

Klein Independent School District

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2013-2014 Adopted Budget September 1, 2013 - August 31, 2014

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KLEIN INDEPENDENT SCHOOL DISTRICT
2013-2014 ADOPTED BUDGET

TABLE OF CONTENTS

INTRODUCTORY SECTION

Table of Contents	1
Executive Summary - Fiscal Year 2013-2014	3
2013-2014 Board of Trustees	16
2013-2014 Appointed Administrators	17
Government Finance Officers Association Distinguished Budget Presentation Award	18
Association of School Business Officials International Meritorious Budget Award.....	19

ORGANIZATIONAL SECTION

Table of Contents	21
Organizational Chart.....	23
District Profile	24
Strategic Plan 2013-2017.....	26
Strategies and Action Plan Timeline	27
2013 Strategy and Action Plan Details.....	28
Budget and Financial Policies	42
Financial Structure.....	52
Budget Process	54
Management Process and Budget Control	62
Budget Calendar 2013-2014	64
Overview of Account Codes.....	65

FINANCIAL SECTION

Table of Contents	77
Introduction and Accountability.....	78
Major Revenue Sources.....	79

All Funds

Combined Statement of Revenues, Expenditures, and Changes in Fund Balance - By Major Object.....	81
Combined Statement of Revenues, Expenditures, and Changes in Fund Balance - By Function	82
Comparative Summary of Revenues, Expenditures, and Changes in Fund Balance - By Function	83

General Fund

Comparative Summary of Revenues, Expenditures, and Changes in Fund Balance - By Major Object	84
Comparative Summary of Revenues, Expenditures, and Changes in Fund Balance - By Function	85
Comparative Summary of Revenues - By Object.....	86
Comparative Summary of Budget and Expenditures - By Object.....	87
Adopted Campus Budgets by Organization.....	88
Adopted Department Budgets by Project	89
Comparative Summary of Campus Budgets.....	90
Comparative Summary of Department Budgets	91

KLEIN INDEPENDENT SCHOOL DISTRICT
2013-2014 ADOPTED BUDGET

TABLE OF CONTENTS - *continued*

Special Revenue Funds

Special Revenue Funds - Program Descriptions	92
Statement of Expenditure Budgets - By Fund and Major Object	93
Statement of Revenues, Expenditures, and Changes in Fund Balance - By Fund and Function	94
Comparative Summary of Revenues, Expenditures, and Changes in Fund Balance - By Function	97
Comparative Summary of Expenditures - By Fund	98

Debt Service Fund

Debt Policy, Ratings, and Debt Limits	99
Comparative Summary of Revenues, Expenditures, and Changes in Fund Balance	100
General Obligation Bonds - Interest Rates and Maturity Schedule.....	101
General Obligation Bonds - Current Debt Service Schedule.....	102
Direct and Overlapping Governmental Activities Debt	104
Top Ten Principal Taxpayers 2013	105

Capital Projects Fund

Introduction.....	106
Comparative Summary of Revenues, Expenditures, and Changes in Fund Balance - By Function	107
2004 Bond Authorization	108
2008 Revised Bond Authorization	109
2004-2013 Project Activity By Bond Sale.....	110

INFORMATIONAL SECTION

Table of Contents	119
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Funding and Forecasts

State and Local Funding of School Districts in Texas – Current Public School Finance System.....	121
Assessed Value of Taxable Property.....	126
Property Tax Collections.....	127
Property Tax Rates and Comparison of Levy on Average Residence	128
Five Year Financial Forecast - General Fund.....	129
Five Year Financial Forecast - Interest and Bonded Debt.....	130
Five Year Financial Forecast - Food Service	131

Student Enrollment and Staffing

Districtwide Student Enrollment Data 2010-2018	133
Capacity, Enrollment, and Age by School	134
Student Enrollment Data by Campus 2010-2014	136
Student Data Review - 2012-2013 Fall PEIMS Collection	137
Staff Count by Position - All Funds	138
Staff Count by Position - General Fund	139
2013-2014 Salary Schedule - Classroom Teachers, Librarians, Speech Pathologists and Nurses (RN)	139
Staff Count by Campus - General Fund	140
Staff Count by Department - General Fund.....	141

KLEIN INDEPENDENT SCHOOL DISTRICT
2013-2014 ADOPTED BUDGET

TABLE OF CONTENTS - *continued*

General Fund Staffing Details – Campus Personnel	142
General Fund Staffing Details – Department Personnel	148
Staff Count by Grant - Special Revenue Funds	153
Special Revenue Personnel.....	154
Staff Summary - 2012-2013 Fall PEIMS Collection	156
<u>Performance Measures</u>	
STAAR and TAKS	157
2013 State Accountability Results	157
2012-2013 Klein ISD Scorecard Report.....	160
Scholastic Assessment Test (SAT) Participation & Performance	164
American College Test (ACT) Participation & Performance	165
Campus Improvement Plans.....	166
Departmental Performance Measures.....	208
Quality School Survey Report - Spring 2013	220
Financial Integrity Rating System of Texas - 2011-2012 District Status Detail	224
<u>Miscellaneous</u>	
Klein ISD School Calendar - 2013-2014.....	227
District Area Economy	228
General Obligation Bonds - Bond Sales Data.....	230
General Obligation Bonds - Principal and Interest Schedule as of September 1, 2013.....	231
Commonly Used Acronyms	232
Education Terms and Abbreviations.....	233

KLEIN INDEPENDENT SCHOOL DISTRICT
2013-2014 ADOPTED BUDGET

TABLE OF CONTENTS

INTRODUCTORY SECTION

Executive Summary - Fiscal Year 2013-2014

Budget Presentation.....	3
Mission Statement and Strategic Plan.....	3
Budget Process	4
Budget Priorities.....	5
Student Enrollment	5
Student to Staff Ratio.....	5
Staffing Allocations.....	6
Budget Overview	6
Resources	6
Budget Allocations	7
Compensation	7
Property Values and Tax Rates.....	7
General Fund Budget Highlights.....	8
Analysis of Adopted Budgets.....	8
General Fund	8
Food Service Fund	11
Other Special Revenue Funds.....	11
Debt Service Fund	11
Capital Projects Fund.....	11
Long Range Financial Forecast - General Fund and Debt Service Fund.....	12
Accountability Information.....	12
Good to Great Program (GTG) at Klein Forest High School.....	13
Phase II of Good to Great Program (GTG) at All Title I Campuses.....	13
Financial Integrity Rating System of Texas (FIRST)	13
Factors Affecting Financial Condition	14
2014 - A Vision for Klein	15
Acknowledgements	15

Supplemental

2013-2014 Board of Trustees	16
2013-2014 Appointed Administrators.....	17
Government Finance Officers Association Distinguished Budget Presentation Award	18
Association of School Business Officials International Meritorious Budget Award	19



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Executive Summary

Fiscal Year 2013-2014

Board of Trustees
Klein Independent School District
7200 Spring-Cypress Road
Klein, Texas 77379-3215

Dear Board Members:

The Klein Independent School District (the District) budget for fiscal year 2013-2014 is submitted herewith. The District assumes responsibility for data accuracy and completeness. This budget presents the District's financial and operational plan and all necessary disclosures.

Budget Presentation

We are proud to publish and disseminate information to the Board of Trustees (the Board) and to the community. We welcome the opportunity to present and discuss operational plans and related financial impact with all interested parties. Interaction among interested groups consistently leads to operational and educational improvements, which become available to students of the District.

The development, review, and consideration of the 2013-2014 Governmental Fund Budgets (the General Fund, the Special Revenue Funds, the Debt Service Fund, and the Capital Project Fund) were completed with a detailed and exhaustive review of every revenue and expenditure item within the context of the District's Mission Statement, Strategic Plan, and Board Policy. Information on each of the fund budgets is provided in the Financial Section.

The budget document and the Comprehensive Annual Financial Report (CAFR) are the primary vehicles to present the financial plan and the results of operations of the District. This budget provides the financial resources necessary to operate and maintain our fifty-six (56) existing facilities, and is structured to meet the requirements of the Distinguished Budget Presentation Award (Budget Awards Program) sponsored by the Government Finance Officers Association (GFOA), and the Meritorious Budget Award (MBA) sponsored by the Association of School Business Officials International (ASBO).

These awards represent the highest level of recognition in budgeting for school entities. Their attainment is a significant accomplishment by a school entity and its management. The awards are made after comprehensive review by a panel of independent budget professionals. Using extensive criteria, the reviewers not only evaluate the effectiveness of the budget in meeting the program criteria, but also provide commentary and feedback to the submitting entity as a basis for improving the presentation of the District's financial and operational plan.

However, our most important objective in the presentation of the budget data is to improve the quality of information provided to our community about the District's financial plan for the educational programs and services during the 2013-2014 fiscal year.

Mission Statement and Strategic Plan

Mission Statement - The Klein Independent School District, proud of its heritage and embracing the future, develops students to become skillful, active, reflective, self-disciplined, and honorable members of their communities through engaging learning experiences in a safe and nurturing environment.

Strategic Plan - The Klein Independent School District Strategic Plan is the result of an annual planning process that begins each spring and continues through the fall. While the plan is a five year document, each year current data is analyzed and the entire plan is reviewed. As the plan is reviewed, strategies are considered, completed actions plans are removed and new plans are added.

Strategic Objectives - Klein ISD believes that quality student achievement includes and goes beyond achieving the highest ratings awarded by state and national accountability standards. Our strategic objectives aim to address both the academic success and social well-being of every Klein ISD student. Each student will achieve academic excellence with

comprehensive knowledge, skill, and understanding within an individual learning plan. Every student will demonstrate the character traits of a productive and honorable citizen in a global community.

Strategies

- *Raise the performance of all students and close the achievement gap*
- *Recruit and retain the highest quality employees*
- *Promote positive character traits by effective communication*
- *Establish and use best practices for continuous improvement*

Strategic Parameters

- *We will put students first.*
- *We will not compromise our commitment to excellence.*
- *We will treat all people with dignity and respect.*
- *We will practice open and honest communication within our organization and the community.*
- *We will not compromise safety and security.*
- *We will be good stewards of our resources.*

The Administration is fully committed to aligning personnel and financial resources to accomplish strategic objectives. Goals and objectives are reviewed and updated annually following the release of performance information by the Texas Education Agency (TEA). Plans are then approved by the Board in January. The 2013-2017 Strategic Plan is posted at: <http://www.kleinisd.net/default.aspx?name=eval.annualperformance1112>

Campus Improvement Plans - Every campus within the District annually updates its Campus Improvement Plan (CIP), which links directly to one or more of the four District strategies listed above. Each CIP with extensive detail is located in the Informational Section beginning on page 166. Campus performance objectives are based on the Academic Excellence Indicator System (AEIS) and other assessment instruments, including measures for special needs populations.

Budget Process

The following document represents the financial plan for the Klein Independent School District for the 2013-2014 fiscal year. This document culminates an intensive process involving input from parents; citizens; campus and administrative staff; the Superintendent; and the Board of Trustees.

The State, the TEA, and the local District formulate legal requirements for school District budgets, which guides the budget development process. These requirements are stipulated in detail within the subsequent sections of this document. The appropriated budget is prepared by fund, function, major object, and campus/department. The legal level of budgetary control is the function level within a fund. The District makes a minimum of five supplemental budgetary revisions throughout the year and all annual appropriations lapse at fiscal year end.

Budgets for the General Fund, the National School Lunch Program (a special revenue fund subsequently referred to as Food Service), and the Debt Service Fund must be included in the official District budget (legal or fiscal year basis). For informational purposes only, budgets for the Capital Projects Fund and other Special Revenue Funds are included throughout this presentation in order to present a comprehensive overview of District resources.

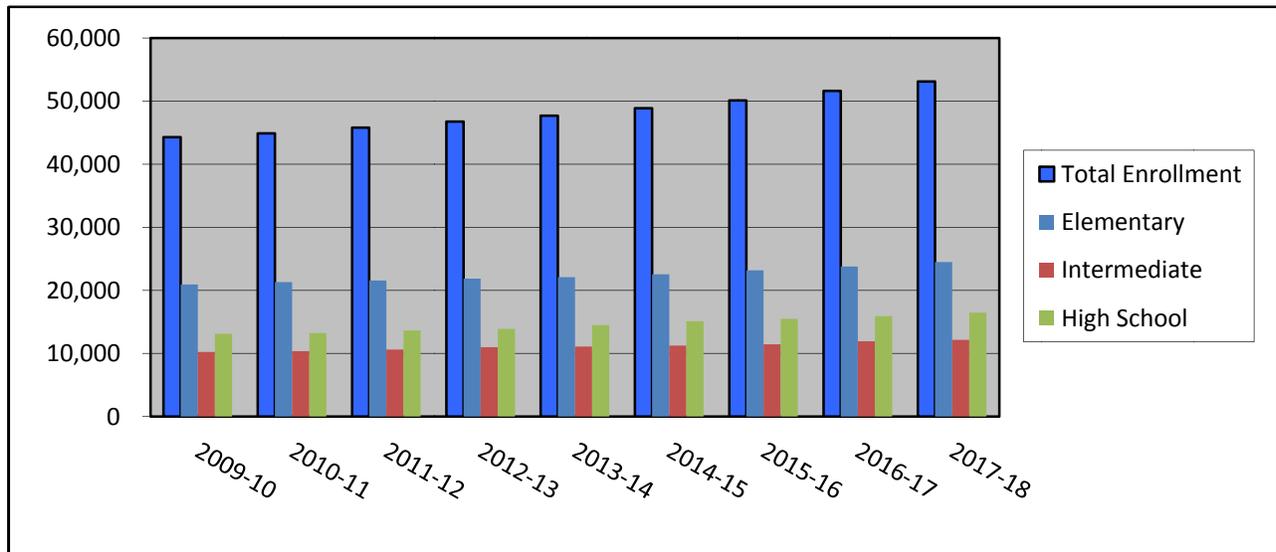
The budget process covers the entire financial cycle starting with establishing priorities and ending with the audited financial statements. It represents a responsive balance between the educational needs of students and the ability of the community and the State of Texas (State) to provide the necessary financial support to serve them. The Administration strives to communicate frequently with state legislators and other stakeholders regarding issues affecting student success such as unfunded mandates and other regulatory and financial concerns.

The process begins in January of each year with the preparation of the budget calendar and enrollment projections. These enrollment forecasts are used extensively during the budget development stage to determine available resources and staffing allocations. The District uses site-based budgeting that places the principal and program/department director at the center of the budget preparation process. Principals and directors are responsible for both the preparation within assigned allocation limits, and maintenance of all discretionary line-item budgets in their project(s). Following this development process, consolidated budgetary information is presented to the Board in workshops and regular meetings. Per the Texas Education Code (TEC), the budget must be prepared no later than August 20th, followed by a ten (10) day notice published in the newspaper announcing the upcoming budget hearing and adoption no later than August 31st.

Budget Priorities - The District approach to managing increased academic standards in a fluctuating funding environment has been to ensure that the budget process is instructionally driven and guided by the Strategic Plan. The major budget priorities in 2013-2014 are:

- Provide resources to fund Year 2 of the school reform project titled *Good to Great* at Klein Forest High School
- Provide resources to fund Year 1 of the school reform projects at each Title I campus within the District
- Provide resources to improve Districtwide security and training
- Provide additional specialized staff in the classroom for instructional modeling and support

Student Enrollment - Population and Survey Analysts (PASA), professional demographers located in College Station, Texas, provide Enrollment projections. PASA integrates school District information with its proprietary new home census information and specific neighborhood forecasts to create enrollment projections by attendance zone for the District.

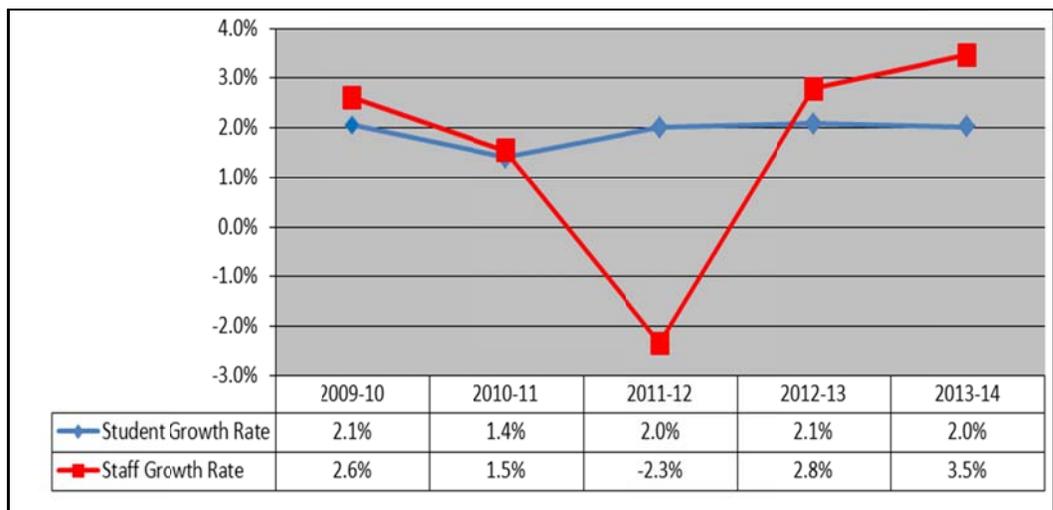


The District has experienced continual enrollment increases over the last ten years (FY 2004 to FY 2013), totaling 12,404 students. This trend is expected to continue into the foreseeable future. The 2013-2014 budget was formulated using a projected student enrollment of 47,708. PASA’s 2013 projections indicate student enrollment will likely increase by 13,529 students over the next ten years, with the highest percentage of change being in the EE-5 grade group. Over the next five years, annual growth rates are projected between 2.02% and 3.0%. Klein ISD ranks the 12th fastest growing District in the State (of those with more than 20,000 students enrolled) during this time.

Consequently, the total new schools needed by category, presuming the existing school capacities are retained, would be 6 high schools and Vistas; 11 intermediate schools; and 33 elementary schools in addition to the Grace England Pre-K Center, for a total of 52 schools District wide. Based on current school capacity, the District has reached approximately 74% of its permanent classroom facility requirement.

Student to Staff Ratio

Staffing ratios have steadily improved since state funding cuts required the District to make significant staffing reductions in FY 2012. The 83rd Legislature approved a \$3.2 billion increase to Foundation School Program (FSP) formulas during the 2013-2015 biennium, allowing the District to add 197 new units in the General Fund.



Staffing Allocations - Established staffing guidelines are utilized to develop payroll budgets. Personnel units are allocated to each campus based on student enrollment following applicable state-mandated ratios. The state-mandated ratios are 18:1 for Pre-K 22:1 for grades K-4. The District chooses to maintain a 22:1 ratio in the 5th grade and has set a target of 26:1 in grades 6-8. The District's Executive Team; comprised of the superintendent, six associate superintendents, and the chief technology officer; determine staffing levels not otherwise mandated by state or local policy. Because payroll expenditures account for 90% of the District's operating budget, staffing decisions are finalized before other funding requests are addressed. The following chart outlines District-wide staffing by position for the previous four years, additions in 2013-2014, and changes between FY 13 and FY 14.

Staffing By Position All Funding Sources	2009-10	2010-11	2011-12	2012-13	2013-14	Change From Prior Year
Administrator	63.00	63.00	59.00	61.00	64.00	3.00
Associate/Assistant Principal	104.50	107.30	96.00	110.30	111.00	0.70
Bus Driver/Attendant	243.00	256.00	254.00	269.00	269.00	-
Cafeteria Workers	413.00	428.00	435.00	447.00	454.00	7.00
Counselor	106.30	109.00	103.50	105.50	108.50	3.00
Librarian/Library Asst/Historian	85.10	87.10	68.60	72.50	73.50	1.00
Manual Trades/Warehouse/Custodial	500.00	474.60	470.60	487.60	502.60	15.00
Nurse/Clinic Assistant	79.50	85.00	87.50	89.50	91.50	2.00
Other Professional	208.50	211.70	208.60	244.25	279.90	35.65
Police Officer	34.00	34.00	34.00	35.00	43.00	8.00
Principal	38.80	39.70	41.40	42.70	43.00	0.30
Registrar	6.00	6.00	8.00	8.00	8.00	-
Secretary/Clerical	380.50	395.00	368.90	383.70	405.50	21.80
Security Support Personnel	26.00	26.00	26.00	29.00	29.00	-
Teacher	2,762.90	2,812.60	2,785.20	2,810.35	2,903.35	93.00
Teacher - Bilingual/ESL	209.50	210.60	202.60	211.40	210.90	(0.50)
Teacher Assistant	496.50	500.50	459.50	459.00	469.50	10.50
Technical	83.00	84.00	83.00	87.00	93.00	6.00
Total Employees - All Funding Sources	5,840.10	5,930.10	5,791.40	5,952.80	6,159.25	206.45

Budget Overview

Resources

The 2013-2014 budget was developed according to goals and directions established by the Board of Trustees and the Superintendent. These goals are evident in the budget as resources are allocated to meet established criteria. The District receives approximately 46% of its total revenue from local sources. Although the District's student population is growing, the District tax base is growing at a slightly faster rate. With the growth in the District's tax base, the District is able to provide adequate funding to cover the increased cost due to student growth and provide resources necessary for reaching the goals established by the District.

Local property taxes and state revenues primarily support General Fund programs and services. The State's Foundation School Program provides funding based on weighted average daily attendance (WADA) for the District's maintenance and operations as well as resources to supplement tax collections in the Debt Service Fund.

The Food Service Special Revenue Fund has two major sources of revenue; national school lunch and breakfast program and student payments for meals (user fees). The national school program accounts for approximately 53% of the budget and user fees generate 45%.

The Capital Projects Fund receives its funding from the proceeds from the sale of unlimited tax schoolhouse bonds. Bonds are approved by the voters in Klein through bond referendums. The last bond referendum was approved in 2008 in the amount of \$646,900,000, of which \$173.31 million remains unsold as of August 31, 2013.

Budget Allocations

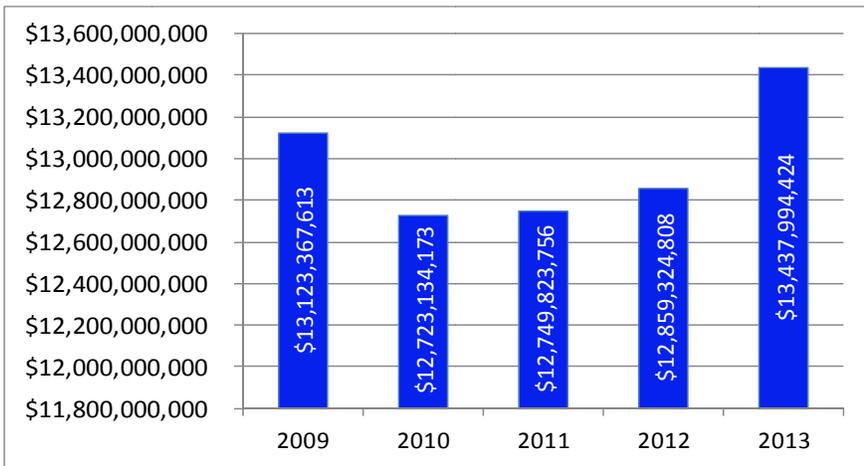
Each campus receives a basic allotment per student controlled by the principal to be used for supplies, materials, equipment, staff development, and other appropriate instructional costs. Basic allocations for the 2013-2014 budget year were increased to levels last available during 2008-2009, with high schools now receiving \$67 per projected pupil, intermediate schools receiving \$50, and elementary schools receiving \$44, an increase of approximately 16%. Supplemental campus tutoring funds were also increased by \$125,000. District-wide, the average campus-based operating resource per student is approximately \$5,100 (excluding utilities). Title I and lower performing campuses receive additional funding with an average in excess of \$5,900 per student. Departmental allocations are determined with a combination of historical budgeting and new initiative resource assignments.

Compensation

In accordance with Strategy 2 of the 2013-2017 Strategic Plan to recruit and retain the highest quality employees, a four percent (4%) pay increase will be provided to all employees at an estimated cost of \$10.4 million across all funding sources. Returning teachers, nurses, librarians, and speech pathologists will receive a general pay increase of \$2,067 added to their 2012-2013 salary. All other employees receive an increase of four percent (4%) on the control point of their respective pay grade. The District is also contributing an additional \$2.65 million to employer contributions to offset healthcare premium increases imposed by TRS Active Care effective 9/1/2013.

Property Values and Tax Rates

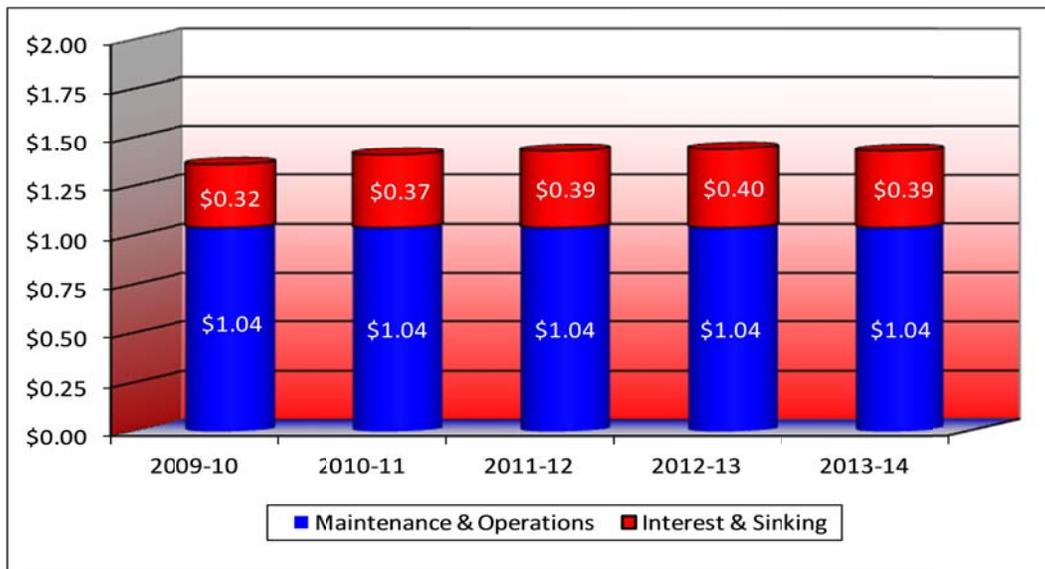
The Harris County Appraisal District determines property values, estimated to increase by approximately 4.5% in 2013 to



over \$13 billion. The District's tax rate consists of two separate components, the maintenance and operations (M&O) rate and the interest and sinking (I&S) rate. Taxes are calculated by dividing the assessed property value less applicable exemption amounts by 100 and multiplying by the District's ad valorem tax of \$1.43 per \$100 of assessed taxable value totaling \$13.438 billion. Local property tax revenues, budgeted at \$192,201,112 between the General Fund with \$139,782,627, and the Debt Service Fund with \$52,418,485, include current and prior

year levies, penalties and interest, and fees. The 2013-2014 I&S tax rate is set at \$.39, a decrease of \$.01 from last year's rate. The one cent decrease in the I&S tax rate is funded by an operating transfer to the Debt Service Fund using fund balance from the General Fund.

Property Taxes



Budget Highlights

The following charts present a comparison of revenues and expenditures for all Governmental Funds. The four fund groups consist of the General, Special Revenue (including Food Service), Debt Service, and Capital Projects. These account for the acquisition, use, and balances of expendable financial resources and related liabilities as required by law or rule.

Revenues	2009-10 Audited Actual	2010-11 Audited Actual	2011-12 Audited Actual	2012-13 Amended Budget	2013-14 Adopted Budget
General Fund	\$ 297,235,932	\$ 298,072,840	\$ 299,350,837	\$ 322,109,969	\$ 348,623,236
Special Revenue Funds	67,410,549	67,478,125	55,325,789	48,279,648	43,086,659
Debt Service Fund	47,762,032	52,806,611	59,517,788	61,755,971	63,993,745
Capital Projects Fund	604,399	377,828	313,206	88,262	-
TOTAL ALL FUNDS	<u>\$ 413,012,912</u>	<u>\$ 418,735,404</u>	<u>\$ 414,507,620</u>	<u>\$ 432,233,850</u>	<u>\$ 455,703,640</u>

Expenditures	2009-10 Audited Actual	2010-11 Audited Actual	2011-12 Audited Actual	2012-13 Amended Budget *	2013-14 Adopted Budget
General Fund	\$ 284,759,606	\$ 289,573,357	\$ 291,185,507	\$ 323,555,348	\$ 350,066,389
Special Revenue Funds	66,641,124	66,514,927	55,940,059	48,816,446	43,159,885
Debt Service Fund	49,411,474	54,173,672	59,928,317	62,589,763	65,433,444
Capital Projects Fund	114,484,004	82,845,353	134,950,849	73,382,006	30,000,000
TOTAL ALL FUNDS	<u>\$ 515,296,208</u>	<u>\$ 493,107,309</u>	<u>\$ 542,004,732</u>	<u>\$ 508,343,563</u>	<u>\$ 488,659,718</u>

*Data from 2012-2013 Capital Projects Fund is unaudited actual. All other funds represent amended budget.

Analysis of Adopted Budgets

General Fund

This fund is established to account for resources financing the fundamental operations of the District, enabling and motivating students to reach their full potential. All revenues and expenditures not required to be accounted for in other funds are included here. This is a budgeted fund and any unassigned fund balances are considered resources available for current operations. Fund balances may be appropriated by the Board to implement its responsibilities.

Revenues - State funding for school Districts is distributed through the Foundation School Program (FSP), which provides school Districts a minimum level of funding (a "Basic Allotment") for each student in average daily attendance (ADA). The Basic Allotment is calculated using various weights and adjustments. This basic level of funding is referred to as "Tier One" of the FSP. The basic level of funding is then "enriched" with additional funds known as "Tier Two" of the FSP. Tier Two provides a guaranteed level of funding for each cent of local tax effort that exceeds the compressed tax rate (for most Districts, M&O tax rates above \$1.00 per \$100 of taxable value).

The Texas Legislature meets biennially unless the Governor requests a special session. It codified the calculation of the regular program allotment, which is equal to a District's number of students in average daily attendance (ADA) multiplied by the adjusted basic allotment and then by what is known as the Regular Program Adjustment Factor (RPAF). The RPAF is multiplied by a school District's count of students in ADA (not counting the time a student spends in special education and career & technology education) and the Adjusted Allotment, which is the \$4,950 Basic Allotment adjusted for the cost of education index and the small and mid-sized District adjustments. The RPAF is set at 1.0 for the 2013-2014 fiscal year, reset from 0.98 in the 2012-2013 fiscal year. The RPAF reset combined with student growth is generating \$18.7 million in additional state aid from the amount earned in 2012-2013.

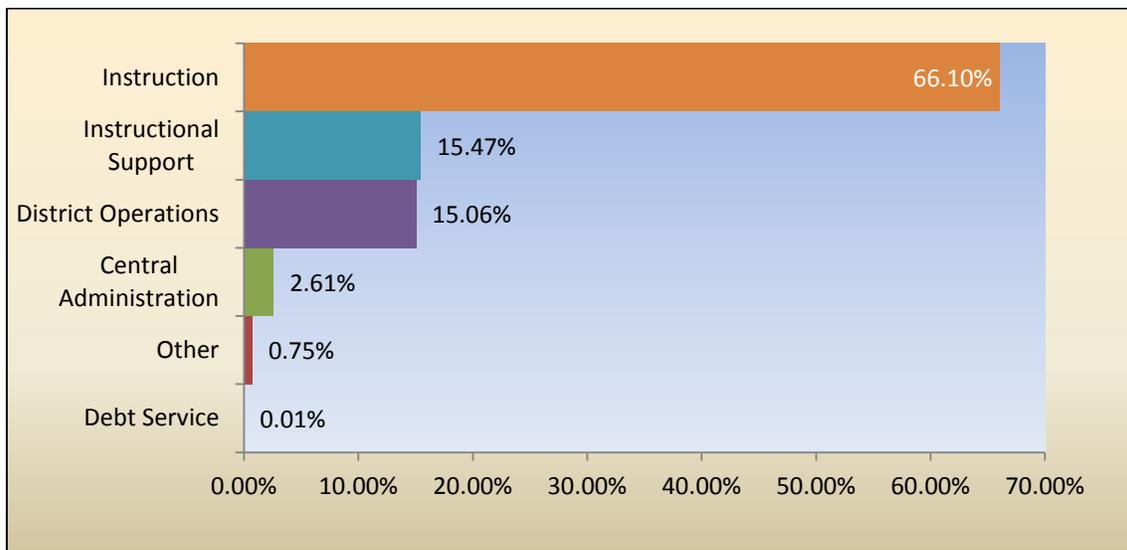
More information and term descriptions of state funding formulas are available from the Texas Education Agency at: http://www.tea.state.tx.us/index2.aspx?id=7022&menu_id=645.

In addition to the funds received under Tier One and Tier Two, the District recognizes as revenue the amounts contributed by the State of Texas to the Teacher Retirement System (TRS) on behalf of the District's employees. This amount is also recognized as expenditure. The state contribution rate increases from 6.4% to 6.8% for FY 2014 and the TRS-Care statutory requirement has also been increased from .5% to 1% of active member payroll in FY 14. The State contributes on all employees' eligible gross earnings except for employees subject to statutory minimum requirements and being paid from and participating in federally funded programs. The statutory minimum requirements (locally funded portion) are based on the State teacher schedule and then adjusted based on local tax rates.

General Fund revenues are budgeted to increase \$26,513,267, or 8.23% over 2012-2013 estimated earnings. The State will contribute 56% of the General Fund's operating resources excluding TRS On-Behalf. The District's 2013 M&O tax rate remains at \$1.04. Property values are projected to increase approximately 4.5% over the 2012 appraisal, with assessed values totaling approximately \$13.4 billion.

General Fund Revenues	2011-12 Audited Actual	2012-13 Amended Budget	2013-14 Adopted Budget	Percentage of Change
Property Taxes	\$ 132,257,439	\$ 133,874,494	\$ 139,782,627	4.41%
Other Local Sources	2,739,318	2,742,527	2,701,718	-1.49%
State Aid	147,680,725	167,310,738	186,336,103	11.37%
TRS On-Behalf	13,586,229	15,374,510	17,272,788	12.35%
Federal Sources	3,087,126	2,807,700	2,530,000	-9.89%
Total Revenues	\$ 299,350,837	\$ 322,109,969	\$ 348,623,236	8.23%

Expenditures - General Fund expenditures are budgeted to increase \$26,511,041 or 8.2% over 2012-2013 projected expenditures. Of that amount, Instruction and Instructional Support functions increased by \$23,849,942, allocating 90% of the total increase to instructional resources. The following graph outlines appropriation distribution by function type.



Salary and fringe benefit appropriations are formulated based on approved staffing units and in accordance with the 2013-2014 Staff Compensation Plan. As outlined earlier, the per pupil allocation supplied to each campus is used to provide basic instructional and student support services such as the library, counseling offices, and the clinic. Additional resources for instructional services such as music, health, and P.E. are funded from departmental allocations. Enhanced instructional services such as Bilingual, Special Education, and Compensatory Education are funded by state revenues calculated on various student counts, and allocated to each campus by the respective program director.

The District opened Bernshausen Elementary, its 29th K-5 campus, in August with 67 new General Fund positions at a cost of approximately \$3.1 million. The facility is located on Mahaffey Road between FM 2920 and Hufsmith-Kohrville Road in the northwestern area of the District.

General Fund Budget Highlights - The following chart highlights significant expenditure changes by major object from the 2012-2013 final amended budget.

2012 - 2013 General Fund Amended Budget		\$323,555,348
2013-2014 Personnel Unit Additions	<u>Total Units</u>	
Professional Personnel - Teachers	89.5	\$4,922,500
Campus Administration	1.0	80,700
Professional Personnel - Campus-Based	12.0	672,351
Instructional Specialists & Coaches	12.0	660,000
Support Personnel - Campus-Based	17.3	417,335
Administrators - Central Office	3.0	308,600
Other Personnel - Central Office	33.5	1,280,000
Police Officers	8.0	386,880
Technology - IT and SIS	6.0	305,160
Support Personnel - Warehouse & Plant Maintenance/Operations	<u>15.0</u>	<u>451,600</u>
Total 2013-2014 Personnel Units	197.3	\$9,485,126
Four Percent (4%) Salary Increase		\$10,400,000
Employer Healthcare Contribution Increase and Growth		2,651,719
TRS On-Behalf		1,898,278
Stipends, Extra Duty/Tutoring, and Overtime Pay		1,296,442
Miscellaneous Fringe Benefits		462,451
IDEA-B Sequestration Support		400,000
Substitutes - Increase in Daily Rates		213,454
Payroll - Net Change		\$26,807,470
IDEA-B Sequestration Support		\$400,000
Utilities		387,748
Other Contracted Services		344,798
Contracted Repairs & Maintenance Fees, Operating Leases		113,416
Other Professional Services		51,308
Contracted Services - Net Change		\$1,297,270
Campus Per-Pupil Allocation Increase		\$350,612
Library Books and Other Reading Materials		(676,879)
General Supplies		(73,010)
Fuel and Maintenance Supplies		(58,897)
Supplies and Materials - Net Change		(\$458,174)
Property and Casualty Insurance		\$290,004
Employee and Student Travel		(243,823)
Miscellaneous Reallocations		(55,927)
Miscellaneous Operating Costs - Net Change		(\$9,746)
Non-Recurring Capital Project		(\$695,725)
Non-Recurring Vehicles and Capital Equipment Purchases		(430,054)
Capital Outlay - Net Change		(\$1,125,779)
Changes from 2012-2013 Amended Budget		\$26,511,041
2013 - 2014 General Fund Adopted Budget		\$350,066,389

Food Service Fund

This governmental fund, budgeted at \$21,830,159, accounts for transactions funded by the National School Lunch Program (NSLP), the School Breakfast Program, the Food Distribution Program, lunch sales, and catering. The NSLP, part of the U.S. Department of Agriculture (USDA), provides nutritionally balanced, low-cost, or free lunches to children each school day.

The vast majority of the expenditures in the food service program are for labor and food costs. Districtwide, food service operations provide breakfast to approximately 8,775 students and a complete lunch to 23,000 students each day. In addition, thousands of other students select meals from a la carte lines.

Other Special Revenue Funds

This fund group, budgeted at \$21,329,726 accounts for local, state, and federally financed expenditures legally restricted for specified purposes. Unused balances are returned to the grantor at the close of specified project periods in most state and federal funds. Project accounting is employed to maintain integrity for the various sources of funds. These funds provide supplemental resources to enhance, not supplant, the basic education program provided by the General Fund.

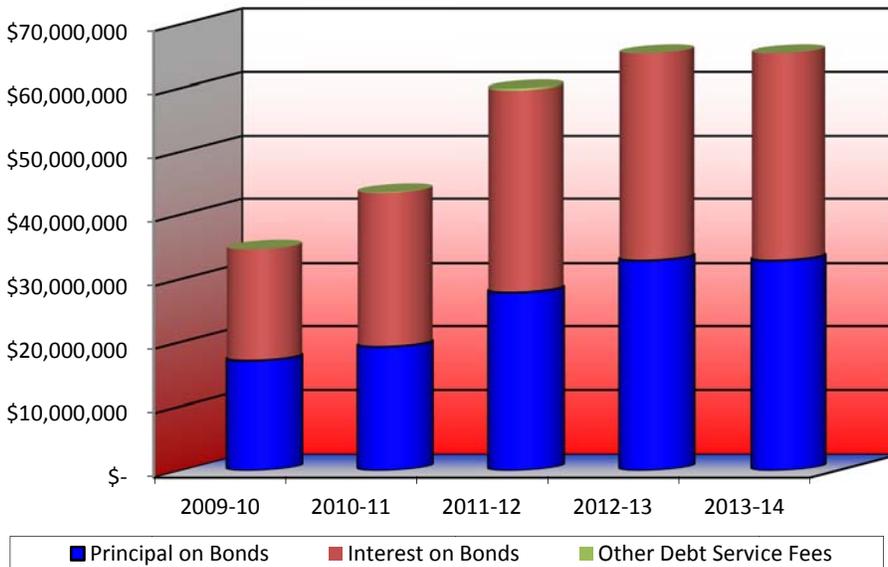
Included in the 2012-2013 Amended Special Revenue Budget are roll-forward funds from 2011-2012 totaling \$2.8 million. Roll forward amounts available from 2012-2013 will be determined in early 2014.

Debt Service Fund

This governmental fund is established to account for principal and interest payments on long-term general obligation debt and other long-term debts for which a tax has been dedicated. A separate bank account is maintained for this budgeted

fund. Property taxes collected for the Debt Service Fund are driven by the amount of annual payments to service bonded indebtedness, approved by the local taxpayers. The State provides two types of debt service support – the Instructional Facility Allotment (IFA) and the Existing Debt Allotment (EDA). The District estimates earning \$11,338,260 from IFA and EDA in 2013-2014 to assist with payment of bonds issued to construct, equip, and remodel District facilities.

Debt Service Fund Expenditures



Debt Service Fund expenditures are budgeted at \$65,433,444, an increase of \$2,843,681 or 4.5% over 2012-2013 estimated ending expenditures. Other uses of bond funds include bus and technology purchases.

Capital Projects Fund

The Capital Projects Fund accounts for projects financed by the proceeds from bond issues, or for capital projects otherwise mandated to be accounted for in this fund. The capital projects fund utilizes the modified accrual basis of accounting. During FY 2014, the District plans to sell \$30 million in bonds to be used primarily for facility renovations and technology equipment.

Impact on Operating Fund - Recurring operating costs for a new school facility vary according to the grade levels served. The estimated baseline cost of staffing and operating a new elementary campus is approximately \$1.5 million, \$2.5 million for an intermediate, and \$5 million for a high school. Funding for maintenance and operations of new campuses comes primarily from reallocation of existing resources such as staff and per-pupil allocations that follow rezoned students; new revenues generated from the State's Foundation School Program (FSP) with enrollment increases; and local property taxes.

Beginning with the 2004 bond authorization, approximately \$7.5 million has been dedicated to energy conservation projects. Based on these projects, the District has amassed more than \$16,000,000 in avoided electricity costs since 2007. This dollar amount resulted directly from an avoided electricity consumption of approximately 150,000,000 kWh.

Operational measures and initiatives, along with capital equipment upgrades and efficient new construction are responsible for the majority of the electricity reduction. The net energy impact is measured in the District's Energy Use Intensity (EUI), which has decreased 33.7% from 16.1 kWh/square foot for 2008-2009 to 10.7 kWh/square foot for 2012-2013.

Long Range Financial Forecasts - General Fund and Debt Service Fund

A five year financial forecast is prepared twice annually for the General and Debt Service Funds. The forecast is used during the budget preparation cycle and for facilities planning. The general and debt service funds have two primary sources of revenue, tax collections and state funding. Conservative estimates are consistently applied when gauging student enrollment and property value changes, the two major factors that determine funding. A summarized forecast is presented below. Full forecasts with assumptions are included in the Informational Section beginning on Page 129.

General Fund	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Beginning Fund Balance	\$ 110,300,969	\$ 108,885,316	\$ 108,894,070	\$ 109,309,724	\$ 108,962,019
Projected Revenues					
Local Taxes	\$ 142,484,345	\$ 148,469,629	\$ 152,891,769	\$ 155,963,404	\$ 159,094,819
State Sources	203,608,891	215,138,142	215,316,275	222,424,322	229,951,111
Federal Sources	2,530,000	2,592,895	2,658,494	2,738,146	2,817,003
Other Sources	1,520,000	225,225	236,486	248,311	260,726
Total Revenues	\$ 350,143,236	\$ 366,425,891	\$ 371,103,024	\$ 381,374,183	\$ 392,123,659
Projected Expenditures					
Payroll Costs	\$ 313,446,833	\$ 327,434,281	\$ 332,357,645	\$ 342,490,188	\$ 351,497,037
Contracted Services	21,269,889	21,795,287	22,229,193	22,771,776	23,448,930
Supplies and Materials	8,943,228	9,147,093	9,329,534	9,540,625	9,730,438
Other Operating Costs	5,953,633	6,087,706	6,209,160	6,348,043	6,474,404
Debt Service	20,000	20,000	20,000	20,000	20,000
Capital Outlay	432,806	440,270	449,338	458,756	469,930
Other Uses	1,492,500	1,492,500	92,500	92,500	92,500
Total Expenditures	\$ 351,558,889	\$ 366,417,137	\$ 370,687,370	\$ 381,721,888	\$ 391,733,239
Ending Fund Balance	\$ 108,885,316	\$ 108,894,070	\$ 109,309,724	\$ 108,962,019	\$ 109,352,439
Debt Service Fund	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Beginning Fund Balance	\$ 19,824,351	\$ 19,784,652	\$ 19,856,736	\$ 19,733,227	\$ 19,758,195
Projected Revenues					
Local Taxes	\$ 52,418,485	\$ 54,775,750	\$ 57,886,958	\$ 66,529,874	\$ 70,912,983
Other Local Sources	1,637,000	1,640,555	245,871	258,224	265,616
State Sources	11,338,260	10,230,867	9,907,601	10,251,055	10,942,053
Total Revenues	\$ 65,393,745	\$ 66,647,172	\$ 68,040,430	\$ 77,039,153	\$ 82,120,652
Projected Expenditures					
Paying Agent Fees	\$ 10,000	\$ 10,798	\$ 11,056	\$ 12,491	\$ 13,331
Debt Service Requirements	65,423,444	66,564,289	68,152,883	77,001,695	82,181,795
Total Expenditures	\$ 65,433,444	\$ 66,575,087	\$ 68,163,939	\$ 77,014,186	\$ 82,195,126
Ending Fund Balance	\$ 19,784,652	\$ 19,856,736	\$ 19,733,227	\$ 19,758,195	\$ 19,683,721

Accountability Information

The new STAAR state assessment is based on the Texas Essential Knowledge and Skills (TEKS), the standards designed to prepare students to succeed in college and careers and to compete globally. The majority of the STAAR assessments test content students studied the year of test administration.

The District's 2013 STAAR Performance Rating is **Met Standard** on each of the four indexes: student achievement, student progress, closing performance gaps, and post secondary readiness. Individual campus ratings are presented on page 159. The District's results were above the statewide index results for Indexes 1, 2, 3, and equal to the state results for Index 4. Among the District's campuses, all four high schools were rated as Met Standard, all nine intermediate schools were rated as Met Standard, and 27 out of 28 elementary schools were rated as Met Standard. Grace England Early Childhood Center receives the District's rating of Met Standard.

One school that was rated as Improvement Required, Epps Island, met the target for Index 1 and 2 and missed the Index 3 target. Of the schools rated as having Met Standard, numerous schools earned one or more academic distinction designations. The District met 95% of the applicable system safeguard standards. All system safeguard standards that were missed will be addressed during the improvement planning process. Nineteen (19) out of forty-one (41) campuses missed one or more system safeguard standard and will address those needs during the improvement planning process. Continuous improvement plans are currently being developed at the District and campus level to address areas of concern.

Good to Great Program (GTG) at Klein Forest High School – Year two of the three to five year pilot program is underway at Klein Forest High School. The campus currently serves 3,571 students from 54 different countries and is a linguistically, ethnically and culturally diverse urban high school. Many of the students are first generation high school graduates whose parents speak limited English. The following chart outlines standardized test results for Klein Forest High School students.

2013 STAAR Index 1: Student Achievement Data Table - Klein Forest High School									
Percentage at Phase-in 1 Level II or Above									
	State	District	KFHS	African American	Hispanic	White	SPED	Econ Dis	ELL
All Tests	77%	83%	73%	66%	71%	85%	53%	70%	50%
Reading	80%	86%	74%	69%	72%	90%	57%	70%	43%
Mathematics	79%	85%	77%	70%	77%	87%	49%	75%	62%
Writing	63%	67%	43%	36%	41%	64%	33%	39%	15%
Science	82%	88%	87%	85%	86%	91%	68%	86%	71%
Social Studies	76%	82%	77%	70%	77%	89%	56%	74%	55%

The GTG Program at Klein Forest High School addresses the following priorities:

- Encourage collaborative planning, student tutoring, mentoring and relationship building by having teachers in core subject and foreign language teach 5/7 periods each day.
- Encourage staff participation in targeted professional development and instructional improvement initiatives by providing 3 to 5 additional staff development days per year.
- Encourage staff to commit to being present for students at school by providing teacher incentives for attendance
- Build support for instructional programs, interventions, and student safety by adding 2 administrators and 1 counselor.
- Provide a safe and stable learning environment by adding an extra police officer for attendance and verification of address.
- Provide a community liaison who will assist the campus in strengthening its ties to the community as well as coordinate efforts via a campus outreach program.

Phase II of Good to Great Program (GTG) at All Title I Campuses – Phase II of the GTG Program was presented to the Board of Trustees at a special meeting on April 30, 2013, and was subsequently approved by the Board on May 14, 2013, for an annual cost of approximately \$3 million.

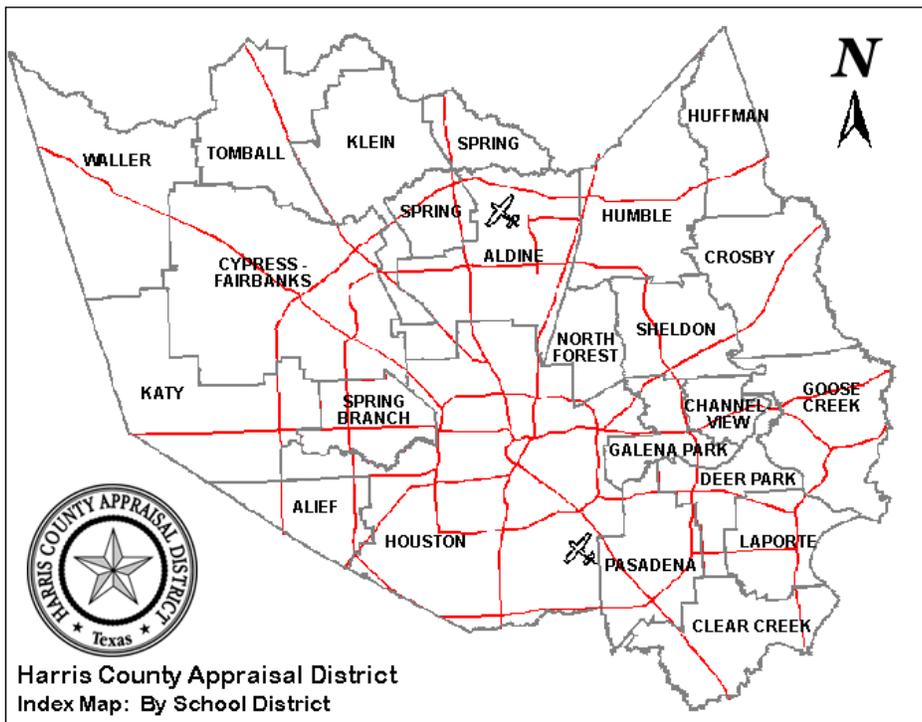
Phase II was launched at the following campuses – Klein and Wunderlich Intermediate Schools; Greenwood Forest, Epps Island, Kaiser, Nitsch, Klenk, Eiland, and McDougle. The core initiative at the intermediate sites is to extend the instructional day by 30 minutes and add instructional coaches. The elementary school initiative called for adding thirty-six (36) additional teachers at Title I elementary schools to assist with pupil/teacher ratios.

Financial Integrity Rating System of Texas (FIRST) – The District received its Financial Integrity Rating System of Texas (FIRST) score from the Texas Education Agency for fiscal year 2011-2012 and the District scored the highest rating attainable "Superior Achievement". The report is presented in its entirety beginning on page 224.

Factors Affecting Financial Condition

Area Growth and Economy - The information presented in the budget is perhaps best understood when it is considered within the broader perspective of the specific environment in which the District operates. The District's tax base is comprised of 69% residential property. The largest commercial taxpayer in Klein is Hewlett Packard (HP), located within boundaries of both the Klein ISD and the Tomball ISD. Commercial development in the District and the surrounding areas

is located primarily along Cypress Creek Parkway (FM 1960), with large retail shopping centers found at the major intersections. The largest employment sector represented in the Klein ISD is educational services, healthcare and social assistance (21% of the population). The advent of the Grand Parkway, to be completed within Klein ISD by December 2015, has placed the District on the cusp of accelerated residential and commercial growth on the north side.



Construction is well underway on nearly 20 buildings at the 385-acre ExxonMobil campus located at the northeastern edge of the Klein ISD, and is one of the largest construction projects in the United States.

The campus will accommodate approximately 10,000 employees, who will move to the campus in phases as the buildings are constructed, beginning in early 2014. Full occupancy for employees is expected in 2015. This move to The Woodlands by the United State's largest oil and gas company could result in extreme changes for Houston's real estate and job markets. There will be an acceleration of jobs in the service sectors within The Woodlands and in Spring ISD, with Klein providing a key residential location for these added jobs. The area is already experiencing positive economic effects in the housing market and Exxon officials say that the long-term effects could be tremendous.

As noted earlier, the professional demographer firm Population and Survey Analysts (PASA) provide enrollment projections by integrating school District information with its proprietary new home census information and specific neighborhood forecasts to create enrollment projections by attendance zone for the District. PASA also provides extensive area economic data and outlooks to support long-range planning in the District.

School Finance Lawsuit - Beginning in October 2011, interested parties filed multiple lawsuits against the State of Texas alleging that the current system of public school finance violated the Texas Constitution. On February 4, 2013, after 44 days of trial, Judge John Dietz ruled from the bench granting nearly all of the relief requested and declaring the Texas public school finance system unconstitutional for failing to provide a general diffusion of knowledge by making suitable provision for the support and maintenance of an efficient system of public free schools. Judge Dietz ruled that the school finance system in Texas is unconstitutional because it is quantitatively inefficient, inadequate, and is a de facto state property tax.

Meanwhile, the 83rd Regular Session of the Texas Legislature began on January 8, 2013. Public education had been cut by \$5.4 billion during the prior biennium (2011-2013) that had many schools increasing class sizes, freezing unfilled positions, freezing wages, or cutting staff. The final 2013-2015 budget bill appropriated approximately \$3.4 billion in general public education funding. In June 2013, at the conclusion of the Regular Session, Judge Dietz agreed to reopen the school finance lawsuit to consider whether legislation passed during the 2013 session might impact his decision. Proceedings will begin in January 2014.

2014 - A Vision for Klein

The Klein Independent School District is a learning community united in its commitment to ensuring students graduate with confidence and competence. The schools and communities work together to provide performance standards which can be applied to the real world. This is achieved through the implementation of quality in instruction, operations, and leadership. The following Board of Trustee Goals and District Beliefs lay the foundation for constant improvement, continually evaluated through ongoing comprehensive needs assessments and benchmarking, and executed through the work of the Klein Community.

Board of Trustee Goals

- Improved Student Achievement
- Positive and Safe School Environment
- Financial Accountability
- Quality Personnel
- Sound Policy Development and Oversight

District Beliefs

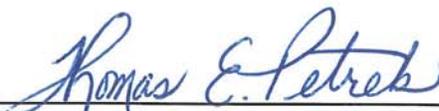
- We believe that knowledge empowers people.
- We believe that the limits of human potential are unknown and immeasurable.
- We believe that a safe and secure environment nurtures.
- We believe that all people are inherently free to make choices.
- We believe that responsibility is necessary for the benefits of freedom to be realized.
- We believe that leadership is a shared role and responsibility.
- We believe that integrity and respect build trust.
- We believe that meaningful relationships are essential for overall well-being.
- We believe that families provide stability for communities.
- We believe that diversity and heritage enrich and strengthen.
- We believe that faith gives meaning and purpose to human life.

Acknowledgments

We would like to express appreciation to the Board of Trustees for providing fiscal accountability to the patrons of our District and for its leadership in the development of one of the best educational operations within the State of Texas. Many hours have been devoted to this District by teachers, principals and administrators, and thanks is extended to the entire Klein Independent School District Team who have worked so hard to provide a high-quality, cost-efficient education to the students we serve.



Dr. James W. Cain
Superintendent of Schools

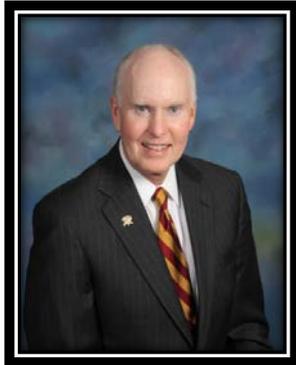


Thomas E. Petrek, CPA, RTSBA
Associate Superintendent – Financial Services



Beth B. Rosler, RTSBA
Budget Director

Klein Independent School District 2013-2014 Board of Trustees



Dr. James W. Cain
Superintendent



Mr. Ronnie K. Anderson
President



Mr. Paul Lanham
Vice-President



Mr. Steven E. Smith
Secretary



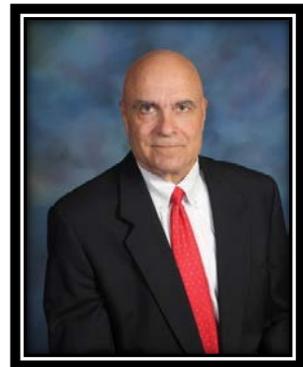
Mr. Rick Mann
Trustee



Mr. Bill Pilkington
Trustee



Ms. Georgan Reitmeier
Trustee



Mr. Stephen J. Szymczak
Trustee

Board Meetings:

All Klein Independent School District board meetings are open to the public. Regular meetings will be held at 7 p.m. on the second Monday of each month in the board room located at the KISD Administration Building at 7200 Spring-Cypress Road, Klein, Texas, or at select campus locations. With public notice, trustees will also hold special meetings and work sessions as needed.

If You Wish to Address the Board:

Approximately twenty minutes of each regular meeting is allocated to citizen inquiries. After registering with the board secretary prior to the meeting, a school district resident shall have an opportunity to address the Board of Trustees for the specific purposes dictated by the state laws governing open meetings.

Klein Independent School District 2013-2014 Appointed Administrators

Dr. James Cain	Superintendent
Dr. Susan Borg	Associate Superintendent of Instruction and Student Services
Curt Drouillard	Associate Superintendent of Human Resource Services
Dr. Jan Marek.....	Associate Superintendent of School Administration
Thomas Petrek, CPA, RTSBA	Associate Superintendent of Finance
Judith Rimato.....	Associate Superintendent for Communication and Planning
Robert Robertson	Associate Superintendent of Facilities
Karen Fuller	Chief Technology Officer
Stephanie Duran, CPA	Director of Internal Audit
Dr. Angeline Anderson.....	Executive Director of Curriculum and Instruction
Teresa Anderson.....	Executive Director of Athletics, Physical Education, and Health
Vicki James.....	Executive Director for Student Information Services
Ann McMullan	Executive Director of Educational Technology
Dr. Mary Rosenberg.....	Executive Director of Student Support Services
Lauren Smith.....	Executive Director of Accountability and School Improvement
Nancy Webster	Director of Assessment and Accountability
Catherine Eubanks.....	Director of State and Federal Programs
Monte Mast.....	Director of Fine Arts
Dean Borg	Executive Director of Human Resources
Dr. L. S. Spencer.....	Executive Director of Human Resources
Dr. Janice Taylor	Executive Director of Human Resources
Rick Stockton	Director of Benefits and Risk Management Services
Kelly Schumacher	Executive Director of School Administration
Mindy Spurlock.....	Executive Director of School Administration
Ron Webster	Executive Director of School Administration
Peggy Ekster	Director of Vistas High School of Choice
K. E. Kaufman.....	Director of Disciplinary Alternative Education Program
Jody Simpson	Director of Therapeutic Education Program
Guadalupe Rocha	Director of Security and Police Services
Tonya Little, CPA, RTSBA	Controller
Beth Rosler, RTSBA	Director of Budget
Allan Mielsch	Tax Assessor-Collector
Doug Wilson	Director of Purchasing
Allan Westmoreland.....	Director of Warehousing
Audrey Ambridge, RTSBA	Director of Accounting
Fran Whitaker.....	Director of Payroll Services
Donald Blue	Director of Capital Projects
Jamal Hazzan	Director of Food Services
Willie Huggins	Director of Plant Operations
Allan Scott.....	Facilities Engineer and Senior Energy Manager
Steve Williams	Director of Transportation
August Wunderlich	Director of Maintenance
Cindy Doyle.....	Director of Development & Education Foundation
Candace Threadgill	Director of Information Technology



GOVERNMENT FINANCE OFFICERS ASSOCIATION

*Distinguished
Budget Presentation
Award*

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**Klein Independent School District
Texas**

For the Fiscal Year Beginning

September 1, 2012

Christopher P. Moivell

President

Jeffrey R. Egan

Executive Director

Association of School Business Officials International



This Meritorious Budget Award is presented to

KLEIN INDEPENDENT SCHOOL DISTRICT

*For excellence in the preparation and issuance of its school entity's budget
for the Fiscal Year 2012-2013.*

The budget adheres to the principles and standards
of ASBO International's Meritorious Budget Award criteria.



A handwritten signature in black ink, reading "Brian L. Mee".

Brian L. Mee, SFO, RSBA
President

A handwritten signature in black ink, reading "John D. Musso".

John D. Musso, CAE, RSBA
Executive Director



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KLEIN INDEPENDENT SCHOOL DISTRICT
2013-2014 ADOPTED BUDGET

TABLE OF CONTENTS

ORGANIZATIONAL SECTION

Organizational Chart.....	23
District Profile.....	24
Strategic Plan 2013-2017.....	26
Strategies and Action Plan Timeline.....	27
2013 Strategy and Action Plan Details.....	28
Update of 2012 District Strategic Plan with 2013-17 Proposed Changes.....	41
Budget and Financial Policies.....	42
Statement of Texas Law.....	42
Legal Requirements for Budgets.....	43
TEA Legal Requirements.....	45
Local District Requirements.....	46
Significant Financial Policies and Procedures.....	47
Summary.....	49
Board Policy – Business and Support Services.....	50
Financial Structure.....	52
Summary of Significant Accounting Policies.....	52
Reporting Entity.....	52
Basis of Accounting.....	52
Budgetary Basis of Accounting.....	52
Governmental Fund Types.....	53
Budget Process.....	54
Objectives.....	54
Overview.....	54
Planning.....	54
Preparation.....	55
Priorities.....	57
Other Factors Affecting Financial Condition.....	59
Bonded Indebtedness and Capital Projects.....	60
Management Process and Budget Controls.....	62
Board of Trustee Budget Review and Adoption.....	62
Tax Rate Adoption.....	62
Adjustments and Cross-Function Transfers.....	62
Reporting to the Texas Education Agency.....	62
Approval Control.....	62
Encumbrance Control.....	63
Budget Amendment Control.....	63
Annual Audit.....	63
Summary.....	63

KLEIN INDEPENDENT SCHOOL DISTRICT
2013-2014 ADOPTED BUDGET

TABLE OF CONTENTS - *continued*

Budget Calendar 2013-2014 64

Overview of Account Codes..... 65

 Basic System Code Composition..... 65

 Fund Codes 66

 Function Codes 67

 Campus Organization and Project Codes 70

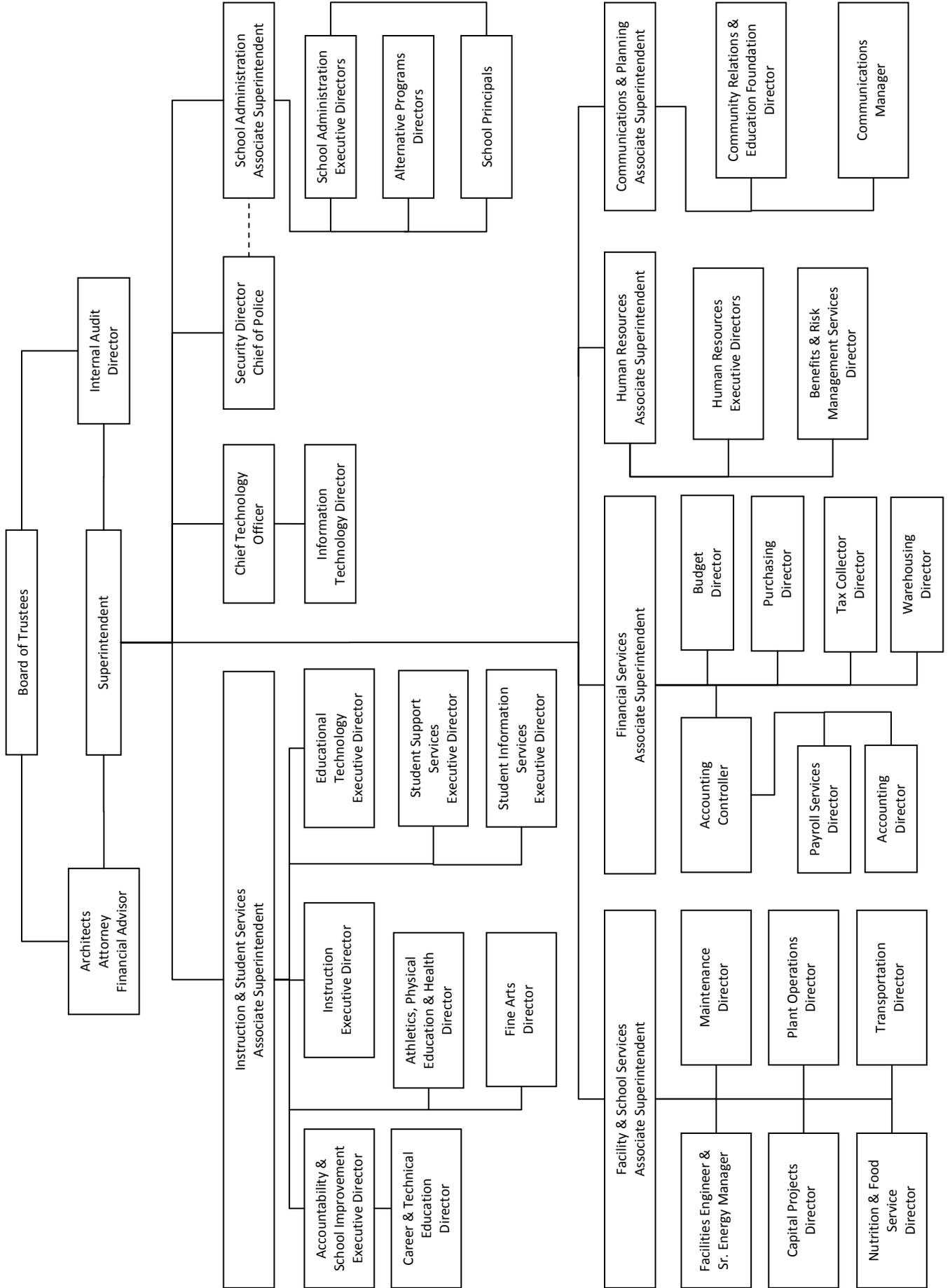
 Departmental Organization Chart by Project Number and Special Revenue Program Listing..... 71

 Program Intent Codes..... 72

 Revenue Object Codes 74

 Expenditure Object Codes 75

Klein Independent School District - Organizational Chart



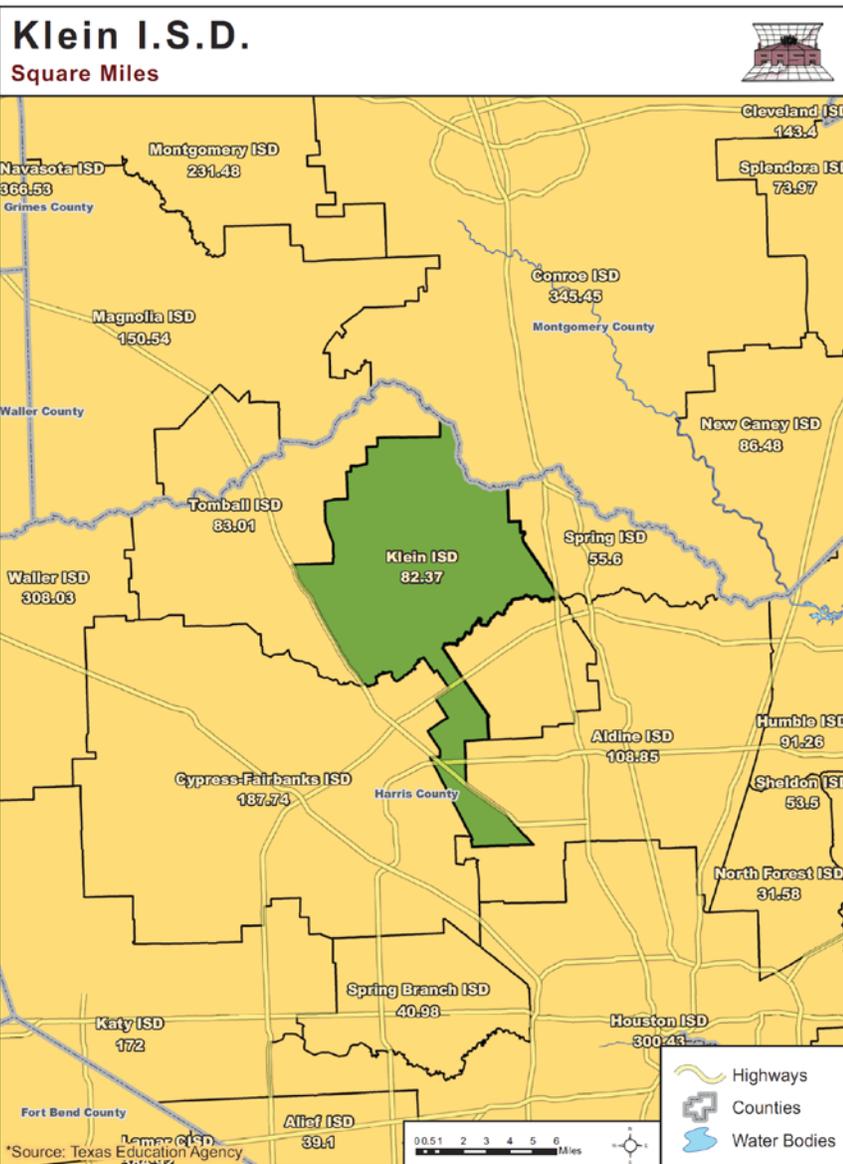
District Profile

A farming community developed in this area after a group of German immigrants settled on the banks of Cypress Creek in 1845. The settlement was later named for Adam Klein, who left Germany in 1849 and joined the California gold rush before moving here with his wife Friederika (Klenk) in 1854.

Farmers in this vicinity raised cotton, potatoes, and corn, and marketed their produce in Houston, a two-day trip by wagon. Center of community life was Trinity Lutheran Church, organized in 1874 by the Bernshausen, Benfer, Brill, Kaiser, Klein, Lemm, Theiss, and Wunderlich families. The Klenk and Strack families joined soon after the charter was signed. Thirty-eight (38) of the District's campuses are named after the community's founding families.



The settlement was called Big Cypress until Klein post office was established on September 8, 1884. William N. Blackshear, the first postmaster, operated the postal facility in his general store. It was replaced by rural free delivery in 1906. Although never platted or incorporated, the Klein community formed the nucleus of a school district. In July 1928, five districts were consolidated to create Rural High School District Number One, setting the present boundary lines of the school district. The total enrollment was 582. Many early schools had only one room and one teacher. In March 1938, the school district was incorporated and renamed the Klein Independent School District.



Klein Independent School District is located in northwestern Harris County, Texas. Its southern portion is adjacent to the corporate limits of the City of Houston. Most of the District is located between Interstate Highway 45 (IH 45) on the east and State Highway 249 (SH 249) on the west. The southern boundary follows Cypress Creek for a considerable distance and a portion of the northern boundary of the District is the same as the northern boundary of Harris County.

In 1988, the Klein, Texas Historical Foundation was established to assist in the preservation of buildings, sites, documents, photos, and records of the community of Klein, Texas, as well as to promote interest and encourage study and research in the community's history. In 1994, the Foundation established the Klein Museum to exhibit documents, artifacts, and photos from the earlier days of northwest Harris County. The Museum has a collection of over 600 photos from the early days of the Spring, Klein, and Tomball communities. In 1995, the Foundation opened the Wunderlich Farm for tours. Tours of the 1891 farm have been designed to reflect the way of life in the rural community of Klein from the 1890s to the 1920s.

A seven-member Board of Trustees (the Board) governs the District. Each member is elected to an at-large position for three years in a nonpartisan election. Based on legislative authority codified in the Texas Education Code, the Board (1) has exclusive power to manage and govern the District; (2) can acquire and hold real and personal property; (3) shall have power to levy and collect taxes and to issue bonds; (4) can contract for appointed officers, teachers, and other personnel as well as for goods and services; and (5) has the right of eminent domain to acquire real property.

Klein ISD is fully accredited by the Texas Education Agency and the Southern Association of Colleges and Schools. The District is comprised of four (4) high schools and Vistas High School of Choice; nine (9) intermediate schools; twenty-nine (29) elementary schools; and the Grace England Pre-K Center, for a total of forty-four (44) schools with a 2012-2013 ending enrollment of 46,764 students. The 2013-2014 budget was formulated using a projected enrollment of 47,708 students. The chart below lists all Klein ISD campuses and other facilities' opening dates, as well as initial enrollment at each campus.

A full range of educational services are provided appropriate to grade levels Pre-Kindergarten (PK) through twelve (12). These include regular and enriched academic education, special education, occupational education, and language training for those with limited English proficiency. The district offers a Spanish Bilingual program at most of the elementary schools. These basic programs are supplemented by a wide variety of offerings in the fine arts and athletics. Klein ISD is rated as a Met Standard district with forty (40) campuses rated as Met Standard.

Information about the District is posted to the website at: <http://www.kleinisd.net>, mailed to residents in a quarterly District newsletter, distributed electronically to subscribers daily, and provided in emergencies through an immediate response information system to parents of students. The district also communicates with the public via social media, on Facebook and Twitter. Community newspapers and neighborhood newsletters also publish news releases from the district.

School	Date Opened	Opening Day Enrollment	School	Date Opened	Opening Day Enrollment
Elementary Schools			Intermediate Schools		
Haude	January 4, 1971	400	Hildebrandt	December 3, 1973	824
Greenwood Forest	August 30, 1971	500	Wunderlich	August 18, 1975	1,003
Northampton	August 30, 1971	458	Strack	August 22, 1977	962
Epps Island	September 4, 1973	399	Klein	August 27, 1984	775
Theiss	August 26, 1974	737	Doerre	August 27, 1984	980
Benfer	August 22, 1977	778	Kleb	August 23, 1993	1,011
Kaiser	August 28, 1978	252	Schindewolf	August 19, 2002	1,066
Brill	November 27, 1978	397	Krimmel	August 27, 2007	1,179
Ehrhardt	September 4, 1979	477	Ulrich	August 24, 2010	835
Lemm	September 2, 1980	520	High Schools		
Nitsch	September 2, 1980	415			
Krahn	August 29, 1983	576	Klein (Old Site)	1938	80
Roth	August 27, 1984	663	Klein (Present Site)	September 1, 1963	164
Kuehnle	September 5, 1989	377	Klein Forest	September 4, 1979	1,450
Mittelstadt	August 26, 1991	462	Klein Oak	August 30, 1982	1,064
Klenk	August 24, 1992	677	Klein Collins	August 9, 2001	1,137
Eiland	August 23, 1993	469	Vistas	August 16, 2006	150
Schultz	August 22, 1994	618	Other Facilities		
Hassler	August 12, 1999	523			
Kohrville	August 19, 2002	587	Central Office	Transportation Center	
Kreinhop	August 17, 2004	759	Warehouse	Klein Instructional Center	
McDougle	August 17, 2004	528	Police Center	Network Operations Center	
Metzler	August 16, 2005	569	Klein Annex	South Transportation Center	
Benignus	August 16, 2006	866	Athletic Building	Maintenance Building	
Frank	August 27, 2007	807	Multipurpose Center	Student Services Center	
Mueller	August 24, 2009	619			
Blackshear	August 22, 2011	833			
Zwink	August 27, 2012	788			
Grace England Pre-K/EC	August 27, 2012	714			
Bernshausen	August 26, 2013	654			



Klein Independent School District Strategic Plan 2013-2017

Mission:

The Klein Independent School District, proud of its heritage and embracing the future, develops students to become skillful, active, reflective, self-disciplined, and honorable members of their communities through engaging learning experiences in a safe and nurturing environment.

Vision:

Reaching Higher

Objectives:

Klein ISD believes that quality student achievement includes and goes beyond achieving the highest ratings awarded by state and national accountability standards. Our strategic objectives aim to address both the academic success and social well-being of every Klein ISD student.

- Each student will achieve academic excellence with comprehensive knowledge, skill, and understanding within his/her individual learning plan.
- Every student will demonstrate the character traits of a productive and honorable citizen in a global community.

Beliefs:

- We believe that knowledge empowers people.
- We believe that the limits of human potential are unknown and immeasurable.
- We believe that a safe and secure environment nurtures.
- We believe that all people are inherently free to make choices.
- We believe that responsibility is necessary for the benefits of freedom to be realized.
- We believe that leadership is a shared role and responsibility.
- We believe that integrity and respect build trust.
- We believe that meaningful relationships are essential for overall well-being.
- We believe that families provide stability for communities.
- We believe that diversity and heritage enrich and strengthen.
- We believe that faith gives meaning and purpose to human life.

Board of Trustee Goals:

- Improved Student Achievement
- Positive and Safe School Environment
- Financial Accountability
- Quality Personnel
- Sound Policy Development and Oversight

Strategic Parameters:

- We will put students first.
- We will not compromise our commitment to excellence.
- We will treat all people with dignity and respect.
- We will practice open and honest communication within our organization and the community.
- We will not compromise safety and security.
- We will be good stewards of our resources.

Klein ISD Strategic Plan 2013-2017

Strategies and Action Plan Timeline

Team Leader	Action Plan and Update		2013	2014	2015	2016	2017
Strategy 1: Raise the performance of all students and close the achievement gap.							
Dr. Susan Borg	1.1	Deliver, support and measure the effectiveness of a cognitively complex and relevant curriculum that meets the needs of all students.	•	•	•	•	•
Dr. Susan Borg	1.2	Provide programs and interventions to prepare students for high school graduation and college/post-secondary success.	•	•	•	•	•
Dr. Susan Borg	1.3	Deploy best practices to expand advanced academics opportunities.	•	•	•		
Strategy 2: Recruit and retain the highest quality employees.							
Mr. Curt Drouillard Dr. Susan Borg	2.1	Utilize incentive strategies to promote quality instruction.	•	•	•	•	
Mr. Curt Drouillard Dr. Jan Marek	2.2	Align human resource processes, policies and professional development to promote effective career progression.	•	•	•		
Strategy 3: Promote positive character traits and effective communication.							
Dr. Susan Borg Dr. Jan Marek	3.1	Integrate character education, relationship building, violence prevention, and social skills programs and practices across the curriculum.	•	•	•	•	•
Ms. Judy Rimato	3.2	Expand strategies for effective communication.	•	•	•		
Strategy 4: Establish and use best practices for continuous improvement.							
Dr. Susan Borg	4.1	Measure and communicate student, employee, community, and local university/college satisfaction for use in district continuous improvement.	•	•			
Mr. Robert Robertson	4.2	Manage district growth.	•	•	•	•	
Ms. Karen Fuller Dr. Susan Borg	4.3	Utilize long range planning to meet district technology needs.	•	•	•	•	
Ms. Karen Fuller Mr. Robert Robertson Mr. Thomas Petrek	4.4	Align and manage district assets to support stakeholder needs.	•	•	•		

The Klein Independent School District Strategic Plan is available in its entirety at <http://www.kleinisd.net/users/0087/CIP%202011-12/2013%20District%20Strategic%20Plan%20Approved%20January%202013.pdf>.

Klein Independent School District 2013 Strategy and Action Plan Details

Strategy 1

Raise the performance of all students and close the achievement gap.

Action Plan **1.1** Deliver, support and measure the effectiveness of a cognitively complex curriculum that meets the needs of all students.

Action Plan Leader and Team: **Dr. Susan Borg:** Instruction & Student Services Administration; Curriculum & Instruction (Instructional Officers, Assessment Specialist, Multi-lingual Education); Special Education; Campus Principals; Educational Technology

Action Plan Overview: The purpose of the plan is to ensure that classroom curriculum, assessment and instruction meet the needs of all learners.

Measures: Performance Indicator(s):	Target	2013 Actual	Met Target
Leading Indicators:			
- Percent meeting standard on benchmark assessments, all subjects, all subgroups	≥ 70%	TBA	Not Avail.
Lagging Indicators:			
- STAAR Scores, all subjects and all subgroups	≥ 80%	83%	Y
- Percent of students graduating with the Recommended or Distinguished High School Diploma	>88%	80.8%	N
- Number of Campuses meeting AYP	40	7	N
- District AYP status	Met AYP	Did not meet AYP	N

Timeline:
- The actions in this plan continue to be implemented and refined. The newest components include electronic campus scorecards, campus data team training and implementation, piloting project based learning, 21st century learning through the TATEKS, targeted professional development to improve student performance in meeting AYP.

Cost Overview:
- \$1,663,786 Elementary Reading Specialists salaries; Funding Source: SCE
- \$921,652 Instructional Specialists salaries; Funding Sources: SCE (\$460,826), Title IIA (\$460,826)
- \$565,439 for At-Risk Teachers salaries; Funding Source: SCE
- \$55,083 for At-Risk Counselor salaries; Funding Source: SCE
- \$61,222 for Pregnancy Related Services salaries; Funding Source: SCE
- \$90,210 for Social Workers' salaries; Funding Source: SCE
- \$1,363,202 for High School Core Content Specialists salaries; Funding Source: HSA
- \$68,646 for College Readiness Specialist; Funding Source: HSA
- \$140,000 for professional development core content consultants; Funding Source: Title IIA(\$90,000); HSA (\$50,000)
- \$6,067,938 for Title I Total Allocation; Funding Source: Title I (\$3,722,872 salaries), (\$120,000 school choice transportation for Klein Intermediate), (\$1,607,973 supplemental resources)
- \$617,093 for professional development; Funding Source: Title I set aside for LEA School Improvement (from Total Allocation-above)
- \$23,000 for electronic classroom walk through system; Funding Source: Local Funds
- \$80,000 for teacher extra pay for curriculum updates; Funding Source: local (\$60,000); GT state funding (\$10,000); bilingual state funds (\$10,000)
- \$3,000 for online professional development system; Funding Source: Title IIA
- \$160,000 for staff development on curriculum updates, and state training; Funding Source: Title IIA (\$90,000); local (\$30,000); state bilingual(\$40,000)
- \$6,823,849 for special education staff, services, tutoring, training, materials and early intervention programs; Funding Source: IDEIA-B, IDEIA
- \$141,650 for special education pre-school programs; Funding Source: IDEA B Pre-school
- \$2,041,880 for instructional materials; Funding Source: State IMA
- \$6,908,577 for CTE teacher salaries (126.2 FTE); Funding Source: State
- \$1,975,877 for instructional materials; Funding Source: State allotment (IMA)

Resources:
- Eduphoria, instructional specialist teachers, item banks, teacher extra-pay, warehouse, educational technology, training facilities, ISS staff, facilities, teachers and administrators, SHSU, C&I Department; Solution Tree

Plan 1.1: Action Steps	Documentation	Progress	
		Start	Status
1. Maintain an updated curriculum that meets the state PK-12 curriculum, K-12 English Language Proficiency Standards (ELPs) and K-12 College and Career Readiness Standards through the use of a three-year curriculum revision calendar and plan.	Curriculum documents in Eduphoria, walk-through data	2007	C
2. Deploy the district's curriculum and provide updates to teachers using a variety of training methods and venues including day, evening and Saturday training. Utilize a variety of trainers including district instructional administrators, coordinators, specialists and core content consultants.	Training schedules, sign-in sheets	2008	C
3. Monitor the effectiveness and relevancy of the curriculum through data analysis to determine areas of focus annually.	Data reports, walk-through data	2008	C
4. Develop an assessment calendar annually to monitor student achievement in focused areas using benchmarks, common assessments and STAAR simulation assessments.	Calendar	2005	C
5. Train core content teachers, specialists and campus administrators to develop campus common assessments in PLC's using best practice assessment strategies and district developed blueprints. Monitor the development of these assessments using C&I staff.	Training documents and schedules	2010	I
6. Monitor campus scorecards to determine campus instructional needs in the focus areas.	Campus scorecards	2008	C
7. Provide electronic scorecards to the campuses using the data warehouse to allow campuses more time to focus on data analysis and intentional action plans.	Mizuni scorecards, campus administrator scorecard reflections	2012	C
8. Schedule curriculum action teams and training to assist administrators and teachers in the annually chosen curriculum focus areas based upon STAAR and benchmark scores and on state information regarding STAAR.	Agendas, minutes, sign-in sheets	2007	C
9. Monitor an electronic system to capture walkthrough data to facilitate coaching and professional development to improve classroom instruction and identify instructional best practices.	System reports, training timeline, professional development hours	2009	C
10. Continue to train high school core content teachers in the development and deployment of successful initial instructional practices to meet the challenges of STAAR EOC.	Training schedules and objectives	2010	I
11. Strengthen the existing language acquisition programs serving English Language Learners through intensive professional development focusing on the ELPS, language acquisition, functional communication, instruction of basic content, and concept development.	Curriculum document, training schedules, campus scorecards, walk-through data	2009	I
12. Strengthen the existing special education programs serving special education students through intensive professional development focusing on individual education plan development, co-teaching, and instructional strategies for mathematics, science, social studies and reading.	Training schedules, campus scorecards, walk-through data	2009	I
13. Strengthen the Title I program serving students at existing nine Title I campuses with class size reduction and through intensive professional development focusing on differentiating instruction for at-risk students.	Training schedules, campus scorecards, walk-through data	2009	I
14. Improve and monitor the campus planning process by training campus teams in reviewing data and writing campus plans to increase student performance.	Training schedules, campus scorecards, campus plans, walk-through data	2009	C
15. Provide administrators training in the use of data and in the implementation of campus data teams in order to improve student performance and teacher practice according to an LEA improvement plan.	Data Day sign in sheets, agendas, campus plans	2012	I
16. Provide targeted administrator professional development and assistance for campuses not meeting AYP in order to improve teacher practice, data analysis and student performance.	Training schedules, consultant schedules and feedback notes	2012	I
17. Provide targeted instruction, interventions, and support for students identified as at-risk, CTE, and Title I, including effective utilization of resources, in order to improve student achievement.	Student lists, progress measures, budgets	2011	I
18. Provide relevant learning opportunities for students by piloting project based learning.	Pilot data, 3 year roll out plan	2012	I
19. Integrate 21st century skills needed to expand opportunities for advancement in all core content areas using TATEKS.	Eduphoria curriculum	2012	I
20. Improve teacher instructional practice through targeted professional development in PLC improvement, literacy in the content areas, RTI, mathematics instruction, differentiated instruction, campus culture, initial instruction by implementing a LEA Improvement Plan for professional development.	LEA Improvement Plan, training schedules, consultant feedback and data analysis	2012	I
21. Implement and monitor a committee driven process to provide resources, technology and instructional materials to campuses using IMA funds.	IMA spreadsheets, committee minutes	2011	I

**Klein Independent School District
2013 Strategy and Action Plan Details (Cont'd)**

Strategy 1

Raise the performance of all students and close the achievement gap.

Action Plan **1.2** Provide programs and interventions to prepare students for high school graduation and college/post-secondary success.

Action Plan Leader and Team: **Dr. Susan Borg:** Curriculum & Instruction; Special Education; Educational Technology; Accountability & School Improvement; Instructional Administrators; Campus Principals

Action Plan Overview: The purpose of this plan is to develop programs and strategies that allow campuses to meet the needs of all learners with the goal of high school graduation and college/career readiness.

Measures: Performance Indicator(s):	Target	2013 Actual	Met Target
Leading Indicators:			
- Percent of identified students receiving interventions	100%	100%	Y
- Percent of campuses with formal intervention plans related to RTI and district guidelines	100%	90%	N
Lagging Indicators:			
- TAKS/STAAR passing rates, all subjects, all subgroups	≥80%	83%	Y
- High school completion rate	94%	95%	Y

Timeline:
- This plan began in 2007 and will continue for 2013. The newest components include plans for training teachers to use instructional accommodations, online credit/grade recovery for intermediate schools, monitoring of the dropout prevention program, convening a STEAM action team and skills based assessments for mathematics and reading improvement classes.

Cost Overview:
- \$1,546,703 for the Vistas High School Program; Funding Source: SCE
- \$2,205,930 for DAEP salaries; Funding Source: SCE
- \$2,705,000 for Klein Forest High School Project; Funding Source: SCE (\$2,285,000); local (\$420,000)
- \$579,073 for High School Credit Recovery; Funding Source: HSA
- \$59,167 for Newcomer Centers; Funding Source: HSA
- \$150,000 for Dropout Recovery; Funding Source: HSA (\$80,000); State Grant for Dropout Recovery (\$70,000)
- \$272,137 for High School Graduation Advisors; Funding Source: HSA
- \$765,652 for Accelerated Instruction; Funding Sources: local (\$ 400,00); SCE (\$365,652)
- \$130,000 for Technology Instructional Resources; Funding Source: HSA
- \$195,000 for Professional Development consultants for ELL; Funding Source: Title III
- \$52,000 for Title III professional salaries; Funding Source: Title III
- \$3,600 private school ELL; Funding Source: Title III
- \$1,600 TxVSN Algebra Course for special education students; Funding Source: HSA
- \$50,000 for high school grade recovery tutors; Funding Source: HSA

Resources:
- RTI district manual, district teachers and administrators, test data, professional development, AI programs, College Board, National Clearinghouse data, REL/IES publications

Plan 1.2: Action Steps	Documentation	Progress	
		Start	Status
1. Implement district RTI and dyslexia programs in grades K-12 that provides campuses with materials, training and resources for accelerating student performance through timely interventions and progress monitoring.	RTI Manual, dyslexia manual, implementation timelines, training agendas	2007	I
2. Retrain teachers in the development and use of instructional accommodations for students in special education and for English Language Learners. Include an explanation of state requirements and documentation processes.	Training schedules, sign-in sheets	2011	I
3. Maintain and monitor the impact of a district drop-out prevention and recovery program for at-risk students.	Training materials, schedules, recovery walk dates	2008	C
4. Set expectations for campuses to develop plans for and monitor the success of academic and psycho-social student interventions based on data.	Campus plans	2008	I
5. Strengthen elementary bilingual programs by providing campuses support and training to phase in either a one-way dual language program or a transitional bilingual program.	Campus plans, training schedules, Articulation Chart	2008	C
6. Provide and monitor accelerated English language acquisition to students new to the country through Newcomer Centers in grades 6-12.	Training schedules, walk through data	2008	I
7. Develop and implement standards, events and activities for each grade level that encourage students to attend post secondary institutions including college.	Action Team minutes, calendar of events, standards document	2009	C
8. Provide skills based assessments for intermediate and high school reading and mathematics improvement courses.	Curriculum based assessments, data analysis	2012	C
9. Convene a cross-discipline and community action team to explore best practices for STEAM education in order to provide students with integrated course offerings and instruction in science, technology, arts and mathematics to meet student career needs.	Meeting schedules, training notes, outcomes report	2012	I
10. Facilitate the planning and implementation of the Klein Forest "Good to Great" project in order to increase student achievement and improve teacher practice.	Evaluation progress reports and final evaluation	2012	I

Klein Independent School District 2013 Strategy and Action Plan Details (Cont'd)

Strategy 1

Raise the performance of all students and close the achievement gap.

