



SNA Annual Conference
July 2, 2009
Data-based Decision Making
Council of Great City Schools

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Council of Great City Schools (CGCS)

- 67 member districts (large, urban)
- Legislative activities
- Conferences
 - School Boards / Administration
 - Technology
 - Finance
 - Human Resources
 - Operations
- Research
- Peer Reviews
- Data & Best Practice Sharing



CGCS Peer Reviews led to....

- Desire for Best Practices
- Data Necessary to Share Best Practices
- Best Practices led to Key Performance Indicator Project (KPI's)
 - Operations Areas
 - Transportation
 - Safety/Security
 - Purchasing
 - Facilities
 - Food Service
- CGCS Created KPI Teams by Ops Area
- Teams developed KPI's



Food Service KPI Big Questions

- What is Important to Measure?
- How do we get Districts to Report Accurate Data?
 - Do you include contract sites
 - What attendance factor
- How do we define the measures to get consistency between districts?
 - Who fills out survey?
 - What is source of data?



Some of the KPI's Created....

- Elementary Lunch Participation / Full Pay
- Secondary Lunch Participation / Full Pay
- Secondary Lunch Participation/Open or Closed
- Total Costs/Revenue
- Meets SMI Nutrient Standards
- Number of ServSafe or Equivalent Staff/Site
- Number of Sites Using POS to Upload Data

Gap Analysis Framework to Identify Best Practices

- Established the “Essential Few” KPIs
- Set targets within the Essential Few
- Analyzed the data to identify the districts that perform at or above the targets across the Essential Few
- Identified why that KPI was important
- Identified the factors influencing the data

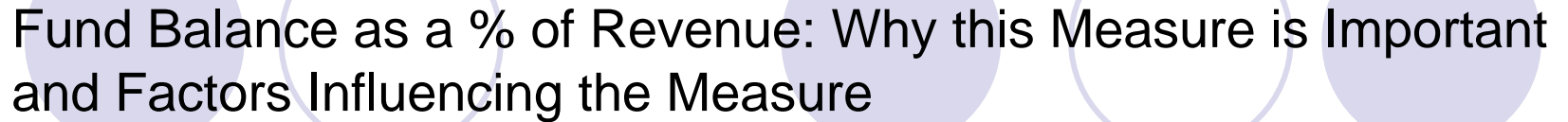


The “Essential Few”

- Fund Balance as a % of Revenue
- Overall Breakfast Participation
- Overall Lunch Participation
- Elementary Lunch Participation of F/R Students
- Secondary Lunch Participation of F/R Students

CGCS Managing Results Study

- Districts measured for high performance on all Essential Few KPI's
- Best Practice Districts in October 2008:
 - District # 03, Saint Paul
 - District 24, East Baton Rouge
- Complete Report at:
http://www.cgcs.org/Pubs/ManagingResults_1008.pdf



Fund Balance as a % of Revenue: Why this Measure is Important and Factors Influencing the Measure

•Why 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 Influencing

- USDA allows a Food Service program to have three months operating expenses in the fund balance.
- Districts may have taken part or all of the Food Services Fund Balance for non-Food Service activities.
- Food Services may have funded large kitchen remodeling projects, implemented new POS systems, and thereby reduced a fund balance with a large capital outlay project.
- Fund balance may include other items such as retiree health insurance and inventory.
- District philosophy on fund balance.

