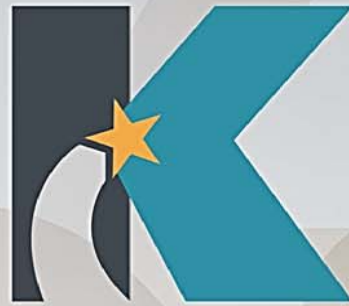


KLEIN INDEPENDENT SCHOOL DISTRICT



KLEIN ISD
FUTURE  READY

2015-2016 Adopted Budget

**For The Fiscal Year Ending
August 31, 2016**

Klein Independent School District
7200 Spring Cypress Road • Klein, Texas 77379
Harris County • www.kleinisd.net

Klein Independent School District

Administrative Office
7200 Spring Cypress Road, Klein, Texas 77379-3215
(832) 249-4000
www.kleinisd.net

2015 - 2016 Adopted Budget September 1, 2015 - August 31, 2016

Board of Trustees

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Mr. Paul Lanham, Vice President
Mr. William F. Pilkington, Secretary
Mr. Ronnie K. Anderson, Trustee
Mr. Rick Mann, Trustee
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Dr. Susan Borg, Associate Superintendent - Instruction and Student Services
Mr. Curt Drouillard, Associate Superintendent - Human Resources
Karen Fuller, Chief Technology Officer - Information Technology
Dr. Jan Marek, Associate Superintendent - School Administration
Mr. Thomas E. Petrek, CPA, RTSBA, Associate Superintendent - Financial Services
Ms. Judy Rimato, Associate Superintendent - Communications and Planning
Mr. Robert Robertson, Associate Superintendent - Facility and School Services

Prepared By

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KLEIN INDEPENDENT SCHOOL DISTRICT
2015-2016 ADOPTED BUDGET

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Executive Summary

Fiscal Year 2015-2016

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 2015-2016 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 2015-2016 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-seven (57) facilities, and is structured to meet the requirements of the Meritorious Budget Award (MBA) sponsored by the Association of School Business Officials International (ASBO).

This award represents the highest level of recognition in budgeting for school entities. Attainment is a significant accomplishment by a school entity and its management. The award is conferred after comprehensive review by a panel of independent budget professionals. Using extensive criteria, 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 educational programs and services during the 2015-2016 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 action plans are removed, and new plans are added. Detailed strategies and action plans are provided on pages 32-44 in the Organizational Section.

Strategic Objective

Klein ISD believes that quality student achievement goes beyond achieving the highest ratings awarded by state and national accountability standards. Our strategic objectives 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.

Portrait of a Klein ISD Graduate

A Klein graduate effectively problem solves, innovates, and communicates in an evolving global society.

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 extensively detailed CIP is located in the Informational Section beginning on page 193. Campus performance objectives are based on the Texas Academic Performance Reports and other assessment instruments, including measures for special needs populations.

The Administration is fully committed to aligning personnel and financial resources to accomplish strategic objectives. Goals and objectives are evaluated and updated annually following the release of performance information by the Texas Education Agency (TEA). Current school year plans are then approved by the Board in January based on prior academic year data. The 2015-2019 Strategic Plan is posted at: <http://www.kleinisd.net/default.aspx?name=acct.APR1314>.

Budget Process

The following document represents the Klein Independent School District financial plan for the 2015-2016 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 District formulate legal requirements for school district budgets, which guide 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. Budgetary adjustments and cross-function transfer requests are submitted bi-monthly for Board approval. Beginning in January 2016, cross-function transfer requests only will be presented monthly to the Board. 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 Grant 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) 44.002-44.006, districts with an August fiscal year end must prepare the budget 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.

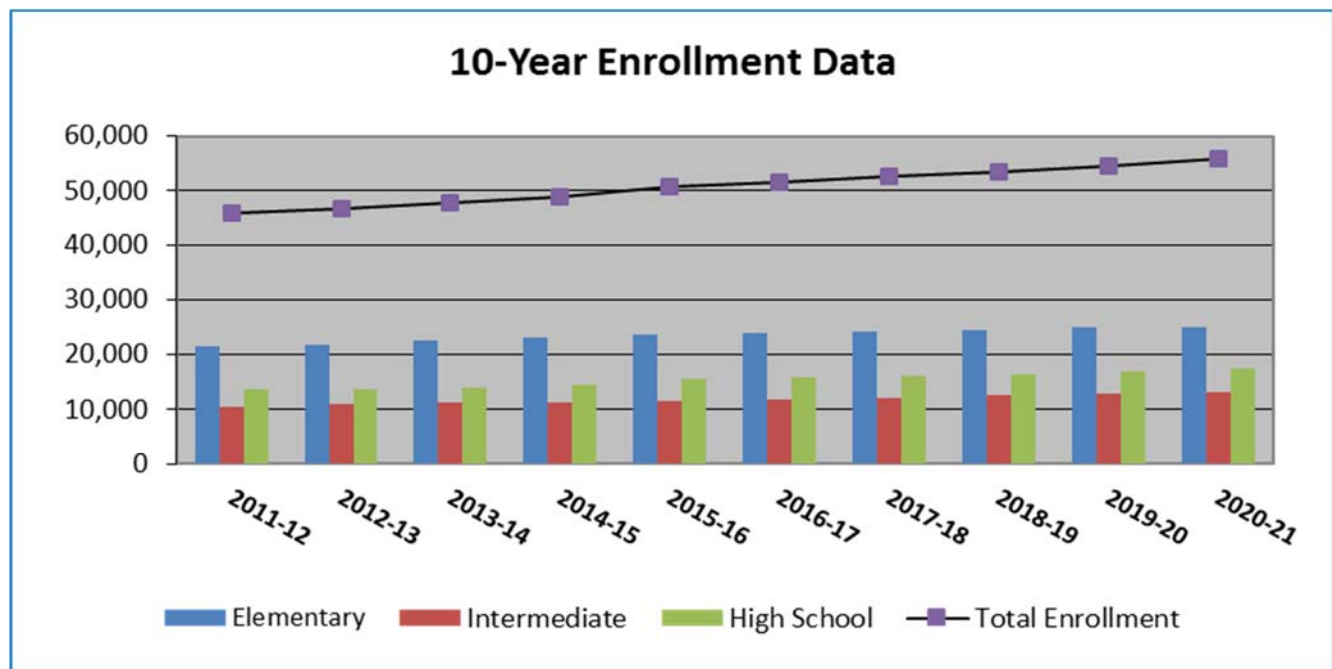
Budget Priorities – The District approach to managing increased academic standards in a fluctuating funding environment has been to ensure that the budget process is instructionally driven and guided by the Strategic Plan. The major budget priorities in 2015-2016 are:

- Increase beginning teacher salary to \$51,000 and remain competitive to recruit the highest quality staff.
- Increase returning employee wages by approximately 4% to retain the highest quality staff.
- Add \$2.2 million to TRS ActiveCare employer contributions, ranging from \$50 to \$1,410 per employee per month.
- Provide resources to fund Year 4 of the school reform project titled *Good to Great* at Klein Forest High School.
- Provide resources to fund Year 3 of the school reform projects at each Title I campus within the District.
- Provide resources to fund Year 2 of the school reform projects at select non-Title I campuses with high needs.
- Provide additional instructional specialists in the classroom to model teaching methods and offer support.

Student Enrollment – Population and Survey Analysts (PASA) integrates school district information with its proprietary new home census information and specific neighborhood forecasts to create enrollment projections by attendance zones. The District has experienced continual enrollment increases over the last ten years (FY 2006 to FY 2016), totaling 11,127 students. Enrollment has grown by 5,726 over the last five years and this trend is expected to continue into the foreseeable future.

The 2015-2016 budget was formulated using a projected student enrollment of 50,633. PASA projections indicate student enrollment will likely increase by 10,163 students over the next ten years with 46% of the increase occurring in the EE-5 grade group, 23% in the 6-8 grade group, and 31% in the 9-12 grade group. Over the next five years, annual growth rates are projected between 1.83% and 2.12%. Between 2009 and 2015, Klein ISD had the 15th highest percentage increase of all Texas districts with more than 20,000 students.

At this time, 59 square miles within the Klein ISD is built-out. Another 8.6 square miles is actively building out or planned for development. Approximately 2.6 square miles is under park/recreational uses. This sums to 70.2 square miles out of 82.4 square miles (85.1%) within the District. This leaves 12.2 square miles with potential to develop, although 4.8 square miles of the undeveloped land is in the flood plain. Based on current school capacity, the District has reached approximately 78% of its permanent classroom facility requirement.

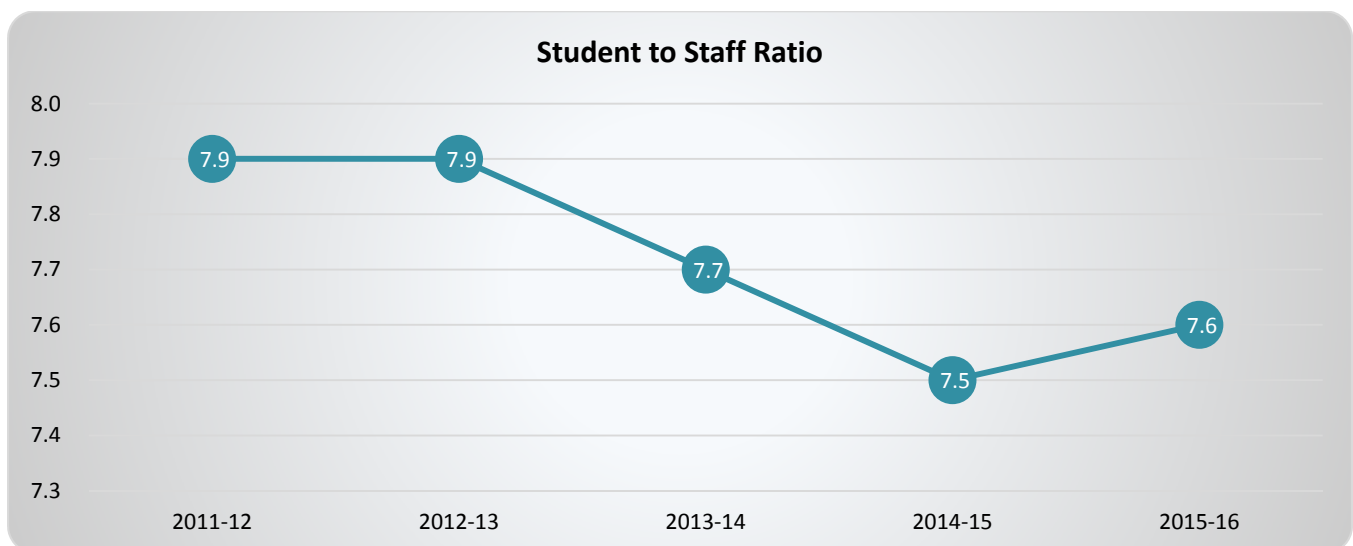


Staffing Allocations – Established staffing guidelines are utilized to develop payroll budgets. Personnel units are allocated to each campus based on student enrollment following applicable state-mandated ratios. The state-mandated ratios are 18:1 for Pre-K and 22:1 for grades K-4. The District chooses 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 nearly 90% of the District's operating budget, staffing decisions are finalized before other funding requests are addressed. The following chart outlines districtwide staffing by position for the previous four years and changes between fiscal years 2015 and 2016.

Districtwide Staffing – All Funding Sources

Positions	2011-12	2012-13	2013-14	2014-15	2015-16	Change from Prior Year
Administrator	59.00	60.00	62.00	62.00	63.00	1.00
Associate/Assistant Principal	96.00	111.30	111.00	120.00	124.00	4.00
Bus Driver/Attendant	254.00	269.00	273.00	282.00	282.00	-
Cafeteria Workers	427.00	439.00	446.00	532.00	539.00	7.00
Librarian/Library Asst/Historian	68.60	72.50	73.50	74.00	75.00	1.00
Manual Trades/Warehouse/Custodial	476.00	493.00	507.00	513.00	524.00	11.00
Nurse/Clinic Assistant	87.50	89.50	92.00	92.50	94.50	2.00
Other Professional	218.60	253.25	295.95	352.00	368.05	16.05
Police Officer	34.00	36.00	43.00	43.00	43.00	-
Principal	41.40	42.70	43.00	43.70	44.17	0.47
Registrar	8.00	8.00	8.00	9.00	9.00	-
School Counselor	103.50	105.50	109.50	117.50	120.50	3.00
Secretary/Clerical	367.90	382.70	410.00	417.70	422.17	4.47
Security Support Personnel	38.00	42.00	42.00	46.00	52.00	6.00
Teacher	2,783.20	2,808.35	2,918.05	3,019.80	3,097.20	77.40
Teacher-Bilingual/ESL	202.60	211.40	210.80	222.80	235.30	12.50
Teacher Assistant	460.00	459.50	499.50	524.50	529.20	4.70
Technical	65.00	68.00	72.00	79.00	81.00	2.00
Total Employees - All Funding Sources	5,790.30	5,951.70	6,216.30	6,550.50	6,703.09	152.59

Student to Staff Ratio – The following chart tracks changes in student enrollment as compared to staff over the last five years. The ratio spike between 2011-12 and 2012-13 was due to deep funding reductions made by the Texas Legislature during the 2011-2013 biennium. The 83rd Legislature restored \$3.2 billion to Foundation School Program (FSP) formulas during the 2013-2015 biennium. As a result, the student to staff ratio declined from 7.9 to 7.5 during the biennium. Numerous positions have been added since the 2015-2016 budget was adopted on August 31, 2015, thus the ratio presented below does not fully represent utilization of additional state funding provided by the 84th Legislature to further reduce the ratio.



Budget Overview

Resources

The 2015-2016 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 51% of its total revenue from local sources. Although the District's student population is growing, the District tax base is growing at a much 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.

General Fund programs and services are primarily supported by local property taxes and state revenues. 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.

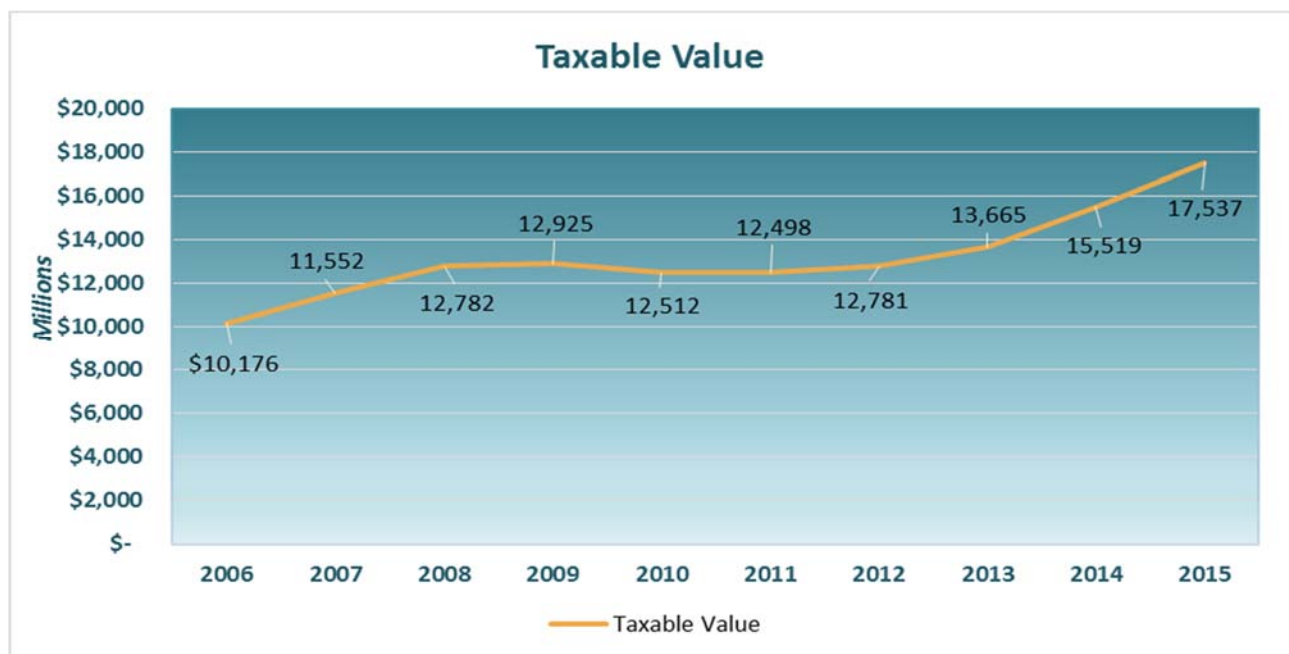
The Debt Service Fund receives 92% of its funding from local property taxes. As values continue to rise, the District is receiving less state funding to support repayment of bonded debt through the Existing Debt Allotment (EDA) and the Instructional Facilities Allotment (IFA).

The Food Service Fund has two major sources of revenue: the National School Lunch and Breakfast Program (NSLP) and student payments for meals (user fees). The NSLP accounts for approximately 53% of the budget and user fees generate 44%. The Food Service Fund adopts an annual budget and is presented separately on pages 94-95 and 108-109. This adopted fund is also included in **special revenue funds** information provided on pages 114-116.

Property Values and Tax Rates

The Harris County Appraisal District (HCAD) determines property values. HCAD has estimated property values within Klein ISD to increase by approximately 13% in 2015, providing the operating fund with approximately \$21.6 million in additional tax revenues during 2015-16.

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 \$1.41 per \$100 of assessed taxable value totaling \$15.563 billion. Local property tax revenues, budgeted between the General Fund with \$160,851,411, and the Debt Service Fund with \$54,526,268, include current and prior year levies, penalties and interest, and fees. The 2015-2016 I&S tax rate is set at \$.37, an increase of \$.02 from last year's rate. A rate increase of four cents (\$0.04) is needed to fund current debt service payments, however an equivalent amount of the additional two pennies not assessed (\$3,570,000) has been provided by the General Fund.



Compensation

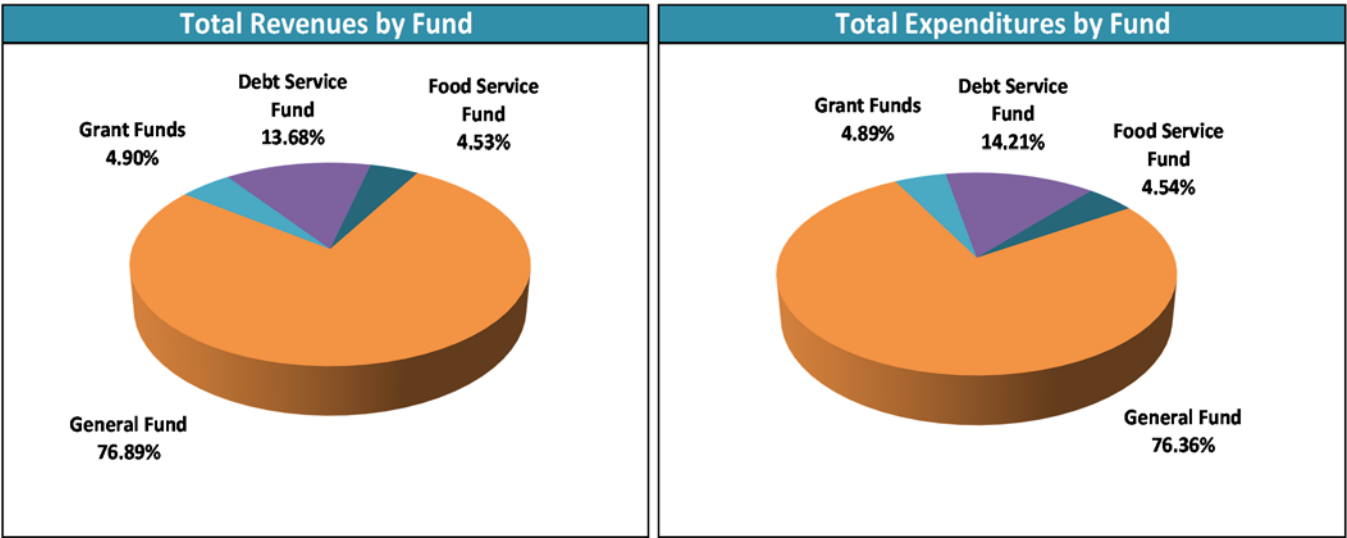
In accordance with Strategy 2 of the 2015-2019 Strategic Plan to recruit and retain the highest quality staff, employees received a four percent (4%) pay increase, costing an estimated \$13.2 million across all funding sources. In an effort to remain competitive with surrounding school districts, the minimum teacher salary has been increased from \$50,000 to \$51,000. Returning teachers, nurses, librarians, and speech pathologists received a general pay increase of \$2,160 added to their 2014-2015 salary. All other employees received an additional four percent (4%) on the control point of their respective pay grade. The District also contributed an additional \$2.2 million to employer contributions to offset healthcare premium increases imposed by TRS Active Care effective 9/1/2015. Employer medical insurance contribution amounts range from \$50 to \$1,410 per employee per month based on the TRS Active Care plan chosen.

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. The 2015-2016 basic allocation remains unchanged with high schools receiving \$67 per projected pupil, intermediate schools receiving \$50, and elementary schools receiving \$44. District-wide, the average campus-based operating resource per student is approximately \$5,532 (excluding utilities). Title I and lower performing campuses receive additional funding with an average in excess of \$6,323 per student. Departmental allocations are determined with a combination of historical budgeting and new initiative resource assignments.

Budget Highlights

The following charts present a comparison of 2015-2016 adopted revenues and expenditures for all Governmental Funds. The four fund groups are the General, Special Revenue (including Food Service), Debt Service, and Capital Projects Funds. These account for the acquisition, use, and balances of expendable financial resources and related liabilities as required by law or rule.



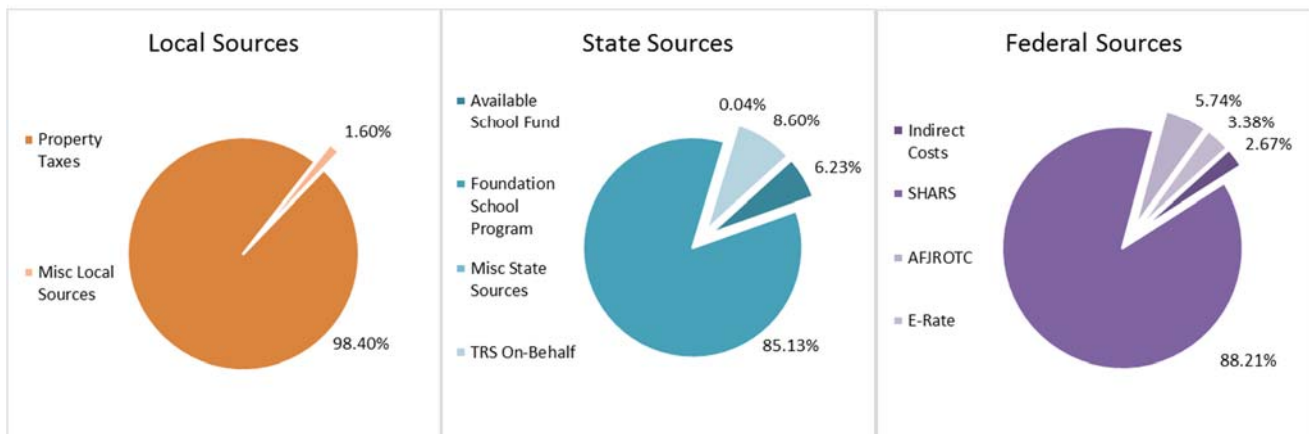
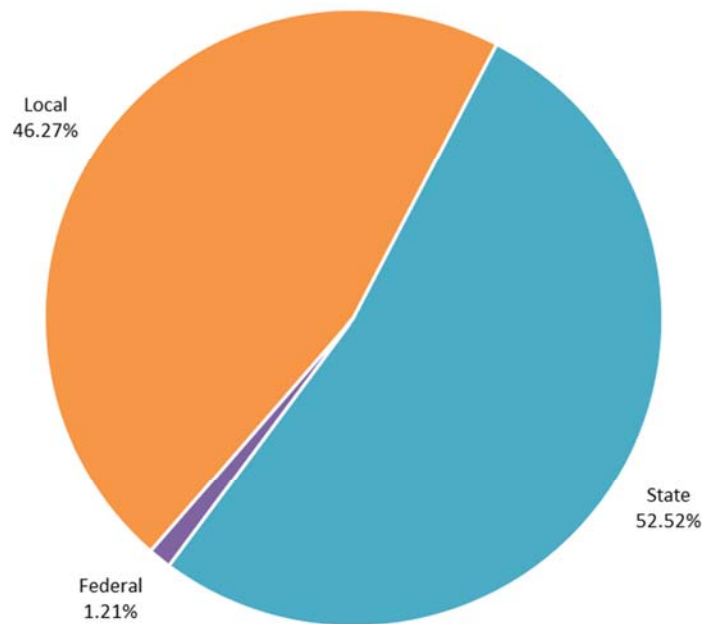
Analysis of Adopted Budgets

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.

The following charts provide illustrative detail on specific revenue sources recorded in the General Fund to finance and support operating expenditures district-wide.

General Fund Major Revenue Sources



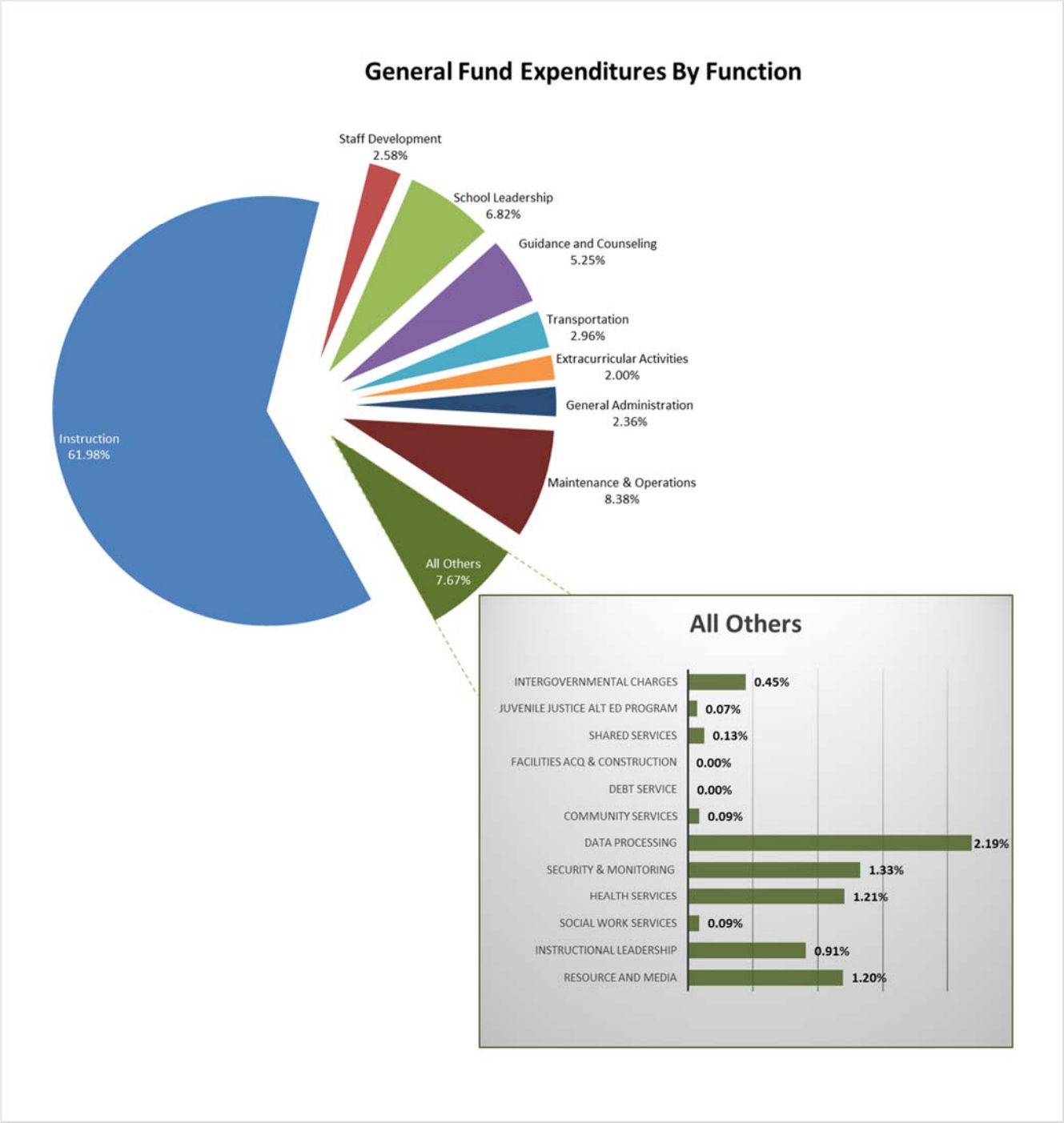
Revenues – Local property taxes, which provide approximately 46% of the District’s 2015-2016 operating fund revenue, are discussed in more detail earlier in this section and on pages 147-150 and page 152 in the Informational Section.

State funding, which provides 53% of total resources available in the General Fund, is distributed through the Foundation School Program (FSP). The FSP provides school districts a minimum level of funding (a "Basic Allotment") for each student in average daily attendance (ADA) and 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. Calculation of the regular program allotment is codified as equal to a district's number of students in average daily attendance (ADA) multiplied by the adjusted basic allotment, which is the \$5,140 Basic Allotment adjusted for the cost of education index and the small and mid-sized district adjustments. More information and term descriptions of state funding formulas are available from TEA at: http://tea.texas.gov/Finance_and_Grants/State_Funding/.

The District contributes to the Teacher Retirement System of Texas (TRS), a cost-sharing multiple-employer defined benefit pension plan. In November 1936, voters approved an amendment to the Texas Constitution creating a statewide teacher

retirement system. TRS was officially formed in 1937 after enabling legislation was passed. TRS administers retirement and disability annuities, and death and survivor benefits to employees and beneficiaries of the employees of the public school systems of Texas. The District also recognizes as revenue the amounts contributed by the State of Texas to the Teacher Retirement System (TRS) on behalf of the District's employees. An equal amount (\$18,265,415) of TRS "On-Behalf" is recognized as an expenditure.



Expenditures – General Fund appropriations are increasing \$13,964,079 or 3.6% over the 2014-2015 amended budget. Salary and fringe benefit appropriations are formulated based on approved staffing units and in accordance with the 2015-2016 Staff Compensation Plan. As outlined earlier, per pupil allocations provided to each campus is used for basic instruction and student support services such as core content classes, library activities, and counseling and health services. Additional resources for enhanced instruction such as music, health, and physical education (P.E.) are funded from departmental allocations. Targeted services such as Bilingual, Compensatory, Career and Technology (CTE), and Special Education are funded by state revenues formulated using student counts in these areas, and allocated to each campus by the respective program director.

General Fund Budget Highlights – The following chart highlights significant expenditure changes by major object from the 2014-2015 final amended budget.

2014-2015 General Fund Amended Budget		\$388,324,018
• 2015-2016 Personnel Unit Additions	<u>Total Units</u>	
Classroom Teachers	61.00	
Special Education Teachers & CoTeachers	12.50	
Support Personnel - Auxiliary	12.00	
Fine Arts and P.E. Teachers	10.65	
Paraprofessional Support - Campus-Based	6.47	
Special Education Paraprofessional Support	6.00	
Crossing Guards - French Elementary	6.00	
Special Education Professional Support	5.00	
CTE Teachers	4.50	
Librarian, Registrar, Counselors	4.50	
Campus Administration	4.47	
Professional Support - KIC, SSC, & KMPC	3.50	
Student Performance Executive Director/Secretary	2.00	
Technology - IT and Research, Data & Accountability	2.00	
Video Production Specialists - CO & KIC	<u>2.00</u>	
Total 2015-2016 Personnel Units	142.59	\$7,441,246
• Four Percent (4%) Salary Increase		\$10,858,380
• Employer Healthcare Contribution Increase and Growth		2,200,000
• TRS On-Behalf		865,819
• Miscellaneous Changes		(535,211)
• 2015-16 Retire-Rehire Savings		(1,300,000)
• August 2015 Payroll Accrual		(2,877,000)
Payroll - Net Change		\$16,653,234
• Utilities		\$457,670
• Contracted Repairs & Maintenance; Operating Leases		338,857
• Legal, Audit, Appraisal, Tax, and Consulting Services		160,260
• Other Contracted Services		28,987
Contracted Services - Net Change		\$985,774
• Fuel and Maintenance Supplies		(\$39,029)
• General Supplies		(786,010)
• Testing Supplies and Reading Materials		(1,071,426)
Supplies and Materials - Net Change		(\$1,896,465)
• Other Miscellaneous Operating Costs		\$27,662
• Employee and Student Travel		(274,771)
• Bond Election Costs		(368,555)
Miscellaneous Operating Costs - Net Change		(\$615,664)
• Non-Recurring Vehicles and Capital Equipment Purchases		(\$1,162,800)
Capital Outlay - Net Change		(\$1,162,800)
• Non-Recurring Transfer to Debt Service Fund for Lower Tax Rate		\$3,570,000
• Net Transfers Between General and Vending Funds		(11,250)
Other Uses - Net Change		\$3,558,750
2015-2016 General Fund Adopted Budget		\$405,846,847

Food Service Fund

This governmental fund, budgeted at \$12,678,951, 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 8,300 students and a complete lunch to 26,400 students each day. In addition, thousands of other students select meals from a la carte lines.

Grant Funds

This fund group, budgeted at \$25,739,649, accounts for local, state, and federally financed expenditures legally restricted for specified purposes. These funds provide supplemental resources to enhance, not supplant, the basic education program provided by the General Fund. Project accounting is employed to maintain integrity for the various sources of funds. Included in the 2014-2015 Amended Special Revenue Budget are roll-forward funds from 2013-2014 totaling \$1.8 million. Roll-forward amounts available from 2014-2015 will be determined in early 2016.

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 annual payments to service bonded indebtedness, approved by the local taxpayers. Property tax revenues will provide 81% of total revenues required to fund Debt Service expenditures in 2015-2016 of \$74,872,815. The State provides two types of debt service support to assist with payment of bonds issued to construct, equip, and remodel District facilities – the Instructional Facility Allotment (IFA) and the Existing Debt Allotment (EDA). The District estimates earning \$4,246,168 from IFA and EDA in 2015-2016, contributing 6% of the total debt service payments.

Capital Projects Fund

The Capital Projects Fund accounts for financial resources or bond proceeds used for the acquisition or construction of major capital facilities. The capital projects fund utilizes the modified accrual basis of accounting. During 2015, the District sold bonds totaling \$251 million to construct High School #5 on Spring Cypress Road east of State Highway 249, and to construct a new agriculture facility and an early childhood/pre-k center in the District's northern section. The 2015 bonds will also be used to begin construction on Intermediate School #10, complete construction of Mahaffey Elementary (pictured at right), and to purchase three land sites for future growth.

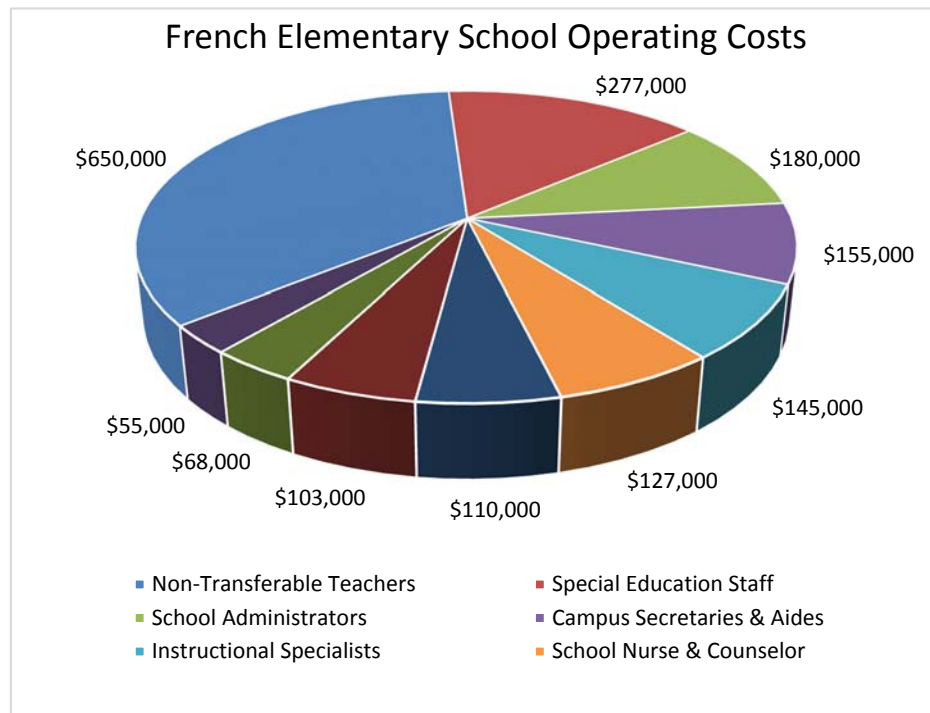
Other projects include existing facility renovation totaling \$37.8 million. Also allocated in the 2015 bonds sold is \$23 million for technology initiatives and \$4.5 million for furniture and equipment.

The Klein ISD voters approved a bond referendum on May 9, 2015 in the amount of \$498.1 million. Prior to the referendum, a 120-member bond steering committee comprised of parents, community members, students, and employees spent four months studying demographic and capital needs data to develop a blueprint that addressed growth and facility needs in five general areas: Growth, Technology, Renovations, School Buses, and Safety & Security. Project information is available on the District's website at: <http://www.kleinisd.net/users/Bond2015/bond2015/index.html>, and is provided in the Financial Section on page 127.



Capital Outlay's Impact on Operating Fund – Recurring operating costs for a new school facility vary according to grade levels served. The estimated baseline cost of staffing and operating a new elementary campus is approximately \$1.9 million, \$3.1 million for an intermediate, and \$6.3 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 Foundation School Program (FSP) with enrollment increases; and local property taxes.

The District opened French Elementary in August 2015. The following chart outlines the financial impact French has on the current year's operating budget. While Mahaffey Elementary is scheduled to open in August 2016, the current budget includes \$50,000 for pre-opening costs.



Energy Management – Beginning with the 2004 bond authorization and establishment of the Energy Management Department in 2006, approximately \$16 million has been spent on energy conservation initiatives throughout the District. As a result, roughly 240,000,000 kWh of electricity consumption has been avoided since 2007 for an estimated net cost reduction of \$9 million.

In addition to capital equipment upgrades and energy efficient new construction, electricity cost savings have also resulted from operational measures and initiatives. The net energy impact is measured in the District's Energy Use Intensity (EUI), which has decreased 40% from 16.1 kWh/square foot for 2006-2007 to 9.7 kWh/square foot for 2014-2015.

Much of the District's avoided energy costs have resulted from no-cost / low cost operational best practices, including the following energy conservation examples:

- Lighting retrofit projects
- Network thermostats for portables
- Computer power management
- Energy policy governing set-point & hours of operation
- Exterior lighting controls
- Building automation systems
- Competitive bidding for utility rates
- Water conservation measures including irrigation control
- Collaborative for High Performance Schools Construction Guidelines
- Retro-commissioning program

Long Range Financial Forecasts – General Fund and Debt Service Fund

Five year financial forecasts are reviewed and updated bi-annually for the General and Debt Service Funds. These projections are used during the budget preparation cycle and for facilities planning. Each fund has 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 Financial Section on pages 106 and 124.

Long Range Financial Forecasts

General Fund	2015-2016	2016-2017	2017-2018	2018-2019	2018-2019
Beginning Fund Balance	\$130,482,373	\$129,101,191	\$121,946,078	\$117,445,314	\$112,670,238
Projected Revenues					
Local Taxes	\$184,069,495	\$199,078,058	\$219,393,299	\$232,685,203	\$243,231,899
Other Local Sources	2,998,400	3,554,752	3,606,999	3,663,615	3,727,843
State Sources	212,322,770	199,592,444	194,767,031	185,451,396	180,180,239
Federal Sources	4,875,000	4,969,067	5,055,431	5,149,690	5,257,814
Other Sources	200,000	210,000	220,500	231,525	243,101
Total Revenues	\$404,465,665	\$407,404,320	\$423,043,260	\$427,181,428	\$432,640,896
Projected Expenditures					
Payroll Costs	\$360,633,424	\$367,369,537	\$378,896,926	\$387,329,495	\$391,444,993
Contracted Services	23,185,705	23,270,705	24,050,705	24,235,705	24,235,705
Supplies and Materials	11,461,521	11,486,521	11,876,521	11,936,521	11,936,521
Other Operating Costs	6,489,172	6,490,172	6,651,172	6,656,172	6,656,172
Debt Service	20,000	20,000	20,000	20,000	20,000
Capital Outlay	418,275	5,850,000	5,971,200	1,698,612	1,726,298
Other Uses	3,638,750	72,500	77,500	80,000	80,000
Total Expenditures	\$405,846,847	\$414,559,435	\$427,544,024	\$431,956,505	\$436,099,689
Ending Fund Balance	<u>\$129,101,191</u>	<u>\$121,946,077</u>	<u>\$117,445,314</u>	<u>\$112,670,237</u>	<u>\$109,211,446</u>

Debt Service Fund	2015-2016	2016-2017	2017-2018	2018-2019	2018-2019
Beginning Fund Balance	\$23,721,612	\$24,331,923	\$23,176,675	\$22,135,367	\$21,467,064
Projected Revenues					
Local Taxes	\$65,755,795	\$76,715,097	\$82,916,571	\$86,822,266	\$90,754,798
Other Local Sources	120,000	124,391	128,011	129,486	131,428
State Sources	4,246,168	0	0	0	0
Federal Sources	1,791,163	1,585,114	1,585,114	1,585,114	1,585,114
Other Sources	3,570,000	0	0	0	0
Total Revenues	\$75,483,126	\$78,424,603	\$84,629,696	\$88,536,866	\$92,471,340
Projected Expenditures					
Debt Service Requirements	\$74,842,815	\$79,547,964	\$85,636,677	\$89,169,426	\$92,090,756
Paying Agent Fees	30,000	31,886	34,327	35,743	36,914
Total Expenditures	\$74,872,815	\$79,579,850	\$85,671,004	\$89,205,169	\$92,127,670
Ending Fund Balance	<u>\$24,331,923</u>	<u>\$23,176,676</u>	<u>\$22,135,367</u>	<u>\$21,467,064</u>	<u>\$21,810,735</u>

Accountability and Improvement Initiatives

2015 STAAR Performance Rating –To be rated as "Met Standard," the district and each campus must meet all applicable index targets: four targets for the district, three targets for most high schools for 2015 only, and four targets for elementary and intermediate schools. If any one or more of the index targets is missed, the rating is "Improvement Required." The four indexes address the extent to which 1) scores on all tests in the accountability subset are at or above Level II: Satisfactory (keeping in mind that some students may contribute multiple test scores to the indexes), 2) performance on each of the tests in the accountability subset meets or exceeds progress expectations across up to 10 student groups, with extra weight given to the scores that exceed progress expectations, 3) scores for economically disadvantaged students and up to the 2 lowest performing groups in 2013 were at or above Level II: Satisfactory in 2015, and 4) students in up to 10 groups graduated on time and students in 8 racial/ethnic groups graduated on the Recommended and Distinguished/Advanced diploma plans.

The District's 2015 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 183. District results were above statewide outcomes on each of the four indexes.

Financial Allocation Study for Texas (FAST) – The Klein Independent School District received 4.5 out of 5 stars from the Texas Comptroller for the 2014 FAST rating. The FAST studies the intersection of academic progress and spending for efficiencies in public education. It looks at academic, financial, and demographic data, identifying school districts and campuses that produce high academic achievement while maintaining cost-effective operations.

Financial Integrity Rating System of Texas (FIRST) – FIRST was designed to encourage public schools to better manage their financial resources to provide the maximum allocation possible for direct instructional purposes. The FIRST ratings are based on seven financial indicators such as administrative cost expenditures; accuracy of the District's financial information submitted to TEA; and any financial vulnerabilities or material weaknesses in internal controls as determined by an external auditor.

Based on the submitted information, one of two financial management ratings – Pass or Substandard Achievement – is then assigned. Klein ISD received a Pass rating with a score of 30, the highest available. The District's 2014-2015 FIRST rating based on school year 2013-2014, can be accessed directly from TEA at <https://tuna.tea.state.tx.us/first/forms/main.aspx>, and is included in the Informational Section beginning on page 251.

Good to Great Program (GTG) at Klein Forest High School – This five year program began in August 2012 to focus on preparing students for post-secondary success by addressing staff and student shortcomings, community and stakeholder involvement, and to increase priority driven district oversight. The cost of the GTG Program at Klein Forest High School from inception through August 31, 2015 has been \$6.1 million.

Program Priorities

- Assign core teachers: 5 periods student instruction, 1 period conference, 1 period *Good to Great for* collaborative planning and professional development
- Provide additional targeted professional development
- Provide incentives to increase teacher/staff attendance
- Provide additional support staff
- Implement a student academic intervention period

Summary of Local, State and National Data Indicators

- ISS and OSS incidents have decreased significantly since the inception of the Good to Great Program
- Of the total number of residency checks conducted, 38% were found to be ineligible to attend KFHS
- Approximately 2/3 of eligible staff members have earned a full or partial incentive stipend based on attendance
- Four-Year Graduation Rate increased to 92.3% for the Class of 2014 from 88.4% in 2013
- SAT/ACT scores for the Class of 2014 increased in nearly all subject areas
- 58% of the Class of 2014 enrolled in college the fall after high school
- Gains were made by initial test-takers on the Algebra I, Biology, and US History EOC exams compared to prior years

Good to Great Program Phase II at Title I Campuses – Phase II was launched during the 2013-2014 academic year at the following campuses – Klein and Wunderlich Intermediate Schools; Greenwood Forest, Epps Island, Kaiser, Nitsch, Klenk, Eiland, and McDougle Elementary Schools. Intermediate sites extended the instructional day by 30 minutes and added instructional coaches. The Title I elementary schools added thirty-seven (37) additional teachers to assist with pupil/teacher ratios. Phase II of the GTG Program has cost \$5.3 million from inception in 2013 through August 31, 2015.

Good to Great Program Phase III at Select Non-Title I Campuses – Phase III was launched in 2014-2015 at five non-Title I campuses with high economically disadvantaged percentages. Ulrich Intermediate School along with Bernhausen, Mittelstadt, Schultz, and Zwink Elementary Schools received two additional teaching units each, to be used at the principal's discretion for class size reduction or as an instructional specialist. Beginning in 2015-2016, Ehrhardt Elementary was added to the program and a third position was assigned to Ulrich Intermediate and Bernhausen Elementary, bringing the total number of supplemental units to fourteen (14). Through August 31, 2015, Phase III has cost approximately \$630,000.

Factors Affecting Financial Condition

Area Growth and Economy – As noted earlier, the professional demographer firm of Population and Survey Analysts (PASA) provides 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 within the District. PASA also provides analysis of extensive area economic data and outlooks to support long-range planning in the District.

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). According to the Texas Workforce Commission, Harris County showed a slight decrease in jobs as of August 2015, and an unemployment rate of 4.6%.

Construction is substantially completed on the 385-acre ExxonMobil campus located near the northeastern edge of the District. Under construction since 2011, the campus has 14 six-story office buildings purposely designed as mid rises to blend in with the surrounding forested landscape. The facility features a sizable laboratory, a wellness center, a conference facility, and a child development center. The campus includes a three-acre pedestrian-only central commons and open floor plans in the office interiors.

Over the past year, expected growth in jobs has decelerated. ExxonMobil's multi-nucleated complex, Anadarko's added office space, Noble Energy, Baker Hughes and the new Southwestern Energy are all seeking to maintain the work force instead of enhance it.

The Grand Parkway, also known as State Highway 99, is the third (outer) loop within the Greater Houston metropolitan area, with Interstate 610 being the first loop and Beltway 8 (Sam Houston Tollway) being the second loop. It is divided into 11 separate segments for construction and funding purposes, and crosses seven counties to include more than 180 miles of roadway.



The map illustrates the Grand Parkway project, a multi-segment toll road system encircling the Houston metropolitan area. The segments are labeled A through H, with their opening status indicated by line styles and colors:

- Segment E:** Opening Dec. 2013 (Solid red line).
- Segment I-2:** Now Open (Solid red line).
- Segments F-1, F-2, and G:** Opening 2015 (Dashed red line).
- Segment D:** Now Open (Solid blue line).
- Segments A, B, C, and H:** Under Study (Dotted black line).

The map shows the project's proximity to major highways (Interstates 10, 45, 69, 290, 281, 59, 160, 101, 151, 291, 280, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000).

Districts sued the state in 2011 after state lawmakers slashed \$5.4 billion from public education to help balance a post-recession budget shortfall. During the long-running lawsuit, they have argued that the Legislature is violating its constitutional duty to provide an adequate and efficient public school system, enacting large cuts even as rigorous new testing and accountability systems raised the bar on expectations.

The current case is the seventh time since 1984 that a case challenging the state's school finance system has reached the state's high court. Oral arguments before the Texas Supreme Court are scheduled for September 1, 2015, in the education funding lawsuit.

2016 Vision for Klein – Future Ready

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

2015-2016 Board of Trustees



Dr. James W. Cain
Superintendent



Mr. Steven E. Smith
President



Mr. Paul Lanham
Vice-President



Mr. William F. Pilkington
Secretary



Mr. Ronnie K. Anderson
Trustee



Mr. Rick Mann
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.



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 2014-2015.

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



A handwritten signature in black ink, reading 'Terrie S. Simmons', written over a horizontal line.

Terrie S. Simmons, RSBA, CSBO
President

A handwritten signature in black ink, reading 'John D. Musso', written over a horizontal line.

John D. Musso, CAE, RSBA
Executive Director



GOVERNMENT FINANCE OFFICERS ASSOCIATION

*Distinguished
Budget Presentation
Award*

PRESENTED TO

**Klein Independent School District
Texas**

For the Fiscal Year Beginning

September 1, 2014

Executive Director



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KLEIN INDEPENDENT SCHOOL DISTRICT
2015-2016 ADOPTED BUDGET

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KLEIN INDEPENDENT SCHOOL DISTRICT
2014-2015 ADOPTED BUDGET

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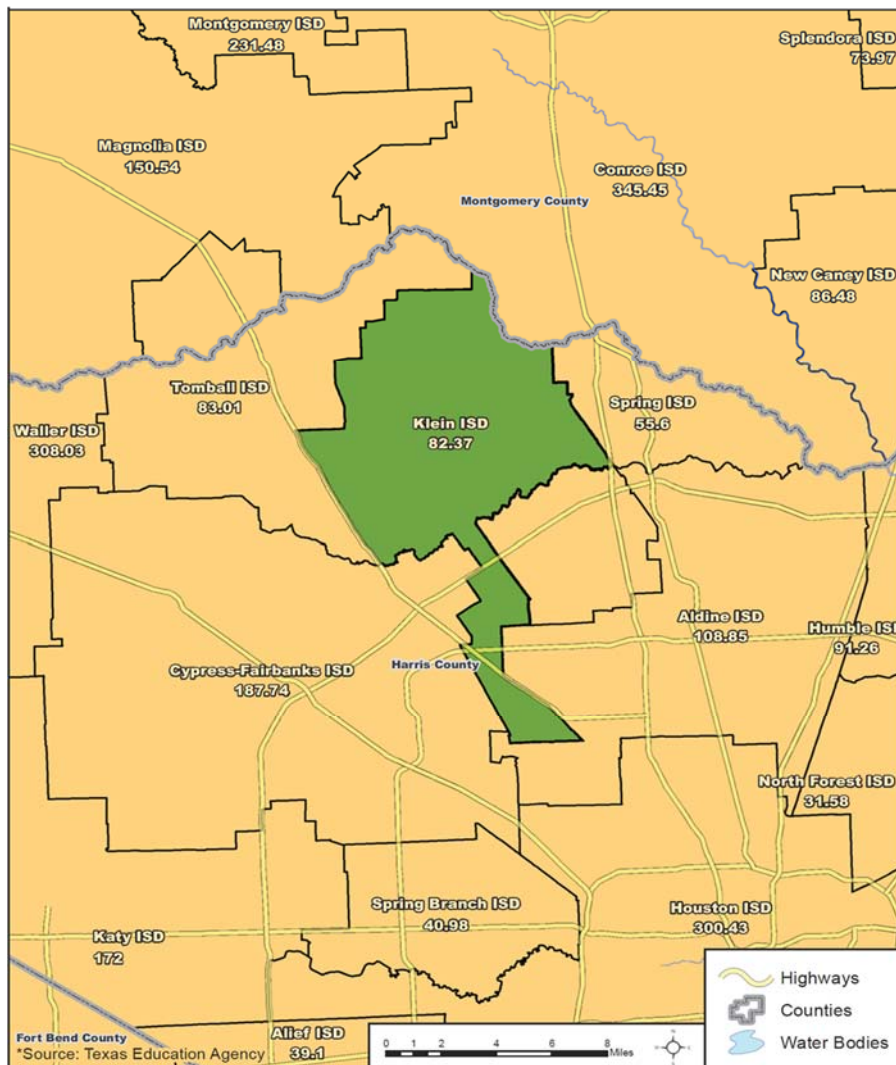
District Profile

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 to market 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-nine (39) of the District's campuses are named after families who settled in the community early on.



The settlement was called Big Cypress until the Klein Post Office was established on September 8, 1884. The first postmaster, William N. Blackshear, 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.



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

The Klein, Texas Historical Foundation was established in 1988 to assist in the preservation of buildings, sites, documents, photos, and records of the Klein community, as well as to promote interest and encourage study and research of the community's history.

In 1994, the Klein Museum was opened by the Historical Foundation to exhibit documents, artifacts, and over 600 photos from the early days of the Spring, Klein, and Tomball communities in Northwest Harris County. Wunderlich Farm, opened in 1995, provides tours of the 1891 farm

to reflect the way of life in the rural Klein community from the 1890s to the 1920s. Find out more about the Klein Community at: <https://www.kleinhistorical.org/>.

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; thirty (30) elementary schools; and the Grace England Pre-K Center, for a total of forty-five (45) schools with a 2015-2016 projected enrollment of 50,633 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-two (42) campuses rated as Met Standard.

Information about the District is 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. It is also posted to the website at <http://www.kleinisd.net/default.aspx?name=publications>, and 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			
Roth	August 27, 1984	663	Klein (Old Site)	1938	80
Kuehnle	September 5, 1989	377	Klein (Present Site)	September 1, 1963	164
Mittelstadt	August 26, 1991	462	Klein Forest	September 4, 1979	1,450
Klenk	August 24, 1992	677	Klein Oak	August 30, 1982	1,064
Eiland	August 23, 1993	469	Klein Collins	August 9, 2001	1,137
Schultz	August 22, 1994	618	Vistas	August 16, 2006	150
Hassler	August 12, 1999	523	Other Facilities		
Kohrville	August 19, 2002	587			
Kreinhop	August 17, 2004	759	Central Office	North Transportation Center	
McDougle	August 17, 2004	528	Warehouse	South Transportation Center	
Metzler	August 16, 2005	569	Police Center	Klein Instructional Center	
Benignus	August 16, 2006	866	TEP/DAEP	Student Service Center	
Frank	August 27, 2007	807	Maintenance Building	Network Operations Center	
Mueller	August 24, 2009	619	Multipurpose Center	Athletic Administration Building	
Blackshear	August 22, 2011	833			
Zwink	August 27, 2012	788			
Grace England Pre-K/EC	August 27, 2012	714			
Bernshausen	August 26, 2013	654			
French	August 24, 2015	548			

District Area Economy

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 District is educational and medical services (18% of the population). Employment has declined in the last year with an acceleration of this decline in the last six months. Much of this is due to the downturn in oil prices.

Source: 2015 PASA Demographic Study - <http://www.kleinisd.net/default.aspx?name=bond.demostudy>

ExxonMobil, located near the northeastern edge of the Klein ISD, has been under construction since 2011. The campus has 14 six-story office buildings designed to blend in with the surrounding forested landscape and features a sizable laboratory, a wellness center, a conference facility, and a child development center. The campus includes a three-acre pedestrian-only central commons and open floor plans in the office interiors. Over the past year, expected growth in jobs has decelerated as the energy giant is seeking to maintain the work force instead of enhance it.

Sources: 2015 PASA Demographic Study - <http://www.kleinisd.net/default.aspx?name=bond.demostudy>;
<http://corporate.exxonmobil.com/en/company/worldwide-operations/locations/united-states/houston-campus/overview>

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 8,210 businesses are located in the area, ranging from owner-operated establishments to global corporate headquarters. South Montgomery County is home to a range of leading companies, including Anadarko Petroleum Corporation, Aon Hewitt, Baker Hughes, CB&I, Chevron Phillips Chemical Company, Huntsman Petrochemical Corporation, Maersk Line, McKesson Specialty Health, Repsol USA, Talisman Energy USA and Waste Connections, Inc.

Source: Economic Development Partnership - <http://www.edpartnership.net/business-climate.php>

David Wayne Hooks Memorial Airport, a privately owned public-use general aviation facility designed and engineered by Charles G. Hooks, was founded in 1963 and is one of the largest private airports in the United States. The airport contains various businesses that generate approximately 300 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/>
Houston Executive Airport - http://www.houstonexecutiveairport.com/WCF_ecoimpact.htm

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 twenty-five major passenger and cargo airlines. Approximately 42,000,000 passengers were deplaned and enplaned in 2015 compared to 40,300,000 passengers during 2014. This represents a 4.2% increase of passengers.

Source: Houston Airport System - <http://fly2houston.com/0/3528012/0/0/>

Employment Data

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Harris County					
Population	4,181,948	4,263,060	4,352,752	4,441,370	*
Labor Force	2,109,097	2,158,385	2,207,368	2,251,628	2,236,316
Employment	1,943,584	2,015,332	2,075,068	2,140,826	2,132,714
Per Capita Personal Income	\$49,596	\$52,313	\$53,141	*	*
Unemployment	165,513	143,053	132,300	110,802	103,602
Unemployment Rate	7.8%	6.6%	6.0%	4.9%	4.6%
State of Texas					
Population	25,657,477	26,094,422	26,505,637	26,956,958	*
Labor Force	12,495,726	12,678,890	12,904,629	13,111,548	13,010,043
Employment	11,527,028	11,827,485	12,104,092	12,447,551	12,465,308
Per Capita Personal Income	\$41,235	\$43,505	\$43,807	\$45,669	*
Unemployment	968,698	851,405	800,537	663,997	544,735
Unemployment Rate	7.8%	6.7%	6.1%	5.2%	4.6%

Sources: Texas Workforce Commission (Unadjusted) <http://www.tracer2.com/cgi/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.

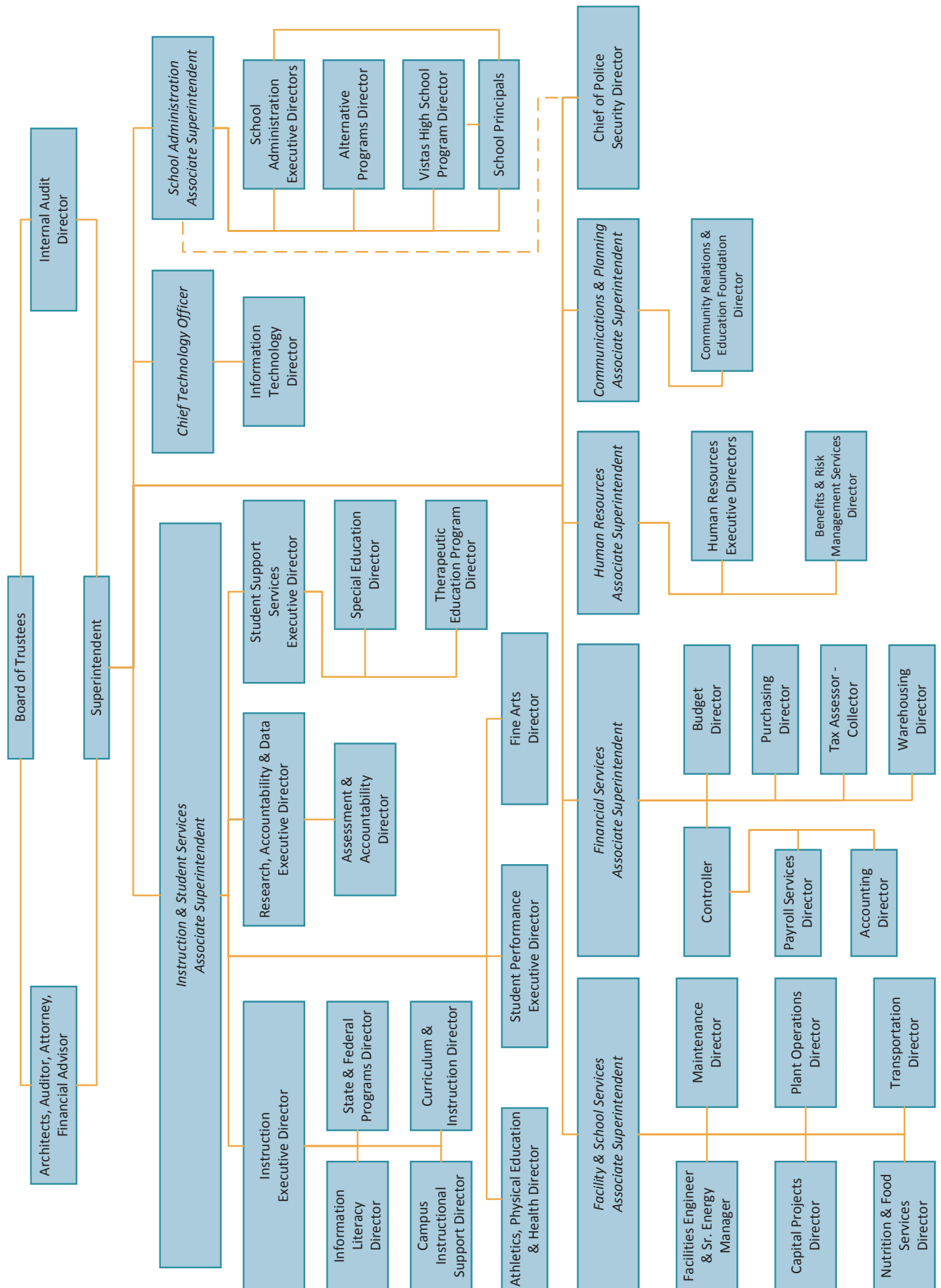
Baylor College of Medicine	Houston, Texas
Blinn College	Brenham, Texas Bryan, Texas
Houston Baptist University	Houston, Texas
Houston Community College	Houston, Texas
Lee College	Baytown, Texas Crosby, Texas
Lone Star College	Cypress, Texas Houston, Texas Kingwood, Texas The Woodlands, Texas Tomball, 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 (180 acres); Collins Park (55 acres); Klein Park (7 acres)
Libraries	1 – Barbara Bush Library at Cypress Creek (190,005 collection; 1,205,271 circulation; 114,313 registered borrowers) <i>Most recent data available: FY 2014</i>

Sources: Harris County Public Library - <http://www.hcpl.net/location/barbara-bush-branch-library-cypress-creek>
Klein Volunteer Fire Department - <http://kleinfiredept.com/services/stations/>

Klein Independent School District - Organizational Chart



Klein Independent School District 2015-2016 Appointed Administrators

Dr. James Cain	Superintendent
Stephanie Duran, CPA	Director of Internal Audit
David Kimberly	Chief of Police and Security Director
Dr. Susan Borg	Associate Superintendent of Instruction and Student Services
• Dr. Angeline Anderson	Executive Director of Instruction
• Stephanie Edgar	Director of Campus Instructional Support
• Catherine Eubanks	Director of State and Federal Programs
• Stephanie Green	Director of Information Literacy
• Dr. Adam Hile	Director of Curriculum and Instruction
• Vicki James	Executive Director of Research, Accountability and Data
• Nancy Webster	Director of Assessment and Accountability
• Monte Mast	Director of Fine Arts
• Jenny McGown	Executive Director of Student Performance
• Dr. Mary Rosenberg	Executive Director of Student Support Services
• Echo Mansfield	Director of Special Education Services
• Jody Simpson	Director of Therapeutic Education Program
• T. Darby Young	Director of Athletics, Physical Education, and Health
Curt Drouillard	Associate Superintendent of Human Resources
• 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
Karen Fuller	Chief Technology Officer
• Candace Threadgill	Director of Information Technology
Dr. Jan Marek	Associate Superintendent of School Administration
• Debbie Hamilton	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
Thomas Petrek, CPA, RTSBA	Associate Superintendent of Financial Services
• Tonya Little, CPA, RTSBA	Controller
• Audrey Ambridge, RTSBA	Director of Accounting
• Fran Whitaker	Director of Payroll Services
• Beth Rosler, RTSBA	Director of Budget
• Todd Schultz	Director of Warehousing
• Lisa Turner	Director of Purchasing
• Deborah Wehner, RTA	Tax Assessor-Collector
Judith Rimato	Associate Superintendent for Communications and Planning
• Cindy Doyle	Director of Community Relations & Education Foundation
Robert Robertson	Associate Superintendent of Facility and School Services
• Donald Blue	Director of Capital Projects
• Jamal Hazzan	Director of Nutrition and Food Services
• David Hoffman	Director of Transportation
• Willie Huggins	Director of Plant Operations
• Allan Scott, PE, CEM	Facilities Engineer and Senior Energy Manager
• August Wunderlich	Director of Maintenance



Klein Independent School District

Strategic Plan 2015-2019

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:

Future Ready

Portrait of a Klein ISD Graduate:

A Klein graduate effectively problem solves, innovates, and communicates in an evolving global society.