Action Plan 1.3 Deploy a comprehensive advanced academics program K-12.

Action Plan Leader and Team: **Dr. Susan Borg:** Curriculum & Instruction; Advanced Academics (Instructional Officer, Specialists, Teachers); Guidance Counselors & Director; Campus Administrators

Action Plan Overview: The purpose of this action plan is the development and implementation of a comprehensive program to 1) meet the needs of advanced learners, 2) raise the academic bar for underachieving students, and 3) ensure that the most cognitively complex programs are available to all students through teacher training and parent and community involvement.

Measures: Performance Indicator(s):	Target	2013 Actual	Met Target
Leading Indicators:			
- Percent of grade 6-12 students completing one or more advanced academics courses	50%	42%	N
- Percent of high school students completing AP/IB/Dual Credit courses (unduplicated)	20%	20.2%	Y
Lagging Indicators:			
- Percent of all high school students taking AP/IB exams	22%	13%	N
- Percent of examinees with at least one AP or IB score at or above the criterion score (3 on AP or 4 on IB)	65%	65.8%	Y
- Percent of examinees scoring at or above the criterion score for SAT/ACT	39%	32%	Y
- Number of high school students receiving DAP/Advanced diplomas	400	After Aug Grad.	Not Avail.

Timeline:
- This plan will continue in 2013. The newest components of this plan include: developing a college and career readiness program for grades K-12, participating the state's performance standard project for GT students, and standardization of Dual Credit services at the district's four high schools including online and on campus access to college credit.

Cost Overview:
- \$179,294 for GT/Advanced Academic training, support, testing and materials; Funding Source: GT State Funds
- \$103,000 for AVID intermediate and high training and materials/supplies; Funding Source: HSA
- \$735,000 IB staffing salaries and program costs; Funding Source: HSA (\$685,000 salaries) (\$50,000 materials and supplies)
- \$48,564 for AP Psychology textbooks; Funding Source: HSA
- \$109,343 AP Incentives for campuses Funding Sources: State AP Incentive Funds
- \$359,401 Dual Credit Incentives Funding Source: Lone Star College

Resources:
- Training facilities, administrative and technology services, teaching and administrative staff

Plan 1.3: Action Steps	Documentation	Progress	
		Start	Status
1. Complete a validation study of advanced course enrollment and student outcomes to determine if coursework prepares students for college assessments.	Study outcomes	2011	I
2. Monitor the open-enrollment Pre-AP program by analyzing student enrollment and teacher training data to ensure students are enrolling in advanced level courses.	Agendas and course enrollment	2009	I
3. Provide and monitor outcomes of district wide Readistep assessments on all intermediate campuses to increase student PreAP enrollment by examining PreAP potential.	Testing calendar	2012	I
4. Implement and monitor the state's Performance Standard Project (TPSP) for gifted on all elementary and intermediate campuses to lay foundation for juried research necessary for DAP Advanced Measure.	Teacher/Administrator professional development; District Showcase	2011	I
5. Monitor and enhance the implementation of the AVID program at all four high schools and the two Title I intermediate schools by following the recommendations of AVID and by participating in the AVID three year district study.	Enrollment for AVID elective, AP, and PreAP courses, course syllabi	2007	I
6. Document district wide DAP and advanced diploma Advanced Measure evaluation processes to increase the number of DAP/Advanced graduates.	Counselor meetings	2011	I
7. Facilitate the partnership with Lone Star College University Park for all dual credit and student outreach opportunities including online courses and on campus courses.	Meeting agendas and minutes	2012	I
8. Provide training for campuses and parents regarding the use of <i>AP Potential</i> and <i>My Road</i> .	Training calendars	2009	I
9. Determine the effectiveness of advanced academic services by evaluating best practices such as TPSP, juried research, compacted curriculum and acceleration via dual credit.	Evaluation report	2013	N
10. Develop, pilot and implement a vertically aligned college and career readiness courses (PATH) for grades 3-12 in order to increase student access to the Texas CCRS cross-disciplinary standards.	SBOE approval for high school courses, curriculum documents	2011	I

**Klein Independent School District
2013 Strategy and Action Plan Details (Cont'd)**

Strategy 2

Recruit and retain the highest quality employees.

Action Plan **2.1** Utilize incentive strategies to promote quality instruction.

Action Plan Leader and Team: **Mr. Curt Drouillard & Dr. Susan Borg:** Executive Directors of Human Resource Services; Professional Development Directors; Accountability & School Improvement; Multilingual Education; Campus Administrators

Action Plan Overview: The purpose of this action plan is to implement initiatives and offer incentives that directly promote the recruitment and retention of teachers who provide quality instruction to our students.

Measures: Performance Indicator(s):	Target	2013 Actual	Met Target
Leading Indicators:			
- Percentage of mentors trained	100%	100%	Y
- Semi-Annual satisfaction progress checks of the beginning teacher mentor program	≥80%	80%	Y
- Percentage of KISD teachers assigned as SHSU student teacher cooperating teachers trained	≥80%	95%	Y
Lagging Indicators:			
- Number of teacher recruits contacted by HR	≥1500	1551	Y
- Percent of teachers retained	≥90%	88.8% (11-12)	N
- Mentor and mentee satisfaction surveys	≥80%	80%	Y
- Percent of teachers scoring at or above proficiency in KP DAS in all domains	≥85%	98.5%	Y

Timeline:
- The actions in this plan continue from 2008. The continuing components include the district beginning teacher mentoring program, utilizing stipends for retention and improvement, and the exploration of employee mentoring programs.

Cost Overview:
- \$50,000 for the district beginning teacher mentoring program; Funding Source: Local Funds
- \$400,000 for Bilingual Teacher Stipends; Funding Source: State Bilingual Funds
- \$400,000 supplemental stipends for secondary math and science teachers; Funding Source: HSA

Resources:
- Human Resource, Accountability and School Improvement, School Administration, Curriculum and Instruction: Professional Development

Plan 2.1: Action Steps	Documentation	Progress	
		Start	Status
1. Utilize high school allotment funds for math and science teacher stipends to recruit and retain and highly qualified teachers.	Retention and recruitment data reports	2008	I
2. Utilize bilingual stipends to: recruit and retain quality bilingual teachers, and encourage attendance at the bilingual institute professional development sessions that improve instructional practices for all bilingual teachers.	Retention and recruitment data ; professional development reports	2009	I
3. Strengthen the district's beginning teacher induction program for teachers with less than 3 years experience and teachers new to the district by conducting induction and symposium programs for the purpose of improving classroom instruction and student achievement.	Beginning Teacher reports	2008	I
4. Utilize campus based instructional specialists to facilitate a research based teacher mentoring program.	Training logs, mentor lists	2010	I
5. Monitor the impact of recruiting strategies that result in high quality candidates for employment opportunities.	Recruiting records	2010	I

**Klein Independent School District
2013 Strategy and Action Plan Details (Cont'd)**

Strategy 2

Recruit and retain the highest quality employees.

Action Plan **2.2** Align human resource processes, policies and professional development to promote effective career progression.

Action Plan Leader and Team: **Mr. Curt Drouillard & Dr. Jan Marek:** Executive Directors of Human Resource Services; Executive Directors of School Administration

Action Plan Overview: This plan is designed to align processes that promote job satisfaction and encourage career progression through high quality recruiting strategies, an aligned appraisal system, and professional development.

Measures: Performance Indicator(s):	Target	2013 Actual	Met Target
Leading Indicators:			
- Percent of administrators-in-training attending KAA trainings	>85%	97%	Y
- Percent of administrators attending KAPA trainings	>50%	35%	N
- Percent of new principals attending New Principal Orientation	>85%	100%	Y
- Percent of principals attending annual Principal Update training	>85%	100%	Y
Lagging Indicators:			
- Percent of internal administrator promotions	≥ 80%	62%	N
- Staff satisfaction on KQSS	≥ 75%	80.4%	Y
- Collective efficacy standard score on KQSS	500	565.7	Y

Timeline:
- This action plan began in the fall of 2010 and will continue for 2013 with the purpose of increasing job satisfaction through mentoring, aligning appraisal systems, quality recruiting strategies and professional development. The newest component of this plan includes on-site PLC professional development.

Cost Overview:
- \$2,000 for training academies; Funding Source: Local Funds
- \$120,000 (from \$617,093 Title I set-aside) for on-site PLC training; Funding Source: Title I LEA School Improvement

Resources:
- Community Relations, School Administration, Instruction and Student Support Services, Financial Services, Facilities and School Services, Human Resource Services

Plan 2.2: Action Steps	Documentation	Progress	
		Start	Status
1. Investigate and implement new hardware and software technologies, and facilitate communication about these technologies, to realize increased efficiency.	Technology plan and communication documents	2010	I
2. Frequently communicate HR policies and practices with district administrators, instructional officers, and directors to improve the implementation of district HR policies.	Communication documents	2012	I
3. Deliver and manage a comprehensive compensation plan (including stipends) and employee benefits package to ensure employee wellness and satisfaction.	Compensation Plan, Benefits package, and supporting documentation	2010	I
4. Enhance capacity building professional development sessions for teachers, assistant principals, and principals who aspire to advance their careers with the goal of increasing the number of available new KISD administrator candidates.	Training schedule and sign-in sheets	2010	I
5. Align and monitor appraisal and evaluation processes for all employees using Eduphoria.	Eduphoria records	2010	I
6. Enhance teacher leadership opportunities and career progression through specialized training academies and the DIDC.	Training Records	2010	I
7. Communicate the results of the HR exit surveys to campuses and departments using an annual timeline.	Survey results, timeline	2012	I
8. Provide on-site PLC training to administrators and teachers to improve teacher collective efficacy for targeted campuses following the LEA Improvement plan for professional development.	Training schedules	2013	I

**Klein Independent School District
2013 Strategy and Action Plan Details (Cont'd)**

Strategy 3

Promote positive character traits and effective communication.

Action Plan **3.1** Integrate character education, relationship building, violence prevention, and social skills programs and practices across the curriculum.

Action Plan Leader and Team: **Dr. Susan Borg & Dr. Jan Marek:** Communications & Planning; Curriculum & Instruction; Student Support Services; DDC; Campus Administrators; Counselors

Action Plan Overview: The purpose of this plan is to encourage the implementation of character education programs that enhance relationship building and communication. These programs will be based on campus identified needs and district areas of emphasis.

Measures: Performance Indicator(s):	Target	2013 Actual	Met Target
Leading Indicators:			
- Number of schools implementing character education programs	100%	100%	Y
- Number of schools implementing "No Place for Hate" programs	75%	100%	Y
Lagging Indicators:			
- KQSS Student Satisfaction	≥ 75%	Grade 5: 83.4% Grade 8: 61.9% Grade 12: 57.5% Combined 68.4%	N
- KQSS Parent Satisfaction at Title I campuses	≥ 75%	88.3%	Y
- PBMAS Difference score for Special Education OSS discretionary placements	≤ 6	TBA	Not Avail.
- PBMAS Difference score for Special Education ISS discretionary placements	≤ 10	TBA	Not Avail.

Timeline:
- This plan began in 2007 and continues with components that include strengthening anti-bullying efforts, violence prevention including the maltreatment of children and relationship building training and social skills training to improve student discipline. The newest component is to introduce character education lesson across the curriculum.

Cost Overview:
- \$25,000 Flippen Group Training (Capturing Kids Hearts and Process Champions); Funding Source: Title I
- \$1,200,000 for Title I After School Programs; Funding Source: ACE Grant from Be a Champion Partnership
- \$168,000 for Community Youth Specialists; Funding Source: Local Funds

Resources:
- Training facilities, administrative and technology services, teaching and administrative staff

Plan 3.1: Action Steps	Documentation	Progress	
		Start	Status
1. Explore character grant opportunities from state, community and business sources in order to provide staff and students with training, resources, materials and character building activities.	Grant applications, training schedules	2009	C
2. Strengthen district anti-bullying programs by encouraging campuses to participate in character building programs such as No Place for Hate Program.	Annual survey of character building programs	2008	C
3. Assist campuses with efforts to build positive staff and student relationships by investigating and providing training that incorporates research based strategies for effective communication and interactions at school.	Training schedules	2009	I
4. Provide Capturing Kids Hearts training for all intermediate professional staff using a 4 year phase-in process.	4 year training schedule, sign in sheets	2010	I
5. Initiate and monitor a district Project Share Character Education website to share programs and ideas across the district.	Website	2013	N
6. Provide annual training to staff regarding bullying prevention, violence prevention and conflict resolution and maltreatment of children.	Training logs	2011	I
7. Monitor and evaluate the use of the "Well Managed Classroom" program to improve student success through effectively teaching social skills and discipline.	Training logs	2011	I
8. Provide annual training to staff regarding bullying prevention, violence prevention, conflict resolution and the maltreatment of children to improve social skills and student discipline.	Training logs	2007	I
9. Partner with the Be A Champion Program to provide before and after school programs using the ACE grant to enhance academic performance, behavior, student safety, and parent satisfaction.	Grant reports	2010	I
10. Partner with Harris County to provide Community Youth Counselors for each high school and Klein Intermediate for KFHS feeder pattern to provide crisis counseling for students in the areas of run away, domestic violence, dating violence and substance abuse.	Budget, counseling	Ongoing	I
11. Integrate character education lessons across the curriculum for the purpose of incorporating academic achievement and character development into daily learning.	Online Curriculum	2013	I

**Klein Independent School District
2013 Strategy and Action Plan Details (Cont'd)**

Strategy 3

Promote positive character traits and effective communication.

Action Plan **3.2** Expand strategies for effective communication between all stakeholders that enhance transparency and build a solid support system for the Klein ISD community of the 21st century.

Action Plan Leader and Team: **Ms. Judy Rimato:** Communication & Planning

Action Plan Overview: The purpose of this plan is to ensure strategic communication both internally and externally.

Measures: Performance Indicator(s):	Target	2013 Actual	Met Target
Leading Indicators:			
- Campus representation at Key Communicator & Unite Council Meetings	>80%	Key Communicator: 76% Unite Council: >80% for 2 mtgs. <80% for 2 mtgs.	N
- Increase social and electronic media participation annually	>20%	Social Media - 23% FB (842 new) 38% Twitter (437 new)	Y
Lagging Indicators:			
- KQSS Satisfaction with two-way communication	≥ 4.3	4.4	Y

Timeline:
- This plan began in 2010 and continues for 2013. The newest components include steps to improve communication through multiple media sources and communication of the district mission and belief statements to the community.

Cost Overview:
- \$15,000 for communication activities, campus and teacher website redesign; Funding Source: local

Resources:
- Information Technology, Website Redesign Committee, meeting facilities, Communication and Planning staff

Plan 3.2: Action Steps	Documentation	Progress	
		Start	Status
1. Redesign campus websites and teacher webpages to allow easy access to information pertinent to stakeholders and to increase usage and feedback.	Design Plan and Implementation	2013	C
2. Utilize Superintendent's Communication Council to identify the communication needs and requirements of internal staff on an annual basis.	Agendas, minutes	2009	I
3. Utilize Key Communicators and the Unite for Understanding Council to identify the communication needs and requirements of external stakeholders.	Agendas, minutes	2009	I
4. Disseminate the district Media Relations Directive to streamline and standardize the processes used by the district and campuses when communicating with the media during crisis and non crisis situations.	Directive	2012	C
5. Standardize the procedure for communicating information internally throughout the district to meet staff needs.	Survey Report	2010	I
6. Implement a five year communication plan that addresses the district communication needs.	Five Year Communications Plan	2011	I
7. Increase and target the use of social and electronic media by researching and implementing electronic and social media platforms that enhance the district's available communication	Social media lists, website links	2011	I
8. Develop a process for communicating Klein ISD Mission Statement and Beliefs to the community.	Communication and Planning department communications plan	2013	C
9. Utilize communication venues to assure that stakeholders are kept apprised of the district website and how to maneuver through it.	Agendas, minutes, newsletters	2013	I

**Klein Independent School District
2013 Strategy and Action Plan Details (Cont'd)**

Strategy 4

Establish and use best practices for continuous improvement and resource management.

Action Plan **4.1** Measure and communicate student, employee, community, and local university/college satisfaction for use in continuous district improvement.

Action Plan Leader and Team: **Dr. Susan Borg:** Accountability & School Improvement; Curriculum & Instruction; Campus Principals

Action Plan Overview: The purpose of this plan is to measure stakeholder satisfaction and post high school graduation outcomes using various survey and data collection methods and measures.

Measures: Performance Indicator(s):	Target	2013 Actual	Met Target
Leading Indicators:			
- Number of stakeholder respondents participating in prior year KQSS	11,700	10,890	N
- Percent of seniors completing the KISD Senior Survey	80%	70%	N
Lagging Indicators:			
- Klein Quality Schools Survey (KQSS) (all levels satisfied)	≥ 75%	Instructional: 80.4% Non-instructional: 89.7% Parents:88.3% Students: 68.4%	Y Y Y N

Timeline:
- This plan began in 2007 with the implementation of the KQSS and the timeline for this survey continues. The newest components include the implementation of the Klein Senior Survey and the TASA New Vision for Public Education tools.

Cost Overview:
- \$100 for the KQSS printing and distribution; Funding Source: local

Resources:
- Community Relations, Department of Accountability and School Improvement, Parents, Community, Campus Staff

Plan 4.1: Action Steps	Documentation	Progress	
		Start	Status
1. Increase the number and diversity of community respondents for the KQSS.	Annual survey report	2010	I
2. Offer alternative methods for data collection of KQSS for student respondents.	Agendas, minutes, sign-in sheets,	2010	I
3. Distribute survey results and analysis reports to the appropriate stakeholder groups.	Distribution calendar	2010	I
4. Offer training and presentations to stakeholders regarding the use of KQSS data for quality data driven improvements.	Training schedules, improved CIPs	2011	I
5. Conduct exploratory analysis between student assessments and KQSS dimensions to study the relationship between teacher perceptions and achievement.	Reports, Memos, etc.	2012	I
6. Conduct annual senior survey. Upon the collection of 3 years of data, utilize outcomes to improve services to students.	Annual survey report	2012	I
7. Include components of the KQSS in the campus improvement plan targets.	Scorecards	2012	I
8. Utilize TASA New Vision for Public Education Document and Implementation Rubric to investigate products, policies, and procedures for implementation of preconditions for success as a member of the high performing school district consortium.	Rubric scores, planning documents	2012	I

**Klein Independent School District
2013 Strategy and Action Plan Details (Cont'd)**

Strategy 4

Establish and use best practices for continuous improvement and resource management.

Action Plan **4.2** Manage district growth.

Action Plan Leader and Team: **Mr. Robert Robertson:** Communications & Planning

Action Plan Overview: The purpose of this action plan is to delineate the data collection and analyses used to manage district growth.

Measures: Performance Indicator(s):	Target	2013 Actual	Met Target
Leading Indicators:			
- Student Enrollment	Counted annually	48,200	Y
- Housing Starts	Counted semi-annually	1,700	Y
- PASA Demographic Studies	Collected every other year	10/13	Y
Lagging Indicators:			
- School Capacity	No school exceeds 120% capacity	0	Y
- Facility Construction	50% of all projects closed out within 6 months of occupancy	90%	Y
	100% of all projects closed out within 1 year of occupancy	90%	N

Timeline:
- This plan continues for 2012 and includes the following events: annual enrollment projection study; semi-annual house counts; building capacity updates – every 4 years (or as program changes dictate); PASA demographic study.

Cost Overview:
- \$2,500 per year for Annual house counts; Funding source: local
- \$75,000 every other year for PASA Demographic Study; Funding source: local
- \$25,000 for Capacity Assessments; Funding Source: local

Resources:
- Executive Team, Facilities Staff

Plan 4.2: Action Steps	Documentation	Progress	
		Start	Status
1. Conduct district wide semi-annual housing starts studies for use in data analysis and planning.	Timeline and record of housing starts	2009	I
2. Study student enrollment data through a comparative analysis of district data and PASA demographics annually.	Study report	2009	I
3. Schedule regular updates of school and building capacity data based upon instructional program changes and the needs of students and staff.	Capacity studies	2009	I
4. Utilize current data to conduct an annual analysis of enrollment projections and current school/building capacity information in order to manage district facility requirements.	Enrollment and capacity study	2009	I

**Klein Independent School District
2013 Strategy and Action Plan Details (Cont'd)**

Strategy 4

Establish and use best practices for continuous improvement and resource management.

Action Plan **4.3** Utilize long range planning to meet district technology needs.

Action Plan Leader and Team: **Ms. Karen Fuller & Dr. Susan Borg:** Accountability & School Improvement; Student Information Services; Special Education; Physical Education & Health; Fine Arts; Curriculum & Instruction; Information Technology

Action Plan Overview: The purpose of this plan is to implement a long range technology plan that meets the needs of the district through classroom technology integration, professional development, infrastructure processes and administration.

Measures: Performance Indicator(s):	Target	2013 Actual	Met Target
Leading Indicators:			
- Percent of technology usage on Teachscape Walks – teacher	30%	Not Avail.	Not Avail.
- Percent of technology usage on Teachscape Walks – student	30%	Not Avail.	Not Avail.
- Network uptime logs	99%	99%	Y
- Percent of technology inventory replaced annually	8%	25%	Y
Lagging Indicators:			
- Technology Literacy Assessment for students in grades 5 and 8	≥ 75%	77%	Y
- Over all Technology measure on Region IV Benchmark 4 Excellence	≥ 75 th %	Not Avail.	Not Avail.

Timeline:
- This plan continues for 2013 and is designed to incorporate the district’s long range technology plan into the strategic plan along with planning for measures to improve technology usage and productivity. The newest components include assuring equitable integration of educational technology, and benchmarking Information Technology processes.

Cost Overview:
- \$250,000 per year for replacement; Funding Source: local
- \$50,00 per year for district data warehouse iterations; Funding Source: local

Resources:
- Information Technology, Student Support Services, Instruction and Student Services, Finance

Plan 4.3: Action Steps	Documentation	Progress	
		Start	Status
1. Implement instructional strategies and interventions to increase student achievement in technology literacy through the equitable integration of educational technology.	Long Range Technology Plan	2012	C
2. Implement processes to improve educational technology professional development opportunities for teachers and staff members in order to increase technology usage by student and teachers in the classroom and to improve student achievement in technology literacy.	Long Range Technology Plan, training schedules	2011	C
3. Improve the effectiveness of processes that implement the hardware, software, and infrastructure of technology to support campus operations and classroom instruction.	Long Range Technology Plan	2011	I
4. Improve the effectiveness of processes that support the leadership and administration of the implementation of technology in order to achieve high benchmarks when compared with Region 4 districts.	Long Range Technology Plan	2011	I
5. Continue delivering three to four data warehouse iterations annually with increasing functionality and by allocating adequate resources and time for data cleansing and data validation activities and staff training.	Data Warehouse Steering Committee Reports	2009	I
6. Utilize application usage reports to determine standard technology loads and direct hardware and software purchases.	Usage reports, budgets, software load documentation	2011	I
7. Benchmark current IT procedural guidelines and policies to determine technology needs, risks and vulnerabilities in order to develop and deploy appropriate process improvement actions.	Benchmark report	2013	N
8. Provide training for IT staff to remain current with technological changes in hardware and software to efficiently meet the needs of and support end-users.	Training schedules and sign in sheets	2011	I
9. Utilize help desk tickets to identify critical areas of need for technology professional development, device replacement and software upgrades.	Help Desk Tickets, Technology meeting minutes, training schedules, replacement schedules and upgrade schedules	2012	I

**Klein Independent School District
2013 Strategy and Action Plan Details (Cont'd)**

Strategy 4

Establish and use best practices for continuous improvement and resource management.

Action Plan **4.4** Align and manage district assets to support stakeholder needs.

Action Plan Leader and Team: **Ms. Karen Fuller, Mr. Robert Robertson & Mr. Thomas Petrek:** Student Information Services; Communications & Planning; Information Technology; Financial Services

Action Plan Overview: The purpose of this plan is to align and manage district assets, resources, managing records, and services by standardizing technology, benchmarking facilities services and enhancing financial training.

Measures: Performance Indicator(s):	Target	2013 Actual	Met Target
Leading Indicators:			
- Meet interim monthly Facilities performance metrics	75%	Not Avail.	Not Avail.
- Percent of staff working with budgets trained in finance procedures annually	80%	80%	Not Avail.
Lagging Indicators:			
- KQSS Satisfaction	≥ 75%	Instructional: 80.4% Non-instructional: 89.7% Parents:88.3% Students 68.4%	Y Y Y N
- Over all Facilities measure on Region IV Benchmark 4 Excellence	≥75 th %	>75th%	Y
- Fund Balance – months of working capital	3	3	Y
- FIRST Rating (Financial Integrity Rating System of Texas – achievement level)	Superior	Superior	Y
- FAST Rating (Financial Allocation Study for Texas)	5 Stars	Not Avail.	Not Avail.

Timeline:
- This plan continues from 2011. The newest components include investigation of paperless documentation for campus and district offices and using total cost of ownership factors when evaluating programs.

Cost Overview:
- \$300,000 for the purchase of electronic storage and network infrastructure Funding Source: Technology Bond Funds
- \$10-15, 000 for annual Facilities Benchmark; Funding Source: Local M&O budget

Resources:
- Technology Department, Facilities Department; Instruction and Student Services Department, Eduphoria, Region IV

Plan 4.4: Action Steps	Documentation	Progress	
		Start	Status
1. Develop a process/plan to manage the deployment of mobile devices to support growth.	Mobile devices plan	2011	I
2. Purchase electronic records storage management tools based upon a needs assessment.	Deployment plan for storage management tool	2011	N
3. Train district staff on effective and efficient electronic storage management practices using a variety of training methods.	Training schedules and sign-in sheets	2011	I
4. Annually benchmark facility operations to identify areas for improvement resulting in improved service quality and cost effectiveness.	Benchmark report	2010	I
5. Offer new and continue current professional development sessions to maximize financial performance utilizing a variety of training options.	Training schedule and sign-in sheets	2010	I
6. Investigate and implement strategies for paperless documentation for campus and district office processes.	Meeting minutes, Paperless processes plans	2011	I
7. Utilize evaluation processes that include total cost of ownership factors.	Project timelines, evaluations, other measures	2013	N
8. Implement an evaluation plan for the Klein Forest High School “Good to Great” project that includes progress updates, annual evaluations and a final summative evaluation for the complete project.	Evaluation timelines, progress updates, annual evaluations, and final evaluation	2012	I

Klein Independent School District

Update of 2012 District Strategic Plan with 2013-17 Proposed Changes

Approved changes and updates to the action plans from the 2012 District Strategic Plan are outlined below. The strategies themselves remained the same, however administration found the following updates necessary for the benefit of the district.

Team Leader	Action Plan and Update	
Strategy 1: Raise the performance of all students and close the achievement gap.		
Instruction & Student Services	1.1	Deliver, support and measure the effectiveness of a cognitively complex curriculum that meets the needs of all students. <i>At the suggestion of the Action Team for this strategy, the word "relevant" will be added to the action plan statement to describe the curriculum. The action steps in this plan continue to be implemented and refined. The newest components include electronic campus scorecards, campus data team training and implementation, piloting project based learning, 21st century learning through the TATEKS, targeted professional development to improve student performance in meeting AYP.</i>
Instruction & Student Services	1.2	Provide programs and interventions to prepare students for high school graduation and college/post-secondary success. <i>This plan began in 2007 and will continue for 2013. The newest components include plans for training teachers to use instructional accommodations, online credit/grade recovery for intermediate schools, monitoring of the dropout prevention program, convening a STEAM action team, skills based assessments for mathematics and reading improvement classes and the Klein Forest High School "Good to Great" project.</i>
Instruction & Student Services	1.3	Implement a comprehensive advanced academics program K-12. <i>This plan will continue in 2013. The newest components of this plan include: developing a college and career readiness program for grades K-12, participating the state's performance standard project for GT students, and standardization of Dual Credit services at the district's four high schools including online and on campus access to college credit.</i>
Strategy 2: Recruit and retain the highest quality employees.		
Human Resources	2.1	Utilize incentive strategies to promote quality instruction. <i>The actions in this plan continue from 2008. The continuing components include the district beginning teacher mentoring program, utilizing stipends for retention and improvement, and the exploration of employee mentoring programs.</i>
Human Resources	2.2	Align human resources processes, policies and professional development to promote effective career progression. <i>This action plan began in the fall of 2010 and will continue for 2013 with the purpose of increasing job satisfaction through mentoring, aligning appraisal systems, quality recruiting strategies and professional development. The newest component of this plan includes on-site PLC professional development.</i>
Strategy 3: Promote positive character traits by building relationships, encouraging engagement and communicating effectively.		
Instruction & Student Services / School Administration	3.1	Integrate character education, violence prevention, and social skills programs and practices across the curriculum. <i>This plan continues for 2013 with components that include strengthening anti-bullying efforts, violence prevention including the maltreatment of children and relationship building training and social skills training to improve student discipline. The newest component is to introduce character education lesson across the curriculum.</i>
Communications & Planning	3.2	Expand strategies for effective communication. <i>This plan began in 2010 and continues for 2013. The newest components include steps to improve communication through multiple media sources and communication of the district mission and belief statements to the community.</i>
Strategy 4: Establish and use best practices for continuous improvement.		
Instruction & Student Services	4.1	Measure student, employee, community, and local university/college satisfaction for use in district continuous improvement. <i>This plan began in 2007 with the implementation of the KQSS and the timeline for this survey continues. The newest components include the implementation of the Klein Senior Survey and the TASA New Vision for Public Education tools.</i>
Facility & School Services	4.2	Manage district growth. <i>This plan continues for 2011 and includes the following events: annual enrollment projection study; semi-annual house counts; building capacity updates – every 4 years (or as program changes dictate); PASA demographic study.</i>
Information Technology / Instruction & Student Services	4.3	Utilize long range planning to meet district technology needs. <i>This plan continues for 2013 and is designed to incorporate the district's long range technology plan into the strategic plan along with planning for measures to improve technology usage and productivity. The newest components include assuring equitable integration of educational technology, and benchmarking Information Technology processes</i>
Information Technology	4.4	Align and manage district assets to support stakeholder needs. <i>This plan continues from 2011. The newest components include investigation of paperless documentation for campus and district offices, using total cost of ownership factors when evaluating program and an evaluation plan for the Klein Forest High School "Good to Great" project.</i>

Budget and Financial Policies

Statement of Texas Law

Sections 44.002 through 44.006 of the Texas Education Code establish the legal basis for budget development in school districts. The following items summarize the legal requirements from the code:

1. The Superintendent is the budget officer for the District and prepares or causes the budget to be prepared. Note: TEA recommends that an interactive approach between the Board of Trustees and the Superintendent be taken to establish the budget process and define related roles and responsibilities
2. The District budget must be prepared by a date set by the State Board of Education, currently August 20th.
3. The President of the Board of Trustees must call a public meeting of the Board of Trustees, giving ten (10) days public notice in a newspaper, for the adoption of the District budget. Any taxpayer in the District may be present and participate in the meeting.

Concurrently with the publication of notice of the budget above, a school district must post a summary of the proposed budget on the school district's Internet website or in the district's central administrative office if the school district has no Internet website. The budget summary must include a comparison to the previous year's actual spending and information relating to per-student and aggregate spending on instruction, instructional support, central administration, district operations, debt service, and any other category designated by the commissioner. (*Section 44.0041, TEC*)

The summary of the budget should be presented in the following function areas:

- (A) Instruction – functions 11, 12, 13, 95
- (B) Instructional Support – functions 21, 23, 31, 32, 33, 36
- (C) Central Administration – function 41
- (D) District Operations – functions 51, 52, 53, 34, 35
- (E) Debt Service – function 71
- (F) Other – functions 61, 81, 91, 92, 93, 97, 99

The “per-student” will be based on student enrollment.

4. No funds may be expended in any manner other than as provided for in the adopted budget. The Board does have the authority to amend the budget or adopt a supplementary emergency budget to cover unforeseen expenditures.
5. The budget must be prepared in accordance with GAAP (Generally Accepted Accounting Principles) and state guidelines.
6. The budget must be legally adopted before the adoption of the tax rate unless the district elects to adopt a tax rate before receiving the certified appraisal roll for the district as provided by Section 26.05(g), Tax Code (see the following point if the district elects to adopt the tax rate first). Additionally, a school district must publish a revised notice and hold another public meeting before the district may adopt a tax rate that exceeds the following: (1) The rate proposed in the notice prepared using the estimate; or (2) The district's rollback rate determined under Section 26.08, Tax Code, using the certified appraisal roll.
7. If a school district elects to adopt a tax rate before adopting a budget, the district must publish notice and hold a meeting for the purpose of discussing the proposed tax rate as provided by TEC 44.004. Following adoption of the tax rate, the district must publish notice and hold another public meeting before the district may adopt a budget. The comptroller shall prescribe the language and format to be used in the notices. The school district may use the certified estimate of taxable value in preparing a notice.
8. HB 3, 81st Regular Session, added TEC 39.084 which requires that on final approval of the budget by the school board, the school district shall post on the District's internet website a copy of the adopted budget. The website must prominently display the electronic link to the adopted budget until the third anniversary of the date the budget was adopted.

Legal Requirements for Budgets

The state, TEA, and the local district formulate legal requirements for school district budgets. Additional legal requirements also may be imposed by state and federal grants; however, this section deals only with state legal mandates, TEA legal requirements, and local district requirements for basic budget development and submission.

AUTHORIZED EXPENDITURES

The District shall not lend its credit or gratuitously grant public money or things of value in aid of any individual, association, or corporation. *Tex. Const. Art. III, Sec. 52; Brazoria County v. Perry, 537 S.W.2d 89 (Tex. Civ. App.—Houston [1st Dist.] 1976, no writ)*

The District shall not grant any extra compensation, fee, or allowance to a public officer, agent, servant, or contractor after service has been rendered or a contract entered into and performed in whole or in part. Nor shall the District pay or authorize the payment of any claim against the District under any agreement or contract made without authority of law. *Tex. Const. Art. III, Sec. 53; Harlingen Indep. Sch. Dist. v. C.H. Page and Bro., 48 S.W.2d 983 (Comm. App. 1932)*

The state and county available funds disbursed to the District shall be used exclusively for salaries of professional certified staff and for interest on money borrowed on short time to pay such salaries, when salaries become due before school funds for the current year become available. Loans for paying professional certified staff salaries may not be paid out of funds other than those for the current year. *Education Code 45.105(b)*

Local funds from District taxes, tuition fees, other local sources, and state funds not designated for a specific purpose may be used for salaries of any personnel and for purchasing appliances and supplies; for the payment of insurance premiums; for buying school sites; for buying, building, repairing, and renting school buildings, including acquisition of school buildings and sites by leasing through annual payments with an ultimate option to purchase [see CHG]; and for other purposes necessary in the conduct of the public schools to be determined by the Board. *Education Code 45.105(c)*

No public funds of the District may be spent in any manner other than as provided for in the budget adopted by the Board. *Education Code 44.006(a)*

USE OF DISTRICT RESOURCES

Except as provided below or by Education Code 45.109(a-1) or (a-2) [see CX], the Board shall not enter into an agreement authorizing the use of District employees, property, or resources for the provision of materials or labor for the design, construction, or renovation of improvements to real property not owned or leased by the District.

IMPROVEMENTS TO REAL PROPERTY

This section does not prohibit the Board from entering into an agreement for the design, construction, or renovation of improvements to real property not owned or leased by the District if the improvements benefit real property owned or leased by the District. Benefits to real property owned or leased by the District include the design, construction, or renovation of highways, roads, streets, sidewalks, crosswalks, utilities, and drainage improvements that serve or benefit the real property owned or leased by the District. *Education Code 11.168*

HOTELS

The Board may not impose taxes, issue bonds, use or authorize the use of District employees, use or authorize the use of District property, money, or other resources, or acquire property for the design, construction, renovation, or operation of a hotel. The Board may not enter into a lease, contract, or other agreement that obligates the Board to engage in an activity prohibited by this section or obligates the use of District employees or resources in a manner prohibited by this section. "Hotel" means a building in which members of the public obtain sleeping accommodations for consideration. The term includes a motel. *Education Code 11.178*

ELECTIONEERING

The Board may not use state or local funds or other resources of the District to electioneer for or against any candidate, measure, or political party. *Education Code 11.169*

COMMITMENT OF
CURRENT REVENUE

A contract for the acquisition, including lease, of real or personal property is a commitment of the District's current revenue only, provided the contract contains either or both of the following provisions:

1. Retains to the Board the continuing right to terminate the contract at the expiration of each budget period during the term of the contract.
2. Is conditioned on a best efforts attempt by the Board to obtain and appropriate funds for payment of the contract. *Local Gov't Code 271.903*

FISCAL YEAR

The Board may determine if the District's fiscal year begins on July 1 or September 1 of each year. *Education Code 44.0011*

BUDGET PREPARATION

The Superintendent shall prepare, or cause to be prepared, a proposed budget covering all estimated revenue and proposed expenditures of the District for the following fiscal year. *Education Code 44.002*

DEADLINES

The proposed budget shall be prepared on or before a date set by the State Board of Education, currently August 20 (June 19 if the District uses a July 1 fiscal year start date). *Education Code 44.002(a); 19 TAC 109.1(a), .41*

The adopted budget must be filed with the Texas Education Agency on or before the date established in the *Financial Accountability System Resource Guide*. *Education Code 44.005; 19 TAC 109.1(a)*

PUBLIC MEETING ON
BUDGET AND PROPOSED
TAX RATE

After the proposed budget has been prepared, the Board President shall call a Board meeting for the purpose of adopting a budget for the succeeding fiscal year. Any taxpayer of the District may be present and participate in the meeting. *Education Code 44.004(a), (f)* [See CCG for provisions governing tax rate adoption]

The meeting must comply with the notice requirements of the Open Meetings Act. *Gov't Code 551.041, .043*

PUBLISHED NOTICE

The Board President shall also provide for publication of notice of the budget and proposed tax rate meeting in a daily, weekly, or biweekly newspaper published in the District. If no daily, weekly, or biweekly newspaper is published in the District, the President shall provide for publication of notice in at least one newspaper of general circulation in the county in which the District's central administrative office is located. The notice shall be published not earlier than the 30th day or later than the tenth day before the date of the hearing.

FORM OF NOTICE

The published notice of the public meeting to discuss and adopt the budget and the proposed tax rate must meet the size, format, and content requirements dictated by law. The notice is not valid if it does not substantially conform to the language and format prescribed by the comptroller.

PUBLICATION OF
PROPOSED BUDGET
SUMMARY

Concurrently with the publication of notice of the budget under Education Code 44.004, the District shall post a summary of the proposed budget on the District's internet website or, if the District has no internet website, in the District's central administrative office. The budget summary must include a comparison to the previous year's actual spending and information relating to per student and aggregate spending on: Instruction; Instructional support; Central administration; District operations; Debt service; and any other category designated by the Commissioner. *Education Code 44.0041*

DECREASE IN DEBT
SERVICE RATE

If the debt service rate calculated under Education Code 44.004(c)(5)(A)(ii)(b) decreases after the publication of the notice required by this section, the Board President is not required to publish another notice or call another meeting to discuss and adopt the budget and the proposed lower tax rate. *Education Code 44.004(g-1)*

<u>BUDGET ADOPTION</u>	The Board shall adopt a budget to cover all expenditures for the succeeding fiscal year at the meeting called for that purpose and before the adoption of the tax rate for the tax year in which the fiscal year covered by the budget begins. <i>Education Code 44.004(f)–(g)</i>
<u>CERTIFIED ESTIMATE</u>	By April 30, the chief appraiser shall prepare and certify an estimate of the taxable value of District property. <i>Tax Code 26.01(e)</i>
<u>DISTRICTS WITH JULY 1 FISCAL YEAR</u>	A district with a fiscal year beginning July 1 may use the certified estimate of the taxable value of District property in preparing the published notice if the District does not receive the certified appraisal roll on or before June 7. A district that uses a certified estimate may adopt a budget at the public meeting designated in the published notice prepared using the estimate, but the District may not adopt a tax rate before the District receives the certified appraisal roll for the District. <i>Education Code 44.004(h)–(i)</i>
<u>BUDGET ADOPTION AFTER TAX RATE ADOPTION</u>	Notwithstanding Education Code 44.004(g), (h), and (i), above, the District may adopt a budget after the District adopts a tax rate for the tax year in which the fiscal year covered by the budget begins if the District elects to adopt a tax rate before receiving the certified appraisal roll for the District as provided by Tax Code 26.05(g). Following adoption of the tax rate [see CCG], the District must publish notice and hold a public meeting before the District may adopt a budget. The comptroller shall prescribe the language and format to be used in the notice. The District may use the certified estimate of taxable value in preparing the notice. <i>Education Code 44.004(j)</i>
<u>PUBLICATION OF ADOPTED BUDGET</u>	On final approval of the budget by the Board, the District shall post on the District’s internet website a copy of the budget adopted by the Board. The District’s Website must prominently display the electronic link to the adopted budget. The District shall maintain the adopted budget on the District’s internet website until the third anniversary of the date the budget was adopted. <i>Education Code 39.084</i>
<u>AMENDMENT OF APPROVED BUDGET</u>	The Board shall have the authority to amend the approved budget or to adopt a supplementary emergency budget to cover necessary unforeseen expenses. Copies of any amendment or supplementary budget must be prepared and filed in accordance with State Board rules. <i>Education Code 44.006</i>
<u>FAILURE TO COMPLY WITH BUDGET REQUIREMENTS</u>	A Board member who votes to approve any expenditure of school funds in excess of the item or items appropriated in the adopted budget or a supplementary or amended budget commits a misdemeanor offense. <i>Education Code 44.052(c)</i>
<u>CERTAIN DONATIONS</u>	The District may donate funds or other property or service to the adjutant general’s department or to the Texas National Guard. <i>Gov’t Code 431.035(b), .045(b)</i>

DATE ISSUED: 10/20/2011 – UPDATE 91 - CE (LEGAL)-P

SOURCE: Klein Independent School District policies online via Texas Association of School Boards (TASB).

<http://pol.tasb.org/Home/Index/595>

TEA Legal Requirements

TEA has developed additional requirements for school district budget preparation, located at the following source: <http://www.tea.state.tx.us/index4.aspx?id=1222>.

1. The budget must be adopted by the Board of Trustees, inclusive of amendments, no later than August 31st. In order to prepare the public notice to be published 10 days prior to the meeting, the district budget must be prepared by a date set by the State Board of Education, currently August 20th.
2. Minutes from district board meetings will be used by TEA to record adoption and amendments to the budget.

3. Budgets for the General Fund, the Food Service Fund (whether accounted for in the General Fund, as a Special Revenue Fund, or Enterprise Fund) and the Debt Service Fund must be included in the official district budget (legal or fiscal year basis). These budgets must be prepared and approved at least at the fund and function levels to comply with the state's legal level of control mandates.
4. The officially adopted district budget, as amended, must be filed with TEA through PEIMS (Public Education Information Management System) by the date prescribed in the annual system guidelines. Revenues, other sources, other uses, and fund balances must be reported by fund, object (at the fourth level), fiscal year, and amount. Expenditures must be reported by fund, function, object (at the second level), organization, fiscal year, program intent, and amount.
5. A school district must amend the official budget before exceeding a functional expenditure category, i.e., instruction, administration, etc., in the total district budget. The annual financial and compliance report should reflect the amended budget amounts on the schedule comparing budgeted and actual amounts. The requirement for filing the amended budget with TEA is satisfied when the school district files its Annual Financial and Compliance Report.
6. Expenditures must be reported by fund, fiscal year, function, organization, program intent, object (at the second level), and amount.

Local District Requirements

In addition to state legal requirements, the Klein Independent School District Board of Trustees has established its own requirements for annual budget preparation through board policy.

FISCAL YEAR

The District shall operate on a fiscal year beginning September 1st and ending August 31st.

BUDGET PLANNING

Budget planning shall be an integral part of overall program planning so that the budget effectively reflects the District's programs and activities and provides the resources to implement them. In the budget planning process, general educational goals, specific program goals, and alternatives for achieving program goals shall be considered, as well as input from the District- and campus-level planning and decision-making committees. Budget planning and evaluation are continuous processes and shall be a part of each month's activities.

BUDGET MEETING

The annual public meeting to discuss the proposed budget and tax rate shall be conducted as follows:

1. The Board President shall request at the beginning of the meeting that all persons who desire to speak on the proposed budget and/or tax rate sign up on the sheet provided.
2. Prior to the beginning of the meeting, the Board may establish time limits for speakers.
3. Speakers shall confine their remarks to the appropriation of funds as contained in the proposed budget and/or the tax rate.
4. No officer or employee of the District shall be required to respond to questions from speakers at the meeting.

AUTHORIZED EXPENDITURES

The adopted budget provides authority to expend funds for the purposes indicated and in accordance with state law, Board policy, and the District's approved purchasing procedures. The expenditure of funds shall be under the direction of the Superintendent or designee who shall ensure that funds are expended in accordance with the adopted budget. In requesting Board approval for expenditures, the Superintendent or designee shall make written assurance that such expenditures do not exceed the operating budget or subsequent amendments to the operating budget.

CASH BALANCES

The annual approved budget shall maintain a cash balance sufficient to cover the net cash outflows of the District until tax revenues are deposited and to prevent or reduce the need for short-term cash borrowing to cover a deficit.

FUND BALANCE

The District shall maintain an unreserved general fund balance of no less than two and a half months of regular general fund operating expenditures. The unreserved general fund balance may be reduced to less than two and a half months of regular general fund operating expenditures with prior approval from the Board.

The District shall report governmental fund balances per GASB 54 definitions in the balance sheet as follows:

1. Nonspendable – Funds may not be spent because they are either not in spendable form or legally or contractually required to be maintained intact.
2. Restricted – Constraints are placed on the use of the resources either externally imposed by creditors, grantors, contributors, or laws/regulations of other government or imposed by law through constitutional provisions or enabling legislation.
3. Committed – Amounts can only be used for specific purposes pursuant to constraints imposed by formal action of the Board. The purpose of the funds can only be changed by formal action by the Board.
4. Assigned – Amounts are constrained by the District's intent to be used for specific purposes but are neither restricted nor committed. Intent is expressed by the Board or the Board's designee to assign amounts to be used for specific purposes.
5. Unassigned – Residual classification for the general fund includes all spendable amounts not otherwise classified.

The Board shall approve all commitments by formal action. The action to commit funds must occur prior to fiscal year end to report such commitments in the balance sheet of the respective period, even though the amount may be determined subsequent to fiscal year end. A commitment can only be modified or removed by the same formal action of the Board.

The Board delegates the responsibility to assign funds to the Superintendent or designee. Spending to reduce funds shall be in the following order: (1) Restricted; (2) Committed; (3) Assigned; and (4) Unassigned.

BUDGET AMENDMENTS

The Board shall amend the budget when a change is made increasing any one of the functional spending categories or increasing revenue object accounts and other resources.

DATE ISSUED: 9/12/2011 - LDU 2011.04 - CE (LOCAL)-X

SOURCE: Klein Independent School District policies online via Texas Association of School Boards (TASB).

<http://pol.tasb.org/Policy/Code/595?filter=CE>

Significant Financial Policies and Procedures

CASH MANAGEMENT

The District's main goal of the investment program is to ensure the safety of principal and to obtain reasonable financial returns within current market conditions in accordance with the Local Investment Policy. In order of priority, the District's investment objectives are safety, liquidity, diversification, and yield. The District achieves these objectives by executing the following tasks:

- Ensure appropriate and sufficient collateralization of deposits
- Monitor cash flows to ensure there are adequate balances to cover cash disbursement needs
- Minimize bank fees
- Ensure the Local Investment Policy is updated annually

The District is receiving an Earnings Credit on balances in non-interest bearing accounts held at the District's depository. The Earnings Credit is used to offset bank fees. The District maintains an adequate balance at its depository in order to cover bank fees. All other funds are invested in Local Government Investment Pools. The District utilizes two authorized

investment pools, TexPool and Lone Star. The District utilizes investment advisors to invest a portion of the District's portfolio, while staying within the boundaries of the District's investment policy and cash flow projections.

INVESTMENT POLICY

Investments are made in a manner which will provide the maximum security of principal with both liquidity and diversification limitations in order to meet the daily cash flow needs of the District. All investments are in accordance with the Public Funds Investment Act (the "PFIA") (Texas Government Code 2256), the Public Funds Collateral Act (Texas Government Code 2257), and federal and state laws.

No individual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio. In order of priority, the investment objectives are safety, liquidity, diversification, and yield.

A system of internal controls has been established and documented in writing. It is designed to protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important are reviewed by the District's independent auditing firm and include:

- Separation of transaction authority from accounting and record-keeping and electronic transfer of funds
- Separation of duties
- Avoidance (control) of collusion
- Custodial safekeeping
- Clear delegation of authority
- Written confirmation of telephone transactions
- Specific limitations regarding securities losses
- Limitation on the number of authorized investment officials
- Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale
- Avoidance of bearer-form securities

PURCHASING

The District's Purchasing Department is responsible for all bids. All District contracts, except contracts for the purchase of produce or vehicle fuel, valued at \$50,000 or more in the aggregate for each 12-month period, are made by the method that provides the best value for the District:

- Competitive bidding
- Competitive sealed proposals
- A request for proposals for services other than construction services
- A catalog purchase as provided by Government Code Chapter 2157, Subchapter B
- An inter-local contract

EXPENSE REIMBURSEMENTS

Proper documentation and verification is necessary for expenses, such as travel, to be reimbursed. Verification includes such things as receipts, cancelled checks, credit card payments, and verification of mileage.

DEBT ADMINISTRATION

The Board may obtain funds to construct, acquire, or equip school buildings, to purchase necessary sites, to purchase new school buses, or to acquire or refinance property financed under a contract entered under the Public Property Finance Act by issuing bonds and assessing annual ad valorem taxes sufficient to pay the principal and interest on the bonds as they come due.

RISK MANAGEMENT

The District's risk management program encompasses various means of protecting the District against loss. Property and casualty insurance is provided by commercial carriers and liability insurance coverage is provided by participation in a public entity risk pool administered by the Texas Association of School Boards. In addition, health insurance and workers' compensation risks are self-funded and include excess loss insurance policies for claims exceeding a specified limit.

CAPITAL ASSET POLICY

The District complies with GAAP as promulgated by the Governmental Accounting Standards Board (GASB) and required by the TEA *Financial Accounting System Resource Guide* and federal regulations pertaining to grant application requirements. Capital assets include land, buildings and improvements, and other equipment that has a useful life of one year or more, and a per unit cost of \$5,000 or more.

For the purposes of the District's financial statement, fixed assets are accounted for at cost (historical), or if the cost cannot be practicably determined, at estimated cost. Donated capital assets are recorded at their estimated fair value at the time received. Records are maintained in a manner that can provide a description, location, and value of individual assets and assets accounted for in groups.

FUND BALANCE LEVELS

A recognized sign of fiscal health for a school district is an appropriate unassigned fund balance for the General Fund (operating fund). An appropriate fund balance level is one of the measurements for the School FIRST (Financial Integrity Rating System of Texas) program required for all school districts in the state. The value of having an appropriate fund balance level can be expressed as follows:

- Contingency fund for unexpected costs
- Cushion of operational resources at the beginning of the year prior to the tax collection season
- Viewed as sign of fiscal stability and health by bond rating agencies

Fund balance is the excess of assets over liabilities in a governmental fund. The District understands the importance of maintaining an adequate fund balance and strives to develop a balanced budget (revenues equal expenditures) in each fiscal year.

The restricted fund balance category includes amounts that can be spent only for the specific purposes stipulated by constitution, external resource providers, or through enabling legislation. The committed fund balance classification includes amounts that can be used only for the specific purposes determined by a formal action of the government's highest level of decision-making authority. Amounts in the assigned fund balance classification are intended to be used by the government for specific purposes but do not meet the criteria to be classified as restricted or committed. In governmental funds other than the general fund, assigned fund balance represents the remaining amount that is not restricted or committed. Unassigned fund balance is the residual classification for the government's general fund and includes all spendable amounts not contained in the other classifications.

BALANCED BUDGET

A balanced budget is framed by case law as a budget with total expenditures not greater than the sum of total revenues plus fund balance. *Crystal City Independent School District, Appellant v. Bank of Dallas, Appellee, Court of Appeals of Texas-Dallas, March 24, 1987*. The Klein Independent School District's 2013-2014 budget will utilize \$1.4 million from unassigned fund balance to meet the current expenditure requirements. Further discussion regarding use of fund balance can be found on pages 84 and 100 in the Financial Section.

Summary

The 2013-2014 Budget was adopted by the Board on August 26, 2013, during a special session called for the purpose of holding a public hearing to discuss and adopt the proposed 2013-2014 budget. The Superintendent's office posts each meeting's agenda 72 hours prior to all public meetings, then releases a board report immediately following the trustee meetings that summarizes agenda item decisions. The Klein ISD Board of Trustee meeting agendas and board reports are available at: <http://www.kleinisd.net/default.aspx?name=board.reports>.

A comprehensive collection of all agendas with support documentation from October 2006 to present can also be accessed on the District's website at: <https://v3.boardbook.org/Public/PublicHome.aspx?ak=101915>. Summarization reports are posted on the District website at: <http://www.kleinisd.net/default.aspx?name=finserv.budget.home> after every budget review.

Board Policy - Business and Support Services

The Klein Independent School District Board Policy Manual is available through the Texas Association of School Boards Policy Online at: <http://pol.tasb.org/Policy/Section/595?filter=C>

CAA	FISCAL MANAGEMENT GOALS AND OBJECTIVES - FINANCIAL ETHICS
CBA	STATE AND FEDERAL REVENUE SOURCES - STATE
CBB	STATE AND FEDERAL REVENUE SOURCES - FEDERAL
CCA	LOCAL REVENUE SOURCES - BOND ISSUES
CCB	LOCAL REVENUE SOURCES - TIME WARRANTS
CCC	LOCAL REVENUE SOURCES - CERTIFICATES OF INDEBTEDNESS
CCD	LOCAL REVENUE SOURCES - RECREATIONAL FACILITIES BONDS
CCF	LOCAL REVENUE SOURCES - LOANS AND NOTES
CCG	LOCAL REVENUE SOURCES - AD VALOREM TAXES
CCH	LOCAL REVENUE SOURCES - APPRAISAL DISTRICT
CDA	OTHER REVENUES - INVESTMENTS
CDB	OTHER REVENUES - SALE, LEASE, OR EXCHANGE OF SCHOOL-OWNED PROPERTY
CDBA	SALE, LEASE, OR EXCHANGE OF SCHOOL-OWNED PROPERTY - REVENUE BONDS FROM PROCEEDS
CDC	OTHER REVENUES - GRANTS FROM PRIVATE SOURCES
CDH	OTHER REVENUES - PUBLIC AND PRIVATE FACILITIES
CE	ANNUAL OPERATING BUDGET
CEA	ANNUAL OPERATING BUDGET - FINANCIAL EXIGENCY
CFA	ACCOUNTING - FINANCIAL REPORTS AND STATEMENTS
CFB	ACCOUNTING - INVENTORIES
CFC	ACCOUNTING - AUDITS
CFD	ACCOUNTING - ACTIVITY FUNDS MANAGEMENT
CFEA	PAYROLL PROCEDURES - SALARY DEDUCTIONS AND REDUCTIONS
CH	PURCHASING AND ACQUISITION
CHE	PURCHASING AND ACQUISITION - VENDOR RELATIONS
CHF	PURCHASING AND ACQUISITION - PAYMENT PROCEDURES
CHG	PURCHASING AND ACQUISITION - REAL PROPERTY AND IMPROVEMENTS
CHH	PURCHASING AND ACQUISITION - FINANCING PERSONAL PROPERTY PURCHASES
CI	SCHOOL PROPERTIES DISPOSAL
CJA	CONTRACTED SERVICES - CRIMINAL HISTORY
CK	SAFETY PROGRAM/RISK MANAGEMENT
CKA	SAFETY PROGRAM/RISK MANAGEMENT - INSPECTIONS
CKB	SAFETY PROGRAM/RISK MANAGEMENT - ACCIDENT PREVENTION AND REPORTS
CKC	SAFETY PROGRAM/RISK MANAGEMENT - EMERGENCY PLANS
CKD	SAFETY PROGRAM/RISK MANAGEMENT - EMERGENCY MEDICAL EQUIPMENT AND PROCEDURES
CKE	SAFETY PROGRAM/RISK MANAGEMENT - SECURITY PERSONNEL/PEACE OFFICERS

Board Policy - Business and Support Services (Continued)

CL	BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT
CLA	BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT - SECURITY
CLB	BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT - MAINTENANCE
CLC	BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT - TRAFFIC AND PARKING CONTROLS
CLE	BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT - FLAG DISPLAYS
CMB	EQUIPMENT AND SUPPLIES MANAGEMENT - AUTHORIZED USES OF EQUIPMENT AND SUPPLIES
CMD	EQUIPMENT AND SUPPLIES MANAGEMENT - INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING
CNA	TRANSPORTATION MANAGEMENT - STUDENT TRANSPORTATION
CNB	TRANSPORTATION MANAGEMENT - DISTRICT VEHICLES
CNC	TRANSPORTATION MANAGEMENT - TRANSPORTATION SAFETY
CO	FOOD SERVICES MANAGEMENT
COA	FOOD SERVICES MANAGEMENT - FOOD PURCHASING
COB	FOOD SERVICES MANAGEMENT - FREE AND REDUCED-PRICE FOOD PROGRAM
CPAB	OFFICE COMMUNICATIONS - MAIL AND DELIVERY
CPC	OFFICE MANAGEMENT - RECORDS MANAGEMENT
CQ	TECHNOLOGY RESOURCES
COA	TECHNOLOGY RESOURCES - DISTRICT, CAMPUS, AND CLASSROOM WEB SITES
CR	INSURANCE AND ANNUITIES MANAGEMENT
CRB	INSURANCE AND ANNUITIES MANAGEMENT - LIABILITY INSURANCE
CRD	INSURANCE AND ANNUITIES MANAGEMENT - HEALTH AND LIFE INSURANCE
CRE	INSURANCE AND ANNUITIES MANAGEMENT - WORKERS' COMPENSATION
CRF	INSURANCE AND ANNUITIES MANAGEMENT - UNEMPLOYMENT INSURANCE
CRG	INSURANCE AND ANNUITIES MANAGEMENT - DEFERRED COMPENSATION AND ANNUITIES
CS	FACILITY STANDARDS
CV	FACILITIES CONSTRUCTION
CVA	FACILITIES CONSTRUCTION - COMPETITIVE BIDDING
CVB	FACILITIES CONSTRUCTION - COMPETITIVE SEALED PROPOSALS
CVC	FACILITIES CONSTRUCTION - CONSTRUCTION MANAGER-AGENT
CVD	FACILITIES CONSTRUCTION - CONSTRUCTION MANAGER-AT-RISK
CVE	FACILITIES CONSTRUCTION - DESIGN-BUILD
CVF	FACILITIES CONSTRUCTION - JOB ORDER CONTRACTS
CX	RENTING OR LEASING FACILITIES FROM OTHERS
CY	INTELLECTUAL PROPERTY

Financial Structure

Summary of Significant Accounting Policies

The Klein Independent School District is a public educational agency operating under the applicable laws and regulations of the State of Texas. A seven-member Board of Trustees governs the District. Each member is elected to an at-large position for three years in a non-partisan election. An election is held each year for either two or three positions. The District prepares its basic financial statements in conformity with Generally Accepted Accounting Principles (GAAP) promulgated by the Governmental Accounting Standards Board (GASB) and other authoritative sources identified in Statement of Auditing Standards No. 69 of the American Institute of Certified Public Accountants. Additionally, the District complies with the requirements of the appropriate version of the Texas Education Agency (TEA) Financial Accountability System Resource Guide (FASRG), and the requirements of contracts and grants of agencies from which it receives funds.

Reporting Entity

The Board of the District is elected by the public; has the authority to make decisions, appoint administrators and managers; significantly influence operations; and has the primary accountability for fiscal matters. Therefore, the District is a financial reporting entity as defined by the Governmental Accounting Standards Board (GASB) in its Statement No. 14, "The Financial Reporting Entity." There are no component units included within the reporting entity.

Basis of Accounting

The District's basis of budgeting and accounting for all funds is maintained on a modified accrual basis as prescribed by GAAP and the TEA Financial Accountability System Resource Guide. Revenues are recognized as soon as they are both measurable and available. Revenues are considered available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the government considers revenues available if they are collected within sixty days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences, claims, and judgments, are designated as long-term liabilities in the District's financial statements and recorded only when payment is due.

Revenues from local sources consist primarily of property taxes. Property tax revenues and revenues received from the State of Texas are recognized under the susceptible-to-accrual concept – that is, when they become both measurable and available to finance expenditures of the fiscal period. Miscellaneous revenues are recorded as revenue when received in cash because they are generally not measurable until actually received. Investment earnings are recorded as earned, since they are both measurable and available.

Grant funds are considered earned to the extent of the expenditures made under the provisions of the grant. If balances have not been expended by the end of the project period, grantors require the District to refund all or part of the unused amount.

Budgetary Basis of Accounting

The budgetary basis of accounting shall be consistently applied in budgeting, recording and reporting foundation school program (FSP) revenues in PEIMS information. Under the budgetary basis, earned and material FSP revenues that are collectible beyond sixty days are to be treated consistently for budgeting, recording, and reporting through PEIMS and for the tax rollback rate calculation.

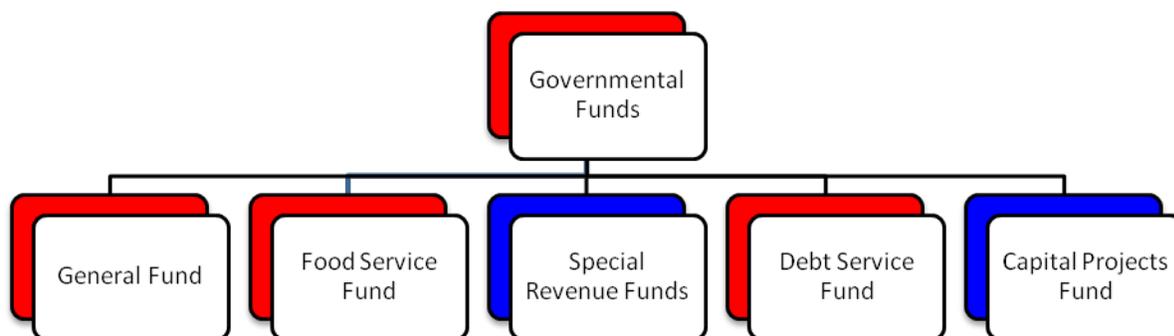
The Board adopts an "appropriated budget" on a basis consistent with GAAP for the **General Fund, Debt Service Fund, and National School Lunch Program (Food Service Fund)**. At a minimum, the District is required to present

the original and the final amended budgets for revenues and expenditures compared to actual revenues and expenditures for these three funds.

Encumbrance accounting, under which purchase orders, contracts and other commitments are recorded in order to reserve that portion of the applicable appropriation, is used in all governmental funds. Encumbrances outstanding at year-end are commitments that do not constitute expenditures or liabilities, but are reported as reservations of fund balances. Since appropriations lapse at the end of each year, outstanding encumbrances are appropriately provided for in the subsequent fiscal year's budget to provide for the liquidation of the prior commitments.

Governmental Fund Types

The District maintains fifty-two (52) individual governmental funds, and adopts an annual appropriated budget for its general fund, debt service fund, and National School Lunch Program (Food Service). Information is presented separately by fund type in the Financial Section for each of the governmental funds outlined below. Data from the fifteen (15) individual capital project funds is combined into a single, aggregated presentation.



The **general fund** is the government's primary operating fund. It accounts for all financial resources of the District, except those required to be accounted for in another fund. Major revenue sources include local property taxes, state funding under the Foundation School Program (FSP), the Available School Fund (ASF), and interest earnings. Expenditures include all costs associated with the daily operations of the District except for specific programs funded by the federal or state government, food service, debt service, and capital projects. This is a budgeted fund.

The **food service fund** is considered a special revenue fund based on the following criteria: (1) User fees are charged to supplement the National School Lunch Program (NSLP), (2) The General Fund subsidizes the Food Service Fund for all expenditures in excess of NSLP, and (3) The District does not consider the Food Service Fund completely self-supporting. Food Service fund balances are used exclusively for child nutrition purposes. The Food Service Fund adopts an annual budget.

The other **special revenue funds** (also referred to as **grant funds**) account for resources restricted to, or designated for, specific purposes by a grantor. Federal and state financial assistance generally is accounted for in a special revenue fund. All other special revenue funds are budgeted on a project basis.

The **debt service fund** accounts for the resources accumulated and payments made for principal and interest on long-term general obligation debt of governmental funds. This is a budgeted fund.

The **capital projects fund** accounts for proceeds from long-term debt financing (including the sale of bonds), revenues and expenditures related to authorized construction, and other capital asset acquisitions. The capital projects fund is budgeted on a project basis.

Budget Process

Objectives

The objectives of budgeting are outlined by the Texas Education Agency in the Financial Accountability System Resource Guide, posted at: <http://www.tea.state.tx.us/index4.aspx?id=1222>. Performance evaluation allows citizens and taxpayers to hold policymakers and administrators accountable for their actions. Because accountability to citizens often is stated explicitly in state laws and constitutions, it is considered a cornerstone of budgeting and financial reporting. The Governmental Accounting Standards Board (GASB) recognizes its importance with these objectives in its GASB Concepts Statement No. 1:

- Financial reporting should provide information to determine whether current-year revenues were sufficient to pay for current-year services.
- Financial reporting should demonstrate whether resources were obtained and used in accordance with the entity's legally adopted budget and compliant with other finance-related legal or contractual requirements.
- Financial reporting should provide information to assist users in assessing the service efforts, costs, and accomplishments of the governmental entity.

Meeting these objectives requires budget preparation to include several concepts recognizing accountability. Often these concepts are mandated for state and local public sectors. They include requirements that budgets should:

- Be balanced so that current revenues are sufficient to pay for current services.
- Be prepared in accordance with all applicable federal, state, and local legal mandates and requirements.
- Provide a basis for the evaluation of a government's service efforts, costs, and accomplishments.

Note: Although the objective of balanced budgets is generally applicable to all school districts to ensure long-term fiscal health, variations of this objective that are considered appropriate for some school districts over short-term periods are available. For example, the balanced budget objective may be met with fund balance reserves to pay for current services during certain periods in accordance with applicable state and local fund balance policies.

Overview

The budgeting process is comprised of three major phases: planning, preparation, and evaluation. The budgetary process begins with sound planning. Planning defines the goals and objectives of campuses and the school district and develops programs to attain those goals and objectives. Once these programs and plans have been established, budgetary resource allocations are made to support them. Allocation of resources is the preparation phase of budgeting.

Finally, the budget is evaluated for its effectiveness in attaining goals and objectives. Evaluation typically involves an examination of: how funds were expended, what outcomes resulted from the expenditure of funds, and to what degree these outcomes achieved the objectives stated during the planning phase. This evaluation phase is important in determining the following year's budgetary allocations. In summary, budget preparation is not a one-time exercise to determine how a school district will allocate funds. Rather, it is part of a continuous cycle of planning, preparing, and evaluating results to achieve district goals. The 2013-2014 budget process covers the entire financial cycle, starting with budget planning and ending with the audited financial statements.

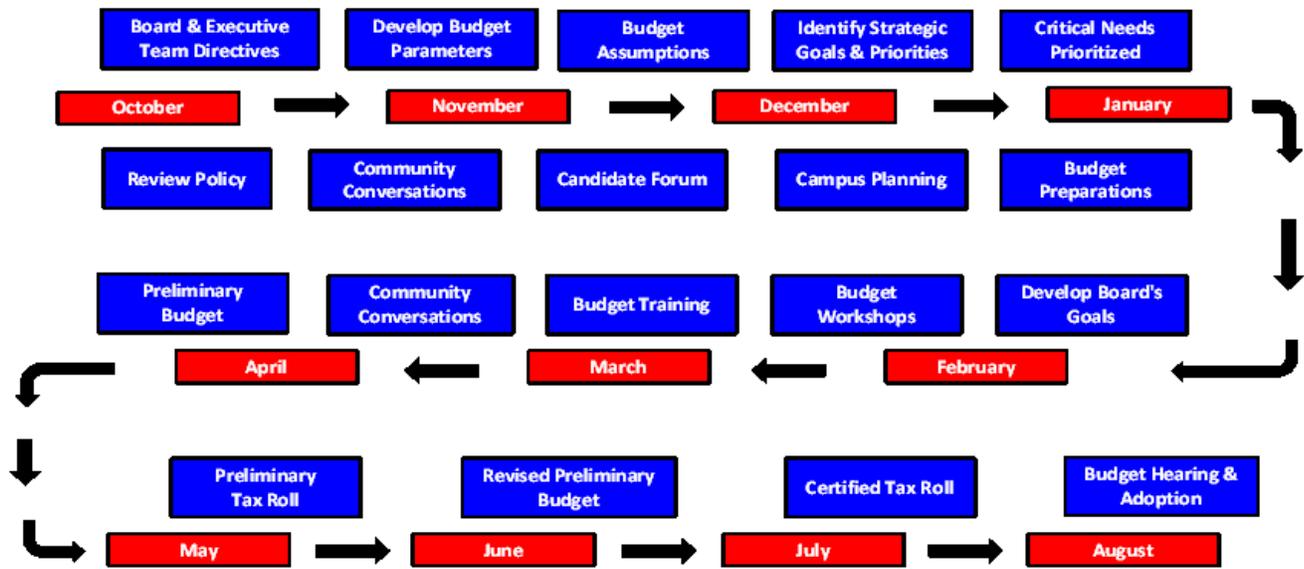
Planning

The District budget process emphasizes accountability, is instructionally driven, and guided by the Strategic Plan. The Board of Trustees approved the Klein Independent School District Strategic Plan 2013-2017 at the January 14, 2013 board meeting. Each campus annually updates the required Campus Improvement Plan (CIP) as an extension of the Strategic Plan, which provides a guidepost for determining allocations and line item budgeting. Systemic planning activities occur through the development of District and Campus Improvement Plans.

Annual development of the District budget incorporates all planning efforts into a single process. The Board receives demographic, construction, and facility long-range planning updates on a regular basis throughout the year. The Five-Year Financial Forecast, presented on pages 129-131 in the Informational Section, is also reviewed with the Board of Trustees on an annual basis. Budget workshops open to the public are conducted several times during the year. Community dinners,

hosted by the Superintendent in the fall and spring, are held to outline District plans and to field constituent concerns and recommendations.

The following chart represents the budget planning cycle throughout the course of a fiscal year, from early decision-making through adoption.



A demographic study to provide data as to the future size and structure of the district student population was conducted by the firm Population & Survey Analysts (PASA) and completed in October 2013. Under the Most Likely Growth Scenario, the District would add 6,494 students in the next five years. Annual growth rates could range between 2.02% and 2.96% annually between 2014 and 2018. The PASA study predicts that the District's 30th K-5 elementary campus will not be required until 2017-2018. The next secondary campuses projected will be High School #5 and Intermediate #10 in 2019-2020.

This data is used for attendance zone planning, facility planning, evaluating special programs and the location of students in these programs, and long-range financial planning. PASA has issued an annual demographic study since 2007. This and all subsequent reports are available on the District website at <http://www.kleinisd.net/default.aspx?name=bond.demostudy>.

Each major construction contract is approved based on existing availability of bond proceeds. However, the impact of capital project fund budgets must be considered during the annual budgets for all other funds. Future operating costs (staffing, utilities, custodial services, etc.) associated with capital improvements and new facilities must be projected and included in the general fund budget. At the close of FY 2013, the General Fund has assigned fund balance totaling \$11 million for operating costs of future school buildings. Repayment of bonds issued for capital projects must be included in the debt service fund projections.

Preparation

The Associate Superintendent for Financial Services is responsible for compiling all pertinent budget data and projections. The budgets are prepared on a basis of accounting that is used for reporting in accordance with Generally Accepted Accounting Principles (GAAP). The District annually adopts legally authorized appropriated budgets for the General Fund, the National School Lunch Program (a special revenue fund subsequently referred to as Food Service), and the Debt Service Fund. For informational purposes only, budgets for the Capital Projects Fund and other Special Revenue Funds are included throughout this presentation. The appropriated budget is prepared by fund, function, major object, and campus/department. All annual appropriations lapse at fiscal year end.

General Fund expenditure appropriations are allocated between ninety-two (92) campus and department projects. Each project is assigned a budget manager (i.e., principal, department director). The District uses site-based budgeting that places the principal and program/department director at the center of the budget preparation process.

Principals and directors are responsible for both preparation within assigned allocation limits and maintenance of all discretionary line-item budgets in their project(s) provided that funds are expended in accordance with District purchasing guidelines, legal requirements, and compliance with the standard account code system prescribed by the Texas Education Agency. This decentralization of budgetary authority provides a means of increasing school and departmental accountability. Another advantage of site-based budgeting is increasing the level of participation of campus staff in budget development.

Campus Improvement Plans (CIP) are updated annually and linked directly to one or more of the four district strategies. Campus performance objectives are based on the Academic Excellence Indicator System (AEIS) and other assessment instruments, including measures for special needs populations. An overview of each CIP is presented in the Informational Section. The entire CIP document containing meticulously detailed tactics and strategies is posted by campus at: <http://www.kleinisd.net/default.aspx?name=eval.campusCIP1112>.

The process begins in January of each year with the preparation of the budget calendar, preliminary enrollment projections, and state aid estimates. Enrollment forecasts are used during the budget development stage to determine allotment amounts and staffing allocations. Before budget worksheets are distributed in March, a training session is conducted with principals, directors, and financial secretaries. Individual training is provided on budget preparation, management, and coding as needed throughout the year.

Campus allocations, calculated on a per pupil basis to be used for supplies, materials, equipment, staff development, and other appropriate instructional costs, are controlled by the principal. The per pupil allocation was increased to levels last available during 2008-2009, with high schools now receiving \$67 per projected pupil, intermediate schools receiving \$50, and elementary schools receiving \$44, an increase of approximately 16%. Supplemental campus tutoring funds were also increased by \$125,000. District-wide, the average campus-based operating resource per student is approximately \$5,100 (excluding utilities). Title I and lower performing campuses receive additional funding with an average in excess of \$5,900 per student.

Adjustments are made to campus allocations in January if realized enrollment is larger than projected as of the last Friday in October. Additional funding for special needs students is provided through campus-based programs in coordination with campus principals. Final budgetary responsibility for campus-based instructional or extracurricular programs such as Bilingual/ESL, Career and Technical, Fine Arts, Physical Education, and Athletics is assigned to the program directors. This accountability measure provides a second level of review to assure alignment with the District's instructional objectives.

Budgets for non-campus organizations are traditionally determined with a combination of historical budgeting and new initiative resource assignments. Allocation increases are determined on a justified needs basis. All supplemental allocation requests are reviewed and determined by the Executive Team, comprised of the superintendent, six associate superintendents, and the chief technology officer.

Campus staffing levels, not otherwise mandated by state or local policy, are determined using an allocation guideline of student counts to staff. Individual circumstances from one campus to another, or from one school year to another, may dictate a degree of variance. Principals have the discretion to shift positions to different job categories if the change would have a more direct impact on the Campus Improvement Plan. Staffing levels for campus-based programs and district-wide services are determined by growth requirements and alignment with CIPs and/or the Strategic Plan. Positions budgeted in the Special Revenue Funds, excluding Food Service, must be supplemental to basic education services delivered by local and state revenues in the General Fund.

Human Resources and School Administration personnel compared 2012-2013 staffing at grade or course level to projected enrollment. In grades K-4, the Texas Education Agency (TEA) mandates, in compliance with the Texas Education Code (TEC) §25.112, a ratio not to exceed 22:1. The District has established a benchmark of 26:1 for 5th grade. Some classes may exceed this target at certain times, but every attempt is made to keep within threshold. At the secondary levels, pupil-to-teacher ratios were determined with consideration to several factors, including standardized test performance, campus economic levels, as well as bilingual/ESL and special education needs.

Special Revenue Funds (with the exception of Food Service) and Capital Project Funds are budgeted on a project basis. Individual budgets are prepared for each project, such as a federal program or a bond sale, for the duration of the project. This accounting practice is useful for monitoring each project over its full life.

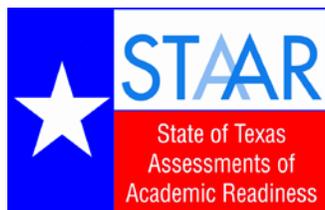
Capital Projects are budgeted on a project basis spanning multiple years. Bond proceeds and related interest are accounted for in separate funds for the construction and equipping of school facilities; to purchase school sites; to renovate or repair existing facilities; and to purchase buses and technology equipment. The Board of Trustees does not formally adopt the capital project funds on an annual basis; however use of each bond sale is accounted for on a Schedule of Estimated Expenditures. These documents are presented to the Board for review and approval.

Priorities

Student enrollment has increased an average of 1.92% annually since 2009-2010. Changing demographics within the District, in conjunction with increasing academic standards, provide new opportunities to continually evaluate and modify instructional initiatives and delivery. Major considerations are outlined below.

Safety and Security – The Safety and Security Committee, in alignment with Board goals, met on three occasions during the first quarter of 2013. The purpose was to discuss current safety and security procedures and propose enhancements to the program. The committee of teachers, administrators, parents, police officers, community first responders, and community members received Board approval totaling \$600,000 for the following initiatives in April 2013:

- The addition of eight (8) new police officers with two (2) officers assigned to the each high school zone
- Additional training for all Klein ISD police officers
- Safety and security training for all Klein ISD personnel



State of Texas Assessments of Academic Readiness (STAAR) - The State of Texas Assessments of Academic Readiness, or STAAR, replaced the Texas Assessment of Knowledge and Skills (TAKS) program in Spring 2012. At grades 3–8, students are tested in mathematics and reading. Students are tested in writing at grades 4 and 7, science at grades 5 and 8, and social studies at grade 8.

For high school, general subject-area TAKS tests have been replaced with five STAAR end-of-course (EOC) exams. STAAR EOC exams are available for English I, English II, Algebra I, Biology, and U.S. History. Students enrolled in grade 10 or below in 2013–2014 are the first group who must meet the end-of-course testing requirements, as well as pass their classes, in order to earn a diploma. Students enrolled in grade 11 or above in 2013-2014 will graduate under TAKS requirements.

The Texas Education Agency released the 2013 state accountability system ratings for more than 1,200 school districts and charters, and more than 8,500 campuses. The ratings reveal that almost ninety-three percent (93%) of school districts and charters across Texas have achieved the rating of Met Standard. Districts, campuses and charters receive one of three ratings under the new accountability system: Met Standard; Met Alternative Standard; or Improvement Required.

Passing rates on the STAAR end-of-course tests were largely stable during the second year of this program, with students faring the best on science assessments and continuing to struggle with writing, according to statewide results for all 2012-13 STAAR tests. Passing rates on courses typically taken by high school freshman ranged from eighty-eight percent (88%) on Biology to fifty-four percent (54%) on English I writing. The results showed very little change from 2012 levels when comparing the performance of first-time test takers.

The 2013 ratings are based on a revised system that uses various indicators to provide greater detail on the performance of a district or charter and each individual campus throughout the state. The performance index framework includes four areas:

- Student Achievement – Represents a snapshot of performance across all subjects, on both general and alternative assessments, at an established performance standard. (All Students)
- Student Progress – Provides an opportunity for diverse campuses to show improvements made independent of overall achievement levels. Growth is evaluated by subject and student group. (All Students; Student Groups by Race/Ethnicity; English Language Learners; Special Education)
- Closing Performance Gaps – Emphasizes improving academic achievement of the economically disadvantaged student group and the lowest performing race/ethnicity student groups at each campus or district. (All Economically Disadvantaged Students; Student Groups by Race/Ethnicity)
- Postsecondary Readiness – Includes measures of high school completion, and beginning in 2014, STAAR performance at the postsecondary readiness standard. (All Students; Student Groups by Race/Ethnicity; English Language Learners; Special Education)

Districts and campuses with students in Grade 9 or above must meet targets on all four indexes. Districts and campuses with students in Grade 8 or lower must meet targets on the first three indexes (excluding Postsecondary Readiness).

Good to Great Program (GTG) – Klein Forest High School – Year two of the three to five year pilot program is underway at Klein Forest High School. The campus currently serves 3,571 students from fifty-four (54) different countries and is a linguistically, ethnically and culturally diverse urban high school. Many of the students are first generation high school graduates whose parents speak limited English. The following chart outlines standardized test results for Klein Forest High School students.

2013 STAAR Index 1: Student Achievement Data Table - Klein Forest High School									
Percentage at Phase-in 1 Level II or Above									
	State	District	KFHS	African American	Hispanic	White	SPED	Econ Dis	ELL
All Tests	77%	83%	73%	66%	71%	85%	53%	70%	50%
Reading	80%	86%	74%	69%	72%	90%	57%	70%	43%
Mathematics	79%	85%	77%	70%	77%	87%	49%	75%	62%
Writing	63%	67%	43%	36%	41%	64%	33%	39%	15%
Science	82%	88%	87%	85%	86%	91%	68%	86%	71%
Social Studies	76%	82%	77%	70%	77%	89%	56%	74%	55%

The GTG Program addresses the following priorities:

- Encourage collaborative planning, student tutoring, mentoring and relationship building by having teachers in core subject and foreign language teach 5/7 periods each day.
- Encourage staff participation in targeted professional development and instructional improvement initiatives by providing 3 to 5 additional staff development days per year.
- Encourage staff to commit to being present for students at school by providing teacher incentives for attendance
- Build support for instructional programs, interventions, and student safety by adding 2 administrators and 1 counselor.
- Provide a safe and stable learning environment by adding an extra police officer for attendance and verification of address.
- Provide a community liaison who will assist the campus in strengthening its ties to the community as well as coordinate efforts via a campus outreach program.

Phase II of Good to Great Program (GTG) – All Title I Campuses

Phase II of GTG project was presented to the Board of Trustees at a special meeting on April 30, 2013, and was subsequently approved during the regular monthly board meeting on May 14, 2013. Implementation began immediately.

Phase II was launched at the following campuses – Klein and Wunderlich Intermediate Schools; Greenwood Forest, Epps Island, Kaiser, Nitsch, Klenk, Eiland, and McDougale. The core initiative at the intermediate sites is to extend the instructional day by 30 minutes and add instructional coaches. The elementary school initiative called for adding thirty-six (36) additional teachers at Title I elementary schools to assist with pupil/teacher ratios.

Texas High Performance Schools Consortium - Klein ISD has been selected as one of twenty-three (23) school districts to participate in the Texas High Performance Schools Consortium, which helps to develop next-generation learning standards, assessments and accountability systems across the state. As a member of the consortium, the District will make recommendations in four (4) key areas: digital learning, learning standards, multiple assessments and local control.

Texas Commissioner of Education Michael L. Williams stated, "School districts selected to participate in the consortium are already known for their innovative work and are looked to by many as educational leaders. This exciting project will help the Governor, legislative leaders and the Texas Education Agency crafts a sound, well-thought-out plan to move all Texas schools to the next performance level."

Financial Integrity Rating System of Texas (FIRST) - The purpose of the financial accountability rating system (Texas Administrative Code (TAC), Title 19, § 109.1001 and the Texas Education Code (TEC) §§ 39.201-39.204.) is to ensure that school districts and open-enrollment charter schools are held accountable for the quality of their financial management practices and achieve improved



performance in the management of their financial resources. The system will also disclose the quality of local management and decision-making processes that impact the allocation of financial resources in Texas public schools. The FIRST rating is based upon an analysis of staff and student data reported for the school year and actual financial data.

Klein ISD received a rating of Superior Achievement, the highest rating possible, under the FIRST for the 11th consecutive year. This rating achieves the Board of Trustee goal for financial accountability. The District’s 2011-2012 FIRST report can be accessed at: <http://www.kleinisd.net/users/0034/docs/FinMgmtPerfRpt.pdf> and is included in the Informational Section of this document. The District held the required public meeting on October 14, 2013 to distribute the financial management report that explains the district’s performance under each of the twenty-two (22) indicators and the district’s rating.

Other Factors Affecting Financial Condition

School Finance Lawsuit - Beginning in October 2011, interested parties filed multiple lawsuits against the State of Texas alleging that the current system of public school finance violated the Texas Constitution. On February 4, 2013, after forty-four (44) days of trial, Judge John Dietz ruled from the bench granting nearly all of the relief requested and declaring the public school finance system unconstitutional for failing to provide a general diffusion of knowledge by making suitable provision for the support and maintenance of an efficient system of public free schools. Judge Dietz initially ruled that the school finance system is unconstitutional because it is quantitatively inefficient, inadequate, and is a de facto state property tax.

Meanwhile, the 83rd Regular Session of the Texas Legislature began on January 8, 2013. Public education had been cut by \$5.4 billion during the prior biennium (2011-2013) that had many schools increasing class sizes, not filling open positions, or freezing employee salaries. The final budget bill appropriated approximately \$3.4 billion in general public education funding. In June 2013, at the conclusion of the Regular Session, Judge Dietz agreed to reopen the school finance lawsuit to consider whether legislation passed during the 2013 session might impact his decision. Proceedings will begin in January 2014.

Area Growth and Economy - The information presented in the budget is perhaps best understood when it is considered within the broader perspective of the specific environment in which the District operates.

Annual Employment Trend					
	August	February	August	6-Month	Annual
	2012	2013	2013	Pct. Change	Pct. Change
Houston					
Employment	959,463	976,937	989,680	1.30%	3.15%
Unemployment Rate	7.0%	6.4%	6.2%		
Harris County					
Employment	1,941,811	1,977,174	2,002,966	1.30%	3.15%
Unemployment	6.9%	6.3%	6.1%		

The District’s tax base is comprised of 69% residential property. The largest commercial taxpayer in Klein is Hewlett Packard (HP), located within boundaries of both the Klein ISD and the Tomball ISD. Commercial development in the District and the surrounding areas is located primarily along Cypress Creek Parkway (FM 1960), with large retail shopping centers found at the major intersections. The largest employment sector

represented in the Klein ISD is educational services, healthcare and social assistance (21% of the population). The advent of the Grand Parkway to be completed within Klein ISD by December 2015, has placed the District on the cusp of accelerated residential and commercial growth on the north side of the District.

Construction is well underway on nearly twenty (20) buildings at the 385-acre ExxonMobil campus located at the northeastern edge of the Klein ISD, and is one of the largest construction projects in the United States. The campus will accommodate approximately 10,000 employees, who will move to the campus in phases as the buildings are constructed, beginning in early 2014. Full occupancy for employees is expected in 2015. This move to The Woodlands by the United State’s largest oil and gas company could result in extreme changes for Houston’s real estate and job markets. There will be an acceleration of jobs in the service sectors within The Woodlands and in Spring ISD, with Klein providing a key residential location for these added jobs. The area is already experiencing positive economic effects in the housing market and Exxon officials say that the long-term effects could be tremendous.

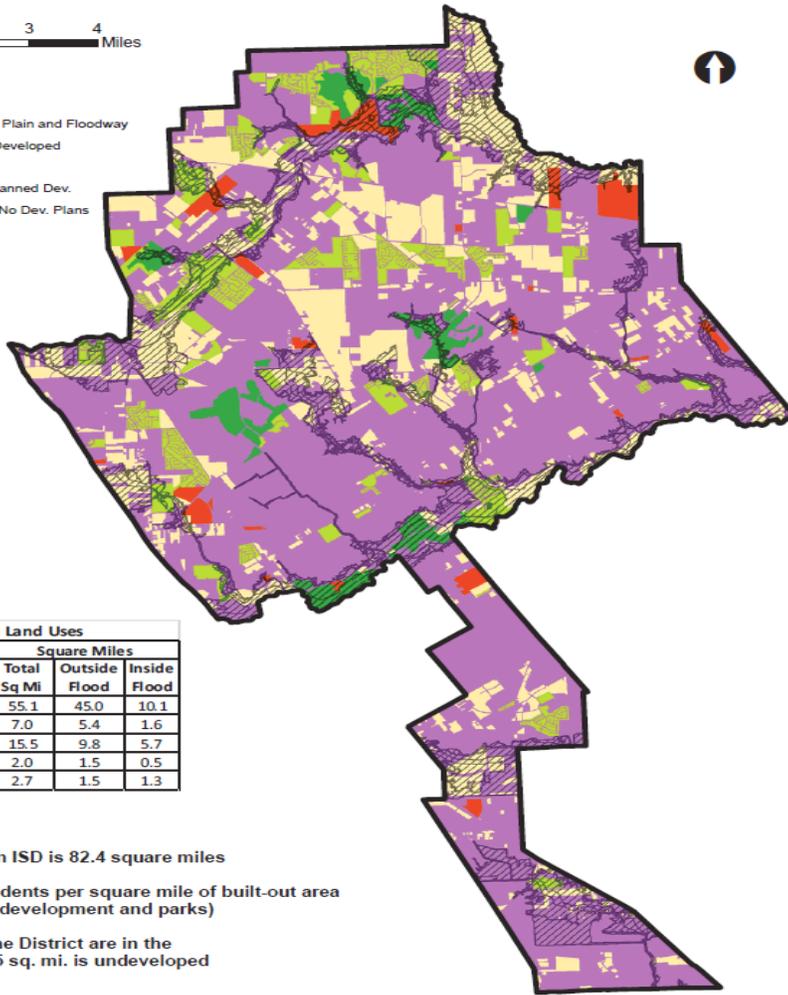
As noted in an earlier section, enrollment projections are provided by Population and Survey Analysts (PASA), professional demographers located in College Station, Texas. PASA integrates school district information with its proprietary new home census information and specific neighborhood forecasts to create enrollment projections by attendance zone for the District.

