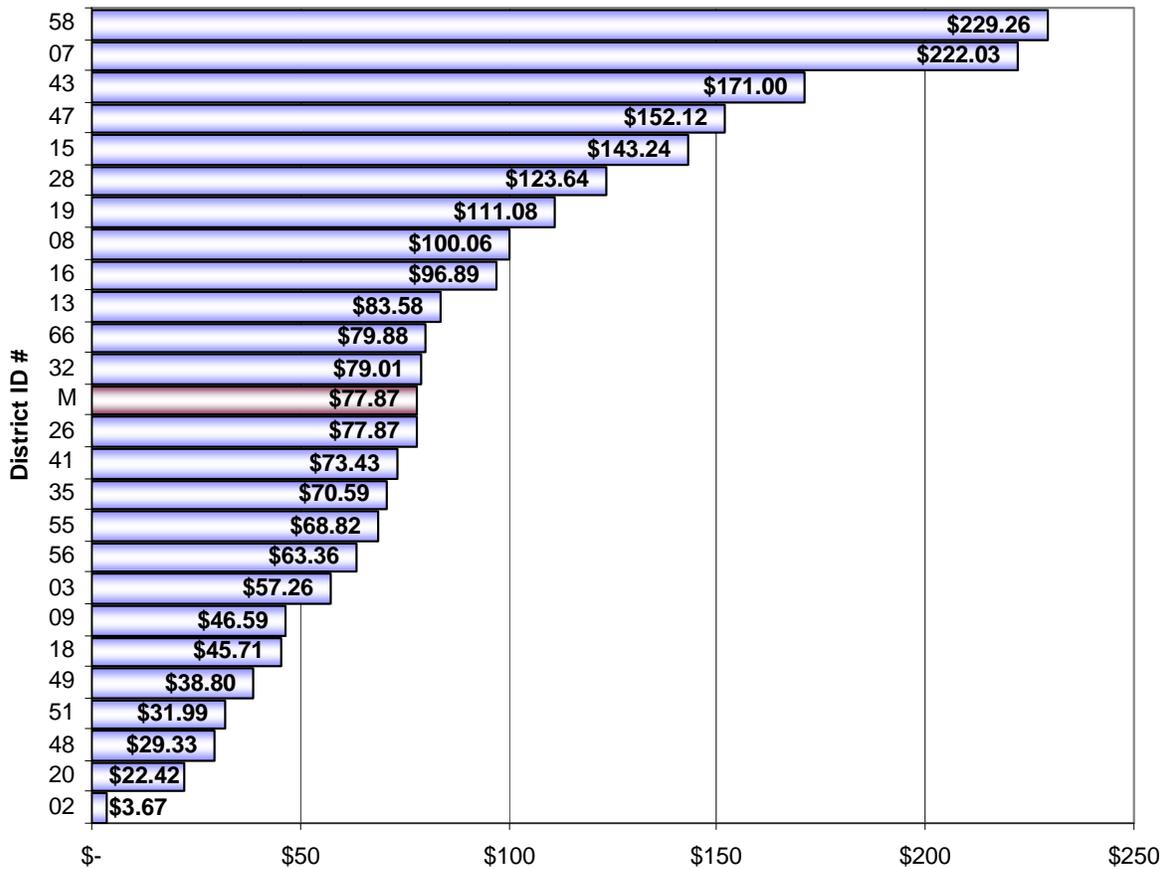
- 25 districts provided reasonable responses to these data points
- FY 07: High = \$229.26; Low = \$3.67; Median = \$77.87
- For purposes of this discussion, the data are reported as if greater investments in safety were preferable to lesser investments. Clearly the cost efficiency of safety and security is also a priority so more funds are spent in the classroom.
- The data are very spread out for this measure.
- 9 of the districts report spending between \$70 and \$100 per student on safety and security.

Trends and observations

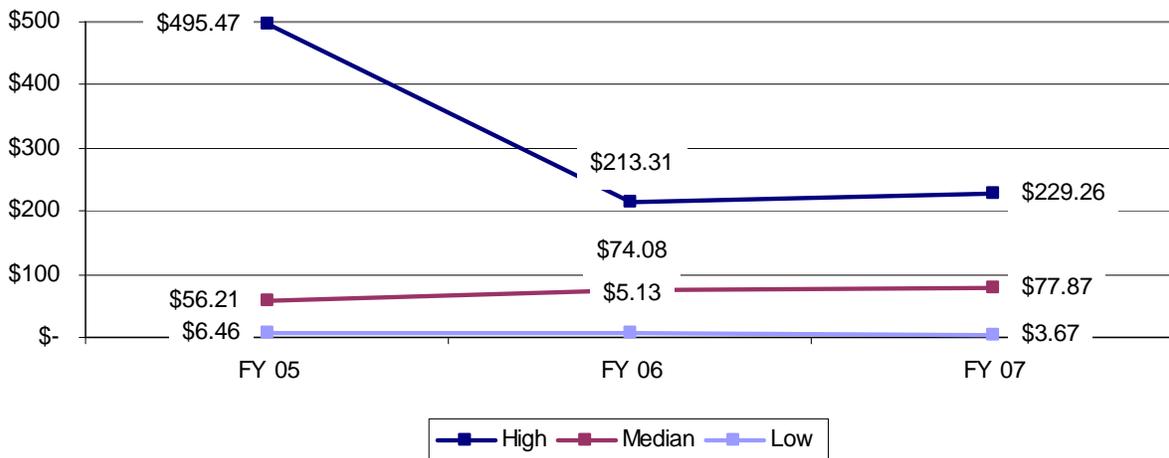
- Data captured for FY 05 = 27 districts, FY 06 = 24 districts, and FY 07 = 25 districts
- The three-year trend at the median shows a slight increase in per student spending.

Performance Measurement & Benchmarking for K12 Operations

Safety & Security Cost per Student



Safety & Security Cost per Student



Safety & Security – Staff per Student

Total Safety & Security staff *divided by* total enrollment (by 1,000).

Why this measure is important

This measure gives an idea of the concentration of safety officers in each district, adjusted for the size of the district in terms of enrollment. The “coverage” of officers across the student population will play a large role in effectiveness of security efforts.

Factors that influence this measure

- Budget – available resources to allocate to 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.

Analysis of data

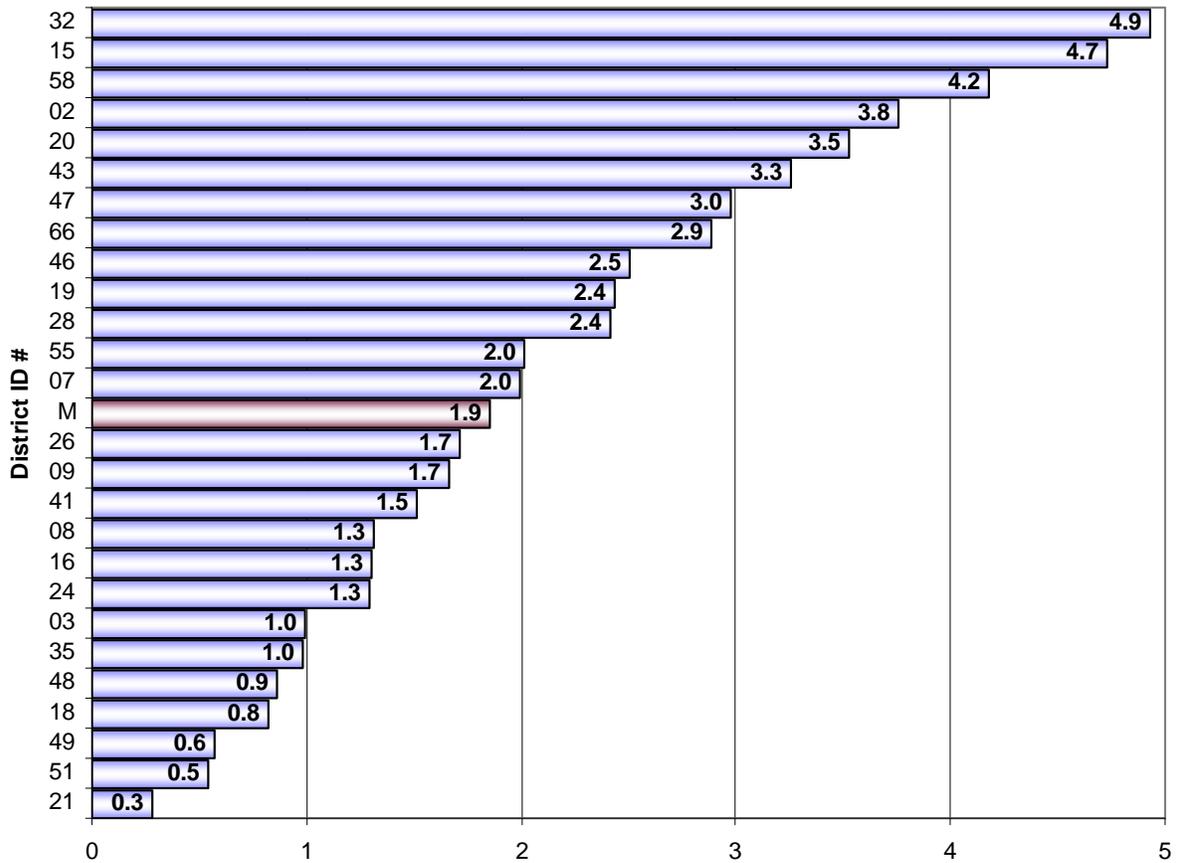
- 26 districts provided reasonable responses to these data points
- FY 07: High = 4.9; Low = 0.3; Median = 1.9
- Staffing decisions are varied across the reporting districts on this measure. In last year’s report, data indicated that districts have varying methods to determine staffing needs that are best for their schools.
- Almost half of the reporting districts have between 1.3 to 2.4 safety and security staff members per 1,000 students.

Trends and observations

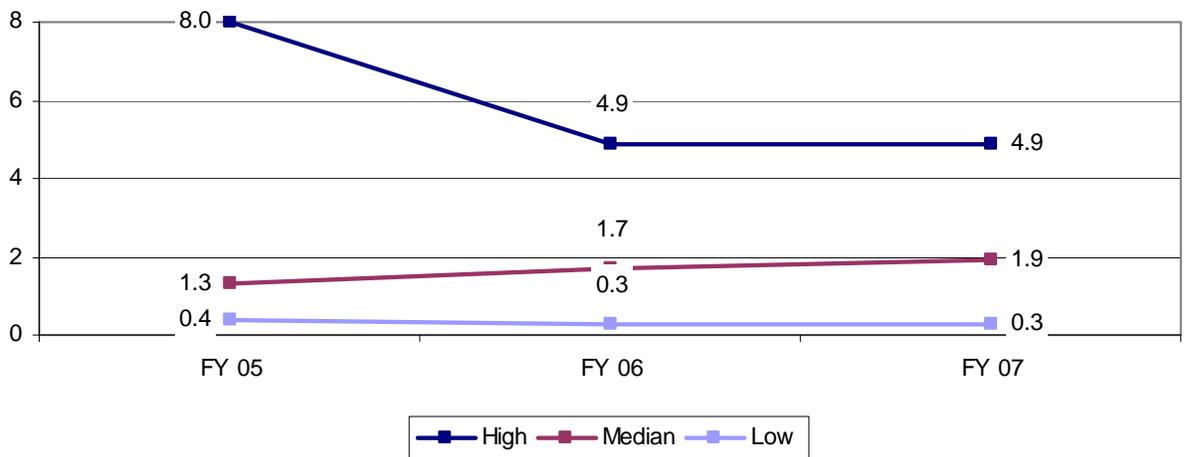
- Data captured for FY 05 = 27 districts, FY 06 = 25 districts, and FY 07 = 26 districts
- Safety and security staffing at the median is increasing slightly over time.

Performance Measurement & Benchmarking for K12 Operations

Safety & Security Staff per 1,000 Students



Safety & Security Staff per 1,000 Students



Safety & Security – School Buildings with Access Control

Number of school buildings employing access control *divided by* number of school buildings.

Why this measure is important

This measure reflects the emphasis the district puts on access control as a deterrent.

Factors that influence this measure

- Reliability of alarm systems and video surveillance and other deterring measures
- Level of concern due to crime statistics of surrounding neighborhoods
- District policy for security
- Configuration of school (office, front desk, etc.) to make access control a possibility
- Budget allocations for door bells and buzzers systems, etc.

Analysis of data

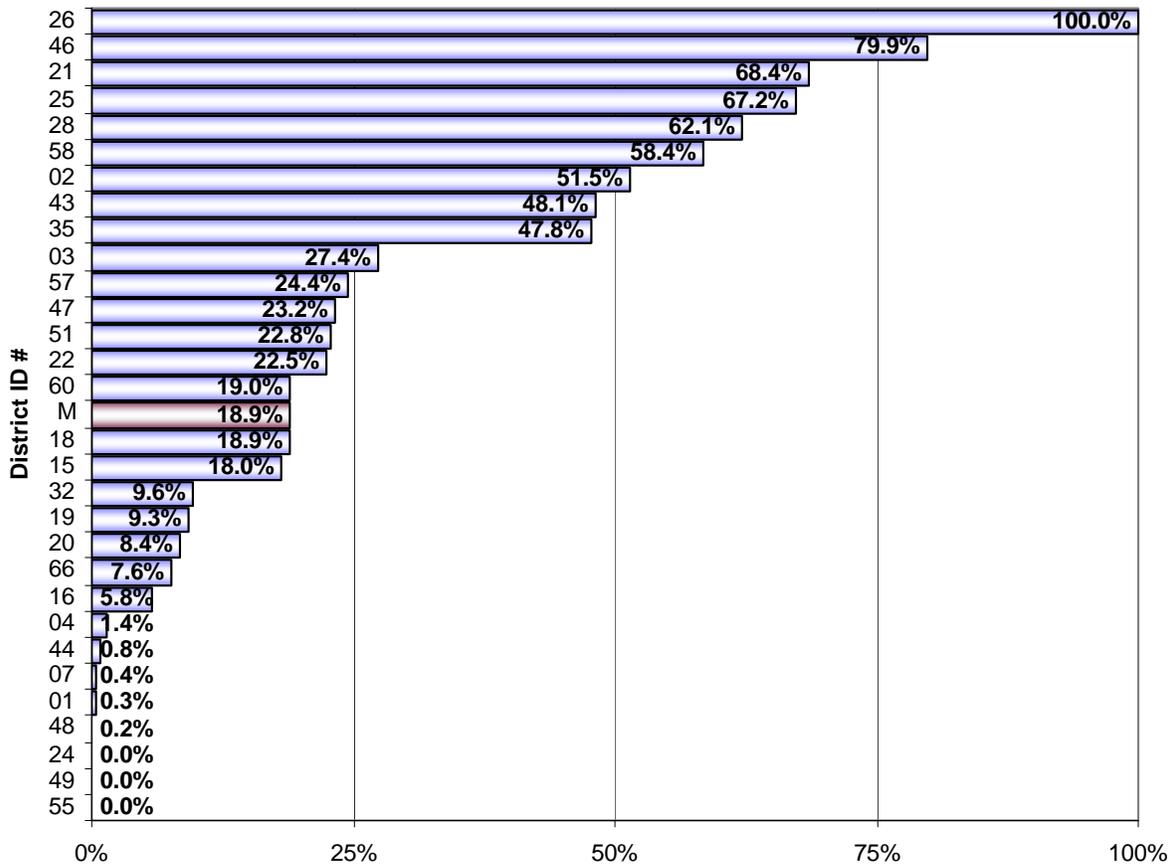
- 30 districts provided reasonable responses to these data points
- FY 07: High = 100.0%; Low = 0.0%; Median = 18.9%

Trends and observations

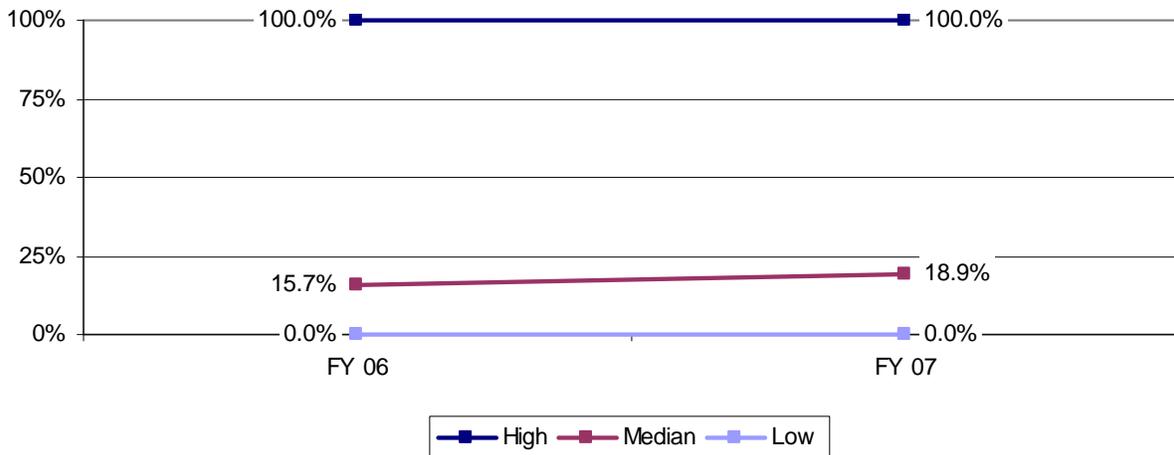
- Data captured for FY 06 = 30 districts, and FY 07 = 30 districts
- There is a slight increase at the median, suggesting that districts are continuing incrementally to put access-control policies in their schools.

Performance Measurement & Benchmarking for K12 Operations

School Buildings with Access Control



School Buildings with Access Control



Safety & Security – School Buildings Requiring Employee ID Badges

Number of school buildings requiring employee ID badges *divided by* the number of school buildings.

Why this measure is important

This measure reflects the emphasis the district puts on identification badges as a safety enhancement. Staff members with identification badges are more easily distinguished from visitors in buildings.

Factors that influence this measure

- District policy to require employees to wear badges every day
- Effectiveness of school property monitoring to check for unauthorized personnel.

Analysis of data

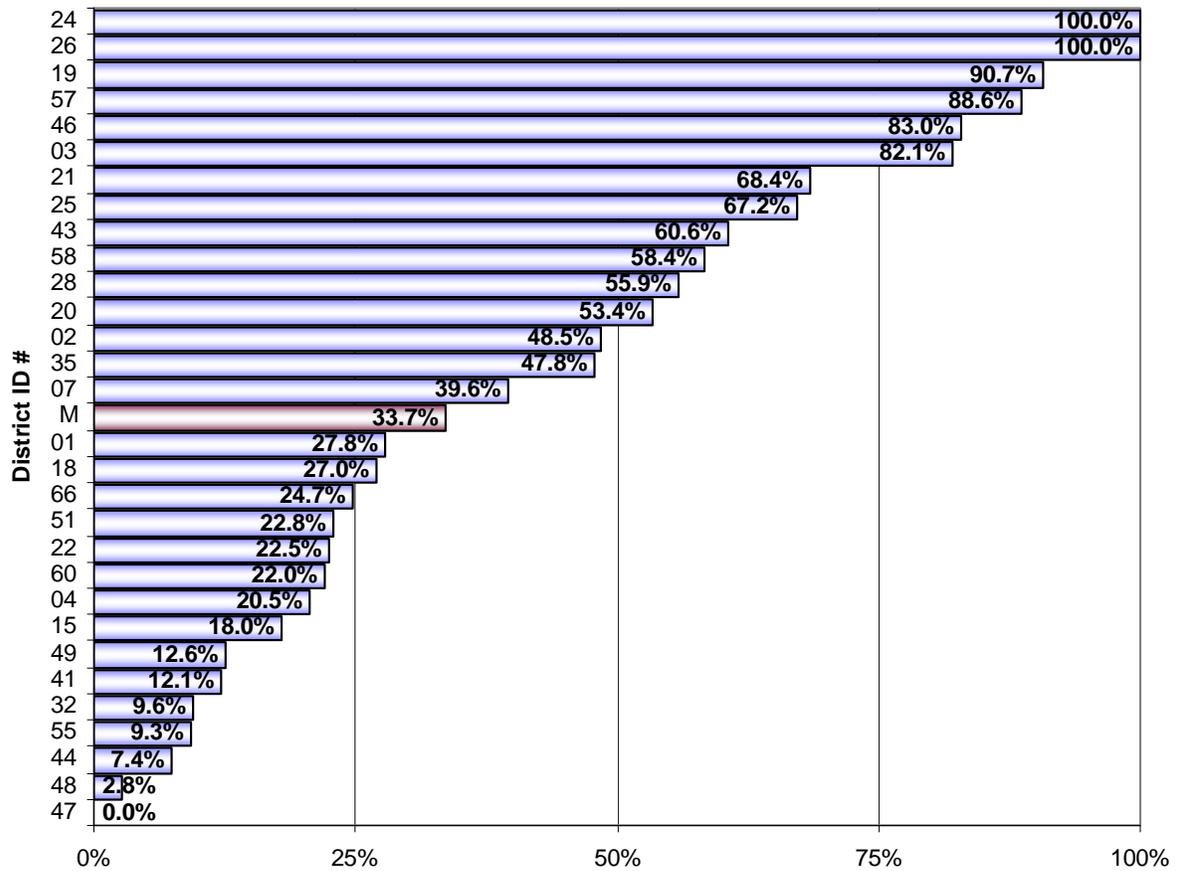
- 30 districts provided reasonable responses to these data points
- FY 07: High = 100.0%; Low = 0.0%; Median = 33.7%
- Generally a policy would be all or nothing for a measure such as this, so one would anticipate either 100% or 0%. However, the data illustrate that employee ID badges are not implemented uniformly, with some buildings requiring them and some not.

Trends and observations

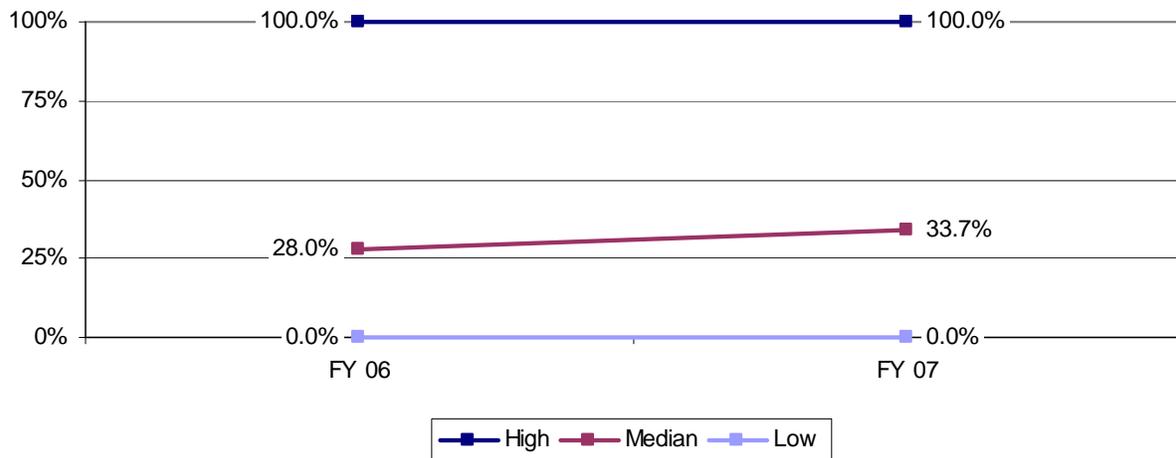
- Data captured for FY 06 = 30 districts, and FY 07 = 30 districts
- The trend at the median shows an increase in buildings requiring employee ID badges.

Performance Measurement & Benchmarking for K12 Operations

School Buildings Requiring Employee ID Badges



School Buildings Requiring Employee ID Badges



Safety & Security – School Buildings Requiring Visitor ID Badges

Number of school buildings requiring visitor ID badges *divided by* number of school buildings.

Why this measure is important

This measure reflects the emphasis district put on using visitor identification badges as a deterrent to having unauthorized strangers in school buildings. Through the process of signing in visitors and giving them badges, school staff members can be more vigilant about who has access to their buildings.

Factors that influence this measure

- District policy to require visitors to wear badges
- Effectiveness of school property monitoring to check for unwanted personnel.

Analysis of data

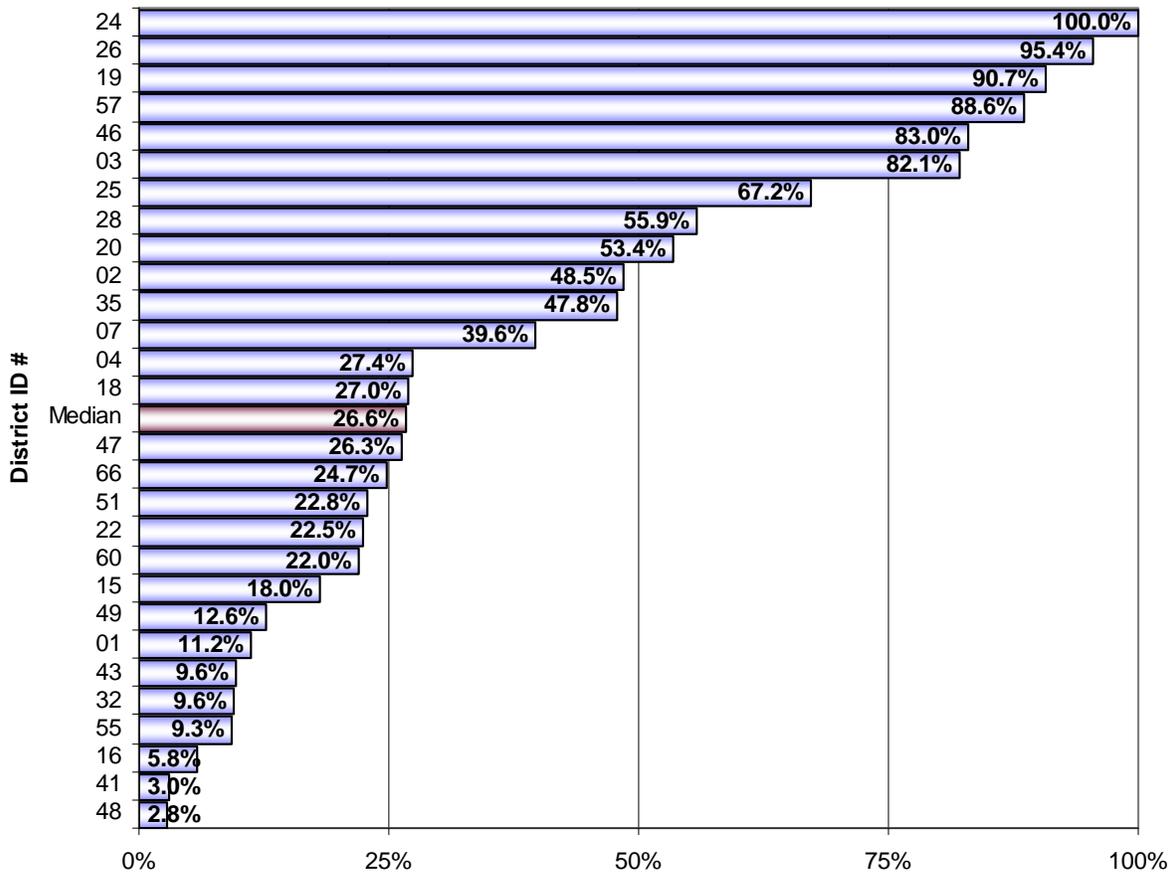
- 28 districts provided reasonable responses to these data points
- FY 07: High = 100.0%; Low = 2.8%; Median = 26.6%
- As in the previous measure, a policy would be all or nothing for a measure such as this, so one would anticipate either 100% or 0%. However, the data illustrate employee ID badges for visitors are used in a uniform way.
- The districts in the upper quartile appear to have uniform policies for requiring both employee and visitor IDs as they report the same data for both measures.
- There is slightly less of a requirement for visitor ID badges, compared with employee ID badges in school buildings.

Trends and observations

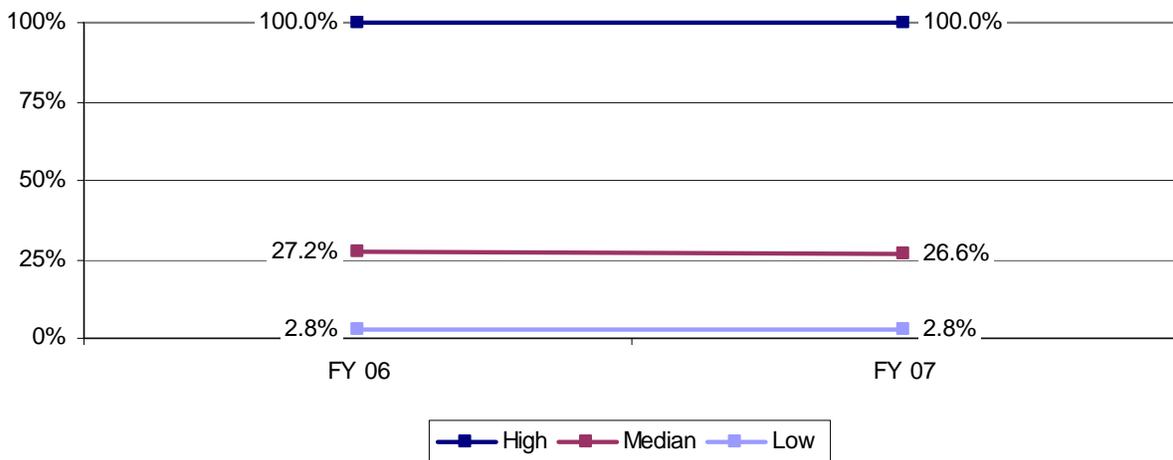
- Data captured for FY 06 = 28 districts, and FY 07 = 28 districts
- The trend remained constant over the two-year period for which data were collected.

Performance Measurement & Benchmarking for K12 Operations

School Buildings Requiring Visitor ID Badges



School Buildings Requiring Visitor ID Badges



Safety & Security – School Buildings with Onsite Video Surveillance Monitoring

Number of school buildings with onsite video surveillance monitoring *divided by* number of school buildings.

Why this measure is important

The benefits of video images in crime prevention and crime solving are enormous. How images are maintained is also an issue. Video surveillance technology is improving rapidly. There are now "smart cameras" that are triggered by fights, by whether a person is standing or lying down, and by other activities.

Factors that influence this measure

- Allocation of budget funds for video monitoring
- Policies on system monitoring
- Location and capture rate of cameras
- Privacy issues

Analysis of data

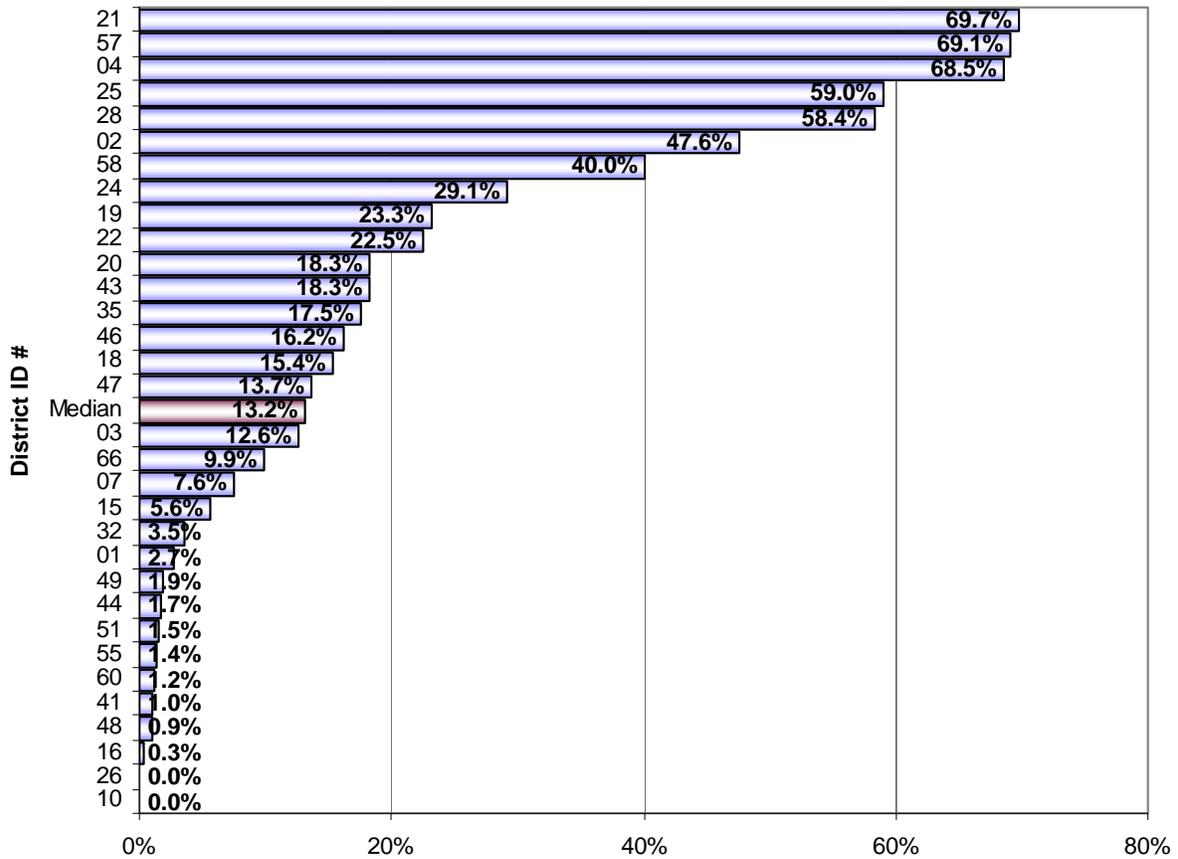
- 32 districts provided reasonable responses to these data points
- FY 07: High = 69.7%; Low = 0.0%; Median = 13.2%
- The data illustrate the prioritization some districts place on the utilization of security cameras in their schools, compared with other districts.
- The majority of districts have less than 20% of schools with cameras.

Trends and observations

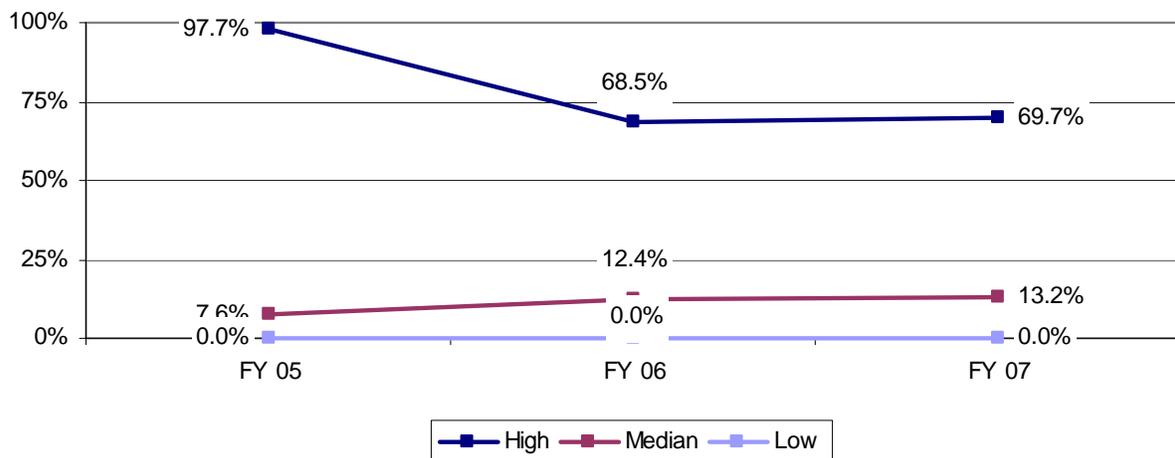
- Data captured for FY 05 = 19 districts, FY 06 = 31 districts, and FY 07 = 32 districts
- The trend for security camera use is increasing.

Performance Measurement & Benchmarking for K12 Operations

School Buildings with Onsite Video Surveillance Monitoring



School Buildings with Onsite Video Surveillance Monitoring



Safety & Security – School Buildings with Alarm Systems

Number of school buildings with alarm systems *divided by* number of school buildings.

Why this measure is important

The measure assesses the ability of a district to safeguard district assets.

Factors that influence this measure

- Historical crime rates for physical property
- Reliability of alarm system
- Response time of monitors
- Configuration of the alarm system
- Budget allocation
- Inclusion of security systems in a district's construction and modernization program.

Analysis of data

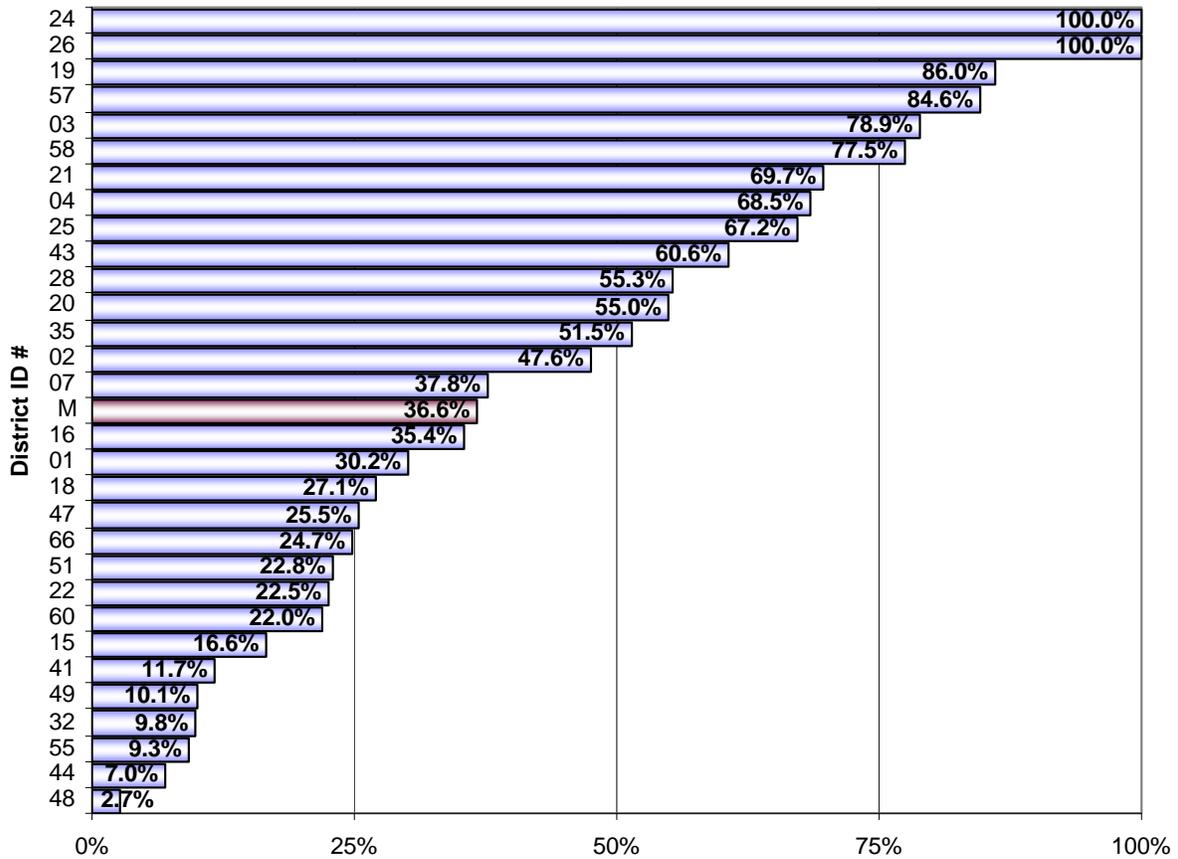
- 30 districts provided reasonable responses to these data points
- FY 07: High = 100.0%; Low = 2.7%; Median = 36.6%
- The data illustrate that the need for alarm systems is decided on a school-by-school basis.
- The data are fairly spread out with the upper quartile reporting 77.5% to 100% of schools with alarms, and the lower quartile reporting 22.5% to 2.7% with alarms.

Trends and observations

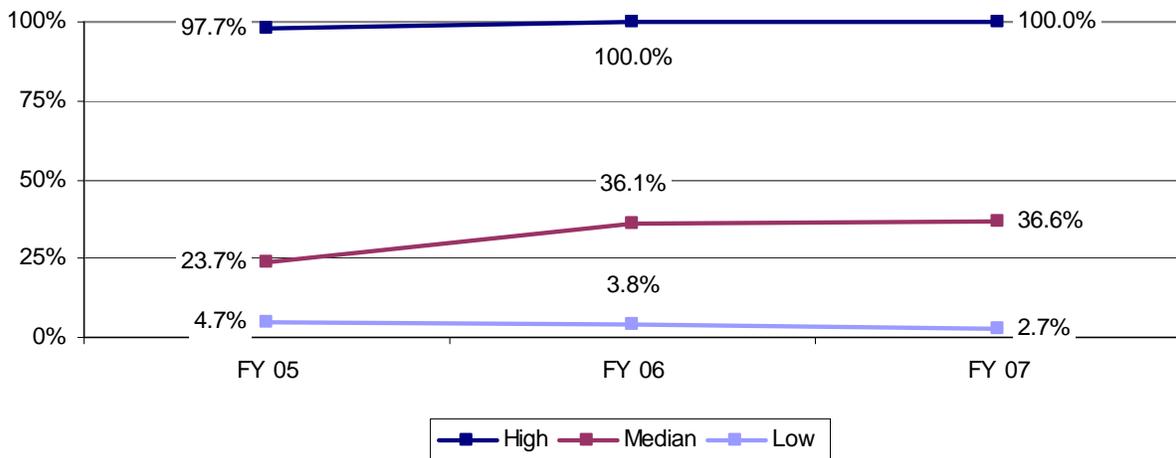
- Data captured for FY 05 = 20 districts, FY 06 = 30 districts, and FY 07 = 30 districts
- The trend at the median indicates significant increases in the percentage of districts installing alarm systems, with 23.7% in FY 05 moving to 36.6% in FY 07.