Fund Balance as Percent of Revenue Analysis of Data



- 45 districts provided reliable/valid responses
- Median is 4.5%, High = 43.6%, Low = 7.1%
- Most district's maintain a fund balance to revenue ratio of about 6% or less
- Of the districts reporting, approximately 10% have negative fund balances
- Fund balance are remaining flat since FY 06. Data indicates the average program has just enough revenue to break-even with costs, with no remaining contingency dollars

Overall Breakfast Participation: Why the Measure is Important and Factors Influencing the Measure

- Why Important

- Good probability that districts serving Universal School Breakfast have higher breakfast participation rates which result in more students nutritionally prepared to learn
- Studies show a positive correlation between breakfast and school attendance, alertness, health, behavior and academic success

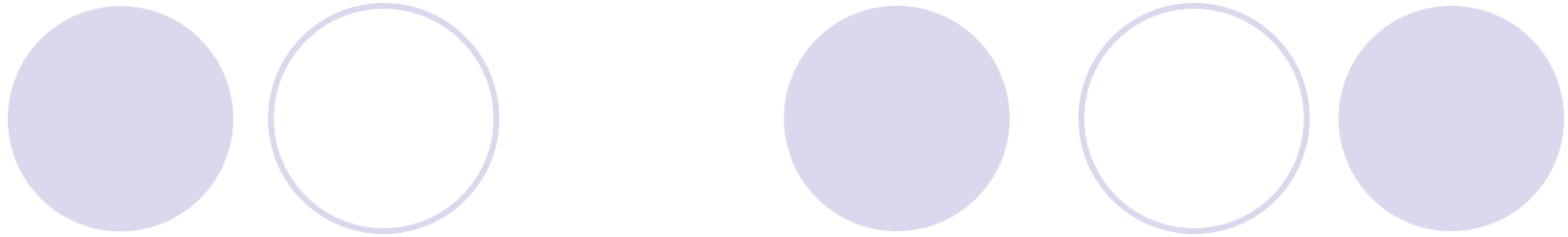
- Factors Influencing

- High quality & good variety will encourage greater participation
- Adequate space & time needs to be allocated for students to eat breakfast.
- Attitude regarding the importance of breakfast (district, school, teachers)
- Parents & administrators need on-going communication regarding availability of breakfast