Klein I.S.D.
Development Density



Map Layers

- District Boundary
- 500, 100 Year Flood Plain and Floodway
- Generally Built-out/Developed
- Actively Developing
- Undeveloped, but Planned Dev.
- Undeveloped Land, No Dev. Plans
- Parks



District Land Uses				
Land Use	% District	Square Miles		
		Total Sq Mi	Outside Flood	Inside Flood
Existing	67%	55.1	45.0	10.1
Active	9%	7.0	5.4	1.6
Undev	19%	15.5	9.8	5.7
Planned	2%	2.0	1.5	0.5
Park	3%	2.7	1.5	1.3

September 2013:

Total area of Klein ISD is 82.4 square miles

There are 730 students per square mile of built-out area (including active development and parks)

~19.2 sq. mi. of the District are in the flood plain, ~17.5 sq. mi. is undeveloped

Student enrollment is projected to increase by 14,444 students over the next ten years with the highest percentage of change being in the EE-5 grade group. Annual growth rates are projected between 2.02% and 2.96% over the next five years. Klein I.S.D. ranks 12th fastest growing District in the State (of those with more than 20,000 students enrolled) during this time period.

There are approximately 17.5 square miles in the District that are undeveloped (not parks or actively in development) out of 82.3 square miles. Undeveloped parcels include flood plain and tracts that will become commercial in use. As of September, 2013, there are 55.1 square miles developed, 2 square miles planned for development, another 7 square miles already in active development, and 2.7 square miles of parkland. In sum, the district is 67% built-out.

The long-range estimate of pupil density per square mile is

expected to be approximately 855 students. Pupil density per square mile is based on an enrollment that would stabilize after a peak in approximately 70,000 students. Consequently, the total new schools needed by category, presuming the existing school capacities are retained, would be 6 high schools and Vistas; 11 intermediate schools; and 33 elementary schools in addition to the Grace England Pre-K Center, for a total of 52 schools district wide. Based on current school capacity, the District has reached approximately 73% of its permanent classroom facility requirement.

Houston job growth has been more than twice the rate of growth for the nation through August 2013 due to the oil and gas sector. Also, the low cost of living and developers' ability to add to the housing stock quickly help to keep home prices relatively low. Houston area has gained 202% of all jobs lost in the 2008-2009 downturn, or 309,100 net new jobs, based on a Houston Association of Realtors recent summary.

Bonded Indebtedness and Capital Projects

For the past fifteen years and the foreseeable future, the district has and will continue to require bond elections authorizing new bonds and a continual issuance of bonds. The district has received a primary bond rating of AAA through the State of Texas Permanent School Fund (PSF) Guarantee Program. If the PSF reaches its capacity as a means to guarantee school district bond sales, the Klein ISD will have to rely on its financial health for bond ratings and bond insurance to guarantee future bond sales. Total outstanding debt (principal only) is \$15,553 per student as of August 31, 2013. Total debt per student for 2013-2014 principal and interest payments is approximately \$1,372.

The 2008 Bond Authorization, approved for \$646.9 million by District taxpayers on May 3, 2008, has been used to construct and equip four elementary schools, the Grace England Pre-K Center, Ulrich Intermediate, and the entire Klein High School rebuild. Bonds from the 2008 authorization also funded construction of the South Transportation Center and the Multipurpose Center; purchase and renovation of the Student Services Center on Kleinwood Drive; and renovation of the Central Office.

Series 2013A Unlimited Tax Schoolhouse and Refunding Bonds totaling \$79.305 million were rated Aaa by Moody's and AAA by Standard & Poor's based upon the guarantee by the PSF. Series 2013B Unlimited Tax Refunding Bonds totaling \$27.480 million were not credit enhanced by the PSF and rated Aa1 by Moody's and AA by Standard & Poor's.

Klein High students began classes in the new facilities completed during Phase I of the Klein High School rebuild in January 2013. Phase II, scheduled for completion in August 2014, covers demolition of the Career Center, gymnasium, and pavilion to prepare the site for the next phase. Phase III construction of the cafeteria, commons, main-street, auditorium, music/fine arts, practice fields and additional athletic parking will be completed by November 2014. The final phase addresses the parent drop-off, bus loop, staff parking lot and additional student parking areas, and is scheduled for completion by December 2014.

Impact on Operating Fund - Recurring payroll costs associated with new schools vary according to the grade levels served. Core staff required at all instructional levels include a principal, associate or assistant principal(s), administrative support staff, nurse(s), counselor(s), librarian(s), clinic and library support staff, and custodians. The estimated baseline cost of staffing and operating a new campus is approximately \$1.5 million for an elementary school, \$2.5 million for an intermediate, and \$5 million for a high school. Additional teaching positions beyond enrollment needs often become necessary, particularly at the secondary level where certifications are highly specialized. The pupil-to-teacher staffing ratio will often be less than the norm until the programs mature.

Funding for maintenance and operations of new campuses comes primarily from reallocation of existing resources such as staff and per pupil allocations that followed rezoned students; new revenues generated from the State's Foundation School Program (FSP) with enrollment increases; and local property taxes. The October 2013 PASA report predicts that the District's 30th K-5 elementary campus will not be needed until 2016-2017. The next secondary campuses projected will be High School #5 and Intermediate #10 in 2018-2019.

Energy Management - Since 2004, approximately \$7.5 million in bond funds have been earmarked for energy conservation projects. From 2007 to 2013 Klein ISD has amassed more than \$16,000,000 in avoided electricity costs. This dollar amount resulted directly from an avoided electricity consumption of approximately 150,000,000 kWh. Operational measures and initiatives, along with capital equipment upgrades and efficient new construction are responsible for the majority of the electricity reduction. The net energy impact is measured in the District's Energy Use Intensity (EUI), which has decreased from 16.1 kWh/square foot for 2008-2009 to 10.7 kWh/square foot for 2012-2013; an overall reduction of 33.7%. Resulting energy savings are detailed below.

Energy Usage Intensity (EUI)	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13
Electric usage (kWh)	91,971,057	87,963,397	84,860,044	81,029,209	81,356,733
Square footage*	6,638,813	6,810,854	7,169,458	7,302,070	7,617,972
kWh/sqft	13.9	12.9	11.8	11.1	10.7
% Change by year	-10.2%	-6.8%	-8.4%	-6.2%	-3.8%
% Change cumulative	-14.0%	-19.8%	-26.5%	-31.1%	-33.7%

* Square footage is for space that is heated and/or cooled

Electric Usage Comparison with and without Efficiency Initiatives and Measures (EI&M) Represented in kWh						
	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13	Total
Usage without EI&M	106,966,094	109,738,058	115,515,969	117,652,645	122,742,531	572,615,297
Usage with EI&M	91,971,057	87,963,397	84,860,044	81,029,209	81,356,733	427,180,440
Avoided usage	14,995,037	21,774,661	30,655,925	36,623,436	41,385,798	145,434,857

Management Process and Budget Controls

For management control purposes, all budgets are assigned a local option code. The local option code designates the individual responsible for the particular budget. Typically, principals are responsible for campus budgets and program directors are responsible for program budgets.

Campus principals and program directors are authorized to submit purchase requisitions and reimbursements for the purchase of goods and services. All activities involving payroll costs, salaries, and employee benefits are controlled through the Human Resource Services Department. The Budget Department maintains adequate funding in all base payroll, stipend, and employee benefit accounts based on the adopted staff compensation plan.

Board of Trustee Budget Review and Adoption

The first 2013-2014 budget workshop was conducted with the Board and Executive Committee in February 2013, to review projected funding and budget priorities. Additional workshops were held on March 25th, May 13th, and July 29th. The Preliminary Budget was given to the Board on July 8th, in preparation for the July 29th Budget Workshop. The Proposed Budget, which incorporated changes subsequent to the preliminary draft, was submitted to the Board on August 12, 2013. The required public meeting was held and the budget adopted on August 26, 2013.

Tax Rate Adoption

The District Tax Assessor-Collector and Budget Director initially calculated the estimated rollback tax rate and published the required legal notice in August 2013. The 2013-2014 tax rate is set at \$1.43, a decrease of \$.01 from last year's rate. The Board held the required public meeting on August 26th to discuss the proposed rate, however no action was taken.

Following certification of the 2013 Appraisal Records on August 22, 2013 by the Harris County Appraisal District (HCAD), the rollback tax rate was recalculated and remains unchanged from the initial calculation. The Board of Trustees held the required public meeting on October 14, 2013, to discuss and adopt the 2013 tax rate. Based on conservative estimates of annual growth in assessed valuation, the District should meet the goal of maintaining a maximum Interest & Sinking (I&S) tax rate of no more than \$0.500 per \$100 property valuation.

Adjustments and Cross-Function Transfers

Initial campus allocations are calculated from projected enrollment. Based on actual enrollment the last Friday in October, also known as the Public Education Information Management System (PEIMS) Snapshot Date, allocations are updated to reflect actual enrollment. Funding for campuses not reaching projected enrollment remains unchanged. The Final Amended Budget for the Year Ending August 31, 2014, will be presented at the August 11, 2014, Board meeting. It will reflect all amendments previously approved by the Board plus any final amendments.

District principals and program/department directors may transfer appropriations within a project. Appropriation transfers between projects require the approval of the District's budget administrator. Transfers between functions require the approval of the Board. The legal level of budgetary control (i.e., the level at which expenditures may not legally exceed appropriations) is the function level within a fund. Changes are presented during Budget Review months, which are October, January, March, June, and August.

Reporting to the Texas Education Agency

The District submits its annual budget, student attendance information, and its end-of-year financial status through a system called Public Education Information Management System (PEIMS). Transmission dates are established by TEA. The PEIMS system provides TEA and districts across the state with a wealth of demographic, attendance, and financial information. The District is also required to submit the annual approved Comprehensive Annual Financial Report (CAFR) to the TEA. The officially adopted district budget, as amended, must be filed with the Texas Education Agency (TEA) through Public Education Information Management System (PEIMS) by the date prescribed in the annual system guidelines.

Approval Control

All purchases of goods and services are processed through the financial management system with the appropriate approval controls to ensure the legal purpose is met and the appropriate account is charged.

Purchase requisitions are initially entered at the campus or department level and are approved by the campus principal or program director submitting the request. Purchase requisitions from Special Revenue budgets are approved by the appropriate grant program director.

The Director of Purchasing or designee reviews the purchase requisitions to verify compliance with procurement laws and that goods and services are requested from a legally qualified vendor. The purchase requisition is then converted into a purchase order and forwarded to the appropriate vendor. Upon receipt of the invoice, Accounts Payable verifies receipt of the goods or services, processes a check, and closes the purchase order.

Encumbrance Control

District procedures state that purchases of goods and services over \$200 should be processed through the financial system with the appropriate encumbrance controls to ensure the availability of funds. An encumbrance is an obligation in the form of a purchase order charged to an appropriation that reserves a part of that appropriation. Additionally, pre-encumbrances are also reserved based on submitted purchase requisitions awaiting appropriate levels of approval and conversion into purchase orders. The financial software is set to prohibit entry of a purchase requisition unless there are sufficiently available funds at the budget control line item level.

Budget Amendment Control

TEC Section 44.006 applies to transfers at the function level as well as estimated revenue and appropriation adjustments. Adherence to the legislation persuades campus and department budget managers to carefully analyze and prepare the annual budget in exacting detail. Appropriations needed in other functions are not accessed until after Board approval, requested during regular meetings in October, January, March, June, and August each fiscal year.

Annual Audit

The Texas Education Code requires that school districts are audited annually. The audit is conducted on an organization-wide basis and involves all fund types and account groups of the school district. The audit is designed to meet the requirements of the Federal Single Audit Amendments of 1996 and the related provisions of OMB Circular A-133 "Audits of State, Local Governments, and Non-Profit Organizations." These rules facilitate preparation of financial statements that conform to generally accepted accounting principles (GAAP) established by the Governmental Accounting Standards Board (GASB). Upon approval, the annual financial report is submitted to the Texas Education Agency for review. The financial report is designed to meet specific monitoring needs of the TEA.

Summary

The budget is a balance of policy choices. It also represents a responsive balance between the educational needs of students and the ability of the community and the state to provide the necessary financial support to serve them in a restricted funding environment with increasing academic standards. The development, review, and consideration of the 2013-2014 Governmental Fund Budgets was completed with a detailed and exhaustive review of every revenue and expenditure item within the context of the District's Mission Statement, Strategic Plan, and Board Policy. School district budget preparation is part of a continuous cycle of planning, preparation, and evaluation to achieve the Klein Independent School District's goals and objectives.

Budget Calendar

2013 - 2014

<u>September</u>	Post 2013-2014 budgets Provide campuses and departments with adopted budget account detail Prepare first of five annual 2013-2014 budget reviews Compute Administrative Cost Ratio calculation for 2013-2014 Budget
<u>October</u>	Present Budget Review to Board of Trustees on 10/14/13 Adopt 2013 tax rate on 10/14/13 Load 2013-2014 PEIMS budget file on 10/25/13 Roll 2012-2013 purchase orders with goods received after 08/31/13 Update Five-Year Financial Forecast
<u>November</u>	Prepare 2012-2013 budgets vs. audited actual analysis for Comprehensive Annual Financial Report Calculate roll-forward amounts from prior year for all dedicated funding sources Begin 2014-2015 decision-making process regarding mandated TEC and TEA changes
<u>December</u>	Submit 2013-2014 PEIMS budget information to Texas Education Agency Evaluate current year payroll budget based on September-November 2013 expenditures Compute Administrative Cost Ratio for 2012-2013 audited expenditures Calculate revised per pupil allocations based on actual enrollment on 10/25/13 Prepare second of five annual 2013-2014 budget reviews
<u>January</u>	Present Budget Review to Board of Trustees on 01/13/14 Estimate preliminary 2014 local property tax values Prepare preliminary 2014-2015 state aid calculation
<u>February</u>	Create budget-gathering documents for 2014-2015 Prepare third of five annual 2013-2014 budget reviews Estimate 2014-2015 payroll costs Conduct first 2014-2015 budget workshop with Board of Trustees and administration on 02/17/14 Load and update account crosswalk tables for 2014-2015
<u>March</u>	Present Budget Review to Board of Trustees on 03/03/14 Develop 2014-2015 salary schedules Conduct budget preparation training with campus, department, and program leadership Send budget-gathering documents to principals and department directors
<u>April</u>	Extract 2013-2014 financial data into 2014-2015 budget module Review and load campus and department budget requests Meet with Executive Team to evaluate and recommend 2014-2015 staffing Create and send 2014-2015 special revenue budget-gathering documents to program directors
<u>May</u>	Conduct comprehensive analysis of current year budget vs. actual Prepare fourth of five annual 2013-2014 budget reviews Present 2014-2015 Preliminary Budget overview to Board of Trustees
<u>June</u>	Present Budget Review to Board of Trustees on 06/09/14 Continue modifications to state aid, local revenue, and expenditure projections
<u>July</u>	Submit 2014-2015 Preliminary Budget document to Board of Trustees Perform final analysis of 2013-2014 budgets with estimated year-end expenditures and accruals Prepare final 2013-2014 budget review Conduct additional budget workshop with Board of Trustees and administration on 07/28/14
<u>August</u>	Complete Truth-In-Taxation calculation Present 2013-2014 Final Budget Review to Board of Trustees on 08/11/14 Submit 2014-2015 Proposed Budget to Board of Trustees Adopt 2014-2015 Budget on 08/25/14

Overview of Account Codes

Section 44.007 of the Texas Education Code (Code or TEC) requires that a standard school district fiscal accounting system be adopted by each school district. The system must meet at least the minimum requirements prescribed by the State Board of Education and also be subject to review and comment by the state auditor. Additionally, the accounting system must conform with Generally Accepted Accounting Principles (GAAP).

A major purpose of the accounting code structure is to establish the standard school district fiscal accounting system required by law. Although certain codes may be used at local option, the sequence of the codes within the structure, and funds and chart of accounts, are to be uniformly used by all school districts in accordance with Generally Accepted Accounting Principles.

Basic System Code Composition

The following code structure used by the District is in compliance with the Texas Education Code and the TEA:

199 - 4 - 11 - 999 - 11 - 99 - 6399 00
Fund - *Fiscal Year* - *Function* - *Organization Code* - *Program Intent Code* - *Project Code* - *Object Code* *Sub-Object Code*

Fund Code - A mandatory 3 digit code is to be used for all financial transactions to identify the fund group and specific fund. The first digit refers to the fund group, and the second and third digit specifies the fund.

Fiscal Year Code - A mandatory single digit code that identifies the fiscal year of the transaction or the project year of inception of a grant project.

Function Code - A mandatory 2 digit code applied to expenditures/expenses that identify the purpose of the transaction. The first digit identifies the major class and the second digit refers to the specific function within the area.

Organization Code - A mandatory 3 digit code identifying the organization, i.e., High School, Middle School, Elementary School, Superintendent's office, etc. An organization code does not necessarily correspond with a physical location. The activity, not the location, defines the organization. Campuses are examples of organization codes and are specified for each school district in the Texas School Directory.

Program Intent Code - A 2 digit code used to designate the intent of a program provided to students. These codes are used to account for the cost of instruction and other services that are directed toward a particular need of a specific set of students. The intent (the student group toward which the instructional or other service is directed) determines the program intent code, not the demographic makeup of the students served.

Project Code (Optional Codes 1 and 2) - A 2 digit code for optional use to provide special accountability at the local level. Klein ISD uses these optional codes as project identifiers.

Object Code - A mandatory 4 digit code identifying the nature and object of an account, a transaction or a source. The first of the four digits identifies the type of account or transaction, the second digit identifies the major area, and the third and fourth digits provide further sub-classifications.

Sub-Object Code (Optional Codes 4 and 5) - An optional 2 digit code that is used by the Klein ISD for additional cost identification.

Fund Codes

General Fund – Governmental Fund Type

199 General Fund

Special Revenue Fund – Governmental Fund Type

211	Title I, Part A - Improving Basic Programs	409	Dropout Recover Pilot
224	IDEA, Part B - Formula	410	Instructional Materials Allotment
225	IDEA, Part B - Preschool	427	Read to Succeed, AED, & Tx Fitness
240	National School Lunch Program (Food Service)	461	Campus Activity Funds
244	Career and Technical - Basic Grant	482	Klein Education Foundation
255	Title II, Part A	483	Therapeutic Education Program
263	Title III, Part A	485	Shopping Matters
272	Medicaid Administrative Claiming Prog (MAC)	486	Unite for Understanding
288	Summer School LEP	487	Recipe for Success
385	State Supplemental Visually Impaired (SSVI)	488	Miscellaneous Grants
392	Noneducational Community-Based Support	489	Jason Project - Chevron
397	Advanced Placement Incentives	711	Snack Vending Fund
404	Student Success Initiative		

Debt Service Fund – Governmental Fund Type

511 Debt Service Fund

Capital Projects Fund – Governmental Fund Type

6198	\$18 Million – Series 1998	6363	\$38 Million – Series 2013
6209	\$29 Million – Series 1999	6374	\$30 Million – Series 2014
6308	\$184.905 Million – Series 2008A	690	Miscellaneous Bond Data
6319	\$17.125 & \$45 Million – Series 2009A/B	696	Energy Conservation
6320	\$38.135 Million – Series 2010A	697	Building Damage Repairs
6330	\$88.865 Million – Series 2010B	698	Land Sale Proceeds
6341	\$83.9 Million – Series 2011	699	Carryover Resources
6352	\$57 Million – Series 2012		

Function Codes

11	Instruction
12	Instructional Resources and Media Services
13	Curriculum Development and Instructional Staff Development
21	Instructional Leadership
23	School Leadership
31	Guidance, Counseling and Evaluation Services
32	Social Work Services
33	Health Services
34	Student (Pupil) Transportation
35	Food Services
36	Extracurricular Activities
41	General Administration
51	Facilities Maintenance and Operations
52	Security and Monitoring Services
53	Data Processing Services
61	Community Services
71	Debt Service
81	Facilities Acquisition and Construction
93	Payments to Fiscal Agent/Member Districts of Shared Services Arrangements
95	Payments to Juvenile Justice Alternative Education Programs
99	Other Intergovernmental Charges

11 Instruction

This function is used for activities that deal directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations. It may also be provided through some other approved medium such as television, radio, telephone, telecommunications, multimedia and correspondence. This function includes expenditures/expenses for direct classroom instruction and other activities that deliver, enhance, or direct the delivery of learning situations to students.

12 Instructional Resources and Media Services

This function is used for expenditures/expenses that are directly and exclusively used for resource centers, establishing and maintaining libraries and other major facilities dealing with educational resources and media.

13 Curriculum Development and Instructional Staff Development

This function is used for expenditures/expenses that are directly and exclusively used to aid instructional staff in planning, developing and evaluating the process of providing learning experiences for students. Expenditures and expenses include in-service training and other staff development for instructional or instructional-related personnel (Functions 11, 12 and 13) of the school district. This function also includes expenditures and expenses related to research and development activities that investigate, experiment, and/or follow-through with the development of new or modified instructional methods, techniques, procedures, services, etc.

21 Instructional Leadership

This function is used for expenditures/expenses that are directly used for managing, directing, supervising, and providing leadership for staff who provide general and specific instructional services.

23 School Leadership

This function is used for expenditures/expenses that are used to direct and manage a school campus. They include the activities performed by the principal, assistant principals and other assistants while they:

- Supervise all operations of the campus
- Evaluate staff members of the campus
- Assign duties to staff members maintaining the records of the students on the campus

31 Guidance, Counseling and Evaluation Services

This function is used for expenditures/expenses that are directly and exclusively used for assessing and testing students' abilities, aptitudes and interests; counseling students with respect to career and educational opportunities and helping them establish realistic goals. This function includes costs of psychological services, identification of individual characteristics, testing, educational counseling, student evaluation and occupational counseling.

32 Social Work Services

This function is used for expenditures/expenses that are directly and exclusively used for activities such as:

- Investigating and diagnosing student social needs arising out of the home, school or community
- Casework and group work services for the child, parent, or both
- Interpreting the social needs of students for other staff members
- Promoting modification of the circumstances surrounding the individual student which are related to his or her social needs. (This includes referrals to and interaction with other governmental agencies.)

33 Health Services

This function is used for expenditures/expenses that are directly and exclusively used for providing physical health services to students. This includes activities that provide students with appropriate medical, dental and nursing services.

34 Student (Pupil) Transportation

This function is used for expenditures/expenses that are incurred for transporting students to and from school. This includes transporting immediately following the close of school AND transporting students home following afterschool activities such as tutoring.

Expenditures/expenses for transportation specifically and exclusively for purposes of transporting students relating to enhanced program intents such as Career and Technical and Services to Students with Disabilities (Special Education), etc., are to be recorded in Function 34 with the appropriate program intent codes.

35 Food Service

This function is used for food service operation expenditures/expenses, including the cost of food, labor, and other expenditures/expenses necessary for the preparation, transportation and storage of food to provide to students and staff. Expenditures/expenses used directly and exclusively for supervision & maintenance of a food service operation.

36 Extracurricular Activities

This function is used for expenditures/expenses for school-sponsored activities outside of the school day. These activities are generally designed to provide students with experiences such as motivation and the enjoyment and improvement of skills in either a competitive or non-competitive setting.

Extracurricular activities include athletics and other activities that normally involve competition between schools (and frequently involve offsetting gate receipts or fees such as football, baseball, volleyball, track and tennis). Other kinds of related activities are included (such as drill team, pep squad and cheerleading, University Interscholastic League competition such as one-act plays, speech, debate, band, Future Farmers of America (FFA), National Honor Society, etc.).

41 General Administration

This function is for expenditures/expenses that are for purposes of managing or governing the school district as an overall entity. This function covers multiple activities that are not directly and exclusively used for costs applicable to specific functions. General administration is an indirect cost applicable to other expenditure functions of a school district.

Program Intent Code 99 is to be used for all expenditures for Function 41. The organization codes specified in the 700 organization code group are the only organization codes to be used with Function 41 costs and may not be used in any other function, other than specific costs in Function 53 (Data Processing) that relate to the functions of the business office.

51 Facilities Maintenance and Operations

This function is used for expenditures/expenses for activities to keep the facilities and grounds open, clean, comfortable and in effective working condition and state of repair, and insured. This function is used to record expenditures/expenses for the maintenance and operation of the physical facilities and grounds. This function also includes expenditures/expenses associated with warehousing and receiving services.

52 Security and Monitoring Services

This function is used for expenditures/expenses that are for activities to keep student and staff surroundings safe, whether in transit to or from school, on a campus or participating in school-sponsored events at another location.

53 Data Processing Services

This function is for expenditures/expenses for data processing services, whether in-house or contracted. Examples of Function 53 costs are costs for computer facility management; computer processing; systems development; analysis of workflows, processes and requirements; coding, testing, debugging and documentation; systems integration; design of applications supporting information technology infrastructure; maintenance of programs; maintenance of networks; and those interfacing costs associated with general types of technical assistance to data users. Specific types of applications include student accounting, financial accounting and human resources/personnel. Personal Computers (PC's) that are stand alone are to be charged to the appropriate function. Peripherals including terminals and printers are to be charged to the appropriate function. Costs associated with mainframe, minicomputers, servers and networked or stand alone microcomputers that provide services to multiple functions are to be recorded here.

61 Community Services

This function is used for expenditures that are for activities or purposes other than regular public education and adult basic education services. These types of expenditures are used for services or activities relating to the whole community or some segment of the community. This includes providing resources to non-public schools, institutions of higher education, and any proprietary types of services incurred for outside entities in the community.

71 Debt Service

This function is used for expenditures that are for the retirement of recurring bond, capital lease principal, and other debt, related debt service fees, and for all debt interest. Note principal for short-term loans (one year or less in duration) is to be recorded in the liability account 2122, Notes Payable - Current Year.

81 Facilities Acquisition and Construction

This function is used by school districts for expenditures that are for acquiring, equipping, and/or making additions to real property and sites, including lease and capital lease transactions.

93 Payments to Fiscal Agent/Member Districts of Shared Services Arrangements

This function code is used for expenditures that are for (1) payments from a member district to a fiscal agent of a shared services arrangement; or, (2) payments from a fiscal agent to a member district of a shared services arrangement. The appropriate program intent code should be used for these expenditures.

95 Payments to Juvenile Justice Alternative Education Programs

This function code is used for expenditures that are for the purpose of providing financial resources for Juvenile Justice Alternative Education Programs (JJAEP) under Chapter 37, TEC. This function code is used to account for payments to other governmental entities in connection with students that are placed in discretionary or mandatory JJAEP settings.

99 Other Intergovernmental Charges

This function code is used for expenditures that are used for obtaining instructional services from another public school for grade levels not served in a school district under Section 25.039, TEC.



Source data and additional coding information can be found at:

**TEXAS EDUCATION AGENCY
FINANCIAL ACCOUNTABILITY SYSTEM RESOURCE GUIDE**

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Campus Organization and Project Codes

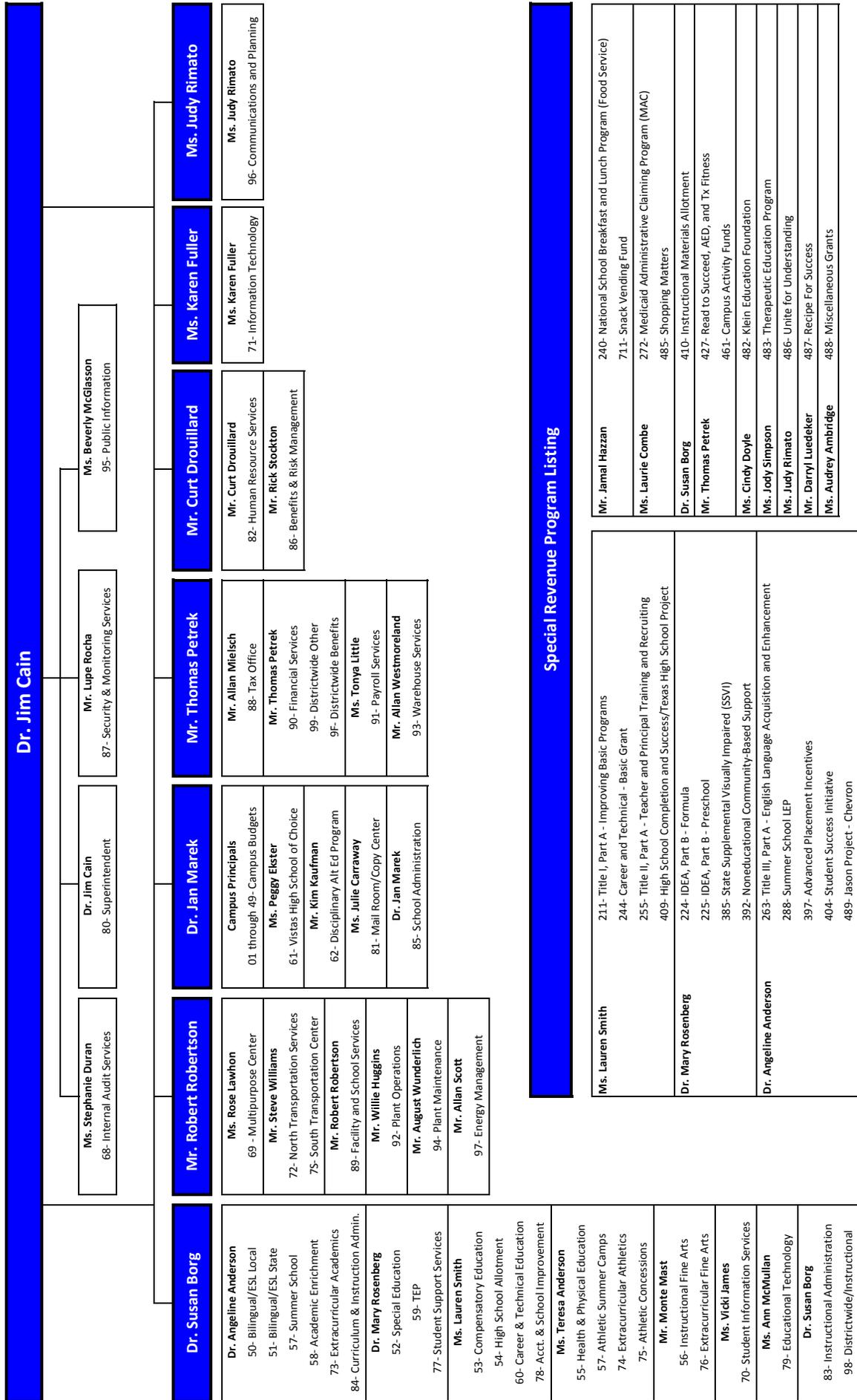
High Schools						
Org	Project	Campus		Org	Project	Campus
001	01	Klein		003	03	Klein Oak
002	02	Klein Forest		004	04	Klein Collins

Intermediate Schools						
Org	Project	Campus		Org	Project	Campus
041	11	Klein		046	16	Doerre
042	12	Hildebrandt		047	17	Schindewolf
043	13	Wunderlich		048	18	Krimmel
044	14	Strack		049	19	Ulrich
045	15	Kleb				

Elementary Schools						
Org	Project	Campus		Org	Project	Campus
101	20	Kohrville		116	35	Mittlestadt
102	21	Northampton		117	36	Klenk
103	22	Haude		118	37	Eiland
104	23	Greenwood Forest		119	38	Schultz
105	24	Epps Island		120	39	Hassler
106	25	Theiss		121	40	Kreinhop
107	26	Benfer		122	41	McDougle
108	27	Kaiser		123	42	Metzler
109	28	Brill		124	43	Benignus
110	29	Ehrhardt		125	44	Frank
111	30	Lemm		126	45	Mueller
112	31	Nitsch		127	46	Blackshear
113	32	Krahn		128	47	Zwink
114	33	Roth		129	48	Bernshausen
115	34	Kuehnle		130	49	Grace England EC/Pre-K

Alternative Education		
Org	Project	Campus
036	61	Vistas High School of Choice
037	59	Therapeutic Education Program (TEP)
038	62	Disciplinary Alternative Education Program (DAEP)

Departmental Organization Chart by Project Number and Special Revenue Program Listing



Program Intent Codes

These codes are used to account for the cost of instruction and other services that are directed toward a particular need of a specific set of students. The intent (the student group toward which the instructional or other service is directed) determines the program intent code, not the demographic makeup of the students served. In the case of state programs, state law may determine the intent and the permissible use of allotments.

11	Basic Educational Services	29	Disciplinary Alternative Education Program (DAEP) - State Compensatory Education Supplemental Costs
21	Gifted and Talented	30	Title I, Part A Schoolwide Activities Related to State Compensatory Education (SCE)
22	Career and Technical	31	High School Allotment (HSA)
23	Services to Students with Disabilities (Special Education)	32	Prekindergarten (Pre-K)
24	Accelerated Education	33	Prekindergarten – Special Education
25	Bilingual Education and Special Language Programs	34	Prekindergarten – Compensatory Education
26	Non-disciplinary Alternative Education Programs - AEP Services	35	Prekindergarten – Bilingual Education
28	Disciplinary Alternative Education Program (DAEP) - Basic Services	91	Athletics and Related Activities
		99	Undistributed

- 11 Basic Educational Services** - The costs incurred to provide the basic services for education/instruction to students in grades PK-12 prescribed by state law as well as adult basic and secondary education services. Basic is defined as the curriculum provided for those students that are not in special education. Basic educational services include the costs to evaluate, place, and provide educational services to students in honors, college preparatory and advanced placement courses.
- 21 Gifted and Talented** - The costs incurred to assess students for program placement and provide instructional services (which are guided by the state plan) beyond the basic educational program and that are designed to meet the needs of students in gifted and talented programs.
- 22 Career and Technical** - The costs incurred to evaluate, place and provide educational and/or other services to prepare students for gainful employment, advanced technical training or for homemaking. This may include apprenticeship and job training activities.
- 23 Services to Students with Disabilities (Special Education)** - The costs incurred to evaluate, place and provide educational and/or other services to students who have Individual Educational Plans (IEP) approved by Admission, Review and Dismissal (ARD) committees. These plans are based on students' disabilities and/or learning needs.
- 24 Accelerated Education** - The costs incurred to use instructional strategies in accordance with campus/district improvement plans to provide services in addition to those allocated for basic services for instruction, thereby increasing the amount and quality of instructional time for students at-risk of dropping out of school. Foundation School Program (FSP) Compensatory Education expenditures are attributable to Program Intent Code 24, Accelerated Education, only if the expenditures are supplemental. Activities reflected in expenditures attributable to FSP compensatory education are those activities that supplement the regular education program for students at-risk of dropping out of school.
- 25 Bilingual Education and Special Language Programs** - The costs incurred to evaluate, place and provide educational and/or other services that are intended to make the students proficient in the English language, primary language literacy, composition and academic language related to required courses. These services include the bilingual basic program of instruction and special assistance to increase cognitive academic language proficiencies in English.

- 26 Non-disciplinary Alternative Education Programs - AEP Services** - All costs incurred services to students who are separated from the regular classroom to a non-disciplinary alternative education program and are at-risk of dropping out of school. Services must be described in the campus improvement plan.
- 28 Disciplinary Alternative Education Program - DAEP Basic Services** - All costs incurred to provide the base line program (non-supplemental) services to students who are separated from the regular classroom to a disciplinary alternative education program. Services must be described in the campus improvement plan.
- 29 Disciplinary Alternative Education Program - DAEP State Compensatory Education Supplemental Costs** - The supplemental costs incurred to provide services to students who are separated from the regular classroom to a disciplinary alternative education program. These costs are supplemental costs in relation to standards for base level education resource allocations and must be described in the campus improvement plan.
- 30 Title I, Part A Schoolwide Activities Related to State Compensatory Education(SCE) and Other Costs on Campuses with 40% or More Educationally Disadvantaged Students** - The SCE costs incurred to supplement federal awards for use on Title I, Part A school-wide campuses with at least 40% educationally disadvantaged students (including fund code 211) in the amount of the SCE allotment used to supplement federal awards. This program intent code is also used in the Special Revenue Fund for fiscal budgets approved in notice of grant awards (NOGA) for school-wide federal projects benefiting Title I, Part A school-wide campuses with at least 40% educationally disadvantaged students.
- 31 High School Allotment** - This program intent code is to be used to account for the \$275 per high school student to prepare students to go on to higher education, encourage students to take advanced academic course work, increase the rigor of academic course work, align secondary and post-secondary curriculum and support promising high school completion and success initiatives in grades 6 through 12. If the district meets certain college readiness and completion rate standards, there are less restrictions on how the funds are spent—see TEC 39.234.
- 32 Prekindergarten (Pre-K)** - The costs incurred for prekindergarten programs designed to develop skills necessary for success in the regular public school curriculum, including language, mathematics, and social skills.
- 33 Prekindergarten (Pre-K) – Special Education** - The costs incurred to evaluate, place and provide educational and/or other services to prekindergarten students who have Individual Educational Plans (IEP) approved by Admission, Review and Dismissal (ARD) committees. These plans are based on students’ disabilities and/or learning needs.
- 34 Prekindergarten (Pre-K) – Compensatory Education** - The costs incurred to use instructional strategies in accordance with campus/district improvement plans to provide services in addition to those allocated for basic services for instruction, thereby increasing the amount and quality of instructional time for prekindergarten students at-risk.
- 35 Prekindergarten (Pre-K) – Bilingual Education** - The costs incurred to evaluate, place and provide educational and/or other services that are intended to make the prekindergarten students proficient in the English language, primary language literacy, composition and academic language related to required courses. These services include the bilingual basic program of instruction and special assistance to increase cognitive academic language proficiencies in English.
- 91 Athletics and Related Activities** - The costs incurred to provide for participation in competitive athletic activities such as football, basketball, golf, swimming, wrestling, gymnastics, baseball, tennis, track, volleyball, etc. This includes costs associated with coaching as well as sponsors for drill team, cheerleaders, pep squad or any other organized activity to support athletics. However, this does not include band.
- 99 Undistributed** - All charges which are not readily distributed to program intent codes are classified here. Program intent code 99 may be used when recording substitute teachers and on-behalf teacher retirement payments in all function codes. This code may be used for costs not clearly attributable to a specific program intent.

Revenue Object Codes

Local

5711	Taxes, Current Year Levy
5712	Taxes, Prior Years
5716	Fees – Tax Certificates
5719	Penalties & Interest – Tax
5735	Tuition – Regular Day School
5736	Tuition – Summer School & Athletic Summer Camps
5738	Fees – Student Parking
5739	Tuition & Fees from Local Sources
5742	Interest Earnings
5743	Rent for School Facilities Usage
5744	Gifts & Donations
5745	Insurance Recovery
5749	Miscellaneous Revenue
5751	Food Service Activity
5752	Athletic Gate Receipts
5754	Health Insurance Contributions
5755	Enterprising Services Revenue
5757	Activity Fund Revenues (Fund 461)
5759	Cocurricular, Enterprising Services or Activities
5769	Miscellaneous Revenue/Intermediate Sources

State

5811	State Per Capita
5812	Foundation School Program Act Entitlements
5819	Other Foundation School Program Act Revenues
5828	Pre-Kindergarten Supplemental Funding
5829	State Program Revenues Distributed by TEA
5831	TRS On-Behalf Benefit
5839	State Revenue Other Than TEA

Federal

5919	Federal Revenue from Gov't Other than State or Federal Agencies
5921	School Breakfast Program
5922	National School Lunch Program
5923	USDA Commodities
5929	Federal Revenue Distributed by TEA
5931	School Health & Related Services (SHARS)
5932	Medicaid Administrative Claiming Revenues (MAC)
5939	Federal Revenues from State of Texas Gov't Agencies (Other than TEA)
5949	Miscellaneous Federal Revenue

Expenditure Object Codes

6100 Payroll Costs

6112	Substitute Teachers and Other Professionals
6116	Stipends
6118	Extra Pay (Professional Staff)
6119	Professional Salaries
6121	Extra Pay/Overtime (Support Staff)
6122	Substitute Support Personnel
6125	Part-Time Other
6127	Part-Time Classroom Aides
6129	Support Salaries
6134	Publication Incentive
6135	Employee Allowance - Cell Phone
6141	Social Security/Medicare
6142	Group Health & Life Insurance
6143	Workers' Compensation
6144	TRS On-Behalf
6145	Unemployment Compensation
6146	Teacher Retirement
6148	Other Payroll Benefits
6149	Sick Leave

6200 Professional and Contracted Services

6211	Legal Services
6212	Audit Services
6213	Tax Appraisal & Collection
6219	Professional Services (Must be licensed or registered with state)
6221	Staff Tuition & Related Fees – Higher Education
6222	Student Tuition – Public Schools
6223	Student Tuition – Non-Public Schools
6229	Tuition/Transfer Payments
6239	Education Service Center
6249	Contracted Maintenance & Repair
6255	Utilities – Water
6256	Utilities – Telephone
6257	Utilities – Electricity
6258	Utilities – Gas
6259	Utilities – Garbage Disposal
6264	Game Contracts – Other Districts
6265	Graduation Facility Rent
6269	Rentals
6291	Consulting Services
6299	Miscellaneous Contracted Services

6300 Supplies and Materials

6311	Petroleum Products
6315	Other Vehicle Parts
6316	Custodial Supplies
6319	Maintenance and Operation Supplies
6321	Instructional Materials (formerly Textbooks)
6325	Magazines & Periodicals (Function 12 only)
6326	Reference Books (Function 12 only)
6328	Library Books & Media (Function 12 only)
6329	Reading Materials
6339	Testing Materials
6341	Food Costs (Food Service Only)
6342	Non-Food Costs (Food Service Only)
6343	Items for Resale
6395	Inventory Equalization
6399	General Supplies

6400 Other Operating Expenses

6411	Employee Travel
6412	Student Travel
6413	Stipends – Non Employees
6419	Non-Employee Travel
6426	Bonding Expense
6428	Health Claims
6429	Insurance & Bonding Costs
6439	Election Costs
6449	Depreciation Expense
6492	Payments to Fiscal Agents of Shared Services Arrangements
6494	Reclassified Student Transportation
6495	Dues
6498	Project Prom
6499	Miscellaneous Operating Expenses (Including Fees, Awards, & Food)

6500 Debt Service

6511	Principal on Bonds
6521	Interest on Bonds
6599	Other Debt Service Fees

6600 Capital Outlay

6619	Land Purchase & Improvements
6625	Building Construction
6626	Building Improvements
6627	Architect Fees
6628	Engineering Fees
6629	Building Purchase, Construction or Improvements
6631	Vehicles - >\$5,000 Unit Cost
6639	Furniture and Equipment - >\$5,000 Unit Cost
6669	Capital Assets - Furniture & Equipment

KLEIN INDEPENDENT SCHOOL DISTRICT
2013-2014 ADOPTED BUDGET

TABLE OF CONTENTS

FINANCIAL SECTION

Introduction and Accountability.....	78
Major Revenue Sources.....	79
<u>All Funds</u>	
Combined Statement of Revenues, Expenditures, and Changes in Fund Balance - By Major Object.....	81
Combined Statement of Revenues, Expenditures, and Changes in Fund Balance - By Function.....	82
Comparative Summary of Revenues, Expenditures, and Changes in Fund Balance - By Function.....	83
<u>General Fund</u>	
Comparative Summary of Revenues, Expenditures, and Changes in Fund Balance - By Major Object.....	84
Comparative Summary of Revenues, Expenditures, and Changes in Fund Balance - By Function.....	85
Comparative Summary of Revenues - By Object.....	86
Comparative Summary of Budget and Expenditures - By Object.....	87
Adopted Campus Budgets by Organization.....	88
Adopted Department Budgets by Project.....	89
Comparative Summary of Campus Budgets.....	90
Comparative Summary of Department Budgets.....	91
<u>Special Revenue Funds</u>	
Special Revenue Funds - Program Descriptions.....	92
Statement of Expenditure Budgets - By Fund and Major Object.....	93
Statement of Revenues, Expenditures, and Changes in Fund Balance - By Fund and Function.....	94
Comparative Summary of Revenues, Expenditures, and Changes in Fund Balance - By Function.....	97
Comparative Summary of Expenditures - By Fund.....	98
<u>Debt Service Fund</u>	
Debt Policy, Ratings, and Debt Limits.....	99
Comparative Summary of Revenues, Expenditures, and Changes in Fund Balance.....	100
General Obligation Bonds - Interest Rates and Maturity Schedule.....	101
General Obligation Bonds - Current Debt Service Schedule.....	102
Direct and Overlapping Governmental Activities Debt.....	104
Top Ten Principal Taxpayers 2013.....	105
<u>Capital Projects Fund</u>	
Introduction.....	106
Comparative Summary of Revenues, Expenditures, and Changes in Fund Balance - By Function.....	107
2004 Bond Authorization.....	108
2008 Revised Bond Authorization.....	109
2004-2013 Project Activity by Bond Sale.....	110

Introduction

The Financial Section provides specific fiscal information regarding the various funds of the District. By law, the Board of Trustees must approve annual budgets for the General Fund, Food Service Fund, and Debt Service Fund. These three funds are included in this section. Special Revenue Funds (including the Food Service Fund) and the Capital Projects Fund are also included as information only.

The Financial Section begins with the combined statements by major object and function of the **General Fund, Food Service Fund, Grant Funds, Debt Service Fund,** and **Capital Projects Fund**. Comparative Summary reports follow the combined statements, providing information from fiscal year 2009-2010 forward. The remaining Financial Section provides the reader with specific information about each of the five funds named above.

The **Food Service** and **Grant Funds**, both considered **Special Revenue Funds**, are governmental funds used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes. These funds utilize the modified accrual basis of accounting.

The budget process for the **Capital Projects Fund** is established at the point in time that the Board approves the sale of authorized bonds for specific projects. Projects assigned to each sale are detailed in the Schedule of Estimated Expenditures. Capital Projects typically have multi-year budgets that encompass the entire construction period of each separate project. Separate sub-funds are created to account for each respective bond sale, and unique two-digit codes are used to track specific projects within each sub-fund. Budgets are re-appropriated each year for the life of the project, while cumulative expenditures are also rolled forward until the project is completed. This method ensures an accurate accounting of the total cost over multiple fiscal years. Each revision to Schedules of Estimated Expenditures is presented to the Board for approval.

Budgets are prepared on the same basis of accounting as that used in the financial statements. The basis of budgeting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Governmental fund types (general fund, special revenue funds, debt service fund, and capital projects fund), are budgeted using the current financial resources measurement focus and the modified accrual basis of accounting. Proprietary funds, internal services funds, fiduciary funds, and agency funds are not budgeted funds.

Federal, state and local guidelines define the budget development process. The Board of Trustees adopted budgets in the General, Food Service, and Debt Service funds. These adopted funds combined with Special Revenue and Bond Funds have total combined revenues of \$455,703,640 and total combined expenditures of \$488,659,718. Use of fund balance in the General and Debt Service funds is discussed on pages 84 and 100 respectively.

Accountability

Government financial statements focus on two different forms of accountability: Fiscal accountability for governmental activities, and Operational accountability for business-type and certain fiduciary activities.

Fiscal Accountability - has been defined as the responsibility of governments to ensure that their current period actions have complied with public decisions concerning the raising and spending of public monies in the short term.

Operational Accountability - represents the responsibility of governments to report the extent to which services are being provided efficiently and effectively using all resources available for that purpose, and whether they can continue to meet objectives in the foreseeable future.

Major Revenue Sources

Local Property Taxes

A major source of local funding for the District is an ad valorem tax of \$1.43 per \$100 of taxable assessed value totaling approximately \$13.5 billion. Local property tax revenues, budgeted at \$192,201,112 between the General Fund with \$139,782,627, and the Debt Service Fund with \$52,418,485, include current and prior year levies, penalties and interest, and fees.

The former provision of the Education Code, Section 45.003, which limited the M&O tax rate to \$1.50 per \$100 of taxable assessed value, was replaced in 2006 with a formula using the state compression percentage. Under Section 26.08 of the Tax Code as added by HB 1, the District's 2013-2014 rollback calculation is based on: 2005 Adopted Tax Rate of \$1.50 x .6667 = \$1.00 Maintenance & Operations + .04 Optional + .39 Debt Service = \$1.43. The calculation of the effective rate includes the funds the District will receive for tax rate compression. The governing body of a school district cannot adopt an annual tax rate that exceeds the District's "rollback tax rate" without submitting such proposed tax rate to the voters in a Rollback Election.

Other Local Sources

Other local sources include tuition from summer school and summer athletic camp programs, tuition from out of district patrons; student parking fees; interest earnings; rent from district facilities usage; gifts and donations; insurance recovery; revenue from flyer distribution fees and web advertisement; athletic gate and concession receipts; and lunch sales. Revenue from lunch sales in the Food Service Fund provides 45% of the total fund resources. Activity Fund revenues come from co-curricular activities on the district campuses and are used solely for the benefit of students. Gifts and donations recorded in the General Fund come primarily from the business community such the Methodist Hospital System, Tomball Hospital, HEB, and donations for the Employee Wellness Program. The Klein Education Foundation, recorded in Grant Funds, provides donations each fall and spring semester to campuses based on project applications.

State Sources

During the 83rd Legislative Session concluded in May 2013, new bills were approved to provide additional public education funding during the 2013-2015 biennium. Article III of the General Appropriations Act provided public education with \$34.194 billion, an 8.0 percent increase over the 2011-2013 biennium. Legislators appropriated \$3.2 billion for increases to the Foundation School Program (FSP) formulas. Details information on legislative changes appears on the Texas Legislative Budget Board Web Site at <http://www.lbb.state.tx.us/BudgetDocs.aspx?Table=Budget&Session=83>.

State revenue sources are primarily the Available School Fund budgeted at \$12,374,933 and the Foundation School Program Act Entitlements totaling \$173,956,670. These amounts represent an increase of \$18.7 million from state funding in 2012-13. For 2013-2014, the district is entitled to \$5,512 for each adjusted WADA. Based on the adjusted WADA of 57,102, the adjusted target revenue will be \$304.066 million, which includes \$3.7 million for the High School Allotment (HSA) and \$2.7 million the Transportation Allotment.

The district's current property wealth per student is approximately \$283,351, far below the \$495,000 set as the state's equalization level. More information and term descriptions of state funding formulas are available from the Texas Education Agency at: http://www.tea.state.tx.us/index2.aspx?id=7022&menu_id=645.

The District recognizes as revenue the amounts contributed by the State of Texas to the Teacher Retirement System (TRS) on behalf of the District's employees. This amount is also recognized as expenditure. The State contributes 7.44% of all employees' eligible gross earnings except for those District employees subject to statutory minimum requirements and those employees being paid from and participating in federally funded programs. The statutory minimum requirements (locally funded portion) are based on the State teacher schedule and then adjusted based on local tax rates. The "On-Behalf" revenues equal state payments of matching teacher retirement paid for active members of the school district in accordance with GASB Statement No. 24.

The Instructional Materials Allotment (IMA), budgeted at \$956,340 pending updated entitlement assignment, is provided by the state instructional materials fund to purchase materials such as textbooks, technological equipment, and technology-related services. The IMA, which replaced the State Technology Allotment, is an annual resource for each student enrolled in the district during the preceding school year, and is based on the amount of money available in the state instructional

materials fund. The allotment is transferred from the state instructional materials fund to the district’s instructional materials account as provided by Senate Bill 6 - Section 31.0212.

The state funding formula provides for two types of debt service support – the Instructional Facility Allotment (IFA) and the Existing Debt Allotment (EDA). The District estimates earning \$11,338,260 in 2013-2014 to assist with payment of bonds issued to construct, equip, and remodel district facilities. Other uses of bond funds include bus and technology purchases.

The IFA guarantees each school district a specified amount per student (the IFA Guaranteed Yield) in state and local funds for each cent of tax effort, to pay principal and interest on eligible bonds issued to construct, acquire, renovate or improve instructional facilities only. The EDA is provided for certain existing debt issued by school districts to produce a guaranteed yield (the EDA Yield), which for 2013-2014 is \$35.00 in state and local revenue per student for each cent of debt service tax levy.

Federal Sources

Federal revenues include the Title I Part A-Improving Basic Program Grant, serving economically disadvantaged campuses; Title III-A, serving students with limited English proficiency; and IDEA-B Formula, serving students with disabilities. Federal revenue sources in the General Fund include indirect costs, which are a percentage of federal program revenues provided to offset administration expenditures; reimbursements for district ROTC instructors; and E-Rate. The E-rate program was established in 1997 when the Federal Communications Commission (FCC) adopted a Universal Service Order implementing the Telecommunications Act of 1996. The order was designed to ensure that all eligible schools and libraries have affordable access to modern telecommunications and information services.

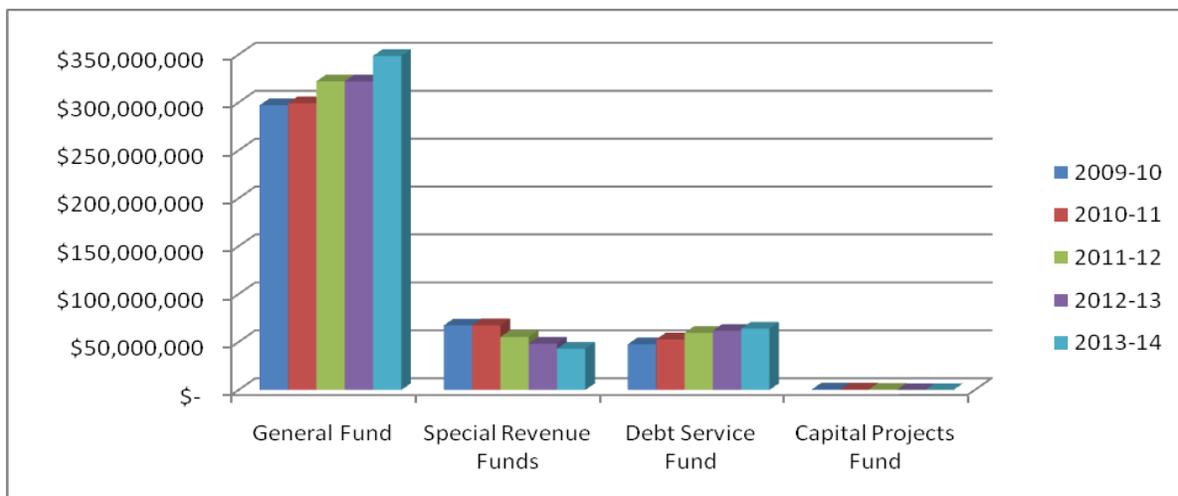
Revenue from the School Health and Related Services Program (SHARS) is comprised of reimbursements to the District for school-based health services, which are provided to special education students enrolled in the Medicaid Program. SHARS represents 80% of federal revenue sources in the General Fund.

The National School Lunch Program (NSLP), part of the U.S. Department of Agriculture (USDA), is a federally assisted meal program operating in public and nonprofit private schools, and residential childcare institutions. It provides nutritionally balanced, low-cost, or free lunches to children each school day. The program was established under the National School Lunch Act. Approximately 53% of the Food Service Fund’s revenues are provided by the NSLP.

Other Sources

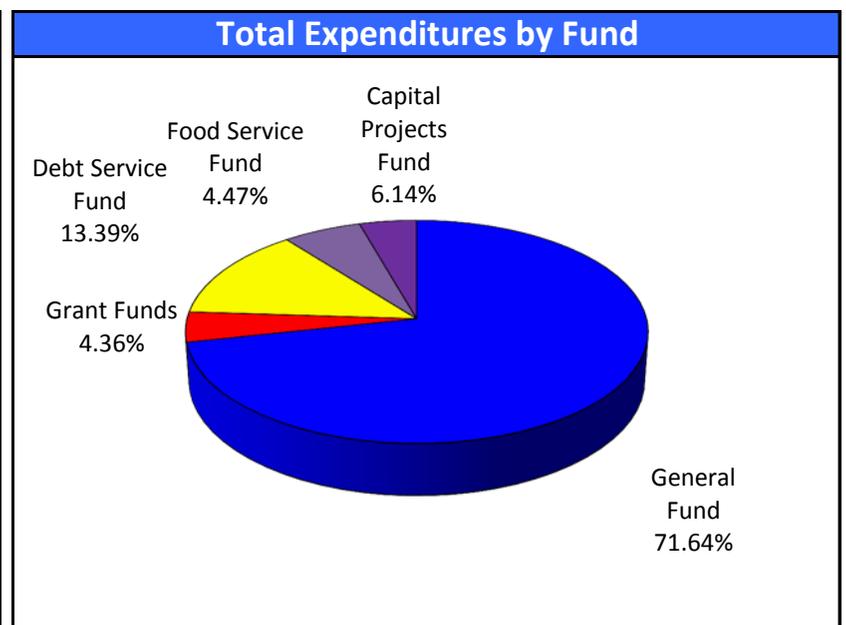
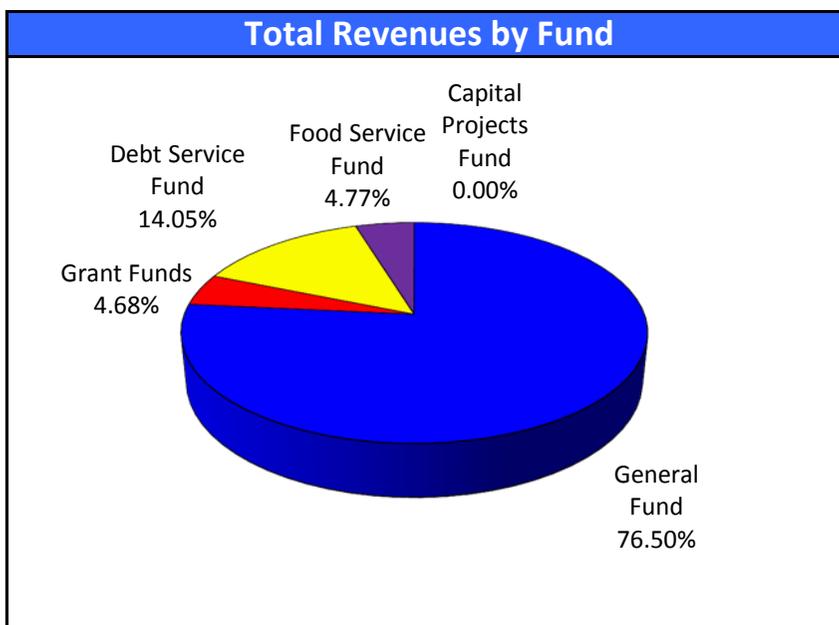
Other Sources, budgeted at \$32,987,500, include a transfer into the General Fund from the Health Insurance Fund of available resources upon closure of the self-funded plan. Another General Fund source is estimated income from various sales of property. In Debt Service, an operating transfer in from the General Fund was adopted to offset the I&S tax rate reduction. In the Capital Projects Fund, \$30 million is budgeted to record the unlimited tax schoolhouse bonds to be sold in 2014.

Major Revenue Source Trends



Klein Independent School District
Combined Statement of Revenues, Expenditures, and Changes in Fund Balance
All Funds - By Major Object
For the Year Ending August 31, 2014

	General Fund	Food Service Fund	Grant Funds	Debt Service Fund	Capital Projects Fund	Total
Beginning Fund Balance	\$ 110,300,969	\$ 3,737,298	\$ 3,839,195	\$ 19,824,351	\$ 50,872,903	\$ 188,574,716
Revenues						
Local Sources	\$ 142,484,345	\$ 9,765,284	\$ 5,857,500	\$ 52,655,485	\$ -	\$ 210,762,614
State Sources	203,608,891	531,290	1,129,840	11,338,260	-	216,608,281
Federal Sources	2,530,000	11,460,359	14,342,386	-	-	28,332,745
Total Revenues	\$ 348,623,236	\$ 21,756,933	\$ 21,329,726	\$ 63,993,745	\$ -	\$ 455,703,640
Expenditures						
Payroll Costs	\$ 313,446,833	\$ 8,993,335	\$ 11,948,596	\$ -	\$ -	\$ 334,388,764
Contracted Services	21,269,889	519,265	1,278,849	-	-	23,068,003
Supplies & Materials	8,943,228	11,858,748	7,519,531	-	-	28,321,507
Other Operating Costs	5,953,633	198,811	552,750	-	-	6,705,194
Debt Service	20,000	-	-	65,433,444	147,000	65,600,444
Capital Outlay	432,806	260,000	30,000	-	29,853,000	30,575,806
Total Expenditures	\$ 350,066,389	\$ 21,830,159	\$ 21,329,726	\$ 65,433,444	\$ 30,000,000	\$ 488,659,718
Other Sources (Uses)						
Other Sources	\$ 1,520,000	\$ 67,500	\$ -	\$ 1,400,000	\$ 30,000,000	\$ 32,987,500
Other Uses	(1,492,500)	-	-	-	-	(1,492,500)
Net Sources Over (Under) Uses	\$ 27,500	\$ 67,500	\$ -	\$ 1,400,000	\$ 30,000,000	\$ 31,495,000
Net Change In Fund Balance	\$ (1,415,653)	\$ (5,726)	\$ -	\$ (39,699)	\$ -	\$ (1,461,078)
Fund Balances						
Non-Spendable	\$ 2,397,862	\$ 617,233	\$ 841	\$ -	\$ 5,064	\$ 3,021,000
Restricted	3,200,295	-	116,588	19,784,652	50,867,839	73,969,374
Committed	3,300,000	3,114,339	3,721,766	-	-	10,136,105
Assigned	52,554,775	-	-	-	-	52,554,775
Unassigned	47,432,384	-	-	-	-	47,432,384
Ending Fund Balance	\$ 108,885,316	\$ 3,731,572	\$ 3,839,195	\$ 19,784,652	\$ 50,872,903	\$ 187,113,638



Klein Independent School District
Combined Statement of Revenues, Expenditures, and Changes in Fund Balance
All Funds - By Function
For the Year Ending August 31, 2014

	General Fund	Food Service Fund	Grant Funds	Debt Service Fund	Capital Projects Fund	Total
Revenues						
Property Taxes	\$ 139,782,627	\$ -	\$ -	\$ 52,418,485	\$ -	\$ 192,201,112
Other Local Sources	2,701,718	9,765,284	5,857,500	237,000	-	18,561,502
State Sources	203,608,891	531,290	1,129,840	11,338,260	-	216,608,281
Federal Sources	2,530,000	11,460,359	14,342,386	-	-	28,332,745
Total Revenues	<u>\$ 348,623,236</u>	<u>\$ 21,756,933</u>	<u>\$ 21,329,726</u>	<u>\$ 63,993,745</u>	<u>\$ -</u>	<u>\$ 455,703,640</u>
Expenditures						
Instruction	\$ 219,695,763	\$ -	\$ 16,206,355	\$ -	\$ 12,466,000	\$ 248,368,118
Instructional Resource & Media	4,446,485	-	-	-	-	4,446,485
Curriculum & Staff Development	7,168,222	-	2,341,625	-	-	9,509,847
Instructional Leadership	2,861,602	-	139,878	-	-	3,001,480
School Leadership	23,278,285	-	42,799	-	-	23,321,084
Guidance, Counseling & Eval	16,217,488	-	1,620,469	-	-	17,837,957
Social Work Services	233,128	-	137,350	-	-	370,478
Health Services	4,262,753	-	80,000	-	-	4,342,753
Student Transportation	10,832,511	-	352,000	-	750,000	11,934,511
Food Service	-	21,518,409	-	-	-	21,518,409
Extracurricular Activities	7,315,754	-	-	-	-	7,315,754
General Administration	9,124,972	-	-	-	-	9,124,972
Facilities Maint & Operations	30,814,581	311,750	-	-	-	31,126,331
Security & Monitoring Services	4,819,649	-	-	-	-	4,819,649
Data Processing Services	6,239,569	-	-	-	-	6,239,569
Community Services	465,227	-	409,250	-	-	874,477
Debt Service	20,000	-	-	65,433,444	-	65,453,444
Facilities Acquisition/Construction	-	-	-	-	16,784,000	16,784,000
Pmts to Fiscal Agent/SSA	470,400	-	-	-	-	470,400
Juvenile Justice Alt. Education Pgm.	100,000	-	-	-	-	100,000
Intergovernmental Charges	1,700,000	-	-	-	-	1,700,000
Total Expenditures	<u>\$ 350,066,389</u>	<u>\$ 21,830,159</u>	<u>\$ 21,329,726</u>	<u>\$ 65,433,444</u>	<u>\$ 30,000,000</u>	<u>\$ 488,659,718</u>
Net Revenues Over (Under) Expenditures	<u>\$ (1,443,153)</u>	<u>\$ (73,226)</u>	<u>\$ -</u>	<u>\$ (1,439,699)</u>	<u>\$ (30,000,000)</u>	<u>\$ (32,956,078)</u>
Other Sources (Uses)						
Other Sources	\$ 1,520,000	\$ 67,500	\$ -	\$ 1,400,000	\$ 30,000,000	\$ 32,987,500
Other Uses	(1,492,500)	-	-	-	-	(1,492,500)
Net Sources Over (Under) Uses	<u>\$ 27,500</u>	<u>\$ 67,500</u>	<u>\$ -</u>	<u>\$ 1,400,000</u>	<u>\$ 30,000,000</u>	<u>\$ 31,495,000</u>
Net Change In Fund Balance	<u>\$ (1,415,653)</u>	<u>\$ (5,726)</u>	<u>\$ -</u>	<u>\$ (39,699)</u>	<u>\$ -</u>	<u>\$ (1,461,078)</u>
Beginning Fund Balance	\$ 110,300,969	\$ 3,737,298	\$ 3,839,195	\$ 19,824,351	\$ 50,872,903	\$ 188,574,716
Ending Fund Balance	<u>\$ 108,885,316</u>	<u>\$ 3,731,572</u>	<u>\$ 3,839,195</u>	<u>\$ 19,784,652</u>	<u>\$ 50,872,903</u>	<u>\$ 187,113,638</u>

Klein Independent School District
Comparative Summary of Revenues, Expenditures, and Changes in Fund Balance
All Funds - By Function

	2009-10 Audited Actual	2010-11 Audited Actual	2011-12 Audited Actual	2012-13 Amended Budget*	2013-14 Adopted Budget
Revenues					
Local Sources	194,875,123	195,135,296	199,547,346	205,200,925	210,762,614
State Sources	169,083,287	174,003,953	178,791,537	195,768,358	216,608,281
Federal Sources	49,054,502	49,596,155	36,168,737	31,264,567	28,332,745
Total Revenues	<u>\$ 413,012,912</u>	<u>\$ 418,735,404</u>	<u>\$ 414,507,620</u>	<u>\$ 432,233,850</u>	<u>\$ 455,703,640</u>
Expenditures					
Instruction	\$ 219,506,912	\$ 215,421,836	\$ 219,544,336	\$ 232,144,268	\$ 248,368,118
Instructional Resource & Media	4,488,172	4,540,607	4,404,688	4,922,519	4,446,485
Curriculum & Staff Development	8,377,827	8,634,881	7,279,332	10,310,287	9,509,847
Instructional Leadership	2,965,176	3,199,092	2,786,900	2,835,979	3,001,480
School Leadership	20,500,683	21,314,541	20,242,961	21,935,242	23,321,084
Guidance, Counseling & Evaluation	15,525,757	15,976,596	15,552,338	16,848,445	17,837,957
Social Work Services	287,298	308,251	335,716	357,667	370,478
Health Services	3,571,320	3,692,921	3,576,445	3,791,495	4,342,753
Student Transportation	10,725,430	11,623,856	9,831,779	10,689,136	11,934,511
Food Service	17,973,253	19,169,730	19,629,940	21,753,288	21,518,409
Extracurricular Activities	6,641,773	6,643,691	6,645,847	7,210,872	7,315,754
General Administration	6,932,585	7,045,050	6,997,310	8,087,761	9,124,972
Facilities Maintenance & Operations	31,281,461	30,118,417	30,019,178	30,324,086	31,126,331
Security & Monitoring Services	3,780,272	4,501,082	4,072,466	4,523,226	4,819,649
Data Processing Services	5,405,260	5,608,809	5,833,107	6,154,916	6,239,569
Community Services	787,212	803,375	749,323	944,868	874,477
Debt Service	50,605,065	54,744,412	60,255,677	62,614,744	65,453,444
Facilities Acquisition & Construction	103,993,554	77,836,659	122,218,815	60,768,809	16,784,000
Pmts to Fiscal Agent/SSA	413,808	373,556	442,927	449,955	470,400
Juvenile Justice Alt. Education Pgm.	92,232	59,982	95,784	130,000	100,000
Intergovernmental Charges	1,441,158	1,489,965	1,489,863	1,546,000	1,700,000
	<u>\$ 515,296,208</u>	<u>\$ 493,107,309</u>	<u>\$ 542,004,732</u>	<u>\$ 508,343,563</u>	<u>\$ 488,659,718</u>
Other Sources	\$ 166,043,109	\$ 84,215,841	\$ 79,516,046	\$ 120,700,463	\$ 32,987,500
Other Uses	<u>(35,639,278)</u>	<u>(85,000)</u>	<u>(21,823,116)</u>	<u>(81,483,293)</u>	<u>(1,492,500)</u>
Net Sources Over (Under) Uses	<u>\$ 130,403,831</u>	<u>\$ 84,130,841</u>	<u>\$ 57,692,930</u>	<u>\$ 39,217,170</u>	<u>\$ 31,495,000</u>
Net Change In Fund Balance	<u>\$ 28,120,535</u>	<u>\$ 9,758,936</u>	<u>\$ (69,804,182)</u>	<u>\$ (36,892,543)</u>	<u>\$ (1,461,078)</u>
Beginning Fund Balance	\$ 257,391,970	\$ 285,512,505	\$ 295,271,441	\$ 225,467,259	\$ 188,574,716
Ending Fund Balance	<u>\$ 285,512,505</u>	<u>\$ 295,271,441</u>	<u>\$ 225,467,259</u>	<u>\$ 188,574,716</u>	<u>\$ 187,113,638</u>

* Data from 2012-13 Capital Projects Fund is unaudited actual. All other funds represent amended budget.

Discussion

Significant expenditure variances from year to year are primarily due to capital project activity during each fiscal year represented. The Capital Project Fund information begins on page 106 in this section.

Klein Independent School District

Comparative Summary of Revenues, Expenditures, and Changes in Fund Balance

General Fund - By Major Object

Introduction

The general fund is a governmental fund with budgetary control used to record transactions resulting from operations of on-going organizations and activities from a variety of revenue sources for which fund balance is controlled by and retained for the use of the local education agency. The general fund utilizes the modified accrual basis of accounting and employs the classifications defined as Function and Major Object Codes by the Texas Education Agency. These classifications must be used to account for funds as designated by the local governing board. The board has wide discretion in their use as provided by law. This fund includes transactions as a result of revenues from local maintenance taxes; foundation entitlements; interest income; and other miscellaneous local, state and federal revenues.

	2009-10 Audited Actual	2010-11 Audited Actual	2011-12 Audited Actual	2012-13 Amended Budget	2013-14 Adopted Budget	Change From Prior Year
Beginning Fund Balance	\$ 80,512,116	\$ 96,086,441	\$ 104,620,148	\$ 111,621,848	\$ 110,300,969	\$ (1,320,879)
Revenues						
Property Taxes	\$ 134,688,288	\$ 130,538,699	\$ 132,257,439	\$ 133,874,494	\$ 139,782,627	\$ 5,908,133
Other Local Sources	2,705,937	2,484,388	2,739,318	2,742,527	2,701,718	(40,809)
State Sources	143,148,064	147,451,700	147,680,725	167,310,738	186,336,103	19,025,365
State TRS Contributions	14,697,662	14,979,526	13,586,229	15,374,510	17,272,788	1,898,278
Federal Sources	1,995,981	2,618,527	3,087,126	2,807,700	2,530,000	(277,700)
Total Revenues	<u>\$ 297,235,932</u>	<u>\$ 298,072,840</u>	<u>\$ 299,350,837</u>	<u>\$ 322,109,969</u>	<u>\$ 348,623,236</u>	<u>\$ 26,513,267</u>
Expenditures						
Payroll Costs	\$ 253,163,639	\$ 257,972,978	\$ 256,115,445	\$ 286,639,363	\$ 313,446,833	\$ 26,807,470
Contracted Services	18,913,940	19,217,948	20,281,494	19,972,619	21,269,889	1,297,270
Supplies & Materials	7,540,391	7,309,047	8,610,799	9,401,402	8,943,228	(458,174)
Other Costs	4,605,037	4,418,396	4,982,984	5,963,379	5,953,633	(9,746)
Debt Service	14,865	13,780	19,920	20,000	20,000	-
Capital Outlay	521,734	641,208	1,174,865	1,558,585	432,806	(1,125,779)
Total Expenditures	<u>\$ 284,759,606</u>	<u>\$ 289,573,357</u>	<u>\$ 291,185,507</u>	<u>\$ 323,555,348</u>	<u>\$ 350,066,389</u>	<u>\$ 26,511,041</u>
Other Sources (Uses)						
Other Sources	\$ 3,180,999	\$ 119,224	\$ 247,620	\$ 214,500	\$ 1,520,000	\$ 1,305,500
Other Uses	(83,000)	(85,000)	(1,411,250)	(90,000)	(1,492,500)	(1,402,500)
Net Sources (Uses)	<u>\$ 3,097,999</u>	<u>\$ 34,224</u>	<u>\$ (1,163,630)</u>	<u>\$ 124,500</u>	<u>\$ 27,500</u>	<u>\$ (97,000)</u>
Change in Fund Balance	\$ 15,574,325	\$ 8,533,707	\$ 7,001,700	\$ (1,320,879)	\$ (1,415,653)	\$ (94,774)
Ending Fund Balance	<u>\$ 96,086,441</u>	<u>\$ 104,620,148</u>	<u>\$ 111,621,848</u>	<u>\$ 110,300,969</u>	<u>\$ 108,885,316</u>	<u>\$ (1,415,653)</u>

Fund Balance Impact

Ending fund balance at 8/31/13 is projected to decrease by 1.18% or \$1.3 million, resulting in budgeted fund balance of \$110.3 million. This represents 32% of the 2013-14 adopted budget. The District is strategically allowing use of unassigned fund balance to maintain a reasonable reserve.

Klein Independent School District
Comparative Summary of Revenues, Expenditures, and Changes in Fund Balance
General Fund - By Function

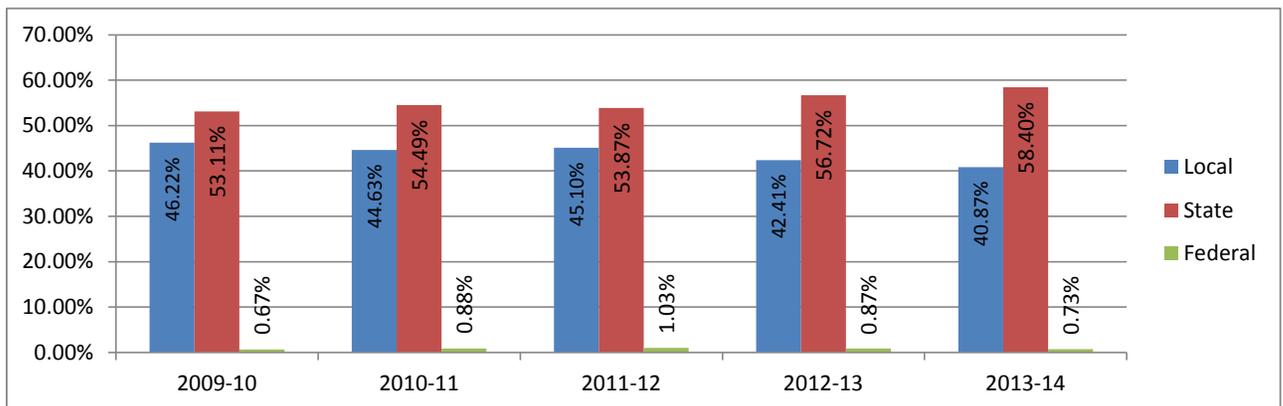
	2009-10 Audited Actual	2010-11 Audited Actual	2011-12 Audited Actual	2012-13 Amended Budget	2013-14 Adopted Budget	Change From Prior Year
Revenues						
Property Taxes	\$ 134,688,288	\$ 130,538,699	\$ 132,257,439	\$ 133,874,494	\$ 139,782,627	\$ 5,908,133
Other Local Sources	2,705,937	2,484,388	2,739,318	2,742,527	2,701,718	(40,809)
State Sources	157,845,726	162,431,226	161,266,954	182,685,248	203,608,891	20,923,643
Federal Sources	1,995,981	2,618,527	3,087,126	2,807,700	2,530,000	(277,700)
Total Revenues	<u>\$ 297,235,932</u>	<u>\$ 298,072,840</u>	<u>\$ 299,350,837</u>	<u>\$ 322,109,969</u>	<u>\$ 348,623,236</u>	<u>\$ 26,513,267</u>
Expenditures						
Instruction	\$ 171,569,199	\$ 174,961,377	\$ 178,597,150	\$ 199,703,343	\$ 219,695,763	\$ 19,992,420
Instructional Resource & Media	4,415,049	4,368,951	4,303,879	4,761,097	4,446,485	(314,612)
Curriculum & Staff Development	5,066,641	4,863,503	4,103,966	6,907,718	7,168,222	260,504
Instructional Leadership	2,823,201	3,102,801	2,720,499	2,746,646	2,861,602	114,956
School Leadership	20,163,818	21,067,813	19,882,024	21,732,180	23,278,285	1,546,105
Guidance, Counseling & Evaluation	12,785,565	13,379,668	13,315,507	14,634,029	16,217,488	1,583,459
Social Work Services	100,677	111,245	204,544	228,190	233,128	4,938
Health Services	3,304,381	3,519,964	3,393,630	3,701,603	4,262,753	561,150
Student Transportation	9,015,476	9,110,839	9,051,977	10,103,136	10,832,511	729,375
Extracurricular Activities	6,613,333	6,626,746	6,634,402	7,184,732	7,315,754	131,022
General Administration	6,917,854	7,044,240	6,997,310	8,087,761	9,124,972	1,037,211
Facilities Maintenance & Operations	30,778,723	29,697,380	29,783,020	29,989,990	30,814,581	824,591
Security & Monitoring Services	3,595,002	3,852,051	3,984,868	4,336,345	4,819,649	483,304
Data Processing Services	5,400,873	5,548,318	5,819,238	6,095,063	6,239,569	144,506
Community Services	267,270	288,856	332,643	501,835	465,227	(36,608)
Debt Service	14,865	13,780	19,920	20,000	20,000	-
Facilities Acquisition & Construction	-	92,322	12,356	695,725	-	(695,725)
Pmts to Member Dists of SSA	394,289	373,556	442,927	449,955	470,400	20,445
Juvenile Justice Alt Ed Pgm	92,232	59,982	95,784	130,000	100,000	(30,000)
Intergovernmental Charges	1,441,158	1,489,965	1,489,863	1,546,000	1,700,000	154,000
Total Expenditures	<u>\$ 284,759,606</u>	<u>\$ 289,573,357</u>	<u>\$ 291,185,507</u>	<u>\$ 323,555,348</u>	<u>\$ 350,066,389</u>	<u>\$ 26,511,041</u>
Net Revenues Over (Under) Expenditures	<u>\$ 12,476,326</u>	<u>\$ 8,499,483</u>	<u>\$ 8,165,330</u>	<u>\$ (1,445,379)</u>	<u>\$ (1,443,153)</u>	<u>\$ 2,226</u>
Other Sources (Uses)						
Other Sources	\$ 3,180,999	\$ 119,224	\$ 247,620	\$ 214,500	\$ 1,520,000	\$ 1,305,500
Other Uses	(83,000)	(85,000)	(1,411,250)	(90,000)	(1,492,500)	(1,402,500)
Net Sources (Uses)	<u>\$ 3,097,999</u>	<u>\$ 34,224</u>	<u>\$ (1,163,630)</u>	<u>\$ 124,500</u>	<u>\$ 27,500</u>	<u>\$ (97,000)</u>
Net Change In Fund Balance	\$ 15,574,325	\$ 8,533,707	\$ 7,001,700	\$ (1,320,879)	\$ (1,415,653)	\$ (94,774)
Beginning Fund Balance - September 1	\$ 80,512,116	\$ 96,086,441	\$ 104,620,148	\$ 111,621,848	\$ 110,300,969	\$ (1,320,879)
Ending Fund Balance - August 31	<u>\$ 96,086,441</u>	<u>\$ 104,620,148</u>	<u>\$ 111,621,848</u>	<u>\$ 110,300,969</u>	<u>\$ 108,885,316</u>	<u>\$ (1,415,653)</u>

Discussion

Function increases are primarily from application of a four percent (4%) salary increase to all staff as well as the addition of 197 new positions. Decreases are due primarily to non-recurring supplemental appropriations in 2012-2013 for library books and capital outlay to build an extension on the North Agriscience Center and a walking track at Vistas High School.