Objectives:

Klein ISD believes that quality student achievement goes beyond achieving the highest ratings awarded by state and national accountability standards. Our strategic objectives 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 is critical for nurturing students.
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 and schools 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 maintain our commitment to excellence.
We will treat all people with dignity and respect.
We will practice open and honest communication.
We will promote a safe and secure environment.
We will be good stewards of our resources.

Klein Independent School District 2015 Strategy and Action Plans

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 and relevant curriculum that meets the needs of all students.**

Action Plan Leader and Team: **Dr. Susan Borg:** Curriculum & Instruction (Directors, Instructional Officers, Assessment Specialists), Special Education and Campus Principals

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	2015 Actual	Met Target (Y/N)
Leading Indicators			
<ul style="list-style-type: none"> Percent meeting standard on benchmark assessments, all subjects, all subgroups 	<ul style="list-style-type: none"> ≥ 70% 	72%	Y
Lagging Indicators			
<ul style="list-style-type: none"> State accountability Indices 1-3 Percent of students graduating with the Recommended, Distinguished or Endorsed High School Diploma 	<ul style="list-style-type: none"> Met Standard >88% 	Met Standard >88%	Y Y

Timeline:

The actions in this plan continue to be implemented and refined. The newest components include implementation, piloting project based learning, 21st century learning through the TATEKS, targeted professional development to improve student performance and emphasis in critical reading and writing instruction.

Cost Overview

\$ 1,641,252 Elementary Reading Specialists salaries; Funding Source: SCE
 \$ 1,809,433 Instructional Specialists salaries; Funding Sources: Title IIA (\$482,113), Local (\$1,327,320)
 \$ 460,066 for At-Risk Teacher salaries; Funding Source: SCE
 \$ 60,959 for At-Risk Counselor salaries; Funding Source: SCE
 \$ 52,770 for Pregnancy Related Services salaries; Funding Source: SCE
 \$ 79,709 for Pregnancy Related Social Workers' salaries; Funding Source: SCE
 \$ 1,190,964 for High School Core Content Specialists salaries; Funding Source: HSA
 \$ 75,683 for College Readiness Specialist; Funding Source: HSA
 \$ 6,236,800 for Title I Total Allocation; Funding Source: Title I (\$4,429,847 salaries), (\$1,806,953 school choice transportation for
 \$ 114,764 for staff development focused on curriculum, instruction, state training and beginning teachers; Funding Source: Title IIA (\$54,764); local (\$20,000); state bilingual(\$40,000)
 \$ 7,460,599.00 for special education staff, services, tutoring, training, materials & early intervention programs; Funding Source: IDEA-B
 \$ 113,755 for special education pre-school programs; Funding Source: IDEA B Pre-school
 \$ 3,781,805.00 for instructional materials; Funding Source: State IMA
 \$ 7,616,878 for CTE teacher salaries (132.90 FTE); Funding Source: Local
 \$ 60,000 for Transform Academies for principals and teachers; Funding Source: local (\$60,000) Non Title campuses

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 and deploy an updated electronic 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	I
2. Monitor the effectiveness and relevancy of the curriculum and instructional practices using a Campus Support Team process and grouped data analysis to assist campuses with improving student achievement.	Data reports, walk-through data	2014	I
3. 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
4. Train high school core content teachers in the development and deployment of successful initial instructional practices to meet the challenges of graduation requirements.	Training schedules and objectives	2014	I
5. Improve the academic performance of English language learners through intensive teacher 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
6. Improve the academic performance of students in special education programs through intensive teacher professional development focusing on individual education plan development, co-teaching, and instructional strategies for mathematics, science, social studies and language arts.	Training schedules, campus scorecards, walk-through data	2009	I
7. Improve the academic performance of the students served at the nine Title I campuses with class size reduction and through intensive teacher professional development focusing on differentiating instruction for at-risk students.	Training schedules, campus scorecards, walk-through data	2009	I
8. 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
9. Provide targeted administrator professional development and assistance for campuses needing required improvement in order to improve teacher practice, data analysis and student performance.	Training schedules, consultant schedules and feedback notes	2013	I
10. Provide interventions and support for students identified as at-risk including effective utilization of resources, in order to improve student achievement.	Student lists, progress measures, budgets	2011	I
11. Provide relevant learning opportunities for students by piloting project based learning.	Pilot data, 3 year roll out plan	2012	I
12. Integrate 21st century skills needed to expand opportunities for advancement in all core content areas using TATEKS.	Eduphoria curriculum	2012	I
13. Improve teacher instructional practice through targeted professional development in PLC implementation.	Training schedules, consultant feedback and data analysis	2012	I
14. Monitor a committee driven process to provide resources, technology and instructional materials to campuses using IMA funds.	IMA spreadsheets, committee minutes	2011	I
15. Implement the Transform Academy for principals and teachers to improve the integration of technology in classrooms.	Organizational chart, job descriptions	2013	I
16. Implement the Blackboard learning management system at all one to one campuses in order to provide teachers and students with the tools needed to demonstrate profound levels of learning.	Blackboard implementation plan	2013	I
17. Collaborate with Social Studies, Multilingual offices and campuses to provide day long training to teachers in using the ELPs for the purpose of increasing student achievement of ELL and monitored ELL students so that state expectations are met.	Training calendars, Sign-in sheets, Department Meeting Minutes, Data reviews	2014	I
18. Provide training, support and resources for ELA teachers in Readers and Writers Workshop in order to improve student literacy across the curriculum in grades PK-8.	Training Schedules, Specialists calendars, Resources inventory	2013	I
19. Conduct day long English I and II district training for all teachers of these courses and the administrators in charge of these courses each grading period in order to train teachers in the state curriculum, improve strategies for addressing student needs and develop methods for using data and collaborative planning in order to improve critical reading and writing skills for all students.	Training Schedules, Agendas, Training materials	2014	I

Status Codes: N – Not started; I – In progress; C - Completed

Klein Independent School District 2015 Strategy and Action Plans

Strategy 1

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

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

Action Plan Leader and Team: **Dr. Susan Borg:** Curriculum & Instruction, Special Education, Research, Accountability & Data, Instructional Administrators and 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	2015 Actual	Met Target (Y/N)
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%	100%	Y
Lagging Indicators			
• State Accountability Indices 1-4	• Met Standard	Met Standard	Y
• Five year graduation rate	• 94%	94.6%	Y

Timeline:

The actions in this plan continue to be implemented and refined. . 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

\$ 956,663 for the Vistas High School Program; Funding Source: SCE
 \$ 1,492,524 for DAEP salaries; Funding Source: SCE
 \$ 6,712,103 for Klein Forest High School Project; Funding Source: SCE (\$6,235,836); local (\$476,267)
 \$ 588,154 for High School Credit Recovery; Funding Source: HSA
 \$ 62,715 for Newcomer Centers; Funding Source: HSA
 \$ 85,860 for Dropout Recovery salaries & materials; Funding Source: HSA (\$85,860); State Grant for Dropout Recovery (\$12,000)
 \$ 147,152 for High School Graduation Advisors; Funding Source HSA
 \$ 1,118,694 for Accelerated Instruction; Funding Sources: local (\$750,000); SCE (\$368,694)
 \$ 195,000 for Professional Development consultants for ELL; Funding Source: Title III
 \$ 150,000 for Title III professional salaries; Funding Source: Title III
 \$ 3,600 private school ELL; Funding Source: Title III
 \$ 54,000 for high school grade recovery tutors; Funding Source: HSA
 \$ 7,992,740.56 Good to Great Project
 \$ 625,000 for campus instructional support; Funding Source: Local

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, accelerated education, and progress monitoring.	RTI Manual, dyslexia manual, implementation timelines, training agendas	2007	I
2. Update and train teachers in the requirements, documentation processes, and development and use of instructional accommodations for students in special education, students with dyslexia, students with evidence of reading difficulty and English Language Learners.	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	I
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. Support elementary bilingual programs by providing training and resources for a transitional bilingual program.	Campus Plans, training schedules, Articulation Chart	2014	I
6. Provide and monitor accelerated English language acquisition to students new	Training schedules, walk	2008	I

Status Codes: N – Not started; I – In progress; C - Completed

Plan 1.2: Action Steps	Documentation	Progress	
		Start	Status
to the country through Newcomer Centers in grades 6-12.	through data		
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	I
8. Convene a STEAM Express advisory committee four times per year in order to provide students with opportunities to explore STEAM careers aboard the STEAM Express and to explore integrated course offerings and instruction in science, technology, arts and mathematics to meet student career needs.	Meeting schedules, training notes, outcomes report	2012	I
9. Facilitate the planning and implementation of the Klein Forest feeder pattern "Good to Great" projects in order to decrease student-teacher ratios, increase student achievement and improve teacher practice.	Evaluation progress reports and final evaluation	2012	I
10. Provide funds for personnel and resource to campuses with high levels of economically disadvantaged students in order to meet student needs.	Budgets, student data	2014	I
11. Provide training for students, staff and parents regarding the high school endorsement graduation plans in order to facilitate student access to post-secondary college and career opportunities.	Training schedules	2014	I

Status Codes: N – Not started; I – In progress; C - Completed

Klein Independent School District 2015 Strategy and Action Plans

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, Guidance Counselors, Counseling Services Officer, and Campus Administrators

Action Plan Overview: The purpose of this action plan is for 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	2015 Actual	Met Target (Y/N)
Leading Indicators			
• Percent of grade 6-12 students completing one or more advanced academics courses	• 55%	64%	Y
• Percent of high school students completing AP/IB/Dual Credit courses (unduplicated)	• 25%	28%	Y
Lagging Indicators			
• State Accountability Index 4	• Met Standard	Met Standard	Y
• Number of district distinction designations	• 1	0	N
• Number of campuses receiving 1 or more distinction designations	• 22	22	Y
• Percent of all high school students taking AP/IB exams	• 22%	25%	Y
• 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%	64%	N
• Percent of examinees scoring at or above the criterion score for SAT/ACT	• 39%	35%	N
• Number of high school students receiving DAP/Advanced diplomas	• 400	100%	Y

Timeline:

The actions in this plan continue to be implemented and refined. 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
 \$ 80,890 for AVID Coordinators salaries; Funding Source: HSA
 \$ 769,250 IB staffing salaries and program costs; Funding Source: HSA (\$719,250 salaries) (\$50,000 materials and supplies)
 \$ 35,720 AP Incentives for campuses Funding Sources: State AP Incentive Funds
 \$ 635,650 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. Monitor the open-enrollment Pre-Advanced Placement Program by analyzing student enrollment and teacher training data to ensure students are enrolling in advanced level courses.	Agendas and course enrollment	2009	I
2. Provide and monitor outcomes of district wide Readistep, Aspire and PSAT assessments to increase student PreAP and AP enrollment by examining PreAP potential, AP potential and My Road resources and data.	Testing calendar	2012	I
3. Implement and monitor the state's Performance Standard Project (TPSP) for gifted on all elementary and intermediate campuses to lay foundation for juried research.	Teacher/Administrator professional development; District Showcase	2011	I
4. Monitor the implementation of the AVID by following the recommendations of AVID and by participating in the AVID annual campus study.	Enrollment for AVID elective, AP, and PreAP courses, course syllabi	2007	I
5. 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
6. 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.	Curriculum documents, Student enrollment	2011	I
7. Provide Tutoring opportunities for ACT and SAT assessments at each high school utilizing vendor provided tutors and KISD teachers trained by the vendor.	Tutoring schedules; district ACT/SAT seminar calendar	2014	I
8. Utilize district website, counseling program and Path/AVID courses to disseminate information regarding higher education admission, financial aid opportunities, TEXAS grant, Teach for Texas grant, curriculum choices for post-high school success.	Path/AVID curriculum & teacher lesson plans; Counseling sign-ins	2014	I
9. Implement district-wide Advanced Placement Professional Learning Communities for teacher collaboration in order to improve student achievement on the AP exams.	Meeting agendas, Presentation sign-ins	2014	I

Status Codes: N – Not started; I – In progress; C - Completed

Klein Independent School District 2015 Strategy and Action Plans

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,** Campus Instructional Support Director, Human Resources Executive Directors, State and Federal Programs Director, Multilingual Instructional Officer and 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	2015 Actual	Met Target (Y/N)
Leading Indicators			
<ul style="list-style-type: none"> Percentage of mentors trained Semi-Annual satisfaction progress checks of the beginning teacher mentor program Percentage of KISD cooperating teachers completing their training to work with their student teachers (at least every third year) 	<ul style="list-style-type: none"> 100% ≥80% ≥80% 	100% ≥80% 18.5%	Y Y N
Lagging Indicators			
<ul style="list-style-type: none"> Number of teacher recruits contacted by HR Additional universities visited Memberships on university advisory boards Percent of teachers retained Mentor and mentee satisfaction surveys Percent of teachers scoring at or above proficiency in KPDS in all domains 	<ul style="list-style-type: none"> >1500 ≥2 ≥5 ≥90% ≥80% ≥85% 	1700 3 5 AEIS Later ≥80% 99.1%	Y Y Y Pending Y Y

Timeline:
The actions in this plan continue to be implemented and refined. The continuing components include the district beginning teacher mentoring program, utilizing stipends for retention and improvement, and the continuation of employee mentoring programs.
Cost Overview
\$ 100,000 for the district beginning teacher mentoring program; Funding Source: Local Funds \$ 988,522 for Bilingual Teacher Stipends; Funding Source: State Bilingual and local Funds \$ 909,500 supplemental stipends for secondary math and science teachers; Funding Source: Local and HSA Funds
Resources:
Human Resource Services; Research, Accountability and Data; School Administration, and Campus Instructional Support

Plan 2.1: Action Steps	Documentation	Progress	
		Start	Status
1. Utilize local and 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 state and local funds for bilingual stipends to recruit and retain quality bilingual teachers, and encourage attendance at the bilingual institute.	Retention and recruitment data ; professional development reports	2009	I
3. Utilize 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 personnel 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
6. Continue memberships on university advisory boards to foster relationships with university personnel and teaching candidates.	Membership records	2013	I
7. Investigate and visit additional universities to recruit teaching candidates in shortage areas.	Recruiting Records	2015	I

Status Codes: N – Not started; I – In progress; C - Completed

Klein Independent School District 2015 Strategy and Action Plans

Strategy 2

Recruit and retain the highest quality employees.

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

Action Plan Leader and Team: **Mr. Curt Drouillard, Dr. Jan Marek,** Human Resources Executive Directors and School Administration Executive Directors

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	2015 Actual	Met Target (Y/N)
Leading Indicators			
• Percent of administrators-in-training attending KAA trainings	• >85%	99.5%	Y
• Percent of administrators attending KAPA trainings	• >50%	98.3%	Y
• Percent of new principals attending New Principal Orientation	• >85%	100%	Y
• Percent of principals attending annual Principal Update training	• >85%	100%	Y
• Number of teachers participating in the Instructional Leadership Academy	• ≥25	19	N
Lagging Indicators			
• Percent of internal administrator promotions	• ≥ 80%	100%	Y
• Staff satisfaction on KQSS	• ≥ 75%		
Instructional Staff		79.8%	Y
Non-Instructional Staff		89.1%	Y
• Collective efficacy standard score on KQSS	• 500		
Instructional Staff		565.7	Y
Non-Instructional Staff		592.3	Y
• Number of new Klein ISD produced online professional development courses offered	• ≥10	3 Courses	Y
		147 Instr. Videos	

Timeline:

This action plan began in the fall of 2010 and will continue for 2015 with the purpose of increasing job satisfaction through mentoring, aligning appraisal systems, quality recruiting strategies and professional development. The newest components of this plan include on-site PLC professional development, the Transform Academy, and the Instructional Leadership Academy.

Cost Overview

\$ 2,000 for training academies; Funding Source: Local Funds
 \$ 400,000 for PLC training and Instructional Leadership Academy: Local Funds, Title I, Title II, and possibly Title III Funds
 \$ 60,000 for the KIC Video Production Studio: Local and Technology Funds

Resources:

School Administration; Instruction and Student Support Services; Financial Services; Human Resource Services; Research, Accountability, and Data 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 the Instructional Leadership Academy, Administrator Academies, the Transform Academy, 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.	Training schedules	2013	I
9. Begin to prepare principals and teachers for their new state proposed evaluation instruments using professional development and reflective feedback.	Meeting Agendas	2015	N
10. Create and implement district-created online professional development courses for teachers and staff that provide continuously accessible learning opportunities designed to support the unique needs of our students and professional learning communities.	Online Course Offering Catalog and course usage reports	2015	I

Status Codes: N – Not started; I – In progress; C - Completed

Klein Independent School District 2015 Strategy and Action Plans

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 Associate Superintendent, Instruction Executive Director, Counseling Instructional Officer, DIDC, Campus Administrators and 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	2015 Actual	Met Target (Y/N)
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%	67%	N
• KQSS Parent Satisfaction at Title I campuses	• ≥ 75%	72%	N
• PBMA Difference score for Special Education OSS discretionary placements	• ≤ 6	18.3	N
• PBMA Difference score for Special Education ISS discretionary placements	• ≤ 10	25.4	N

Timeline:
The actions in this plan continue to be implemented and refined. The plan contains 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 of this plan is the implementation of a behavior specialist program at the secondary campuses.
Cost Overview
\$ 25,000 Flippen Group Training (Capturing Kids Hearts and Process Champions); Funding Source: Title IIA \$ 168,000 for Community Youth Specialists; Funding Source: Local Funds
Resources:
Training facilities, surveys, community input, counselors, teachers, and administrators, Project Share, NAM, Harris County

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	I
2. Strengthen district anti-bullying, violence prevention, and conflict resolution programs by encouraging campuses to participate in character building programs such as No Place for Hate Program.	Annual survey of character building programs	2008	I
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. Utilize the Community Youth Specialists program by partnering with HCDE to provide counselors for crisis intervention and assistance, counseling and resources to students and campuses needing mental health services, suicide prevention, dating or other violence prevention including bullying and the maltreatment of children	Budget, Counseling logs, Counselor calendars	Ongoing	I
5. Provide Capturing Kids Hearts training for all intermediate professional staff using a 4 year phase-in process in order to address student needs, improve student achievement, strengthen student and teacher relationships, resolve conflicts and prevent violence.	4 year training schedule, sign in sheets	2010	I
6. 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
7. Provide annual training to staff (using TEA resources where available) regarding bullying prevention, violence prevention, conflict resolution, sexual abuse, dating violence and the maltreatment of children that includes prevention techniques, assistance resources, counseling assistance for parents and victims, safety planning, the enforcement of protective orders and warning signs to improve student safety, social skills and student discipline.	Training logs	2007	I
8. 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
9. Integrate character education lessons across the curriculum for the purpose of incorporating academic achievement and character development into daily learning.	Online Curriculum	2013	I
10. Implement a behavior specialist program at the secondary campuses in order to proactively work with students to improve conduct and to provide resources to parents and staff regarding students at risk of failure due to behavioral incidents and truancy.	Hiring plans, agendas, planning documents	2014	I

Status Codes: N – Not started; I – In progress; C - Completed

Klein Independent School District 2015 Strategy and Action Plans

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**, Communications Manager

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

Measures: Performance Indicator(s):	Target	2015 Actual	Met Target (Y/N)
Leading Indicators			
• Campus representation at Key Communicator & Unite Council Meetings Key Communicator Average Unite Council Average	• >80%	56% 60%	N
• Increase social and electronic media participation annually Facebook Twitter Mobile App	• >20%	29% 64% 48%	Y
Lagging Indicators			
• KQSS Satisfaction with two-way communication	• ≥ 4.3	4.4	Y

Timeline:
This plan began in 2010 and continues for 2014. 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
\$ 70,000 for Klein District News; Communications & Planning Budget funds all other communication activities; Funding Source: Local

Resources:
Information Technology, Social Media Outlets, Communications and Planning staff

Plan 3.2: Action Steps	Documentation	Progress	
		Start	Status
1. Utilize Superintendent's Communication Council to identify the communication needs and requirements of internal staff on an annual basis.	Agendas, minutes	2009	I
2. Utilize Key Communicators and the Unite for Understanding Council to identify the communication needs and requirements of external stakeholders.	Agendas, minutes	2009	I
3. 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	I
4. Standardize the procedure for communicating information internally throughout the district to meet staff needs.	Survey Report	2010	I
5. Implement a five year communication plan that addresses the district communication needs.	Five Year Communications Plan	2011	I
6. 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 tools.	Social Media Lists, website links	2011	I
7. 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

Status Codes: N – Not started; I – In progress; C - Completed

Klein Independent School District 2015 Strategy and Action Plans

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 progress and satisfaction for use in continuous district improvement.

Action Plan Leader and Team: **Dr. Susan Borg**, Instruction & Student Services Administration, Research, Accountability & Data, and Campus Principals

Action Plan Overview: The purpose of this plan is to measure stakeholder satisfaction, post high school graduation outcomes and to implement the state required community student engagement accountability system using various survey and data collection methods.

Measures: Performance Indicator(s):	Target	2015 Actual	Met Target (Y/N)
Leading Indicators			
• Number of stakeholder respondents participating in prior year KQSS	• 11,700	13,823	Y
• Percent of seniors completing the KISD Senior Survey	• 80%	75%	N
• Klein Quality Schools Survey (KQSS) (all levels satisfied)	• ≥ 75%	70%	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
\$ 2,100 for the KQSS printing and distribution (\$100); part time extra pay (\$2,000); 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 and review items for student levels of understanding.	Agendas, minutes, sign in sheets,	2013	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
9. Implement the state required community and student engagement accountability system in order to measure progress in nine areas that include fine arts, wellness and physical education, 21st century workforce, 2nd language acquisition, digital learning environment, dropout prevention strategies, gifted and talented programs and history of compliance.	Meeting agendas, planning notes, data collection, final report to TEA	2013	I

Status Codes: N – Not started; I – In progress; C - Completed

Klein Independent School District 2015 Strategy and Action Plans

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 and 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	2015 Actual	Met Target (Y/N)
Leading Indicators			
• Student Enrollment	• Counted annually	12/14	Y
• Housing Starts	• Counted semi-annually	3/14 & 10/14	Y
• PASA Demographic Studies	• Collected every other year	10/14	Y
Lagging Indicators			
• School Capacity	• No school exceeds 120% capacity	1=120%	Y
• Facility Construction	• 50% of all projects closed out within 6 months of occupancy;	100%	Y
	• 100% of all projects closed out within 1 year of occupancy	100%	Y

Timeline:

This plan continues 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

\$ 747,500 for Facility Assessment and Educational Adequacy Assessment leading to Long Range Capital Plan; Funding Source: Fund Balance

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
5. Develop Long Range Capital Plan to prioritize future facility requirements.	Report and assessment database	2013	I

Klein Independent School District 2015 Strategy and Action Plans

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**, Information Technology, Research, Accountability & Data, Student Support Services, Instruction and Student Services, Communications & Planning, Human Resource Services, Financial Services, School Administration and Facility & School Services

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	2015 Actual	Met Target (Y/N)
Leading Indicators			
• Percent of technology usage on Teachscape Walks – teacher	• 30%	39%	Y
• Percent of technology usage on Teachscape Walks – student	• 30%	25%	N
• Network uptime logs	• 99%	99%	Y
• Percent of technology inventory replaced annually	• 8%	10%	Y
Lagging Indicators			
• Technology Literacy Assessment for students in grades 5 and 8	• ≥ 75%	74%	N
• Over all Technology measure on Region IV Benchmark 4 Excellence	• ≥ 75 th %	80%	Y

Timeline:

This plan continues 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

\$ 5,000,000 per year for replacement; Funding Source: Local & Bond Budget

\$ 10,000 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	I
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	I
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, replacement schedules and upgrade schedules.	2012	I

Status Codes: N – Not started; I – In progress; C - Completed

Klein Independent School District 2015 Strategy and Action Plans

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,** Information Technology, Research, Accountability & Data, Communications & Planning and 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	2015 Actual	Met Target (Y/N)
Leading Indicators			
• Meet interim monthly Facilities performance metrics	• 75%	87%	Y
• Percent of staff working with budgets trained in finance procedures annually	• 80%	80.5%	Y
Lagging Indicators			
• KQSS Satisfaction	• ≥ 75%	90%	Y
• Over all Facilities measure on Region IV Benchmark 4 Excellence	• ≥ 75 th %	80%	Y
• Fund Balance – months of working capital	• 3	3 ½	Y
• FIRST Rating (Financial Integrity Rating System of Texas – achievement level)	• Superior	Superior	Y
• FAST Rating (Financial Allocation Study for Texas)	• 4.5 Stars	4.5 Stars	Y

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
\$ 350,000 for the purchase of electronic storage and network infrastructure Funding Source: Technology Bond Funds \$ 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	N
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 feeder pattern “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

Status Codes: N – Not started; I – In progress; C - Completed

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. *Education Code 44.0041*

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)*

USE OF DISTRICT RESOURCES

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)*

IMPROVEMENTS TO REAL PROPERTY

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.

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*

<u>HOTELS</u>	<p>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.</p> <p>“Hotel” means a building in which members of the public obtain sleeping accommodations for consideration. The term includes a motel. <i>Education Code 11.178</i></p>
<u>ELECTIONEERING</u>	<p>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. <i>Education Code 11.169</i></p>
<u>COMMITMENT OF CURRENT REVENUE</u>	<p>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:</p> <ol style="list-style-type: none"> 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. <p><i>Local Gov’t Code 271.903</i></p>
<u>FISCAL YEAR</u>	<p>The Board may determine if the District’s fiscal year begins on July 1 or September 1 of each year. <i>Education Code 44.0011</i></p>
<u>BUDGET PREPARATION</u>	<p>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. <i>Education Code 44.002</i></p>
<u>FUNDS FOR ACCELERATED INSTRUCTION</u>	<p>A district that is required to provide accelerated instruction under Education Code 29.081(b-1) [see EHBC] shall separately budget sufficient funds, including funds under Education Code 42.152, for that purpose. The District may not budget funds received under Education Code 42.152 for any other purpose until the District adopts a budget to support additional accelerated instruction. <i>Education Code 29.081(b-2)</i></p>
<u>DEADLINES</u>	<p>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). <i>Education Code 44.002(a); 19 TAC 109.1(a), .41</i></p> <p>The adopted budget must be filed with the Texas Education Agency on or before the date established in the <i>Financial Accountability System Resource Guide</i>. <i>Education Code 44.005; 19 TAC 109.1(a)</i></p>
<u>PUBLIC MEETING ON BUDGET AND PROPOSED TAX RATE</u>	<p>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. <i>Education Code 44.004(a), (f)</i> [See CCG for provisions governing tax rate adoption]</p> <p>The meeting must comply with the notice requirements of the Open Meetings Act. <i>Gov’t Code 551.041, .043</i></p>

<u>PUBLISHED NOTICE</u>	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.
<u>FORM OF NOTICE</u>	<p>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.</p> <p>The notice is not valid if it does not substantially conform to the language and format prescribed by the comptroller.</p>
<u>TAXPAYER INJUNCTION</u>	If the District has not complied with the published notice requirements in the FORM OF NOTICE described above, and the requirements for DISTRICTS WITH JULY 1 FISCAL YEAR below, if applicable, and the failure to comply was not in good faith, a person who owns taxable property in the District is entitled to an injunction restraining the collection of taxes by the District. An action to enjoin the collection of taxes must be filed before the date the District delivers substantially all of its tax bills. <i>Education Code 44.004(b)–(e)</i>
<u>PUBLICATION OF PROPOSED BUDGET SUMMARY</u>	<p>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 Web site or, if the District has no Internet Web site, in the District's central administrative office.</p> <p>The budget summary must include a comparison to the previous year's actual spending and information relating to per student and aggregate spending on:</p> <ol style="list-style-type: none"> 1. Instruction; 2. Instructional support; 3. Central administration; 4. District operations; 5. Debt service; and 6. Any other category designated by the Commissioner. <p><i>Education Code 44.0041</i></p>
<u>DECREASE IN DEBT SERVICE RATE</u>	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. <i>Education Code 44.004(g-1)</i>
<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 Web site a copy of the budget adopted by the Board. The District's Web site must prominently display the electronic link to the adopted budget. The District shall maintain the adopted budget on the District's Web site 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, the Texas National Guard, or the Texas State Guard. <i>Gov't Code 437.111(b), .252, .304(a)</i>

DATE ISSUED: 11/13/2013 – UPDATE 98 - CE (LEGAL)-P

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

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

TEA Legal Requirements

Additional TEA requirements for school district budget preparation are located at the following source:

<http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147491747&libID=2147491744>

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.

<u>FISCAL YEAR</u>	The District shall operate on a fiscal year beginning September 1 st and ending August 31 st .
<u>BUDGET PLANNING</u>	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.
<u>BUDGET MEETING</u>	<p>The annual public meeting to discuss the proposed budget and tax rate shall be conducted as follows:</p> <ol style="list-style-type: none"> 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

GAAP and Legal Compliance

Guidelines for financial accounting and reporting are derived from generally accepted accounting principles (GAAP). School districts are required to adhere to GAAP. The annual operating budget is one of the most important of all legal documents governing financial transactions. Upon board of trustee approval, the expenditure requests in the budget become binding appropriations that may not legally be exceeded by the school district without an amendment. Taxes and other revenue sources that finance budgeted expenditures usually require board enactment.

An important function of governmental accounting systems is to enable administrators to assure and report on compliance with finance-related legal provisions. This assurance and reporting means that the accounting system, its terminology, fund structure, and procedures must be adapted to satisfy finance related legal requirements. However, the basic financial statements of school districts should be prepared in conformity with GAAP.

Internal Controls

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, rationale, and
- avoidance of bearer-form securities.

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, and
- 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 decrease bank fees. All other funds are invested in Local Government Investment Pools and U.S. Government Agencies. The District utilizes TexPool and Lone Star, two authorized investment pools. It also works with 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.

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, or
- 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.

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, improvements, furniture and equipment, and infrastructure assets. The cost of the infrastructure is initially capitalized with the building cost and is depreciated over the same useful life as the building. Capital assets are defined by the District as assets with an initial, individual cost which equals or exceeds \$5,000 and an estimated useful life in excess of one year. 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.

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. The District also participates in TRS-ActiveCare, the self-funded statewide health coverage program administered by Aetna and CVS Caremark for public education employees. Rates and benefits are established by the TRS Trustees based on the claims experience of the plan, not determined by the vendors administering the program.

Workers' Compensation

The District established a limited risk management program for workers' compensation in 1988 by participating as a self-funded member of the TASB Risk Management Fund (the Fund). The Fund was created and is operated under the provisions of the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code and Chapter 504, Texas Labor Code. As a self-funded member of the Fund, Klein ISD is solely responsible for all claims costs, both reported and unreported. The Fund provides administrative service to its self-funded members including claims administration and customer service. The general fund services all claims for risk of loss to which the District is exposed. Premiums are paid into the general fund by the National School Breakfast and Lunch Program special revenue fund on behalf of those employees paid from this fund. These interfund premiums are used to reduce the amount of claims expenditures reported in the General Fund.

Health Insurance

Employees are eligible to purchase health insurance through TRS-ActiveCare, a fully insured statewide health plan administered by Aetna for public education employees. The medical plan includes a pharmacy benefit through CVS Caremark. The District contributes between \$50 and \$1,410 per month, depending on the medical plan chosen, for each employee who elects medical coverage through TRS-ActiveCare.

Compensated Absences

It is the District's policy to permit employees to accumulate earned but unused state personal and sick leave days and local sick leave days. Upon retirement, an employee is entitled to reimbursement for accumulated, unused days if the employee (1) has a minimum of ten (10) years of consecutive service in the District immediately preceding retirement; and (2) begins receiving benefits under the Texas Teacher Retirement System (TRS) on an unreduced pension/annuity immediately upon separation from the District. An eligible employee will be reimbursed for an unlimited amount of unused personal and sick leave days. Compensation for unused days is based on the daily rate of substitute pay effective at the time of the employee's retirement. Employees hired prior to September 3, 1974 may opt, upon retirement, to be paid at their daily rate in effect at the time of their retirement for up to thirty (30) days of accumulated local sick days. Exempt staff members under contract July 1 through June 30 earn non-duty days based on the difference between the number of work days as set by the staff member's annual contract/calendar and the actual days worked by the staff member. All exempt staff members may carry no more than 25 days of accrued vacation or non-duty days (carryover days) to the following year and all non-exempt staff members working more than 226 days may carry no more than 200 compensatory hours to the following year. Staff members are paid for accumulated unused carryover days only upon termination of employment.

Defined Benefit Pension Plan

The Klein Independent School District contributes to the Teacher Retirement System of Texas (TRS), a cost-sharing multiple-employer defined benefit pension plan. TRS administers retirement and disability annuities, and death and survivor benefits to employees and beneficiaries of the employees of the public school systems of Texas. The Texas state legislature has the authority to establish and amend benefit provisions of the pension plan and may, under certain circumstances, grant special authority to the TRS Board of Trustees.

Contribution requirements are not actuarially determined but are established and amended pursuant to the following state funding policy: (1) The state constitution requires the legislature to establish a member contribution rate of not less than 6.0% of the member's annual compensation and a state contribution rate of not less than 6.0% and not more than 10% of the aggregate annual compensation of all members of the system during the fiscal year; (2) state statute prohibits benefit improvements, if as a result of the particular action, the time required to amortize TRS' unfunded actuarial liabilities would be increased to a period that exceeds 31 years, or, if the amortization period already exceeds 31 years, the period would be increased by such action.

Contribution rates and amounts for fiscal years 2013-2015 are shown in the table below. These rates are set by the General Appropriations Act. In certain instances, the reporting district is required to make all or a portion of the state's and/or member's contribution and on the portion of the employees' salaries that exceeded the statutory minimum.

	<u>Member</u>		<u>State</u>		<u>School District</u>
2015	6.7%	\$19,623,007	6.800%	\$14,255,812	\$9,056,605*
2014	6.4%	\$17,311,097	6.800%	\$13,562,248	\$4,892,197
2013	6.4%	\$16,006,608	6.400%	\$11,992,141	\$4,110,003

*Beginning on 9/1/14, a new monthly employer contribution became effective in accordance with Senate Bill 1458. The contribution is required by all districts that do not pay Social Security and amounts to 1.5% of total salary amount contributed to TRS by its members.

Retiree Health Plan

The District contributes to the Texas Public School Retired Employees Group Insurance Program (TRS-Care), a cost-sharing multiple-employer defined benefit postemployment health care plan administered by the Teacher Retirement System of Texas (TRS). TRS- Care Retired Plan provides health care coverage for certain persons (and their dependents) who retired under the Teacher Retirement System of Texas.

Contribution requirements are not actuarially determined but are legally established each biennium by the Texas legislature. The State of Texas and active public school employee contribution rates were 1.0% and .65% of public school payroll, respectively, with school districts contributing a percentage of payroll set at .55% for fiscal years 2015, 2014, 2013, and 2012. Per Texas Insurance Code, Chapter 1575, the public school contribution may not be less than .25% or greater than .75% of the salary of each active employee of the public school. For staff member funded by federal programs, the federal programs are required to contribute 1%.

Contribution rates and amounts made by the member, state, and school district for fiscal years 2015, 2014, and 2013 are shown in the following table:

<u>Year</u>	<u>Member</u>		<u>State</u>		<u>School District</u>	
	<u>Rate</u>	<u>Amount</u>	<u>Rate</u>	<u>Amount</u>	<u>Rate</u>	<u>Amount</u>
2015	0.65%	\$1,903,725	1.00%	\$2,801,754	0.55%	\$1,610,844
2014	0.65%	\$1,758,158	1.00%	\$2,584,683	0.55%	\$1,487,672
2013	0.65%	\$1,625,671	0.50%	\$1,188,474	0.55%	\$1,375,568

For the current fiscal year and each of the past two years, the District's actual contributions were equal to 100 percent of the required contributions. The contributions made by the State are on behalf of the District and have been recorded in the governmental funds' financial statements of the District as both state revenues and expenditures. These contributions are the legal responsibility of the State.

The Medicare Prescription Drug, Improvement, and Modernization Act of 2003 established prescription drug coverage for Medicare beneficiaries known as Medicare Part D. Under Medicare Part D, TRS-Care receives retiree drug subsidy payments from the federal government to offset certain prescription drug expenditures for eligible TRS-Care participants. For the years ended August 31, 2015, 2014, and 2013, the subsidy payments received by TRS-Care on-behalf of the District were \$1,200,354, \$727,297, and \$666,310, respectively. These payments are recorded as equal revenues and expenditures in the governmental funds' financial statements of the District.

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). The unassigned fund balance represents that portion of fund equity that is currently available to finance expenditures not already approved by the Board of Trustees. 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, and
- a 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. Klein ISD Board policy states that the District shall maintain an unreserved general fund balance of no less than two and a half months of regular general fund operating expenditures. Board policy also provides that 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 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 2015-2016 adopted General Fund budget will utilize approximately \$1.4 million (3%) of the unassigned fund balance total. The Debt Service Fund will add approximately \$610,000 to the fund's restricted balance. Further discussion regarding use of fund balance can be found on pages 97 and 118 in the Financial Section.

Summary

The 2015-2016 budget was adopted by the Board on August 31, 2015, during a special session called for the purpose of holding a public hearing to discuss and adopt the budget. Adopted budget documents from 2009-2010 forward, including 2015-2016, as well as summarization reports on every budget review are posted on the District's website at: <http://www.kleinisd.net/default.aspx?name=finserv.budget.home>.

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. A comprehensive collection of the Klein ISD Board of Trustee meeting agendas and board reports from October 2006 to present is available online at: <https://v3.boardbook.org/Public/PublicHome.aspx?ak=101915>.

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
CCE	LOCAL REVENUE SOURCES - ATHLETIC STADIUM AUTHORITY
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
CG	BONDED EMPLOYEES AND OFFICERS
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

Board Policy - Business and Support Services (Continued)

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

Budget Process

Objectives

The objectives of budgeting are outlined by the Texas Education Agency in the Financial Accountability System Resource Guide. 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 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.

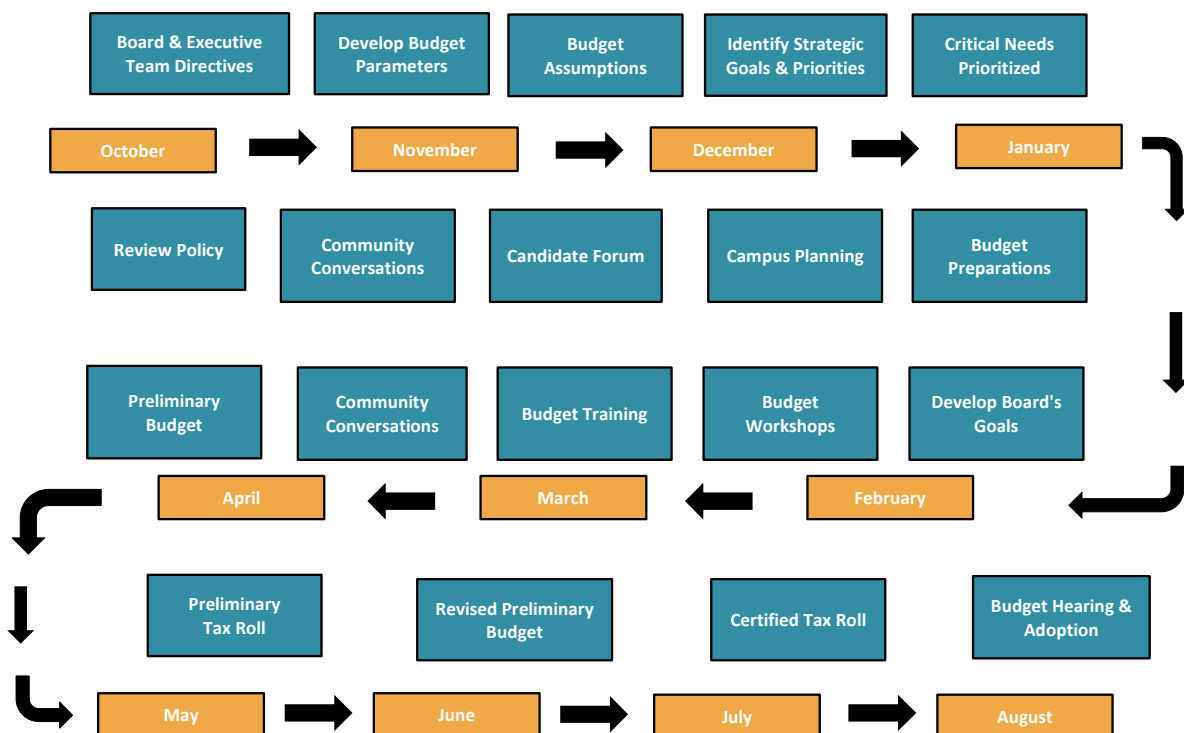
Meeting these objectives requires budget preparation to include several concepts recognizing accountability. Often these concepts are mandated for state and local public sectors. They include requirements that budgets should:

- 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. This chart represents the budget planning cycle throughout the course of a fiscal year, from early planning and decision making until budget adoption.



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 examining 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.

Planning

Demographic Study - A demographic study to provide data as to the future size and structure of the District's student population was conducted by the firm Population & Survey Analysts (PASA) and completed in October 2015. This data is used for attendance zone planning, facility planning, evaluating special programs, 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>.

Under the Most Likely Growth Scenario provided in the October 2015 PASA report, annual growth rates are projected between 1.83% and 2.12% over the next five years. Between 2009 and 2015, Klein ISD had the 15th highest percentage increase of all Texas districts with more than 20,000 students. Rapidly increasing growth within the District due the ExxonMobil complex in progress and the Grand Parkway's anticipated completion in December 2015, has modified the timeframe for High School #5 from 2019 to 2017. Intermediate #10 has been accelerated one year from 2019 to 2018. The following chart presents a 10-year outline of enrollment data past, present, and future.

Grade Group	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Elementary	21,564	21,878	22,536	23,155	23,544	23,954	24,248	24,525	24,927	25,101
Intermediate	10,604	11,055	11,210	11,345	11,490	11,900	12,242	12,659	12,828	13,262
High School	13,643	13,831	14,073	14,412	15,599	15,756	16,067	16,342	16,883	17,372
Total	45,811	46,764	47,819	48,912	50,633	51,610	52,557	53,526	54,638	55,735

Program capacity is the number of students each facility can comfortably serve with the current programs that are offered. The District's current program capacity is 50,689. The greatest potential for growth continues to be expected along and north of Spring Cypress Road from SH 249 almost to I-45. Housing growth impacts the number of students attending our schools. Student growth impacts schools, facilities, buses, technology, furniture, staffing, and safety and security systems. New schools, existing facility renovations, new buses, technology equipment, and safety and security equipment are all needed to keep pace with student growth.

When compared with 2015 data, new home starts are down 13% in Klein for 2015, based on Metro Study data. As a base of comparison, Klein now ranks 7th in housing starts for the second quarter of 2015 (unchanged from 2013 and 2014) among the 62 Houston Consolidated Metro Area school districts. The District is behind Fort Bend, Katy, Houston, Cy-Fair, Lamar, and Conroe - in that order - and ahead of both Humble and Tomball school districts. Katy has dropped from its recent rankings of first to a ranking of second in housing starts, due to the oil price plunge.

At this time, 59 square miles within Klein is built-out. Another 8.6 square miles is actively building out or planned for development. Approximately 2.6 square miles is under park/recreational uses. This sums to 70.2 square miles out of 82.4 square miles (85.1%) within the District. This leaves 12.2 square miles with potential to develop, although 4.8 square miles of the undeveloped land in the flood plain.

The long-range estimate of pupil density per square mile is expected to be approximately 715 students. Pupil density per square mile is based on an enrollment that stabilizes after an estimated peak of 65,000 students. Based on current school capacity, the District has reached approximately 78% of its permanent classroom facility requirement.

2015 Bond Referendum - The Klein ISD voters approved a bond referendum on May 9, 2015 in the amount of \$498.1 million. Prior to the referendum, a 120 member bond steering committee comprised of parents, community members, students, and employees spent four months studying demographic and capital needs data to develop a blueprint that addressed growth and facility needs for in five general areas: Growth, Technology, Renovations, School Buses, and Safety and Security. Detailed project information is provided in the Financial Section on page 127 and posted on the District's website at: <http://www.kleinisd.net/users/Bond2015/bond2015/index.html>.



Capital Budget Development Process - Capital investment decisions are driven by the District's building program, which is guided by the strategic plan and student enrollment forecasts. The total cost of ownership is a vital component when major expenditure decisions are under consideration. Forecasts of capital improvement costs are an integral part of Klein's maintenance planning process that is a component of overall planning. There is an implicit link between projections of capital and operating expenditures. Facility assessments are conducted by an outside consulting firm in conjunction with the District's maintenance personnel to determine capital improvement or replacement needs for existing campus facilities and other fixed assets. Student growth estimates are provided by a professional demographer, and based on current capacity, new campuses and other facility additions are considered. An Educational Adequacy Assessment is also conducted to insure the proposed facility supports the instructional program. Potential tax rate changes are identified and carefully evaluated utilizing pro forma debt repayment schedules prepared cooperatively with RBC Wealth Management Services. Fund balance forecasts for the General and the Debt Service Fund are developed to determine impact by expenditure requirements during/following capital investment planning. These forecasts ensure that the District will remain in compliance with state and local fund balance requirements.

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 2015, the General Fund has assigned fund balance totaling \$13.25 million for operating costs of future school buildings. Repayment of bonds issued for capital projects are included in the debt service fund projections.

Finally, recurring operating costs resulting from capital investments are considered. Personnel required to open a new facility are calculated using the District's pupil-teacher ratio guidelines along with core staff requirements. Non-payroll expenditures such as supplies and materials are based upon student enrollments. Costs not directly related to enrollment levels such as utility costs are extrapolated from historical data at similarly sized facilities. Other budget considerations include additional supplies needed for new programs and increased program usage, and supply/repair costs relative to equipment purchases. Recurring operating costs are detailed on page 13 in the Executive Summary as well as later in this section on page 67.

For the past sixteen years and the foreseeable future, Klein ISD has and will continue to require bond elections authorizing new bonds and a continual issuance of bonds. The 2008 Bond Authorization, approved for \$646.9 million, was fully expended with the Series 2015 sale. Originally scheduled to last four years, the funds have 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.

Preparation

The District budget process emphasizes accountability, is instructionally driven, and is guided by the Strategic Plan. The Board of Trustees approved the Klein Independent School District Strategic Plan 2015-2019 at the January 12, 2015 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. Five-Year

Financial Forecasts for the General, Food Service, and Debt Service Funds are presented in the Financial Section on pages 106, 109, and 124 respectively. Forecasts for the General Fund and Debt Service Fund are reviewed with the Board of Trustees annually. Budget workshops open to the public are conducted several times during the year. Community dinners were held in the fall and the spring to outline district plans and to field constituent concerns and recommendations.

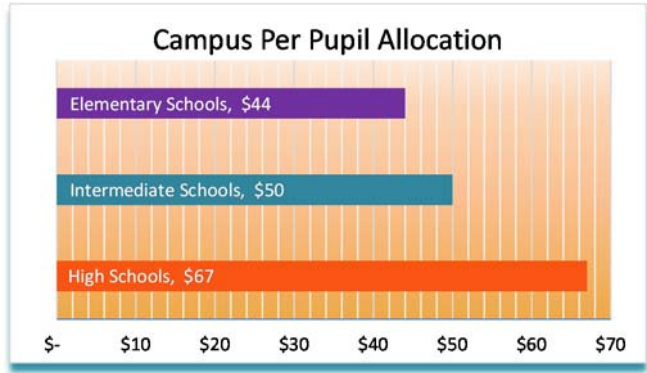
The Associate Superintendent for Financial Services is responsible for compiling all pertinent budget data and projections. The District annually adopts legally authorized appropriated budgets for the General Fund, the National School Lunch Program (a special revenue fund subsequently referred to as 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.

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 Improvement Plans (CIP) are updated annually and linked directly to one or more of the four Klein ISD strategies. Performance objectives are based on the Texas Academic Performance Report (TAPR) 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 is posted by campus at: <http://www.kleinisd.net/default.aspx?name=acct.campusCIPfor1415>.

Budget Allocations - 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 Klein ISD 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 allocations are calculated on the per pupil basis shown below and used for supplies, materials, equipment, staff development, and other appropriate instructional costs. These funds are controlled by the principal. District-wide, the average campus-based operating resource per student is approximately \$5,530 (excluding utilities). Title I and lower performing campuses receive additional funding with an average in excess of \$6,320 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

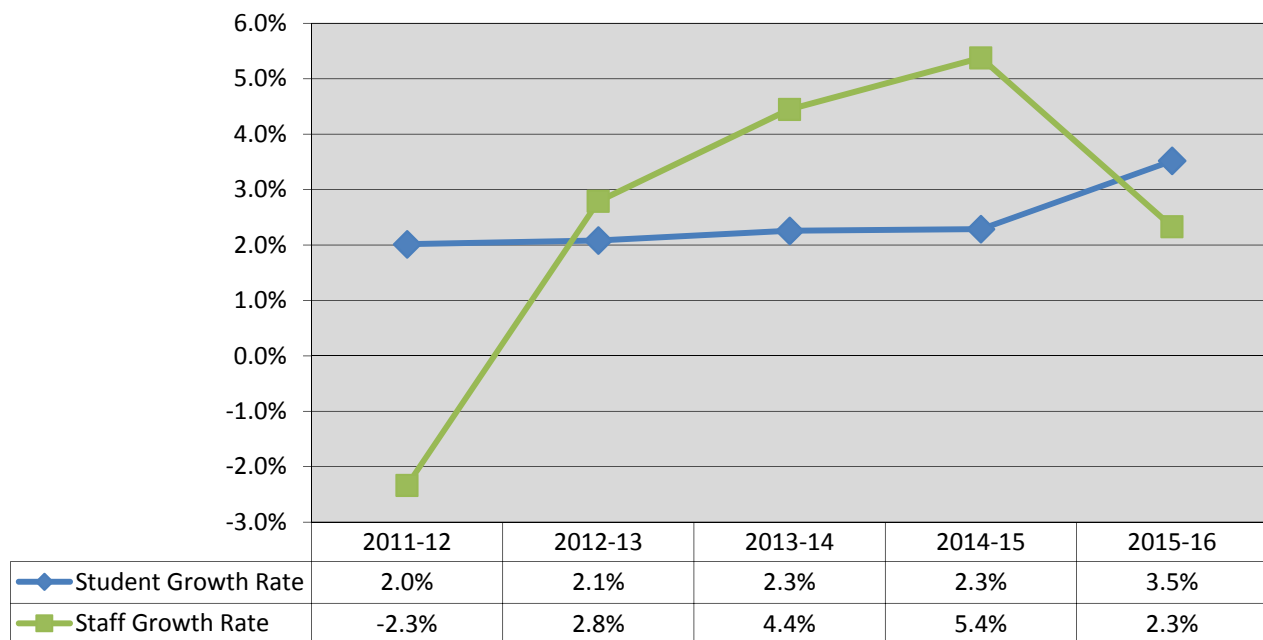
students is provided through campus-based programs in coordination with campus principals. Final budgetary responsibility for campus-based instructional or extracurricular programs such as Bilingual/ESL, Career and Technical, Fine Arts, Physical Education, and Athletics is assigned to the program directors. 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.

Staffing Allocations – A total of 152.6 new positions were added in 2015-2016. The General Fund added 142.6 new positions at a cost of approximately \$7.4 million and 10 units were added in the Special Revenue Fund Group. These units include 89.9 teachers; 20.5 other professionals; 9.7 support personnel; 5.5 campus and central office administrators; 25 auxiliary units; and 2 technology positions.

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 Grant Funds must be supplemental to basic education services funded by local and state revenues in the General Fund.

Student and Staff Growth Rates - The following chart tracks changes in student enrollment as compared to staff over the last five years. During that time, student enrollment has grown an average of 2.44% per year while staff grew an average of 2.52% per year. The steep decline in 2012-13 staffing was due to funding reductions made by the Texas Legislature during the 2011-2013 biennium.



Human Resources and School Administration personnel compared 2015-2016 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.

Other Funds – Grant Funds 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.

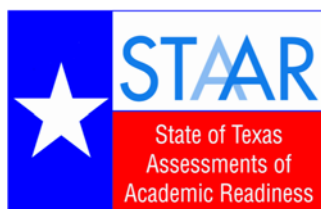
Capital Projects are accounted for on a project basis within each bond sale. Proceeds from each sale are accounted for in separate funds. The Board of Trustees does not formally adopt the Capital Project Funds on an annual basis; however use of each bond sale is accounted for on a Schedule of Estimated Expenditures. These schedules are presented to the Board for review and approval. Every project within each series is cumulatively tracked until the entire bond has been expended. This provides an ongoing record of utilization by bond series, as well as progress and final costs for each project within each series.

Priorities and Performance Measures

Student enrollment has increased an average of 2.43% annually since 2010-2011. Changing demographics within the District, in conjunction with increasing academic standards, provide new opportunities to continually evaluate and modify instructional initiatives and delivery. The instructional priority continues to be improvement in the District's STAAR results, particularly in the growing number of campuses with large economically disadvantaged student populations.

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 2015-2016 are:

- Increase beginning teacher salary to \$51,000 and remain competitive to recruit the highest quality staff.
- Increase returning employee wages by approximately 4% to retain the highest quality staff.
- Add \$2.2 million to TRS ActiveCare employer contributions, ranging from \$50 to \$1,410 per month per employee.
- Provide resources to fund Year 4 of the school reform project titled *Good to Great* at Klein Forest High School.
- Provide resources to fund Year 3 of the school reform projects at each Title I campus within the District.
- Provide additional instructional specialists in the classroom to model teaching methods and offer support.



State of Texas Assessments of Academic Readiness (STAAR) - The State of Texas Assessments of Academic Readiness, or STAAR, tests grades 3–8 students 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, five STAAR end-of-course (EOC) exams are administered for English I, English II, Algebra I, Biology, and U.S. History. This year's senior class is the group to graduate under TAKS requirements. All others must meet the end-of-course testing requirements, as well as pass their classes, in order to earn a diploma.

The District's 2015 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 183. District results were above statewide outcomes on each of the four indexes.

The STAAR progress measure provides information about the amount of improvement or growth that a student has made from year to year. For STAAR, progress is measured as a student's gain score, the difference between the score a student achieved in the prior year and the score a student achieved in the current year. Individual student progress is then categorized as Did Not Meet, Met, or Exceeded. The Texas Essential Knowledge and Skills (TEKS), the statewide curriculum standards, are reviewed and updated on a regular basis by the State Board of Education. As TEKS revisions are made, changes are subsequently made to the assessment program to maintain a strong, direct, and effective link between the TEKS and statewide assessments.

Texas High Performance Schools Consortium - The Texas High Performance Schools Consortium consists of 23 participating districts, including Klein ISD. The consortium is working to develop next-generation learning standards, assessments and accountability systems across the state. This initiative includes developing a system that has high priority learning standards, includes the use of multiple assessments with accountability at the local level, and integrates the use of technology into student learning.



Financial Allocation Study for Texas (FAST) – The Klein Independent School District received 4.5 out of 5 stars from the Texas Comptroller for the 2014 FAST rating. Developed by the Comptroller, FAST was created to examine district and campus resource allocations, and the relationship between these allocations and student achievement. The FAST studies the intersection of academic progress and spending for efficiencies in public education. It looks at academic, financial, and demographic data, identifying school districts and campuses that produce high academic achievement while maintaining cost-effective operations.

Financial Integrity Rating System of Texas (FIRST) - Created by the 77th Texas Legislature in 2001, FIRST was designed to encourage public schools to better manage their financial resources to provide the maximum allocation possible for direct instructional purposes. The FIRST ratings are based on seven financial indicators, such as administrative cost expenditures; the accuracy of a district or charter's financial information submitted to TEA; and any financial vulnerabilities or material weaknesses in internal controls as determined by an external auditor. Based on the submitted information, one of two financial management ratings – Pass or Substandard Achievement – is then assigned.



Klein ISD received a Pass rating with a score of 30, the highest available. This rating reaffirms the Board of Trustees and District Administration's goal for financial accountability. The District's 2014-2015 FIRST rating based on school year 2013-2014 can be accessed at: <https://tuna.tea.state.tx.us/first/forms/main.aspx> and is included in the Informational Section of this document.

Other 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. Employment has declined in the last year with an acceleration of this decline in the last six months. Much of this is expected to be due to the downturn in oil prices.

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 District is educational and medical services (18% of the population).



The Grand Parkway, also known as State Highway 99, is the third (outer) loop within the Greater Houston metropolitan area, with Interstate 610 being the first loop and Beltway 8 (Sam Houston Tollway) being the second loop. It is divided into 11 separate segments for construction and funding purposes, crossing seven counties to include more than 180 miles of roadway. When State Highway 99 is complete, it will be the longest beltway in the United States.

Under construction since June 2013 and projected completion by December 2015, Segment F2 runs directly through the northern section of Klein ISD. The roadway is a

12.1-mile, four-lane, controlled access toll road with intermittent frontage roads from Texas Highway 249 to I-45, intersecting at the southeastern edge of the ExxonMobil campus.

Construction is substantially completed on the 385-acre ExxonMobil campus located near the northeastern edge of the Klein ISD. Under construction since 2011, the campus has 14 six-story office buildings designed to blend in with the surrounding forested landscape. The facility features a sizable laboratory, a wellness center, a conference facility, and a child development center. The campus includes a three-acre pedestrian-only central commons and open floor plans in the office interiors. With a total anticipated workforce of 10,000, it houses personnel devoted to energy exploration, refining, chemicals, corporate law, finance, and other aspects of the business. It will not house the firm's corporate headquarters, which remains in the Dallas suburb of Irving.



Over the past year, expected growth in jobs has decelerated. ExxonMobil's multi-nucleated complex, Anadarko's added office space, Noble Energy, Baker Hughes and the new Southwestern Energy are all seeking to maintain the work force instead of enhance it.

School Finance Lawsuit - The school finance lawsuit brought four years ago by nearly two-thirds of the State's school districts contends the State has not given them enough money to achieve higher goals state lawmakers have set for the more than 5 million public school students in Texas, relying on decades-old cost estimates that do not account for the growing population of disadvantaged students, who are more expensive to educate.

Districts sued the state in 2011 after state lawmakers slashed \$5.4 billion from public education to help balance a post-recession budget shortfall. During the long-running lawsuit, they have argued that the Legislature is violating its constitutional duty to provide an adequate and efficient public school system, enacting large cuts even as rigorous new testing and accountability systems raised the bar on expectations.

Judge John Dietz ruled on August 28, 2015, that the Texas school finance system is unconstitutional. After his initial February 2013 ruling in favor of school districts, Judge Dietz reconsidered evidence after legislation was passed by the 83rd Texas Legislature that impacted schools. In his second ruling, he once again found that the Texas school finance system fails to provide schools with sufficient funding to meet the state's rising educational standards. The court found that the system has become an unconstitutional state-wide property tax, as school districts do not have meaningful discretion to set their property tax rates. The court also found that the system also does not meet the Texas Supreme Court's standard on equity that demands similar revenues for districts that adopt similar tax rates.

The current case is the seventh time since 1984 that a case challenging the state's school finance system has reached the state's high court. Oral arguments before the Texas Supreme Court are scheduled for September 1, 2015, in the education-funding lawsuit.

Bonded Indebtedness and Capital Projects

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 \$18,926 per student as of August 31, 2015.

During 2015, the District sold bonds totaling \$251 million to construct High School #5, a new Ag Facility, and an Early Childhood/Pre-K Center in the District's northern section. The bonds sold in 2015 will also be used to begin construction on Intermediate School #10, complete construction of Mahaffey Elementary, and purchase three land sites for future growth. Other projects include existing facility renovation totaling \$37.8 million. Also allocated in the 2015 bonds sold is \$23 million for technology initiatives and \$4.5 million for furniture and equipment.

The Klein ISD is moving forward with a \$36 million five-year plan to increase the number of computing devices for students in intermediate and elementary schools. The goal is to create a one-to-one pupil to computer ratio for students in the third through eighth grade and a two-to-one ratio for pupils in pre-kindergarten through second grade. Recurring operating costs such as additional technology staff, software licenses, and maintenance agreements are currently under review.

Impact on Operating Fund – Recurring operating costs for a new school facility vary according to grade levels served. The estimated baseline cost of staffing and operating a new elementary campus is approximately \$1.9 million, \$3.1 million for an intermediate, and \$6.3 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 Foundation School Program (FSP) with enrollment increases; and local property taxes.

Mahaffey Elementary (pictured right) is scheduled to open August 2016 with pre-opening costs estimated to be approximately \$130,000.



Energy Management – Beginning with the 2004 bond authorization, approximately \$16 million has been spent on energy conservation projects throughout the District. As a result, roughly 240,000,000 kWh of electricity consumption has been avoided since 2007 for an estimated net cost reduction of \$9 million.

In addition to capital equipment upgrades and energy efficient new construction, no-cost / low cost operational best practice measures have also contributed to the energy cost savings. Energy conservation examples include:

- Lighting retrofit projects
- Network thermostats for portables
- Computer power management
- Energy policy governing set-point & hours of operation
- Exterior lighting controls
- Building automation systems
- Competitive bidding for utility rates
- Water conservation measures including irrigation control
- Collaborative for High Performance Schools Construction Guidelines
- Retro-commissioning program

Electric Usage Intensity (EUI) is a common measure for comparing and normalizing energy usage for different square footage amounts and is calculated by dividing the District's energy usage by the corresponding square footage. The more efficient a district/facility in terms of energy usage, the lower the EUI. The District has reduced its EUI from 16.1 in FY 2007 to 9.7 in FY 2015, which equates to a reduction of 40%.

Summary

An adopted budget represents a set of decisions made by the Board of Trustees and Klein ISD administrators, matching the District's resources with its needs. As such, the budget is a product of the planning process. The budget also provides an important tool for the control and evaluation of district sources and uses of resources. Administrators are able to execute and control the activities that have been authorized by the budget and evaluate performance based upon comparisons between budgeted and actual operations.

Decisions about personnel management issues and financial allocations are based on data relating to the academic performance of students and the effectiveness of academic programs, in addition to the operating efficiencies of all instructional support and administrative functions. The scope and diversity of school district operations make comprehensive planning necessary for good decision making. The budget is a political document reflecting school district administrators' accountability for fiduciary responsibility to citizens.

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 2015-2016 budget process covers the entire financial cycle, starting with budget planning and ending with the audited financial statements.

Management and Budget Controls

For management control purposes, all budgets are assigned a local option code. The local option code designates the individual responsible for and fiscal authorizer of 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 2015-2016 budget workshop was conducted in February 2015 to review projected funding and budget priorities with the Board of Trustees and the Executive Team. Additional workshops were held in May and July. The Preliminary Budget was given to the Board on July 14th. The Proposed Budget, which incorporated changes subsequent to the preliminary draft, was presented to the Board on August 10, 2015. The 2015-2016 budget was adopted on August 31, 2015 after the required public meeting was held.

Tax Rate Adoption

The Klein ISD Tax Assessor-Collector and Budget Director initially calculated the estimated rollback tax rate and published the required legal notice in August 2015. The 2015-2016 tax rate was set at \$1.41, an increase of \$.02 from last year's rate. The Board held the required public meeting on August 31st to discuss the proposed rate, however no action was taken.

Following certification of the 2015 Appraisal Records by the Harris County Appraisal District (HCAD) on August 28th, the rollback tax rate was recalculated and remained unchanged from the initial calculation. The Board of Trustees held the required public meeting on October 12, 2015, to discuss and adopt the 2015 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.

Budget Allocation and Management

Initial campus allocations are calculated from projected enrollment and controlled by the principal to be used for supplies, materials, equipment, staff development, and other appropriate instructional costs. 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. Departmental allocations are determined with a combination of historical budgeting and new initiative resource assignments. Requests for baseline allocation increases or supplemental funding for non-recurring expenditures are presented to the Executive Team for consideration.