Performance Measurement & Benchmarking for K12 Operations

School Buildings with Alarm Systems



School Buildings with Alarm Systems



Safety & Security – School Buildings with Metal Detectors

Number of school buildings with metal detectors *divided by* number of school buildings.

Why this measure is important

This measure assesses physical safeguards for staff members, students, and the potential for crime deterrence.

Factors that influence this measure

- Policies on utilization of metal detectors
- Quality of equipment
- Frequency on “checks”
- Staff availability and skill to use the machines
- Discipline measures for violators
- Budget allocation

Analysis of data

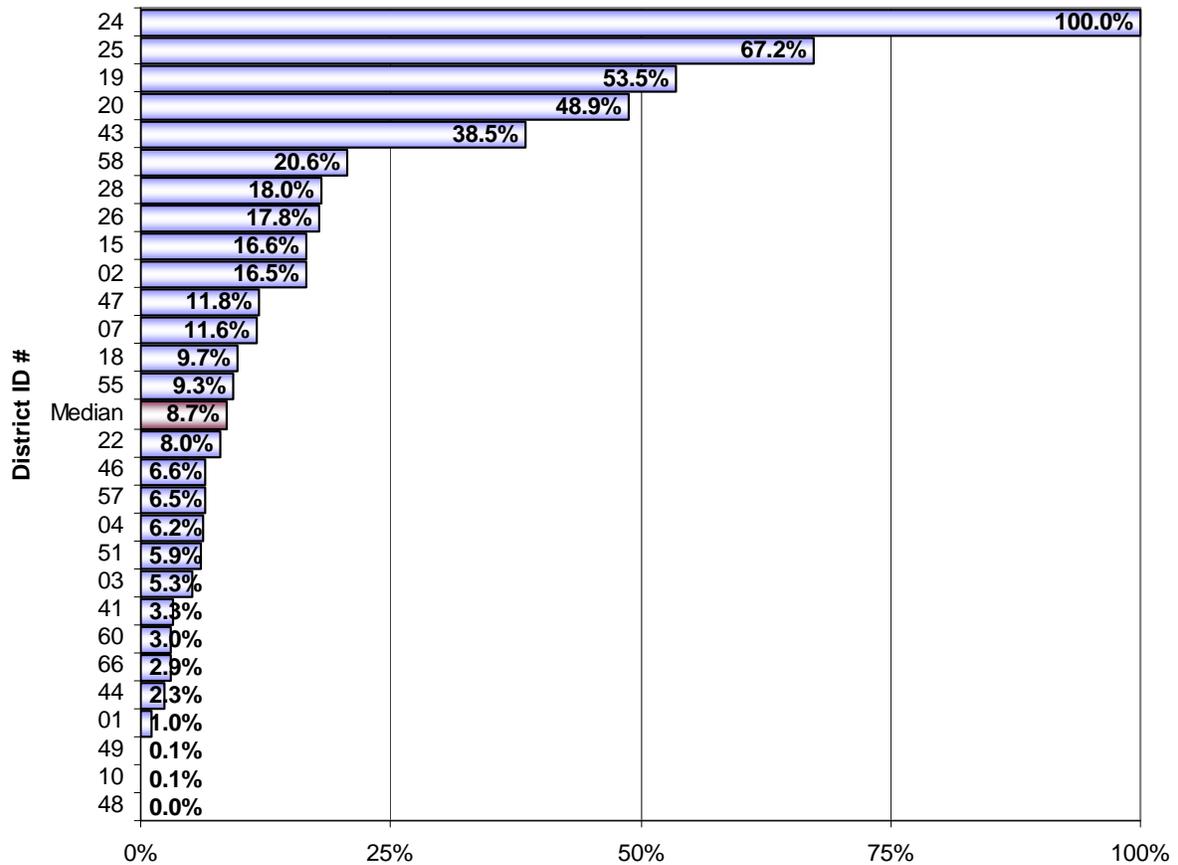
- 28 districts provided reasonable responses to these data points
- FY 07: High = 100.0%; Low = 0.0%; Median = 8.7%
- The majority of districts reporting have metal detectors at 20% or less of their schools, which is an indication that other means are used at other campuses.

Trends and observations

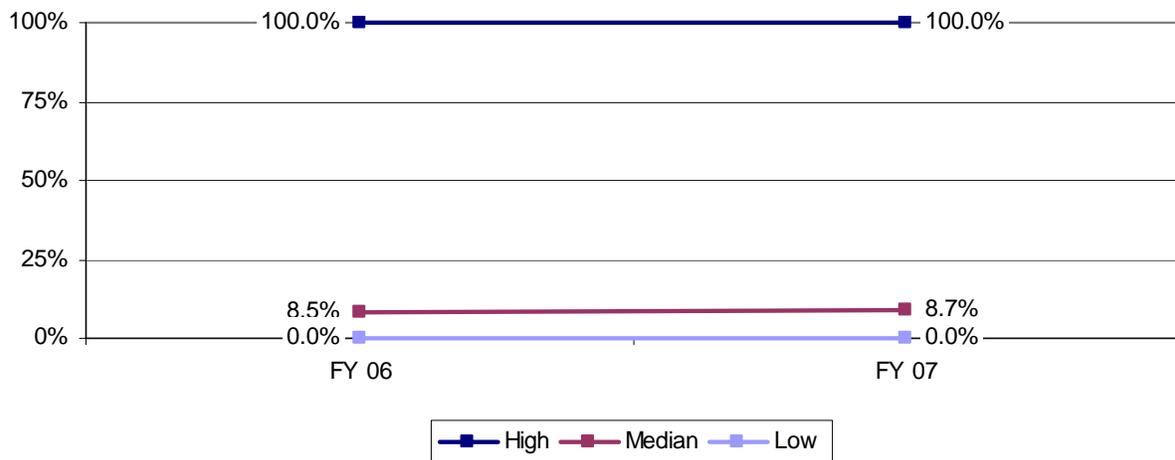
- Data captured for FY 06 = 28 districts, and FY 07 = 28 districts
- The trend remained constant over time.

Performance Measurement & Benchmarking for K12 Operations

School Buildings with Metal Detectors



School Buildings with Metal Detectors



Safety & Security – School Buildings with Annually Updated Crisis Plans

Number of school buildings with annually updated crisis plans *divided by* number of school buildings.

Why this measure is important

This measure reflects the priority a district and its school administrators place on updating crisis plans. Annually updated crisis plans are most likely to be both accurate and “top of mind,” meaning that the process of updating them serves as a refresher for staff and further prepares them for crises.

Factors that influence this measure

- District guidance on the format and content of crisis plans
- Staff capacity to update crisis plan
- Technical support of schools in order to properly update their plans.

Analysis of data

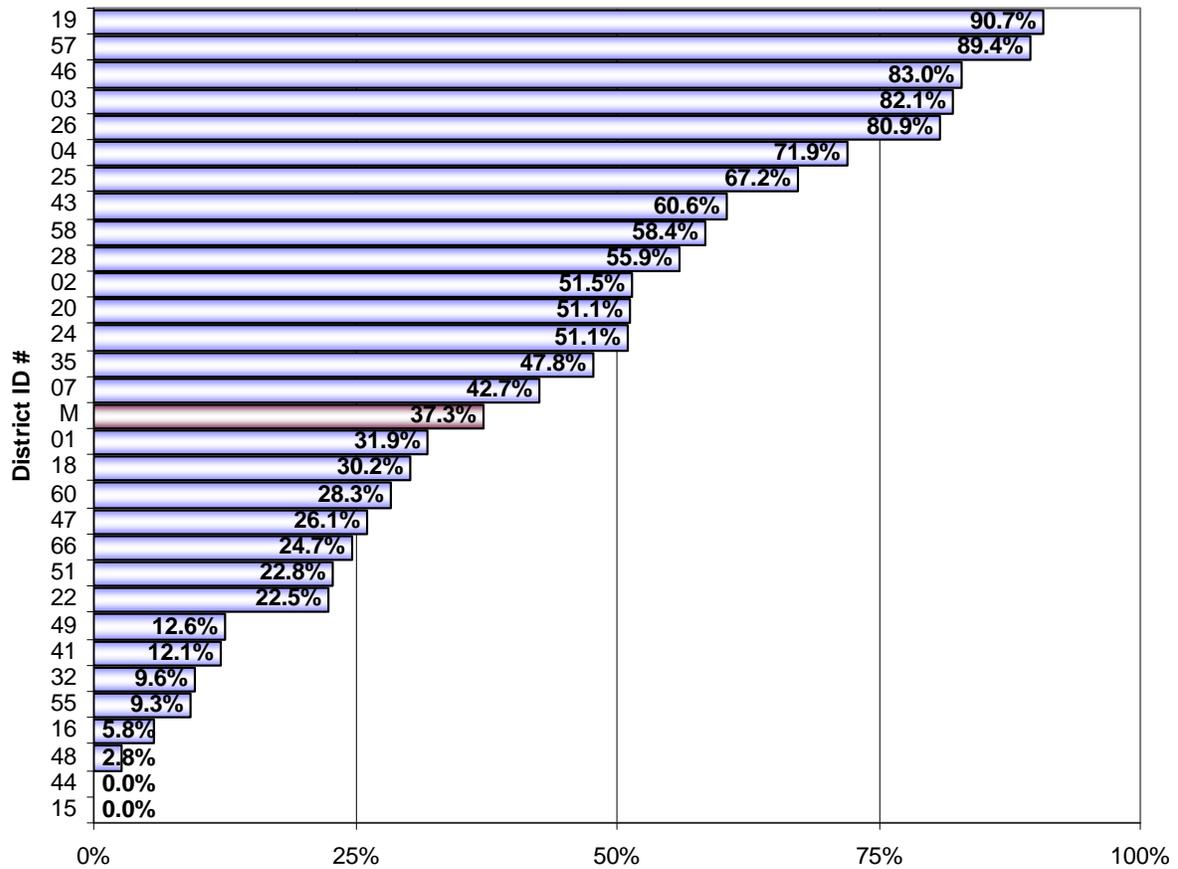
- 30 districts provided reasonable responses to these data points
- FY 07: High = 90.7%; Low = 0.0%; Median = 37.3%
- Given the policy decisions behind this measure, we would anticipate that data would be either 100% or 0%. However, the data indicates that decisions are made on a school-by-school basis.

Trends and observations

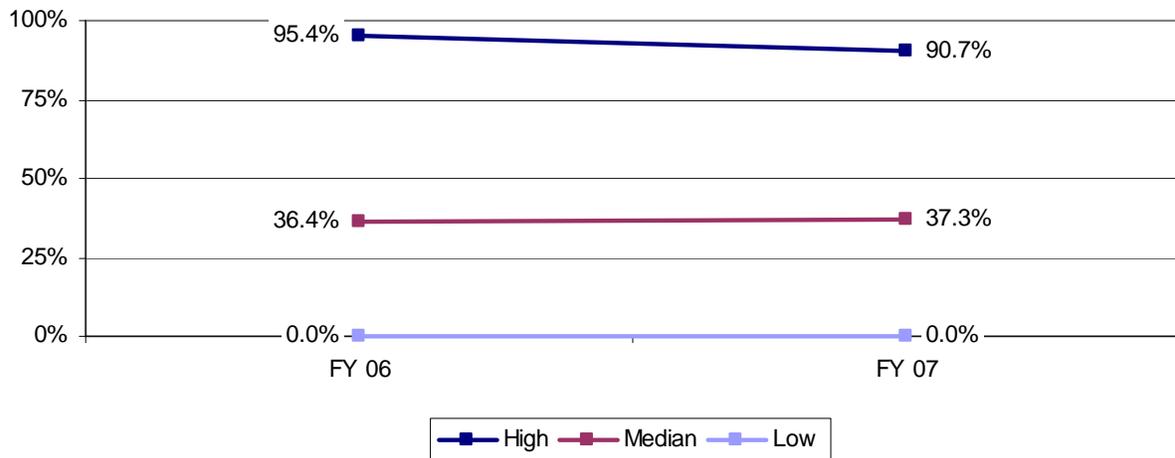
- Data captured for FY 06 = 30 districts, and FY 07 = 30 districts
- The trend data are consistent over time.

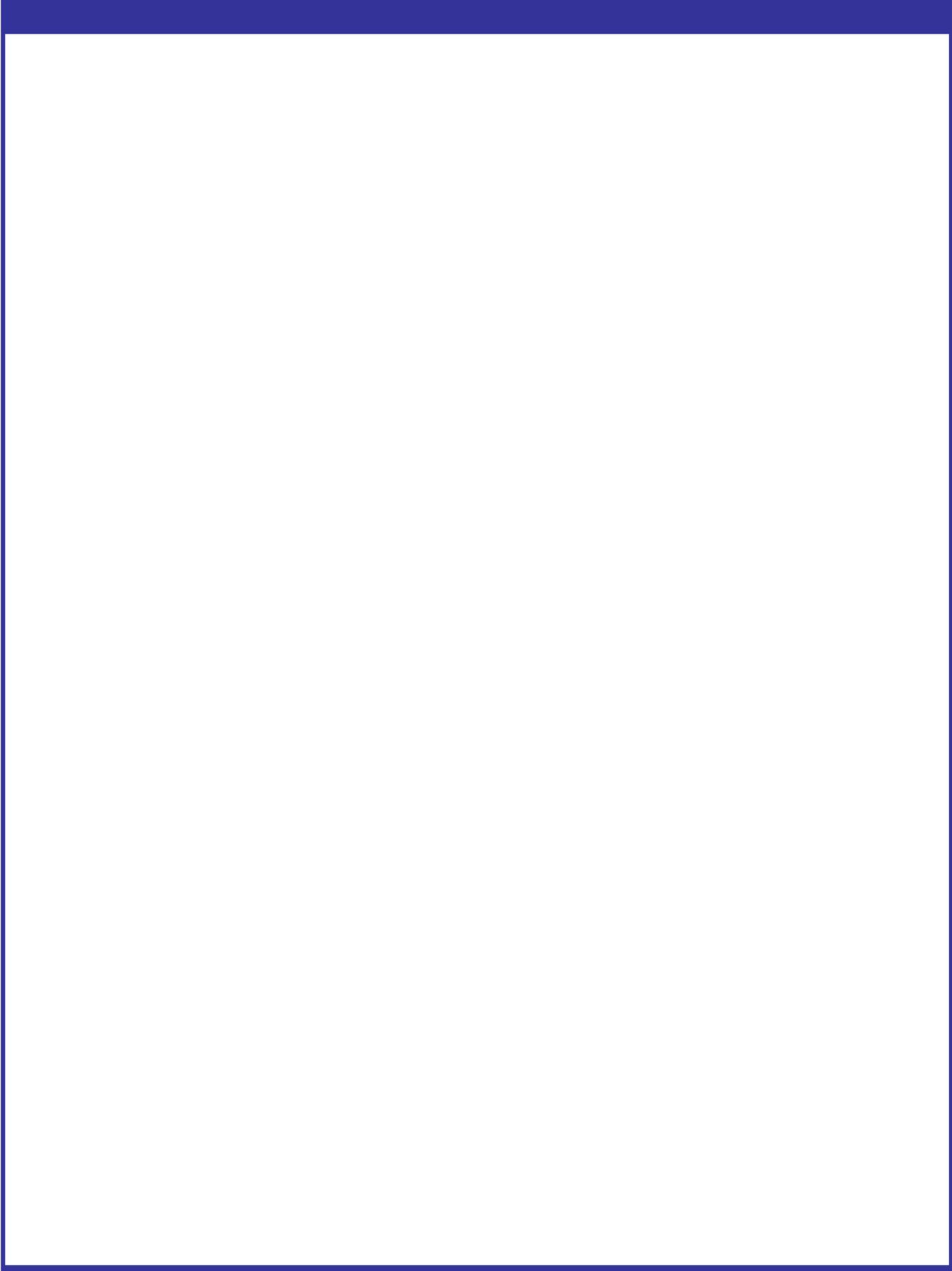
Performance Measurement & Benchmarking for K12 Operations

School Buildings with Annually Updated Crisis Plans



School Buildings with Annually Updated Crisis Plans





Finance



Financial Management and Budget Development

Financial Management - General Fund Expenditures Efficiency – Original Budget

Total actual general fund expenditures and encumbrances, before over/under liquidation of prior year encumbrances, reported in the Budgetary Comparison Schedule shown in the Required Supplementary Information section of the annual CAFR *divided by* Total Original Approved Budget appropriated for general fund expenditures and encumbrances, before over/under liquidation of prior year encumbrances, reported in the Budgetary Comparison Schedule shown in the Required Supplementary Information section of the annual Comprehensive Annual Financial Report (CAFR).

Why this measure is important

This measure assesses efficiency in creating the original approved general fund expenditure budget. A high percentage nearing 100% indicates accuracy and alignment of the original budget with actual needs. A low percentage or a percentage significantly exceeding 100% indicates major variances from the original approved budget and signifies that the original budget was inaccurate, misaligned with the actual needs of the school system, 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.

Factors that influence this measure

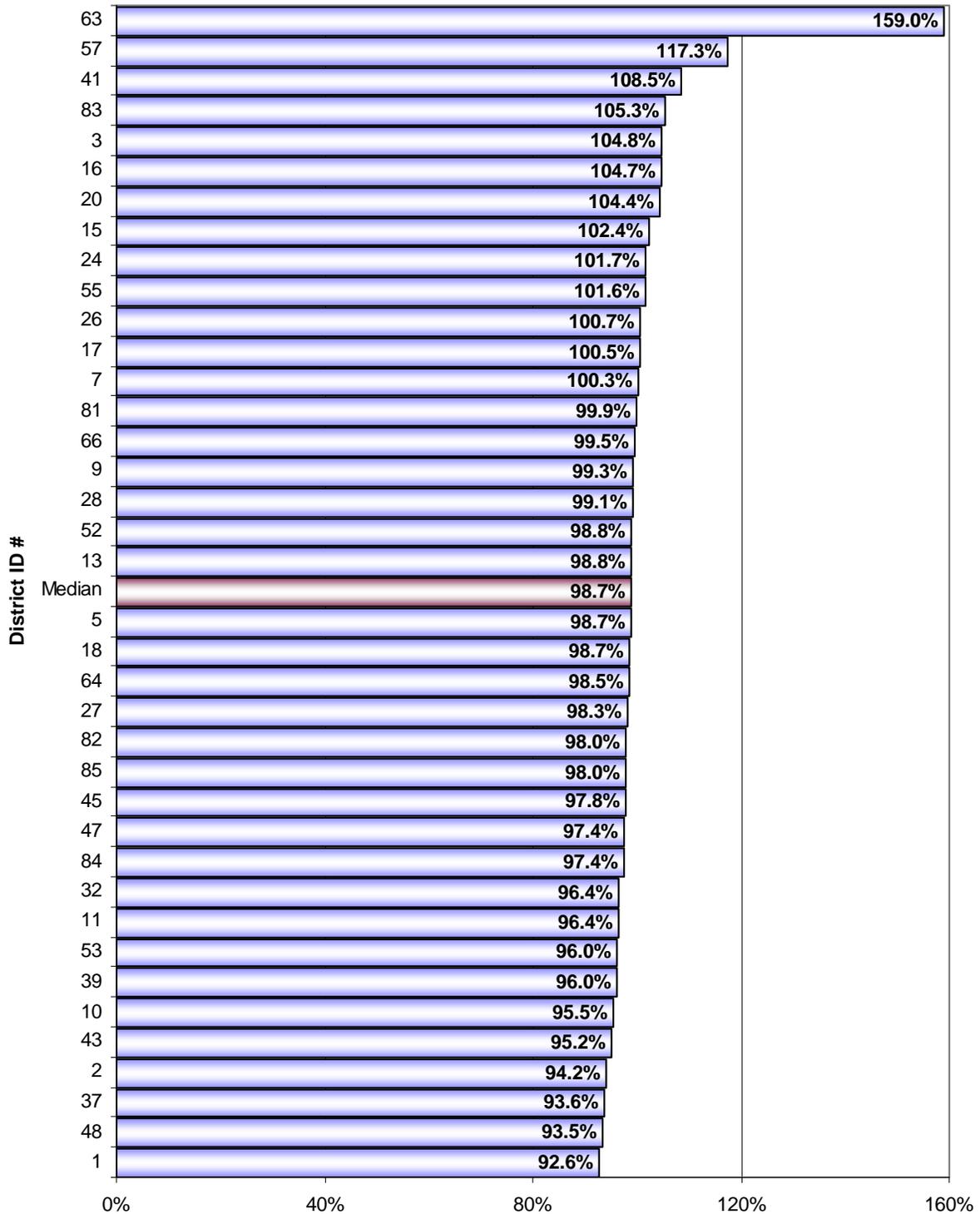
- School board and administrative policies and procedures
- Budget development and management processes
- Administrative organizational structure
- Administrative leadership style, decision making process and distribution of organizational authority.
- Departmental and individual employee responsibilities and competencies
- Performance management systems
- Monitoring and reporting systems

Analysis of data

- 38 districts provided reasonable responses to these data points
- FY 06: High = 159.0%; Low = 92.6%; Median = 98.7%
- 25 districts reported percentages less than 100% and 13 districts exceeded 100%.
- 13 districts were within 1% (rounded) variance of 100%, with 3 districts above and 10 districts below; 25 districts had variances exceeding 1% (rounded).
- 31 districts fell within a range of 5% (rounded) above and below 100%, and 7 districts reported variances exceeding 5%.

Performance Measurement & Benchmarking for K12 Operations

General Fund Expenditures Efficiency - Original Budget



Financial Management - General Fund Expenditures Efficiency – Final Budget

Total actual general fund expenditures and encumbrances, before over/under liquidation of prior year encumbrances, reported in the Budgetary Comparison Schedule shown in the Required Supplementary Information section of the annual CAFR *divided by* Total Final Approved Budget appropriated for general fund expenditures and encumbrances, before over/under liquidation of prior year encumbrances, reported in the Budgetary Comparison Schedule shown in the Required Supplementary Information section of the annual CAFR.

Why this measure is important

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, 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 budget are monitoring and adjusting their budgets during the year to meet the changing needs of the district. Such districts should also consider reevaluating their budget development and management processes to improve accuracy and alignment.

Factors that influence this measure

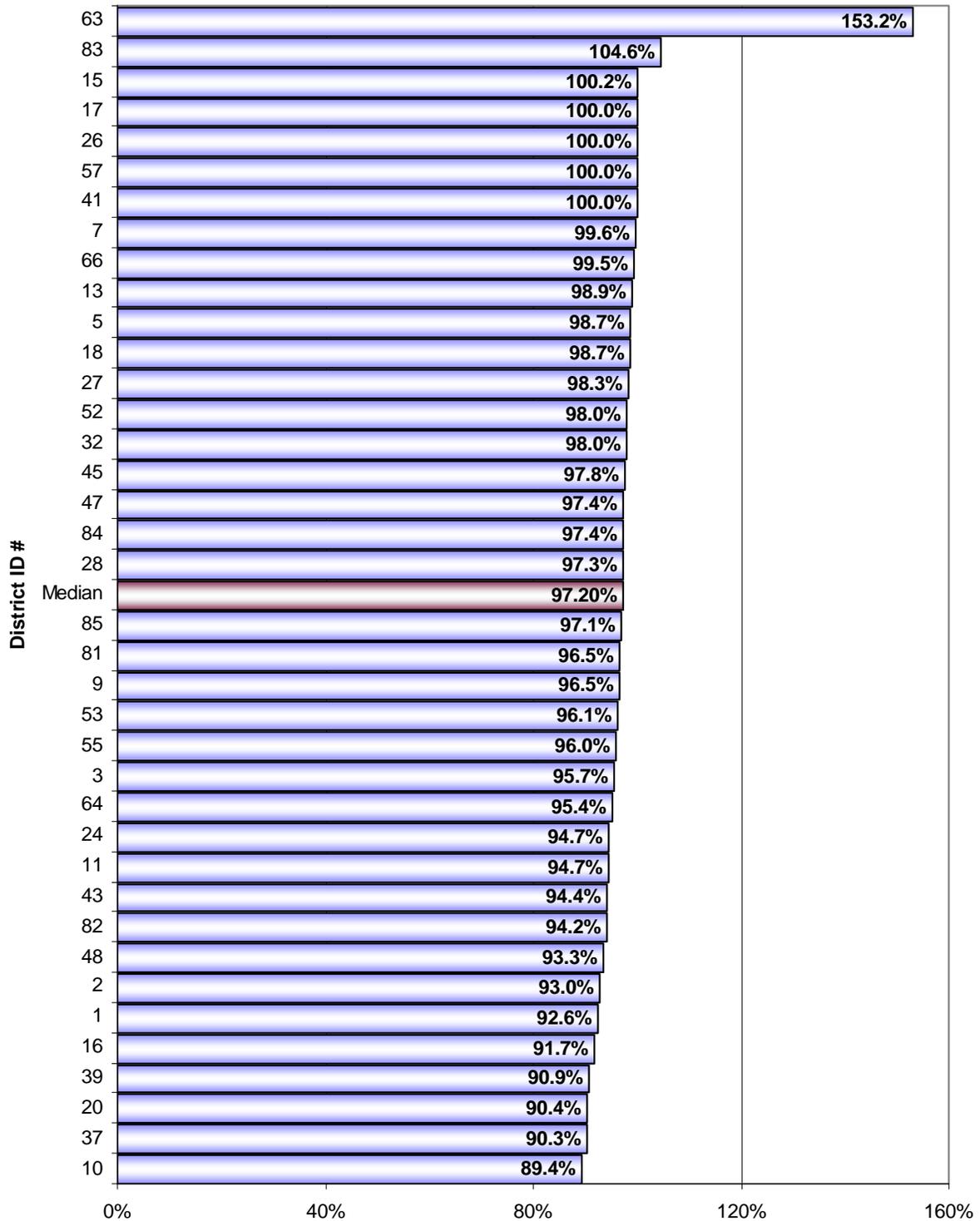
- School board and administrative policies and procedures
- Budget development and management processes
- Administrative organizational structure
- Administrative leadership style, decision making process and distribution of organizational authority
- Departmental and individual employee responsibilities and competencies
- Performance management systems
- Monitoring and reporting systems.

Analysis of data

- 38 districts provided reasonable responses to these data points
- FY 06: High = 153.2%; Low = 89.4%; Median = 97.2%
- 4 districts reported 100.0%, 31 districts reported percentages less than 100%, and 3 districts exceeded 100%.
- 10 districts were within 1% (rounded) variance of 100%, with 1 district above, 4 districts on the mark, and 5 districts below; 28 districts had variances exceeding 1%.
- 29 districts fell within a range of 5% (rounded) above and below 100%, and 9 districts reported variances exceeding 5%.

Performance Measurement & Benchmarking for K12 Operations

General Fund Expenditures Efficiency - Final Budget



Financial Management - Fiscal Health and Contingency Capacity – General Fund

Total actual unreserved general fund balance (including amounts designated within the unreserved fund balance total) reported for the General Fund in the Balance Sheet – Governmental Funds statement of the annual CAFR *divided by* total general fund expenditures (GAAP based) reported for the General Fund in the Statement of Revenues, Expenditures and Changes in Fund Balances – Governmental Funds of the annual CAFR.

Why this measure is important

This measure assesses the fiscal health of the district supported by the general fund, including financial capacity to meet unexpected or 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. Best practices recommended by the Government Finance Officers' Association (GFOA) suggest that governments maintain unreserved fund balance in their general fund of between 5% and 15% of regular general fund operating revenues, or one to two months of regular operating expenditures.

Districts reporting percentages significantly below or above the recommended ranges should investigate the causes for the variances and reevaluate policies and procedures to ensure that adequate capacity exists for unforeseen revenue or expenditure variances.

Factors that influence this measure

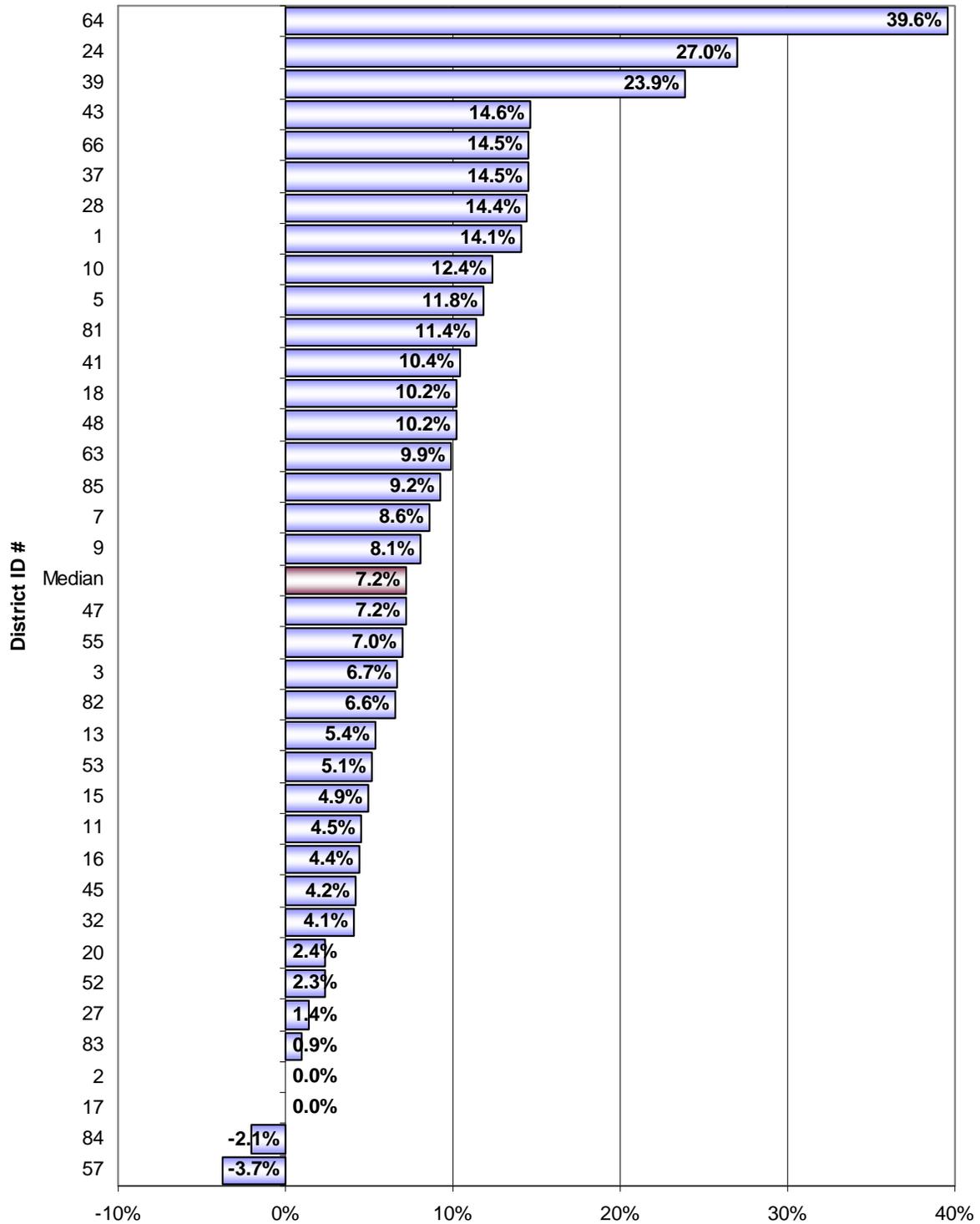
- School board and administrative policies and procedures
- Administrative leadership and decision making processes
- Budget development and management processes
- Revenue experience, variability and forecasts
- Expenditure trends, volatility and projections

Analysis of data

- 37 districts provided reasonable responses to these data points
- FY 06: High = 39.6%; Low = -3.7%; Median = 7.2%
- 22 districts were between 5% and 15% (rounded), 12 districts were below (with three districts reporting no measurable fund balance and two reporting deficit fund balances), and 3 districts reported percentages greater than 15%.

Performance Measurement & Benchmarking for K12 Operations

Fiscal Health & Contingency Capacity - General Fund



Financial Management - Fiscal Health and Contingency Capacity – All Funds

Total actual unreserved fund balance (including amounts designated within the unreserved fund balance total) reported for the All Funds in the Balance Sheet – Governmental Funds statement of the annual CAFR *divided by* total general fund expenditures (GAAP based) reported for All Funds in the Statement of Revenues, Expenditures and Changes in Fund Balances – Governmental Funds of the annual CAFR.

Why this measure is important

This measure assesses the fiscal health of the district supported by all funds, including financial capacity to meet unexpected or future needs. A high percentage indicates greater fiscal health and financial capacity to meet unexpected or future needs for and from all fund sources. A low percentage indicates risk for the district in its ability to meet unexpected changes in revenues or expenses for all funds. Best practices recommended by the GFOA suggest that governments maintain unreserved fund balance in their general fund of between 5% and 15% of regular general fund operating revenues, or one to two months of regular operating expenditures.

Districts reporting percentages significantly below or above the recommended ranges should investigate the causes for the variances and reevaluate policies and procedures to ensure that adequate capacity exists for unforeseen revenue or expenditure variances. Districts with significant differences between percentages for this measure and those for the same measure applied to the general fund only should investigate the causes and consider policy, procedure and/or management changes to strengthen capacity to meet unforeseen expenditure or revenue variances.

Factors that influence this measure

- 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

Analysis of data

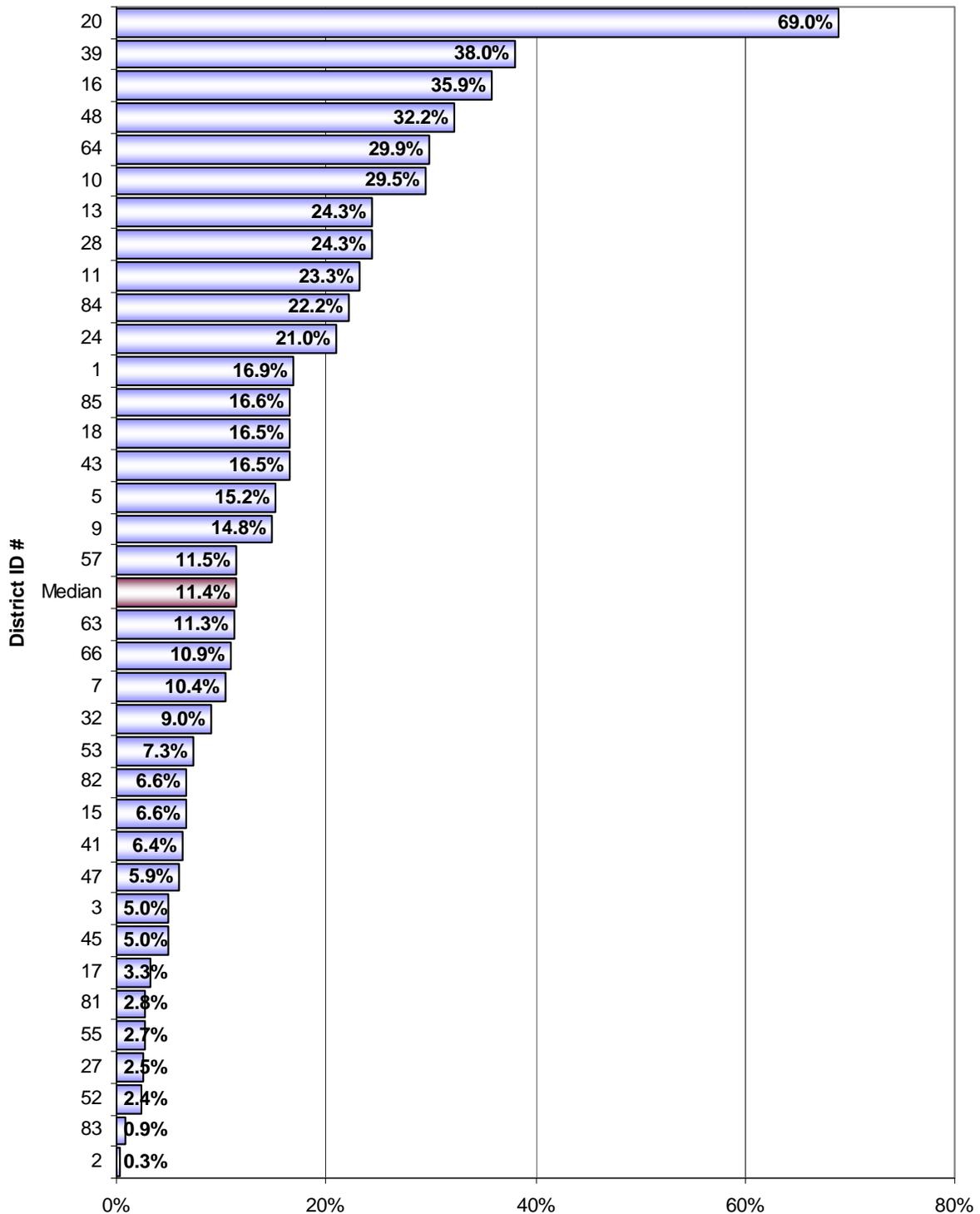
- 36 districts provided reasonable responses to these data points
- FY 06: High = 69.0%; Low=0.3%; Median = 11.4%
- 14 districts were between 5% and 15% (rounded), 9 districts were below (with two reporting no measurable fund balance), and 15 districts reported percentages greater than 15%.

Comment

The higher percentages generally shown for this measure when compared with the same measure applied to the general fund suggests that districts are better prepared for financial uncertainties when all fund sources are considered. However, regulatory, policy and/or procedural provisions may exist that limit a district's ability to apply sources across funds.

Performance Measurement & Benchmarking for K12 Operations

Fiscal Health & Contingency Capacity - All Funds



Financial Management - Restricted Grant Funds Expenditure Efficiency – Final Budget

Total actual restricted general fund expenditures and encumbrances, before over/under liquidation of prior year encumbrances, reported in the Budgetary Comparison Schedule shown in the Required Supplementary Information section of the annual CAFR *divided by* Total Final Approved Budget appropriated for restricted general fund expenditures and encumbrances, before over/under liquidation of prior year encumbrances, reported in the Budgetary Comparison Schedule shown in the Required Supplementary Information section of the annual CAFR.

Why this measure is important

This measure assesses efficiency in spending appropriated restricted grant funds. These are grants or donations that are provided by Federal, state, local, and other sources that may only be used for programs and services specifically designated by the grantor/donor. A high percentage indicates efficient utilization of appropriated restricted grant funds. A low percentage indicates ineffective and inefficient use of supplemental resources that could, if sustained over time, limit the district's ability to obtain supplemental revenues.

Districts experiencing a low percentage or a percentage exceeding 100% should thoroughly investigate the causes for the variances and reevaluate their grant development and management processes. Factors that could influence this measure include grantor carryover allowances and related district policies/procedures. For example, Federal Title I grant provisions allow up to 15% of the grant to be carried over from one grant year to the next. Districts that encourage such carryover would be efficient if the percentage expended on the Title I grant was near 85%. Districts should reevaluate their policies and procedures to determine whether the practice of under-utilizing grant funds in a single fiscal year best meets the need of the district.