Klein Independent School District Comparative Summary of Revenues General Fund - By Object

	2009-10 Audited Actual	2010-11 Audited Actual	2011-12 Audited Actual	2012-13 Amended Budget	2013-14 Adopted Budget	Change From Prior Year
Local Revenue Sources						
Current Year Tax Levy	\$ 130,651,100	\$ 127,408,224	\$ 129,740,391	\$ 131,323,238	\$ 137,118,779	\$ 5,795,541
Prior Year Tax Levy	2,397,030	1,781,124	1,262,263	1,275,628	1,331,924	56,296
Tax Certificates	4,665	2,881	3,391	-	-	-
Penalties & Interest	1,635,493	1,346,470	1,251,394	1,275,628	1,331,924	56,296
Tuition - Regular Day School	24,560	27,829	25,175	26,420	27,250	830
Tuition - Summer School	591,212	583,470	564,171	445,000	465,000	20,000
Student Fees	135,673	68,625	78,525	79,325	80,000	675
Interest Income	547,725	218,906	169,476	381,000	381,400	400
Facility Rental Income	110,267	114,926	83,623	161,917	165,000	3,083
Gifts and Donations	5,000	80,894	38,307	136,325	117,000	(19,325)
Insurance Recovery	73,258	21,575	99,895	49,256	-	(49,256)
Misc - Local Sources	303,621	328,365	710,817	471,708	474,568	2,860
Athletic Gate Receipts	560,596	630,488	584,861	580,400	580,500	100
Concession Sales	319,763	362,128	328,093	329,000	330,000	1,000
Excurr Intermediate Sources	34,262	47,182	56,375	82,176	81,000	(1,176)
Total Local Revenue	\$ 137,394,225	\$ 133,023,087	\$ 134,996,757	\$ 136,617,021	\$ 142,484,345	\$ 5,867,324
State Revenue Sources						
Available School Fund	\$ 4,925,055	\$ 13,937,939	\$ 10,728,860	\$ 19,421,150	\$ 12,374,933	\$ (7,046,217)
Foundation School Program	138,171,944	133,400,708	136,904,294	147,879,588	173,956,670	26,077,082
Misc - State Sources	51,065	113,053	47,571	10,000	4,500	(5,500)
TRS On-Behalf	14,697,662	14,979,526	13,586,229	15,374,510	17,272,788	1,898,278
Total State Revenue	\$ 157,845,726	\$ 162,431,226	\$ 161,266,954	\$ 182,685,248	\$ 203,608,891	\$ 20,923,643
Federal Revenue Sources						
Indirect Costs	\$ 356,683	\$ 286,803	\$ 245,857	\$ 250,000	\$ 250,000	\$ -
SHARS	1,174,120	1,794,035	2,343,936	2,011,100	2,000,000	(11,100)
ROTC	301,705	354,088	328,821	320,100	280,000	(40,100)
E-Rate	163,473	183,601	168,512	226,500	-	(226,500)
Total Federal Revenue	\$ 1,995,981	\$ 2,618,527	\$ 3,087,126	\$ 2,807,700	\$ 2,530,000	\$ (277,700)
Total Revenues	\$ 297,235,932	\$ 298,072,840	\$ 299,350,837	\$ 322,109,969	\$ 348,623,236	\$ 26,513,267
Pupil Enrollment	44,283	44,907	45,811	46,764	47,708	944
Total Revenue Per Pupil	\$ 6,712	\$ 6,638	\$ 6,534	\$ 6,888	\$ 7,307	\$ 419



Klein Independent School District Comparative Summary of Budget and Expenditures General Fund - By Object

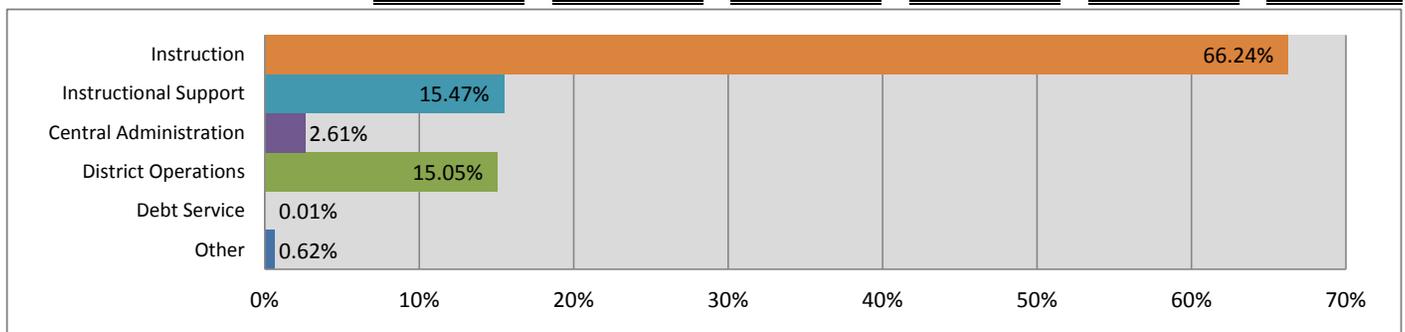
2009-10 Audited Actual	2010-11 Audited Actual	2011-12 Audited Actual	2012-13 Amended Budget	2013-14 Adopted Budget	Change From Prior Year
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Payroll Costs

Professional Salaries	\$ 168,895,945	\$ 171,918,868	\$ 176,231,456	\$ 192,905,603	\$ 209,865,228	\$ 16,959,625
Support Salaries	40,430,555	40,166,485	36,177,564	37,687,936	41,013,437	3,325,501
Substitutes	3,940,213	4,059,963	4,132,659	5,073,194	5,286,648	213,454
Stipends (Effective 9/1/2012)	-	-	-	6,033,958	6,444,703	410,745
Professional Extra Duty Pay	3,499,877	3,140,728	3,612,819	3,059,593	3,359,744	300,151
Overtime/Part-Time/Extra Duty	1,591,315	1,413,975	1,535,828	2,166,890	2,752,436	585,546
Medicare/FICA Alternative	2,826,161	2,897,349	2,954,442	3,308,243	3,495,697	187,454
Employer Insurance Contribution	10,966,707	11,430,354	11,402,517	12,513,408	15,165,127	2,651,719
Workers Comp/Unemployment	950,913	1,121,856	1,210,283	1,377,375	1,395,803	18,428
TRS On-Behalf	14,697,662	14,979,526	13,586,229	15,374,510	17,272,788	1,898,278
Teacher Retirement	3,943,222	4,160,198	3,851,567	4,847,952	5,119,281	271,329
Service & Attendance Bonus	867,295	1,579,020	919,535	1,575,802	1,619,150	43,348
Sick Leave Benefits	411,524	600,453	420,307	486,416	468,784	(17,632)
Incentives	142,250	504,203	80,239	228,483	188,007	(40,476)
Total Payroll Costs	\$ 253,163,639	\$ 257,972,978	\$ 256,115,445	\$ 286,639,363	\$ 313,446,833	\$ 26,807,470

Non-Payroll Costs

Legal & Audit Fees	\$ 658,504	\$ 799,395	\$ 881,349	\$ 821,820	\$ 897,896	\$ 76,076
Appraisal & Tax Services	1,441,158	1,489,965	1,489,863	1,546,000	1,700,000	154,000
Professional & Consulting Services	318,597	240,022	248,634	967,029	1,188,260	221,231
Contract Repairs & Maintenance	1,602,798	1,750,772	2,033,353	2,168,282	2,281,698	113,416
Utilities	11,232,584	11,286,860	11,137,391	10,061,175	10,448,923	387,748
Operating Leases	1,162,913	1,081,769	1,173,822	1,195,488	1,189,782	(5,706)
Tuition	472,205	412,220	399,754	538,820	675,500	136,680
Other Contracted Services	2,025,181	2,156,945	2,917,327	2,674,005	2,887,830	213,825
Fuel	1,189,618	1,540,262	1,669,271	1,743,290	1,638,710	(104,580)
Maint & Operations Supplies	1,562,183	1,518,776	1,661,521	1,820,140	1,865,823	45,683
Textbook/Testing & Reading Mat.	753,850	1,054,087	1,801,835	1,458,548	781,669	(676,879)
General Supplies	4,034,740	3,195,922	3,478,172	4,379,424	4,657,026	277,602
Employee & Student Travel	1,553,230	1,345,483	1,366,622	1,804,656	1,560,833	(243,823)
Property/Casualty Insurance	2,009,826	2,046,188	2,423,167	2,747,139	3,037,143	290,004
Cy Fair Deaf Cooperative	394,289	373,556	442,927	449,955	470,400	20,445
Miscellaneous Operating Costs	647,692	653,169	750,268	961,629	885,257	(76,372)
Debt Service & Capital Outlay	536,599	654,988	1,194,786	1,578,585	452,806	(1,125,779)
Total Non-Payroll Costs	\$ 31,595,967	\$ 31,600,379	\$ 35,070,062	\$ 36,915,985	\$ 36,619,556	\$ (296,429)
Total General Fund	\$ 284,759,606	\$ 289,573,357	\$ 291,185,507	\$ 323,555,348	\$ 350,066,389	\$ 26,511,041



**Klein Independent School District
Adopted Campus Budgets by Organization
For The Year Ending August 31, 2014**

Campuses	Projected Enrollment	Payroll Costs	Contracted Services	Supplies & Materials	Other Costs	Total
Klein High	3,704	\$ 10,768,126	\$ 42,300	\$ 192,851	\$ 74,345	\$ 11,077,622
Klein Forest High	3,571	11,634,721	53,750	192,752	56,270	11,937,493
Klein Forest High School Project	-	2,719,692	6,000	14,000	-	2,739,692
Klein Oak High	3,813	10,692,540	41,546	186,035	91,748	11,011,869
Klein Collins High	3,420	9,813,490	42,264	196,516	49,959	10,102,229
Klein Intermediate	1,239	5,086,936	14,750	51,308	975	5,153,969
Hildebrandt Intermediate	1,102	3,665,613	21,086	38,756	-	3,725,455
Wunderlich Intermediate	1,564	6,018,145	16,365	66,587	1,252	6,102,349
Strack Intermediate	1,153	3,918,359	19,278	43,074	200	3,980,911
Kleb Intermediate	1,297	3,984,546	20,320	49,795	-	4,054,661
Doerre Intermediate	1,218	3,964,610	17,366	46,991	1,800	4,030,767
Schindewolf Intermediate	1,295	3,878,696	19,806	49,443	1,300	3,949,245
Krimmel Intermediate	1,093	3,419,324	22,545	36,279	450	3,478,598
Ulrich Intermediate	1,146	3,516,280	22,645	38,385	1,050	3,578,360
Kohrville Elementary	801	2,772,352	15,550	20,510	1,601	2,810,013
Northampton Elementary	772	2,680,993	10,066	24,289	1,951	2,717,299
Haude Elementary	701	2,603,917	11,090	21,477	451	2,636,935
Greenwood Forest Elementary	672	2,585,164	11,666	18,974	951	2,616,755
Epps Island Elementary	773	2,073,964	8,082	25,560	3,251	2,110,857
Theiss Elementary	629	2,428,718	9,275	18,678	2,151	2,458,822
Benfer Elementary	747	2,620,975	11,666	22,680	1,321	2,656,642
Kaiser Elementary	779	2,083,187	10,766	23,559	2,851	2,120,363
Brill Elementary	740	2,299,393	12,070	20,816	2,451	2,334,730
Ehrhardt Elementary	684	2,268,603	9,566	20,890	1,701	2,300,760
Lemm Elementary	573	2,145,908	7,137	16,776	3,101	2,172,922
Nitsch Elementary	735	2,672,335	12,934	19,776	1,851	2,706,896
Krahn Elementary	783	2,790,070	8,744	23,876	3,847	2,826,537
Roth Elementary	707	2,318,327	6,566	24,264	2,951	2,352,108
Kuehnle Elementary	679	2,519,791	10,280	19,130	2,051	2,551,252
Mittelstadt Elementary	833	2,861,383	10,170	28,110	901	2,900,564
Klenk Elementary	776	2,842,142	15,338	20,145	1,551	2,879,176
Eiland Elementary	568	1,973,189	8,737	16,669	1,552	2,000,147
Schultz Elementary	890	2,704,852	12,066	28,392	1,451	2,746,761
Hassler Elementary	688	2,599,766	12,616	18,729	1,001	2,632,112
Kreinhop Elementary	818	2,518,838	10,132	25,931	2,401	2,557,302
McDougle Elementary	641	2,106,185	11,450	16,154	2,176	2,135,965
Metzler Elementary	857	2,879,035	10,923	27,374	2,016	2,919,348
Benignus Elementary	946	3,012,698	11,270	31,826	1,601	3,057,395
Frank Elementary	603	2,430,810	8,500	19,927	451	2,459,688
Mueller Elementary	779	2,476,001	8,786	26,648	1,202	2,512,637
Blackshear Elementary	877	2,583,092	16,640	22,065	2,551	2,624,348
Zwink Elementary	832	2,466,466	17,025	19,598	2,451	2,505,540
Bernshausen Elementary	676	1,875,363	8,000	20,947	451	1,904,761
Grace England PreK/EC Center	534	995,301	5,375	19,302	500	1,020,478
Total Campus Budgets	47,708	\$ 156,269,896	\$ 682,507	\$ 1,865,844	\$ 334,086	\$ 159,152,333

**Klein Independent School District
Adopted Department Budgets by Project
For The Year Ending August 31, 2014**

Departments	Payroll Costs	Contracted Services	Supplies & Materials	Other Costs	Debt Service	Capital Outlay	Total
Bilingual/ESL Local	\$ 12,268,884	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,268,884
Bilingual/ESL State	2,075,352	129,000	95,657	33,700	-	-	2,333,709
Special Education	27,023,610	439,600	43,759	532,717	-	-	28,039,686
Compensatory Education	3,720,241	-	2,600	4,962	-	-	3,727,803
High School Allotment	3,702,935	241,484	50,590	62,500	-	-	4,057,509
Health & Physical Education	10,376,011	3,075	100,526	7,786	-	-	10,487,398
Instructional Fine Arts	13,829,336	96,290	289,908	8,968	-	-	14,224,502
Summer Sch & Athletic Camps	723,462	4,250	47,875	-	-	-	775,587
Academic Enrichment	513,304	27,750	81,944	17,900	-	-	640,898
Therapeutic Education Program	2,282,014	2,200	10,750	800	-	-	2,295,764
Career & Technical Education	8,373,512	35,050	325,788	230,450	-	-	8,964,800
Vistas High School of Choice	1,490,800	5,500	15,509	1,500	-	-	1,513,309
DAEP	2,177,636	7,661	29,100	839	-	-	2,215,236
Internal Audit Services	157,976	1,430	250	5,833	-	-	165,489
Multipurpose Center	216,910	7,000	8,800	3,350	-	-	236,060
Student Information Services	736,799	284,000	10,900	8,401	-	-	1,040,100
Information Technology	3,102,326	1,804,950	204,981	41,253	-	-	5,153,510
North Transportation Center	5,896,865	77,775	1,311,252	8,000	-	9,506	7,303,398
South Transportation Center	2,377,430	30,500	423,597	2,130	-	-	2,833,657
Extracurricular Academics	605,284	-	1,000	9,782	-	-	616,066
Extracurricular Athletics	3,078,512	277,790	518,827	380,024	-	-	4,255,153
Athletic Concessions	103,227	500	125,588	2,000	-	-	231,315
Extracurricular Fine Arts	804,840	-	60,106	195,205	-	-	1,060,151
Student Support Services	390,907	8,425	6,300	28,412	-	-	434,044
Acct & Sch Improvement	888,850	31,400	139,950	15,600	-	-	1,075,800
Educational Technology	1,807,348	5,900	4,225	30,375	-	-	1,847,848
Superintendent	459,380	9,050	4,700	46,054	-	-	519,184
Mail Room/Copy Center	46,382	34,684	59,990	-	-	-	141,056
Human Resource Services	1,140,621	49,670	15,194	28,730	-	-	1,234,215
Instructional Administration	227,299	2,500	7,125	9,100	-	-	246,024
Curriculum & Instruction Admin	1,832,488	13,500	32,737	9,750	-	-	1,888,475
School Administration	775,845	312,863	26,466	2,975	-	-	1,118,149
Benefits & Risk Management	461,898	8,100	18,531	17,005	-	-	505,534
Security & Monitoring Services	3,565,514	43,023	164,208	24,241	-	190,000	3,986,986
Tax Office	337,742	31,600	57,153	4,821	-	-	431,316
Facility & School Services Admin	256,230	528,850	5,101	8,842	-	-	799,023
Financial Services	1,730,308	16,600	18,727	18,500	-	-	1,784,135
Payroll Services	550,948	399,450	7,044	11,955	-	125,000	1,094,397
Plant Operations	8,144,295	254,254	635,610	1,340	-	-	9,035,499
Warehouse Services	832,658	88,033	55,390	1,300	-	-	977,381
Plant Maintenance	5,106,367	421,679	1,009,598	21,050	-	83,000	6,641,694
Public Information	98,989	21,500	38,615	-	-	-	159,104
Communications & Planning	519,978	61,750	22,789	44,750	-	-	649,267
Energy Management	266,507	10,111,100	3,590	4,775	-	300	10,386,272
Districtwide/Instructional	1,378,255	829,930	205,159	23,629	-	-	2,436,973
Districtwide/Other	367,079	3,827,716	779,875	3,708,243	20,000	25,000	8,727,913
Districtwide/Employee Benefits	20,353,783	-	-	-	-	-	20,353,783
Total Departmental Budgets	\$ 157,176,937	\$ 20,587,382	\$ 7,077,384	\$ 5,619,547	\$ 20,000	\$ 432,806	\$ 190,914,056
Total General Fund	\$ 313,446,833	\$ 21,269,889	\$ 8,943,228	\$ 5,953,633	\$ 20,000	\$ 432,806	\$ 350,066,389

Klein Independent School District Comparative Summary of Campus Budgets General Fund

Campuses	2009-10 Audited Actual	2010-11 Audited Actual	2011-12 Audited Actual	2012-13 Amended Budget	2013-2014 Adopted Budget
Klein High	\$ 4,155,007	\$ 3,980,931	\$ 9,177,007	\$ 10,332,671	\$ 11,077,622
Klein Forest High	10,668,996	10,578,600	9,937,157	11,146,223	11,937,493
Klein Forest High School Project	-	-	219,743	2,407,195	2,739,692
Klein Oak High	5,363,210	5,703,581	10,697,353	10,505,244	11,011,869
Klein Collins High	4,032,521	3,840,658	8,875,254	9,425,609	10,102,229
Klein Intermediate	4,242,256	4,267,050	3,738,874	4,436,372	5,153,969
Hildebrandt Intermediate	3,852,089	3,296,367	2,890,325	3,169,506	3,725,455
Wunderlich Intermediate	4,985,374	4,941,153	4,583,458	5,165,022	6,102,349
Strack Intermediate	3,754,619	3,815,768	3,276,343	3,708,966	3,980,911
Kleb Intermediate	3,515,231	4,059,559	3,591,104	3,841,511	4,054,661
Doerre Intermediate	4,219,612	4,094,410	3,550,295	3,790,213	4,030,767
Schindewolf Intermediate	4,578,797	4,065,665	3,436,968	3,751,267	3,949,245
Krimmel Intermediate	4,490,849	3,494,032	2,958,408	3,233,122	3,478,598
Ulrich Intermediate	239,347	2,851,436	2,734,320	3,191,387	3,578,360
Kohrville Elementary	3,141,644	3,324,343	3,004,046	3,030,305	2,810,013
Northampton Elementary	2,783,430	2,890,825	2,643,878	2,584,443	2,717,299
Haude Elementary	2,726,745	2,742,412	2,438,879	2,511,115	2,636,935
Greenwood Forest Elementary	2,054,406	2,160,113	2,152,891	2,303,825	2,616,755
Epps Island Elementary	1,966,259	2,129,113	1,838,242	1,751,376	2,110,857
Theiss Elementary	2,364,408	2,505,321	2,218,392	2,275,224	2,458,822
Benfer Elementary	2,459,366	2,388,500	2,172,314	2,378,414	2,656,642
Kaiser Elementary	2,135,639	2,226,230	1,912,189	1,797,527	2,120,363
Brill Elementary	2,833,531	2,802,312	2,289,084	2,286,450	2,334,730
Ehrhardt Elementary	2,234,278	2,255,063	2,022,083	2,089,653	2,300,760
Lemm Elementary	2,428,645	2,422,050	2,346,396	2,021,457	2,172,922
Nitsch Elementary	2,567,083	2,618,009	2,360,990	2,336,603	2,706,896
Krahn Elementary	3,332,473	3,451,113	2,594,686	2,606,641	2,826,537
Roth Elementary	2,347,001	2,528,389	2,274,763	2,290,982	2,352,108
Kuehnle Elementary	2,658,685	2,741,597	2,587,576	2,388,520	2,551,252
Mittelstadt Elementary	2,487,929	2,466,489	2,423,813	2,718,982	2,900,564
Klenk Elementary	2,618,854	2,668,310	2,461,433	2,534,214	2,879,176
Eiland Elementary	1,842,373	1,958,762	1,793,480	1,681,960	2,000,147
Schultz Elementary	2,781,730	2,692,292	2,533,742	2,759,612	2,746,761
Hassler Elementary	2,869,301	2,780,980	2,467,182	2,510,412	2,632,112
Kreinhop Elementary	2,847,082	2,902,177	2,480,769	2,449,468	2,557,302
McDougle Elementary	2,132,126	2,203,635	1,931,794	1,863,112	2,135,965
Metzler Elementary	2,558,773	2,654,061	2,404,833	2,638,934	2,919,348
Benignus Elementary	2,973,128	3,032,651	2,670,745	2,830,682	3,057,395
Frank Elementary	3,084,734	3,288,342	2,693,753	2,875,257	2,459,688
Mueller Elementary	2,074,497	2,168,276	2,091,952	2,158,902	2,512,637
Blackshear Elementary	-	251,635	2,272,654	2,517,321	2,624,348
Zwink Elementary	-	-	214,326	2,297,363	2,505,540
Bernshausen Elementary	-	-	-	114,836	1,904,761
Grace England Pre-K/EC Center	-	-	125,408	966,216	1,020,478
Total Campus Budgets	<u>\$ 124,402,028</u>	<u>\$ 127,242,210</u>	<u>\$ 133,088,902</u>	<u>\$ 145,674,114</u>	<u>\$ 159,152,333</u>

**Klein Independent School District
Comparative Summary of Department Budgets
General Fund**

Departments	2009-10 Audited Actual	2010-11 Audited Actual	2011-12 Audited Actual	2012-13 Amended Budget	2013-2014 Adopted Budget
Bilingual/ESL Local	\$ 11,542,404	\$ 11,713,912	\$ 10,588,802	\$ 10,968,785	\$ 12,268,884
Bilingual/ESL State	1,840,157	1,700,525	1,726,719	2,207,072	2,333,709
Special Education	22,540,707	22,813,758	22,035,905	25,586,683	28,039,686
Compensatory Education	6,667,728	5,860,660	5,285,557	3,533,515	3,727,803
High School Allotment	3,349,637	3,780,248	3,769,379	4,412,822	4,057,509
Health & Physical Education	10,013,482	10,098,527	9,543,084	9,997,726	10,487,398
Instructional Fine Arts	7,183,976	7,722,632	7,426,220	13,461,992	14,224,502
Summer School & Athletic Camps	585,430	461,560	687,788	564,575	775,587
Academic Enrichment	638,659	691,628	526,164	627,653	640,898
Therapeutic Education Program	1,524,451	1,326,692	1,631,770	2,128,789	2,295,764
Career & Technical Education	7,820,719	8,335,916	8,001,511	8,393,265	8,964,800
Vistas High School of Choice	1,528,561	1,511,452	1,486,915	1,428,414	1,513,309
Disciplinary Alt. Education Program	1,981,189	2,099,649	2,111,972	2,037,925	2,215,236
Internal Audit Services	147,708	149,183	151,431	156,875	165,489
Multipurpose Center	-	-	49,493	238,882	236,060
Student Information Services	858,942	824,625	810,364	983,755	1,040,100
Information Technology	3,895,616	3,995,687	4,163,701	4,974,338	5,153,510
North Transportation Center	6,333,261	6,478,936	6,425,109	6,927,397	7,303,398
South Transportation Center	2,438,136	2,304,491	2,384,048	2,772,804	2,833,657
Extracurricular Academics	618,949	606,822	506,984	611,660	616,066
Extracurricular Athletics	3,223,945	3,321,334	3,257,318	4,257,256	4,255,153
Athletic Concessions	209,022	254,160	239,502	231,518	231,315
Extracurricular Fine Arts	757,809	836,210	809,052	937,875	1,060,151
Student Support Services	188,830	194,919	205,714	343,750	434,044
Accountability & School Improvement	605,855	547,438	524,219	577,073	1,075,800
Educational Technology	550,375	516,687	539,287	1,682,989	1,847,848
Superintendent	412,272	398,804	430,953	498,951	519,184
Mail Room/Copy Center	136,051	102,768	90,690	145,550	141,056
Human Resource Services	1,341,003	1,303,126	1,149,250	1,225,657	1,234,215
Instructional Administration	215,951	217,612	222,828	235,673	246,024
Curriculum & Instruction Admin	1,179,782	1,203,856	1,186,713	1,349,527	1,888,475
School Administration	700,403	693,533	706,746	819,647	1,118,149
Benefits & Risk Management	371,921	375,173	407,961	492,794	505,534
Security & Monitoring Services	3,035,527	3,226,134	3,494,261	3,643,023	3,986,986
Tax Office	399,417	393,581	378,719	393,581	431,316
Facility & School Services Admin	457,065	351,189	270,628	554,191	799,023
Financial Services	1,570,344	1,615,294	1,582,012	1,730,377	1,784,135
Payroll Services	529,030	552,753	549,030	711,366	1,094,397
Plant Operations	8,889,884	8,474,851	8,163,492	8,470,627	9,035,499
Warehouse Services	789,517	671,372	681,347	784,718	977,381
Plant Maintenance	6,531,155	6,424,272	6,550,354	6,304,967	6,641,694
Public Information	139,286	143,827	140,707	155,055	159,104
Community/Public Relations	510,983	504,539	455,657	558,380	649,267
Energy Management	11,145,160	11,197,200	11,000,947	10,090,610	10,386,272
Districtwide/Instructional	1,185,363	1,294,517	2,452,661	2,295,286	2,436,973
Districtwide/Other	6,689,282	6,231,787	7,073,110	9,008,529	8,727,913
Districtwide/Employee Benefits	17,082,634	18,807,308	16,220,531	18,367,337	20,353,783
Total Department Budgets	\$ 160,357,578	\$ 162,331,147	\$ 158,096,605	\$ 177,881,234	\$ 190,914,056
Total General Fund	\$ 284,759,606	\$ 289,573,357	\$ 291,185,507	\$ 323,555,348	\$ 350,066,389

Special Revenue Funds - Program Descriptions

Special revenue funds are governmental funds used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes. These purposes must supplement basic education services delivered by local and state revenues in the General Fund. They are not intended to replace the original funding of these basic education services. This excludes expendable trusts and major capital projects. These funds utilize the modified accrual basis of accounting. Activities included within these funds are as follows:

Fund 211 ESEA, Title I, Part A - Improving Basic Programs -

This fund classification is to be used to account, on a project basis, for financial assistance provided to schools with high numbers or high percentages of children from low-income families. The funds help students to achieve proficiency on challenging State academic achievement standards.

Fund 224 IDEA - Part B, Formula - This fund classification is to be used to account, on a project basis, for funds granted to operate educational programs for children with disabilities.

Fund 225 IDEA - Part B, Preschool - This fund classification is to be used to account, on a project basis, for funds granted for preschool children with disabilities.

Fund 240 National School Lunch Program (Food Service) - This fund classification is to be used to account for receipt and expenditures of funds received from the U.S. Department of Agriculture, passed through the State Department of Education, to provide breakfast and lunch to schoolchildren and for allowable child nutrition program purposes. The program was established under the National School Lunch Act, signed into law in 1946 by President Harry Truman.

Fund 244 Career and Technical - Basic Grant - This fund classification is to be used to account, on a project basis, for funds granted to provide Career and Technical education to develop new and/or improve Career and Technical education programs for paid and unpaid employment. Full participation in the basic grant is from individuals who are members of special populations, at 1) a limited number of campuses (sites) or 2) a limited number of program areas.

Fund 255 ESEA, Title II, Part A - Teacher & Principal Training & Recruiting - This fund classification is to be used to provide financial assistance to increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals and assistant principals in schools.

Fund 263 Title III, Part A - English Language Acquisition & Enhancement - This fund classification is to be used to account, on a project basis, for funds granted to improve the education of limited English proficient children, by assisting the children to learn English and meet challenging State academic content and student academic achievement standards.

Fund 272 Medicaid Administrative Claiming Program (MAC) -

This fund classification is to be used to account, on a project basis, for funds allocated to local education agencies for reimbursement of eligible administrative costs for activities attributed to the implementation of the Medicaid state plan.

Fund 385 State Supplemental Visually Impaired (SSVI) - This fund classification is to be used to account, on a project basis, for funds received from the State Department of Education passed through Region IV ESC, to provide educational and related services for students with visual impairments including those from birth to three years.

Fund 392 Noneducational Community-Based Support - This fund classification is to be used to account, on a project basis, for the provision of noneducational community-based support services to students with disabilities who would remain or have to be placed in residential facilities for educational reasons without the provision of these services. The support services may include transportation, respite for the parents, case management, social work, in-home family support and other items.

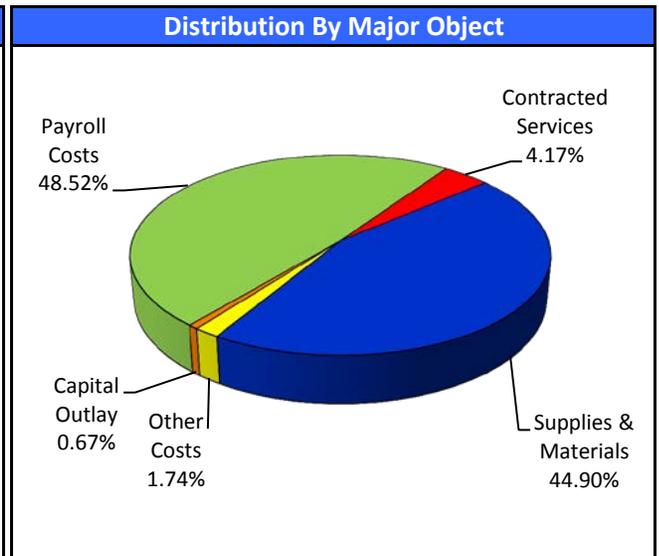
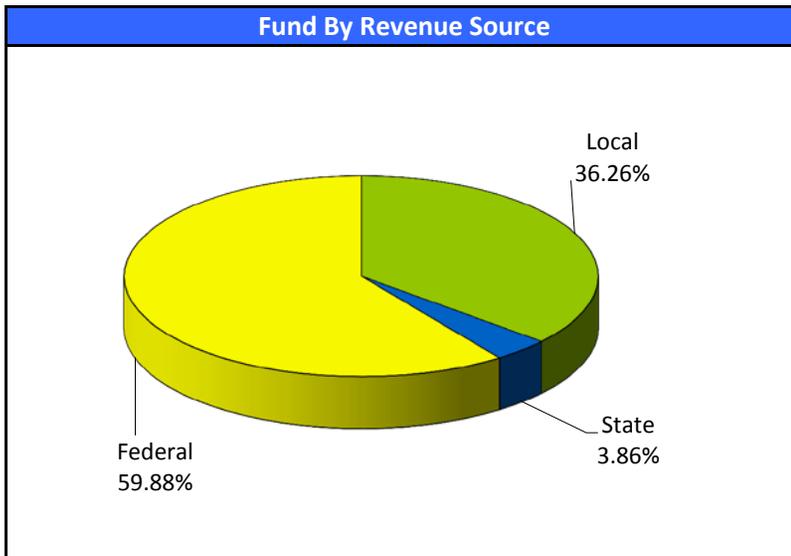
Fund 404 Student Success Initiative - This fund classification is to be used to account, on a project basis, for funds granted to ensure that all students receive the instruction and support they need to be academically successful in the State of Texas Assessment of Academic Readiness (STAAR®) reading and mathematics tests at grades 5 and 8.

Fund 410 Instructional Materials Allotment (IMA) - This fund classification is to be used to account for the purchase of instructional materials adopted by the State Board of Education or the Commissioner of Education. The IMA can also be used to purchase instructional materials that are not on the adopted lists as well as technology services and technological equipment. Districts should prioritize their selections of instructional materials as they relate to the new STAAR assessment and End of Course exams.

Fund 461 Campus Activity Funds - This fund classification is to be used to account for transactions related to a principal's activity fund that benefits students. Monies generated in these funds are not subject to recall by the school district's Board of Trustees into the General Fund.

**Klein Independent School District
Statement of Expenditure Budgets
Special Revenue Funds - By Fund and Major Object
For The Year Ending August 31, 2014**

Program	Payroll Costs	Contracted Services	Supplies & Materials	Other Costs	Capital Outlay	Total
ESEA, Title I, Part A	\$ 4,604,121	\$ 995,390	\$ 276,196	\$ 405,528	\$ -	\$ 6,281,235
IDEA - Part B, Formula	6,058,215	40,000	38,334	2,000	-	6,138,549
IDEA - Part B, Preschool	121,340	-	-	-	-	121,340
National School Lunch Program	8,993,335	519,265	11,858,748	198,811	260,000	21,830,159
Career and Technical – Basic Grant	115,000	51,232	149,411	62,800	-	378,443
ESEA Title II, Part A – Training	505,670	24,645	16,000	76,422	-	622,737
Title III, Part A – ELA	294,750	163,582	225,750	6,000	30,000	720,082
Medicaid Administrative Claiming	80,000	-	-	-	-	80,000
State Supplemental Visually Impaired	20,000	-	-	-	-	20,000
Non-Ed Comm.-Based Support	12,500	4,000	-	-	-	16,500
Student Success Initiative	137,000	-	-	-	-	137,000
Instructional Materials Allotment	-	-	956,340	-	-	956,340
Campus Activity Fund	-	-	5,857,500	-	-	5,857,500
Total Special Revenue Budgets	\$ 20,941,931	\$ 1,798,114	\$ 19,378,279	\$ 751,561	\$ 290,000	\$ 43,159,885



Discussion

The Food Service Fund (National School Lunch Program) is used exclusively for child nutrition purposes, utilizing the modified accrual basis of accounting. A separate bank account is maintained for this budgeted fund, and it is considered a special revenue fund based on the following criteria: (1) User fees are charged to supplement the National School Lunch Program (NSLP), and (2) The General Fund subsidizes the Food Service Program for all expenditures in excess of NSLP, and (3) The District does not consider the Food Service Program completely self-supporting.

Klein Independent School District
Statement of Revenues, Expenditures, and Changes in Fund Balance
Special Revenue Funds - By Fund and Function
For the Year Ending August 31, 2014

	ESEA Title I Part A - Improving Basic Programs 211	IDEA Part B - Formula 224	IDEA Part B - Preschool 225	National School Lunch Program 240
Revenues				
Local Sources	\$ -	\$ -	\$ -	\$ 9,765,284
State Sources	-	-	-	531,290
Federal Sources	6,281,235	6,138,549	121,340	11,460,359
Total Revenues	<u>\$ 6,281,235</u>	<u>\$ 6,138,549</u>	<u>\$ 121,340</u>	<u>\$ 21,756,933</u>
Expenditures				
Instruction	\$ 4,224,665	\$ 4,444,599	\$ 121,340	\$ -
Instructional Resource & Media	-	-	-	-
Curriculum & Staff Development	1,182,678	5,000	-	-
Instructional Leadership	50,128	39,250	-	-
School Leadership	18,699	-	-	-
Guidance, Counseling & Evaluation	74,565	1,510,350	-	-
Social Work Services	-	137,350	-	-
Health Services	-	-	-	-
Student Transportation	350,000	2,000	-	-
Food Service	-	-	-	21,518,409
Extracurricular Activities	-	-	-	-
General Administration	-	-	-	-
Facilities Maintenance & Operations	-	-	-	311,750
Security & Monitoring Services	-	-	-	-
Data Processing Services	-	-	-	-
Community Services	380,500	-	-	-
Member Dist of Shared Services	-	-	-	-
Total Expenditures	<u>\$ 6,281,235</u>	<u>\$ 6,138,549</u>	<u>\$ 121,340</u>	<u>\$ 21,830,159</u>
Net Revenues Over (Under) Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (73,226)</u>
Other Sources (Uses)				
Other Sources	\$ -	\$ -	\$ -	\$ 67,500
Other Uses	-	-	-	-
Net Sources Over (Under) Uses	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 67,500</u>
Net Change In Fund Balance	\$ -	\$ -	\$ -	\$ (5,726)
Beginning Fund Balance - September 1	\$ -	\$ -	\$ -	\$ 3,737,298
Ending Fund Balance - August 31	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 3,731,572</u>

Klein Independent School District
Statement of Revenues, Expenditures, and Changes in Fund Balance
Special Revenue Funds - By Fund and Function
For the Year Ending August 31, 2014

Career and Technical - Basic Grant 244	ESEA Title II Part A - Teacher & Principal Training & Recruit 255	Title III Part A - English Language Acquisition & Enhancement 263	Medicaid Administrative Claiming Program 272	State Supplemental Visually Impaired 385	Noneducational Community-Based Support 392
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
-	-	-	-	20,000	16,500
<u>378,443</u>	<u>622,737</u>	<u>720,082</u>	<u>80,000</u>	<u>-</u>	<u>-</u>
<u>\$ 378,443</u>	<u>\$ 622,737</u>	<u>\$ 720,082</u>	<u>\$ 80,000</u>	<u>\$ 20,000</u>	<u>\$ 16,500</u>
\$ 166,161	\$ -	\$ 298,750	\$ -	\$ -	\$ -
-	-	-	-	-	-
150,000	596,865	407,082	-	-	-
48,000	2,500	-	-	-	-
-	22,100	2,000	-	-	-
14,282	1,272	-	-	20,000	-
-	-	-	-	-	-
-	-	-	80,000	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	12,250	-	-	16,500
<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<u>\$ 378,443</u>	<u>\$ 622,737</u>	<u>\$ 720,082</u>	<u>\$ 80,000</u>	<u>\$ 20,000</u>	<u>\$ 16,500</u>
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

Klein Independent School District
Statement of Revenues, Expenditures, and Changes in Fund Balance
Special Revenue Funds - By Fund and Function
For the Year Ending August 31, 2014

	Student Success Initiative 404	Instructional Materials Allotment 410	Campus Activity Funds 461	Non-Recurring Special Revenue Funds	Total 2013-14 Special Revenue Funds
Revenues					
Local Sources	\$ -	\$ -	\$ 5,857,500	\$ -	\$ 15,622,784
State Sources	137,000	956,340	-	-	1,661,130
Federal Sources	-	-	-	-	25,802,745
Total Revenues	<u>\$ 137,000</u>	<u>\$ 956,340</u>	<u>\$ 5,857,500</u>	<u>\$ -</u>	<u>\$ 43,086,659</u>
Expenditures					
Instruction	\$ 137,000	\$ 956,340	\$ 5,857,500	\$ -	\$ 16,206,355
Instructional Resource & Media	-	-	-	-	-
Curriculum & Staff Development	-	-	-	-	2,341,625
Instructional Leadership	-	-	-	-	139,878
School Leadership	-	-	-	-	42,799
Guidance, Counseling & Evaluation	-	-	-	-	1,620,469
Social Work Services	-	-	-	-	137,350
Health Services	-	-	-	-	80,000
Student Transportation	-	-	-	-	352,000
Food Service	-	-	-	-	21,518,409
Extracurricular Activities	-	-	-	-	-
General Administration	-	-	-	-	-
Facilities Maintenance & Operations	-	-	-	-	311,750
Security & Monitoring Services	-	-	-	-	-
Data Processing Services	-	-	-	-	-
Community Services	-	-	-	-	409,250
Member Dist of Shared Services	-	-	-	-	-
Total Expenditures	<u>\$ 137,000</u>	<u>\$ 956,340</u>	<u>\$ 5,857,500</u>	<u>\$ -</u>	<u>\$ 43,159,885</u>
Net Revenues Over (Under) Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (73,226)</u>
Other Sources (Uses)					
Other Sources	\$ -	\$ -	\$ -	\$ -	\$ 67,500
Other Uses	-	-	-	-	-
Net Sources Over (Under) Uses	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 67,500</u>
Net Change In Fund Balance	\$ -	\$ -	\$ -	\$ -	\$ (5,726)
Beginning Fund Balance - September 1	\$ -	\$ -	\$ 3,808,616	\$ 30,579	\$ 7,576,493
Ending Fund Balance - August 31	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 3,808,616</u>	<u>\$ 30,579</u>	<u>\$ 7,570,767</u>

Klein Independent School District
Comparative Summary of Revenues, Expenditures, and Changes in Fund Balance
Special Revenue Funds - By Function

	2009-10 Audited Actual	2010-11 Audited Actual	2011-12 Audited Actual	2012-13 Amended Budget	2013-14 Adopted Budget
Revenues					
Local Sources	\$ 14,986,503	\$ 15,053,509	\$ 14,253,413	\$ 16,469,595	\$ 15,622,784
State Sources	5,562,095	5,446,988	8,094,592	3,353,186	1,661,130
Federal Sources	46,861,951	46,977,628	32,977,784	28,456,867	25,802,745
Total Revenues	<u>\$ 67,410,549</u>	<u>\$ 67,478,125</u>	<u>\$ 55,325,789</u>	<u>\$ 48,279,648</u>	<u>\$ 43,086,659</u>
Expenditures					
Instruction	\$ 40,685,014	\$ 39,063,246	\$ 29,304,845	\$ 19,703,085	\$ 16,206,355
Instructional Resource & Media	73,123	171,656	100,809	161,422	-
Curriculum & Staff Development	3,311,186	3,771,378	3,175,366	3,402,569	2,341,625
Instructional Leadership	141,975	92,445	59,843	89,333	139,878
School Leadership	336,865	246,728	360,937	203,062	42,799
Guidance, Counseling & Evaluation	2,740,192	2,596,928	2,236,831	2,214,416	1,620,469
Social Work Services	186,621	197,006	131,172	129,477	137,350
Health Services	200,472	172,957	182,815	89,892	80,000
Student Transportation	109,534	113,639	72,224	243,729	352,000
Food Service	17,973,253	19,169,730	19,629,940	21,753,288	21,518,409
Extracurricular Activities	28,440	16,945	11,445	26,140	-
General Administration	4,731	810	-	-	-
Facilities Maint & Operations	290,873	321,489	217,373	328,200	311,750
Security & Monitoring Services	14,997	4,960	910	3,800	-
Data Processing Services	4,387	60,491	13,869	-	-
Community Services	519,942	514,519	416,680	443,033	409,250
Facilities Acquisition & Construction	-	-	25,000	25,000	-
Shared Service Arrangement	19,519	-	-	-	-
Total Expenditures	<u>\$ 66,641,124</u>	<u>\$ 66,514,927</u>	<u>\$ 55,940,059</u>	<u>\$ 48,816,446</u>	<u>\$ 43,159,885</u>
Net Revenues Over (Under)					
Expenditures	<u>\$ 769,425</u>	<u>\$ 963,198</u>	<u>\$ (614,270)</u>	<u>\$ (536,798)</u>	<u>\$ (73,226)</u>
Other Sources (Uses)					
Other Sources	\$ 83,000	\$ 85,000	\$ 211,250	\$ 65,000	\$ 67,500
Other Uses	(3,069,886)	-	(101,018)	-	-
Net Sources (Uses)	<u>\$ (2,986,886)</u>	<u>\$ 85,000</u>	<u>\$ 110,232</u>	<u>\$ 65,000</u>	<u>\$ 67,500</u>
Net Change In Fund Balance	\$ (2,217,461)	\$ 1,048,198	\$ (504,038)	\$ (471,798)	\$ (5,726)
Beginning Fund Balance - September 1	\$ 9,721,592	\$ 7,504,131	\$ 8,552,329	\$ 8,048,291	\$ 7,576,493
Ending Fund Balance - August 31	<u>\$ 7,504,131</u>	<u>\$ 8,552,329</u>	<u>\$ 8,048,291</u>	<u>\$ 7,576,493</u>	<u>\$ 7,570,767</u>

**Klein Independent School District
Comparative Summary of Expenditures
Special Revenue Funds - By Fund**

Program	2009-10 Audited Actual	2010-11 Audited Actual	2011-12 Audited Actual	2012-13 Amended Budget	2013-14 Adopted Budget
Title IV, Part A - Safe & Drug Free	\$ 115,459	\$ 4,500	\$ -	\$ -	\$ -
ESEA Title I, Part A - Improving Basic Programs	4,740,841	4,641,894	4,598,747	7,012,321	6,281,235
IDEA - Part B, Formula	8,159,479	7,726,029	8,759,176	7,888,149	6,138,549
IDEA - Part B, Preschool	137,535	120,723	155,836	143,128	121,340
IDEA - Part B, Discretionary	-	-	-	82,000	-
National School Lunch Program	18,255,734	19,491,219	19,847,313	22,077,488	21,830,159
Career and Technical - Technical Preparation	6,549	4,899	-	-	-
Career and Technical - Basic Grant	391,256	288,635	328,437	430,406	378,443
ESEA Title II, Part A - Training & Recruiting	801,286	927,879	782,214	766,046	622,737
Title II, Part D - Enhancing Ed. Thru Technology	42,206	526	-	-	-
Title III, Part A - English Language Acquisition	584,329	667,477	500,785	857,295	720,082
Medicaid Administrative Claiming Program	71,428	62,323	105,842	73,800	80,000
Education Jobs Fund	-	263,883	7,085,550	-	-
Summer School - LEP	24,624	26,937	30,072	-	-
State Longitudinal Data Systems	-	24,566	13,869	-	-
State Supplemental Visually Impaired	20,250	32,000	20,000	20,000	20,000
Noneducational Community-Based Support	66,293	51,861	66,400	16,500	16,500
Texas Successful Schools Program	-	1,928	-	-	-
Life Skills Program	57,269	70,678	-	-	-
Advanced Placement Incentives	53,768	60,394	47,881	95,454	-
Student Success Initiative	267,130	303,079	-	136,547	137,000
Dropout Recovery Pilot	151,843	75,036	48,535	80,000	-
State Textbook Fund	6,292	-	-	-	-
Instructional Materials Allotment	-	-	4,287,839	2,525,263	956,340
Technology Allotment	1,005,089	953,903	902,318	-	-
Teacher Induction and Mentoring Program	269,962	64,880	52,133	-	-
Texas Educator Excellence Grant	119,953	-	-	-	-
Read to Succeed, AED, & Tx Fitness	430	-	-	1,508	-
District Awards for Teacher Excellence	2,815,188	3,068,695	3,024,358	-	-
Campus Activity Funds	5,346,441	5,318,628	5,070,542	5,815,002	5,857,500
Klein Education Foundation	141,971	162,858	177,128	439,316	-
Therapeutic Education Program	4,501	6,576	9,578	45,423	-
HP Innovations Grant	4,018	43,470	1,200	3,139	-
Dropout Recovery Donations	1,000	-	-	-	-
Shopping Matters	-	-	-	500	-
Unite For Understanding	-	6,196	7,655	5,489	-
Recipe For Success	-	-	-	2,806	-
Miscellaneous Grants	-	-	-	74,321	-
Jason Project	-	-	-	224,545	-
American Recovery & Reinvestment Act (ARRA)	22,979,000	22,043,255	16,651	-	-
Total Expenditures	\$ 66,641,124	\$ 66,514,927	\$ 55,940,059	\$ 48,816,446	\$ 43,159,885

Debt Service Fund

A school district is authorized to issue bonds and levy taxes for payment of bonds subject to voter approval of a proposition submitted to the voters under Texas Education Code (TEC) 45.003(b)(1), as amended, which provides for a tax unlimited as to rate or amount for the support of school district bonded indebtedness. A debt service fund is a governmental fund, with budgetary control, that must be used to account for general long-term debt principal and interest for debt issues and other long-term debts for which a tax has been dedicated. A separate bank account must be maintained for this fund. Principal and interest payments for operating indebtedness including warrants, notes, and short-term lease-purchase agreements, are to be made from the fund for which the debt was incurred. This fund utilizes the modified accrual basis of accounting.

Debt Policy

TEC 45.003(1), as amended, requires a district to demonstrate to the Texas Attorney General that it has the prospective ability to pay debt service on a proposed issue of bonds, together with debt service on other outstanding "new debt" of the district, from a tax levied at a rate of \$0.50 per \$100 of assessed valuation before bonds may be issued. Taxes levied to pay debt service on bonds approved by district voters at an election held on or before April 1, 1991, and issued before September 1, 1992, (or debt issued to refund such bonds) are not subject to the threshold tax rate test. In addition, taxes levied to pay refunding bonds issued pursuant to Texas Government Code Chapter 1207 are not subject to the \$0.50 tax rate test; however, taxes levied to pay debt service on such bonds are included in the calculation of the \$0.50 tax rate test as applied to subsequent issues of "new debt."

A district may demonstrate its ability to comply with the \$0.50 threshold tax rate test by applying the \$0.50 tax rate to an amount equal to 90% of projected future taxable value of property in the district, as certified by a registered professional appraiser, anticipated for the earlier of the tax year five years after the current tax year or the tax year in which the final payment for the bonds is due. However, if a district uses projected future taxable values to meet the \$0.50 threshold tax rate test and subsequently imposes a tax rate greater than \$0.50 per \$100 of valuation to pay for bonds subject to the test, then for subsequent bond issues, the Attorney General must find that the district has the projected ability to pay principal and interest on the proposed bonds and all previously issued bonds subject to the \$0.50 threshold tax rate test from a tax rate of \$0.45 per \$100 of valuation. The District has not used projected property values to satisfy this threshold test.

Ratings

In connection with the sale of the Bonds, the District made application to Moody's Investors Service (Moody's) and Standard & Poor's Rating Services (S&P) for a municipal rating. Respectively, ratings of "Aaa" and "AAA" were assigned on bonds secured by the Texas Permanent School Fund (PSF) Guarantee Program, and "Aa1" and "AA" assigned on the 2013 bonds unsecured by the PSF. An explanation of the significance of these ratings may be obtained from Moody's and S&P. Ratings reflect only the view of Moody's and S&P, and the District makes no representation as to the appropriateness of such ratings. Further, there is no assurance that such ratings will continue for any given period of time or that they will not be revised downward or withdraw entirely, if in the sole judgment of Moody's and S&P, circumstances so warrant. Any such downward revisions or withdrawal of the ratings may have an adverse effect on the trading value and the market price of the bonds.

Debt Limits

Debt service is a major area of cost due to the District's building program, which is primarily financed by the sale of general obligation bonds. The District voted its maintenance tax under former Article 2784e-1, which stated that the net indebtedness of the District shall not exceed 10% of all assessed real and personal property in the District. The ratio of net bonded debt to assessed value for the District as of 8/31/13 is 5.70%, well below the 10% debt limit. The District's legal debt margin as of 8/31/13 is \$579,458,658 with a total bonded debt of \$741,990,000. Principal and interest payments are due in February or August each year, which permits the collection of a large majority of taxes levied before the long-term debt payments are due.

Klein Independent School District
Comparative Summary of Revenues, Expenditures, and Changes in Fund Balance
Debt Service Fund

	2009-10 Audited Actual	2010-11 Audited Actual	2011-12 Audited Actual	2012-13 Amended Budget	2013-14 Adopted Budget
Revenues					
Property Taxes	\$ 41,523,394	\$ 46,500,982	\$ 49,893,343	\$ 51,490,190	\$ 52,418,485
Other Local Sources	563,172	179,890	194,454	535,857	237,000
State Sources	5,675,466	6,125,739	9,429,991	9,729,924	11,338,260
Total Revenues	<u>\$ 47,762,032</u>	<u>\$ 52,806,611</u>	<u>\$ 59,517,788</u>	<u>\$ 61,755,971</u>	<u>\$ 63,993,745</u>
Expenditures					
Principal	\$ 23,620,000	\$ 23,555,000	\$ 27,900,000	\$ 29,150,000	\$ 32,900,000
Interest	25,456,550	30,610,055	31,695,184	32,425,352	32,523,444
Bond Issuance Fees	334,924	8,617	333,133	1,014,411	10,000
Total Expenditures	<u>\$ 49,411,474</u>	<u>\$ 54,173,672</u>	<u>\$ 59,928,317</u>	<u>\$ 62,589,763</u>	<u>\$ 65,433,444</u>
Net Revenues Over (Under) Expenditures	<u>\$ (1,649,442)</u>	<u>\$ (1,367,061)</u>	<u>\$ (410,529)</u>	<u>\$ (833,792)</u>	<u>\$ (1,439,699)</u>
Other Sources (Uses)					
Other Sources	\$ 34,469,067	\$ -	\$ 20,488,958	\$ 82,116,052	\$ 1,400,000
Other Uses	(32,486,392)	-	(20,310,848)	(81,393,293)	-
Net Sources (Uses)	<u>\$ 1,982,675</u>	<u>\$ -</u>	<u>\$ 178,110</u>	<u>\$ 722,759</u>	<u>\$ 1,400,000</u>
Net Change In Fund Balance	\$ 333,233	\$ (1,367,061)	\$ (232,419)	\$ (111,033)	\$ (39,699)
Beginning Fund Balance - September 1	\$ 21,201,631	\$ 21,534,864	\$ 20,167,803	\$ 19,935,384	\$ 19,824,351
Ending Fund Balance - August 31	<u>\$ 21,534,864</u>	<u>\$ 20,167,803</u>	<u>\$ 19,935,384</u>	<u>\$ 19,824,351</u>	<u>\$ 19,784,652</u>

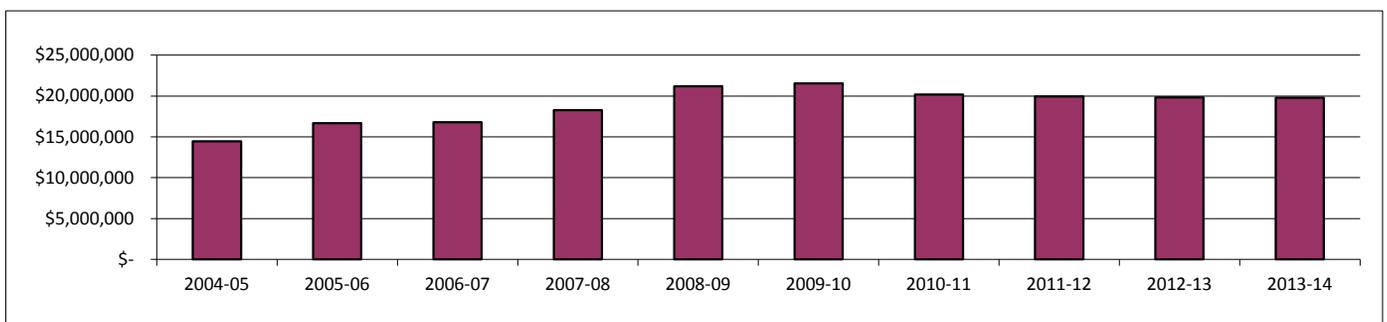
Discussion

The District issues general obligation bonds to provide funds for the construction and equipment of school facilities, buses, technology, and to refund general obligation bonds. These are issued as 5-30 year current interest bonds, term bonds, and capital appreciation bonds (CABs) with various amounts of principal maturing each year.

The Debt Service tax rate is determined by the amount of annual payments to service bonded indebtedness, approved by the local taxpayers. Additional resources come from interest earnings, and state aid generated by the EDA and IFA programs. The Board approved lowering the 2013 I&S tax rate by one cent (\$.01), with additional funding provided by excess fund balance transferred in from the General Fund. Current outstanding debt consists of bonds sold from voter authorizations totaling \$190 million, \$224.15 million, and \$646.9 million in 1999, 2004, and 2008 respectively. As of 8/31/13, the District has authorized but unissued unlimited tax bonds totaling \$173.31 million from the 2008 authorization.

Fund Balance Impact

Debt Service fund balance is estimated to decrease by less than one percent (1%) from 2012-13, with the fiscal year-end amount representing 30% of 2013-14 debt service requirements. The following chart reflects total Debt Service fund balances over a ten-year period. Fund balance usage over the past few years has occurred when first-year new bond payments vary from original estimates.



**Klein Independent School District
General Obligation Bonds
Interest Rates and Maturity Schedule**

Series	Interest Rate Payable	Amounts Original Issue	Maturity Date	Bond Balance as of 9/1/2013	2013-14 Projected Additions	2013-14 Reductions	Estimated Ending Balance 8/31/2014
* 2005	3.50-5.50%	58,000,000	2031	20,900,000	-	(1,800,000)	19,100,000
2005-A	3.00-5.00%	64,450,000	2019	33,470,000	-	(8,795,000)	24,675,000
* 2006	3.50-5.50%	53,000,000	2032	12,275,000	-	(1,480,000)	10,795,000
* 2007	4.00-5.50%	45,000,000	2032	26,850,000	-	(1,200,000)	25,650,000
2008	4.00-5.00%	32,000,000	2033	24,000,000	-	(700,000)	23,300,000
2008-A	3.25-5.00%	184,905,000	2038	170,525,000	-	(3,225,000)	167,300,000
2009-A	2.00-2.50%	17,125,000	2019	12,895,000	-	(1,125,000)	11,770,000
2009-B	3.00-5.00%	45,000,000	2039	34,400,000	-	(3,000,000)	31,400,000
2010-A	2.50-5.00%	38,135,000	2040	31,855,000	-	(2,730,000)	29,125,000
2010-B	4.98-5.76%	88,865,000	2040	88,865,000	-	-	88,865,000
2010-R	2.00-5.00%	29,240,000	2023	28,490,000	-	(235,000)	28,255,000
2011	3.00-5.00%	83,900,000	2041	81,510,000	-	(1,460,000)	80,050,000
2012-A	2.00-5.00%	57,000,000	2042	50,110,000	-	(1,030,000)	49,080,000
2012-B	2.00-4.00%	18,390,000	2023	17,315,000	-	(2,660,000)	14,655,000
2013-A	1.50-5.00%	79,305,000	2043	78,800,000	-	(1,210,000)	77,590,000
2013-B	4.00-5.00%	27,480,000	2027	27,480,000	-	-	27,480,000
2014	TBD	30,000,000	2044	-	30,000,000	-	30,000,000
Total				\$ 741,990,000	\$ 30,000,000	\$ (32,900,000)	\$ 739,090,000

* Portions of original principal included in the 2008-A, 2010, or 2013-B refundings.

Klein Independent School District General Obligation Bonds - Current Debt Service Schedule

Description	Issue Amount	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Series 2003-A	38,300,000	2,345,625	-	-	-	-	-	-
Series 2005	58,000,000	2,683,500	2,684,500	2,680,000	570,000	570,000	570,000	570,000
Series 2005-A	64,450,000	10,210,391	8,605,641	7,328,254	3,743,054	3,776,516	3,795,357	-
Series 2006	53,000,000	2,003,025	1,996,625	1,991,100	266,175	266,175	266,175	266,175
Series 2007	45,000,000	2,302,500	2,311,500	2,291,375	2,293,500	820,000	820,000	820,000
Series 2008	32,000,000	1,768,094	1,783,094	1,770,594	1,781,844	1,790,593	1,796,844	1,784,844
Series 2008-A	184,905,000	11,665,231	14,494,294	12,985,200	19,115,250	17,222,750	12,757,500	10,756,500
Series 2009-A	17,125,000	1,688,275	1,355,150	2,709,650	3,689,900	3,703,500	2,142,000	-
Series 2009-B	45,000,000	4,557,203	2,184,703	2,186,203	2,188,403	2,187,890	2,184,540	2,184,271
Series 2010-A	38,135,000	3,972,725	3,973,525	3,972,525	3,977,500	3,972,650	3,975,250	3,973,250
Series 2010-B	88,865,000	3,326,444	3,326,444	3,326,444	3,326,444	3,326,445	3,326,444	3,326,445
Series 2010-Ref	29,240,000	1,275,650	2,960,950	4,630,950	1,019,050	2,972,400	4,467,100	6,625,150
Series 2011	83,900,000	5,172,612	5,202,688	5,235,437	5,369,213	3,542,213	3,542,213	5,399,312
Series 2012-A	57,000,000	3,341,675	3,340,875	3,339,675	3,337,550	2,226,125	2,226,125	3,338,425
Series 2012-B	18,390,000	3,238,050	1,955,075	508,700	508,700	508,700	3,272,300	3,360,400
Series 2013-A	79,305,000	4,404,363	4,442,737	5,084,013	6,088,512	7,188,838	6,060,462	6,816,713
Series 2013-B	27,480,000	1,312,250	1,312,250	1,312,250	3,302,250	3,287,650	3,280,450	3,265,250
Annual Requirement		\$ 65,267,613	\$ 61,930,051	\$ 61,352,370	\$ 60,577,345	\$ 57,362,445	\$ 54,482,760	\$ 52,486,735
Estimated Fees		10,000	9,743	9,544	9,551	9,090	8,805	8,357
Total Debt Service Expenditures		<u>\$ 65,277,613</u>	<u>\$ 61,939,794</u>	<u>\$ 61,361,914</u>	<u>\$ 60,586,896</u>	<u>\$ 57,371,535</u>	<u>\$ 54,491,565</u>	<u>\$ 52,495,092</u>

Description	Issue Amount	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35
Series 2005	\$ 58,000,000	\$ 4,138,750	\$ 4,200,000	\$ 4,253,750	\$ -	\$ -	\$ -	\$ -
Series 2007	45,000,000	2,940,250	2,977,750	3,016,188	3,023,250	-	-	-
Series 2008	32,000,000	1,903,344	1,911,624	1,914,625	1,939,250	1,959,375	-	-
Series 2008-A	184,905,000	10,504,250	10,506,750	10,508,000	10,507,250	10,508,750	10,491,500	10,495,500
Series 2009-B	45,000,000	2,185,131	2,185,882	2,183,381	2,187,632	2,188,131	2,184,881	2,187,881
Series 2010-B	88,865,000	7,211,474	7,207,240	7,198,839	7,199,260	7,192,384	7,188,208	7,186,349
Series 2011	83,900,000	5,585,575	5,606,975	5,626,062	5,638,750	5,639,250	5,645,375	5,651,500
Series 2012-A	57,000,000	3,340,750	3,338,375	3,341,500	3,339,875	3,338,375	3,341,625	3,339,375
Series 2013-A	79,305,000	5,267,200	5,277,300	5,290,200	5,305,500	1,873,200	1,871,200	1,875,550
Series 2013-B	27,480,000	-	-	-	-	-	-	-
Annual Requirement		\$ 43,076,724	\$ 43,211,896	\$ 43,332,545	\$ 39,140,767	\$ 32,699,465	\$ 30,722,789	\$ 30,736,155
Estimated Fees		6,635	6,656	6,675	6,029	5,037	4,732	4,735
Total Debt Service Expenditures		<u>\$ 43,083,359</u>	<u>\$ 43,218,552</u>	<u>\$ 43,339,220</u>	<u>\$ 39,146,796</u>	<u>\$ 32,704,502</u>	<u>\$ 30,727,521</u>	<u>\$ 30,740,890</u>

Discussion

The **Existing Debt Allotment (EDA)** program provides tax rate equalization for local debt service taxes by guaranteeing a specific amount of state and local funds per student for each cent of tax effort up to \$0.29 per \$100 of assessed valuation. The current yield for EDA provides \$35 per ADA per penny of tax effort.

Only general obligation bonds are eligible for the EDA program. Debt service for which a district currently receives assistance through the Instructional Facilities Allotment (IFA) program is not eligible to receive state assistance. The eligibility of bonds for the EDA program is determined by the first payment of debt service in accordance with the TEC, §46.033. Refunding bonds are also eligible for EDA assistance.

Bonds for which a payment was made on or before August 31, 2013, became eligible for EDA state assistance beginning with the 2013–2014 school year. Bonds sold between September 1, 2013 and August 31, 2015, become eligible for EDA on September 1, 2015 if a payment is made on or before August 31, 2015.

Klein Independent School District General Obligation Bonds - Current Debt Service Schedule

2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
-	-	-	-	-	-	-	-
570,000	570,000	570,000	570,000	570,000	570,000	570,000	4,070,000
-	-	-	-	-	-	-	-
266,175	266,175	266,175	2,676,175	2,716,825	2,753,100	-	-
820,000	820,000	820,000	2,795,000	2,800,875	2,854,125	2,878,000	2,898,375
1,796,844	1,830,593	1,836,250	1,838,437	1,863,500	1,858,813	1,876,937	1,891,781
10,755,500	10,758,750	10,755,500	10,760,500	10,757,750	10,757,000	10,757,500	10,758,500
-	-	-	-	-	-	-	-
2,188,131	2,184,381	2,187,181	2,183,381	2,188,131	2,185,131	2,184,631	2,186,381
3,976,250	3,974,500	3,974,250	-	-	-	-	-
3,326,445	3,326,445	3,326,445	7,231,445	7,229,989	7,225,556	7,223,327	7,217,116
6,625,250	4,390,000	2,446,500	-	-	-	-	-
5,424,075	5,444,363	5,446,863	5,465,237	5,489,838	5,519,437	5,545,350	5,565,420
3,337,125	3,338,925	3,338,725	3,339,625	3,340,875	3,341,000	3,337,875	3,338,875
3,415,800	2,165,950	2,172,600	-	-	-	-	-
6,823,462	6,823,588	6,846,087	2,550,013	2,551,662	2,547,488	5,266,087	5,263,681
<u>3,345,250</u>	<u>3,315,750</u>	<u>3,276,750</u>	<u>3,238,500</u>	<u>3,290,750</u>	<u>3,343,750</u>	<u>3,297,000</u>	-
\$ 52,670,307	\$ 49,209,420	\$ 47,263,326	\$ 42,648,313	\$ 42,800,195	\$ 42,955,400	\$ 42,936,707	\$ 43,190,129
8,386	7,821	7,504	6,737	6,714	6,689	6,692	6,653
<u>\$ 52,678,693</u>	<u>\$ 49,217,241</u>	<u>\$ 47,270,830</u>	<u>\$ 42,655,050</u>	<u>\$ 42,806,909</u>	<u>\$ 42,962,089</u>	<u>\$ 42,943,399</u>	<u>\$ 43,196,782</u>

2035-36	2036-37	2037-38	2038-39	2039-40	2040-41	2041-42	2042-43
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
10,493,750	10,495,500	10,489,500	-	-	-	-	-
2,183,787	2,185,794	2,183,412	2,186,643	-	-	-	-
7,181,423	7,176,308	7,172,476	7,169,540	7,162,113	-	-	-
5,657,125	5,661,750	5,664,875	5,670,875	5,679,000	5,683,625	-	-
3,338,688	3,337,125	3,337,125	3,340,375	3,336,625	3,340,500	3,341,500	-
1,871,463	1,870,712	1,873,125	1,872,028	1,872,272	1,875,205	1,870,825	1,874,040
-	-	-	-	-	-	-	-
\$ 30,726,236	\$ 30,727,189	\$ 30,720,513	\$ 20,239,461	\$ 18,050,010	\$ 10,899,330	\$ 5,212,325	\$ 1,874,040
4,733	4,733	4,732	3,118	2,780	1,679	803	289
<u>\$ 30,730,969</u>	<u>\$ 30,731,922</u>	<u>\$ 30,725,245</u>	<u>\$ 20,242,579</u>	<u>\$ 18,052,790</u>	<u>\$ 10,901,009</u>	<u>\$ 5,213,128</u>	<u>\$ 1,874,329</u>

Discussion

The **Instructional Facility Allotment (IFA)** program was authorized in House Bill 4 by the 75th Legislature in 1997 and became effective September 1, 1997. The IFA program provides funding to districts to assist with debt service payments on qualifying bonds and lease-purchase agreements.

To receive IFA program assistance, a district must submit an eligible application to the Texas Education Agency (TEA). The proposed bond or lease-purchase proceeds must be for the purchase, construction, renovation, and/or expansion of instructional facilities. The TEA ranks all eligible applications in order of property wealth per student in Average Daily Attendance (ADA).

State assistance is awarded beginning with the district with the lowest property wealth until all available funds have been used. Klein ISD currently receives IFA funding on \$15,594,841 of qualified debt. New funding has not been provided by the State for the IFA program since 2010.

Klein Independent School District Direct and Overlapping Governmental Activities Debt

Other governmental entities whose boundaries overlap the District have outstanding bonds payable from ad valorem taxes. The following statement of direct and estimated overlapping ad valorem tax debt was developed from information contained in "Texas Municipal Reports," published by the Municipal Advisory Council of Texas. Certain entities listed below may have issued additional bonds since the dates stated in this table, and such entities may have programs requiring the issuance of substantial amounts of additional bonds, the amount of which cannot be determined. Political subdivisions overlapping the District are authorized by Texas law to levy and collect ad valorem taxes for operation, maintenance and/or general revenue purposes in addition to taxes for payment of their debt, and some are presently levying and collecting such taxes.

Taxing Authority	Debt as of August 31,	Overlapping	
	2013	Percent	Amount
Bilma PUD	\$ 18,510,000	100.00%	\$ 18,510,000
Bridgestone MUD	70,010,000	100.00%	70,010,000
Charterwood MUD	15,470,000	100.00%	15,470,000
Cypress Forest PUD	3,655,000	86.86%	3,174,733
Cypress-Klein UD	1,885,000	100.00%	1,885,000
Cypresswood UD	3,290,000	100.00%	3,290,000
Dowdell PUD	16,955,000	100.00%	16,955,000
Encanto Real UD	3,105,000	100.00%	3,105,000
Fountainhead MUD	2,910,000	100.00%	2,910,000
Harris County	2,640,417,190	4.51%	119,082,815
Harris County Dept. of Education	7,605,000	4.51%	342,986
Harris County Flood Control District	96,470,000	4.51%	4,350,797
Harris Co ID # 18	9,165,000	2.59%	237,374
Harris County MUD No. 1	31,925,000	100.00%	31,925,000
Harris County MUD No. 24	16,155,000	100.00%	16,155,000
Harris County MUD No. 104	9,840,000	100.00%	9,840,000
Harris County MUD No. 118	8,645,000	100.00%	8,645,000
Harris County MUD No. 119	3,945,000	66.98%	2,642,361
Harris County MUD No. 150	16,530,000	39.42%	6,516,126
Harris County MUD No. 180	3,445,000	100.00%	3,445,000
Harris County MUD No. 275	1,275,000	100.00%	1,275,000
Harris County MUD No. 316	3,805,000	100.00%	3,805,000
Harris County MUD No. 367	24,925,000	100.00%	24,925,000
Harris County MUD No. 368	57,470,000	100.00%	57,470,000
Harris County MUD No. 383	24,615,000	100.00%	24,615,000
Harris County MUD No. 401	9,990,000	100.00%	9,990,000
Harris County MUD No. 468	26,945,000	100.00%	26,945,000
Harris County WC&ID No. 109	7,515,000	92.58%	6,957,387
Harris County WC&ID No. 110	25,715,000	38.14%	9,807,701
Harris County WC&ID No. 119	28,125,000	100.00%	28,125,000
Harris County WC&ID No. 133	3,805,000	100.00%	3,805,000
Heatherloch MUD	1,450,000	100.00%	1,450,000

Houston, City of	3,361,160,000	0.11%	3,697,276
Kleinwood MUD	13,830,000	100.00%	13,830,000
Lone Star College	489,965,000	10.80%	52,916,220
Louetta North PUD	7,235,000	100.00%	7,235,000
Louetta Road UD	1,140,000	100.00%	1,140,000
Meadowhill Regional MUD	31,045,000	100.00%	31,045,000
Northampton MUD	17,145,000	100.00%	17,145,000
Northwest Harris County MUD No. 6	9,220,000	100.00%	9,220,000
Northwest Harris County MUD No. 19	29,225,000	100.00%	29,225,000
Northwest Harris County MUD No. 24	10,675,000	100.00%	10,675,000
Northwest Harris County MUD No. 28	5,040,000	100.00%	5,040,000
Northwest Harris County MUD No. 30	21,795,000	100.00%	21,795,000
Northwest Harris County MUD No. 32	29,550,000	100.00%	29,550,000
Northwest Harris County MUD No. 36	15,180,000	100.00%	15,180,000
Northwest Park MUD	23,640,000	27.62%	6,529,368
Oakmont PUD	31,030,000	100.00%	31,030,000
Port of Houston Authority	731,969,397	4.51%	33,011,820
Shasla PUD	5,470,000	100.00%	5,470,000
Spring Creek Forest PUD	4,735,000	100.00%	4,735,000
Spring West MUD	10,503,032	60.35%	6,338,580
Terranova West MUD	4,880,000	100.00%	4,880,000
Total Estimated Overlapping Debt			\$ 877,350,543
KISD Direct Debt as of August 31, 2013	\$ 741,990,000	100.00%	741,990,000
Total			<u>\$ 1,619,340,543</u>

Source: "Texas Municipal Reports" published by the Municipal Advisory Council of Texas.

Klein Independent School District Top Ten Principal Taxpayers 2013

Name	Rank in 2012	Total Taxable Value
1. Hewlett Packard	1	\$ 255,714,578
2. Centerpoint Energy	3	112,434,072
3. NOV MD TOTCO	n/a	61,331,407
4. St. Lukes Hospital	4	52,771,101
5. National Oilwell Inc	2	52,732,033
6. Eastgroup Properties LP	10	48,993,282
7. ABB Vetco Gray, Inc.	5	47,946,256
8. Vintage Dunhill LLC	6	47,000,000
9. Beltway Lakes I & II LP	n/a	43,457,570
10. Continental Alloys & Services	7	42,987,508
As of 10/04/2013		Total: <u>\$ 765,367,807</u>

Please note: Ranking is based on taxable value

Centerpoint Energy was previously Houston Lighting & Power Co.

Hewlett Packard was previously Compaq Computer.

Capital Projects Fund

Introduction

A capital projects fund is a governmental fund that must be used to account, on a project basis, for projects financed by the proceeds from bond issues or other resources to be used for Board authorized acquisition, construction or renovation, as well as furnishing and equipping of major capital facilities. The capital projects fund utilizes the modified accrual basis of accounting. Capital expenditure funds are spent for the acquisition of long-term assets.

The District defines capital assets as assets with an initial, individual cost that equals or exceeds \$5,000, and an estimated useful life in excess of one year. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated capital assets are recorded at estimated fair market value at the date of donation. Capital assets include land, buildings and improvements, furniture and equipment and construction in progress less accumulated depreciation.

Successful facility elections were held in April 1971 for \$10.0 million; October 1973 for \$17.5 million; March 1976 for \$29.5 million; January 1979 for \$60.0 million; September 1982 for \$49.5 million; January 1991 for \$130.0 million; May 1999 for \$190.0 million; October 2004 for \$224.15 million; and May 2008 for \$646.9 million. Over the past 42 years, Klein ISD voters have authorized bonds totaling \$1.4 billion.

The District issued new bonds totaling \$38 million during 2013. These bonds were used primarily for construction of Bernshausen Elementary, opened in August 2013 (pictured right); Central Office renovations (pictured below); facility renovations at Klein Oak; and computer and peripherals.



Klein ISD anticipates selling additional bonds in April 2014 for \$30 million from the 2008 authorization. The largest projects include \$13.5 million for districtwide facility renovations and \$11.7 million for computer equipment.



The Klein High School rebuild project, begun in 2011, is approximately two-thirds complete. Demolition crews razed the old Career Center, gymnasium, and pavilion in February 2013 to prepare the site for Phase II. This phase includes the cafeteria, auditorium and fine arts facilities. Phase II construction is scheduled for completion in August 2014. The final demolition of remaining buildings and finished site work is set for completion in November 2014.

Instructional facilities are constructed following the Collaborative for High Performance Schools (CHPS) design criteria. By doing so, the district is assured of having schools that are energy efficient and provide the best architectural features to facilitate the educational process.

Klein Independent School District
Comparative Summary of Revenues, Expenditures, and Changes in Fund Balance
Capital Projects Fund - By Function

	2009-10 Audited Actual	2010-11 Audited Actual	2011-12 Audited Actual	2012-13 Unaudited Actual	2013-14 Adopted Budget
Revenues					
Local Sources	\$ 407,829	\$ 377,828	\$ 209,379	\$ 88,262	\$ -
Federal Sources	196,570	-	103,827	-	-
Total Revenues	<u>\$ 604,399</u>	<u>\$ 377,828</u>	<u>\$ 313,206</u>	<u>\$ 88,262</u>	<u>\$ -</u>
Expenditures					
Instruction	\$ 7,252,699	\$ 1,397,213	\$ 11,642,341	\$ 12,737,840	\$ 12,466,000
Instructional Resource & Media	-	-	-	-	-
Instructional Leadership	-	3,846	6,558	-	-
School Leadership	-	-	-	-	-
Guidance, Counseling & Evaluation	-	-	-	-	-
Health Services	66,467	-	-	-	-
Student Transportation	1,600,420	2,399,378	707,578	342,271	750,000
General Administration	10,000	-	-	-	-
Facilities Maintenance & Operations	211,865	99,548	18,785	5,896	-
Security & Monitoring Services	170,273	644,071	86,688	183,081	-
Data Processing Services	-	-	-	59,853	-
Debt Service	1,178,726	556,960	307,440	4,981	-
Facilities Acquisition & Construction	103,993,554	77,744,337	122,181,459	60,048,084	16,784,000
Total Expenditures	<u>\$ 114,484,004</u>	<u>\$ 82,845,353</u>	<u>\$ 134,950,849</u>	<u>\$ 73,382,006</u>	<u>\$ 30,000,000</u>
Net Revenues Over (Under)					
Expenditures	<u>\$ (113,879,605)</u>	<u>\$ (82,467,525)</u>	<u>\$ (134,637,643)</u>	<u>\$ (73,293,744)</u>	<u>\$ (30,000,000)</u>
Other Sources (Uses)					
Issuance of Bonds	\$ 127,000,000	\$ 83,900,000	\$ 51,115,000	\$ 36,840,000	\$ 30,000,000
Premium/Discount-Bond Issuance	1,179,397	111,617	6,192,440	1,160,000	-
Sale of Real or Personal Property	3,519	-	21,944	304,911	-
Operating Transfer In	-	-	1,200,000	-	-
Extraordinary Items	127,127	-	38,834	-	-
Net Sources (Uses)	<u>\$ 128,310,043</u>	<u>\$ 84,011,617</u>	<u>\$ 58,568,218</u>	<u>\$ 38,304,911</u>	<u>\$ 30,000,000</u>
Net Change In Fund Balance	\$ 14,430,438	\$ 1,544,092	\$ (76,069,425)	\$ (34,988,833)	\$ -
Beginning Fund Balance - September 1	\$ 145,956,631	\$ 160,387,069	\$ 161,931,161	\$ 85,861,736	\$ 50,872,903
Ending Fund Balance - August 31	<u>\$ 160,387,069</u>	<u>\$ 161,931,161</u>	<u>\$ 85,861,736</u>	<u>\$ 50,872,903</u>	<u>\$ 50,872,903</u>

Expenditures By Project Type

Project Type	2009-10	2010-11	2011-12	2012-13	2013-14
Land Purchase	\$ 1,832,614	\$ 1,710,445	\$ 4,516,187	\$ 4,937,578	\$ 2,000,000
Building Construction	52,766,499	36,940,186	91,927,359	28,302,936	-
Building Improvements	30,589,888	26,135,298	13,632,820	18,673,223	13,155,519
Architect/Engineer/Attorney Fees	9,308,859	8,697,834	4,397,836	1,626,200	1,481,481
Furniture/Equipment/Supplies	18,807,418	8,804,630	20,472,047	19,837,088	13,216,000
Cost of Selling Bonds	1,178,726	556,960	4,600	4,981	147,000
Total Expenditures	<u>\$ 114,484,004</u>	<u>\$ 82,845,353</u>	<u>\$ 134,950,849</u>	<u>\$ 73,382,006</u>	<u>\$ 30,000,000</u>

Klein Independent School District 2004 Bond Authorization

Major Projects

Growth - \$106.15 Million

Benignus and Frank Elementary Schools
 Krimmel Intermediate School
 Instructional Wing at Klein Forest
 Vistas High School of Choice
 Annex Instructional Space Reconfiguration
 Future High School Site #6
 Transportable Buildings
 South Transportation Center
 Network Operations Center
 Educational Training Center
 Buses (18) and New Fuel System

Renovations - \$33 Million

Intermediate Schools - Science Lab Renovations
 Intermediate Schools - Fine Arts Renovations
 Elementary Schools - Art and Science Labs
 Elementary Schools - Physical Education Facilities
 Building Upkeep/Renovations - Districtwide

Technology - \$72 Million

Computers
 Wireless Laptop Computers/Carts
 Wireless Access
 Infrastructure
 Classroom Projectors
 Digital Cameras
 Interactive Whiteboards
 Printers
 Instructional software

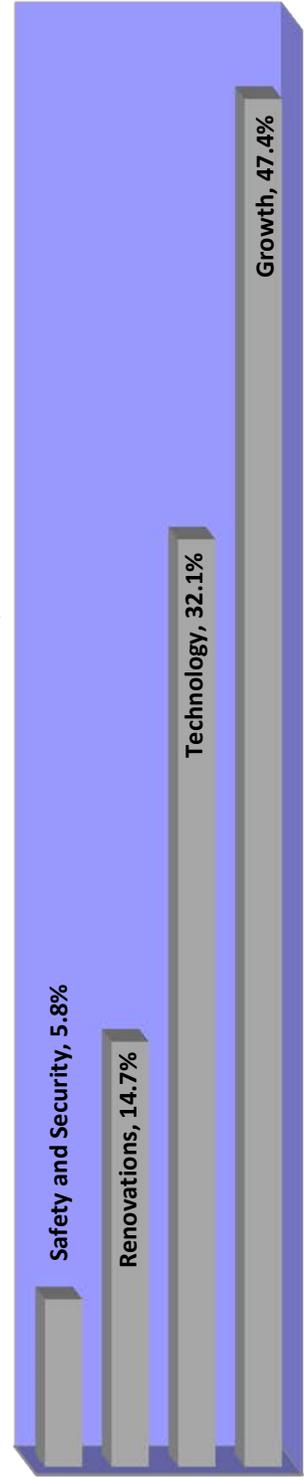
Safety and Security - \$13 Million

Fire Detection
 Security Access Control/Cameras
 Police Department
 Energy Conservation

Total - 2004 Bond Authorization

\$ 224,150,000

2004 Plan Summary



Klein Independent School District 2008 Revised Bond Authorization

Major Projects

Growth - \$329.1 Million

Build seven new schools (See breakdown below)
 Build classroom additions at Klein Oak & Klein Collins
 Build Early Childhood/Pre-K Center
 Purchase four (4) school sites
 Build Multi-Purpose/Agriculture Center
 Build South Transportation Center (STC)
 Build Klein Instructional Center addition (KIC)
 Purchase thirty (30) transportable buildings
 Purchase sixty-four (64) new school buses

Technology - \$38.2 Million

Technology Baseline Standard Initiative
 (One to One Computing, Starboard, document camera,
 projector, E-Instruction, networked student workstations)
 Technology Infrastructure
 Replacement Technology (computers and software updates)
 Increase student access to equipment

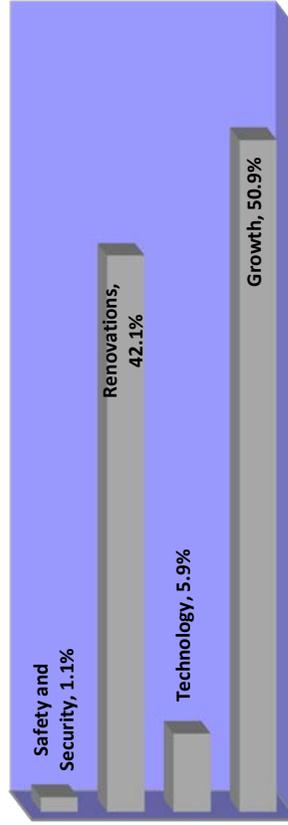
Safety and Security - \$7.1 Million

Provide additional access control on doors
 Provide additional security cameras and replace outdated equipment
 Install fire alarm systems at remaining facilities

Renovations - \$272.5 Million

Upgrade and remodel campus academic facilities
 Renovate Klein High School
 Rebuild Annex on Lyons School Road
 Upgrade and remodel Klein Forest HS & Schindewolf
 Intermediate athletic facilities
 Renovate, repair, or upgrade heating/air, plumbing, roofing,
 electrical, lighting, and floor systems at all campuses
 Renovate Klein Memorial Stadium complex
 Repair structure of Klein Forest High and Haude Elementary
 Renovate Central Office and the Student Services Center
 Renovate the Klein High School Soccer Bleachers and Concessions
 Klein High School Tennis Court Renovations

2008 Plan Summary



Project Estimates

New Construction	http://www.kleinisd.net/docs/1-kisd.growth.pdf	Renovations	http://www.kleinisd.net/default.aspx?name=kisd.08bond.campus
Five (5) Elementary Schools	\$ 114,302,729	Elementary Schools	\$ 22,085,784
One (1) Intermediate Schools	29,470,733	Intermediate Schools	25,287,300
One (1) High School	131,060,680	High Schools	164,303,812
Other Instructional Facilities	44,421,437	Support Facilities	15,751,680
Support Facilities & Equipment	10,177,900	Fees and Contingencies	6,793,375
Technology	38,175,378	District Wide Projects	45,069,192

Total - 2008 Bond Authorization

\$ 646,900,000

**Klein Independent School District
2004-2013 Project Activity by Bond Sale**

Project	Project Estimate	Status
\$38,000,000 Bond Sale - Sold April 2013		
Bernshausen Elementary - Partial Construction Costs	\$ 14,683,500	IP
Bernshausen Elementary - Partial Fees	242,000	IP
Klein High School - Furniture, Fixtures and Equipment	1,000,000	NS
Furniture Replacement for Schools	310,000	NS
Buses	550,000	NS
Career and Technical Education Equipment	80,000	NS
Fine Arts Equipment and Fixtures	280,000	NS
Elementary Playground Equipment	35,000	NS
Technology - Computers and Infrastructure	3,100,000	C
2013 Districtwide Facility Renovation - Construction Costs	9,308,460	IP
2014 Districtwide Facility Renovations - Fees	600,000	IP
Asbestos Removal	75,000	NS
Temporary Buildings Renovations	200,000	IP
Klein Oak Renovations	6,226,000	IP
2014 Roofing Fees	50,000	NS
Capital Maintenance Repairs	150,000	IP
Security	400,000	NS
Capital Projects Personnel	700,000	IP
Contingency for All Projects	10,040	IP
Total	\$ 38,000,000	

\$57,000,000 Bond Sale - Sold April 2012		
Klein High School Replacement - Partial Construction Costs	\$ 28,400,000	IP
Klein High School - Furniture, Fixtures and Equipment	9,800,000	IP
Site Purchase Future Elementary School	2,250,000	NS
Furniture Replacement for Schools	310,000	NS
Buses (3 Special Education and 10 Regular)	1,000,000	C
Career and Technical Education Equipment	75,000	NS
Fine Arts Equipment and Fixtures	280,000	NS
Elementary Playground Equipment	36,000	NS
2012 Districtwide Facility Renovations	9,300,000	C
2013 Districtwide Facility Renovation - Fees	749,000	IP
Asbestos Removal	65,000	NS
Klein High School Tennis Court Resurfacing	50,000	C
2012 Roofs - Construction Costs (Klein Forest , Klein Intermediate, Krahn, Northampton, Kaiser, Roth, Nitsch, Ehrhardt, Eiland, Greenwood Forest, and Hassler)	1,600,000	C
2013 Roof Fees	80,000	NS
Capital Maintenance Repairs	150,000	C
Security	400,000	NS
Cost of Selling Bonds	285,000	C
Capital Projects Personnel	800,000	IP
Contingency for All Projects	1,370,000	IP
Total	\$ 57,000,000	

**Klein Independent School District
2004-2013 Project Activity by Bond Sale**

Project	Project Estimate	Status
\$83,900,000 Bond Sale - Sold April 2011		
Grace England Pre-K Center - Construction Cost	\$ 8,142,100	C
Grace England Pre-K Center - Furniture, Fixture and Equipment	906,000	C
Zwink Elementary - Construction Cost	15,800,000	C
Zwink Elementary - Furniture, Fixture and Equipment	1,225,000	C
Klein High School Replacement - Partial Construction Cost	23,000,000	C
MultiPurpose Center - Partial Construction Cost	4,800,000	C
Site Purchase Future Elementary School	2,200,000	C
Furniture Replacement for Schools	310,000	IP
Furniture for New Temporary Buildings	30,000	NS
Buses (6 Special Education and 4 Regular)	999,527	C
Fine Arts Equipment and Furniture	280,250	IP
Career and Technical Education Equipment	75,000	NS
Elementary Playground Equipment	36,000	IP
Technology - Computers/Peripherals	7,000,000	IP
2011 Districtwide Renovations - Construction Cost	10,411,073	C
2012 Districtwide Renovations - Fees	720,000	C
Temporary Buildings Renovations	426,248	C
2011 Fire Detection - Construction Cost	1,241,688	C
2011 Energy Conservation Projects	2,559,519	C
2011 Roofs - Construction Costs (Maintenance, Transportation, Ehrhardt, Krahn, Northampton and Wunderlich)	1,301,426	C
2012 Roof Fees	70,000	C
Security	702,562	IP
Asbestos Removal	50,000	IP
Capital Maintenance Repairs	250,000	IP
Cost of Selling Bonds	445,343	C
Capital Projects Personnel	715,430	IP
Contingency for All Projects	202,834	IP
Total	\$ 83,900,000	

\$127,000,000 Bond Sale - Sold April 2010		
Ulrich Intermediate - Partial Furniture, Fixture and Equipment	\$ 1,050,155	C
Blackshear Elementary - Partial Construction Cost	12,825,900	C
Blackshear Elementary - Furniture, Fixture and Equipment	1,221,600	C
Elementary #28 - Fees (Zwink)	1,100,000	C
Bernshausen Elementary - Fees	2,633,810	C
Bernshausen Elementary - Construction Costs	2,784,359	C
Klein High Replacement - Fee	8,400,000	IP
Klein High Replacement - Partial Construction Cost	54,100,000	C
Memorial Stadium Renovation - Partial Construction Cost	6,895,211	C
Memorial Stadium Renovation - Furniture, Fixture and Equipment	129,123	C
Zwink Elementary - Fees	1,422,300	C
Elementary Site Purchase	1,681,411	C
Furniture Replacement for Schools	300,000	IP
Buses (17)	1,399,851	C
Fine Arts Equipment and Furniture	265,000	IP
Art Rooms - Furniture, Fixture and Equipment	40,102	C

**Klein Independent School District
2004-2013 Project Activity by Bond Sale**

Project	Project Estimate	Status
Career and Technical Education General Equipment	75,000	IP
Elementary Playground Equipment	38,000	C
Technology - Computers/Peripherals	7,000,000	IP
Districtwide Renovations - Construction Cost	6,904,754	C
Districtwide Facility Renovations - Fees	65,213	C
Strack Intermediate Renovations 2010 - Construction Cost	6,115,322	C
Strack Intermediate Renovations 2010 - Furniture, Fixture and Equipment	5,749	C
Klein Forest Renovation and Athletic Addition - Partial Construction Cost	5,283,065	C
Klein Forest Athletic Addition - Furniture, Fixture and Equipment	397,000	C
SSC and CO Renovations	663,000	IP
Temporary Building Renovations	399,475	C
Asbestos Removal	54,000	C
Fire Detection 2010 - Construction Cost (Klenk, Kuehnle, Mittelstadt, Nitsch and Roth)	579,941	C
2011 Fire Detection - Fees	110,169	C
2011 Energy - Fees	226,350	C
2010 Energy Conservation - Construction Cost (Central Warehouse, Kleb, Klein Oak, Maintenance, 25 mini-gyms and various districtwide)	822,108	C
2010 Roofs - Construction Cost (Klenk, Hildebrandt, Lemm, Doerre, Klein Oak, Transportation and Maintenance)	1,215,032	C
2011 Roofs - Fees	83,000	C
Security	564,000	IP
Capital Maintenance Repairs	150,000	C
Total	\$ 127,000,000	

\$45,000,000 Bond Sale - Sold April 2009		
Ulrich Intermediate - Partial Furniture, Fixture and Equipment	\$ 953,223	C
Blackshear Elementary - Partial Construction Cost	2,000,000	C
Bernshausen Elementary - Partial Construction Costs	3,582,938	C
MultiPurpose Center - Partial Construction Cost	3,600,000	C
South Transportation Center - Furniture, Fixture and Equipment	263,274	C
Temporary Buildings (19 New Units Built On-Site)	2,377,914	C
Early Childhood/Pre-K Center - Partial Fees	1,010,000	C
Memorial Stadium Renovation - Partial Construction Cost	2,022,384	C
Memorial Stadium Renovation - Fees	819,566	C
Furniture for New Temporary Buildings	78,000	D
Buses (18)	1,403,850	C
Replacement of Chalkboards with Whiteboards - Districtwide	256,800	C
Fine Arts Equipment and Furniture	303,490	C
Elementary Playground Equipment	39,590	C
Stryker Evacuation Chairs for Disabled or Injured Persons	70,000	C
Kaivac Cleaning Systems	120,000	C
Technology - Computers/Peripherals	11,877,410	C
Technology - Infrastructure Equipment	1,171,062	IP
Technology - Career and Technical Education Equipment/Software	200,000	IP
Technology - Fine Arts Computers and Software	271,000	IP
Technology - Calculators and Probes	444,000	C
Technology - Library Systems Equipment	253,350	IP
Technology - Student Information Systems Equipment	58,500	IP
2010 Districtwide Facility Renovations - Fees	458,415	C
Strack Renovations	451,122	C

**Klein Independent School District
2004-2013 Project Activity by Bond Sale**

Project	Project Estimate	Status
Klein Forest Renovation and Athletic Addition - Partial Construction Cost	7,042,000	C
SSC and CO Renovations	1,300,000	IP
Temporary Building Renovations	31,776	C
Districtwide Maintenance Repairs not in General Fund Budget	514,098	C
Fire Detection	129,219	C
Energy Conservation	93,001	C
Re-Roofing Fees	73,842	C
Security - Purchase/Maintenance of Monitoring Devices and Computer Software	855,037	C
Klein High School Soccer Bleacher Fees	250,000	C
Capital Project Personnel - Salary and Benefits	545,062	IP
Cost of Selling Bonds	11,652	C
Contingency for All Projects	68,425	IP
Total	\$ 45,000,000	

\$168,000,000 Bond Sale - Sold August 2008		
Mueller Elementary - Construction Cost	\$ 15,003,029	C
Mueller Elementary - Fees and Testing	468,680	C
Mueller Elementary - Furniture, Fixture and Equipment	1,091,266	C
Blackshear Elementary - Fees and Testing	1,433,037	C
Ulrich Intermediate - Construction Cost	24,703,395	C
Ulrich Intermediate - Fees and Testing	1,363,253	C
High School #5 - Partial Construction Cost	3,823,546	D
High School #5 - Fees and Testing	5,228,680	D
MultiPurpose Center - Fees	2,300,000	C
MultiPurpose Center - Construction Cost	9,950,000	C
MultiPurpose Center - Furniture, Fixture and Equipment	1,352,000	C
Bernshausen Elementary - Partial Fees	200,000	C
West Rayford Road Elementary School - Partial Fees and Construction Costs	350,000	IP
South Transportation Center - Construction Cost	4,289,337	C
South Transportation Center - Fees and Testing	519,706	C
South Transportation Center - Furniture, Fixture and Equipment	6,288	C
Temporary Buildings (19 Used Units)	791,620	C
Furniture for New Temporary Buildings	65,906	C
TEP/DAEP Construction Cost - Annex Rebuild	15,711,643	C
TEP/DAEP Fees - Annex Rebuild	1,248,680	C
TEP/DAEP Fees - Furniture, Fixture and Equipment	1,038,687	C
MultiPurpose Center Site Land Acquisition (2nd Installment)	3,148,900	C
Louetta Vacant Property Acquisition Fees	15,970	C
Kleinwood Property Acquisition Fees	18,452	C
2008 and 2009 Furniture Replacement for Schools	691,603	C
Strack Fine Arts - Furniture, Fixture and Equipment	95,520	C
Buses (25)	2,231,412	C
Career and Technical Education - General Equipment	137,000	IP
Fine Arts Equipment and Furniture	207,050	C
Elementary Playground Equipment	10,000	C
Whiteboards	281,120	C
Technology - Computers/Peripherals	12,139,328	C
Technology - Infrastructure Equipment	3,800,000	C
Technology - Printers	90,000	C
Technology - Applications Equipment/Software	1,126,700	C
Technology - Career and Technical Education Equipment/Software and Library Equipment	480,000	C
Technology - Fine Arts Computers and Software	500,200	C

**Klein Independent School District
2004-2013 Project Activity by Bond Sale**

Project	Project Estimate	Status
Technology - Calculators and Probes	112,000	C
Technology - Library Systems Equipment	370,000	C
Technology - Student Information Systems Equipment	427,200	C
2009 Districtwide Facility Renovations - Fees	157,429	C
2009 Districtwide Facility Renovations - Construction Cost	9,032,721	C
2009 Districtwide Mechanical, Electrical and Plumbing - Fees	585,091	C
2009 Districtwide Mechanical, Electrical and Plumbing - Construction Cost	5,696,123	C
Klein High School Renovations - Construction Cost	1,333,227	IP
Klein High School Renovations - Fees and Testing	115,742	IP
Other Districtwide Project Cost (Asbestos, MUD and Property Projects)	139,350	C
Other Districtwide Renovations Project Cost (Marquees, Repave Robbie Rd, Benignus Site Work and Waterproof Gyms)	302,074	C
Klein Oak/Klein Collins High School Addition - Fees	1,604,041	C
Klein Oak/Klein Collins High School Addition - Partial Construction Cost	19,844,771	C
Klein Oak/Klein Collins High School Addition - Furniture, Fixture and Equipment	1,086,789	C
Klein Forest High Athletic Addition - Fees	1,088,084	C
2009 Interior Renovations (Elementary Art/Science Labs and Clinic Remodel and Wunderlich Old Fine Arts Area)	2,301,458	C
2009 Interior Renovations - Fees	123,638	C
Elementary Art/Science Labs - Furniture, Fixture and Equipment	8,318	C
Fire Detection (Doerre, Kaiser, Lemm, Ehrhardt and Brill)	1,082,341	C
Klein High School Soccer Bleachers and Annex Renovations	686,000	C
Klein Forest High School and Haude Elementary Repairs	2,088,773	C
SSC and CO Renovations	280,000	C
Turf Replacement for Klein Memorial Stadium	600,000	C
Energy Conservation (Doerre, Strack, Klein Intermediate, Central Office and Transportation)	852,708	C
Re-Roofing (Schultz, Haude, Benfer, Eiland, Ehrhardt and Districtwide Repairs)	1,433,165	C
Capital Maintenance Repairs	498,243	C
Security - Purchase/Maintenance of Monitoring Devices and Computer Software	330,000	C
Bus HGAC Proceeds	(352,812)	C
Premium on Bonds	(1,390,279)	C
Capital Projects Personnel - Salary and Benefits	150,000	IP
Cost of Selling Bonds	1,390,279	C
Contingency for All Projects	111,518	IP
Total	\$ 168,000,000	