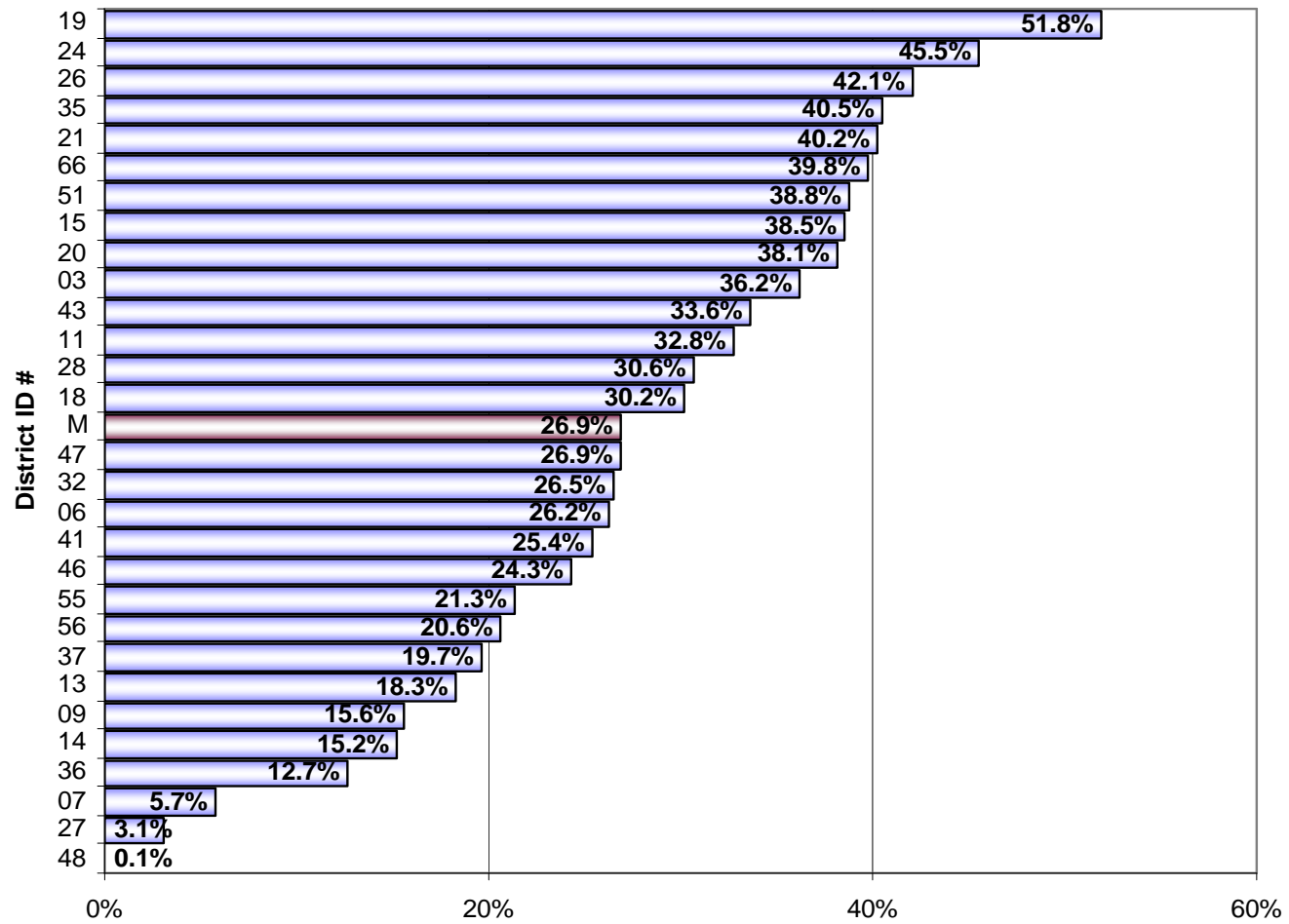


Breakfast Participation Rate: Analysis of Data

- Avg. # of students eating breakfast in Pre-K to 12th grades divided by ADA
- 29 districts provided reliable/valid responses
- Median is 26.9%, High = 51.8%, Low = 0.1%
- Of the District's reporting, about 1/3 report participation between 30-40%
- Median breakfast participation has increased from 24.66% in FY 05 to 26.9% in FY 07



Breakfast Participation Rate



Overall Lunch Participation: Why this Measure is Important and Factors Influencing the Measure

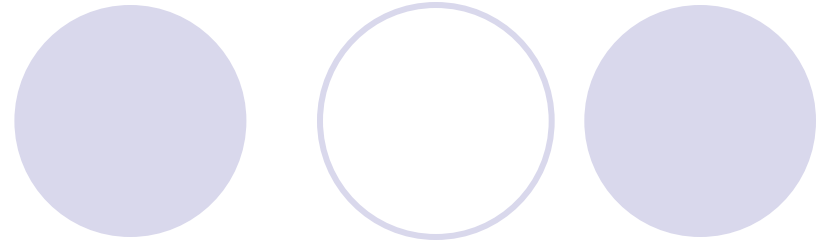
- Importance:

- High participation rates means students are getting the energy they need to perform well in school
- High participation rates yields high return rate of free/reduced applications

- Factors:

- Open/closed campus
- Menu offerings
- Provision II and III (Universal Meals)
- Free/reduced percentage
- Food preparation approach
- Attractiveness of dining areas and “cafeteria experience”, whether or not students like the food, staff and if the cafeteria has the capacity to handle the crowd