Factors that influence this measure

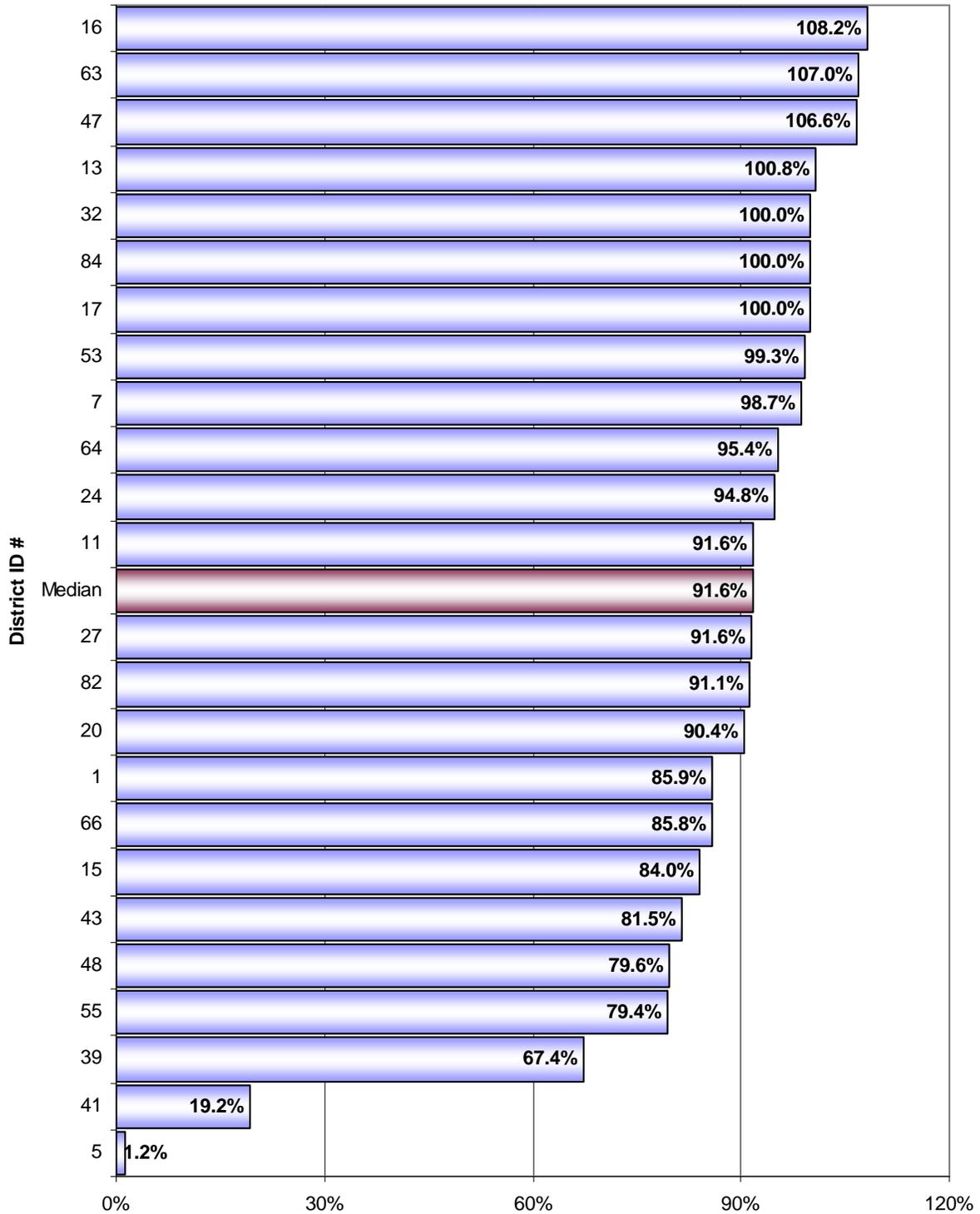
- School board and administrative policies and procedures
- Budget development and management processes
- Restricted grant carryover allowances
- Administrative organizational structure
- Administrative leadership style, decision-making process and distribution of organizational authority
- Departmental and individual employee responsibilities and competencies
- Performance management systems
- Monitoring and reporting systems

Analysis of data

- 24 districts provided reasonable responses to these data points.
- FY 06: High = 108.2%; Low = 1.2%; Median = 91.6%
- 7 districts reported percentages between 95% (rounded) and 100%.; 4 other districts reported percentages between 90% and 94% (rounded).
- 4 districts exceeded 100%, i.e., overspent restricted program appropriations.
- 10 districts spent less than 90% of final restricted appropriations.

Performance Measurement & Benchmarking for K12 Operations

Restricted Grant Funds Expenditure Efficiency - Final Budget



Financial Management - General Fund Revenues Efficiency – Original Budget

Total actual general fund revenues, before over/under liquidation of prior year encumbrances, reported in the Budgetary Comparison Schedule shown in the Required Supplementary Information section of the annual CAFR *divided by* Total Original Approved Budget appropriated for general fund revenues, before over/under liquidation of prior year encumbrances, reported in the Budgetary Comparison Schedule shown in the Required Supplementary Information section of the annual CAFR.

Why this measure is important

This measure assesses efficiency in creating the original approved general fund revenue budget. A high percentage nearing 100% indicates accuracy and alignment of the original budget with actual receipts. A low percentage, or a percentage significantly exceeding 100%, indicates major variances from the original approved budget and signifies that the original budget was inaccurate, misaligned with the actual expectations of the district, 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.

Factors that influence this measure

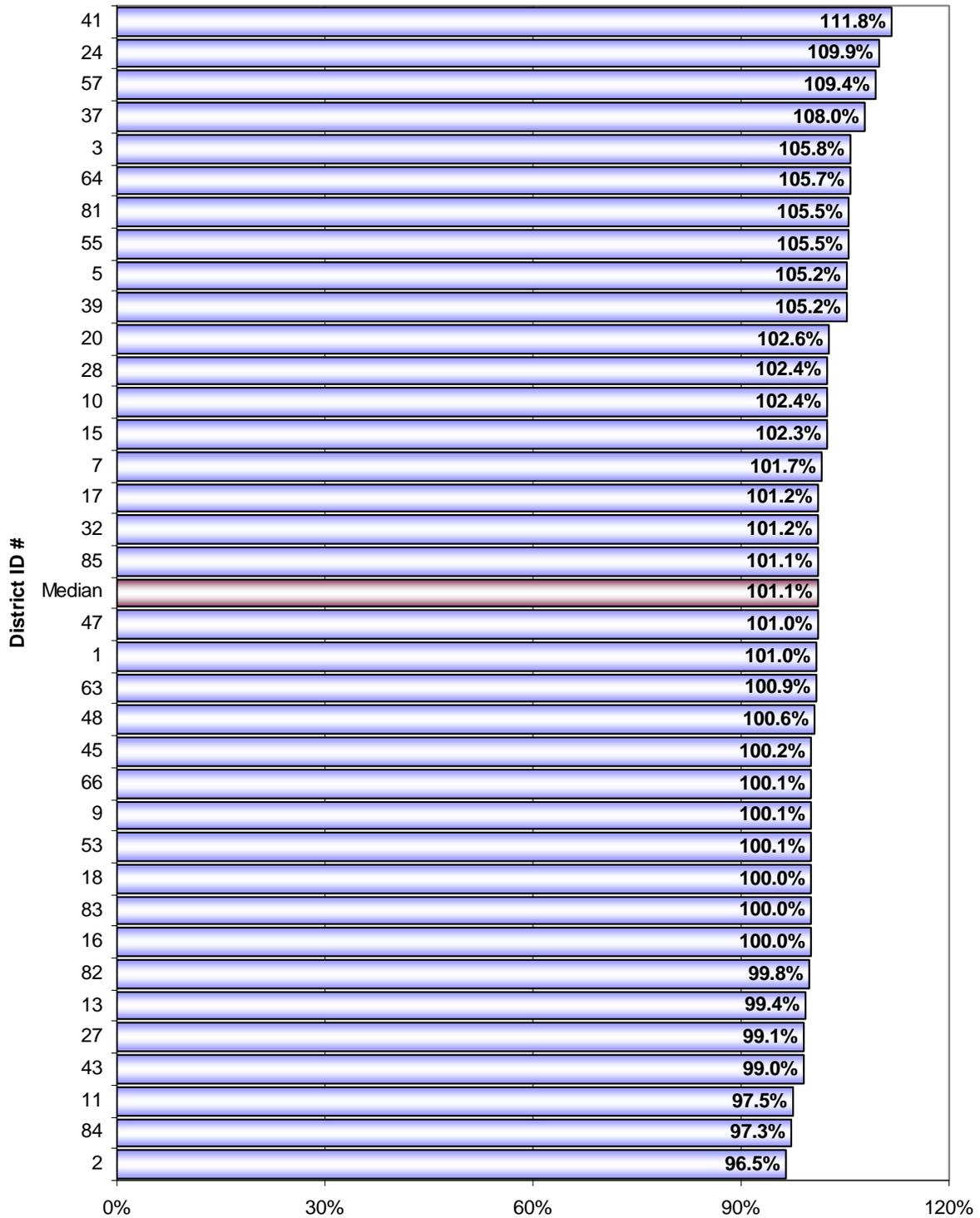
- School board and administrative policies and procedures
- Budget development and management processes
- Departmental and individual employee responsibilities and competencies
- Performance management systems
- Monitoring and reporting systems
- Local economic conditions
- Local fiscal authority policies and procedures

Analysis of data

- 36 districts provided reasonable responses to these data points.
- FY 06: High = 111.8%; Low = 96.5%; Median = 101.1%
- 7 districts reported percentages less than 100%; 26 districts exceeded 100%; and 3 districts reported 100%.
- 19 districts were within 1% (rounded) variance of 100%; 12 districts were above; 4 districts were below; 3 districts reported 100%; and 17 districts had variances exceeding 1% (rounded).
- 28 districts fell within a range of 5% (rounded) above and below 100%, and 8 districts reported variances exceeding 5%.

Performance Measurement & Benchmarking for K12 Operations

General Fund Revenues Efficiency - Original Budget



Financial Management - General Fund Revenues Efficiency – Final Budget

Total actual general fund revenues, before over/under liquidation of prior year encumbrances, reported in the Budgetary Comparison Schedule shown in the Required Supplementary Information section of the annual CAFR *divided by* Total Final Approved Budget appropriated for general fund revenues, before over/under liquidation of prior year encumbrances, reported in the Budgetary Comparison Schedule shown in the Required Supplementary Information section of the annual CAFR.

Why this measure is important

This measure assesses efficiency in obtaining revenues supporting the final approved general fund budget. A percentage nearing 100% or above indicates efficiency in obtaining revenues to support final approved receipts. A low percentage, or a percentage significantly exceeding 100%, indicates major variances from the final approved budget and signifies that the budget was inaccurate, misaligned with the actual expectations for the school system, and/or 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. Districts having significant variances in expenditures to budget when measured against the original budget, but near 100% when measured against the final 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 this measure

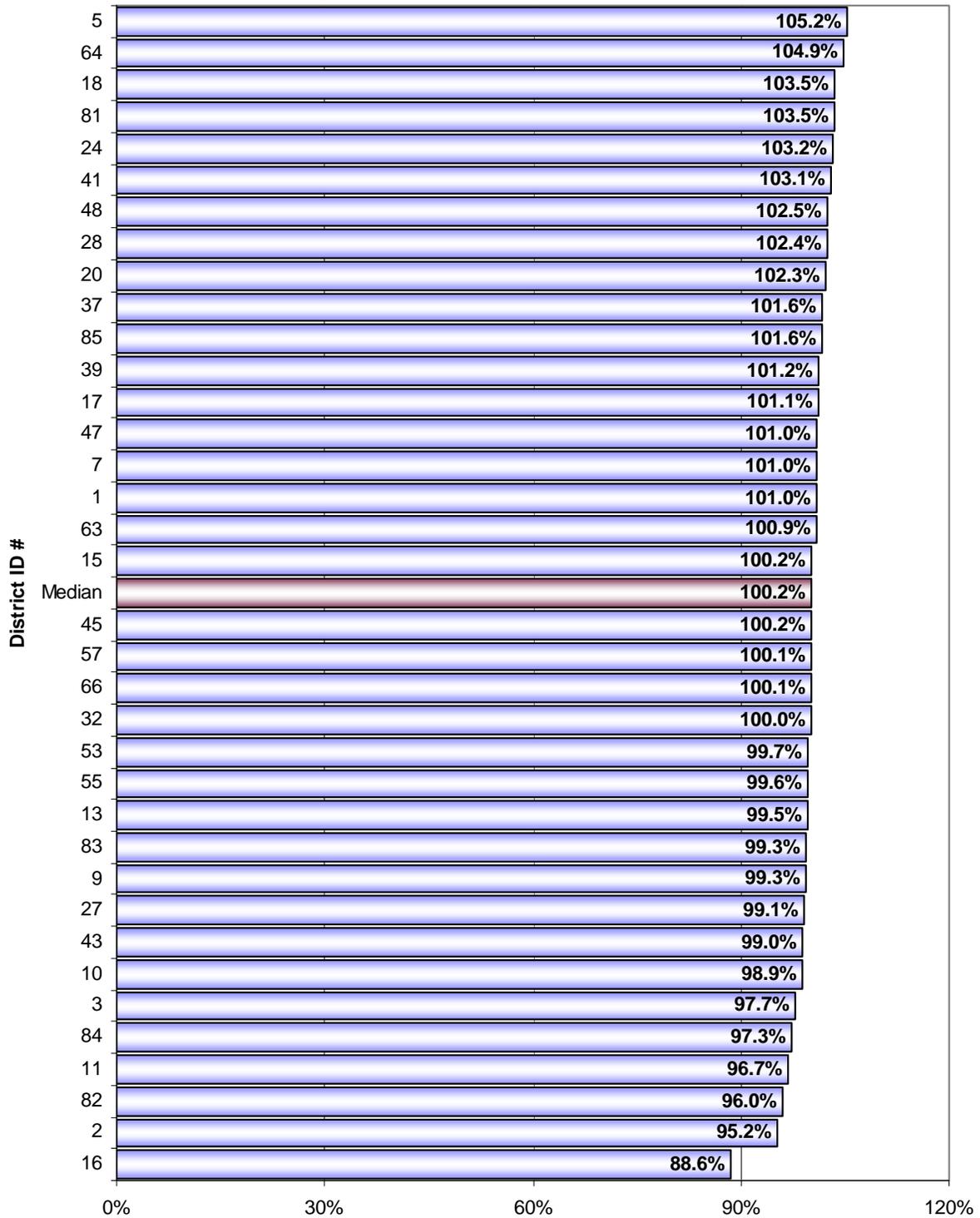
- School board and administrative policies and procedures
- Budget development and management processes
- Departmental and individual employee responsibilities and competencies
- Performance management systems
- Monitoring and reporting systems
- Local economic conditions
- Local fiscal authority policies and procedures

Analysis of data

- 36 districts provided reasonable responses to these data points
- FY 06: High = 105.2%; Low = 88.6%; Median = 100.2%
- 14 districts reported percentages less than 100%; 20 districts exceeded 100%; and 1 district reported 100%.
- 20 districts were within 1% (rounded) variance of 100%; 10 districts were above; 9 districts were below; 1 district reported 100%; and 17 districts had variances exceeding 1% (rounded).
- 34 districts fell within a range of 5% (rounded) above and below 100%, and 1 district reported a variance exceeding 5%.

Performance Measurement & Benchmarking for K12 Operations

General Fund Revenue Efficiency - Final Budget



Financial Management - Prior Year Audit Findings Resolved

Total material weaknesses and reportable-condition findings identified in a prior year audit that are resolved by auditors in a subsequent year's audit report on internal controls *divided by* total material weaknesses and reportable-condition findings identified in or remaining open from a prior year audit and reported in the Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters or Management Letter as applicable.

Why this measure is important

This measure assesses efficiency and effectiveness in implementing management's responses to prior year material weakness or reportable-condition audit findings. Effective internal financial controls make up the heart of accountability for a district's finances. These controls constitute the mechanisms that: (1) protect resources against waste, fraud, or mismanagement; (2) prevent errors from entering business processes; (3) detect errors once they are inside business processes; (4) ensure accuracy and reliability of financial accounting information; (5) assist with ensuring compliance with laws, regulations, or district policies; and (6) assist in the evaluation of the district's financial performance. A percentage approaching 100% indicates efficiency and effectiveness in resolving previously identified internal control weaknesses. A low percentage indicates potentially significant deficiencies in internal controls.

Factors that influence this measure

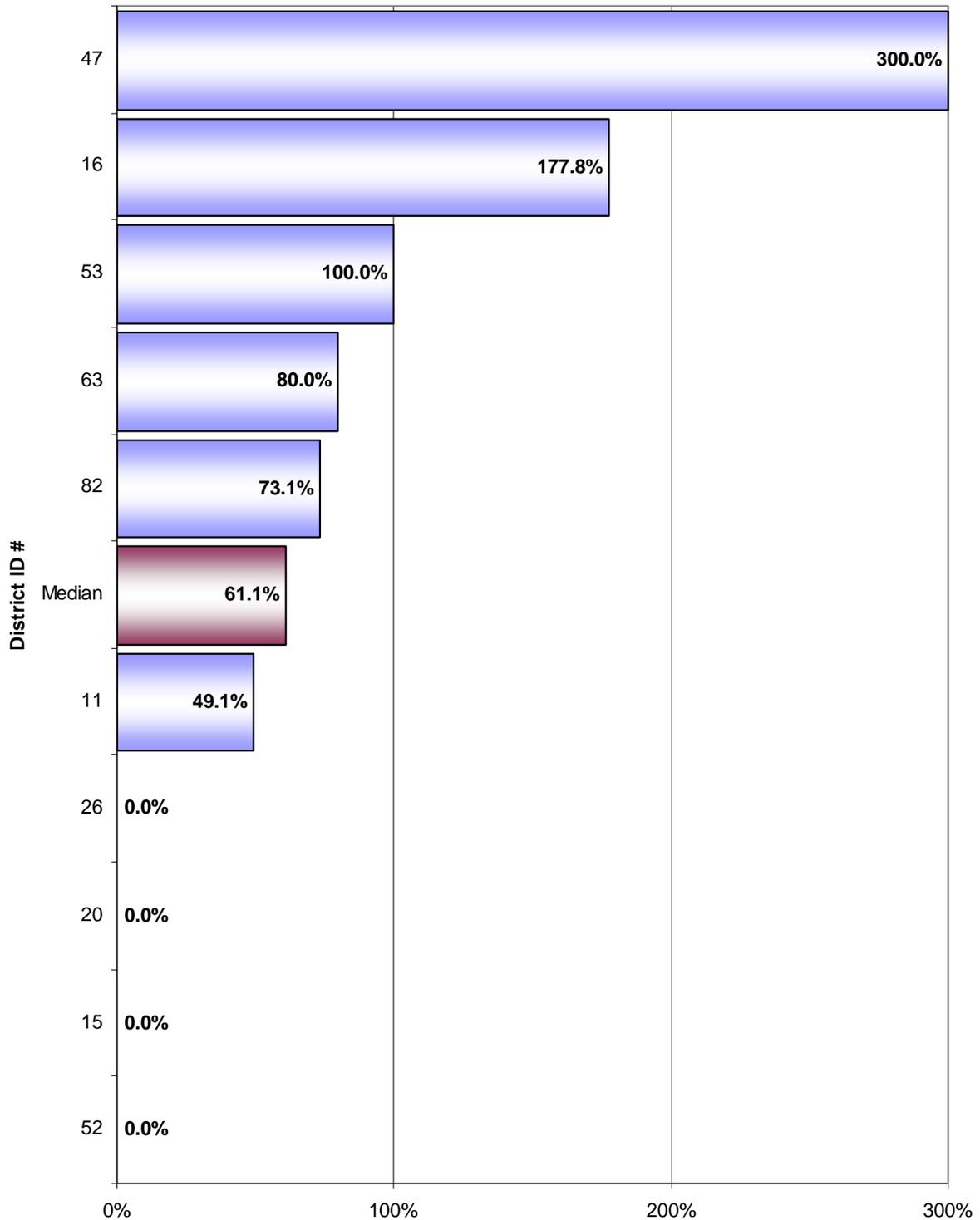
- School board and administrative policies and procedures
- Administrative organizational structure
- Administrative leadership behavior, decision making process and distribution of organizational authority
- Departmental and individual employee responsibilities and competencies
- Segregation of duties and physical restrictions
- Accounting systems and procedures
- Budget management processes and systems
- Performance management systems
- Monitoring and reporting systems

Analysis of data

- 10 districts provided reasonable responses to these data points
- FY 06: High = 300.0%; Low = 0.0%; Median = 61.1%
- 1 district reported 100%, i.e., all prior audit findings were eliminated (the target).
- 3 districts reported percentages ranging from 49.1% to 80% indicating that progress was made in eliminating/addressing prior audit findings.
- 4 districts reported 0% indicating that no progress was made in eliminating prior year audit findings.
- 2 districts reported percentages exceeding 100%, indicating a need for clarification of the data requested, since the measurement should not result in a percentage greater than 100%.

Performance Measurement & Benchmarking for K12 Operations

Prior Year Audit Findings Resolved



Financial Management - Prior Year A-133 Audit Findings Resolved

Total material weaknesses and reportable-condition findings identified in a prior year A-133 audit that are reported as resolved by auditors in a subsequent year's audit report on internal controls *divided by* total material weaknesses and reportable-condition findings identified in or remaining open from a prior year A-133 audit and reported in the Auditors' Report on Schedule of Expenditures of Federal Awards and Reports.

Why this measure is important

This measure assesses the efficiency and effectiveness in implementing management's responses to prior year audit findings reported in the A-133 Audit.¹ Effective internal financial controls make up the heart of accountability for a district's finances. A percentage approaching 100% indicates efficiency and effectiveness in resolving previously identified weaknesses. A low percentage indicates potentially significant deficiencies in internal controls. Districts experiencing a low percentage should thoroughly investigate the causes.

Factors that influence this measure

- School board and administrative policies and procedures
- Administrative organizational structure
- Administrative leadership behavior, decision making process and distribution of organizational authority
- Departmental and individual employee responsibilities and competencies
- Segregation of duties and physical restrictions
- Grant accounting systems and procedures
- Grant management processes and systems
- Performance management systems
- Monitoring and reporting systems

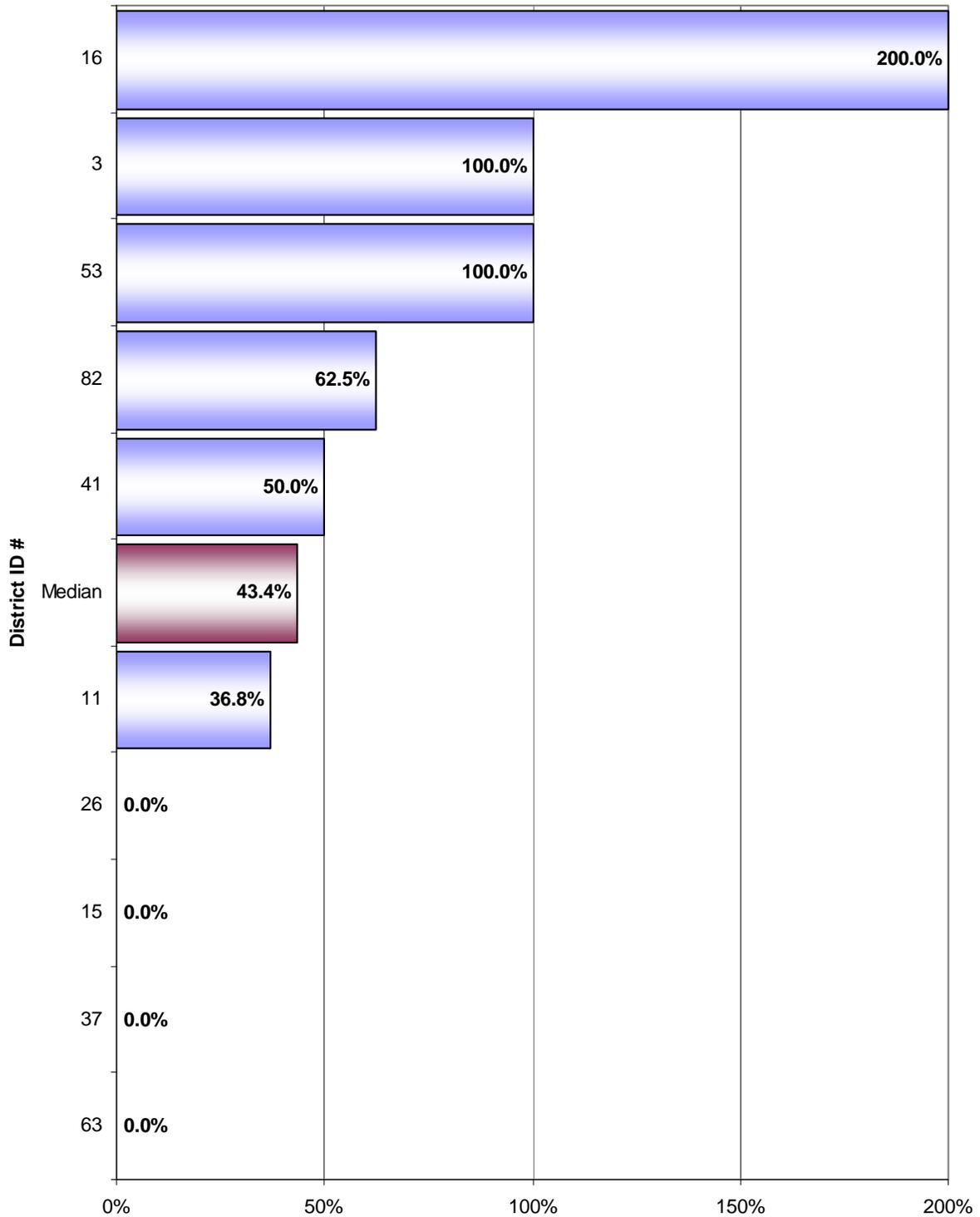
Analysis of data

- 10 districts provided reasonable responses to these data points
- FY 06: High = 200.0%; Low = 0.0%; Median = 43.4%
- 2 districts reported 100%, i.e., all prior audit findings were eliminated (the target).
- 3 districts reported percentages ranging from 36.8% to 62.5%, indicating that progress was made in eliminating/addressing prior audit findings.
- 4 districts reported 0%, indicating that no progress was made in eliminating prior year audit findings.
- 1 district reported percentages exceeding 100%, indicating a need for clarification of the data requested since the metric should not result in a percentage greater than 100%.
- The data reported for this metric is questionable given the limited number of responses and the reported outlier.

¹ Office of Management and Budget (OMB) Circular A-133 establishes the standards to obtain consistency and uniformity among federal agencies for the audit of states, local governments, and not-for-profit organizations expending federal awards.

Performance Measurement & Benchmarking for K12 Operations

Prior Year A-133 Audit Findings Resolved



Financial Management - Budget Development Accuracy – General Fund

Cumulative total appropriations transferred from one major category to another in the general fund *divided by* total expenditure appropriations approved in the original budget for the general fund.

Why this measure is important

This measure assesses the accuracy of the general fund annual operating budget. A low percentage of transfers between major expenditure categories indicates greater accuracy in developing the budget appropriations. A high percentage indicates a greater need for appropriation adjustments after the budget was adopted, indicating reduced accuracy in the developing and adopting the operating budget to meet the district's expenditure needs.

Districts experiencing a high percentage should thoroughly investigate the causes of the variances and reevaluate their budget development and management processes to improve accuracy and alignment.

Factors that influence this measure

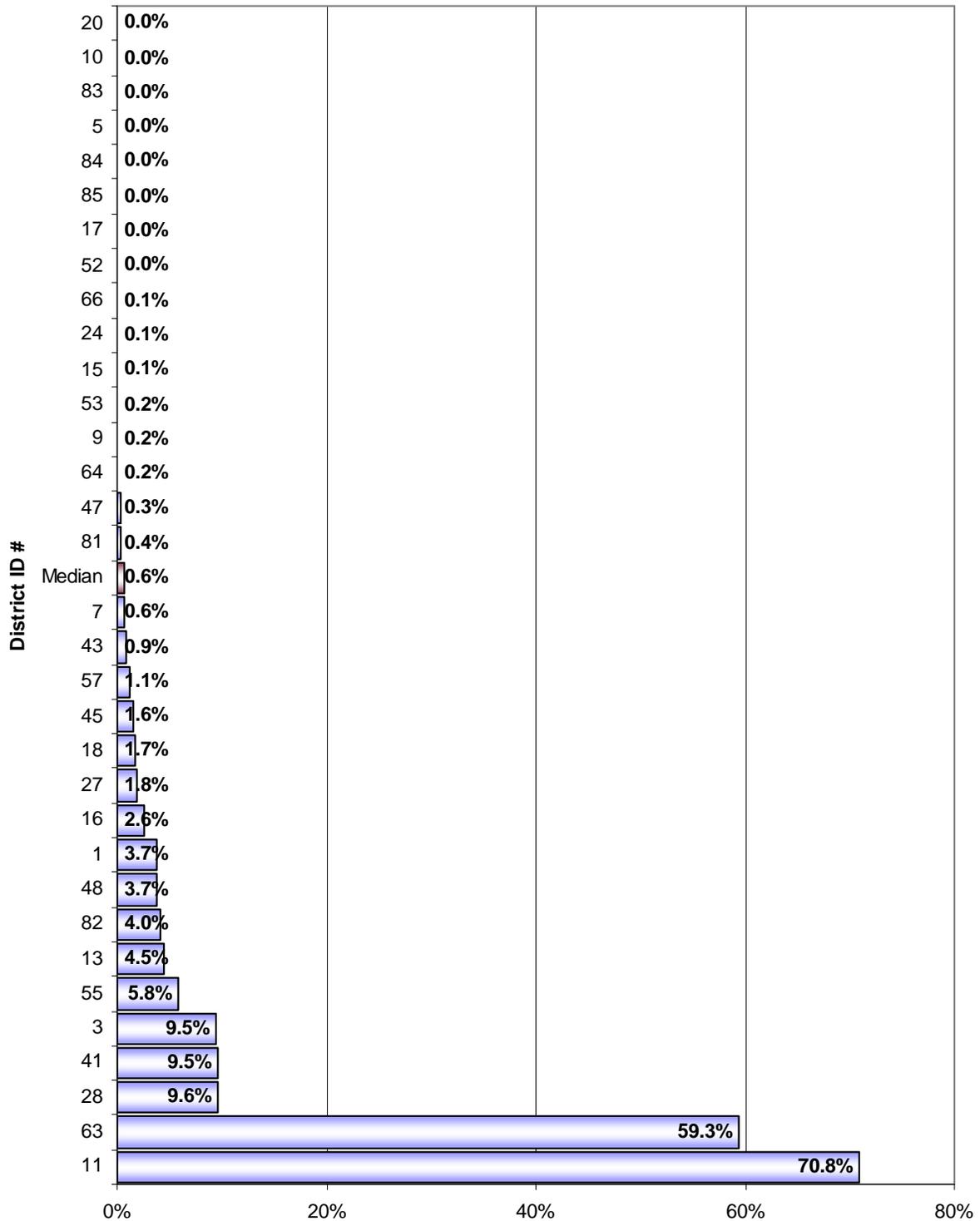
- School board and administrative policies and procedures
- Budget development and management processes
- Administrative organizational structure
- Administrative leadership style, decision making process and distribution of organizational authority
- Departmental and individual employee responsibilities and competencies
- Performance management systems
- Monitoring and reporting systems
- Local economic conditions
- Local fiscal authority policies and procedures

Analysis of Data

- 33 districts provided reasonable responses to these data points.
- FY 06: Low = 0.0%; High = 70.8%; Median = 0.6%
- 11 districts reported percentages greater than 0% but within 1% (rounded).
- 8 districts were within 5% (rounded) variance.
- 4 districts were between 6% (rounded) and 10% of the original budget.
- 2 districts reported adjustments exceeding 50% of the original budget.
- 8 districts reported 0%, indicating no need for adjustments to the original budget.

Performance Measurement & Benchmarking for K12 Operations

Budget Development Accuracy - General Fund



Financial Management - Debt Principal Capacity – General Fund

Total actual principal debt outstanding and obligated to be repaid by the school system as of the end of the fiscal year reported for all funds in the Balance Sheet – Governmental Funds statement of the annual CAFR *divided by* total unrestricted general fund revenues (GAAP based) reported for the General Fund in the Statement of Revenues, Expenditures and Changes in Fund Balances – Governmental Funds of the annual CAFR.²

Why this measure is important

This measure assesses a school district's ability to meet its long term debt obligations. If a district reaches the point where it is unable to meet its long term debt obligations, the administration and the school board needs to take immediate steps to implement corrective financial management policies. These actions should ensure that the relationship between the budget plan, property tax base value, and the income of residents is in line with the district's plans for incurring any additional debt.

Factors that influence this measure

- School board and administrative policies
- Trend of population growth or decline
- 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 trend
- Age of district infrastructure
- Revenue growth and expenditure trends

Analysis of data

- 36 districts provided reasonable responses to these data points
- FY 06: Low = 0.0%; High = 1,574.7%; Median = 80.7%
- The median response was \$390 million in outstanding debt principal.

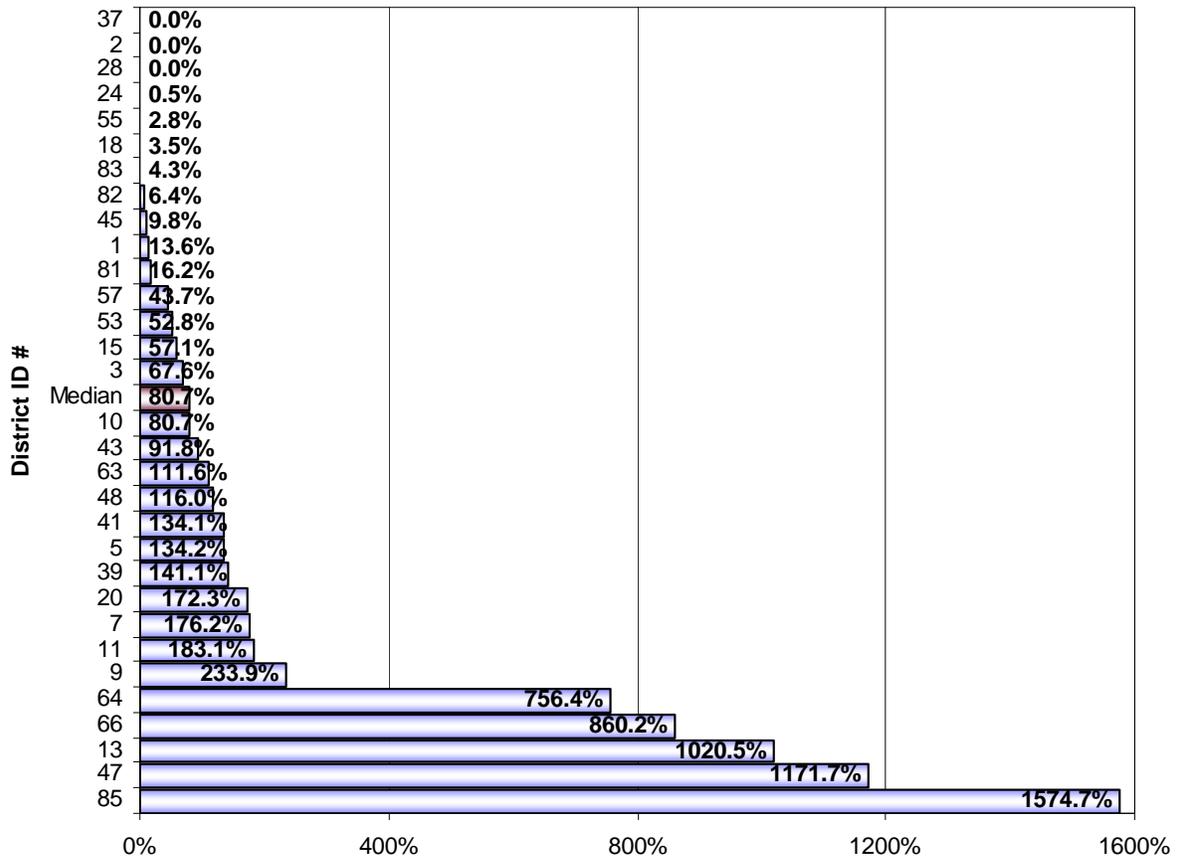
Comments

The calculation method employed to determine the strength of a district's debt principal capacity created wild variations when applied against the survey responses, ranging from four tenths of 1% to over 1,500%, with the lower the percentage outcome the better. A review of responses also confirms that a sizable number of districts did not respond with the appropriate information as listed in their CAFR documents. This may be a function of misunderstanding what information was being sought *via* the survey instrument. This measure should be re-evaluated because of the wide variations and the number of districts that did not respond so that more accurate and informative analysis can be made on this important measure.

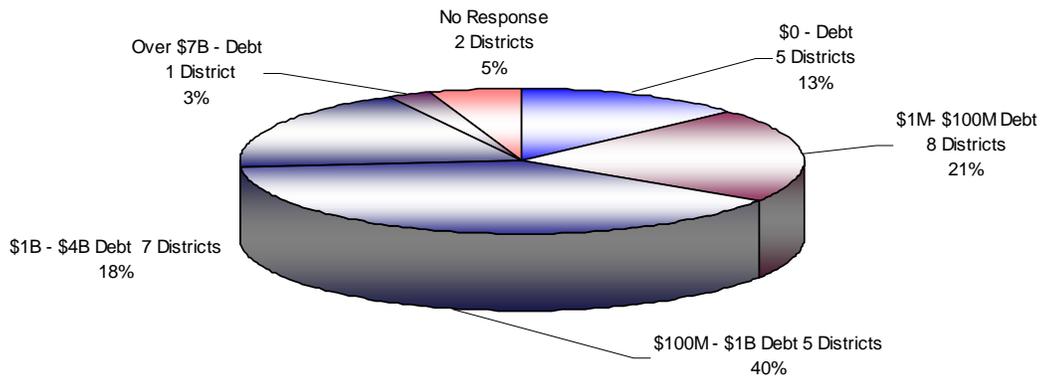
² Both a bar chart and a simpler pie chart are attached due to the nature of the data submitted.

Performance Measurement & Benchmarking for K12 Operations

Debt Principal Capacity - General Fund



Debt Principal Capacity - General Fund



Financial Management - Debt Service Capacity – General Fund

Total actual annual debt service payments required to repay long-term debt obligations of the school system *divided by* total unrestricted general fund revenues (GAAP based) reported for the General Fund in the Statement of Revenues, Expenditures and Changes in Fund Balances – Governmental Funds of the annual CAFR.³

Why this measure is important

This measure assesses a school district's ability to meet its annual long-term debt service requirements. If a district reaches the point where it is unable to meet its long term debt obligations, the administration and the school board needs to take immediate steps to implement corrective financial management policies. These will ensure that the relationship between the budget plan, property tax base value, and the income of residents is in line with the district's plans for incurring any additional debt.

Factors that influence this measure

- School board and administrative policies
- Trend of population growth or decline
- 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
- Age of district infrastructure
- Revenue growth and expenditure trends

Analysis of Data

- 32 districts provided responses to these data points -- 22% or 7 of 32 survey respondents provided information that was not useable, skewing the analysis.
- FY 06: Low = 0.0%; High = 164.1%; Median = 7.6%
- The median response concerning annual debt service obligations equaled \$31.1m.

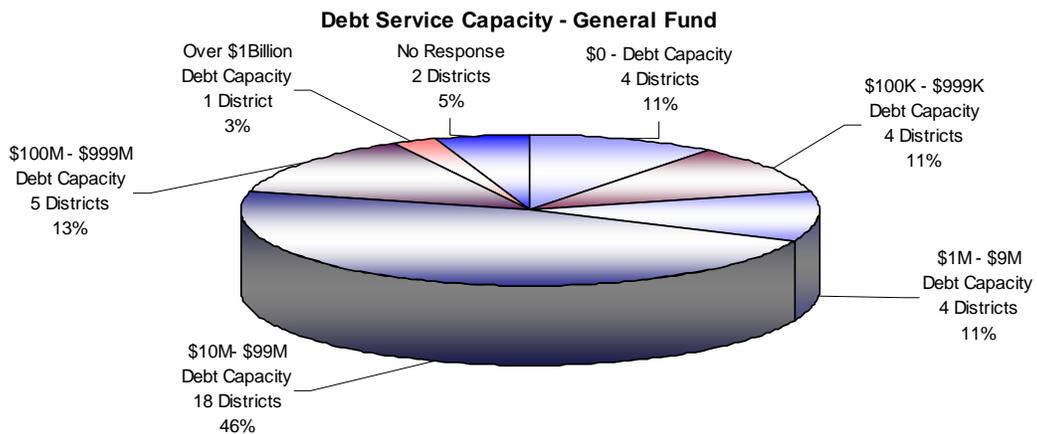
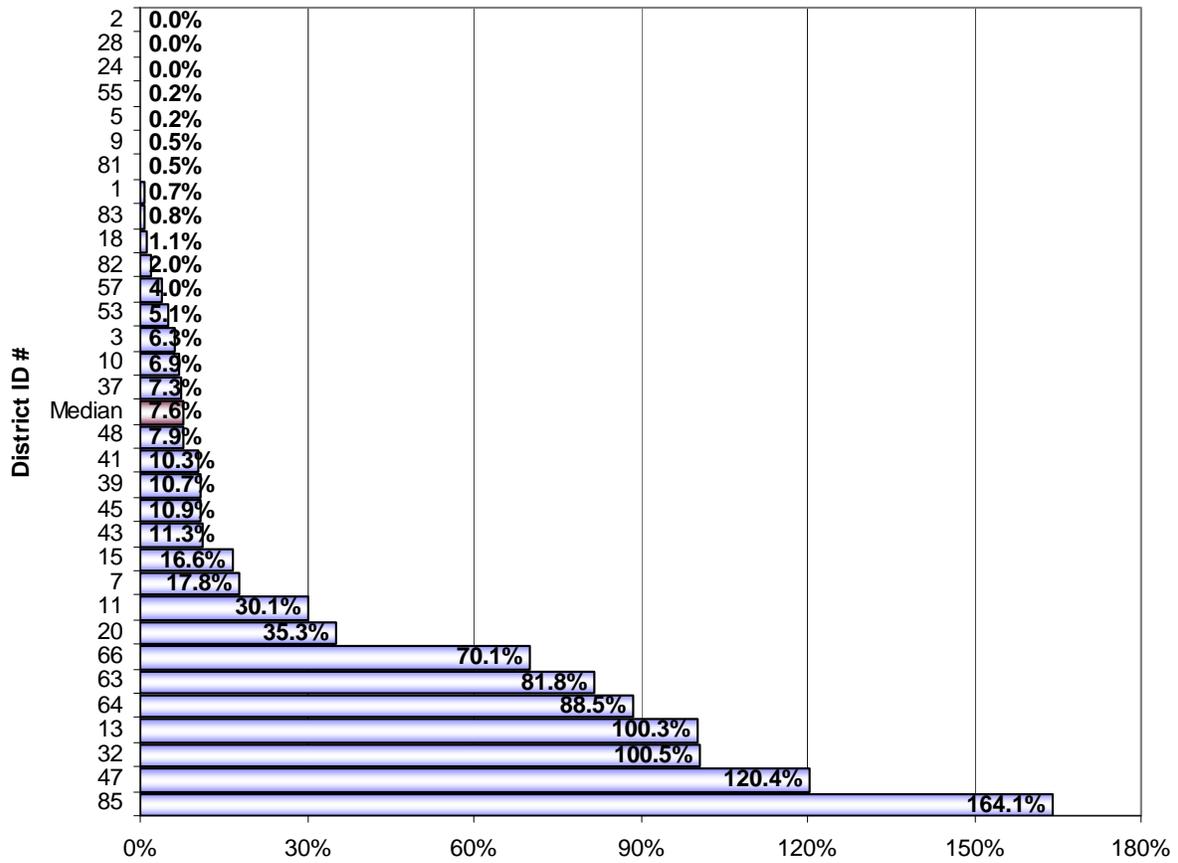
Comments

The calculation method employed to determine the strength of a district's debt principal capacity created wild variations, ranging from four hundredths of 1% to over 164%, with the lower the percentage outcome the better. A review of the responses also confirms that a sizable number of districts did not respond with the appropriate information as listed in their CAFR documents. This may be a function of misunderstanding what information was being sought *via* the survey instrument. This measure should be re-evaluated because of the wide variations and the number of districts that did not respond so that more accurate and informative analysis can be made on this important measure.