\$32,000,000 Bond Sale - Sold December 2007		
Real Estate Acquisition - South Transportation Center	\$ 285,000	C
Real Estate Acquisition - Lacey Road	1,800,000	C
Real Estate Acquisition for Future Elementary Site - Spring Stuebner and Rothwood (Zwink)	1,374,000	C
Strack Fine Arts Addition	3,200,000	C
High School #5 Design	500,000	C
Temporary Buildings (4)	320,000	C
Police Facility - Partial Construction Cost	716,522	C
Benfer Addition	961,824	C
Wunderlich Fine Arts Addition	800,000	C
Blackshear Elementary Design	126,000	C
Elementary Art/Science Lab Remodeling (Ehrhardt, Roth, Nitsch and Kaiser)	650,000	C
Food Service Remodeling (Wunderlich)	450,000	C
Athletic Misc. Projects (Hildebrandt, Wunderlich, Klein Forest, Klein High, Klein Oak, Klein Collins and	765,000	C
Misc. Remodeling (Klein Oak Loading Dock, Vinyl Composition Tile at Strack and Hildebrandt)	185,000	C

**Klein Independent School District
2004-2013 Project Activity by Bond Sale**

Project	Project Estimate	Status
Asbestos Removal (Strack, Eiland and Temporary Buildings)	19,000	C
Career and Technical Education (Greenhouse Renovations Klein Collins, Klein Oak and Misc. Equipment)	90,000	C
HVAC Projects (Ehrhardt, Eiland, Greenwood Forest, Hassler, Brill and Klein Forest)	592,500	C
Re-Roofing Projects (Central Office, Krahn, Nitsch, Klein Forest, Benfer and Districtwide Repairs)	580,000	C
Klein Oak Auditorium Repairs	1,100,000	C
Fire Detection (Greenwood Forest, Epps Island, Theiss and Klein Oak Auditorium)	560,000	C
Energy Conservation and Misc. Electrical (Lemm, Krahn and Kleb)	600,000	C
Security - Purchase/Maintenance of Monitoring Devices and Computer Software	390,000	C
Furniture and Equipment (Temporary Buildings, Elementary Art/Science Labs and Police Building)	385,000	C
Buses (20)	1,900,000	C
Technology - Computers/Peripherals	8,000,000	C
Technology - Career and Technical and Library Equipment	150,000	C
Technology - Network Equipment	4,007,500	C
Technology - Fine Arts	260,000	C
Architectural/Engineering and Utilities, Ingress/Egress, Environmental Costs of Projects	738,000	C
Cost of Selling Bonds	432,378	C
Contingency for All Projects	62,276	C
Total	\$ 32,000,000	

\$45,000,000 Bond Sale - Sold December 2006		
Real Estate Acquisition - Mueller Elementary	\$ 1,261,236	C
Frank Elementary - Construction Cost	5,806,063	C
Krimmel Intermediate - Partial Construction Cost	5,646,403	C
Police Department - Partial Construction Cost	2,166,572	C
Network Operations Center - Construction Cost	3,652,900	C
Wunderlich Fine Arts Addition	2,137,500	C
Mueller Elementary and Blackshear Elementary - Partial Construction Cost	800,000	C
Elementary Art/Science Lab Renovations (Benfer, Theiss, Kaiser, Lemm and Brill)	2,637,591	C
Food Service Remodeling (Epps Island)	558,000	C
Athletic Misc. Projects (Wunderlich, Klein Forest Fields and Strack)	112,544	C
Site Work Projects (Greenwood Forest and Haude)	191,956	C
Wunderlich Farm Restroom Facility Project	219,000	C
Ansul Fire Sprinkler Systems Project (Food Service)	20,000	C
Re-Surface FFA Access Road at North Ag Facility - Klein Cemetery Road	219,000	C
Career and Technical Education Greenhouses	169,000	C
Asbestos Removal (Benfer, Theiss and 3 Portables)	23,000	C
Career and Technical Education Playground Equipment (Klein High and Klein Oak)	102,000	C
HVAC Projects	525,120	C
Re-Roofing Projects (Epps Island, Haude, Greenwood Forest, Klein Oak and Kuehnle)	624,614	C
Districtwide Maintenance Repairs not in General Fund Budget	200,000	C
Energy Conservation and Misc. Electrical (Doerre, Klein Intermediate and Kleb)	453,850	C
Security - Purchase/Maintenance of Monitoring Devices and Computer Software	374,954	C
Furniture and Equipment (Krimmel, Frank, Temporary Buildings, Elementary Art/Science Labs, Police Department, Network Operations Center and Wunderlich Fine Arts Addition)	3,254,030	C
Buses (33)	2,895,820	C
Technology - Computers/Peripherals	6,906,143	C
Technology - Career and Technical Education and Library Equipment	150,000	C
Technology - Network Equipment	3,522,253	C
Technology - Fine Arts	256,673	C
Technology - Kronos Employee Time Clock System	262,000	C
Architectural/Engineering and Utilities, Ingress/Egress, Environmental Costs of Projects	2,319,353	C

**Klein Independent School District
2004-2013 Project Activity by Bond Sale**

Project	Project Estimate	Status
Cost of Selling Bonds	160,405	C
Contingency for All Projects	33,245	C
Proceeds from Previous Bond Sales	(763,087)	C
Capital Projects Interest Income Earned	(1,898,138)	C
Total	\$ 45,000,000	

\$53,000,000 Bond Sale - Sold January 2006		
Elementary P.E. Facilities (Klenk, Eiland, Hassler and Schultz)	\$ 3,948,000	C
Kimmel Intermediate (Phase I)	14,535,206	C
Police/Athletics Project Initiation	111,944	C
Frank Elementary - Partial Construction Cost	5,800,000	C
Elementary Art/Science Lab Remodeling (Greenwood Forest, Haude and Northampton)	435,937	C
Intermediate Science Lab Remodeling (Strack and Doerre)	373,170	C
TEP/DAEP Annex Rebuild - Project Initiation	33,354	C
Temporary Buildings (3)	232,950	C
Maintenance Center Remodeling	184,000	C
Mold Remediation and Build Back (Epps Island, Haude, Northampton and Greenwood Forest)	8,000,000	C
Facility Assessment Projects	443,790	C
Athletics - Gym Floor Replacement	321,817	C
Roth Clinic Remodel	95,893	C
Haude Food Service Remodel	273,240	C
Gym Floor Replacement (Klein High, Klein Oak and Kleb)	116,107	C
Terrazzo Floor Replacement (Eiland, Kleb and Kuehnle)	21,222	C
Career and Technical Education (Greenhouses at Klein High and Klein Forest and Equipment)	59,202	C
Asbestos Removal (Kaiser, Benfer and 2 Northampton Temporary Buildings)	13,000	C
HVAC Projects (Roth, KIC, Hildebrandt, Theiss, Wunderlich, Klein Collins, Klein Intermediate, Haude, Klein High, Northampton, Greenwood Forest and Epps Island)	1,698,500	C
Re-Carpeting (Kuehnle, Nitsch, Maintenance, Transportation and Warehouse)	229,347	C
Re-Roofing Projects (Klein High Hi Rise, Doerre, Ehrhardt, Northampton and Theiss)	855,600	C
Re-Surfacing Parking Lots (Klein High, Epps Island and Greenwood Forest)	171,717	C
Fire Detection System Installation	1,192,057	C
Energy Conservation	480,175	C
Security - Purchase/Maintenance of Monitoring Devices and Computer Software	468,693	C
Furniture and Equipment (Districtwide Replacement, Benignus, Elementary Art/Science Labs, Temporary Buildings and Klein Forest Instructional Wing)	1,922,231	C
Buses (18) and Fuel System	1,444,000	C
Technology - Computers/Peripherals	5,000,000	C
Technology - Career and Technical Education and Library Equipment	150,000	C
Technology - Network Equipment	1,036,281	C
Technology - Fine Arts	256,673	C
Architectural/Engineering and Utilities, Ingress/Egress, Environmental Costs of Projects	3,011,145	C
Cost of Selling Bonds	165,722	C
Contingency for All Projects	13,619	C
Proceeds from Previous Bond Sales	(94,592)	C
Total	\$ 53,000,000	

**Klein Independent School District
2004-2013 Project Activity by Bond Sale**

Project	Project Estimate	Status
\$58,000,000 Bond Sale - Sold December 2004		
Real Estate Acquisition - High School #5	\$ 8,300,000	C
Real Estate Acquisition - Vistas High School Site	1,325,000	C
Benignus Elementary	10,778,535	C
Elementary P.E. Facilities (Roth, Kuehne and Mittelstadt)	2,618,000	C
Klein Forest Addition with Special Education and Clinic Renovations	12,712,585	C
Construct 3 Temporary Buildings	204,370	C
Krimmel Intermediate - Design Phase	750,000	C
Stadium Lighting (Klein Intermediate, Strack and Doerre)	408,664	C
Furniture and Equipment (Districtwide Replacement, Metzler, Clinics, Temporary Buildings, Intermediate Science Labs and Vistas High)	1,313,100	C
Fire Alarm System	389,920	C
Energy Conservation	250,000	C
Intermediate Science Labs (Hildebrandt and Wunderlich)	379,596	C
P.A. System Replacements (Benfer, Kaiser, Klein High - Career Ctr. and Pavilion, Nitsch and Roth)	105,000	C
Room Dividers (Doerre Gym)	25,000	C
P.E. Locker Installation (Doerre, Klein Intermediate and Wunderlich)	180,000	C
Elementary Clinic Renovations (Brill, Epps Island, Theiss, Greenwood Forest, Haude, Nitsch, Schultz and Northampton)	621,904	C
Klein Forest Auditorium - Replace Lighting and Sound	418,333	C
Synthetic Gym Floor Replacement (Klein Intermediate)	42,000	C
Renovate Swimming Pool Roof (Klein High)	50,000	C
Klein Memorial Stadium (Enclose Remaining Storage Area)	100,000	C
Replace Parking Lot Lights - (KO-21, Nitsch-8 and Roth)	10,200	C
Re-Surface Klein Oak Pool (Replace Bulk Head)	90,000	C
Terrazzo Floor Repair (Krahn and Maintenance Center)	19,500	C
Terrazzo Floor Repair (Wunderlich)	156,400	C
Klein High Auditorium Wall Project	448,888	C
Remodel Vistas High School	2,721,959	C
Remodel Northampton Food Service Area and Completion of Mold School Construction	540,000	C
HVAC Projects (Klein High Plant, Kleb, Lemm, Benfer, Brill, Nitsch, Northampton, Strack, Klein Forest, Klein Oak and Annex)	1,444,325	C
Re-Roofing Projects (Brill, Klein Intermediate and Maintenance Center)	555,730	C
Re-Surfacing Parking Lots and Tennis Courts (Doerre, Klein Forest, Klein High and Maintenance)	584,000	C
Technology - Computers/Peripherals	4,000,000	C
Technology - Career and Technical Education and Library Equipment	150,000	C
Technology - Network Equipment	648,000	C
Technology - Fine Arts Computers and Software	260,000	C
Technology - Data Management	100,000	C
Buses (45)	3,476,520	C
Security - Purchase/Maintenance of Monitoring Devices and Computer Software	600,000	C
Architectural/Engineering and Utilities, Ingress/Egress, Environmental Costs of Projects	2,013,994	C
Project Manager Costs	82,636	C
Cost of Selling Bonds	170,721	C
Contingency for All Projects	50,120	C
Proceeds from Prior Land Sale	(900,000)	C
Proceeds from HGAC (Emissions Savings)	(295,000)	C
Proceeds from Previous Bond Sale	100,000	C
Total	\$ 58,000,000	

Status Key - C indicates Complete; IP indicates In Progress; NS indicates Not Started; D indicates Delayed



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KLEIN INDEPENDENT SCHOOL DISTRICT
2013-2014 ADOPTED BUDGET

TABLE OF CONTENTS

INFORMATIONAL SECTION

Funding and Forecasts

State and Local Funding of School Districts in Texas – Current Public School Finance System.....	121
Overview	121
Local Funding For School Districts.....	121
State Funding For School Districts.....	122
2006 Legislation.....	123
2009 Legislation.....	123
2011 Legislation.....	124
2013 Legislation.....	124
Tax Rate Limitation.....	124
Rollback Tax Rate	125
Property Subject to Taxation by the District	125
Residential Homestead Exemptions.....	125
Assessed Value of Taxable Property.....	126
Property Tax Collections.....	127
Property Tax Rates and Comparison of Levy on Average Residence	128
Five Year Financial Forecast - General Fund.....	129
Five Year Financial Forecast - Interest and Bonded Debt.....	130
Five Year Financial Forecast - Food Service.....	131

Student Enrollment and Staffing

Districtwide Student Enrollment Data 2010-2018	133
Capacity, Enrollment, and Age by School.....	134
Student Enrollment Data by Campus 2010-2014	136
Student Data Review - 2012-2013 Fall PEIMS Collection	137
Staff Count by Position - All Funds	138
Staff Count by Position - General Fund	139
2013-2014 Salary Schedule - Classroom Teachers, Librarians, Speech Pathologists and Nurses (RN)	139
Staff Count by Campus - General Fund	140
Staff Count by Department - General Fund.....	141
General Fund Staffing Details – Campus Personnel	142
General Fund Staffing Details – Department Personnel	148
Staff Count by Grant - Special Revenue Funds	153
Special Revenue Personnel.....	154
Staff Summary - 2012-2013 Fall PEIMS Collection	156

Performance Measures

STAAR and TAKS	157
2013 State Accountability Results.....	157
Table 1: Rating, Index Totals and Distinction Designations.....	159
2012-2013 Klein ISD Scorecard Report.....	160

KLEIN INDEPENDENT SCHOOL DISTRICT
2013-2014 ADOPTED BUDGET

TABLE OF CONTENTS - *continued*

Scholastic Assessment Test (SAT) Participation & Performance	164
American College Test (ACT) Participation & Performance	165
Campus Improvement Plans	
High Schools	166
Intermediate Schools	170
Elementary Schools	179
Departmental Performance Measures	
Superintendent of Schools	208
Associate Superintendent of Instruction and Student Services	209
Associate Superintendent of Human Resources	213
Associate Superintendent of School Administration.....	214
Associate Superintendent of Financial Services	215
Associate Superintendent of Facilities	217
Associate Superintendent of Communications and Planning	219
Chief Technology Officer	219
Quality School Survey Report - Spring 2013	220
Financial Integrity Rating System of Texas - 2011-2012 District Status Detail	224
<u>Miscellaneous</u>	
Klein ISD School Calendar - 2013-2014.....	227
District Area Economy	228
General Obligation Bonds - Bond Sales Data.....	230
General Obligation Bonds - Principal and Interest Schedule as of September 1, 2013.....	231
Commonly Used Acronyms	232
Education Terms and Abbreviations.....	233

STATE AND LOCAL FUNDING OF SCHOOL DISTRICTS IN TEXAS CURRENT PUBLIC SCHOOL FINANCE SYSTEM

Overview

The following description of the Finance System is a summary of the Reform Legislation and the changes made by the State Legislature to the Reform Legislation since its enactment, including modifications made during the regular through third called sessions of the 79th Texas Legislature (collectively, the “2006 Legislative Session”), the regular session of the 81st Texas Legislature (the “2009 Legislative Session”), the regular and first called sessions of the 82nd Texas Legislature (collectively, the “2011 Legislative Session”) and the regular session of the 83rd Texas Legislature (the “2013 Legislative Session”). For a more complete description of school finance and fiscal management in the State, reference is made to Vernon’s Texas Codes Annotated, Education Code, Chapters 41 through 46, as amended.

Funding for school districts in the State is provided primarily from State and local sources. State funding for all school districts is provided through a set of funding formulas comprising the “Foundation School Program,” as well as two facilities financing programs. Generally, the Finance System is designed to promote wealth equalization among school districts by balancing State and local sources of funds available to school districts. In particular, because districts with relatively high levels of property wealth per student can raise more local funding, such districts receive less State aid, and in some cases, are required to disburse local funds to equalize their overall funding relative to other school districts. Conversely, because districts with relatively low levels of property wealth per student have limited access to local funding, the Finance System is designed to provide more State funding to such districts. Thus, as a school district’s property wealth per student increases, State funding to the school district is reduced. As a school district’s property wealth per student declines, the Finance System is designed to increase its State funding. A similar equalization system exists for facilities funding wherein districts with the same tax rate for debt service raise the same amount of combined State and local funding. Facilities funding for debt incurred in prior years is expected to continue in future years; however, State funding for new school facilities was not appropriated by the 83rd Texas Legislature for the 2014–15 State biennium.

Local funding is derived from collections of ad valorem taxes levied on property located within each district’s boundaries. School districts are authorized to levy two types of property taxes: a limited maintenance and operations (“M&O”) tax to pay current expenses and an unlimited interest and sinking fund (“I&S”) tax to pay debt service on bonds. Under current law, M&O tax rates are subject to a statutory maximum rate of \$1.17 per \$100 of taxable value for most school districts. Current law also requires school districts to demonstrate their ability to pay debt service on outstanding indebtedness through the levy of an ad valorem tax at a rate of not to exceed \$0.50 per \$100 of taxable property at the time bonds are issued. Once bonds are issued, however, districts may levy a tax to pay debt service on such bonds unlimited as to rate or amount. As noted above, because property values vary widely among school districts, the amount of local funding generated by the same tax rate is also subject to wide variation among school districts.

The Reform Legislation, which generally became effective at the beginning of the 2006–07 fiscal year of each school district in the State, made substantive changes to the Finance System, which are summarized below. While each school district’s funding entitlement was calculated based on the same formulas that were used prior to the 2006–07 fiscal year, the Reform Legislation made changes to local district funding by reducing each districts’ 2005 M&O tax rate by one-third over two years through the introduction of the “State Compression Percentage,” with M&O tax levies declining by approximately 11% in fiscal year 2006–07 and approximately another 22% in fiscal year 2007–08. (Prior to the Reform Legislation, the maximum M&O tax rate for most school districts was \$1.50 per \$100 of taxable assessed valuation. Because most school districts levied an M&O rate of \$1.50 in 2005, the application of Reform Legislation compression formula reduced the majority of school districts’ M&O tax rates to \$1.00). Subject to local referenda, a district may increase its local M&O tax levy up to \$0.17 above the district’s compressed tax rate. Based on the current State Compression Percentage, the maximum possible M&O tax rate is \$1.17 per \$100 of taxable value for most school districts.

Local Funding for School Districts

The primary source of local funding for school districts is collections from ad valorem taxes levied against the taxable property located in each school district. As noted above, prior to the Reform Legislation, the maximum M&O tax rate for most school districts was generally limited to \$1.50 per \$100 of taxable value, and the majority of school districts were levying an M&O tax rate of \$1.50 per \$100 of taxable value at the time the Reform Legislation was enacted. The Reform Legislation required each school district to “compress” its tax rate by an amount equal to the “State Compression Percentage.” For fiscal years 2007–08 through 2014–15, the State Compression Percentage has been set at 66.67%, effectively setting the maximum compressed M&O tax rate for most school districts at \$1.00 per \$100 of taxable value. The State Compression Percentage is set by legislative

appropriation for each State fiscal biennium or, in the absence of legislative appropriation, by the Commissioner. School districts are permitted, however, to generate additional local funds by raising their M&O tax rate by \$0.04 above the compressed tax rate without voter approval (for most districts, up to \$1.04 per \$100 of taxable value). In addition, if the voters approve the tax rate increase, districts may, in general, increase their M&O tax rate by an additional two or more cents and receive State equalization funds for such taxing effort up to a maximum M&O tax rate of \$1.17 per \$100 of taxable value. Elections authorizing the levy of M&O taxes held in certain school districts under older laws, however, may subject M&O tax rates in such districts to other limitations.

State Funding for School Districts

State funding for school districts is provided through the Foundation School Program, which provides each school district with a minimum level of funding (a "Basic Allotment") for each student in average daily attendance ("ADA"). The Basic Allotment is calculated for each school district using various weights and adjustments based on the number of students in average daily attendance and also varies depending on each district's compressed tax rate. This Basic Allotment formula determines most of the allotments making up a district's Tier One entitlement. This basic level of funding is referred to as "Tier One" of the Foundation School Program. The basic level of funding is then "enriched" with additional funds known as "Tier Two" of the Foundation School Program. Tier Two provides a guaranteed level of funding for each cent of local tax effort that exceeds the compressed tax rate (for most districts, M&O tax rates above \$1.00 per \$100 of taxable value). The Finance System also provides an Existing Debt Allotment ("EDA") to subsidize debt service on eligible outstanding school district bonds and an Instructional Facilities Allotment ("IFA") to subsidize debt service on newly issued bonds. IFA primarily addresses the debt service needs of property-poor school districts. A New Instructional Facilities Allotment ("NIFA") also is available to help pay operational expenses associated with the opening of a new instructional facility; however, NIFA awards were not funded by the Legislature for either the 2012-13 or the 2014-15 State fiscal bienniums. The 2013 Legislative Session did appropriate funds in the amount of \$1,268,000 for the 2014-15 State fiscal biennium for continued EDA and IFA support.

Tier One and Tier Two allotments represent the State's share of the cost of M&O expenses of school districts, with local M&O taxes representing the district's local share. EDA and IFA allotments supplement a school district's local I&S taxes levied for debt service on eligible bonds issued to construct, acquire and improve facilities. Tier One and Tier Two allotments and existing EDA and IFA allotments are generally required to be funded each year by the Legislature. Since future-year IFA awards were not funded by the Legislature for the 2014-15 fiscal biennium, and debt service assistance on school district bonds that are not yet eligible for EDA is not available, debt service on new bonds issued by districts to construct, acquire and improve facilities must be funded solely from local I&S taxes. For the 2014-15 State biennium, prior awards for IFA debt support will continue to be made but the Legislature set aside no funds for new IFA awards. State funding allotments may be adjusted in certain circumstances to account for shortages in State appropriations or to allocate available funds in accordance with wealth equalization goals.

Tier One allotments are intended to provide all districts a basic level of education necessary to meet applicable legal standards. Tier Two allotments are intended to guarantee each school district that is not subject to the wealth transfer provisions an opportunity to supplement that basic program at a level of its own choice; however, Tier Two allotments may not be used for the payment of debt service or capital outlay.

As described above, the cost of the basic program is based on an allotment per student known as the "Basic Allotment". For fiscal year 2013-14, the Basic Allotment is \$4,950 and for fiscal year 2014-15, the Basic Allotment is \$5,040 for each student in average daily attendance. The Basic Allotment is then adjusted for all districts by several different weights to account for inherent differences between school districts. These weights consist of (i) a cost adjustment factor intended to address varying economic conditions that affect teacher hiring known as the "cost of education index", (ii) district-size adjustments for small and mid-size districts and (iii) an adjustment for the sparsity of the district's student population. The cost of education index and district-size adjustments applied to the Basic Allotment, create what is referred to as the "Adjusted Allotment". The Adjusted Allotment is used to compute a "regular program allotment," as well as various other allotments associated with educating students with other specified educational needs.

Tier Two supplements the basic funding of Tier One and provides two levels of enrichment with different guaranteed yields depending on the district's local tax effort. The first six cents of tax effort that exceeds the compressed tax rate (for most districts, M&O tax rates ranging from \$1.01 to \$1.06 per \$100 of taxable value) will, for most districts, generate a guaranteed yield of \$59.97 and \$61.86 per penny of tax effort per weighted student in average daily attendance ("WADA") for the fiscal year 2013-14 and fiscal year 2014-15, respectively. The second level of Tier Two is generated by tax effort that exceeds the district's compressed tax rate plus six cents (for most districts eligible for this level of funding, M&O tax rates ranging from \$1.07 to \$1.17 per \$100 of taxable value) and has a guaranteed yield per cent per WADA of \$31.95 for fiscal years 2013-14 and 2014-15.

Property-wealthy school districts that have an M&O tax rate that exceeds the district's compressed tax rate plus six cent are subject to recapture above this tax rate level at the equivalent wealth per student of \$319,500.

In addition to the operations funding components of the Foundation School Program discussed above, the Foundation School Program provides a facilities funding component consisting of the Instructional Facilities Allotment (IFA) program and the Existing Debt Allotment (EDA) program. These programs assist school districts in funding facilities by, generally, equalizing a district's I&S tax effort. The IFA guarantees each awarded school district a specified amount per student (the "IFA Guaranteed Yield") in State and local funds for each cent of tax effort to pay the principal of and interest on eligible bonds issued to construct, acquire, renovate or improve instructional facilities. The guaranteed yield per cent of local tax effort per student in ADA has been \$35 since this program first began. To receive an IFA award, a school district must apply to the Commissioner in accordance with rules adopted by the Commissioner before issuing the bonds to be paid with IFA state assistance. The total amount of debt service assistance over a biennium for which a district may be awarded is limited to the lesser of (1) the actual debt service payments made by the district in the biennium in which the bonds are issued; or (2) the greater of (a) \$100,000 or (b) \$250 multiplied by the number of students in ADA. The IFA is also available for lease-purchase agreements and refunding bonds meeting certain prescribed conditions. Once a district receives an IFA award for bonds, it is entitled to continue receiving State assistance for such bonds without reapplying to the Commissioner. The guaranteed level of State and local funds per student per cent of local tax effort applicable to the bonds may not be reduced below the level provided for the year in which the bonds were issued. For the 2014–15 State biennium, however, no funds are appropriated for new IFA awards, although all current obligations are funded through the biennium.

State financial assistance is provided for certain existing eligible debt issued by school districts through the EDA program. The EDA guaranteed yield (the "EDA Yield") is the same as the IFA Guaranteed Yield (\$35 per cent of local tax effort per student in ADA), subject to adjustment as described below. For bonds that became eligible for EDA funding after August 31, 2001, and prior to August 31, 2005, EDA assistance was less than \$35 in revenue per student for each cent of debt service tax, as a result of certain administrative delegations granted to the Commissioner under State law. The portion of a district's local debt service rate that qualifies for EDA assistance is limited to the first 29 cents of debt service tax (or a greater amount for any year provided by appropriation by the Legislature). In general, a district's bonds are eligible for EDA assistance if (i) the district made payments on the bonds during the final fiscal year of the preceding State fiscal biennium or (ii) the district levied taxes to pay the principal of and interest on the bonds for that fiscal year. Each biennium, access to EDA funding is determined by the debt service taxes collected in the final year of the preceding biennium. A district may not receive EDA funding for the principal and interest on a series of otherwise eligible bonds for which the district receives IFA funding. Prior to the 2012–13 biennium, a district could also qualify for a NIFA allotment, which provided assistance to districts for operational expenses associated with opening new instructional facilities. As previously mentioned, this program was not funded for either the 2012–13 or 2014-15 State fiscal bienniums.

2006 Legislation

Since the enactment of the Reform Legislation in 2006, most school districts in the State have operated with a "target" funding level per student ("Target Revenue") that is based upon the "hold harmless" principles embodied in the Reform Legislation. This system of Target Revenue was superimposed on the Foundation School Program and made existing funding formulas substantially less important for most school districts. As noted above, the Reform Legislation was intended to lower M&O tax rates in order to give school districts "meaningful discretion" in setting their M&O tax rates, while holding school districts harmless by providing them with the same level of overall funding they received prior to the enactment of the Reform Legislation. Under the Target Revenue system, each school district is generally entitled to receive the same amount of revenue per student as it did in either the 2005–2006 or 2006–07 fiscal year (under existing laws prior to the enactment of the Reform Legislation), as long as the district adopted an M&O tax rate that was at least equal to its compressed rate. The reduction in local M&O taxes resulting from the mandatory compression of M&O tax rates under the Reform Legislation, by itself, would have significantly reduced the amount of local revenue available to fund the Finance System. To make up for this shortfall, the Reform Legislation authorized Additional State Aid for Tax Reduction ("ASATR") for each school district in an amount equal to the difference between the amount that each district would receive under the Foundation School Program and the amount of each district's Target Revenue funding level.

2009 Legislation

During the 2009 Legislative Session, legislation was enacted that increased the Basic Allotment for the 2009–10 fiscal year from \$3,218 to \$4,765. In addition, each district's Target Revenue was increased by \$120 per WADA. Target Revenue amounts were also adjusted to provide for mandatory employee pay raises and to account for changes in transportation and NIFA costs since

the original Target Revenues were set. Overall, the Legislature allocated approximately \$1.9 billion in new State aid for school districts.

2011 Legislation

During the 2011 Legislative Session, the Legislature enacted a budget that cut \$4 billion from the Foundation School Program for the 2012–13 State fiscal biennium, as compared to the funding level school districts were entitled to under the current formulas, including Target Revenue, and also cut approximately \$1.3 billion in various grants (i.e., pre-kindergarten grant program, student success initiative, etc.) that were previously available. Such cuts were made in light of a projected State deficit of up to \$27 billion for the 2012–13 State fiscal biennium. In order to reduce formula funding, a Regular Program Adjustment Factor (“RPAF”) was applied to the formula that determines a district’s regular program allotment. RPAF is multiplied by a school district’s count of students in ADA (not counting the time a student spends in special education and career & technology education) and its Adjusted Allotment, which is the \$4,765 Basic Allotment adjusted for the cost of education index and the small- and mid-sized district adjustments. The RPAF is set at 0.9239 for the 2011–12 fiscal year and 0.98 for the 2012–13 fiscal year. In order to balance these reductions across the two years for formula funded districts, such districts had the option to request that an RPAF value of 0.95195 be applied for both the 2011–12 and 2012–13 fiscal years. In order to be granted the request by the Commissioner, the district must demonstrate that using the 0.9239 RPAF would have caused the district a financial hardship in 2011–12. By applying the RPAF only to the Adjusted Allotment, other Tier One allotments, such as special education, career and technology, gifted and talented, bilingual and compensatory education, were not affected. The State Board of Education however, was directed to decrease funding for these programs in proportion to the reductions to the Basic Allotment. The Legislature also established an RPAF value of 0.98 for the 2013–15 State fiscal biennium, subject to increases by subsequent legislative appropriation not to exceed an RPAF value of 1.0. The RPAF factor and its related provisions are scheduled to expire on September 1, 2015.

The RPAF was the primary mechanism for formula reductions in the 2011–12 fiscal year. However, the 2011 Legislation also created the hold harmless reduction percentage to school district entitlement through the application of ASATR. Because it only applies to ASATR, its impact is generally felt only by school districts for which the formula funding system does not provide the district with its Target Revenue. In the 2012–13 fiscal year, the RPAF of 0.98 is combined with a percentage reduction in each school district’s hold harmless Target Revenue per WADA to 92.35% of its formula amount. For the 2013–14 and 2014-15 fiscal years, the percentage reduction of each district’s hold harmless formula amount is 92.63%. With regard to this adjustment, the ASATR relief that funds the Target Revenue system is phased out between the 2013–14 and 2017–18 fiscal years.

2013 Legislation

No significant modifications were made to the underlying school finance structure during the 2013 Legislative Session. However, several of the revenue reduction formulas, notably the RPAF, were eliminated. As stated above, the 2011 Legislation created the RPAF as the primary mechanism for formula reductions in the 2012–13 State biennium. For the 2013–14 and 2014-15 fiscal years, the State Legislature set the RPAF to 1.00 which restores the regular program allotment funding at 100% of which each district is entitled. The RPAF expires at the end of fiscal year 2014-15. The 2013 Legislature also continued the reduction in each district’s ASATR payment but changed the reduction from 92.35% to 92.63% of what the district would have received in hold harmless ASATR funding for the 2013-14 and 2014-15 school years. The 2013 Legislation also increased the Basic Allotment for the 2013-14 fiscal year to \$4,950 and for the 2014-15 fiscal year to \$5,040.

Tax Rate Limitation

A school district is authorized to levy maintenance and operation (“M&O”) taxes subject to approval of a proposition submitted to district voters. The maximum M&O tax rate that may be levied by a district cannot exceed the voted maximum rate or the maximum rate described in the next succeeding paragraph. The maximum voted M&O tax rate for the District is \$1.50 per \$100 of assessed valuation as approved by the voters at an election held on May 19, 1962 pursuant to Article 2784e-1, Texas Revised Civil Statutes Annotated, as amended (“Article 2784e-1”). Article 2784e-1 limits the District’s annual M&O tax rate based upon a comparison between the District’s outstanding bonded indebtedness and the District’s taxable assessed value per \$100 of assessed valuation. Article 2784e-1 provides for a reduction of \$0.10 for each one percent (1%) or major fraction thereof increase in bonded indebtedness beyond seven percent (7%) of assessed valuation of property in the District. This limitation is capped when the District’s bonded indebtedness is ten percent (10%) (or greater) of the District’s assessed valuation which would result in an annual M&O tax rate not to exceed \$1.20. Lastly, the Texas Attorney General in reviewing the District’s transcript of proceedings will allow the District to reduce the amount of its outstanding bonded indebtedness by the amount of funds (on a percentage basis) that the District receives in State assistance for the repayment of this bonded indebtedness (For example, if the District anticipates that it will pay 75% of its bonded indebtedness from State assistance, for the purposes of Article 2784e-1, the Texas Attorney General will assume that only 25% of the District’s bonded indebtedness is outstanding and

payable from local ad valorem taxes). The bonded indebtedness of the District after the issuance of the Bonds will be approximately 5.89% of the District's current taxable assessed valuation of property.

The maximum tax rate per \$100 of assessed valuation that may be adopted by the District may not exceed the lesser of (A) \$1.50, or such lower rate as described in the preceding paragraph, and (B) the sum of (1) the rate of \$0.17, and (2) the product of the "State Compression Percentage" multiplied by \$1.50. The State Compression Percentage has been set, and will remain, at 66.67% for fiscal years 2007–08 through 2012–13. The State Compression Percentage is set by legislative appropriation for each State fiscal biennium or, in the absence of legislative appropriation, by the Commissioner. Furthermore, a school district cannot annually increase its tax rate in excess of the district's "rollback tax rate" without submitting such tax rate to a referendum election and a majority of the voters voting at such election approving the adopted rate.

Rollback Tax Rate

In setting its annual tax rate, the governing body of a school district generally cannot adopt a tax rate exceeding the district's "rollback tax rate" without approval by a majority of the voters voting at an election approving the higher rate. The tax rate consists of two components: (1) a rate for funding of maintenance and operation expenditures, and (2) a rate for debt service. For the 2009-10 fiscal year and thereafter, the rollback tax rate for a school district is the lesser of (A) the sum of (1) the product of the district's "state compression percentage" for that year multiplied by \$1.50, (2) the rate of \$0.04, (3) any rate increase above the rollback tax rate in prior years that were approved by voters, and (4) the district's current debt rate, or (B) the sum of (1) the district's effective maintenance and operations tax rate, (2) the product of the district's state compression percentage for that year multiplied by \$0.06, and (3) the district's current debt rate. For tax years 2003 through 2008, the rollback tax rate includes the tax rate that, applied to current tax values, would impose taxes in an amount sufficient for the district to fund its minimum local effort requirement for employee health care coverage.

The "effective maintenance and operations tax rate" for a school district is the tax rate that, applied to the current tax values, would provide local maintenance and operating funds, when added to State funds to be distributed to the district pursuant to Chapter 42 of the Texas Education Code for the school year beginning in the current tax year, in the same amount as would have been available to the district in the preceding year if the funding elements of wealth equalization and State funding for the current year had been in effect for the preceding year.

Property Subject to Taxation by the District

Except for certain exemptions provided by Texas law, all property in the District is subject to taxation by the District. Categories of exemptions applicable to the District include property owned by the State of Texas or its political subdivisions if the property is used for public purposes; property exempt from ad valorem taxation by federal law; certain household goods, family supplies, and personal effects; farm products owned by the producers; certain property affiliated with charitable organizations, youth development associations, religious organizations, and qualified schools; designated historic sites; solar and wind powered energy devices; and most individually owned automobiles. In addition, owners of agricultural, timber and open space land may, under certain circumstances, request valuation of such land on the basis of productive capacity rather than market value.

Residential Homestead Exemptions

An adult who files an application is entitled to an exemption from taxation by the District of \$15,000 of the appraised value of his residential homestead for that year and subsequent years until the property is sold or is no longer his homestead. If the taxpayer is 65 or older, or is disabled, an additional \$10,000 of the appraised value is exempt from District taxation. Disabled veterans are entitled to an exemption, the amount of which varies up to \$12,000, dependent on age and disability, and certain survivors of deceased disabled veterans may claim the same amount of exemption. In addition to state mandated exemptions, the District offers a \$13,300 local exemption to taxpayers 65 years of age or older.

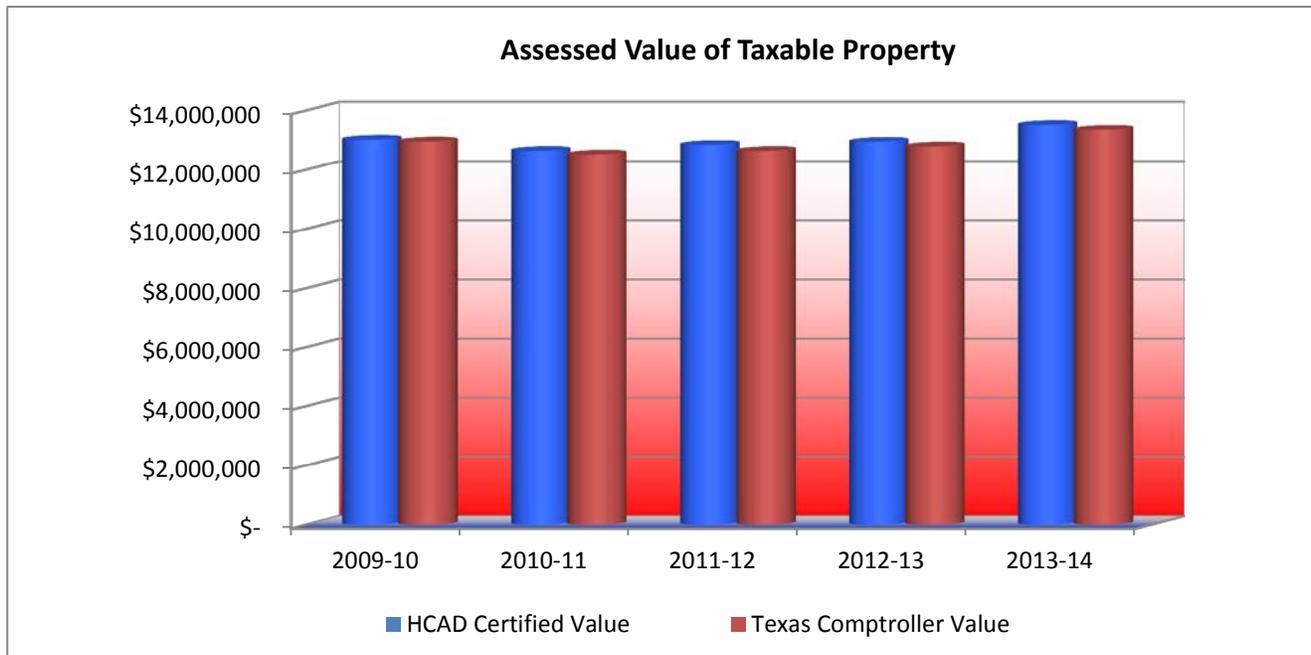
The freeze on ad valorem taxes on the homesteads of persons 65 years of age or older is also transferable to a different residence homestead. Also, a surviving spouse of a taxpayer who qualifies for the freeze on ad valorem taxes is entitled to the same exemption so long as the property is the homestead of the surviving spouse and the spouse is at least 55 years of age at the time of the death of the individual's spouse. A disabled veteran (and surviving spouse) who receives from the United States Department of Veterans Affairs or its successor 100 percent disability compensation due to a service-connected disability and a rating of 100 percent disabled or of individual unemployability is entitled to an exemption from taxation of the total appraised value of the veteran's residence homestead. Further, effective January 1, 2012, the surviving spouse of a deceased veteran who had received a disability rating of 100% is entitled to receive a residential homestead exemption equal to the exemption received by the deceased spouse until such surviving spouse remarries.

Klein Independent School District Assessed Value of Taxable Property

	2009 Certified Value As Of 8/31/2010	2010 Certified Value As Of 8/31/2011	2011 Certified Value As Of 8/31/2012	2012 Certified Value As Of 8/31/2013	2013 Estimated Value As Of 8/31/2014
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HCAD Certified Value	\$ 13,005,199	\$ 12,634,601	\$ 12,829,824	\$ 12,936,000	\$ 13,518,120
Average HCAD Change From Prior Year	0.92%	-2.85%	1.55%	0.83%	4.50%

Texas Comptroller Value	\$ 12,944,962	\$ 12,512,262	\$ 12,633,398	\$ 12,781,417	\$ 13,356,581
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Discussion

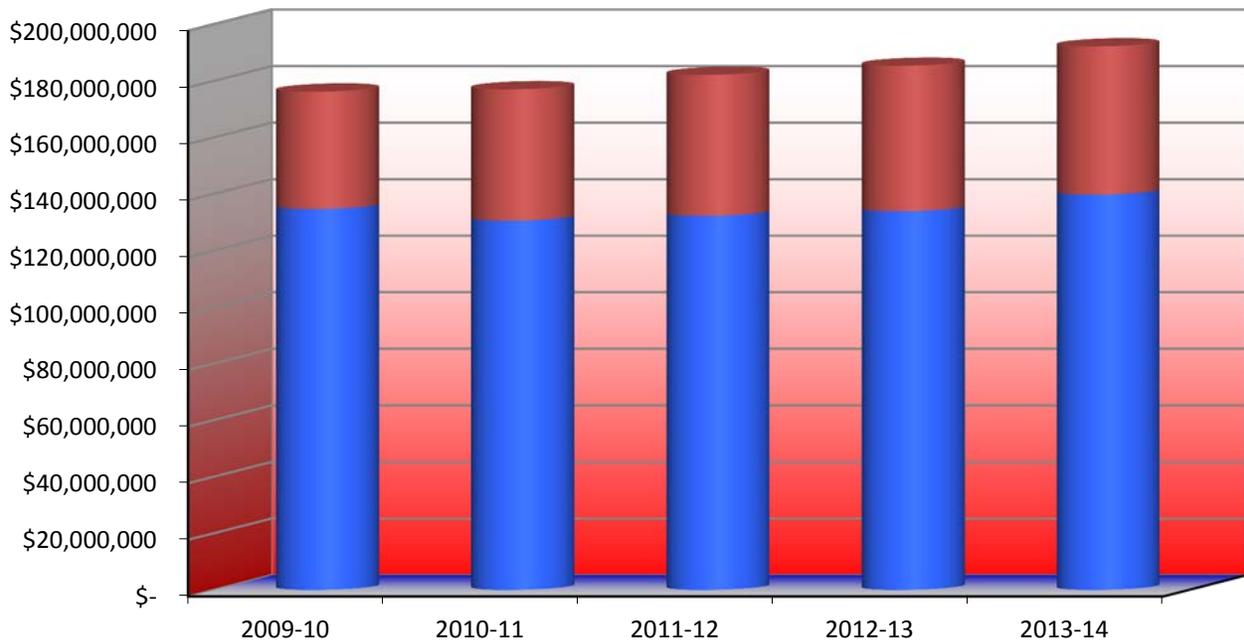
The Harris County Appraisal District (HCAD) certified the tax roll in August 2013 based on property values as of January 1 of the current tax year. All properties are assessed at 100% of market value. The District's fiscal year runs from September 1 to August 31. Therefore, the District's projected estimate of the 2013 Certified Appraisal Roll was used to calculate and project 2013-14 available resources. The difference between the projected estimate and the certified values will be covered by the HCAD supplemental tax roll additions that traditionally occur in the fall, as taxpayer's property value protests are resolved.

Klein Independent School District Property Tax Collections

Audited Actual 2009-10	Audited Actual 2010-11	Audited Actual 2011-12	Amended Budget 2012-13	Adopted Budget 2013-14
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Maintenance & Operations	\$ 134,688,288	\$ 130,538,699	\$ 132,257,439	\$ 133,874,494	\$ 139,782,627
Interest & Sinking	<u>41,523,394</u>	<u>46,500,982</u>	<u>49,893,343</u>	<u>51,490,190</u>	<u>52,418,485</u>
Total Tax Collections	<u>\$ 176,211,682</u>	<u>\$ 177,039,681</u>	<u>\$ 182,150,782</u>	<u>\$ 185,364,684</u>	<u>\$ 192,201,112</u>

Property Tax Collections



■ Maintenance & Operations
 ■ Interest & Sinking

Discussion

School district tax rates consist of a Maintenance & Operations (M&O) and an Interest & Sinking (I&S) tax rate. The 2013 tax rate was adopted by the District's Board of Trustees during their regular meeting on October 14, 2013.

Maintenance & Operations (M&O) tax rate: A local school district tax rate that raises revenue to be used to operate and maintain the district's schools.

Interest & Sinking (I&S) tax rate: A tax levied and money used by school districts to pay for voter approved bonded indebtedness, usually construction of facilities or other capital needs.

Klein Independent School District Property Tax Rates

	2009-10 Adopted Rate	2010-11 Adopted Rate	2011-12 Adopted Rate	2012-13 Adopted Rate	2013-14 Adopted Rate
Maintenance & Operations	\$ 1.04	\$ 1.04	\$ 1.04	\$ 1.04	\$ 1.04
Interest & Sinking	<u>0.32</u>	<u>0.37</u>	<u>0.39</u>	<u>0.40</u>	<u>0.39</u>
Total Tax Rate	<u>\$ 1.36</u>	<u>\$ 1.41</u>	<u>\$ 1.43</u>	<u>\$ 1.44</u>	<u>\$ 1.43</u>

Discussion

The maximum tax rate per \$100 of assessed valuation that may be adopted by the District may not exceed the lesser of (A) \$1.50, and (B) the sum of (1) the rate of \$0.17, and (2) the product of the "State Compression Percentage" multiplied by \$1.50. The State Compression Percentage has been set and will remain at 66.67% for fiscal years 2007–08 through 2013-14. It is set by legislative appropriation for each State fiscal biennium or, in the absence of legislative appropriation, by the Commissioner.

The District's 2013 rollback calculation is based on: 2005 Adopted Tax Rate of \$1.50 x .6667 = \$1.00 Maintenance & Operations + .04 Optional + .39 Debt Service = \$1.43. The governing body of a school district cannot adopt an annual tax rate that exceeds the District's "rollback tax rate" without submitting such proposed tax rate to the voters in a Rollback Election.

Comparison of Levy on Average Residence

	2009 Certified Value As Of 8/31/2010	2010 Certified Value As Of 8/31/2011	2011 Certified Value As Of 8/31/2012	2012 Certified Value As Of 8/31/2013	2013 Estimated Value As Of 8/31/2014
Residence:					
Average Market Value	\$ 160,655	\$ 156,262	\$ 154,118	\$ 149,899	\$ 156,644
Average Taxable Value	145,655	141,262	139,118	134,899	141,644
Tax Rate per \$100 Value	<u>1.36</u>	<u>1.41</u>	<u>1.43</u>	<u>1.44</u>	<u>1.43</u>
Taxes Due on Average Residence	<u>\$ 1,980.91</u>	<u>\$ 1,991.79</u>	<u>\$ 1,989.39</u>	<u>\$ 1,942.55</u>	<u>\$ 2,025.52</u>

Discussion

The difference between the average market value and the average taxable value for residences are the home owner exemptions within the Property Tax Code. An adult is entitled to exemption from taxation by a school district of \$15,000 of the appraised value of their residence homestead. Disabled individuals are entitled to an exemption from taxation by a school district of \$10,000 of the appraised value of their residence homestead. Disabled veterans are entitled to additional exemptions based on the percentage of disability. District residents 65 years of age or older are entitled to a \$13,300 local exemption as well as an exemption freezing the tax levy at the amount assessed the first eligible tax year.

GENERAL FUND

Five Year Financial Forecast

	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>
BEGINNING FUND BALANCE	\$110,300,969	\$108,885,316	\$108,894,070	\$109,309,724	\$108,962,019
<u>PROJECTED REVENUES:</u>					
Local Taxes	\$139,782,627	\$145,204,508	\$149,560,679	\$152,553,369	\$155,606,480
Other Local Sources	2,701,718	3,265,121	3,331,090	3,410,035	3,488,339
State Sources	203,608,891	215,138,142	215,316,275	222,424,322	229,951,111
Federal Sources	2,530,000	2,592,895	2,658,494	2,738,146	2,817,003
Other Sources	1,520,000	225,225	236,486	248,311	260,726
Total Revenues	<u>\$350,143,236</u>	<u>\$366,425,891</u>	<u>\$371,103,024</u>	<u>\$381,374,183</u>	<u>\$392,123,659</u>
<u>PROJECTED EXPENDITURES:</u>					
Payroll Costs	\$313,446,833	\$327,434,281	\$332,357,645	\$342,490,188	\$351,497,037
Contracted Services	21,269,889	21,795,287	22,229,193	22,771,776	23,448,930
Supplies and Materials	8,943,228	9,147,093	9,329,534	9,540,625	9,730,438
Other Operating Costs	5,953,633	6,087,706	6,209,160	6,348,043	6,474,404
Debt Service	20,000	20,000	20,000	20,000	20,000
Capital Outlay	432,806	440,270	449,338	458,756	469,930
Other Uses	1,492,500	1,492,500	92,500	92,500	92,500
Total Expenditures	<u>\$351,558,889</u>	<u>\$366,417,137</u>	<u>\$370,687,370</u>	<u>\$381,721,888</u>	<u>\$391,733,239</u>
ENDING FUND BALANCE	<u>\$108,885,316</u>	<u>\$108,894,070</u>	<u>\$109,309,724</u>	<u>\$108,962,019</u>	<u>\$109,352,439</u>
			*		*
<u>PROJECTION FACTORS:</u>					
Assessed Taxable Value	\$13,518,119,564	\$14,058,844,347	\$14,480,609,677	\$14,770,221,871	\$15,065,626,308
Maintenance Tax/\$100	0.01040	0.01040	0.01040	0.01040	0.01040
Max. Maintenance Tax Rate/\$100	0.01170	0.01170	0.01170	0.01170	0.01170
One Cent on Tax Rate	\$1,351,812	\$1,405,884	\$1,448,061	\$1,477,022	\$1,506,563
Total Tax Rate Per \$100	\$1.43	\$1.43	\$1.44	\$1.49	\$1.51
Student Enrollment - Most Likely Growth Scenario	47,708	48,894	50,131	51,633	53,120
Weighted Avg. Daily Attendance	57,102.392	58,521.932	60,002.516	61,800.281	63,580.093
Property Wealth Per Student	\$283,351	\$287,537	\$288,855	\$286,062	\$283,615
Total Employees - General Fund	5,459	5,537	5,617	5,731	5,824
Ratio of Students to Employees	8.740	8.830	8.924	9.009	9.121
Salary Increase Included in Budget	4.00%	2.00%	0.00%	1.00%	1.00%
Cost of Each Cent Salary Increase	\$2,961,740	\$3,094,450	\$3,139,289	\$3,235,067	\$3,320,190
Fund Balance as % of Total Exp.	30.97%	29.72%	29.49%	28.54%	27.92%

* The Texas Legislature will be in session for the years 2015 and 2017.

ASSUMPTIONS:

- (1) Enrollment-based staffing increases each year on a district-wide average student to staff ratio of 30:1. The ratio of students to employees increases from the present 8.740 to a projected 9.121 in 2017-18.
- (2) Enrollment projections are based on the "Most Likely Growth Scenario" provided in the demographic study issued by Population and Survey Analysts (PASA) in October 2013.
- (3) Based on current legislation, a 4% pay increase has been provided in 2013-14 and a 2% pay increase is projected in 2014-15. In 2015-16, no pay increase has been provided due to termination of TEA funding for the 1.5% increase in TRS contributions. The remaining years of the projection period include a 1% salary increase funded by enrollment and property value increases.
- (4) Assessed valuation changes are forecasted to increase during the projection period from 2% to 4.5% annually.
- (5) State revenue calculations are based on the SB 1 funding formulas authorized by the 83rd Texas Legislature during the 2013 session and provisions of previous laws (HB 1, HB 3646, and SB 1).
- (6) The General Operating fund balance is maintained at 29% or better throughout the financial forecast.
- (7) Debt Service fund balance is maintained at 24% or better throughout the financial forecast.

INTEREST AND BONDED DEBT

Five Year Financial Forecast

	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>
BEGINNING FUND BALANCE	\$19,824,351	\$19,784,652	\$19,856,737	\$19,733,228	\$19,758,195
<u>PROJECTED REVENUES:</u>					
Local Taxes	\$52,418,485	\$54,775,750	\$57,886,958	\$66,529,874	\$70,912,983
Other Local Sources	1,637,000	1,640,555	245,871	258,224	265,616
State Sources	11,338,260	10,230,867	9,907,601	10,251,055	10,942,053
Total Revenues	\$65,393,745	\$66,647,172	\$68,040,430	\$77,039,153	\$82,120,652
<u>PROJECTED EXPENDITURES:</u>					
DEBT SERVICE REQUIREMENTS					
Paying Agent Fees	\$10,000	\$10,798	\$11,056	\$12,491	\$13,331
Debt Service Requirements	65,423,444	66,564,289	68,152,883	77,001,695	82,181,795
Total Expenditures	\$65,433,444	\$66,575,087	\$68,163,939	\$77,014,186	\$82,195,126
 ENDING FUND BALANCE	 \$19,784,652	 \$19,856,737	 \$19,733,228	 \$19,758,195	 \$19,683,721
			*		*
<u>PROJECTION FACTORS:</u>					
Assessed Taxable Value	\$13,601,974,001	\$14,146,052,961	\$14,570,434,550	\$14,861,843,241	\$15,159,080,106
Debt Service Tax/\$100	0.003900	0.003900	0.004000	0.004500	0.004700
Max. Debt Service Tax Rate/\$100	0.005000	0.005000	0.005000	0.005000	0.005000
Bond Sales During Fiscal Year	\$30,000,000	\$37,150,000	\$103,000,000	\$150,000,000	\$39,000,000
Fund Balance - % of Next Yr's Req.	29.72%	29.13%	25.62%	24.04%	24.42%
Total Tax Rate Per \$100	\$1.43	\$1.43	\$1.44	\$1.49	\$1.51

* The Texas Legislature will be in session for the years 2015 and 2017.

ASSUMPTIONS:

- (1) Enrollment-based staffing increases each year on a district-wide average student to staff ratio of 30:1. The ratio of students to employees increases from the present 8.740 to a projected 9.121 in 2017-18.
- (2) Enrollment projections are based on the "Most Likely Growth Scenario" provided in the demographic study issued by Population and Survey Analysts (PASA) in October 2013.
- (3) Based on current legislation, a 4% pay increase has been provided in 2013-14 and a 2% pay increase is projected in 2014-15. In 2015-16, no pay increase has been provided due to termination of TEA funding for the 1.5% increase in TRS contributions. The remaining years of the projection period include a 1% salary increase funded by enrollment and property value increases.
- (4) Assessed valuation changes are forecasted to increase during the projection period from 2% to 4.5% annually.
- (5) State revenue calculations are based on the SB 1 funding formulas authorized by the 83rd Texas Legislature during the 2013 session and provisions of previous laws (HB 1, HB 3646, and SB 1).
- (6) The General Operating fund balance is maintained at 29% or better throughout the financial forecast.
- (7) Debt Service fund balance is maintained at 24% or better throughout the financial forecast.

FOOD SERVICE FUND

Five Year Financial Forecast

	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>
BEGINNING FUND BALANCE	\$3,737,298	\$3,731,572	\$3,730,821	\$3,927,077	\$4,152,267
<u>PROJECTED REVENUES:</u>					
Local Sources	\$9,765,284	\$10,008,045	\$10,261,244	\$10,568,687	\$10,873,059
State Sources	531,290	544,498	558,273	575,000	591,560
Federal Sources	11,460,359	11,833,348	12,223,723	12,684,389	13,147,564
Other Sources	67,500	67,500	67,500	67,500	67,500
Total Revenues	<u>\$21,824,433</u>	<u>\$22,453,391</u>	<u>\$23,110,740</u>	<u>\$23,895,576</u>	<u>\$24,679,683</u>
<u>PROJECTED EXPENDITURES:</u>					
Payroll Costs	\$8,993,335	\$9,298,202	\$9,425,702	\$9,777,459	\$10,005,308
Contracted Services	519,265	532,174	545,637	561,986	578,170
Supplies and Materials	11,858,748	12,153,551	12,461,032	12,834,383	13,204,005
Other Operating Costs	198,811	203,753	208,908	215,167	221,364
Capital Outlay	260,000	266,463	273,205	281,391	289,494
Total Expenditures	<u>\$21,830,159</u>	<u>\$22,454,143</u>	<u>\$22,914,484</u>	<u>\$23,670,386</u>	<u>\$24,298,341</u>
ENDING FUND BALANCE	<u>\$3,731,572</u>	<u>\$3,730,821</u>	<u>\$3,927,077</u>	<u>\$4,152,267</u>	<u>\$4,533,610</u>
			*		*
<u>PROJECTION FACTORS:</u>					
Student Enrollment	47,708	48,894	50,131	51,633	53,120
Total Employees - Food Service	473	478	483	493	498
Ratio of Students to Employees	100.863	102.289	103.791	104.732	106.667
Salary Increase Included in Budget	4.00%	2.00%	0.00%	1.00%	1.00%
Cost of Each Cent Salary Increase	\$359,733	\$185,964	\$0	\$97,775	\$100,053
Fund Balance as % of Total Exp.	17.09%	16.62%	17.14%	17.54%	18.66%

* The Texas Legislature will be in session for the years 2015 and 2017.

ASSUMPTIONS:

- (1) The ratio of students to Food Service employees increases from the present 100.863 to a projected 106.667 in 2017-18.
- (2) Enrollment projections are based on the "Most Likely Growth Scenario" provided in the demographic study issued by Population and Survey Analysts (PASA) in October 2013.
- (3) Based on current legislation, a 4% pay increase has been provided in 2013-14 and a 2% pay increase is projected in 2014-15. In 2015-16, no pay increase has been provided due to termination of TEA funding for the 1.5% increase in TRS contributions. The remaining years of the projection period include a 1% salary increase funded by enrollment and property value increases.
- (4) In 2016-17, the opening of Elementary #30 will require ten (10) additional positions to staff food service at the newest elementary school, for an estimated cost of \$250,000.
- (5) Federal revenue projections are calculated based on percentage of enrollment increases each projection year plus a 1.0% reimbursement rate increase.
- (6) The Food Service fund balance is maintained at 16% or better throughout the financial forecast.

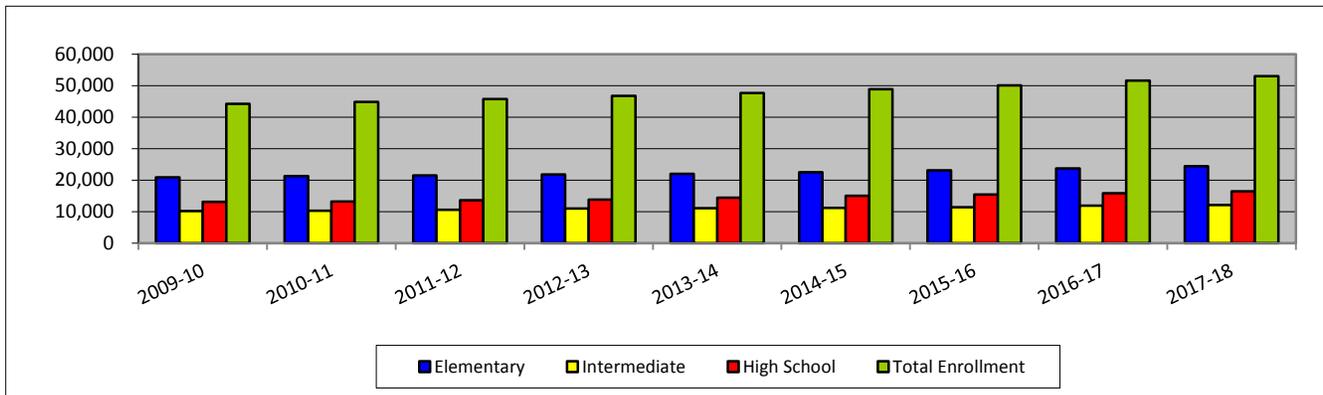


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Klein Independent School District Districtwide Student Enrollment Data 2010-2018

School Year	Total Enrollment	Elementary (EE-5th)	Intermediate (6th-8th)	High School (9th-12th)	% of Free & Reduced Lunches
(1) Actual:					
2009-10	44,283	20,922	10,245	13,116	36.1%
2010-11	44,907	21,309	10,362	13,236	39.3%
2011-12	45,811	21,564	10,604	13,643	41.9%
2012-13	46,764	21,878	11,055	13,831	41.3%
(2) Budget:					
2013-14	47,708	22,093	11,107	14,508	Avail. Dec. 2013
(3) Projected:					
2014-15	48,894	22,553	11,235	15,106	
2015-16	50,131	23,185	11,458	15,488	
2016-17	51,633	23,784	11,928	15,921	
2017-18	53,120	24,498	12,155	16,467	

Enrollment Data by Fiscal Year



Enrollment projections are provided through a contract with Population and Survey Analysts (PASA). PASA integrates school district information with its proprietary new home census information and specific neighborhood forecasts to create enrollment projections by attendance zone for the District. The above projections represent PASA's *Most-Likely Growth Scenario* and assumes the District's total population growth through 2017-18 is best projected through (a) use of projection housing starts, as well as through (b) student gains and losses in existing homes and in existing multi-family developments.

In addition, housing projections were used to "drive" fluctuations in expected annual increases over the projection period. These projections were based on estimates of (1) build-out of new homes and (2) potential for existing home rentals and resales that cause a regeneration in a few older neighborhoods. Also, employment trends of the past year were taken into account.

Sources: (1) Actual Enrollment - Klein Independent School District Member Distribution Report-Semester 2, Final Six Weeks

(2) Budget Enrollment - 2013-2014 Enrollment Projection (Issued 2/18/13)

(3) Projected Enrollment - October 2013 Demographic Update

<http://www.kleinisd.net/default.aspx?name=bond.demostudy>

Klein Independent School District Capacity, Enrollment, and Age by School Secondary Campuses

Campus Number	Campus Name	2013-14 Enrollment	Capacity	Percent Capacity Utilization	Age of Building
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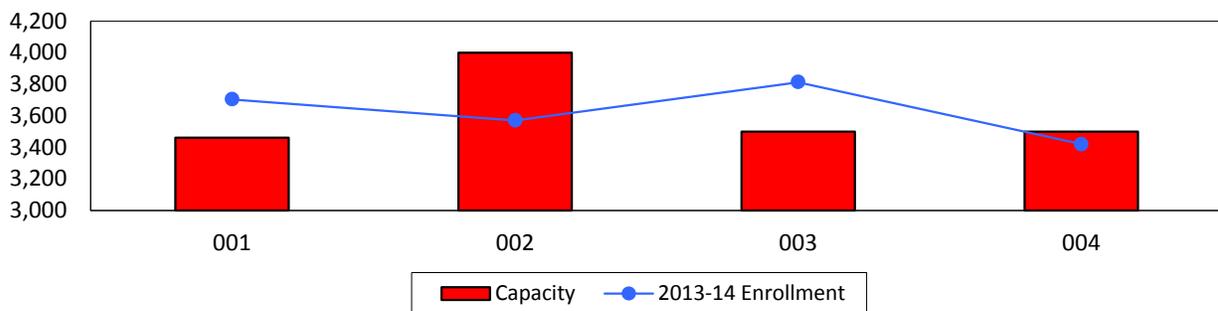
High Schools:

001	Klein High	3,704	3,462	107.0%	50
002	Klein Forest High	3,571	4,000	89.3%	34
003	Klein Oak High	3,813	3,500	108.9%	31
004	Klein Collins High	3,420	3,500	97.7%	12

Total High School:

14,508	14,462	100.3%
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High School Enrollment to Capacity Comparison



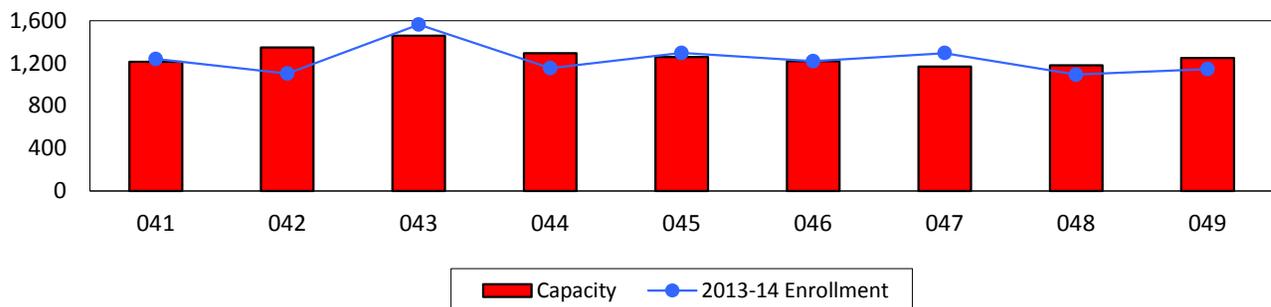
Intermediate Schools:

041	Klein Intermediate	1,239	1,213	102.1%	29
042	Hildebrandt Intermediate	1,102	1,349	81.7%	40
043	Wunderlich Intermediate	1,564	1,458	107.3%	38
044	Strack Intermediate	1,153	1,295	89.0%	36
045	Kleb Intermediate	1,297	1,257	103.2%	20
046	Doerre Intermediate	1,218	1,219	99.9%	29
047	Schindewolf Intermediate	1,295	1,170	110.7%	11
048	Kimmel Intermediate	1,093	1,180	92.6%	6
049	Ulrich Intermediate	1,146	1,250	91.7%	3

Total Intermediate:

11,107	11,391	97.5%
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Intermediate School Enrollment to Capacity Comparison



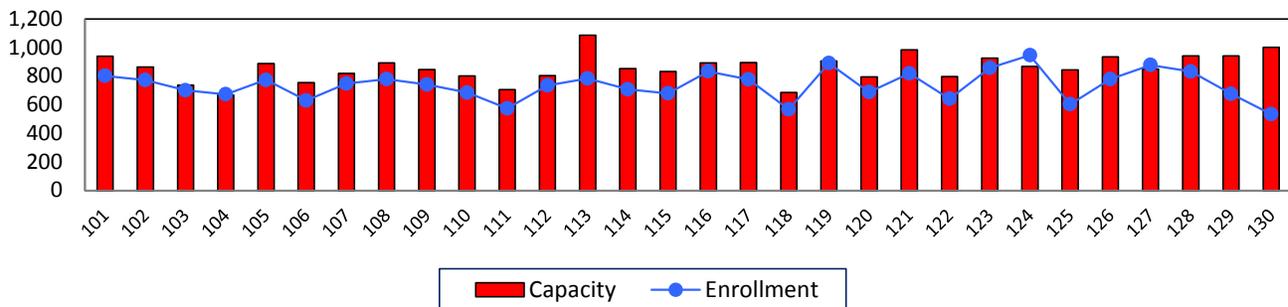
Klein Independent School District Capacity, Enrollment, and Age by School Elementary Campuses

Campus Number	Campus Name	2013-14 Enrollment	Capacity	Percent Capacity Utilization	Age of Building
101	Kohrville Elementary	801	938	85.4%	11
102	Northampton Elementary	772	863	89.5%	42
103	Haude Elementary	701	736	95.2%	42
104	Greenwood Forest Elementary	672	667	100.7%	42
105	Epps Island Elementary	773	887	87.1%	40
106	Theiss Elementary	629	754	83.4%	39
107	Benfer Elementary	747	818	91.3%	36
108	Kaiser Elementary	779	892	87.3%	35
109	Brill Elementary	740	846	87.5%	35
110	Ehrhardt Elementary	684	800	85.5%	34
111	Lemm Elementary	573	705	81.3%	33
112	Nitsch Elementary	735	802	91.6%	33
113	Krahn Elementary	783	1,085	72.2%	30
114	Roth Elementary	707	852	83.0%	29
115	Kuehnle Elementary	679	831	81.7%	24
116	Mittelstadt Elementary	833	891	93.5%	22
117	Klenk Elementary	776	894	86.8%	21
118	Eiland Elementary	568	684	83.0%	20
119	Schultz Elementary	890	906	98.2%	19
120	Hassler Elementary	688	794	86.6%	14
121	Kreinhop Elementary	818	984	83.1%	9
122	McDougle Elementary	641	796	80.5%	9
123	Metzler Elementary	857	925	92.6%	8
124	Benignus Elementary	946	868	109.0%	7
125	Frank Elementary	603	844	71.4%	6
126	Mueller Elementary	779	935	83.3%	4
127	Blackshear Elementary	877	850	103.2%	2
128	Zwink Elementary	832	940	88.5%	1
129	Bernhausen Elementary	676	940	71.9%	0
130	Grace England Pre-K/EC Center*	534	1000	53.4%	1

Total Elementary: 22,093 25,727 85.9%

* Capacity is 500 at any given time, but is reflected here as 1,000 because the enrollment is a total of students from each of the two sessions held daily.

Elementary Enrollment to Capacity Comparison



**Klein Independent School District
Student Enrollment Data by Campus
2010-2014**

	2009-10 Ending Enrollment	2010-11 Ending Enrollment	2011-12 Ending Enrollment	2012-13 Ending Enrollment	2013-14 Projected Enrollment
<u>High Schools</u>					
Klein	3,054	2,962	3,034	3,494	3,704
Klein Forest	3,345	3,287	3,343	3,347	3,571
Klein Oak	3,540	3,786	3,986	3,613	3,813
Klein Collins	3,177	3,201	3,280	3,377	3,420
Total High Schools	<u>13,116</u>	<u>13,236</u>	<u>13,643</u>	<u>13,831</u>	<u>14,508</u>
<u>Intermediate Schools</u>					
Klein	1,112	1,152	1,198	1,218	1,239
Hildebrandt	1,195	931	938	1,028	1,102
Wunderlich	1,408	1,467	1,508	1,555	1,564
Strack	1,167	1,133	1,122	1,182	1,153
Kleb	1,024	1,251	1,328	1,349	1,297
Doerre	1,302	1,220	1,188	1,229	1,218
Schindewolf	1,479	1,316	1,308	1,337	1,295
Krimmel	1,558	1,025	1,035	1,079	1,093
Ulrich	-	867	979	1,078	1,146
Total Intermediate Schools	<u>10,245</u>	<u>10,362</u>	<u>10,604</u>	<u>11,055</u>	<u>11,107</u>
<u>Elementary Schools</u>					
Kohrville	1,025	1,051	980	983	801
Northampton	850	891	898	794	772
Haude	702	699	699	700	701
Greenwood Forest	690	725	728	660	672
Epps Island	876	936	876	798	773
Theiss	682	678	651	659	629
Benfer	670	667	684	701	747
Kaiser	942	929	900	799	779
Brill	882	896	751	742	740
Ehrhardt	689	687	678	681	684
Lemm	670	707	717	575	573
Nitsch	829	814	811	731	735
Krahn	1,001	1,022	764	760	783
Roth	753	766	758	693	707
Kuehnle	777	799	882	648	679
Mittelstadt	687	669	756	858	833
Klenk	889	879	883	776	776
Eiland	671	711	721	565	568
Schultz	731	767	771	809	890
Hassler	796	773	736	703	688
Kreinhop	928	937	935	829	818
McDougle	791	823	741	627	641
Metzler	859	876	922	981	857
Benignus	904	888	906	934	946
Frank	989	1,042	848	878	603
Mueller	639	677	750	743	779
Blackshear	-	-	818	911	877
Zwink	-	-	-	846	832
Bernshausen	-	-	-	-	676
Grace England Pre-K/EC Center	-	-	-	494	534
Total Elementary Schools	<u>20,922</u>	<u>21,309</u>	<u>21,564</u>	<u>21,878</u>	<u>22,093</u>
Total Student Enrollment	<u><u>44,283</u></u>	<u><u>44,907</u></u>	<u><u>45,811</u></u>	<u><u>46,764</u></u>	<u><u>47,708</u></u>

**Student Data Review
2012-2013 Fall PEIMS Collection
Snapshot Date - October 26, 2012**

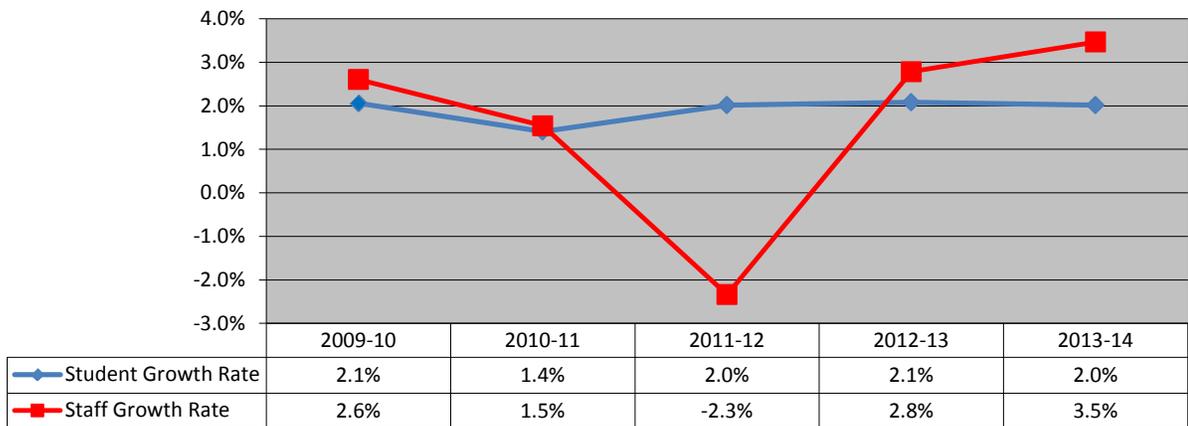
STUDENT INFORMATION	SNAPSHOT DATE DISTRICT COUNT	PERCENTAGE OF TOTAL ENROLLMENT
ETHNIC DISTRIBUTION		
White	17,428	37.1%
Hispanic	17,518	37.3%
African American	6,604	14.0%
Asian	3,965	8.4%
American Indian/Alaska Native	189	0.4%
Native Hawaiian/Other Pacific Islander	52	0.1%
Two or More	1,286	2.7%
HIGH SCHOOL GRADUATES (2011-2012)		
Grade 12 Attendance	3,411	N/A
Graduates Reported	3,060	89.7%
White	1,284	42.0%
Hispanic	939	30.7%
African American	429	14.0%
Other	408	13.3%
ECONOMICALLY DISADVANTAGED		
Total Economically Disadvantaged	19,406	41.3%
Regular	17,403	37.0%
Special Education	2,003	4.3%
LIMITED ENGLISH PROFICIENCY (LEP)		
Total Limited English Proficiency (LEP)	6,194	13.2%
Regular	5,650	12.0%
Special Education	544	1.2%
STUDENT ENROLLMENT BY CATEGORICAL PROGRAM		
Special Education	3,922	8.3%
Career & Technology	10,526	22.4%
Bilingual Education	2,934	6.2%
ESL Education	2,978	6.3%
Gifted & Talented	2,597	5.5%
Title I	8,575	18.2%

Source: Texas Education Agency PEIMS Student Data Review 2012-2013 Fall Collection PRF5D016

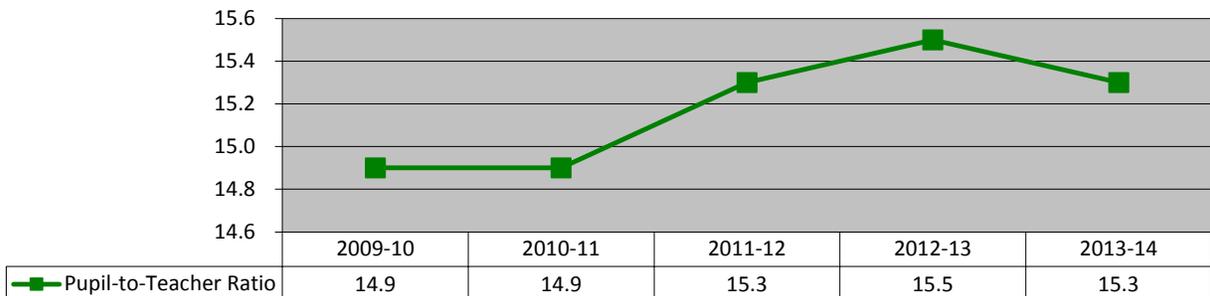
Klein Independent School District Staff Count by Position All Funds as of August 2013

Staffing By Position All Funding Sources	2009-10	2010-11	2011-12	2012-13	2013-14	Change From Prior Year
Administrator	63.00	63.00	59.00	61.00	64.00	3.00
Associate/Assistant Principal	104.50	107.30	96.00	110.30	111.00	0.70
Bus Driver/Attendant	243.00	256.00	254.00	269.00	269.00	-
Cafeteria Workers	413.00	428.00	435.00	447.00	454.00	7.00
Counselor	106.30	109.00	103.50	105.50	108.50	3.00
Librarian/Library Asst/Historian	85.10	87.10	68.60	72.50	73.50	1.00
Manual Trades/Warehouse/Custodial	500.00	474.60	470.60	487.60	502.60	15.00
Nurse/Clinic Assistant	79.50	85.00	87.50	89.50	91.50	2.00
Other Professional	208.50	211.70	208.60	244.25	279.90	35.65
Police Officer	34.00	34.00	34.00	35.00	43.00	8.00
Principal	38.80	39.70	41.40	42.70	43.00	0.30
Registrar	6.00	6.00	8.00	8.00	8.00	-
Secretary/Clerical	380.50	395.00	368.90	383.70	405.50	21.80
Security Support Personnel	26.00	26.00	26.00	29.00	29.00	-
Teacher	2,762.90	2,812.60	2,785.20	2,810.35	2,903.35	93.00
Teacher - Bilingual/ESL	209.50	210.60	202.60	211.40	210.90	(0.50)
Teacher Assistant	496.50	500.50	459.50	459.00	469.50	10.50
Technical	83.00	84.00	83.00	87.00	93.00	6.00
Total Employees - All Funding Sources	5,840.10	5,930.10	5,791.40	5,952.80	6,159.25	206.45

Student and Staff Growth Rates



Pupil-to-Teacher Ratio



**Klein Independent School District
Staff Count by Position
General Fund as of August 2013**

Staffing By Position	2009-10*	2010-11*	2011-12	2012-13**	2013-14	Change From Prior Year
Administrator	61.00	61.00	57.00	59.00	62.00	3.00
Associate/Assistant Principal	104.50	107.30	96.00	110.30	111.00	0.70
Bus Driver/Attendant	243.00	256.00	254.00	269.00	269.00	-
Counselor	102.30	105.00	99.50	102.50	105.50	3.00
Librarian/Library Asst/Historian	85.10	87.10	68.60	72.50	73.50	1.00
Manual Trades/Warehouse/Custodial	496.00	471.60	467.60	484.60	499.60	15.00
Nurse/Clinic Assistant	78.50	83.00	85.50	89.50	91.50	2.00
Other Professional	152.75	160.75	163.85	201.10	236.60	35.50
Police Officer	34.00	34.00	34.00	35.00	43.00	8.00
Principal	38.80	39.70	41.40	42.70	43.00	0.30
Registrar	6.00	6.00	8.00	8.00	8.00	-
Secretary/Clerical	373.50	388.00	361.90	374.70	396.50	21.80
Security Support Personnel	26.00	26.00	26.00	29.00	29.00	-
Teacher	2,345.00	2,376.10	2,574.10	2,718.90	2,809.90	91.00
Teacher - Bilingual/ESL	209.50	210.60	202.60	211.40	210.90	(0.50)
Teacher Assistant	380.50	385.00	366.50	377.00	387.50	10.50
Technical	72.00	73.00	73.00	77.00	83.00	6.00
Total Employees - General Fund	4,808.45	4,870.15	4,979.55	5,262.20	5,459.50	197.30

* During 2009-10, 285.5 high school teacher units were reclassified from the General Fund to the State Fiscal Stabilization Fund (SFSF) as part of TEA funding changes with HB 3646. During 2010-11, 307.5 high school teaching units were funded by the SFSF.

** General Fund 2012-13 staffing numbers include 105 units transferred from the Education Jobs (Fund 287) and 9 units transferred from the State Technology Allotment (Fund 411).

2013-2014 Salary Schedule

Classroom Teachers, Librarians, Speech Pathologists and Nurses (RN)

New Hires: \$47,600 starting pay for 10 months. Previous teaching experience and credentials will be considered when determining salaries for new hires.

Returning Teachers: Will receive a general pay increase of \$2,067 added to 2012-13 salary (Must have 90 days or more of service with KISD.) Newly hired employees in this category with a master's degree will receive an incentive of \$1,000. Newly hired employees in this category with a doctorate will receive an incentive of \$2,000. (Masters - \$1000 + Doctorate - \$1000 = \$2000 Total)

Minimum	Control	Point Maximum
\$47,600	\$51,675	\$64,947 +

**Klein Independent School District
Staff Count by Campus
General Fund as of August 2013**

Campuses	2009-10*	2010-11*	2011-12	2012-13**	2013-14	Change From Prior Year
Klein High	68.60	63.20	156.20	165.15	169.65	4.50
Klein Forest High	205.70	209.60	197.40	194.00	195.00	1.00
Klein Forest High School Project	-	-	-	25.70	25.70	-
Klein Oak High	88.90	94.10	195.30	175.75	174.25	(1.50)
Klein Collins High	72.70	62.50	158.90	158.65	161.65	3.00
Total High Schools	435.90	429.40	707.80	719.25	726.25	7.00
Klein Intermediate	85.50	83.50	78.00	80.20	81.20	1.00
Hildebrandt Intermediate	72.50	62.10	54.50	57.85	61.85	4.00
Wunderlich Intermediate	92.60	91.10	84.60	93.25	94.75	1.50
Strack Intermediate	67.80	69.20	58.70	62.15	63.15	1.00
Kleb Intermediate	63.00	75.80	68.80	67.20	67.70	0.50
Doerre Intermediate	74.20	71.50	63.50	63.05	64.05	1.00
Schindewolf Intermediate	89.50	79.40	65.90	68.25	68.25	-
Krimmel Intermediate	87.50	65.80	57.00	59.50	60.50	1.00
Ulrich Intermediate	1.80	59.00	57.10	62.45	66.45	4.00
Total Intermediate Schools	634.40	657.40	588.10	613.90	627.90	14.00
Kohrville Elementary	61.50	64.50	58.50	56.50	49.50	(7.00)
Northampton Elementary	52.50	54.50	51.50	45.50	45.50	-
Haude Elementary	48.00	49.00	45.50	44.50	44.50	-
Greenwood Forest Elementary	41.00	42.00	42.00	42.00	45.00	3.00
Epps Island Elementary	40.50	42.50	35.50	35.50	37.50	2.00
Theiss Elementary	45.50	47.50	42.00	41.00	42.00	1.00
Benfer Elementary	45.50	44.50	42.50	43.50	46.50	3.00
Kaiser Elementary	44.00	45.00	39.50	35.50	38.50	3.00
Brill Elementary	51.50	50.50	43.50	40.50	39.50	(1.00)
Ehrhardt Elementary	42.00	42.00	39.00	38.00	40.00	2.00
Lemm Elementary	47.50	47.00	46.00	38.00	39.00	1.00
Nitsch Elementary	53.50	53.00	50.00	46.00	50.00	4.00
Krahn Elementary	64.50	67.00	51.50	48.00	50.00	2.00
Roth Elementary	45.50	47.50	45.50	43.50	42.50	(1.00)
Kuehnle Elementary	52.00	52.00	55.00	43.50	44.50	1.00
Mittlestadt Elementary	47.50	46.00	47.00	49.50	51.50	2.00
Klenk Elementary	51.00	49.50	48.50	45.50	49.50	4.00
Eiland Elementary	37.50	40.50	36.00	30.00	32.00	2.00
Schultz Elementary	53.50	51.00	49.00	51.00	49.00	(2.00)
Hassler Elementary	54.00	52.00	46.50	45.50	45.50	-
Kreinhop Elementary	55.50	56.50	52.00	47.00	47.00	-
McDougle Elementary	42.50	42.50	37.50	33.50	37.50	4.00
Metzler Elementary	50.50	51.50	47.50	49.50	52.50	3.00
Benignus Elementary	59.00	60.00	54.50	54.50	56.50	2.00
Frank Elementary	60.50	63.50	52.00	53.00	42.50	(10.50)
Mueller Elementary	41.50	43.50	43.50	41.50	46.50	5.00
Blackshear Elementary	-	1.50	47.00	48.00	48.00	-
Zwink Elementary	-	-	1.40	45.00	47.00	2.00
Bernshausen Elementary	-	-	-	2.20	39.00	36.80
Grace England Pre-K/EC Center	-	-	1.40	18.50	18.50	-
Total Elementary Schools	1,288.00	1,306.50	1,251.30	1,255.70	1,317.00	61.30
Total Campuses	2,358.30	2,393.30	2,547.20	2,588.85	2,671.15	82.30

**Klein Independent School District
Staff Count by Department
General Fund as of August 2013**

Campus-Based Programs & Districtwide Services	2009-10*	2010-11*	2011-12	2012-13**	2013-14	Change From Prior Year
Bilingual/ESL Local	209.50	210.60	202.60	203.40	196.90	(6.50)
Bilingual/ESL State	35.00	36.50	36.50	49.00	75.50	26.50
Special Education	530.00	540.70	535.50	574.60	603.20	28.60
Compensatory Education	66.10	67.40	51.80	54.25	55.25	1.00
High School Allotment	35.90	42.90	42.80	40.95	40.95	-
Health & Physical Education	179.90	178.50	174.60	193.85	195.85	2.00
Instructional Fine Arts	125.80	131.20	129.20	230.15	239.15	9.00
Academic Enrichment	8.20	8.20	6.20	6.20	6.20	-
Therapeutic Education Program	29.00	30.00	35.50	49.20	50.10	0.90
Career & Technical Education	118.20	127.70	126.40	131.00	137.50	6.50
Vistas High School of Choice	25.50	26.00	26.00	23.00	23.00	-
Disciplinary Alt. Education Prog.	36.00	37.50	39.00	30.20	30.20	-
Internal Audit Services	2.00	2.00	2.00	2.00	2.00	-
Multipurpose Center	-	-	7.00	7.00	7.00	-
Student Information Services	11.00	11.00	10.00	11.00	12.00	1.00
Information Technology	49.00	51.00	50.00	53.00	58.00	5.00
North Transportation Center	201.00	210.00	208.00	218.00	222.00	4.00
South Transportation Center	85.00	91.00	90.00	96.00	96.00	-
Extracurricular Athletics	8.00	8.00	8.00	13.90	13.90	-
Student Support Services	4.25	4.25	4.25	4.25	5.25	1.00
Accountability & Sch Improvement	5.00	5.00	4.00	4.00	4.00	-
Educational Technology	14.00	15.00	15.00	26.00	28.00	2.00
Superintendent	2.50	2.50	2.50	2.50	2.50	-
Mail Room/Copy Center	2.00	2.00	2.00	2.00	2.00	-
Human Resource Services	17.00	17.00	14.00	14.00	14.00	-
Instructional Administration	2.00	2.00	2.00	2.00	2.00	-
Curriculum & Instruction Admin.	16.80	16.80	17.40	17.80	26.80	9.00
School Administration	6.00	6.00	6.00	6.00	8.00	2.00
Benefits & Risk Management	6.00	6.00	7.00	7.00	7.00	-
Security & Monitoring Services	76.00	76.00	76.00	81.00	89.00	8.00
Tax Office	6.00	6.00	5.00	5.00	6.00	1.00
Facility & School Services Admin.	10.00	9.90	8.90	9.90	7.90	(2.00)
Financial Services	26.00	26.10	25.10	26.10	27.10	1.00
Payroll Services	8.00	7.00	7.00	8.00	8.00	-
Plant Operations	339.00	316.00	316.00	327.00	335.00	8.00
Warehouse Services	14.00	14.00	13.00	13.00	15.00	2.00
Plant Maintenance	128.00	122.60	114.60	118.60	122.60	4.00
Public Information	1.50	1.50	1.50	1.50	1.50	-
Communications & Planning	7.00	7.00	6.00	6.00	7.00	1.00
Energy Management	3.00	3.00	3.00	4.00	4.00	-
Districtwide/Instructional	1.00	1.00	1.00	1.00	1.00	-
Total Departments	2,450.15	2,476.85	2,432.35	2,673.35	2,788.35	115.00
Total General Fund Employees	4,808.45	4,870.15	4,979.55	5,262.20	5,459.50	197.30

* During 2009-10, 285.5 high school teacher units were reclassified from the General Fund to the State Fiscal Stabilization Fund (SFSF) as part of TEA funding changes with HB 3646. During 2010-11, 307.5 high school teaching units were funded by the SFSF.

** General Fund 2012-13 staffing numbers include 105 units transferred from the Education Jobs (Fund 287) and 9 units transferred from the State Technology Allotment (Fund 411). Also, 100.8 Art, Theatre Arts, Dance, and Drill Team teachers were moved from campus funding to the Instructional Fine Arts departmental budget.