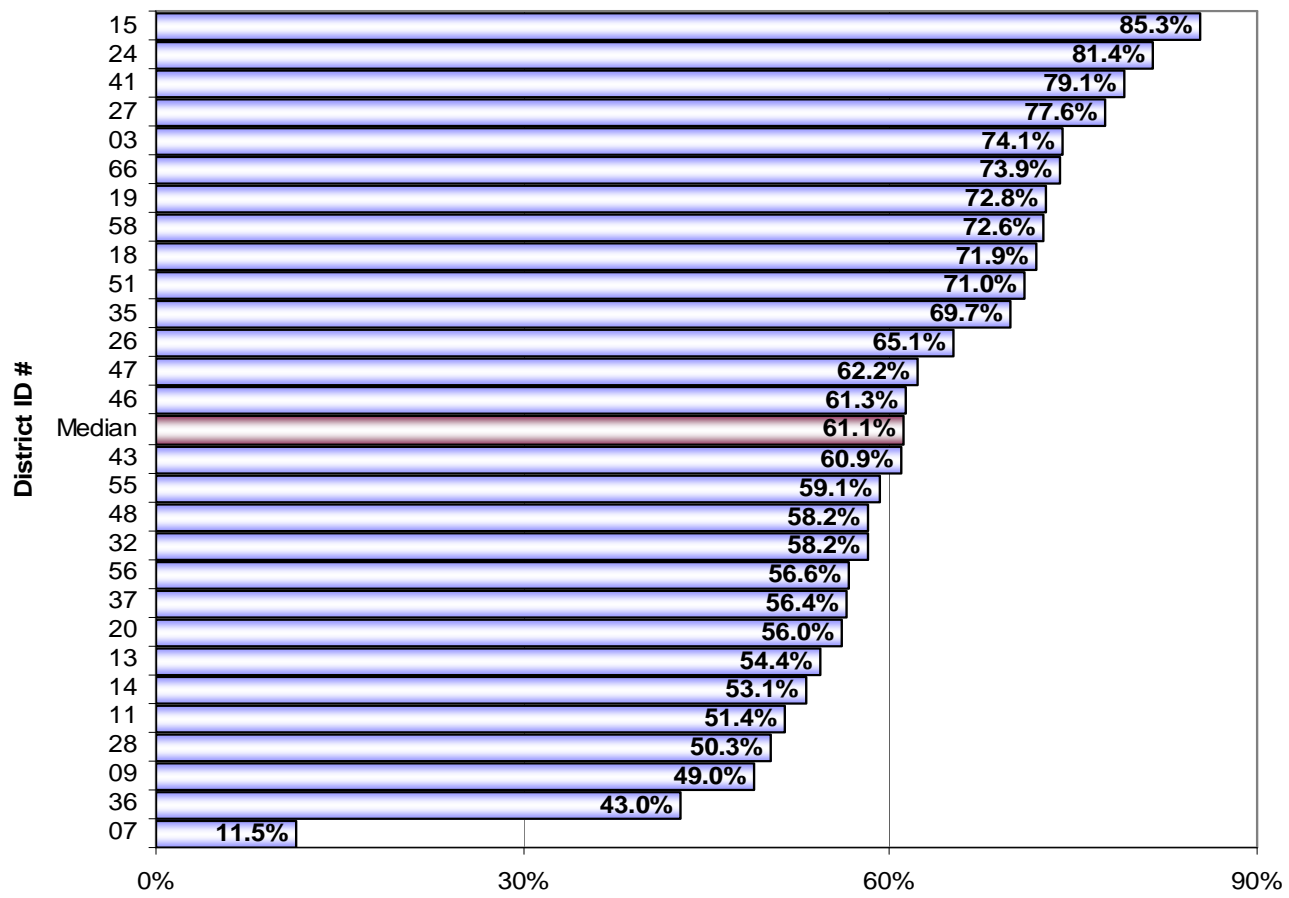
Overall Lunch Participation Analysis of Data



- Avg. # of students eating lunch Pre-K to 12th grade *divided by ADA*
- 28 districts provided reliable/valid responses
- The median 61.1%, High = 85.3%, Low = 11.5%