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 encourages campus and department budget managers to carefully analyze and prepare the annual budget in exacting detail. Appropriations needed in other functions cannot be accessed until after Board approval. Revenue and appropriation adjustments as well as cross-function transfers are requested during regular Board of Trustee meetings in October, December, February, April, June, and August each fiscal year. Beginning in January 2016, cross-function transfer requests only will be submitted monthly to the Board for approval to avoid delays in acquiring necessary goods and services.

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 Purchasing Director or designee reviews 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 all goods and services 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. Pre-encumbrances are also reserved 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.

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.

Reporting to the Texas Education Agency

The District submits its annual budget, student attendance and demographic information, employee data, and its end-of-year financial status through 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.

Summary

The budget is a balance of policy choices and is a valuable tool in both planning and evaluation processes. It 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. Budgeting provides a vehicle for translating educational goals and programs into financial resource plans. Thus, instruction planning (to attain student educational goals) should determine budgetary allocations. This link between instruction and financial planning is critical to effective budgeting.

Development, review, and consideration of the 2015-2016 Governmental Funds Budget 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.

Klein Independent School District 2015-2016 Budget Calendar

- | | |
|-----------------------|---|
| <u>September 2015</u> | <ul style="list-style-type: none"> • Post 2015-2016 Budget • Provide campuses and departments with adopted budget account detail • Conduct budget preparation training with campus, department, and program leadership • Compute Administrative Cost Ratio calculation for 2015-2016 Budget |
| <u>October 2015</u> | <ul style="list-style-type: none"> • Prepare first of six annual 2015-2016 Budget Reviews • Present Budget Review to Board of Trustees on 10/12/15 • Adopt 2015 tax rate on 10/12/15 • Load 2015-2016 PEIMS budget file on 10/30/15 • Roll 2014-2015 purchase orders with goods received after 8/31/15 • Update Five-Year Financial Forecast |
| <u>November 2015</u> | <ul style="list-style-type: none"> • Prepare 2014-2015 budgets vs. audited actual analysis for Comprehensive Annual Financial Report • Calculate roll-forward amounts from prior year for all dedicated funding sources • Begin 2016-2017 decision-making process regarding mandated TEC & TEA changes • Prepare second of six 2015-2016 Budget Reviews |
| <u>December 2015</u> | <ul style="list-style-type: none"> • Present Budget Review to Board of Trustees on 12/14/15 • Submit 2015-2016 PEIMS budget information to Texas Education Agency • Evaluate current year payroll budgets based on September - November 2015 expenditures • Compute Administrative Cost Ratio for 2014-2015 audited expenditures • Calculate revised per pupil allocations based on actual enrollment on 10/30/15 |
| <u>January 2016</u> | <ul style="list-style-type: none"> • Estimate preliminary 2016 local property tax values • Prepare preliminary 2016-2017 state aid calculation • Prepare third of six 2015-2016 Budget Reviews |
| <u>February 2016</u> | <ul style="list-style-type: none"> • Present Budget Review to Board of Trustees on 2/8/2016 • Create budget-gathering documents for 2016-2017 • Estimate 2016-2017 payroll costs • Send budget-gathering documents to principals and department directors • Conduct first 2016-2017 budget workshop with Board of Trustees and the Executive Team on 2/22/16 • Load and update account crosswalk tables for 2016-2017 |
| <u>March 2016</u> | <ul style="list-style-type: none"> • Develop 2016-2017 salary schedules • Meet with Staffing Committee to review & recommend 2016-2017 staffing on 3/24/16 & 3/31/16 • Prepare fourth of six 2015-2016 Budget Reviews |
| <u>April 2016</u> | <ul style="list-style-type: none"> • Present Budget Review to Board of Trustees on 4/4/2016 • Extract 2015-2016 financial data into 2016-2017 budget module • Review and load campus and department budget requests |
| <u>May 2016</u> | <ul style="list-style-type: none"> • Create and send 2016-2017 special revenue budget-gathering documents to program directors • Conduct comprehensive analysis of current year budget vs. actual • Present 2016-2017 Preliminary Budget overview to Board of Trustees • Conduct second 2016-2017 budget workshop with Board of Trustees and the Executive Team on 5/23/16 • Prepare fifth of six 2015-2016 Budget Reviews |
| <u>June 2016</u> | <ul style="list-style-type: none"> • Present Budget Review to Board of Trustees on 6/13/2016 • Continue modifications to state aid, local revenue, and expenditure projections |
| <u>July 2016</u> | <ul style="list-style-type: none"> • Submit 2016-2017 Preliminary Budget document to Board of Trustees • Perform final analysis of 2015-2016 budgets with estimated year-end expenditures and accruals • Conduct additional budget workshop with Board of Trustees and administration on 7/25/16 • Prepare final 2015-2016 Budget Review |
| <u>August 2016</u> | <ul style="list-style-type: none"> • Present final 2015-2016 Budget Review to Board of Trustees on 08/8/16 • Complete Truth-In-Taxation calculation • Submit 2016-2017 Proposed Budget to Board of Trustees • Adopt 2016-2017 Budget on 8/29/16 |

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 influences 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 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

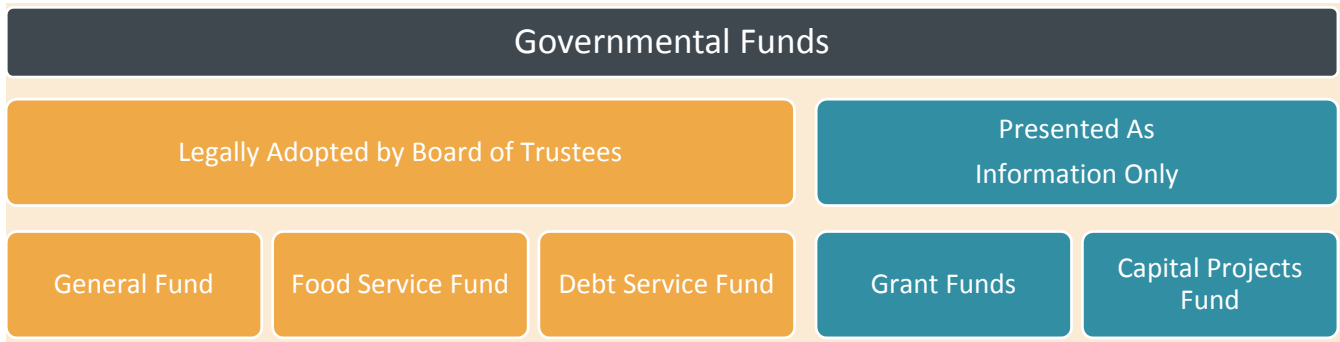
The budgetary basis of accounting is consistently applied in budgeting, recording and reporting foundation school program (FSP) revenues in PEIMS information. Under the budgetary basis, earned and material FSP revenues that are collectible beyond sixty days are treated consistently for budgeting, recording, 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 the National School Lunch Program (reported as the Food Service Fund)**.

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. In the General Fund, encumbrances outstanding at year end are commitments that do not constitute expenditures or liabilities, but are reported as assignment of fund balance. Since appropriations lapse at the end of each year, outstanding encumbrances are re-appropriated in the subsequent fiscal year’s budget to provide for the liquidation of the prior commitments.

Governmental Fund Types

The District maintains thirty-seven (37) individual governmental funds, and adopts an annual appropriated budget for its general fund, debt service fund, and food service fund (National School Lunch Program). Information is presented separately by fund type in the Financial Section for each of the governmental funds outlined below. Data from the twelve (12) 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 and is presented separately on pages 94-95 and 108-109. This adopted fund is also included in **special revenue funds** information provided on pages 114-116. All other funds within this block are referred to as **grant funds**.

Grant funds (also referred to as **special revenue 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 grant 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.

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 - 6 - 11 - XXX - 11 - XX - 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

177 Drawdown Fund

199 General Fund

Special Revenue Fund – Governmental Fund Type

211 Title I, Part A - Improving Basic Programs

410 Instructional Materials Allotment

224 IDEA, Part B - Formula

427 Read to Succeed

225 IDEA, Part B - Preschool

461 Campus Activity Funds

240 National School Lunch Program (Food Service)

482 Klein Education Foundation

244 Career and Technical - Basic Grant

483 Miscellaneous Donations

255 Title II, Part A - Teacher/Principal Training

486 Unite for Understanding

263 Title III, Part A - English Language Acquisition

487 Recipe for Success

272 Medicaid Administrative Claiming (MAC) Program

488 Miscellaneous Grants

385 State Supplemental Visually Impaired (SSVI)

489 Jason Project – Chevron

392 Noneducational Community-Based Support

490 Dual Credit Program

397 Advanced Placement Incentives

711 Snack Vending Fund

Debt Service Fund – Governmental Fund Type

511 Debt Service Fund

Capital Projects Fund – Governmental Fund Type

6198 \$18 Million – Series 1998

6395 \$224.6 Million – Series 2015-A

6209 \$29 Million – Series 1999

690X Bond Data

6352 \$57 Million – Series 2012

696X Energy Conservation

6363 \$38 Million – Series 2013

697X Building Damage Repairs

6374 \$44 Million – Series 2014

698X Construction Land Sale

6385 \$80 Million – Series 2015

699X Construction Fund (Carry-Over)

Special Revenue Program Listing

Dr. Angeline Anderson	211 - Title I, Part A - Improving Basic Programs
	244 - Career and Technical - Basic Grant
	255 - Title II, Part A - Teacher and Principal Training and Recruiting
	263 - Title III, Part A - English Language Acquisition and Enhancement
	488 - Miscellaneous Grants
	489 - Jason Project - Chevron
	490 - Dual Credit Program
Ms. Laurie Combe	272 - Medicaid Administrative Claiming Program (MAC)
	487 - Recipe for Success
Mr. Thomas Petrek	427 - Read to Succeed
	461 - Campus Activity Funds
Dr. Susan Borg	410 - Instructional Materials Allotment
Dr. Mary Rosenberg	224 - IDEA, Part B - Formula
	225 - IDEA, Part B - Preschool
	385 - State Supplemental Visually Impaired (SSVI)
	392 - Noneducational Community-Based Support
	483 - Miscellaneous Donations
Mr. Jamal Hazzan	240 - National School Breakfast and Lunch Program (Food Service)
	711 - Snack Vending Fund
Ms. Cynthia Galindo	397 - Advanced Placement Incentives
Ms. Cindy Doyle	482 - Klein Education Foundation
Ms. Judy Rimato	486 - Unite for Understanding

Function Codes

11	Instruction
12	Instructional Resources and Media Services
13	Curriculum 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
Published by Texas Education Agency
Austin, Texas – Version 15**

http://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial_Accountability_System_Resource_Guide/

Campus Organization and Project Codes

High Schools					
Org	Project	Campus	Org	Project	Campus
001	01	Klein	004	04	Klein Collins
002	02	Klein Forest	005	05	High School No. 5
003	03	Klein Oak			

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	117	36	Klenk
102	21	Northampton	118	37	Eiland
103	22	Haude	119	38	Schultz
104	23	Greenwood Forest	120	39	Hassler
105	24	Epps Island	121	40	Kreinhop
106	25	Theiss	122	41	McDougle
107	26	Benfer	123	42	Metzler
108	27	Kaiser	124	43	Benignus
109	28	Brill	125	44	Frank
110	29	Ehrhardt	126	45	Mueller
111	30	Lemm	127	46	Blackshear
112	31	Nitsch	128	47	Zwink
113	32	Krahn	129	48	Bernshausen
114	33	Roth	130	49	Grace England EC/Pre-K
115	34	Kuehnle	131	2A	French
116	35	Mittelstädt	132	3A	Mahaffey

Alternative Education		
Org	Project	Campus
035	59	Therapeutic Education Program (TEP)
036	61	Vistas High School of Choice (AEP)
038	62	Disciplinary Alternative Education Program (DAEP)

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
21	Gifted and Talented
22	Career and Technical
23	Services to Students with Disabilities (Special Education)
25	Bilingual Education and Special Language Programs
26	Non-disciplinary Alternative Education Programs - AEP Services
28	Disciplinary Alternative Education Program (DAEP) - Basic Services
29	Disciplinary Alternative Education Program (DAEP) - State Compensatory Education Supplemental Costs
30	Title I, Part A School-wide Activities Related to State Compensatory Education (SCE)
31	High School Allotment (HSA)
32	Prekindergarten (Pre-K)
33	Prekindergarten – Special Education
34	Prekindergarten – Compensatory Education
35	Prekindergarten – Bilingual Education
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 – State Comp Ed (SCE)** - 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 (Vistas High School)** - 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.
- 30 Title I, Part A School-wide 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 (HSA)** - 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 Education Code 39.234.* This amount is not paid separately, but is combined with other Foundation School Program funds. The breakdown of the amount is provided on the Summary of Finance for journal entry purposes.
- 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.

Function/Program Intent Code Matrix

Below is a matrix to assist in the appropriate use of program intent coding. The guidelines below are not all inclusive, but will help with the majority of coding situations encountered.

		Program Intent Codes																
		11	21	22	23	24	25	26	28	30	31	32	33	34	35	91	99	
Functions	11	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
	12					✓		✓	✓	✓	✓	✓		✓			✓	
	13		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
	21		✓	✓	✓	✓	✓				✓					✓	✓	
	23		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
	31		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
	32				✓	✓											✓	
	33				✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	
	34				✓	✓		✓		✓	✓						✓	
	35																	✓
	36		✓	✓	✓	✓	✓	✓			✓	✓					✓	✓
	41				✓						✓							✓
	51			✓		✓							✓	✓	✓	✓	✓	✓
	52		✓		✓	✓		✓									✓	✓
	53			✓	✓						✓						✓	✓
	61		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
	93	✓			✓	✓												✓
	95					✓												✓
	99																	✓

Departmental Organization Chart by Project Number

DR. JIM CAIN
Ms. Stephanie Duran 68- Internal Audit Services
Dr. Jim Cain 80- Superintendent
Mr. David Kimberly 87- Security Services

MR. THOMAS PETREK
Mr. Todd Schultz 81- Mail & Copy Center 93- Warehouse Services
Ms. Deborah Wehner 88- Tax Office
Mr. Thomas Petrek 90- Financial Services 99- Districtwide - Other 9F- Employee Benefits
Ms. Tonya Little 91- Business Information Systems

MS. JUDY RIMATO
Ms. Judy Rimato 95- Publication Services 96- Communications & Planning

MS. KAREN FULLER
Ms. Karen Fuller 71- Information Technology

DR. SUSAN BORG
Dr. Angeline Anderson 50- Bilingual/ESL Local 51- Bilingual/ESL State 53- Compensatory Education 54- High School Allotment 57- Summer School 58- Academic Enrichment 60- Career & Technical Education 73- Extracurricular Academics 84-Instructional Administration
Dr. Mary Rosenberg 52- Special Education 59- Therapeutic Education Program 77- Student Support Services
Mr. T. Darby Young 55- Health & Physical Education 57- Athletic Summer Camps 74- Extracurricular Athletics 75- Athletic Concessions
Mr. Monte Mast 56- Instructional Fine Arts 76- Extracurricular Fine Arts
Ms. Jenny McGown 63-Student Performance
Ms. Vicki James 70- Research, Accountability & Data
Dr. Susan Borg 83- Instruction & Student Services Administration 98- Districtwide/Instructional

MR. ROBERT ROBERTSON
Mr. Robert Robertson 69- Multipurpose Center 89- Facility & School Srv Admin.
Mr. David Hoffman 72- North Transportation Center 75- South Transportation Center
Mr. Willie Huggins 92- Plant Operations
Mr. August Wunderlich 94- Plant Maintenance
Mr. Allan Scott 97- Energy Management

MR. CURT DROUILLARD
Mr. Curt Drouillard 82- Human Resource Services
Mr. Rick Stockton 86- Benefits & Risk Management

DR. JAN MAREK
Campus Principals 01-49 2A, 3A Campus Budgets
Ms. Peggy Ekster 61- Vistas High School of Choice
Mr. Kim Kaufman 62- DAEP
Dr. Jan Marek 85- School Administration

Revenue Object Codes

Local

5711	Taxes, Current Year Levy
5712	Taxes, Prior Years
5716	Fees – Tax Certificates
5719	Penalties & Interest – Tax
5729	Services Rendered to Other School Districts
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
5755	Enterprising Services Revenue – Activity Fund Revenues (Fund 461)
5759	Co-Curricular, 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	Supplemental Prekindergarten Revenues
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 (Professional Staff)
6118	Extra Pay (Professional Staff)
6119	Professional Salaries
6121	Extra Pay/Overtime (Support Staff)
6122	Substitute Support Staff
6125	Part-Time Other
6126	Stipends (Support Staff)
6127	Part-Time Classroom Aides
6128	Core Grace England Prekindergarten Center 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	Employee Benefits - Other Payroll Benefits
6149	Employee Benefits - 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	Gasoline and Other Fuels
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
6419	Non-Employee Travel
6426	Bonding Expense
6429	Insurance & Bonding Costs
6439	Election Costs
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



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KLEIN INDEPENDENT SCHOOL DISTRICT
2015-2016 ADOPTED BUDGET

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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 2011-2012 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 projects within each sub-fund. Budgets are re-appropriated each year for the life of the project with cumulative expenditures 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 an active Schedule 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.

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.

Budgets in the public arena are often considered the ultimate policy document since they are the financial plan a school district uses to achieve its goals and objectives. The budget, itself, then becomes intrinsically a political document reflecting school district administrators' accountability for fiduciary responsibility to citizens and provides a vehicle for translating educational goals and programs into financial resource plans.

Major Revenue Sources

Overview

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. Combined revenues for all funds are budgeted to increase to \$525.7 million for budget year 2015-2016, an increase of \$13.8 million over the combined projected revenues for 2014-2015. This increase is primarily found in the General and Debt Service Funds as a result of an increase in local tax collections.

The majority of General and Debt Service fund revenues are generated by tax collections. The District has experienced dramatic increases in its tax base, averaging 7.45% per year over the past ten years. We have provided several supporting schedules that show the effects of District property value changes and tax rates on pages 147-150.

The Food Service Fund receives approximately 53% of its operating revenue from the National School Lunch Program (NSLP), part of the U.S. Department of Agriculture (USDA). The NSLP is a federally assisted meal program that provides nutritionally balanced, low-cost or free lunches. The program is administered by the USDA Food and Nutrition Service at the Federal level. In Texas, the NSLP program is administered by the Texas Education Agency, which operate the program through agreements with school authorities.

Proceeds recorded in the Grant Funds are projected to remain fairly consistent with 2014-2015 earned amounts. Once finalized by the U.S. Department of Education and the Texas Education Agency, maximum entitlements for 2015-2016 and roll-forward amounts from 2014-2015 will provide additional proceeds during the current year.

The Capital Project Fund will utilize fund balance during 2015-2016 to continue ongoing construction in progress and other planned expenditures. The District sold bonds twice during 2014-2015, receiving new bond proceeds totaling \$251 million.

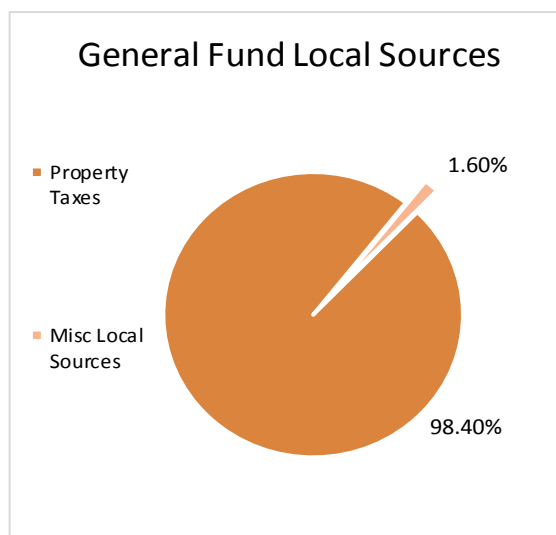
Local Property Taxes

A major source of local funding for the District is an ad valorem tax of \$1.41 per \$100 of taxable assessed value totaling approximately \$17.8 billion. Local property tax revenues, budgeted at \$249,825,290 between the General Fund with \$184,069,495, and the Debt Service Fund with \$65,755,795, include current and prior year levies, penalties, interest, and fees.

The District's property tax rate is made up of a maintenance and operations (M&O) tax rate that generates funds for general district operations and an interest and sinking fund (I&S) tax rate to support bonded debt payments. State funding calculations are tied to tax effort, thus tax rates are an essential component of Texas school finance formulas.

State law places a tax rate cap of \$1.17 per \$100 of valuation on M&O tax rates, with the exception of tax rates for six school districts in Harris County that have the authority to adopt tax rates above this cap. These districts are Aldine, Deer Park, Galena Park, Katy, Pasadena, and Spring Branch Independent School Districts. To provide property tax relief, the Texas Legislature established a "compressed" tax rate beginning with the 2006–2007 tax year. A district's compressed tax rate (CTR) is its 2005 M&O tax rate multiplied by the state compression percentage, which is currently 66.67 percent.

The District's 2015-2016 rollback calculation is based on: 2005 Adopted Tax Rate of \$1.50 x .6667 = \$1.00 Maintenance & Operations + .04 Optional + .37 Debt Service = \$1.41. To tax at a rate higher than \$1.04, Klein ISD voters must ratify a higher tax rate. The election to ratify a higher tax rate is called a tax ratification election (TRE). To receive full funding related to revenue at the CTR, a district must adopt a tax rate at least equal to its CTR.



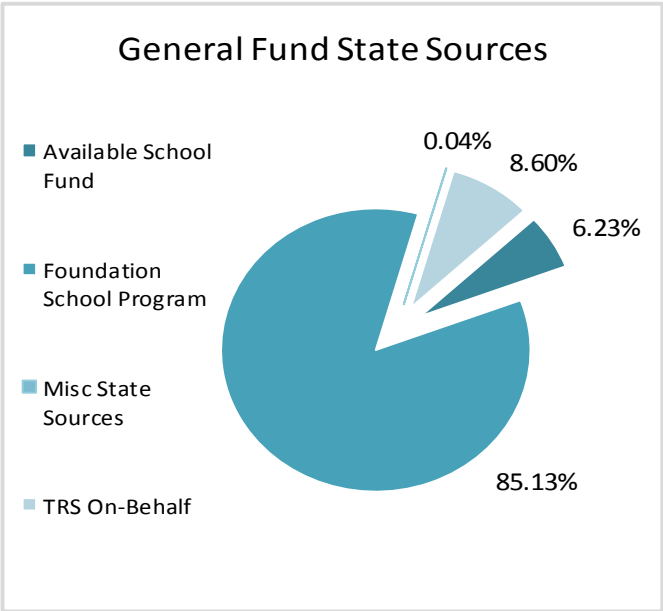
Other Local Sources

Other local sources include tuition from summer school and athletic camps; tuition from out of district patrons; interest earnings; rent from district facility usage; gifts and donations; insurance recovery; revenue from student parking fees, flyer distribution fees, and web advertisement; athletic gate and concession receipts; and lunch sales. Activity Fund resources are generated from extracurricular activities on 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 and Dr. Pepper. The Klein Education Foundation, recorded in Grant Funds, provides donations each fall and spring semester to campuses based on project applications.

State Sources

State revenue sources are primarily the Available School Fund (ASF) budgeted at \$13,225,617, and the Foundation School Program (FSP), budgeted at \$180,751,738. These entitlements represent a decrease of \$8.1 million from prior year state funding. This is a result of property value increases exceeding 13% in the 2015 tax year.

Based on the adjusted WADA of 60,511, the District will earn \$334 million in Tier I state funding, offset by the Local Fund Assignment (LFA) totaling \$155 million. This amount includes \$3.9 million for the High School Allotment (HSA) and \$2.7 million for the Transportation Allotment. More information and descriptions of state funding formulas are available on the TEA website at: http://tea.texas.gov/Finance_and_Grants/State_Funding/Manuals/School_Finance_Manuals/.



The District’s current property wealth per weighted average daily attendance (WADA) is approximately \$290,000, far below the \$319,500 set as the state’s equalization level.

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 7.8% 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 \$3.8 million 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 \$4,246,168 in 2015-2016 to assist with payment of bonds issued to construct, equip, and remodel district facilities. Other uses of bond funds include bus and technology purchases.

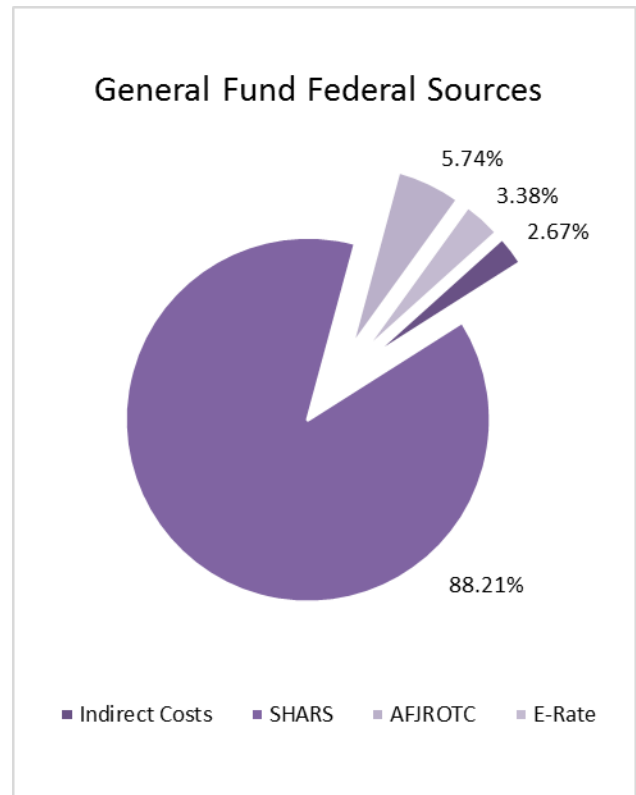
The IFA guarantees each school district a specified amount per student (the IFA Guaranteed Yield) in state and local funds for each cent of tax effort, to pay principal and interest on eligible bonds issued to construct, acquire, renovate or improve instructional facilities only. The EDA is provided for certain existing debt issued by school districts to produce a guaranteed yield (the EDA Yield), which for 2015-2016 is \$35.00 in state and local revenue per ADA (Average Daily Attendance) for each cent of debt service tax levy.

Federal Sources

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 reimbursements account for more than 88% of federal revenues in the General Fund. The District receives approximately \$280,000 annually from the U.S. Department of Defense to offset salaries and benefits paid to Air Force Junior ROTC instructors at the four high schools. Other federal revenue sources in the General Fund include indirect costs, which are a percentage of federal program revenues provided to offset administration expenditures, 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.

Federal revenues recorded in the Grant Funds include Title I Part A-Improving Basic Program Grant, serving economically disadvantaged campuses; ESEA Title II-A and Title III-A, supplementing teacher/principal training and serving students with limited English proficiency respectively; and IDEA-B Formula, serving students with disabilities.



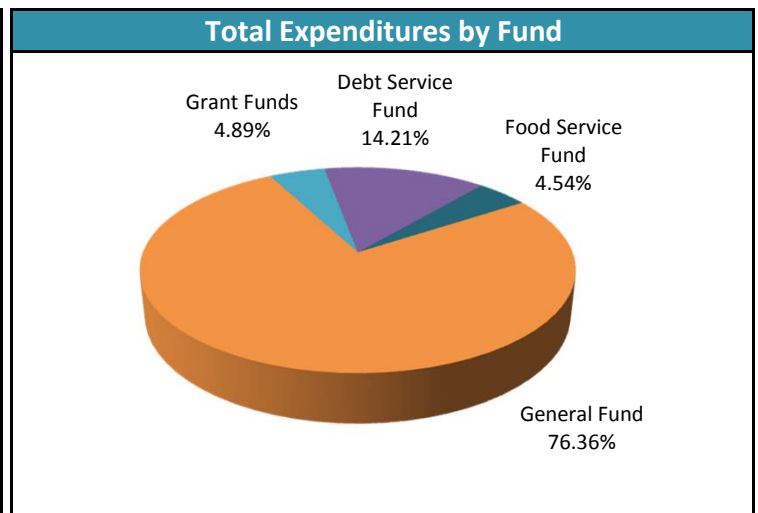
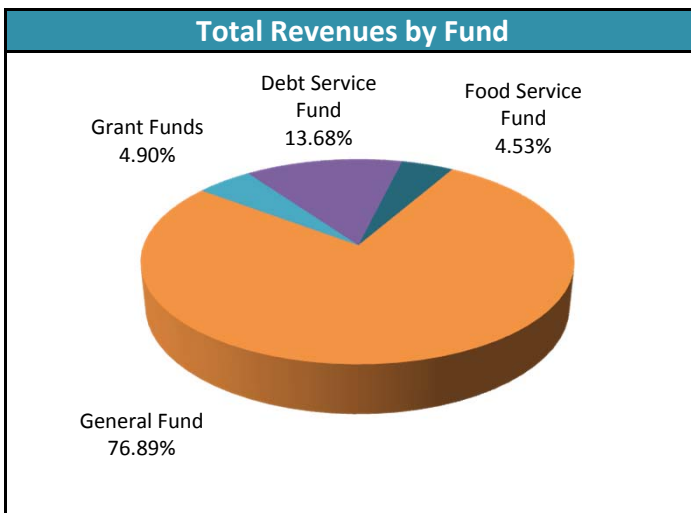
User fees, i.e. student payment for meals, are estimated to generate 44% of the Food Service Fund revenues in 2015-2016. This equates to approximately \$208 per student. Overall, the fund's revenue is budgeted to increase by \$670,286 or approximately 2.9% more than revenues in 2014-2015.

Other Sources

Other Sources are budgeted at \$3,838,750, with \$3.57 million committed to provide additional resources in the Debt Service Fund to meet bonded debt obligation without further raising the I&S tax rate. The General Fund is projected to earn \$200,000 from the sale of surplus/obsolete furniture, computers, and other equipment. These auction proceeds are recorded as Other Sources. The Food Service Fund receives an operating transfer in from the General Fund to supplement campus vending machine disbursements.

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, 2016

	General Fund	Food Service Fund	Grant Funds	Debt Service Fund	Capital Projects Fund	Total
Beginning Fund Balance	\$ 130,482,373	\$ 3,854,524	\$ 4,603,650	\$ 23,721,612	\$ 218,692,470	\$ 381,354,629
Revenues						
Local Sources	\$ 187,067,895	\$ 10,537,596	\$ 6,450,500	\$ 65,875,795	\$ -	\$ 269,931,786
State Sources	212,322,770	600,159	3,820,000	4,246,168	-	220,989,097
Federal Sources	4,875,000	12,680,951	15,469,149	1,791,163	-	34,816,263
Total Revenues	\$ 404,265,665	\$ 23,818,706	\$ 25,739,649	\$ 71,913,126	\$ -	\$ 525,737,146
Expenditures						
Payroll Costs	\$ 360,633,424	\$ 10,133,619	\$ 12,282,547	\$ -	\$ -	\$ 383,049,590
Contracted Services	23,185,705	425,790	2,816,029	-	-	26,427,524
Supplies & Materials	11,461,521	12,775,745	10,372,188	-	-	34,609,454
Other Operating Costs	6,489,172	235,279	268,885	-	-	6,993,336
Debt Service	20,000	-	-	74,872,815	-	74,892,815
Capital Outlay	418,275	350,000	-	-	-	768,275
Total Expenditures	\$ 402,208,097	\$ 23,920,433	\$ 25,739,649	\$ 74,872,815	\$ -	\$ 526,740,994
Other Sources (Uses)						
Other Sources	\$ 200,000	\$ 68,750	\$ -	\$ 3,570,000	\$ -	\$ 3,838,750
Other Uses	(3,638,750)	-	-	-	-	(3,638,750)
Net Sources Over (Under) Uses	\$ (3,438,750)	\$ 68,750	\$ -	\$ 3,570,000	\$ -	\$ 200,000
Net Change In Fund Balance	\$ (1,381,182)	\$ (32,977)	\$ -	\$ 610,311	\$ -	\$ (803,848)
Fund Balances						
Non-Spendable	\$ 2,077,777	\$ 701,733	\$ 1,234	\$ -	\$ -	\$ 2,780,744
Restricted	3,212,274	3,119,814	46,727	24,331,923	218,692,470	249,403,208
Committed	-	-	4,555,689	-	-	4,555,689
Assigned	79,111,760	-	-	-	-	79,111,760
Unassigned	44,699,380	-	-	-	-	44,699,380
Ending Fund Balance	\$ 129,101,191	\$ 3,821,547	\$ 4,603,650	\$ 24,331,923	\$ 218,692,470	\$ 380,550,781



Klein Independent School District
Combined Statement of Revenues, Expenditures, and Changes in Fund Balance
All Funds by Function
For the Year Ending August 31, 2016

	General Fund	Food Service Fund	Grant Funds	Debt Service Fund	Capital Projects Fund	Total
Revenues						
Local Sources	\$ 187,067,895	\$ 10,537,596	\$ 6,450,500	\$ 65,875,795	\$ -	\$ 269,931,786
State Sources	212,322,770	600,159	3,820,000	4,246,168	-	220,989,097
Federal Sources	4,875,000	12,680,951	15,469,149	1,791,163	-	34,816,263
Total Revenues	<u>\$ 404,265,665</u>	<u>\$ 23,818,706</u>	<u>\$ 25,739,649</u>	<u>\$ 71,913,126</u>	<u>\$ -</u>	<u>\$ 525,737,146</u>
Expenditures						
Instruction	\$ 249,300,623	\$ -	\$ 13,858,885	\$ -	\$ -	\$ 263,159,508
Instructional Resource & Media	4,815,841	-	148,447	-	-	4,964,288
Curriculum & Staff Development	10,372,806	-	2,359,988	-	-	12,732,794
Instructional Leadership	3,664,618	-	161,578	-	-	3,826,196
School Leadership	27,431,141	-	81,405	-	-	27,512,546
Guidance, Counseling & Eval	21,110,019	-	2,003,784	-	-	23,113,803
Social Work Services	356,005	-	-	-	-	356,005
Health Services	4,850,819	-	-	-	-	4,850,819
Student Transportation	11,921,640	-	37,500	-	-	11,959,140
Food Service	-	23,620,173	-	-	-	23,620,173
Extracurricular Activities	8,059,681	-	6,485,500	-	-	14,545,181
General Administration	9,483,281	-	-	-	-	9,483,281
Facilities Maint & Operations	33,701,386	300,260	-	-	-	34,001,646
Security & Monitoring Services	5,344,114	-	-	-	-	5,344,114
Data Processing Services	8,793,748	-	-	-	-	8,793,748
Community Services	361,975	-	602,562	-	-	964,537
Debt Service	20,000	-	-	74,872,815	-	74,892,815
Facilities Acquisition/Construction	-	-	-	-	-	-
Pmts to Fiscal Agent/SSA	520,400	-	-	-	-	520,400
Juvenile Justice Alt. Education Pgm.	300,000	-	-	-	-	300,000
Intergovernmental Charges	1,800,000	-	-	-	-	1,800,000
Total Expenditures	<u>\$ 402,208,097</u>	<u>\$ 23,920,433</u>	<u>\$ 25,739,649</u>	<u>\$ 74,872,815</u>	<u>\$ -</u>	<u>\$ 526,740,994</u>
Other Sources (Uses)						
Other Sources	\$ 200,000	\$ 68,750	\$ -	\$ 3,570,000	\$ -	\$ 3,838,750
Other Uses	(3,638,750)	-	-	-	-	(3,638,750)
Net Sources Over (Under) Uses	<u>\$ (3,438,750)</u>	<u>\$ 68,750</u>	<u>\$ -</u>	<u>\$ 3,570,000</u>	<u>\$ -</u>	<u>\$ 200,000</u>
Net Change In Fund Balance	<u>\$ (1,381,182)</u>	<u>\$ (32,977)</u>	<u>\$ -</u>	<u>\$ 610,311</u>	<u>\$ -</u>	<u>\$ (803,848)</u>
Beginning Fund Balance	\$ 130,482,373	\$ 3,854,524	\$ 4,603,650	23,721,612	\$ 218,692,470	\$ 381,354,629
Ending Fund Balance	<u>\$ 129,101,191</u>	<u>\$ 3,821,547</u>	<u>\$ 4,603,650</u>	<u>\$ 24,331,923</u>	<u>\$ 218,692,470</u>	<u>\$ 380,550,781</u>

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

	2011-12 Audited Actual	2012-13 Audited Actual	2013-14 Audited Actual	2014-15 Amended Budget*	2015-16 Adopted Budget	Change From Prior Year
Revenues						
Local Sources	\$ 199,547,348	\$ 204,262,884	\$ 217,841,699	\$ 240,886,175	\$ 269,931,786	\$ 29,045,611
State Sources	178,791,537	193,988,410	223,969,748	234,610,081	220,989,097	(13,620,984)
Federal Sources	36,168,738	32,303,257	32,230,586	36,430,223	34,816,263	(1,613,960)
Total Revenues	<u>\$ 414,507,623</u>	<u>\$ 430,554,551</u>	<u>\$ 474,042,033</u>	<u>\$ 511,926,479</u>	<u>\$ 525,737,146</u>	<u>\$ 13,810,667</u>
Expenditures						
Instruction	\$ 219,544,344	\$ 228,421,970	\$ 244,961,463	\$ 256,137,516	\$ 263,159,508	\$ 7,021,992
Instructional Resource & Media	4,404,688	4,528,306	4,812,891	4,912,673	4,964,288	51,615
Curriculum & Staff Development	7,279,333	8,630,152	10,272,298	13,666,279	12,732,794	(933,485)
Instructional Leadership	2,786,900	2,740,769	3,194,787	3,626,923	3,826,196	199,273
School Leadership	20,242,961	21,601,615	23,646,088	26,383,353	27,512,546	1,129,193
Guidance, Counseling & Evaluation	15,552,338	16,652,007	19,118,163	22,022,437	23,113,803	1,091,366
Social Work Services	335,716	340,864	342,660	350,835	356,005	5,170
Health Services	3,576,445	3,749,146	4,331,424	4,687,647	4,850,819	163,172
Student Transportation	9,831,778	10,513,597	11,733,462	12,420,455	11,959,140	(461,315)
Food Service	19,629,940	20,090,723	22,398,855	22,987,593	23,620,173	632,580
Extracurricular Activities	6,645,846	6,822,026	7,340,347	15,029,307	14,545,181	(484,126)
General Administration	6,997,310	7,575,211	8,541,307	9,665,087	9,483,281	(181,806)
Facilities Maintenance & Operations	30,019,179	29,397,946	30,801,398	32,933,074	34,001,646	1,068,572
Security & Monitoring Services	4,072,466	4,340,696	5,079,679	6,064,239	5,344,114	(720,125)
Data Processing Services	5,833,107	5,835,742	7,129,217	8,462,064	8,793,748	331,684
Community Services	749,320	832,557	836,262	996,937	964,537	(32,400)
Debt Service	60,255,677	64,317,099	68,014,240	70,613,846	74,892,815	4,278,969
Facilities Acquisition & Construction	122,218,815	60,499,465	40,883,290	76,585,177	-	(76,585,177)
Pmts to Fiscal Agent/SSA	442,927	417,838	428,169	530,400	520,400	(10,000)
Juvenile Justice Alt. Education Pgm.	95,784	116,444	195,232	295,000	300,000	5,000
Intergovernmental Charges	1,489,863	1,447,764	1,498,385	1,792,300	1,800,000	7,700
	<u>\$ 542,004,737</u>	<u>\$ 498,871,937</u>	<u>\$ 515,559,617</u>	<u>\$ 590,163,142</u>	<u>\$ 526,740,994</u>	<u>\$ (63,422,148)</u>
Other Sources (Uses)						
Other Sources	\$ 79,516,046	\$ 120,671,907	\$ 49,662,711	\$ 329,208,081	\$ 3,838,750	\$ (325,369,331)
Other Uses	(21,823,116)	(81,458,293)	(1,467,500)	(72,657,901)	(3,638,750)	69,019,151
Net Sources Over (Under) Uses	<u>\$ 57,692,930</u>	<u>\$ 39,213,614</u>	<u>\$ 48,195,211</u>	<u>\$ 256,550,180</u>	<u>\$ 200,000</u>	<u>\$ (256,350,180)</u>
Net Change In Fund Balance	<u>\$ (69,804,184)</u>	<u>\$ (29,103,772)</u>	<u>\$ 6,677,627</u>	<u>\$ 178,313,517</u>	<u>\$ (803,848)</u>	<u>\$ (179,117,365)</u>
Beginning Fund Balance	\$ 295,271,441	\$ 225,467,257	\$ 196,363,485	\$ 203,041,112	\$ 381,354,629	\$ 178,313,517
Ending Fund Balance	<u>\$ 225,467,257</u>	<u>\$ 196,363,485</u>	<u>\$ 203,041,112</u>	<u>\$ 381,354,629</u>	<u>\$ 380,550,781</u>	<u>\$ (803,848)</u>

* Data from 2014-15 Capital Projects Fund is unaudited actual. All other funds represent amended budget.

Discussion

Appropriation decreases in Curriculum & Staff Development from FY 2015 to FY 2016 are attributed to reductions in numerous Grant Fund appropriations pending maximum entitlements. Other significant decreases in Expenditures and Other Sources are due primarily to the sale of new bonds in July 2015 that initially were to be sold during 2016.

General Fund Budget Overview

Expenditure budgeting begins with staffing, salary, and benefit evaluations as payroll makes up 90% of the District's operating budget. The Board of Trustees approved an increase to the 2015-2016 beginning teacher salary from \$50,000 to \$51,000, and a salary increase of \$2,160 for all returning teachers. All other pay ranges received a 4% increase applied to the midpoint. Total costs for approved pay increases to returning employees is budgeted at \$10.9 million.

Revenue Assumptions

The District employs a number of revenue forecasting methods to evaluate the three main funding sources: local property taxes, state aid, and federal funds. General Fund property tax collections are projected to increase by \$21.6 million during the 2015-2016 fiscal year based on an estimated 13% increase in property values.

The Foundation School Program (FSP) is the formula-driven state revenue source based off the District's property values and student counts. Student enrollment has grown steadily in recent years with a 3.5% increase expected in 2015-2016, contributing to state aid totaling approximately \$180.75 million. Available School Fund (ASF) is revenue earned for education from the State's permanent fund in the amount of \$13.23 million. Also included in state revenues is pass-through funding of \$18.27 million for the state's contribution to the Texas Teacher Retirement System (TRS). Without the pass-through funds the state funding is approximately 50% of total operating revenues.

Reimbursements for Medicaid services provided by the District from the School Health and Related Services (SHARS) program account for 88% of federal operating revenues. Other federal sources include indirect costs, Air Force Junior Reserve Officers' Training Corps (AFJROTC) salary reimbursements, and E-Rate earnings.

Expenditure Assumptions

General Fund appropriations are allocated between ninety-three (93) campus and department projects. Each project is assigned a budget manager (i.e., principal, department director) with primary fiscal authorization. The campus per pupil allocation, controlled by the principal, remains unchanged from 2014-2015. Budgets for non-campus organizations are traditionally determined through a combination of historical budgeting and new initiative resource assignments. Allocation increase requests are approved by the Executive Team.

The following changes are incorporated in the 2015-2016 General Fund adopted budget:

- The District added 143 new General Fund positions to accommodate student growth and provide supplemental assistance to lower performing campuses not receiving Title I funding at a total cost of \$7.5 million.
- Employer contributions to offset TRS Active Care health insurance premiums increased by \$2.2 million. Monthly amounts paid by the District range from \$50 to \$1,410 per employee.
- Departmental allocations remained unchanged from 2014-2015 amounts with the exception of \$2.2 million in recurring increases and \$212,000 in non-recurring supplemental funding approved for various departments.

Campus and Department Appropriations

Budget or actual expenditures are presented for each campus and department from FY 2012 through FY 2016 on pages 104-105. Significant decreases in several departmental budgets between the adopted and amended budget years can be attributed to non-recurring allocations provided during the 2014-2015 fiscal year.

Fund Balance

Budgeted fund balance was estimated to increase \$2.2 million at the close of the 2014-2015 fiscal year, due primarily to 2014 tax collections exceeding budgeted estimates by \$1.6 million, and recovery of \$1.5 million in prior year state aid resulting from property value audits in 2010 and 2011. The General Fund's realized fund balance is likely to increase by \$10 million from unspent appropriations and rolled purchase orders. The District does not customarily remove available funding at year end or reduce subsequent fiscal years, discouraging unnecessary "spending down" to insure future allocations.

Capital Outlay and Residual Costs or Savings

A total of \$418,275 is appropriated in the General Fund for capital outlay. Items include replacement vehicles for Security Services and Plant Maintenance; replacement equipment in Plant Maintenance; and installment of the ID Management software. Replacing old police cars, maintenance trucks, and equipment is more fuel efficient and provides new factory warranties. The ID management software will save a significant amount of programming and maintenance time. Currently over \$500,000 in employee wages is spent annually managing the same information in various databases. Consolidation of this function will free up many work hours in Technology, Human Resources, and Student Information Services.

Klein Independent School District

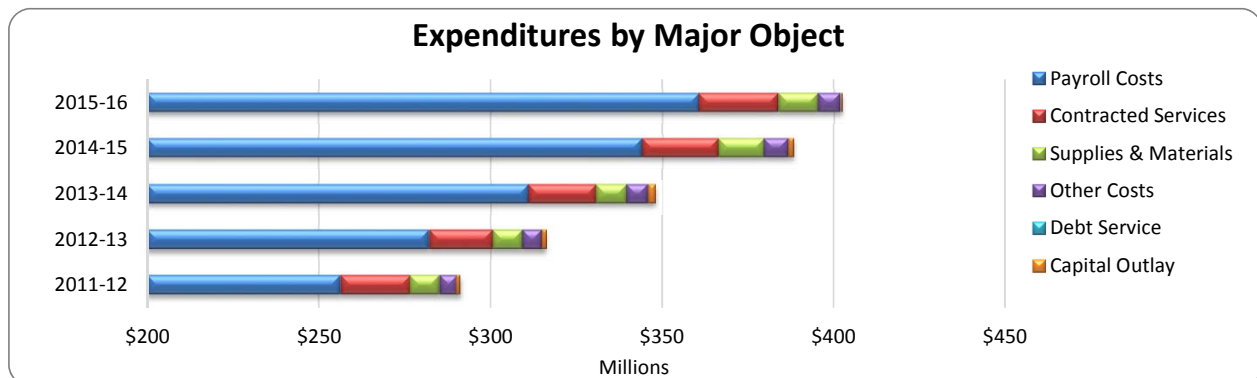
Comparative Summary of Revenues, Expenditures, and Changes in Fund Balance

General Fund by Major Object

Introduction

The general fund is a governmental fund with budgetary control used to record operating transactions of on-going organizations and activities from a variety of revenue sources. Fund balance is controlled by and retained for the use of the District. This fund includes transactions from local maintenance taxes; foundation entitlements; interest income; and other miscellaneous local, state and federal revenues. 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, having wide discretion in their use as provided by law.

	2011-12 Audited Actual	2012-13 Audited Actual	2013-14 Audited Actual	2014-15 Amended Budget	2015-16 Adopted Budget	Change From Prior Year
Beginning Fund Balance	<u>\$ 104,620,148</u>	<u>\$ 111,621,848</u>	<u>\$ 117,341,072</u>	<u>\$ 128,282,619</u>	<u>\$ 130,482,373</u>	<u>\$ 2,199,754</u>
Revenues						
Property Taxes	\$ 132,257,439	\$ 133,510,804	\$ 143,776,418	\$ 162,496,925	\$ 184,069,495	\$ 21,572,570
Other Local Sources	2,739,318	2,812,959	3,395,913	3,307,578	2,998,400	(309,178)
State Sources	147,680,725	168,038,430	190,911,423	202,172,244	194,057,355	(8,114,889)
State TRS Contributions	13,586,229	13,508,515	16,399,587	17,399,596	18,265,415	865,819
Federal Sources	3,087,127	3,769,967	3,928,309	5,058,013	4,875,000	(183,013)
Total Revenues	<u>\$ 299,350,838</u>	<u>\$ 321,640,675</u>	<u>\$ 358,411,650</u>	<u>\$ 390,434,356</u>	<u>\$ 404,265,665</u>	<u>\$ 13,831,309</u>
Expenditures						
Payroll Costs	\$ 256,115,446	\$ 281,935,636	\$ 310,784,236	\$ 343,980,190	\$ 360,633,424	\$ 16,653,234
Contracted Services	20,281,494	18,350,694	19,767,787	22,199,931	23,185,705	985,774
Supplies & Materials	8,610,799	8,662,652	8,894,220	13,357,986	11,461,521	(1,896,465)
Other Costs	4,982,984	5,587,956	6,170,459	7,104,836	6,489,172	(615,664)
Debt Service	19,920	16,230	17,910	20,000	20,000	-
Capital Outlay	1,174,865	1,489,227	2,158,578	1,581,075	418,275	(1,162,800)
Total Expenditures	<u>\$ 291,185,508</u>	<u>\$ 316,042,395</u>	<u>\$ 347,793,190</u>	<u>\$ 388,244,018</u>	<u>\$ 402,208,097</u>	<u>\$ 13,964,079</u>
Other Sources (Uses)						
Other Sources	\$ 247,620	\$ 185,944	\$ 1,790,587	\$ 89,416	\$ 200,000	\$ 110,584
Other Uses	(1,411,250)	(65,000)	(1,467,500)	(80,000)	(3,638,750)	(3,558,750)
Net Sources (Uses)	<u>\$ (1,163,630)</u>	<u>\$ 120,944</u>	<u>\$ 323,087</u>	<u>\$ 9,416</u>	<u>\$ (3,438,750)</u>	<u>\$ (3,448,166)</u>
Change in Fund Balance	\$ 7,001,700	\$ 5,719,224	\$ 10,941,547	\$ 2,199,754	\$ (1,381,182)	\$ (3,580,936)
Ending Fund Balance	<u>\$ 111,621,848</u>	<u>\$ 117,341,072</u>	<u>\$ 128,282,619</u>	<u>\$ 130,482,373</u>	<u>\$ 129,101,191</u>	<u>\$ (1,381,182)</u>



Klein Independent School District

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

General Fund by Function

	2011-12 Audited Actual	2012-13 Audited Actual	2013-14 Audited Actual	2014-15 Amended Budget	2015-16 Adopted Budget	Change From Prior Year
Revenues						
Local Sources	\$ 134,996,757	\$ 136,323,763	\$ 147,172,331	\$ 165,804,503	\$ 187,067,895	12.8%
State Sources	161,266,954	181,546,945	207,311,010	219,571,840	212,322,770	-3.3%
Federal Sources	<u>3,087,127</u>	<u>3,769,967</u>	<u>3,928,309</u>	<u>5,058,013</u>	<u>4,875,000</u>	<u>-3.6%</u>
Total Revenues	<u>\$ 299,350,838</u>	<u>\$ 321,640,675</u>	<u>\$ 358,411,650</u>	<u>\$ 390,434,356</u>	<u>\$ 404,265,665</u>	<u>3.5%</u>
Expenditures						
Instruction	\$ 178,597,152	\$ 196,851,535	\$ 214,551,339	\$ 239,178,881	\$ 249,300,623	4.2%
Instructional Resource & Media	4,303,879	4,443,661	4,643,340	4,688,055	4,815,841	2.7%
Curriculum & Staff Development	4,103,966	6,080,935	7,941,814	10,069,734	10,372,806	3.0%
Instructional Leadership	2,720,499	2,653,176	3,067,067	3,426,704	3,664,618	6.9%
School Leadership	19,882,024	21,444,731	23,537,806	26,217,794	27,431,141	4.6%
Guidance, Counseling & Evaluation	13,315,507	14,488,860	17,226,526	19,785,264	21,110,019	6.7%
Social Work Services	204,544	212,201	342,660	350,835	356,005	1.5%
Health Services	3,393,630	3,659,225	4,203,844	4,590,907	4,850,819	5.7%
Student Transportation	9,051,977	9,925,646	10,778,317	11,688,259	11,921,640	2.0%
Extracurricular Activities	6,634,401	6,810,863	7,309,142	8,369,067	8,059,681	-3.7%
General Administration	6,997,310	7,575,211	8,541,307	9,644,587	9,483,281	-1.7%
Facilities Maintenance & Operations	29,783,020	29,075,803	30,509,555	32,622,247	33,701,386	3.3%
Security & Monitoring Services	3,984,868	4,154,115	4,663,964	5,900,657	5,344,114	-9.4%
Data Processing Services	5,819,238	5,775,889	7,129,217	8,462,064	8,793,748	3.9%
Community Services	332,643	440,887	436,458	351,217	361,975	3.1%
Debt Service	19,920	16,230	17,910	20,000	20,000	0.0%
Facilities Acquisition & Construction	12,356	451,381	771,138	260,046	-	-100.0%
Pmts to Member Dists of SSA	442,927	417,838	428,169	530,400	520,400	-1.9%
Juvenile Justice Alt Ed Pgm	95,784	116,444	195,232	295,000	300,000	1.7%
Intergovernmental Charges	<u>1,489,863</u>	<u>1,447,764</u>	<u>1,498,385</u>	<u>1,792,300</u>	<u>1,800,000</u>	<u>0.4%</u>
Total Expenditures	<u>\$ 291,185,508</u>	<u>\$ 316,042,395</u>	<u>\$ 347,793,190</u>	<u>\$ 388,244,018</u>	<u>\$ 402,208,097</u>	<u>3.6%</u>
Other Sources (Uses)						
Other Sources	\$ 247,620	\$ 185,944	\$ 1,790,587	\$ 89,416	\$ 200,000	123.7%
Other Uses	<u>(1,411,250)</u>	<u>(65,000)</u>	<u>(1,467,500)</u>	<u>(80,000)</u>	<u>(3,638,750)</u>	<u>4448.4%</u>
Net Sources (Uses)	<u>\$ (1,163,630)</u>	<u>\$ 120,944</u>	<u>\$ 323,087</u>	<u>\$ 9,416</u>	<u>\$ (3,438,750)</u>	<u>-36620.3%</u>
Net Change In Fund Balance	\$ 7,001,700	\$ 5,719,224	\$ 10,941,547	\$ 2,199,754	\$ (1,381,182)	-162.8%
Beginning Fund Balance - September 1	\$ 104,620,148	\$ 111,621,848	\$ 117,341,072	\$ 128,282,619	\$ 130,482,373	1.7%
Ending Fund Balance - August 31	<u>\$ 111,621,848</u>	<u>\$ 117,341,072</u>	<u>\$ 128,282,619</u>	<u>\$ 130,482,373</u>	<u>\$ 129,101,191</u>	<u>-1.1%</u>

Discussion

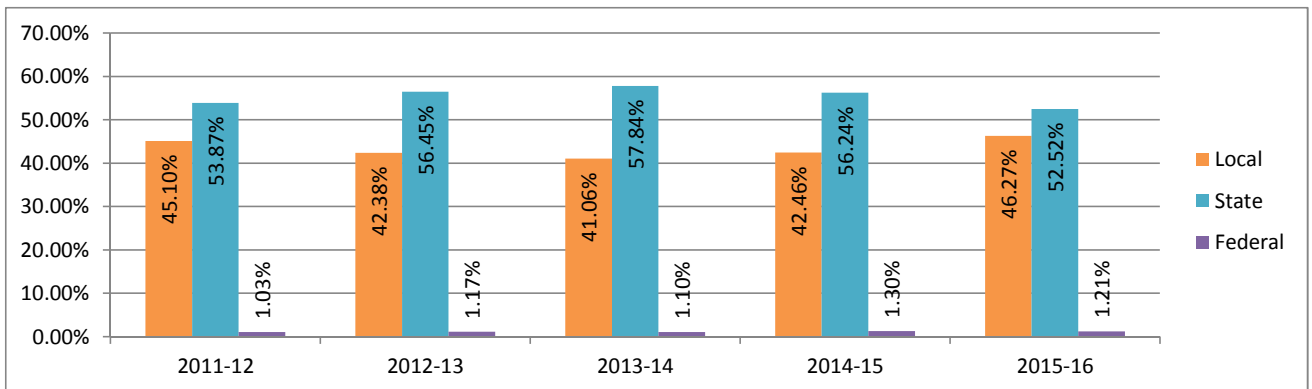
Several functions above reflect negative change percentages due largely to non-recurring appropriations in 2014-15 amended budgets. These include \$276,000 in Function 36 for uniform replacements and Methodist Hospital donation funds; \$450,000 in Function 41 for the 2015 bond authorization campaign; and \$545,000 in Function 52 for police radios and other security initiatives.