³ Both a bar chart and a simpler pie chart are attached due to the nature of the data submitted.

Performance Measurement & Benchmarking for K12 Operations

Debt Service Capacity - General Fund



Financial Management - Internal Control Effectiveness

Total new material weaknesses and reportable-condition findings identified and reported by auditors in the current fiscal year's Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters or Management Letter as applicable *divided by* total new material weaknesses and reportable-condition findings identified and reported by auditors in the prior fiscal year's Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters or Management Letter as applicable.⁴

Why this measure is important

This measure assesses financial performance and the capacity to control financial reporting. Effective internal financial controls make up the heart of accountability for a district's finances. These controls constitute the mechanisms that: (1) protect resources against waste, fraud, or mismanagement; (2) prevent errors from entering business processes; (3) detect errors once they are inside business processes; (4) ensure accuracy and reliability of financial accounting information; (5) assist with ensuring compliance with laws, regulations, or district policies; and (6) assist in the evaluation of the district's financial performance.

Factors That Influence This Measure

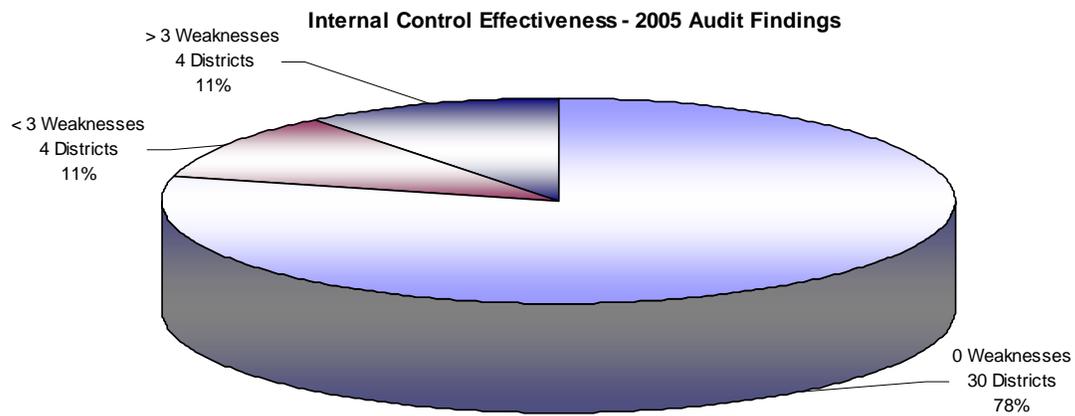
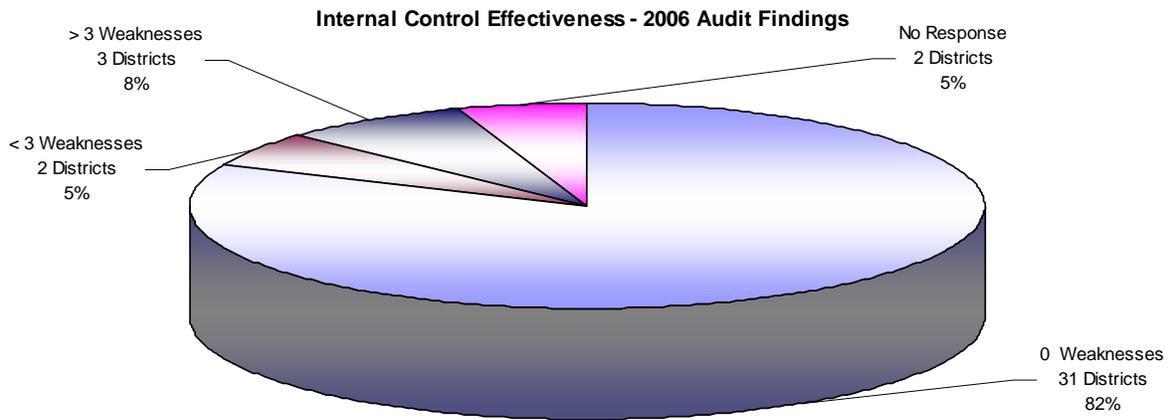
- School board and administrative policies and procedures
- Administrative organizational structure
- Administrative leadership style and distribution of organizational authority
- Departmental and individual employee responsibilities and competencies
- Segregation of duties and physical restrictions
- Existence of monitoring systems

Analysis of Data

- The majority (82%) of respondents indicated that their district had zero new material weaknesses for the 2006 audit, 2 districts (5%) reported less than 3 new material weaknesses and reportable condition findings and another 3 districts (8%) reported more than 3 new material weaknesses and reportable-condition findings.
- For the 2005 fiscal year audit results, the majority (79%) of respondents indicated their district had zero new material weaknesses and reportable-condition findings; 4 districts (10.5%) reported less than 3 new material weaknesses and reportable-condition findings and another 4 districts (10.5%) reported more than 3 new material weaknesses and reportable-condition findings.
- There does not seem to be any correlation between the size of a district and evidence of internal control problems. The fact that so few districts reported any internal control audit findings speaks positively to the state of public financial management in the respondent districts.

⁴The simpler pie charts are attached due to the nature of the data submitted.

Performance Measurement & Benchmarking for K12 Operations



Financial Management - Internal Control Effectiveness – Federal Grant Awards

Total new A-133 audit findings identified and reported by auditors in the current fiscal year's Auditors' Report on Schedule of Expenditures of Federal Awards and Reports *divided by* Total new A-133 audit findings identified and reported by auditors in the prior fiscal year's Auditors' Report on Schedule of Expenditures of Federal Awards and Reports.⁵

Why this measure is important

This measure assesses financial performance and the capacity to control financial reporting and compliance with other financial matters. Effective internal financial controls make up the heart of accountability for a district's finances. These controls constitute the mechanisms in place to perform several functions, including: (1) protect resources against waste, fraud, or mismanagement; (2) prevent errors from entering business processes; (3) detect errors once they are inside business processes; (4) ensure accuracy and reliability of financial or accounting information; (5) assist with ensuring compliance with laws, regulations, or district policies; and (6) assist in the evaluation of the district's overall financial performance.

Factors that influence this measure

- School board and administrative policies and procedures
- Administrative organizational structure
- Administrative leadership style and distribution of organizational authority
- Departmental and individual employee responsibilities and competencies
- Segregation of duties and physical restrictions
- Existence of monitoring systems

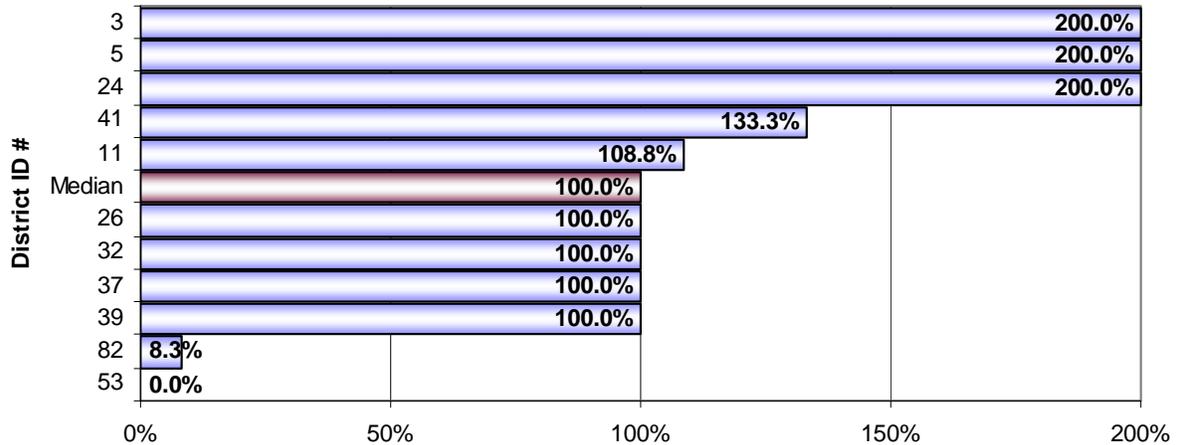
Analysis of Data

- 11 districts provided reasonable responses to these data points.
- FY 06: High = 200.0%; Low = 0.0%; Median = 100.0%
- Half (50%) of survey respondents indicated their district had zero new A-133 audit findings applicable to their district's FY 06 audit.
- For the FY 06 audit, 10 districts (26%) reported less than 3 and another 3 districts (8%) reported more than 3 new A-133 findings. Six other districts noted their information was either unavailable or did not report any data.
- For the FY 05 audit results, more than half (60%) of survey respondents indicated their district had zero new A-133 findings applicable to their district's FY 05 audit.
- Also for the FY 05 audit, 8 districts (21%) reported less than 3 new another 3 districts (8%) reported more than 3 new material weaknesses and reportable condition findings. Four other districts noted their information was either unavailable or they did not report any data.
- Further research is required to clarify why the A-133 audit experience in FY 06 regarding internal controls/compliance testing for the last two years has been problematic for many districts when compared with standard audit testing for internal controls/compliance (82% vs. 50%).

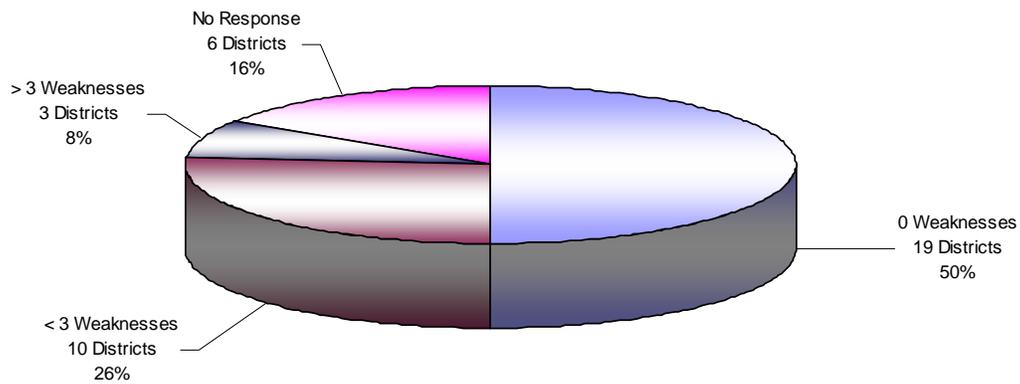
⁵ Both a bar chart and simpler pie charts are attached due to the nature of the data submitted.

Performance Measurement & Benchmarking for K12 Operations

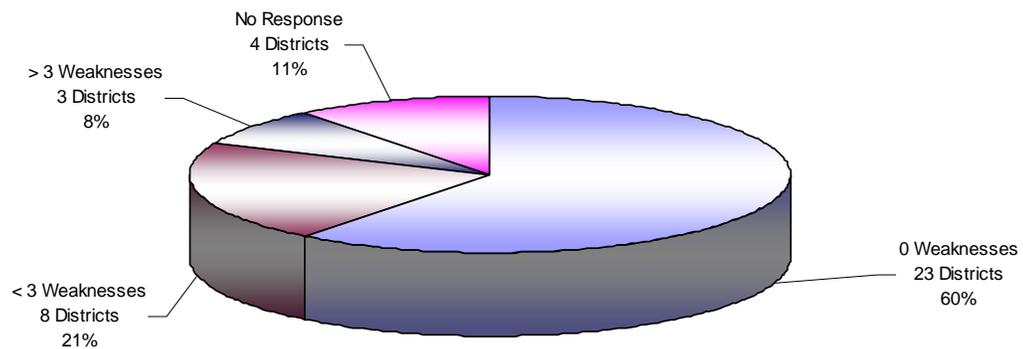
Internal Control Effectiveness - Federal Grant Awards



Internal Control Effectiveness - Federal Grant Awards - 2006 Audit Findings



Internal Control Effectiveness - Federal Grant Awards - 2005 Audit Findings



Financial Management - Unqualified Audit Opinion

The numbers of unqualified audit opinions for audit years 2002, 2003, 2004, 2005 and 2006.

Why this measure is important

This measure is important because a “clean” audit opinion or an unqualified audit opinion means that a district’s financial statements are reliable and present fairly its financial condition and position. Secondly, it is a recognized industry standard or benchmark for users of financial statements to rely upon. Absent this standard, users of a school system’s financial statements have only limited confidence in the documents because an individual has no way to discern whether or not the statements are free from potential material or significant misstatement of the district’s financial condition.

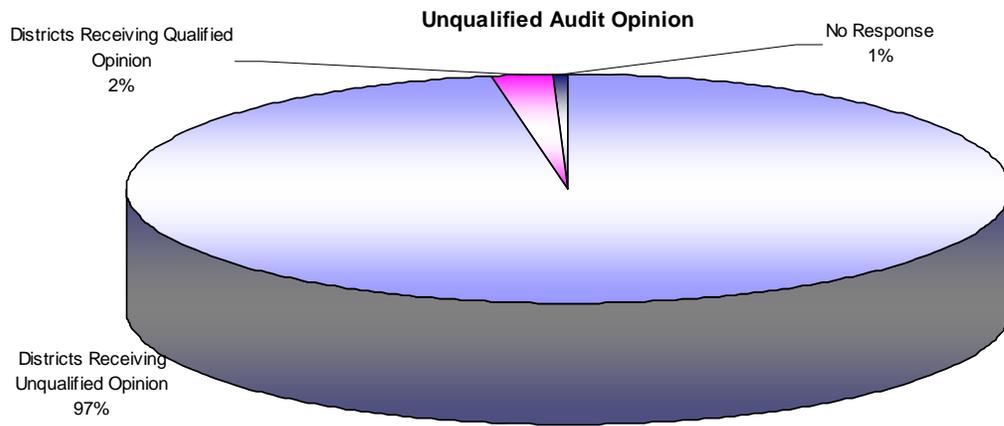
Factors That Influence This Measure

- School board and administrative policies and procedures
- Resource allocations for staff training and development
- Internal staff technical expertise and skills
- Internal staff personal values and character traits
- External auditor competence and knowledge
- External auditor personal values and character traits

Analysis of data

- Districts were asked to indicate if they had received an unqualified audit opinion in fiscal years FY 02 through FY 06.
- The overwhelming majority (5 year combined average of 96.8%) had received unqualified audit opinion over this 5-year period.
- Size of district had no bearing on securing this audit designation over the designated time frame.

Performance Measurement & Benchmarking for K12 Operations



Financial Management - Unqualified Audit Opinion – A-133

The number of unqualified audit opinions for audit years 2002, 2003, 2004, 2005 and 2006.

Why This Measure Is Important

When a “clean audit opinion” or an unqualified audit opinion is issued, it means that a district’s financial statements are reliable and present fairly its financial condition and position. Secondly, it is a recognized industry standard or benchmark for users of financial statements to rely upon. Absent this standard, users of a school system’s financial statements have only limited confidence in the documents, because an individual has no way to discern whether or not the statements are free from potential material or significant misstatement of the district’s financial condition.

In addition, when a district receives substantial federal financial assistance, it becomes necessary for auditors to follow the rules of OMB Circular A-133. In effect, auditors must perform special testing on the internal controls governing compliance for major federal grant awards, as well as opine on the district’s overall compliance with the laws, rules, regulations, and terms of each federal financial grant award.

Factors that influence this measure

- School board and administrative policies and procedures
- Resource allocations for staff training and development
- Internal staff technical expertise and skills
- Internal staff personal values and character traits
- External auditor competence and knowledge
- External auditor personal values and character traits

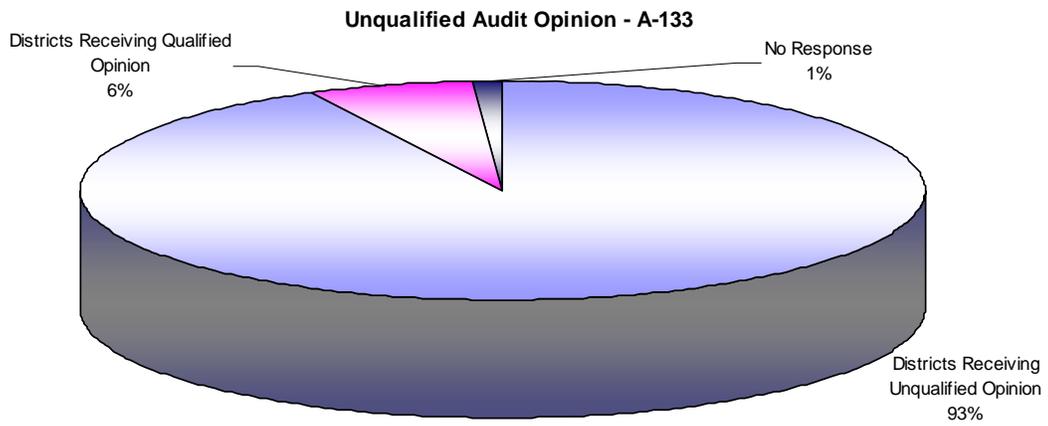
Analysis of data

- Districts were asked to indicate if they had received an unqualified audit opinion in fiscal years FY 02 through FY 06.
- Results of the audits ranged from 87% to 94% of all those districts receiving an unqualified audit opinion concerning their major federal grant awards.

Comment

Given the fact that the percentage of districts receiving an unqualified opinion relative to their accounting for federal grant awards was measurably below the survey results for their financial management of non-federal funds, it may be that this area needs additional training resources dedicated to it in order to improve future results.

Performance Measurement & Benchmarking for K12 Operations



Financial Management - Business Continuity Planning

Why this measure is important

This measure indicates how quickly and effectively a school district can recover and provide basic financial management and facility operating services when faced with emergencies or unforeseen events that threaten disruption of school business services. School districts that do not possess a workable and useful business continuity plan, place their employees, students, families, and community residents at risk and potentially unable to enjoy the benefits of K-12 educational services.

Factors that influence this measure

- Board and administrative policies
- Administrative priorities and goals
- Resources for planning and training
- Environmental risk assessments

Analysis of Data

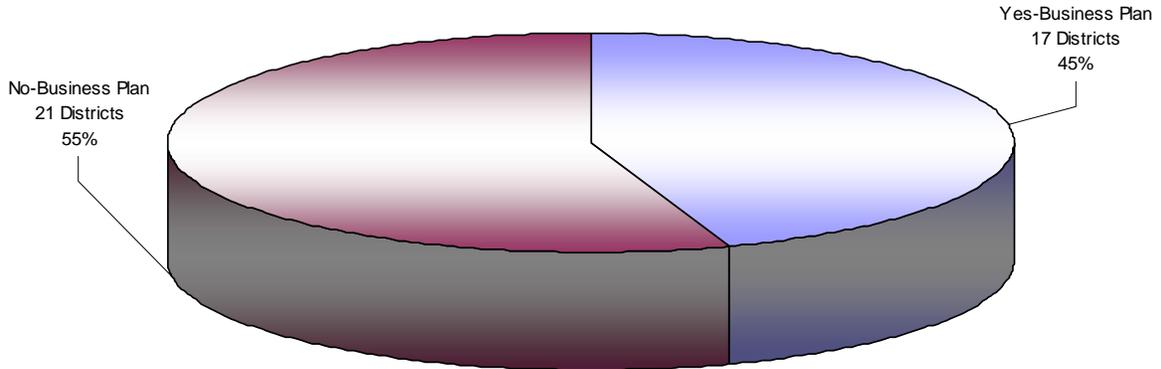
- Districts were asked if they had a business continuity plan, the frequency of testing the plan, and the frequency of updating the plan.
- Over half (55%) of the 38 districts responding to the survey noted they did not possess a business continuity plan.
- Of those districts that possess a business continuity plan, 53% of them responded that district staff tests the plan, ostensibly to see how well it works.
- Ten districts noted that their plan is updated annually, while 3 others update their plans either monthly or every six months. Three districts responded by indicating that the plan is not updated.

Comment

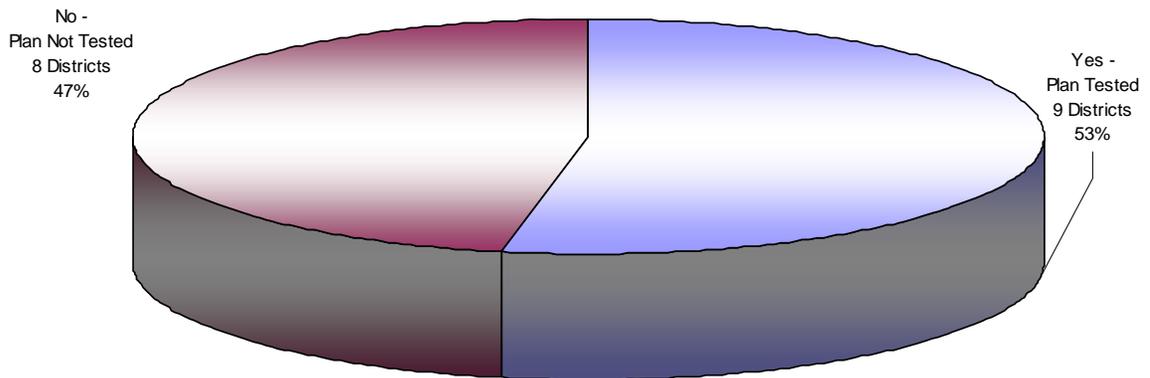
Given the fact that over half of the survey respondents do not possess a business continuity plan, it appears that the need for this type of contingency planning is a low priority. Further analysis is needed to ascertain if those districts that have a business continuity plan are also located in geographical areas that are prone to flooding, earthquakes, hurricanes, and so forth, which would make sense from a management perspective.

Performance Measurement & Benchmarking for K12 Operations

Business Continuity Plan



Business Continuity Plan



Financial Management - Continuing Professional Education

Total number of hours of formal education/training required annually for each business services staff member *divided by* 40 Hours.

Why this measure is important

This measure assesses the district's stance on ensuring that its school business employees remain knowledgeable about changes in the field of public financial management. In many fields, continuing professional education is mandated and crucial for future professional success.

Factors that influence this measure

- School board and administrative policies
- Resource allocation priorities
- Administrative culture and past practice
- Collective bargaining agreement and work rules

Analysis of data

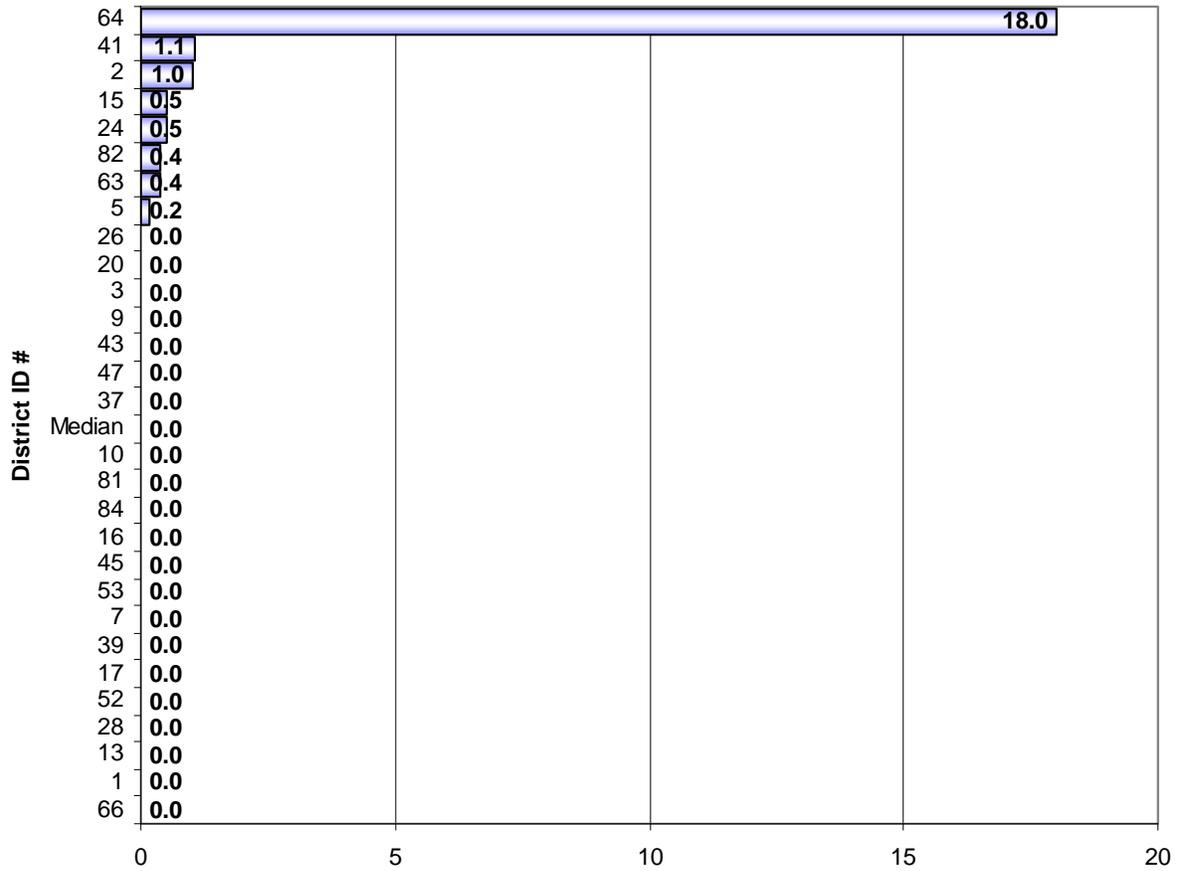
- 29 districts provided reasonable responses to these data points.
- FY 06: High = 18.0; Low = 0.0; Median = 0.0
- The survey research indicated wide variability in the responses.
- 50% of the respondents noted that zero hours of formal training are required in their districts.
- 29% of the respondents indicated a range of formal education is required across those districts, from 6 hours to 42 hours annually.
- The remaining respondents provided data that were either non-quantitative or non-responsive.

Comment

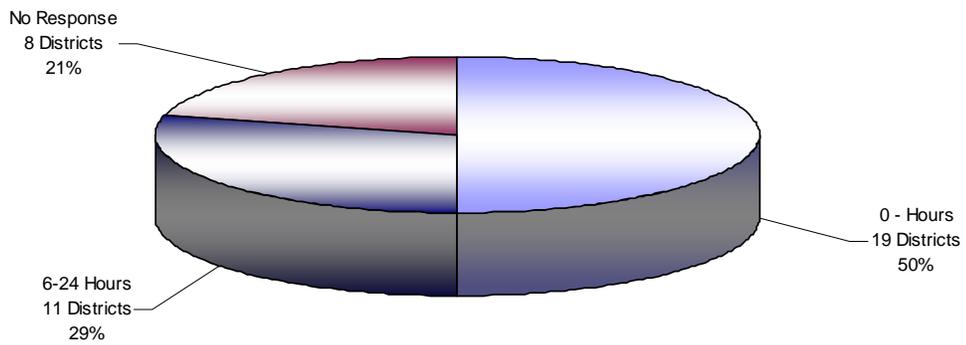
The fact that half of the respondents indicated no required hours for staff development may reflect a district's overall financial health and resource availability. When resource scarcity looms for extended periods of time, non-essential spending is usually reduced, sometimes significantly. Further research is needed to clarify the reasons behind the responses captured in the survey.

Performance Measurement & Benchmarking for K12 Operations

Continuing Professional Education



Continuing Professional Education



Financial Management - Customer Satisfaction

Why this measure is important

This measure is important because, for the last 25+ years, school business leaders have been seeking to provide students, parents, and district stakeholders with better services without increasing taxes to pay for the service level improvements. By measuring customer satisfaction, school business professionals receive crucial feedback about the district's service delivery model, as well as where training resources might need to be examined or redeployed. Further, customer satisfaction surveys provide quantifiable data that school business leaders and department chiefs need to help them make decisions on improving different business processes.

Factors that influence this measure

- School board and administrative policies and priorities
- Technical skill levels of internal staff
- Resources dedicated to research and evaluation
- Administrative commitment to school business process improvement
- Community spirit and stakeholder advocacy levels

Analysis of data

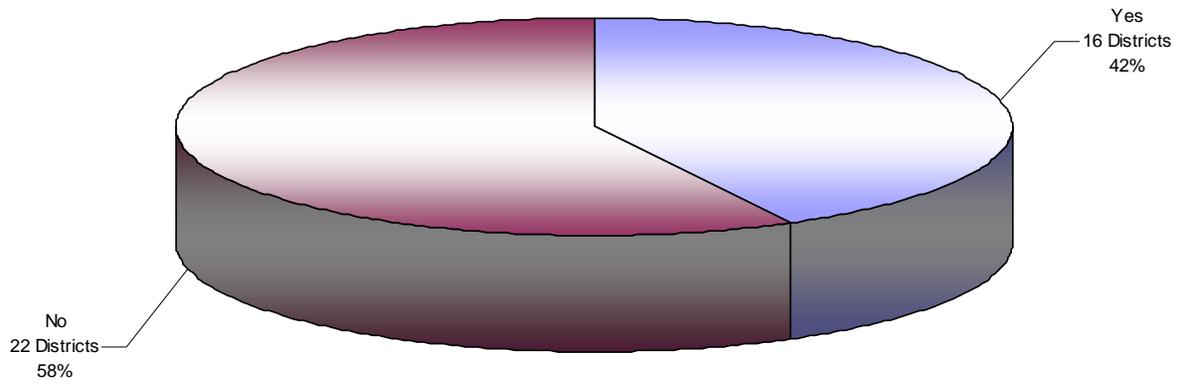
- Districts were asked (1) if they issued a customer service survey; (2) how often was the survey conducted; (3) when was the last time the survey was issued; (4) how many surveys were returned; and (5) total number of responses indicating satisfactory or better ratings of the business service being provided.
- 58% of the districts surveyed do not conduct customer satisfaction surveys, while 42% of the districts surveyed do conduct the survey research.
- Of those districts that do conduct customer satisfaction surveys, the timing of their release was almost always annually (75%).
- Of those districts that do conduct customer satisfaction surveys, the research effort has been conducted by 88% of the responding districts within the last 18 months.
- Of those districts that do conduct customer satisfaction surveys, the return rates varied: 6 districts had return rates between 100% and 55%; 5 districts had return rates between 45% and 10%; and 1 district experienced a return rate of less than 3%.

Comment

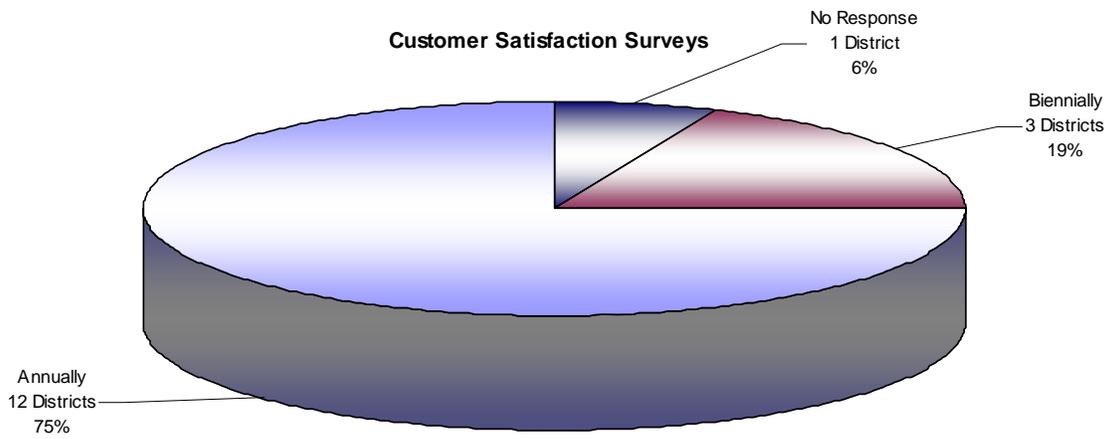
Survey response data relative to the total number of responses indicating satisfactory or better ratings of the business service being provided is quite variable (ranging from 9 to 91,811) and its value is unclear in this analysis. It appears that the more surveys a district conducts, the volume of more satisfactory responses rises in lockstep. Additional analysis is needed to ascertain the meaningfulness of the survey responses to this question.

Performance Measurement & Benchmarking for K12 Operations

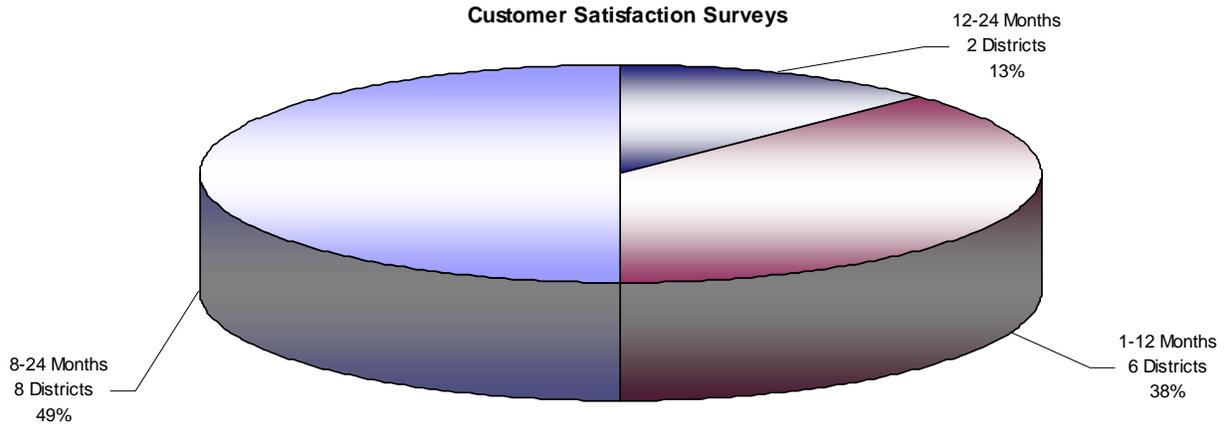
Customer Satisfaction Surveys



Customer Satisfaction Surveys



Customer Satisfaction Surveys





General Accounting (Accounts Payable)

General Accounting - Total Invoices Processed per FTE per Month

Total number of invoices paid annually *divided by* the number of FTEs in the Accounts Payable Department *divided by* 12 months.

Why this measure is important

This measure helps to assess the efficiency of an accounts payable department. According to the Institute of Management, invoices processed per FTE per month is the metric most often used to benchmark operations. The number of invoices processed per FTE per month drives the cost of an accounts payable department. Moving to a high level of automation in this area could significantly boost the number of payments made per month per staff member and improve cost efficiency.

Factors that influence this measure

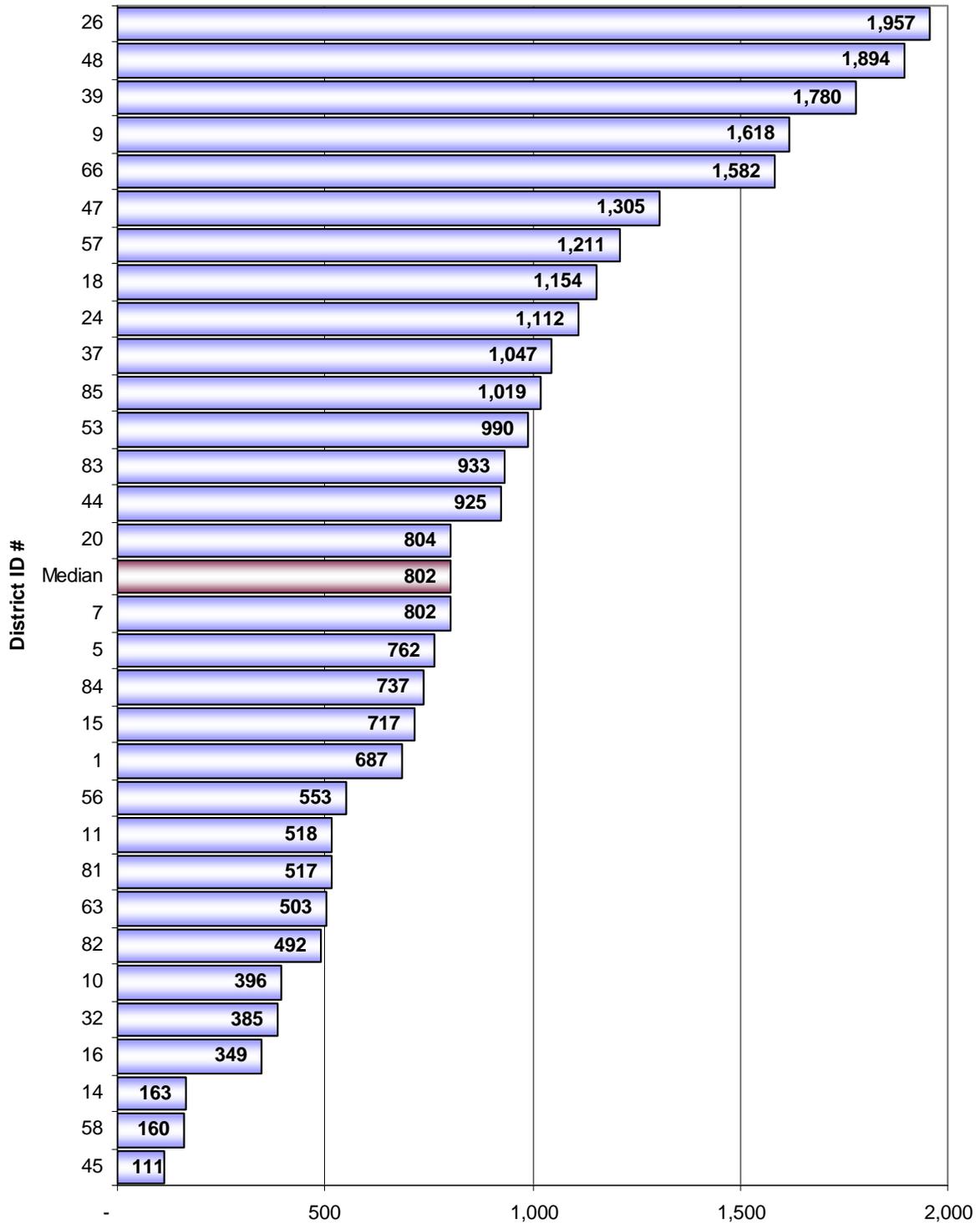
- Administrative policies and procedures
- Administrative organizational structure
- Administrative leadership style, decision making process and distribution of organizational authority
- Departmental and individual employee responsibilities and competencies
- Performance management systems
- Monitoring and reporting systems
- Number of FTE's in the Accounts Payable Department
- The number of the invoices paid annually
- Level of automation
- Type of invoice – whether it has a purchase order (PO) or not, or whether it's an employee expense report, direct payment etc.

Analysis of data

- 32 districts provided reasonable responses.
- FY 06: High = 1,957; Low = 111; Median = 802
- The measurement includes both PO invoice and Non-PO invoice payments made per month.
- This measure enables accounts payable managers to determine if their departments are on the right track. Low productivity could indicate that processes may be too cumbersome. Districts with low productivity might need to incorporate special processes due to their unique circumstances. The initial survey did not ask respondents to evaluate the level of automation. A second survey was issued to capture this information but complete information was not received. Because of its importance, this is a measure will be re-evaluated and further refined and defined to provide a more comprehensive and meaningful assessment in the future.