**Klein Independent School District
General Fund Staffing Details
Campus Personnel as of August 2013**

Campus & School Year	Asst. Principal	Counselor	Librarian/Librarian Assistant	Nurse/Clinic Assistant	Other Professional	Principal	Registrar	Secretary/Clerical	Teacher Assistant	Teacher - Regular Education Only	Total Staff
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High Schools

Klein High	2009-10	8.00	8.50	3.00	3.00	1.00	1.00	21.00	8.00	115.10	68.60
	2010-11	9.00	8.50	3.00	3.00	1.00	1.00	21.00	8.00	8.70	63.20
	2011-12	8.00	7.00	2.00	3.00	1.00	2.00	19.00	5.00	109.20	156.20
	2012-13	10.00	8.00	2.00	3.00	1.00	2.00	21.00	5.00	113.15	165.15
	2013-14	10.00	9.00	2.00	3.00	1.00	2.00	22.00	5.00	115.65	169.65

Klein Forest High	2009-10	11.00	10.00	4.00	3.00	1.00	2.00	27.00	7.00	140.70	205.70
	2010-11	11.00	10.00	4.00	3.00	1.00	2.00	27.00	7.00	144.60	209.60
	2011-12	10.00	10.00	2.00	3.00	1.00	2.00	24.00	7.00	138.40	197.40
	2012-13	11.00	10.00	2.00	3.00	1.00	2.00	25.00	5.00	134.00	194.00
	2013-14	11.00	10.00	2.00	3.00	1.00	2.00	25.00	5.00	135.00	195.00

Klein Forest High School Project	2009-10										0.00
	2010-11										0.00
	2011-12										0.00
	2012-13	2.00	1.00			2.00				20.70	25.70
	2013-14	2.00	1.00			2.00				20.70	25.70

Klein Oak High	2009-10	9.00	9.50	2.90	3.00	1.00	2.00	20.00	5.00	36.50	88.90
	2010-11	10.00	10.50	2.90	4.00	1.00	2.00	22.00	5.00	36.70	94.10
	2011-12	10.00	9.50	1.90	4.00	1.00	2.00	22.00	4.00	140.90	195.30
	2012-13	11.00	8.50	1.85	4.00	1.00	2.00	22.00	5.00	120.40	175.75
	2013-14	11.00	8.50	1.85	4.00	1.00	2.00	22.00	5.00	118.90	174.25

Klein Collins High	2009-10	8.00	8.00	3.00	3.00	1.00	1.00	17.00	7.00	24.70	72.70
	2010-11	8.00	8.00	3.00	3.00	1.00	1.00	18.00	6.00	14.50	62.50
	2011-12	8.00	7.50	2.00	3.00	1.00	2.00	18.00	5.00	112.40	158.90
	2012-13	10.00	7.50	2.00	3.00	1.00	2.00	19.00	5.00	109.15	158.65
	2013-14	10.00	8.50	2.00	3.00	1.00	2.00	19.00	5.00	111.15	161.65

Intermediate Schools

Klein Intermediate	2009-10	4.00	3.50	2.00	2.00	1.00		8.00	3.00	62.00	85.50
	2010-11	4.00	3.50	2.00	2.00	1.00		8.00	2.50	60.50	83.50
	2011-12	4.00	3.00	2.00	2.00	1.00		7.00	2.50	56.50	78.00
	2012-13	4.00	3.00	2.00	2.00	1.00		7.00	3.50	57.70	80.20
	2013-14	4.00	3.00	2.00	2.00	1.00		7.00	3.50	58.70	81.20

Hildebrandt Intermediate	2009-10	3.00	3.50	2.00	2.00	1.00		7.00	3.00	51.00	72.50
	2010-11	3.00	3.00	2.00	2.00	1.00		7.00	3.00	41.10	62.10
	2011-12	2.00	3.00	2.00	2.00	1.00		6.00	2.00	36.50	54.50
	2012-13	3.00	3.00	2.00	2.00	1.00		6.00	2.00	38.85	57.85
	2013-14	3.00	3.00	2.00	2.00	1.00		6.00	2.00	42.85	61.85

Wunderlich Intermediate	2009-10	4.00	3.50	2.00	2.00	1.00		9.00	2.00	69.10	92.60
	2010-11	4.00	3.50	2.00	2.00	1.00		9.00	2.00	67.60	91.10
	2011-12	4.00	4.00	2.00	2.00	1.00		8.00	3.00	60.60	84.60
	2012-13	4.00	4.00	2.00	2.00	1.00		9.00	4.00	67.25	93.25
	2013-14	4.00	4.00	2.00	2.00	1.00		9.00	4.00	68.75	94.75

**Klein Independent School District
General Fund Staffing Details
Campus Personnel as of August 2013**

Campus & School Year	Asst. Principal	Counselor	Librarian/Librarian Assistant	Nurse/Clinic Assistant	Other Professional	Principal	Registrar	Secretary/Clerical	Teacher Assistant	Teacher - Regular Education Only	Total Staff
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Intermediate Schools (continued)

Strack Intermediate	2009-10	3.00	3.00	2.00	2.00	1.00		6.00	3.00	47.80	67.80
	2010-11	3.00	3.00	2.00	2.00	1.00		7.00	2.00	49.20	69.20
	2011-12	3.00	3.00	2.00	2.00	1.00		6.00	2.00	39.70	58.70
	2012-13	3.00	3.00	2.00	2.00	1.00		6.00	2.00	43.15	62.15
	2013-14	3.00	3.00	2.00	2.00	1.00		6.00	2.00	44.15	63.15
Kleb Intermediate	2009-10	3.00	3.00	3.00	2.00	1.00		6.00	2.00	43.00	63.00
	2010-11	3.00	3.50	3.00	2.00	1.00		6.00	3.00	54.30	75.80
	2011-12	3.00	3.00	2.00	2.00	1.00		6.00	2.00	49.80	68.80
	2012-13	3.00	3.00	2.00	2.00	1.00		6.00	2.00	48.20	67.20
	2013-14	3.00	3.00	2.00	2.00	1.00		6.00	2.00	48.70	67.70
Doerre Intermediate	2009-10	3.00	3.50	2.00	2.00	1.00		6.00	3.00	53.70	74.20
	2010-11	3.00	3.50	2.00	2.00	1.00		6.00	3.00	51.00	71.50
	2011-12	3.00	3.00	2.00	2.00	1.00		6.00	2.00	44.50	63.50
	2012-13	3.00	3.00	2.00	2.00	1.00		6.00	2.00	44.05	63.05
	2013-14	3.00	3.00	2.00	2.00	1.00		6.00	2.00	45.05	64.05
Schindewolf Intermediate	2009-10	4.00	4.00	3.00	2.00	1.00		8.00	3.00	64.50	89.50
	2010-11	3.00	4.00	3.00	2.00	1.00		7.00	3.00	56.40	79.40
	2011-12	3.00	3.00	2.00	2.00	1.00		6.00	2.00	46.90	65.90
	2012-13	3.00	3.00	2.00	2.00	1.00		6.00	2.00	49.25	68.25
	2013-14	3.00	3.00	2.00	2.00	1.00		6.00	2.00	49.25	68.25
Krimmel Intermediate	2009-10	4.00	4.00	2.00	2.00	1.00		9.00	3.00	62.50	87.50
	2010-11	3.00	3.00	2.00	2.00	1.00		9.00	2.00	43.80	65.80
	2011-12	2.00	3.00	2.00	2.00	1.00		8.00	2.00	37.00	57.00
	2012-13	3.00	3.00	2.00	2.00	1.00		9.00	1.00	38.50	59.50
	2013-14	3.00	3.00	2.00	2.00	1.00		9.00	1.00	39.50	60.50
Ulrich Intermediate	2009-10	0.50				0.80		0.50			1.80
	2010-11	3.00	3.00	2.00	2.00	1.00		9.00	2.00	37.00	59.00
	2011-12	2.00	3.00	2.00	2.00	1.00		8.00	2.00	37.10	57.10
	2012-13	3.00	3.00	2.00	2.00	1.00		8.50	1.50	41.45	62.45
	2013-14	3.00	3.00	2.00	2.00	1.00		9.50	1.50	44.45	66.45

**Klein Independent School District
General Fund Staffing Details
Campus Personnel as of August 2013**

Campus & School Year	Asst. Principal	Counselor	Librarian/Librarian Assistant	Nurse/Clinic Assistant	Other Professional	Principal	Registrar	Secretary/Clerical	Teacher Assistant	Teacher - Regular Education Only	Total Staff
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Elementary Schools

Kohrville Elementary	2009-10	2.00	1.50	2.00	2.00	1.00		5.00	4.00	44.00	61.50
	2010-11	2.00	1.50	2.00	2.00	1.00		5.00	4.00	47.00	64.50
	2011-12	1.00	1.00	1.50	2.00	1.00		4.00	4.00	44.00	58.50
	2012-13	2.00	1.00	1.50	2.00	1.00		4.00	4.00	41.00	56.50
	2013-14	2.00	1.00	1.50	2.00	1.00		4.00	4.00	34.00	49.50
Northampton Elementary	2009-10	2.00	1.00	2.00	2.00	1.00		4.00	4.00	36.50	52.50
	2010-11	2.00	1.00	2.00	2.00	1.00		4.00	4.00	38.50	54.50
	2011-12	1.00	1.00	1.50	2.00	1.00		4.00	2.50	38.50	51.50
	2012-13	1.00	1.00	1.50	2.00	1.00		4.00	2.50	32.50	45.50
	2013-14	1.00	1.00	1.50	2.00	1.00		4.00	2.50	32.50	45.50
Haude Elementary	2009-10	1.00	1.00	2.00	2.00	1.00		3.00	3.00	35.00	48.00
	2010-11	1.00	1.00	2.00	2.00	1.00		3.00	3.00	36.00	49.00
	2011-12	1.00	1.00	1.50	2.00	1.00		3.00	2.50	33.50	45.50
	2012-13	1.00	1.00	1.50	2.00	1.00		3.00	2.50	32.50	44.50
	2013-14	1.00	1.00	1.50	2.00	1.00		3.00	2.50	32.50	44.50
Greenwood Forest Elementary	2009-10	1.00	1.00	2.00	1.50	1.00		4.00	3.00	27.50	41.00
	2010-11	1.00	1.00	2.00	2.00	1.00		4.00	3.00	28.00	42.00
	2011-12	2.00	1.00	1.50	2.00	1.00		3.00	2.50	29.00	42.00
	2012-13	2.00	1.00	1.50	2.00	1.00		3.00	2.50	29.00	42.00
	2013-14	2.00	1.00	1.50	2.00	1.00		3.00	2.50	32.00	45.00
Epps Island Elementary	2009-10	2.00	1.00	2.00	2.00	1.00		5.00	4.00	23.50	40.50
	2010-11	2.00	1.00	2.00	2.00	1.00		5.00	4.00	25.50	42.50
	2011-12	2.00	1.00	1.50	2.00	1.00		4.00	3.00	21.00	35.50
	2012-13	2.00	1.00	1.50	2.00	1.00		4.00	3.00	21.00	35.50
	2013-14	2.00	1.00	1.50	2.00	1.00		4.00	3.00	23.00	37.50
Theiss Elementary	2009-10	1.00	1.00	2.00	1.50	1.00		3.00	3.00	33.00	45.50
	2010-11	1.00	1.00	2.00	1.50	1.00		3.00	3.00	35.00	47.50
	2011-12	1.00	1.00	1.50	1.50	1.00		3.00	2.50	30.50	42.00
	2012-13	1.00	1.00	1.50	1.50	1.00		3.00	2.50	29.50	41.00
	2013-14	1.00	1.00	1.50	1.50	1.00		3.00	2.50	30.50	42.00
Benfer Elementary	2009-10	1.00	1.00	2.00	1.50	1.00		3.00	3.00	33.00	45.50
	2010-11	1.00	1.00	2.00	1.50	1.00		3.00	3.00	32.00	44.50
	2011-12	1.00	1.00	1.50	1.50	1.00		3.00	2.50	31.00	42.50
	2012-13	1.00	1.00	1.50	1.50	1.00		3.00	2.50	32.00	43.50
	2013-14	1.00	1.00	1.50	1.50	1.00		3.00	2.50	35.00	46.50
Kaiser Elementary	2009-10	2.00	1.50	2.00	2.00	1.00		5.00	4.00	26.50	44.00
	2010-11	2.00	1.50	2.00	2.00	1.00		5.00	4.00	27.50	45.00
	2011-12	2.00	1.00	1.50	2.00	1.00		4.00	3.00	25.00	39.50
	2012-13	2.00	1.00	1.50	2.00	1.00		4.00	3.00	21.00	35.50
	2013-14	2.00	1.00	1.50	2.00	1.00		4.00	3.00	24.00	38.50

**Klein Independent School District
General Fund Staffing Details
Campus Personnel as of August 2013**

Campus & School Year	Asst. Principal	Counselor	Librarian/Librarian Assistant	Nurse/Clinic Assistant	Other Professional	Principal	Registrar	Secretary/Clerical	Teacher Assistant	Teacher - Regular Education Only	Total Staff
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Elementary Schools (continued)

Brill Elementary	2009-10	2.00	1.00	2.00	2.00	1.00		4.00	3.00	36.50	51.50
	2010-11	2.00	1.00	2.00	2.00	1.00		4.00	3.00	35.50	50.50
	2011-12	1.00	1.00	1.50	2.00	1.00		4.00	2.50	30.50	43.50
	2012-13	1.00	1.00	1.50	2.00	1.00		3.00	2.50	28.50	40.50
	2013-14	1.00	1.00	1.50	2.00	1.00		3.00	2.50	27.50	39.50
Ehrhardt Elementary	2009-10	1.00	1.00	2.00	1.50	1.00		3.00	3.00	29.50	42.00
	2010-11	1.00	1.00	2.00	1.50	1.00		3.00	3.00	29.50	42.00
	2011-12	1.00	1.00	1.50	1.50	1.00		3.00	2.50	27.50	39.00
	2012-13	1.00	1.00	1.50	1.50	1.00		3.00	2.50	26.50	38.00
	2013-14	1.00	1.00	1.50	1.50	1.00		3.00	2.50	28.50	40.00
Lemm Elementary	2009-10	1.00	1.00	2.00	2.00	1.00		3.00	3.00	34.50	47.50
	2010-11	1.00	1.00	2.00	2.00	1.00		3.00	3.00	34.00	47.00
	2011-12	1.00	1.00	1.50	2.00	1.00		3.00	2.50	34.00	46.00
	2012-13	1.00	1.00	1.50	2.00	1.00		3.00	2.50	26.00	38.00
	2013-14	1.00	1.00	1.50	2.00	1.00		3.00	2.50	27.00	39.00
Nitsch Elementary	2009-10	2.00	1.00	2.00	2.00	1.00		5.00	5.00	35.50	53.50
	2010-11	2.00	1.00	2.00	2.00	1.00		5.00	4.00	36.00	53.00
	2011-12	2.00	1.00	1.50	2.00	1.00		4.00	4.50	34.00	50.00
	2012-13	2.00	1.00	1.50	2.00	1.00		4.00	6.50	28.00	46.00
	2013-14	2.00	1.00	1.50	2.00	1.00		4.00	6.50	32.00	50.00
Krahn Elementary	2009-10	2.00	1.50	2.00	2.00	1.00		5.00	4.00	47.00	64.50
	2010-11	2.00	1.50	2.00	2.00	1.00		5.00	4.00	49.50	67.00
	2011-12	1.00	1.00	1.50	2.00	1.00		4.00	4.00	37.00	51.50
	2012-13	1.00	1.00	1.50	2.00	1.00		4.00	3.50	34.00	48.00
	2013-14	1.00	1.00	1.50	2.00	1.00		4.00	3.50	36.00	50.00
Roth Elementary	2009-10	1.00	1.00	2.00	1.50	1.00		3.00	3.00	33.00	45.50
	2010-11	1.00	1.00	2.00	1.50	1.00		3.00	3.00	35.00	47.50
	2011-12	1.00	1.00	1.50	1.50	1.00		3.00	2.50	34.00	45.50
	2012-13	1.00	1.00	1.50	1.50	1.00		3.00	2.50	32.00	43.50
	2013-14	1.00	1.00	1.50	1.50	1.00		3.00	2.50	31.00	42.50
Kuehnle Elementary	2009-10	1.00	1.00	2.00	1.50	1.00		4.00	3.00	38.50	52.00
	2010-11	1.00	1.00	2.00	1.50	1.00		4.00	3.00	38.50	52.00
	2011-12	1.00	1.00	1.50	2.00	1.00		4.00	2.50	42.00	55.00
	2012-13	1.00	1.00	1.50	2.00	1.00		3.00	2.50	31.50	43.50
	2013-14	1.00	1.00	1.50	2.00	1.00		3.00	2.50	32.50	44.50
Mittelstadt Elementary	2009-10	1.00	1.00	2.00	2.00	1.00		3.00	3.50	34.00	47.50
	2010-11	1.00	1.00	2.00	2.00	1.00		3.00	3.00	33.00	46.00
	2011-12	1.00	1.00	1.50	2.00	1.00		3.00	2.50	35.00	47.00
	2012-13	1.00	1.00	1.50	2.00	1.00		3.00	2.50	37.50	49.50
	2013-14	1.00	1.00	1.50	2.00	1.00		4.00	2.50	38.50	51.50

**Klein Independent School District
General Fund Staffing Details
Campus Personnel as of August 2013**

Campus & School Year	Asst. Principal	Counselor	Librarian/Librarian Assistant	Nurse/Clinic Assistant	Other Professional	Principal	Registrar	Secretary/Clerical	Teacher Assistant	Teacher - Regular Education Only	Total Staff
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Elementary Schools (continued)

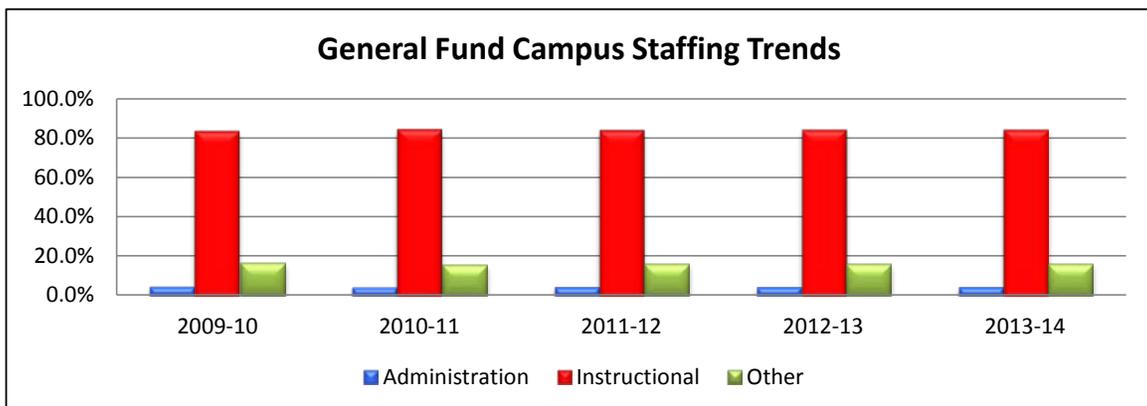
Klenk Elementary	2009-10	2.00	1.00	2.00	2.00	1.00		4.00	4.50	34.50	51.00
	2010-11	2.00	1.00	2.00	2.00	1.00		4.00	4.00	33.50	49.50
	2011-12	2.00	1.00	1.50	2.00	1.00		4.00	3.50	33.50	48.50
	2012-13	2.00	1.00	1.50	2.00	1.00		4.00	2.00	32.00	45.50
	2013-14	2.00	1.00	1.50	2.00	1.00		4.00	2.00	36.00	49.50
Eiland Elementary	2009-10	2.00	1.00	2.00	2.00	1.00		3.00	4.00	22.50	37.50
	2010-11	2.00	1.00	2.00	2.00	1.00		4.00	4.00	24.50	40.50
	2011-12	2.00	1.00	1.50	2.00	1.00		3.00	3.50	22.00	36.00
	2012-13	2.00	1.00	1.50	2.00	1.00		3.00	2.50	17.00	30.00
	2013-14	2.00	1.00	1.50	2.00	1.00		3.00	2.50	19.00	32.00
Schultz Elementary	2009-10	1.00	1.50	2.00	2.00	1.00		4.00	4.00	38.00	53.50
	2010-11	1.00	1.00	2.00	2.00	1.00		4.00	4.00	36.00	51.00
	2011-12	1.00	1.00	1.50	2.00	1.00		3.00	3.50	36.00	49.00
	2012-13	1.00	1.00	1.50	2.00	1.00		3.00	3.50	38.00	51.00
	2013-14	1.00	1.00	1.50	2.00	1.00		4.00	3.50	35.00	49.00
Hassler Elementary	2009-10	1.00	1.00	2.00	2.00	1.00		4.00	3.00	40.00	54.00
	2010-11	1.00	1.00	2.00	2.00	1.00		4.00	3.00	38.00	52.00
	2011-12	1.00	1.00	1.50	2.00	1.00		3.00	2.50	34.50	46.50
	2012-13	1.00	1.00	1.50	2.00	1.00		3.00	2.50	33.50	45.50
	2013-14	1.00	1.00	1.50	2.00	1.00		3.00	2.50	33.50	45.50
Kreinhop Elementary	2009-10	2.00	1.50	2.00	2.00	1.00		4.00	3.00	40.00	55.50
	2010-11	2.00	1.50	2.00	2.00	1.00		4.00	3.00	41.00	56.50
	2011-12	1.00	1.00	1.50	2.00	1.00		4.00	2.50	39.00	52.00
	2012-13	1.00	1.00	1.50	2.00	1.00		4.00	2.50	34.00	47.00
	2013-14	1.00	1.00	1.50	2.00	1.00		4.00	2.50	34.00	47.00
McDougle Elementary	2009-10	2.00	1.00	2.00	2.00	1.00		4.00	2.00	28.50	42.50
	2010-11	2.00	1.00	2.00	2.00	1.00		4.00	2.00	28.50	42.50
	2011-12	2.00	1.00	1.50	2.00	1.00		4.00	2.00	24.00	37.50
	2012-13	2.00	1.00	1.50	2.00	1.00		4.00	2.00	20.00	33.50
	2013-14	2.00	1.00	1.50	2.00	1.00		4.00	2.00	24.00	37.50
Metzler Elementary	2009-10	2.00	1.00	2.00	2.00	1.00		4.00	3.00	35.50	50.50
	2010-11	2.00	1.00	2.00	2.00	1.00		4.00	3.00	36.50	51.50
	2011-12	1.00	1.00	1.50	2.00	1.00		4.00	2.50	34.50	47.50
	2012-13	1.00	1.00	1.50	2.00	1.00		4.00	2.50	36.50	49.50
	2013-14	1.00	1.00	1.50	2.00	1.00		4.00	2.50	39.50	52.50
Benignus Elementary	2009-10	2.00	1.00	2.00	2.00	1.00		4.00	3.00	44.00	59.00
	2010-11	2.00	1.00	2.00	2.00	1.00		4.00	3.00	45.00	60.00
	2011-12	1.00	1.00	1.50	2.00	1.00		4.00	2.50	41.50	54.50
	2012-13	1.00	1.00	1.50	2.00	1.00		4.00	2.50	41.50	54.50
	2013-14	1.00	1.00	1.50	2.00	1.00		4.00	2.50	43.50	56.50

Klein Independent School District General Fund Staffing Details Campus Personnel as of August 2013

Campus & School Year	Asst. Principal	Counselor	Librarian/Librarian Assistant	Nurse/Clinic Assistant	Other Professional	Principal	Registrar	Secretary/Clerical	Teacher Assistant	Teacher - Regular Education Only	Total Staff
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Elementary Schools (continued)

Frank Elementary	2009-10	2.00	1.50	2.00	2.00	1.00		5.00	3.00	44.00	60.50
	2010-11	2.00	1.50	2.00	2.00	1.00		5.00	3.00	47.00	63.50
	2011-12	1.00	1.00	1.50	2.00	1.00		4.00	2.50	39.00	52.00
	2012-13	1.00	1.00	1.50	2.00	1.00		4.00	2.50	40.00	53.00
	2013-14	1.00	1.00	1.50	2.00	1.00		4.00	2.50	29.50	42.50
Mueller Elementary	2009-10	1.00	1.00	2.00	1.50	1.00		3.00	2.50	29.50	41.50
	2010-11	1.00	1.00	2.00	1.50	1.00		3.00	2.50	31.50	43.50
	2011-12	1.00	1.00	1.50	1.50	1.00		3.00	2.50	32.00	43.50
	2012-13	1.00	1.00	1.50	1.50	1.00		3.00	2.50	30.00	41.50
	2013-14	1.00	1.00	1.50	1.50	1.00		4.00	2.50	34.00	46.50
Blackshear Elementary	2009-10										
	2010-11	0.30				0.70		0.50			1.50
	2011-12	1.00	1.00	1.50	2.00	1.00		4.00	2.50	34.00	47.00
	2012-13	1.00	1.00	1.50	2.00	1.00		4.00	2.50	35.00	48.00
	2013-14	1.00	1.00	1.50	2.00	1.00		4.00	2.50	35.00	48.00
Zwink Elementary	2009-10										
	2010-11										
	2011-12					0.70		0.70			1.40
	2012-13	1.00	1.00	1.50	2.00	1.00		4.00	2.50	32.00	45.00
	2013-14	1.00	1.00	1.50	2.00	1.00		4.00	2.50	34.00	47.00
Bernshausen Elementary	2009-10										
	2010-11										
	2011-12										
	2012-13	0.30		0.50		0.70		0.70			2.20
	2013-14	1.00	1.00	1.50	2.00	1.00		2.00	2.50	28.00	39.00
Grace England Pre-K / Early Childhood Center	2009-10										
	2010-11										
	2011-12					0.70		0.70			1.40
	2012-13	1.00		2.00	2.00	1.00		3.00	3.00	6.50	18.50
	2013-14	1.00		2.00	2.00	1.00		3.00	3.00	6.50	18.50



**Klein Independent School District
General Fund Staffing Details
Department Personnel as of August 2013**

Department & School Year		Administrator	Bus Driver/Attendant	Counselor	Librarian/Librarian Assistant/Historian	Manual Trades/Wrshse/Custod.	Nurse/Clinic Assistant	Other Professional	Police Officers	Secretary/Cerical	Security Support Personnel	Teacher	Teacher - Bilingual/ESL	Teacher Assistant	Technical	Total Staff
Bilingual/ESL Local 50	2009-10												209.50			209.50
	2010-11												210.60			210.60
	2011-12												202.60			202.60
	2012-13												203.40			203.40
	2013-14												196.90			196.90
Bilingual/ESL State 51	2009-10							1.00		1.00				33.00		35.00
	2010-11							1.00		2.00				33.50		36.50
	2011-12							3.00		1.00				32.50		36.50
	2012-13			1.00				4.00		1.00		8.00	35.00			49.00
	2013-14			1.00				19.00		12.50		14.00	29.00			75.50
Special Education 52	2009-10	1.00						89.00		24.00		223.00		193.00		530.00
	2010-11	1.00						91.50		27.00		221.20		200.00		540.70
	2011-12	1.00						93.00		24.00		219.50		197.00	1.00	535.50
	2012-13	1.00						95.30		25.00		254.30		198.00	1.00	574.60
	2013-14	1.00						103.90		25.00		263.30		209.00	1.00	603.20
Compensatory Education 53	2009-10	1.00						3.00		2.00		60.10				66.10
	2010-11	1.00						4.00		1.00		61.40				67.40
	2011-12	0.30		1.00				4.00		1.00		45.50				51.80
	2012-13	0.25		1.00				4.50		1.00		47.50				54.25
	2013-14	0.25		1.00				4.50		1.00		48.50				55.25
High School Allotment 54	2009-10			2.30	0.20			0.50				32.90				35.90
	2010-11			2.50	0.20			5.00				35.20				42.90
	2011-12			2.50	0.20			5.00				35.10				42.80
	2012-13			2.50	0.15			14.95				23.35				40.95
	2013-14			2.50	0.15			14.95				23.35				40.95
Health & Physical Education 55	2009-10	1.00								4.00		174.90				179.90
	2010-11	1.00								4.00		173.50				178.50
	2011-12	1.00								4.00		169.60				174.60
	2012-13	1.00								4.00		188.85				193.85
	2013-14	1.00								4.00		190.85				195.85
Instructional Fine Arts 56	2009-10	1.00						1.00		1.00		118.80		4.00		125.80
	2010-11	1.00						1.00		1.00		124.20		4.00		131.20
	2011-12	1.00						1.00		1.00		122.20		4.00		129.20
	2012-13	1.00						1.00		1.00		223.15		4.00		230.15
	2013-14	1.00						1.00		1.00		230.15		6.00		239.15
Academic Enrichment 58	2009-10	0.20						7.00		1.00						8.20
	2010-11	0.20						7.00		1.00						8.20
	2011-12	0.20						5.00		1.00						6.20
	2012-13	0.20						5.00		1.00						6.20
	2013-14	0.20						5.00		1.00						6.20
Therapeutic Education Program 59	2009-10	2.00						3.00		1.00		15.00		8.00		29.00
	2010-11	2.00						2.00		1.00		18.00		7.00		30.00
	2011-12	2.00						1.00		1.00		21.50		10.00		35.50
	2012-13	2.00						2.20		3.00		26.00		16.00		49.20
	2013-14	2.00						1.10		4.00		26.00		17.00		50.10

**Klein Independent School District
General Fund Staffing Details
Department Personnel as of August 2013**

Department & School Year		Administrator	Bus Driver/Attendant	Counselor	Librarian/Librarian Assistant/Historian	Manual Trades/Whrse/Custod.	Nurse/Clinic Assistant	Other Professional	Police Officers	Secretary/Cerical	Security Support Personnel	Teacher	Teacher - Bilingual/ESL	Teacher Assistant	Technical	Total Staff
Career & Technical Education 60	2009-10	1.00		4.00				2.00		2.00		108.20			1.00	118.20
	2010-11	1.00		4.00				2.00		2.00		117.70			1.00	127.70
	2011-12	0.70		4.00				2.00		2.00		116.70			1.00	126.40
	2012-13	0.75		4.00				2.00		2.00		121.25			1.00	131.00
	2013-14	1.75		4.00				2.00		2.00		126.75			1.00	137.50
Vistas High School of Choice 61	2009-10	2.00		1.00	1.00		1.00			3.00		16.50		1.00		25.50
	2010-11	2.00		1.00	1.00		1.00			3.00		17.00		1.00		26.00
	2011-12	2.00		1.00	1.00		1.00			3.00		17.00		1.00		26.00
	2012-13	2.00		1.00	1.00		1.00			3.00		14.00		1.00		23.00
	2013-14	2.00		1.00	1.00		1.00			3.00		14.00		1.00		23.00
Disciplinary Alternative Ed Program 62	2009-10	2.00		2.00			1.00			5.00		21.00		5.00		36.00
	2010-11	2.00		2.00			2.00			5.50		20.50		5.50		37.50
	2011-12	2.00		2.00			2.00	1.00		5.50		21.00		5.50		39.00
	2012-13	2.00		2.00			2.00			5.50		16.20		2.50		30.20
	2013-14	2.00		2.00			2.00			5.50		16.20		2.50		30.20
Internal Audit Services 68	2009-10	1.00						1.00								2.00
	2010-11	1.00						1.00								2.00
	2011-12	1.00						1.00								2.00
	2012-13	1.00						1.00								2.00
	2013-14	1.00						1.00								2.00
Multi-Purpose Center 69	2009-10															0.00
	2010-11															0.00
	2011-12					4.00		1.00		1.00				1.00		7.00
	2012-13					5.00		1.00		1.00						7.00
	2013-14					5.00		1.00		1.00						7.00
Student Information Services 70	2009-10	1.00												10.00		11.00
	2010-11	1.00												10.00		11.00
	2011-12	1.00												9.00		10.00
	2012-13	2.00												9.00		11.00
	2013-14	2.00												10.00		12.00
Information Technology 71	2009-10	3.00								1.00				45.00		49.00
	2010-11	3.00								1.00				47.00		51.00
	2011-12	3.00								1.00				46.00		50.00
	2012-13	3.00								1.00				49.00		53.00
	2013-14	3.00								1.00				54.00		58.00
North Transportation Center 72	2009-10	2.00	170.00			24.00		1.00		4.00						201.00
	2010-11	2.00	177.00			26.00		1.00		4.00						210.00
	2011-12	1.00	176.00			26.00		1.00		4.00						208.00
	2012-13	1.00	186.00			26.00		1.00		4.00						218.00
	2013-14	1.00	186.00			28.00		3.00		4.00						222.00
South Transportation Center 75	2009-10	1.00	73.00			10.00				1.00						85.00
	2010-11	1.00	79.00			10.00				1.00						91.00
	2011-12	1.00	78.00			10.00				1.00						90.00
	2012-13	1.00	83.00			11.00				1.00						96.00
	2013-14	1.00	83.00			11.00				1.00						96.00

**Klein Independent School District
General Fund Staffing Details
Department Personnel as of August 2013**

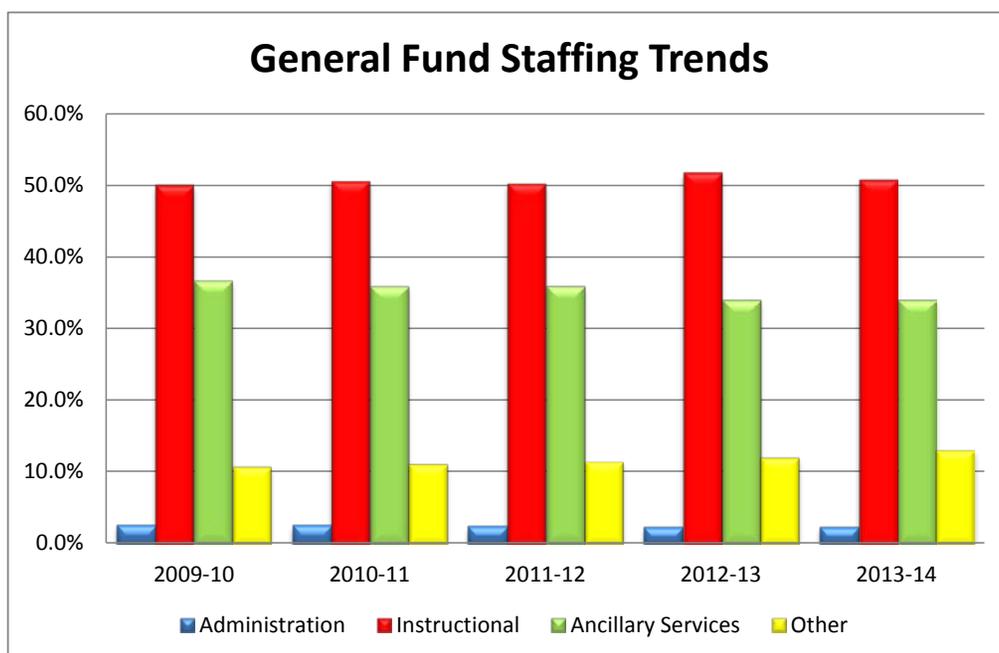
Department & School Year	Administrator	Bus Driver/Attendant	Counselor	Librarian/Librarian Assistant/Historian	Manual Trades/Whrse/Custod.	Nurse/Clinic Assistant	Other Professional	Police Officers	Secretary/Cerical	Security Support Personnel	Teacher	Teacher - Bilingual/ESL	Teacher Assistant	Technical	Total Staff
Extracurricular Athletics 74	2009-10	5.00							3.00						8.00
	2010-11	5.00							3.00						8.00
	2011-12	5.00							3.00						8.00
	2012-13	5.00					5.90		3.00						13.90
	2013-14	5.00					5.90		3.00						13.90
Student Support Services 77	2009-10	1.00					1.25		2.00						4.25
	2010-11	1.00					1.25		2.00						4.25
	2011-12	1.00					1.25		2.00						4.25
	2012-13	1.00					1.25		2.00						4.25
	2013-14	1.00					2.25		2.00						5.25
Accountability & School Improvement 78	2009-10	2.00					1.00		2.00						5.00
	2010-11	2.00					1.00		2.00						5.00
	2011-12	2.00					1.00		1.00						4.00
	2012-13	2.00					1.00		1.00						4.00
	2013-14	2.00					1.00		1.00						4.00
Educational Technology 79	2009-10	2.00					7.00		3.00				2.00		14.00
	2010-11	2.00					8.00		3.00				2.00		15.00
	2011-12	2.00					8.00		3.00				2.00		15.00
	2012-13	2.00					19.00		3.00				2.00		26.00
	2013-14	2.00					21.00		3.00				2.00		28.00
Superintendent 80	2009-10	1.00					0.50		1.00						2.50
	2010-11	1.00					0.50		1.00						2.50
	2011-12	1.00					0.50		1.00						2.50
	2012-13	1.00					0.50		1.00						2.50
	2013-14	1.00					0.50		1.00						2.50
Mail Room / Copy Center 81	2009-10								2.00						2.00
	2010-11								2.00						2.00
	2011-12								2.00						2.00
	2012-13								2.00						2.00
	2013-14								2.00						2.00
Human Resource Services 82	2009-10	5.00					1.00		11.00						17.00
	2010-11	5.00					1.00		11.00						17.00
	2011-12	4.00					1.00		9.00						14.00
	2012-13	4.00					1.00		9.00						14.00
	2013-14	4.00					1.00		9.00						14.00
Instructional Administration 83	2009-10	1.00							1.00						2.00
	2010-11	1.00							1.00						2.00
	2011-12	1.00							1.00						2.00
	2012-13	1.00							1.00						2.00
	2013-14	1.00							1.00						2.00
Curriculum & Instruction Administration 84	2009-10	2.80					8.00		6.00						16.80
	2010-11	2.80					8.00		6.00						16.80
	2011-12	2.80					9.60		5.00						17.40
	2012-13	2.80					10.00		5.00						17.80
	2013-14	2.80					19.00		5.00						26.80

**Klein Independent School District
General Fund Staffing Details
Department Personnel as of August 2013**

Department & School Year		Administrator	Bus Driver/Attendant	Counselor	Librarian/Librarian Assistant/Historian	Manual Trades/Whse/Custod.	Nurse/Clinic Assistant	Other Professional	Police Officers	Secretary/Cerical	Security Support Personnel	Teacher	Teacher - Bilingual/ESL	Teacher Assistant	Technical	Total Staff
School Administration 85	2009-10	3.00								3.00						6.00
	2010-11	3.00								3.00						6.00
	2011-12	3.00								3.00						6.00
	2012-13	3.00								3.00						6.00
	2013-14	4.00								4.00						8.00
Benefits & Risk Management 86	2009-10	1.00						1.00		4.00						6.00
	2010-11	1.00						2.00		3.00						6.00
	2011-12	1.00						2.00		4.00						7.00
	2012-13	1.00						2.00		4.00						7.00
	2013-14	1.00						2.00		4.00						7.00
Security & Monitoring Services 87	2009-10	1.00							34.00	3.00	26.00				12.00	76.00
	2010-11	1.00							34.00	3.00	26.00				12.00	76.00
	2011-12	1.00							34.00	3.00	26.00				12.00	76.00
	2012-13	1.00							35.00	3.00	29.00				13.00	81.00
	2013-14	1.00							43.00	3.00	29.00				13.00	89.00
Tax Office 88	2009-10	1.00						1.00		4.00						6.00
	2010-11	1.00						1.00		4.00						6.00
	2011-12	1.00						1.00		3.00						5.00
	2012-13	1.00						1.00		3.00						5.00
	2013-14	1.00						1.00		4.00						6.00
Facility & School Services Administration 89	2009-10	3.00						5.00		2.00						10.00
	2010-11	3.00						4.90		2.00						9.90
	2011-12**	2.00						4.90		2.00						8.90
	2012-13**	3.00						4.90		2.00						9.90
	2013-14	3.00						2.90		2.00						7.90
Financial Services 90	2009-10	5.00						10.00		11.00						26.00
	2010-11	5.00						10.10		11.00						26.10
	2011-12	5.00						9.10		11.00						25.10
	2012-13	5.00						10.10		11.00						26.10
	2013-14	5.00						10.10		12.00						27.10
Payroll Services 91	2009-10	1.00						1.00		5.00				1.00		8.00
	2010-11	1.00						1.00		4.00				1.00		7.00
	2011-12	1.00						1.00		4.00				1.00		7.00
	2012-13	1.00						2.00		3.00				2.00		8.00
	2013-14	1.00						2.00		3.00				2.00		8.00
Plant Operations 92	2009-10	1.00				335.00				3.00						339.00
	2010-11	1.00				312.00				3.00						316.00
	2011-12	1.00				312.00				3.00						316.00
	2012-13	1.00				323.00				3.00						327.00
	2013-14	2.00				330.00				3.00						335.00
Warehouse Services 93	2009-10	1.00				9.00				4.00						14.00
	2010-11	1.00				9.00				4.00						14.00
	2011-12	1.00				9.00				3.00						13.00
	2012-13	1.00				9.00				3.00						13.00
	2013-14	1.00				11.00				3.00						15.00

Klein Independent School District General Fund Staffing Details Department Personnel as of August 2013

Department & School Year		Administrator	Bus Driver/Attendant	Counselor	Librarian/Librarian Assistant/Historian	Manual Trades/Whse/Custod.	Nurse/Clinic Assistant	Other Professional	Police Officers	Secretary/Cerical	Security Support Personnel	Teacher	Teacher - Bilingual/ESL	Teacher Assistant	Technical	Total Staff	
Plant Maintenance 94	2009-10	2.00				118.00		4.00		3.00						1.00	128.00
	2010-11	2.00				114.60		3.00		3.00							122.60
	2011-12	2.00				106.60		3.00		3.00							114.60
	2012-13	2.00				110.60		3.00		3.00							118.60
	2013-14	2.00				114.60		3.00		3.00							122.60
Public Information 95	2009-10							0.50		1.00							1.50
	2010-11							0.50		1.00							1.50
	2011-12							0.50		1.00							1.50
	2012-13							0.50		1.00							1.50
	2013-14							0.50		1.00							1.50
Communications & Planning 96	2009-10	2.00						2.00		3.00							7.00
	2010-11	2.00						2.00		3.00							7.00
	2011-12	2.00						2.00		2.00							6.00
	2012-13	2.00						2.00		2.00							6.00
	2013-14	2.00						3.00		2.00							7.00
Energy Management 97	2009-10	1.00						1.00		1.00							3.00
	2010-11	1.00						1.00		1.00							3.00
	2011-12	1.00						1.00		1.00							3.00
	2012-13	1.00						2.00		1.00							4.00
	2013-14	1.00						2.00		1.00							4.00
Districtwide / Instructional 98	2009-10				1.00												1.00
	2010-11				1.00												1.00
	2011-12				1.00												1.00
	2012-13				1.00												1.00
	2013-14				1.00												1.00



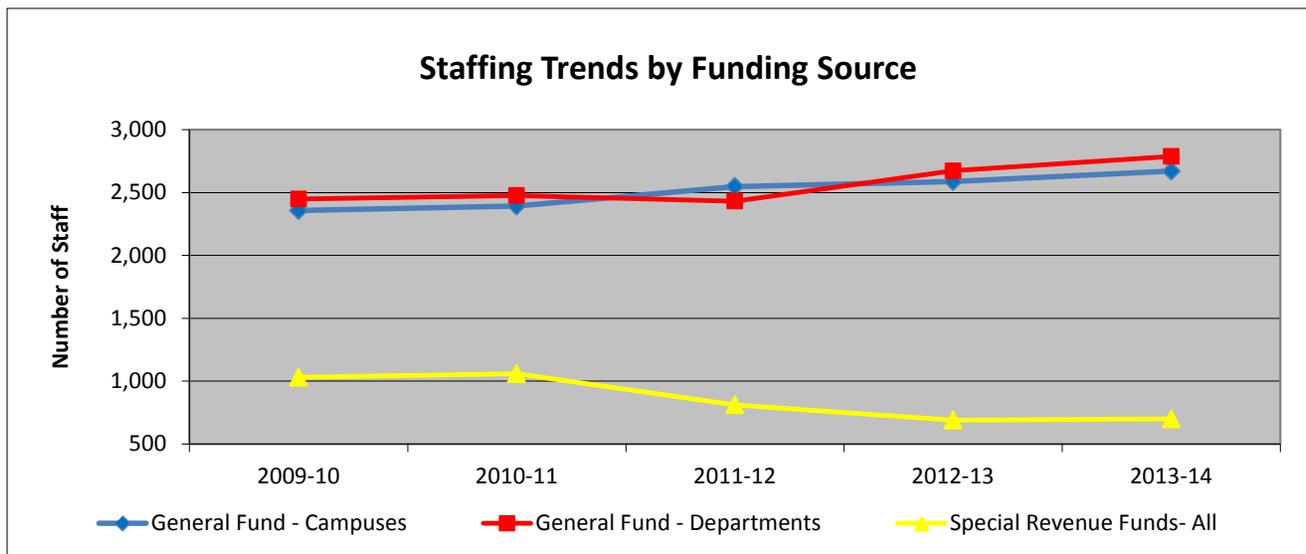
Klein Independent School District Staff Count by Grant Special Revenue Funds as of August 2013

Special Revenue Fund	2009-10	2010-11	2011-12	2012-13	2013-14	Change From Prior Year
ESEA, Title I, Part A	72.40	81.50	72.60	69.50	71.50	2.00
IDEA - Part B, Formula	155.50	153.00	152.50	140.85	140.85	-
IDEA - Part B, Preschool	5.00	5.00	4.00	4.00	4.00	-
National School Lunch Program	433.00	447.00	454.00	466.00	473.00	7.00
Career & Technical Preparation	-	-	-	1.00	1.00	-
ESEA, Title II, Part A - Training	7.50	7.50	7.00	7.00	7.00	-
Title III, Part A - ELA	9.50	9.00	6.00	0.50	0.50	-
Medicaid Administrative Claiming	0.75	0.75	0.75	0.75	0.90	0.15
Education Jobs Fund	-	-	105.00	-	-	-
State Supplemental Visually Impaired	1.00	1.00	1.00	1.00	1.00	-
Life Skills Program	-	0.70	-	-	-	-
Technology Allotment	10.00	10.00	9.00	-	-	-
ARRA Funds of 2009 (All Programs)	337.00	344.50	-	-	-	-
Total Special Revenue Employees	1,031.65	1,059.95	811.85	690.60	699.75	9.15
Total Klein ISD Employees	5,840.10	5,930.10	5,791.40	5,952.80	6,159.25	206.45

Discussion

Special Revenue staffing decreased in 2011-12 due to the State Fiscal Stabilization Fund (SFSF), distributed as part of TEA funding changes with HB 3646. During 2009-10, 285.5 high school teacher units were reclassified from the General Fund to SFSF and during 2010-11, 307.5 were reclassified. These positions were then transferred back to the General Fund in 2011-12. Special Revenue staffing continued to decrease in 2012-13 and 2013-14 due to Special Education IDEA-B funded positions reclassified to the General Fund.

General Fund Departmental staffing increased in 2012-13 due to 9 units transferred from the State Technology Allotment (Fund 411) as well as 100.8 Art, Theatre Arts, Dance, and Drill Team teachers transferred from campus projects to the Instructional Fine Arts departmental project.

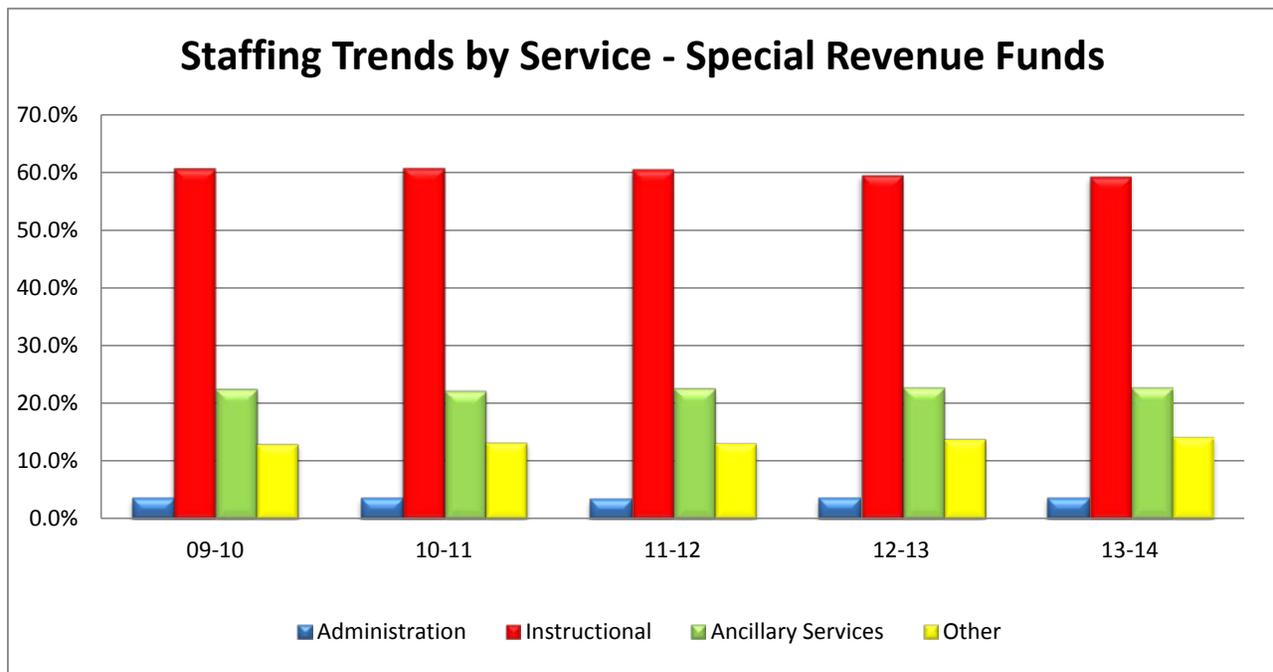


Klein Independent School District Special Revenue Personnel as of August 2013

Special Revenue Fund & School Year		Administrator	Cafeteria Workers	Counselor	Nurse/Clinic Assistant	Other Professional	Secretary/Clerical	Teacher	Teacher Assistant	Technical	Warehouse/Vending	Total
ESEA Title I, Part A - Improving Basic Programs 211	2009-10			2.00		1.50		50.40	18.50			72.40
	2010-11			2.00		2.50		57.50	18.50	1.00		81.50
	2011-12			1.00		2.50		52.10	17.00			72.60
	2012-13			1.00		10.40	1.00	48.60	8.50			69.50
	2013-14			1.00		10.40	1.00	50.60	8.50			71.50
IDEA - Part B, Formula 224	2009-10			1.00	1.00	45.50	1.00	40.00	64.00	3.00		155.50
	2010-11			1.00	2.00	38.00	1.00	41.00	68.00	2.00		153.00
	2011-12			3.00	2.00	36.50	1.00	38.00	70.00	2.00		152.50
	2012-13			2.00		32.00	1.00	33.85	70.00	2.00		140.85
	2013-14			2.00		32.00	1.00	33.85	70.00	2.00		140.85
IDEA - Part B, Preschool 225	2009-10							1.00	4.00			5.00
	2010-11							1.00	4.00			5.00
	2011-12							1.00	3.00			4.00
	2012-13							1.00	3.00			4.00
	2013-14							1.00	3.00			4.00
National School Lunch Program (Food Service) 240	2009-10	2.00	413.00				6.00			8.00	4.00	433.00
	2010-11	2.00	428.00				6.00			8.00	3.00	447.00
	2011-12	2.00	435.00				6.00			8.00	3.00	454.00
	2012-13	2.00	447.00				6.00			8.00	3.00	466.00
	2013-14	2.00	454.00				6.00			8.00	3.00	473.00
Career and Technical Education - Technical Preparation 244	2009-10											0.00
	2010-11											0.00
	2011-12											0.00
	2012-13						1.00					1.00
	2013-14						1.00					1.00
ESEA Title II, Part A - Teacher & Prin. Training 255	2009-10							7.50				7.50
	2010-11							7.50				7.50
	2011-12							7.00				7.00
	2012-13							7.00				7.00
	2013-14							7.00				7.00
Title III, Part A - English Lang. Acquisition 263	2009-10					4.00			5.50			9.50
	2010-11					5.00			4.00			9.00
	2011-12					3.00			3.00			6.00
	2012-13								0.50			0.50
	2013-14								0.50			0.50
Medicaid Administrative Claiming Prog. (MAC) 272	2009-10					0.75						0.75
	2010-11					0.75						0.75
	2011-12					0.75						0.75
	2012-13					0.75						0.75
	2013-14					0.90						0.90
Education Jobs Fund 287	2009-10											0.00
	2010-11											0.00
	2011-12							105.00				105.00
	2012-13											0.00
	2013-14											0.00

Klein Independent School District Special Revenue Personnel as of August 2013 (Continued)

Special Revenue Fund & School Year		Administrator	Cafeteria Workers	Counselor	Nurse/Clinic Assistant	Other Professional	Secretary/Clerical	Teacher	Teacher Assistant	Technical	Warehouse/Vending	Total
State Supplemental Visually Impaired (SSVI) 385	2009-10							1.00				1.00
	2010-11							1.00				1.00
	2011-12							1.00				1.00
	2012-13							1.00				1.00
	2013-14							1.00				1.00
Life Skills Program 394	2009-10											0.00
	2010-11					0.70						0.70
	2011-12											0.00
	2012-13											0.00
	2013-14											0.00
Technology Allotment 411	2009-10					2.00		8.00				10.00
	2010-11					2.00		8.00				10.00
	2011-12					2.00		7.00				9.00
	2012-13											0.00
	2013-14											0.00
American Recovery & Reinvestment Act (ARRA) of 2009	2009-10			1.00		2.00		310.00	24.00			337.00
	2010-11			1.00		2.00		320.50	21.00			344.50
	2011-12											0.00
	2012-13											0.00
	2013-14											0.00



Staff Summary
2012-2013 Fall PEIMS Collection
Snapshot Date - October 26, 2012

Teachers by Population Served	Percent
Regular Education	65.1%
Career and Technology Education	4.2%
Bilingual/ESL Education	7.9%
Compensatory Education	0.9%
Gifted and Talented Education	3.3%
Special Education	12.4%
Other	6.2%

Teachers by Highest Degree Held	Percent
Bachelors	73.7%
Masters	24.9%
Doctorate	0.9%
No Degree	0.5%

Total Staff (FTEs)	Percent
Teachers	52.4%
Educational Aides	6.0%
Professional Support	7.8%
Campus Administration	2.7%
Central Administration	0.7%
Auxiliary Staff	30.4%

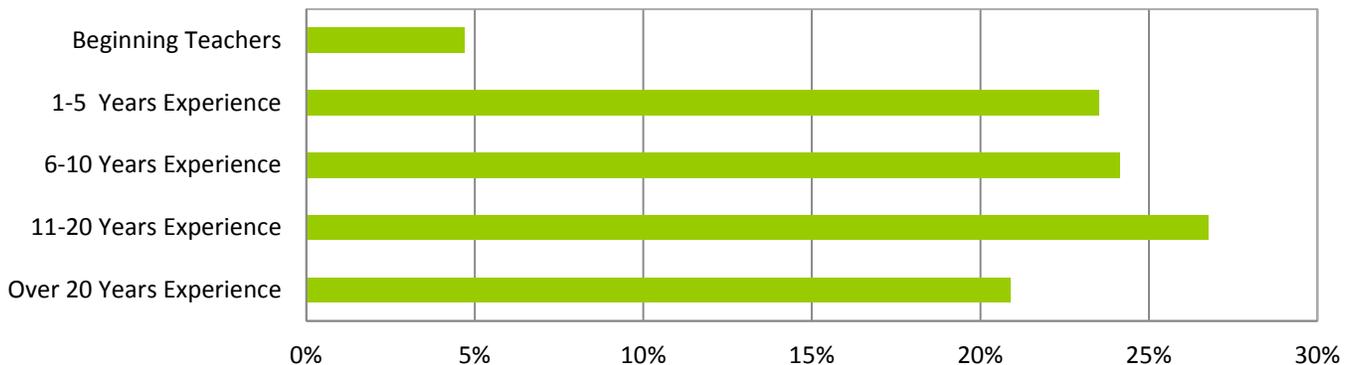
Total Personnel by Ethnicity	Percent
White	66.1%
Hispanic	19.4%
Black	11.3%
Other	3.2%

Average Teachers Years of Experience	Average
Total Career Experience of Teachers	12.5
Klein ISD Experience of Teachers	7.9

Total Personnel by Ethnicity and Sex	Percent
White Female	53.8%
White Male	12.3%
Hispanic Female	16.0%
Hispanic Male	3.4%
Black Female	8.7%
Black Male	2.5%
Other Female	2.5%
Other Male	0.8%

Teachers by Years of Experience	Percent	Average Salary
Over 20 Years Experience	20.9%	\$63,125
11-20 Years Experience	26.8%	\$52,497
6-10 Years Experience	24.1%	\$49,643
1-5 Years Experience	23.5%	\$46,869
Beginning Teachers	4.7%	\$46,011

Teachers by Years of Experience



Source: Texas Education Agency PEIMS Staff FTE Summary 2012-2013 Fall Collection PRF4D004

STAAR and TAKS

The Texas Education Agency (TEA), in collaboration with the Texas Higher Education Coordinating Board (THECB) and Texas educators, has developed a new assessment system, the State of Texas Assessments of Academic Readiness (STAAR), in response to requirements set forth by the 80th and 81st Texas legislatures. This new system focuses on increasing postsecondary readiness of graduating high school students and helping to ensure that Texas students are competitive with other students nationally and internationally. The STAAR program, similar to the Texas Assessment of Knowledge and Skills (TAKS), includes general education, modified, alternate, and linguistically accommodated assessments.

In spring 2012, the State of Texas Assessments of Academic Readiness (STAAR®) replaced the Texas Assessment of Knowledge and Skills (TAKS). The STAAR program includes annual assessments for grades 3–8 in reading and mathematics; assessments in writing at grades 4 and 7; in science at grades 5 and 8; and in social studies at grade 8; and end-of-course assessments for English I, English II, Algebra I, biology and U.S history. Additionally, STAAR EOC assessments for English III and Algebra II will be administered on a voluntary basis beginning in spring 2016.

2013 State Accountability Results

Overview of 2013 Results

- The district's rating is **Met Standard** and the rating for each school is attached (see Table 1).
- The district's results were above the statewide index results for Indexes 1, 2, 3, and equal to the state results for Index 4.
- Among the district's campuses, all 4 high schools were rated as Met Standard, all 9 intermediate schools were rated as Met Standard, and 27 out of 28 elementary schools were rated as Met Standard. Grace England Early Childhood Center receives the district's rating of Met Standard.
- As per Table 1, the one school that was rated as Improvement Required, Epps Island, met the target for Index 1 and 2 and missed the Index 3 Target.
- Of the schools rated as having Met Standard, numerous schools earned one or more academic distinction designations (see Table 1).
- The district met 95% of the applicable system safeguard standards. Any system safeguard standards that were missed will be addressed during the improvement planning process. 19 out of 41 campuses missed one or more system safeguard standards and similarly will have to address those needs during the improvement planning process.

Highlights from Index 1 Results (Target = 50 or higher)

- Index 1 results ranged from 73 to 88 at the high school level, with 3 of the 4 having a higher index score than did the district as a whole and 3 having a higher index score than the statewide average.
- Index 1 results ranged from 69 to 93 at the intermediate school level, with 5 of the 9 having a higher index score than did the district as a whole and 8 having a higher index score than the statewide average.
- Index 1 results ranged from 51 to 96 at the elementary school level, with 17 of the 28 having a higher index score than did the district as a whole and 24 having a higher index score than the statewide average.

Highlights from Index 2 Results (Target Varies by Campus Type)

- Index 2 results ranged from 24 to 35 at the high school level, with 2 having a higher index score than average for all high schools in the district, and 1 having a higher index score than the statewide average.
- Index 2 results ranged from 37 to 45 at the intermediate school level, with 4 having a higher index score than average for all high schools in the district, and all 9 having a higher index score than the statewide average.
- Index 2 results ranged from 32 to 57 at the elementary school level, with 16 having a higher index score than average for all high schools in the district, and 27 having a higher index score than the statewide average.
- The data tell us that schools in the district typically earned the fewest Index 2 points in writing. The points earned in reading and mathematics were almost the same.

Highlights from Index 3 Results (Target = 55 or higher)

- The district was evaluated for economically disadvantaged students, African American students, and Hispanic students on Index 3. Those groups were identified for evaluation on this index because their results were the poorest among all student groups in the district in 2012.

- Index 3 results ranged from 69 to 81 at the high school level, with 2 having a higher index score than average for all Klein ISD high schools, and 3 having a higher index score than the statewide average.
- Index 3 results ranged from 66 to 86 at the intermediate school level, with 4 having a higher index score than average for all Klein ISD intermediate schools, and 8 having a higher index score than the statewide average.
- Index 3 results ranged from 48 to 89 at the elementary school level, with 17 having a higher index score than average for all Klein ISD elementary schools, and 23 having a higher index score than the statewide average.
- Based on this year's Index 1 data, the district will be evaluated on Index 3 in summer 2014 for the performances of economically disadvantaged students and African American and Hispanic students, because those two student groups least often earned Satisfactory or better scores on STAAR tests taken this past school year.
- The data tell us that schools in the district typically earned the fewest Index 3 points in writing (173 out of 300) By contrast, the other subject areas ranged in total Index 3 points from 226 to 241 out of 300.

Highlights from Index 4 Results (Target = 75 or higher)

- Index 4 results ranged from 80 to 89 at the high school level, with 2 having a higher index score than average for all Klein ISD high schools, and 2 having a higher index score than the statewide average. Results reflect a combination of the five-year graduation rates, which ranged from 88.4% to 94.9% for all students at each high school, and the rate at which students graduated on either the Recommended or Distinguished/Advanced plans, which ranged from 68.4% to 81.7% for all students at Klein ISD high schools.

April 23, 2013

Overview of Performance Index Framework*				
	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness
Features of Index	<p>STAAR Satisfactory Performance</p> <ul style="list-style-type: none"> • All Students Only • Combined over All Subject Areas • Credit given for meeting phase-in Level II performance standard on: <ul style="list-style-type: none"> • STAAR Grades 3-8 English and Spanish for assessments administered in the spring; • EOC for assessments administered in the spring and the previous fall and summer; • STAAR Grades 3-8 and EOC Modified and Alternate; • STAAR L (linguistically accommodated) based on the ATAC ELL Workgroup recommendations; and, • TAKS Grade 11 results at Met Standard performance standard (2013 only). 	<p>Student Progress to Satisfactory or Advanced Performance Levels</p> <ul style="list-style-type: none"> • Ten Student Groups Evaluated: <ul style="list-style-type: none"> • All Students • Each Race/Ethnicity: <ul style="list-style-type: none"> □ African American □ American Indian □ Asian □ Hispanic □ Pacific Islander □ White □ Two or More Races • Students with Disabilities • English Language Learners (ELLs) • By Subject Area (Reading, Math, and Writing for available grades) • Same assessments used in Index 1 where student progress measures are available • Credit based on weighted performance: <ul style="list-style-type: none"> • One point credit given for each percentage of students at the Met growth expectations level • Two point credit given for each percentage of students at the Exceeded growth expectations level 	<p>Achievement Gaps Measured for Satisfactory and Advanced Levels</p> <ul style="list-style-type: none"> • All Economically Disadvantaged Students and Two Lowest Performing Racial/Ethnic Groups based on the Index 1 student achievement indicator reported in the prior year • By Subject Area (Reading/ELA, Mathematics, Writing, Science, and Social Studies) • Same Assessments Used in Index 1 • Credit based on weighted performance: <ul style="list-style-type: none"> • One point credit given for each percentage of students meeting the phase-in Level II performance standard • Two point credit given for each percentage of students meeting the final Level III Advanced performance standard 	<p>Measures of Postsecondary Readiness Credit based on average of two postsecondary indicators:</p> <ol style="list-style-type: none"> 1) STAAR postsecondary readiness standard (final Level II) and 2) high school graduation rates and diploma plans <p>STAAR Postsecondary Readiness</p> <ul style="list-style-type: none"> • Eight Student Groups Evaluated: All Students and each Race/Ethnicity • Combined over All Subject Areas • Credit given for meeting postsecondary readiness standard (final Level II) on one or more tests <p>High School Graduation</p> <ul style="list-style-type: none"> • Four-year Graduation Rate or Five-year Graduation Rate (or Annual Dropout Rate if no graduation rate) • Ten Student Groups Evaluated: All Students, each Race/Ethnicity, Students with Disabilities, and ELLs • Percent Recommended or Distinguished Achievement (Advanced) High School Program Plan (RHSP/DAP) Graduates • Eight Student Groups Evaluated: All Students and each Race/Ethnicity <p>Career and Technical Education Indicators TBD (2015 and Beyond)</p>
	Additional Evaluations	<p>Apply Safeguards to Specific Performance Indexes, as needed:</p> <ul style="list-style-type: none"> • Report performance by student group, performance level, subject, and grade; • Implement interventions focused on specific areas of weak performance; • Implement interventions based on minimum participation rate targets; and, • Implement interventions for excessive use of STAAR Modified and STAAR Alternate. 		<p>Academic Achievement Distinctions in Reading/ELA and Mathematics</p> <p>Campuses earn distinctions for outstanding academic achievement on indicators, such as SAT/ACT participation/performance, AP/IB participation/performance, Advanced (Level III) Performance on STAAR, Advanced/Dual Enrollment Course Completion, and Attendance Rates.</p>

*Source: Texas Education Agency, http://ritter.tea.state.tx.us/perfreport/account/2013/20130328coe/overview_20130423.pdf

Table 1: Rating, Index Totals and Distinction Designations

Organization	2013 Rating	Index 1	Index 2	Index 3	Index 4	Distinction Designations		
		Target 50	Target 21	Target 55	Target 75	Reading	Math	Top 25%
Klein ISD	Met Standard	83	36	75	85	NA	NA	NA
Elementary Results								
Benfer	Met Standard	88	48	78	NA		X	X
Benignus	Met Standard	95	45	89	NA			
Blackshear	Met Standard	87	46	87	NA	X	X	
Brill	Met Standard	87	56	83	NA		X	X
Ehrhardt	Met Standard	82	36	69	NA			
Eiland	Met Standard	66	38	67	NA			
Epps Island	Improvement Required	51	32	48	NA			
Frank	Met Standard	87	51	77	NA			X
Greenwood Forest	Met Standard	80	50	80	NA		X	X
Hassler	Met Standard	96	57	89	NA	X	X	X
Haude	Met Standard	89	44	88	NA	X		
Kaiser	Met Standard	63	40	66	NA			
Klenk	Met Standard	83	48	78	NA		X	X
Kohrville	Met Standard	83	49	79	NA			X
Krahn	Met Standard	87	55	82	NA			X
Kreinhop	Met Standard	83	52	77	NA			
Kuehnle	Met Standard	92	54	81	NA		X	X
Lemm	Met Standard	90	46	83	NA			
McDougle	Met Standard	79	49	72	NA			X
Metzler	Met Standard	83	56	81	NA			X
Mittelstadt	Met Standard	84	54	77	NA	X	X	X
Mueller	Met Standard	89	41	85	NA			
Nitsch	Met Standard	62	39	60	NA			
Northampton	Met Standard	86	56	72	NA			X
Roth	Met Standard	90	51	83	NA			X
Schultz	Met Standard	92	39	88	NA	X		
Theiss	Met Standard	88	44	75	NA			
Zwink	Met Standard	85	51	81	NA		X	X
Intermediate Results								
Doerre	Met Standard	93	45	86	NA			
Hildebrandt	Met Standard	82	37	72	NA			
Kleb	Met Standard	87	42	79	NA			
Klein Int	Met Standard	69	41	66	NA			X
Krimmel	Met Standard	87	38	81	NA			
Schindewolf	Met Standard	86	38	79	NA			
Strack	Met Standard	85	37	75	NA			
Ulrich	Met Standard	80	38	74	NA	X		
Wunderlich	Met Standard	79	40	76	NA	X	X	X
High School Results								
Klein HS	Met Standard	88	35	81	85			X
Klein Collins	Met Standard	84	24	76	89			
Klein Forest	Met Standard	73	24	69	80			
Klein Oak	Met Standard	86	30	77	86			

2012-13 Klein ISD Scorecard Report

The Klein ISD scorecard is produced each fall for the preceding school year. The data presented represent summarized trend data for each category. Scorecard data are color coded using the status codes charts. All data are collected from primary data sources that include the AEIS report, TEA Accountability Reports, PowerSchool, the Klein Quality Schools Survey, Mizuni Data Warehouse, and Texas Financial Ratings. Comprehensive data tables containing in-depth detail and analysis may be found in the KISD Annual Report. Five summarized data tables are presented: 1) Campus Ratings; 2) Student Performance; 3) Survey Results; 4) Financial Ratings; and 5) Analysis of the Assessment Data. Current year data are shown in the far right column in bold print in the tables. Due to the change in state assessment from TAKS to STAAR and the adoption of a new state accountability system, some historical data is not available.

Campus Ratings

State Accountability Ratings	2012-13 Target	08-09	09-10	10-11*	11-12	12-13	2013-14 Target
District Accountability Rating	Met Standard	Recognized	Recognized	Recognized		Met Standard	Met Standard
Campus Accountability Ratings							
Met Standard	42	37	38	39		41	43
Improvement Required	0	0	0	0		1	0

Data Source: AEIS Report (No Campus Ratings assigned by TEA for 2011-2012) and TEA Accountability Website

*In 2012-13, state accountability ratings were changed to include only Met Standard or Improvement Required. For the years 2010-11 and prior, Academically Unacceptable campuses were recoded to Improvement Required. Academically Acceptable, Recognized, and Exemplary schools were recoded to Met Standard.

Performance Index Scores	2012-13 Target	2012-13 TX	2012-13 KISD	2013-14 Target**
Index 1 – Student Achievement	≥ 50	77	83	≥ 85
Index 2 – Student Progress	≥ 21	34	36	≥ 39
Index 3 – Closing Performance Gaps	≥ 55	71	75	≥ 76
Index 4 – Postsecondary Readiness	≥ 75	85	85	≥ 90

Data Source: TEA Accountability Summary Report

Performance Index scores were added to the 2012-13 Texas Accountability system. Index 1 evaluates STAAR satisfactory performance, Index 2 evaluates student progress to satisfactory or advanced performance levels, Index 3 evaluates achievement gaps measures for satisfactory and advanced levels, and Index 4 evaluates postsecondary readiness. **2013-14 Targets were set at 5 points higher than the 2012-13 Texas average. If the 2012-13 KISD average exceeded the 2012-13 Texas average by 5 points or more, then the 2013-14 Target was set 2 points higher than the 2012-13 KISD average.

Student Performance

Improve Student Achievement	2012-13 Target*	2011-12		2012-13		2013-14 Target*
		TX	KISD	TX	KISD	
<i>Raise the performance of all students and close the achievement gap.</i>						
All Subjects ¹	≥ 86%	77%	84%	77%	83%	≥ 85%
Reading & English Lang. Arts ¹	≥ 87%	79%	85%	80%	86%	≥ 88%
Writing ¹	≥ 75%	67%	73%	63%	67%	≥ 68%
Mathematics ¹	≥ 86%	77%	84%	79%	85%	≥ 87%
Science ¹	≥ 90%	80%	88%	82%	88%	≥ 90%
Social Studies ¹	≥ 86%	79%	84%	76%	82%	≥ 84%
Achievement Gap /African American ²	Decrease 2%	18%	17%	18%	17%	Decrease 2%
Achievement Gap /Hispanic ²	Decrease 2%	14%	12%	14%	12%	Decrease 2%

Data Source: TEA Accountability Data Tables

*2012-13 Targets were set at 5% higher than the 2011-12 Texas average. If the 2011-12 KISD average exceeded the 2011-12 Texas average by 5% or more, then the 2012-13 Target was set 2% higher than the 2011-12 KISD average. 2013-14 Targets were set at 5% higher than the 2012-13 Texas average. If the 2012-13 KISD average exceeded the 2012-13 Texas average by 5% or more, then the 2013-14 Target was set 2% higher than the 2012-13 KISD average.

- Percentage of students meeting Phase-In 1 Level II or above on STAAR for grades 3-10 and TAKS Met Standard for grade 11; STAAR retests were not administered in 2011-12; STAAR retests were included in 2012-13. Note: ELL Students in Years 1-3 were excluded.
- All tests taken, calculated as the difference between the performance of the indicated subgroup and white students.

Status Codes	
	Met or surpassed target
	Improved or maintained, but did not meet target
	Did not meet target, did not maintain or did not improve
	Indicates that data were not available
	2012-13 District Target

Student Performance (continued)

Improve Student Achievement	2012-13 Target	2012-13 National*	08-09	09-10	10-11	11-12	12-13	2013-14 Target**
Raise the performance of all students and close the achievement gap.								
ACT (Composite Score) ³	21.0	≥ 20.9	22.5	22.9	22.4	22.9	22.4	≥ 22.6
SAT (Critical Reading and Mathematics Only) ³	1050	≥ 1010	1031	1034	1021	1024	1018	≥ 1026
PSAT – 10 th grade (Critical Reading and Mathematics Only) ³		≥ 85.5			85.4	83.9	84.0	≥ 85.5
PSAT – 11 th grade (Critical Reading and Mathematics Only) ³		≥ 95.0			92.1	90.4	91.4	≥ 95.0
ReadiStep – 8 th grade (Critical Rdg and Mathematics Only) ³		≥ 6.9				7.3	7.2	≥ 7.3

Data Sources: ACT, College Board

3. ACT data is from the ACT District Profile Report; SAT data is from the SAT District Highlights Report; PSAT data is from the PSAT/NMSQT Summary Report; Readistep data is from the Readistep District Summary.

* National averages for college testing for 2012-13.

Note: 2012-13 Targets were not set for PSAT and Readistep because data was added to the Scorecard in 2012-13.

**2013-14 Targets were set at the 5 year KISD average. If the 5 year KISD average was less than the 2012-13 National average, then the 2013-14 Target was set at the 2012-13 National average.

Improve Student Achievement	2012-13 Target	08-09	09-10	10-11	11-12	12-13	2013-14 Target**
Raise the performance of all students and close the achievement gap.							
Pre-AP& PreIB Enrollment (unduplicated) ⁴	≥ 8500	7,522	11,049	11,741	12,103*	12,145	≥ 12,000**
AP Enrollment (unduplicated) ⁴	≥ 3000	2,924	3,120	3,229	3,463*	3,599	≥ 3,000**
Dual Credit Enrollment (on campus) ⁴	≥ 900	795	937	1,095	977*	862	≥ 900**
IB Enrollment (Pre-IB not included) ⁴	≥ 80	69	90	117	120*	120	≥ 120**
AP/IB Examination Results (1 year lag) ⁵	≥ 62%	62%	62%	62%			≥ 63%
Completion Rate I (1 year lag)	≥ 95%	91.7%	92.6%	94.3% ⁶			≥ 95%
Graduation Rate - Four Year ⁷	≥ 90%				90.7%		≥ 91%
Graduation Rate - Five Year ⁷	≥ 90%			92.8%			≥ 93%

Data Sources: TEA and Mizuni Data Warehouse

4. AP DC IB Enrollment Reports (by school year) from Mizuni Data Warehouse. *2011-12 data was corrected to match report from prior years.

5. Percent of scores at or above the criterion score (3 on AP or 4 on IB) from AEIS Report.

6. Completion Rate I for 2010-11 is the sum of the Graduates and the Continuers on 2011-2012 AEIS Report.

7. Four Year and Five Year graduation rates are now reported for the Class of 2011 and 2012.

**2013-14 Targets were set by using a five year survival cohort methodology.

Status Codes	
	Met or surpassed target
	Improved or maintained, but did not meet target
	Did not meet target, did not maintain or did not improve
	Indicates that data were not available
	2012-13 District Target

Survey Results

	2012-13 Target	08-09	09-10	10-11	11-12	12-13	2013-14 Target
Positive and Safe School Environment							
<i>Promote positive character traits in each student.</i>							
Student Satisfaction (Grade 5)	≥ 75%	69%	69%	72%	80%*	83%	≥ 75%
Student Satisfaction (Grade 8)	≥ 75%	54%	55%	55%	63%*	62%	≥ 75%
Student Satisfaction (Grade 12)	≥ 75%	55%	57%	59%	58%	58%	≥ 75%
Positive and Safe School Environment							
<i>Build relationships and encourage engagement through effective communication.</i>							
Involvement (Parents)	≥ 75%	78%	80%	82%	82%	82%	≥ 75%
Safety & Well-Being (Parents)	≥ 75%	80%	81%	86%	84%*	84%	≥ 75%
Involvement (Instructional Staff)	≥ 75%	85%	86%	86%	85%	86%	≥ 75%
Safety & Well-Being (Instructional Staff)	≥ 75%	80%	81%	80%	77%	84%	≥ 75%
Involvement (Non-instructional Staff)	≥ 75%	88%	93%	91%	89%*	90%	≥ 75%
Safety & Well-Being (Non-instructional Staff)	≥ 75%	87%	90%	89%	87%	85%	≥ 75%
Quality Personnel							
<i>Recruit and retain the highest quality employees.</i>							
Staff Satisfaction (Campus Instructional) ⁸	≥ 75%	81%	81%	81%	79%	80%	≥ 75%
Staff Satisfaction (Non Instructional) ⁸	≥ 75%	87%	92%	89%	87%	90%	≥ 75%
Employee Retention ⁹	≥ 85%	89%	90%	91%	89%	N/A	≥ 85%
Financial							
<i>Establish and use quality measures for continuous improvement and resource management.</i>							
FIRST Rating ¹⁰	SA	SA	SA	SA	SA	SA	SA
Bond Rating – Standard & Poors	AAA	AA	AA	AA	AA	AA	AAA
Bond Rating – Moody's	Aaa	Aa2	Aa1	Aa1	Aa1	Aa1	Aaa
FAST Rating ¹¹	5	4.5	4.5	4.5	4.5	4.5	5

Data Source: Klein Quality School Survey (KQSS) and TEA. The results show the percentage of respondents scoring 4 or higher.

*Corrections were made to some of the KQSS results in the year 2011-12.

8. Klein Quality School Survey (KQSS). The results show the percentage of respondents scoring 4 or higher.

9. AEIS Reports.

10. Financial Integrity Rating System of Texas, Superior Achievement.

11. Financial Allocation Study for Texas. The results for three-year averages are reported annually; the highest level is 5 stars.

Analysis of the Assessment Data

Performance Results	2012-13 Target*	2011-2012		2012-2013		2013-14 Target*
		TX	KISD	TX	KISD	
All Subjects						
All Students	≥ 86%	77%	84%	77%	83%	≥ 85%
African American	≥ 75%	68%	73%	68%	72%	≥ 73%
Hispanic	≥ 80%	72%	78%	72%	77%	≥ 79%
White	≥ 91%	86%	90%	86%	89%	≥ 91%
Special Education	≥ 64%	55%	62%	55%	59%	≥ 60%
Economically Disadvantaged	≥ 76%	69%	74%	69%	73%	≥ 74%
English Language Learners (ELL)	≥ 59%	52%	57%	53%	58%	≥ 60%

Status Codes	
	Met or surpassed target
	Improved or maintained, but did not meet target
	Did not meet target, did not maintain or did not improve
	Indicates that data were not available
	2012-13 District Target

Analysis of the Assessment Data (continued)

Performance Results	2012-13 Target*	2011-2012		2012-2013		2013-14 Target*
		TX	KISD	TX	KISD	
ELA/Reading						
All Students	≥ 87%	79%	85%	80%	86%	≥ 88%
African American	≥ 79%	71%	77%	72%	76%	≥ 77%
Hispanic	≥ 82%	73%	80%	74%	80%	≥ 82%
White	≥ 93%	88%	91%	89%	92%	≥ 94%
Special Education	≥ 67%	58%	65%	60%	62%	≥ 65%
Economically Disadvantaged	≥ 79%	71%	77%	72%	77%	≥ 79%
English Language Learners (ELL)	≥ 59%	50%	57%	52%	60%	≥ 62%
Writing						
All Students	≥ 75%	67%	73%	63%	67%	≥ 68%
African American	≥ 64%	59%	59%	53%	53%	≥ 58%
Hispanic	≥ 66%	61%	64%	56%	58%	≥ 61%
White	≥ 83%	78%	81%	74%	77%	≥ 79%
Special Education	≥ 55%	45%	53%	41%	44%	≥ 46%
Economically Disadvantaged	≥ 63%	58%	60%	53%	53%	≥ 58%
English Language Learners (ELL)	≥ 51%	46%	43%	40%	35%	≥ 45%
Mathematics						
All Students	≥ 86%	77%	84%	79%	85%	≥ 87%
African American	≥ 74%	65%	72%	68%	74%	≥ 76%
Hispanic	≥ 82%	73%	80%	76%	82%	≥ 84%
White	≥ 91%	86%	90%	88%	91%	≥ 93%
Special Education	≥ 60%	55%	59%	57%	60%	≥ 62%
Economically Disadvantaged	≥ 77%	69%	75%	72%	77%	≥ 79%
English Language Learners (ELL)	≥ 68%	58%	66%	62%	72%	≥ 74%
Science						
All Students	≥ 90%	80%	88%	82%	88%	≥ 90%
African American	≥ 82%	72%	80%	74%	80%	≥ 82%
Hispanic	≥ 84%	75%	82%	77%	83%	≥ 85%
White	≥ 95%	90%	94%	91%	93%	≥ 96%
Special Education	≥ 68%	56%	66%	55%	63%	≥ 65%
Economically Disadvantaged	≥ 81%	73%	79%	75%	80%	≥ 82%
English Language Learners (ELL)	≥ 60%	48%	58%	54%	60%	≥ 62%
Social Studies						
All Students	≥ 86%	79%	84%	76%	82%	≥ 84%
African American	≥ 77%	72%	74%	68%	72%	≥ 73%
Hispanic	≥ 80%	73%	78%	70%	75%	≥ 77%
White	≥ 93%	88%	91%	86%	89%	≥ 91%
Special Education	≥ 67%	59%	65%	53%	59%	≥ 61%
Economically Disadvantaged	≥ 75%	70%	74%	68%	72%	≥ 73%
English Language Learners (ELL)	≥ 51%	43%	49%	41%	46%	≥ 48%

Data Sources: TEA Index 1 Student Achievement Data Table

*2012-13 Targets were set at 5% higher than the 2011-12 Texas average. If the 2011-12 KISD average exceeded the 2011-12 Texas average by 5% or more, then the 2012-13 Target was set 2% higher than the 2011-12 KISD average. 2013-14 Targets were set at 5% higher than the 2012-13 Texas average. If the 2012-13 KISD average exceeded the 2012-13 Texas average by 5% or more, then the 2013-14 Target was set 2% higher than the 2012-13 KISD average.

Note: Percentage of students meeting Phase-In 1 Level II or above on STAAR for grades 3-10 and TAKS Met Standard for grade 11; STAAR retests were not administered in 2011-12; STAAR retests were included in 2012-13. ELL Students in Years 1-3 were excluded.

Status Codes	
	Met or surpassed target
	Improved or maintained, but did not meet target
	Did not meet target, did not maintain or did not improve
	Indicates that data were not available
	2012-13 District Target

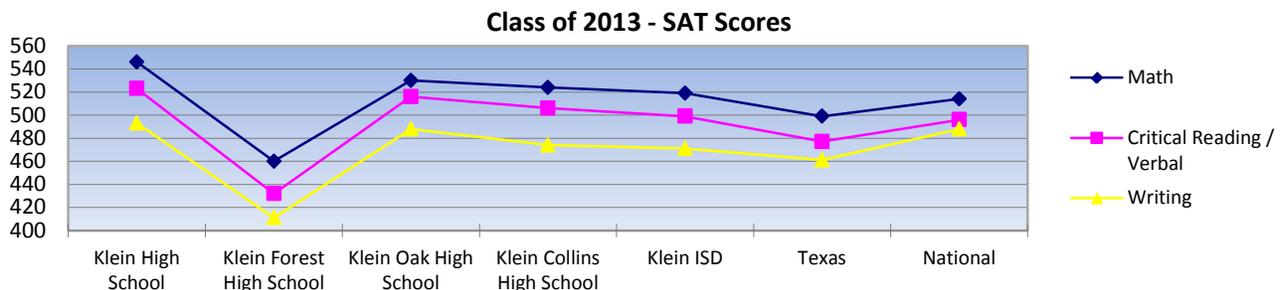
Klein Independent School District Scholastic Assessment Test (SAT) Participation & Performance

The Klein ISD Class of 2013 maintained a strong showing in the latest release of the SAT data by the College Board. Of the 1,893 who took the exam, Klein ISD students scored above the state and national average in critical reading (499 points) and math (519 points), and above the state mean in writing (471 points). In fact, the district saw a two-point increase in critical reading from last year and surpassed the national mean of 496 in critical reading by 3 points.

Campus	Participation Count	Participation Rate	Math	Critical Reading / Verbal	Writing
Klein High School					
Class of 2013	516	70.2%	546	523	493
Class of 2012	540	76.9%	555	525	504
Class of 2011	516	73.4%	560	532	514
Class of 2010	525	68.7%	569	543	529
Klein Forest High School					
Class of 2013	378	51.9%	460	432	411
Class of 2012	381	55.8%	466	432	420
Class of 2011	440	57.5%	464	436	425
Class of 2010	345	47.7%	467	442	434
Klein Oak High School					
Class of 2013	532	65.0%	530	516	488
Class of 2012	554	65.5%	538	511	490
Class of 2011	540	64.4%	537	512	486
Class of 2010	403	53.4%	536	511	500
Klein Collins High School					
Class of 2013	467	60.9%	524	506	474
Class of 2012	520	67.5%	530	501	474
Class of 2011	512	67.5%	525	497	474
Class of 2010	416	56.9%	526	509	487
Klein ISD					
Class of 2013	1893	62.1%	519	499	471
Class of 2012	1995	66.5%	527	497	476
Class of 2011	2008	65.5%	524	497	477
Class of 2010	1,689	56.8%	530	506	492
Texas					
Class of 2013	172,870	n/a	499	477	461
Class of 2012	172,802	n/a	499	474	461
Class of 2011	166,012	n/a	502	479	465
Class of 2010	148,102	53.0%	505	484	473
National					
Class of 2013	1,660,047	n/a	514	496	488
Class of 2012	1,664,479	n/a	514	496	488
Class of 2011	1,647,123	n/a	514	497	489
Class of 2010	1,547,990	47.0%	516	501	492

Source: <http://professionals.collegeboard.com/data-reports-research> and AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis>

n/a - Data not yet available



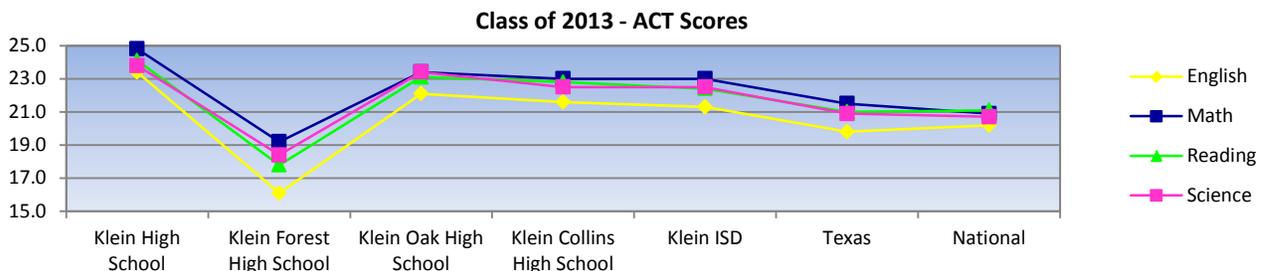
Klein Independent School District American College Test (ACT) Participation & Performance

National ACT composite score of 20.9 for the class of 2013, is a 0.2 drop from the class of 2012. The Klein ISD Class of 2013 has scored above the state and national averages in all categories. College readiness benchmarks are defined as the minimum scores that predict a student has a 75% chance of earning a C or higher, or a 50% chance of earning a B or higher in a typical first-year college course in that subject.

Campus	Participation Count	Participation Rate	English	Math	Reading	Science	Composite
Klein High School							
Class of 2013	229	31.2%	23.4	24.8	24.1	23.8	24.2
Class of 2012	257	36.6%	23.4	24.6	24.3	23.9	24.2
Class of 2011	209	29.7%	24.0	25.2	24.3	23.9	24.4
Class of 2010	282	36.9%	24.3	25.6	24.8	24.3	24.8
Klein Forest High School							
Class of 2013	133	18.2%	16.1	19.2	17.8	18.4	18.0
Class of 2012	143	20.9%	17.7	19.8	19.2	19.1	19.1
Class of 2011	120	15.7%	16.3	19.4	18.5	18.6	18.3
Class of 2010	108	14.9%	17.5	19.8	18.5	19.5	19.0
Klein Oak High School							
Class of 2013	253	30.9%	22.1	23.4	23.1	23.4	23.1
Class of 2012	241	28.5%	22.5	24.3	23.9	23.5	23.7
Class of 2011	243	29.0%	22.1	23.6	23.0	22.9	23.0
Class of 2010	214	28.3%	22.0	23.3	23.0	22.9	22.9
Klein Collins High School							
Class of 2013	208	27.1%	21.6	23.0	22.8	22.5	22.6
Class of 2012	217	28.2%	21.9	23.9	23.1	23.1	23.1
Class of 2011	208	27.4%	20.8	23.0	21.8	22.3	22.1
Class of 2010	202	27.6%	21.0	23.1	21.8	22.8	23.3
Klein ISD							
Class of 2013	824	27.0%	21.3	23.0	22.4	22.5	22.4
Class of 2012	858	28.6%	21.8	23.6	23.0	22.8	22.9
Class of 2011	781	25.5%	21.4	23.2	22.3	22.4	22.4
Class of 2010	806	27.1%	22.0	23.6	22.7	22.9	22.9
Texas							
Class of 2013	109,841	n/a	19.8	21.5	21.0	20.9	20.9
Class of 2012	110,180	n/a	19.6	21.4	20.8	20.8	20.8
Class of 2011	101,569	n/a	19.6	21.5	20.7	20.8	20.8
Class of 2010	92,615	33.0%	19.7	21.4	20.8	20.9	20.8
National							
Class of 2013	1,799,243	n/a	20.2	20.9	21.1	20.7	20.9
Class of 2012	1,666,017	n/a	20.5	21.1	21.3	20.9	21.1
Class of 2011	1,623,112	n/a	20.6	21.1	21.3	20.9	21.1
Class of 2010	1,568,835	47.0%	20.5	21.0	21.3	20.9	21.0

Source: ACT - <http://www.act.org/news/data.html> and AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis>

n/a - Data not yet available



Klein High School Campus Improvement Plan

Mission:

Klein High School is committed to excellence in education by stressing achievement through student, faculty, staff and community cooperation. We strive to prepare each student to maximize cognitive and analytical skills in a positive and fulfilling environment.