Lunch Participation Rate

Lunch Participation Rate





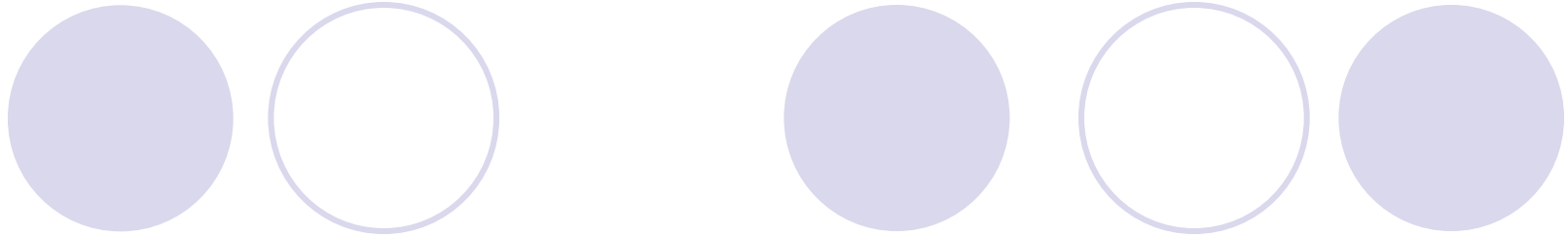
Elementary Lunch Participation of Free & Reduced Students: Why Important and Factors Influencing the Measure

- Why Important
 - 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 Influencing
 - District commitment to the free & reduced-price 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

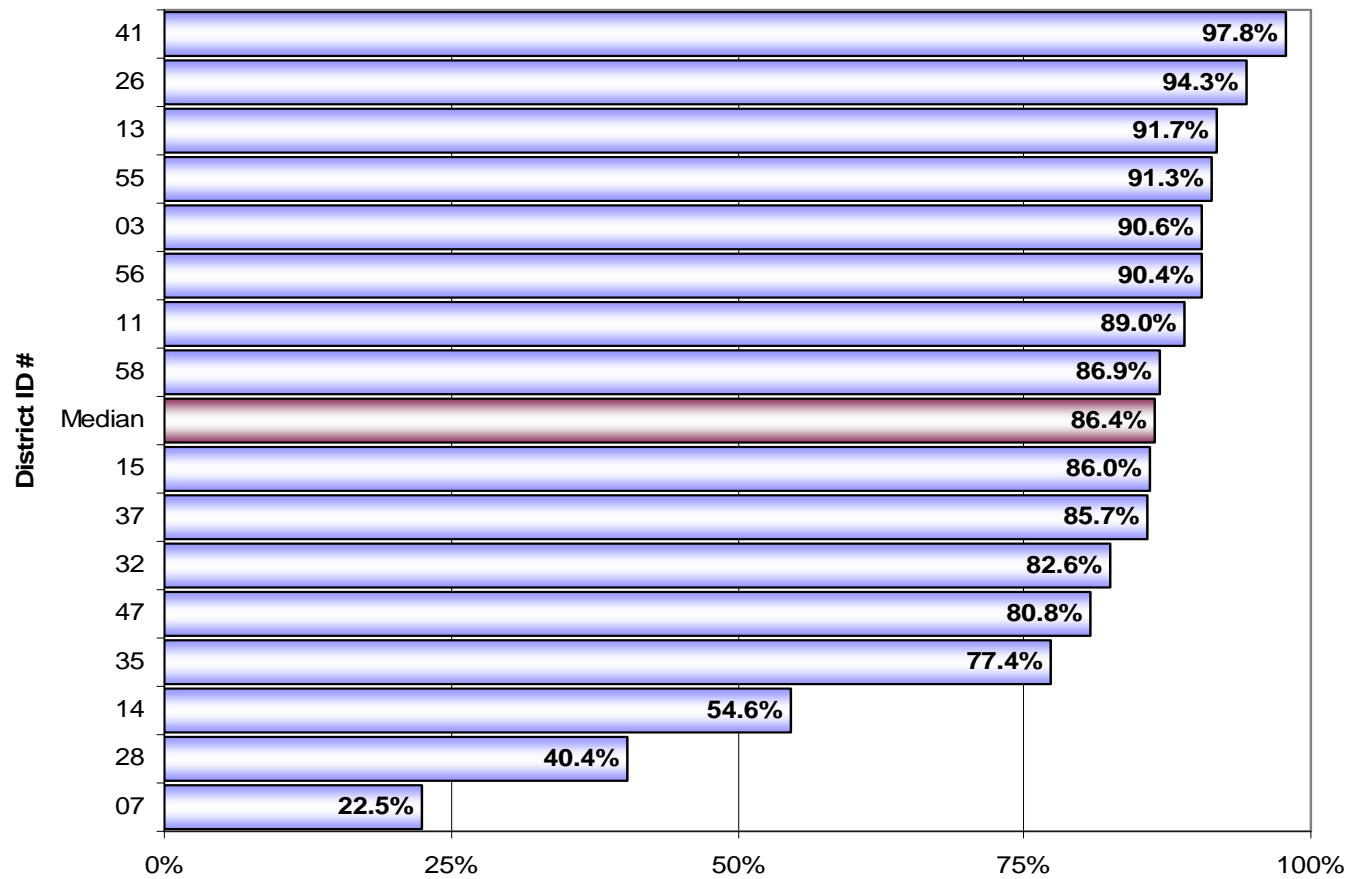
Elementary Lunch Participation Free & Reduced Analysis of Data