Performance Measurement & Benchmarking for K12 Operations

Total Invoices Processed per FTE per Month



General Accounting - Non-PO Invoices Processed per FTE per Month

Total number of non-PO invoices paid annually *divided by* the number of FTEs in the Accounts Payable Department *divided by* 12 months.

Why this measure is important

This measure helps to assess the efficiency of an Accounts Payable Department. Moving to a high level of automation in this area significantly boosts the number of payments made per month per staff member and improves cost efficiency. Yet, studies have shown that world class performance requires a mix of high tech and low tech strategies. For example, a district could require vendors to use Electronic Data Interchanges (EDI)⁶ or Internet file transfer applications to automate the workflow of electronic or imaged invoices. And at the same time, districts could implement a centralized control of the vendor master file that would eliminate multiple vendor masters duplication of disbursements and utilize procurement cards for high volume small purchases.

Factors that influence this measure

- 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 FTE's in the Accounts Payable Department
- The number of non-purchase order invoices paid annually
- Level of automation

Analysis of data

- 31 districts provided reasonable responses to these data points.
- FY 06: High = 6,455; Low = 9; Median = 249
- The Institute of Management reported in 2005 that the average number of non-PO invoice payments made in the nonprofit/education sectors by a full time accounts payable staff member per month is 1,635 invoices and the median is 578.

⁶ Electronic Data Interchange (EDI) is a set of [standards](#) for structuring information that is to be electronically exchanged between and within businesses, organizations, government entities and other groups. The standards describe structures that emulate documents, for example, purchase orders to automate purchasing.

Performance Measurement & Benchmarking for K12 Operations

Non-PO Invoices Processed per FTE per Month

Industry Average and Median Comparison

District ID #	No of AP Employees	Non-PO Invoices Processed per month per AP Employee
27	5	6,455
47	7.5	1,269
66	8	933
9	13	886
18	7	854
5	7	743
24	4.5	648
83	22.5	563
57	14	522
39	13	517
37	8	411
26	5	383
44	19	373
1	9	360
63	6	284
81	10.6	250
16	18.75	248
53	11.25	208
7	5.5	205
82	17	192
11	81	189
20	7	178
85	9	175
14	17	163
10	22	155
56	8	152
58	20	97
45	10	60
15	6	33
84	4	9
Average	14	547
Median	10	249

Avg Number of Non-PO Invoice Payments per Month, per A/P Staffer, by Industry			
Industry	Average	Median	Average Staff Size
Manufacturing	2,468	1,000	7.2
Financial Services (Banking, Insurance, etc)	1,330	450	5.3
Government	931	633	3.7
Healthcare	3,236	1,066	9.0
Nonprofit/Education	1,635	578	4.8
Retail Trade	5,469	1,720	14.8
Services (Business, Legal, Engineering, etc)	2,003	791	5.1
Trans/Comm./Utilities	2,992	1,306	11.4
Wholesale Trade	1,126	475	4.6
Other	1,627	1,373	5.3
Average Number of Non-PO Invoice Payments, Per Month, Per AP Staffer, by No. of Employees			
Number of Employees	Average	Median	Average Staff Size
Up to 99	898	225	1.8
100 to 499	1,427	500	2.8
500 to 999	2,077	578	4.2
1,000 to 4999	2,177	1,166	7.0
5,000 & Up	5,588	2,100	21.3

(Figure 1.1)

* (Figure 1.1), Data from the Institute of Management, "AP Department Benchmarks and Analysis", 2007, Institute of Management & Administration Inc., New York, NY

General Accounting - PO Invoices Processed per FTE per Month

Total number of PO invoices paid annually *divided by* the number of FTEs in the Accounts Payable Department *divided by* 12 months.

Why this measure is important

This measure also assesses the cost efficiency of an Accounts Payable Department. Lower processing rates may be the result of handling vendor invoices for small quantities of non-repetitive purchases whereas higher processing rates may be the result of increased technology using online purchasing and invoice systems to purchase and pay for large quantities of items from the same or various vendors.

Factors that influence this measure

- 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 FTE's in the Accounts Payable Department
- The number of invoices paid annually
- Level of automation

Analysis of Data

- 31 districts provided reasonable responses to these data points.
- FY 06: High = 1,894; Low = 19; Median = 349
- According to the Institute of Management, the average number of payments made in the nonprofit/education sectors per accounts payable FTEs is 1,029, with the median being 584.

Performance Measurement & Benchmarking for K12 Operations

PO Invoices Processed per FTE per Month **Industry Average and Median Comparison**

District ID #	No of AP Employees	PO Invoices Processed per month per AP Employee
48	22	1,894
26	5	1,574
39	13	1,263
85	9	845
53	11.25	782
9	13	732
84	4	728
57	14	689
15	6	684
66	8	649
37	8	636
7	5.5	597
24	4.5	463
56	8	401
32	36.5	385
83	22.5	370
11	81	329
1	9	328
20	7	313
18	7	300
82	17	300
44	19	276
81	10.6	267
27	5	254
10	22	241
63	6	220
16	18.75	101
58	20	63
45	10	51
47	7.5	36
5	7	19
Average	14	493
Median	10	349

Avg Number of Non-PO Invoice Payments per Month, per A/P Staffer, by Industry			
Industry	Average	Median	Average Staff Size
Manufacturing	2,418	1,289	7.2
Financial Services (Banking, Insurance, etc)	1,973	600	5.3
Government	1,209	563	3.7
Healthcare	3,555	6,000	9.0
Nonprofit/Education	1,029	584	4.8
Retail Trade	2,752	1,875	14.8
Services (Business, Legal, Engineering, etc)	1,040	650	5.1
Trans/Comm./Utilities	3,858	1,340	11.4
Wholesale Trade	2,027	1,433	4.6
Other	1,196	500	5.3
Average Number of Non-PO Invoice Payments, Per Month, Per AP Staffer, by No. of Employees			
Number of Employees	Average	Median	Average Staff Size
Up to 99	1,144	350	1.8
100 to 499	1,235	750	2.8
500 to 999	1,568	672	4.2
1,000 to 4999	2,395	1,333	7.0
5,000 & Up	5,280	2,276	21.3

(Figure 1.1)

*Figure 1.1), Data from the Institute of Management, "AP Department Benchmarks and Analysis", 2007, Institute of Management & Administration Inc., New York, NY

General Accounting - Invoice Dollars Processed per FTE

Total number of invoice dollars paid annually *divided by* the number of FTEs in the Accounts Payable Department *divided by* 12 months.

Why this measure is important

This measure determines the dollar amount of invoices processed by an Accounts Payable Department. It appears that the measure varies by the size and volume of purchases of the district, has no correlation to efficiency or cost, and is only presented as information.

Factors that influence this measure

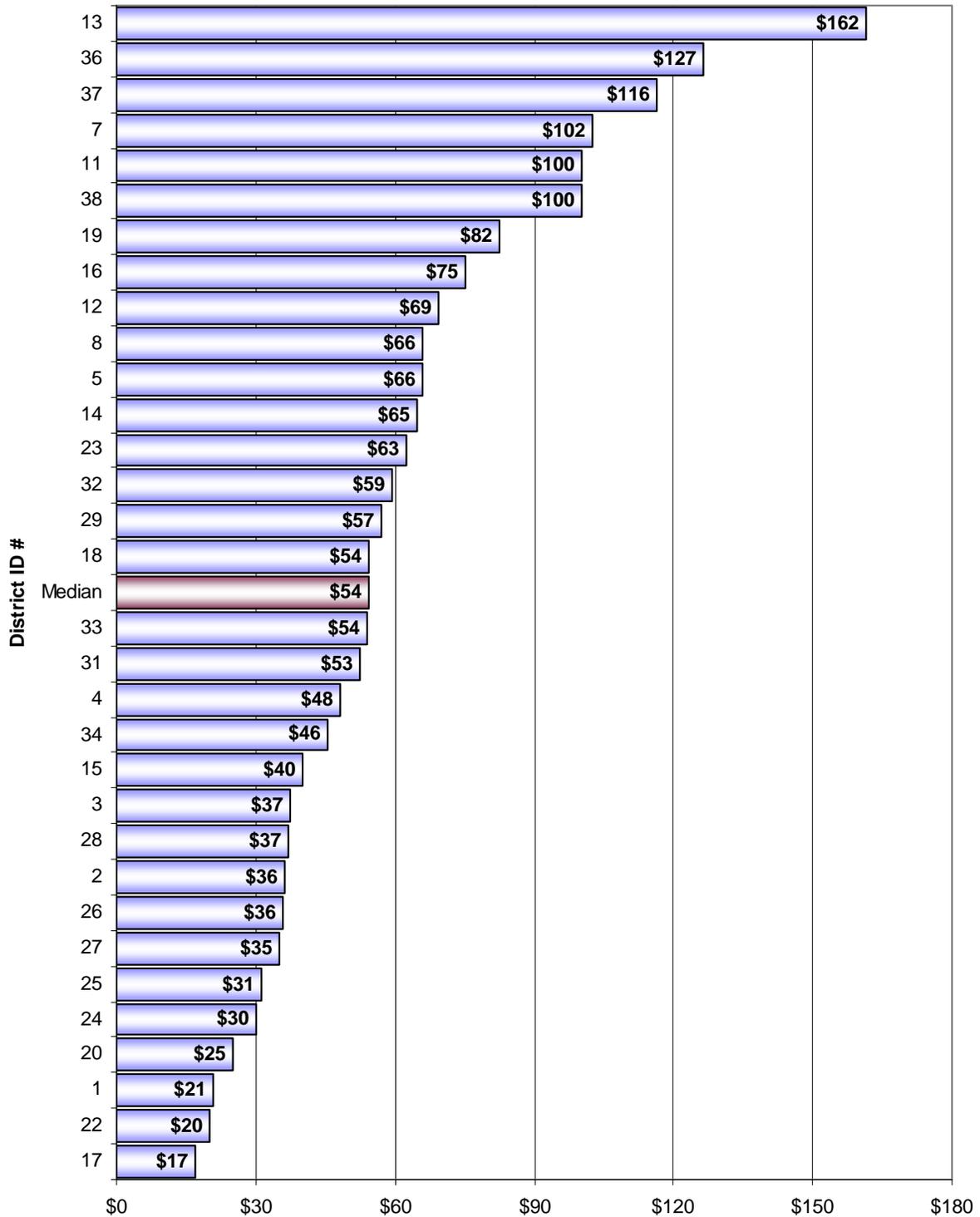
- Administrative policies and procedures
- Administrative organizational structure
- Administrative leadership style, decision making process and distribution of organizational authority
- Departmental and individual employee responsibilities and competencies
- Performance management systems
- Monitoring and reporting systems
- Number of FTE in the Accounts Payable Department
- The total dollar amount of invoices paid annually
- Level of Automation
- Whether the invoice has a PO or not, or whether it's an employee expense report, direct payment etc.

Analysis of data

- 32 districts provided reasonable responses to these data points.
- FY 06: High = \$162; Low = \$17; Median = \$54
- The project may examine the payment types to see if dollar values per FTE are analytically important.

Performance Measurement & Benchmarking for K12 Operations

Invoice Dollars Processed per FTE per Month (in Millions)



General Accounting - Cost per Invoice

Salary and benefits budget of the Accounts Payable Department *divided by* the total number of invoices processed.

Why this measure is important

The 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 accounts payable operations.

Factors that influence this measure

- 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 FTE in the Accounts Payable Department
- The total dollar amount of invoices paid annually
- Level of Automation
- Regional salary differentials and different processing approaches⁷

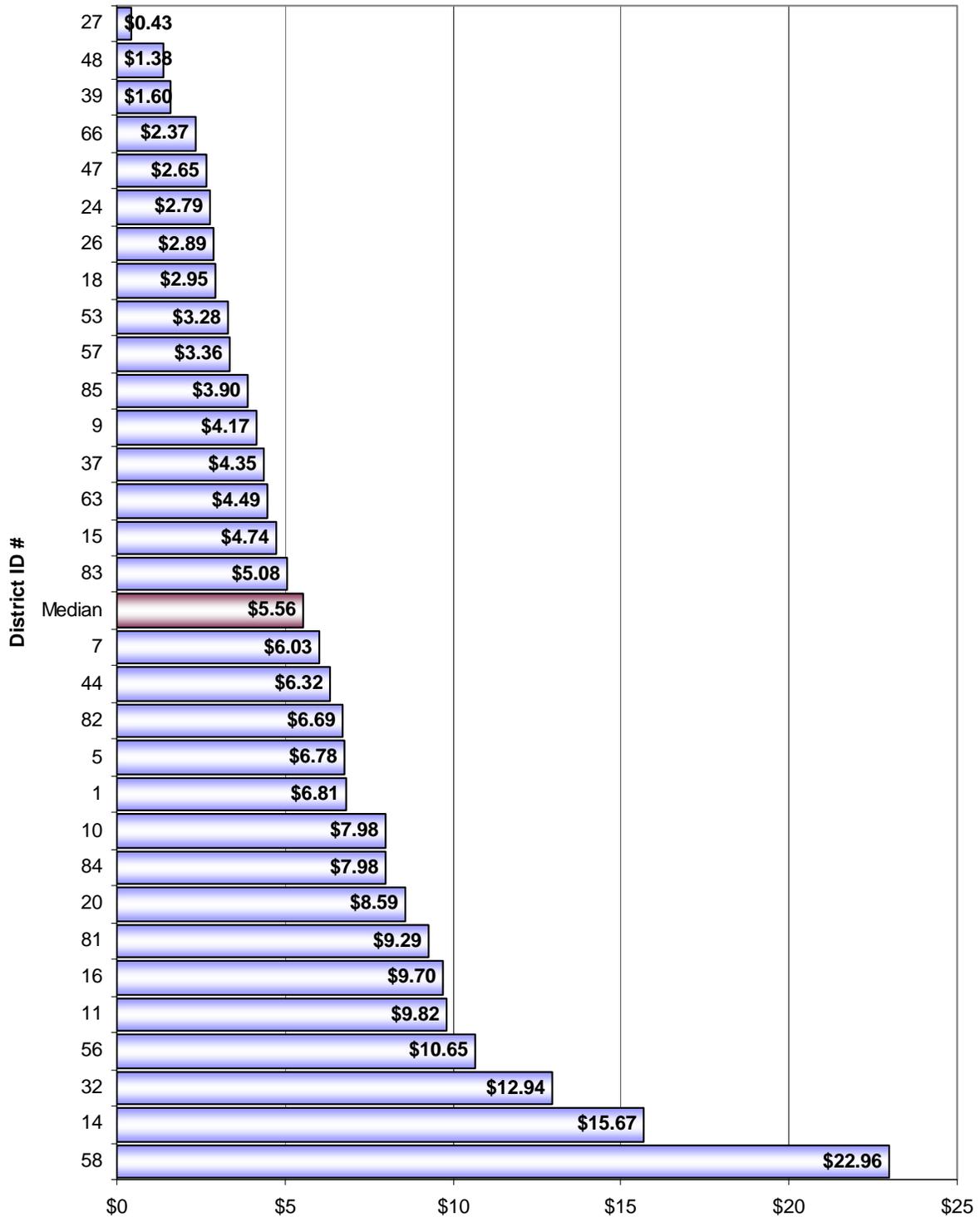
Analysis of data

- 32 districts provided reasonable responses to these data points.
- FY 06: Low = \$0.43; High = \$22.96; Median = \$5.56
- Only salaries and benefits were captured as total cost. In future years, the total budget of the Accounts Payable Department (not including overhead) will be used to make it possible to benchmark against other industries.

⁷ Due to that fact, productivity metrics (which take cost out of the equation) are generally more favored and provide a more comparable cost metric. This metric can be used with great effect when benchmarking within a district to track processing costs and productivity from year to year.

Performance Measurement & Benchmarking for K12 Operations

Cost per Invoice



General Accounting - Cost per Check

Salary and benefits budget of the Accounts Payable Department *divided by* the total number of checks processed.

Why this measure is important

This measure determines the average cost to process a check among districts. There appears to be no correlation between the size of the district and the cost to process a check.

Factors that influence this measure

- 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
- Level of automation⁸

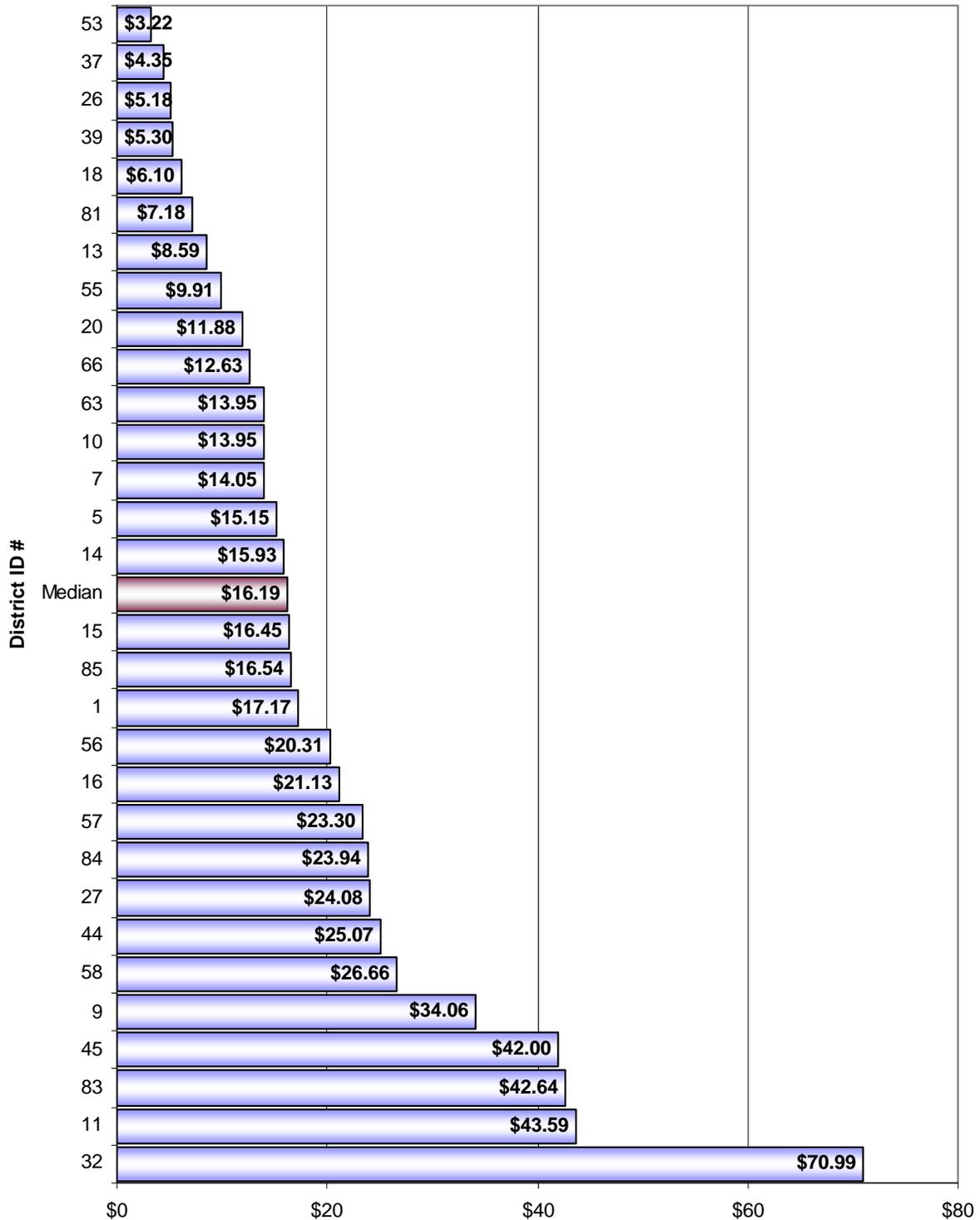
Analysis of data

- 32 districts provided reasonable responses to these data points.
- FY 06: Low = \$3.22; High = \$70.99; Median = \$16.19
- Only salaries and benefits were captured as total cost. In future years, the total budget of the Accounts Payable Department (not including overhead) will be used to make it possible to benchmark against other industries.

⁸ AP departments that operate at a high level of automation (paperless processing through the use of imaging, EDI or e-invoicing, e-payments, etc.) can achieve lower processing costs.

Performance Measurement & Benchmarking for K12 Operations

Cost per Check



General Accounting - Number of Invoices Associated with Purchase Orders and Non-Purchase Order Transactions – Percentage of Invoices by Type

- Total number of invoices attached to a purchase order *divided by* total number of invoices
- Total number of invoices as direct pays *divided by* total number of invoices
- Total number of invoices/payments as reimbursements *divided by* total number of invoices
- Total number of invoices/payments as a travel reimbursement *divided by* total number of invoices
- Total number of invoices/payments as reimbursements *divided by* total number of invoices
- Total number of invoices/payments as benefit payments *divided by* total number of invoices
- Total number of invoices/payments as withholding payments *divided by* total number of invoices
- Total number of invoices/payments as garnishments *divided by* total number of invoices
- Total number of invoices/payments as contracts *divided by* total number of invoices
- Total number of invoices/payments as debt *divided by* total number of invoices
- Total number of invoices/payments as other *divided by* total number of invoices

Why this measure is important

This measure determines the percentage of invoices/payments associated with various payment types. Streamlining processes and communications between departments such as Accounts Payable and Purchasing/Procurement leads to improved efficiency.

Factors that influence this measure

- 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 FTE in the Accounts Payable Department
- The total dollar amount of invoices paid annually
- Level of Automation
- Whether the invoice has a PO or not, type of invoice, etc.

Analysis of data

- 32 districts provided reasonable responses to these data points.
- The median point for the percentage of invoices associated with purchase orders is 54.3%.
The median point for the percentage of invoices associated with non-purchase orders is 46%.

Performance Measurement & Benchmarking for K12 Operations

District Code	Number of Invoices Associated with Purchase Orders and Non-Purchase Order Transactions – Percentage of Invoices by Type											Total #		
	NON PO										# Other			
	PO	Total Number of Invoices	# PO Inv.	#Direct Pay	#Reimbursement	#Travel	#Benefits	#Payroll Withholdings	#Garnishments	#Contract			#Debt	
32	168,688	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%
48	500,000	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%
84	35,376	99%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%
15	51,608	95%	0%	0%	0%	5%	0%	0%	0%	0%	0%	0%	0%	100%
85	110,073	83%	0%	0%	0%	6%	0%	10%	0%	1%	0%	0%	0%	100%
26	117,428	80%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	100%
53	133,629	79%	13%	9%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%
7	52,913	74%	9%	0%	0%	2%	1%	5%	1%	1%	0%	0%	0%	100%
56	53,040	73%	9%	2%	7%	1%	3%	3%	6%	0%	0%	0%	0%	100%
39	277,692	71%	19%	4%	1%	0%	0%	0%	1%	4%	0%	0%	0%	100%
20	41,227	64%	17%	7%	7%	1%	0%	0%	1%	3%	0%	0%	0%	100%
11	503,213	63%	15%	2%	2%	1%	0%	0%	5%	3%	0%	0%	8%	100%
82	100,326	61%	23%	6%	4%	1%	0%	0%	4%	0%	0%	0%	0%	100%
10	104,448	61%	26%	0%	1%	0%	0%	0%	2%	0%	0%	0%	0%	100%
37	100,524	61%	28%	0%	2%	0%	0%	0%	2%	7%	0%	0%	0%	100%
57	203,388	57%	10%	1%	0%	0%	1%	0%	0%	11%	0%	0%	20%	100%
81	65,807	52%	18%	14%	1%	1%	0%	1%	2%	3%	0%	0%	0%	100%
1	74,248	48%	24%	10%	1%	2%	2%	2%	0%	8%	0%	0%	5%	100%
45	13,307	46%	23%	0%	9%	7%	1%	1%	13%	0%	0%	0%	0%	100%
9	252,431	45%	1%	6%	0%	0%	0%	0%	0%	0%	0%	0%	48%	100%
63	36,230	44%	42%	5%	0%	6%	0%	0%	3%	0%	0%	0%	0%	100%
44	147,923	43%	5%	4%	8%	1%	0%	0%	1%	4%	0%	0%	34%	100%
24	60,028	42%	32%	0%	5%	0%	0%	0%	9%	10%	2%	0%	0%	100%
66	151,881	41%	42%	2%	3%	0%	1%	1%	1%	9%	0%	0%	0%	100%
83	251,910	40%	57%	1%	2%	0%	0%	0%	1%	0%	0%	0%	0%	100%
58	38,409	39%	53%	7%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%
16	78,525	29%	28%	0%	13%	0%	2%	2%	26%	0%	0%	0%	0%	100%
18	96,915	26%	50%	9%	10%	0%	3%	2%	0%	0%	0%	0%	0%	100%
27	402,556	4%	0%	0%	1%	44%	0%	42%	0%	0%	0%	0%	0%	100%
47	117,418	3%	97%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	100%
5	63,983	2%	86%	6%	2%	1%	1%	1%	1%	1%	0%	0%	0%	100%

General Accounting - Voided Checks to Total Checks

The total number of non-salary checks voided or reversed *divided by* the total number of non-salary checks processed.

Why this measure is important

The measure helps to assess workflow efficiencies and error rates. Voided checks usually result from duplicate payments or errors. A high percentage of duplicate payments typically indicates a lack of controls or master vendor files that are in need of cleaning and offer the potential for fraud.

Factors that influence this measure

- 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 FTE in the Accounts Payable Department
- The total number of checks written annually
- Level of Automation

Analysis of data

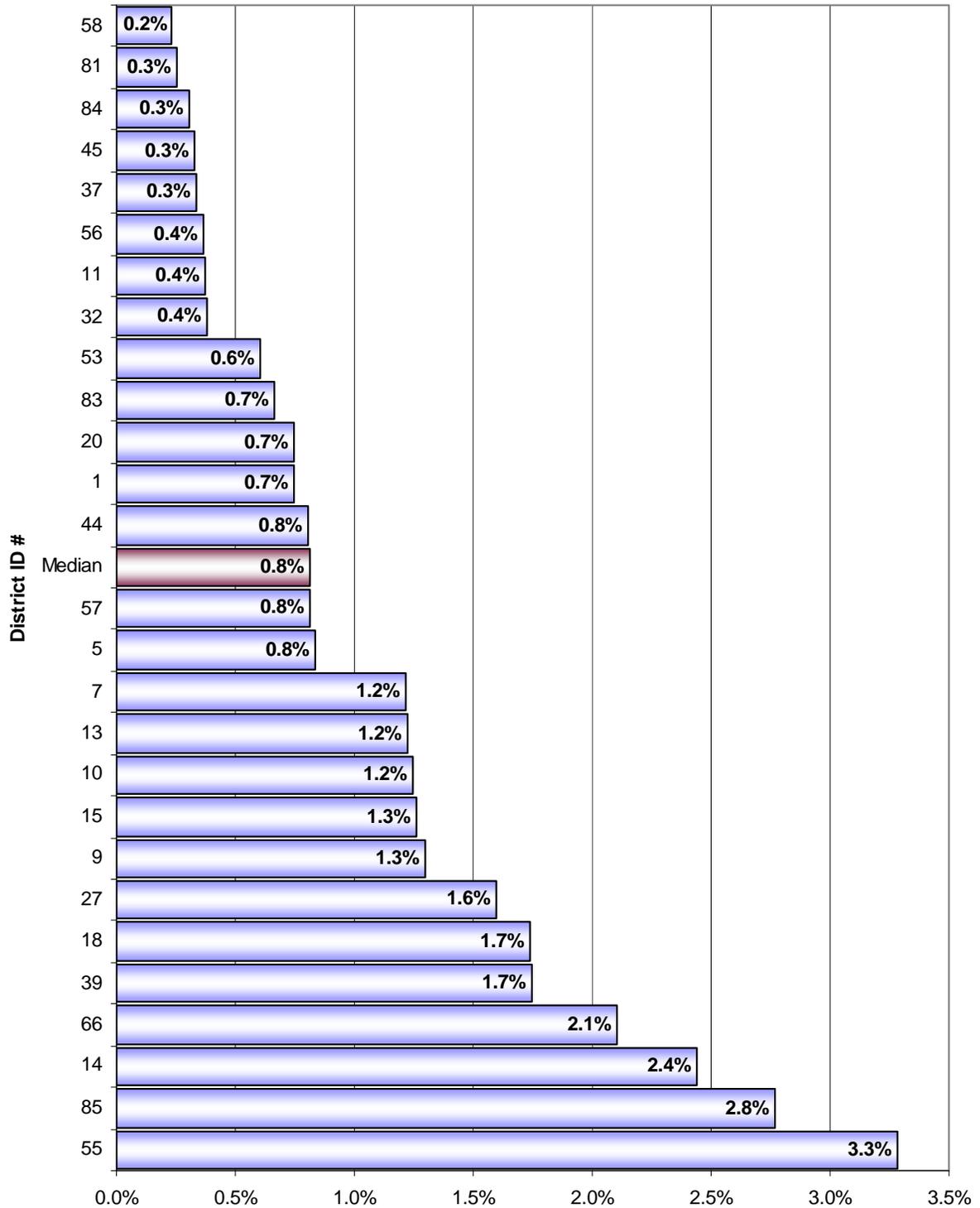
- 38 districts provided reasonable responses to these data points
- FY 06: Low = 0.2%; High = 3.3%; Median = 0.8%

Comments

The survey only collected data on the total voided checks. No data were collected either on centralized vs. decentralized check processing or the handling of Student Activity Fund payments. Questions relating to both of these areas will be included in future surveys because they impact the measure. The survey will also ask for more detail so that duplicate payments and errors can be measured separately.

Performance Measurement & Benchmarking for K12 Operations

Voided Checks to Total Checks



General Accounting - Invoice Payment Methods

- Number of checks *divided by* the total number of payments
- Number of automated clearing house (ACH) transactions *divided by* the total number of payments⁹
- Number of wire transactions *divided by* the total number of payments
- Number of direct debit transactions *divided by* the total number of payments
- Number of Purchasing Card (P Card) transactions *divided by* the total number of payments
- Number of Pay Card transactions *divided by* the total number of payments

Why this measure is important

This measure identifies the methods used by districts to make payments, a factor that can impact the cost and efficiency of accounts payable departments. The overwhelming majorities of districts are making payments *via* paper check either as part of regular check runs, or *via* manual, rush checks.

Factors that influence this measure

- 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
- The total number of checks written annually
- Level of automation

Analysis of Data

- 33 districts provided reasonable responses to these data points.
- The majority of invoices are paid by check.

Comment

Districts were asked for this measure because electronic payments and automations are increasingly being used to reduce costs and increase efficiencies. Accounts Payable departments that issue manual checks could pay vendors by electronically transferring files from their computer system to their banks' computer systems.

⁹ Automated Clearing House (ACH) Network allows for batch-oriented electronic funds transfers and electronic payments.

Performance Measurement & Benchmarking for K12 Operations

Invoice Payment Methods										
District Code	Total Payments	Checks	ACH	Wires	Direct Debit	Pcard	Pay Cards	Total		
26	65,529	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%		100.00%
45	13,307	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%		100.00%
37	100,524	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%		100.00%
15	14,858	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%		100.00%
53	136,062	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%		100.00%
56	27,805	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%		100.00%
18	46,794	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%		100.00%
16	36,071	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%		100.00%
1	29,436	99.98%	0.00%	0.02%	0.00%	0.00%	0.00%	100.00%		100.00%
32	30,770	99.96%	0.00%	0.00%	0.00%	0.04%	0.00%	100.00%		100.00%
55	42,432	99.94%	0.00%	0.00%	0.00%	0.06%	0.00%	100.00%		100.00%
57	29,346	99.94%	0.06%	0.00%	0.00%	0.00%	0.00%	100.00%		100.00%
85	26,003	99.86%	0.14%	0.00%	0.00%	0.00%	0.00%	100.00%		100.00%
63	11,742	99.37%	0.00%	0.63%	0.00%	0.00%	0.00%	100.00%		100.00%
11	115,133	98.46%	0.00%	0.00%	0.00%	1.54%	0.00%	100.00%		100.00%
14	33,287	98.37%	0.00%	0.64%	0.15%	0.84%	0.00%	100.00%		100.00%
7	23,305	97.46%	2.46%	0.07%	0.00%	0.00%	0.00%	100.00%		100.00%
84	12,177	96.87%	0.00%	3.13%	0.00%	0.00%	0.00%	100.00%		100.00%
58	35,286	93.77%	0.00%	6.23%	0.00%	0.00%	0.00%	100.00%		100.00%
5	30,891	92.73%	0.00%	1.99%	0.00%	5.28%	0.00%	100.00%		100.00%
13	92,296	92.09%	0.00%	0.00%	0.00%	7.91%	0.00%	100.00%		100.00%
44	41,752	89.30%	0.00%	1.58%	0.06%	9.06%	0.00%	100.00%		100.00%
20	33,732	88.37%	2.02%	0.00%	0.00%	9.61%	0.00%	100.00%		100.00%
10	81,285	73.49%	14.26%	0.07%	0.00%	12.18%	0.00%	100.00%		100.00%
66	48,538	58.75%	0.73%	0.00%	4.76%	35.76%	0.00%	100.00%		100.00%
81	288,278	29.54%	70.30%	0.16%	0.00%	0.00%	0.00%	100.00%		100.00%
83	130,152	23.05%	0.08%	0.03%	0.01%	76.83%	0.00%	100.00%		100.00%
9	156,938	19.68%	3.09%	0.00%	0.00%	77.22%	0.00%	100.00%		100.00%
27	55,207	12.96%	0.13%	0.00%	0.00%	86.91%	0.00%	100.00%		100.00%
39	764,433	10.95%	0.00%	0.05%	88.83%	0.17%	0.00%	100.00%		100.00%
24	12	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%		100.00%
48	60	0.00%	0.00%	80.00%	0.00%	20.00%	0.00%	100.00%		100.00%
82	900	0.00%	97.33%	2.67%	0.00%	0.00%	0.00%	100.00%		100.00%

General Accounting - Vendors Master Files

Number of vendors in master vendor files *divided by* the total number of districts responding.

Why This Measure Is Important

Master vendor files, if left unchecked, can become bloated with duplicate vendors, inactive vendors, and different addresses and can lead to possible fraud and duplicate payments.

Factors That Influence This Measure

- Administrative policies and procedures
- Administrative leadership style Administrative policies and procedures
- Administrative organizational structure
- The size of the district is likely to influence the number of vendors

Analysis of data

- 14 districts provided reasonable responses to these data points
- FY 06: High = 75,000; Low = 2,867

Comment

A best practice is that the number of vendors contained in the vendor file should be no larger than the number of invoices processed monthly. Segregating one-time vendors and increasing the use of purchasing cards could limit the size of the vendor files.¹⁰

¹⁰ Institute of Management, Accounts Payable Benchmarks and Analysis, 2007

Performance Measurement & Benchmarking for K12 Operations

Vendors Master Files		
District Code	Enrollment	Number of Vendors in Master vendor file
39	209,440	75,000
47	73,071	60,000
57	58,697	52,791
10	190,607	40,000
3	40,971	35,578
55	121,836	33,953
1	45,600	31,194
66	46,685	27,707
17	20,273	27,000
20	42,463	23,428
63	35,697	21,453
16	122,058	19,000
24	46,898	16,320
56	90,670	14,925
64	37,913	12,706
18	118,778	10,000
83	253,815	8,000
45	36,708	6,727
58	196,000	6,000
84	40,294	5,000
15	32,345	4,000
9	291,306	3,000
27	35,362	2,867

General Accounting - Positive Pay Usage

The number of yes and no responses *divided by* the total number of districts responding.

Why this measure is important

Positive pay is a process of reconciling checks issued by a district to checks presented for payment to a bank. The process identifies potentially fraudulent checks and is presented here for informational purposes only.

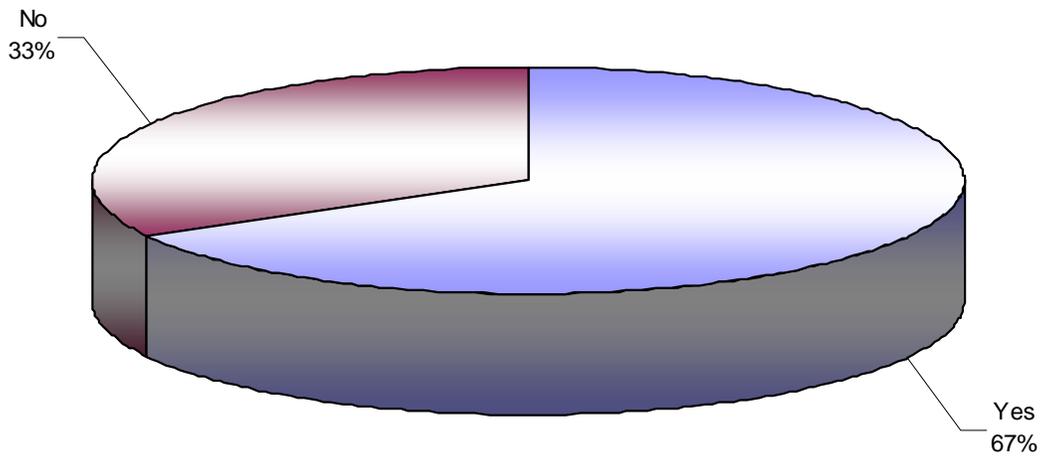
Factors that influence this measure

- Administrative policies and procedures
- Administrative leadership style

Analysis of data

- 38 districts provided reasonable responses to these data points.
- 67% of the districts indicated that they use positive pay.

Use of Positive Pay per District Responses



General Accounting - IRS TIN Matching Program

Total number of “yes” and “no” responses *divided by* the total number of districts that responded.

Why this measure is important

The Internal Revenue Service’s Taxpayer Identification Number Matching program eliminates possible penalties associated with 1099-reportable vendors¹¹ by allowing districts to prescreen taxpayer identification numbers and name combinations to see if they match. The measure is presented here for informational purposes only.

Factors that influence this measure

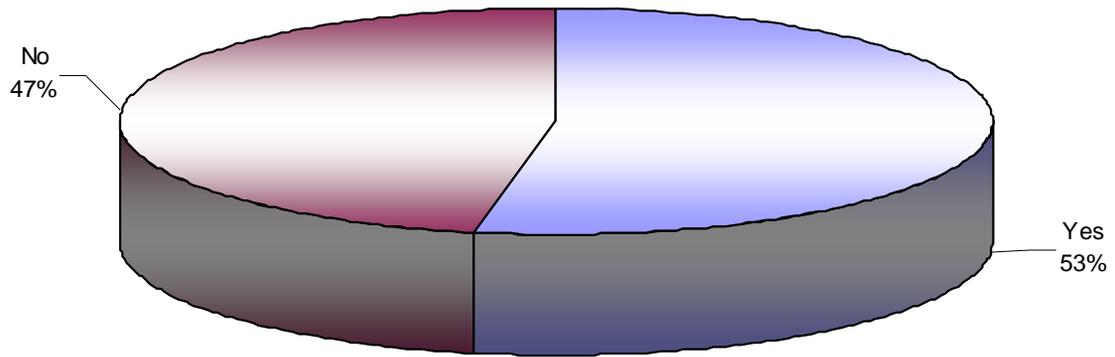
- Administrative policies and procedures
- Administrative leadership style
- Monitoring and reporting systems
- Level of automation

Analysis of data

- 38 districts provided reasonable responses to these data points.
- 53% of the districts use the Taxpayer Identification Number Matching program.

¹¹ Generally a paper Form 1099 must be issued to vendors who receive payments from a district. Copies in a magnetic media format must also be sent to the Internal Revenue Service using a transmitter control code and a tax identification number.

Use of IRS TIN Matching Program



General Accounting - Organization of Accounts Payable Staff

The number of categorical responses by districts *divided by* the total number of responses.

Why this measure is important

Business processes, work flow, and productivity are impacted by the employee structure of an organization. The measure is provided for information purposes only.

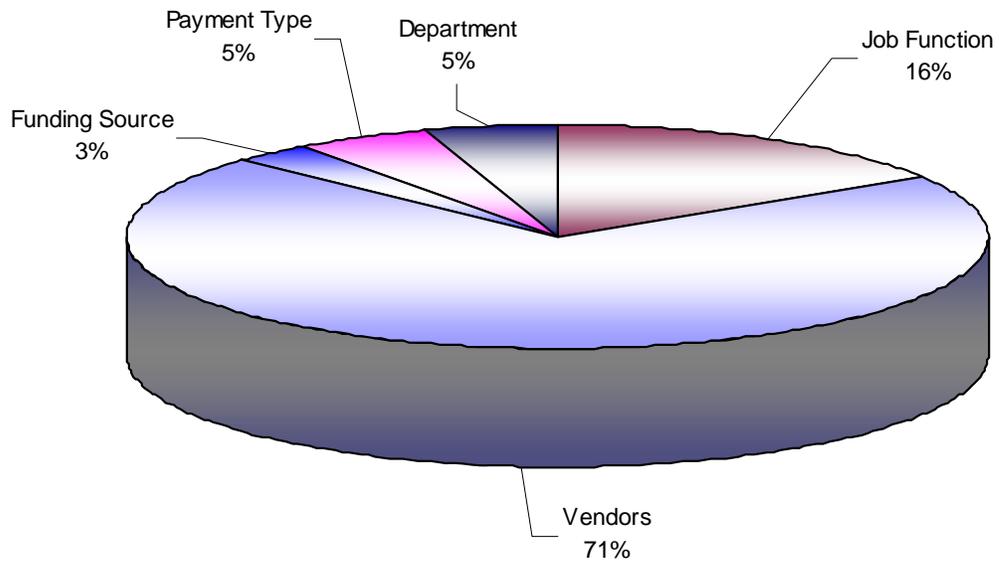
Factors that influence this measure

- 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
- Number of FTE in the Accounts Payable Department

Analysis of data

- 38 districts provided reasonable responses to these data points.
- 71% of the districts indicated that the Accounts Payable staff are organized by vendors; 16% are organized by job function; 5% are organized by department and payment type; and 3% are organized by funding source.