Campus Objectives:

- ~ Inspire teaching and learning through the design and implementation of a high quality and aligned curriculum for the success of diverse learners.
- ~ Ensure dynamic leadership and seamless instructional support systems that promote academic achievement and character development of all learners.

Tactics and Action Plans:

- 1. Raise the performance of all students and close the achievement gap.**
 - 1.1 Raise the EOC mastery % in all subpopulations of Klein High School students.
 - 1.2 Raise the EOC Level 3 performance % English Language Learners.
 - 1.3 Raise the 1-Year Growth Rate of TELPAS performance to 85%.
 - 1.4 Meet the required improvement % to reach Safe Harbor for AYP.
 - 1.5 Maintain enrollment in Advanced Academic courses.

- 2. Recruit and retain the highest quality employees.**
 - 2.1 Support new teachers and staff via promotion of professional development and growth opportunities.
 - 2.2 Monitor and support high-yielding instructional practices via Teachscape, walkthroughs and data.
 - 2.3 Offer professional development for the instructional integration of technology to support teachers' differentiated instruction.
 - 2.4 Implement comprehensive, effective use of all classroom technology tools (TBSI).
 - 2.5 Implement supports for personnel to demonstrate competency and proficiency in all five standards of the State Board for Educator Certification (SBEC) Technology Standards.

- 3. Promote positive character traits.**
 - 3.1 Ensure a safe campus.
 - 3.2 Strive for a drop out \leq 2% and a completion rate $>$ 98%.
 - 3.3 Maintain active memberships in "No Place for Hate" and Sophistikats.

- 4. Build relationships and encourage engagement.**
 - 4.1 Provide parents with learning opportunities that foster school-home partnerships in the learning process and success for all students.
 - 4.2 Facilitate ongoing activities of a Freshman Advisory Committee to establish relationships and retention among freshmen.

Performance Measures	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA Accountability Rating	Recognized	Recognized	Acad. Accept.	Acad. Accept.	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	96.0%	96.0%	95.0%	94.0%	89.0%
TAKS Math - STAAR Mathematics (2013)	87.0%	89.0%	88.0%	91.0%	92.0%
STAAR Writing (2013)	-	-	-	-	68.0%
TAKS Science - STAAR Science (2013)	93.0%	95.0%	95.0%	96.0%	96.0%
TAKS Social Studies - STAAR Social Studies (2013)	98.0%	99.0%	98.0%	99.0%	90.0%
Completion Rate	96.2%	96.0%	96.0%	95.4%	Avail. 11/13
Drop Out Rate	1.0%	1.3%	1.3%	0.6%	Avail. 11/13
Attendance Rate	94.5%	94.5%	95.1%	95.3%	94.9%
Percentage of Enrollment in Gifted and Talented	12.3%	11.4%	9.9%	10.1%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward to 2011-12 and the 2011-12 TAKS scores consist only of 10th and 11th grade TAKS and TAKS-A.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Klein Forest High School Campus Improvement Plan

Mission:

To provide a community and learning environment that supports excellence in academics, pride in performance, and success in learning so students can become productive, knowledgeable and prepared citizens in a global workplace and changing world.

Campus Objectives:

- ~ Each student will achieve academic excellence and growth through the delivery of individualized TEKS based curriculum.
- ~ Each highly qualified staff member will participate in the Professional Learning Community (PLC) structure to meet the needs of all students.

Tactics and Action Plans:

- 1. Raise the achievement performance of all students and close the achievement gap.**
 - 1.1 Implement research based strategies to increase mathematics, social studies, ELA and science performance on state mandated tests.
 - 1.2 Monitor all students in Special Education, ESL and CTE with the help of district personnel.
 - 1.3 Implement writing in all classes to increase student achievement on TELPAS and STAAR.
 - 1.4 Utilize Pre-AP and AP strategies to increase advanced scores on state mandated testing and increase the number of 3's, 4's, and 5's on AP tests.
 - 1.5 Implement targeted monitoring of graduation cohort to increase graduation completion rate.
 - 1.6 Implement Response to Intervention School Wide for Targeted Groups.
- 2. Provide instructional leadership to support building relationships and encourage engagement through effective communication.**
 - 2.1 Utilize Professional Learning Communities (PLCs) to provide support for all faculty and staff.
- 3. Provide and encourage parent and community involvement through a variety of participatory opportunities.**
 - 3.1 Build relationships and encourage engagement through effective communication.
- 4. Increase rigor, relevance, and student engagement in a 1:1 instructional environment.**
 - 4.1 Create a focused campus wide technology plan.

Performance Measures	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Acad. Accept.	Acad. Accept.	Acad. Accept.	Acad. Accept.	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	87.0%	89.0%	87.0%	91.0%	74.0%
TAKS Math - STAAR Mathematics (2013)	62.0%	67.0%	69.0%	80.0%	77.0%
STAAR Writing (2013)	-	-	-	-	43.0%
TAKS Science - STAAR Science (2013)	69.0%	80.0%	81.0%	82.0%	87.0%
TAKS Social Studies - STAAR Social Studies (2013)	91.0%	94.0%	95.0%	96.0%	77.0%
Completion Rate	85.1%	87.9%	90.6%	91.6%	Avail. 11/13
Drop Out Rate	5.1%	3.8%	1.8%	1.7%	Avail. 11/13
Attendance Rate	92.6%	93.2%	93.0%	93.3%	93.1%
Percentage of Enrollment in Gifted and Talented	3.9%	3.5%	3.3%	3.2%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward to 2011-12 and the 2011-12 TAKS scores consist only of 10th and 11th grade TAKS and TAKS-A.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Klein Oak High School Campus Improvement Plan

Mission:

The Klein Oak Community is dedicated to empowering our students to graduate with the tools to excel as productive members of society.

Campus Objectives:

- ~ Klein Oak High School will meet or exceed all criteria established by the Texas Education Agency to be an exemplary school while increasing the opportunities for students to excel in Advanced Placement and International Baccalaureate courses.
- ~ Klein Oak High School will cultivate a safe and respectful learning environment for its students, parents and visitors.
- ~ All students and staff of Klein Oak High School will demonstrate excellent character traits and foster a strong sense of community within our school.

Tactics and Action Plans:

- 1. Raise the academic performance of all students and close the achievement gap.**
 - 1.1 Identify students who need additional support to excel on TAKS or STAAR and provide assistance.
 - 1.2 Target and motivate at-risk students in a variety of ways for the purpose of completing high school.
 - 1.3 Increase the passing rate for all courses.
 - 1.4 Increase college awareness and readiness for all students.
- 2. Recruit and retain the highest quality employees.**
 - 2.1 Increase teacher competency in instructional technology.
 - 2.2 Identify professional development needs and best practices and provide training.
 - 2.3 Support new teachers through a monitor and mentor program.
 - 2.4 Utilize Professional Learning Communities (PLCs) to provide support for all faculty and staff.
- 3. Promote positive character traits.**
 - 3.1 Proactively decrease the number of discipline infractions.
 - 3.2 Maintain Klein Oak as a “No Place for Hate” campus.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Recognized	Recognized	Acad. Accept.	Acad. Accept.	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	92.0%	94.0%	93.0%	96.0%	87.0%
TAKS Math - STAAR Mathematics (2013)	81.0%	84.0%	82.0%	86.0%	91.0%
STAAR Writing (2013)	-	-	-	-	64.0%
TAKS Science - STAAR Science (2013)	86.0%	91.0%	91.0%	92.0%	94.0%
TAKS Social Studies - STAAR Social Studies (2013)	95.0%	97.0%	98.0%	98.0%	89.0%
Completion Rate	94.0%	93.1%	95.2%	94.8%	Avail. 11/13
Drop Out Rate	1.4%	1.4%	0.6%	1.0%	Avail. 11/13
Attendance Rate	94.3%	94.2%	94.8%	94.9%	94.7%
Percentage of Enrollment in Gifted and Talented	8.4%	7.5%	7.9%	7.1%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward to 2011-12 and the 2011-12 TAKS scores consist only of 10th and 11th grade TAKS and TAKS-A.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Klein Collins High School Campus Improvement Plan

Mission:

The faculty, staff, and community of Klein Collins High School are committed to providing all students educational opportunities and skills to promote academic achievement, responsible citizenship and integrity in a safe and nurturing environment dedicated to the promotion of life-long learning.

Campus Objectives:

- ~ All students will graduate under their individual education plans within four years of entering high school.
- ~ All students will master the TEKS and pass the STAAR or TAKS test for their grade levels.
- ~ All students will demonstrate academic and personal integrity.
- ~ All students will be encouraged to achieve the highest level of academic achievement through participation in Pre-AP, AP and Dual Credit courses.

Tactics and Action Plans:

- 1. Increase the completion rate and decrease the dropout rate.**
 - 1.1 Provide additional resources to ninth and tenth grade teachers and students to ensure that all students earn the required credits to be classified at the next grade level at the conclusion of the 2012-2013 school year and pass the EOC test for core courses.
 - 1.2 Implement a monitoring and intervention system for tracking and improving attendance of individual students.
 - 1.3 Implement a process for recovering dropouts throughout the school year.
- 2. Ensure that all classroom teachers are utilizing quality, deliberate initial instruction to increase student understanding and to close the achievement gap.**
 - 2.1 Utilize regularly scheduled aligned common assessments to monitor student progress and to appropriately adjust classroom instruction.
 - 2.2 Participate in quality, relevant, professional development sessions that enable teachers to immediately strengthen instruction in the classroom.
 - 2.3 Strengthen core Professional Learning Communities (PLCs) to highly functional status involving essential professional support staff in applicable areas.
 - 2.4 All Klein ISD teachers, librarians and administrators will demonstrate competency and proficiency in all five standards of the State Board for Educator Certification (SBEC) Technology Standards.
 - 2.5 Ensure comprehensive, effective use of all classroom technology tools (TBSI and one-to-one).
- 3. Deploy targeted interventions for all students who demonstrate an academic or social need.**
 - 3.1 Implement a monitoring system for all students who did not meet the standard on the 2012 EOC & TAKS test in all core subject areas.
 - 3.2 Monitor and provide interventions to LEP students in core classrooms.
 - 3.3 Implement a process for monitoring all students served under special education.
 - 3.4 Actively and consistently work to decrease the number of discipline referrals and discipline placements to the alternative school throughout the school year.
 - 3.5 Create intervention tiers in math & ELA classrooms in order to serve students displaying academic & social needs.
 - 3.6 Implement various opportunities for students to prevent loss of credit or to regain credit.
 - 3.7 Implement strategies to decrease incidents of bullying on campus.
- 4. Raise the participation and performance in Advanced Academic and college readiness testing.**
 - 4.1 Implement research based strategies to recruit, retain, & strengthen performance in advanced academics classrooms.
 - 4.2 Implement research based strategies to increase the number and performance of students who take the PSAT, SAT and ACT standardized tests.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Recognized	Recognized	Recognized	Recognized	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	95.0%	95.0%	95.0%	95.0%	85.0%
TAKS Math - STAAR Mathematics (2013)	84.0%	85.0%	84.0%	88.0%	86.0%
STAAR Writing (2013)	-	-	-	-	63.0%
TAKS Science - STAAR Science (2013)	87.0%	90.0%	92.0%	93.0%	92.0%
TAKS Social Studies - STAAR Social Studies (2013)	96.0%	97.0%	98.0%	99.0%	88.0%
Completion Rate	92.1%	93.9%	95.7%	95.7%	Avail. 11/13
Drop Out Rate	1.8%	1.5%	1.2%	1.9%	Avail. 11/13
Attendance Rate	93.6%	94.0%	94.0%	94.4%	94.4%
Percentage of Enrollment in Gifted and Talented	10.6%	9.9%	8.4%	7.6%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward to 2011-12 and the 2011-12 TAKS scores consist only of 10th and 11th grade TAKS and TAKS-A.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Klein Intermediate School Campus Improvement Plan

Mission:

The mission of Klein Intermediate School is to foster academic responsibility by ensuring that every student learns in a caring, safe, and orderly environment that will develop character so our students are inspired to become successful members of society and life-long learners.

Campus Objectives:

- ~ Each student at Klein Intermediate will achieve academic excellence with targeted instructional support.
- ~ Every Klein Intermediate student will demonstrate the character traits of a productive and honorable citizen in a global community.

Tactics and Action Plans:

1. **Raise the academic performance of all students and close the achievement gap between at-risk and non at-risk students.**
 - 1.1 Increase student performance in math in all subgroups.
 - 1.2 Increase student performance in reading in all subgroups.
 - 1.3 Increase student performance in science in all subgroups.
 - 1.4 Increase student performance in social studies in all subgroups.
2. **Recruit and retain the highest quality employees.**
 - 2.1 Expand our teacher/teacher new to Klein ISD mentoring program (BTIM).
3. **Promote positive character traits.**
 - 3.1 Implement the Capturing Kids Hearts behavior management system.
 - 3.2 Provide teacher mentors for at-risk students.
4. **Build relationships and encourage engagement through effective communication.**
 - 4.1 Offer continuing education classes for our community.
 - 4.2 Implement a parent involvement day.
 - 4.3 Increase communication and collaboration with parents.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Acad. Accept.	Acad. Accept.	Acad. Accept.	Acad. Accept.	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	85.0%	82.0%	84.0%	84.0%	72.0%
TAKS Math - STAAR Mathematics (2013)	77.0%	83.0%	81.0%	80.0%	77.0%
TAKS Writing - STAAR Writing (2013)	93.0%	93.0%	89.0%	68.0%	57.0%
TAKS Science - STAAR Science (2013)	67.0%	71.0%	66.0%	98.0%	72.0%
TAKS Social Studies - STAAR Social Studies (2013)	87.0%	92.0%	89.0%	97.0%	49.0%
Drop Out Rate	0.4%	0.6%	0.7%	0.2%	Avail. 11/13
Attendance Rate	94.5%	94.7%	95.2%	95.9%	95.4%
Percentage of Enrollment in Gifted and Talented	3.2%	3.1%	3.5%	3.2%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Hildebrandt Intermediate School Campus Improvement Plan

Mission:

The faculty, staff and community of Hildebrandt Intermediate School are committed to creating life-long learners in an atmosphere of respect and responsibility while promoting positive attitudes in a safe, nurturing environment, and establishing standards of excellence in academic and character which allows students to reach their maximum potential.

Campus Objectives:

- ~ The students of Hildebrandt Intermediate will achieve academic excellence by demonstrating mastery of content at their highest level in all core content areas.
- ~ The students of Hildebrandt Intermediate will demonstrate the character traits of a productive and honorable citizen.

Tactics and Action Plans:

- 1. Raise the performance of all students and close the achievement gap.**
 - 1.1 Analyze student data to determine the individual needs of students.
 - 1.2 Implement research based instructional strategies to improve instruction.
 - 1.3 Implement research based instructional strategies to provide interventions for all struggling students.
 - 1.4 Implement research based instructional strategies to increase commended performance in the areas of reading and math for all learners in grades 6, 7, & 8.
- 2. Build and encourage strong relationships with the community through effective communication.**
 - 2.1 Encourage exemplary student attendance.
 - 2.2 Utilize multiple modalities to relay campus and district information to students, parents, and community.
 - 2.3 Keep stakeholders abreast of school and district discipline policies and procedures.
- 3. Recruit and retain the highest quality employees.**
 - 3.1 Provide and implement research based staff development that promoted best practices for all faculty and staff.
 - 3.2 Continue to progress and increase usage of high impact, technology embedded lessons and plan more lessons that utilize “hands-on” manipulatives.
 - 3.3 Continue to train teachers in researched based instructional strategies for working with a student population that is changing demographically.
- 4. Model, teach and reinforce positive character traits while providing a safe environment.**
 - 4.1 Continue No Place for Hate activities.
 - 4.2 Faculty and staff will continue to recognize superior citizenship through a variety of campus based programs.
 - 4.3 Establish a school climate of no tolerance for bullying.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Recognized	Recognized	Recognized	Recognized	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	97.0%	93.0%	93.0%	93.0%	88.0%
TAKS Math - STAAR Mathematics (2013)	89.0%	91.0%	88.0%	91.0%	82.0%
TAKS Writing - STAAR Writing (2013)	97.0%	98.0%	97.0%	99.0%	78.0%
TAKS Science - STAAR Science (2013)	82.0%	85.0%	90.0%	90.0%	80.0%
TAKS Social Studies - STAAR Social Studies (2013)	96.0%	97.0%	97.0%	98.0%	67.0%
Drop Out Rate	0.1%	0.1%	0.0%	0.0%	Avail. 11/13
Attendance Rate	95.5%	95.6%	96.2%	96.3%	96.3%
Percentage of Enrollment in Gifted and Talented	6.5%	5.6%	5.1%	5.8%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Wunderlich Intermediate School Campus Improvement Plan

Mission:

We change the lives of students through learning.

Campus Objectives:

- ~ The students at Wunderlich will master the TEKS and meet requirements for State of Texas Assessments of Academic Readiness (STAAR).
- ~ The staff at Wunderlich will provide quality instruction for all learners.
- ~ Wunderlich students will exemplify good character on a daily basis.

Tactics and Action Plans:

- 1. We will close the achievement gaps by raising the performance of all students.**
 - 1.1 Collect campus data, conduct a comprehensive needs assessment, and set campus goals.
 - 1.2 Implement effective instructional strategies to increase student achievement in all academic areas.
 - 1.3 Develop and implement interventions that address the academic needs of our students.
 - 1.4 Implement and monitor strategies which target improvement in math, social studies, science, and reading.
 - 1.5 Implement and monitor strategies which target improvement for ESL and special education students.
 - 1.6 Implement and monitor strategies which target more instructional time for students in all subjects.
- 2. We will attract, develop, and retain the highest quality staff.**
 - 2.1 Increase teacher competency in instructional technology in order to enhance instruction and engage learners.
 - 2.2 Provide a positive working environment that promotes teachers working collaboratively.
 - 2.3 Provide meaningful and on-going staff development and support for teachers.
 - 2.4 Provide a mentoring support program for new teachers.
- 3. We will develop responsible, productive students.**
 - 3.1 Ensure smooth transition for all students from grade level to grade level.
 - 3.2 Provide programs and activities promoting character and behavioral education to all students.
- 4. We will encourage parent and community involvement.**
 - 4.1 Actively form partnerships with parents and community members through various campus events.
- 5. We will facilitate technology competencies in staff and students at Wunderlich.**
 - 5.1 All teachers, librarians and administrators will demonstrate competency and proficiency in all five standards of the State Board for Educator Certification (SBEC) Technology Standards.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Acad. Accept.	Recognized	Recognized	Recognized	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	92.0%	91.0%	90.0%	91.0%	81.0%
TAKS Math - STAAR Mathematics (2013)	90.0%	92.0%	92.0%	89.0%	85.0%
TAKS Writing - STAAR Writing (2013)	92.0%	96.0%	95.0%	97.0%	70.0%
TAKS Science - STAAR Science (2013)	68.0%	85.0%	86.0%	88.0%	81.0%
TAKS Social Studies - STAAR Social Studies (2013)	92.0%	98.0%	97.0%	99.0%	61.0%
Drop Out Rate	0.1%	0.0%	0.6%	0.5%	Avail. 11/13
Attendance Rate	96.3%	96.2%	96.4%	96.4%	96.2%
Percentage of Enrollment in Gifted and Talented	4.9%	4.1%	3.2%	2.2%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Strack Intermediate School Campus Improvement Plan

Mission:

We will look at the needs of each student in order to establish a safe, nurturing environment where each child can feel safe to learn, to be successful, to have a sense of belonging, and to have pride in their school.

Campus Objectives:

- ~ Ensure that every student will have the opportunity to reach his or her potential for academic achievement and meet or exceed proficiency levels in state and district standards.
- ~ Ensure that every student will be accountable for conducting his or her behavior as a responsible and productive member of our diverse school family.

Tactics and Action Plans

- 1. Enhance the performance of all students and close the achievement gap.**
 - 1.1 Enhance STAAR performance in math for African Americans, economically disadvantaged, and special education students.
 - 1.2 Enhance STAAR performance in science for African Americans, economically disadvantaged, and special education students.
 - 1.3 Enhance STAAR writing performance for African Americans, economically disadvantaged, and special education students.
 - 1.4 Enhance STAAR reading performance for African Americans, economically disadvantaged, and special education students.
 - 1.5 Enhance STAAR social studies performance for African Americans, economically disadvantaged, and special education students.
- 2. Recruit and retain the highest quality employees.**
 - 2.1 Find the best quality teachers and staff members to join the Strack team.
 - 2.2 Foster a positive climate in order to cultivate an environment where high quality teachers and staff seek to remain at Strack.
- 3. Promote positive character traits.**
 - 3.1 Educate students about appropriate character traits (Capturing Kids' Hearts, Cougar PRIDE Character Ed., anti-bullying, anti-drug).
 - 3.2 Provide incentives and reinforcement for expected student behavior.
 - 3.3 Implement an effective discipline management plan.
- 4. Build relationships and encourage engagement through effective communication.**
 - 4.1 Maintain effective communication with parents.
 - 4.2 Maintain effective communication with the community.
- 5. Use of quality measures for continuous improvement and management.**
 - 5.1 Provide information to teachers regarding student past success and future tendencies on STAAR tests.
 - 5.2 Monitor student progress throughout the year in core subject areas.
 - 5.3 Identify students in need of campus interventions.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Recognized	Recognized	Recognized	Recognized	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	97.0%	96.0%	96.0%	93.0%	89.0%
TAKS Math - STAAR Mathematics (2013)	91.0%	91.0%	89.0%	90.0%	86.0%
TAKS Writing - STAAR Writing (2013)	98.0%	98.0%	97.0%	99.0%	79.0%
TAKS Science - STAAR Science (2013)	89.0%	92.0%	87.0%	90.0%	81.0%
TAKS Social Studies - STAAR Social Studies (2013)	96.0%	99.0%	97.0%	100.0%	80.0%
Drop Out Rate	0.1%	0.5%	0.0%	0.1%	Avail. 11/13
Attendance Rate	96.5%	96.6%	96.9%	96.9%	96.6%
Percentage of Enrollment in Gifted and Talented	10.9%	10.6%	9.2%	7.9%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Kleb Intermediate School Campus Improvement Plan

Mission:

Kleb Intermediate School commits to providing quality instruction where students are engaged in a rigorous instructional environment designed to achieve maximum potential. Kleb strives to create life-long learners in a safe and nurturing environment that yields responsible citizens of character with a strong work ethic.

Campus Objectives:

- ~ Kleb Intermediate and its students will achieve academic success for the 2012-2013 school year.
- ~ Students will exhibit qualities of exemplary citizenship and character this year and in those to come.

Tactics and Action Plans:

- 1. Raise the performance of all students and close the achievement gap.**
 - 1.1 Increase student achievement through aggressive data study via grade level Professional Learning Communities (PLCs).
 - 1.2 Raise student achievement for all students through targeted reading instruction.
 - 1.3 Raise student achievement for all students through targeted math instruction.
 - 1.4 Raise student achievement for all students through targeted science instruction.
 - 1.5 Raise student achievement for all students through targeted social studies instruction.
 - 1.6 Implement REDIStep testing and data results so as to provide students/parents the necessary tools to make informed choices about college and career readiness.
 - 1.7 Enhance and increase student achievement through the integration of technology in the classroom.
- 2. Recruit and retain the highest quality employees.**
 - 2.1 Empower campus staff to make deeper connections to campus through staff development opportunities.
 - 2.2 Continue to nurture new staff at Kleb through various transitional opportunities.
- 3. Promote positive character traits.**
 - 3.1 Provide students with opportunities to nurture positive character and support recognition activities.
- 4. Build relationships and encourage campus engagement through effective communication.**
 - 4.1 Connect parents and community to Klein ISD and Kleb Intermediate through a variety of communicative avenues.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Recognized	Recognized	Recognized	Recognized	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	97.0%	94.0%	95.0%	93.0%	91.0%
TAKS Math - STAAR Mathematics (2013)	93.0%	88.0%	91.0%	91.0%	89.0%
TAKS Writing - STAAR Writing (2013)	97.0%	94.0%	96.0%	98.0%	81.0%
TAKS Science - STAAR Science (2013)	87.0%	88.0%	90.0%	90.0%	89.0%
TAKS Social Studies - STAAR Social Studies (2013)	98.0%	98.0%	98.0%	99.0%	75.0%
Drop Out Rate	0.0%	0.3%	0.1%	0.0%	Avail. 11/13
Attendance Rate	96.5%	96.1%	96.5%	96.4%	96.1%
Percentage of Enrollment in Gifted and Talented	8.2%	6.9%	7.9%	9.0%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Doerre Intermediate School Campus Improvement Plan

Mission:

Doerre Intermediate School is committed to providing an academically safe, sound and socially focused learning environment in which all students are given the opportunity to achieve their maximum potential. Integrated with a strong academic program are activities that promote self-worth and discipline, patriotism, citizenship and respect for authority and others. Inherent in this mission is the belief that Doerre can help produce productive and responsible citizens in a safe environment.

Campus Objectives:

- ~ Each student at Doerre will achieve academic excellence, reaching his/her maximum potential of skills and knowledge through a variety of lessons and activities designed to promote individual success.
- ~ All students will become productive citizens, culturally aware citizens, demonstrating the character traits needed to prepare for future educational and life endeavors.

Tactics and Action Plans:

- 1. Raise the performance of all students and close the achievement gap.**
 - 1.1 Analyze data to drive instruction.
 - 1.2 Improve initial instruction.
 - 1.3 Provide appropriate interventions for at-risk students.
 - 1.4 Raise commended scores of all students.
- 2. Recruit, train and retain employees so that they are of the highest quality.**
 - 2.1 Encourage/provide teacher staff development in best practices.
 - 2.2 Provide teachers with technology training.
 - 2.3 Train teachers in ESL.
- 3. Build relationships and encourage engagement through effective communication.**
 - 3.1 Improve communication among teachers, parents and community.
 - 3.2 Encourage parent and community participation at school activities.
 - 3.3 Encourage exemplary student attendance.
- 4. Demonstrate, teach and reinforce positive character traits while providing a safe environment.**
 - 4.1 Recognize positive character traits.
 - 4.2 Focus on removing bullying from the campus.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Recognized	Recognized	Recognized	Recognized	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	97.0%	97.0%	98.0%	98.0%	95.0%
TAKS Math - STAAR Mathematics (2013)	96.0%	95.0%	95.0%	97.0%	94.0%
TAKS Writing - STAAR Writing (2013)	99.0%	98.0%	98.0%	99.0%	92.0%
TAKS Science - STAAR Science (2013)	92.0%	89.0%	93.0%	95.0%	95.0%
TAKS Social Studies - STAAR Social Studies (2013)	97.0%	98.0%	98.0%	100.0%	84.0%
Drop Out Rate	0.0%	0.1%	0.2%	0.0%	Avail. 11/13
Attendance Rate	96.6%	96.4%	96.8%	96.9%	96.7%
Percentage of Enrollment in Gifted and Talented	10.5%	12.0%	12.8%	13.7%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Schindewolf Intermediate School Campus Improvement Plan

Mission:

Schindewolf Intermediate School is committed to providing learning experiences in a safe and fostering environment with an academic program designed to challenge all. Our students will demonstrate academic excellence while developing into productive citizens pursuing healthy lifestyles that include opportunities for life-long learning.

Campus Objectives:

- ~ All students will achieve academic excellence with comprehensive knowledge, skill, and understanding for their grade level or as defined in their individual education plan.
- ~ All students will demonstrate the character traits of productive and honorable citizens in a global community.

Tactics and Action Plans:

- 1. Raise the performance of all students and close the achievement gap.**
 - 1.1 Increase student achievement through data driven Professional Learning Communities (PLCs) focusing on the TEKS, the ELPS, the TATEKS, differentiation, and proven instructional strategies.
 - 1.2 Implement various interventions to increase student performance.
 - 1.3 Implement various incentives to increase student performance.
- 2. Recruit and retain the highest quality employees.**
 - 2.1 Offer campus based professional development for faculty designed to enhance skills in classroom instruction and thus student performance.
 - 2.2 Complete teacher assignments in master schedule for 2013-2014 by the end of May 2013 to ensure appropriate goal setting and professional development plans for teachers.
- 3. Promote positive character traits.**
 - 3.1 Increase recognition of students exhibiting positive character traits.
 - 3.2 Provide students with opportunities to nurture positive character while developing leadership skills.
- 4. Build relationships and encourage engagement through effective communication.**
 - 4.1 Develop deeper connections with parents and community through various communicative venues.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Recognized	Recognized	Recognized	Recognized	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	96.0%	94.0%	95.0%	94.0%	90.0%
TAKS Math - STAAR Mathematics (2013)	88.0%	87.0%	87.0%	89.0%	86.0%
TAKS Writing - STAAR Writing (2013)	97.0%	96.0%	98.0%	99.0%	81.0%
TAKS Science - STAAR Science (2013)	84.0%	87.0%	85.0%	88.0%	84.0%
TAKS Social Studies - STAAR Social Studies (2013)	95.0%	98.0%	97.0%	99.0%	81.0%
Drop Out Rate	0.0%	0.0%	0.1%	0.0%	Avail. 11/13
Attendance Rate	95.7%	96.0%	96.7%	96.7%	96.6%
Percentage of Enrollment in Gifted and Talented	8.6%	8.0%	7.7%	6.4%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Krimmel Intermediate School Campus Improvement Plan

Mission:

The faculty, staff, and community of Krimmel Intermediate School are committed to creating life-long learners in an atmosphere of respect and responsibility. Promoting positive attitudes in a safe, nurturing environment and establishing standards of excellence in academics and character which allows students to reach their maximum potential.

Campus Objectives:

- ~ To utilize district and campus instructional leadership strategies to help teachers increase the rigor in the classroom and provide the appropriate monitoring to ensure student success on the STAAR test.
- ~ To provide a multi-dimensional approach in practicing character education to all students.
- ~ Recruit and retain the highest quality employees.
- ~ Increase strategies to build relationships with students, parents and the community through effective communication.

Tactics and Action Plans:

- 1. Raise the performance of all students and close the achievement gap.**
 - 1.1 Utilize instructional leadership strategies to increase performance in core academic areas.
 - 1.2 Incorporate learning strategies and/or interventions for ESL, at-risk, and special education and other regular education students to increase student success.
 - 1.3 Incorporate ReditStep testing and results to help students and teachers better prepare for the College and Career Readiness standards to increase student success.
- 2. Promote positive character traits.**
 - 2.1 Integrate character education into school and classroom activities.
 - 2.2 Inform faculty, staff, students, and parents about student responsibility and student discipline.
- 3. Improve teacher effectiveness through Professional Development.**
 - 3.1 Increase teacher competency in using technology strategies to ensure student success.
 - 3.2 Continue a campus wide mentoring network and support group.
 - 3.3 Establish measures to increase employee satisfaction.
- 4. Increase strategies to build relationships with students, parents, and the community through effective communication.**
 - 4.1 Maintain effective communication with students.
 - 4.2 Maintain effective communication with parents.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Recognized	Recognized	Recognized	Recognized	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	96.0%	94.0%	95.0%	96.0%	90.0%
TAKS Math - STAAR Mathematics (2013)	85.0%	88.0%	90.0%	90.0%	87.0%
TAKS Writing - STAAR Writing (2013)	96.0%	97.0%	97.0%	99.0%	85.0%
TAKS Science - STAAR Science (2013)	86.0%	83.0%	93.0%	90.0%	88.0%
TAKS Social Studies - STAAR Social Studies (2013)	92.0%	96.0%	97.0%	99.0%	76.0%
Drop Out Rate	0.0%	0.4%	0.0%	0.0%	Avail. 11/13
Attendance Rate	96.1%	96.4%	96.7%	96.9%	96.5%
Percentage of Enrollment in Gifted and Talented	5.0%	7.4%	6.9%	6.1%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Ulrich Intermediate School Campus Improvement Plan

Mission:

The faculty, staff, and community of Ulrich Intermediate School are committed to creating life-long learners in an atmosphere of respect and responsibility, promoting positive attitudes in a safe, nurturing environment and establishing standards of academic and character excellence which allow students to reach their maximum potential.

Ulrich Intermediate School Beliefs:

Ulrich Intermediate School embraces the beliefs of the Klein Independent School District, in addition:

- ~ We believe that all students are unique and should be given differentiated opportunities to reach their potential.
- ~ We believe that all educators have a role and responsibility in student success. We provide and support clear and high expectations for ourselves, as well as, our students.
- ~ We believe that through collaboration, continuous learning and professional development, we best facilitate the learning needs of our students and of ourselves.

Campus Objectives:

- ~ The students of Ulrich Intermediate will achieve academic excellence in core content areas.
- ~ The students of Ulrich Intermediate will demonstrate the character traits of a productive and honorable citizen.

Tactics and Action Plans:

- 1. Raise the performance of all students and close the achievement gap.**
 - 1.1 Analyze student data to determine individual student needs.
 - 1.2 Incorporate learning strategies and/or interventions in order to increase student achievement.
 - 1.3 Promote Professional Learning Communities (PLCs) among the faculty and staff.
- 2. We will attract, develop, support, inspire, and retain the highest quality teachers, administrators, and staff.**
 - 2.1 Increase employee satisfaction by maintaining a positive school climate and increasing professional knowledge through targeted professional development.
 - 2.2 Implement a campus teacher mentoring program that compliments district mentoring program.
 - 2.3 Increase teacher competency in instructional technology.
- 3. We will develop positive character traits in each student, while promoting a safe learning environment for all students, faculty, staff and visitors.**
 - 3.1 Integrate character education, violence prevention, social skills, and health information into existing curriculum.
 - 3.2 Increase recognition of students exhibiting positive character traits.
 - 3.3 Keep faculty, students, and community members informed regarding school/district discipline guidelines.
- 4. We will build relationships and encourage engagement through effective communication.**
 - 4.1 Utilize available evaluation data to enhance strategies for best practice.
 - 4.2 Provide campus informational activities for parents and community.
 - 4.3 Provide school publications promoting home/school communication.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	-	-	Acad. Accept.	Acad. Accept.	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	-	-	91.0%	93.0%	87.0%
TAKS Math - STAAR Mathematics (2013)	-	-	85.0%	85.0%	80.0%
TAKS Writing - STAAR Writing (2013)	-	-	94.0%	98.0%	78.0%
TAKS Science - STAAR Science (2013)	-	-	79.0%	85.0%	77.0%
TAKS Social Studies - STAAR Social Studies (2013)	-	-	93.0%	99.0%	60.0%
Drop Out Rate	-	-	n/a	0.1%	Avail. 11/13
Attendance Rate	-	-	96.3%	96.6%	96.1%
Percentage of Enrollment in Gifted and Talented	-	-	3.4%	3.5%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Kohrville Elementary School Campus Improvement Plan

Mission:

It is Kohrville's mission that our students will develop positive character and become goal oriented life-long learners.

Campus Objectives:

- ~ Inspire teaching and learning through the design and implementation of a high quality and aligned curriculum for the success of diverse learners.
- ~ Every student will demonstrate the character traits of a productive and honorable citizen in a global community.

Tactics and Action Plans:

- 1. Raise the performance of all students and close the achievement gap.**
 - 1.1 Implement precise and personalized instruction to increase performance by at least three STAAR questions in reading, writing, science and math.
 - 1.2 Implement researched based strategies to increase student performance.
 - 1.3 Increase student performance through the usage of student and/or teacher directed learning.
 - 1.4 Utilize and increase data discussions to develop instruction that will lead to increased performance.
- 2. Provide professional development opportunities to recruit, retain, and support the highest quality employees.**
 - 2.1 Increase teacher competency in instructional technology.
 - 2.2 Provide teachers with campus based staff development opportunities.
- 3. Promote positive character traits.**
 - 3.1 Integrate character education, violence prevention and social skills training into the existing curriculum.
- 4. Build relationships and encourage parent and community involvement.**
 - 4.1 Offer parent education opportunities in order to promote academic success.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Exemplary	Exemplary	Exemplary	Exemplary	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	97.0%	95.0%	95.0%	95.0%	87.0%
TAKS Math - STAAR Mathematics (2013)	95.0%	93.0%	94.0%	92.0%	84.0%
TAKS Writing - STAAR Writing (2013)	96.0%	95.0%	92.0%	98.0%	76.0%
TAKS Science - STAAR Science (2013)	93.0%	94.0%	95.0%	92.0%	78.0%
Attendance Rate	96.4%	96.5%	96.7%	96.9%	96.5%
Percentage of Enrollment in Gifted and Talented	2.7%	2.7%	3.1%	3.8%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Northampton Elementary School Campus Improvement Plan

Mission:

Northampton Elementary School is dedicated to providing a safe, nurturing, and encouraging environment and seeks to educate, challenge, and inspire students to become life-long learners, leaders, and responsible citizens through a balanced curriculum and the cooperative efforts of students, staff, parents, and community.

Campus Objectives:

- ~ Every student will achieve academic success.
- ~ Every student will demonstrate the character traits of a productive and honorable citizen and leader.

Tactics and Action Plans:

- 1. Raise the performance of all students and close the achievement gap.**
 - 1.1 Implement effective, differentiated instructional strategies to increase student learning.
 - 1.2 Utilize data to target weaknesses and increase student learning.
 - 1.3 Use technology to enhance and supplement the curriculum.
 - 1.4 Implement strategies to set high expectations for attendance.

- 2. We will develop positive behavior and character traits in every student.**
 - 2.1 Implement programs and strategies to address social skills, character and leadership traits, and core values.
 - 2.2 Provide recognition and rewards for outstanding behavior.

- 3. We will encourage parent and community involvement and emphasize open, ongoing communication.**
 - 3.1 Provide opportunities for parent and community involvement in school activities.
 - 3.2 Provide ongoing communication using a variety of methods and media.

- 4. We will develop, support, inspire, and retain the highest quality faculty and staff.**
 - 4.1 Increase teacher competency in instructional technology.
 - 4.2 Provide professional development for staff to remain current in teaching strategies and motivated to excel.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Recognized	Exemplary	Acad. Accept.	Acad. Accept.	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	93.0%	96.0%	95.0%	93.0%	87.0%
TAKS Math - STAAR Mathematics (2013)	93.0%	94.0%	93.0%	91.0%	89.0%
TAKS Writing - STAAR Writing (2013)	97.0%	93.0%	97.0%	96.0%	78.0%
TAKS Science - STAAR Science (2013)	90.0%	96.0%	91.0%	92.0%	78.0%
Attendance Rate	96.5%	96.3%	96.7%	96.7%	96.4%
Percentage of Enrollment in Gifted and Talented	3.6%	4.9%	6.1%	5.5%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Haude Elementary School Campus Improvement Plan

Mission:

The mission of Haude Elementary School is committed to the belief that all children can learn. We will provide an instructional program of highest quality, which ensures every student the opportunity to succeed to the best of his/her ability, within a safe, orderly environment. Administrators, teachers, and parents will work together to educate our children so they can achieve success in a multi-cultural and technological environment.

Campus Objectives:

- ~ Inspire teaching and learning through the design and implementation of a high quality and aligned curriculum for the success of diverse learners.
- ~ Ensure dynamic leadership and seamless instructional support systems that promote academic achievement and character development in all learners.

Tactics and Action Plans:

- 1. Raise the performance of all students and close the achievement gap.**
 - 1.1 Implement strategies to improve reading and writing achievement.
 - 1.2 Implement strategies to improve math achievement.
 - 1.3 Implement strategies to improve science achievement.
- 2. Recruit and retain the highest quality employees.**
 - 2.1 Increase teacher competency through continued staff development.
 - 2.2 Increase teacher competency in instructional technology.
- 3. Promote positive character traits and build relationships through effective communication.**
 - 3.1 Integrate character education into classroom activities and teach social skills.
 - 3.2 Increase opportunities for parent participation in school activities and keep parents informed.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Exemplary	Exemplary	Exemplary	Exemplary	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	99.0%	95.0%	95.0%	96.0%	93.0%
TAKS Math - STAAR Mathematics (2013)	97.0%	96.0%	95.0%	94.0%	89.0%
TAKS Writing - STAAR Writing (2013)	99.0%	99.0%	97.0%	100.0%	81.0%
TAKS Science - STAAR Science (2013)	92.0%	97.0%	91.0%	96.0%	86.0%
Attendance Rate	96.6%	96.7%	96.9%	97.3%	97.0%
Percentage of Enrollment in Gifted and Talented	9.1%	9.6%	10.7%	11.2%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

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Greenwood Forest Elementary School Campus Improvement Plan

Mission:

Greenwood Forest has a school-wide culture of collaboration through which we effectively plan and implement differentiated instruction that engages all learners, resulting in increasing student success and closing the achievement gap.

Campus Objective:

- ~ Each child will achieve academic success to his or her highest potential.
- ~ Each child will demonstrate the character traits of a productive and honorable citizen in a global community.

Tactics and Action Plans:

- 1. Raise the performance of all students and close the achievement gap.**
 - 1.1 Effectively implement Professional Learning Community (PLC) to support and inspire teachers to improve student achievement.
 - 1.2 Differentiate instruction in all subjects to address individual student needs.
- 2. Greenwood Forest teachers will provide engaging lessons, using materials that enhance student engagement.**
 - 2.1 Provide research-based instructional materials to improve instruction, enhance the curriculum, and increase student achievement.
 - 2.2 Provide instructional technology to improve instruction, enhance the curriculum and increase student achievement.
 - 2.3 Provide staff professional development to improve instruction, enhance curriculum, and increase student achievement.
- 3. Greenwood Forest will promote positive character traits in each student while providing a safe learning environment.**
 - 3.1 Integrate character education, social skills training, violence prevention, and bullying prevention into curriculum.
- 4. Greenwood Forest will build relationships that encourage parent and community involvement.**
 - 4.1 Encourage engagement through effective communication.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Recognized	Recognized	Recognized	Recognized	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	89.0%	92.0%	90.0%	92.0%	80.0%
TAKS Math - STAAR Mathematics (2013)	95.0%	94.0%	97.0%	95.0%	85.0%
TAKS Writing - STAAR Writing (2013)	95.0%	95.0%	81.0%	96.0%	63.0%
TAKS Science - STAAR Science (2013)	86.0%	88.0%	88.0%	92.0%	83.0%
Attendance Rate	96.5%	96.2%	96.4%	96.3%	96.2%
Percentage of Enrollment in Gifted and Talented	1.5%	3.9%	4.4%	4.1%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Epps Island Elementary School Campus Improvement Plan

Mission:

The Klein Independent School District, proud of its heritage and embracing the future, seeks to help students become skillful, active, reflective, self-disciplined and honorable members of their communities through engaging learning experiences in a safe and nurturing environment.

Campus Objectives:

- ~ Epps Island students will achieve academically in all subject areas.
- ~ Epps Island parents will become actively involved in the school.
- ~ We will provide a learning environment that develops Epps Island students into good citizens of the future.

Tactics and Action Plans:

- 1. Raise the performance of all student sub groups to Klein ISD STAAR target scores.**
 - 1.1 Implement a value added education plan to raise Mathematics performance of all student sub-groups to Klein ISD STAAR target scores.
 - 1.2 Implement a value added education plan to raise Science performance of all student sub-groups to Klein ISD STAAR target scores.
 - 1.3 Implement a value added education plan to raise Reading performance of all student sub-groups to Klein ISD STAAR target scores.
 - 1.4 Implement a targeted staff development program at Epps Island.
- 2. We will ensure effective communication with parents and promote parental involvement.**
 - 2.1 Systematically provide parents with strategies to support their children academically and socially.
 - 2.2 Systematically inform parents of the school and district's organization, policies and procedures.
 - 2.3 Systematically involve parents and community members in campus activities.
- 3. We will provide a learning environment that develops Epps Island students into good citizens of the future.**
 - 3.1 Implement a school-wide behavior model.
 - 3.2 Implement a positive reward system that recognizes academic achievement and good behavior.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Recognized	Recognized	Acad. Accept.	Acad. Accept.	Imp. Required
TAKS Reading/ELA - STAAR Reading (2013)	84.0%	83.0%	85.0%	81.0%	56.0%
TAKS Math - STAAR Mathematics (2013)	83.0%	79.0%	78.0%	81.0%	53.0%
TAKS Writing - STAAR Writing (2013)	84.0%	87.0%	83.0%	93.0%	31.0%
TAKS Science - STAAR Science (2013)	82.0%	80.0%	83.0%	88.0%	56.0%
Attendance Rate	96.3%	96.3%	96.5%	96.8%	96.4%
Percentage of Enrollment in Gifted and Talented	1.8%	2.2%	3.2%	3.4%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

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Theiss Elementary School Campus Improvement Plan

Mission:

Theiss Elementary will provide a safe and collaborative learning environment for all students. We will challenge students to reach their highest potential while closing the achievement gap for all learners.

Campus Objectives:

- ~ Inspire teaching and learning through the design and implementation of a high quality and aligned curriculum for the success of diverse learners.
- ~ Ensure dynamic leadership and seamless instructional support systems that promote academic achievement and character development of all learners.

Tactics and Action Plans:

- 1. Raise the performance of all students and close the achievement gap.**
 - 1.1 Analyze data to ensure high quality of student learning is occurring in all grade levels.
 - 1.2 Implement strategies to increase the performance of the economically disadvantaged population in math, reading, writing, and science.
- 2. Recruit and retain the highest quality employees.**
 - 2.1 Increase teacher competency in instructional technology.
 - 2.2 Provide campus-based staff development in all subject areas.
 - 2.3 Establish measures to increase employee performance.
- 3. Promote positive character traits.**
 - 3.1 Reinforce appropriate social skills through the counseling program, school-wide assembly, and classroom recognition activities to develop strong character in all students.
 - 3.2 Implement after school activities and clubs to strengthen the connection between students and school.
- 4. Build relationships and encourage engagement through effective communication.**
 - 4.1 Provide open monthly PTO meetings to increase attendance of community members.
 - 4.2 Provide numerous opportunities to support the academic curriculum.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Exemplary	Exemplary	Exemplary	Exemplary	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	97.0%	97.0%	98.0%	96.0%	88.0%
TAKS Math - STAAR Mathematics (2013)	98.0%	98.0%	97.0%	96.0%	91.0%
TAKS Writing - STAAR Writing (2013)	96.0%	>99%	96.0%	100.0%	80.0%
TAKS Science - STAAR Science (2013)	95.0%	96.0%	95.0%	100.0%	91.0%
Attendance Rate	96.4%	96.3%	96.7%	96.7%	96.4%
Percentage of Enrollment in Gifted and Talented	8.3%	9.1%	9.9%	9.3%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Benfer Elementary School Campus Improvement Plan

Mission:

We will maximize student potential academically and socially through a positive and safe environment.

Campus Objectives:

- ~ Inspire teaching and learning through the design and implementation of a high quality and aligned curriculum for the success of diverse learners.
- ~ Ensure dynamic leadership and seamless instructional support systems that promote academic achievement and character development of all learners.

Tactics and Action Plans:

- 1. Raise the performance of all students and close the achievement gap.**
 - 1.1 Implement strategies to improve math achievement.
 - 1.2 Implement strategies to improve science achievement.
 - 1.3 Implement strategies to improve reading achievement.
 - 1.4 Implement strategies to improve writing achievement.
- 2. Recruit and retain the highest quality employees.**
 - 2.1 Increase teacher competency through continued staff development.
 - 2.2 Increase teacher competency in instructional technology.
- 3. Promote positive character traits in each student.**
 - 3.1 Integrate character education, violence prevention, and social skills information into the existing curriculum.
 - 3.2 Implement effective behavior management that promotes a safe and secure environment.
- 4. Build relationships and encourage engagement through effective communication.**
 - 4.1 Increase parental involvement and attendance in PTO sponsored events.
 - 4.2 Strengthen home/school communication.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Exemplary	Recognized	Recognized	Recognized	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	97.0%	96.0%	96.0%	97.0%	91.0%
TAKS Math - STAAR Mathematics (2013)	95.0%	96.0%	95.0%	93.0%	89.0%
TAKS Writing - STAAR Writing (2013)	97.0%	95.0%	93.0%	98.0%	70.0%
TAKS Science - STAAR Science (2013)	92.0%	89.0%	96.0%	97.0%	94.0%
Attendance Rate	96.3%	96.6%	96.6%	96.6%	96.6%
Percentage of Enrollment in Gifted and Talented	7.5%	6.9%	6.0%	4.8%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Kaiser Elementary School Campus Improvement Plan

Mission:

Kaiser Elementary will provide an environment that encourages growth in academics and social skills. We believe that all students can learn to attain the skills that will prepare them for future careers and life as productive citizens.

Campus Objectives:

- ~ Every child at Kaiser Elementary will strive for academic excellence.
- ~ Every child at Kaiser Elementary will demonstrate productive citizenship traits.

Tactics and Action Plans:

- 1. Raise the performance of all students and close the achievement gap.**
 - 1.1 We will promote reading achievement.
 - 1.2 We will promote math achievement.
 - 1.3 We will promote writing achievement.
 - 1.4 We will promote science and social studies achievement.
- 2. Recruit and retain the highest quality employees.**
 - 2.1 Increase teacher competency in instructional technology.
 - 2.2 Encourage opportunities for teacher professional growth.
- 3. Promote positive character traits.**
 - 3.1 Reinforce social skills through integrating character education and violence prevention in our existing curriculum.
 - 3.2 Provide an opportunity for our students to participate in service learning.
- 4. Build relationships and encourage engagement through effective communication.**
 - 4.1 Strengthen our parental involvement through our parent liaison.
 - 4.2 Continue to build our parent volunteer base through our parent liaison and build our partnership with Cypress Creek Christian Church for community involvement.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Acad. Accept.	Recognized	Acad. Accept.	Acad. Accept.	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	82.0%	83.0%	81.0%	82.0%	70.0%
TAKS Math - STAAR Mathematics (2013)	82.0%	85.0%	87.0%	82.0%	70.0%
TAKS Writing - STAAR Writing (2013)	88.0%	91.0%	84.0%	91.0%	47.0%
TAKS Science - STAAR Science (2013)	59.0%	82.0%	78.0%	74.0%	44.0%
Attendance Rate	96.9%	96.7%	96.6%	96.7%	96.7%
Percentage of Enrollment in Gifted and Talented	0.1%	0.9%	1.1%	1.3%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Brill Elementary School Campus Improvement Plan

Mission:

Brill Elementary School’s mission is to develop life-long learners who will achieve their greatest potential both academically and socially.

Campus Objectives:

- ~ To provide focused, targeted, research-based instruction which will close the achievement gap between at- risk and other students.
- ~ To promote content literacy in all instructional areas.
- ~ To provide a safe and orderly school environment in a climate of high expectations of success for all students.

Tactics and Action Plans:

- 1. Raise the performance of all students and close the achievement gap.**
 - 1.1 Raise the performance of all economically disadvantaged students.
 - 1.2 Raise the performance of all students in all sub-groups in ELA.
 - 1.3 Raise the performance of all students in all sub-groups in math.
 - 1.4 Raise the performance of all students in all sub-groups in science.
 - 1.5 Use data analysis to assess strengths and weaknesses of all sub-groups to drive instruction.
 - 1.6 Promote college-readiness standards through structural, motivational and experiential college opportunities in grades 3rd -5th.

- 2. Promote positive character traits by building relationships through effective communication.**
 - 2.1 To successfully integrate new students into the Brill community.
 - 2.2 To promote positive academic and social behaviors in students.
 - 2.3 To increase student involvement and leadership.
 - 2.4 To advocate positive communication in the Brill community.

- 3. Promote professional learning that will provide a collaborative environment to enhance student achievement and professional growth.**
 - 3.1 To increase the effectiveness of Professional Learning Communities (PLCs) with targeted professional development.
 - 3.2 To implement a standard, systemic approach for the Response to Intervention process.
 - 3.3 To increase teacher productivity and competency of technology tools in the classroom.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Exemplary	Recognized	Acad. Accept.	Acad. Accept.	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	96.0%	91.0%	92.0%	95.0%	90.0%
TAKS Math - STAAR Mathematics (2013)	94.0%	91.0%	94.0%	98.0%	89.0%
TAKS Writing - STAAR Writing (2013)	95.0%	94.0%	92.0%	100.0%	76.0%
TAKS Science - STAAR Science (2013)	91.0%	93.0%	90.0%	97.0%	87.0%
Attendance Rate	96.3%	96.3%	96.5%	97.3%	96.5%
Percentage of Enrollment in Gifted and Talented	4.4%	6.8%	8.5%	7.7%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Ehrhardt Elementary School Campus Improvement Plan

Mission:

Ehrhardt provides every student a supportive, secure, and nurturing environment in which they participate in engaging learning activities that provide success in academic achievement and the development of character, citizenship, and a healthy lifestyle.

Campus Objectives:

- ~ Students will achieve academic excellence with comprehensive knowledge, skill, and understanding within an individual learning plan.
- ~ Students will demonstrate the character traits of a productive and honorable citizen.
- ~ Students will learn in a safe, “No Place for Hate” environment.

Tactics and Action Plans:

- 1. Raise the performance of all students and close the achievement gap.**
 - 1.1 We will ensure STAAR passing rate percentages of all sub-groups in all subjects at 90% or above.
 - 1.2 We will closely monitor the performance of at-risk and economically disadvantaged learners and provide appropriate interventions to support their academic growth.
- 2. Promote positive character traits.**
 - 2.1 We will actively engage in building the character and citizenship of all students.
- 3. Build capacity in our staff and parents related to student achievement.**
 - 3.1 We will utilize research-based instructional strategies to maximize student achievement.
 - 3.2 We will increase parent involvement, particularly as it relates to student achievement.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Exemplary	Exemplary	Exemplary	Exemplary	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	97.0%	95.0%	96.0%	96.0%	86.0%
TAKS Math - STAAR Mathematics (2013)	96.0%	95.0%	95.0%	95.0%	80.0%
TAKS Writing - STAAR Writing (2013)	100.0%	93.0%	94.0%	99.0%	73.0%
TAKS Science - STAAR Science (2013)	94.0%	96.0%	93.0%	97.0%	81.0%
Attendance Rate	96.2%	96.1%	96.3%	96.8%	96.4%
Percentage of Enrollment in Gifted and Talented	5.6%	5.4%	7.8%	6.0%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Lemm Elementary School Campus Improvement Plan

Mission:

Expect Success!

Campus Objectives:

- ~ In order to show an increase in student success in our core content areas, 90% of our students will score a passing grade on Campus Common Assessments, District Benchmarks and STAAR Testing.
- ~ In order to raise the level of critical thinking of our students, we will increase our utilization of quality questioning in our classrooms.
- ~ In order for students to access difficult text, write clearly, and think critically, we will explicitly teach reading strategies that will ensure that they fully interact with the content and curriculum.

Tactics and Action Plans:

- 1. Raise the performance of all students and close the achievement gap.**
 - 1.1 Implement strategies to improve achievement on the STAAR test for all students in 3rd , 4th , and 5th grades.
 - 1.2 Implement strategies to increase the number of 3rd, 4th and 5th grade students scoring commended in Math, Reading, and Science STAAR.
 - 1.3 Implement strategies to improve all ELL students' TELPAS scores one or more years.
 - 1.4 Implement strategies to improve reading skills in grades Pre-K through 5th grade.
- 2. Recruit and retain the highest quality employees.**
 - 2.1 Increase teacher competency through continued staff development.
 - 2.2 Increase teacher competency in instructional technology.
- 3. Promote positive character traits in each student.**
 - 3.1 Integrate character education and social skills information within the participation of "No Place for Hate."
 - 3.2 Implement effective mentoring program that promotes students emotional and academic success.
 - 3.3 Implement and promote student responsibility and organization.
- 4. Build relationships and encourage engagement through effective communication.**
 - 4.1 Increase parental involvement and attendance in PTO sponsored events.
 - 4.2 Strengthen home/school communication.
 - 4.3 Increase awareness of college career readiness.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Exemplary	Exemplary	Recognized	Recognized	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	95.0%	94.0%	96.0%	97.0%	93.0%
TAKS Math - STAAR Mathematics (2013)	96.0%	93.0%	97.0%	94.0%	90.0%
TAKS Writing - STAAR Writing (2013)	96.0%	93.0%	93.0%	99.0%	80.0%
TAKS Science - STAAR Science (2013)	89.0%	94.0%	90.0%	96.0%	89.0%
Attendance Rate	96.7%	97.0%	96.9%	97.0%	96.5%
Percentage of Enrollment in Gifted and Talented	9.2%	9.8%	8.6%	7.7%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Nitsch Elementary School Campus Improvement Plan

Mission:

Nitsch Elementary believes that all children can and will learn in an environment supported by educators in collaboration with parents and the learning community.

Campus Objectives:

- ~ Students will achieve academic excellence and become life-long learners.
- ~ Every student will demonstrate the character traits of a productive citizen in a global community.

Tactics and Action Plans:

- 1. We will raise the performance of all students and close the achievement gap.**
 - 1.1 Strengthen the mentoring programs by partnering at-risk students with faculty, staff, community, and religious leaders.
 - 1.2 Improve math achievement for all students in all sub-groups.
 - 1.3 Improve science achievement for all students in all sub-groups.
 - 1.4 Improve reading achievement for all students in all sub-groups.
 - 1.5 Improve writing achievement for all students in all sub-groups.
- 2. We will attract, develop, support, inspire, and retain the highest quality teachers, administrators, and staff.**
 - 2.1 Increase teacher competency in instructional technology.
 - 2.2 Provide support to staff in their efforts to improve instruction.
 - 2.3 Provide recognition of staff contributions.
- 3. We will develop positive character traits in each student while promoting a safe learning environment.**
 - 3.1 Continue recognition programs for students.
 - 3.2 Implement PBIS (Positive Behavioral Interventions and Supports) strategies with all students.
 - 3.3 Implement and support school-wide PATH program.
 - 3.4 Implement a program to address dating violence.
- 4. We will build relationships and encourage parent and community involvement.**
 - 4.1 Increase parental and community participation in school activities.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Acad. Accept.	Acad. Accept.	Recognized	Recognized	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	82.0%	78.0%	85.0%	84.0%	68.0%
TAKS Math - STAAR Mathematics (2013)	79.0%	76.0%	88.0%	81.0%	60.0%
TAKS Writing - STAAR Writing (2013)	80.0%	86.0%	86.0%	92.0%	52.0%
TAKS Science - STAAR Science (2013)	71.0%	73.0%	87.0%	94.0%	63.0%
Attendance Rate	96.2%	96.1%	96.8%	96.4%	96.8%
Percentage of Enrollment in Gifted and Talented	2.0%	3.7%	3.5%	3.6%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Krahn Elementary School Campus Improvement Plan

Mission:

Together with the cooperative efforts of the Krahn community, Krahn Elementary School will provide a challenging instructional program where students will demonstrate academic achievement and become responsible citizens and life-long learners.

Campus Objectives:

- ~ Each student will achieve academic excellence with comprehensive knowledge, skill and understanding within an individualized plan.
- ~ Each student will demonstrate character traits of a productive, honorable citizen within a global community.

Tactics and Action Plans:

- 1. Raise the performance of all students and close the achievement gap.**
 - 1.1 Increase the achievement scores of at-risk students.
 - 1.2 Increase the science and math scores of students in economically disadvantaged, Hispanic and African American accountability groups.
 - 1.3 Increase writing scores of students in economically disadvantaged, Hispanic and African American accountability groups.
 - 1.4 Increase Gifted and Talented performance levels on Texas Performance Standards Project.
- 2. Provide professional development opportunities for teachers to improve instruction.**
 - 2.1 Increase student use of technology in academic areas.
 - 2.2 Increase student and teacher use of technology.
 - 2.3 Increase teacher competency in technology.
 - 2.4 Increase teacher competency in understanding critical thinking and problem solving.
 - 2.5 Increase teacher competency in differentiated instruction
- 3. Develop positive character traits in each student, while promoting a safe learning environment for students, faculty and community.**
 - 3.1 Integrate character education, violence prevention and social skills into the curriculum.
 - 3.2 Increase student engagement through Nurtured Heart.
 - 3.3 Increase student attendance.
- 4. Build a partnership with parents and community.**
 - 4.1 Increase family involvement in school sponsored events.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Recognized	Exemplary	Recognized	Recognized	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	94.0%	95.0%	96.0%	98.0%	91.0%
TAKS Math - STAAR Mathematics (2013)	94.0%	94.0%	96.0%	93.0%	89.0%
TAKS Writing - STAAR Writing (2013)	91.0%	94.0%	93.0%	98.0%	78.0%
TAKS Science - STAAR Science (2013)	89.0%	95.0%	92.0%	97.0%	81.0%
Attendance Rate	96.1%	96.3%	96.6%	96.4%	96.3%
Percentage of Enrollment in Gifted and Talented	3.5%	4.4%	6.7%	6.8%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Roth Elementary School Campus Improvement Plan

Mission:

The Roth Elementary community will strive to provide a safe and productive learning environment in which cultural diversity and character development will be embraced. We will maintain a positive academic program that ensures student success.

Campus Objectives:

- ~ Meeting the needs of all students including special populations.
- ~ Increase relevant in-service for all faculty and staff members in order to improve teacher performance.
- ~ Promote positive character traits.
- ~ Parent involvement and parent contact.

Tactics and Action Plans:

- 1. Address the needs of all students including specific populations.**
 - 1.1 Provide tutors to help fill academic gaps.
 - 1.2 Increase higher level thinking activities and questions.
 - 1.3 Increase student use of technology in the classroom setting.
- 2. Provide in-service, mentoring, training for teachers and taraprofessionals.**
 - 2.1 Implement building wide use of Singapore Math model drawing.
 - 2.2 E-instruction and StarBoard staff development.
- 3. Promote positive character traits.**
 - 3.1 Implement a variety of programs to help students develop personal, social/emotional, and career development skills.
- 4. Parent involvement and parent contact.**
 - 4.1 Increase parent involvement.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Exemplary	Exemplary	Exemplary	Exemplary	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	97.0%	97.0%	97.0%	97.0%	94.0%
TAKS Math - STAAR Mathematics (2013)	96.0%	95.0%	97.0%	91.0%	91.0%
TAKS Writing - STAAR Writing (2013)	94.0%	99.0%	95.0%	99.0%	76.0%
TAKS Science - STAAR Science (2013)	92.0%	96.0%	98.0%	98.0%	90.0%
Attendance Rate	96.3%	96.3%	96.8%	97.0%	96.6%
Percentage of Enrollment in Gifted and Talented	3.2%	2.6%	3.4%	3.7%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Kuehnle Elementary School Campus Improvement Plan

Mission:

The faculty and staff at Kuehnle believe that students should be educated to their maximum academic potential because every child is special, unique, and capable of learning and developing into a responsible member of the community.

Campus Objectives:

- ~ Inspire teaching and learning through the design and implementation of a high quality and aligned curriculum for the success of diverse learners.
- ~ Ensure dynamic leadership and seamless instructional support systems that promote academic achievement.
- ~ Promote academic achievement and character development for all learners.

Tactics and Action Plans:

- 1. Raise the performance of all students and close the achievement gap in all subjects.**
 - 1.1 Improve the reading performance of all students.
 - 1.2 Improve the science performance of all students.
 - 1.3 Improve the math performance of all students.
 - 1.4 Improve the writing performance of all students.
- 2. Recruit and retain the highest quality employees.**
 - 2.1 Increase teacher expertise in technology to enhance learning for all students.
 - 2.2 Use student data, Teachscape and KP DAS evaluations to support staff development.
- 3. Promote positive character traits in each student, while promoting a safe learning environment for students, faculty, staff and visitors.**
 - 3.1 Integrate character education into classroom activities and teach social skills in the classroom.
- 4. Build relationships and encourage parent involvement through effective communications.**
 - 4.1 Increase opportunities for parent participation in school activities and keep parents informed.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Exemplary	Exemplary	Exemplary	Exemplary	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	98.0%	97.0%	98.0%	97.0%	92.0%
TAKS Math - STAAR Mathematics (2013)	97.0%	96.0%	97.0%	96.0%	94.0%
TAKS Writing - STAAR Writing (2013)	91.0%	96.0%	93.0%	99.0%	88.0%
TAKS Science - STAAR Science (2013)	94.0%	93.0%	98.0%	98.0%	88.0%
Attendance Rate	96.3%	96.3%	96.9%	97.3%	97.0%
Percentage of Enrollment in Gifted and Talented	7.3%	6.7%	6.9%	6.0%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Mittelstädt Elementary School Campus Improvement Plan

Mission:

Our mission is to work cooperatively to promote student learning to the best of a student's ability in order to become a productive and responsible member of our society.

Campus Objectives:

- ~ Each student will reach his/her full potential for academic excellence.
- ~ Each student and staff member will exhibit behavior reflecting civic principles and responsibilities.
- ~ Parents and community partners promote and improve the quality of education at Mittelstädt Elementary.

Tactics and Action Plans:

- 1. We will raise the performance of all students and close the achievement gap.**
 - 1.1 Develop science skills through hands-on lab instruction, a minimum of two times per week and increase vocabulary instruction.
 - 1.2 Students will strengthen math skills to increase performance and skill.
 - 1.3 Strengthen the ELA program using the new district curriculum.
 - 1.4 Students will leave elementary school having mastered the social studies TEKS.
 - 1.5 Students will leave elementary school having mastered the technology TEKS.
- 2. We will attract, develop, support, inspire, and retain the highest quality teachers, administrators, and staff.**
 - 2.1 All teachers, librarians, and administrators will master the competencies specified on the SBEC technology standards.
 - 2.2 Grade level specific staff development will be used to enhance instruction.
 - 2.3 All Mittelstädt teachers will have an up to date and relevant web page.
- 3. We will develop positive character traits in each student, while promoting a safe learning environment for students, faculty, staff and visitors.**
 - 3.1 Implement motivating and meaningful character development programs.
 - 3.2 Students will participate in drug awareness activities.
- 4. We will build relationships and encourage parent and community involvement.**
 - 4.1 Community partnerships will be developed to promote positive relationships that enhance student learning.
 - 4.2 We will foster relationships with parents so that more parents will participate actively in the education of their children.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Exemplary	Recognized	Exemplary	Exemplary	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	99.0%	97.0%	96.0%	94.0%	86.0%
TAKS Math - STAAR Mathematics (2013)	99.0%	94.0%	94.0%	96.0%	82.0%
TAKS Writing - STAAR Writing (2013)	91.0%	96.0%	96.0%	100.0%	81.0%
TAKS Science - STAAR Science (2013)	99.0%	95.0%	97.0%	94.0%	83.0%
Attendance Rate	96.4%	95.9%	96.4%	96.2%	95.6%
Percentage of Enrollment in Gifted and Talented	7.3%	7.3%	8.2%	5.7%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Klenk Elementary School Campus Improvement Plan

Mission:

Klenk Elementary faculty and staff strive to prepare each student to increase his/her academic skills and abilities needed to be effective and positive citizens in a diverse and technologically advanced society.

Campus Objectives:

- ~ Klenk Elementary students will be provided the necessary support system so that all Klenk students will achieve at the highest level of their potential.
- ~ Klenk Elementary teachers and students will have a strong support system to aid in the instructional practices through use of data analysis, materials, professional development, TEKS-driven assessments, curriculum, technology, and additional staffing.
- ~ Klenk Elementary will provide a positive learning environment by ensuring school involvement that is openly communicated and encouraged with students, parents, faculty, and community and by developing appropriate student social skills that will build character and citizenship in our students.

Tactics and Action Plans:

1. **To increase student performance in all subject areas and in all grade levels, students will be provided the support system of targeted research-based instruction, increased Dual Language literacy, and differentiated instruction/enrichment so that 90% of all students will pass STAAR and EOY benchmarks.**
 - 1.1 Provide time for teachers to plan collaboratively through Professional Learning Communities (PLCs), Vertical teams, Klenk Model classrooms, and Data teams to ensure targeted research-based instruction in reading, writing, math, and science.
 - 1.2 Provide an increase in dual language literacy to ensure an increase in bilingual performance in reading, math, and writing.
 - 1.3 Provide differentiated instruction/enrichment to increase all student performance in all subjects.
2. **To increase student achievement in all subject areas and in all grade levels, all teachers will receive a strong support system of aligned materials, personnel, extended learning time, technology, and professional development so that 90% of all students will pass STAAR or EOY benchmarks.**
 - 2.1 Provide aligned materials and curriculum through research-based best instructional strategies to support teachers in their instruction and students in their academics.
 - 2.2 Provide additional personnel such as tutors, Title I classroom reduction teachers, Title I Science Lab teacher, specialists, at-risk Bilingual teacher, and aides to promote success and motivation in the teacher's classroom.
 - 2.3 Provide extended learning time before/during/after school and some Saturday tutorials and during school interventions for identified students.
 - 2.4 Provide support system through technology to promote success, motivation, and initiatives.
 - 2.5 Provide professional development to promote academic and social strategies.
3. **To increase student achievement in all subject areas and in all grade levels, Klenk's faculty and staff will increase communication with students, parents, and community and will encourage character building so that 90% of all students will pass STAAR and EOY benchmarks.**
 - 3.1 Engage in goal setting school and community wide to encourage commitments between school and community.
 - 3.2 Provide school publications to promote home/school communication.
 - 3.3 Provide opportunities for parents to become involved in school activities to promote relationships between school and parents.
 - 3.4 Implement and reinforce social skills to include character education and violence prevention to promote character building.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Recognized	Recognized	Recognized	Recognized	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	92.0%	92.0%	94.0%	95.0%	85.0%
TAKS Math - STAAR Mathematics (2013)	89.0%	92.0%	95.0%	96.0%	84.0%
TAKS Writing - STAAR Writing (2013)	94.0%	93.0%	95.0%	99.0%	69.0%
TAKS Science - STAAR Science (2013)	79.0%	89.0%	93.0%	96.0%	88.0%
Attendance Rate	97.0%	96.4%	97.2%	96.9%	97.0%
Percentage of Enrollment in Gifted and Talented	1.3%	1.7%	2.8%	2.9%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Eiland Elementary School Campus Improvement Plan

Mission:

At Eiland Elementary School we believe that all children can and will learn.

Campus Objectives:

- ~ Eiland students will achieve at the highest level of his/her potential.
- ~ All Eiland students will learn the skills needed to become productive citizens.

Tactics and Action Plans:

- 1. Raise the performance of all students and close the achievement gap.**
 - 1.1 We will increase math, science, writing, and reading achievement for African American, economically disadvantaged, Hispanic, and special education students.
 - 1.2 We will increase dual language literacy.
- 2. We will attract, develop, support, inspire, and retain the highest quality employees.**
 - 2.1 We will increase teacher competency in instructional technology.
 - 2.2 We will use the Professional Learning Community (PLC) model to improve initial instruction and plan for effective intervention.
 - 2.3 We will provide high quality staff development based on the needs of our teachers.
- 3. We will develop positive character traits in each student, while promoting a safe learning environment for students.**
 - 3.1 We will develop and nurture positive character traits in students.
- 4. Encourage parental engagement and ensure effective communication.**
 - 4.1 We will increase active parent involvement in school activities.
 - 4.2 We will provide learning opportunities for our parents, including improvement of their parenting skills, academic skills, language skills, and computer skills.
 - 4.3 Teachers will maintain regular communication with parents about the progress of their child and classroom instructional focuses, events, and activities.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Acad. Accept.	Acad. Accept.	Acad. Accept.	Acad. Accept.	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	81.0%	81.0%	83.0%	90.0%	72.0%
TAKS Math - STAAR Mathematics (2013)	86.0%	77.0%	83.0%	85.0%	71.0%
TAKS Writing - STAAR Writing (2013)	92.0%	89.0%	79.0%	89.0%	47.0%
TAKS Science - STAAR Science (2013)	63.0%	70.0%	78.0%	89.0%	54.0%
Attendance Rate	96.3%	96.0%	96.3%	96.6%	96.8%
Percentage of Enrollment in Gifted and Talented	4.0%	3.1%	3.3%	3.1%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Schultz Elementary School Campus Improvement Plan

Mission:

Schultz provides a positive, caring, and safe learning environment for all students. We work together to teach our students to be life-long learners and productive members of our community. We are committed to academic excellence, exemplary character, and acceptance of individual differences. Together we soar!

Campus Objectives:

- ~ Teachers and students will achieve academic excellence through implementation of a rigorous instructional program for diverse learners.
- ~ Schultz students will demonstrate honesty, respect, responsibility, integrity, initiative, and commitment in order to become productive citizens of a global community.

Tactics and Action Plans:

- 1. Increase the performance of students and decrease the achievement gap.**
 - 1.1 Improve the reading performance of all students.
 - 1.2 Improve the math performance of all students.
 - 1.3 Students will demonstrate technology skills required in the curriculum.
- 2. Recruit and retain the highest quality employees.**
 - 2.1 Increase teacher competency in instructional technology.
 - 2.2 Provide effective and timely staff development to expand and refine teaching skills.
- 3. Promote positive character traits by building relationships, encouraging engagements and communicating effectively.**
 - 3.1 Evidence of good character will be recognized and taught throughout the year.
 - 3.2 A variety of initiatives will be implemented to develop strong character in students.
 - 3.3 Volunteers will be utilized in a variety of ways.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Exemplary	Exemplary	Exemplary	Exemplary	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	98.0%	97.0%	98.0%	98.0%	93.0%
TAKS Math - STAAR Mathematics (2013)	97.0%	99.0%	99.0%	96.0%	91.0%
TAKS Writing - STAAR Writing (2013)	99.0%	98.0%	95.0%	100.0%	92.0%
TAKS Science - STAAR Science (2013)	96.0%	99.0%	96.0%	96.0%	90.0%
Attendance Rate	96.4%	96.6%	96.7%	96.6%	96.3%
Percentage of Enrollment in Gifted and Talented	2.3%	2.8%	4.4%	4.9%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Hassler Elementary School Campus Improvement Plan

Mission:

The instructional focus of Hassler Elementary School is to increase students’ level of knowledge, understanding, and ability to use their skills to solve problems and to enhance their living environment well into the future.

Campus Objectives:

- ~ Each student will achieve academic excellence with comprehensive knowledge, skill, and understanding within an individual learning plan.
- ~ Every student will demonstrate the character traits of a productive and honorable citizen in a global community.

Tactics and Action Plans:

- 1. Raise the performance of all students and close the achievement gap in commended scores between African American, Hispanic and economically disadvantaged students and all students in math, reading, writing and science.**
 - 1.1 Implement research based strategies to improve student performance.
 - 1.2 Increase the number of students in all student groups achieving commended performance on STAAR.
- 2. Recruit, train and retain the highest quality employees.**
 - 2.1 Increase teacher competency in and use of instructional technology.
 - 2.2 Train teachers to instruct all students at their individual academic levels to maximize student learning.
- 3. Involve students, parents and the community in Hassler Elementary.**
 - 3.1 Provide opportunities for student, parent and community involvement.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Exemplary	Exemplary	Exemplary	Exemplary	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	99.0%	99.0%	100.0%	100.0%	98.0%
TAKS Math - STAAR Mathematics (2013)	100.0%	99.0%	100.0%	99.0%	97.0%
TAKS Writing - STAAR Writing (2013)	100.0%	99.0%	99.0%	100.0%	95.0%
TAKS Science - STAAR Science (2013)	98.0%	99.0%	97.0%	97.0%	90.0%
Attendance Rate	97.0%	97.3%	97.6%	97.4%	97.0%
Percentage of Enrollment in Gifted and Talented	14.0%	16.0%	17.2%	15.5%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Kreinhop Elementary School Campus Improvement Plan

Mission:

The Kreinhop Elementary community will foster a safe environment, in which innovative technology and research based instructional strategies will be used to develop responsible, collaborative self-managers, who are life-long learners in a diverse society.

Campus Objectives:

- ~ We will raise student achievement and close the achievement gap.
- ~ We will attract, develop, support, inspire, and retain the highest quality teachers, administrators, and staff by providing on-going Professional Development.
- ~ We will develop positive character traits in each student and encourage parent and community involvement.
- ~ We will promote increased competencies in the area of technology.

Tactics and Action Plans:

- 1. We will raise student achievement and close the achievement gap.**
 - 1.1 90% of students in all subpopulations will read on grade level or above grade level with comprehension and fluency by the end of the school year.
 - 1.2 Increase student performance of all students and all sub-populations in the area of math, including Special Education.
 - 1.3 Investigate and implement multiple professional development resources focused on increasing student engagement and student achievement in all content areas.
- 2. We will attract, develop, support, inspire, and retain the highest quality teachers, administrators, and staff by providing on-going Professional Development.**
 - 2.1 Redefine and establish a Professional Learning Community (PLC) culture.
 - 2.2 Build a collaborative culture on campus including shared leadership responsibilities among the teaching staff.
 - 2.3 Provide ongoing/job-embedded staff development in the areas of need (careful planning, higher level questioning, high-yield instructional strategies, and student assessment and feedback).
- 3. We will develop positive character traits in each student and encourage parent and community involvement.**
 - 3.1 Establish and utilize character education and "No Place for Hate" committee.
 - 3.2 Promote responsible behaviors in students and increase student attendance.
 - 3.3 Increase parent and community participation on campus and school-wide events.
- 4. We will promote increased competencies in the area of technology.**
 - 4.1 Implement a professional development plan to increase the level of proficiency of teachers from 'Early and Developing' to 'Advanced and Target'.
 - 4.2 All teachers and students will successfully utilize the technology tools provided for classroom learning and teaching on a regular basis.
 - 4.3 All 5th grade students will demonstrate proficiency on the TEKS.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Exemplary	Recognized	Recognized	Recognized	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	95.0%	93.0%	92.0%	95.0%	87.0%
TAKS Math - STAAR Mathematics (2013)	92.0%	91.0%	90.0%	94.0%	84.0%
TAKS Writing - STAAR Writing (2013)	94.0%	95.0%	93.0%	97.0%	72.0%
TAKS Science - STAAR Science (2013)	93.0%	92.0%	87.0%	98.0%	81.0%
Attendance Rate	96.2%	96.3%	96.5%	96.9%	97.0%
Percentage of Enrollment in Gifted and Talented	3.0%	2.9%	3.7%	2.4%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

McDougle Elementary School Campus Improvement Plan

Mission:

The Klein Independent School District, proud of its heritage and embracing the future, seeks to help students become skillful, active, reflective, self-disciplined, and honorable members of their communities through engaging learning experiences in a safe and nurturing environment.

Campus Objectives:

Klein ISD believes that quality student achievement includes and goes beyond achieving the highest ratings awarded by state and national accountability standards. Our strategic objectives aim to address both the academic success and social well-being of every Klein ISD student.

- ~ Each student will achieve academic excellence with comprehensive knowledge, skill, and understanding within an individual learning plan.
- ~ Every student will demonstrate the character traits of a productive and honorable citizen in a global community.

Tactics and Action Plans:

- 1. Raise the performance of all students and close the achievement gap.**
 - 1.1 Implement strategies to increase math knowledge and performance.
 - 1.2 Implement strategies to increase science knowledge and performance.
 - 1.3 Implement strategies to increase reading knowledge and performance.
- 2. We will attract, develop, support, inspire, and retain the highest quality employees.**
 - 2.1 Increase teacher competency in instructional technology.
 - 2.2 Analyze data and choose effective strategies and interventions in Professional Learning Communities (PLCs) and provide staff development to implement those strategies.
 - 2.3 Create a sense of “family” among employees at the school.
- 3. We will develop positive character traits in each student, while promoting a safe learning environment for students.**
 - 3.1 Develop leaders in citizenship.
 - 3.2 Assist students in initiating and demonstrating behavior that shows tolerance for all races, genders, ethnicities, and religious beliefs.
- 4. Build relationships and encourage engagement through effective communication.**
 - 4.1 Increase active parent involvement.
 - 4.2 Provide opportunities for parents to improve their parenting skills and increase the chances for their children’s successes.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Exemplary	Exemplary	Recognized	Recognized	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	94.0%	91.0%	88.0%	89.0%	81.0%
TAKS Math - STAAR Mathematics (2013)	91.0%	91.0%	91.0%	91.0%	82.0%
TAKS Writing - STAAR Writing (2013)	95.0%	98.0%	91.0%	91.0%	72.0%
TAKS Science - STAAR Science (2013)	88.0%	93.0%	87.0%	87.0%	76.0%
Attendance Rate	97.3%	97.1%	97.2%	97.0%	97.3%
Percentage of Enrollment in Gifted and Talented	0.5%	1.1%	2.1%	2.1%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Metzler Elementary School Campus Improvement Plan

Mission:

The mission of Metzler Elementary School is to develop successful life-long learners and responsible, productive citizens through a team effort between the school, the parents, and the community in a positive and caring learning environment. Students, parents, caring adults, and all staff are committed to smart work and high expectations in a climate of respect and cooperation. The spirit of determination, fidelity, and cooperation is exemplified by Metzler’s school mascot.

Campus Objectives:

- ~ Inspire teaching and learning through the design and implementation of a high quality and aligned curriculum for the success of diverse learners.
- ~ Ensure dynamic leadership and seamless instructional support systems that promote academic achievement and character development of all learners.

Tactics and Action Plans:

- 1. Raise the performance of all students and close the achievement gap.**
 - 1.1 Implement strategies to improve math achievement.
 - 1.2 Implement strategies to improve science achievement.
 - 1.3 Implement strategies to improve reading achievement.
 - 1.4 Implement strategies to improve writing achievement.
 - 1.5 Implement strategies to improve student mastery of the Technology Literacy Assessment.
- 2. Recruit and retain the highest quality employees.**
 - 2.1 Increase teacher competency through continued staff development.
 - 2.2 Increase teacher competency in instructional technology.
- 3. Promote positive character traits in each student.**
 - 3.1 Integrate character education, violence prevention, and social skills information into the existing curriculum.
 - 3.2 Implement effective behavior management that promotes a safe and secure environment.
- 4. Build relationships and encourage involvement through effective communication.**
 - 4.1 Increase parental involvement and attendance in PTO sponsored events.
 - 4.2 Strengthen home/school communication.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Exemplary	Exemplary	Recognized	Recognized	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	98.0%	94.0%	95.0%	94.0%	83.0%
TAKS Math - STAAR Mathematics (2013)	97.0%	96.0%	97.0%	93.0%	83.0%
TAKS Writing - STAAR Writing (2013)	98.0%	91.0%	95.0%	97.0%	70.0%
TAKS Science - STAAR Science (2013)	94.0%	94.0%	93.0%	97.0%	90.0%
Attendance Rate	95.7%	95.9%	96.3%	96.6%	96.4%
Percentage of Enrollment in Gifted and Talented	2.3%	2.3%	2.9%	2.9%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Benignus Elementary School Campus Improvement Plan

Mission:

Benignus Elementary faculty and staff strive to prepare each student to increase his/her academic skills, teach and model character traits to equip them to be productive and responsible citizens, and provide training for students to excel in a technologically advanced society.

Campus Objectives:

- ~ To increase student performance through the use of data analysis, targeted instruction based on best practices, backwards design assessments, and a TEKS-driven curriculum.
- ~ To increase awareness, teacher and student use of, and productivity through technology.
- ~ To develop appropriate student social skills and provide opportunities for parent and community involvement.

Tactics and Action Plans:

- 1. Raise the performance of all students and close the achievement gap.**
 - 1.1 Use data analysis to assess strengths and weaknesses of all student groups in driving instruction with a focus on African American, Hispanic, special education and economically disadvantaged students.
 - 1.2 Increase science knowledge and application to prepare for the STAAR science assessment.
 - 1.3 Strengthen reading skills through research-based best practices.
 - 1.4 Strengthen math skills through research-based best instructional strategies.
 - 1.5 Strengthen writing/language skills through research-based best instructional strategies.
 - 1.6 Provide enriched instructional strategies through the use of technology.
 - 1.7 Implement interventions and provide differentiated instruction/enrichment to increase student achievement.

- 2. Recruit and retain the highest quality employees.**
 - 2.1 Provide staff development opportunities for teachers to remain current and motivated in teaching strategies.
 - 2.2 Provide a variety of motivational, inspirational and team building activities to enhance staff morale.

- 3. Promote positive character traits.**
 - 3.1 Implement and reinforce social skills to include character education and violence prevention in everyday instruction.
 - 3.2 Implement and reinforce appropriate social skills through the counseling program.
 - 3.3 Implement various clubs promoting social skills.

- 4. Build relationships and encourage engagement through effective communication.**
 - 4.1 Provide school publications promoting home/school communication.
 - 4.2 Provide opportunities for parents to be involved in school activities.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Exemplary	Exemplary	Exemplary	Exemplary	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	99.0%	98.0%	99.0%	99.0%	97.0%
TAKS Math - STAAR Mathematics (2013)	97.0%	99.0%	100.0%	99.0%	95.0%
TAKS Writing - STAAR Writing (2013)	99.0%	98.0%	96.0%	100.0%	90.0%
TAKS Science - STAAR Science (2013)	97.0%	99.0%	100.0%	100.0%	93.0%
Attendance Rate	96.3%	96.7%	97.0%	96.8%	96.7%
Percentage of Enrollment in Gifted and Talented	4.4%	4.6%	6.5%	5.9%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Frank Elementary School Campus Improvement Plan

Mission:

Frank Elementary provides each student with a safe, caring, and stimulating environment that fosters academic achievement, character development, a healthy lifestyle, and the desire to be a life-long learner.

Campus Objectives:

- ~ Inspire teaching and learning through the design and implementation of a high quality and aligned curriculum for the success of diverse learners.
- ~ Ensure dynamic leadership and seamless instructional support systems that promote academic achievement and character development for all learners.

Tactics and Action Plans:

- 1. Raise the performance of all students and close the achievement gap.**
 - 1.1 Implement research-based strategies to increase learning in reading, math, social studies, science, and writing for all learners.
 - 1.2 Implement a tutorial program to address student needs in reading, math, social studies, science, and/or writing for struggling learners.
- 2. Attract, develop, support, inspire, and retain the highest quality employees.**
 - 2.1 Increase teacher competency in instructional technology.
 - 2.2 Provide teachers with the necessary tools and professional development opportunities to meet the needs of diverse learners and differentiate instruction.
- 3. Promote positive character traits.**
 - 3.1 Integrate character education, violence prevention, anti-bullying, health/wellness, and social skills training into the existing curriculum.
- 4. Build relationships and encourage parent and community involvement.**
 - 4.1 Provide school publications and programs that promote and increase home/school communication and involvement.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	Recognized	Exemplary	Recognized	Recognized	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	94.0%	93.0%	98.0%	96.0%	88.0%
TAKS Math - STAAR Mathematics (2013)	93.0%	96.0%	96.0%	95.0%	91.0%
TAKS Writing - STAAR Writing (2013)	94.0%	95.0%	91.0%	97.0%	74.0%
TAKS Science - STAAR Science (2013)	88.0%	94.0%	98.0%	92.0%	88.0%
Attendance Rate	95.7%	96.2%	96.2%	96.6%	96.2%
Percentage of Enrollment in Gifted and Talented	4.8%	5.5%	6.6%	6.6%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Mueller Elementary School Campus Improvement Plan

Mission:

Our mission is to provide a foundation for successful learning and living through inquiry, knowledge, understanding, caring and respect.

Campus Objectives:

- ~ Teachers and students will achieve academic excellence through implementation of a rigorous instructional program for diverse learners.
- ~ Mueller students will demonstrate the 5 character trait of respect, responsibility, integrity, initiative and commitment as productive citizens of a global community.

Tactics and Action Plans:

- 1. Raise the performance of students and decrease the achievement gap.**
 - 1.1 Implement research based strategies to increase reading performance.
 - 1.2 Implement research based strategies to increase math performance.
 - 1.3 Implement research based strategies to increase science performance.
 - 1.4 Implement research based strategies to ensure one year growth of ELL students on TELPAS.
- 2. Recruit and retain the highest quality employees.**
 - 2.1 Increase teacher competency in the area of instructional technology.
 - 2.2 Provide mentoring support for teachers at Mueller.
- 3. Promote positive character traits.**
 - 3.1 Promote positive character skills and attributes through direct teaching.
 - 3.2 Promote positive anti-bullying skills and attributes through direct teaching.
- 4. Build relationships and encourage engagement through effective communication.**
 - 4.1 Provide school publications promoting home/school communication.
 - 4.2 Provide opportunities for parents to be involved in school activities.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	-	Exemplary	Exemplary	Exemplary	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	-	97.0%	97.0%	97.0%	93.0%
TAKS Math - STAAR Mathematics (2013)	-	96.0%	97.0%	97.0%	86.0%
TAKS Writing - STAAR Writing (2013)	-	96.0%	95.0%	100.0%	79.0%
TAKS Science - STAAR Science (2013)	-	>99%	99.0%	98.0%	91.0%
Attendance Rate	-	96.7%	95.9%	97.1%	96.9%
Percentage of Enrollment in Gifted and Talented	-	2.5%	4.5%	3.9%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Blackshear Elementary School Campus Improvement Plan

Mission:

Students at Blackshear Elementary will be self aware, reflective life-long learners that are motivated through meaningful engaging activities to become knowledgeable, responsible and caring citizens of their communities.

Campus Objectives:

- ~ Inspire teaching and learning through the design and implementation of a high quality and aligned curriculum for the success of diverse learners.
- ~ Every student will demonstrate the character traits of a productive and honorable citizen in a global community.
- ~ The Blackshear community will be actively involved to support the academic and citizenship goals of the school.

Tactics and Action Plans:

- 1. Raise the performance of all students and close the achievement gap.**
 - 1.1 Implement project based learning strategies to increase depth and breadth of learning.
 - 1.2 Implement research based strategies to increase writing performance.
 - 1.3 Implement precise and personalized instruction to increase the performance rate in reading, writing, science, and math.
- 2. Provide professional development opportunities to recruit, retain, and support the highest quality employees.**
 - 2.1 Provide teachers with necessary tools and/or increase competency in understanding differentiated instruction of diverse learners.
 - 2.2 Provide teachers with necessary strategies to increase competency in Quality Questioning techniques.
 - 2.3 Increase teacher competency in instructional technology.
 - 2.4 Increase teacher competency in Path College and Career Readiness system of study.
 - 2.5 Increase teacher competency in K-2 Investigations math curriculum.
- 3. Promote positive character traits.**
 - 3.1 Integrate character education, bully prevention, and social skills training into the existing curriculum.
- 4. Build relationships and encourage parent and community involvement.**
 - 4.1 Expand the volunteer program.
 - 4.2 Build partnerships with area business to support school academic and character goals.