Klein Independent School District

Comparative Summary of Revenues

General Fund by Object

	2011-12 Audited Actual	2012-13 Audited Actual	2013-14 Audited Actual	2014-15 Amended Budget	2015-16 Adopted Budget	Change From Prior Year
Local Revenue Sources						
Current Year Tax Levy	\$ 129,740,391	\$ 131,134,735	\$ 141,106,862	\$ 159,609,883	\$ 181,645,004	\$ 22,035,121
Prior Year Tax Levy	1,262,263	1,114,559	1,387,801	1,354,813	1,372,112	17,299
Tax Certificates	3,391	4,563	5,584	-	-	-
Penalties & Interest	1,251,394	1,256,947	1,276,171	1,532,229	1,052,379	(479,850)
Services Rendered to Other Dist.				20,535	10,000	(10,535)
Tuition - Regular Day School	25,175	26,530	24,415	24,585	24,500	(85)
Tuition - Summer School	564,171	441,457	442,336	465,000	440,000	(25,000)
Student Fees	78,525	67,125	89,008	81,000	89,000	8,000
Interest Income	169,476	185,021	259,193	329,100	350,100	21,000
Facility Rental Income	83,623	192,541	536,271	618,000	575,000	(43,000)
Gifts and Donations	38,307	436,241	455,477	134,110	125,000	(9,110)
Insurance Recovery	99,895	49,344	94,707	76,706	-	(76,706)
Misc - Local Sources	710,817	467,951	499,807	544,549	443,800	(100,749)
Athletic Gate Receipts	584,861	555,459	546,877	585,000	546,000	(39,000)
Concession Sales	328,093	326,014	333,839	350,000	335,000	(15,000)
Excurr Intermediate Sources	56,375	65,276	113,983	78,993	60,000	(18,993)
Total Local Revenue	\$ 134,996,757	\$ 136,323,763	\$ 147,172,331	\$ 165,804,503	\$ 187,067,895	\$ 21,263,392
State Revenue Sources						
Available School Fund	\$ 10,728,860	\$ 20,334,119	\$ 11,551,506	\$ 11,659,226	\$ 13,225,617	\$ 1,566,391
Foundation School Program	136,904,294	147,693,811	179,280,337	190,432,994	180,751,738	(9,681,256)
Misc - State Sources	47,571	10,500	79,580	80,024	80,000	(24)
TRS On-Behalf	13,586,229	13,508,515	16,399,587	17,399,596	18,265,415	865,819
Total State Revenue	\$ 161,266,954	\$ 181,546,945	\$ 207,311,010	\$ 219,571,840	\$ 212,322,770	\$ (7,249,070)
Federal Revenue Sources						
Indirect Costs	\$ 245,857	\$ 128,703	\$ 130,301	\$ 130,000	\$ 130,000	\$ -
SHARS	2,343,937	3,046,789	3,268,939	4,484,013	4,300,000	(184,013)
AFJROTC	328,821	330,336	277,806	280,000	280,000	-
E-Rate	168,512	264,139	251,263	164,000	165,000	1,000
Total Federal Revenue	\$ 3,087,127	\$ 3,769,967	\$ 3,928,309	\$ 5,058,013	\$ 4,875,000	\$ (183,013)
Total Revenues	\$ 299,350,838	\$ 321,640,675	\$ 358,411,650	\$ 390,434,356	\$ 404,265,665	\$ 13,831,309
Pupil Enrollment	45,811	46,764	47,819	48,912	50,633	1,721
Total Revenue Per Pupil	\$ 6,534	\$ 6,878	\$ 7,495	\$ 7,982	\$ 7,984	\$ 2



Klein Independent School District

Comparative Summary of Budget and Expenditures

General Fund by Object

2011-12 Audited Actual	2012-13 Audited Actual	2013-14 Audited Actual	2014-15 Amended Budget	2015-16 Adopted Budget	Change From Prior Year
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Payroll Costs

Professional Salaries	\$ 176,231,457	\$ 192,675,022	\$ 207,634,131	\$ 227,519,071	\$ 237,738,848	\$ 10,219,777
Support Salaries	36,177,564	37,466,241	40,306,866	43,439,426	46,037,581	2,598,155
Substitutes	4,132,659	4,877,324	5,785,180	6,926,312	6,886,120	(40,192)
Stipends (Effective 9/1/2012)	-	5,915,418	7,027,181	7,964,994	8,005,608	40,614
Professional Extra Duty Pay	3,612,819	2,458,682	2,627,889	3,493,575	3,396,290	(97,285)
Overtime/Part-Time/Extra Duty	1,535,828	2,064,497	2,544,375	3,160,639	3,091,091	(69,548)
Medicare/FICA Alternative	2,954,442	3,279,263	3,590,680	3,988,111	4,190,032	201,921
Employer Insurance Contribution	11,402,517	12,514,592	15,033,931	16,727,794	19,433,249	2,705,455
Workers Comp/Unemployment	1,210,283	1,211,747	1,048,396	907,551	982,000	74,449
TRS On-Behalf	13,586,229	13,508,515	16,399,587	17,399,596	18,265,415	865,819
Teacher Retirement	3,851,567	4,672,593	5,533,184	9,714,035	10,282,407	568,372
Service & Attendance Bonus	919,535	841,675	1,844,258	1,375,085	1,398,125	23,040
Sick Leave Benefits	420,307	213,113	1,049,943	1,003,337	705,000	(298,337)
Incentives	80,239	236,954	358,635	360,664	221,658	(139,006)
Total Payroll Costs	\$ 256,115,446	\$ 281,935,636	\$ 310,784,236	\$ 343,980,190	\$ 360,633,424	\$ 16,653,234

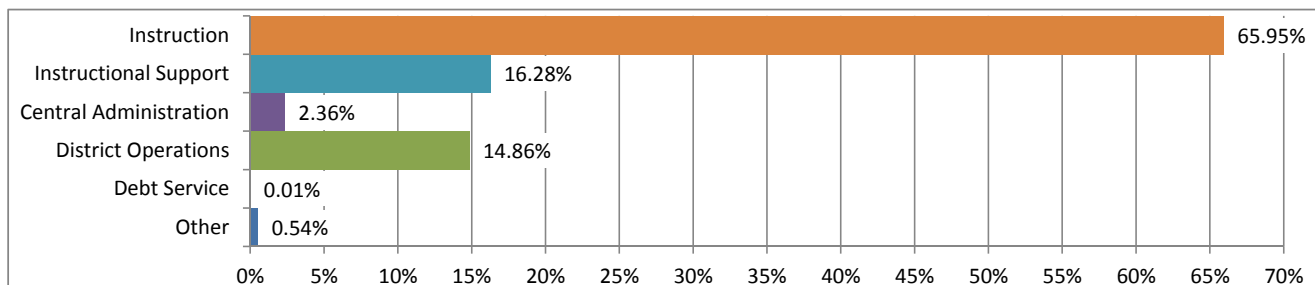
Non-Payroll Costs

Legal & Audit Fees	\$ 881,349	\$ 833,460	\$ 675,893	\$ 767,775	\$ 904,400	\$ 136,625
Appraisal & Tax Services	1,489,863	1,447,764	1,498,385	1,792,300	1,800,000	7,700
Professional & Consulting Services	248,634	625,981	1,396,537	1,356,712	1,372,647	15,935
Contract Repairs & Maintenance	2,033,353	1,997,331	2,088,578	2,354,176	2,478,255	124,079
Utilities	11,137,391	9,442,721	9,249,993	9,946,737	10,404,407	457,670
Operating Leases	1,173,822	1,112,116	1,122,714	1,422,925	1,637,703	214,778
Tuition	399,754	422,190	519,343	675,212	704,700	29,488
Other Contracted Services	2,917,327	2,469,131	3,216,344	3,884,094	3,883,593	(501)
Fuel	1,669,271	1,653,943	1,654,235	1,484,352	1,693,616	209,264
Maint & Operations Supplies	1,661,521	1,836,575	2,032,632	2,404,059	2,155,766	(248,293)
Textbook/Testing & Reading Mat.	1,801,835	1,188,790	982,547	2,655,962	1,584,536	(1,071,426)
General Supplies	3,478,172	3,983,345	4,224,806	6,813,613	6,027,603	(786,010)
Employee & Student Travel	1,366,622	1,598,088	2,015,497	2,368,201	2,093,430	(274,771)
Property/Casualty Insurance	2,423,167	2,711,008	2,805,584	2,725,769	2,723,300	(2,469)
Cy Fair Deaf Cooperative	442,927	417,838	428,169	530,400	520,400	(10,000)
Miscellaneous Operating Costs	750,268	861,021	921,209	1,480,466	1,152,042	(328,424)
Debt Service & Capital Outlay	1,194,786	1,505,457	2,176,488	1,601,075	438,275	(1,162,800)
Total Non-Payroll Costs	\$ 35,070,062	\$ 34,106,759	\$ 37,008,954	\$ 44,263,828	\$ 41,574,673	\$ (2,689,155)

Total General Fund	\$ 291,185,508	\$ 316,042,395	\$ 347,793,190	\$ 388,244,018	\$ 402,208,097	\$ 13,964,079
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Total Enrollment	45,811	46,764	47,819	48,912	50,633	1,721
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Total Budget/Expenditures Per Pupil	\$ 6,356	\$ 6,758	\$ 7,273	\$ 7,938	\$ 7,944	\$ 6
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**Klein Independent School District
Adopted Campus Budgets by Project
For The Year Ending August 31, 2016**

Project	Campuses	Projected Enrollment	Payroll Costs	Contracted Services	Supplies & Materials	Other Costs	Capital Outlay	Total
01	Klein High	4,008	\$ 12,310,479	\$ 58,000	\$ 183,100	\$ 98,640	\$ -	\$ 12,650,219
02	Klein Forest High	3,718	12,456,939	69,200	195,104	60,110	-	12,781,353
KF	Klein Forest High School Project		2,152,336	2,000	18,000	-	-	2,172,336
03	Klein Oak High	4,164	11,956,007	60,422	180,709	104,322	-	12,301,460
04	Klein Collins High	3,709	10,798,910	51,093	188,951	70,530	-	11,109,484
05	High School #5		31,391	-	5,100	-	-	36,491
11	Klein Intermediate	1,204	5,601,745	17,523	46,620	800	-	5,666,688
12	Hildebrandt Intermediate	1,185	3,983,842	22,951	39,371	1,615	-	4,047,779
13	Wunderlich Intermediate	1,572	6,352,522	24,090	58,804	2,000	-	6,437,416
14	Strack Intermediate	1,212	4,168,904	24,163	40,103	1,100	-	4,234,270
15	Kleb Intermediate	1,353	4,444,953	18,507	52,326	2,000	-	4,517,786
16	Doerre Intermediate	1,150	4,272,466	22,878	36,855	2,350	-	4,334,549
17	Schindewolf Intermediate	1,314	4,230,658	20,320	49,687	1,300	-	4,301,965
18	Krimmel Intermediate	1,324	4,195,160	24,200	47,097	-	-	4,266,457
19	Ulrich Intermediate	1,176	4,121,440	26,808	36,942	250	-	4,185,440
20	Kohrville Elementary	744	2,900,953	18,100	15,953	800	-	2,935,806
21	Northampton Elementary	461	2,120,452	12,066	8,539	1,000	-	2,142,057
22	Haude Elementary	672	2,741,241	15,100	15,912	500	-	2,772,753
23	Greenwood Forest Elementary	739	2,982,726	14,877	18,681	1,100	-	3,017,384
24	Epps Island Elementary	770	2,227,931	14,800	21,353	500	-	2,264,584
25	Theiss Elementary	617	2,528,443	8,475	20,495	500	-	2,557,913
26	Benfer Elementary	812	3,072,044	13,766	24,359	500	-	3,110,669
27	Kaiser Elementary	768	2,202,433	15,168	20,249	1,142	-	2,238,992
28	Brill Elementary	739	2,679,671	15,245	17,903	1,500	-	2,714,319
29	Ehrhardt Elementary	712	2,380,349	15,063	17,527	500	-	2,413,439
30	Lemm Elementary	648	2,475,011	11,000	17,350	1,835	-	2,505,196
31	Nitsch Elementary	778	3,053,054	14,022	20,907	2,100	-	3,090,083
32	Krahn Elementary	740	2,831,880	12,758	20,685	1,112	-	2,866,435
33	Roth Elementary	670	2,510,900	11,095	20,363	500	-	2,542,858
34	Kuehnle Elementary	798	3,004,932	14,775	20,943	2,250	-	3,042,900
35	Mittelstadt Elementary	856	3,382,277	12,882	25,393	1,866	-	3,422,418
36	Klenk Elementary	871	3,173,002	16,584	23,772	500	-	3,213,858
37	Eiland Elementary	630	2,119,383	11,808	15,182	2,550	-	2,148,923
38	Schultz Elementary	983	3,138,750	14,134	30,980	1,000	-	3,184,864
39	Hassler Elementary	612	2,547,202	14,497	13,348	850	-	2,575,897
40	Kreinhop Elementary	914	3,004,025	13,632	27,782	1,450	-	3,046,889
41	McDougle Elementary	689	2,460,663	12,365	16,370	3,375	-	2,492,773
42	Metzler Elementary	858	3,232,918	19,510	19,385	1,350	-	3,273,163
43	Benignus Elementary	936	3,394,619	17,482	23,825	2,600	-	3,438,526
44	Frank Elementary	658	2,749,455	4,050	26,845	500	-	2,780,850
45	Mueller Elementary	996	3,199,913	8,785	37,240	700	-	3,246,638
46	Blackshear Elementary	1,032	3,380,981	19,940	27,375	1,100	-	3,429,396
47	Zwink Elementary	980	3,083,510	16,872	27,540	1,500	-	3,129,422
48	Bernshausen Elementary	817	2,825,226	12,344	25,276	600	-	2,863,446
49	Grace England PreK/EC Center	485	1,006,103	6,600	16,172	-	-	1,028,875
2A	French Elementary	559	2,110,191	8,000	14,556	2,000	-	2,134,747
	Total Campus Budgets	50,633	\$ 175,597,990	\$ 857,950	\$ 1,831,029	\$ 382,797	\$ -	\$ 178,669,766

**Klein Independent School District
Adopted Department Budgets by Project
For The Year Ending August 31, 2016**

Project	Departments	Payroll Costs	Contracted Services	Supplies & Materials	Other Costs	Debt Service	Capital Outlay	Total
50	Bilingual/ESL Local	\$ 13,357,201	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 13,357,201
51	Bilingual/ESL State	4,393,340	121,700	100,763	12,500	-	-	4,628,303
52	Special Education	33,938,270	1,060,643	87,614	612,906	-	-	35,699,433
53	Compensatory Education	3,430,649	909	-	4,000	-	-	3,435,558
54	High School Allotment	3,605,080	162,700	68,500	58,690	-	-	3,894,970
55	Health & Physical Education	13,578,569	4,000	103,776	8,974	-	-	13,695,319
56	Instructional Fine Arts	16,499,364	139,585	274,541	10,300	-	-	16,923,790
57	Summer Sch & Athletic Camps	843,130	4,250	47,875	-	-	-	895,255
58	Academic Enrichment	299,563	39,250	106,289	36,555	-	-	481,657
59	Therapeutic Education Program	2,757,648	4,230	12,350	400	-	-	2,774,628
60	Career & Technical Education	10,813,452	37,109	305,453	309,750	-	-	11,465,764
61	Vistas High School of Choice	1,558,205	4,975	16,034	2,000	-	-	1,581,214
62	DAEP	2,186,579	7,853	29,108	839	-	-	2,224,379
63	Student Performance	177,425	-	6,000	3,450	-	-	186,875
68	Internal Audit Services	170,034	1,430	326	8,757	-	-	180,547
69	Multipurpose Center	379,523	6,100	18,050	500	-	-	404,173
70	Research, Accountability & Data	1,479,670	306,900	572,200	40,650	-	95,000	2,494,420
71	Information Technology	4,254,385	1,634,538	1,274,900	52,253	-	-	7,216,076
72	North Transportation Center	6,778,964	242,284	1,315,909	7,500	-	-	8,344,657
75	South Transportation Center	2,967,704	34,700	420,202	1,325	-	-	3,423,931
73	Extracurricular Academics	536,943	-	-	30,680	-	-	567,623
74	Extracurricular Athletics	3,488,802	287,226	428,711	379,624	-	-	4,584,363
75	Athletic Concessions	109,215	500	125,588	2,000	-	-	237,303
76	Extracurricular Fine Arts	902,891	32,000	77,000	206,311	-	-	1,218,202
77	Student Support Services Admin	436,759	10,775	28,962	12,000	-	-	488,496
80	Superintendent	625,669	7,900	4,540	48,715	-	-	686,824
81	Mail Room/Copy Center	727	34,000	62,909	-	-	-	97,636
82	Human Resource Services	1,326,522	49,670	13,194	30,980	-	-	1,420,366
83	Instruction & Student Serv Admin	251,288	2,500	5,725	10,500	-	-	270,013
84	Instruction Admin	5,635,717	79,750	43,020	53,775	-	-	5,812,262
85	School Administration	887,956	156,129	27,466	8,375	-	-	1,079,926
86	Benefits & Risk Management	515,431	8,100	18,531	17,005	-	-	559,067
87	Security & Monitoring Services	4,209,291	66,723	169,728	19,361	-	220,000	4,685,103
88	Tax Office	312,295	32,800	63,963	5,131	-	-	414,189
89	Facility & School Services Admin	282,674	17,143	17,350	4,550	-	-	321,717
90	Financial Services	1,924,353	18,325	19,262	33,050	-	-	1,994,990
91	Payroll Services	764,691	399,600	85,900	13,350	-	-	1,263,541
92	Plant Operations	9,228,644	266,310	769,601	1,540	-	-	10,266,095
93	Warehouse Services	664,142	83,457	37,943	1,000	-	-	786,542
94	Plant Maintenance	5,685,981	477,427	1,098,600	23,550	-	101,275	7,386,833
95	Publication Services	-	6,970	62,935	-	-	-	69,905
96	Communications & Planning	700,390	54,725	40,780	48,975	-	-	844,870
97	Energy Management	380,053	10,083,000	2,825	6,500	-	2,000	10,474,378
98	Districtwide/Instructional	925,133	1,737,366	609,099	378,679	-	-	3,650,277
99	Districtwide/Other	354,727	4,602,203	1,056,970	3,599,375	20,000	-	9,633,275
9F	Districtwide/Employee Benefits	21,416,385	-	-	-	-	-	21,416,385
	Total Departmental Budgets	<u>\$ 185,035,434</u>	<u>\$ 22,327,755</u>	<u>\$ 9,630,492</u>	<u>\$ 6,106,375</u>	<u>\$ 20,000</u>	<u>\$ 418,275</u>	<u>\$ 223,538,331</u>
	Total General Fund	<u><u>\$ 360,633,424</u></u>	<u><u>\$ 23,185,705</u></u>	<u><u>\$ 11,461,521</u></u>	<u><u>\$ 6,489,172</u></u>	<u><u>\$ 20,000</u></u>	<u><u>\$ 418,275</u></u>	<u><u>\$ 402,208,097</u></u>

Klein Independent School District
Comparative Summary of Campus Budgets
General Fund

Project	Campuses	2011-12 Audited Actual	2012-13 Audited Actual	2013-14 Audited Actual	2014-15 Amended Budget	2015-16 Adopted Budget
01	Klein High	\$ 9,177,008	\$ 10,071,986	\$ 10,372,890	\$ 11,978,351	\$ 12,650,219
02	Klein Forest High	9,937,157	10,352,630	10,236,523	12,296,163	12,781,353
KF	Klein Forest High School Project	219,743	1,491,701	2,464,525	2,241,064	2,172,336
03	Klein Oak High	10,697,353	10,150,075	10,087,995	11,594,520	12,301,460
04	Klein Collins High	8,875,254	9,137,132	9,348,431	10,445,205	11,109,484
05	High School #5	-	-	-	-	36,491
11	Klein Intermediate	3,738,874	4,012,085	4,698,352	5,540,923	5,666,688
12	Hildebrandt Intermediate	2,890,325	3,086,675	3,423,809	3,907,426	4,047,779
13	Wunderlich Intermediate	4,583,458	5,044,833	5,705,232	6,149,285	6,437,416
14	Strack Intermediate	3,276,343	3,615,113	3,773,084	4,115,199	4,234,270
15	Kleb Intermediate	3,591,104	3,762,438	3,847,120	4,388,204	4,517,786
16	Doerre Intermediate	3,550,295	3,720,944	3,782,630	4,157,398	4,334,549
17	Schindewolf Intermediate	3,436,968	3,666,347	3,778,647	4,193,786	4,301,965
18	Krimmel Intermediate	2,958,408	3,187,605	3,363,988	3,964,904	4,266,457
19	Ulrich Intermediate	2,734,320	3,096,469	3,375,454	4,005,572	4,185,440
20	Kohrville Elementary	3,004,046	2,985,985	2,713,545	2,729,582	2,935,806
21	Northampton Elementary	2,643,878	2,560,191	2,717,551	3,207,760	2,142,057
22	Haude Elementary	2,438,879	2,491,769	2,585,221	2,744,334	2,772,753
23	Greenwood Forest Elementary	2,152,891	2,297,259	2,659,692	2,850,234	3,017,384
24	Epps Island Elementary	1,838,242	1,745,915	2,076,546	2,216,089	2,264,584
25	Theiss Elementary	2,218,392	2,247,738	2,439,046	2,569,489	2,557,913
26	Benfer Elementary	2,172,314	2,371,466	2,525,938	2,958,414	3,110,669
27	Kaiser Elementary	1,912,189	1,792,411	2,066,380	2,169,133	2,238,992
28	Brill Elementary	2,289,084	2,274,390	2,456,759	2,673,731	2,714,319
29	Ehrhardt Elementary	2,022,083	2,086,814	2,256,585	2,275,231	2,413,439
30	Lemm Elementary	2,346,396	2,007,338	2,246,071	2,436,347	2,505,196
31	Nitsch Elementary	2,360,990	2,334,514	2,814,322	2,980,690	3,090,083
32	Krahn Elementary	2,594,686	2,582,738	2,699,545	2,826,876	2,866,435
33	Roth Elementary	2,274,763	2,274,262	2,446,004	2,549,954	2,542,858
34	Kuehnle Elementary	2,587,576	2,381,485	2,581,540	2,955,395	3,042,900
35	Mittelstadt Elementary	2,423,813	2,714,646	3,025,981	3,233,743	3,422,418
36	Klenk Elementary	2,461,433	2,511,092	2,829,521	3,092,997	3,213,858
37	Eiland Elementary	1,793,480	1,666,984	1,828,236	2,018,892	2,148,923
38	Schultz Elementary	2,533,742	2,736,435	2,790,965	3,079,686	3,184,864
39	Hassler Elementary	2,467,182	2,502,597	2,736,263	2,764,386	2,575,897
40	Kreinhop Elementary	2,480,769	2,432,514	2,744,985	2,951,905	3,046,889
41	McDougle Elementary	1,931,794	1,846,676	2,115,572	2,336,906	2,492,773
42	Metzler Elementary	2,404,833	2,626,284	2,902,690	3,273,653	3,273,163
43	Benignus Elementary	2,670,745	2,837,387	3,124,191	3,382,054	3,438,526
44	Frank Elementary	2,693,753	2,834,969	2,474,319	2,694,049	2,780,850
45	Mueller Elementary	2,091,952	2,161,568	2,611,226	3,054,623	3,246,638
46	Blackshear Elementary	2,272,654	2,502,367	2,726,565	3,215,404	3,429,396
47	Zwink Elementary	214,326	2,292,638	2,594,464	3,013,090	3,129,422
48	Bernshausen Elementary	-	209,950	2,154,377	2,577,463	2,863,446
49	Grace England Pre-K/EC Center	125,408	942,911	946,374	1,008,307	1,028,875
2A	French Elementary	-	-	-	121,914	2,134,747
	Total Campus Budgets	\$ 133,088,903	\$ 141,649,326	\$ 153,149,154	\$ 170,940,331	\$ 178,669,766
59	Therapeutic Education Program	\$ 1,631,770	\$ 1,797,548	\$ 2,435,862	\$ 2,617,369	\$ 2,774,628
61	Vistas High School of Choice	1,486,915	1,404,941	1,456,806	1,549,689	1,581,214
62	Disciplinary Alt. Education Program	2,111,972	2,008,150	1,882,499	2,170,965	2,224,379
	Total Alternative Education Budgets	\$ 5,230,657	\$ 5,210,639	\$ 5,775,167	\$ 6,338,023	\$ 6,580,221

Klein Independent School District
Comparative Summary of Department Budgets
General Fund

Project	Departments	2011-12 Audited Actual	2012-13 Audited Actual	2013-14 Audited Actual	2014-15 Amended Budget	2015-16 Adopted Budget
50	Bilingual/ESL Local	\$ 10,588,802	\$ 10,892,564	\$ 10,670,643	\$ 12,250,771	\$ 13,357,201
51	Bilingual/ESL State	1,726,719	2,314,236	4,008,618	4,344,680	4,628,303
52	Special Education*	22,035,905	25,986,185	28,729,440	33,507,467	35,699,433
53	Compensatory Education	5,285,557	5,412,397	6,198,877	3,373,781	3,435,558
54	High School Allotment	3,769,379	3,820,486	3,626,748	4,357,024	3,894,970
55	Health & Physical Education	9,543,084	10,166,134	11,863,014	13,294,637	13,695,319
56	Instructional Fine Arts	7,426,220	13,696,618	14,318,693	16,169,277	16,923,790
57	Summer School & Athletic Camps	687,788	678,888	858,072	892,059	895,255
58	Academic Enrichment	526,164	600,026	464,707	435,691	481,657
60	Career & Technical Education	8,001,511	8,318,590	9,849,831	11,087,288	11,465,764
63	Student Performance	-	-	-	12,090	186,875
68	Internal Audit Services	151,431	157,111	148,107	173,786	180,547
69	Multipurpose Center	49,493	223,071	309,628	430,841	404,173
70	Research, Accountability and Data*	810,364	961,747	1,097,469	1,956,938	2,494,420
71	Information Technology	4,163,701	4,774,308	5,831,767	6,525,500	7,216,076
72	North Transportation Center	6,425,109	6,917,379	7,259,012	8,069,304	8,344,657
75	South Transportation Center	2,384,048	2,606,898	2,967,261	3,255,382	3,423,931
73	Extracurricular Academics	506,984	490,772	548,532	586,050	567,623
74	Extracurricular Athletics	3,257,318	4,134,377	4,381,609	4,766,071	4,584,363
75	Athletic Concessions	239,502	232,401	243,479	232,147	237,303
76	Extracurricular Fine Arts	809,052	942,015	989,035	1,373,668	1,218,202
77	Student Support Services Admin	205,714	337,248	439,217	460,335	488,496
78	Accountability & School Improv.*	524,219	517,038	638,463	-	-
79	Educational Technology*	539,287	1,708,530	191,051	-	-
80	Superintendent***	430,953	492,780	537,760	658,334	686,824
81	Mail Room/Copy Center	90,690	120,488	40,808	97,797	97,636
82	Human Resource Services	1,149,250	1,176,826	1,220,235	1,369,040	1,420,366
83	Instruction & Student Services Admin	222,828	228,979	241,317	261,597	270,013
84	Instruction Administration*	1,186,713	1,370,828	4,173,877	5,325,277	5,812,262
85	School Administration	706,746	776,116	985,155	1,220,139	1,079,926
86	Benefits & Risk Management	407,961	482,971	498,118	550,350	559,067
87	Security & Monitoring Services	3,494,261	3,601,113	3,939,310	4,989,551	4,685,103
88	Tax Office	378,719	384,034	441,001	406,295	414,189
89	Facility & School Services Admin**	270,628	290,839	830,197	295,625	321,717
90	Financial Services	1,582,012	1,703,936	1,842,577	1,949,237	1,994,990
91	Business Information Systems	549,030	672,244	739,580	1,499,129	1,263,541
92	Plant Operations	8,163,492	8,391,511	9,177,890	9,810,473	10,266,095
93	Warehouse Services	681,347	767,341	716,056	878,117	786,542
94	Plant Maintenance	6,550,354	6,325,790	6,739,209	7,230,598	7,386,833
95	Publication Services***	140,707	142,814	137,881	69,905	69,905
96	Communications & Planning***	455,657	504,687	616,922	872,314	844,870
97	Energy Management	11,000,947	9,426,470	9,219,531	9,993,400	10,474,378
98	Districtwide/Instructional	2,452,661	2,056,127	2,474,413	5,476,009	3,650,277
99	Districtwide/Other	7,073,110	8,439,595	8,742,337	9,847,839	9,633,275
9F	Districtwide/Employee Benefits	16,220,531	15,937,922	19,921,422	20,609,851	21,416,385
	Total Department Budgets	\$ 152,865,948	\$ 169,182,430	\$ 188,868,869	\$ 210,965,664	\$ 216,958,110
	Total General Fund	\$ 291,185,508	\$ 316,042,395	\$ 347,793,190	\$ 388,244,018	\$ 402,208,097

* Projects 78 and 79 were dissolved as of 8/31/14, and the budgets transferred to Projects 52, 70, and 84.

** During 2013-14, Project 89 spent \$556,309 on a non-recurring district wide facility assessment.

*** Project 95 was renamed in 2014-15 and portions of the budget transferred to Projects 80 and 96.

General Fund

Five Year Financial Forecast

	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
BEGINNING FUND BALANCE	\$130,482,373	\$129,101,191	\$121,946,078	\$117,445,314	\$112,670,238
<u>PROJECTED REVENUES:</u>					
Local Taxes	\$184,069,495	\$199,078,058	\$219,393,299	\$232,685,203	\$243,231,899
Other Local Sources	\$2,998,400	3,554,752	3,606,999	3,663,615	3,727,843
State Sources	212,322,770	199,592,444	194,767,031	185,451,396	180,180,239
Federal Sources	4,875,000	4,969,067	5,055,431	5,149,690	5,257,814
Other Sources	200,000	210,000	220,500	231,525	243,101
Total Revenues	\$404,465,665	\$407,404,321	\$423,043,260	\$427,181,429	\$432,640,896
<u>PROJECTED EXPENDITURES:</u>					
Payroll Costs	\$360,633,424	\$367,369,537	\$378,896,926	\$387,329,495	\$391,444,993
Contracted Services	23,185,705	23,270,705	24,050,705	24,235,705	24,235,705
Supplies and Materials	11,461,521	11,486,521	11,876,521	11,936,521	11,936,521
Other Operating Costs	6,489,172	6,490,172	6,651,172	6,656,172	6,656,172
Debt Service	20,000	20,000	20,000	20,000	20,000
Capital Outlay	418,275	5,850,000	5,971,200	1,698,612	1,726,298
Other Uses	3,638,750	72,500	77,500	80,000	80,000
Total Expenditures	\$405,846,847	\$414,559,435	\$427,544,024	\$431,956,505	\$436,099,689
ENDING FUND BALANCE	\$129,101,191	\$121,946,078	\$117,445,314	\$112,670,238	\$109,211,446
			*		*
<u>PROJECTION FACTORS:</u>					
Assessed Taxable Value	\$17,536,970,092	\$19,290,667,101	\$20,833,920,469	\$22,083,955,697	\$23,077,733,703
Maintenance Tax/\$100	0.01040	0.01040	0.01060	0.01060	0.01060
Max. Maintenance Tax Rate/\$100	0.01170	0.01170	0.01170	0.01170	0.01170
One Cent on Tax Rate	\$1,753,697	\$1,929,067	\$2,083,392	\$2,208,396	\$2,307,773
Total Tax Rate Per \$100	\$1.410	\$1.440	\$1.460	\$1.455	\$1.455
Student Enrollment	50,633	51,610	52,507	53,486	54,609
Weighted Avg. Daily Attendance	60,511	62,436	64,136	65,980	67,834
Property Wealth Per Student	\$346,355	\$373,778	\$396,784	\$412,892	\$422,599
Total Employees - General Fund	5,959	6,070	6,261	6,401	6,469
Ratio of Students to Employees	8.497	8.502	8.386	8.356	8.442
Salary Increase Included in Budget	4.00%	0.00%	0.00%	0.00%	0.00%
Cost of Each Cent Salary Increase	\$3,423,680	\$3,487,689	\$3,597,295	\$3,677,444	\$3,716,538
Fund Balance as % of Total Exp.	31.81%	29.42%	27.47%	26.08%	25.04%

* The Texas Legislature will be in session for the years 2017 and 2019.

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 8.497 to a projected 8.442 in 2019-20.
- (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 2015.
- (3) Based on current legislation, no pay increase is recommended during the projection period due to the biennium lag as property value growth slows down and recurring expenditures resulting from opening two elementary schools, one intermediate school, and one high school during the projection years.
- (4) Assessed valuation changes are forecasted to decrease during the projection period from 13% in 2015 to 4.5% in 2019.
- (5) Assuming a successful Tax Rate Election (TRE) in 2016, the General Operating Fund tax rate will increase by \$.02 beginning in 2017-2018 to fund High School #5 and Elementary #32.
- (6) State revenue calculations are based on finance provisions contained in SB 1 as authorized by the 84th Texas Legislature during the 2015 regular session and provisions contained in prior laws.
- (7) The General Operating fund balance is maintained at 25% or better throughout the financial forecast. Reducing fund balance with strategically planned purchases insures the District maintains an adequate reserve without excesses.

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 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 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.

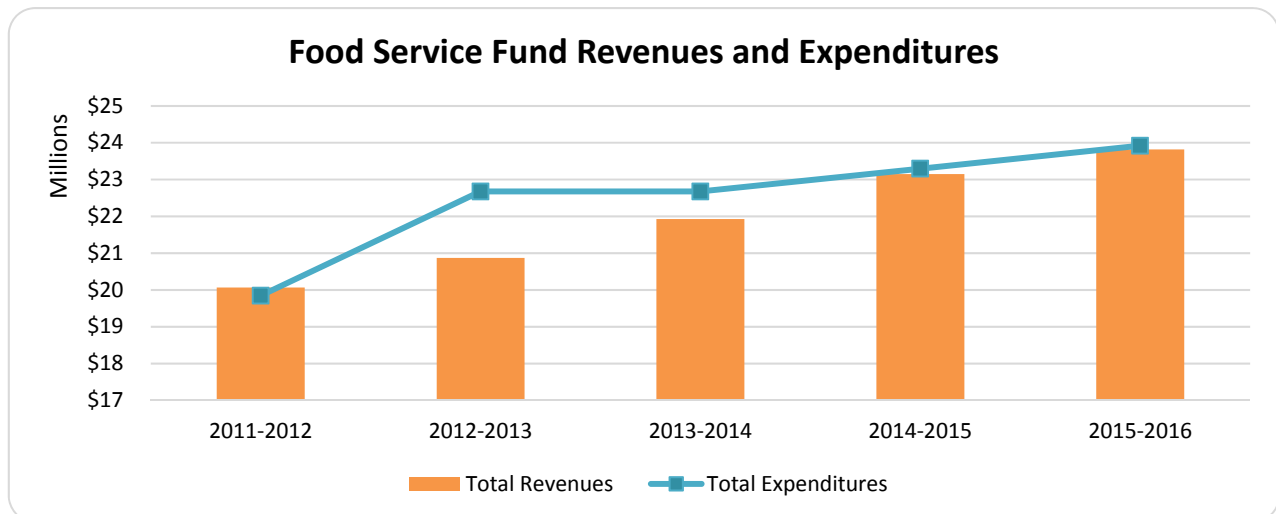
Klein Independent School District

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

Food Service Fund by Function

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.

	2011-12 Audited Actual	2012-13 Audited Actual	2013-14 Audited Actual	2014-15 Amended Budget	2015-16 Adopted Budget
Revenues					
Local Sources	\$ 8,899,759	\$ 9,422,808	\$ 9,581,619	\$ 10,103,321	\$ 10,537,596
State Sources	563,334	449,384	581,192	575,923	600,159
Federal Sources	10,600,605	10,995,967	11,764,471	12,469,176	12,680,951
Total Revenues	<u>\$ 20,063,698</u>	<u>\$ 20,868,159</u>	<u>\$ 21,927,282</u>	<u>\$ 23,148,420</u>	<u>\$ 23,818,706</u>
Expenditures					
Food Service	\$ 19,629,940	\$ 20,087,009	\$ 22,398,855	\$ 22,987,593	\$ 23,620,173
Facilities Maint & Operations	217,374	316,247	278,604	310,827	300,260
Total Expenditures	<u>\$ 19,847,314</u>	<u>\$ 20,403,256</u>	<u>\$ 22,677,459</u>	<u>\$ 23,298,420</u>	<u>\$ 23,920,433</u>
Other Sources (Uses)	<u>\$ 211,250</u>	<u>\$ 65,000</u>	<u>\$ 67,500</u>	<u>\$ 70,000</u>	<u>\$ 68,750</u>
Net Change In Fund Balance	<u>\$ 427,634</u>	<u>\$ 529,903</u>	<u>\$ (682,677)</u>	<u>\$ (80,000)</u>	<u>\$ (32,977)</u>
Beginning Fund Balance - September 1	<u>\$ 3,659,664</u>	<u>\$ 4,087,298</u>	<u>\$ 4,617,201</u>	<u>\$ 3,934,524</u>	<u>\$ 3,854,524</u>
Ending Fund Balance - August 31	<u>\$ 4,087,298</u>	<u>\$ 4,617,201</u>	<u>\$ 3,934,524</u>	<u>\$ 3,854,524</u>	<u>\$ 3,821,547</u>



Food Service Fund

Five Year Financial Forecast

	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
BEGINNING FUND BALANCE	\$3,854,524	\$3,821,547	\$3,934,397	\$3,802,037	\$3,649,720
<u>PROJECTED REVENUES:</u>					
Local Sources	\$10,537,596	\$10,740,926	\$10,927,608	\$11,131,354	\$11,365,070
State Sources	600,159	611,739	622,372	633,976	647,287
Federal Sources	12,680,951	13,054,895	13,414,612	13,801,377	14,232,064
Other Sources	68,750	70,250	73,250	74,750	74,750
Total Revenues	<u>\$23,887,456</u>	<u>\$24,477,810</u>	<u>\$25,037,842</u>	<u>\$25,641,457</u>	<u>\$26,319,171</u>
<u>PROJECTED EXPENDITURES:</u>					
Payroll Costs	\$10,133,619	\$10,312,119	\$10,873,119	\$11,230,119	\$11,332,119
Contracted Services	425,790	434,006	441,549	449,782	459,226
Supplies and Materials	12,775,745	13,022,262	13,248,594	13,495,615	13,778,971
Other Operating Costs	235,279	239,819	243,987	248,536	253,754
Capital Outlay	350,000	356,754	362,954	369,721	377,484
Total Expenditures	<u>\$23,920,433</u>	<u>\$24,364,960</u>	<u>\$25,170,203</u>	<u>\$25,793,773</u>	<u>\$26,201,554</u>
ENDING FUND BALANCE	<u><u>\$3,821,547</u></u>	<u><u>\$3,934,397</u></u>	<u><u>\$3,802,037</u></u>	<u><u>\$3,649,720</u></u>	<u><u>\$3,767,337</u></u>
			*		*
<u>PROJECTION FACTORS:</u>					
Student Enrollment	50,633	51,610	52,507	53,486	54,609
Total Employees - Food Service	558	565	587	601	605
Ratio of Students to Employees	90.675	91.281	89.389	88.936	90.203
Salary Increase Included in Budget	4.00%	0.00%	0.00%	0.00%	0.00%
Cost of Each Cent Salary Increase	\$101,336	\$103,121	\$108,731	\$112,301	\$113,321
Fund Balance as % of Total Exp.	15.98%	16.15%	15.11%	14.15%	14.38%

* The Texas Legislature will be in session for the years 2017 and 2019.

ASSUMPTIONS:

- (1) The ratio of students to Food Service employees increases slightly from the present 90.675 to a projected 90.851 in 2019-20.
- (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 2015.
- (3) Based on current legislation, no pay increase is recommended during the projection period due to the biennium lag as property value growth slows down and recurring expenditures resulting from opening two elementary schools, one intermediate school, and one high school during the projection years.
- (4) Mahaffey Elementary, scheduled to open in August 2016, will require seven (7) new positions to staff food services. An additional twenty-two (22) positions are anticipated to open High School #5 and Elementary School #32 in 2017-18 as well as fourteen (14) new units in 2018-2019 when Intermediate School #10 opens.
- (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 14% or better throughout the financial forecast.

Klein Independent School District
Statement of Revenues, Expenditures, and Changes in Fund Balance
Grant Funds by Function
For the Year Ending August 31, 2016

	ESEA Title I Part A -Improving Basic Programs 211	IDEA Part B - Formula 224	IDEA Part B - Preschool 225
Revenues			
Local Sources	\$ -	\$ -	\$ -
State Sources	-	-	-
Federal Sources	6,247,705	7,459,884	134,550
Total Revenues	<u>\$ 6,247,705</u>	<u>\$ 7,459,884</u>	<u>\$ 134,550</u>
Expenditures			
Instruction	\$ 4,117,525	\$ 5,506,184	\$ 134,550
Instructional Resource & Media	30,000	-	-
Curriculum & Staff Development	1,246,881	36,000	-
Instructional Leadership	68,070	50,758	-
School Leadership	60,405	-	-
Guidance, Counseling & Evaluation	94,512	1,863,442	-
Social Work Services	-	-	-
Health Services	-	-	-
Student Transportation	34,000	3,500	-
Food Service	-	-	-
Extracurricular Activities	5,000	-	-
General Administration	-	-	-
Facilities Maintenance & Operations	-	-	-
Security & Monitoring Services	-	-	-
Data Processing Services	-	-	-
Community Services	591,312	-	-
Member Dist of Shared Services	-	-	-
Total Expenditures	<u>\$ 6,247,705</u>	<u>\$ 7,459,884</u>	<u>\$ 134,550</u>
Net Revenues Over (Under) Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Other Sources (Uses)			
Other Sources	\$ -	\$ -	\$ -
Other Uses	-	-	-
Net Sources Over (Under) Uses	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Net Change In Fund Balance	\$ -	\$ -	\$ -
Beginning Fund Balance - September 1	\$ -	\$ -	\$ -
Ending Fund Balance - August 31	<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
Grant Funds by Function
For the Year Ending August 31, 2016

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	State Supplemental Visually Impaired 385
\$ -	\$ -	\$ -	\$ -
-	-	-	20,000
404,700	566,895	655,415	-
<u>\$ 404,700</u>	<u>\$ 566,895</u>	<u>\$ 655,415</u>	<u>\$ 20,000</u>
\$ 254,870	\$ -	\$ 175,319	\$ -
-	-	-	-
70,000	555,645	440,346	-
41,500	1,250	-	-
-	9,500	11,500	-
8,330	500	17,000	20,000
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
30,000	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	11,250	-
-	-	-	-
<u>\$ 404,700</u>	<u>\$ 566,895</u>	<u>\$ 655,415</u>	<u>\$ 20,000</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
Grant Funds by Function
For the Year Ending August 31, 2016

	Instructional Materials Allotment 410	Campus Activity Funds 461	Non-Recurring Special Revenue Funds	Total 2015-16 Special Revenue Funds
Revenues				
Local Sources	\$ -	\$ 6,450,500	\$ -	\$ 6,450,500
State Sources	3,800,000	-	-	3,820,000
Federal Sources	-	-	-	15,469,149
Total Revenues	<u>\$ 3,800,000</u>	<u>\$ 6,450,500</u>	<u>\$ -</u>	<u>\$ 25,739,649</u>
Expenditures				
Instruction	\$ 3,670,437	\$ -	\$ -	\$ 13,858,885
Instructional Resource & Media	118,447	-	-	148,447
Curriculum & Staff Development	11,116	-	-	2,359,988
Instructional Leadership	-	-	-	161,578
School Leadership	-	-	-	81,405
Guidance, Counseling & Evaluation	-	-	-	2,003,784
Social Work Services	-	-	-	-
Health Services	-	-	-	-
Student Transportation	-	-	-	37,500
Food Service	-	-	-	-
Extracurricular Activities	-	6,450,500	-	6,485,500
General Administration	-	-	-	-
Facilities Maintenance & Operations	-	-	-	-
Security & Monitoring Services	-	-	-	-
Data Processing Services	-	-	-	-
Community Services	-	-	-	602,562
Member Dist of Shared Services	-	-	-	-
Total Expenditures	<u>\$ 3,800,000</u>	<u>\$ 6,450,500</u>	<u>\$ -</u>	<u>\$ 25,739,649</u>
Net Revenues Over (Under) Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Other Sources (Uses)				
Other Sources	\$ -	\$ -	\$ -	\$ -
Other Uses	-	-	-	-
Net Sources Over (Under) Uses	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Net Change In Fund Balance	\$ -	\$ -	\$ -	\$ -
Beginning Fund Balance - September 1	\$ -	\$ 3,972,295	\$ 631,355	\$ 4,603,650
Ending Fund Balance - August 31	<u><u>\$ -</u></u>	<u><u>\$ 3,972,295</u></u>	<u><u>\$ 631,355</u></u>	<u><u>\$ 4,603,650</u></u>

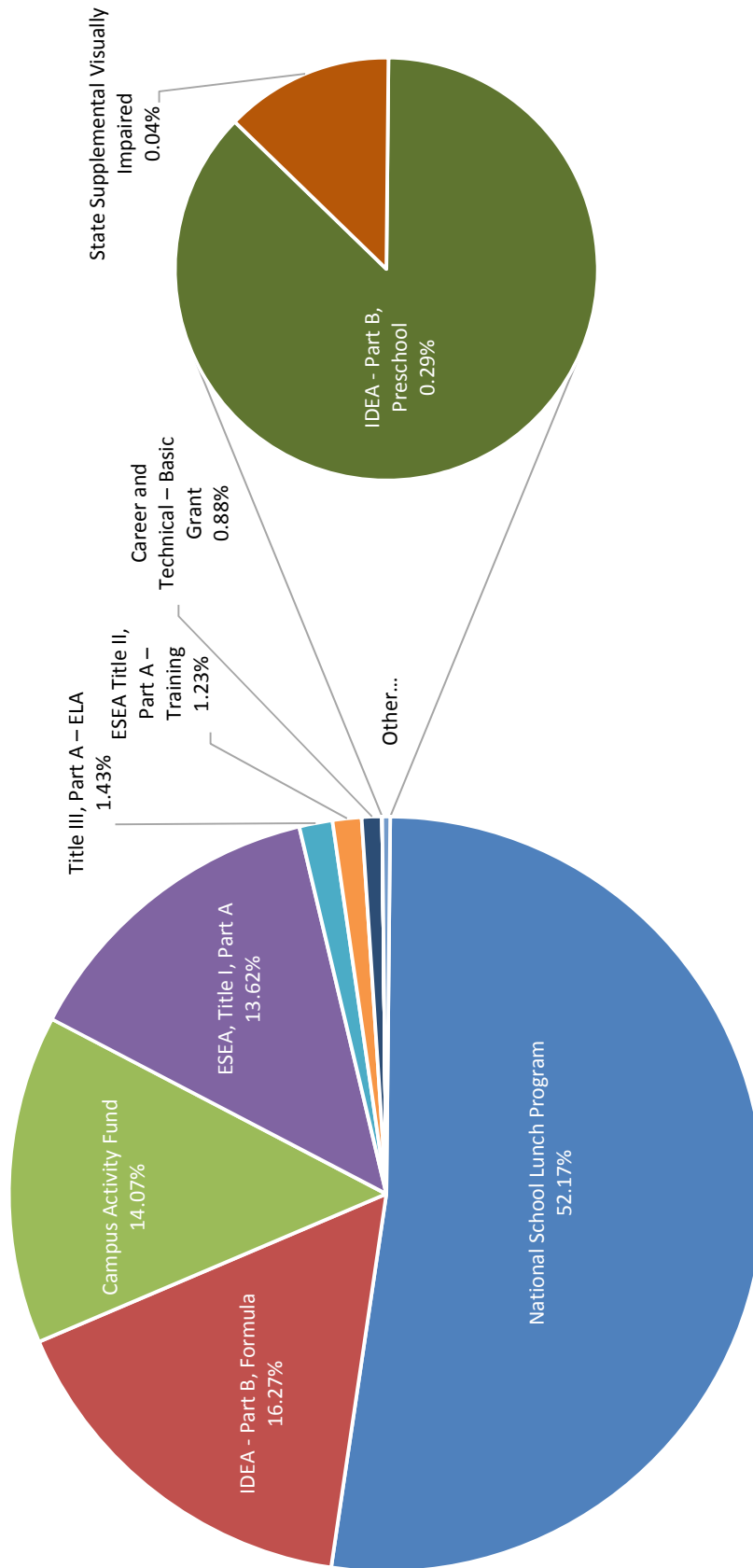
Klein Independent School District
Comparative Summary of Revenues, Expenditures, and Changes in Fund Balance
Grant Funds by Function

	2011-12 Audited Actual	2012-13 Audited Actual	2013-14 Audited Actual	2014-15 Amended Budget	2015-16 Adopted Budget
Revenues					
Local Sources	\$ 5,353,656	\$ 6,548,981	\$ 6,584,293	\$ 8,262,989	\$ 6,450,500
State Sources	7,531,258	2,419,455	3,770,859	4,006,274	3,820,000
Federal Sources	22,377,179	15,824,076	14,875,607	17,170,856	15,469,149
Total Revenues	<u>\$ 35,262,093</u>	<u>\$ 24,792,512</u>	<u>\$ 25,230,759</u>	<u>\$ 29,440,119</u>	<u>\$ 25,739,649</u>
Expenditures					
Instruction	\$ 29,304,851	\$ 18,832,595	\$ 19,183,638	\$ 15,602,846	\$ 13,858,885
Instructional Resource & Media	100,809	84,645	169,551	224,618	148,447
Curriculum & Staff Development	3,175,367	2,549,217	2,330,484	3,596,545	2,359,988
Instructional Leadership	59,843	87,593	99,831	196,834	161,578
School Leadership	360,937	156,884	108,282	165,559	81,405
Guidance, Counseling & Evaluation	2,236,831	2,163,147	1,891,637	2,237,173	2,003,784
Social Work Services	131,172	128,663	-	-	-
Health Services	182,815	89,922	127,580	96,740	-
Student Transportation	72,223	245,680	211,706	46,670	37,500
Food Service	-	3,714	-	-	-
Extracurricular Activities*	11,445	11,163	31,205	6,660,240	6,485,500
General Administration	-	-	-	20,500	-
Facilities Maint & Operations	-	-	-	-	-
Security & Monitoring Services	910	3,500	-	175	-
Data Processing Services	13,869	-	-	-	-
Community Services	416,677	391,670	399,804	645,720	602,562
Facilities Acquisition & Construction	25,000	-	-	25,000	-
Shared Service Arrangement	-	-	-	-	-
Total Expenditures	<u>\$ 36,092,749</u>	<u>\$ 24,748,393</u>	<u>\$ 24,553,718</u>	<u>\$ 29,518,620</u>	<u>\$ 25,739,649</u>
Net Revenues Over (Under)					
Expenditures	<u>\$ (830,656)</u>	<u>\$ 44,119</u>	<u>\$ 677,041</u>	<u>\$ (78,501)</u>	<u>\$ -</u>
Other Sources (Uses)					
Other Sources	\$ -	\$ -	\$ -	\$ -	\$ -
Other Uses	(101,018)	-	-	-	-
Net Sources (Uses)	<u>\$ (101,018)</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Net Change In Fund Balance	\$ (931,674)	\$ 44,119	\$ 677,041	\$ (78,501)	\$ -
Beginning Fund Balance - September 1	\$ 4,892,665	\$ 3,960,991	\$ 4,005,110	\$ 4,682,151	\$ 4,603,650
Ending Fund Balance - August 31	<u>\$ 3,960,991</u>	<u>\$ 4,005,110</u>	<u>\$ 4,682,151</u>	<u>\$ 4,603,650</u>	<u>\$ 4,603,650</u>

* Beginning in 2014-15, Activity Fund data was reclassified from Function 11 to Function 36.

Klein Independent School District

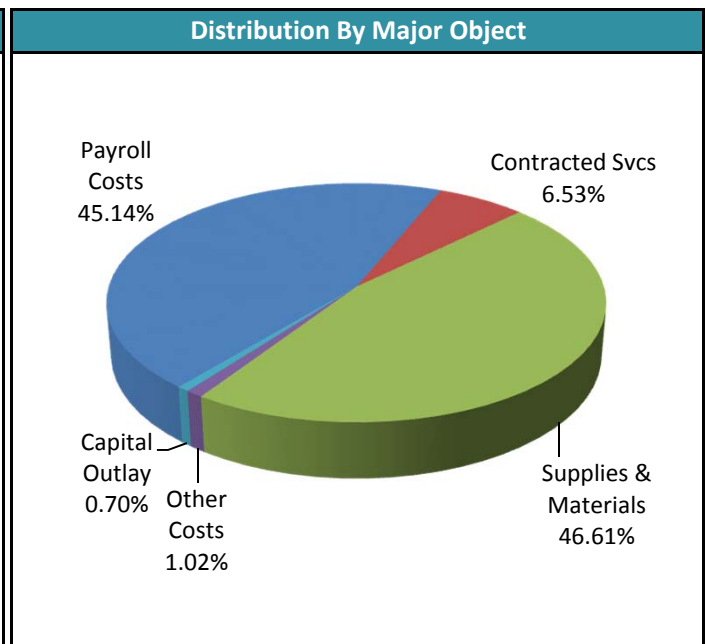
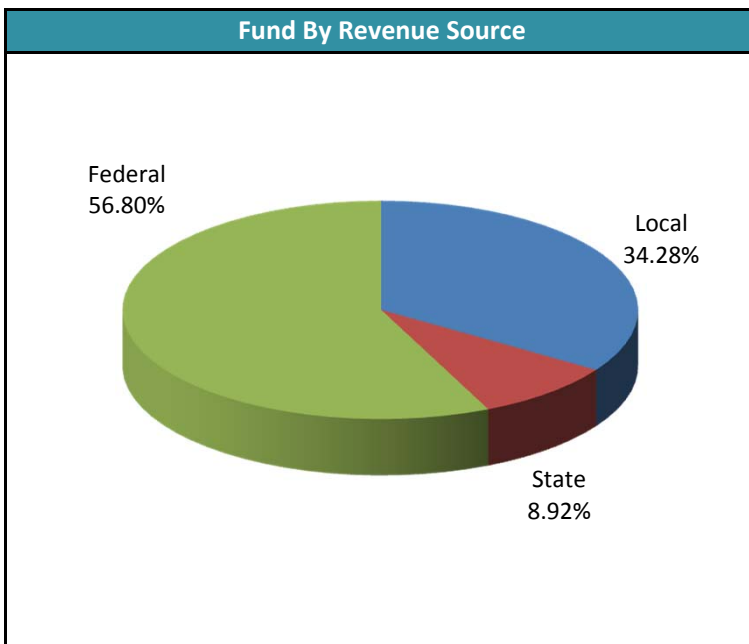
Special Revenue Funds by Program



Klein Independent School District
Special Revenue Funds
Statement of Expenditure Budgets by Program and Major Object
For The Year Ending August 31, 2016

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. Governmental fund reporting focuses primarily on the sources, uses, and balances of current financial resources and often has a budgetary orientation. The governmental fund category includes the general fund, special revenue funds, capital projects funds, debt service funds, and permanent funds. Governmental funds are, in essence, accounting segregations of financial resources.

Program	Payroll Costs	Contracted Services	Supplies & Materials	Other Costs	Capital Outlay	Total
ESEA, Title I, Part A	\$ 5,210,017	\$ 482,069	\$ 397,654	\$ 157,965	\$ -	\$ 6,247,705
IDEA - Part B, Formula	6,043,055	1,338,329	75,000	3,500	-	7,459,884
IDEA - Part B, Preschool	134,550	-	-	-	-	134,550
National School Lunch Program	10,133,619	425,790	12,775,745	235,279	350,000	23,920,433
Career and Technical – Basic Grant	66,500	47,330	218,870	72,000	-	404,700
ESEA Title II, Part A – Training	529,675	11,300	1,000	24,920	-	566,895
Title III, Part A – ELA	278,750	176,885	189,280	10,500	-	655,415
State Supplemental Visually Impaired	20,000	-	-	-	-	20,000
Instructional Materials Allotment	-	760,116	3,039,884	-	-	3,800,000
Campus Activity Fund	-	-	6,450,500	-	-	6,450,500
Total Special Revenue Budgets	\$ 22,416,166	\$ 3,241,819	\$ 23,147,933	\$ 504,164	\$ 350,000	\$ 49,660,082



Klein Independent School District
Special Revenue Funds
Comparative Summary of Expenditures by Program

Program	2011-12 Audited Actual	2012-13 Audited Actual	2013-14 Audited Actual	2014-15 Amended Budget	2015-16 Adopted Budget
ESEA Title I, Part A - Improving Basic Programs	\$ 4,598,747	\$ 6,088,474	\$ 6,232,597	\$ 7,231,645	\$ 6,247,705
IDEA - Part B, Formula	8,759,176	7,869,820	7,106,534	7,463,666	7,459,884
IDEA - Part B, Preschool	155,836	140,343	90,752	124,735	134,550
IDEA - Part B, Discretionary	-	82,000	-	56,009	-
National School Lunch Program	19,847,315	20,403,256	22,677,460	23,298,420	23,920,433
Career and Technical - Basic Grant	328,437	214,945	353,069	431,271	404,700
ESEA Title II, Part A - Training & Recruiting	782,214	556,280	546,501	839,569	566,895
Title III, Part A - English Language Acquisition	500,785	774,411	434,819	937,261	655,415
Medicaid Administrative Claiming Program	105,842	75,680	88,255	86,700	-
Education Jobs Fund	7,085,550	-	-	-	-
Summer School - LEP	30,072	22,123	23,080	-	-
State Longitudinal Data Systems	13,869	-	-	-	-
State Supplemental Visually Impaired	20,000	20,000	20,000	20,000	20,000
Noneducational Community-Based Support	66,400	16,500	6,380	46,500	-
Advanced Placement Incentives	47,881	29,222	17,962	78,495	-
Student Success Initiative	-	136,547	-	-	-
Dropout Recovery Pilot	48,535	58,399	12,502	9,417	-
Instructional Materials Allotment	4,287,839	2,222,333	3,716,975	3,781,805	3,800,000
Technology Allotment	902,318	-	-	-	-
Teacher Induction and Mentoring Program	52,133	-	-	-	-
Read to Succeed	-	-	26	1,781	-
District Awards for Teacher Excellence	3,024,358	-	-	-	-
Campus Activity Funds	5,070,542	6,118,595	5,651,177	6,600,500	6,450,500
Klein Education Foundation	177,128	105,462	114,246	490,711	-
HP Innovations Grant	1,200	3,139	-	-	-
Unite For Understanding	7,655	6,141	6,506	10,463	-
Recipe For Success	-	882	564	2,806	-
Miscellaneous Donations and Grants	9,581	44,086	73,716	186,170	-
Jason Project	-	163,011	53,761	294,545	-
Dual Credit Program	-	-	4,295	824,571	-
American Recovery & Reinvestment Act (ARRA)	<u>16,651</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total Expenditures	<u>\$ 55,940,064</u>	<u>\$ 45,151,649</u>	<u>\$ 47,231,177</u>	<u>\$ 52,817,040</u>	<u>\$ 49,660,082</u>

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 is used to account for general long-term debt principal and interest for debt issues and other long-term debts for which a tax is dedicated. This fund maintains a separate bank account and utilizes the modified accrual basis of accounting. Principal and interest payments for operating indebtedness, including warrants, notes, and short-term lease-purchase agreements, are made from the fund for which the debt was incurred.

Debt Policy

Before issuing bonds, the District must 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. 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." *TEC 45.003(1)*. A district may demonstrate its ability to comply with the \$0.50 threshold 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. The District has not used projected property values to satisfy this threshold test.

Debt Limits

Debt service is a major area of cost due to the District's building program, primarily financed by the sale of general obligation bonds issued as 5-30 year current interest bonds, term bonds, and capital appreciation bonds (CABs) with various amounts of principal maturing each year. The District voted its maintenance tax under former Article 2784e-1, which stated that the net indebtedness of the District not exceed 10% of all assessed real and personal property in the District. The District's ratio of bonded debt to assessed value as of 8/31/15 is 6.06%, well below the 10% debt limit. The legal debt margin computation is presented below.

<u>Computation of Legal Debt Margin</u>		
2014 Assessed Value @ 8/31/2015	\$	15,813,110,627
Debt Limit		10%
Maximum Legal Debt		1,581,311,063
Amount of Debt Applicable to Debt Limit @ 8/31/2015:		
Total Bonded Debt	\$	958,300,000
Less Reserve for Retirement of Bonded Debt		23,721,612
Total Amount of Debt Applicable to Debt Limit		934,578,388
Legal Debt Margin	\$	646,732,675

Ratings

The Series 2015 and 2015A Bonds have been rated "AAA" by Standard & Poor's Rating Services (S&P) and "Aaa" by Moody's Investors Service (Moody's), based upon the guarantee of the Bonds by the Texas Permanent School Fund (PSF) Guarantee Program. The significance of bond ratings is available from Moody's and S&P, and reflect only the view of these rating services. 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 withdrawn 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.

Klein Independent School District

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

Debt Service Fund

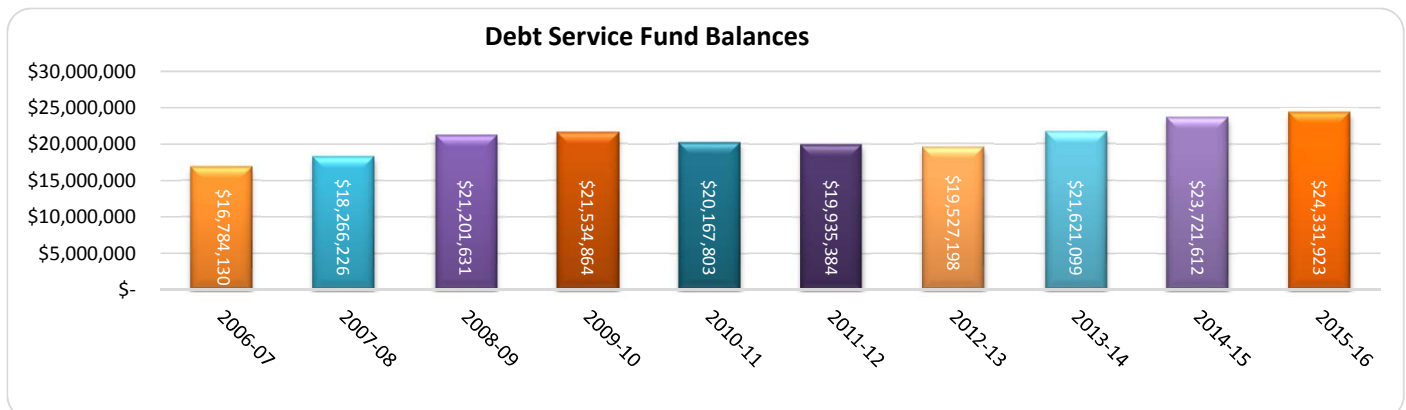
	2011-12 Audited Actual	2012-13 Audited Actual	2013-14 Audited Actual	2014-15 Amended Budget	2015-16 Adopted Budget
Revenues					
Property Taxes	\$ 49,893,343	\$ 51,441,182	\$ 54,054,773	\$ 54,909,370	\$ 65,755,795
Other Local Sources	194,454	437,888	191,340	504,434	120,000
State Sources	9,429,991	9,572,626	12,306,687	10,456,044	4,246,168
Federal Sources	-	1,713,247	1,662,199	1,585,113	1,791,163
Total Revenues	<u>\$ 59,517,788</u>	<u>\$ 63,164,943</u>	<u>\$ 68,214,999</u>	<u>\$ 67,454,961</u>	<u>\$ 71,913,126</u>
Expenditures					
Principal	\$ 27,900,000	\$ 29,150,000	\$ 32,900,000	\$ 30,775,000	\$ 31,830,000
Interest	31,695,184	34,138,584	34,609,848	37,749,542	43,012,815
Bond Issuance Fees	333,133	1,007,304	11,250	2,069,304	30,000
Total Expenditures	<u>\$ 59,928,317</u>	<u>\$ 64,295,888</u>	<u>\$ 67,521,098</u>	<u>\$ 70,593,846</u>	<u>\$ 74,872,815</u>
Other Sources (Uses)					
Other Sources	\$ 20,488,958	\$ 82,116,052	\$ 1,400,000	\$ 77,817,299	\$ 3,570,000
Other Uses	(20,310,848)	(81,393,293)	-	(72,577,901)	-
Net Sources (Uses)	<u>\$ 178,110</u>	<u>\$ 722,759</u>	<u>\$ 1,400,000</u>	<u>\$ 5,239,398</u>	<u>\$ 3,570,000</u>
Net Change In Fund Balance	\$ (232,419)	\$ (408,186)	\$ 2,093,901	\$ 2,100,513	\$ 610,311
Beginning Fund Balance - September 1	\$ 20,167,803	\$ 19,935,384	19,527,198	21,621,099	23,721,612
Ending Fund Balance - August 31	<u>\$ 19,935,384</u>	<u>\$ 19,527,198</u>	<u>\$ 21,621,099</u>	<u>\$ 23,721,612</u>	<u>\$ 24,331,923</u>

Discussion

The Debt Service tax rate is determined by the amount of annual payments to service bonded indebtedness, approved by the local taxpayers. Additional resources are available from the EDA and IFA programs, discussed further on pages 120 and 121. Current outstanding debt consists of bonds initially sold from voter authorizations totaling \$224.15 million in 2004, \$646.9 million in 2008, and \$498.1 million in 2015.

Fund Balance Impact

Debt Service fund balance at 8/31/15 is estimated to increase 2.6% from FY14, with the amount representing 32% of 2015-16 debt service requirements. Fund balance has been utilized in recent years on debt payments that varied from pre-sale estimates and to control tax rate adjustments from year to year.



Klein Independent School District
General Obligation Bonds
Principal and Interest Schedule as of September 1, 2015

Year Ended August 31	Principal	Interest	Total	Percent Retire
2016	31,830,000	43,012,815	74,842,815	4.74%
2017	35,790,000	41,814,213	77,604,213	9.65%
2018	35,135,000	40,339,551	75,474,551	14.43%
2019	34,280,000	38,733,176	73,013,176	19.05%
2020	33,045,000	37,142,507	70,187,507	23.49%
2021	36,205,000	35,740,180	71,945,180	28.05%
2022	34,380,000	34,047,492	68,427,492	32.38%
2023	32,540,000	32,390,892	64,930,892	36.49%
2024	29,340,000	30,987,692	60,327,692	40.31%
2025	30,855,000	29,588,095	60,443,095	44.13%
2026	32,440,000	28,122,325	60,562,325	47.96%
2027	33,960,000	26,551,008	60,511,008	51.80%
2028	35,725,000	25,026,214	60,751,214	55.64%
2029	37,180,000	23,430,719	60,610,719	59.48%
2030	38,915,000	21,792,992	60,707,992	63.32%
2031	40,740,000	20,049,979	60,789,979	67.17%
2032	38,355,000	18,203,083	56,558,083	70.75%
2033	33,575,000	16,485,342	50,060,342	73.92%
2034	33,140,000	14,885,579	48,025,579	76.96%
2035	34,675,000	13,304,073	47,979,073	79.99%
2036	36,250,000	11,661,370	47,911,370	83.03%
2037	37,915,000	9,942,633	47,857,633	86.06%
2038	39,650,000	8,140,486	47,790,486	89.08%
2039	30,990,000	6,254,318	37,244,318	91.44%
2040	30,185,000	4,804,152	34,989,152	93.65%
2041	24,370,000	3,381,030	27,751,030	95.41%
2042	19,665,000	2,452,325	22,117,325	96.81%
2043	17,120,000	1,712,340	18,832,340	98.00%
2044	15,955,000	1,060,400	17,015,400	99.08%
2045	14,095,000	466,500	14,561,500	100.00%
	<u>\$ 958,300,000</u>	<u>\$ 621,523,481</u>	<u>\$ 1,579,823,481</u>	

Discussion

The District issued new Unlimited Tax Schoolhouse Bonds totaling \$80 million in April 2015 from the 2008 authorization. In July 2015, new Unlimited Tax Schoolhouse Bonds totaling \$171 million from the 2015 authorization were as well as refunding bonds for a total sale of \$224.6 million. These funds will be used to construct High School #5 (scheduled to open in August 2017), a new Ag Facility, and an Early Childhood/Pre-K Center in the District's northern section. The bonds sold in 2015 will also be used to begin construction on Intermediate School #10, complete construction of Mahaffey Elementary, and purchase three land sites for future growth. Other projects include existing facility renovations totaling \$37.8 million.