AP Staff Organization by District Responses



General Accounting - Frequency of Check Runs

The number of categorical responses *divided by* the total number of districts responding.

Why this measure is important

This measure was gathered to help determine which business processes might have an impact on the productivity metrics. It is presented for information purposes.

Factors that influence this measure

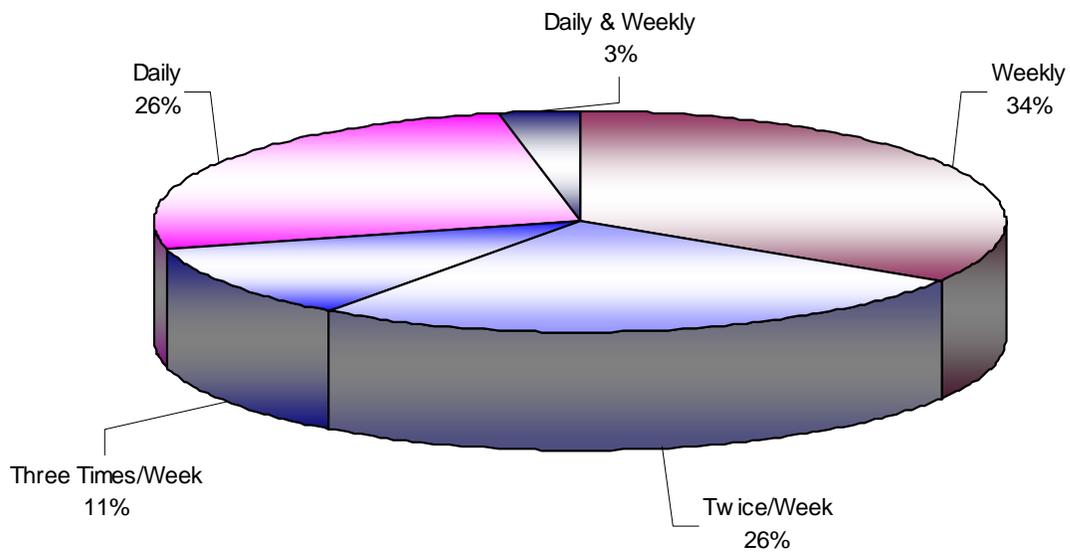
- Administrative policies and procedures
- Administrative organizational structure
- Administrative leadership style, decision making process and distribution of organizational authority

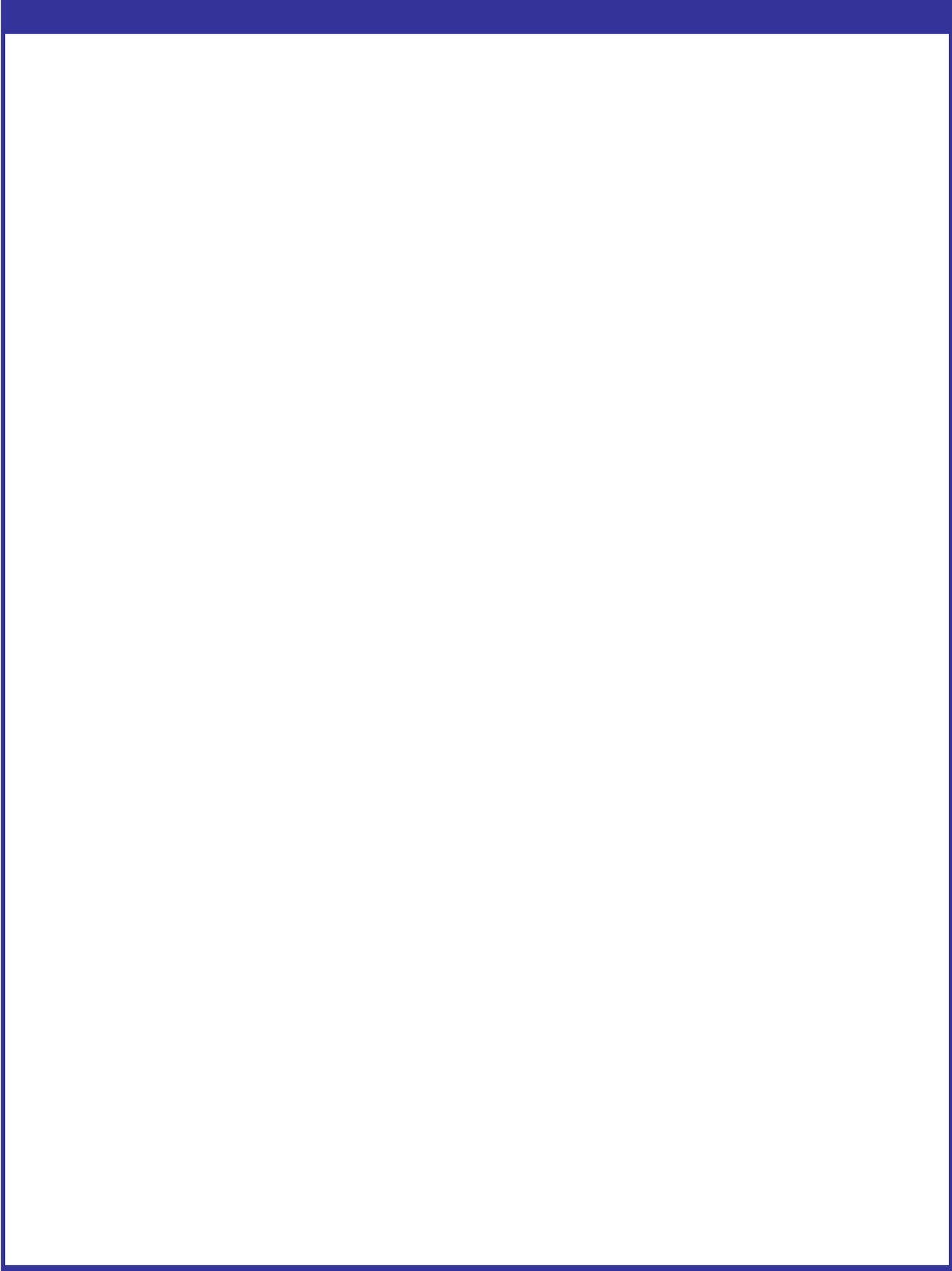
Analysis of data

- 38 districts provided reasonable responses to these data points.
- 34% of the districts reported weekly check runs; 26% reported daily and/or twice weekly check runs; 11% reported runs three times per week; and 3% reported daily and weekly check runs.

Performance Measurement & Benchmarking for K12 Operations

Frequency of Check Runs per District Responses





Information Technology



Network Operations

Information Technology – Network Operation Center (NOC) Cost Per Student

Total network-operations center costs include total lease or rental for Wide Area Network (WAN) data circuits, required district staff, contracted costs related to management and maintenance of WAN, forms and paper costs for centralized printing operations, internet access, Internet filtering for objectionable content (CIPA filtering), and server maintenance *divided by* total district enrollment.

Why this measure is important

The Network Operations Center (NOC) delivers end-user break/fix, operations support and maintenance for network services across the district. This measure assesses the cost required to provide the network response and information technology service levels necessary to meet the educational program and data processing requirements of a district. Efficient practices and high service levels ensure that district computing resources are available to students and faculty/staff. As instructional and back-office applications become increasingly distributed, effective network operations has a more direct effect on student access to learning resources and administrative efficiency. As the need for network services grows exponentially it is important that resulting cost growth is minimized. The goal for this metric is to minimize the NOC costs.

Factors that influence this measure

- Degree of district dependence on technology, such as Internet, email, and the electronic conversion of many work processes
- Amount of online educational resources for students
- The cost of district technology and its support as it ages
- The carrying capacity of the district's local and wide area networks
- Demand for data from all sources inside and outside the district
- Whether outsourcing or remote management tools are used
- The desired network service levels in the district

Analysis of data

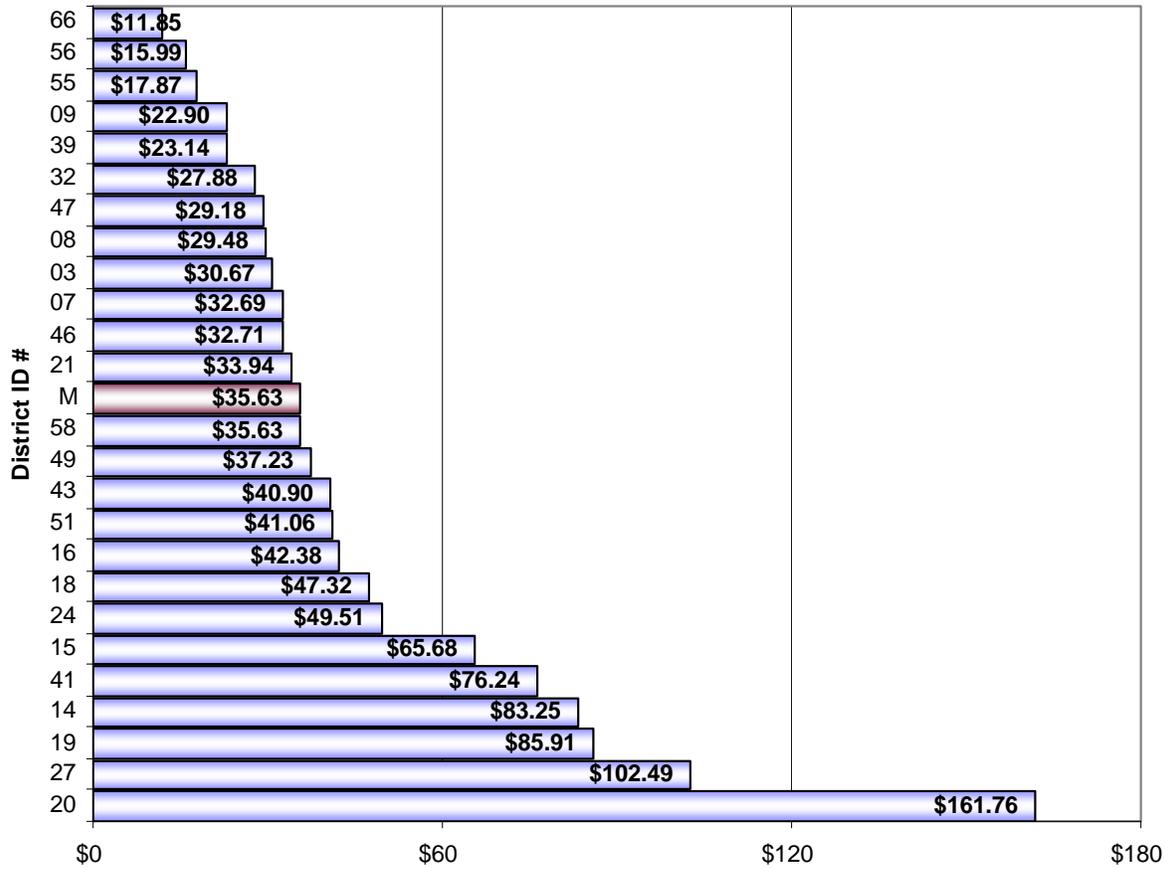
- 25 districts provided reasonable responses to these data points.
- FY 07: Low = \$11.85; High = \$161.76; Median = \$35.63

Trends and observations

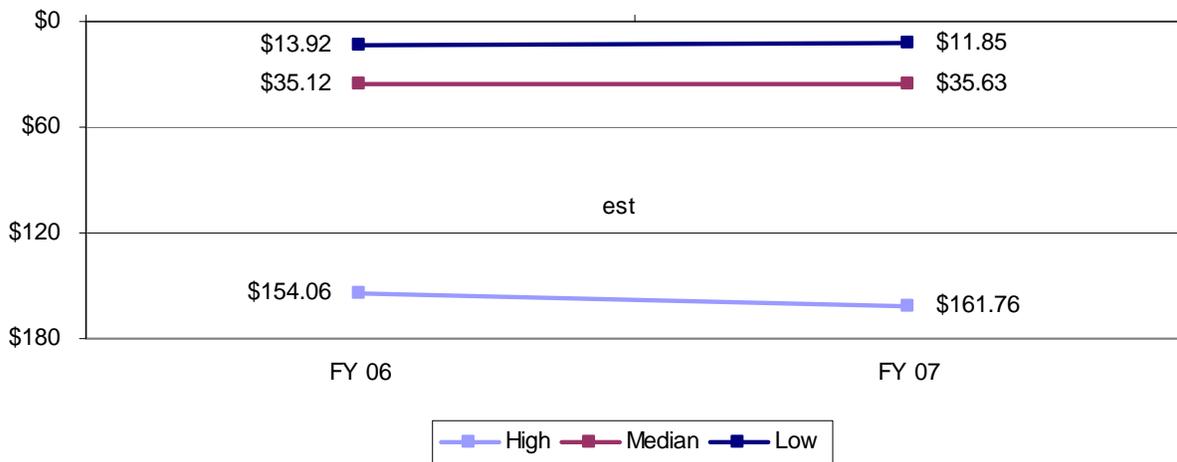
- Data captured for FY 06 = 25 districts, FY 07 = 25 districts
- Costs rose slightly at the high end and remained essentially flat at the median and low end of results over the two-year period.
- The disparity of results suggests a wide range of service levels along with a wide range in the use of distributed, collaborative, browser-based, or internet-based applications.
- A trend toward distributed or collaborative learning applications will be accompanied by an increased demand for services to support them.
- It will be critical to manage and maintain the costs of supporting distributed or collaborative learning applications as districts become more dependent on them.

Performance Measurement & Benchmarking for K12 Operations

Network Operation Center Cost Per Student



Network Operation Center Cost Per Student



Information Technology – Telecommunications Services Cost Per Student

Total annual dollar amount of telecommunications services eligible for E-Rate funding as defined in USAC rules *divided by* district's average daily attendance. Average daily attendance is more relevant than enrollment because students not attending classes do not consume network resources.

Why this measure is important

Collaborative multimedia learning technologies require high capacity networks to perform as expected. An increase in the capacity of network services will be required to deliver the distributed applications that are increasingly being used. The federal government provides funding for network and internet technologies for urban schools under its E-Rate program. The services covered under this program are used by all districts and provide a useful surrogate for total network costs.

This metric is a relative measure of the district's efficiency in providing telecommunications services when similar services are compared. With the increasing reliance on network technologies to deliver educational and administrative services, managing this cost is important.

Factors that influence this measure

- The competitiveness of local network carrier and Internet Service Provider markets
- Continued availability of federal funds for upgraded facilities
- The level of federal funding a district receives for these services
- District geography, e.g., compact vs. a wide area
- Number of students per school building

Analysis of data

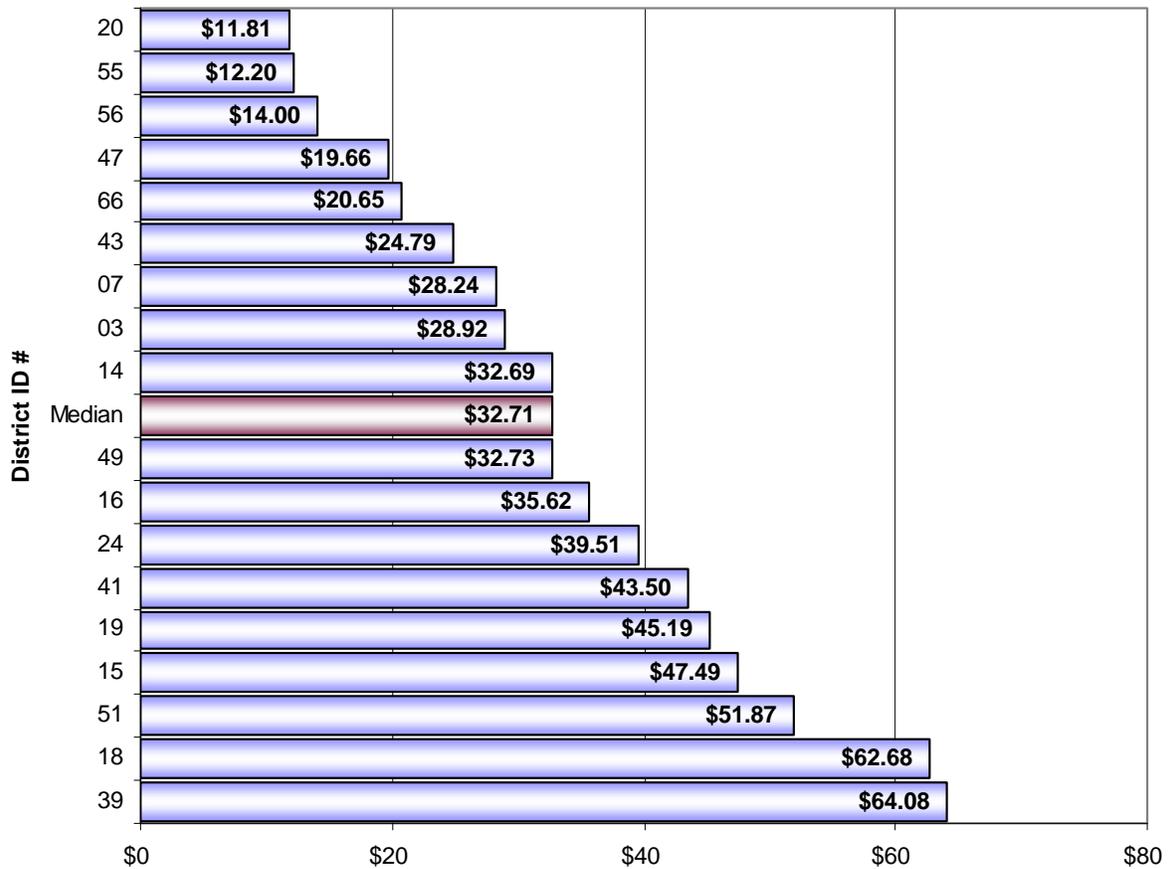
- 18 districts provided reasonable responses to these data points.
- FY 07: Low = \$11.81; High = \$64.08; Median = \$32.71

Trends and observations

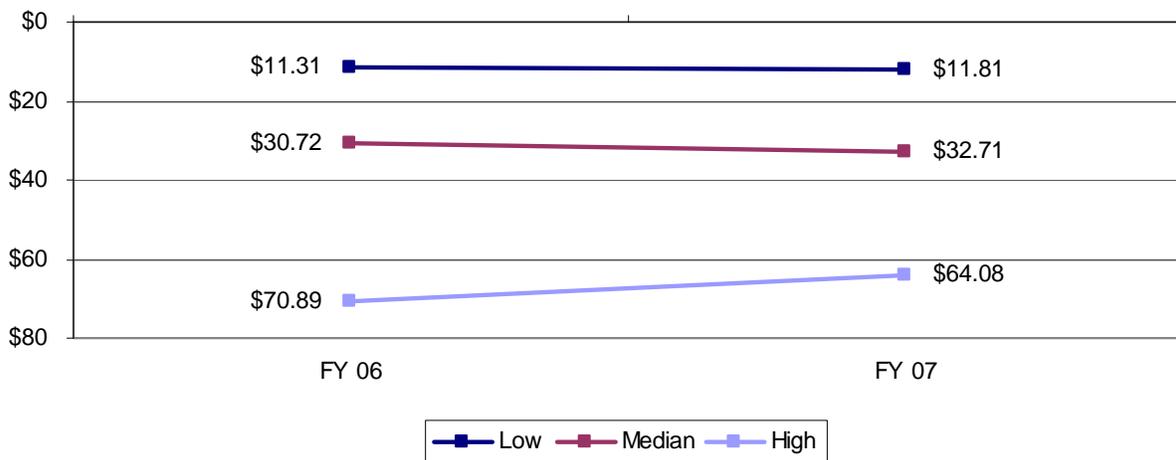
- Data captured for FY 06 = 19 districts, FY 07 = 18 districts
- There is a very wide range of results, with the high cost being more than 500% of the low cost and only a small group of districts within 10% of the median.
- Normalizing the data between districts to ensure consistent reporting, along with better sharing of available pricing plans, may help drive down costs and reduce the range of results.

Performance Measurement & Benchmarking for K12 Operations

Telecommunications Services Cost Per Students



Telecommunications Services Cost Per Student



Information Technology – Inactive Network Accounts

Number of accounts established in the same school year that have not been accessed *divided by* total number of network user accounts times 100.

Why this measure is important

Information security is a primary concern in corporate America as well as in K-12, where sensitive student data is kept. Network Accounts provide login and password access to users. Tightly managing access to district computing resources is an effective practice to reduce the risk of unauthorized access. One technique for close management is to ensure that accounts that do not use systems for a period of time are made inactive or closed.

This measure is very important from a Security Audit perspective. Poor user security practices e.g. login/passwords kept on Post-It notes, could allow inactive accounts to be used by unauthorized people. Routinely reviewing account use and revoking inactive accounts will help minimize this risk.

Factors that influence this measure

- The efficiency of processes to notify all required departments of employee separations
- The level of automation between the Human Resources and Information Technology security systems
- The number of temporary employees used
- The number of contractors used
- The level of turnover in the district

Analysis of data

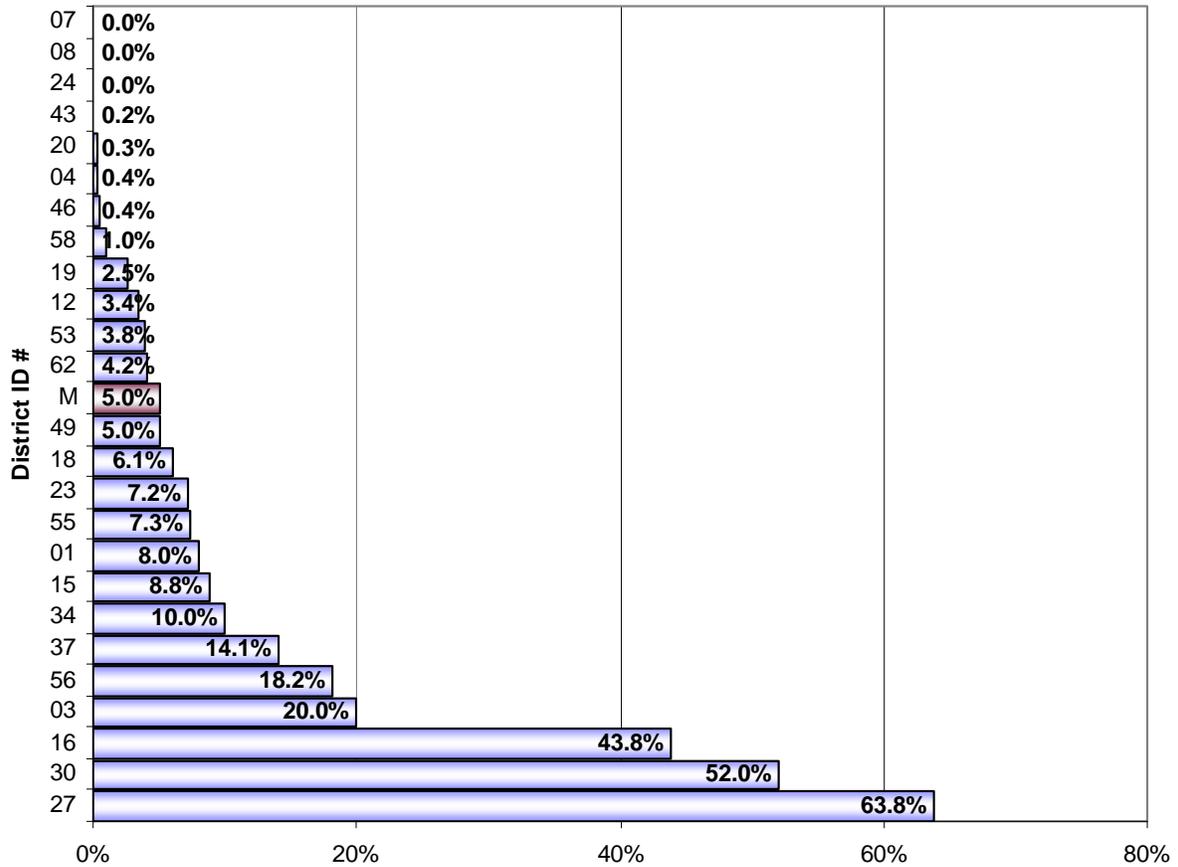
- 25 districts provided reasonable responses to these data points.
- FY 07: Low = 0.0%; High = 63.8%; Median = 5.0%

Trends and observations

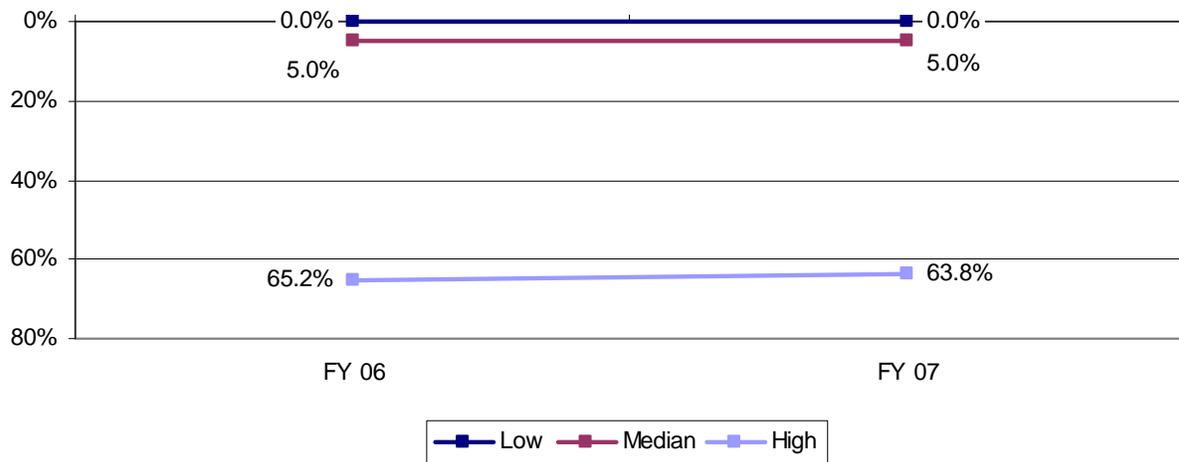
- Data captured for FY 06 = 23 districts, FY 07 = 25 districts
- The results indicate that many districts have effective practices and a smaller subset may benefit from a review of their network access and account management processes.

Performance Measurement & Benchmarking for K12 Operations

Inactive Network Accounts



Inactive Network Accounts



Information Technology – Wide Area Networking Cost per Student

Total annual district costs for lease or rental of WAN data circuits, internal staff to manage them, contracted costs for management and maintenance of the WAN, and Internet content-related filtering *divided by* total district enrollment.

Why this measure is important

Delivering information and instructional content to all district facilities requires Wide Area Networking (WAN) technology. The increasing use of collaborative learning techniques and the ability of today's back-office systems to deliver information to a wide user population increase the demand for WAN services. The goal for this metric is to minimize WAN costs while providing the necessary bandwidth and information technology service levels to meet the educational programs and the data processing requirements within a district.

Factors that influence this measure

- Dependence on technology such as Internet, email, and the electronic conversion of many work processes
- Online educational resources for students
- The cost of technology and its support as it ages
- The carrying capacity of the district's local and wide area networks
- Demand for data
- Use of outsourcing and remote management tools
- Local geography
- Competitiveness of the local market for services

Analysis of data

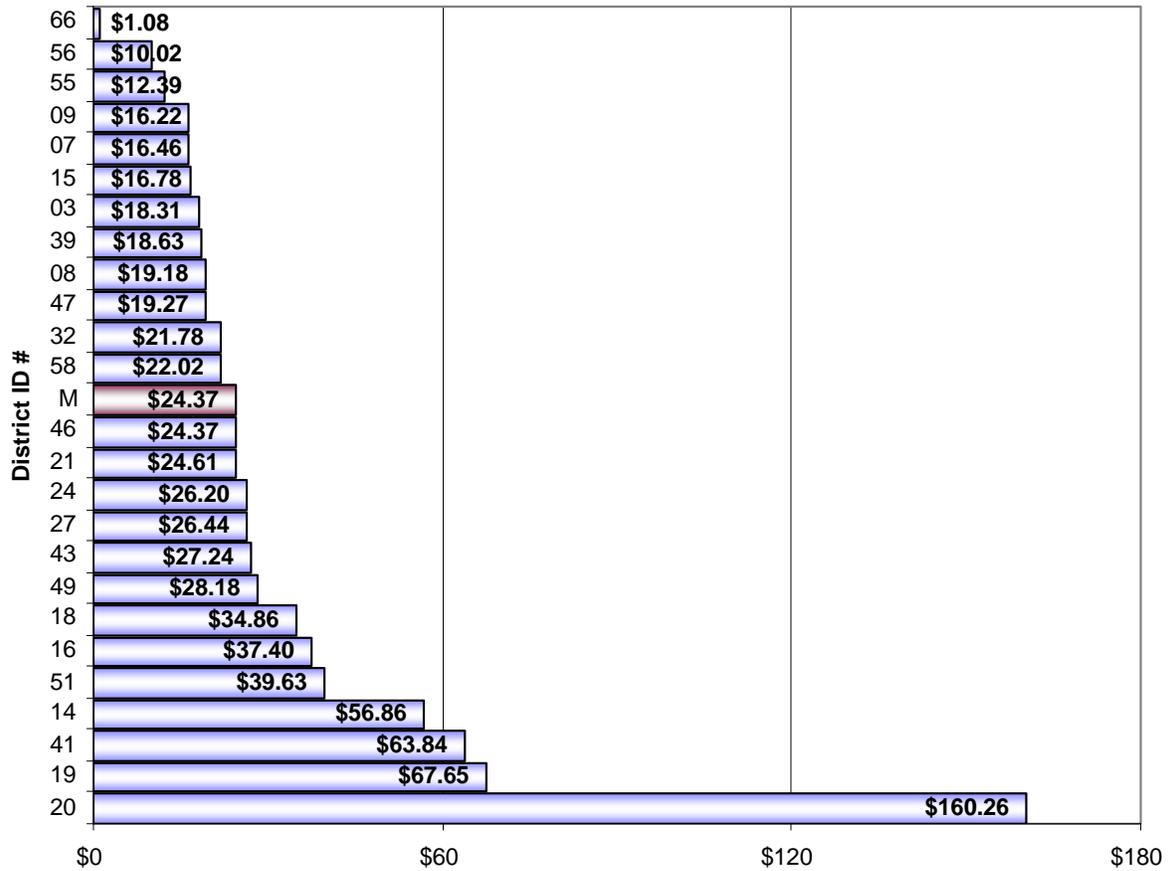
- 25 districts provided reasonable responses to these data points.
- FY 07: Low = \$1.08; High = \$160.26; Median = \$24.37

Trends and observations

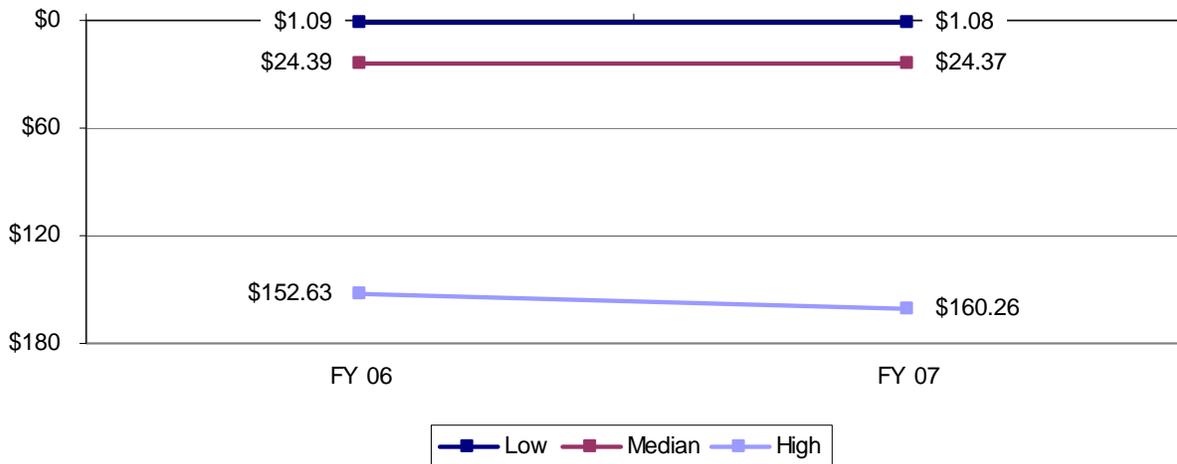
- Data captured for FY 06 = 25 districts, FY 07 = 25 districts.
- Most districts seem reasonably well grouped with 40% of districts reporting costs under \$20 and another 36% reporting costs under \$30.
- Costs for districts reporting data have gone down over the past two years, reflecting a downward spiral in network services market pricing.

Performance Measurement & Benchmarking for K12 Operations

WAN Cost Per Student



WAN Cost Per Student



Information Technology – Storage Area Network (SAN) Percent Utilization

Total number of terabytes of SAN storage used *divided by* the district's total amount of network storage (SAN and other) that is available to store user-based information times 100. Individual PC storage is not included in this calculation since it is presumed to be unavailable to the user population at large.

Why this measure is important

A Storage Area Network is the current technology for storing data. Increasing use of email, attachments, electronic courseware, scanned documents, and electronic documents instead of paper create the need to easily store and retrieve this information. The current measurement for large-scale storage facilities is terabytes (1 trillion bytes). Staying below the target threshold is critical to data integrity, application performance, and enables additional network storage redundancy. This metric may also indicate the need for storage expansion and load balancing.

Factors that influence this measure

- Number of disk groups per storage array
- RAID levels for each logical disk affects overall capacity
- Integration of new application rollout with central IT planning

Analysis of data

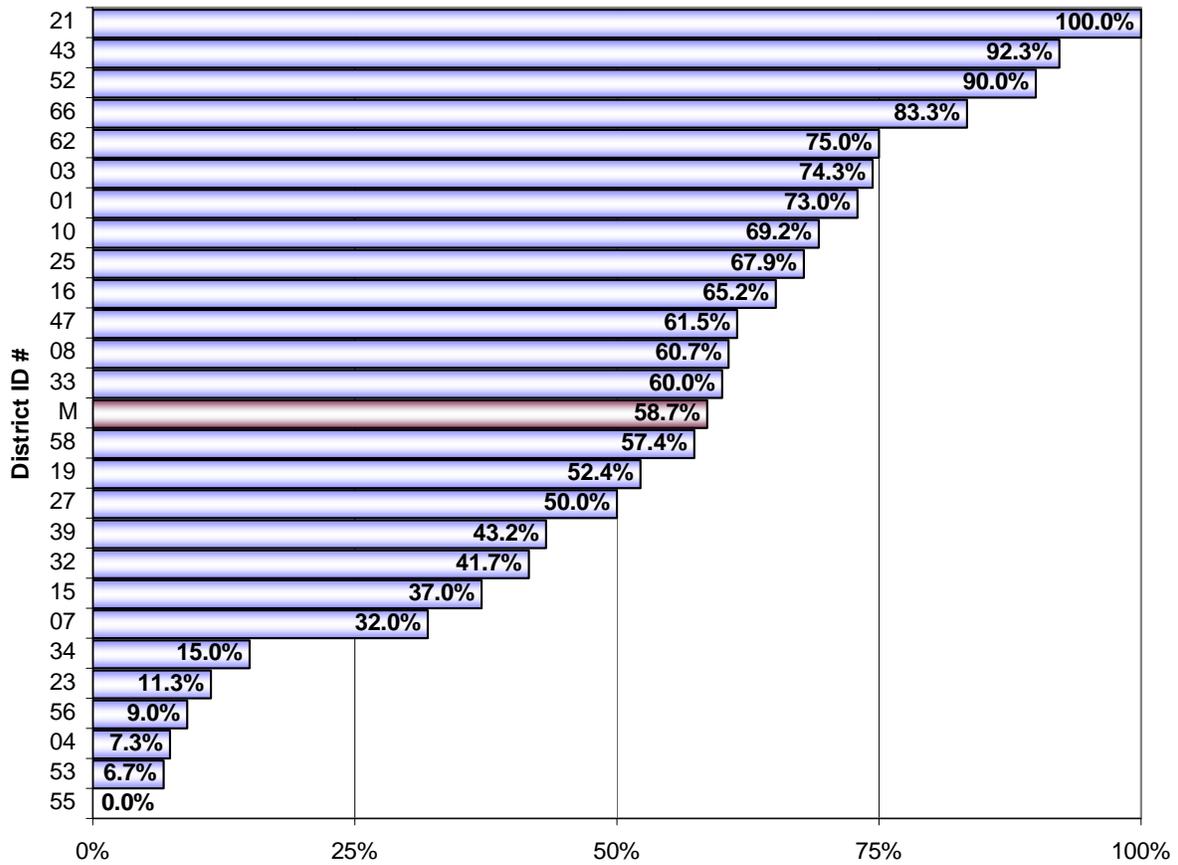
- 26 districts provided reasonable responses to these data points.
- FY 07: High = 100.0%; Low = 0.0%; Median = 58.7%

Trends and observations

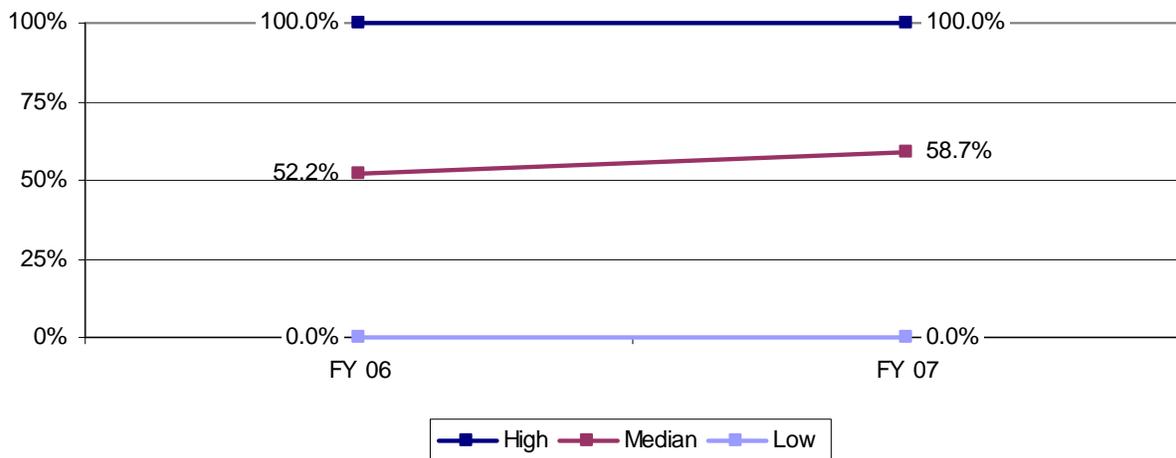
- Data captured for FY 06 = 24 districts, FY 07 = 26 districts
- 61.5% of the districts report usages between 32% and 75%; and 42.3% usages within 10 points of the median.
- It is not surprising that there has been an increase in the use of storage area networks since there has been a proliferation of applications like electronic learning, document imaging and archiving, and increased use of automated work processes instead of paper.

Performance Measurement & Benchmarking for K12 Operations

SAN Storage Percent Utilization



SAN Storage Percent Utilization





Applications

Information Technology – Application Availability - Finance

One *minus* total number of minutes of down time *divided by* total number of minutes measured – financial system.

Why this measure is important

The goal for this metric is to maximize the percentage of time that financial applications are available. Industry standard for excellent availability is ‘5 nines’ or 99.999% availability.