Performance Measures*	2008-09	2009-10	2010-11	2011-12*	2012-13**
TEA School Rating	-	-	-	n/a	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	-	-	-	96.0%	88.0%
TAKS Math - STAAR Mathematics (2013)	-	-	-	95.0%	89.0%
TAKS Writing - STAAR Writing (2013)	-	-	-	100.0%	79.0%
TAKS Science - STAAR Science (2013)	-	-	-	99.0%	86.0%
Attendance Rate	-	-	-	97.2%	96.8%
Percentage of Enrollment in Gifted and Talented	-	-	-	4.5%	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward for 2011-12 and the 2011-12 TAKS scores consist of students who tested in English and Spanish as well as students who took the L, Modified, Alternative version, however, students who tested with Algebra I or Geometry EOC are not included.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Zwink Elementary School Campus Improvement Plan

Mission:

To provide high expectations, high support learning culture exemplifying the Zwink core values of educational excellence, prized relationships, collaborative community, an attitude of gratitude, and intentional loyalty that results in student mastery of individual learning and character goals.

Campus Objectives:

- ~ To increase student performance through the use of data analysis, targeted instruction based on best practices, backwards design assessments, and a TEKS-driven curriculum.
- ~ To provide a positive and safe learning environment in a “No Place for Hate” school.
- ~ To build the character and citizenship of all students and establish successful partnerships with parents and the community at large.

Tactics and Action Plans:

- 1. Raise the performance of all students and close the achievement gap.**
 - 1.1 We will ensure STAAR passing rate percentages of all sub-groups in all subjects at 90% or above.
 - 1.2 We will closely monitor the performance of at-risk/struggling students and provide appropriate interventions to support their academic growth.

- 2. Build the capacity in our staff and parents related to student achievement.**
 - 2.1 We will utilize research-based instructional strategies to maximize student achievement.
 - 2.2 We will establish positive parent and community relationships, particularly as it relates to student achievement and character development.

- 3. Promote positive character traits.**
 - 3.1 We will actively engage in building the character and citizenship of all students.

Performance Measures	2008-09	2009-10	2010-11	2011-12	2012-13**
TEA School Rating	-	-	-	-	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	-	-	-	-	89.0%
TAKS Math - STAAR Mathematics (2013)	-	-	-	-	87.0%
TAKS Writing - STAAR Writing (2013)	-	-	-	-	74.0%
TAKS Science - STAAR Science (2013)	-	-	-	-	77.0%
Attendance Rate	-	-	-	-	96.3%
Percentage of Enrollment in Gifted and Talented	-	-	-	-	Avail. 11/13

Source: AEIS Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; PEIMS data for 08-09, 09-10, 10-11, and 11-12 and Pearson Supply Data File.

**STAAR testing data source from TEA 2013 Index 1: Student Achievement Data Table <http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Grace England Early Childhood and Pre-Kindergarten Center Campus Improvement Plan

Mission:

The Grace England Early Childhood and Pre-K Center’s faculty and staff will support the learning of every child by building connections between students, parents, teachers and administration. We will guide children in a safe, supportive environment that promotes successful learning while meeting individual needs.

Campus Objectives:

- ~ To provide an early education program that will meet the needs of Pre-Kindergarten age students (including bilingual students) and Early Childhood students.
- ~ To implement effective collaborative teams of teachers.
- ~ To present in-service training and mentoring for teachers and paraprofessionals.
- ~ To provide parent involvement, contact and training in our community.

Tactics and Action Plans:

- 1. Support effective teaching practices and opportunities for child discovery.**
 - 1.1 Provide a program to enable limited English proficient students to become competent in understanding, speaking, reading and writing of the English language.
 - 1.2 Provide a team approach inclusion program for students with special needs to be served in the same community setting as their peers.
 - 1.3 Meet children where they are (developmental approach) and provide information and activities at a level that children can readily understand and engage with.

- 2. Build Professional Learning Community (PLC) teams (parliaments) within the school.**
 - 2.1 Providing time to meet in groups to discuss students data and to plan.
 - 2.2 Building relationships within the teams and collaboration in the building.
 - 2.3 Develop a school wide discipline plan to establish expectations and routines within the school.

- 3. Present in-service training and mentoring for teachers and paraprofessionals.**
 - 3.1 Book studies.
 - 3.2 Nurtured Heart staff training – August 2012.
 - 3.3 Increase teacher competency in instructional technology.
 - 3.4 Literacy training.

- 4. Parent Involvement, Contact and Training.**
 - 4.1 Encourage parents to become involved with their child’s learning.
 - 4.2 Furnish parents with school information.

Performance Measures	2008-09	2009-10	2010-11	2011-12	2012-13
TEA School Rating	-	-	-	-	Met Standard
TAKS Reading/ELA - STAAR Reading (2013)	-	-	-	-	N/A
TAKS Math - STAAR Mathematics (2013)	-	-	-	-	N/A
TAKS Writing - STAAR Writing (2013)	-	-	-	-	N/A
TAKS Science - STAAR Science (2013)	-	-	-	-	N/A
Attendance Rate	-	-	-	-	93.9%
Percentage of Enrollment in Gifted and Talented	-	-	-	-	Avail. 11/13

*This campus is paired with the Klein ISD Accountability Rating.

Superintendent of Schools

Dr. James W. Cain

Mission Statement

The Klein Independent School District, proud of its heritage and embracing the future, develops students to become skillful, active, reflective, self-disciplined, and honorable members of their communities through engaging learning experiences in a safe and nurturing environment.

Internal Audit Services - Ms. Stephanie Duran

Central Office - Project 68

Conduct risk assessments, campus and department audits, and make recommendations on policy and procedure improvements.

Mission Statement

The mission of the Internal Audit department is to safeguard the district's assets to ensure that each student has the maximum resources available to achieve academic excellence and become honorable citizens.

Internal Audit Services Performance Measures	2008-09	2009-10	2010-11	2011-12	2012-13
Unqualified Opinion - Annual Audit	Yes	Yes	Yes	Yes	TBD
Disclosures of Material Internal Control Weakness	No	No	No	No	TBD
Disclosures of Material Non-Compliance	No	No	No	No	TBD

Superintendent - Dr. James W. Cain

Central Office - Project 80

Funds superintendent and board of trustee activities, including travel by the superintendent and trustees to board conventions and other TEA/Austin conferences, catering at board meetings, board member training, and other associated costs for the trustees.

Superintendent Performance Measures	2008-09	2009-10	2010-11	2011-12	2012-13
District Rating	Recognized	Recognized	Recognized	Recognized*	Met Standard
FIRST Rating	Superior	Superior	Superior	Superior	TBD
Unqualified Opinion - Annual Audit	Yes	Yes	Yes	Yes	TBD

*The 2010-2011 AEIS District Ratings were carried forward to 2011-12 due to state-mandated standardized testing and accountability rating system changes.

Security & Monitoring Services - Mr. Lupe Rocha

Klein Police Station - Project 87

Funds the district and campus security program.

Security & Monitoring Services Performance Measures	2008-09	2009-10	2010-11	2011-12	2012-13
Traffic Stops in School Zones	236	459	1,115	750	237
Campus Monitoring Checks	21,312	22,516	31,788	33,756	43,191
Assist Campus Administration	366	338	827	431	289

Public Information - Ms. Beverly McGlasson

Central Office - Project 95

Provides open records requests under the Texas Public Information Act and other inquiries regarding our schools and district administration.

Mission Statement

The purpose of the Klein ISD Community Relations Department is to build support for the district's mission by sharing good news, providing timely information, promoting positive networks, and establishing productive dialogues among stakeholders.

Public Information Performance Measures	2008-09	2009-10	2010-11	2011-12	2012-13
Public Information Requests	110	118	199	176	143
Quarterly Newsletter Mailout	60,000	60,500	60,500	60,500	72,000

Associate Superintendent of Instruction and Student Services

Dr. Susan Borg

Mission Statement

"Learning, Collaboration, Results"

Bilingual/ESL Local - Dr. Angeline Anderson

Klein Instructional Center - Project 50

Funds bilingual teacher salaries and fringe benefits.

Bilingual/ESL Local	2008-09	2009-10	2010-11	2011-12	2012-13
Students Served (Grades K-12)	5,733	5,536	5,569	5,578	5,921

Bilingual/ESL State - Dr. Angeline Anderson

Klein Instructional Center - Project 51

Funds bilingual teacher stipends, bilingual classroom assistants, materials, resources, and staff development related to bilingual education.

Bilingual/ESL State	2008-09	2009-10	2010-11	2011-12	2012-13
Students Served (Grades K-12)	5,733	5,536	5,569	5,578	5,921

Special Education - Dr. Mary Rosenberg

Klein Instructional Center - Project 52

Funds personnel, materials, resources and staff development related to the provision of special education services for eligible students.

Special Education	2008-09	2009-10	2010-11	2011-12	2012-13
Students Served (Grades PK-12)	3,280	3,395	3,533	3,583	3,918

Compensatory Education - Ms. Lauren Smith

Student Services Center - Project 53

Funds personnel, materials, resources, and staff development related to the provision of state compensatory education services for at-risk students.

Compensatory Education	2008-09	2009-10	2010-11	2011-12	2012-13
Students Served (Grades K-12)	16,999	16,438	16,857	17,025	16,969

High School Allotment - Ms. Lauren Smith

Student Services Center - Project 54

To account for the \$275 per high school student to prepare students to go on to higher education, encourage students to take advanced academic course work, increase the rigor of academic course work, align secondary and postsecondary curriculum and, support promising high school completion and success initiatives in grades 6 through 12.

High School Allotment Performance Measures	2008-09	2009-10	2010-11	2011-12	2012-13
Students Served (Grades 6-12)	23,073	23,361	23,598	24,247	24,886
High School Dropout Rate	2.4%	2.0%	1.2%	Avail. Nov. 2013	N/A
Pre-AP & PreIB Enrollment (unduplicated)	7,522	11,049	11,741	12,105	12,145
AP Enrollment (unduplicated)	2,924	3,120	3,229	3,463	3,599
Dual Credit Enrollment (on campus)	670	795	937	977	862
IB Enrollment (Pre-IB not included)	69	90	117	120	120
AVID Participation	759	964	1,151	1,006	989
Average High School Math TAKS/STAAR Passing Rate	78.5%	81.3%	80.8%	86.3%	86.5%
Average High School Science TAKS/STAAR Passing Rate	83.8%	89.0%	89.8%	90.8%	92.3%

Health & Physical Education - Ms. Teresa Anderson

Klein Athletic Building - Project 55

Funds state mandated health and physical education programs in grades K-12 to enhance the development of our students from preschool to adolescence. Budget includes teacher salaries, staff development, and equipment on the campuses.

Health & Physical Education	2008-09	2009-10	2010-11	2011-12	2012-13
Students Served (Grades K-12)	32,699	33,358	32,929	34,430	35,186

Instructional Fine Arts - Mr. Monte Mast

Klein Instructional Center - Project 56

Provides campuses with materials, supplies, equipment, and musical instruments for instructional purposes.

Instructional Fine Arts	2008-09	2009-10	2010-11	2011-12	2012-13
Students Served (Grades K-12)	27,841	30,018	32,126	34,777	34,149

Summer School & Athletic Camps - Ms. Teresa Anderson/Ms. Lauren Smith

Student Services Center and Klein Athletic Building - Project 57

Funds personnel, materials, and resources for instructional summer school and athletic camps.

Summer School & Athletic Camps	2008-09	2009-10	2010-11	2011-12	2012-13
Students Served (Grades PK-12)	6,333	6,367	6,602	5,884	5,296

Academic Enrichment - Dr. Angeline Anderson

Klein Instructional Center - Project 58

Funds personnel, materials, resources, teacher training, and assessments related to Advanced Academic programs.

Academic Enrichment	2008-09	2009-10	2010-11	2011-12	2012-13
Students Served (Grades K-12)	2,767	2,888	2,895	2,744	2,593

Career & Technical Education - Ms. Cathy Eubanks

Student Services Center - Project 60

Career and Technical Education (CTE) state funding distributed to school districts based on the number of contact hours generated by students enrolled in eligible CTE classes. Funds must be spent on authorized CTE programs, services, and activities.

Career & Technical Education	2008-09	2009-10	2010-11	2011-12	2012-13
Students Served (Grades 6-12)	10,137	10,210	10,212	10,503	10,526

Student Information Services - Ms. Vicki James

Student Services Center - Project 70

Creates and maintains the districtwide repository of student data.

Student Information Services Performance Measures	2008-09	2009-10	2010-11	2011-12	2012-13
Pupil/Teacher Ratio	15.2	14.9	14.9	15.3	15.5
Under-reported Students	0.17%	0.17%	0.10%	0.01%	0.03%
PID Error Rate	0.10%	0.10%	0.09%	0.00%	0.00%

Extracurricular Academics - Dr. Angeline Anderson

Klein Instructional Center - Project 73

Funds coaching stipends, association fees, materials, and travel expenses for academic competitions in all instructional levels.

Extracurricular Academics	2008-09	2009-10	2010-11	2011-12	2012-13
Students Served (Grades K-12)	9,026	9,175	9,960	10,320	11,537

Extracurricular Athletics - Ms. Teresa Anderson

Klein Athletic Building - Project 74

Funds coaches stipends, equipment, travel, officials and contest workers, staff development, security, and entry fees for all competitive athletic teams that compete under the guidelines of the University Interscholastic League of Texas.

Extracurricular Athletics	2008-09	2009-10	2010-11	2011-12	2012-13
Students Served (Grades 6-12)	10,461	10,634	10,834	10,101	10,483

Athletic Concessions - Ms. Teresa Anderson

Klein Athletic Building - Project 75

Funds the operation of concession stands at high school athletic contests including personnel, equipment, and items purchased for resale.

Athletic Concessions Performance Measures	2008-09	2009-10	2010-11	2011-12	2012-13
Total Net Revenue	\$ 74,406	\$ 110,741	\$ 107,968	\$ 114,498	\$ 97,482
Total Number of Events Served	420	420	420	537	540
Profit Percentage of Total	30%	53%	42%	48%	42%

Extracurricular Fine Arts - Mr. Monte Mast

Klein Instructional Center - Project 76

Funds music teacher stipends, student travel to music competitions, football games, and other events. Also includes marching band supplies and equipment, and other extracurricular materials and supplies.

Extracurricular Fine Arts	2008-09	2009-10	2010-11	2011-12	2012-13
Students Served (Grades 6-12)	7,202	7,135	7,295	7,394	7,531

Student Support Services - Dr. Mary Rosenberg

Klein Instructional Center - Project 77

Funds administrative personnel, materials, staff development, and resources related to counseling and health services.

Student Support Services Performance Measures	2008-09	2009-10	2010-11	2011-12	2012-13
High School Completion Rate	91.7%	92.6%	94.3%	Avail. Nov. 2013	N/A
Total District Counselors	96.5	106.3	109.0	103.5	105.5

Accountability & School Improvement - Ms. Lauren Smith

Student Services Center - Project 78

Provides information on federal and state funds and assessment of performance standards for school improvement.

Accountability & School Improvement Performance Measures	2008-09 TAKS	2009-10 TAKS	2010-11 TAKS	2011-12 STAAR	2012-13** STAAR
District Rating	Recognized	Recognized	Recognized	Recognized*	Met Standard
Reading/ELA	94%	93%	93%	85%	86%
Writing	95%	96%	94%	73%	67%
Social Studies	95%	97%	97%	84%	82%
Math	87%	88%	88%	84%	85%
Science	85%	89%	89%	88%	88%

Educational Technology - Ms. Ann McMullan

Klein Instructional Center - Project 79

Provides leadership, management, and support to the campuses in Technology Applications TEKS Curriculum, Technology Integration in Teaching and Learning in all content areas, Technology Professional Development, and Library Services.

Educational Technology Performance Measures	2008-09	2009-10	2010-11	2011-12	2012-13
Number of District Technology Classes	433	479	421	351	316
Number of Campus Technology Classes	565	524	570	537	532
Annual Technology Literacy Assessment (% met proficiency in 8th grade)	76%	82%	81%	82%	77%
TEA School Technology and Readiness Chart Rating	Advanced Tech				
Library Books in Circulation	1,408,778	1,510,639	1,387,061	1,461,875	1,606,459
Internet Safety Course (number of students served)	N/A	N/A	N/A	41,785	45,778

Instructional Administration - Dr. Susan Borg

Klein Instructional Center - Project 83

Funds supervision, planning, and implementation of all instructional programs in the district including curriculum, professional development, educational technology, student services, fine arts, career and technical education, and athletics.

Instructional Administration Performance Measures	2008-09 TAKS	2009-10 TAKS	2010-11 TAKS	2011-12 STAAR	2012-13** STAAR
District Rating	Recognized	Recognized	Recognized	Recognized*	Met Standard
Reading/ELA	94%	93%	93%	85%	86%
Writing	95%	96%	94%	73%	67%
Social Studies	95%	97%	97%	84%	82%
Math	87%	88%	88%	84%	85%
Science	85%	89%	89%	88%	88%

Curriculum & Instruction Administration - Dr. Angeline Anderson

Klein Instructional Center - Project 84

Funds personnel, materials, resources, and travel expenses related to the administration of the district's curriculum development projects, implementation of instructional strategies, and staff development.

Curriculum & Instruction Administration Performance Measures	2008-09 TAKS	2009-10 TAKS	2010-11 TAKS	2011-12 STAAR	2012-13** STAAR
Enrollment in Pre-K Programs	1,035	1,110	1,176	1,197	1,110
District Rating	Recognized	Recognized	Recognized	Recognized*	Met Standard
Reading/ELA	94%	93%	93%	85%	86%
Writing	95%	96%	94%	73%	67%
Social Studies	95%	97%	97%	84%	82%
Math	87%	88%	88%	84%	85%
Science	85%	89%	89%	88%	88%

Districtwide/Instructional - Dr. Susan Borg

Klein Instructional Center - Project 98

Funds districtwide curriculum and instruction needs for the campuses including materials, resources, assessments, professional development, and textbooks.

Districtwide/Instructional Performance Measures	2008-09 TAKS	2009-10 TAKS	2010-11 TAKS	2011-12 STAAR	2012-13** STAAR
District Rating	Recognized	Recognized	Recognized	Recognized*	Met Standard
Reading/ELA	94%	93%	93%	85%	86%
Writing	95%	96%	94%	73%	67%
Social Studies	95%	97%	97%	84%	82%
Math	87%	88%	88%	84%	85%
Science	85%	89%	89%	88%	88%

* The 2010-2011 AEIS District Ratings were carried forward to 2011-12 due to state-mandated standardized testing and accountability rating system changes.

** TEA 2013 Index 1: STAAR Student Achievement Data Table

Associate Superintendent of Human Resource Services

Mr. Curt Drouillard

Mission Statement

The Klein ISD Human Resources Department, embracing opportunities, seeks to attract, hire, and retain the most highly qualified employees while providing competitive compensation packages in a safe, professional, customer oriented environment.

Human Resource Services - Mr. Curt Drouillard

Central Office - Project 82

Funds personnel, resources, materials, professional development, and travel for recruitment, employment, and records retention in compliance with state and federal regulations.

Human Resource Services Performance Measures	2008-09	2009-10	2010-11	2011-12	2012-13
Total Number of New Hires	428	878	760	511	864
Teacher Turnover Rate	11.2%	10.1%	9.0%	11.2%	N/A
Teachers with No Degree	0.6%	0.6%	0.5%	0.5%	0.5%
Teachers with Bachelors Degree	76.5%	76.7%	75.5%	74.5%	73.7%
Teachers with Masters Degree	22.0%	21.9%	23.2%	24.1%	24.9%
Teachers with Doctorate Degree	0.9%	0.8%	0.8%	0.9%	0.9%

Benefits & Risk Management - Mr. Rick Stockton

Central Office - Project 86

Funds personnel to manage districtwide employee benefits and safety programs such as worker's compensation, fire marshal compliance, property and vehicle insurance, self-funded health insurance program, employee injury investigations, and 457 and 403(b) alternate retirement plans.

Benefits & Risk Management Performance Measures	Plan Year 2008	Plan Year 2009	Plan Year 2010	Plan Year 2011	Plan Year 2012
Self-Insurance Plan Loss Ratio (Expense to Income)	-10.65%	-11.24%	-11.28%	-10.96%	Ended 12/31/11
Total Incident Reports	397	494	546	681	687
Workers Comp Claims	230	221	215	235	240
Reports Resulting in Claims	58%	45%	39%	35%	35%

Associate Superintendent of School Administration

Dr. Jan Marek

Mission Statement

School Administration provides support and leadership for our students, schools, and community to facilitate a positive and safe environment for learning.

Vistas High School of Choice - Ms. Peggy Ekster

12550 Bammel N. Houston, Houston, Texas 77066 - Project 61

Provides an alternative educational setting for high school students needing credit recovery options and acceleration, smaller and individualized learning environment, requiring flexible scheduling and extended hours, or students seeking early graduation.

Mission Statement

In order to achieve success, the Vistas community is committed to a relevant and rigorous curriculum and the development of relationships, responsibilities, and respect for self and others.

Vistas High School of Choice	2008-09	2009-10	2010-11	2011-12	2012-13
Students Served (Grades 9-12)	204	208	198	148	199
Number of Seniors Enrolled	129	101	96	110	101
Students Successfully Completing Program	81	78	51	83	83
Percentage of Completion	63%	77%	53%	75%	82%

Disciplinary Alternative Education Program (DAEP) - Mr. Kim Kaufman

Klein Alternative Education Center - Project 62

Provides the district alternative educational setting for elementary, intermediate and high school students required by Texas Education Code 37.008 as a result of disciplinary infractions of the Student Code of Conduct. A comprehensive instructional and counseling program is provided to each student.

Mission Statement

Klein ISD Alternative Classes will provide instruction of state curriculum that includes the same essential elements as instruction given at other campuses within the district. The faculty and staff will provide a supervised, structured, and positive environment. We will encourage our students to succeed academically and develop positive attitudes, values, and life coping skills for good citizenship. This mission will be accomplished with the cooperation of parents, teachers and support staff, administrators, and the Board of Trustees of Klein Independent School District.

Disciplinary Alt. Education Prog. (DAEP)	2008-09	2009-10	2010-11	2011-12	2012-13
Students Served (Grades 5-12)	575	498	532	593	627

Mail Room/Copy Center - Ms. Julie Carraway

Central Office - Project 81

Receive, sort, and prepare for distribution all U.S. and inter-district mail, and provide reproduction services to the Klein Central Office, Klein Instructional Center, and Klein Annex.

Mail Room/Copy Center Performance Measures	2008-09	2009-10	2010-11	2011-12	2012-13
Reproduction	1,119,048	1,012,282	855,553	918,653	836,073
Metered Mail	150,619	111,158	122,858	118,954	125,283

School Administration - Dr. Jan Marek

Central Office - Project 85

Funds supervision and monitoring of the administrative operation of all district campuses including the coordination of discipline, facilitation of written guidelines, and administrative recruitment and leadership.

School Administration Performance Measures	2008-09	2009-10	2010-11	2011-12	2012-13
District Rating	Recognized	Recognized	Recognized	Recognized*	Met Standard
Percentage of Attendance	95.5%	96.1%	95.9%	95.9%	96.0%
In School Suspensions	16,570	16,115	18,226	18,308	17,368
Out of School Suspensions	7,332	6,742	6,236	6,342	5,620
Expulsions to DAEP	669	510	533	622	676
Expulsions to JJAEP	77	164	103	142	70

* The 2010-2011 AEIS District Ratings were carried forward to 2011-12 due to state-mandated standardized testing and accountability rating system changes.

Associate Superintendent of Financial Services

Mr. Thomas Petrek, CPA, RTSBA

Mission Statement

The Financial Services Department, dedicated to the Klein ISD community, serves with integrity to achieve excellence in accountability of all resources through leadership, guidance, compliance, and open communication.

Tax Office - Mr. Allan Mielsch

Central Office - Project 88

Responsible for managing tax-foreclosed properties, maintaining the tax file database, and collection of all local property taxes.

Tax Office Performance Measures	2008-09	2009-10	2010-11	2011-12	2012-13
Total Current Levy Tax Collection	99.31%	99.50%	99.69%	99.68%	99.88%
FIRST Rating	Superior	Superior	Superior	Superior	TBD

Financial Services - Mr. Thomas Petrek

Central Office - Project 90

This budget incorporates the various departments responsible for accounting, budget, fixed assets, and purchasing.

Financial Services Performance Measures	2008-09	2009-10	2010-11	2011-12	2012-13
ASBO Meritorious Budget Award	Yes	Yes	Yes	Yes	Yes
GFOA Distinguished Budget Award	Yes	Yes	Yes	Yes	Yes
GFOA Certificate of Achievement	Yes	Yes	Yes	Yes	TBD
ASBO Certificate of Excellence	Yes	Yes	Yes	Yes	TBD
FIRST Rating	Superior	Superior	Superior	Superior	TBD

Payroll Services - Ms. Tonya Little

Central Office - Project 91

Responsible for the collection of data received from Human Resources to process payroll and work with Pentamation to generate requested reports from district staff.

Payroll Services Performance Measures	2008-09	2009-10	2010-11	2011-12	2012-13
Number of Checks Processed*	29,608	26,564	24,803	5,194	6,401
Number of Vouchers Processed	119,942	127,522	135,907	148,183	150,874

* A districtwide change in 2010-2011 to direct deposit resulted in a substantial reduction of paper checks processed.

Warehouse Services - Mr. Allan Westmoreland

Central Office - Project 93

Responsible for centralized receiving and shipping, records management, textbook custodian, surplus furniture and equipment, disposal of fixed assets, and intra-district mail routes.

Warehouse Services Performance Measures	2008-09	2009-10	2010-11	2011-12	2012-13
Warehouse Stock Inventory	\$ 814,147	\$ 771,540	\$ 687,113	\$ 674,270	\$ 550,402
Total Warehouse Orders Filled	5,777	5,686	5,498	5,794	5,995
FIRST Rating	Superior	Superior	Superior	Superior	TBD

Districtwide/Other - Mr. Thomas Petrek

Central Office - Project 99

This budget provides for items that serve the entire district such as fees for legal and audit services, Harris County Appraisal District services, and debt service payments for contractual obligations, and arbitrage consultation.

Districtwide/Other - Mr. Thomas Petrek Performance Measures	2008-09	2009-10	2010-11	2011-12	2012-13
Total Tax Collections (Current and Prior Years)	100.48%	100.44%	99.96%	100.84%	101.28%
FIRST Rating	Superior	Superior	Superior	Superior	TBD

Districtwide/Employee Benefits - Mr. Thomas Petrek

Central Office - Project 9F

This budget provides for employee benefits such as TRS On-Behalf payments, workers' compensation, unemployment compensation, service and attendance bonuses, and the catastrophic sick leave bank.

Mission Statement

The Klein Independent School District, proud of its heritage and embracing the future, seeks to help students become skillful, active, reflective, self-disciplined, and honorable members of their communities through engaging learning experiences in a safe and nurturing environment.

Districtwide/Employee Benefits Performance Measures	2008-09	2009-10	2010-11	2011-12	2012-13
Total No. of Employees in TRS	5,667	5,621	5,700	5,607	5,759
Total Number of New Hires	428	878	760	511	864
Teacher Turnover Rate	11.2%	10.1%	9.0%	11.2%	N/A
Employee Benefits as Percentage of Salaries	15.8%	16.2%	17.2%	15.8%	15.1%

Associate Superintendent of Facilities

Mr. Robert Robertson

Mission Statement

The Facility and School Services Department, a versatile team, strives to enhance Klein ISD educational goals by providing quality facilities and support services to ensure comfortable, safe, clean, secure, efficient, and caring learning environments.

North Transportation Center - Mr. Steve Williams

Central Office - Project 72

Funds all operational costs to provide student transportation and maintain the bus fleet.

North Transportation Center Performance Measures	2008-09	2009-10	2010-11	2011-12	2012-13
Regular Program Annual Miles	2,106,709	1,893,796	1,162,168	1,196,357	1,293,145
Special Program Annual Miles	642,443	630,460	453,186	427,895	444,891
Average Daily Ridership	15,273	14,024	8,974	9,024	9,656

South Transportation Center - Mr. Steve Williams

Central Office - Project 75

Funds all operational costs to provide student transportation and maintain the bus fleet.

South Transportation Center Performance Measures	2008-09	2009-10	2010-11	2011-12	2012-13
Regular Program Annual Miles	-	-	522,133	537,494	580,978
Special Program Annual Miles	-	-	203,605	192,243	199,878
Average Daily Ridership	-	-	4,032	4,054	4,338

Facility & School Services Administration - Mr. Robert Robertson

Central Office - Project 89

Funds operating and personnel expenses for the administration and construction/planning services.

Facility & School Services Admin. Performance Measures	2008-09	2009-10	2010-11	2011-12	2012-13
Total Districtwide Square Footage	6,638,813	6,810,854	7,169,458	7,302,070	7,617,972
Total Construction In Progress	\$108,163,941	\$94,536,728	\$132,292,100	\$163,426,106	\$128,921,058
Total Maintenance Work Orders	26,509	25,782	23,707	21,828	20,271
Total Transportation Mileage	2,106,709	1,893,796	1,684,301	1,733,850	1,874,123

Plant Operations - Mr. Willie Huggins

Multipurpose Center - Project 92

Funds operating and personnel expenses for districtwide custodial services.

Plant Operations Performance Measures	2008-09	2009-10	2010-11	2011-12	2012-13
Total Districtwide Square Footage	6,638,813	6,810,854	7,169,458	7,302,070	7,617,972
Personnel Cost Per Square Foot	\$1.28	\$1.18	\$1.06	\$0.98	\$0.99
Average Square Foot Per Custodian	18,518	20,331	22,979	23,404	23,585

Plant Maintenance - Mr. August Wunderlich

Central Office - Project 94

Funds operating and personnel expenses for maintaining districtwide facilities.

Plant Maintenance Performance Measures	2008-09	2009-10	2010-11	2011-12	2012-13
Total Maintenance Work Orders	26,509	25,782	23,707	21,828	20,271
Lines of Parts	32,791	29,129	30,387	25,434	24,978
Lines of Labor	44,503	39,493	29,608	25,874	24,781
Total Maintenance Costs Per Square Foot	\$0.93	\$0.96	\$0.90	\$0.90	\$0.83
Personnel Cost Per Square Foot	\$0.76	\$0.75	\$0.70	\$0.65	\$0.63

Energy Management - Mr. Allan Scott

Central Office - Project 97

KISD Energy Management supports the KISD Mission by helping students and staff become knowledgeable, active, reflective, self-disciplined, and good stewards of our resources.

Energy Management Performance Measures	2008-09	2009-10	2010-11	2011-12	2012-13
Total Districtwide Square Footage	6,638,813	6,810,854	7,169,458	7,302,070	7,617,972
Average Utility Cost Per Square Foot	\$1.78	\$1.61	\$1.53	\$1.48	\$1.27
Average Kilowatt-Hours Per Square Foot	13.9	12.9	11.8	11.1	10.7

Associate Superintendent of Communication and Planning

Ms. Judith Rimato

Mission Statement

The purpose of the Klein ISD Communications and Planning Department is to build support for the district's mission by sharing good news, providing timely information, promoting positive networks, and establishing productive dialogues among stakeholders.

Communications & Planning - Ms. Judy Rimato

Central Office - Project 96

Funds personnel (including Klein Education Foundation staff), resources, and materials for planning, designing, writing and producing the district's newsletter, brochures, promotional videos, news releases, multi-media presentations and other publications.

Communications & Planning Performance Measures	2008-09	2009-10	2010-11	2011-12	2012-13
KleINTOUCH Electronic News Subscribers	19,000	19,250	19,351	20,780	17,962
Quarterly Newsletter Mailout	60,000	60,500	60,500	60,500	72,000
Klein Education Foundation Donations	\$171,869	\$128,681	\$144,833	\$148,402	\$51,084

Chief Technology Officer

Ms. Karen Fuller

Mission Statement

To increase student and staff productivity by assuring that all students and staff meet the state standards for technology applications for students and teachers. The district technology plan aligns with the state's long range plan for technology, the national education technology plan, E-Rate requirements, the Children's Internet Protection Act, and the No Child Left Behind requirements.

Information Technology - Ms. Karen Fuller

Network Operations Center - Project 71

Information Technology Performance Measures	2008-09	2009-10	2010-11	2011-12	2012-13
Total Number of District Computers	35,000	35,000	35,000	35,800	37,000
Total Number of IT Service Calls	25,692	32,908	36,089	38,169	31,127
Average Service Call Per Technician	571	731	768	830	635
Average Cost Per Service Call	\$152	\$121	\$115	\$130	\$166

The Klein Independent School District

Quality School Survey Report - Spring 2013

Introduction

In the spring of 2013, the Klein Independent School District (KISD) conducted its eighth annual district-wide quality survey in an effort to measure satisfaction with the services the district offers to key school and district stakeholders (students, teachers and staff members, and parents). The quality survey was administered to provide data for decision making and to provide stakeholders with the opportunity to present their views.

As noted in the district's Strategic Plan for Improvement 2013-2017, Strategy 4 dictates the following: "Establish and use best practices for continuous improvement". Action plan 4.1 for this strategy is to measure student, employee, community, and local university/college satisfaction for use in district continuous improvement. As a result, satisfaction surveys were administered to students, parents, teachers, and staff that elicited feedback regarding satisfaction levels with district services such as: student\teacher relations, security and maintenance, curriculum, quality education, compensation, co-workers, etc. Students and parents of students were selected to participate while full-time staff and teachers presently employed by the district were asked to participate in the survey.

With approval from Hawaii's Department of Education, Planning and Evaluation Office, the KISD Office for District Quality administered the first annual Quality School Survey (QSS) in 2006. The survey items on Hawaii's QSS comprise 9 dimensions "used to help schools with their annual standards implementation design" (Department of Hawaii, 2006). The first six dimensions (Standards Based Learning, Quality Student Support, Professionalism and Capacity of the System, Coordinated Team Work, Responsiveness of the System, and Focused and Sustained Action) provide schools with information for continuous improvement. The final three dimensions (Involvement, Satisfaction, and Safety and Well-Being) are non-learning/standard requirement measures that assess stakeholder involvement, satisfaction, and safety.

In addition to the 9 dimensions of quality, twelve survey items comprise a collective efficacy scale developed by Goddard, Hoy, and Woolfolk (2000), that refers to "the collective (not individual) capability of a group of teachers to influence student achievement", (p. 486). The items on the collective efficacy scale were administered to teachers focusing on their capability to influence student achievement and to district staff focusing on their ability to influence district success. The collective efficacy scale consists of 12 items measured on an interval scale with values ranging from 1 "Strongly Disagree" to 6 "Strongly Agree". A mean score of 4.12 on all 12 items would yield a standardized score of 500, which is average. Collective Teacher Efficacy is the result of the organization's climate that exists when the system and processes in place support teacher's collective belief that their efforts impact student achievement. Thus, if mean scores on the 9 dimensions of quality are high, it is highly likely that collective efficacy will also be high.

Two additional dimensions were added to assess communication and general satisfaction with pay, benefits, and opportunities for advancement (Research Questions). All survey participants received questions assessing this dimension. The section with research questions has been included to develop a dimension assessing stakeholder satisfaction with pay, benefits, and opportunities for advancement. Only district personnel received these questions on the survey. For a more detailed description of the dimensions.

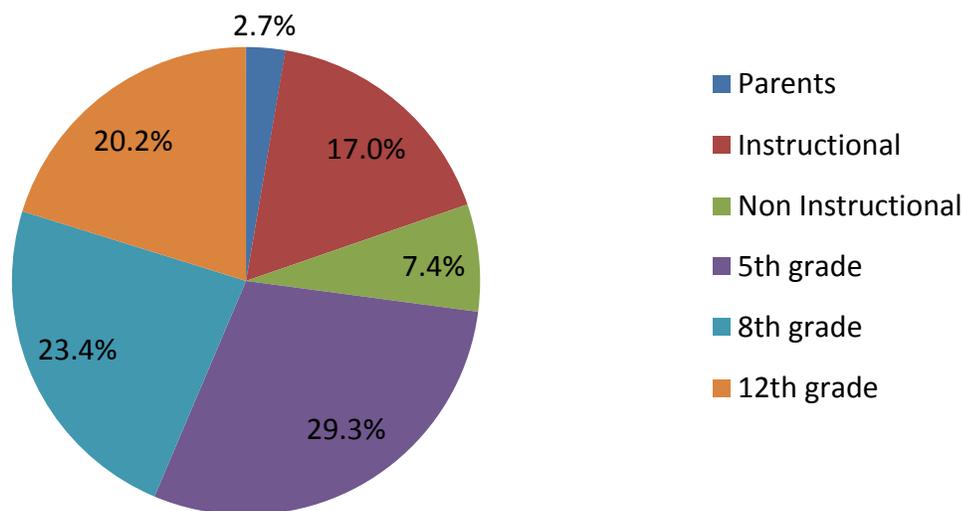
Purpose

This purpose of the Klein QSS is to help the district improve the quality of services provided to its key stakeholders. Data from the survey will be used to establish baseline student, parent, teacher, and staff level of quality and to serve as a tool to aid the campus and district's administration in decision-making regarding the overall goal of quality school improvement.

Target Population

The spring 2013 KISD QSS does not reflect nor was it intended to reflect the views of all stakeholders residing in the district's boundaries. Rather, it focuses on the responses of key randomly selected community stakeholders and the voluntary responses of district personnel and students all of which are at varying transition points and who are directly involved with the educational needs of the students. These stakeholders perform the daily operations on the campuses and in the district offices, and have a vested interest in the education of children. All of the aforementioned have a profound and significant effect on the type, progress, and quality of education in the KISD.

Figure 1. Distribution of Survey Participants by the Target Population, Spring 2013



Survey Results

The targeted population consisted of the following four groups of key stakeholders.

- Parents randomly selected based on the race/ethnic characteristics of their child;
- All students in grades 5, 8, and 12;
- Instructional staff (full-time) identified as teachers, principals, counselors, and librarians; and,
- Non-instructional staff (full-time) at the campus and district level.

Figure 1 displays the distribution of survey results by survey participant. The total number of survey participants in 2013 was 10,890, which represents a decrease of 932 participants from the 2012 total of 11,822. Students in the fifth grade (29.3% or 3,196) represented the largest number of participants, followed by eighth graders (23.4% or 2,547), twelfth graders (20.2% or 2,195), instructional staff (17.0% or 1,849), non-instructional staff (7.4% or 805) and parents (2.7% or 298).

Methods

For the 2013 Quality School Survey, the scale measuring the responses was consistent with the scale used since 2007 survey (interval level scale 1-6) in order to adequately address the type of analysis that would be conducted for the Collective Efficacy scale.

Corrections

Some errors were discovered for the prior year data. Corrections included the recoding of all negative worded items, the inclusion of corrected items within each Dimension, and the reporting of corrected means. For the years 2012 and 2013, all negative worded items were recoded. This recoding allows for a more accurate way to compare across the dimensions and scales when drawing conclusions amongst the various stakeholders.

Collective Efficacy was corrected for years 2010-2012. The computation of the mean and standardized score is now reflective of the directions given by the author of the Collective Efficacy Scale from The Ohio State University. It is also important to note that one of the 12 items in the Collective Efficacy scale was inadvertently left off the survey of instructional staff for the 2013 school year. Thus, the Collective Efficacy means and standardized scores was based on 11 items instead of 12 for the 2013 school year.

Results

The findings are based on the analysis of the responses of the KISD eighth annual QSS, which was administered during February and March to students, parents, campus instructional and non-instructional staff, and district staff. The following are highlights of the results.

Dimensions

- Overall, the results across all dimensions were well above average (3.50).
- Scores on the Standards-Based Learning Dimension ranged from a low of 3.76 for twelfth students to a high of 5.03 for instructional staff.
- On the Quality Student Support Dimension, scores ranged from a low of 3.80 for eighth grade students to a high of 4.83 for parents.
- On the Professionalism and Capacity of the System Dimension, scores ranged from a low of 3.86 for twelfth grade students to a high of 5.38 for fifth grade students.
- Scores on the dimension Coordinated Team Work ranged from a low of 3.85 for eighth grade students to a high of 4.82 for parents.
- Instructional staff (4.90) had the highest average on the Responsiveness of the System Dimension followed by parents (4.78) and non-instructional staff (4.70).
- On the dimension Focused and Sustained Action, students in the twelfth grade reported the lowest average of 3.92 points while fifth grade students had the highest average score (5.21).
- Twelfth grade students (3.69) had the lowest average score on the Involvement Dimension while non-instructional staff had the highest score of 4.93 points.
- On the Satisfaction Dimension, twelfth grade students (3.70) had the lowest average score while non-instructional staff had the highest average score (5.09).
- The scores on the Student Safety and Well-Being Dimension ranged from 3.66 to 4.85 points with non-instructional staff having the highest score and twelfth grade students having the lowest score.

Communication

- Parents (4.72) had the highest average level of satisfaction with the district's level of Communication followed by instructional staff (4.27) and non-instructional staff (4.14).

Research Questions

- The non-instructional staff (4.40) had the highest average among the general Research Questions followed by the instructional staff (3.69).

Collective Efficacy

- The average score for the Collective Efficacy survey items for teachers was 4.54, which yielded a standardized score of 565.70 suggesting that the Collective Efficacy for teachers is slightly above average. As for the non-instructional staff, the average score on the Collective Efficacy survey items was 4.58 which yielded a standardized score of 571.90 which indicates that Collective Efficacy is also slightly above than the average.

Concluding Remarks

The information provided as a result of the eighth annual KQSS will allow the district to make decisions in a fact-based context, and allow stakeholder satisfaction to help move the district forward. By addressing the concerns and areas for improvement and reviewing the data in the full report, the KISD will maximize student, teacher/staff, and parent satisfaction and therefore productivity and involvement. Though levels of performance in some areas are strong and improvement is needed in others, the key is to keep the improvement process moving forward. This study should be viewed as an ongoing step in the total quality improvement process. Now that the KISD has reliable data on satisfaction, the district, campuses, staff, and parents can continue to make a concerted effort to move forward, working towards solutions to the issues revealed in the survey.

Through continuous improvement, follow-up studies will document progress, highlight areas where improvement is occurring, and revisit the priorities for change. In summary, the KISD is very encouraged by these results and motivated to keep the quality process moving in the entire district.



2011-2012 DISTRICT STATUS DETAIL

Name: KLEIN ISD(101915)	Publication Level 1: 6/21/2013 3:05:18 PM
Status: Passed	Publication Level 2: 9/12/2013 6:29:59 PM
Rating: Superior Achievement	Last Updated: 9/12/2013 6:29:59 PM
District Score: 70	Passing Score: 52

#	Indicator Description	Updated	Score
1	<u>Was The Total Fund Balance Less Nonspendable and Restricted Fund Balance Greater Than Zero In The General Fund?</u>	4/26/2013 5:10:03 PM	Yes
2	<u>Was the Total Unrestricted Net Asset Balance (Net of Accretion of Interest on Capital Appreciation Bonds) In the Governmental Activities Column in the Statement of Net Assets Greater than Zero? (If the District's 5 Year % Change in Students was 10% more)</u>	4/26/2013 5:10:04 PM	Yes
3	<u>Were There No Disclosures In The Annual Financial Report And/Or Other Sources Of Information Concerning Default On Bonded Indebtedness Obligations?</u>	4/26/2013 5:10:04 PM	Yes
4	<u>Was The Annual Financial Report Filed Within One Month After November 27th or January 28th Deadline Depending Upon The District's Fiscal Year End Date (June 30th or August 31st)?</u>	4/26/2013 5:10:04 PM	Yes
5	<u>Was There An Unqualified Opinion in Annual Financial Report?</u>	4/26/2013 5:10:05 PM	Yes
6	<u>Did The Annual Financial Report Not Disclose Any Instance(s) Of Material Weaknesses In Internal Controls?</u>	4/26/2013 5:10:05 PM	Yes
			1 Multiplier Sum
7	<u>Was The Three-Year Average Percent Of Total Tax Collections (Including Delinquent) Greater Than 98%?</u>	4/26/2013 5:10:05 PM	5
8	<u>Did The Comparison Of PEIMS Data To Like Information In Annual Financial Report Result In An Aggregate Variance Of Less Than 3 Percent Of Expenditures Per Fund Type (Data Quality Measure)?</u>	4/26/2013 5:10:06 PM	5
9	<u>Were Debt Related Expenditures (Net Of IFA And/Or EDA Allotment) < \$350.00 Per Student? (If The District's Five-Year Percent Change In Students = Or > 7%, Or If Property Taxes Collected Per Penny Of Tax Effort > \$200,000 Per Student)</u>	4/26/2013 5:10:06 PM	5
10	<u>Was There No Disclosure In The Annual Audit Report Of Material Noncompliance?</u>	4/26/2013 5:10:06 PM	5
11	<u>Did The District Have Full Accreditation Status In Relation To Financial Management Practices? (e.g. No Conservator Or Monitor Assigned)</u>	4/26/2013 5:10:07 PM	5
12	<u>Was The Aggregate Of Budgeted Expenditures And Other Uses Less Than The Aggregate Of Total Revenues, Other Resources and Fund Balance In General Fund?</u>	4/26/2013 5:10:07 PM	5
13	<u>If The District's Aggregate Fund Balance In The General Fund And Capital Projects Fund Was Less Than Zero, Were Construction Projects Adequately Financed? (To Avoid Creating Or Adding To The Fund Balance Deficit Situation)</u>	4/26/2013 5:10:08 PM	5

14	<u>Was The Ratio Of Cash And Investments To Deferred Revenues (Excluding Amount Equal To Net Delinquent Taxes Receivable) In The General Fund Greater Than Or Equal To 1:1? (If Deferred Revenues Are Less Than Net Delinquent Taxes Receivable)</u>	4/26/2013 5:10:08 PM	5
15	<u>Was The Administrative Cost Ratio Less Than The Threshold Ratio?</u>	4/26/2013 5:10:08 PM	5
16	<u>Was The Ratio Of Students To Teachers Within the Ranges Shown Below According To District Size?</u>	4/26/2013 5:10:08 PM	5
17	<u>Was The Ratio Of Students To Total Staff Within the Ranges Shown Below According To District Size?</u>	4/26/2013 5:10:09 PM	5
18	<u>Was The Decrease In Undesignated Unreserved Fund Balance < 20% Over Two Fiscal Years?(If Total Revenues > Operating Expenditures In The General Fund,Then District Receives 5 Points)</u>	4/26/2013 5:10:10 PM	5
19	<u>Was The Aggregate Total Of Cash And Investments In The General Fund More Than \$0?</u>	4/26/2013 5:10:10 PM	5
20	<u>Were Investment Earnings In All Funds (Excluding Debt Service Fund and Capital Projects Fund) Meet or Exceed the 3-Month Treasury Bill Rate?</u>	4/26/2013 5:10:10 PM	5
			70 Weighted Sum
			1 Multiplier Sum
			70 Score

DETERMINATION OF RATING

A.	Did The District Answer 'No' To Indicators 1, 2, 3 Or 4? OR Did The District Answer 'No' To Both 5 and 6? If So, The District's Rating Is Substandard Achievement .	
B.	Determine Rating By Applicable Range For summation of the indicator scores (Indicators 7-20)	
	Superior Achievement	64-70
	Above Standard Achievement	58-63
	Standard Achievement	52-57
	Substandard Achievement	<52

INDICATOR 16 & 17 RATIOS

Indicator 16	Ranges for Ratios		Indicator 17	Ranges for Ratios	
	Low	High		Low	High
District Size - Number of Students Between			District Size - Number of Students Between		
< 500	7	22	< 500	5	14
500-999	10	22	500-999	5.8	14
1000-4999	11.5	22	1000-4999	6.3	14
5000-9999	13	22	5000-9999	6.8	14
=> 10000	13.5	22	=> 10000	7.0	14

Source: Audit Home Page: [School Financial Audits](http://tuna.tea.state.tx.us/First/forms/Main.aspx), TEA <http://tuna.tea.state.tx.us/First/forms/Main.aspx>



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Klein ISD School Calendar

2013 - 2014

August 20 through 23	Staff Development Days
August 24	SUMMER HIGH SCHOOL GRADUATION, 2013
August 26	FIRST DAY OF CLASSES
September 2	Labor Day Holiday
October 14	Student Holiday/Staff Development Day/ Elementary Parent Conference Day
November 25 - 26	Staff Development Day/Student Holiday
November 27 - 29	Thanksgiving Holidays
December 23 - January 3	Christmas/Winter Holidays
January 6	Classes Resume
January 16	END OF FIRST SEMESTER
January 17	Staff Development Day/Student Holiday
January 20	Martin Luther King Holiday
January 21	SECOND SEMESTER BEGINS
March 10 - 14	Spring Break
April 17	Staff Development Day/Student Holiday
April 18	Easter Break
May 26	Memorial Day Holiday
June 5	LAST DAY OF CLASSES
June 6	Staff Development Day
June 7	HIGH SCHOOL GRADUATION

August 2013

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2013

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2013

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2013

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2013

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2014

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Grading Periods

ELEMENTARY Grades Pre-K - 5	SECONDARY Grades 6 - 12
Dates of Nine-Week Grading Periods	Dates of Six-Week Grading Periods
First Semester	First Semester
Aug. 26– Oct. 25, 2013 43)	Aug. 26 - Oct. 4, 2013 29)
Oct. 28 - Jan. 16, 2014 44) 87	Oct. 7 - Nov. 15, 2013 29)
	Nov. 18 - Jan. 16, 2014 29) 87
Second Semester	Second Semester
Jan. 21 - March 28, 2014 44)	Jan. 21 - Feb. 28, 2014 29)
March 31 - June 5, 2014 46) 90	March 3 - April 16, 2014 28)
	April 21 - June 5, 2014 33) 90
Total Days for Students 177	Total Days for Students 177

School Hours

School Level	Instructional Day	Teacher Day on Campus
High School	7:25 a.m. – 2:25 p.m.	7:10 a.m. – 2:40 p.m.
Intermediate School	8:55 a.m. – 3:55 p.m.	8:40 a.m. – 4:10 p.m.
Klein Intermediate	8:55 a.m. – 4:25 p.m.	8:40 a.m. – 4:40 p.m.
Wunderlich Intermediate	8:55 a.m. – 4:25 p.m.	8:40 a.m. – 4:40 p.m.
Elementary School	8:15 a.m. – 3:15 p.m.	7:50 a.m. – 3:20 p.m.

*Morning Prekindergarten 8:15 a.m. – 11:05 a.m.
 *Afternoon Prekindergarten 12:25 p.m. – 3:15 p.m.

*Student must meet specific guidelines in order to qualify.

Inclement weather make-up days for students will be chosen from among the following dates:

- October 14, 2013 • November 25 - 26, 2013 • January 17, 2014
- April 17, 2014 • June 6, 2014

February 2014

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2014

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2014

M	T	W	T	F	S
	1	2	3	4	5
6	7	8	9	10	11
12	13	14	15	16	17
18	19	20	21	22	23
24	25	26	27	28	29
30					

May 2014

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2014

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 2014

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Calendar Design by Region 4 Education Service Center

District Area Economy

Employment generators in the Klein ISD are emanating predominately from the service sector, particularly educational and medical, as well as professional, management and administrative services. Much of the future land use that was designated for residential is converting to commercial uses – partially for offices for medical and financial services. Acceleration of jobs in these service sectors, largely associated with expanding energy office complexes in and around The Woodlands and Spring ISD, places the Klein ISD in a key residential location for these added jobs.

Source: 2013 PASA Demographic Study - <http://www.kleinisd.net/default.aspx?name=bond.demostudy>

Exxon Mobil has begun construction on a 385 acre building project just south of The Woodlands, next to Interstate 45 and the Hardy Toll Road, by the border of Harris and Montgomery Counties. This move to The Woodlands by the biggest U.S oil and natural gas company could result to extreme changes for Houston's real estate and job markets. The new building will be approximately 3 million square feet, consisting of 20 low-rise office buildings, a wellness center, a laboratory, multiple parking garages, a training center, conference rooms, and child care facilities. Local officials believe that the area is already beginning to see the positive economic effects the opening will have on nearby economy and Exxon officials say that the long-term effects could be tremendous.

Source: Business Wire - <http://www.businesswire.com/news/home/20110607006689/en/ExxonMobil-Consolidate-Houston-Offices-Campus>

The Woodlands Area, which includes the cities of Shenandoah and Oak Ridge North as well as the master-planned community of The Woodlands, has enjoyed unprecedented commercial growth in the last several years. Approximately 5,100 businesses are located in the area, ranging from owner-operated establishments to national corporate headquarters. South Montgomery County is home to a range of leading companies, including Anadarko Petroleum Corporation, Aon Hewitt, CB&I, Chevron Phillips Chemical Company, Halliburton Security DBS, Baker Hughes, Huntsman Petrochemical Corporation, Lexicon Pharmaceuticals, Maersk Line, McKesson Specialty Health, Talisman Energy USA and Waste Connections, Inc.

Source: Economic Development Partnership - http://www.edpartnership.net/business_climate.html

David Wayne Hooks Airport, a privately owned public-use general aviation facility located in the District, was designed and engineered by Charles G. Hooks, Jr. Hooks Airport was founded in 1963 and is one of the largest private airports in the United States. The airport contains various businesses that generate approximately 225 jobs supporting more than 275,000 aircraft movements per year. Hooks Airport's products and services include fueling, ground handling, passenger services, maintenance, aircraft sales and charter.

Source: David Wayne Hooks Airport - <http://www.hooksairport.com/>

George Bush Intercontinental Airport/Houston, which is outside the District but located nearby in the North Belt area, currently has five operating terminals that accommodate thirty major passenger and cargo airlines. Approximately 39,891,000 passengers were deplaned and enplaned in 2012 compared to 40,187,000 passengers during 2011. This represents a 0.7% decrease of passengers. The downturn in the world economy and fluctuating fuel prices have all played a role in creating the overall decrease in the demand for air travel over the past five years.

Source: Houston Airport System - <http://www.fly2houston.com/TrafficStats>

Employment Data

	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Harris County					
Population	3,938,580	4,034,866	4,092,459	4,180,894	4,253,700
Labor Force	1,930,853	1,980,878	2,016,725	2,052,111	2,088,269
Employment	1,837,919	1,832,352	1,844,678	1,883,833	1,945,614
Per Capita Personal Income	\$51,137	\$43,866	\$45,991	\$48,935	*
Unemployment	92,934	148,526	172,047	168,278	142,655
Unemployment Rate	4.8%	7.5%	8.5%	8.2%	6.8%
State of Texas					
Population	24,309,039	24,801,761	25,145,561	25,631,778	26,059,203
Labor Force	11,650,935	11,968,709	12,281,023	12,484,241	12,597,465
Employment	11,076,376	11,070,143	11,273,239	11,493,519	11,742,600
Per Capita Personal Income	\$39,615	\$36,595	\$38,222	\$40,147	\$41,471
Unemployment	574,559	898,566	1,007,784	990,722	854,865
Unemployment Rate	4.9%	7.5%	8.2%	7.9%	6.8%

Source: Texas Workforce Commission (Unadjusted) <http://www.tracer2.com/cqi/dataanalysis/?PAGEID=94>

* Information Not Available

Institutions of Higher Learning

In addition, the following major colleges and universities are located within a 100-mile radius of the District.

Baylor College of Medicine	Houston, Texas
Blinn College	Brenham, Texas Bryan, Texas
Houston Baptist University	Houston, Texas
Houston Community College	Houston, Texas
Lee College	Baytown, Texas Crosby, Texas
Lone Star College	Cypress, Texas Houston, Texas Kingwood, Texas The Woodlands, Texas Tomball, Texas
Prairie View A&M University	Prairie View, Texas
Rice University	Houston, Texas
San Jacinto College	Houston, Texas Pasadena, Texas
Sam Houston State University	Huntsville, Texas
Texas A&M University	College Station, Texas
Texas A&M University at Galveston	Galveston, Texas
Texas Southern University	Houston, Texas
Texas Woman's University	Houston, Texas
University of Houston	Clear Lake, Texas Houston, Texas
University of St. Thomas	Houston, Texas
University of Texas Medical Branch	Galveston, Texas
University of Texas Health Science Center	Houston, Texas

Miscellaneous Klein Area Statistics

Number of Fire Stations	7 – Klein Volunteer Fire Department
Number of Police Stations	2 – Precinct 4 and Klein ISD Police Department
Number of Parks	3 – Meyer Park (286 acres); Collins Park (55 acres); Klein Park (7 acres)
Libraries	1 – Barbara Bush Library at Cypress Creek (174,757 collection; 1,297,303 circulation; 88,768 registered borrowers) <i>Most recent data available: FY 2010</i>

Source: Harris County Public Library - <http://www.hcpl.net/location/barbara-bush-branch-library-cypress-creek>

**Klein Independent School District
General Obligation Bonds
Bond Sales Data**

Sale Date	Sale Amount		Successful Bidder/Purchaser	Net Effective Interest Rate	Ratings	
					Moody's	Standard & Poor's
08/01/03	38.3	Million ^(a)	First Southwest Company	3.726117%	Aaa	AAA
01/01/05	58.0	Million	Wells Fargo Bank N.A.	4.500762%	Aaa	AAA
09/01/05	64.5	Million ^(b)	First Southwest Company	3.824924%	Aaa	AAA
02/01/06	53.0	Million	Morgan Stanley & Co., Inc.	4.483942%	Aaa	AAA
01/01/07	45.0	Million	UBS Securities LLC	4.244525%	Aaa	AAA
01/01/08	32.0	Million	Morgan Stanley & Company, Inc.	4.400116%	Aaa	AAA
07/31/08	184.905	Million ^(c)	First Southwest Company	4.869242%	Aaa	AAA
05/01/09	17.125	Million ^(d)	First Southwest Company	3.176353%	Aa2	AA
05/01/09	45.0	Million	First Southwest Company	4.633517%	Aa2	AA
05/01/10	38.135	Million	Morgan Keegan & Co., Inc.	3.459995%	Aaa	AAA
05/01/10	88.865	Million ^(e)	Morgan Keegan & Co., Inc.	3.778160%	Aaa	AAA
07/22/10	29.240	Million ^(f)	Morgan Keegan & Co., Inc. & Coastal Securities, Inc.	2.872988%	Aaa	AAA
05/01/11	83.900	Million	Banc of America Merrill Lynch	4.720682%	Aaa	AAA
04/01/12	57.000	Million	Morgan Keegan & Co., Inc.	3.912765%	Aaa	AAA
04/01/12	18.390	Million	Morgan Keegan & Co., Inc.	2.120977%	Aaa	AAA
04/01/13	79.305	Million	Raymond James & Assoc., Wells Fargo Bank N.A., Southwest Securities, Inc., Rice Financial Products Co., BOSC, Inc.	2.949174%	Aaa	AAA
04/01/13	27.480	Million	Raymond James & Assoc., Wells Fargo Bank N.A., Southwest Securities, Inc., Rice Financial Products Co., BOSC, Inc.	2.817542%	Aa1	AA

- (a) This refunding included a \$155,000 Capital Appreciation Bond that matured 8/1/2005, and \$35 million in new bonds.
- (b) This refunding includes a \$735,000 Capital Appreciation Bond that matured 8/1/2008, and does not include any new bonds.
- (c) This refunding includes \$166,325,000 new money bonds, \$1,675,000 premiums, and \$16,905,000 refunded bonds, for a total authorization of \$168,000,000 from the 2004 and 2008 elections.
- (d) Refunded bonds from prior sales including Unlimited Tax Schoolhouse Bonds from Series 1998 and 1999.
- (e) This series is comprised of taxable Build America Bonds, a program under the American Recovery and Reinvestment Act of 2009.
- (f) This refunding includes a \$795,000 Capital Appreciation Bond that matures 8/1/2015, and Unlimited Tax Schoolhouse Bond Series 2002, 2003, and 2003-A.

**Klein Independent School District
General Obligation Bonds
Principal and Interest Schedule as of September 1, 2013**

Year Ended August 31	Principal	Interest	Total	Percent Retire
2014	32,900,000	32,367,613	65,267,613	5.49%
2015	29,765,000	32,165,051	61,930,051	10.70%
2016	31,465,000	29,887,370	61,352,370	15.86%
2017	31,955,000	28,622,345	60,577,345	20.96%
2018	30,080,000	27,282,445	57,362,445	25.79%
2019	28,555,000	25,927,760	54,482,760	30.37%
2020	27,870,000	24,616,735	52,486,735	34.79%
2021	29,220,000	23,450,307	52,670,307	39.22%
2022	27,115,000	22,094,420	49,209,420	43.36%
2023	26,475,000	20,788,326	47,263,326	47.34%
2024	22,975,000	19,673,313	42,648,313	50.93%
2025	24,095,000	18,705,195	42,800,195	54.53%
2026	25,265,000	17,690,400	42,955,400	58.14%
2027	26,360,000	16,576,707	42,936,707	61.75%
2028	27,740,000	15,450,129	43,190,129	65.39%
2029	28,800,000	14,276,724	43,076,724	69.01%
2030	30,175,000	13,036,896	43,211,896	72.65%
2031	31,620,000	11,712,545	43,332,545	76.29%
2032	28,830,000	10,310,767	39,140,767	79.59%
2033	23,635,000	9,064,465	32,699,465	82.34%
2034	22,765,000	7,957,789	30,722,789	84.92%
2035	23,845,000	6,891,155	30,736,155	87.51%
2036	24,945,000	5,781,236	30,726,236	90.09%
2037	26,110,000	4,617,189	30,727,189	92.68%
2038	27,325,000	3,395,513	30,720,513	95.27%
2039	18,125,000	2,114,461	20,239,461	96.97%
2040	16,755,000	1,295,010	18,050,010	98.49%
2041	10,355,000	544,330	10,899,330	99.40%
2042	5,030,000	182,325	5,212,325	99.84%
2043	1,840,000	34,040	1,874,040	100.00%
	<u>\$ 741,990,000</u>	<u>\$ 446,512,561</u>	<u>\$ 1,188,502,561</u>	

Discussion

The District issued new Unlimited Tax Schoolhouse Bonds totaling \$34.015 million in April 2013. Unlimited Tax Refunding Bonds totaling \$72.770 were also issued for an interest savings of approximately \$5.8 million over the life of the debt.

Commonly Used Acronyms

ACT - American College Test	IDEA - Individuals with Disabilities Education Act
ADA - Average Daily Attendance	IFA - Instructional Facilities Allotment
AEIS - Academic Excellence Indicator System	ISD - Independent School District
AEP - Alternative Education Program	JROTC - Junior Reserve Officers' Training Corps
AP - Advanced Placement	KISD - Klein Independent School District
ARD - Admission, Review and Dismissal	KQSS - Klein Quality School Survey
ASATR - Additional State Aid for Tax Reduction	LEA - Local Educational Agencies
ASBO - Association of School Business Officials	LEP - Limited English Proficiency
ASF - Available School Fund	LFA - Local Fund Assignment
AVID - Advancement Via Individual Determination	M&O - Maintenance and Operations
BTIM - Beginning Teacher Induction and Mentoring	MOE - Maintenance of Effort
CTE - Career and Technology Education	NCLB - No Child Left Behind
DAEP - Disciplinary Alternative Education Program	OEYP - Optional Extended Year Program
DTR - District Tax Rate	PASA - Population and Survey Analysts
DCA - District Common Assessment	PBMAS – Performance-Based Monitoring Analysis System
EDA - Existing Debt Allotment	PEIMS - Public Education Information Management System
ELA - English Language Arts	PLC - Professional Learning Community
ELL - English Language Learner	PSF - Permanent School Fund
EOC - End of Course	QSCB - Qualified School Construction Bonds
ESEA - Elementary and Secondary Education Act	RPAF - Regular Program Adjustment Factor
ESL - English as a Second Language	SAT - Standardized Aptitude Test
FASRG - Financial Accountability System Resource Guide	SCE - State Compensatory Education
FAST - Financial Allocation Study for Texas	SHARS - School Health and Related Services
FIRST - Financial Integrity Rating System of Texas	STAAR - State of Texas Assessments of Academic Readiness
FSP - Foundation School Program	TAAS - Texas Assessment of Academic Skills
FTE - Full Time Equivalent	TAKS - Texas Assessment of Knowledge & Skills
GAAP - Generally Accepted Accounting Principles	TBSI - Technology Baseline Standards Initiative
GASB - Governmental Accounting Standards Board	TEA - Texas Education Agency
GFOA - Government Finance Officers Association	TEKS - Texas Essential Knowledge and Skills
HCAD - Harris County Appraisal District	TELPAS - Texas English Language Proficiency Assessment System
HGAC - Houston Galveston Area Council	TRS - Teacher Retirement System
I&S - Interest and Sinking	UIL - University Interscholastic League
IB - International Baccalaureate	WADA - Weighted Average Daily Attendance

Education Terms and Abbreviations

Academic Excellence Indicators System (AEIS): A system of indicators established by the Legislature and adopted by the State Board of Education to help determine the quality of learning on a campus and in a school district. The indicators include passing rates on the state assessment tests, attendance, graduation rates, dropout rates, and scores on college entrance exams. The state will assess district and school performance compared with state-level standards. AEIS is the foundation for a school district's accountability rating.

Accountability Ratings: The Accountability Ratings System rates campuses and districts as exemplary, recognized, acceptable, and low performing based on the percentage of students who pass the state assessment instruments and the dropout rate.

Accrue: To record revenues when earned or when levies are made, and to record expenditures as soon they result in liabilities, regardless of when the revenue is actually received or the payment is actually made. Sometimes, the term is used in a restricted sense to denote the recording of revenues earned but not yet due, such as accrued interest on investments and the recording of expenditures which result in liabilities that are payable in another accounting period, such as accrued interest on bonds.

Actual Tax Rate or Nominal Tax Rate: The tax rate adopted by school districts and used to calculate tax bills.

Adequate Yearly Progress (AYP): Adequate Yearly Progress is part of the federal No Child Left Behind Act. Under this legislation, states establish what each child must learn every year. Curriculum learning objectives are set in Texas through the Texas Education Agency. The indicators for AYP in Texas schools include the State of Texas Assessments of Academic Readiness (STAAR) and for the final year (2011-12) the Texas Assessment of Knowledge and Skills (TAKS) results for reading/English Language Arts (ELA) and mathematics at grades 3-8 and 10 for the following sub-groups: All students, African American, Hispanic, white, and economically disadvantaged students, Limited English Proficient and Special Education.

American Recovery and Reinvestment Act of 2009 (ARRA): Enacted by the 111th United States Congress, the ARRA is an act making supplemental appropriations for job preservation and creation, infrastructure investment, energy efficiency and science, assistance to the unemployed, and state and local fiscal stabilization, and for other purposes. ARRA ended on September 30, 2012.

Alternative Teacher Education Programs: Some institutions of higher education, education service centers, and large school districts have been approved by the State Board for Educator Certification to operate alternative programs of preparation for teachers and administrators. These programs involve university coursework or other professional development experiences, as well as intense mentoring and supervision during the candidate's first year in the role of educator. In addition, some regional education service centers offer alternative programs of preparation similar to the school-based programs.

Appropriation: An authorization granted by a legislative body to make expenditures and to incur obligations for specific purposes. An appropriation is usually limited in amount and as to the time when it may be expended.

Assessed Valuation: A valuation is set upon real estate or other property by the County Appraisal District to be used as a basis for levying taxes.

Association of School Business Officials International (ASBO): The Association of School Business Officials International, founded in 1910, is a professional association that provides programs and services to promote the highest standards of school business management practices, professional growth, and the effective use of educational resources.

Available School Fund (ASF): The ASF is made up of earnings from the Permanent School Fund, constitutionally dedicated motor-fuel taxes, and other miscellaneous revenue sources. The bulk of ASF revenue is distributed on a per-capita basis to all school districts. A portion provides funding for textbooks and technology.

Average Daily Attendance (ADA): A method of counting students for the purpose of providing state aid to school districts. Currently, Texas counts students in attendance each day and averages the attendance count over the year.

Balanced Budget: A budget with revenues equal to expenditures, and neither a budget deficit nor a budget surplus.

Basic Allotment: The basic allotment is the initial or starting number that, after adjustment, is used to calculate foundation program costs and state aid to school districts. The 2013-14 basic allotment is \$4,950 per student.

Bonds: (See "General Obligation Bonds")

Budget: A plan of financial operation embodying an estimate of proposed expenditures for a given period or purpose and the proposed means of financing them.

Campus or Campus Program Charter: A local school board may grant a charter to parents and teachers of a campus within the district if the board receives a petition signed by the parents of a majority of the students at the campus and a majority of teachers at the campus. The Texas Education Code also permits two or more campuses to form a cooperative charter program. Other charters are home-rule school district charters and open-enrollment charters.

Capital Appreciation Bond (CAB): A bond that is issued at a deep discount and does not have a stated coupon rate. Both principal and interest are due and payable at maturity.

Capital Assets (aka Fixed Assets): Capital assets are tangible in nature; long-lived (have a life of longer than one year); of a significant value at purchase or acquisition time; and are reasonably identified and controlled through a physical inventory system. They may include land, improvements to land, easements, buildings, building improvements, vehicles, machinery, furniture and other equipment which are intended to be held or used over a long period of time. "Fixed" denotes probability or intent to continue use of an asset and does not indicate immobility.

Caps: A general term that describes statutory limits on tax rates, revenues, or increases in school district expenditures.

Chapter 41: Chapter 41 of the Texas Education Code (TEC) makes provisions for certain school districts to share their local tax revenue with other school districts. Districts are designated as either property wealthy or property poor. The relative wealth of the school district is measured in terms of the taxable value of property that lies within the school district borders divided by the number of students in weighted average daily attendance (WADA). The funds that are distributed by the property-wealthy districts are "recaptured" by the school finance system to assist with financing of public education in school districts that are property poor.

Chapter 41 Options: In accordance with the provisions of TEC Chapter 41, a Chapter 41 district has five options available to reduce its property wealth per WADA. These may be exercised singly or in combination. Chapter 41 districts may choose to: (1) Consolidate with another district, (2) Detach property, (3) Purchase attendance credits from the state, (4) Contract to educate non-resident students from a partner district, and (5) Consolidate tax bases with another district.

CISD: Consolidated Independent School District.

Compensatory Education: The state compensatory education allotment provides additional financial support to school districts to teach educationally disadvantaged pupils and underachieving students. A program of compensatory education should provide additional services and instructional support, beyond the regular program, to help students compensate for academic deficiencies and may include programs for at-risk students. The allotment is based upon the number of students participating in the federal free or reduced-price lunch program.

Completion Rate: A longitudinal measure that shows the status of students expected to graduate, starting with their first attendance in ninth grade.

Comprehensive Annual Financial Report (CAFR): A financial report that encompasses all funds and component units of the government. The CAFR should contain (a) the basic financial statements and required supplementary information, (b) combining statements to support columns in the basic financial statements that aggregate information from more than one fund or component unit, and (c) individual fund statements as needed. The CAFR is the governmental unit's official

annual report and also should contain introductory information, schedules necessary to demonstrate compliance with finance-related legal and contractual provisions, and statistical data.

Conforming Textbook List: One of two lists to which the State Board of Education assigns textbooks it adopts. This list includes textbooks that address all of the adopted Texas Essential Knowledge and Skills (TEKS) for the subject and grade level and that meet applicable physical specifications. (See “Nonconforming Textbook List”)

Cost of Education Index (CEI) or Adjustment: An index the state uses to adjust the basic allotment to account for geographic or other cost differences beyond local school district control. The current index in the District is 1.16, and has not been updated since 1990.

County Appraisal District (CAD): Each county (some multi-counties) has established an appraisal district office that is responsible for maintaining taxable real and personal property records and placing a value on all property for taxation purposes. A chief appraiser, an individual appointed by an appraisal district board of directors, heads the CAD office. The appraisal district board is, in turn, elected by certain taxing entities.

Debt Service: (See “Interest and Sinking Fund”)

Disciplinary Alternative Education Programs (DAEP): The law requires school districts to set up an educational setting for students who engage in certain illegal conduct or for students who violate certain provisions of the school district’s code of conduct. The DAEP must provide for students’ educational and behavioral needs. Districts must allocate to a DAEP the same expenditure per student that would be allocated if the student were attending the regularly assigned program, including a special education program.

Distinguished Budget Presentation Award (Budget Awards Program): The Government Finance Officers Association (GFOA) established the Distinguished Budget Presentation Awards Program (Budget Awards Program) in 1984 to encourage and assist state and local governments to prepare budget documents of the very highest quality that reflect both the guidelines established by the National Advisory Council on State and Local Budgeting and the GFOA’s recommended practices on budgeting and then to recognize individual governments that succeed in achieving that goal. Documents submitted to the Budget Awards Program are reviewed by selected members of the GFOA professional staff and by outside reviewers with experience in public-sector budgeting.

District-Level Decision-Making Process: The school board annually approves district and campus performance objectives and assures that district and campus plans are mutually supportive and, at a minimum, meet the state’s educational goals. Each district has a district improvement plan that is developed, evaluated, and revised each year by the superintendent, with the assistance of the district-level decision-making committee.

Dropout Rate (Annual): The annual dropout rate is the count of all students identified as a dropout after being absent without an approved excuse or document transfer and does not return to school by the fall of the following year; or completes the school year but fails to re-enroll the following school year. The dropout rate is all official dropouts summed across all grades (7 through 12) divided by the number of students summed across all grades (7 through 12). The annual dropout rate is different than a longitudinal rate, which compares the number of students who began school together in the seventh grade and who eventually graduate.

Education Service Center (ESC): In 1967, twenty (20) state service centers were established by the Texas Legislature to provide school districts with professional development training and technical assistance that support statewide goals for school improvement.

Educator Certification: Every person certified to teach in Texas must hold a bachelor’s degree with coursework in three areas: (1) a broad general education, (2) an academic specialization(s), and (3) teaching knowledge and abilities. The exceptions to the degree requirement are certain career and technology certificates issued on the basis of work experience. Additionally, candidates for certification must demonstrate basic academic skills by passing tests in reading, mathematics, and writing before admission to a teacher-preparation program or must show evidence of these skills on other appropriate alternative assessments.

Effective Tax Rate: State law in Texas prescribes a formula for calculating the effective tax rate for districts. The net effect of the formula is to produce a tax rate that goes down when property values rise (and vice versa) to generate a rate that produces approximately the same revenue as the year before. The formula makes adjustments for additional debt service, newly annexed property, and newly constructed property. This tax rate is an important element of the annual Truth-in-taxation process.

English as a Second Language (ESL): The use or study of English by students who speak a different native language.

Equity: In school finance, the term generally refers to fair or equal distribution of resources for schooling, taking into account student differences and school district characteristics. The standard used by the Texas Supreme Court is a taxpayer equity standard, which means similar revenue for similar tax effort. In other words, the school finance system is to be property wealth neutral: a district's property tax base should have little or no impact on its ability to generate funding from the Foundation School Program.

Existing Debt Allotment (EDA) Program: The Existing Debt Allotment (EDA) program. The EDA provides tax rate equalization for local debt service taxes, operates without applications, and has no award cycles. Each school district is guaranteed a specified amount per student in state and local funds for each cent of tax effort to pay the principal of and interest on general obligation bonds. The district must have made a payment on the bonds on or before August 31, 2013. The current existing debt tax rate may not exceed \$0.29 per \$100 of valuation.

Foundation School Program (FSP): A program for the financial support of a basic instructional program for all Texas school children. Money to support the program comes from the Permanent School Fund, Available School Fund, Foundation School Fund, state general revenue, and local property taxes. The state establishes a foundation level and sets, for each district, a calculated contribution level called the local fund assignment (LFA). The greater a district's property wealth, the higher the LFA. State aid makes up the difference between the LFA and the foundation level. Currently, the FSP consists of three parts or tiers. The first tier provides funding for a basic program. The second tier provides a guaranteed-yield system so that school districts have substantially equal access to revenue sufficient to support an accredited program. The third tier equalizes debt service requirements for existing facilities debt.

Foundation School Program Tax Rate: This is the rate used in calculating state aid to school districts. It is calculated by dividing actual collections by the prior year's taxable value determined by the state property tax division of the state comptroller's office.

Full-Time Equivalent (FTE): Measures the extent to which one individual or student occupies a full-time position or provides instruction, e.g., a person who works four hours a day or a student that attends a half of a day represents a .5 FTE. When FTE counts are included in reports they represent the aggregate of all FTE percentages, e.g., if one teacher provides four hours of instruction and four others provide one hour, together they represent one FTE.

Fund: A fund is defined as a fiscal and accounting entity with a self-balancing set of accounts recording cash and other financial resources, together with all related liabilities and residual equities or balances, and changes therein, which are segregated for the purpose of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions, or limitations.

Fund Balance: Also known as "fund equity", is the difference between governmental fund assets and liabilities.

Fund Types: There are three types of funds. (1) **Governmental** funds are accounting segregations of financial resources; (2) **Proprietary** Fund reporting focuses on the determination of net income, changes in net assets (or cost recovery), financial position, and cash flows; and (3) **Fiduciary** fund reporting focuses on net assets and changes in net assets.

General Obligation Bonds: Negotiable coupon bonds for the construction, acquisition and equipping of school buildings; the acquisition of land; energy conservation measures; refinancing of property financed under a contract entered under Subchapter A, Chapter 271, Local Government Code that pledge the full faith and credit of the school district; and the purchase of new school buses. Such bonds may be issued in various series or issues with a maturity not to exceed 40 years (TEC 45.003). General obligation bonds are usually either term bonds or serial bonds.

Good to Great Program (GTG): The Good to Great Program, also known as the *Klein Forest High School Project*, was implemented in 2012-13 as a school reform initiative to prepare students for post high school success. The project has been broadened in 2013-14 to include all intermediate and elementary schools that feed into Klein Forest High School. Phase II will extend the school day by thirty (30) minutes at the intermediate schools as well as adding an instructional coach at each intermediate feeder campus and four additional teachers at each elementary campus within the Klein Forest feeder pattern.

Government Finance Officers Association (GFOA): An association of public finance professionals founded in 1906 as the Municipal Finance Officers Association. The GFOA has played a major role in the development and promotion of Generally Accepted Accounting Principles (GAAP) for state and local government since its inception, and has sponsored the Certificate of Achievement for Excellence in Financial Reporting Program since 1946 and the Distinguished Budget Presentation Award Program since 1984.

Grant: A contribution by one governmental unit to another. The contribution is usually made to aid in the support of a specified function (for example, special education), but it is sometimes also for general purposes.

Guaranteed Yield: The state specifies a revenue yield that it will guarantee in terms of revenue per student per penny of local tax effort. The districts adopt tax rates and levy taxes. The state makes up the difference between what each district levies locally per student and the guaranteed yield per student. High-wealth districts may raise all of their guaranteed-yield revenue from local tax sources. In Texas, this is commonly known as Tier Two in the Foundation School Program. The 2013-14 guaranteed yield is \$59.97 per weighted student. The second level of Tier Two funding provides a guaranteed yield of \$31.95 per weighted student.

Independent School District (ISD): The Texas Constitution permits the state Legislature to create school districts. Each district operates its schools and assesses property taxes within the district to support, in part, the schools. The term independent refers to the fact that the school district is not a part of city or county government and has independent budgeting and taxing authority. ISDs are governed by locally elected boards of trustees.

Individual Education Plan (IEP): A document required by federal law that details the special education requirements for each disabled student and explains how the school intends to address the student's needs. An IEP is intended to help ensure that disabled students have equal access to public education in the least restrictive environment.

Individuals with Disabilities Education Act (IDEA): The purposes of the Individuals with Disabilities Education Act (IDEA) are to: (1) ensure that all children with disabilities have available to them a free appropriate public education which emphasizes special education and related services designed to meet their unique needs; (2) ensure that the rights of children with disabilities and their parents or guardians are protected; (3) assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities; and (4) assess and ensure the effectiveness of efforts to educate children with disabilities.

Instructional Facilities Allotment (IFA): Since 1997, the IFA has provided funds to school districts to help pay for debt service. The mechanism for computing the state and local share of the IFA payment is a guaranteed-yield formula. Low-wealth school districts and school districts not already participating in the IFA program have priority in receiving IFA funding for construction or lease purchase of new instructional facilities.

Instructional Materials Allotment (IMA): Legislation from the 82nd Texas Legislature created the IMA for the purchase of instructional materials, technological equipment and technology-related services. A school district is entitled to an annual allotment from the state instructional materials fund for each student enrolled in the district on a date during the preceding school year specified by the commissioner.

Interest and Sinking Fund (I&S) Tax: Also called the debt service tax. A tax levied by school districts to pay for bonded indebtedness, usually for construction of facilities and other capital needs.

Juvenile Justice Alternative Education Program (JJAEP): In counties with populations greater than 125,000, the juvenile board must develop a juvenile justice AEP approved by the Texas Juvenile Probation Commission. In these larger counties, students who engage in conduct requiring expulsion under Chapter 37 of the Texas Education Code must be placed in a JJAEP.

Klein Forest High School Project: The Klein Forest High School Project, also known as the *Good to Great Program*, is a school reform initiative implemented in 2012-13 to prepare students for post high school success. The program strives to address staff and student shortcomings as well as community and stakeholder involvement, and to provide increased and priority-driven district oversight.

Limited English Proficient (LEP): An English Language Learner whose overall English proficiency in listening, speaking, reading, and writing is at the Intermediate or Advanced stages; students at this level are able to understand and be understood in many to most social communication situations, are gaining increased competence in the more cognitively demanding requirements of content areas, but are not yet ready to fully participate in academic content areas without linguistic support.

Local Fund Assignment (LFA): The portion of the foundation program allotment required to be paid by school districts using the local property tax. The greater the property wealth of the district, the higher the LFA and the lower the amount of state aid the district will receive. (See also Foundation School Program)

Maintenance and Operations (M&O) Tax: A local school district property tax rate that raises revenue to be used for any legal purpose to operate and maintain the district's schools.

Meritorious Budget Award (MBA): The Meritorious Budget Award was designed by the Association of School Business Officials International and school business management professionals to enable school business administrators to achieve a standard of excellence in budget presentation. The program helps school systems build a solid foundation in the skills of developing, analyzing, and presenting a budget. The Meritorious Budget Award is only conferred to school systems that have met or exceeded the Meritorious Budget Award Program Criteria.

Modified Accrual Basis of Accounting: Basis of accounting according to which (a) revenues are recognized in the accounting period in which they become available and measurable and (b) expenditures are recognized in the accounting period in which the fund liability is incurred, if measurable, except for unmatured interest on general long-term debt and certain similar accrued obligations, which should be recognized when due.

National School Lunch Program (NSLP): A federally assisted meal program operating in more than 101,000 public and non-profit private schools across the nation. The program was established under the National School Lunch Act, signed by President Harry Truman in 1946.

Nonconforming Textbook List: One of two lists to which the State Board of Education assigns textbooks it adopts. This list must include textbooks that address at least half of the adopted Texas Essential Knowledge and Skills (TEKS) for the subject and grade level and meet applicable physical specifications. (See "Conforming Textbook List")

Nondisciplinary Alternative Education Program (AEP): Many school districts establish nondisciplinary alternative education programs for dropout prevention and to address the unique needs of the small percentage of students who do not "fit" the traditional secondary schools. Districts must allocate to an AEP the same expenditure per student that would be allocated if the student were attending the regularly assigned program, including a special education program.

Permanent School Fund (PSF): The Permanent School Fund was created with a \$2,000,000 appropriation by the Texas Legislature in 1854 expressly for the benefit of the public schools of Texas. The Constitution of 1876 stipulated that certain lands and all proceeds from the sale of these lands should also constitute the PSF. Additional acts later gave more public domain land and rights to the PSF.

Personal Identification Database (PID): The Person Identification Database (PID) system is used by the Texas Education Agency (TEA) to manage and store identifying information on individuals who are reported to TEA through the Public Education Information Management System (PEIMS). The PID system includes records for students and teachers. The purpose of the PID system is to ensure that each time data is collected for the same individual, certain pieces of basic identifying information match.

Professional Learning Communities (PLC): Professional Learning Communities are comprised of a core group of academic teachers who work together, plan together, and provide a unique learning opportunity for students in all grade levels. The teachers provide a common road map for students assigned to this team. This safety net helps students achieve their goals.

Public Education Information Management System (PEIMS): A data management system that includes information on student demographics, performance, school district budgets, teacher salaries, etc. The information for PEIMS is transmitted from local school districts to the Texas Education Agency by the education service centers.

Public Information Act (PIA): PIA defines public information as information collected, assembled, or maintained under law or in connection with a governmental body's transaction of official business. PIA provides that public information must be made available to the public upon request during the normal business hours of the district, unless an exception applies that allows or requires that the information not be made public.

Refined Average Daily Attendance (ADA): Refined ADA is based on the number of days of instruction in the school year. The aggregate eligible days attendance is divided by the number of days of instruction to compute the refined average daily attendance.

Rollback: Rollback is a taxpayer relief mechanism that allows local voters to contravene the school board's maintenance and operations (M&O) tax rate if it exceeds a certain level. If the school board adopts an M&O tax rate that exceeds the rollback tax rate, the district must call an election so voters can determine whether to ratify the adopted tax rate. The rollback rate is equal to the tax rate that would provide the same local taxes and state aid per weighted average daily attendance as was available the previous year plus \$0.04. A tax rate that exceeds the rollback tax rate will automatically trigger an election to limit school taxes on a date not less than 30 days or more than 90 days after the tax rate is adopted. If the election to limit school taxes is successful, the tax rate the district may impose for the current year is limited to the calculated rollback tax rate.

School Board Authority: Statute gives local school boards the exclusive power and duty to govern and oversee the management of the public schools. Powers and duties not specifically delegated to the Texas Education Agency or the State Board of Education are reserved for local trustees.

State Board for Educator Certification (SBEC): SBEC is a quasi-independent body that gives educators more authority to govern the standards of their profession. SBEC regulates and oversees all aspects of the certification, continuing education, and standards of conduct of public school educators. As a state agency, SBEC is responsible for certification testing, accountability programs for educator preparation programs, and certification of teachers and administrators.

State Board of Education (SBOE): A 15-member body elected by general election (staggered, four-year terms) from various regions statewide to provide leadership and to adopt rules and policies for public education in the state. The board's primary responsibility is to manage the Permanent School Fund.

State of Texas Assessments of Academic Readiness (STAAR): The State of Texas Assessments of Academic Readiness (STAAR) assessment replaced the Texas Assessment of Knowledge and Skills (TAKS), in the 2011-2012 school year. STAAR contains five (5) end-of-course exams required for graduation in addition to grade 3-8 assessments mandated by HB 3 in the 2009 legislative session. The tests are significantly more rigorous than previous tests and measure a child's performance as well as academic growth.

Teacher Retirement System (TRS): TRS delivers retirement and related benefits authorized by law for members and their beneficiaries.

Technical Assistance Team (TAT): If a campus that is rated academically acceptable for the current school year would be rated as academically unacceptable if performance standards to be used for the following school year were applied to the current school year, the commissioner shall select and assign a technical assistance team. The TAT will assist the campus in executing a school improvement plan and any other school improvement strategies the commissioner determines appropriate.

Texas Assessment of Knowledge and Skills (TAKS): TAKS was a criterion-referenced test used in Texas schools between 2003 and 2011. It contained tests in reading in grades 3 through 9; language arts in grades 10 and 11; writing in grades 4 and 7; science in grades 5, 10, and 11; social studies in grades 8, 10, and 11; and mathematics in grades 3 through 11. The 11th grade exit-level test assesses English III, algebra I, geometry, biology, integrated chemistry and physics, early American and U.S. history, world geography, and world history. Beginning in 2011-2012, the STAAR test replaced the TAKS. (See “State of Texas Assessments of Academic Readiness”)

Texas Education Agency (TEA): The administrative and regulatory unit for the Texas public education system managed by the commissioner of education. TEA is responsible for implementing public education policies as established by the Legislature, State Board of Education, and commissioner of education.

Texas Essential Knowledge and Skills (TEKS): Subject-specific state learning objectives adopted by the State Board of Education. The State of Texas Assessments of Academic Readiness (STAAR) tests are aligned with the TEKS.

Texas Open Meetings Act (TOMA): TOMA makes school board meetings to discuss and decide public business accessible. The TOMA Decision requires governmental entities to provide prior public notice of what is to be discussed and where and when discussion will take place. Closed meetings are permitted only when specifically authorized by law. Civil and criminal penalties can result when a board violates provisions of this act.

Therapeutic Education Program (TEP): The Therapeutic Education Program (TEP) helps students acquire the academic, social, and behavioral skills necessary for improving general education participation. TEP serves kindergarten through twelfth grade in a comprehensive program that serves emotionally disturbed, learning disabled, and other health impairment students.

Tier One: State guaranteed basic funding allotments per student.

Tier Two: State guaranteed revenues per student per penny of local tax effort to provide operational funding for an “enriched” educational program.

Truth-in-Taxation: School districts are required to calculate two rates after receiving a certified appraisal roll from the chief appraiser – the effective tax rate and the rollback tax rate. School districts are not required to publish the effective tax rate, but must publish the rollback rate in a public meeting notice. The school board must determine the effective tax rate and the rollback tax rate; decide how much revenue it needs and calculate the rate required to raise that amount; concurrently post a budget summary on its web site and publish notice on the budget and proposed tax rate; hold a hearing on the budget and proposed tax rate; adopt a budget and then adopt the tax rate; and administer a rollback election if the adopted rate exceeds the rollback rate.

United States Department of Agriculture (USDA): A Federal department, founded in 1862, responsible for administering the National School Lunch Program and reimbursing participating schools’ food service departments for the meals served to students. The USDA administers over 300 programs worldwide, including the School Breakfast Program, Child and Adult Care Food Program, and the Summer Food Service Program.

University Interscholastic League (UIL): The governing organization for most public school extracurricular activities operated through The University of Texas at Austin. Rulemaking authority for the UIL lies with its members and the State Board of Education.

Wealth per Student: In school finance, Wealth per Student is measured by dividing the taxable value of property, as determined under Section 1.186, Texas Education Code, by the number of students in Weighted Average Daily Attendance (WADA).

Weighted Average Daily Attendance (WADA): In Texas, students with special educational needs are weighted for funding purposes to help recognize the additional costs of educating those students. Weighted programs include special education, career and technology, bilingual, gifted and talented, and compensatory education. A weighted student count is used to distribute guaranteed-yield funding and establish Chapter 41 thresholds.