Klein Independent School District

General Obligation Bonds

Current Debt Service Schedule

Description	Issue Amount	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Series 2005	\$ 58,000,000	\$ 2,680,000	\$ 570,000	\$ 570,000	\$ 570,000	\$ 570,000	\$ 570,000
Series 2007	45,000,000	2,000,875	603,000	603,000	603,000	603,000	603,000
Series 2008	32,000,000	1,413,813	1,425,063	558,813	558,813	558,813	558,813
Series 2008-A	184,905,000	11,668,450	17,798,500	15,906,000	11,440,750	5,569,750	5,567,250
Series 2009-A	17,125,000	2,709,650	3,689,900	3,703,500	2,142,000	-	-
Series 2009-B	45,000,000	2,186,202	2,188,402	2,187,890	2,184,540	2,184,271	2,188,131
Series 2010-A	38,135,000	3,972,525	3,977,500	3,972,650	3,975,250	3,973,250	3,976,250
Series 2010-B	88,865,000	5,117,607	5,117,607	5,117,607	5,117,607	5,117,607	5,117,608
Series 2010-Ref	29,240,000	4,630,950	1,019,050	2,972,400	4,467,100	6,625,150	6,625,250
Series 2011	83,900,000	5,235,437	5,369,213	3,542,213	3,542,212	5,399,312	5,424,075
Series 2012-A	57,000,000	3,339,675	3,337,550	2,226,125	2,226,125	3,338,425	3,337,125
Series 2012-B	18,390,000	508,700	508,700	508,700	3,272,300	3,360,400	3,415,800
Series 2013-A	79,305,000	5,084,013	6,088,512	7,188,838	6,060,462	6,816,713	6,823,462
Series 2013-B	27,480,000	1,312,250	3,302,250	3,287,650	3,280,450	3,265,250	3,345,250
Series 2014	44,000,000	3,000,783	3,008,681	3,018,880	3,031,182	2,182,981	2,185,081
Series 2015	80,000,000	4,011,435	4,402,385	4,417,185	4,428,785	4,446,985	4,049,985
Series 2015A	224,600,000	15,970,450	15,197,900	15,693,100	16,112,600	16,175,600	18,158,100
Annual Requirement		\$ 74,842,815	\$ 77,604,213	\$ 75,474,551	\$ 73,013,176	\$ 70,187,507	\$ 71,945,180
Estimated Fees		30,000	31,106.88	30,253	29,267	28,134	28,839
Total Debt Service		\$ 74,872,815	\$ 77,635,320	\$ 75,504,804	\$ 73,042,443	\$ 70,215,641	\$ 71,974,019

Description	Issue Amount	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36
Series 2005	\$ 58,000,000	\$ 4,253,750	\$ -	\$ -	\$ -	\$ -	\$ -
Series 2007	45,000,000	3,016,188	3,023,250	-	-	-	-
Series 2008	32,000,000	1,914,625	1,939,250	1,959,375	-	-	-
Series 2008-A	184,905,000	10,508,000	10,507,250	10,508,750	10,491,500	10,495,500	10,493,750
Series 2009-B	45,000,000	2,183,381	2,187,632	2,188,131	2,184,881	2,187,882	2,183,788
Series 2010-B	88,865,000	8,417,829	8,316,170	8,203,283	8,089,166	7,973,229	7,849,882
Series 2011	83,900,000	5,626,062	5,638,750	5,639,250	5,645,375	5,651,500	5,657,125
Series 2012-A	57,000,000	3,341,500	3,339,875	3,338,375	3,341,625	3,339,375	3,338,688
Series 2013-A	79,305,000	5,290,200	5,305,500	1,873,200	1,871,200	1,875,550	1,871,463
Series 2014	44,000,000	2,310,194	2,327,331	2,341,278	2,355,945	2,371,974	2,385,194
Series 2015	80,000,000	4,328,850	4,371,875	4,409,300	4,447,087	4,485,063	4,531,880
Series 2015A	224,600,000	9,599,400	9,601,200	9,599,400	9,598,800	9,599,000	9,599,600
Annual Requirement		\$ 60,789,979	\$ 56,558,083	\$ 50,060,342	\$ 48,025,579	\$ 47,979,073	\$ 47,911,370
Estimated Fees		24,357	22,662	20,058	19,243	19,224	19,205
Total Debt Service		\$ 60,814,336	\$ 56,580,745	\$ 50,080,400	\$ 48,044,822	\$ 47,998,297	\$ 47,930,575

Existing Debt Allotment (EDA)
<p>The 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. The program operates without applications and has no award cycles.</p> <p>Only general obligation bonds and refunding 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.</p> <p>Bonds for which a payment was made on or before August 31, 2015, became eligible for EDA state assistance beginning with the 2015–2016 school year. Bonds sold between September 1, 2015 and August 31, 2017, become eligible for EDA on September 1, 2017 if a payment is made on or before August 31, 2017.</p>

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

2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
\$ 570,000	\$ 570,000	\$ 570,000	\$ 570,000	\$ 570,000	\$ 570,000	\$ 4,070,000	\$ 4,138,750	\$ 4,200,000
603,000	603,000	603,000	603,000	603,000	2,878,000	2,898,375	2,940,250	2,977,750
558,812	558,812	558,812	558,812	1,858,813	1,876,937	1,891,781	1,903,344	1,911,624
5,568,750	5,569,000	5,568,000	5,570,750	10,757,000	10,757,500	10,758,500	10,504,250	10,506,750
-	-	-	-	-	-	-	-	-
2,184,381	2,187,181	2,183,381	2,188,131	2,185,131	2,184,631	2,186,381	2,185,131	2,185,882
3,974,500	3,974,250	-	-	-	-	-	-	-
5,117,607	5,117,607	9,022,607	8,953,060	8,876,240	8,797,425	8,709,795	8,617,652	8,522,293
4,390,000	2,446,500	-	-	-	-	-	-	-
5,444,363	5,446,863	5,465,238	5,489,838	5,519,439	5,545,350	5,565,420	5,585,575	5,606,973
3,338,925	3,338,725	3,339,625	3,340,875	3,341,000	3,337,875	3,338,875	3,340,750	3,338,375
2,165,950	2,172,600	-	-	-	-	-	-	-
6,823,588	6,846,087	2,550,013	2,551,662	2,547,487	5,266,087	5,263,681	5,267,200	5,277,300
3,315,750	3,276,750	3,238,500	3,290,750	3,343,750	3,297,000	-	-	-
2,190,681	2,199,582	2,201,781	2,212,332	2,231,280	2,248,038	2,266,761	2,283,007	2,295,870
4,063,085	4,078,085	4,089,885	4,108,285	4,123,085	4,152,315	4,200,295	4,243,210	4,285,775
18,118,100	16,545,850	20,936,850	21,005,600	14,606,100	9,599,850	9,601,350	9,601,600	9,599,400
\$ 68,427,492	\$ 64,930,892	\$ 60,327,692	\$ 60,443,095	\$ 60,562,325	\$ 60,511,008	\$ 60,751,214	\$ 60,610,719	\$ 60,707,992
27,428	26,027	24,182	24,228	24,276	24,255	24,352	24,295	24,334
<u>\$ 68,454,920</u>	<u>\$ 64,956,919</u>	<u>\$ 60,351,874</u>	<u>\$ 60,467,323</u>	<u>\$ 60,586,601</u>	<u>\$ 60,535,263</u>	<u>\$ 60,775,566</u>	<u>\$ 60,635,014</u>	<u>\$ 60,732,326</u>

2036-37	2037-38	2038-39	2039-40	2040-41	2041-42	2042-43	2043-44	2044-45
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
10,495,500	10,489,500	-	-	-	-	-	-	-
2,185,794	2,183,413	2,186,643	-	-	-	-	-	-
7,720,858	7,588,423	7,451,985	7,305,941	-	-	-	-	-
5,661,750	5,664,875	5,670,875	5,679,000	5,683,625	-	-	-	-
3,337,125	3,337,125	3,340,375	3,336,625	3,340,500	3,341,500	-	-	-
1,870,712	1,873,125	1,872,028	1,872,273	1,875,205	1,870,825	1,874,040	-	-
2,398,300	2,411,000	2,425,200	2,435,800	2,447,700	2,460,700	2,479,500	2,493,900	-
4,587,394	4,642,625	4,697,412	4,756,513	4,804,600	4,845,500	4,878,200	4,922,300	4,962,300
9,600,200	9,600,400	9,599,800	9,603,000	9,599,400	9,598,800	9,600,600	9,599,200	9,599,200
\$ 47,857,633	\$ 47,790,486	\$ 37,244,318	\$ 34,989,152	\$ 27,751,030	\$ 22,117,325	\$ 18,832,340	\$ 17,015,400	\$ 14,561,500
19,183	19,156	14,929	14,025	11,124	8,866	7,549	6,820	5,837
<u>\$ 47,876,816</u>	<u>\$ 47,809,642</u>	<u>\$ 37,259,247</u>	<u>\$ 35,003,177</u>	<u>\$ 27,762,154</u>	<u>\$ 22,126,191</u>	<u>\$ 18,839,889</u>	<u>\$ 17,022,220</u>	<u>\$ 14,567,337</u>

Instructional Facilities Allotment (IFA)

The **IFA** program provides funding to districts to assist with debt service payments on qualifying bonds and lease-purchase agreements. The total allotment is comprised of state and local funds. The state share and local share are adjusted annually based on changes in Average Daily Attendance (ADA), property values, and the amount of eligible annual debt service.

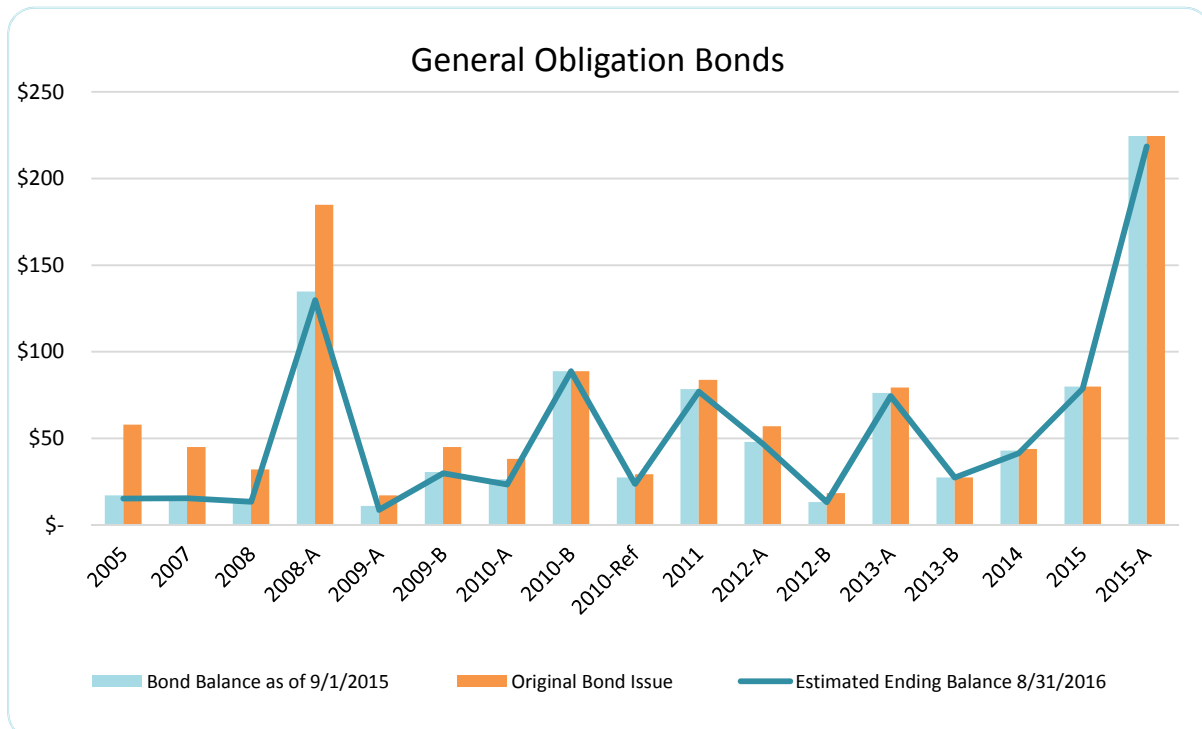
To receive IFA program assistance, a district must submit an eligible application to the Texas Education Agency (TEA). The proposed bond or lease-purchase proceeds must be for the purchase, construction, renovation, and/or expansion of instructional facilities. The TEA ranks all eligible applications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

State assistance is awarded beginning with the district with the lowest property wealth until all available funds have been disbursed. Klein ISD currently receives IFA funding on \$15,582,706 of qualified 2015-2016 debt payments. The 84th Legislature has appropriated \$55.5 million for IFA funding on new bond issuances beginning in 2016-2017. The program has not received new funding by the State since 2010.

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

Series	Interest Rate Payable	Original Bond Issue	Maturity Date	Bond Balance as of 9/1/2015	2015-16 Reductions	Estimated Ending Balance 8/31/2016
* 2005	3.50-5.50%	58,000,000	2031	17,200,000	(2,000,000)	15,200,000
* 2007	4.00-5.50%	45,000,000	2032	16,775,000	(1,325,000)	15,450,000
* 2008	4.00-5.00%	32,000,000	2033	14,175,000	(775,000)	13,400,000
* 2008-A	3.25-5.00%	184,905,000	2038	134,765,000	(4,995,000)	129,770,000
2009-A	2.00-2.50%	17,125,000	2019	10,950,000	(2,195,000)	8,755,000
2009-B	3.00-5.00%	45,000,000	2039	30,660,000	(760,000)	29,900,000
2010-A	2.50-5.00%	38,135,000	2040	26,285,000	(2,910,000)	23,375,000
2010-B	4.98-5.76%	88,865,000	2040	88,865,000	-	88,865,000
2010-Ref	2.00-5.00%	29,240,000	2023	27,460,000	(3,595,000)	23,865,000
2011	3.00-5.00%	83,900,000	2041	78,515,000	(1,615,000)	76,900,000
2012-A	2.00-5.00%	57,000,000	2042	48,030,000	(1,070,000)	46,960,000
2012-B	2.00-4.00%	18,390,000	2023	13,230,000	-	13,230,000
2013-A	1.50-5.00%	79,305,000	2043	76,320,000	(1,960,000)	74,360,000
2013-B	4.00-5.00%	27,480,000	2027	27,480,000	-	27,480,000
2014	3.00-3.75%	44,000,000	2044	42,990,000	(1,395,000)	41,595,000
2015	2.70-4.00%	80,000,000	2045	80,000,000	(1,150,000)	78,850,000
2015-A	3.00-5.00%	224,600,000	2045	224,600,000	(6,085,000)	218,515,000
Total				\$ 958,300,000	\$ (31,830,000)	\$ 926,470,000

* Portions of original principal included in the 2008-A, 2010, 2013-B, or 2015-A refundings.



**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
01/01/05	58.0	Million	Wells Fargo Bank N.A.	4.500762%	Aaa	AAA
02/01/06	53.0	Million	Morgan Stanley & Company, 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 ^(a)	First Southwest Company	4.869242%	Aaa	AAA
05/01/09	17.125	Million ^(b)	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 ^(c)	Morgan Keegan & Co., Inc.	3.778160%	Aaa	AAA
07/22/10	29.240	Million	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
04/01/14	44.000	Million	Bank of America Merrill Lynch	3.702276%	Aaa	AAA
02/01/15	80.000	Million	Bank of America Merrill Lynch	3.276814%	Aaa	AAA
07/01/15	224.600	Million ^(d)	Raymond James & Associates	3.661521%	Aaa	AAA

- (a) 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.
- (b) Refunded bonds from prior sales including Unlimited Tax Schoolhouse Bonds from Series 1998 and 1999.
- (c) This series is comprised of taxable Build America Bonds, a program under the American Recovery and Reinvestment Act of 2009.
- (d) This series includes \$171 million new money bonds as well as refunding bonds from Series 2005A, 2006, 2007, 2008, and 2008A.

Bonded Debt and Interest

Five Year Financial Forecast

	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
BEGINNING FUND BALANCE	\$23,721,612	\$24,331,923	\$23,176,675	\$22,135,367	\$21,467,064
<u>PROJECTED REVENUES:</u>					
Local Taxes	\$65,755,795	\$76,715,097	\$82,916,571	\$86,822,266	\$90,754,798
Other Local Sources	120,000	124,391	128,011	129,486	131,428
State Sources	4,246,168	-	-	-	-
Federal Sources	1,791,163	1,585,114	1,585,114	1,585,114	1,585,114
Other Sources	3,570,000	-	-	-	-
Total Revenues	\$75,483,126	\$78,424,602	\$84,629,696	\$88,536,866	\$92,471,340
<u>PROJECTED EXPENDITURES:</u>					
Debt Service Requirements	\$74,842,815	\$79,547,964	\$85,636,677	\$89,169,426	\$92,090,756
Paying Agent Fees	30,000	31,886	34,327	35,743	36,914
Total Expenditures	\$74,872,815	\$79,579,850	\$85,671,004	\$89,205,169	\$92,127,670
ENDING FUND BALANCE	\$24,331,923	\$23,176,675	\$22,135,367	\$21,467,064	\$21,810,735
			*		*
<u>PROJECTION FACTORS:</u>					
Assessed Taxable Value	\$17,536,970,092	\$19,290,667,101	\$20,833,920,469	\$22,083,955,697	\$23,077,733,703
Debt Service Tax/\$100	0.003700	0.004000	0.004000	0.003950	0.003950
Max. Debt Service Tax Rate/\$100	0.005000	0.005000	0.005000	0.005000	0.005000
Bond Sales During Fiscal Year	\$0	\$155,500,000	\$92,300,000	\$82,500,000	\$38,100,000
Fund Balance - % of Next Yr's Req.	30.58%	27.05%	24.81%	26.83%	27.26%
Total Tax Rate Per \$100	\$1.410	\$1.440	\$1.460	\$1.455	\$1.455

* The Texas Legislature will be in session for the years 2017 and 2019.

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 8.497 to a projected 8.442 in 2019-20.
- (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 2015.
- (3) Based on current legislation, no pay increase is recommended during the projection period due to the biennium lag as property value growth slows down and recurring expenditures resulting from opening two elementary schools, one intermediate school, and one
- (4) Assessed valuation changes are forecasted to decrease during the projection period from 13% in 2015 to 4.5% in 2019.
- (5) Assuming a successful Tax Rate Election (TRE) in 2016, the General Operating Fund tax rate will increase by \$.02 beginning in 2017-2018 to fund High School #5 and Elementary #32.
- (6) State revenue calculations are based on finance provisions contained in SB 1 as authorized by the 84th Texas Legislature during the 2015 regular session and provisions contained in prior laws.
- (7) Debt Service fund balance is maintained at 24% or better throughout the financial forecast.

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.

Klein ISD has successfully passed ten bond elections since 1971, authorizing bonds totaling \$1.9 billion. Successful facility elections were held in 1971 for \$10.0 million; 1973 for \$17.5 million; 1976 for \$29.5 million; 1979 for \$60.0 million; 1982 for \$49.5 million; 1991 for \$130.0 million; 1999 for \$190.0 million; 2004 for \$224.15 million; 2008 for \$646.9 million; and most recently \$498.1 million authorized in May 2015.

District administrators sold bonds totaling \$80 million in April 2015 from the 2008 authorization and an additional \$171 million in July 2015 from the 2015 authorization. These funds will be used to construct High School #5 (scheduled to open in August 2017), a new Ag Facility, and an Early Childhood/Pre-K Center in the District's northern section. The bonds sold in 2015 will also be used to begin construction on Intermediate School #10, complete construction of Mahaffey Elementary, and purchase three land sites for future growth. Other projects include existing facility renovations totaling \$37.8 million.

Also allocated in the Series 2015 bonds is \$23 million for technology initiatives and \$4.5 million for furniture and equipment. The Klein ISD is moving forward with a \$36 million five-year plan to increase its number of computing devices for students in its intermediate and elementary schools. The goal of the initiative is to create a one-to-one pupil to computer ratio for pupils in the third through eighth grade and a two-to-one ratio for pupils in pre-kindergarten through second grade.

The 2008 Bond Authorization was fully expended with the 2015 sales. Originally scheduled to last four years, the funds have been used to construct and equip four elementary schools (including French Elementary pictured right), Grace England Pre-K Center, Ulrich Intermediate, and the entire Klein High School rebuild. Bonds authorized in 2008 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.



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

	2011-12 Audited Actual	2012-13 Audited Actual	2013-14 Audited Actual	2014-15 Unaudited Actual	2015-16 Adopted Budget*
Revenues					
Local Sources	\$ 209,379	\$ 88,262	\$ 257,343	\$ 1,301,558	\$ -
Federal Sources	103,827	-	-	147,065	-
Total Revenues	<u>\$ 313,206</u>	<u>\$ 88,262</u>	<u>\$ 257,343</u>	<u>\$ 1,448,623</u>	<u>\$ -</u>
Expenditures					
Instruction	\$ 11,642,341	\$ 12,737,840	\$ 11,226,486	\$ 1,355,789	\$ -
Instructional Leadership	6,558	-	27,889	3,385	-
Student Transportation	707,578	342,271	743,439	685,526	-
General Administration	-	-	-	-	-
Facilities Maintenance & Operations	18,785	5,897	13,239	-	-
Security & Monitoring Services	86,688	183,081	415,715	163,407	-
Data Processing Services	-	59,853	-	-	-
Debt Service	307,440	4,981	475,232	-	-
Facilities Acquisition & Construction	122,181,458	60,048,084	40,112,152	76,300,131	-
Total Expenditures	<u>\$ 134,950,848</u>	<u>\$ 73,382,007</u>	<u>\$ 53,014,152</u>	<u>\$ 78,508,238</u>	<u>\$ -</u>
Net Revenues Over (Under)					
Expenditures	<u>\$ (134,637,642)</u>	<u>\$ (73,293,745)</u>	<u>\$ (52,756,809)</u>	<u>\$ (77,059,615)</u>	<u>\$ -</u>
Other Sources (Uses)					
Issuance of Bonds	\$ 51,115,000	\$ 37,144,911	\$ 44,000,000	\$ 242,015,000	\$ -
Premium/Discount-Bond Issuance	6,192,440	1,160,000	899,845	8,985,000	-
Sale of Real or Personal Property	21,944	-	1,504,780	231,366	-
Operating Transfer In	1,200,000	-	-	-	-
Extraordinary Items	38,834	-	-	-	-
Net Sources (Uses)	<u>\$ 58,568,218</u>	<u>\$ 38,304,911</u>	<u>\$ 46,404,625</u>	<u>\$ 251,231,366</u>	<u>\$ -</u>
Net Change In Fund Balance	\$ (76,069,424)	\$ (34,988,834)	\$ (6,352,184)	\$ 174,171,751	\$ -
Beginning Fund Balance - September 1	\$ 161,931,161	\$ 85,861,737	\$ 50,872,903	\$ 44,520,719	\$ 218,692,470
Ending Fund Balance - August 31	<u>\$ 85,861,737</u>	<u>\$ 50,872,903</u>	<u>\$ 44,520,719</u>	<u>\$ 218,692,470</u>	<u>\$ 218,692,470</u>

* Bonds initially intended for sale in 2016 were sold early due to favorable market conditions during 2015.

Expenditures By Project Type

Project Type	2011-12	2012-13	2013-14	2014-15	2015-16
Land Purchase	\$ 4,516,187	\$ 4,937,578	\$ 444,767	\$ 15,552,386	\$ -
Building Construction	91,927,359	28,302,936	20,011,138	38,071,681	-
Building Improvements	13,632,820	18,673,223	10,284,781	11,918,398	-
Architect/Engineer/Attorney Fees	4,397,836	1,626,200	5,453,163	5,544,701	-
Furniture/Equipment/Supplies	20,472,046	19,837,089	16,345,071	7,421,072	-
Cost of Selling Bonds	4,600	4,981	475,232	-	-
Total Expenditures	<u>\$ 134,950,848</u>	<u>\$ 73,382,007</u>	<u>\$ 53,014,152</u>	<u>\$ 78,508,238</u>	<u>\$ -</u>

Klein Independent School District 2015 Bond Authorization

Major Projects

Growth - \$283.6 Million

High School No. 5
Intermediate No. 10
Elementary No. 33
Early Childhood/Pre-Kindergarten North
High School Gymnasiums
Intermediate School Gymnasiums - Wunderlich
Intermediate School Gymnasium - Hildebrandt
KOHS Auditorium Renovation
KFHS Career & Technical Education Building
Small Learning Community Remodel (KCHS & KOHS)
New North Ag Facility
Student Services Center Parking Lot
Restrooms & Concessions - Strack, Doerre & Klein IS
Press Box - Doerre & Klein IS
Land for Future Sites

Technology - \$51.3 Million

IT-Infrastructure
1:1 Programs
Instructional & Classroom Equipment
Career & Technical Education
Fine Arts
Curriculum & Library Services
Student Information & Finance/Human Resources Systems

Safety and Security - \$18.7 Million

Elementary School Entry Improvements
Classroom Mod Doors
Digital Radio Communication System
Safety & Security Site Improvements
Memorial Stadium Emergency Lighting
Asbestos Survey

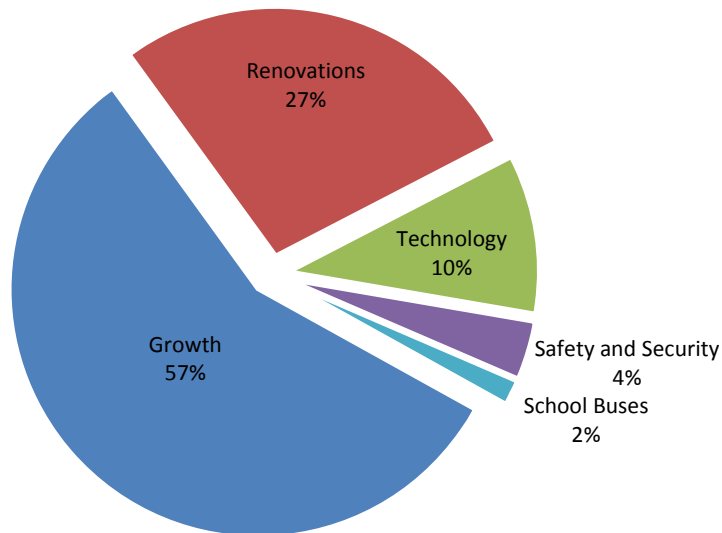
School Buses - \$7.9 Million

Replacement Buses
Buses for Growth

Renovations - \$136.6 Million

Priority 1 & 2 + Life Cycle
Facility Capital Projects

2015 Plan Summary



Project Estimates

New Construction

1 Elementary Schools	\$	28,600,000
One (1) Intermediate School		46,350,000
One (1) High School (partial)		149,975,000
Other Instructional Facilities		13,870,000
Support Facilities & Equipment		44,846,612
Technology		55,156,000

Renovations

Elementary Schools	\$	29,801,759
Intermediate Schools		10,074,000
High Schools		27,316,500
Support Facilities		61,878,925
Fees and Contingencies		8,033,615
District Wide Projects		22,197,589

Total - 2015 Bond Authorization

\$ 498,100,000

Klein Independent School District
Project Activity by Bond Sales 2004 - 2015

Project	Project Estimate	Status
\$171,000,000 Bond Sale - Sold July 2015		
High School #5 - Partial Construction Costs and Fees	\$ 106,675,000	IP
High School #5 - FF&E	9,000,000	NS
Intermediate #10 - Fees and Partial Construction	4,000,000	IP
Early Childhood/Pre-K Center North - Partial Fees	1,165,000	NS
North Ag Facility - Fees	275,000	NS
Wunderlich - 6th Grade Classroom and 2nd Gym - Fees	500,000	IP
Klein Forest High School - CTE Replacement and Gym - Fees	1,000,000	NS
Intermediate #11 Site Purchase	3,951,413	NS
Furniture Replacement for Schools	150,000	IP
Buses	1,500,000	NS
CATE General Equipment	400,000	NS
Fine Arts Equipment and Furniture	794,020	NS
Technology - Computers/Infrastructure/Equipment	15,000,000	IP
2016 Facility Renovations - Construction	18,000,000	NS
2017 Facility Renovations - Fees	2,000,000	NS
Central Office Utilities	1,520,000	IP
Capital Maintenance Repairs	100,000	NS
Security	500,000	NS
Marquee - Repair/Replacement	111,400	NS
Walking Track Repairs - Elementary Schools	147,500	NS
Classroom Sound Reimforcement - Elementary Schools	297,400	NS
Capital Projects Personnel	650,000	IP
Contingency for All Projects	3,263,267	IP
Total	\$ 171,000,000	

\$80,000,000 Bond Sale - Sold February 2015		
High School #5 - Partial Construction Costs and Fees	\$ 26,500,000	IP
Mahaffey Elementary - Construction, Partial Fees, and FF&E	23,448,250	IP
2 Elementary Site Purchases	5,555,760	NS
Furniture Replacement for Schools	320,249	C
Buses	1,400,796	C
Technology - Computers/Infrastructure/Equipment	7,985,000	IP
2015 Facility Renovations - Construction	10,411,000	IP
2016 Facility Renovations - Fees	575,000	IP
Lewis Property Additional Site Work	1,500,000	IP
Schindewolf Renovations - Gym and Locker Rooms	1,724,625	IP
Capital Maintenance Repairs	150,000	NS
Capital Projects Personnel	400,000	IP
Contingency for All Projects	29,320	IP
Total	\$ 80,000,000	

Klein Independent School District
Project Activity by Bond Sales 2004 - 2015

Project	Project Estimate	Status
\$44,000,000 Bond Sale - Sold April 2014		
French Elementary - Partial Construction Costs	\$ 19,464,610	IP
Mahaffey Elementary - Fees	2,150,000	IP
High School #6 - Partial Fees	407,982	IP
Central Office HVAC and Renovations	1,183,909	C
Elementary Site Purchase of Land	2,500,000	C
Furniture Replacement for Schools	325,000	IP
Buses	750,000	IP
Technology - Computers/Infrastructure/Equipment	6,711,113	IP
2014 Facility Renovations - Construction Costs	8,500,000	C
2015 Facility Renovations - Fees	616,816	IP
2015 Facility Renovations - FF&E	11,303	IP
Schindewolf Renovations - Gym and Locker Rooms	24,458	IP
Lewis Property Additional Site Work	660,000	IP
AHU Test and Balance	94,980	C
Central Office Utilities	43,650	IP
Capital Maintenance Repairs	150,000	IP
Security	324,610	IP
Cost of Selling Bonds	475,232	C
Capital Projects Personnel	488,514	IP
Contingency for All Projects	17,668	IP
Premium on Bond	(899,845)	IP
Total	\$ 44,000,000	

\$38,000,000 Bond Sale - Sold April 2013		
Bernshausen Elementary - Partial Construction Costs and Partial Fees	\$ 14,125,272	C
French Elementary - Partial Construction Costs	2,005,198	C
High School #5 Partial Fees	810,818	IP
Furniture Replacement for Schools	310,000	C
Buses	729,230	C
Career and Technical Education Equipment	80,000	C
Fine Arts Equipment and Fixtures	308,301	C
Elementary Playground Equipment	35,000	IP
Technology - Computers and Infrastructure	3,117,227	C
2013 Districtwide Facility Renovation - Construction Costs	9,304,684	C
2014 Districtwide Facility Renovations - Fees	628,139	C
Asbestos Removal	75,000	C
Temporary Buildings Renovations	200,000	IP
Klein Oak Renovations	6,219,681	C
Lewis Property Additional Site Work	6,158	C
CATE Equipment	900	C
Capital Maintenance Repairs	150,000	C
Contingency for All Projects	41,457	C
Buses HGAC Proceeds	(147,065)	C
Total	\$ 38,000,000	

Klein Independent School District
Project Activity by Bond Sales 2004 - 2015

Project	Project Estimate	Status
\$57,000,000 Bond Sale - Sold April 2012		
Klein High School Replacement - Partial Construction Costs, Partial Fees, and FF&E	\$ 34,611,697	C
High School #5 - Partial Fees	853,334	C
French Elementary - Partial Construction Costs	2,468,726	C
Bernshausen FF&E	1,198,547	C
Site Purchase Future Elementary School	2,250,000	C
Furniture Replacement for Schools	310,000	C
Buses (3 Special Education and 10 Regular)	1,000,000	C
Career and Technical Education Equipment	75,000	C
Fine Arts Equipment and Fixtures	280,000	C
Elementary Playground Equipment	34,831	C
2012 Districtwide Facility Renovations	9,077,355	C
2013 Districtwide Facility Renovation - Fees	798,172	C
Asbestos Removal	65,000	C
Central Office Renovations - Partial Construction Costs	98,894	C
Lewis Tract Sanitary Extension - Construction Costs and Fees	1,344,926	C
Central Office Utilities	15,341	C
Klein Oak Renovations	655,330	C
Klein High School Tennis Court Resurfacing	47,200	C
2012 Roofs - Construction Costs (Klein Forest , Klein Intermediate, Krahn, Northampton, Kaiser, Roth, Nitsch, Ehrhardt, Eiland, Greenwood Forest, and Hassler)	1,535,323	C
Capital Maintenance Repairs	218,527	C
Hildebrandt/Doerre Engineering Analysis	16,100	C
Cost of Selling Bonds	331,616	C
Contingency for All Projects	21,521	C
Premium on Bond	(307,440)	C
Total	\$ 57,000,000	

\$83,900,000 Bond Sale - Sold May 2011		
Grace England Pre-K Center - Construction Costs and Furniture, Fixtures & Equipment	\$ 8,926,067	C
Zwink Elementary - Construction Costs and Furniture, Fixtures, & Equipment	17,023,033	C
Klein High School Replacement - Partial Construction Costs and Partial Fees	25,339,770	C
French Elementary - Partial Construction Costs and Partial Fees	183,514	C
MultiPurpose Center - Partial Construction Costs	3,193,630	C
North Ag Facility - Fees	14,197	C
Site Purchase Future Elementary School	2,252,426	C
Furniture Replacement for Schools	310,000	C
Buses (6 Special Education and 4 Regular)	999,527	C
Fine Arts Equipment and Furniture	251,949	C
Career and Technical Education Equipment	46,817	C
Elementary Playground Equipment	36,000	C
Technology - Computers/Peripherals	7,577,774	C
2011 Districtwide Renovations - Construction Costs	10,411,073	C
2012 Districtwide Renovations - Fees	758,651	C
Temporary Buildings Renovations	426,248	C
2011 Fire Detection - Construction Costs	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

**Klein Independent School District
Project Activity by Bond Sales 2004 - 2015**

Project	Project Estimate	Status
2012 Roof Fees	107,642	C
Security	89,065	C
Asbestos Removal	50,000	C
Capital Maintenance Repairs	252,287	C
Cost of Selling Bonds	300,000	C
Capital Projects Personnel	359,314	C
Premium on Bond	(111,617)	C
Total	\$ 83,900,000	

\$127,000,000 Bond Sale - Sold May 2010		
Ulrich Intermediate - Partial Furniture, Fixtures & Equipment	\$ 1,050,153	C
Blackshear Elementary - Partial Construction Costs	12,925,937	C
Blackshear Elementary - Furniture, Fixtures & Equipment	1,221,600	C
Zwink Elementary - Fees	1,425,388	C
Bernshausen Elementary - Fees	2,633,810	C
Bernshausen Elementary - Construction Costs for site work	2,866,453	C
French Elementary - Partial Fees	229,059	C
Klein High Replacement - Fee	7,929,895	C
Klein High Replacement - Partial Construction Costs	54,570,103	C
Memorial Stadium Renovation - Partial Construction Costs	6,895,211	C
Memorial Stadium Renovation - Furniture, Fixtures & Equipment	129,123	C
Elementary Site Purchase	1,681,411	C
Furniture Replacement for Schools	300,000	C
Buses (17)	1,399,851	C
Fine Arts Equipment and Furniture	305,102	C
Art Rooms - Furniture, Fixtures & Equipment	69,092	C
Career and Technical Education General Equipment	73,999	C
Elementary Playground Equipment	38,000	C
Technology - Computers/Peripherals	7,000,000	C
Districtwide Renovations - Construction Cost	6,904,754	C
Districtwide Facility Renovations - Fees	925,592	C
Strack Intermediate Renovations 2010 - Construction Cost	6,115,322	C
Strack Intermediate Renovations 2010 - Furniture, Fixtures & Equipment	5,749	C
Klein Forest Renovation and Athletic Addition - Partial Construction Costs	5,283,065	C
Klein Forest Athletic Addition - Furniture, Fixtures & Equipment	397,464	C
SSC and CO Renovations	627,205	C
Temporary Building Renovations	399,475	C
Asbestos Removal	54,000	C
Fire Detection 2010 - Construction Cost (Klenk, Kuehnle, Mittelstadt, Nitsch & 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	83,351	C
Security	564,000	C
Capital Maintenance Repairs	150,000	C
Cost of Selling Bonds	1,178,726	C
Premium on Bond	(1,386,490)	C
Total	\$ 127,000,000	

Klein Independent School District
Project Activity by Bond Sales 2004 - 2015

Project	Project Estimate	Status
\$45,000,000 Bond Sale - Sold May 2009		
Ulrich Intermediate - Partial Furniture, Fixtures & Equipment	\$ 953,223	C
Blackshear Elementary - Partial Construction Costs	2,000,000	C
MultiPurpose Center - Partial Construction Costs	4,063,360	C
South Transportation Center - Furniture, Fixtures & Equipment	263,274	C
Temporary Buildings (19 New Units Built On-Site)	2,377,914	C
Early Childhood/Pre-K Center - Partial Fees	1,058,444	C
Memorial Stadium Renovation - Partial Construction Costs	2,022,384	C
Memorial Stadium Renovation - Fees	819,566	C
Furniture for New Temporary Buildings	106,409	D
Buses (18)	1,600,420	C
Replacement of Chalkboards with Whiteboards - Districtwide	211,965	C
Fine Arts Equipment and Furniture	308,983	C
Elementary Playground Equipment	39,590	C
Stryker Evacuation Chairs for Disabled or Injured Persons	66,467	C
Kaivac Cleaning Systems	88,226	C
Technology - Computers/Peripherals	17,858,376	C
2010 Districtwide Facility Renovations - Fees	458,415	C
Strack Renovations	451,122	C
Klein Forest Renovation and Athletic Addition - Partial Construction Cost	7,042,000	C
SSC and CO Renovations	1,645,349	C
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	52,458	C
Cost of Selling Bonds	450,325	C
Buses HGAC Proceeds	(196,570)	C
Premium on Bond	(438,673)	C
Total	\$ 45,000,000	

\$168,000,000 Bond Sale - Sold July 2008		
Mueller Elementary - Construction Costs	\$ 15,003,029	C
Mueller Elementary - Fees and Testing	442,001	C
Mueller Elementary - Furniture, Fixtures & Equipment	1,091,266	C
Blackshear Elementary - Fees and Testing	1,435,888	C
Ulrich Intermediate - Construction Costs	24,703,395	C
Ulrich Intermediate - Fees and Testing	1,361,225	C
High School #5 - Partial Construction Costs	3,823,546	C
High School #5 - Fees and Testing	5,228,680	C
MultiPurpose Center - Fees	2,311,066	C
MultiPurpose Center - Construction Costs	11,431,960	C
MultiPurpose Center - Furniture, Fixtures & Equipment	1,168,009	C
Bernshausen Elementary - Partial Construction and Partial Fees	1,160,118	C
French Elementary - Partial Fees	92,876	C
South Transportation Center - Construction Costs	4,289,337	C
South Transportation Center - Fees and Testing	519,706	C
South Transportation Center - Furniture, Fixtures & 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

Klein Independent School District
Project Activity by Bond Sales 2004 - 2015

Project	Project Estimate	Status
TEP/DAEP Fees - Annex Rebuild	1,248,680	C
TEP/DAEP Fees - Furniture, Fixture and Equipment	1,038,687	C
North Ag Facility - Partial Fees	75,763	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, Fixtures & Equipment	95,520	C
Buses (25)	2,231,412	C
Career and Technical Education - General Equipment	67,260	C
Fine Arts Equipment and Furniture	207,050	C
Elementary Playground Equipment	10,000	C
Whiteboards	265,560	C
Technology - Computers/Peripherals	19,044,976	C
2009 Districtwide Facility Renovations - Fees	157,429	C
2009 Districtwide Facility Renovations - Construction Costs	8,863,671	C
2009 Districtwide Mechanical, Electrical and Plumbing - Fees	585,091	C
2009 Districtwide Mechanical, Electrical and Plumbing - Construction Costs	5,696,123	C
Klein High School Renovations - Incidentals	108,954	C
Other Districtwide Project Cost (Asbestos, MUD and Property Projects)	258,350	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 Costs	19,844,771	C
Klein Oak/Klein Collins High School Addition - Furniture, Fixtures & Equipment	1,086,789	C
Klein Forest High Athletic Addition - Fees	1,089,183	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	584,137	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	376,163	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
Cost of Selling Bonds	1,390,279	C
Total	\$ 168,000,000	

**Klein Independent School District
Project Activity by Bond Sales 2004 - 2015**

Project	Project Estimate	Status
\$32,000,000 Bond Sale - Sold January 2008		
Real Estate Acquisition - South Transportation Center	\$ 108,205	C
Real Estate Acquisition - Lacey Road (Blackshear Elem)	1,143,227	C
Real Estate Acquisition for Future Elementary Site - Spring Stuebner and Rothwood (Zwink)	1,708,020	C
Strack Fine Arts Addition	3,404,304	C
High School #5 Design	573,228	C
Temporary Buildings (4)	373,688	C
Police Facility - Partial Construction Costs	830,893	C
Wunderlich Fine Arts Addition	671,305	C
Blackshear Elementary Design	123,519	C
Elementary Art/Science Lab Remodeling (Ehrhardt, Roth, Nitsch and Kaiser, Benfer)	1,666,892	C
Food Service Remodeling (Wunderlich)	23,964	C
Misc. Projects	1,105,722	C
Asbestos Removal (Strack, Eiland and Temporary Buildings)	82,589	C
HVAC Projects (Ehrhardt, Eiland, Greenwood Forest, Hassler, Brill and Klein Forest)	641,376	C
Re-Roofing Projects (Central Office, Krahn, Nitsch, Klein Forest, Benfer & Districtwide Repairs)	558,710	C
Klein Oak Auditorium Repairs	1,104,880	C
Fire Detection (Greenwood Forest, Epps Island, Theiss and Klein Oak Auditorium)	789,111	C
Energy Conservation and Misc. Electrical (Lemm, Krahn and Kleb)	537,378	C
Security - Purchase/Maintenance of Monitoring Devices and Computer Software	333,171	C
Furniture Replacement	127,909	C
Buses (20)	1,865,001	C
Technology - Computers/Peripherals	7,864,147	C
Technology - Career and Technical and Library Equipment	59,174	C
Technology - Network Equipment	3,995,504	C
Technology - Fine Arts	246,996	C
Vehicle Purchase	26,932	C
Kleinwood/CO Renovations	1,100,000	C
Cost of Selling Bonds	444,773	C
Contingency for All Projects	62,276	C
Transfer to Future Bond Sale	458,019	C
Transfer to Future Bond Sale	744,215	C
Premium on Bonds	(301,688)	C
Interest Earnings	(473,440)	C
Total	\$ 32,000,000	

**Klein Independent School District
Project Activity by Bond Sales 2004 - 2015**

Project	Project Estimate	Status
\$45,000,000 Bond Sale - Sold January 2007		
Real Estate Acquisition - Mueller Elementary	\$ 1,261,236	C
Frank Elementary - Construction Costs	5,789,155	C
Krimmel Intermediate - Partial Construction Costs	5,742,073	C
Police Department - Partial Construction Cost	2,364,593	C
Network Operations Center - Construction Costs	3,993,679	C
Wunderlich Fine Arts Addition	2,481,958	C
T-Buildings FFE	49,993	C
Mueller Elementary and Blackshear Elementary - Partial Construction Costs	891,147	C
Elementary Art/Science Lab Renovations (Benfer, Theiss, Kaiser, Lemm and Brill)	2,905,516	C
Food Service Remodeling (Epps Island)	813,116	C
Miscellaneous Projects	1,180,105	C
Ansul Fire Sprinkler Systems Project (Food Service)	33,427	C
Furniture Replacement	159,430	C
Asbestos Removal (Benfer, Theiss and 3 Portables)	17,132	C
Career and Technical Education Playground Equipment (Klein High and Klein Oak)	9,787	C
Energy Conservation and Misc. Electrical (Doerre, Klein Intermediate and Kleb)	504,049	C
HVAC Projects	534,359	C
Re-Roofing Projects (Epps Island, Haude, Greenwood Forest, Klein Oak and Kuehnle)	652,566	C
Districtwide Maintenance Repairs not in General Fund Budget	34,814	C
Security - Purchase/Maintenance of Monitoring Devices and Computer Software	347,883	C
Buses (33)	2,895,820	C
Technology - Computers/Peripherals	6,889,509	C
Technology - Career and Technical Education and Library Equipment	143,988	C
Technology - Network Equipment	3,971,484	C
Technology - Fine Arts	256,879	C
Technology - Kronos Employee Time Clock System	262,000	C
Bernshausen Elementary	52,784	C
Cost of Selling Bonds	160,682	C
Real Estate Acquisition - Louetta & Kleinwood	1,488,240	C
Proceeds from Previous Bond Sales (Fund 626)	(100,000)	C
Proceeds from Previous Bond Sales (Fund 627)	(230,000)	C
Proceeds from Previous Bond Sales (Fund 627)	(433,087)	C
1 to 1 Computer Reimbursements	399,035	C
Transfer to Future Bond Sale	1,197,722	C
Capital Projects Interest Income Earned	(1,721,074)	C
Total	\$ 45,000,000	

**Klein Independent School District
Project Activity by Bond Sales 2004 - 2015**

Project	Project Estimate	Status
\$53,000,000 Bond Sale - Sold February 2006		
Elementary P.E. Facilities (Klenk, Eiland, Hassler and Schultz)	\$ 4,373,264	C
Krimmel Intermediate (Phase I)	16,872,641	C
Police/Athletics Project Initiation	120,011	C
Frank Elementary - Partial Construction Costs	7,290,163	C
Art/Science Renovations	1,022,008	C
Temporary Buildings (3)	241,232	C
Miscellaneous Projects	1,329,779	C
HVAC Projects (Roth, KIC, Hildebrandt, Theiss, Wunderlich, Klein Collins, Klein Intermediate, Haude, Klein High, Northampton, Greenwood Forest and Epps Island)	1,768,714	C
Re-Roofing Projects (Klein High Hi Rise, Doerre, Ehrhardt, Northampton and Theiss)	151,741	C
Fire Detection System Installation	1,438,876	C
Energy Conservation	476,713	C
Security - Purchase/Maintenance of Monitoring Devices and Computer Software	248,435	C
Furniture and Equipment	172,876	C
Furniture and Equipment - KFHS	769,480	C
Furniture and Equipment - Elementary #24 (Benignus)	877,653	C
Furniture and Equipment - Klein Memorial Stadium	308,702	C
Buses (18) and Fuel System	1,438,084	C
Technology - Computers/Peripherals	4,999,958	C
Technology - Career and Technical Education and Library Equipment	149,953	C
Technology - Network Equipment	1,036,268	C
Technology - Fine Arts	256,568	C
Cost of Selling Bonds	165,722	C
Proceeds from Previous Bond Sales (625) - PE Facilities	(702,473)	C
Proceeds from Previous Bond Sales (625) - Krimmel Int.	(55,206)	C
Transfer to Future Bond Sale (628)	433,087	C
Transfer to Future Bond Sale (628)	230,000	C
Transfer to Future Bond Sale	7,585,751	C
Total	\$ 53,000,000	

Klein Independent School District

Project Activity by Bond Sales 2004 - 2015

Project	Project Estimate	Status
\$58,000,000 Bond Sale - Sold January 2005		
Real Estate Acquisition - High School #5	\$ 13,971,730	C
Vistas High School Site Purchase & Renovations	4,832,227	C
Benignus Elementary	11,607,839	C
Elementary P.E. Facilities (Roth, Kuehnle and Mittelstadt)	3,373,281	C
Klein Forest Addition with Special Education and Clinic Renovations	13,770,107	C
Construct 3 Temporary Buildings	214,108	C
Krimmel Intermediate - Design Phase	1,052,604	C
Stadium Lighting (Klein Intermediate, Strack and Doerre)	42,090	C
Furniture Replacement	135,846	C
FFE - Metzler	647,290	C
Fire Alarm System	454,276	C
Energy Conservation	294,671	C
Miscellaneous Projects	1,660,704	C
P.A. System Replacements	463,269	C
P.E. Locker Installation (Doerre, Klein Intermediate and Wunderlich)	308,903	C
Terrazzo Repairs	366,436	C
Re-Roofing Projects	680,691	C
Klein Memorial Stadium (Enclose Remaining Storage Area)	122,941	C
Replace Parking Lot/Tennis Court Lights & Surfacing	517,216	C
HVAC Projects (Chillers)	550,821	C
HVAC Projects (DDC System Renovations)	202,454	C
HVAC Projects (Air Handling Units)	838,046	C
Technology - Computers/Peripherals	3,999,998	C
Technology - Career and Technical Education and Library Equipment	149,762	C
Technology - Network Equipment	647,932	C
Technology - Fine Arts Computers and Software	259,839	C
Buses (45)	3,409,666	C
Security - Purchase/Maintenance of Monitoring Devices and Computer Software	549,588	C
Cost of Selling Bonds	170,721	C
Transfer from General Fund	(6,200,000)	C
Proceeds from Prior Land Sale	(900,000)	C
Proceeds from HGAC (Emissions Savings)	(295,000)	C
Transfer to Future Bond Sale	99,944	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
2015-2016 ADOPTED BUDGET

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KLEIN INDEPENDENT SCHOOL DISTRICT
2015-2016 ADOPTED BUDGET

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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 in 2006, the regular session of the 81st Texas Legislature in 2009, the regular and first called sessions of the 82nd Texas Legislature in 2011, the regular session of the 83rd Texas Legislature in 2013, and the regular session of the 84th Texas Legislature in 2015. 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 has not been consistently appropriated by Texas Legislatures, as further described below.

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 2015-16, 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 biennia. The 2015 Legislative Session did appropriate funds in the amount of \$1,445,100,000 for the 2016-17 State fiscal biennium for an increase in the Basic Allotment, EDA, IFA, and NIFA 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 or the 2015-16 school year 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 2016-17 school year, the Texas Legislature has appropriated \$55.5 million for IFA allotments.

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 described below 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, and for 2015-16 and 2016-17, the Basic Allotment is \$5,140 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 scarcity 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 \$74.28 and \$77.53 per penny of tax effort per weighted student in average daily attendance (WADA) for the fiscal year 2015-16 and fiscal year 2016-17, 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 2015-16 and 2016-17. 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 fiscal years 2011-12 through 2015-16, no funds were appropriated for new IFA awards by the Legislature, although all prior obligations were funded throughout such periods. The 2015 Legislature appropriated funds in the amount of \$55,500,000 for new IFA awards to be made during the 2016-17 fiscal year only.

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. For the 2012-13 and 2014-15 State fiscal biennia, no funds were appropriated by the Legislature for new NIFA allotments. The 2015 Legislature did appropriate funds in the amount of \$23,750,000 for each of the 2015-16 and 2016-17 fiscal years for NIFA allotments.

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. However, in subsequent legislative sessions, the Texas Legislature has gradually reduced the reliance on ASATR by increasing the funding formulas. This phase-out of ASATR began with actions adopted by the 2013 Legislature. Beginning with the 2017-18 school year, the statutes authorizing ASATR are repealed.

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.

2015 Legislation

On January 13, 2015, the 84th Texas Legislature convened in regular session, which ended on June 1, 2015. As a general matter, the 84th Texas Legislature did not enact substantive changes to the Finance System. However, of note, Senate Joint Resolution 1 (SJR 1), passed during the 84th Texas Legislature, proposes a constitutional amendment increasing the mandatory homestead exemption for school districts from \$15,000 to \$25,000 and requiring that the tax limitation for taxpayers who are age 65 and older or disabled be reduced to reflect the additional exemption. If approved by the voters at an election to be held on November 3, 2015, the proposed amendment to the Constitution will be effective for the tax year beginning January 1, 2015.

Senate Bill 1 (SB 1), which was also passed during the 84th Texas Legislature and was signed by the Governor on July 27, 2015, makes provisions based on the election outcome of the constitutional amendment proposed in SJR 1 for either (1) additional state aid to hold school districts harmless for tax revenue losses resulting from the increased mandatory homestead exemption, if the constitutional amendment passes or (2) the tax assessor for a school district to mail a supplemental tax bill to taxpayers in the district to account for the difference in taxable assessed value of the residence homestead based on the lower exemption amount provided under current law, if the constitutional amendment fails. If SJR 1 is approved by voters, Senate Bill 1 would also prohibit a school district from reducing the amount of or repealing an optional homestead exemption that was in place for the 2014 tax year (fiscal year 2015) for a period running through December 31, 2019. An optional homestead exemption reduces both the tax revenue and State aid received by a school district.

Before the next regular session of the Texas Legislature convenes in 2017, the Governor may call one or more special sessions of the Legislature that may include legislation affecting public school finance. During this time, the Legislature may enact laws that materially change current public school finance or affect ad valorem tax matters. The District can make no representation regarding any actions the Texas Legislature may take.

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 and the refunding of the Refunded Bonds will be approximately 6.06% 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. For the fiscal year 2015-16, the Commissioner has determined to maintain the State compression percentage at 66.67%. 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. In addition, except for increases attributable to certain improvements, the District is prohibited by State law from increasing the total ad valorem tax of the residence homestead of persons 65 years of age or older above the amount of tax imposed in the year such residence qualified for an exemption based on age of the owner.

The 84th Texas Legislature passed Senate Bill 1 and Senate Joint Resolution 1. If Texas voters approve SJR 1 in Nov. 2015, the mandatory residence homestead exemption for school districts will increase and the school district tax ceiling will decrease. School districts, cities and counties will be prohibited from repealing or reducing a local option percentage residence homestead exemption adopted for the 2014 tax year until 2020. A summary of these changes can be found on the Texas Comptroller's website at <http://www.comptroller.texas.gov/taxinfo/proptax/>.

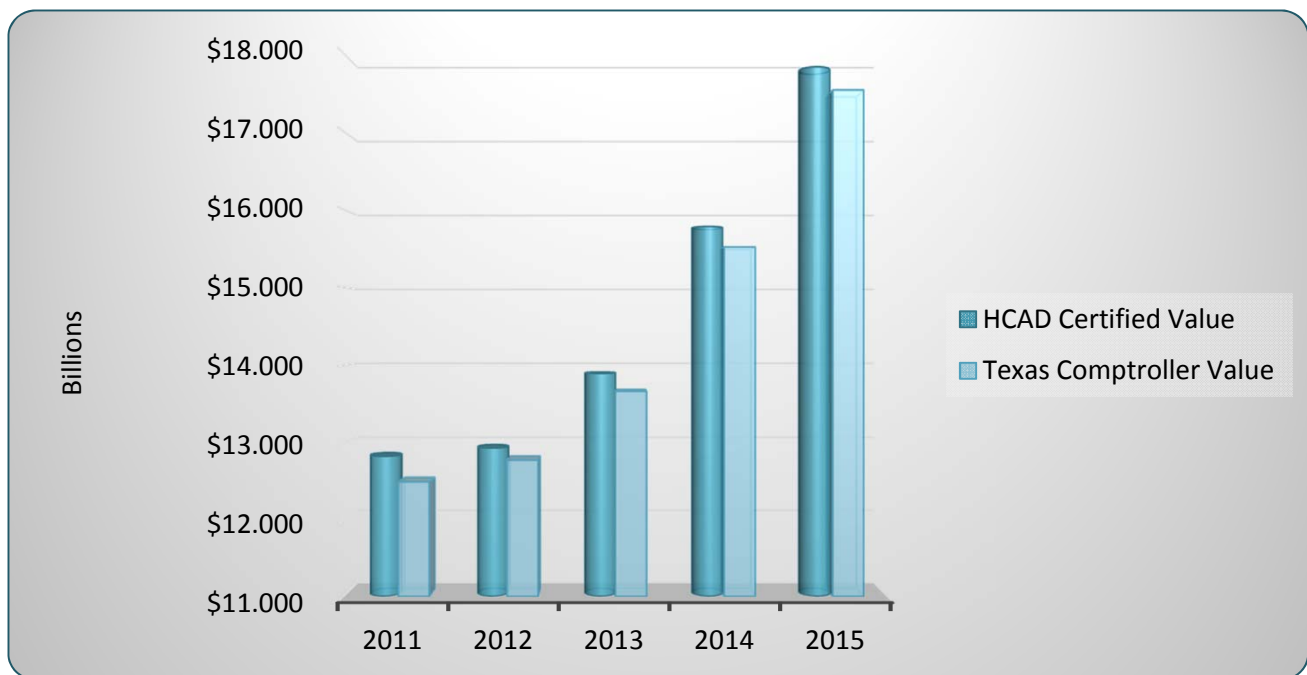
The freeze on ad valorem taxes on the homesteads of persons 65 years of age or older is also transferable to a different residence homestead. Also, a surviving spouse of a taxpayer who qualifies for the freeze on ad valorem taxes is entitled to the same exemption so long as the property is the homestead 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

2011 Certified Value as of 8/31/2012	2012 Certified Value as of 8/31/2013	2013 Certified Value as of 8/31/2014	2014 Certified Value as of 8/31/2015	2015 Estimated Value as of 8/31/2016
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All Amounts in Billions (\$1,000,000,000)

HCAD Certified Value	\$	12.830	\$	12.936	\$	13.896	\$	15.784	\$	17.836
Average HCAD Change From Prior Year		-1.35%		0.83%		7.42%		13.59%		13.00%
Texas Comptroller Value	\$	12.498	\$	12.781	\$	13.665	\$	15.519	\$	17.536



Discussion

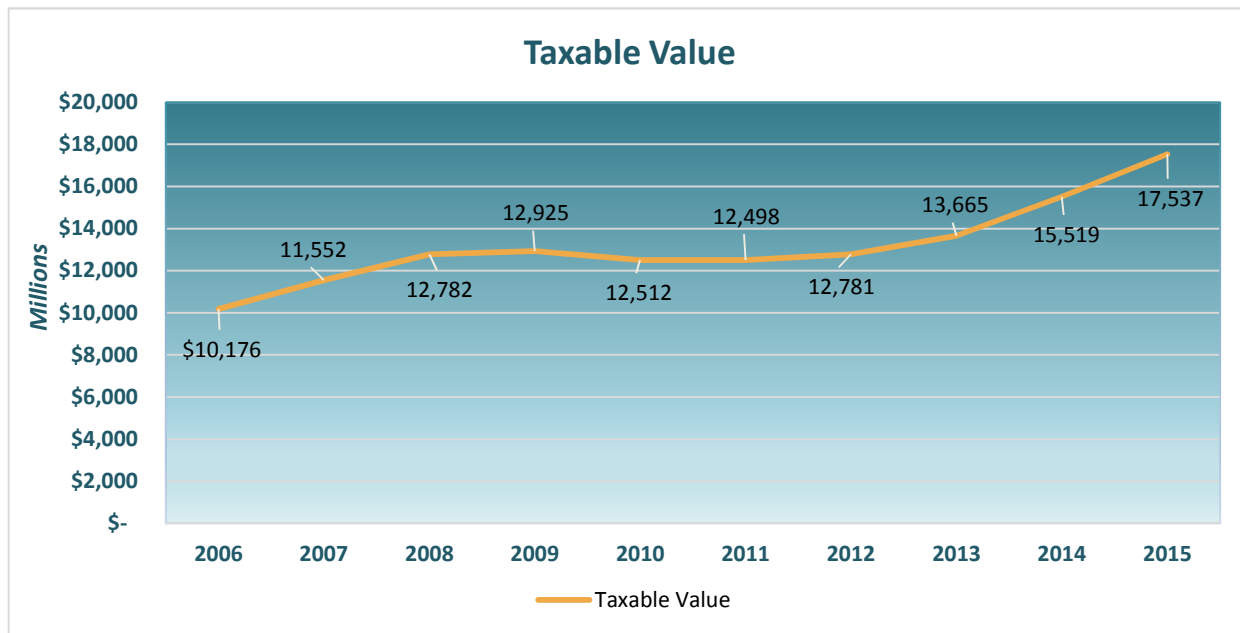
The Harris County Appraisal District (HCAD) certified the 2015 tax roll on August 28, 2015, based on property values as of January 1 of the current tax year. All properties are assessed at 100% of market value. The District's fiscal year runs from September 1 to August 31. Therefore, the District's projected estimate of the 2015 Certified Appraisal Roll was used to calculate and project 2015-16 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 Taxable Value History

Tax Year as of Jan 1	Taxable Value	% Change
2006	\$ 10,175,625,866	10.08%
2007	11,552,402,677	13.53%
2008	12,781,769,208	10.64%
2009	12,925,199,424	1.12%
2010	12,512,261,885	-3.19%
2011	12,498,338,422	-0.11%
2012	12,781,417,271	2.26%
2013	13,664,939,633	6.91%
2014	15,519,442,559	13.57%
2015	17,536,970,092	13.00%

Projected Values

Property taxes are calculated on 100% of market values less appropriate exemptions. Tax rates are applied to each \$100 of taxable value.



Klein Independent School District

Property Tax Rates

	2011-12 Adopted Rate	2012-13 Adopted Rate	2013-14 Adopted Rate	2014-15 Adopted Rate	2015-16 Adopted Rate
Maintenance & Operations	\$ 1.04	\$ 1.04	\$ 1.04	\$ 1.04	\$ 1.04
Interest & Sinking	<u>0.39</u>	<u>0.40</u>	<u>0.39</u>	<u>0.35</u>	<u>0.37</u>
Total Tax Rate	<u>\$ 1.43</u>	<u>\$ 1.44</u>	<u>\$ 1.43</u>	<u>\$ 1.39</u>	<u>\$ 1.41</u>

Discussion

Beginning in 2006-07 with the Tax Reform Legislation, changes were effected to reduce local M&O tax rates 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 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. 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 M&O tax rate is \$1.17 per \$100 of taxable value for most school districts. For fiscal year 2015-16, the State Compression Percentage remains 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.

Comparison of Levy on Average Residence

	2011 Certified Value as of 8/31/2012	2012 Certified Value as of 8/31/2013	2013 Certified Value as of 8/31/2014	2014 Certified Value as of 8/31/2015	2015 Estimated Value as of 8/31/2016
Residence:					
Average Market Value	\$ 154,118	\$ 149,899	\$ 155,155	\$ 179,825	\$ 203,202
Average Taxable Value*	139,118	134,899	140,155	164,825	178,202
Tax Rate per \$100 Value	<u>1.43</u>	<u>1.44</u>	<u>1.43</u>	<u>1.39</u>	<u>1.41</u>
Taxes Due on Average Residence	<u>\$ 1,989.39</u>	<u>\$ 1,942.55</u>	<u>\$ 2,004.22</u>	<u>\$ 2,291.07</u>	<u>\$ 2,512.65</u>

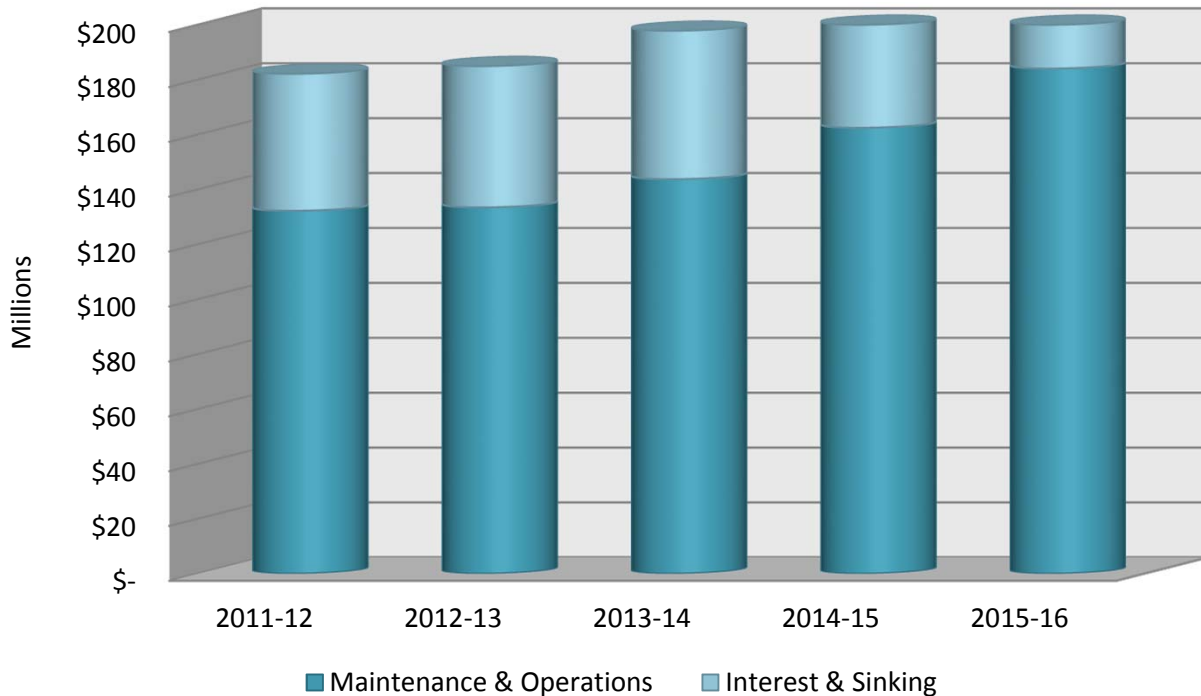
Discussion

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 currently entitled to exemption from taxation by a school district of \$15,000 deducted from the appraised value of their residence homestead. Disabled individuals are entitled to an exemption from taxation by a school district of \$10,000. 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.

*Beginning with the 2015 tax year, Senate Bill 1 and Senate Joint Resolution 1 (SJR 1) increases the current mandatory residence homestead exemption to \$25,000, subject to voter approval on November 3, 2015.

Klein Independent School District Property Tax Collections

	Audited Actual 2011-12	Audited Actual 2012-13	Audited Actual 2013-14	Amended Budget 2014-15	Adopted Budget 2015-16
Maintenance & Operations	\$ 132,257,439	\$ 133,510,804	\$ 143,776,418	\$ 162,496,925	\$ 184,069,495
Interest & Sinking	<u>49,893,343</u>	<u>51,441,183</u>	<u>54,054,773</u>	<u>54,909,370</u>	<u>65,755,795</u>
Total Tax Collections	<u>\$ 182,150,782</u>	<u>\$ 184,951,987</u>	<u>\$ 197,831,191</u>	<u>\$ 217,406,295</u>	<u>\$ 249,825,290</u>



Discussion

School district tax rates consist of a Maintenance & Operations (M&O) and an Interest & Sinking (I&S) tax rate. The 2015 tax rate will be adopted by the District's Board of Trustees during their regular meeting on October 12, 2015.