Factors that influence this measure

- Dependence on technology such as Internet
- Maintenance required on a system may require down time
- The cost of redundant systems
- Resources (human and financial)

Analysis of data

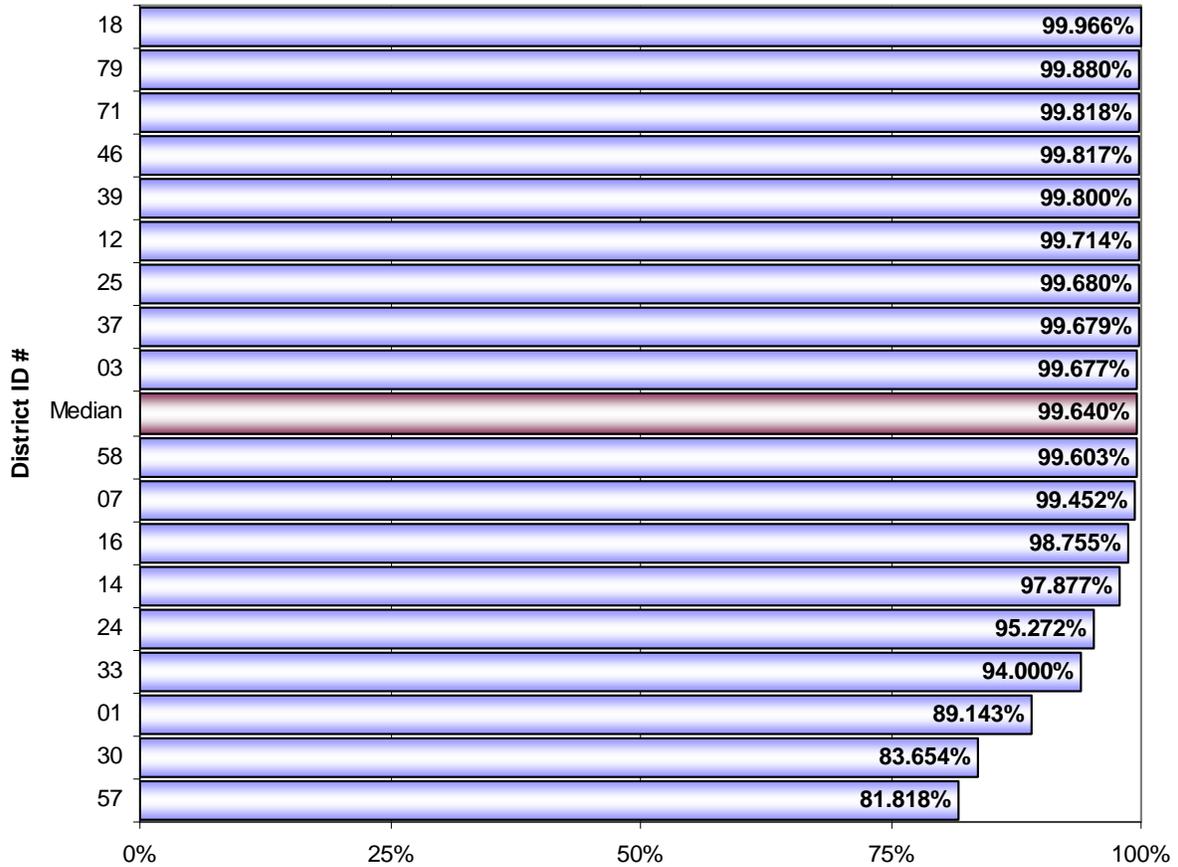
- 18 districts provided reasonable responses to these data points.
- FY 07: High = 99.966%; Low = 81.818%; Median = 99.640%

Trends and observations

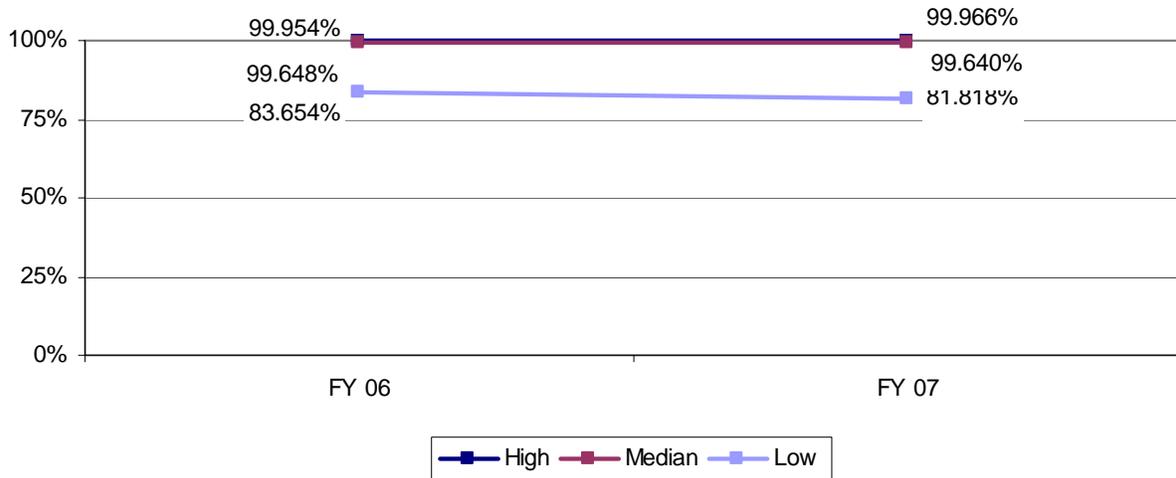
- Data captured for FY 06 = 16 districts, FY 07 = 18 districts
- The data shows districts have not met the industry standard for excellent availability over the past two years.
- Unlike slight improvements in the availability of applications for student information and special education, there has been slippage in the percentage of time that the districts’ financial applications are available.
- The overall failure to meet industry standards may be a capacity issue, i.e., the increasing data processing and educational program requirements are outpacing the capacity of a district’s technology infrastructure to deliver service. Within that context, the increased compliance, regulatory, and reporting requirements at state and federal levels may account for the improved availability of student information and special education applications at the expense of core business applications, e.g., financial and personnel, etc.

Performance Measurement & Benchmarking for K12 Operations

Application Availability - Finance



Application Availability - Finance



Information Technology – Application Availability - Human Resources

One *minus* total number of minutes of down time *divided by* total number of minutes measured – human resources system.

Why this measure is important

The goal for this metric is to maximize the percentage of time that human resource applications are available. Industry standard for excellent availability is ‘5 nines’ or 99.999% availability.

Factors that influence this measure

- Dependence on technology such as Internet
- Maintenance required on a system may require down time
- The cost of redundant systems
- Resources (human and financial)

Analysis of data

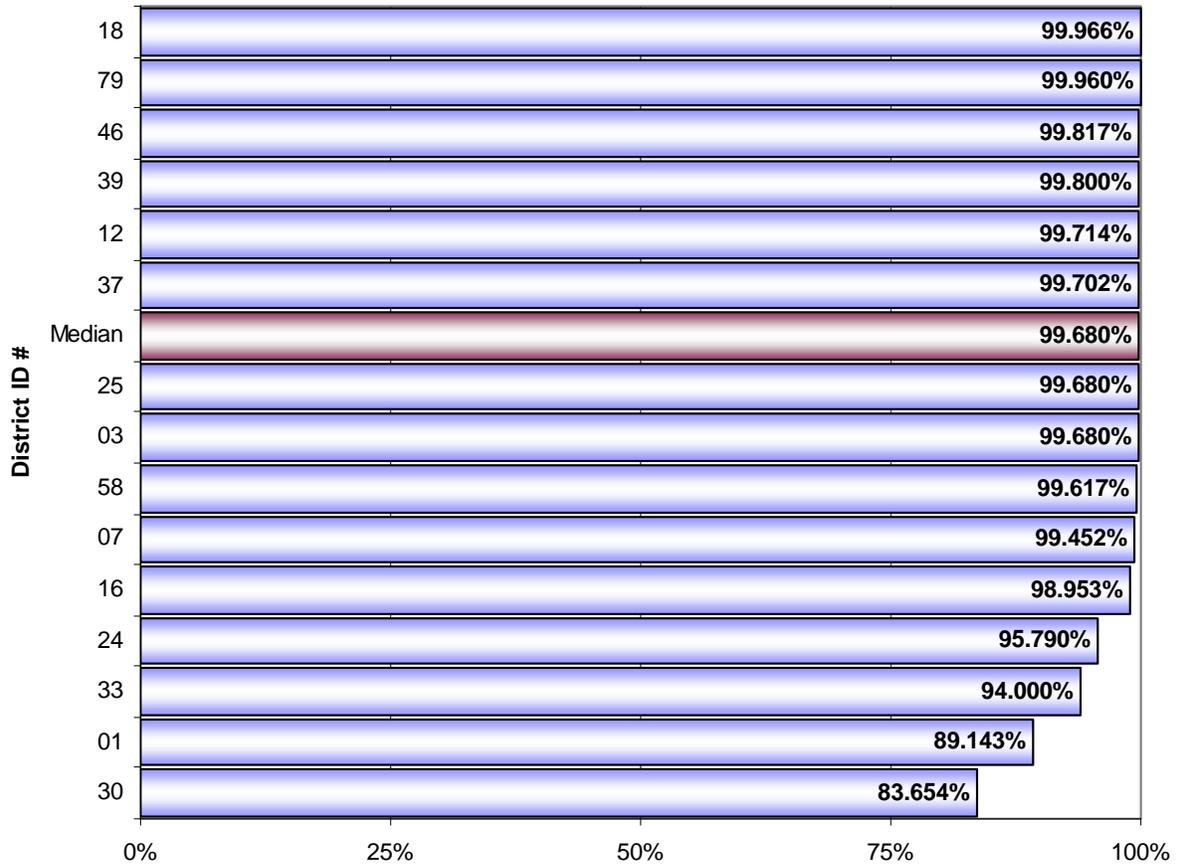
- 15 districts provided reasonable responses to these data points.
- FY 07: High = 99.966%; Low = 83.654%; Median = 99.680%

Trends and observations

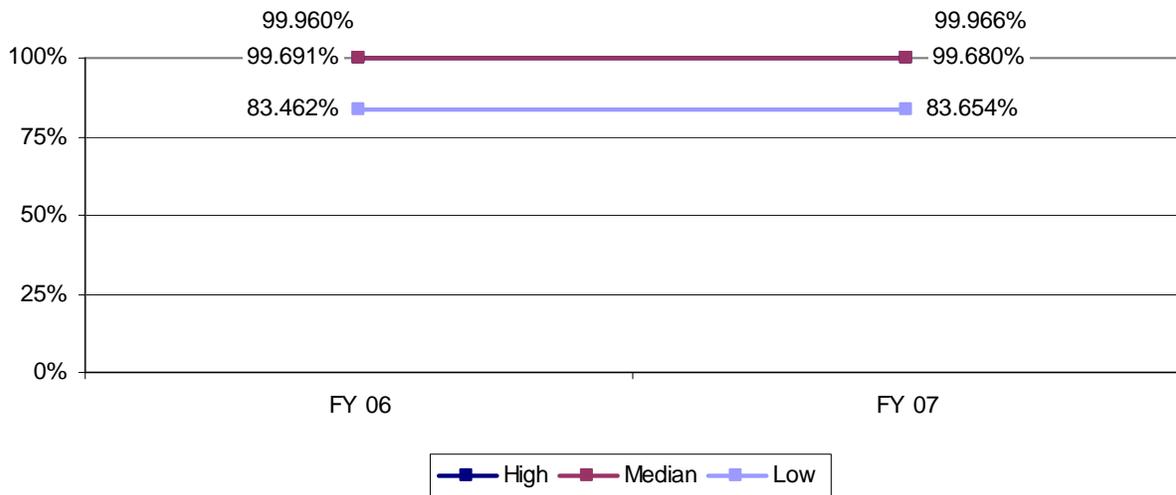
- Data captured for FY 06 = 14 districts, FY 07 = 15 districts
- The data show districts have not met the industry standard for excellent availability over the past two years.
- Unlike slight improvements in the availability of applications for student information and special education, there has been slippage in the percentage of time that the districts human resource applications are available.
- The overall failure to meet industry standards may be a capacity issue, i.e., the increasing data processing and educational program requirements are outpacing the capacity of a district’s technology infrastructure to deliver service. Within that context, the increased compliance, regulatory, and reporting requirements at state and federal levels may account for the improved available of student information and special education applications at the expense of core business applications, e.g., financial, payroll, etc.

Performance Measurement & Benchmarking for K12 Operations

Application Availability - Human Resources



Application Availability - Human Resources



Information Technology – Application Availability - Payroll

One *minus* total number of minutes of down time *divided by* total number of minutes measured – payroll system.

Why this measure is important

The goal for this metric is to maximize the percentage of time that payroll applications are available. Industry standard for excellent availability is ‘5 nines’ or 99.999% availability.

Factors that influence this measure

- Dependence on technology such as Internet
- Maintenance required on a system may require down time
- The cost of redundant systems
- Resources (human and financial)

Analysis of data

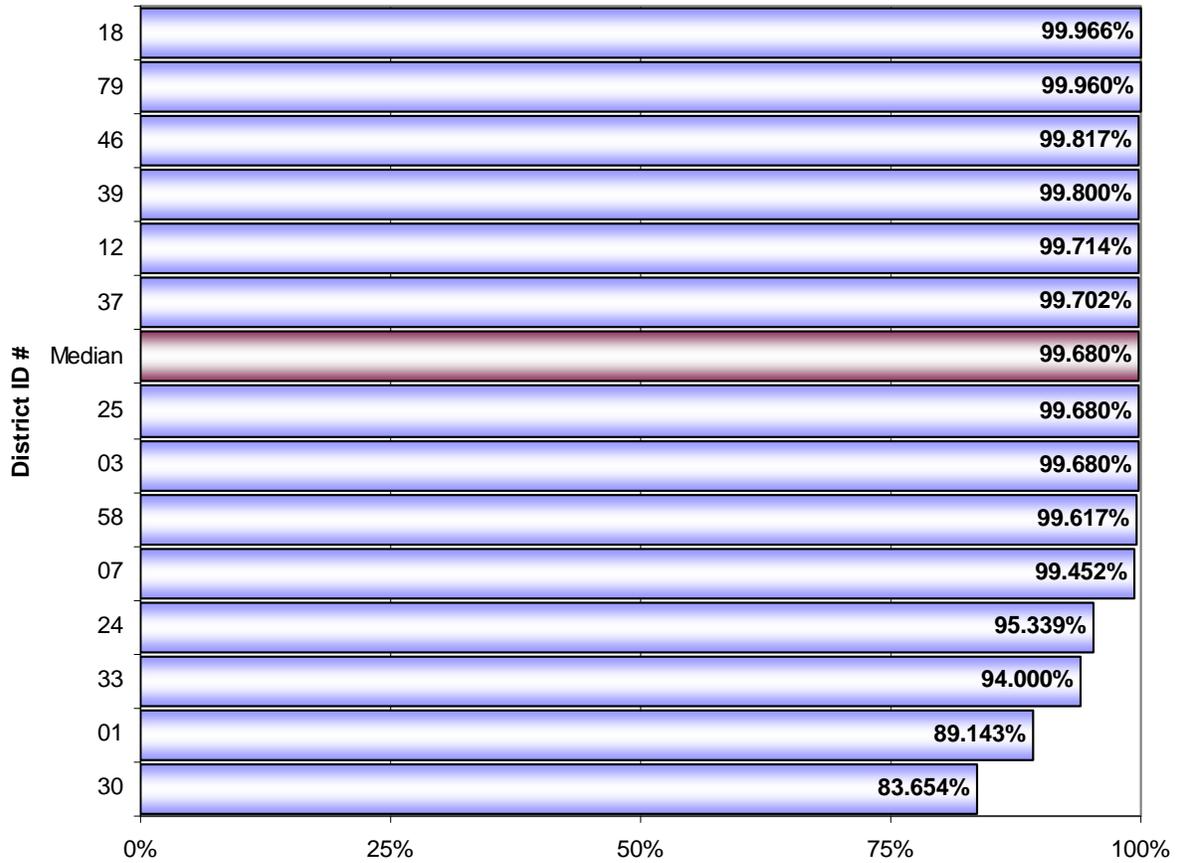
- 14 districts provided reasonable responses to these data points.
- FY 07: High = 99.966%; Low = 83.654%; Median = 99.680%

Trends and observations

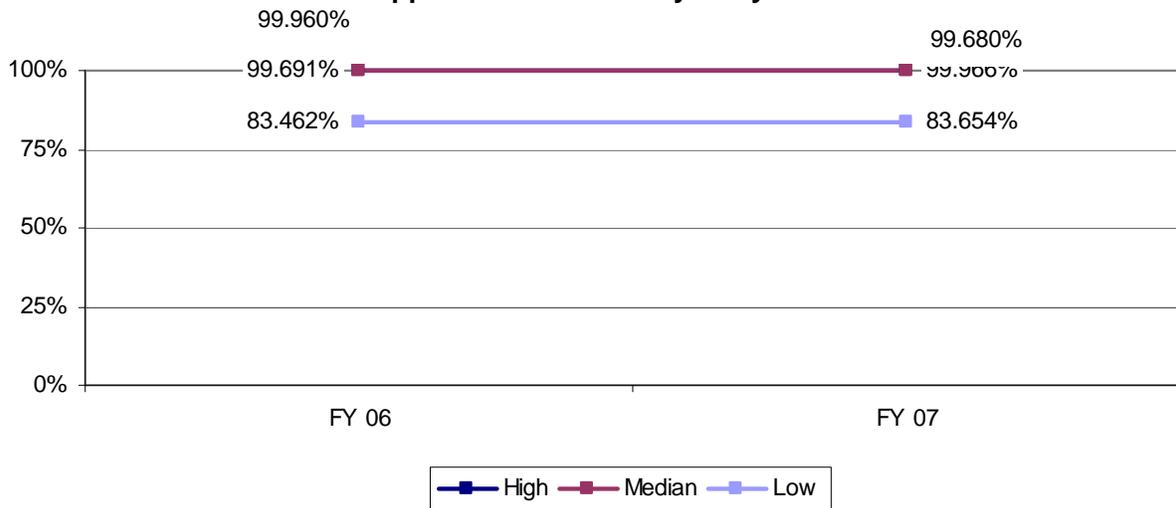
- Data captured for FY 06 = 14 districts, FY 07 = 14 districts
- The data shows districts have not met the industry standard for excellent availability over the past two years.
- Unlike the slight improvements in the availability of applications for student information and special education, there has been slippage in the percentage of time that the districts’ payroll applications are available.
- The overall failure to meet industry standards may be a capacity issue, i.e., the increasing data processing and educational program requirements are outpacing the capacity of a district’s technology infrastructure to deliver service. Within that context, the increased compliance, regulatory, and reporting requirements at state and federal levels may account for the improved available of student information and special education applications at the expense of core business applications, e.g., financial, payroll, etc.

Performance Measurement & Benchmarking for K12 Operations

Application Availability - Payroll



Application Availability - Payroll



Information Technology – Application Availability - Student Information System

One *minus* total number of minutes of down time *divided by* total number of minutes measured – student information system.

Why this measure is important

The goal for this metric is to maximize the percentage of time that SIS applications are available. Industry standard for excellent availability is ‘5 nines’ or 99.999% availability. A district’s SIS application is usually the source of data for pupil accounting and therefore its revenue.

Factors that influence this measure

- Dependence on technology such as Internet
- Maintenance required on a system may require down time
- The cost of redundant systems
- Resources (human and financial)

Analysis of data

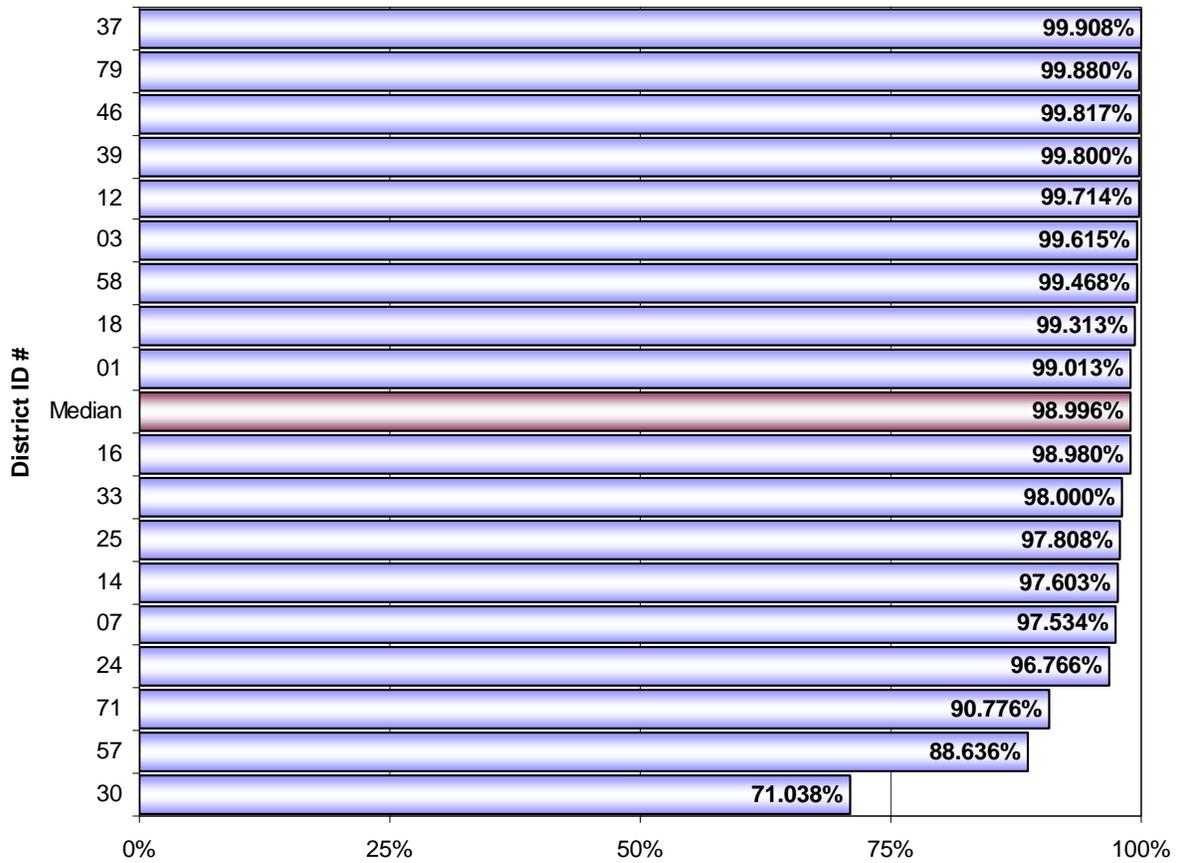
- 19 districts provided reasonable responses to these data points
- FY 07: High = 99.908%; Low = 71.038%; Median = 98.996%

Trends and observations

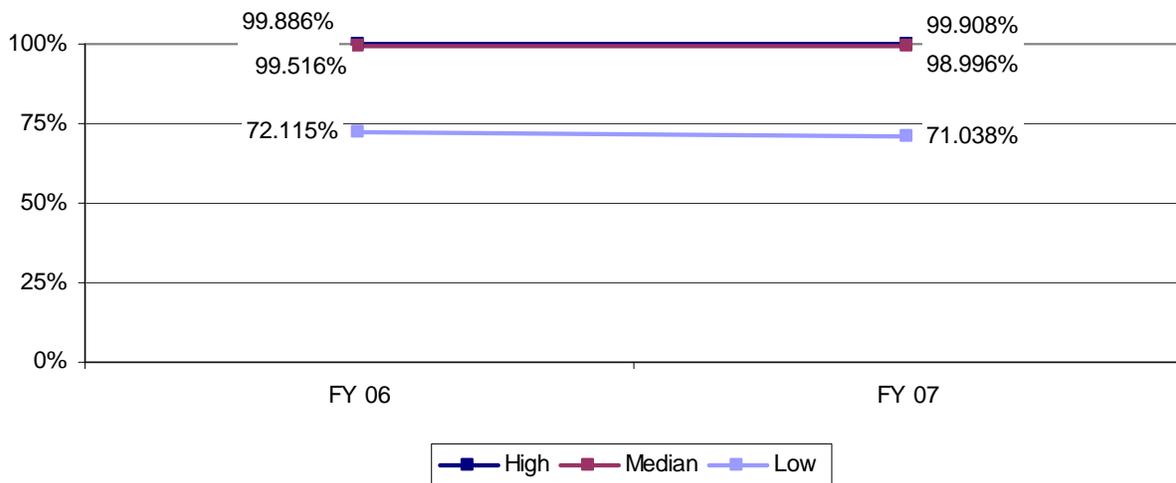
- Data captured for FY 06 = 17 districts, FY 07 = 19 districts
- The data show districts have not met the industry standard for excellent availability over the past two years.
- There has been a modest improvement in the percentage of time that district student information system applications are available.
- The overall failure to meet industry standards may be a capacity issue, i.e., the increasing data processing and educational program requirements that are outpacing the capacity of a district’s technology infrastructure to deliver service. Within that context, the increased compliance, regulatory, and reporting requirements at state and federal levels may account for the improved available of student information applications at the expense of other core business applications, e.g., financial, payroll, etc.

Performance Measurement & Benchmarking for K12 Operations

Application Availability - Student Information



Application Availability - Student Information



Information Technology – Application Availability - Special Education

One *minus* total number of minutes of down time *divided by* total number of minutes measured – special education system.

Why this measure is important

The goal for this metric is to maximize the percentage of time that special education applications are available. Industry standard for excellent availability is ‘5 nines’ or 99.999% availability, and compliance with the IEPs.

Factors that influence this measure

- Dependence on technology such as Internet
- Maintenance required on a system may require down time
- The cost of redundant systems
- Resources (human and financial)

Analysis of data

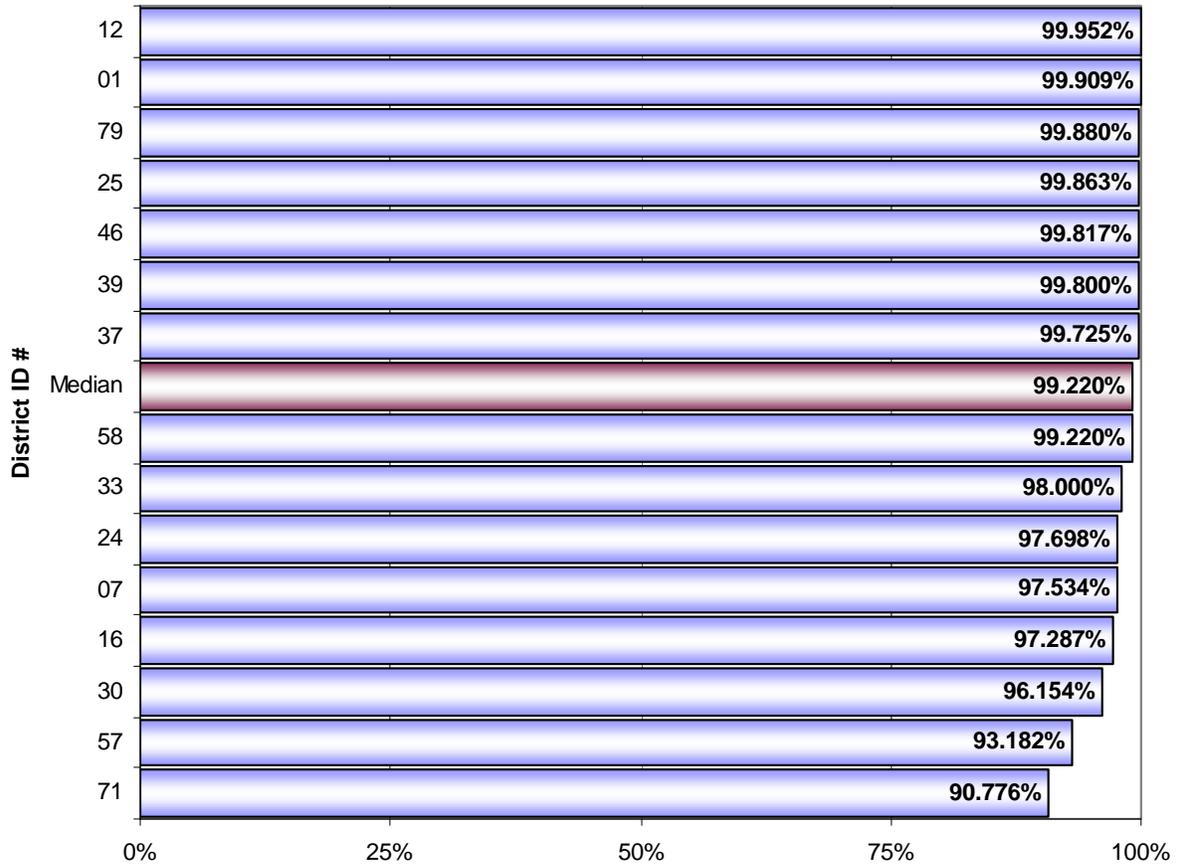
- 16 districts provided reasonable responses to these data points
- FY 07: High = 99.952%; Low = 90.776%; Median = 99.220%

Trends and observations

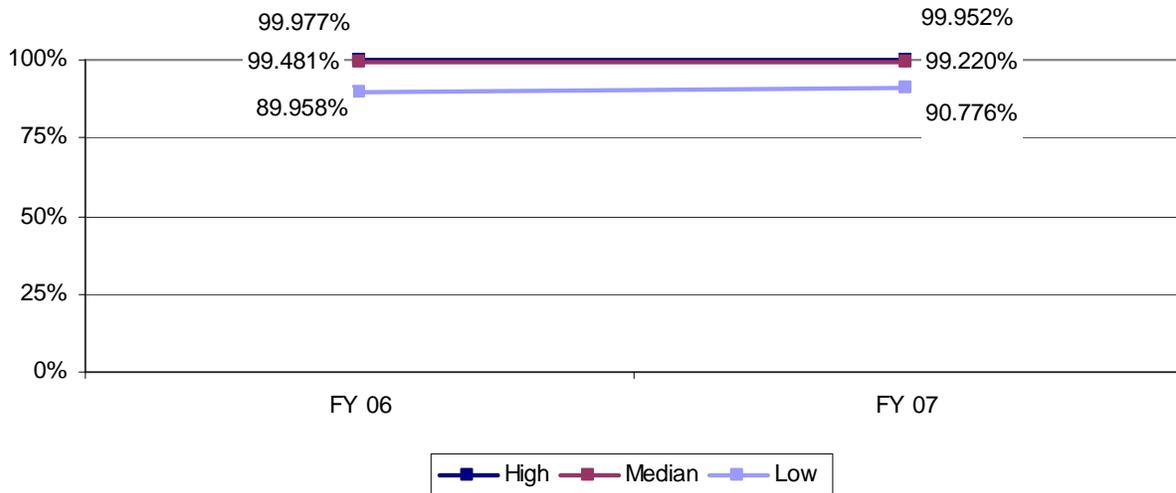
- Data captured for FY 06 = 15 districts, FY 07 = 16 districts
- The data shows districts have not met the industry standard for excellent availability over the past two years.
- There has been a modest improvement in the percentage of time that district special education system applications are available.
- The overall failure to meet industry standards may be a capacity issue, i.e., the increasing data processing and educational program requirements that are outpacing the capacity of a district’s technology infrastructure to deliver service. Within that context, the increased compliance, regulatory, and reporting requirements at state and federal levels may account for the improved available of special education applications at the expense of other core business applications, e.g., financial, payroll, etc.

Performance Measurement & Benchmarking for K12 Operations

Application Availability - Special Education



Application Availability - Special Education



Information Technology – Application Availability – E-Mail

One *minus* total number of minutes of down time *divided by* total number of minutes measured – e-mail system.

Why this measure is important

The goal for this metric is to maximize the percentage of time that email applications are available. Industry standard for excellent availability is ‘5 nines’ or 99.999% availability. Email in most districts is the primary communications method deployed.

Factors that influence this measure

- Dependence on technology such as Internet
- Maintenance required on a system may require down time
- The cost of redundant systems
- Resources (human and financial)

Analysis of data

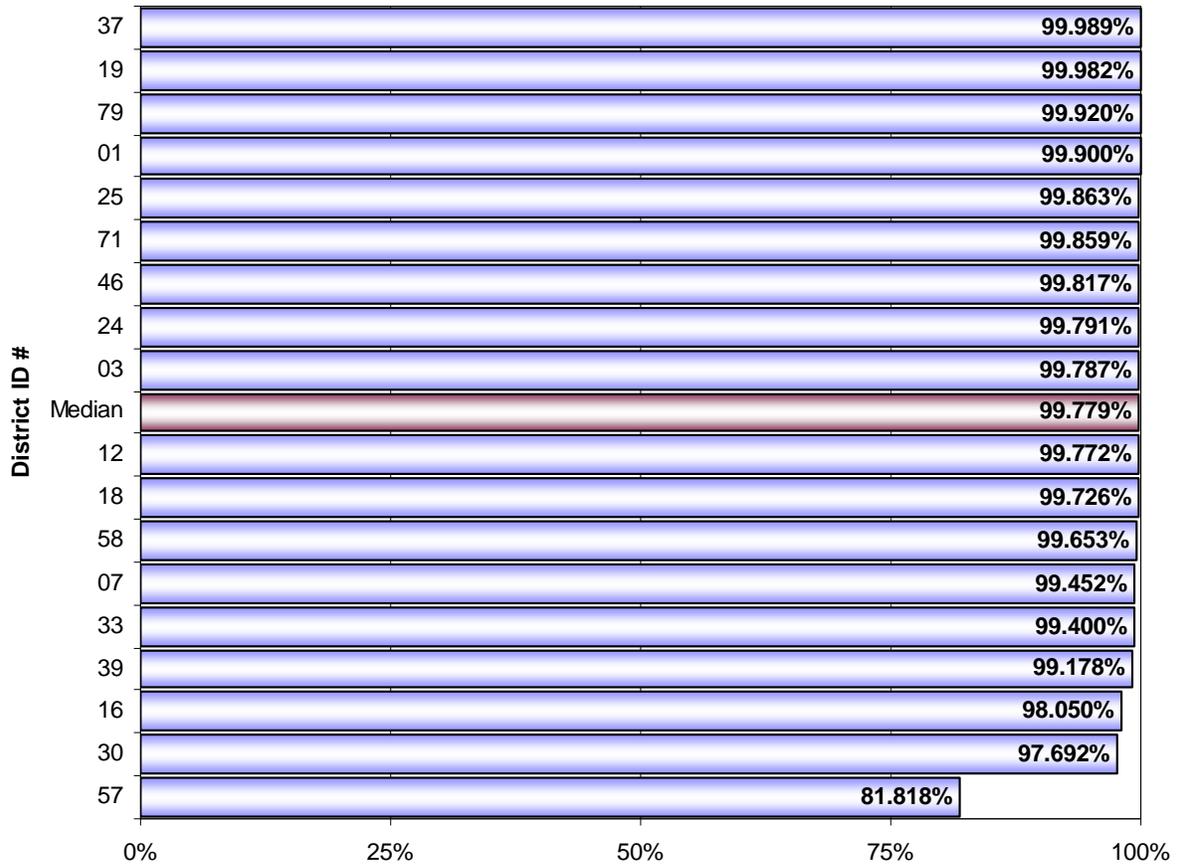
- 18 districts provided reasonable responses to these data points.
- FY 07: High = 99.989%; Low = 81.818%; Median = 99.779%

Trends and observations

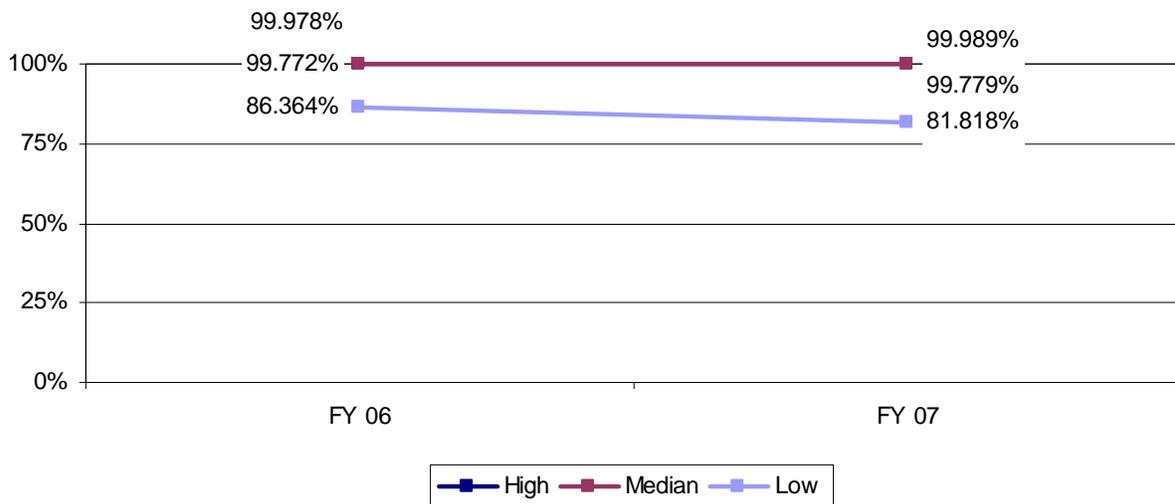
- The data show districts have not met the industry standard for excellent availability over the past two years.
- Unlike the slight improvements in the availability of applications for student information and special education, there has been slippage in the percentage of time that the districts’ email applications are available.
- The overall failure to meet industry standards may be a capacity issue, i.e., the increasing data processing and educational program requirements are outpacing the capacity of a district’s technology infrastructure to deliver service. Within that context, the increased compliance, regulatory, and reporting requirements at state and federal levels may account for the improved availability of student information and special education applications at the expense of core business applications, e.g., email, financial, payroll, etc.

Performance Measurement & Benchmarking for K12 Operations

Application Availability - E-Mail System



Application Availability - E-Mail System





Human Resources

(Thanks to the work and diligence of the Technical Team, the project generated information that, although not lending itself to measurement calculations in great detail, will be useful to districts as they look at their human resources operations. It is for that reason the data are included in this report. Project management and its technical team will move next to redesign and reissue a survey to generate additional baseline data that meet the rigors of the project's research methodology and can be used to measure performance across districts.)

Human Resources – Teachers Highly Qualified (per NCLB)

Number of highly qualified teachers (per NCLB) *divided by* the number of full-time teachers.

Why this measure is important

Measuring NCLB “HQ” teachers assures that the district has the maximum number of highly qualified teachers (credentialed according to NCLB requirements) on staff. In addition to bringing the district into compliance with federal mandates, this measurement enables districts to have data available to correlate relationships between numbers of certified teachers and student achievement; to monitor the distribution of highly qualified teachers throughout the district; and to develop and/or modify professional development within the district for teachers. A district goal should be to engage local universities to include coursework that leads graduates to be fully qualified to teach upon graduation.

Factors that influence this measure

- Hiring practices
- Culture
- External community affluence
- Quality and quantity of applicant pool
- State licensure requirements

Analysis of data

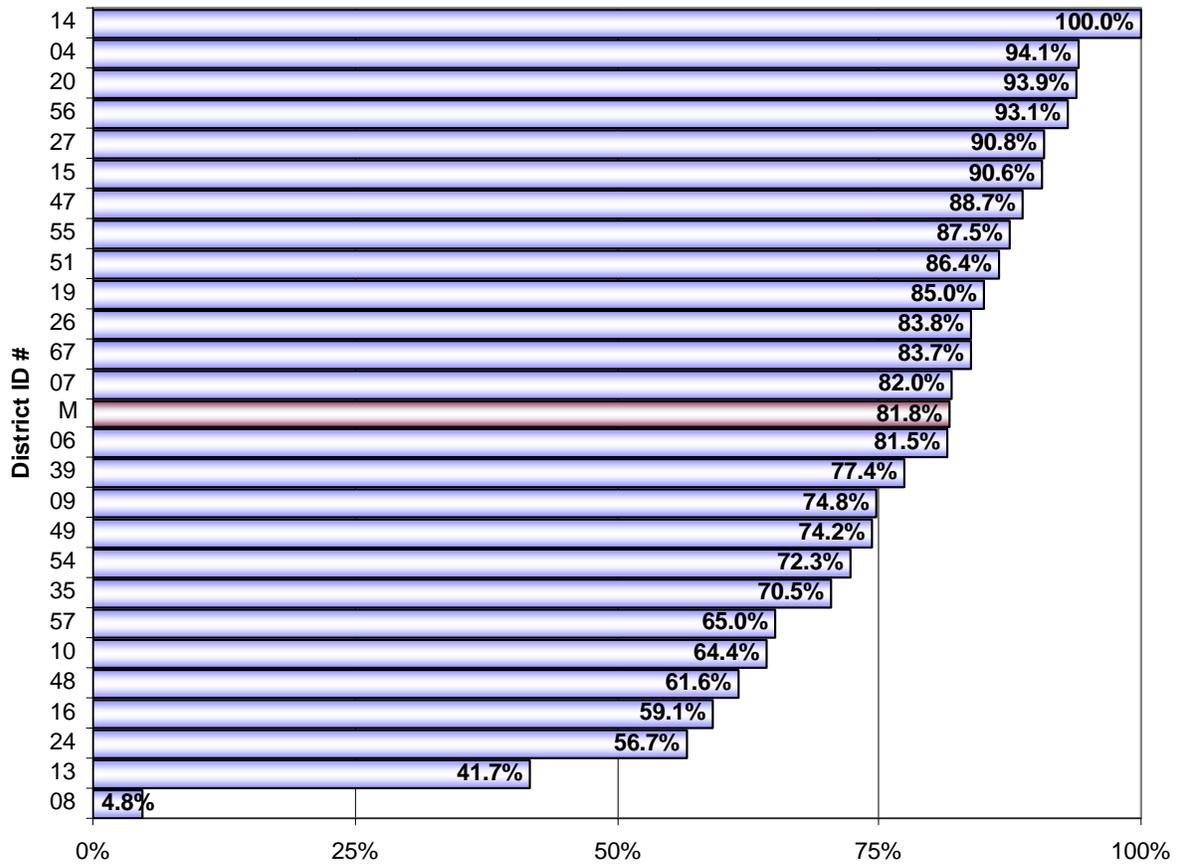
- 26 districts provided reasonable responses to these data points.
- FY 07: High = 100.0%; Low = 4.8%; Median = 81.8%

Trends and observations

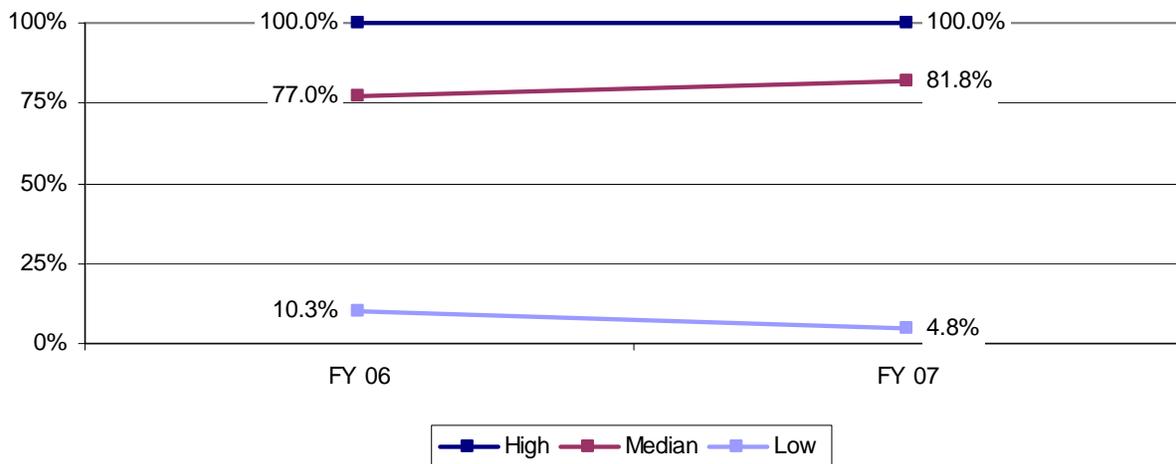
- Data captured for FY 06 = 21 districts, FY 07 = 26 districts

Performance Measurement & Benchmarking for K12 Operations

Teachers Highly Qualified (per NCLB)



Teachers Highly Qualified (per NCLB)



Human Resources – National Board Certified Teachers

Number of National Board Certified teachers (NBC) *divided by* number of teachers – full-time, part-time, and substitute.