- 16 districts provided reliable/valid responses to these data points
- The median is 86.4%, High = 97.8%, Low = 22.5%
- Most districts report relatively high participation rates. However, there is a notable drop-off for those in the bottom quartile
- 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



Elementary Lunch Participation by Free & Reduced Eligible Students



Secondary Lunch Participation by Free & Reduced Students: Why the Measure is Important and Factors Influencing the Measure

- Why Important

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

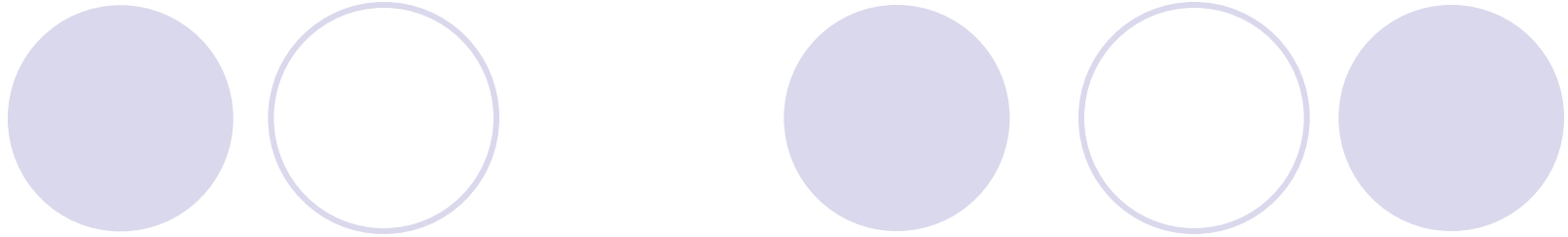
- Factors Influencing

- Provision II or III programs
- Food preparation methods
- Pricing
- Open/Closed Campus