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

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, 2015	Overlapping	
		Percent	Amount
Bilma PUD	\$ 16,600,000	100.00%	\$ 16,600,000
Bridgestone MUD	77,280,000	100.00%	77,280,000
Charterwood MUD	13,970,000	100.00%	13,970,000
Cypress Forest PUD	1,755,000	88.65%	1,555,808
Cypress-Klein UD	1,095,000	100.00%	1,095,000
Cypresswood UD	3,195,000	100.00%	3,195,000
Dowdell PUD	23,870,000	100.00%	23,870,000
Encanto Real UD	5,650,000	100.00%	5,650,000
Fountainhead MUD	1,810,000	100.00%	1,810,000
Harris County	2,678,076,350	4.38%	117,299,744
Harris County Dept. of Education	7,210,000	4.38%	315,798
Harris County Flood Control District	87,400,000	4.38%	3,828,120
Harris Co ID # 18	63,400,000	0.11%	69,740
Harris County MUD No. 1	36,625,000	100.00%	36,625,000
Harris County MUD No. 24	18,310,000	100.00%	18,310,000
Harris County MUD No. 104	7,910,000	100.00%	7,910,000
Harris County MUD No. 118	10,185,000	100.00%	10,185,000
Harris County MUD No. 119	5,540,000	62.91%	3,485,214
Harris County MUD No. 150	15,730,000	33.88%	5,329,324
Harris County MUD No. 180	10,409,999	100.00%	10,409,999
Harris County MUD No. 275	445,000	100.00%	445,000
Harris County MUD No. 316	2,670,000	100.00%	2,670,000
Harris County MUD No. 367	19,735,000	100.00%	19,735,000
Harris County MUD No. 368	56,130,000	100.00%	56,130,000
Harris County MUD No. 383	30,445,000	100.00%	30,445,000
Harris County MUD No. 401	14,145,000	100.00%	14,145,000
Harris County MUD No. 468	41,105,000	100.00%	41,105,000
Harris County Toll Road	-	4.38%	-
Harris County WC&ID No. 109	6,785,000	90.11%	6,113,964
Harris County WC&ID No. 110	22,350,000	37.92%	8,475,120
Harris County WC&ID No. 119	26,590,000	100.00%	26,590,000
Harris County WC&ID No. 133	3,330,000	100.00%	3,330,000
Heatherloch MUD	1,190,000	100.00%	1,190,000
Houston, City of	3,268,340,000	0.11%	3,595,174

Taxing Authority	Debt as of August 31, 2015	Overlapping	
		Percent	Amount
Kleinwood MUD	12,559,996	100.00%	12,559,996
Lone Star College	569,325,000	10.31%	58,697,408
Louetta North PUD	6,335,000	100.00%	6,335,000
Louetta Road UD	700,000	100.00%	700,000
Meadowhill Regional MUD	29,645,000	100.00%	29,645,000
Northampton MUD	20,040,000	100.00%	20,040,000
Northwest Harris County MUD No. 6	8,710,000	100.00%	8,710,000
Northwest Harris County MUD No. 19	56,045,000	100.00%	56,045,000
Northwest Harris County MUD No. 24	6,965,000	100.00%	6,965,000
Northwest Harris County MUD No. 28	4,070,000	100.00%	4,070,000
Northwest Harris County MUD No. 30	18,610,000	100.00%	18,610,000
Northwest Harris County MUD No. 32	27,645,000	100.00%	27,645,000
Northwest Harris County MUD No. 36	14,270,000	100.00%	14,270,000
Northwest Park MUD	21,150,000	31.96%	6,759,540
Oakmont PUD	32,830,000	100.00%	32,830,000
Port of Houston Authority	690,219,397	4.38%	30,231,610
Shasla PUD	5,465,000	100.00%	5,465,000
Spring Creek Forest PUD	4,180,000	100.00%	4,180,000
Spring West MUD	20,986,818	45.25%	9,496,535
Terranova West MUD	4,325,000	100.00%	4,325,000
			<u>\$ 930,343,092</u>
Total Estimated Overlapping Debt		\$	930,343,092
KISD Direct Debt as of August 31, 2015			958,300,000
Total		\$	<u>1,888,643,092</u>

Source: Texas Municipal Advisory Council

Klein Independent School District Top Ten Principal Taxpayers 2015

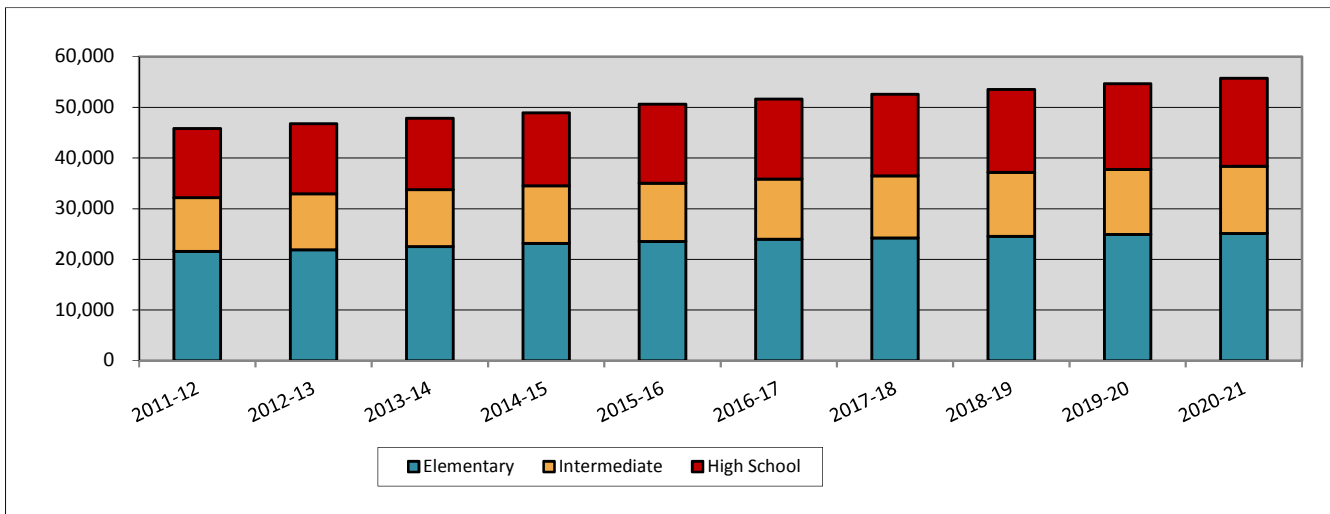
Name	Rank in 2014	Total Appraised Value (Real & Personal Property)	Total Taxable Value
1. Hewlett Packard	1	\$ 211,148,452	\$ 211,148,452
2. Centerpoint Energy	2	95,370,375	93,936,574
3. Vintage Dunhill LLC	6	62,290,000	62,290,000
4. National Oilwell Inc.	n/a	266,866,022	60,668,348
5. Eastgroup Properties LP	5	60,550,944	60,550,944
6. Liberty Property	10	60,001,571	60,001,571
7. Kroger	9	58,650,849	58,650,849
8. ABB Vetco Gray Inc.	7	157,927,766	53,694,532
9. Beltway Lakes I & II LP	3	57,150,720	57,150,720
10. St. Lukes Hospital	4	53,296,678	53,296,678
Total:		<u>\$ 1,083,253,377</u>	<u>\$ 771,388,668</u>

Please note: Ranking is based on taxable value as of 10/03/15.

Klein Independent School District Districtwide Student Enrollment Data 2012-2021

School Year	Total Enrollment	Elementary (EE-5th)	Intermediate (6th-8th)	High School (9th-12th)	% of Free & Reduced Lunches
(1) Actual:					
2011-12	45,811	21,564	10,604	13,643	41.9%
2012-13	46,764	21,878	11,055	13,831	41.2%
2013-14	47,819	22,536	11,210	14,073	40.8%
2014-15	48,912	23,155	11,345	14,412	42.9%
(2) Budget:					
2015-16	50,633	23,544	11,490	15,599	Avail. Dec. 2015
(3) Projected:					
2016-17	51,610	23,954	11,900	15,756	
2017-18	52,557	24,248	12,242	16,067	
2018-19	53,526	24,525	12,659	16,342	
2019-20	54,638	24,927	12,828	16,883	
2020-21	55,735	25,101	13,262	17,372	

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 2020-21 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 - 2015-2016 Enrollment Projection (Issued 2/18/15)

(3) Projected Enrollment - October 2015 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	2015-16 Enrollment	Capacity	Percent Capacity Utilization	Age of Building
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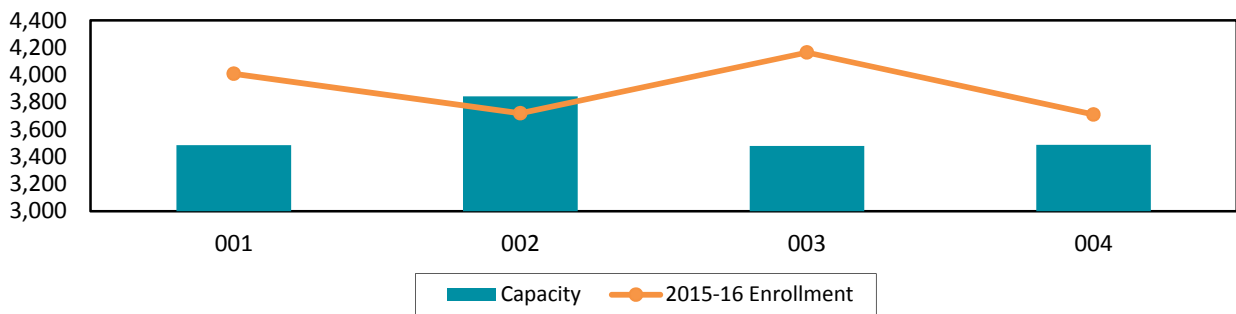
High Schools:

001	Klein High	4,008	3,485	115.0%	52
002	Klein Forest High	3,718	3,842	96.8%	36
003	Klein Oak High	4,164	3,478	119.7%	33
004	Klein Collins High	3,709	3,487	106.4%	14

Total High School:

15,599 14,292 109.1%

High School Enrollment to Capacity Comparison



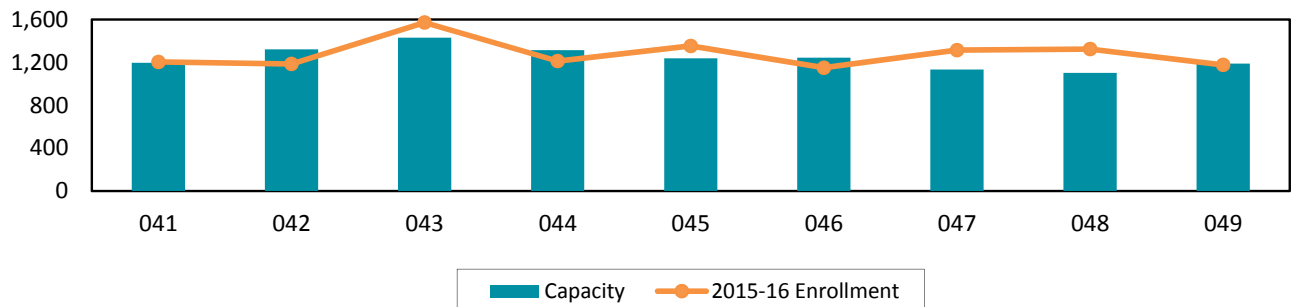
Intermediate Schools:

041	Klein Intermediate	1,204	1,196	100.7%	31
042	Hildebrandt Intermediate	1,185	1,321	89.7%	42
043	Wunderlich Intermediate	1,572	1,430	109.9%	40
044	Strack Intermediate	1,212	1,314	92.2%	38
045	Kleb Intermediate	1,353	1,238	109.3%	22
046	Doerre Intermediate	1,150	1,243	92.5%	31
047	Schindewolf Intermediate	1,314	1,133	116.0%	13
048	Krimmel Intermediate	1,324	1,102	120.1%	8
049	Ulrich Intermediate	1,176	1,188	99.0%	5

Total Intermediate:

11,490 11,165 102.9%

Intermediate School Enrollment to Capacity Comparison



Klein Independent School District

Capacity, Enrollment, and Age by School

Elementary Campuses

Campus Number	Campus Name	2015-16 Enrollment	Capacity	Percent Capacity Utilization	Age of Building
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Elementary Schools:

101	Kohrville Elementary	744	911	81.7%	13
102	Northampton Elementary	461	809	57.0%	44
103	Haude Elementary	672	676	99.4%	44
104	Greenwood Forest Elementary	739	651	113.5%	44
105	Epps Island Elementary	770	814	94.6%	42
106	Theiss Elementary	617	761	81.1%	41
107	Benfer Elementary	812	887	91.5%	38
108	Kaiser Elementary	768	859	89.4%	37
109	Brill Elementary	739	861	85.8%	37
110	Ehrhardt Elementary	712	832	85.6%	36
111	Lemm Elementary	648	716	90.5%	35
112	Nitsch Elementary	778	745	104.4%	35
113	Krahn Elementary	740	1,112	66.5%	32
114	Roth Elementary	670	845	79.3%	31
115	Kuehnle Elementary	798	824	96.8%	26
116	Mittelstadt Elementary	856	920	93.0%	24
117	Klenk Elementary	871	819	106.3%	23
118	Eiland Elementary	630	565	111.5%	22
119	Schultz Elementary	983	899	109.3%	21
120	Hassler Elementary	612	834	73.4%	16
121	Kreinhop Elementary	914	940	97.2%	11
122	McDougle Elementary	689	777	88.7%	11
123	Metzler Elementary	858	905	94.8%	10
124	Benignus Elementary	936	802	116.7%	9
125	Frank Elementary	658	870	75.6%	8
126	Mueller Elementary	996	927	107.4%	6
127	Blackshear Elementary	1,032	1,016	101.6%	4
128	Zwink Elementary	980	988	99.2%	3
129	Bernhausen Elementary	817	1,002	81.5%	2
130	Grace England Pre-K/EC Center*	485	1,000	48.5%	3
131	French Elementary	559	940	59.5%	0

Total Elementary:

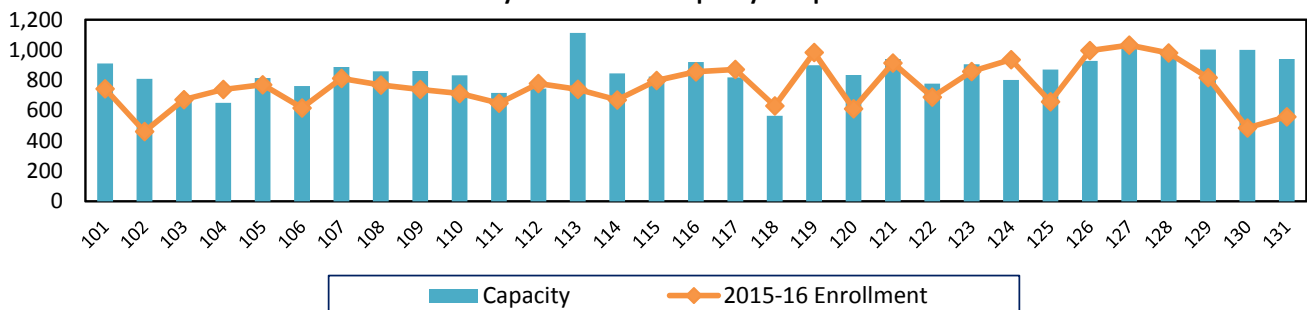
23,544

26,507

88.8%

* 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
2012-2016

	2011-12 Ending Enrollment	2012-13 Ending Enrollment	2013-14 Ending Enrollment	2014-15 Ending Enrollment	2015-16 Projected Enrollment
<u>High Schools</u>					
Klein High	3,034	3,494	3,650	3,724	4,008
Klein Forest High	3,343	3,347	3,325	3,504	3,718
Klein Oak High	3,986	3,613	3,716	3,788	4,164
Klein Collins High	3,280	3,377	3,382	3,396	3,709
Total High Schools	13,643	13,831	14,073	14,412	15,599
<u>Intermediate Schools</u>					
Klein Intermediate	1,198	1,218	1,212	1,216	1,204
Hildebrandt Intermediate	938	1,028	1,110	1,131	1,185
Wunderlich Intermediate	1,508	1,555	1,583	1,575	1,572
Strack Intermediate	1,122	1,182	1,179	1,185	1,212
Kleb Intermediate	1,328	1,349	1,350	1,387	1,353
Doerre Intermediate	1,188	1,229	1,184	1,155	1,150
Schindewolf Intermediate	1,308	1,337	1,350	1,324	1,314
Krimmel Intermediate	1,035	1,079	1,155	1,234	1,324
Ulrich Intermediate	979	1,078	1,087	1,138	1,176
Total Intermediate Schools	10,604	11,055	11,210	11,345	11,490
<u>Elementary Schools</u>					
Kohrville Elementary	980	983	772	738	744
Northampton Elementary	898	794	815	869	461
Haude Elementary	699	700	713	714	672
Greenwood Forest Elementary	728	660	721	750	739
Epps Island Elementary	876	798	804	752	770
Theiss Elementary	651	659	643	639	617
Benfer Elementary	684	701	728	775	812
Kaiser Elementary	900	799	793	793	768
Brill Elementary	751	742	764	761	739
Ehrhardt Elementary	678	681	682	707	712
Lemm Elementary	717	575	584	605	648
Nitsch Elementary	811	731	759	798	778
Krahn Elementary	764	760	754	721	740
Roth Elementary	758	693	687	712	670
Kuehnle Elementary	882	648	697	769	798
Mittelstadt Elementary	756	858	884	882	856
Klenk Elementary	883	776	788	858	871
Eiland Elementary	721	565	577	608	630
Schultz Elementary	771	809	880	943	983
Hassler Elementary	736	703	687	649	612
Kreinhop Elementary	935	829	877	896	914
McDougle Elementary	741	627	661	690	689
Metzler Elementary	922	981	860	862	858
Benignus Elementary	906	934	949	943	936
Frank Elementary	848	878	620	622	658
Mueller Elementary	750	743	841	965	996
Blackshear Elementary	818	911	919	969	1,032
Zwink Elementary	0	846	881	940	980
Bernhausen Elementary	0	0	676	778	817
Grace England Pre-K/EC Center	0	494	520	447	485
French Elementary	0	0	0	0	559
Total Elementary Schools	21,564	21,878	22,536	23,155	23,544
Total Student Enrollment	45,811	46,764	47,819	48,912	50,633

**Student Data Review
2014-2015 Fall PEIMS Collection
Snapshot Date - October 31, 2014**

STUDENT INFORMATION	SNAPSHOT DATE DISTRICT COUNT	PERCENTAGE OF TOTAL ENROLLMENT
ETHNIC DISTRIBUTION		
White	17,457	35.3%
Hispanic	19,193	38.9%
African American	6,897	14.0%
Asian	4,157	8.4%
American Indian/Alaska Native	182	0.4%
Native Hawaiian/Other Pacific Islander	45	0.1%
Two or More	1,471	3.0%
HIGH SCHOOL GRADUATES (2013-2014)		
Grade 12 Attendance	3,443	N/A
Graduates Reported	3,196	92.8%
White	1,214	38.0%
Hispanic	1,075	33.6%
African American	466	14.6%
Other	441	13.8%
ECONOMICALLY DISADVANTAGED		
Total Economically Disadvantaged	21,203	42.9%
Regular	19,010	38.5%
Special Education	2,193	4.4%
LIMITED ENGLISH PROFICIENCY (LEP)		
Total Limited English Proficiency (LEP)	6,963	14.1%
Regular	6,384	12.9%
Special Education	579	1.2%
STUDENT ENROLLMENT BY CATEGORICAL PROGRAM		
Special Education	4,121	8.3%
Career & Technology	11,455	23.2%
Bilingual Education	3,248	6.6%
ESL Education	3,540	7.2%
Gifted & Talented	2,227	4.5%
Title I	8,066	16.3%

Source: Texas Education Agency PEIMS Student Data Review 2014-2015 Fall Collection PRF5D016

Klein Independent School District

Staffing Units by Position

All Funds

Positions	2011-12	2012-13	2013-14	2014-15	2015-16	Change from Prior Year
Administrator	59.00	60.00	62.00	62.00	63.00	1.00
Associate/Assistant Principal	96.00	111.30	111.00	120.00	124.00	4.00
Bus Driver/Attendant	254.00	269.00	273.00	282.00	282.00	-
Cafeteria Workers	427.00	439.00	446.00	532.00	539.00	7.00
Librarian/Library Asst/Historian	68.60	72.50	73.50	74.00	75.00	1.00
Manual Trades/Warehouse/Custodial	476.00	493.00	507.00	513.00	524.00	11.00
Nurse/Clinic Assistant	87.50	89.50	92.00	92.50	94.50	2.00
Other Professional	218.60	253.25	295.95	352.00	368.05	16.05
Police Officer	34.00	36.00	43.00	43.00	43.00	-
Principal	41.40	42.70	43.00	43.70	44.17	0.47
Registrar	8.00	8.00	8.00	9.00	9.00	-
School Counselor	103.50	105.50	109.50	117.50	120.50	3.00
Secretary/Clerical	367.90	382.70	410.00	417.70	422.17	4.47
Security Support Personnel	38.00	42.00	42.00	46.00	52.00	6.00
Teacher	2,783.20	2,808.35	2,918.05	3,019.80	3,097.20	77.40
Teacher-Bilingual/ESL	202.60	211.40	210.80	222.80	235.30	12.50
Teacher Assistant	460.00	459.50	499.50	524.50	529.20	4.70
Technical	65.00	68.00	72.00	79.00	81.00	2.00
Total Employees - All Funding Sources	5,790.30	5,951.70	6,216.30	6,550.50	6,703.09	152.59

2015-2016 Salary Schedule

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

New Hires: \$51,000 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 \$2,160 added to 2014-15 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 - \$1,000 + Doctorate - \$1,000 = \$2,000 Total)

Minimum \$51,000

Control Point \$54,000

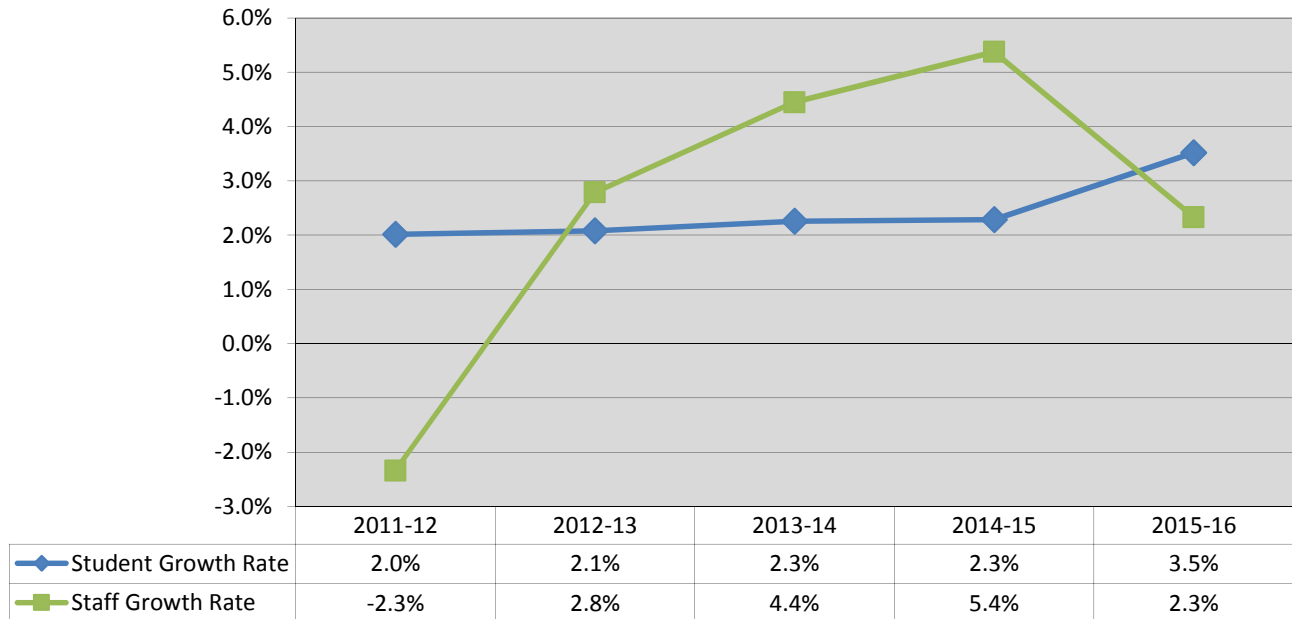
Maximum \$67,000+

Position Control

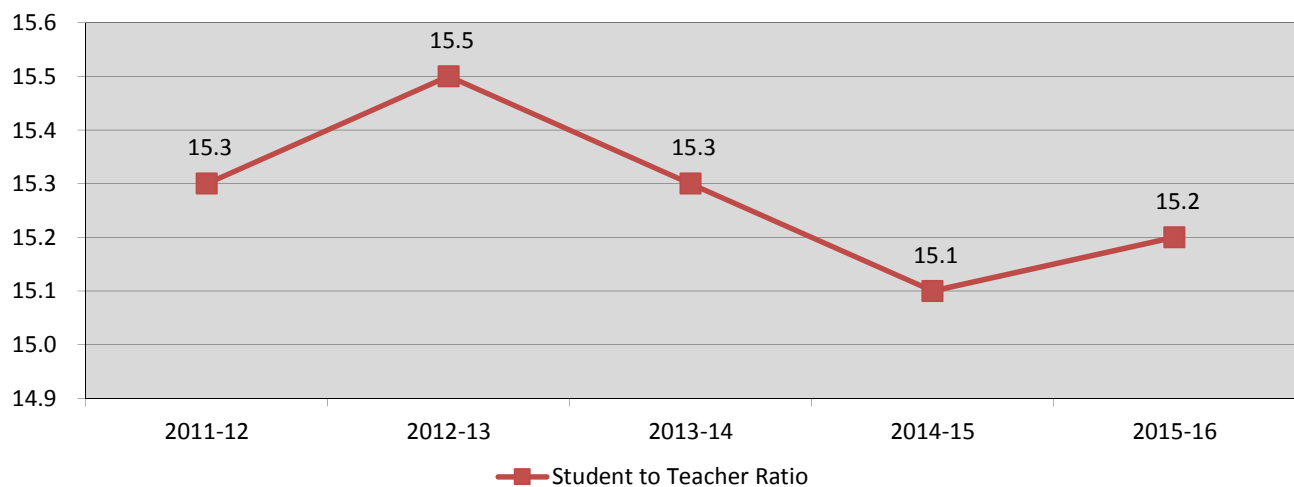
During the 2014-15 school year, Position Control (PC) was implemented districtwide. This process enables streamlining of all job titles and pay grade categorizations for full and half time positions as well as realignment of inconsistent budget codes. Position Control is an independent data source that has markedly improved the District's ability to quickly identify units, report by multiple criteria, and eliminate duplicate authorization requests. The system is also being used as a reference tool for other Human Resources activities such as management of stipends and job descriptions. Information housed in the PC module is the source data used by the newly launched Personnel Budgeting software and will be incorporated in upcoming budget planning processes.

Klein Independent School District Student-Staff Growth Rates and Ratios All Funds

Student and Staff Growth Rates



Student to Teacher Ratio



Klein Independent School District Staffing Units by Position General Fund

Positions	2011-12	2012-13	2013-14	2014-15	2015-16	Change from Prior Year
Administrator	57.00	58.00	60.00	60.00	61.00	1.00
Associate/Assistant Principal	96.00	111.30	111.00	120.00	124.00	4.00
Bus Driver/Attendant	254.00	269.00	273.00	282.00	282.00	-
Librarian/Library Asst/Historian	68.60	72.50	73.50	74.00	75.00	1.00
Manual Trades/Warehouse/Custodial	467.60	484.60	498.60	504.60	515.60	11.00
Nurse/Clinic Assistant	85.50	89.50	92.00	92.50	94.50	2.00
Other Professional	165.85	202.10	250.95	295.25	305.75	10.50
Police Officer	34.00	36.00	43.00	43.00	43.00	-
Principal	41.40	42.70	43.00	43.70	44.17	0.47
Registrar	8.00	8.00	8.00	9.00	9.00	-
School Counselor	99.50	102.50	106.00	114.00	117.00	3.00
Secretary/Clerical	361.90	374.70	403.00	411.70	416.17	4.47
Security Support Personnel	38.00	42.00	42.00	46.00	52.00	6.00
Teacher	2,572.10	2,716.90	2,833.80	2,941.30	3,017.45	76.15
Teacher - Bilingual/ESL	202.60	211.40	210.80	222.80	235.30	12.50
Teacher Assistant	367.00	377.50	403.50	431.50	440.00	8.50
Technical	61.00	64.00	70.00	76.00	78.00	2.00
Total Employees - General Fund	4,980.05	5,262.70	5,522.15	5,767.35	5,909.94	142.59

Staffing Units by Secondary Campuses

Campus	2011-12	2012-13	2013-14	2014-15	2015-16	Change from Prior Year
Klein High	156.20	165.15	169.35	180.85	186.35	5.50
Klein Forest High	197.40	193.00	191.55	198.05	198.55	0.50
Klein Forest High School Project	-	25.70	25.70	25.70	25.70	-
Klein Oak High	195.30	175.75	169.50	180.45	185.95	5.50
Klein Collins High	158.90	158.65	160.25	161.75	168.25	6.50
High School #5	-	-	-	-	0.34	0.34
Total High Schools	707.80	718.25	716.35	746.80	765.14	18.34
Klein Intermediate	78.50	80.70	81.70	83.00	83.00	-
Hildebrandt Intermediate	54.50	57.85	61.15	63.00	63.00	-
Wunderlich Intermediate	84.60	93.25	93.55	91.90	92.90	1.00
Strack Intermediate	58.70	62.15	64.75	64.05	64.55	0.50
Kleb Intermediate	68.80	67.20	68.20	69.05	70.55	1.50
Doerre Intermediate	63.50	63.05	64.05	65.25	66.25	1.00
Schindewolf Intermediate	65.90	68.25	68.25	68.25	68.25	-
Krimmel Intermediate	57.00	59.50	60.50	65.35	67.85	2.50
Ulrich Intermediate	57.10	62.45	67.45	69.30	69.80	0.50
Total Intermediate Schools	588.60	614.40	629.60	639.15	646.15	7.00

**Klein Independent School District
Staffing Units by Elementary Campuses
General Fund**

Campus	2011-12	2012-13	2013-14	2014-15	2015-16	Change from Prior Year
Kohrville Elementary	58.50	56.50	48.50	46.50	47.50	1.00
Northampton Elementary	51.50	45.50	47.50	51.50	33.50	(18.00)
Haude Elementary	45.50	44.50	44.50	45.50	44.50	(1.00)
Greenwood Forest Elementary	42.00	42.00	47.00	47.00	48.00	1.00
Epps Island Elementary	35.50	35.50	39.50	39.50	38.50	(1.00)
Theiss Elementary	42.00	41.00	42.00	43.00	42.00	(1.00)
Benfer Elementary	42.50	43.50	43.50	50.00	51.00	1.00
Kaiser Elementary	39.50	35.50	38.50	37.50	37.50	-
Brill Elementary	43.50	40.50	41.50	43.00	42.00	(1.00)
Ehrhardt Elementary	39.00	38.00	41.00	39.00	40.00	1.00
Lemm Elementary	46.00	38.00	40.50	41.50	41.50	-
Nitsch Elementary	50.00	46.00	53.00	53.00	53.00	-
Krahn Elementary	51.50	48.00	49.00	49.00	48.00	(1.00)
Roth Elementary	45.50	43.50	44.50	44.50	43.00	(1.50)
Kuehnle Elementary	55.00	43.50	45.50	50.50	50.50	-
Mittelstadt Elementary	47.00	49.50	53.50	54.00	55.00	1.00
Klenk Elementary	48.50	45.50	51.00	54.00	54.00	-
Eiland Elementary	36.00	30.00	32.00	34.00	35.00	1.00
Schultz Elementary	49.00	51.00	50.00	52.00	52.00	-
Hassler Elementary	46.50	45.50	46.50	44.50	41.50	(3.00)
Kreinhop Elementary	52.00	47.00	50.00	50.00	51.00	1.00
McDougle Elementary	37.50	33.50	38.50	39.50	40.50	1.00
Metzler Elementary	47.50	49.50	52.00	55.00	53.00	(2.00)
Benignus Elementary	54.50	54.50	56.50	57.50	56.50	(1.00)
Frank Elementary	52.00	53.00	41.50	43.50	43.50	-
Mueller Elementary	43.50	41.50	48.00	52.00	55.00	3.00
Blackshear Elementary	47.00	48.00	50.00	55.00	57.00	2.00
Zwink Elementary	1.40	45.00	48.00	51.00	53.00	2.00
Bernshausen Elementary	-	2.20	40.00	46.00	49.00	3.00
Grace England Pre-K/EC Center	1.40	18.50	19.50	19.50	19.50	-
French Elementary	-	-	-	1.90	38.50	36.60
Total Elementary Schools	1,251.30	1,255.70	1,343.00	1,390.40	1,414.50	24.10
Total Campuses	2,547.70	2,588.35	2,688.95	2,776.35	2,825.79	49.44

**Klein Independent School District
Campus Personnel Staffing Details
General Fund**

Campus (Organization/Project) & School Year		Asst. Principal	Librarian/ Librarian Asst	Nurse/ Clinic Asst	Other Professional	Police Officer	Principal	Registrar	School Counselor	Secretary/ Clerical	Teacher Asst	Teacher-Regular Education Only	Total Staff
Klein High 001/01	2011-12	8.00	2.00	3.00			1.00	2.00	7.00	19.00	5.00	109.20	156.20
	2012-13	10.00	2.00	3.00			1.00	2.00	8.00	21.00	5.00	113.15	165.15
	2013-14	10.00	2.00	3.00			1.00	2.00	9.00	22.00	5.00	115.35	169.35
	2014-15	12.00	2.00	3.00			1.00	2.00	12.50	23.00	5.00	120.35	180.85
	2015-16	12.00	2.00	3.00			1.00	2.00	13.00	24.00	5.00	124.35	186.35
Klein Forest High 002/02	2011-12	10.00	2.00	3.00			1.00	2.00	10.00	24.00	7.00	138.40	197.40
	2012-13	11.00	2.00	3.00			1.00	2.00	10.00	25.00	5.00	134.00	193.00
	2013-14	11.00	2.00	3.00			1.00	2.00	10.00	25.00	5.00	132.55	191.55
	2014-15	12.00	2.00	3.00	1.00		1.00	3.00	9.50	25.00	5.00	136.55	198.05
	2015-16	12.00	2.00	3.00	1.00		1.00	3.00	10.00	25.00	5.00	136.55	198.55
Klein Forest High School Project 002/KF	2011-12												
	2012-13	2.00			1.00	1.00			1.00			20.70	25.70
	2013-14	2.00			1.00	1.00			1.00			20.70	25.70
	2014-15	2.00			1.00	1.00			1.00			20.70	25.70
	2015-16	2.00			1.00	1.00			1.00			20.70	25.70
Klein Oak High 003/03	2011-12	10.00	1.90	4.00			1.00	2.00	9.50	22.00	4.00	140.90	195.30
	2012-13	11.00	1.85	4.00			1.00	2.00	8.50	22.00	5.00	120.40	175.75
	2013-14	11.00	1.85	4.00			1.00	2.00	8.50	22.00	5.00	114.15	169.50
	2014-15	12.00	1.85	4.00			1.00	2.00	11.50	23.00	5.00	120.10	180.45
	2015-16	12.00	1.85	4.00			1.00	2.00	12.00	23.00	5.00	125.10	185.95
Klein Collins High 004/04	2011-12	8.00	2.00	3.00			1.00	2.00	7.50	18.00	5.00	112.40	158.90
	2012-13	10.00	2.00	3.00			1.00	2.00	7.50	19.00	5.00	109.15	158.65
	2013-14	10.00	2.00	3.00			1.00	2.00	8.50	19.00	5.00	109.75	160.25
	2014-15	11.00	2.00	3.00			1.00	2.00	10.50	20.00	5.00	107.25	161.75
	2015-16	11.00	2.00	3.00			1.00	2.00	11.00	21.00	5.00	112.25	168.25
High School #5 005/05	2011-12												
	2012-13												
	2013-14												
	2014-15												
	2015-16						0.17			0.17			0.34
Klein Intermediate 041/11	2011-12	4.00	2.00	2.00			1.00		3.00	7.00	3.00	56.50	78.50
	2012-13	4.00	2.00	2.00			1.00		3.00	7.00	4.00	57.70	80.70
	2013-14	4.00	2.00	2.00	1.00		1.00		3.00	7.00	3.00	58.70	81.70
	2014-15	4.00	2.00	2.00	1.00		1.00		3.00	7.00	3.00	60.00	83.00
	2015-16	4.00	2.00	2.00	1.00		1.00		3.00	7.00	3.00	60.00	83.00
Hildebrandt Intermediate 042/12	2011-12	2.00	2.00	2.00			1.00		3.00	6.00	2.00	36.50	54.50
	2012-13	3.00	2.00	2.00			1.00		3.00	6.00	2.00	38.85	57.85
	2013-14	3.00	2.00	2.00			1.00		3.00	6.00	2.00	42.15	61.15
	2014-15	3.00	2.00	2.00			1.00		3.00	6.00	2.00	44.00	63.00
	2015-16	3.00	2.00	2.00			1.00		3.00	6.00	2.00	44.00	63.00

**Klein Independent School District
Campus Personnel Staffing Details
General Fund**

Campus (Organization/Project) & School Year		Asst. Principal	Librarian/ Librarian Asst	Nurse/ Clinic Asst	Other Professional	Police Officer	Principal	Registrar	School Counselor	Secretary/ Clerical	Teacher Asst	Teacher-Regular Education Only	Total Staff
Wunderlich Intermediate 043/13	2011-12	4.00	2.00	2.00			1.00		4.00	8.00	3.00	60.60	84.60
	2012-13	4.00	2.00	2.00			1.00		4.00	9.00	4.00	67.25	93.25
	2013-14	4.00	2.00	2.00	1.00		1.00		4.00	9.00	4.00	66.55	93.55
	2014-15	4.00	2.00	2.00	1.00		1.00		4.00	9.00	4.00	64.90	91.90
	2015-16	4.00	2.00	2.00	1.00		1.00		4.00	9.00	4.00	65.90	92.90
Strack Intermediate 044/14	2011-12	3.00	2.00	2.00			1.00		3.00	6.00	2.00	39.70	58.70
	2012-13	3.00	2.00	2.00			1.00		3.00	6.00	2.00	43.15	62.15
	2013-14	3.00	2.00	2.00			1.00		3.00	6.00	2.00	45.75	64.75
	2014-15	3.00	2.00	2.00			1.00		3.00	6.00	2.00	45.05	64.05
	2015-16	3.00	2.00	2.00			1.00		3.00	6.00	2.00	45.55	64.55
Kleb Intermediate 045/15	2011-12	3.00	2.00	2.00			1.00		3.00	6.00	2.00	49.80	68.80
	2012-13	3.00	2.00	2.00			1.00		3.00	6.00	2.00	48.20	67.20
	2013-14	3.00	2.00	2.00			1.00		3.00	6.00	2.00	49.20	68.20
	2014-15	3.00	2.00	2.00			1.00		3.00	6.00	2.00	50.05	69.05
	2015-16	3.00	2.00	2.00			1.00		3.00	6.00	2.00	51.55	70.55
Doerre Intermediate 046/16	2011-12	3.00	2.00	2.00			1.00		3.00	6.00	2.00	44.50	63.50
	2012-13	3.00	2.00	2.00			1.00		3.00	6.00	2.00	44.05	63.05
	2013-14	3.00	2.00	2.00			1.00		3.00	6.00	2.00	45.05	64.05
	2014-15	3.00	2.00	2.00			1.00		3.00	6.00	2.00	46.25	65.25
	2015-16	3.00	2.00	2.00			1.00		3.00	6.00	2.00	47.25	66.25
Schindewolf Intermediate 047/17	2011-12	3.00	2.00	2.00			1.00		3.00	6.00	2.00	46.90	65.90
	2012-13	3.00	2.00	2.00			1.00		3.00	6.00	2.00	49.25	68.25
	2013-14	3.00	2.00	2.00			1.00		3.00	6.00	2.00	49.25	68.25
	2014-15	3.00	2.00	2.00			1.00		3.00	6.00	2.00	49.25	68.25
	2015-16	3.00	2.00	2.00			1.00		3.00	6.00	2.00	49.25	68.25
Krimmel Intermediate 048/18	2011-12	2.00	2.00	2.00			1.00		3.00	8.00	2.00	37.00	57.00
	2012-13	3.00	2.00	2.00			1.00		3.00	9.00	1.00	38.50	59.50
	2013-14	3.00	2.00	2.00			1.00		3.00	9.00	1.00	39.50	60.50
	2014-15	3.00	2.00	2.00			1.00		3.00	9.00	1.00	44.35	65.35
	2015-16	3.00	2.00	2.00			1.00		3.00	9.00	1.00	46.85	67.85
Ulrich Intermediate 049/19	2011-12	2.00	2.00	2.00			1.00		3.00	8.00	2.00	37.10	57.10
	2012-13	3.00	2.00	2.00			1.00		3.00	8.50	1.50	41.45	62.45
	2013-14	3.00	2.00	2.00			1.00		3.00	9.00	2.00	45.45	67.45
	2014-15	3.00	2.00	2.00			1.00		3.00	9.00	2.00	47.30	69.30
	2015-16	3.00	2.00	2.00			1.00		3.00	9.00	2.00	47.80	69.80
Kohrville Elementary 101/20	2011-12	1.00	1.50	2.00			1.00		1.00	4.00	4.00	44.00	58.50
	2012-13	2.00	1.50	2.00			1.00		1.00	4.00	4.00	41.00	56.50
	2013-14	1.00	1.50	2.00			1.00		1.00	4.00	4.00	34.00	48.50
	2014-15	1.00	1.50	2.00			1.00		1.00	4.00	4.00	32.00	46.50
	2015-16	1.00	1.50	2.00			1.00		1.00	4.00	4.00	33.00	47.50

**Klein Independent School District
Campus Personnel Staffing Details
General Fund**

Campus (Organization/Project) & School Year		Asst. Principal	Librarian/ Librarian Asst	Nurse/ Clinic Asst	Other Professional	Police Officer	Principal	Registrar	School Counselor	Secretary/ Clerical	Teacher Asst	Teacher-Regular Education Only	Total Staff
Northampton Elementary 102/21	2011-12	1.00	1.50	2.00			1.00		1.00	4.00	2.50	38.50	51.50
	2012-13	1.00	1.50	2.00			1.00		1.00	4.00	2.50	32.50	45.50
	2013-14	1.00	1.50	2.00			1.00		1.00	4.00	2.50	34.50	47.50
	2014-15	1.00	1.50	2.00			1.00		1.00	4.00	2.50	38.50	51.50
	2015-16	1.00	1.50	2.00			1.00		1.00	4.00	2.50	20.50	33.50
Haude Elementary 103/22	2011-12	1.00	1.50	2.00			1.00		1.00	3.00	2.50	33.50	45.50
	2012-13	1.00	1.50	2.00			1.00		1.00	3.00	2.50	32.50	44.50
	2013-14	1.00	1.50	2.00			1.00		1.00	3.00	2.50	32.50	44.50
	2014-15	1.00	1.50	2.00			1.00		1.00	3.00	2.50	33.50	45.50
	2015-16	1.00	1.50	2.00			1.00		1.00	3.00	2.50	32.50	44.50
Greenwood Forest Elementary 104/23	2011-12	2.00	1.50	2.00			1.00		1.00	3.00	2.50	29.00	42.00
	2012-13	2.00	1.50	2.00			1.00		1.00	3.00	2.50	29.00	42.00
	2013-14	2.00	1.50	2.00			1.00		1.00	3.00	2.50	34.00	47.00
	2014-15	2.00	1.50	2.00			1.00		1.00	4.00	2.50	33.00	47.00
	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	2.50	34.00	48.00
Epps Island Elementary 105/24	2011-12	2.00	1.50	2.00			1.00		1.00	4.00	3.00	21.00	35.50
	2012-13	2.00	1.50	2.00			1.00		1.00	4.00	3.00	21.00	35.50
	2013-14	2.00	1.50	2.00			1.00		1.00	5.00	3.00	24.00	39.50
	2014-15	2.00	1.50	2.00			1.00		1.00	5.00	3.00	24.00	39.50
	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	3.00	24.00	38.50
Theiss Elementary 106/25	2011-12	1.00	1.50	1.50			1.00		1.00	3.00	2.50	30.50	42.00
	2012-13	1.00	1.50	1.50			1.00		1.00	3.00	2.50	29.50	41.00
	2013-14	1.00	1.50	1.50			1.00		1.00	3.00	2.50	30.50	42.00
	2014-15	1.00	1.50	1.50			1.00		1.00	3.00	2.50	31.50	43.00
	2015-16	1.00	1.50	1.50			1.00		1.00	3.00	2.50	30.50	42.00
Benfer Elementary 107/26	2011-12	1.00	1.50	1.50			1.00		1.00	3.00	2.50	31.00	42.50
	2012-13	1.00	1.50	1.50			1.00		1.00	3.00	2.50	32.00	43.50
	2013-14	1.00	1.50	1.50			1.00		1.00	3.00	2.50	32.00	43.50
	2014-15	1.00	1.50	2.00			1.00		1.00	4.00	2.50	37.00	50.00
	2015-16	1.00	1.50	2.00			1.00		1.00	4.00	2.50	38.00	51.00
Kaiser Elementary 108/27	2011-12	2.00	1.50	2.00			1.00		1.00	4.00	3.00	25.00	39.50
	2012-13	2.00	1.50	2.00			1.00		1.00	4.00	3.00	21.00	35.50
	2013-14	2.00	1.50	2.00			1.00		1.00	4.00	3.00	24.00	38.50
	2014-15	2.00	1.50	2.00			1.00		1.00	4.00	3.00	23.00	37.50
	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	3.00	23.00	37.50
Brill Elementary 109/28	2011-12	1.00	1.50	2.00			1.00		1.00	4.00	2.50	30.50	43.50
	2012-13	1.00	1.50	2.00			1.00		1.00	3.00	2.50	28.50	40.50
	2013-14	1.00	1.50	2.00			1.00		1.00	3.00	2.50	29.50	41.50
	2014-15	1.00	1.50	2.00			1.00		1.00	3.00	2.50	31.00	43.00
	2015-16	1.00	1.50	2.00			1.00		1.00	3.00	2.50	30.00	42.00

**Klein Independent School District
Campus Personnel Staffing Details
General Fund**

Campus (Organization/Project) & School Year		Asst. Principal	Librarian/ Librarian Asst	Nurse/ Clinic Asst	Other Professional	Police Officer	Principal	Registrar	School Counselor	Secretary/ Clerical	Teacher Asst	Teacher-Regular Education Only	Total Staff
Ehrhardt Elementary 110/29	2011-12	1.00	1.50	1.50			1.00		1.00	3.00	2.50	27.50	39.00
	2012-13	1.00	1.50	1.50			1.00		1.00	3.00	2.50	26.50	38.00
	2013-14	1.00	1.50	1.50			1.00		1.00	3.00	2.50	29.50	41.00
	2014-15	1.00	1.50	1.50			1.00		1.00	3.00	2.50	27.50	39.00
	2015-16	1.00	1.50	1.50			1.00		1.00	3.00	2.50	28.50	40.00
Lemm Elementary 111/30	2011-12	1.00	1.50	2.00			1.00		1.00	3.00	2.50	34.00	46.00
	2012-13	1.00	1.50	2.00			1.00		1.00	3.00	2.50	26.00	38.00
	2013-14	1.00	1.50	2.00			1.00		1.00	3.00	2.50	28.50	40.50
	2014-15	1.00	1.50	2.00			1.00		1.00	3.00	2.50	29.50	41.50
	2015-16	1.00	1.50	2.00			1.00		1.00	3.00	2.50	29.50	41.50
Nitsch Elementary 112/31	2011-12	2.00	1.50	2.00			1.00		1.00	4.00	4.50	34.00	50.00
	2012-13	2.00	1.50	2.00			1.00		1.00	4.00	6.50	28.00	46.00
	2013-14	2.00	1.50	2.00			1.00		1.00	4.00	6.50	35.00	53.00
	2014-15	2.00	1.50	2.00			1.00		1.00	4.00	6.50	35.00	53.00
	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	6.50	35.00	53.00
Krahn Elementary 113/32	2011-12	1.00	1.50	2.00			1.00		1.00	4.00	4.00	37.00	51.50
	2012-13	1.00	1.50	2.00			1.00		1.00	4.00	3.50	34.00	48.00
	2013-14	1.00	1.50	2.00			1.00		1.00	4.00	3.50	35.00	49.00
	2014-15	1.00	1.50	2.00			1.00		1.00	4.00	3.50	35.00	49.00
	2015-16	1.00	1.50	2.00			1.00		1.00	4.00	3.50	34.00	48.00
Roth Elementary 114/33	2011-12	1.00	1.50	1.50			1.00		1.00	3.00	2.50	34.00	45.50
	2012-13	1.00	1.50	1.50			1.00		1.00	3.00	2.50	32.00	43.50
	2013-14	1.00	1.50	1.50			1.00		1.00	3.00	2.50	33.00	44.50
	2014-15	1.00	1.50	1.50			1.00		1.00	3.00	2.50	33.00	44.50
	2015-16	1.00	1.50	1.50			1.00		1.00	3.00	2.50	31.50	43.00
Kuehnle Elementary 115/34	2011-12	1.00	1.50	2.00			1.00		1.00	4.00	2.50	42.00	55.00
	2012-13	1.00	1.50	2.00			1.00		1.00	3.00	2.50	31.50	43.50
	2013-14	1.00	1.50	2.00			1.00		1.00	3.00	2.50	33.50	45.50
	2014-15	1.00	1.50	2.00			1.00		1.00	4.00	2.50	37.50	50.50
	2015-16	1.00	1.50	2.00			1.00		1.00	4.00	2.50	37.50	50.50
Mittelstadt Elementary 116/35	2011-12	1.00	1.50	2.00			1.00		1.00	3.00	2.50	35.00	47.00
	2012-13	1.00	1.50	2.00			1.00		1.00	3.00	2.50	37.50	49.50
	2013-14	1.00	1.50	2.00			1.00		1.00	4.00	2.50	40.50	53.50
	2014-15	1.00	1.50	2.00			1.00		1.00	4.00	2.50	41.00	54.00
	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	2.50	41.00	55.00
Klenk Elementary 117/36	2011-12	2.00	1.50	2.00			1.00		1.00	4.00	3.50	33.50	48.50
	2012-13	2.00	1.50	2.00			1.00		1.00	4.00	2.00	32.00	45.50
	2013-14	2.00	1.50	2.00			1.00		1.00	4.00	2.50	37.00	51.00
	2014-15	2.00	1.50	2.00			1.00		1.00	4.00	2.50	40.00	54.00
	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	2.50	40.00	54.00

**Klein Independent School District
Campus Personnel Staffing Details
General Fund**

Campus (Organization/Project) & School Year		Asst. Principal	Librarian/ Librarian Asst	Nurse/ Clinic Asst	Other Professional	Police Officer	Principal	Registrar	School Counselor	Secretary/ Clerical	Teacher Asst	Teacher-Regular Education Only	Total Staff
Eiland Elementary 118/37	2011-12	2.00	1.50	2.00			1.00		1.00	3.00	3.50	22.00	36.00
	2012-13	2.00	1.50	2.00			1.00		1.00	3.00	2.50	17.00	30.00
	2013-14	2.00	1.50	2.00			1.00		1.00	3.00	2.50	19.00	32.00
	2014-15	2.00	1.50	2.00			1.00		1.00	3.00	2.50	21.00	34.00
	2015-16	2.00	1.50	2.00			1.00		1.00	3.00	2.50	22.00	35.00
Schultz Elementary 119/38	2011-12	1.00	1.50	2.00			1.00		1.00	3.00	3.50	36.00	49.00
	2012-13	1.00	1.50	2.00			1.00		1.00	3.00	3.50	38.00	51.00
	2013-14	1.00	1.50	2.00			1.00		1.00	4.00	3.50	36.00	50.00
	2014-15	2.00	1.50	2.00			1.00		1.00	4.00	3.50	37.00	52.00
	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	3.50	37.00	52.00
Hassler Elementary 120/39	2011-12	1.00	1.50	2.00			1.00		1.00	3.00	2.50	34.50	46.50
	2012-13	1.00	1.50	2.00			1.00		1.00	3.00	2.50	33.50	45.50
	2013-14	1.00	1.50	2.00			1.00		1.00	3.00	2.50	34.50	46.50
	2014-15	1.00	1.50	2.00			1.00		1.00	3.00	2.50	32.50	44.50
	2015-16	1.00	1.50	2.00			1.00		1.00	3.00	2.50	29.50	41.50
Kreinhop Elementary 121/40	2011-12	1.00	1.50	2.00			1.00		1.00	4.00	2.50	39.00	52.00
	2012-13	1.00	1.50	2.00			1.00		1.00	4.00	2.50	34.00	47.00
	2013-14	1.00	1.50	2.00			1.00		1.00	4.00	2.50	37.00	50.00
	2014-15	1.00	1.50	2.00			1.00		1.00	4.00	2.50	37.00	50.00
	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	2.50	37.00	51.00
McDougle Elementary 122/41	2011-12	2.00	1.50	2.00			1.00		1.00	4.00	2.00	24.00	37.50
	2012-13	2.00	1.50	2.00			1.00		1.00	4.00	2.00	20.00	33.50
	2013-14	2.00	1.50	2.00			1.00		1.00	4.00	2.00	25.00	38.50
	2014-15	2.00	1.50	2.00			1.00		1.00	4.00	2.00	26.00	39.50
	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	2.00	27.00	40.50
Metzler Elementary 123/42	2011-12	1.00	1.50	2.00			1.00		1.00	4.00	2.50	34.50	47.50
	2012-13	1.00	1.50	2.00			1.00		1.00	4.00	2.50	36.50	49.50
	2013-14	1.00	1.50	2.00			1.00		1.00	4.00	2.50	39.00	52.00
	2014-15	1.00	1.50	2.00			1.00		1.00	4.00	2.50	42.00	55.00
	2015-16	1.00	1.50	2.00			1.00		1.00	4.00	2.50	40.00	53.00
Benignus Elementary 124/43	2011-12	1.00	1.50	2.00			1.00		1.00	4.00	2.50	41.50	54.50
	2012-13	1.00	1.50	2.00			1.00		1.00	4.00	2.50	41.50	54.50
	2013-14	1.00	1.50	2.00			1.00		1.00	4.00	2.50	43.50	56.50
	2014-15	2.00	1.50	2.00			1.00		1.00	4.00	2.50	43.50	57.50
	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	2.50	42.50	56.50
Frank Elementary 125/44	2011-12	1.00	1.50	2.00			1.00		1.00	4.00	2.50	39.00	52.00
	2012-13	1.00	1.50	2.00			1.00		1.00	4.00	2.50	40.00	53.00
	2013-14	1.00	1.50	2.00			1.00		1.00	3.00	2.50	29.50	41.50
	2014-15	1.00	1.50	2.00			1.00		1.00	3.00	2.50	31.50	43.50
	2015-16	1.00	1.50	2.00			1.00		1.00	3.00	2.50	31.50	43.50

**Klein Independent School District
Campus Personnel Staffing Details
General Fund**

Campus (Organization/Project) & School Year		Asst. Principal	Librarian/ Librarian Asst	Nurse/ Clinic Asst	Other Professional	Police Officer	Principal	Registrar	School Counselor	Secretary/ Clerical	Teacher Asst	Teacher-Regular Education Only	Total Staff
Mueller Elementary 126/45	2011-12	1.00	1.50	1.50			1.00		1.00	3.00	2.50	32.00	43.50
	2012-13	1.00	1.50	1.50			1.00		1.00	3.00	2.50	30.00	41.50
	2013-14	1.00	1.50	2.00			1.00		1.00	4.00	2.50	35.00	48.00
	2014-15	2.00	1.50	2.00			1.00		1.00	4.00	2.50	38.00	52.00
	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	2.50	41.00	55.00
Blackshear Elementary 127/46	2011-12	1.00	1.50	2.00			1.00		1.00	4.00	2.50	34.00	47.00
	2012-13	1.00	1.50	2.00			1.00		1.00	4.00	2.50	35.00	48.00
	2013-14	1.00	1.50	2.00			1.00		1.00	4.00	2.50	37.00	50.00
	2014-15	2.00	1.50	2.00			1.00		1.00	4.00	2.50	41.00	55.00
	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	2.50	43.00	57.00
Zwink Elementary 128/47	2011-12						0.70			0.70			1.40
	2012-13	1.00	1.50	2.00			1.00		1.00	4.00	2.50	32.00	45.00
	2013-14	1.00	1.50	2.00			1.00		1.00	4.00	2.50	35.00	48.00
	2014-15	2.00	1.50	2.00			1.00		1.00	4.00	2.50	37.00	51.00
	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	2.50	39.00	53.00
Bernshausen Elementary 129/48	2011-12												
	2012-13	0.30	0.50				0.70			0.70			2.20
	2013-14	1.00	1.50	2.00			1.00		1.00	3.00	2.50	28.00	40.00
	2014-15	1.00	1.50	2.00			1.00		1.00	4.00	2.50	33.00	46.00
	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	2.50	35.00	49.00
Grace England Pre-K / Early Childhood Center 130/49	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	4.00	6.50	19.50
	2014-15	1.00	2.00	2.00			1.00			3.00	4.00	6.50	19.50
	2015-16	1.00	2.00	2.00			1.00			3.00	4.00	6.50	19.50
French Elementary 131/2A	2011-12												
	2012-13												
	2013-14												
	2014-15		0.50				0.70			0.70			1.90
	2015-16	1.00	1.50	2.00			1.00		1.00	2.00	2.50	27.50	38.50

Klein Independent School District

Staffing Units by Department

General Fund

Campus-Based Programs & Districtwide Services	2011-12	2012-13 (a)	2013-14 (b)	2014-15 (c)	2015-16 (d)	Change from Prior Year
Bilingual/ESL Local	202.60	203.40	193.80	205.80	218.30	12.50
Bilingual/ESL State	36.50	50.00	81.00	81.00	81.00	-
Special Education	535.50	574.60	625.75	693.75	717.25	23.50
Compensatory Education	51.80	54.25	47.25	46.50	47.50	1.00
High School Allotment	42.80	40.95	45.35	46.40	45.40	(1.00)
Health & Physical Education	174.60	193.85	195.55	206.50	207.65	1.15
Instructional Fine Arts	129.20	230.15	238.80	250.45	259.95	9.50
Academic Enrichment	6.20	6.20	6.00	6.00	6.00	-
Therapeutic Education Program	36.50	50.20	53.50	57.00	58.00	1.00
Career & Technical Education	126.40	131.00	143.75	153.85	158.35	4.50
Vistas High School of Choice	26.00	23.00	24.00	23.50	23.50	-
Disciplinary Alt. Education Prog.	38.00	29.20	29.70	32.50	32.50	-
Student Performance	-	-	-	-	2.00	2.00
Internal Audit Services	2.00	2.00	2.00	3.00	3.00	-
Multipurpose Center	7.00	7.00	7.00	9.00	9.00	-
Research, Accountability & Data	10.00	11.00	12.00	17.00	18.00	1.00
Information Technology	50.00	53.00	59.00	62.00	63.00	1.00
North Transportation Center	208.00	218.00	225.00	231.00	232.00	1.00
South Transportation Center	90.00	96.00	96.00	99.00	100.00	1.00
Extracurricular Athletics	8.00	13.90	13.90	13.90	13.90	-
Student Support Services	4.25	4.25	5.25	5.25	5.25	-
Accountability & Sch Improvement	4.00	4.00	4.00	-	-	-
Educational Technology	15.00	26.00	-	-	-	-
Superintendent	2.50	2.50	2.50	4.00	4.00	-
Mail & Copy Center	2.00	2.00	-	-	-	-
Human Resource Services	14.00	14.00	15.00	15.00	15.00	-
Instruction & Student Services Admin.	2.00	2.00	2.00	2.00	2.00	-
Instructional Administration	17.40	17.80	64.00	76.00	82.00	6.00
School Administration	6.00	6.00	8.00	8.00	8.00	-
Benefits & Risk Management	7.00	7.00	7.00	7.00	7.00	-
Security & Monitoring Services	76.00	81.00	88.00	92.00	98.00	6.00
Tax Office	5.00	5.00	6.00	6.00	6.00	-
Facility & School Services Admin.	8.90	9.90	7.90	6.90	8.90	2.00
Financial Services	25.10	26.10	28.10	28.10	34.10	6.00
Business Information Systems	7.00	8.00	8.00	11.00	5.00	(6.00)
Plant Operations	316.00	327.00	335.00	338.00	346.00	8.00
Warehouse Services	13.00	13.00	17.00	17.00	17.00	-
Plant Maintenance	114.60	118.60	122.60	122.60	124.60	2.00
Publication Services	1.50	1.50	1.50	-	-	-

Klein Independent School District Staffing Units by Department - continued General Fund

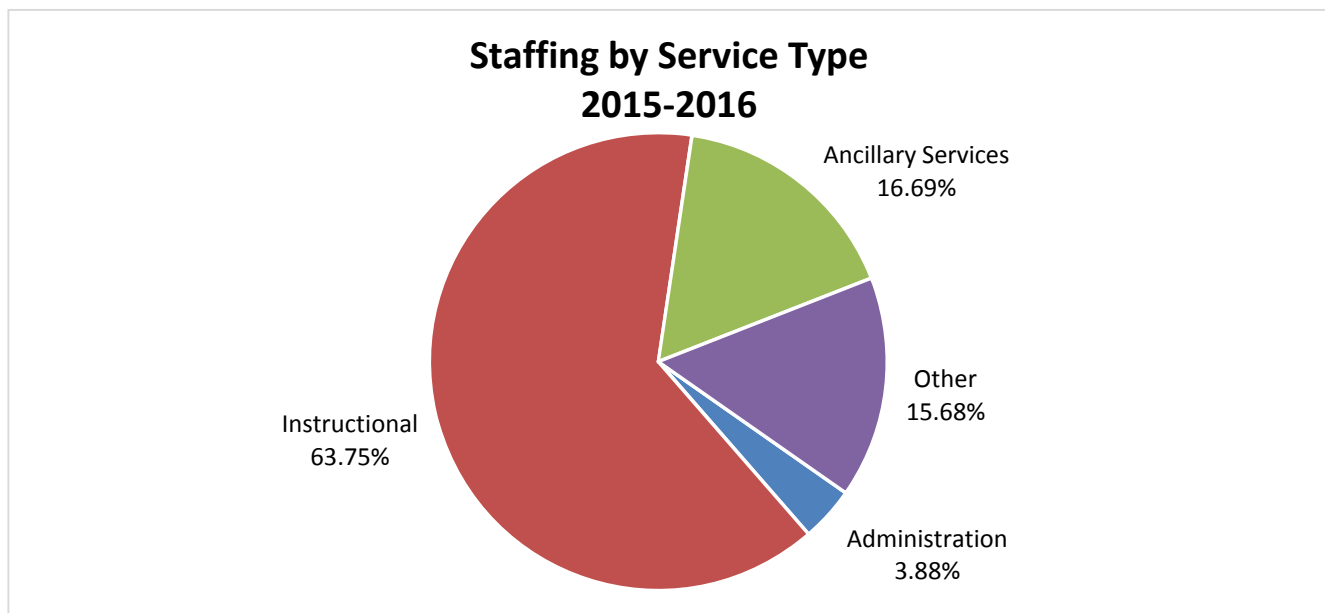
Campus-Based Programs & Districtwide Services	2011-12	2012-13 (a)	2013-14 (b)	2014-15 (c)	2015-16 (d)	Change from Prior Year
Communications & Planning	6.00	6.00	7.00	8.00	9.00	1.00
Energy Management	3.00	4.00	4.00	5.00	5.00	-
Districtwide/Instructional	1.00	1.00	1.00	1.00	1.00	-
Positions for Growth	-	-	-	-	10.00	10.00
Total Departments	2,432.35	2,674.35	2,833.20	2,991.00	3,084.15	93.15
Total General Fund Employees	4,980.05	5,262.70	5,522.15	5,767.35	5,909.94	142.59

^(a) General Fund staffing numbers include 105 units transferred from the Education Jobs Fund and 9 units transferred from the State Technology Allotment. Also, 100.8 Art, Theatre Arts, Dance, and Drill Team teachers were moved from campus funding to the Instructional Fine Arts departmental budget. Special Revenue staffing continued to decrease due to Special Education IDEA-B funded positions reclassified to the General Fund.

^(b) The Educational Technology department was dissolved and 26 units were reclassified to Instructional Administration.

^(c) The Accountability and School Improvement department was dissolved and the department's administrator position was converted to a Special Education Director. Three other units were reclassified to Research, Accountability & Data (formerly Student Data Services). The Public Information department was converted to Publication Services and 1.5 units were reclassified to the Superintendent department. Position Control was implemented for all auxiliary departments including the National School Lunch Program (Food Service). Food Service reports the highest number of employees at any given time as their position count each year. Due to this change, there has been an increase of 86 cafeteria worker positions from the 2013-14 year.

^(d) Payroll department staff were split out of Business Information Systems (BIS) and combined with the Financial Services Department. This change is reflected in the increase/decrease of 6 staffing units.