Why this measure is important

This measure provides a means to monitor the distribution of NBC teachers; assures that the district maximizes the potential of teacher staff; and presents a highly qualified staff to the public. In addition, it enables districts to have data available to make the correlations between NBC certified teaching staff and the academic achievement of students. It may also lead to the creation of a pool of qualified teachers to mentor and coach other teachers within the district.

Factors that influence this measure

- Culture
- Communication
- Leadership
- Professional development
- Compensation
- Support for teachers

Analysis of data

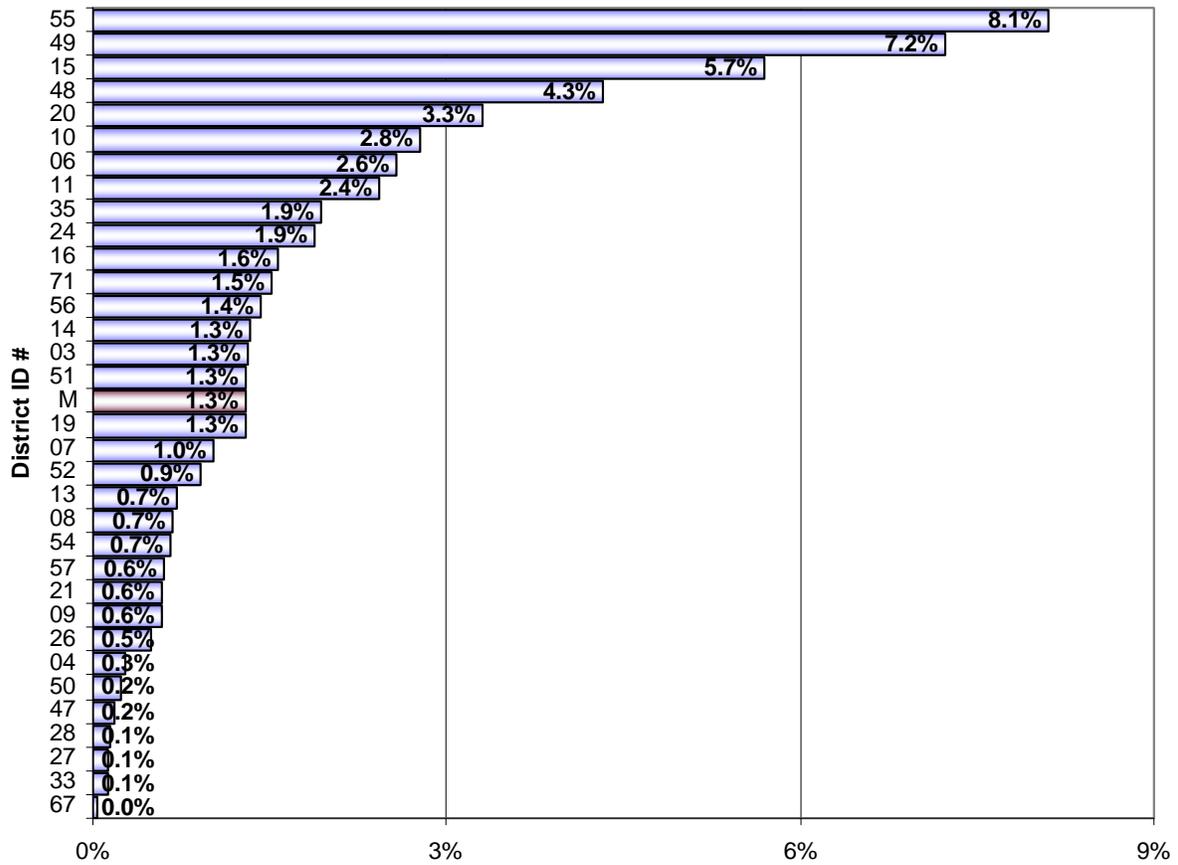
- 33 districts provided reasonable responses to these data points.
- FY 07: High = 8.1%; Low = 0.0%; Median = 1.3%

Trends and observations

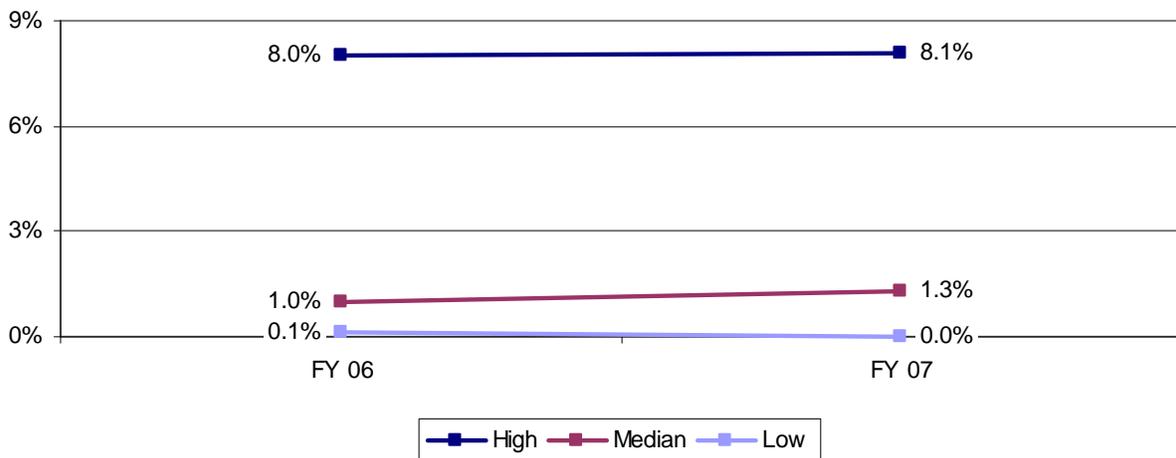
- Data captured for FY 06 = 33 districts, FY 07 = 33 districts

Performance Measurement & Benchmarking for K12 Operations

National Board Certified Teachers



National Board Certified Teachers



Human Resources – Teacher Vacancies Filled First School Day

Number of teacher vacancies filled for the start of school *divided by* number of teacher vacant positions not filled on the 1st day of school and number of teacher vacancies filled for the start of school.

Why this measure is important

A school in which each classroom is staffed with a full-time teacher from “day one” sets the tone for the rest of the school year, thereby positively impacting student achievement. The measure provides the basis for determining the efficiencies (e.g., targeted job fairs) and the effectiveness (e.g., “marketing” the district as an employer of choice) on recruiting, screening, and hiring the right candidates to fill vacancies.

Factors that influence this measure

- Applicant pool
- Efficiency of recruitment process
- Compensation
- Degree of automation of employment process - How applicants perceive urban districts

Analysis of data

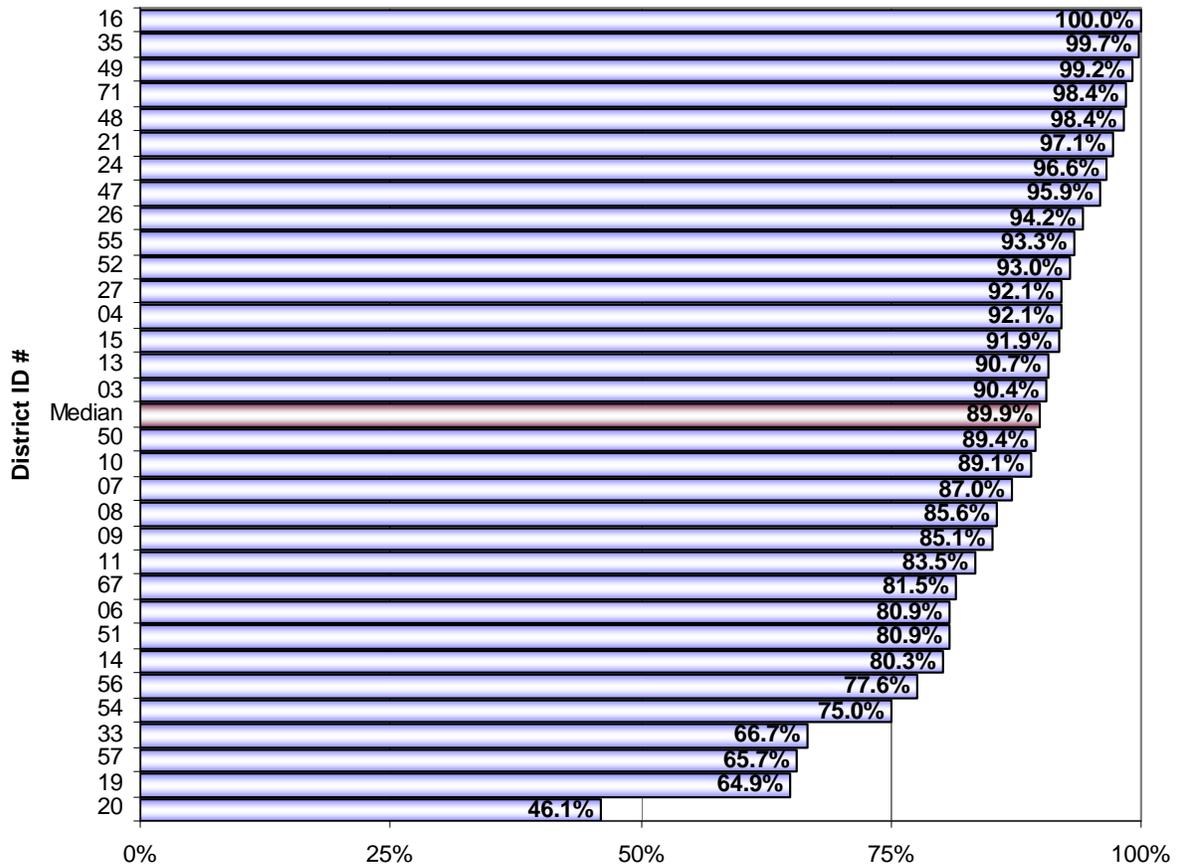
- 32 districts provided reasonable responses to these data points.
- FY 07: High = 100.0%; Low = 46.1%; Median = 89.9%

Trends and observations

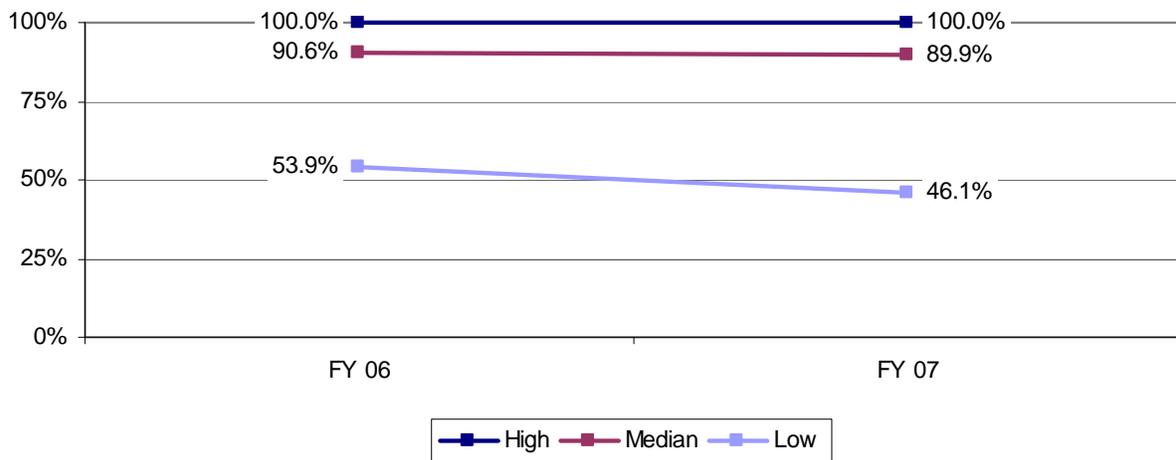
- Data captured for FY 06 = 28 districts, FY 07 = 32 districts

Performance Measurement & Benchmarking for K12 Operations

Teacher Vacancies Filled on First School Day



Teacher Vacancies Filled First School Day



Human Resources – Teachers Retained After First Year

Average number of teachers retained after their first year *divided by* the number newly hired teachers.

Why this measure is important

Based on a 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 and maintain desired staff continuity.

Factors that influence this measure

- Culture
- Communication
- Leadership
- Professional development
- Compensation
- Candidate selection and support

Analysis of data

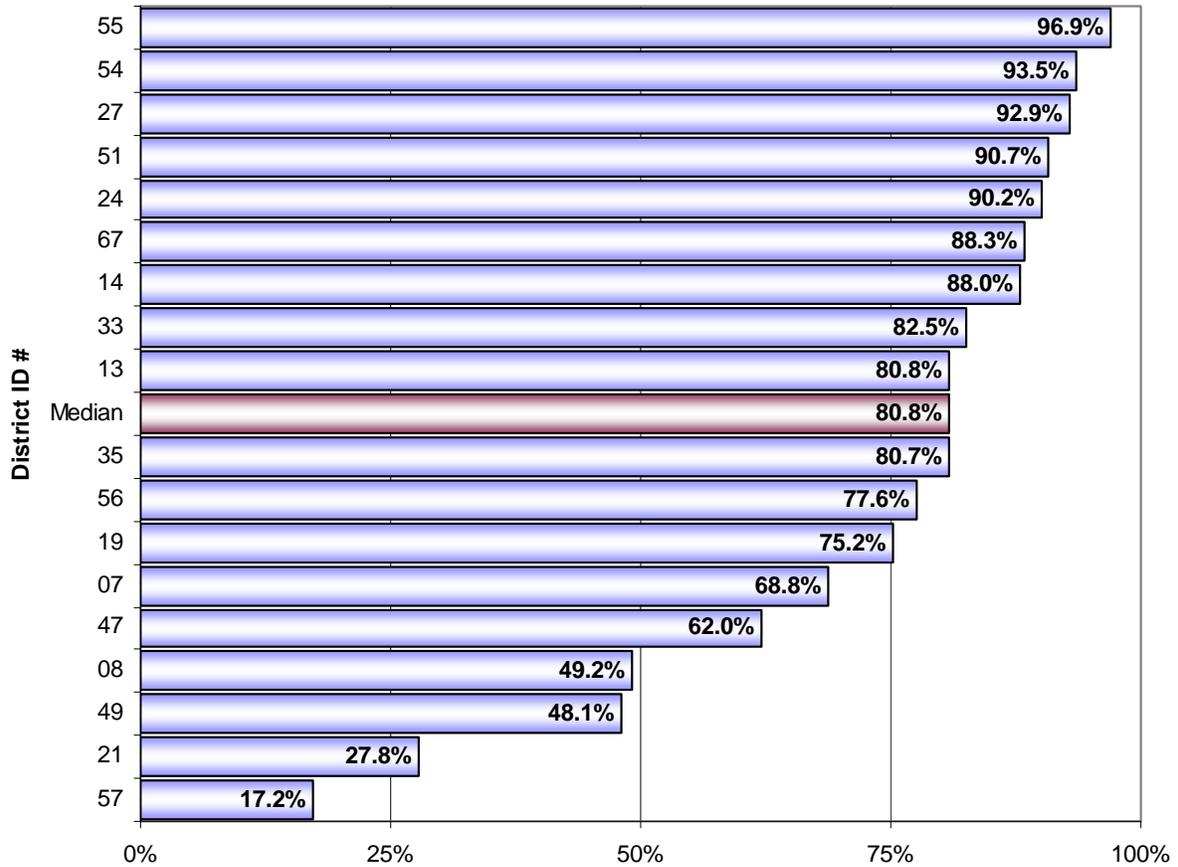
- 18 districts provided reasonable responses to these data points.
- FY 07: High = 96.9%; Low = 17.2%; Median = 80.8%

Trends and observations

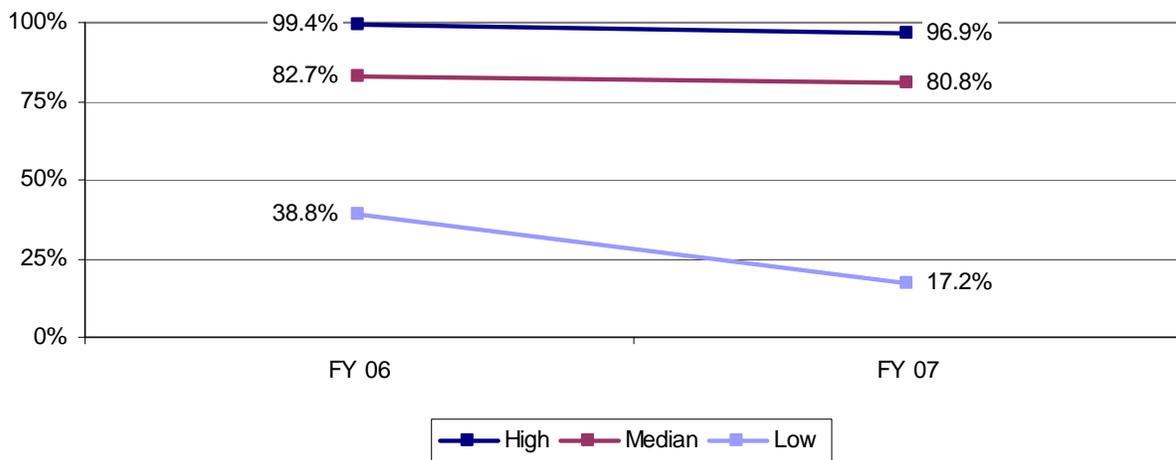
Data captured for FY 06 = 19 districts, FY 07 = 18 districts

Performance Measurement & Benchmarking for K12 Operations

Teachers Retained After First Year



Teachers Retained After First Year



Human Resources – Teachers Retained After Five Years

Average number of teachers retained after five years *divided by* the number of teachers – full-time, part-time and substitute.

Why this measure is important

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 after five (5) years 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 this measure

- Culture
- Communication
- Leadership
- Professional development
- Compensation
- Candidate selection and support.

Analysis of data

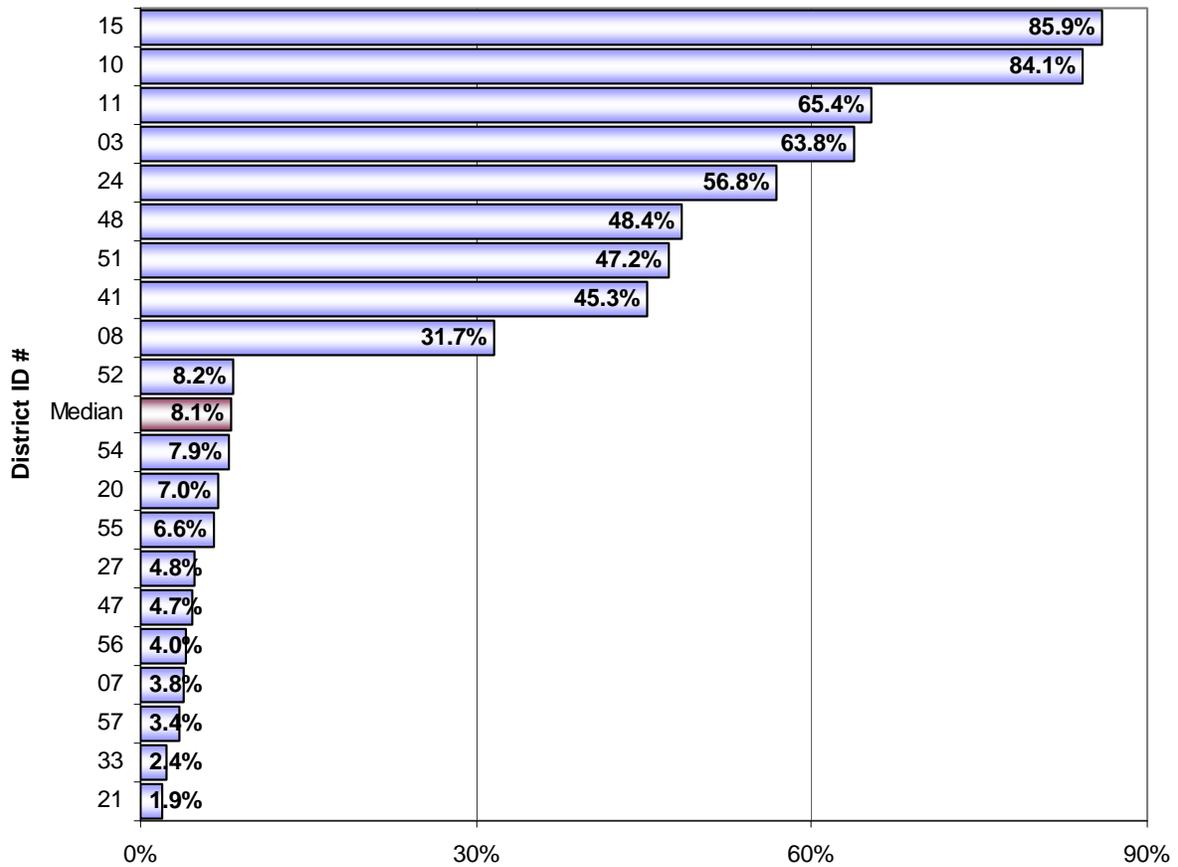
- 20 districts provided reasonable responses to these data points.
- FY 07: High = 85.9%; Low = 1.9%; Median = 8.1%

Trends and observations

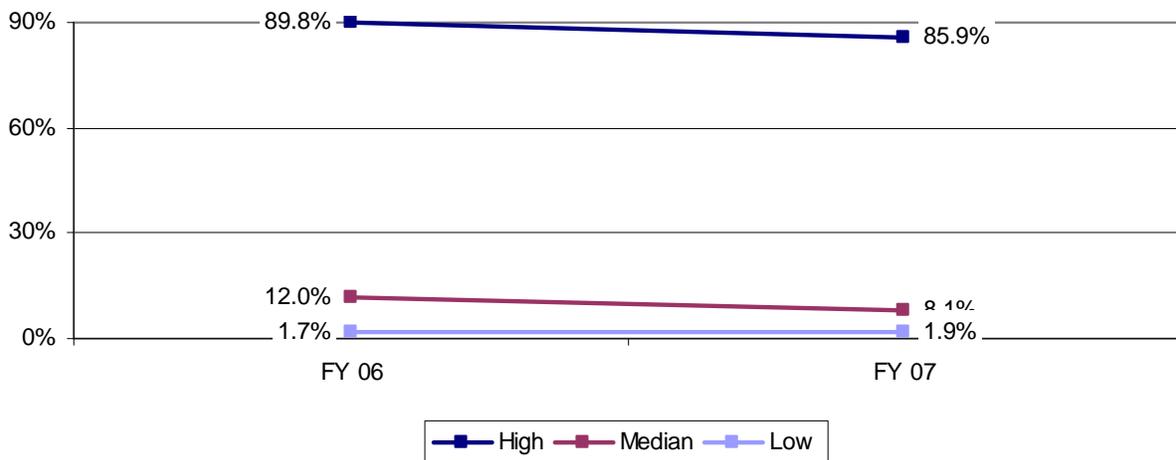
Data captured for FY 06 = 19 districts; FY 07 = 20 districts

Performance Measurement & Benchmarking for K12 Operations

Teachers Retained After Five Years



Teachers Retained After Five Years



Human Resources – Teachers Leaving District Indicating Job Dissatisfaction

Number of teachers indicating on exit surveys that they left due to job dissatisfaction *divided by* the number of teachers – full-time, part-time and substitute.

Why this measure is important

A review of this measurement may result in a better understanding of why teachers are leaving. It allows districts to compare and evaluate the relative efficiency of the mentoring programs, professional development opportunities, and support systems available for teachers. A value on the low side—low attrition—could indicate that the district has the right “stuff.”

Factors that influence this measure

- Culture
- Communication
- Leadership
- Professional development
- Compensation
- Candidate selection and support

Analysis of data

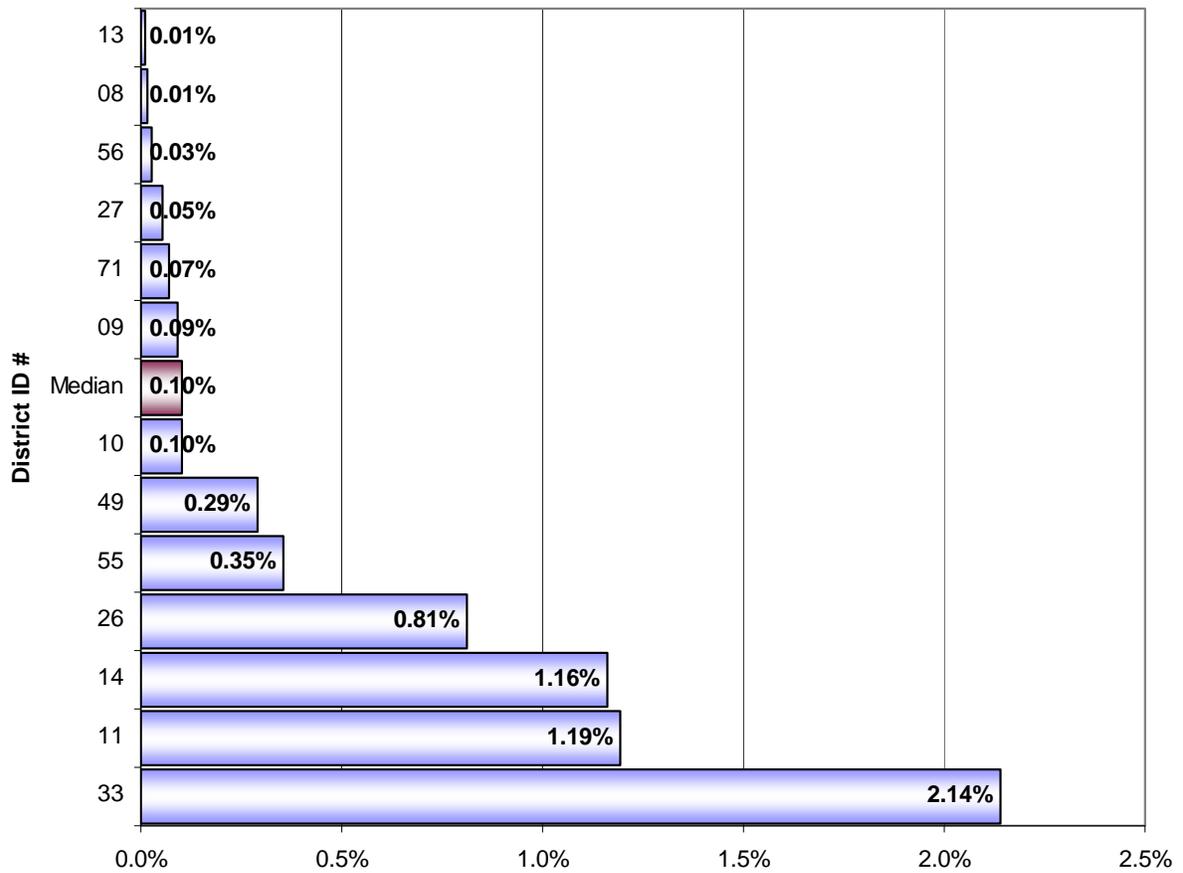
- 13 districts provided reasonable responses to these data points.
- FY 07: Low = 0.01%; High = 2.14%; Median = 0.10%

Trends and observations

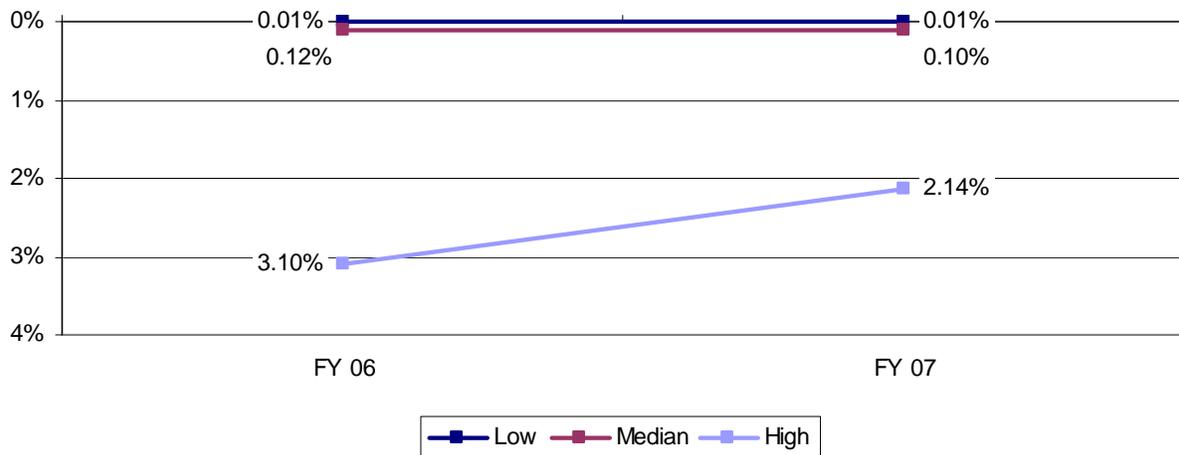
Data captured for FY 06 = 12 districts, FY 07 = 13 districts

Performance Measurement & Benchmarking for K12 Operations

Teachers Leaving District Indicating Job Dissatisfaction



Teachers Leaving District Indicating Job Dissatisfaction



Human Resources – Principals/Supervisors Rating HR Satisfactory

Number of Principals/Supervisors rating Human Resources services satisfactory *divided by* the Number of Administrators/Supervisors.

Why this measure is important

This measurement is a good indication of the efficiency and effectiveness of HR. It allows HR to receive and analyze feedback on how well principals have accepted HR as a strategic partner. It may also enable HR senior leadership to determine where to allocate resources and funds to do the “right work.”

Factors that influence this measure

- Culture
- Communication

Analysis of data

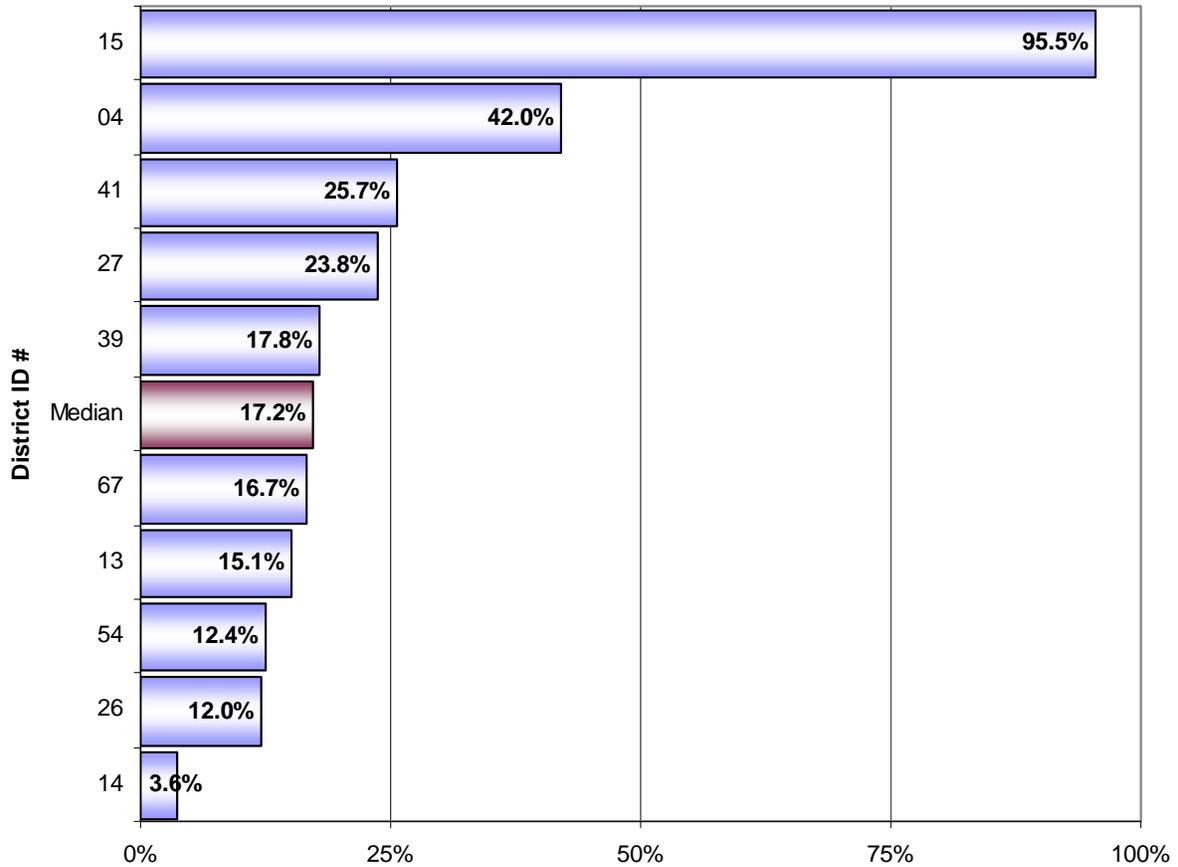
- 10 districts provided reasonable responses to these data points.
- FY 07: High = 95.5%; Low = 3.6%; Median = 17.2%

Trends and observations

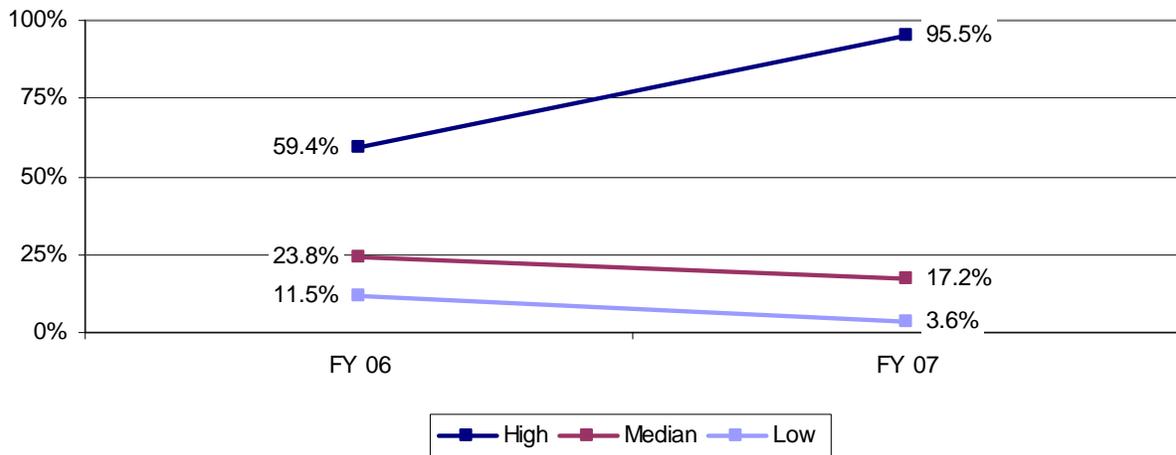
- Data captured for FY 06 = 7 districts, FY 07 = 10 districts

Performance Measurement & Benchmarking for K12 Operations

Principals/Supervisors Rating HR Satisfactory



Principals/Supervisors Rating HR Satisfactory



Human Resources – Benefits Costs as Percent of General Fund Expenditures

Annual district cost of employee health benefits *divided by* total General Fund expenditures.

Why this measure is important

This measure assesses cost containment issues for the district, and suggests whether or not a wellness program might be warranted.

Factors that influence this measure

- Healthcare cost
- Age of the workforce
- Union contract

Analysis of data

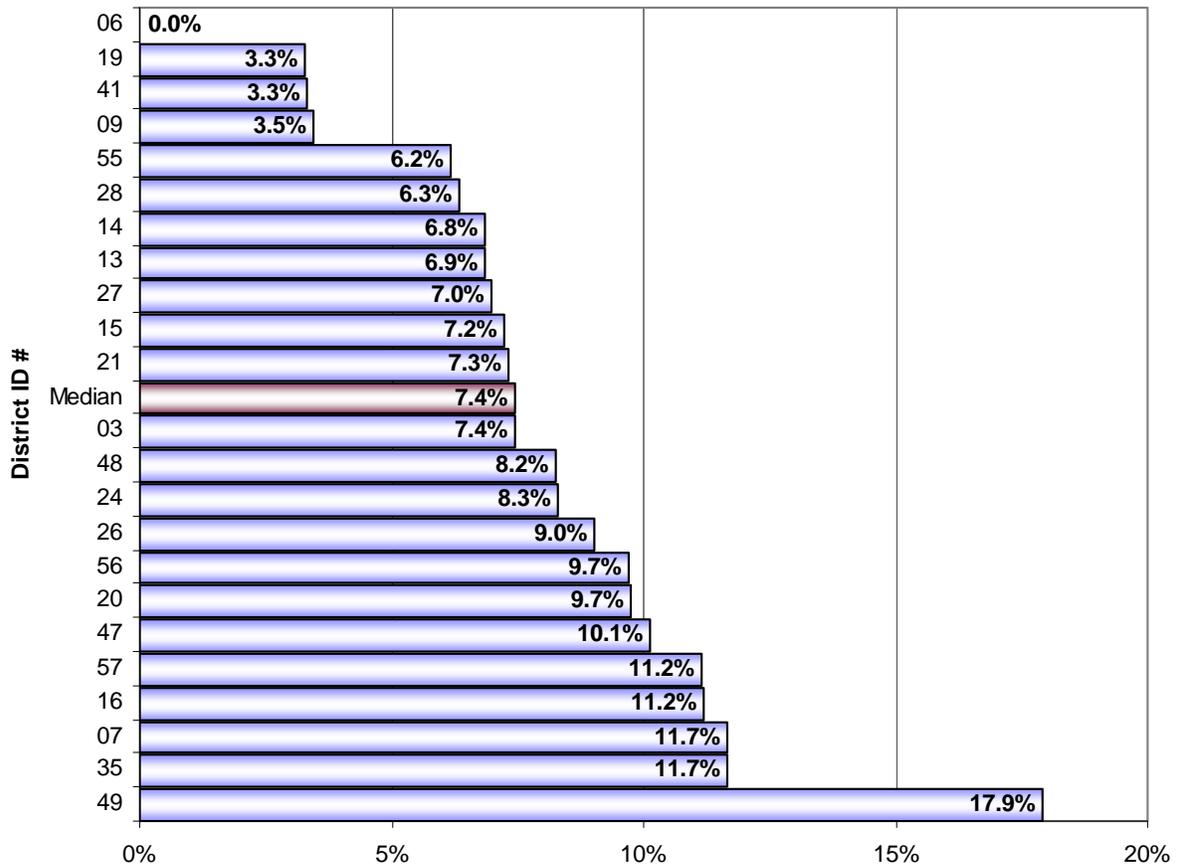
- 23 districts provided reasonable responses to these data points.
- FY 07: Low = 0.0%; High = 17.9%; Median = 7.4%

Trends and observations

- Data captured for FY 06 = 25 districts; FY 07 = 23 districts

Performance Measurement & Benchmarking for K12 Operations

Benefits Costs as Percent of General Fund Expenditures



Benefits Costs as Percent of General Fund Expenditures