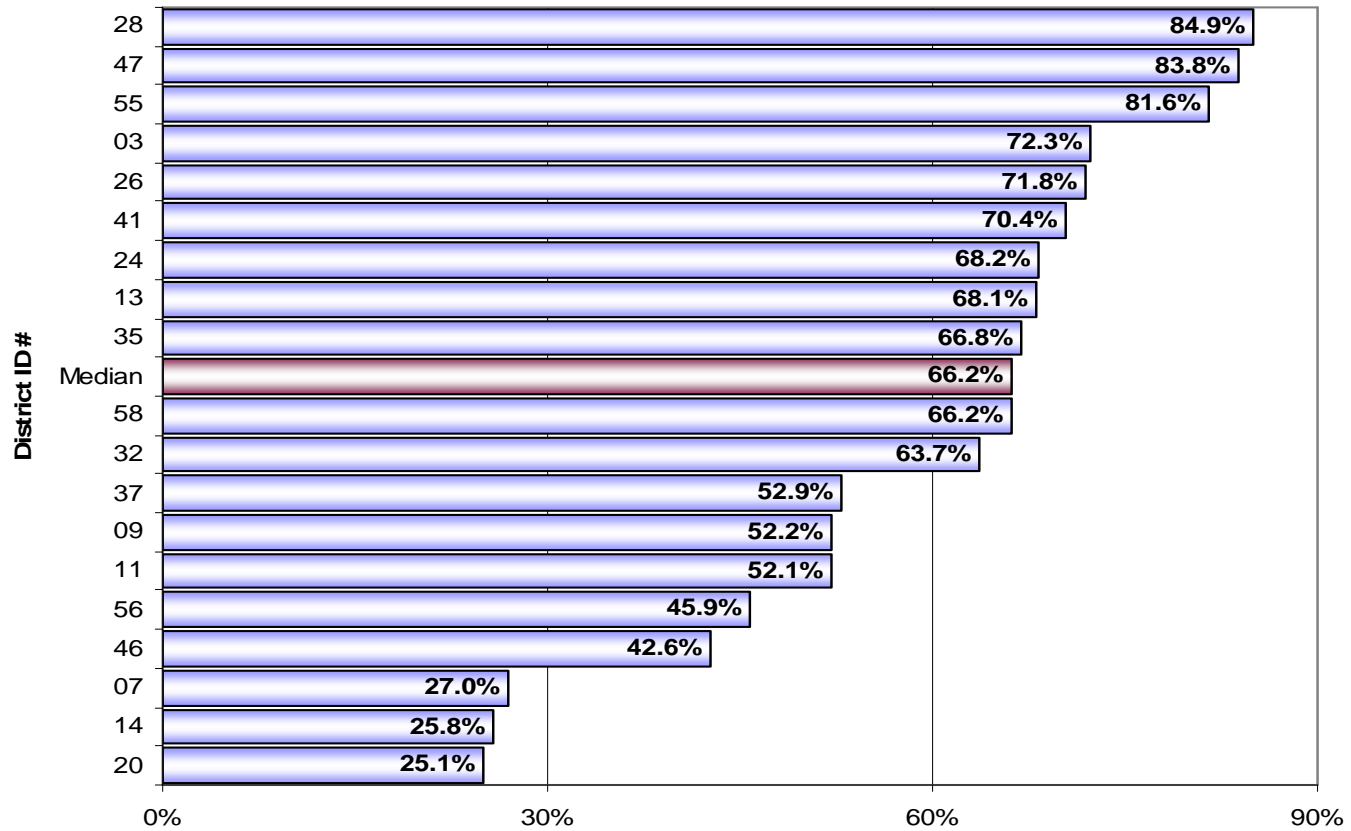
Secondary Lunch Participation Free & Reduced Analysis of Data




- 19 districts provided reliable/valid responses to these data points
- The median is 66.2%, High = 84.9%, Low = 25.1%
- About half the districts report participation between 64% and 72%. There is a large drop-off for those in the lower quartile
- 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



Secondary Lunch Participation by Free & Reduced Eligible Students





Summary

The KPIs are useful for developing your own consistent measures and for comparing your district's performance against that of other districts with similar programs.

It will point out where your district is performing well and where improvements are needed.

You can work on continuous improvements to your program to strive for excellence and gain credibility from business decisions that are based on solid data.

The CGCS survey data is available on the web at:

http://www.cgcs.org/Pubs/ManagingResults_1008.pdf

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