Klein Independent School District

Departmental Personnel Staffing Details

General Fund

Department (Project) & School Year		Administrator	Asst. Principal	Bus Driver/Attendant	Librarian/Librarian Assistant/Historian	Manual Trades/ Warehouse/Custodian	Nurse/Clinic Assistant	Other Professional	Police Officers	School Counselor	Secretary/Clerical	Security Support Personnel	Teacher	Teacher - Bilingual/ESL	Teacher Assistant	Technical	Total Staff
Bilingual/ESL Local 50	2011-12													202.60			202.60
	2012-13													203.40			203.40
	2013-14													193.80			193.80
	2014-15													205.80			205.80
	2015-16													218.30			218.30
Bilingual/ESL State 51	2011-12							3.00			1.00				32.50		36.50
	2012-13							5.00		1.00	1.00			8.00	35.00		50.00
	2013-14							20.00		1.00	14.00			16.00	30.00		81.00
	2014-15							20.00		1.00	14.00			16.00	30.00		81.00
	2015-16							20.00		1.00	14.00			16.00	30.00		81.00
Special Education 52	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						105.50			25.00		272.25		221.00	1.00	625.75
	2014-15	2.00						123.30			26.00		296.45		245.00	1.00	693.75
	2015-16	2.00						128.30			26.00		308.95		251.00	1.00	717.25
Compensatory Education 53	2011-12	0.30						4.00		1.00	1.00		45.50				51.80
	2012-13	0.25						4.50		1.00	1.00		47.50				54.25
	2013-14	0.25						4.50		1.00	1.00		40.50				47.25
	2014-15	0.75						19.50		1.00	0.75		24.50				46.50
	2015-16	0.75						20.00		1.00	0.75		25.00				47.50
High School Allotment 54	2011-12				0.20			5.00		2.50			35.10				42.80
	2012-13				0.15			14.95		2.50			23.35				40.95
	2013-14				0.15			15.30		3.00			25.90	1.00			45.35
	2014-15				0.15			15.30		3.00			26.95	1.00			46.40
	2015-16				0.15			14.30		3.00			26.95	1.00			45.40
Health & Physical Education 55	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		190.55				195.55
	2014-15	1.00									4.00		201.50				206.50
	2015-16	1.00									4.00		202.65				207.65
Instructional Fine Arts 56	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		229.80		6.00		238.80
	2014-15	1.00						1.00			1.00		241.45		6.00		250.45
	2015-16	1.00						1.00			1.00		250.95		6.00		259.95
Academic Enrichment 58	2011-12	0.20						5.00			1.00						6.20
	2012-13	0.20						5.00			1.00						6.20
	2013-14							5.00			1.00						6.00
	2014-15							5.00			1.00						6.00
	2015-16							5.00			1.00						6.00
Therapeutic Education Program (TEP) 59	2011-12	2.00				1.00	1.00				1.00		21.50		10.00		36.50
	2012-13	2.00				1.00	2.20				3.00		26.00		16.00		50.20
	2013-14	2.00				1.00	1.50				4.00		26.00		19.00		53.50
	2014-15	2.00				1.00	1.00				4.00		26.00		23.00		57.00
	2015-16	2.00				1.00	1.00				4.00		27.00		23.00		58.00

Klein Independent School District Departmental Personnel Staffing Details General Fund

Department (Project) & School Year		Administrator	Asst. Principal	Bus Driver/Attendant	Librarian/Librarian Assistant/Historian	Manual Trades/ Warehouse/Custod.	Nurse/Clinic Assistant	Other Professional	Police Officers	School Counselor	Secretary/Clerical	Security Support Personnel	Teacher	Teacher - Bilingual/ESL	Teacher Assistant	Technical	Total Staff
Career & Technical Education 60	2011-12	0.70						4.00		4.00	2.00		114.70			1.00	126.40
	2012-13	0.75						4.00		4.00	2.00		119.25			1.00	131.00
	2013-14	1.75						4.00		4.00	2.00		131.00			1.00	143.75
	2014-15	1.25						4.00		4.00	1.25		142.35			1.00	153.85
	2015-16	1.25						4.00		4.00	1.25		146.85			1.00	158.35
Vistas High School of Choice 61	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		15.00		1.00		24.00
	2014-15	2.00			1.00		1.00			1.00	3.00		14.50		1.00		23.50
	2015-16	2.00			1.00		1.00			1.00	3.00		14.50		1.00		23.50
Disciplinary Alternative Ed Program (DAEP) 62	2011-12	2.00					1.00	1.00		2.00	5.50		21.00		5.50		38.00
	2012-13	2.00					1.00			2.00	5.50		16.20		2.50		29.20
	2013-14	2.00					1.00			2.00	6.00		16.70		2.00		29.70
	2014-15	2.00					1.00			2.00	6.00		19.50		2.00		32.50
	2015-16	2.00					1.00			2.00	6.00		19.50		2.00		32.50
Student Performance 63	2011-12																
	2012-13																
	2013-14																
	2014-15																
	2015-16	1.00									1.00						2.00
Internal Audit Services 68	2011-12	1.00						1.00									2.00
	2012-13	1.00						1.00									2.00
	2013-14	1.00						1.00									2.00
	2014-15	1.00						2.00									3.00
	2015-16	1.00						2.00									3.00
Multi-Purpose Center 69	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
	2014-15					6.00		2.00			1.00						9.00
	2015-16					6.00		2.00			1.00						9.00
Research, Accountability & Data 70	2011-12	1.00													9.00		10.00
	2012-13	2.00													9.00		11.00
	2013-14	2.00													10.00		12.00
	2014-15	3.00						2.00			2.00				10.00		17.00
	2015-16	3.00						2.00			2.00				11.00		18.00
Information Technology 71	2011-12	3.00									1.00				46.00		50.00
	2012-13	3.00									1.00				49.00		53.00
	2013-14	3.00									2.00				54.00		59.00
	2014-15	3.00									2.00				57.00		62.00
	2015-16	3.00									2.00				58.00		63.00
North Transportation Center 72	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		190.00		27.00		3.00			4.00						225.00
	2014-15	1.00		196.00		27.00		3.00			4.00						231.00
	2015-16	1.00		196.00		28.00		3.00			4.00						232.00

Klein Independent School District Departmental Personnel Staffing Details General Fund

Department (Project) & School Year		Administrator	Asst. Principal	Bus Driver/Attendant	Librarian/Librarian Assistant/Historian	Manual Trades/ Warehouse/Custod.	Nurse/Clinic Assistant	Other Professional	Police Officers	School Counselor	Secretary/Clerical	Security Support Personnel	Teacher	Teacher - Bilingual/ESL	Teacher Assistant	Technical	Total Staff
South Transportation Center 7S	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
	2014-15	1.00		85.00		12.00					1.00						99.00
	2015-16	1.00		85.00		12.00					2.00						100.00
Extracurricular Athletics 74	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
	2014-15	5.00						5.90			3.00						13.90
	2015-16	5.00						5.90			3.00						13.90
Student Support Services 77	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
	2014-15	1.00						2.25			2.00						5.25
	2015-16	1.00						2.25			2.00						5.25
Accountability & School Improvement 78	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
	2014-15																
	2015-16																
Educational Technology 79	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																
	2014-15																
	2015-16																
Superintendent 80	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
	2014-15	1.00						1.00			2.00						4.00
	2015-16	1.00						1.00			2.00						4.00
Mail & Copy Center 81	2011-12										2.00						2.00
	2012-13										2.00						2.00
	2013-14																
	2014-15																
	2015-16																
Human Resource Services 82	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			10.00						15.00
	2014-15	4.00						1.00			10.00						15.00
	2015-16	4.00						1.00			10.00						15.00
Instruction & Student Services Administration 83	2011-12	1.00									1.00						2.00
	2012-13	1.00									1.00						2.00
	2013-14	1.00									1.00						2.00
	2014-15	1.00									1.00						2.00
	2015-16	1.00									1.00						2.00

Klein Independent School District Departmental Personnel Staffing Details General Fund

Department (Project) & School Year		Administrator	Asst. Principal	Bus Driver/Attendant	Librarian/Librarian Assistant/Historian	Manual Trades/ Warehouse/Custod.	Nurse/Clinic Assistant	Other Professional	Police Officers	School Counselor	Secretary/Clerical	Security Support Personnel	Teacher	Teacher - Bilingual/ESL	Teacher Assistant	Technical	Total Staff
Instructional Administration 84	2011-12	2.80						9.60			5.00						17.40
	2012-13	2.80						10.00			5.00						17.80
	2013-14	4.00						49.00			9.00					2.00	64.00
	2014-15	4.00		1.00				56.00			9.00		4.00			2.00	76.00
	2015-16	4.00		1.00				59.00			9.00		7.00			2.00	82.00
School Administration 85	2011-12	3.00									3.00						6.00
	2012-13	3.00									3.00						6.00
	2013-14	4.00									4.00						8.00
	2014-15	4.00									4.00						8.00
	2015-16	4.00									4.00						8.00
Benefits & Risk Management 86	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
	2014-15	1.00						2.00			4.00						7.00
	2015-16	1.00						2.00			4.00						7.00
Security & Monitoring Services 87	2011-12	1.00							34.00		3.00	38.00					76.00
	2012-13	1.00							35.00		3.00	42.00					81.00
	2013-14	1.00							42.00		3.00	42.00					88.00
	2014-15	1.00							42.00		3.00	46.00					92.00
	2015-16	1.00							42.00		3.00	52.00					98.00
Tax Office 88	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
	2014-15	1.00						1.00			4.00						6.00
	2015-16	1.00						1.00			4.00						6.00
Facility & School Services Administration 89	2011-12	2.00						4.90			2.00						8.90
	2012-13	2.00	1.00					4.90			2.00						9.90
	2013-14	2.00	1.00					2.90			2.00						7.90
	2014-15	2.00						2.90			2.00						6.90
	2015-16	2.00						4.90			2.00						8.90
Financial Services 90	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			13.00						28.10
	2014-15	5.00						10.10			13.00						28.10
	2015-16	6.00						12.10			16.00						34.10
Business Information Systems 91	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
	2014-15	1.00						2.00			3.00					5.00	11.00
	2015-16															5.00	5.00
Plant Operations 92	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
	2014-15	2.00				333.00					3.00						338.00
	2015-16	2.00				341.00					3.00						346.00

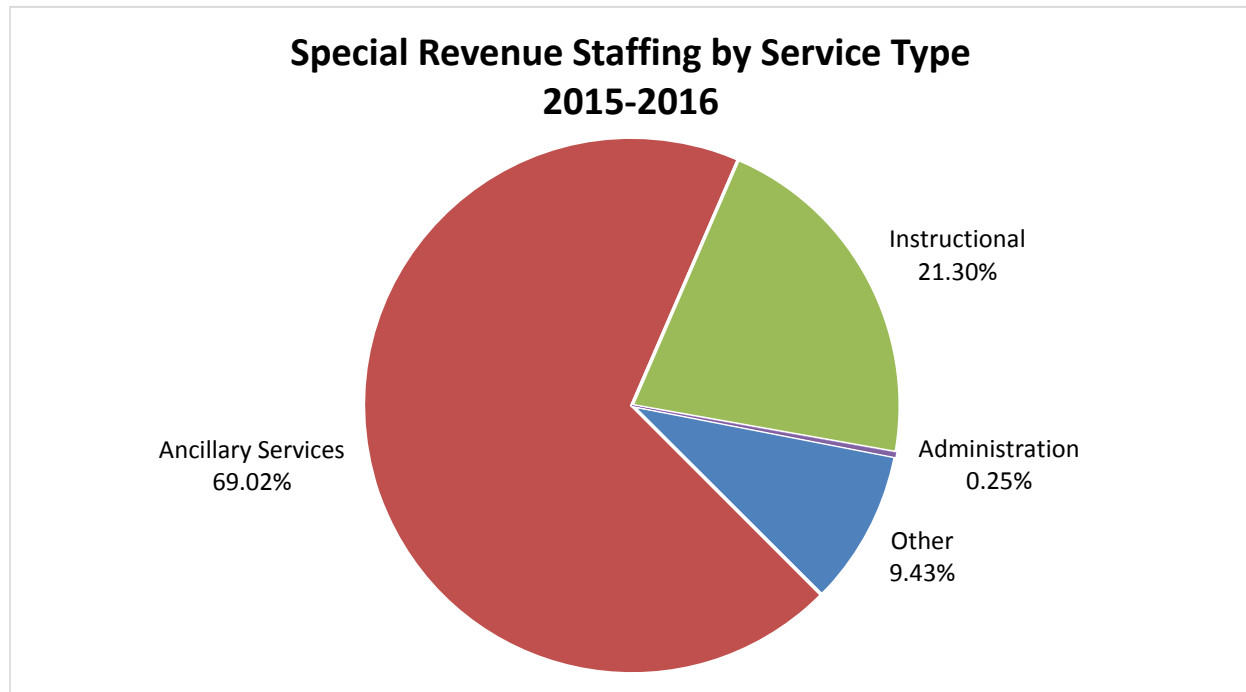
Klein Independent School District Departmental Personnel Staffing Details General Fund

Department (Project) & School Year		Administrator	Asst. Principal	Bus Driver/Attendant	Librarian/Librarian Assistant/Historian	Manual Trades/ Wrhse/Custod.	Nurse/Clinic Assistant	Other Professional	Police Officers	School Counselor	Secretary/Clerical	Security Support Personnel	Teacher	Teacher - Bilingual/ESL	Teacher Assistant	Technical	Total Staff
Warehouse Services 93	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					5.00						17.00
	2014-15	1.00				11.00					5.00						17.00
	2015-16	1.00				11.00					5.00						17.00
Plant Maintenance 94	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
	2014-15	2.00				114.60		3.00			3.00						122.60
	2015-16	2.00				116.60		3.00			3.00						124.60
Publication Services 95	2011-12							0.50			1.00						1.50
	2012-13							0.50			1.00						1.50
	2013-14							0.50			1.00						1.50
	2014-15																
	2015-16																
Communications & Planning 96	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
	2014-15	2.00						4.00			2.00						8.00
	2015-16	2.00						5.00			2.00						9.00
Energy Management 97	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
	2014-15	1.00				1.00		2.00			1.00						5.00
	2015-16	1.00				1.00		2.00			1.00						5.00
Districtwide / Instructional 98	2011-12				1.00												1.00
	2012-13				1.00												1.00
	2013-14				1.00												1.00
	2014-15				1.00												1.00
	2015-16				1.00												1.00
Positions for Growth 9F	2011-12																
	2012-13																
	2013-14																
	2014-15																
	2015-16												10.00				10.00

Klein Independent School District Staffing Units by Program Special Revenue Funds

Program	2011-12	2012-13 (a)	2013-14	2014-15	2015-16	Change from Prior Year
ESEA, Title I, Part A	72.60	69.50	78.50	79.50	80.00	0.50
IDEA - Part B, Formula	152.50	140.85	129.00	128.75	131.25	2.50
IDEA - Part B, Preschool	4.00	4.00	2.00	4.00	4.00	-
National School Lunch Program	452.40	464.40	471.40	558.40	565.40	7.00
Career & Technical Preparation	-	1.00	1.00	1.00	1.00	-
ESEA, Title II, Part A - Training	7.00	7.00	7.00	7.00	7.00	-
Title III, Part A - ELA	6.00	0.50	3.50	3.50	3.50	-
Medicaid Administrative Claiming	0.75	0.75	0.75	0.75	0.75	-
State Supplemental Visually Impaired	1.00	1.00	1.00	0.25	0.25	-
Education Jobs Fund & State Tech Allotment	114.00	-	-	-	-	-
Total Special Revenue Employees	810.25	689.00	694.15	783.15	793.15	10.00
Total Klein ISD Employees	5,790.30	5,951.70	6,216.30	6,550.50	6,703.09	152.59

^(a) General Fund staffing numbers include 105 units transferred from the Education Jobs Fund and 9 units transferred from the State Technology Allotment. Also, 100.8 Art, Theatre Arts, Dance, and Drill Team teachers were moved from campus funding to the Instructional Fine Arts departmental budget. Special Revenue staffing continued to decrease due to Special Education IDEA-B funded positions reclassified to the General Fund.



Klein Independent School District

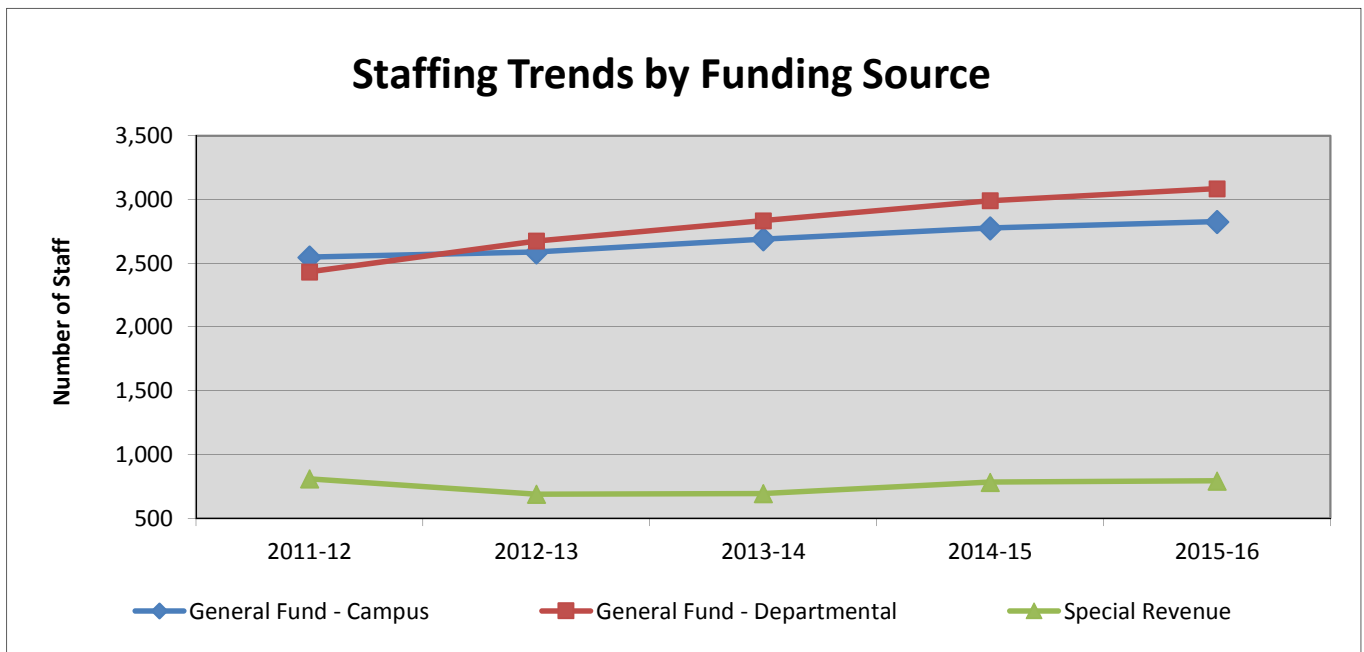
Districtwide Personnel Staffing Details

Special Revenue Funds

Special Revenue Fund & School Year		Administrator	Cafeteria Workers	Manual Trades/ Wrhse/Custod.	Nurse/Clinic Assistant	Other Professional	School Counselor	Secretary/Clerical	Teacher	Teacher Assistant	Technical	Total
ESEA Title I, Part A - Improving Basic Programs 211	2011-12					2.50	1.00		52.10	17.00		72.60
	2012-13					10.40	1.00	1.00	48.60	8.50		69.50
	2013-14					10.75	1.00		43.25	23.50		78.50
	2014-15					14.50	1.00		42.50	21.50		79.50
	2015-16					16.00	1.00		45.50	17.50		80.00
IDEA - Part B, Formula 224	2011-12				2.00	36.50	3.00	1.00	38.00	70.00	2.00	152.50
	2012-13					32.00	2.00	1.00	33.85	70.00	2.00	140.85
	2013-14					22.50	2.50	1.00	33.00	70.00		129.00
	2014-15					22.50	2.50		34.75	68.00	1.00	128.75
	2015-16					26.55	2.50		33.00	68.20	1.00	131.25
IDEA - Part B, Preschool 225	2011-12								1.00	3.00		4.00
	2012-13								1.00	3.00		4.00
	2013-14									2.00		2.00
	2014-15								1.00	3.00		4.00
	2015-16								1.00	3.00		4.00
National School Lunch Program (Food Service) 240	2011-12	2.00	427.00	8.40		8.00		5.00			2.00	452.40
	2012-13	2.00	439.00	8.40		8.00		5.00			2.00	464.40
	2013-14	2.00	446.00	8.40		8.00		5.00			2.00	471.40
	2014-15	2.00	532.00	8.40		9.00		5.00			2.00	558.40
	2015-16	2.00	539.00	8.40		9.00		5.00			2.00	565.40
Career and Technical Education - Technical Preparation 244	2011-12											
	2012-13							1.00				1.00
	2013-14							1.00				1.00
	2014-15							1.00				1.00
	2015-16							1.00				1.00
ESEA Title II, Part A - Teacher & Prin. Training 255	2011-12								7.00			7.00
	2012-13								7.00			7.00
	2013-14								7.00			7.00
	2014-15					7.00						7.00
	2015-16					7.00						7.00
Title III, Part A - English Lang. Acquisition 263	2011-12					3.00				3.00		6.00
	2012-13									0.50		0.50
	2013-14					3.00				0.50		3.50
	2014-15					3.00				0.50		3.50
	2015-16					3.00				0.50		3.50

Klein Independent School District Districtwide Personnel Staffing Details Special Revenue Funds

Special Revenue Fund & School Year	Administrator	Cafeteria Workers	Manual Trades/ Wrhse/Custod.	Nurse/Clinic Assistant	Other Professional	School Counselor	Secretary/Clerical	Teacher	Teacher Assistant	Technical	Total
Medicaid Administrative Claiming Prog. (MAC) 272	2011-12				0.75						0.75
	2012-13				0.75						0.75
	2013-14				0.75						0.75
	2014-15				0.75						0.75
	2015-16				0.75						0.75
State Supplemental Visually Impaired (SSVI) 385	2011-12							1.00			1.00
	2012-13							1.00			1.00
	2013-14							1.00			1.00
	2014-15							0.25			0.25
	2015-16							0.25			0.25
Education Jobs Fund & State Technology Allotment 287 & 411	2011-12				2.00			112.00			114.00
	2012-13										
	2013-14										
	2014-15										
	2015-16										



Staff Summary
2014-2015 Fall PEIMS Collection
Snapshot Date - October 31, 2014

Teachers by Population Served	Percent
Regular Education	69.7%
Career and Technology Education	4.1%
Bilingual/ESL Education	4.2%
Compensatory Education	1.2%
Gifted and Talented Education	2.7%
Special Education	12.0%
Other	6.1%

Total Staff (FTEs)	Percent
Teachers	51.3%
Professional Support	8.7%
Campus Administration	2.5%
Central Administration	0.4%
Educational Aides	5.8%
Auxiliary Staff	31.2%

Average Teachers Years of Experience	Average
Total Career Experience of Teachers	11.8
Klein ISD Experience of Teachers	7.2

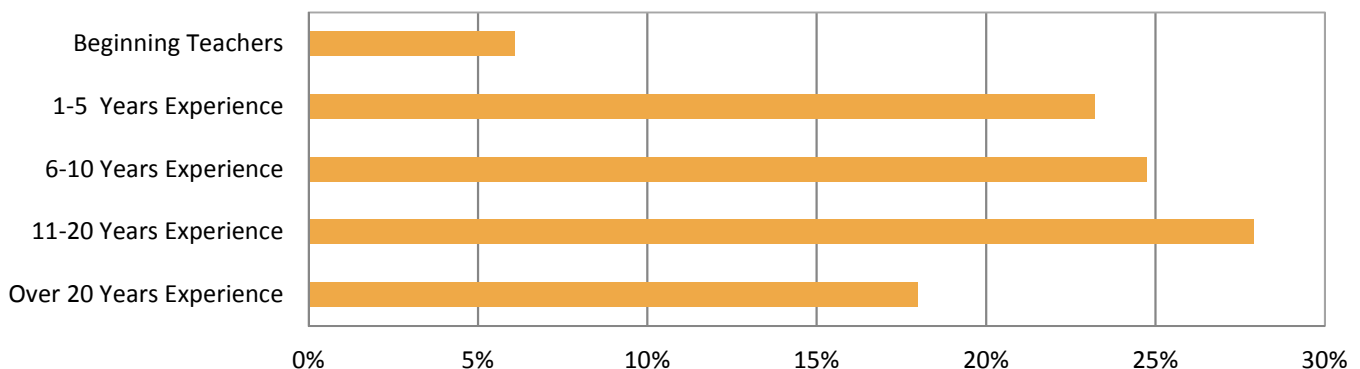
Teachers by Highest Degree Held	Percent
Bachelors	73.8%
Masters	24.8%
Doctorate	0.8%
No Degree	0.6%

Total Personnel by Ethnicity	Percent
White	64.4%
Hispanic	19.6%
Black	12.3%
Other	3.7%

Total Personnel by Ethnicity and Sex	Percent
White Female	52.6%
White Male	11.8%
Hispanic Female	16.3%
Hispanic Male	3.3%
Black Female	9.7%
Black Male	2.5%
Other Female	2.9%
Other Male	0.8%

Teachers by Years of Experience	Percent	Average Salary
Over 20 Years Experience	18.0%	\$66,413
11-20 Years Experience	27.9%	\$56,240
6-10 Years Experience	24.8%	\$53,417
1-5 Years Experience	23.2%	\$51,204
Beginning Teachers	6.1%	\$50,211

Teachers by Years of Experience



Source: Texas Education Agency PEIMS Staff FTE Summary 2014-2015 Fall Collection PRF4D004

STAAR and TAKS

The Texas Education Agency (TEA), in collaboration with the Texas Higher Education Coordinating Board (THECB) and Texas educators, 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 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 (with and without supports to help eligible students with disabilities), 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.

2015 State Accountability

Background: Features of the 2015 Accountability System

General Considerations

- This is the second year for the state to use an index-based approach to academic accountability. Details about the 2015 Accountability System were provided beginning in May 2015 following completion of the 2014-2015 testing cycles. Because ratings are based on multiple aspects of performance with fluctuating targets and not just simple passing rates, the system continues to be much more complex and ever-evolving for educators.
- To be rated as "Met Standard," the district and each campus must meet all applicable index targets: four targets for the district and all campuses. If any one or more of the index targets is missed, the rating is "Improvement Required."
- The four indexes address the extent to which 1) scores on all tests in the accountability subset are at or above Level II: Satisfactory (keeping in mind that some students may contribute multiple test scores to the indexes), 2) performance on each of the tests in the accountability subset meets or exceeds progress expectations across up to 10 student groups, with extra weight given to the scores that exceed progress expectations, 3) Level II: Satisfactory and Level III: Advanced attainment rates for economically disadvantaged students and up to the 2 lowest performing groups in 2014 and 4) percentage of students who meet the Level II Final Standard on two or more tests and at both the all student level and for each racial/ethnic group; students in up to 10 groups who graduated on time; students in 8 racial/ethnic groups that graduated on the Recommended and Distinguished/Advanced diploma plans; as well as rates of students who are postsecondary

ready as identified by: meeting the TSI college readiness standards in both Reading/ELA and Mathematics, completed and earned credit for at least two advanced/dual enrollment courses or reported in a coherent sequence of CTE courses as part of a four-year plan of study.

- Among the features of the system that impact results are these: minimum size criteria are more stringent (25 test scores is the minimum group size); scores of economically disadvantaged students are always evaluated in Index 3, even if there is only one such score; and the target for Index 2 was derived from ranking the results for all high schools, intermediate schools, elementary schools and districts. Unlike the old system, there is no allowance for exceptions to standards and there is no mechanism for demonstrating improvement at the index level in 2015.
- Only campuses that are rated as "Met Standard" are eligible to receive Distinction Designations. A maximum of seven such Distinctions are available in 2015, for:
 1) grouped in the top 25% on Index 2, 2) grouped in the top 25% on Index 3, 3) high performance in Reading/English language arts, 4) high performance in Mathematics, 5) high performance on Science, 6) high performance on Social Studies, and 7) postsecondary readiness. Each of the distinctions examines performance relative to a TEA-prepared campus comparison group of 40 demographically similar campuses from across the state.

Overview of 2015 State Accountability System*				Shaded areas are new for 2015
	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness
Performance Index Framework	STAAR Satisfactory Performance <ul style="list-style-type: none">• All students• Combined over all subject areas evaluated• Credit given for meeting phase-in 1 level II performance standard on• STAAR reading, writing, science, and social studies at grades 3–8 (including Spanish versions where applicable);• EOC assessments administered in the spring and the previous fall and summer; and• STAAR L (linguistically accommodated) included through the ELL progress measure.	Student Progress to Satisfactory or Advanced Performance Levels <ul style="list-style-type: none">• Ten student groups evaluated<ul style="list-style-type: none">• All students• African American• American Indian• Asian• Hispanic• Pacific Islander• White• Two or more races• Students with disabilities• Current and two-year monitored English language learners (ELLs)• Combined across subject areas (reading, writing, and mathematics [Algebra I only] for available grades)• Same assessments used in Index 1 where STAAR Progress and ELL progress measures are available• Credit based on weighted performance across all subject areas<ul style="list-style-type: none">• One point credit given for each percentage of tests at the met or exceeded growth expectations level• One additional point credit given for each percentage of tests at the exceeded growth expectations level	Achievement Gaps Measured for Satisfactory and Advanced Levels <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• Same assessments used in Index 1• Credit based on weighted performance by subject<ul style="list-style-type: none">• One point credit given for each percentage of tests meeting the phase-in 1 level II performance standard or above• One additional point credit given for each percentage of tests meeting the final level III advanced performance standard	Measures of Postsecondary Readiness <p>Credit based on four postsecondary components</p> <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) <p>High School Graduation Rates</p> <ul style="list-style-type: none">• Four-year 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 ELL (at any time in high school) <p>High School Diploma Plans</p> <ul style="list-style-type: none">• Percent Recommended or Distinguished Achievement (Advanced) High School Program Plan (RHSP/DAP) graduates• Eight student groups evaluated: all students and each race/ethnicity <p>Additional Postsecondary Indicators</p> <ul style="list-style-type: none">• Percent of annual graduates that either<ul style="list-style-type: none">• Met College-Ready Graduates criteria,• Earned credit for two advanced course/dual credit courses, or• Enrolled in a coherent sequence of two or more career and technical education (CTE) courses as part of a four-year plan of study.
	Additional Evaluations	Distinction Designations for Student Progress, Closing Performance Gaps, and Postsecondary Readiness* <p>Districts and campuses earn distinctions for postsecondary readiness, and campuses earn distinctions for student progress and closing performance gaps.</p>	Distinction Designations for Academic Achievement in Reading/ELA, Mathematics (Algebra I only), Science, and Social Studies* <p>Campuses earn distinctions for outstanding academic achievement on indicators, such as SAT/ACT participation/performance, AP/IB participation/performance, and advanced (level III) performance on STAAR in four subjects.</p>	System Safeguards* <p>Evaluate performance by individual student groups and subject areas and require interventions focused on specific areas of weak performance</p>
*Results for the following assessments will not be used to calculate index scores or determine distinction designations in 2015: 1) STAAR A and STAAR Alternate 2 for all subjects and grade levels, including EOCs and 2) all STAAR assessments in mathematics, grades 3–8.				

*Source: Texas Education Agency,

<http://ritter.tea.state.tx.us/perfreport/account/2015/20150205mtg/Overview%202015%20Performance%20Index%20Framework%20April%208%20Final.pdf>

Overview of 2015 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 and 3. Additionally, Klein ISD's Index 2 and 4 scores matched the state.
- Among the district's campuses, all 4 high schools were rated as Met Standard, all 9 intermediate schools were rated as Met Standard, and 28 of 29 elementary schools were rated as Met Standard. The Grace England Early Childhood Center receives the district's rating of Met Standard.
- Numerous schools earned one or more academic distinction designations (see Table 1).
- The district met 91% of the applicable system safeguard standards. Any system safeguard standards that were missed will be addressed during the improvement planning process. 23 out of 43 campuses missed one or more system safeguard standards and similarly will have to address those needs during the improvement planning process.
- Third through eighth grade Mathematics results were not included in 2015 Accountability calculations due to changes in the tested content at these grade levels.

Highlights from Index 1 Results (Target = 60 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 62 to 94 at the intermediate school level, with 6 of the 9 having a higher index score than did the district as a whole, 1 having the same index score as the district and 7 having a higher index score than the state score on Index 1.
- Index 1 results ranged from 57 to 95 at the elementary school level, with 17 of the 29 having a higher index score than did the district as a whole and 23 having a higher index score than the state score on Index 1.

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

- Index 2 results ranged from 21 to 28 at the high school level.
- Index 2 results ranged from 30 to 50 at the intermediate school level, with 5 having a higher index score than the district's Index 2 score, and 5 having a higher index score than the state's Index 2 score.
- Index 2 results ranged from 34 to 56 at the elementary school level, with 27 having a higher Index 2 score than the district, and 27 elementary campuses had a higher index score than the state's Index 2 score.
- The data tell us that the district earned the most Index 2 points in Reading as compared to Mathematics and Writing. In 2015, growth from 4th to 7th grade Writing was measured for the first time in Index 2.

Highlights from Index 3 Results (Target Varies by Campus Type)

- 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 lowest among all student racial/ethnic subgroups in the district in 2014.

- Index 3 results ranged from 42 to 50 at the high school level, with 3 having a higher Index 3 score than Klein ISD as a whole, and 3 having a higher index score than the state on Index 3.
- Index 3 results ranged from 34 to 55 at the intermediate school level, with 7 having a higher Index 3 score than the district, and 8 having a higher Index 3 score than the state.
- Index 3 results ranged from 24 to 60 at the elementary school level, with 17 having a higher index score than Klein ISD, and 18 having a higher index score than the state.
- Based on this year's Index 1 data, the district will likely be evaluated on Index 3 in summer 2016 for the performances of economically disadvantaged students along with African American and Hispanic students, because those two student groups most frequently failed to earn Satisfactory or better scores on STAAR tests taken this past school year.
- The data tells us that schools in the district typically earned the fewest Index 3 points in Writing (214 out of 600). By contrast, the other subject areas ranged in total Index 3 points from 261 to 282 out of 600.

Highlights from Index 4 Results (Target Varies by Campus Type)

- Index 4 for high schools is comprised of four equally weighted components. Those components are:
 - Postsecondary Readiness Standard- rate of students who met the Level II Final Standard on two or more STAAR assessments
 - Graduation rates- percent of students that graduate from high school in four and five years
 - Recommended or Distinguished/Advanced graduation plans rate- rate of students graduating on the Recommended or Distinguished/Advanced diploma plans
 - Postsecondary Component- (1) percent of graduates at or above criterion score on TAKS, SAT, ACT in both English language arts and Mathematics or (2) a graduate who completed and earned credit for at least two advanced/dual credit enrollment courses or (3) a graduate enrolled and reported in a coherent sequence of CTE courses
- Index 4 results ranged from 73 to 82 at the high school level, with 3 having a higher index score than Klein ISD, and 3 having a higher index score than the state.
- Index 4 for elementary and intermediate campuses is determined by the STAAR Level II Final Standard indicator alone.
- Index 4 results ranged from 23 to 70 at the intermediate school level and from 11 to 62 at the elementary level.
- Klein ISD scored higher than the state on two of the four indicators, with the district falling slightly below the state on the rate at which students graduate on either the Recommended or Distinguished/Advanced diploma plans as well as the Postsecondary Component.

Actions Underway to Support Improvement on Each Index

- Continuous Improvement plans are currently being developed at both the district and campus levels to address areas of concern.

Table 1:
2015 State Accountability Results

District	2015 Rating	Distinction Designations
KLEIN ISD	Met	NONE
Elementary		
BENFER	Met	Rdg, Sci, Top 25 Progress, Top 25 Close Gaps, Ready
BENIGNUS	Met	NONE
BERNSHAUSEN	Met	NONE
BLACKSHEAR	Met	Rdg, Top 25 Progress, Top 25 Close Gaps
BRILL	Met	Rdg, Sci, Top 25 Close Gaps, Ready
EHRHARDT	Met	NONE
EILAND	Met	NONE
EPPS ISLAND	Met	NONE
FRANK	Met	NONE
GRACE ENGLAND*	Met	NOT ELIGIBLE
GREENWOOD FOREST	Met	Sci, Ready
HASSLER	Met	Rdg, Top 25 Progress
HAUDE	Met	Rdg
KAISER	Met	Sci
KLENK	Met	NONE
KOHRVILLE	Met	Rdg, Top 25 Progress, Top 25 Close Gaps
KRAHN	Met	NONE
KREINHOP	Met	NONE
KUEHNLE	Met	Top 25 Close Gaps
LEMM	Met	Rdg, Top 25 Close Gaps, Ready
MCDUGLE	Met	Rdg, Sci
METZLER	Met	Top 25 Progress
MITTELSTADT	Met	NONE
MUELLER	Met	Top 25 Close Gaps
NITSCH	IR	NONE
NORTHAMPTON	Met	NONE
ROTH	Met	Top 25 Progress
SCHULTZ	Met	Rdg, Ready
THEISS	Met	Rdg, Sci, Top 25 Progress, Top 25 Close Gaps, Ready
ZWINK	Met	Top 25 Progress, Top 25 Close Gaps
Intermediate		
DOERRE	Met	Rdg, Sci, Top 25 Progress, Ready
HILDEBRANDT	Met	NONE
KLEB	Met	NONE
KLEIN INT	Met	NONE
KRIMMEL	Met	NONE
SCHINDEWOLF	Met	NONE
STRACK	Met	Sci, SS
ULRICH	Met	Sci
WUNDERLICH	Met	Mth, Top 25 Progress, Top 25 Close Gaps
High School		
KLEIN HS	Met	Sci
KLEIN COLLINS	Met	NONE
KLEIN FOREST	Met	NONE
KLEIN OAK	Met	NONE

Legend:

- Met- Met Standard on all four indices.
- IR- Improvement Required
- Top 25 Progress- Top 25% Student Progress: The campus achieved the top quartile (top 25%) of performance on Index 2: Student Progress in relation to its campus comparison group.
- Top 25 Close Gaps- Top 25% Closing Achievement Gaps: The campus achieved the top quartile (top 25%) of performance on Index 3: Closing Performance Gaps in relation to its campus comparison group.
- Rdg- Academic Achievement in Reading/English language arts (ELA): The campus achieved the top quartile (top 25%) in relation to its campus comparison group on 50% or more (elementary/intermediate schools) or 33% or more (high schools) of their eligible measures in Reading/ELA.
- Mth- Academic Achievement in Mathematics: The campus achieved the top quartile (top 25%) in relation to its campus comparison group on 50% or more (elementary/intermediate schools) or 33% or more (high schools) of their eligible measures in Mathematics.
- Sci- Academic Achievement in Science: The campus achieved the top quartile (top 25%) in relation to its campus comparison group on 50% or more (elementary/intermediate schools) or 33% or more (high schools) of their eligible measures in Science.
- SS- Academic Achievement in Social Studies: The campus achieved the top quartile (top 25%) in relation to its campus comparison group on 50% or more (intermediate schools) or 33% or more (high schools) of their eligible measures in Social Studies.
- Ready- Postsecondary Ready: Elementary and Intermediate Schools must be in the top quartile of Campus Comparison Group on Index 4 score. High Schools must be in the top quartile of Campus Comparison Group on $\geq 33\%$ of the indicators for which the campus has data. The District earns a Postsecondary Readiness Distinction Designation if across all campuses in the district $\geq 70\%$ of the postsecondary readiness indicators are in the top quartile of the campuses' respective Campus Comparison Groups.

* THE GRACE ENGLAND EARLY CHILDHOOD CENTER is paired with the Klein ISD rating.

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 Klein Interactive Data Source (KIDS) website – Community Engagement, AEIS/TAPR reports, TEA Accountability Reports, PowerSchool SMS, 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.



Six summarized data tables are presented: 1) Local Accountability Ratings; 2) KQSS Survey Results; 3) Financial Ratings; 4) State Accountability Ratings; 5) Student Performance. 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.



Community and Student Engagement Ratings		2014-15 Target	2013-14 Rating	2014-15 Rating	2015-16 Target
KISD Overall CASE Rating		Exemplary	Exemplary	Exemplary	Exemplary
Community/Parent Involvement		Exemplary	Exemplary	Exemplary	Exemplary
Wellness/Physical Education		Exemplary	Exemplary	Exemplary	Exemplary
21 st Century Workforce Development		Exemplary	Exemplary	Exemplary	Exemplary
Second Language Acquisition		Exemplary	Recognized	Exemplary	Exemplary
Dropout Prevention Strategies		Exemplary	Exemplary	Exemplary	Exemplary
Digital Learning Environment		Exemplary	Exemplary	Exemplary	Exemplary
Educational Programs for Gifted/Talented Students		Exemplary	Recognized	Recognized	Exemplary
Fine Arts		Exemplary	Exemplary	Exemplary	Exemplary
Compliance		Compliant	Compliant	Compliant	Compliant

Data Source: Klein Interactive Data Source (KIDS) website – Community Engagement

In 2013-14, Texas HB5 included the Community and Student Engagement requirement. The statute requires each district to evaluate and assign a performance rating for the district and each of its campuses in the district based on criteria set by a local committee. The categories and ratings are included in the table above.

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
			2014-15 District Target



Klein Quality School Survey	2014-15 Target	10-11	11-12	12-13	13-14	14-15	2015-16 Target
Positive and Safe School Environment <i>Promote positive character traits in each student.</i>							
Student Satisfaction (Grade 5) ¹	≥ 75%	72%	80%	83%	84%	83%	≥ 75%
Student Satisfaction (Grade 8) ¹	≥ 75%	55%	63%	62%	59%	61%	≥ 75%
Student Satisfaction (Grade 12) ¹	≥ 75%	59%	58%	58%	55%	55%	≥ 75%
Positive and Safe School Environment <i>Build relationships and encourage engagement through effective communication.</i>							
Involvement (Parents) ¹	≥ 75%	82%	82%	82%	87%	86%	≥ 75%
Safety & Well-Being (Parents) ¹	≥ 75%	86%	84%	84%	85%	85%	≥ 75%
Involvement (Instructional Staff) ¹	≥ 75%	86%	85%	86%	88%	86%	≥ 75%
Safety & Well-Being (Instructional Staff) ¹	≥ 75%	80%	77%	84%	85%	82%	≥ 75%
Involvement (Non-instructional Staff) ¹	≥ 75%	91%	89%	90%	91%	90%	≥ 75%
Safety & Well-Being (Non-instructional Staff) ¹	≥ 75%	89%	87%	85%	89%	87%	≥ 75%
Quality Personnel <i>Recruit and retain the highest quality employees.</i>							
Staff Satisfaction (Campus Instructional) ¹	≥ 75%	81%	79%	80%	84%	80%	≥ 75%
Staff Satisfaction (Non Instructional) ¹	≥ 75%	89%	87%	90%	90%	89%	≥ 75%
Employee Retention ²	≥ 85%	91%	89%	88%	88%		≥ 85%

Data Sources: Klein Quality School Survey (KQSS), Texas AEIS/TAPR Reports

¹ KQSS results show the percentage of respondents scoring 4 or higher.² Employee retention as defined by AEIS/TAPR Reports.

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
			2014-15 District Target



Financial Ratings		2014-15 Target	10-11	11-12	12-13	13-14	14-15	2015-16 Target
Financial <i>Establish and use quality measures for continuous improvement and resource management.</i>								
FIRST Rating ¹		SA	SA	SA	SA	SA	SA	SA
Bond Rating – Standard & Poors		AAA	AA	AA	AA	AA	AA	≥ AA
Bond Rating – Moody's		Aaa	Aa1	Aa1	Aa1	Aa1	Aa1	≥ Aa1
FAST Rating ²		4.5	4.5	4.5	4.5	5	4.5	≥ 4.5

Data Sources: TEA

¹ Financial Integrity Rating System of Texas, Superior Achievement.² Financial Allocation Study for Texas. The results for three-year averages are reported annually; the highest level is 5 stars. The FAST Rating combines the Composite Academic Progress & Spending Index.

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
			2014-15 District Target



State Accountability Ratings		2014-15 Target	10-11*	11-12	12-13	13-14	14-15	2015-16 Target
District Accountability Rating		MS	R		MS	MS	MS	MS
Campus Accountability Ratings								
Met Standard		43	39		41	43	42	44
Improvement Required		0	0		1	0	1	0

Data Source: Texas AEIS/TAPR 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 recorded to Improvement Required. Academically Acceptable, Recognized, and Exemplary schools were recorded to Met Standard.

Performance Index Scores	2014-15 Target	2014-15 State Standard	2012-13		2013-14		2014-15		2015-16 Target**
			TX	KISD	TX	KISD	TX	KISD	
Index 1 – Student Achievement	Meet/Exceed Standard	60	77	83	77	83	77	83	Meet/Exceed Standard
Index 2 – Student Progress	Meet/Exceed Standard	20	34	36	40	42	37	37	Meet/Exceed Standard
Index 3 – Closing Performance Gaps	Meet/Exceed Standard	28	71	75	38	42	40	43	Meet/Exceed Standard
Index 4 – Postsecondary Readiness	Meet/Exceed Standard	57	85	85	69	71	75	75	Meet/Exceed Standard

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.

**Since decisions on State Accountability vary from year to year, Targets are to Meet or Exceed the Standard set by the state each spring.

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
		2014-15 District Target



	2014-15 Target	10-11	11-12	12-13	13-14	14-15	2015-16 Target*
Improve Student Achievement							
<i>Raise the performance of all students and close the achievement gap.</i>							
ACT (Composite Score) ¹	≥ 21.0	22.4	22.9	22.4	22.4	22.7	≥ 21.0
SAT (Critical Reading and Mathematics Only) ²	≥ 1010	1021	1024	1018	1023	1018	≥ 1006
SAT (Critical Reading, Mathematics, and Writing) ²	≥ 1497	1498	1500	1489	1503	1497	≥ 1490
PSAT – 10 th grade (Critical Reading and Mathematics Only) ³	≥ 84.7	85.4	83.9	84.0	82.1	82.2	≥ 84.4
PSAT – 11 th grade (Critical Reading and Mathematics Only) ³	≥ 94.4	92.1	90.4	91.4	88.3	89.6	≥ 94.1
ReadiStep – 8 th grade (Critical Rdg. and Mathematics Only) ⁴	≥ 7.2		7.3	7.2	7.4	7.3	≥ 7.0
PreAP& PreIP Enrollment (unduplicated) ⁵	≥ 11,797	11,741	12,103	12,145	11,945	12,280	≥ 12,043
AP Enrollment (unduplicated) ⁵	≥ 3,418	3,229	3,463	3,599	3,679	3,857	≥ 3,565
Dual Credit Enrollment (on campus) ⁵	≥ 959	1,095	977	862	924	1,114	≥ 994
IB Enrollment (PreIP not included) ⁵	≥ 113	117	120	120	116	123	≥ 119
AP/IB Examination Results (1 year lag) ⁶	≥ 66%	66%	69%	64%			

Data Sources: ACT, College Board, and Mizuni Data Warehouse

1 ACT data is from the ACT District Profile Report.

2 SAT data is from the SAT District Highlights Report.

3 PSAT data is from the PSAT/NMSQT Summary Report.

4 ReadiStep data is from the ReadiStep District Summary.

5 PreAP, PreIP, AP, Dual Credit, and IB Enrollment Reports (by school year) from Mizuni Data Warehouse.

6 Percent of Examinees at or above the criterion score (3 on AP or 4 on IB) from AEIS/TAPR Report.

In Klein ISD, all 8th grade students participate in ReadiStep and all 10th and 11th grade students participate in PSAT. ACT and SAT participation is decided at the individual student level.

*2014-15 Targets for ACT, SAT, PSAT, and ReadiStep were changed and set at the 2013-14 National average. 2015-16 Targets for ACT, SAT, PSAT, and ReadiStep were set the 2014-15 National average.
2015-16 Targets for Pre-AP/PreIP, AP Enrollment, and Dual Credit enrollment were set at the 5 year KISD average.

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
			2014-15 District Target



	2014-15 Target	10-11	11-12	12-13	13-14	14-15	2015-16 Target*
Improve Student Achievement							
<i>Raise the performance of all students and close the achievement gap.</i>							
Completion Rate 1 (1 year lag) ¹	≥ 95.2%	94.3%	94.4%	95.2%			≥ 94.6%
Graduation Rate - Four Year ²	≥ 93.0%		90.7%	91.9%	93.5%		≥ 92.0%
Graduation Rate - Five Year ²	≥ 93.8%	92.8%	93.3%	94.6%			≥ 93.6%
Attendance Rate (1 year lag) ³		95.9%	95.9%	95.8%	95.8%		≥ 95.9%

Data Sources: TEA

1. Completion Rate 1 is the sum of the Graduates and the Continuers on TAPR/AEIS Report.

2. Four Year and Five Year graduation rates are reported for the Class of 2011, 2012, 2013, and 2014.

3. Attendance data is from the TAPR/AEIS Report. Attendance Rate data was added in 2014-15; therefore, 2014-15 targets were not set or evaluated.

* 2015-16 Targets were set at the 3 or 4 year KISD average.

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
			2014-15 District Target

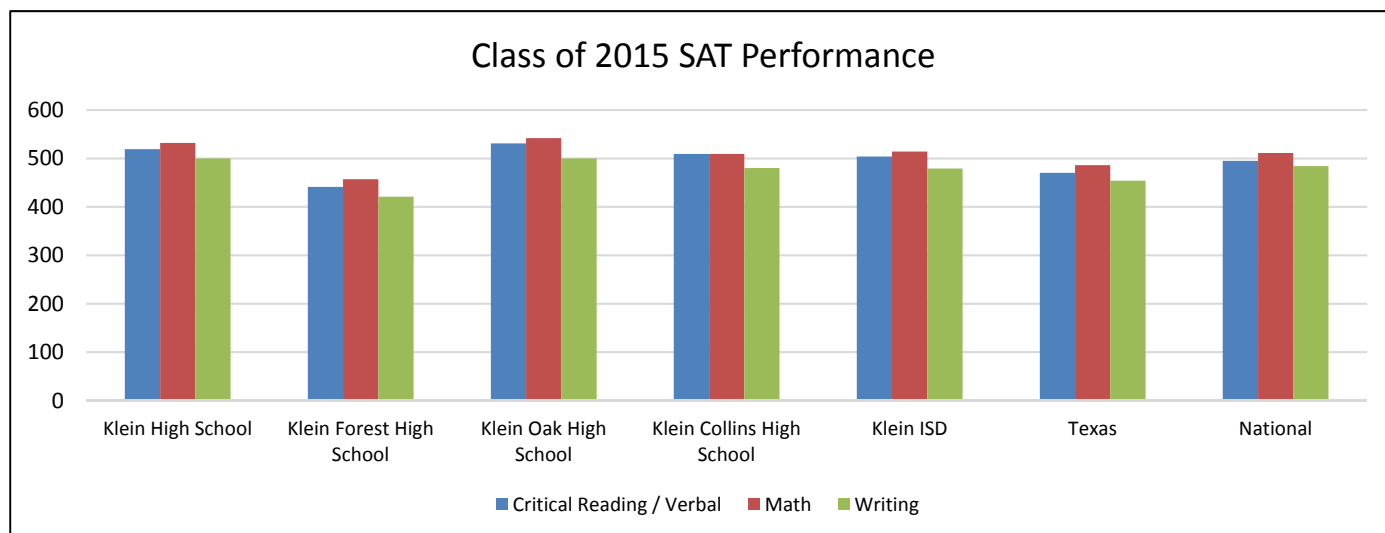
Klein Independent School District SAT Participation & Performance

The Klein ISD Class of 2015 maintained a strong showing in the latest release of the SAT data by the College Board. Of the 1,967 who took the exam, Klein ISD students scored above the state and national average in critical reading (504 points) and math (514 points), and above the state mean in writing (479 points). In fact, the district saw a two-point increase in critical reading from last year.

Campus	Class of	Participation Count	Participation Rate	Critical Reading / Verbal	Math	Writing
Klein High School	2015	547	83.6%	519	532	500
	2014	479	65.2%	529	548	507
	2013	516	70.2%	523	546	493
	2012	540	76.9%	525	555	504
Klein Forest High School	2015	396	53.4%	441	457	421
	2014	365	51.3%	437	468	419
	2013	378	51.9%	432	460	411
	2012	381	55.8%	432	466	420
Klein Oak High School	2015	539	62.0%	531	542	500
	2014	557	64.6%	522	536	498
	2013	532	65.0%	516	530	488
	2012	554	65.5%	511	538	490
Klein Collins High School	2015	485	60.8%	509	509	480
	2014	466	60.8%	503	519	476
	2013	467	60.9%	506	524	474
	2012	520	67.5%	501	530	474
Klein ISD	2015	1967	64.2%	504	514	479
	2014	1868	60.8%	502	521	480
	2013	1893	62.1%	499	519	471
	2012	1995	66.5%	497	527	476
Texas	2015	193,768	n/a	470	486	454
	2014	179,036	n/a	476	495	461
	2013	172,870	n/a	477	499	461
	2012	172,802	n/a	474	499	461
National	2015	1,698,521	n/a	495	511	484
	2014	1,672,395	n/a	497	513	487
	2013	1,660,047	n/a	496	514	488
	2012	1,664,479	n/a	496	514	488

Source: SAT - <https://www.collegeboard.org/program-results/2015>

n/a - Data not available



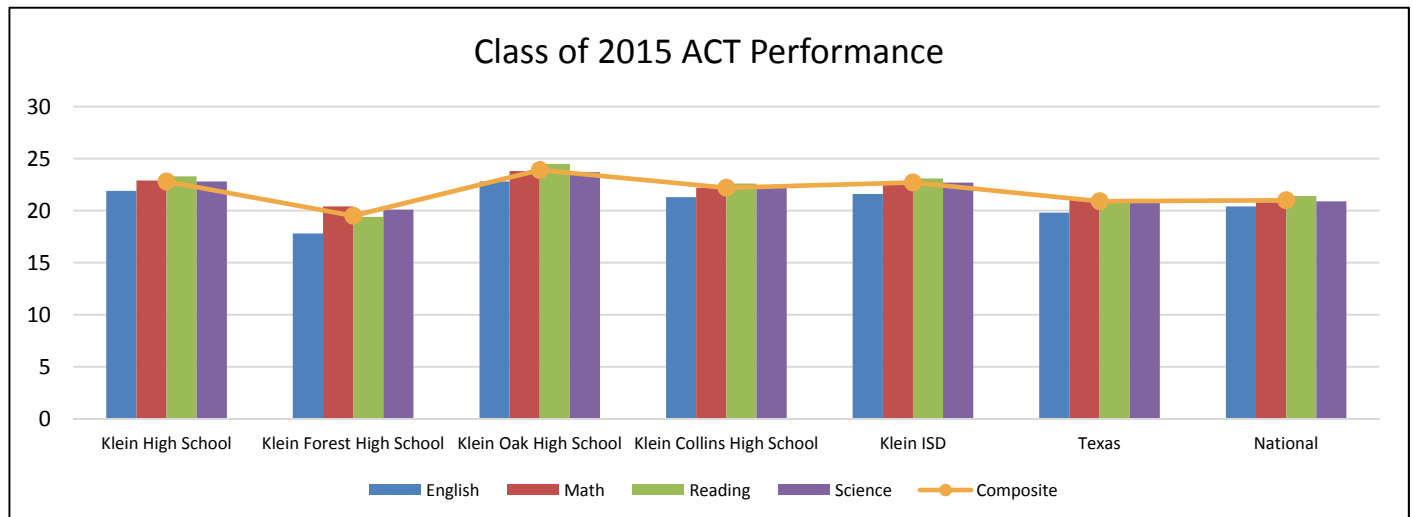
Klein Independent School District ACT Participation & Performance

National ACT composite score of 21.0 for the class of 2015 remained the same from 2014. The Klein ISD Class of 2015 has scored above the state and national averages in all categories.

Campus	Class of	Participation Count	Participation Rate	English	Math	Reading	Science	Composite
Klein High School	2015	286	43.7%	21.9	22.9	23.3	22.8	22.8
	2014	286	38.9%	23.0	24.2	24.3	23.6	23.9
	2013	229	31.2%	23.4	24.8	24.1	23.8	24.2
	2012	257	36.6%	23.4	24.6	24.3	23.9	24.2
Klein Forest High School	2015	110	14.8%	17.8	20.4	19.4	20.1	19.5
	2014	110	15.5%	16.1	19.4	18.4	18.0	18.1
	2013	133	18.2%	16.1	19.2	17.8	18.4	18.0
	2012	143	20.9%	17.7	19.8	19.2	19.1	19.1
Klein Oak High School	2015	297	34.2%	22.8	23.8	24.5	23.7	23.9
	2014	297	34.5%	21.9	23.5	23.4	23.0	23.1
	2013	253	30.9%	22.1	23.4	23.1	23.4	23.1
	2012	241	28.5%	22.5	24.3	23.9	23.5	23.7
Klein Collins High School	2015	210	26.3%	21.3	22.2	22.6	22.3	22.2
	2014	210	27.4%	20.1	22.0	22.0	21.9	21.6
	2013	208	27.1%	21.6	23.0	22.8	22.5	22.6
	2012	217	28.2%	21.9	23.9	23.1	23.1	23.1
Klein ISD	2015	904	29.5%	21.6	22.7	23.1	22.7	22.7
	2014	904	29.4%	21.1	22.9	22.8	22.3	22.4
	2013	824	27.0%	21.3	23.0	22.4	22.5	22.4
	2012	858	28.6%	21.8	23.6	23.0	22.8	22.9
Texas	2015	116,547	n/a	19.8	21.1	21.1	21.0	20.9
	2014	116,547	n/a	19.8	21.4	21.1	21.0	20.9
	2013	109,841	n/a	19.8	21.5	21.0	20.9	20.9
	2012	110,180	n/a	19.6	21.4	20.8	20.8	20.8
National	2015	1,845,787	n/a	20.4	20.8	21.4	20.9	21.0
	2014	1,845,787	n/a	20.3	20.9	21.3	20.8	21.0
	2013	1,799,243	n/a	20.2	20.9	21.1	20.7	20.9
	2012	1,666,017	n/a	20.5	21.1	21.3	20.9	21.1

Source: ACT - <http://www.act.org/newsroom/data/2015/states.html>

n/a - Data not 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.
- ~ Ensure quality instruction for all learners through successful implementation of formative and summative assessments to maximize the learning potential of our students.

Tactics and Action Plans:

- 1. Raise the performance of all students and close the achievement gap.**
 - 1.1 Raise student achievement on all state assessments (STAAR, TAKS, TELPAS) and provide prescriptive and individualized instructional interventions for students who need additional support.
 - 1.2 Prepare students for post-secondary readiness by increasing the participation and performance in college/career readiness coursework, Pre-AP/AP, Dual Credit, and College Entrance Exams.
 - 1.3 Increase graduation rates for a dropout rate of < to 2% and a completion rate > 95%.
- 2. Recruit and retain the highest quality employees.**
 - 2.1 Identify professional development needs and provide opportunities for all staff.
 - 2.2 Monitor and support high-yielding instructional practices, focusing specifically on delivering quality initial instruction.
 - 2.3 Utilize Professional Learning Communities (PLCs) to provide support for all faculty and staff with a greater emphasis on collaboration within the PLC and the use of common assessments.
- 3. Develop and maintain activities, programs and organizations that support safe schools, a positive school climate and culture and character development.**
 - 3.1 Ensure a safe campus.
 - 3.2 Maintain and promote active memberships in clubs, activities, and organizations that target school climate/culture and character development.
- 4. Build, develop, and maintain positive relationships with all stakeholders.**
 - 4.1 Maintain effective communication and promote partnerships within the community.
 - 4.2 Facilitate ongoing activities of a mentor program to build relationships and student retention.

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Acad. Accept.	Met Standard	Met Standard	Met Standard
STAAR EOC - Algebra I	89.1%	86.3%	87.0%	90.1%
STAAR EOC - Biology	97.0%	95.8%	98.0%	96.3%
STAAR EOC - English I	N/A	N/A	78.0%	79.0%
STAAR EOC - English II	N/A	N/A	85.0%	82.5%
STAAR EOC - U.S. History	N/A	N/A	97.0%	96.8%
Completion Rate	95.4%	96.2%	96.6%	Avail. 11/15
Drop Out Rate	0.6%	1.2%	1.3%	Avail. 11/15
Attendance Rate	95.3%	94.9%	94.8%	94.4%
Percentage of Enrollment in Gifted and Talented	10.1%	8.5%	6.7%	6.6%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward to 2011-12.

**STAAR testing data source from Pearson Data File

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. Increase student performance and close the achievement gap.**
- 2. Recruit and retain the highest quality employees.**
 - 2.1 Utilize Professional Learning Communities (PLCs) to provide support for all faculty and staff.
- 3. Promote positive character traits and effective communication.**
 - 3.1 Provide student, parent, and community involvement through a variety of participatory opportunities.
- 4. Increase Community and Student Engagement ratings to Exemplary Status**
 - 4.1 Monitor campus processes to increase opportunities for community and student engagement.

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Acad. Accept.	Met Standard	Met Standard	Met Standard
STAAR EOC - Algebra I	67.3%	68.3%	70.0%	75.9%
STAAR EOC - Biology	85.6%	87.7%	89.0%	88.7%
STAAR EOC - English I	N/A	N/A	64.0%	59.6%
STAAR EOC - English II	N/A	N/A	66.0%	63.5%
STAAR EOC - U.S. History	N/A	N/A	91.0%	91.1%
Completion Rate	91.6%	92.5%	94.7%	Avail. 11/15
Drop Out Rate	1.7%	1.6%	1.7%	Avail. 11/15
Attendance Rate	93.3%	93.1%	93.5%	93.3%
Percentage of Enrollment in Gifted and Talented	3.2%	3.0%	3.0%	2.8%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

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**STAAR testing data source from 2015 Pearson Data File

Klein Oak High School Campus Improvement Plan

Mission:

Empowering lives through learning.

Campus Objectives:

- ~ Klein Oak High School will meet or exceed all criteria established by the Texas Education Agency within the campus accountability rating.
- ~ 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 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 of 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	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Acad. Accept.	Met Standard	Met Standard	Met Standard
STAAR EOC - Algebra I	86.3%	87.3%	87.0%	90.1%
STAAR EOC - Biology	93.6%	94.8%	96.0%	97.0%
STAAR EOC - English I	N/A	N/A	82.0%	86.4%
STAAR EOC - English II	N/A	N/A	82.0%	83.8%
STAAR EOC - U.S. History	N/A	N/A	97.0%	95.5%
Completion Rate	94.8%	95.9%	97.2%	Avail. 11/15
Drop Out Rate	1.0%	0.6%	0.7%	Avail. 11/15
Attendance Rate	94.9%	94.7%	95.1%	95.0%
Percentage of Enrollment in Gifted and Talented	7.1%	8.0%	7.8%	7.6%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

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**STAAR testing data source from 2015 Pearson Data File

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 lifelong 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 2014-2015 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 Monitor and provide interventions for students who did not meet the standard on the 2013 EOC & TAKS test in all core subject areas.
- 3.2 Monitor and provide interventions to ELL 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 tiers of intervention in all core classes in order to strategically serve students displaying academic and 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, and 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	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Met Standard
STAAR EOC - Algebra I	87.5%	80.4%	86.0%	89.3%
STAAR EOC - Biology	95.0%	92.5%	96.0%	97.0%
STAAR EOC - English I	N/A	N/A	82.0%	82.8%
STAAR EOC - English II	N/A	N/A	82.0%	86.0%
STAAR EOC - U.S. History	N/A	N/A	95.0%	97.0%
Completion Rate	95.7%	95.9%	95.0%	Avail. 11/15
Drop Out Rate	1.9%	1.3%	0.9%	Avail. 11/15
Attendance Rate	94.4%	94.4%	94.3%	94.0%
Percentage of Enrollment in Gifted and Talented	7.6%	6.5%	5.7%	5.7%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

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**STAAR testing data source from 2015 Pearson Data File

Klein Intermediate School Campus Improvement Plan

Mission:

The mission of Klein Intermediate is to teach students until they get it.

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 academic performance of all students and close the achievement gap.**
 - 1.1 Increase student performance in Reading for all subgroups; with particular focus on AA, ELL & SPED students.
 - 1.2 Increase student performance in Math for all subgroups; with particular focus on ELL & SPED students.
 - 1.3 Increase student performance in Social Studies for all subgroups; with particular focus on ELL & SPED students.
 - 1.4 Increase student performance in Science for all subgroups; with particular focus on ELL & SPED students.
- 2. Recruit and retain the highest quality employees.**
 - 2.1 Implement the Good to Great Teacher Mentor Program.
 - 2.2 Create opportunities for ongoing staff development and shared responsibilities.
- 3. Promote positive character traits and effective communication.**
 - 3.1 Renew our dedication to Capturing Kids Hearts.
 - 3.2 Provide mentors for students not meeting performance expectations.
- 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 Employees will reach out to the community.

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Acad. Accept.	Met Standard	Met Standard	Met Standard
STAAR - Reading	67.0%	64.0%	60.0%	61.8%
STAAR - Mathematics	72.0%	72.0%	68.0%	70.3%
STAAR - Writing	57.0%	53.0%	43.0%	47.0%
STAAR - Social Studies	48.0%	47.0%	46.0%	43.0%
STAAR - Science	55.0%	70.0%	58.0%	61.0%
Drop Out Rate	0.2%	0.5%	0.1%	Avail. 11/15
Attendance Rate	95.9%	95.4%	95.0%	94.6%
Percentage of Enrollment in Gifted and Talented	3.2%	3.1%	2.7%	3.2%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

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**STAAR testing data source from 2015 Pearson Data File

Hildebrandt Intermediate School Campus Improvement Plan

Mission:

The Hildebrandt community will inspire creativity and passion for knowledge to prepare students to be productive, successful citizens.

Campus Objectives:

- ~ Increase student performance and close the achievement gap.
- ~ Recruit and retain the highest quality employees.
- ~ Promote positive character traits and effective communication.

Tactics and Action Plans:

1. Increase student performance and close the achievement gap.

- 1.1 Increase student performance in math for all subgroups with a particular focus on African American, Hispanic, Special Education and ELL.
- 1.2 Increase student performance in reading for all subgroups with a particular focus on Special Education and ELL.
- 1.3 Increase student performance in writing for all subgroups with a particular focus on Special Education and ELL.
- 1.4 Increase the percentage of all students achieving advanced standard in math with a particular focus on African American, Hispanic, Special Education and ELL.
- 1.5 Increase the percentage of all students achieving advanced standard in reading with a particular focus on African American, Hispanic, Special Ed and ELL.
- 1.6 Increase student performance in science for all subgroups with a particular focus on African American, Hispanic, Special Education and ELL.
- 1.7 Increase student performance in social studies for all subgroups with a particular focus on African American, Hispanic, Special Education and ELL.

2. Recruit and retain the highest quality employees.

- 2.1 Increase employee satisfaction by maintaining a positive school climate and increasing professional knowledge through targeted professional development.
- 2.2 Provide a campus teacher mentoring program that compliments the district's mentoring program.
- 2.3 Participate in quality, relevant, professional development sessions that enable teachers to immediately strengthen instruction in the classroom.

3. Promote positive character traits and effective communication.

- 3.1 Ensure that the campus is safe.
- 3.2 Establish and implement an attendance intervention committee to monitor, support, and improve student attendance.
- 3.3 Maintain and promote student participation in clubs/activities/organizations.
- 3.4 Maintain effective communication with staff, parents, and community members.

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Met Standard
STAAR - Reading	84.0%	85.0%	87.0%	86.5%
STAAR - Mathematics	81.0%	76.0%	78.0%	83.6%
STAAR - Writing	79.0%	77.0%	81.0%	80.0%
STAAR - Social Studies	66.0%	66.0%	75.0%	72.0%
STAAR - Science	82.0%	79.0%	80.0%	77.0%
Drop Out Rate	0.0%	0.0%	0.0%	Avail. 11/15
Attendance Rate	96.3%	96.3%	96.8%	96.2%
Percentage of Enrollment in Gifted and Talented	5.8%	5.3%	6.0%	5.8%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

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**STAAR testing data source from 2015 Pearson Data File

Wunderlich Intermediate School

Campus Improvement Plan

Mission:

We change lives through learning.

Campus Objectives:

- ~ The students at Wunderlich will master the TEKS and meet standards for the State of Texas Assessments of Academic Readiness (STAAR).
- ~ Wunderlich will create a Behavior, Attendance, and Motivation (BAM) RTI system with defined tiers and individual interventions.
- ~ Wunderlich staff will strive to provide a culture that cultivates future ready citizens.

Tactics and Action Plans:

1. Increase student performance and close the achievement gap.

- 1.1 Collect campus data, conduct a comprehensive needs assessment, and set campus goals.
- 1.2 Implement effective instructional strategies to increase student achievement and close the achievement gap in all academic areas.
- 1.3 Provide targeted interventions that meet the specific needs of all students through successful classroom, WIFL and Tier 4 intervention (RtI) implementation.
- 1.4 Provide the opportunity for extensions, enrichment and support to students during WIFL.
- 1.5 Implement and monitor strategies which target improvement in core academics.
- 1.6 Implement and monitor strategies which target improvement for ELL, Special Education, African American students.

2. Recruit and retain the highest quality employees.

- 2.1 Provide a positive working environment that promotes teachers working collaboratively.
- 2.2 Provide meaningful and on-going staff development and support for teachers.
- 2.3 Provide a mentoring support program for new teachers.

3. Promote positive character traits and effective communication.

- 3.1 Provide programs and activities promoting character and behavior education to all students.
- 3.2 Implement a monitoring and intervention system for tracking and improving attendance of individual students.

4. We will encourage parent and community involvement.

- 4.1 Provide programs that meet the interest of our parents.
- 4.2 Provide opportunities for staff to interact with the community outside of the regular school day.

5. We will facilitate technology competencies in staff and students at Wunderlich.

- 5.1 Technology Proficiency Standards
- 5.2 Comprehensive, effective use of all classroom technology tools
- 5.3 Mastery of Technology Literacy Assessment

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Met Standard
STAAR - Reading	77.0%	76.0%	78.0%	75.1%
STAAR - Mathematics	85.0%	83.0%	84.0%	86.6%
STAAR - Writing	71.0%	70.0%	71.0%	71.0%
STAAR - Social Studies	57.0%	60.0%	61.0%	55.0%
STAAR - Science	76.0%	79.0%	82.0%	72.0%
Drop Out Rate	0.5%	0.2%	0.3%	Avail. 11/15
Attendance Rate	96.4%	96.2%	96.6%	96.0%
Percentage of Enrollment in Gifted and Talented	2.2%	2.8%	3.2%	3.6%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

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**STAAR testing data source from 2015 Pearson Data File

Strack Intermediate School Campus Improvement Plan

Mission:

Impacting futures through learning today.

Campus Objectives:

- ~ Hold all students to high expectations.
- ~ Close the achievement gaps.
- ~ Promote positive character traits.

Tactics and Action Plans

- 1. Increase student performance and close the achievement gap.**
 - 1.1 Improve STAAR performance for all subjects all grade levels for African Americans, Hispanics, and Economically Disadvantaged students.
 - 1.2 Improve STAAR performance in 7th grade writing for Special Education students.
 - 1.3 Improve STAAR Level III performance in grade 7 writing, grade 8 Reading and grade 8 Science.
 - 1.4 Improve STAAR and TELPAS performance for all subjects all grade levels for ELL students.
- 2. Recruit and retain the highest quality employees.**
 - 2.1 Offer campus based professional development to faculty to remain current in best practices in the classroom.
 - 2.2 Foster a positive school climate to retain high quality teachers.
- 3. Promote positive character traits and effective communication.**
 - 3.1 Increase recognition of students exhibiting positive character traits.
 - 3.2 Educate students about positive character traits and leadership skills.
 - 3.3 Provide various clubs and organizations to help promote positive character traits.
- 4. Build relationships and encourage engagement through effective communication.**
 - 4.1 Maintain effective communication with all stakeholders.

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Met Standard
STAAR - Reading	86.0%	84.0%	85.0%	89.1%
STAAR - Mathematics	84.0%	81.0%	82.0%	88.0%
STAAR - Writing	82.0%	77.0%	78.0%	78.0%
STAAR - Social Studies	73.0%	79.0%	78.0%	86.0%
STAAR - Science	82.0%	79.0%	80.0%	84.0%
Drop Out Rate	0.1%	0.1%	0.1%	Avail. 11/15
Attendance Rate	96.9%	96.6%	96.9%	96.8%
Percentage of Enrollment in Gifted and Talented	7.9%	8.1%	10.2%	9.4%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

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**STAAR testing data source from 2015 Pearson Data File

Kleb Intermediate School Campus Improvement Plan

Mission:

Kleb Intermediate provides challenging instruction in order to cultivate academically and socially skilled adolescents through school, family and community collaboration. We develop lifelong learners in a safe and nurturing environment that models a strong work ethic, with integrity.

Campus Objectives:

- ~ All students will learn and master grade-level appropriate TEKS and pass their STAAR tests.
- ~ All students will cultivate and grow positive character traits through the support of campus role models.
- ~ All teachers will receive the necessary professional development, tools, and supports to provide the highest quality classroom instruction.

Tactics and Action Plans:

- 1. Increase student performance and close the achievement gap.**
 - 1.1 Raise student achievement on all state assessments (STAAR & TELPAS) and provide instructional interventions for students who need additional support.
 - 1.2 Implement and refine the PLC process in all content areas to ensure successful student learning for all.
 - 1.3 Increase participation and retention in Pre-AP and PATH courses while using data analyses from Redistep & Aspire for the purposes of preparing and informing both students and parents on post-secondary readiness.
 - 1.4 Enhance classroom instruction and increase student progress through the aggressive and consistent use of classroom technology tools.
- 2. Recruit and retain the highest quality employees.**
 - 2.1 Recruit the highest quality staff by collaboratively screening and interviewing potential new hires.
 - 2.2 Identify campus professional development needs and provide development opportunities for all staff.
 - 2.3 Cultivate, encourage, and empower new teachers and staff through campus and district mentor programs.
- 3. Develop and maintain activities, programs and organizations that support safe schools, a positive school climate and culture, health and wellness and character development.**
 - 3.1 Ensure a safe campus.
 - 3.2 Establish and implement an attendance intervention committee to monitor, support and improve student attendance.
 - 3.3 Maintain and promote student participation in clubs/activities/organizations.
 - 3.4 Increase employee satisfaction by continuing to improve and maintain a positive school climate/culture.
 - 3.5 Maintain effective communication with staff, parents and community members.
 - 3.6 Encourage, promote and implement health and wellness education and participation amongst students and staff.

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Met Standard
STAAR - Reading	84.0%	88.0%	90.0%	89.3%
STAAR - Mathematics	85.0%	87.0%	89.0%	88.0%
STAAR - Writing	81.0%	80.0%	87.0%	89.0%
STAAR - Social Studies	75.0%	75.0%	77.0%	83.0%
STAAR - Science	85.0%	89.0%	87.0%	87.0%
Drop Out Rate	0.0%	0.1%	0.2%	Avail. 11/15
Attendance Rate	96.4%	96.1%	96.4%	96.1%
Percentage of Enrollment in Gifted and Talented	9.0%	9.0%	10.4%	9.0%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward to 2011-12.

**STAAR testing data source from 2015 Pearson Data File

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. Increase student performance and close the achievement gap.**
 - 1.1 Analyze data to drive instruction.
 - 1.2 Improve initial instruction and Advanced STAAR scores.
 - 1.3 Provide appropriate interventions for at-risk students.
- 2. Recruit, train and retain the highest quality employees.**
 - 2.1 Encourage/provide teacher staff development in best practices.
 - 2.2 Create an environment where staff members feel valued.
- 3. Promote positive character traits and effective communication within the community.**
 - 3.1 Improve communication among teachers, parents and community.
 - 3.2 Encourage exemplary student attendance.
 - 3.3 Remove bullying and encourage exemplary character traits.

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Met Standard
STAAR - Reading	94.0%	93.0%	93.0%	94.8%
STAAR - Mathematics	92.0%	91.0%	92.0%	95.8%
STAAR - Writing	90.0%	90.0%	86.0%	91.0%
STAAR - Social Studies	80.0%	82.0%	84.0%	87.0%
STAAR - Science	92.0%	94.0%	90.0%	92.0%
Drop Out Rate	0.0%	0.0%	0.0%	Avail. 11/15
Attendance Rate	96.9%	96.7%	96.9%	96.9%
Percentage of Enrollment in Gifted and Talented	13.7%	13.0%	16.5%	17.0%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

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**STAAR testing data source from 2015 Pearson Data File

Schindewolf Intermediate School Campus Improvement Plan

Mission:

Empower every student every day.

Campus Objectives:

- ~ To increase student performance through data analysis, a TEKS driven curriculum, and targeted instruction.
- ~ All students will be taught with creative and challenging instruction by quality teachers.
- ~ To provide an environment where students learn and demonstrate character traits that are embodied in “No Place for Hate” schools

Tactics and Action Plans:

1. Increase student performance and close the achievement gap.

- 1.1 Utilize daily intervention time to increase academic performance among all student groups.
- 1.2 Ensure all students receive instruction in a viable curriculum that is based on data and utilizes best teaching practices.
- 1.3 Increase student achievement among all student groups in all subjects on state assessments.
- 1.4 Implement student incentives aimed at improving student performance.

2. Recruit and retain the highest quality employees.

- 2.1 Offer campus based professional development in addition to district offerings for faculty to enhance skills in classroom instruction and thus student performance.
- 2.2 Foster a positive climate on campus to cultivate an environment where high quality teachers and staff seek to be employed.
- 2.3 Complete teacher assignments in master schedule for the 2015-2016 school year by the end of May 2015 to ensure appropriate goal setting and professional development plans for teachers.

3. Promote positive character traits and effective communication.

- 3.1 Increase recognition of students exhibiting positive character traits.
- 3.2 Provide students with opportunities to nurture positive character while developing leadership skills.
- 3.3 Increase parental involvement in school sponsored events.

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Met Standard
STAAR - Reading	85.0%	87.0%	90.0%	90.1%
STAAR - Mathematics	83.0%	82.0%	84.0%	86.1%
STAAR - Writing	80.0%	80.0%	81.0%	82.0%
STAAR - Social Studies	74.0%	80.0%	76.0%	71.0%
STAAR - Science	78.0%	83.0%	78.0%	86.0%
Drop Out Rate	0.0%	0.0%	0.0%	Avail. 11/15
Attendance Rate	96.7%	96.6%	97.0%	96.6%
Percentage of Enrollment in Gifted and Talented	6.4%	6.1%	6.2%	5.8%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

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**STAAR testing data source from 2015 Pearson Data File

Krimmel Intermediate School

Campus Improvement Plan

Mission:

The faculty, staff, and community of Krimmel Intermediate School are committed to creating lifelong 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 provide effective communication with students, parents and the community.
- ~ Increase strategies to meet Recognized or Exemplary standards on Community Based Accountability indicators.

Tactics and Action Plans:

- 1. Increase student performance and close the achievement gap.**
 - 1.1 Utilize research based strategies to improve student achievement in reading in grade 6.
 - 1.2 Utilize research based strategies to improve student achievement in math in grade 6.
 - 1.3 Utilize research based strategies to improve student achievement in reading in grade 7.
 - 1.4 Utilize research based strategies to improve student achievement in math in grade 7.
 - 1.5 Utilize research based strategies to improve student achievement in writing in grade 7.
 - 1.6 Utilize research based strategies to improve student achievement in reading in grade 8.
 - 1.7 Utilize research based strategies to improve student achievement in math in grade 8.
 - 1.8 Utilize research based strategies to improve student achievement in science in grade 8.
 - 1.9 Utilize research based strategies to improve student achievement in social studies in grade 8.
 - 1.10 Utilize Instructional Leadership Strategies to increase performance in Campus Monitoring identified areas.
 - 1.11 Incorporate Readistep and Explore 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 and effective communication.**
 - 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. Recruit and retain the highest quality employees.**
 - 3.1 Increase teacher competency in using instructional technology strategies to ensure student success.
 - 3.2 Continue a campus wide teacher mentor 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 Develop and maintain strategies to provide effective communication with students.
 - 4.2 Develop and maintain strategies to provide effective communication with parents and the community.
- 5. Increase strategies to meet Recognized or Exemplary standards on Community Based Accountability indicators.**
 - 5.1 Develop and maintain strategies to meet Recognized or Exemplary standards on indicators that are not Recognized or Exemplary.

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Met Standard
STAAR - Reading	90.0%	86.0%	90.0%	91.2%
STAAR - Mathematics	86.0%	81.0%	84.0%	90.5%
STAAR - Writing	80.0%	84.0%	79.0%	85.0%
STAAR - Social Studies	75.0%	75.0%	75.0%	74.0%
STAAR - Science	85.0%	88.0%	90.0%	87.0%
Drop Out Rate	0.0%	0.0%	0.0%	Avail. 11/15
Attendance Rate	96.9%	96.5%	96.9%	96.3%
Percentage of Enrollment in Gifted and Talented	6.1%	4.6%	4.9%	5.0%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

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**STAAR testing data source from 2015 Pearson Data File

Ulrich Intermediate School Campus Improvement Plan

Mission:

Live every day with Bulldog P.R.I.D.E (Perseverance, Respect, Integrity, Discipline & Excellence).

Campus Objectives:

- ~ All students will master the TEKS and pass the STAAR test for their grade level.
- ~ All teachers will be highly qualified in their content area and will receive the necessary professional development and tools to provide quality instruction in the classroom.
- ~ 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 courses.

Tactics and Action Plans:

- 1. Increase student performance and close the achievement gap.**
 - 1.1 Utilize regularly scheduled aligned common assessments to monitor student progress and to appropriately adjust classroom instruction.
 - 1.2 Strengthen core PLCs to a highly functional status involving essential professional support staff in applicable areas.
 - 1.3 Ensure comprehensive, effective use of all classroom technology tools (TBSI and 1:1).
 - 1.4 Implement a monitoring system for all students who did not meet the standard on the 2014 STAAR test in all core subject areas.
 - 1.5 Monitor and provide interventions to LEP students in core classrooms.
 - 1.6 Implement a process for monitoring all students served under Special Education.
 - 1.7 Create tiers of intervention in all core classrooms in order to strategically serve students displaying academic and social needs.
 - 1.8 Analyze student data to improve in mastery of technology literacy.
- 2. Recruit and retain the highest quality employees.**
 - 2.1 Increase employee satisfaction by maintaining a positive school climate and increasing professional knowledge through targeted professional development.
 - 2.2 Provide a campus teacher mentoring program that compliments the district mentoring program.
 - 2.3 Utilize available evaluation data to enhance strategies for best practice.
 - 2.4 Participate in quality, relevant, professional development sessions that enable teachers to immediately strengthen instruction in the classroom.
 - 2.5 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*.
- 3. Promote positive character traits and effective communication.**
 - 3.1 Actively and consistently work to decrease the number of discipline referrals and discipline placements to the alternative school throughout the school year.
 - 3.2 Implement strategies to decrease incidents of bullying on campus.
 - 3.3 Implement a monitoring and intervention system for tracking and improving attendance of individual students.
 - 3.4 Provide school publications promoting home/school communication.
 - 3.5 Keep faculty, students, and community members informed regarding school/district discipline guidelines.
- 4. Raise the participation and performance in Advanced Academic and college readiness testing.**
 - 4.1 Implement research based strategies to recruit, retain, and strengthen performance in advanced academics classrooms.
 - 4.2 Implement research based strategies to increase the number and performance of students who take the Algebra 1 EOC.

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Acad. Accept.	Met Standard	Met Standard	Met Standard
STAAR - Reading	85.0%	84.0%	86.0%	83.3%
STAAR - Mathematics	78.0%	76.0%	82.0%	86.1%
STAAR - Writing	70.0%	76.0%	68.0%	71.0%
STAAR - Social Studies	56.0%	59.0%	74.0%	74.0%
STAAR - Science	75.0%	77.0%	78.0%	84.0%
Drop Out Rate	0.1%	0.3%	0.0%	Avail. 11/15
Attendance Rate	96.6%	96.1%	96.8%	96.4%
Percentage of Enrollment in Gifted and Talented	3.5%	4.2%	5.0%	5.1%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

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**STAAR testing data source from 2015 Pearson Data File

Kohrville Elementary School Campus Improvement Plan

Mission:

It is Kohrville's mission that our students will develop positive character and become goal oriented lifelong learners.

Campus Objectives:

- ~ To increase student performance by utilizing Professional Learning Communities to analyze data and determine the best instructional plan for diverse learners.
- ~ Every student will demonstrate the character traits of a productive and honorable citizen in a global community.

Tactics and Action Plans:

- 1. Increase student performance and close the achievement gap.**
 - 1.1 Apply research based strategies to increase student performance in math.
 - 1.2 Apply research based strategies to increase student performance in reading.
 - 1.3 Apply research based strategies to increase writing performance.
 - 1.4 Apply research based strategies to increase student performance in science.
 - 1.5 Use data analysis to assess, determine, and implement interventions and differentiated instruction needed to increase student achievement with a focus on Hispanic, Economically Disadvantaged, African American, and Special Education populations.
- 2. Recruit and retain the highest quality employees.**
 - 2.1 Increase teacher competency with technology and curriculum integration.
 - 2.2 Provide a variety of staff development opportunities that strengthen instructional strategies.
- 3. Promote positive character traits and effective communication.**
 - 3.1 Strengthen student demonstration of Klein Character traits by implementing recognition initiatives.
 - 3.2 Increase parent / community involvement.

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Exemplary	Met Standard	Met Standard	Met Standard
STAAR - Reading	88.0%	85.0%	79.0%	85.3%
STAAR - Mathematics	77.0%	76.0%	79.0%	82.1%
STAAR - Writing	81.0%	73.0%	69.0%	79.0%
STAAR - Science	79.0%	77.0%	81.0%	69.0%
Attendance Rate	96.9%	96.5%	96.9%	96.7%
Percentage of Enrollment in Gifted and Talented	3.8%	3.1%	2.5%	1.9%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

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**STAAR testing data source from 2015 Pearson Data File

Northampton Elementary School Campus Improvement Plan

Mission:

Learn, Believe, Achieve, Succeed!

Campus Objectives:

- ~ To provide quality, research-based differentiated instruction for the academic success of every student.
- ~ To equip students with the character traits that will enable them to develop positive relationships and be productive citizens.
- ~ To ensure a safe learning environment and provide a positive learning climate.

Tactics and Action Plans:

- 1. Increase student performance and close the achievement gap.**
 - 1.1 Implement effective, differentiated instructional strategies to increase learning and close the achievement gap in reading.
 - 1.2 Implement effective, differentiated instructional strategies to increase learning and close the achievement gap in math.
 - 1.3 Implement effective, differentiated instructional strategies to increase learning and close the achievement gap in writing.
 - 1.4 Implement effective, differentiated instructional strategies to increase learning and close the achievement gap in science.
- 2. Recruit and retain the highest quality employees.**
 - 2.1 Provide professional development for all staff to insure best practices and improve student learning.
 - 2.2 Increase teacher competency in instructional technology.
- 3. Promote positive character traits and effective communication.**
 - 3.1 Strengthen student demonstration of Klein Quality Character Traits.
 - 3.2 Provide communication resources and communicate the value of parent involvement.
- 4. Promote a collaborative environment through the use of Professional Learning Communities.**
 - 4.1 Increase academic gains for all students through supportive and shared campus leadership.
- 5. Promote a healthy and safe school environment.**
 - 5.1 Establish and promote programs and opportunities that support a healthy lifestyle for students and staff.
 - 5.2 Take steps to provide a safe and secure school environment for students and staff.

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Acad. Accept.	Met Standard	Met Standard	Met Standard
STAAR - Reading	83.0%	84.0%	87.0%	88.2%
STAAR - Mathematics	74.0%	83.0%	78.0%	84.5%
STAAR - Writing	76.0%	77.0%	88.0%	77.0%
STAAR - Science	76.0%	78.0%	85.0%	80.0%
Attendance Rate	96.7%	96.4%	96.9%	96.8%
Percentage of Enrollment in Gifted and Talented	5.5%	5.7%	3.7%	2.4%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

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**STAAR testing data source from 2015 Pearson Data File

Haude Elementary School Campus Improvement Plan

Mission:

Haude Elementary celebrates education as a collaborative opportunity for academic achievement and lifelong learning resulting in endless possibilities for our students' future. We embrace diversity through respect and cooperation in a nurturing and positive environment.

Campus Objectives:

- ~ Inspire creative teaching and meaningful 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. Increase student performance 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 and effective communication.**
 - 3.1 Integrate character education, wellness and social skills activities into classroom.

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Exemplary	Met Standard	Met Standard	Met Standard
STAAR - Reading	90.0%	92.0%	94.0%	91.6%
STAAR - Mathematics	84.0%	85.0%	86.0%	92.9%
STAAR - Writing	87.0%	82.0%	88.0%	84.0%
STAAR - Science	85.0%	84.0%	86.0%	89.0%
Attendance Rate	97.3%	97.0%	97.1%	96.6%
Percentage of Enrollment in Gifted and Talented	11.2%	7.8%	6.4%	5.4%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

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**STAAR testing data source from 2015 Pearson Data File

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. Increase student performance and close the achievement gap.**
 - 1.1 Implement PLC allowing teachers to plan for effective student intervention thereby improving student achievement.
 - 1.2 Differentiate instruction in all subjects to address individual student needs.
- 2. Recruit and retain the highest quality employees who will provide motivating 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 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. 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. Build relationships that encourage parent and community involvement.**
 - 4.1 Encourage engagement through effective communication.
 - 4.2 Increase active parent involvement in school activities.

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Met Standard
STAAR - Reading	72.0%	71.0%	74.0%	77.8%
STAAR - Mathematics	74.0%	75.0%	76.0%	81.8%
STAAR - Writing	66.0%	62.0%	70.0%	54.0%
STAAR - Science	80.0%	82.0%	75.0%	84.0%
Attendance Rate	96.3%	96.2%	96.3%	96.4%
Percentage of Enrollment in Gifted and Talented	4.1%	3.5%	2.7%	1.4%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

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**STAAR testing data source from 2015 Pearson Data File

Epps Island Elementary School Campus Improvement Plan

Mission:

Epps Island Elementary School's mission is committed to continuous improvement with a focus on teaching beyond labels ensuring academic and social success for ALL learners through continually being reflective on the student and adult learning that occurs in our school.

Campus Objectives:

- ~ To increase student performance through the use of data analysis, TEKS-driven targeted instruction, and embedded professional development based on best practices for the needs of students and teachers.
- ~ To provide students with the necessary tools to develop appropriate social skills to develop positive relationships with others and provide opportunities for parent and community involvement.
- ~ To provide a safe and orderly school environment in a climate of high expectations of success for ALL learners.
- ~ To increase awareness, teacher and student use of, and productivity through technology.

Tactics and Action Plans:

1. Increase student performance 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 Hispanic, African American, Special Education, Economically Disadvantaged, and ELL students.
- 1.2 Increase our school's capacity for delivering more targeted literacy instruction.
- 1.3 Strengthen math skills through use of research-based best instructional strategies.
- 1.4 Strengthen writing/language skills through research-based best instructional strategies.
- 1.5 Increase science knowledge and application through the use of research-based strategies.
- 1.6 Implement interventions that are targeted, specific to increase student achievement through a well-developed
- 1.7 RTI school wide RTI model.
- 1.8 Provide embedded professional development for teachers based on student needs to increase student achievement.
- 1.9 Provide enriched instructional strategies through the use of technology.

2. Recruit and retain the highest quality employees.

- 2.1 To refine and refocus the effectiveness of PLCs in providing on-going staff development, monitoring, and creating systems that ensure the implementation of the 3 big ideas of PLC- Collaborative work, adult/student learning, and results oriented.
- 2.2 Provide on-going staff development opportunities for teachers to remain current and motivated in implementing instructional strategies and techniques that yield the highest gains on student achievement.
- 2.3 Provide a variety of motivational, inspirational and team building activities to enhance staff morale.

3. Promote positive character traits and effective communication.

- 3.1 Integrate school-wide SCHOLAR program through the theme of T.E.A.M. which encompasses goal setting in academic areas and building character and social behaviors which will promote positive social and academic behaviors with students.
- 3.2 Increase student involvement in leadership opportunities in various clubs promoting social skills.
- 3.3 Implement effective Nurtured Heart strategies to promote positive interaction among students, teachers, and parents.

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Acad. Accept.	Imp. Required	Met Standard	Met Standard
STAAR - Reading	61.0%	52.0%	54.0%	59.2%
STAAR - Mathematics	50.0%	42.0%	49.0%	71.1%
STAAR - Writing	50.0%	33.0%	49.0%	45.0%
STAAR - Science	66.0%	55.0%	59.0%	56.0%
Attendance Rate	96.8%	96.4%	96.5%	96.2%
Percentage of Enrollment in Gifted and Talented	3.4%	2.8%	2.5%	1.6%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

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**STAAR testing data source from 2015 Pearson Data File

Theiss Elementary School Campus Improvement Plan

Mission:

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. Increase student performance 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 all student populations 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 to expand teaching skills using technology.
 - 2.3 Establish measures to increase employee performance.
- 3. Promote positive character traits and effective communication.**
 - 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 before, during and 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	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Exemplary	Met Standard	Met Standard	Met Standard
STAAR - Reading	89.0%	82.0%	89.0%	89.7%
STAAR - Mathematics	82.0%	86.0%	93.0%	95.4%
STAAR - Writing	88.0%	82.0%	86.0%	87.0%
STAAR - Science	96.0%	89.0%	95.0%	94.0%
Attendance Rate	96.7%	96.4%	97.0%	96.8%
Percentage of Enrollment in Gifted and Talented	9.3%	7.8%	5.2%	4.8%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward to 2011-12.

**STAAR testing data source from 2015 Pearson Data File

Benfer Elementary School Campus Improvement Plan

Mission:

Inspire Learning!

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. Increase student performance 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 and effective communication.**
 - 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.
 - 3.3 Increase parental involvement and attendance in PTO sponsored events.
 - 3.4 Strengthen home/school communication.

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Met Standard
STAAR - Reading	88.0%	85.0%	82.0%	81.1%
STAAR - Mathematics	77.0%	82.0%	82.0%	80.4%
STAAR - Writing	83.0%	68.0%	78.0%	75.0%
STAAR - Science	87.0%	94.0%	79.0%	76.0%
Attendance Rate	96.6%	96.6%	96.9%	96.6%
Percentage of Enrollment in Gifted and Talented	4.8%	4.4%	3.6%	3.1%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward to 2011-12.

**STAAR testing data source from 2015 Pearson Data File

Kaiser Elementary School Campus Improvement Plan

Mission:

We will ensure academic, social and emotional growth for all students at Kaiser.

Campus Objectives:

- ~ We will increase student performance and close the achievement gap.
- ~ We will recruit and retain the highest quality employees available.
- ~ We will promote positive character traits.
- ~ We will increase effective communication and solicit increased parent involvement.

Tactics and Action Plans:

- 1. Increase student performance and close the achievement gap for Special Education students, African American students and English Language Learners.**
 - 1.1 We will improve reading achievement for all students by 15%.
 - 1.2 We will improve writing achievement for all students by 15%.
 - 1.3 We will improve math achievement for all students by 15%.
 - 1.4 We will improve science achievement for all students by 15%.
 - 1.5 We will improve social studies achievement for all students 15%.
 - 1.6 We will decrease the performance gap for Special Education students in all subject areas by 15%.
 - 1.7 We will decrease the performance gap for ELL students in all subject areas by 15%.
 - 1.8 We will decrease the performance gap for African American students in all subject areas by 15%.
 - 1.9 We will address the needs of our GT students and increase the number of students achieving commended on STAAR by 5%.
- 2. Recruit and retain the highest quality employees.**
 - 2.1 We will implement an effective teacher mentor program.
 - 2.2 We will implement classroom visitations for teachers.
 - 2.3 We will implement collaboration between PLCs both on grade level and vertical
 - 2.4 We will engage in effective staff development and training for all teachers, staff and administrators
 - 2.5 We will promote camaraderie among teachers, staff and their families
- 3. Promote positive character traits, effective communication and parent involvement.**
 - 3.1 We will promote and practice understanding and acceptance of diversity.
 - 3.2 We will provide experiences that teach character development.
 - 3.3 We will provide increased opportunities for parent/school communication.
 - 3.4 We will provide increased opportunities for parent involvement.
 - 3.5 We will provide opportunities for adult education.

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Acad. Accept.	Met Standard	Met Standard	Met Standard
STAAR - Reading	58.0%	59.0%	58.0%	65.3%
STAAR - Mathematics	57.0%	54.0%	55.0%	75.4%
STAAR - Writing	50.0%	45.0%	66.0%	50.0%
STAAR - Science	55.0%	45.0%	61.0%	59.0%
Attendance Rate	96.7%	96.7%	96.3%	96.0%
Percentage of Enrollment in Gifted and Talented	1.3%	1.8%	1.3%	0.5%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

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**STAAR testing data source from 2015 Pearson Data File

Brill Elementary School Campus Improvement Plan

Mission:

Brill Elementary School's mission is to ensure all students are future ready by developing successful citizens who will achieve their greatest potential both academically and socially.

Campus Objectives:

- ~ To provide rigorous, differentiated, research-based instruction that leads to the academic growth of all students through effective data analysis.
- ~ To provide students with the necessary tools to uphold good character and develop positive relationships with others in a community-connected school environment.
- ~ To provide a productive, relevant school culture that has high expectations of success for all learners through a collaborative learning community utilizing 21st century learning tools.

Tactics and Action Plans:

- 1. Increase student achievement and close the achievement gap.**
 - 1.1 Increase the performance of all students to show growth in all academic areas.
 - 1.2 Use data analysis to assess strengths and weaknesses of all sub groups to drive instruction.
 - 1.3 Promote post-secondary readiness standards through structural, motivational, and experiential college and career opportunities.
- 2. Promote positive character traits and the building of successful relationships with others.**
 - 2.1 To maintain increased student involvement and leadership by building positive, sustained relationships with students, teachers, and community members
 - 2.2 We will promote team-building of student success through collaborative, collective commitments to all learners.
- 3. Promote professional learning that will provide a collaborative environment to enhance student achievement and professional growth.**
 - 3.1 To refine the standard, systematic approach for the PLC process to promote teacher collaboration resulting in increased student achievement.
 - 3.2 We will utilize a research-based instructional strategies in RtI to maximize student achievement.
 - 3.3 We will embrace 21st century learning tools to develop the skills needed to become future ready.

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Acad. Accept.	Met Standard	Met Standard	Met Standard
STAAR - Reading	85.0%	85.0%	84.0%	88.4%
STAAR - Mathematics	82.0%	81.0%	82.0%	92.9%
STAAR - Writing	89.0%	75.0%	85.0%	82.0%
STAAR - Science	87.0%	86.0%	92.0%	93.0%
Attendance Rate	97.3%	96.5%	97.1%	96.3%
Percentage of Enrollment in Gifted and Talented	7.7%	7.3%	4.9%	3.4%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

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**STAAR testing data source from 2015 Pearson Data File

Ehrhardt Elementary School Campus Improvement Plan

Mission:

Ehrhardt Eagles will S.O.A.R.

Show Eagle pride Own your responsibilities Achieve with a positive attitude Respect others

Campus Objectives:

- ~ Every student will demonstrate the character traits of a productive and honorable citizen in a global community.
- ~ The Ehrhardt community will be actively involved to support the academic and citizenship goals of the school.
- ~ Students will learn in a safe, “No Place for Hate” environment.
- ~ Promote positive character traits.

Tactics and Action Plans:

- 1. Increase student performance and close the achievement gap.**
 - 1.1. We will ensure STAAR passing rate percentages of all subgroups in all subjects at the set target rate or above.
 - 1.2. We will closely monitor the performance of all students, including those who are at-risk, and provide appropriate interventions to support all students’ academic growth.
- 2. Recruit and retain the highest quality employees.**
 - 2.1 Build capacity in the staff to ensure student achievement.
 - 2.2 Build capacity in parents to ensure student achievement.
- 3. Promote positive character traits amongst students.**
 - 3.1 Provide opportunities for student, parent, and community involvement
 - 3.2 Integrate character education, bully prevention, and social skills training into the existing curriculum.
 - 3.3 Actively engage in growing character and citizenship of all students.

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Exemplary	Met Standard	Met Standard	Met Standard
STAAR - Reading	84.0%	79.0%	81.0%	84.0%
STAAR - Mathematics	79.0%	68.0%	80.0%	82.5%
STAAR - Writing	75.0%	74.0%	79.0%	71.0%
STAAR - Science	87.0%	82.0%	88.0%	66.0%
Attendance Rate	96.8%	96.4%	96.8%	96.2%
Percentage of Enrollment in Gifted and Talented	6.0%	4.5%	3.1%	1.6%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

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**STAAR testing data source from 2015 Pearson Data File

Lemm Elementary School Campus Improvement Plan

Mission:

Expect Success!

Campus Objectives:

- ~ In order to show an improvement in student success in our core content areas, we will increase the percentage of our students scoring 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 advanced 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 2nd grade.
- 2. Recruit and retain the highest quality employees.**
 - 2.1 Increase teacher competency through continued staff development.
 - 2.2 Increase the efficiency and productivity of our Professional Learning Communities.
- 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 Promote responsible behaviors in students and increase student attendance.
 - 3.3 Increase parent and community participation on campus and school-wide events.

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Met Standard
STAAR - Reading	89.0%	90.0%	92.0%	89.2%
STAAR - Mathematics	84.0%	84.0%	81.0%	89.9%
STAAR - Writing	85.0%	79.0%	79.0%	81.0%
STAAR - Science	89.0%	88.0%	78.0%	91.0%
Attendance Rate	97.0%	96.5%	96.7%	96.9%
Percentage of Enrollment in Gifted and Talented	7.7%	6.5%	3.9%	2.9%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

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**STAAR testing data source from 2015 Pearson Data File

Nitsch Elementary School Campus Improvement Plan

Mission:

We will promote and ensure academic excellence in a nurturing environment.

Campus Objectives:

- ~ Increase student performance and close the achievement gap among all student populations.
- ~ 2. Recruit and retain the highest quality employees.
- ~ 3. Build the character and citizenship of all students and provide a positive and safe learning environment.
- ~ 4. Establish successful partnerships with parents and the community at large.

Tactics and Action Plans:

- 1. Increase student performance 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 specific subgroups: Hispanic, African American, Special Education, Economically Disadvantaged, and ELL students.
 - 1.2 Implement effective strategies to improve student achievement in reading.
 - 1.3 Implement effective strategies to improve student achievement in writing.
 - 1.4 Implement effective strategies to improve student achievement in math.
 - 1.5 Implement effective strategies to improve student achievement in science.
- 2. Recruit and retain the highest quality employees.**
 - 2.1 Implement a community of professional learners using the PLC model to guide effective decision making practices and provide researched based professional development that will assist in meeting the needs of all students.
- 3. Promote positive character traits and effective communication.**
 - 3.1 Establish and utilize Character Education and "No Place for Hate" committee.
 - 3.2 Promote responsible behaviors in students and increase student attendance.
- 4. Establish successful partnerships with parents and the community at large.**
 - 4.1 Develop relationships with parents and community by providing opportunities to increase parent and community involvement using various forms of communication methods.
 - 4.2 Implement activities that involve the community, parents and Nitsch teachers and staff.

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Improvement Req'd
STAAR - Reading	60.0%	63.0%	59.0%	61.8%
STAAR - Mathematics	46.0%	52.0%	54.0%	57.9%
STAAR - Writing	49.0%	52.0%	52.0%	41.0%
STAAR - Science	73.0%	63.0%	54.0%	39.0%
Attendance Rate	96.4%	96.8%	96.2%	96.2%
Percentage of Enrollment in Gifted and Talented	3.6%	3.3%	2.4%	1.8%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

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**STAAR testing data source from 2015 Pearson Data File

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 lifelong 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. Increase student performance and close the achievement gap.**
 - 1.1 Raise the performance of all sub-populations in Reading, Math, Writing and Science.
 - 1.2 Increase the number of students achieving Level III on STAAR, all subjects.
 - 1.3 Raise the performance of gifted and talented students on the TPSP.
 - 1.4 Raise the number of ELL students progressing at least one proficiency level on TELPAS.
- 2. Recruit 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 and effective communication.**
 - 3.1 Integrate character education, violence prevention and social skills information into the existing curriculum.
 - 3.2 Scholar program will promote a College and Career Readiness theme.

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Met Standard
STAAR - Reading	86.0%	88.0%	83.0%	83.8%
STAAR - Mathematics	77.0%	85.0%	81.0%	80.6%
STAAR - Writing	90.0%	79.0%	70.0%	67.0%
STAAR - Science	84.0%	82.0%	89.0%	68.0%
Attendance Rate	96.4%	96.3%	95.9%	96.3%
Percentage of Enrollment in Gifted and Talented	6.8%	6.7%	4.9%	3.9%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

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**STAAR testing data source from 2015 Pearson Data File

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.

Tactics and Action Plans:

- 1. Increase student performance and close the achievement gap.**
 - 1.1 Provide tutors to help strengthen skills and fill academic gaps.
 - 1.2 Increase higher-level thinking activities and questions.
 - 1.3 Grade levels will intensify data assessment during PLCs.
 - 1.4 Implementation of Power Hour
 - 1.5 Implementation of attendance incentive
- 2. Recruit and retain the highest quality employees.**
 - 2.1 Provide quality professional development for teachers, paraprofessionals and tutors.
- 3. Promote positive character traits and effective communication.**
 - 3.1 Implement a variety of programs to help students develop personal, social/emotional, and career development skills.
 - 3.2 Implement a variety of programs to increase student and community engagement

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Exemplary	Met Standard	Met Standard	Met Standard
STAAR - Reading	87.0%	90.0%	87.0%	89.9%
STAAR - Mathematics	68.0%	83.0%	81.0%	86.2%
STAAR - Writing	82.0%	74.0%	83.0%	79.0%
STAAR - Science	97.0%	87.0%	89.0%	88.0%
Attendance Rate	97.0%	96.6%	96.9%	96.8%
Percentage of Enrollment in Gifted and Talented	3.7%	3.3%	2.6%	3.3%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

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**STAAR testing data source from 2015 Pearson Data File

Kuehnle Elementary School Campus Improvement Plan

Mission:

Learning for all, all for learning!

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. Increase student performance and close the achievement gap.**
 - 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 Provide staff development and ongoing support based on student data and teacher needs.
- 3. Promote positive character traits and effective communication.**
 - 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	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Exemplary	Met Standard	Met Standard	Met Standard
STAAR - Reading	91.0%	89.0%	91.0%	90.1%
STAAR - Mathematics	80.0%	90.0%	91.0%	93.2%
STAAR - Writing	83.0%	87.0%	87.0%	86.0%
STAAR - Science	90.0%	88.0%	88.0%	93.0%
Attendance Rate	97.3%	97.0%	97.5%	97.3%
Percentage of Enrollment in Gifted and Talented	6.0%	6.3%	3.6%	2.3%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

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**STAAR testing data source from 2015 Pearson Data File

Mittelstädt Elementary School Campus Improvement Plan

Mission:

Develop “Patriot Pride” in everything we do.

Campus Objectives:

- ~ Raise the performance level of all students in an effort to close the achievement gap.
- ~ Attract, develop, support and retain the highest quality employees.
- ~ Promote positive character traits in our students, and communication with our stakeholders.

Tactics and Action Plans:

- 1. Raise the performance level of all students in an effort to close the achievement gap.**
 - 1.1 Raise the performance level of all students, in all subgroups, including special education, in the areas of math, science, reading, and writing.
- 2. Attract, develop, support and retain the highest quality employees.**
 - 2.1 Continue building a PLC culture by providing time, space, and support for staff to meet, review data, plan for meeting the needs of all students, and providing targeted specific professional development.
- 3. Promote positive character traits in our students, and communication with our stakeholders.**
 - 3.1 Provide meaningful, engaging character building activities for students; build and maintain positive partnerships with parents in an effort to increase student growth and success.

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Exemplary	Met Standard	Met Standard	Met Standard
STAAR - Reading	78.0%	79.0%	82.0%	78.3%
STAAR - Mathematics	71.0%	72.0%	73.0%	77.7%
STAAR - Writing	85.0%	83.0%	80.0%	67.0%
STAAR - Science	84.0%	80.0%	77.0%	76.0%
Attendance Rate	96.2%	95.6%	95.9%	95.8%
Percentage of Enrollment in Gifted and Talented	5.7%	5.2%	4.0%	3.0%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

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**STAAR testing data source from 2015 Pearson Data File

Klenk Elementary School Campus Improvement Plan

Mission:

Klenk Elementary prepares students to succeed in all endeavors.

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 and close any achievement gap.
 - ~ Klenk Elementary teachers will have a strong support system to aid in the instructional practices through use of data analysis, materials, professional development, TEKS-driven assessments and 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.
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 and materials, increased literacy, differentiated instruction/enrichment, extended learning time, and Grade Recovery sessions so that 85% of all students will pass STAAR and end of the year 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 bilingual literacy to ensure an increase in bilingual student performance in reading, math, science, and writing on all assessments.
 - 1.3 Provide differentiated instruction/enrichment and RTI interventions to increase student performance in all subjects.
 - 1.4 Provide extended learning time/interventions before/during/after school for identified students to increase student performance on all assessments.
 - 1.5 Provide differentiated grade level materials to increase advanced Level III student performance in all academic areas on STAAR.
 - 1.6 Provide Special Education CoTeach Models to increase special education student performance in all academic areas.
 - 1.7 Provide part time tutors in ELA and Math to increase student academic performance on STAAR and benchmarks.
 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, technology, and professional development so that 85% of all students will pass STAAR or end of the year benchmarks.**
 - 2.1 Provide aligned materials and curriculum through research-based best instructional strategies to support teachers in their planning and instructional practices.
 - 2.2 Provide additional personnel such as tutors, Title I Science Lab teacher, specialists, At Risk Bilingual teacher, Good to Great CoTeach teachers, Good to Great reduction teachers, and aides to promote equitable teacher student interaction, success, and motivation in the teacher's classroom.
 - 2.3 Provide support system through technology to promote success, motivation, and initiatives.
 - 2.4 Provide professional development for teachers 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 ensure academic success and strong character attributes.**
 - 3.1 Engage in school and community goal setting to encourage academic commitments between school and community.
 - 3.2 Provide school publications to promote home/school communication.
 - 3.3 Provide opportunities for parent involvement in school activities to promote stronger relationships.
 - 3.4 Implement and reinforce social skills to include character education and violence prevention.
 - 3.5 Provide additional opportunities to further adult education.

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Met Standard
STAAR - Reading	82.0%	80.0%	80.0%	79.8%
STAAR - Mathematics	81.0%	76.0%	68.0%	80.3%
STAAR - Writing	71.0%	70.0%	76.0%	67.0%
STAAR - Science	86.0%	88.0%	88.0%	69.0%
Attendance Rate	96.9%	97.0%	96.8%	96.4%
Percentage of Enrollment in Gifted and Talented	2.9%	2.4%	1.7%	1.1%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward to 2011-12.

**STAAR testing data source from 2015 Pearson Data File

Eiland Elementary School Campus Improvement Plan

Mission:

The mission of Eiland Elementary School is to cultivate academically and socially empowered learners through school and community collaboration.

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. Maximize student performance and close the achievement gap.**
 - 1.1 We will maximize achievement for African American, Economically Disadvantaged, English Language Learners, and Special Education students in math, science, writing, and reading.
 - 1.2 We will cultivate bi-literacy in our bilingual classrooms.
 - 1.3 We will monitor attendance in order to ensure student academic achievement.
- 2. Recruit, retain and develop the highest quality employees.**
 - 2.1 We will provide high quality staff development based on the needs of our teachers.
 - 2.2 We will use the PLC model to improve initial instruction and plan for effective intervention.
 - 2.3 Provide mentoring teams for teachers new to Eiland Elementary.
- 3. Promote positive character traits and effective communication.**
 - 3.1 We will develop and nurture positive character traits in students.
 - 3.2 We will develop and implement a comprehensive behavior RtI plan.
- 4. We will encourage parental engagement and ensure effective communication.**
 - 4.1 We will maximize active family engagement in school activities.
 - 4.2 We will provide learning opportunities for family members, including improvement of their parenting skills, academic skills, language skills, and computer skills.

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Acad. Accept.	Met Standard	Met Standard	Met Standard
STAAR - Reading	70.0%	65.0%	73.0%	70.4%
STAAR - Mathematics	66.0%	63.0%	48.0%	69.9%
STAAR - Writing	55.0%	46.0%	60.0%	51.0%
STAAR - Science	68.0%	55.0%	60.0%	77.0%
Attendance Rate	96.6%	96.8%	96.8%	96.7%
Percentage of Enrollment in Gifted and Talented	3.1%	2.9%	1.4%	1.5%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

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**STAAR testing data source from 2015 Pearson Data File

Schultz Elementary School Campus Improvement Plan

Schultz Vision:

Schultz provides a positive, caring, and safe learning environment for all students. We work together to teach our students to be lifelong learners and productive members of our community. We are committed to academic excellence, exemplary character, and acceptance of individual differences.

Mission Statement: Together we soar!

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 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 and effective communication.**
 - 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.
 - 3.3 Increase parental involvement and attendance in PTO and school sponsored events.
 - 3.4 Strengthen home/school communication.

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Exemplary	Met Standard	Met Standard	Met Standard
STAAR - Reading	93.0%	92.0%	88.0%	86.5%
STAAR - Mathematics	86.0%	86.0%	82.0%	86.6%
STAAR - Writing	95.0%	91.0%	87.0%	85.0%
STAAR - Science	81.0%	88.0%	75.0%	85.0%
Attendance Rate	96.6%	96.3%	96.3%	96.5%
Percentage of Enrollment in Gifted and Talented	4.9%	4.8%	3.8%	2.6%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

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**STAAR testing data source from 2015 Pearson Data File

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. Student Performance: Increase student performance and close the achievement gap.**
 - 1.1 Implement campus procedures to improve student achievement for all students in all academic areas.
 - 1.2 Implement campus procedures to increase percentage of 3rd, 4th and 5th grade students scoring Level III on STAAR.
 - 1.3 Implement campus procedures to increase percentage of 5th grade students scoring Met Standard on the Science STAAR.
- 2. Professional Growth and Teacher Practice: Ensure the highest qualify employees through professional growth and collaboration.**
 - 2.1 Implement campus procedures to identify the staff development needs of individual teachers and monitor the implementation of learned strategies in order to increase teacher competency and efficacy.
- 3. Climate, Culture, Character and Community: Promote positive character traits and establish effective communication with the community.**
 - 3.1 Implement campus procedures to provide opportunities for student, parent and community involvement.

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Exemplary	Met Standard	Met Standard	Met Standard
STAAR - Reading	96.0%	97.0%	99.0%	96.6%
STAAR - Mathematics	93.0%	95.0%	96.0%	93.7%
STAAR - Writing	96.0%	95.0%	99.0%	94.0%
STAAR - Science	90.0%	90.0%	89.0%	85.0%
Attendance Rate	97.4%	97.0%	97.5%	97.5%
Percentage of Enrollment in Gifted and Talented	15.5%	14.4%	11.9%	8.3%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

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**STAAR testing data source from 2015 Pearson Data File

Kreinhop Elementary School Campus Improvement Plan

Mission:

Nurturing Hearts! Expecting Excellence!

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 increases in the area of local accountability targets.

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 Increase student performance of all students and all sub-populations in the area of science, including Special Education.
 - 1.4 Increase student performance of all students and all sub-populations in the area of writing, including Special Education.
- 2. We will attract, develop, support, inspire, and retain the highest quality teachers, administrators, and staff by providing on-going Professional Development.**
 - 2.1 Continue building/refining a PLC culture on campus.
 - 2.2 Build a collaborative culture on campus including shared leadership responsibilities among the teaching staff.
- 3. We will develop positive character traits in each student and encourage parent and community involvement.**
 - 3.1 Implement the Nurtured Heart approach to foster every child's awareness of their inner wealth.
 - 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 increases in the area of local accountability targets.**
 - 4.1 Wellness/ PE- involved nutrition and food service.
 - 4.2 Second Language Acquisition.
 - 4.3 Digital Learning Environment.
 - 4.4 21st Century Workforce Development.
 - 4.5 Dropout Prevention Strategy.

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Met Standard
STAAR - Reading	84.0%	82.0%	83.0%	86.2%
STAAR - Mathematics	72.0%	77.0%	82.0%	92.5%
STAAR - Writing	73.0%	71.0%	73.0%	77.0%
STAAR - Science	87.0%	81.0%	77.0%	92.0%
Attendance Rate	96.9%	97.0%	96.8%	96.7%
Percentage of Enrollment in Gifted and Talented	2.4%	2.5%	2.0%	1.9%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

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**STAAR testing data source from 2015 Pearson Data File

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. Increase student performance 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 and writing knowledge and performance.
- 2. Recruit and retain the highest quality employees.**
 - 2.1 We will use the PLC model to improve initial instruction and plan for effective intervention.
 - 2.2 Increase teacher competency in instructional technology.
 - 2.3 Provide recognition of staff contributions.
 - 2.4 Provide mentoring team for teachers new to McDougle Elementary.
 - 2.5 Provide professional development.
- 3. Promote positive character traits and effective communication.**
 - 3.1 We will develop and nurture positive character traits in students.
- 4. Build relationships and encourage engagement through effective communication.**
 - 4.1 Increase parent involvement and communication.

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Met Standard
STAAR - Reading	74.0%	70.0%	67.0%	67.0%
STAAR - Mathematics	63.0%	71.0%	60.0%	71.5%
STAAR - Writing	58.0%	72.0%	77.0%	51.0%
STAAR - Science	69.0%	73.0%	77.0%	76.0%
Attendance Rate	97.0%	97.3%	97.3%	96.4%
Percentage of Enrollment in Gifted and Talented	2.1%	3.0%	2.0%	1.9%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

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**STAAR testing data source from 2015 Pearson Data File

Metzler Elementary School Campus Improvement Plan

Mission:

Working together as a team to ensure successful learning every day.

Campus Objectives:

- ~ Each student will be challenged to meet or exceed daily learning objectives and reach his/her academic potential, with a well-balanced and guaranteed curriculum.
- ~ Qualified and highly effective personnel will be recruited, developed, and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction, using those techniques to improve student learning.
- ~ Each student will learn to establish and achieve personal goals and embody positive character traits within the school setting and the community at large.

Tactics and Action Plans:

- 1. Increase student performance and close the achievement gap.**
 - 1.1 Improve reading achievement for all students in all subgroups.
 - 1.2 Improve math achievement for all students in all subgroups.
 - 1.3 Improve writing achievement for all students in all subgroups.
 - 1.4 Improve science achievement for all students in all subgroups.
- 2. Recruit and retain the highest quality employees.**
 - 2.1 Increase teacher competency in the area of instructional technology.
 - 2.2 Provide support to teachers to improve initial instruction.
 - 2.3 Increase recognition of faculty and staff for their contributions to increased levels of student achievement.
- 3. Promote positive character traits in each student.**
 - 3.1 We will develop positive character traits in each student while promoting a safe learning environment.

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Met Standard
STAAR - Reading	80.0%	75.0%	80.0%	86.3%
STAAR - Mathematics	70.0%	76.0%	82.0%	90.9%
STAAR - Writing	78.0%	71.0%	77.0%	81.0%
STAAR - Science	86.0%	86.0%	88.0%	83.0%
Attendance Rate	96.6%	96.4%	96.5%	96.3%
Percentage of Enrollment in Gifted and Talented	2.9%	2.3%	2.1%	1.5%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

*Due to state mandated standardized testing and accountability rating system changes, the 2010-11 TEA School Ratings were carried forward to 2011-12.

**STAAR testing data source from 2015 Pearson Data File

Benignus Elementary School Campus Improvement Plan

Mission:

Benignus Elementary School's mission is to increase students' academic skills, exhibit positive character traits, and prepare students to excel in a technologically advanced society.

(Positive, productive, polite, responsible, respectful = academic success)

Campus Objectives:

- ~ To increase student performance through PLC and data analysis, targeted instruction based on best practices, backwards design assessments, inquiry learning, and a TEKS-driven curriculum.
- ~ To advance the current technology productivity and relevancy for students and teachers.
- ~ To develop appropriate student social skills, good character 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 in PLC to assess strengths and weaknesses of all student groups in driving instruction with a focus on Asian, African American, Hispanic, Special Education and Economically Disadvantaged students
 - 1.2 Strengthen science knowledge and application to prepare for all state and local assessments.
 - 1.3 Strengthen reading skills through research-based best practices to prepare for all state and local assessments.
 - 1.4 Strengthen math skills through research-based best instructional strategies to prepare for all state and local assessments.
 - 1.5 Strengthen writing/language skills through research-based best instructional strategies to prepare for all state and local assessments
 - 1.6 Implement interventions/enrichment through differentiated - technology instruction to increase student achievement.
 - 1.7 Promote post-secondary readiness standards through structured, differentiated, motivational and experiential college and career opportunities.
- 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 and effective communication.**
 - 3.1 Continue reinforcement of social skills to include character education and violence prevention embedded in instruction.
 - 3.2 Continue to reinforce appropriate social skills through the counseling program
 - 3.3 Continue various clubs promoting social skills.
- 4. Build relationships and encourage engagement through effective communication.**
 - 4.1 Provide school publications promoting home/school communication in a variety of ways including social media.
 - 4.2 Provide opportunities for parents to be involved in school activities.

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Exemplary	Met Standard	Met Standard	Met Standard
STAAR - Reading	94.0%	96.0%	95.0%	91.7%
STAAR - Mathematics	94.0%	94.0%	87.0%	94.4%
STAAR - Writing	94.0%	91.0%	91.0%	82.0%
STAAR - Science	97.0%	93.0%	94.0%	86.0%
Attendance Rate	96.8%	96.7%	97.0%	97.0%
Percentage of Enrollment in Gifted and Talented	5.9%	5.4%	4.3%	3.6%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

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**STAAR testing data source from 2015 Pearson Data File

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 lifelong 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. Increase student performance 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. Recruit 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 differentiate instruction and meet the needs of all learners.
- 3. Promote positive character traits.**
 - 3.1 Integrate character education, violence prevention, anti-bullying, health/wellness, social skills training, and parent involvement into the existing curriculum.

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Met Standard
STAAR - Reading	89.0%	86.0%	94.0%	94.1%
STAAR - Mathematics	78.0%	89.0%	95.0%	93.1%
STAAR - Writing	73.0%	77.0%	90.0%	89.0%
STAAR - Science	82.0%	90.0%	95.0%	80.0%
Attendance Rate	96.6%	96.2%	97.3%	97.1%
Percentage of Enrollment in Gifted and Talented	6.6%	6.3%	7.4%	6.1%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

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**STAAR testing data source from 2015 Pearson Data File

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. Increase student performance and close 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 increase writing performance.
 - 1.5 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 and effective communication.**
 - 3.1 Promote positive character skills and attributes through direct teaching.
 - 3.2 Promote positive anti-bullying skills and attributes through direct teaching.
 - 3.3 Provide opportunities for parents to be involved in school activities.

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	Exemplary	Met Standard	Met Standard	Met Standard
STAAR - Reading	95.0%	87.0%	82.0%	87.9%
STAAR - Mathematics	86.0%	75.0%	76.0%	86.3%
STAAR - Writing	88.0%	77.0%	83.0%	78.0%
STAAR - Science	83.0%	90.0%	93.0%	88.0%
Attendance Rate	97.1%	96.9%	97.0%	96.9%
Percentage of Enrollment in Gifted and Talented	3.9%	3.1%	2.5%	1.6%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

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**STAAR testing data source from 2015 Pearson Data File

Blackshear Elementary School Campus Improvement Plan

Mission:

Students at Blackshear Elementary will be self aware, reflective lifelong 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. Increase student performance and close the achievement gap.**
 - 1.1 Apply research based strategies to increase student performance in mathematics.
 - 1.2 Apply research based strategies to increase student performance in reading and writing.
 - 1.3 Increase effective data analysis strategies to identify early at-risk student's progress and interventions needed.
- 2. Recruit and retain the highest quality employees.**
 - 2.1 Increase teacher competency with technology and curriculum integration.
 - 2.2 Provide a variety of staff development opportunities that strengthen instructional strategies.
- 3. Promote positive character traits and build effective communication.**
 - 3.1 Integrate character education, bully prevention, and social skills training into the existing curriculum.
 - 3.2 Increase parent/ community involvement.

Performance Measures	2011-12*	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	n/a	Met Standard	Met Standard	Met Standard
STAAR - Reading	86.0%	81.0%	80.0%	87.1%
STAAR - Mathematics	80.0%	83.0%	79.0%	90.5%
STAAR - Writing	82.0%	76.0%	88.0%	75.0%
STAAR - Science	84.0%	88.0%	88.0%	86.0%
Attendance Rate	97.2%	96.8%	97.1%	96.8%
Percentage of Enrollment in Gifted and Talented	4.5%	4.0%	3.2%	2.5%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

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**STAAR testing data source from 2015 Pearson Data File

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 all students, including those who are at-risk, and provide appropriate interventions to support all students’ 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	2011-12	2012-13**	2013-14**	2014-15**
TEA Accountability Rating	-	Met Standard	Met Standard	Met Standard
STAAR - Reading	-	82.0%	88.0%	87.7%
STAAR - Mathematics	-	78.0%	87.0%	91.6%
STAAR - Writing	-	76.0%	83.0%	81.0%
STAAR - Science	-	79.0%	87.0%	90.0%
Attendance Rate	-	96.3%	96.6%	96.6%
Percentage of Enrollment in Gifted and Talented	-	2.7%	2.4%	1.3%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

**STAAR testing data source from 2015 Pearson Data File

Bernshausen Elementary School Campus Improvement Plan

Mission:

We empower learners because it is our passion. Our vision is to inspire and empower lifelong learners while instilling a desire for high achievement and excellent character.

Campus Objectives:

- ~ To increase student performance through quality and effective initial instruction, the use of data analysis, and providing targeted instructional interventions using a TEKS driven curriculum.
- ~ Build excellent character traits and citizenship of all students.
- ~ Create a culture of collaboration, productive PLCs and targeted Professional Development

Tactics and Action Plans:

- 1. Increase student performance and close the achievement gap.**
 - 1.1 Implement precise and personalized instruction to increase the performance rate in all subjects.
 - 1.2 We will actively monitor the performance of all students and provide the targeted interventions to support academic growth.
- 2. Recruit and retain the highest quality employees.**
 - 2.1 Increase teacher competency and knowledge in research based instructional strategies and practices to support student achievement.
 - 2.2 Establish positive faculty and staff, parent and community relationships to support student achievement and excellent character.
- 3. Promote positive character traits and effective communication.**
 - 3.1 Build excellent character and citizenship in all students.

Performance Measures	2011-12	2012-2013	2013-14**	2014-15**
TEA Accountability Rating	-	-	Met Standard	Met Standard
STAAR - Reading	-	-	80.0%	80.4%
STAAR - Mathematics	-	-	65.0%	81.9%
STAAR - Writing	-	-	68.0%	66.0%
STAAR - Science	-	-	85.0%	74.0%
Attendance Rate	-	-	96.1%	95.5%
Percentage of Enrollment in Gifted and Talented	-	-	1.6%	0.8%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/> <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS data for 11-12, 12-13, 13-14 & 14-15.

**STAAR testing data source from 2015 Pearson Data File

Grace England Early Childhood and Pre-Kindergarten Center Campus Improvement Plan

Motto:

Start Early, Finish Strong!

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 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. Raise the performance of all students and close the achievement gap.**
 - 1.1 Provide a program to enable limited English proficient students to become competent in understanding, speaking, reading, and writing the English language.
 - 1.2 Reinforce a team approach in our inclusion program for students with special needs.
 - 1.3 Engage children in developmentally appropriate activities at a level they can readily understand and actively participate differentiating instruction according to individual need.
- 2. Recruit and retain the highest quality employees.**
 - 2.1 Implement effective collaborative teams of teachers and build PLC teams (Parliaments) within the campus.
 - 2.2 Support the implementation of an aligned curriculum using research-based instructional strategies.
 - 2.3 Increase teacher competency in Instructional Technology.
 - 2.4 Promoting a safe and secure environment.
- 3. Promote positive character traits in each student.**
 - 3.1 Integrate character education and social skills information.
 - 3.2
 - a. Motivate students to demonstrate positive behavior and respect toward each other and for others.
 - b. Cultivate student responsibility and social skills.
- 4. Build relationships and encourage engagement through effective communication.**
 - 4.1 Involve parents in their child's learning.
 - 4.2 Furnish parents with school information to help build connections.

Performance Measures	2011-12	2012-13	2013-14	2014-15
TEA Accountability Rating*	-	Met Standard	Met Standard	Met Standard
Attendance Rate	-	93.9%	94.5%	94.1%

*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.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Unqualified Opinion - Annual Audit	Yes	Yes	Yes	Yes	TBD
Disclosures of Material Internal Control Weakness	No	No	No	No	No
Disclosures of Material Non-Compliance	No	No	No	No	No

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. Provides open records requests under the Texas Public Information Act and other inquiries regarding our schools and district administration.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
District Rating	Recognized	Recognized*	N/A**	Met Standard	Met Standard
FAST Rating	4.5	4.5	4.5	5	4.5
FIRST Rating	Superior	Superior	Superior	Superior	Superior
Public Information Requests	199	176	143	192	194
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.

**Texas Education Agency (TEA) did not assign accreditation statuses to districts for the 2012-2013 year due to being in a period of transition to the accreditation system established under House Bill 3.

Security & Monitoring Services - Mr. David Kimberly

Klein Police Station - Project 87

Funds the district and campus security program.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Traffic Stops in School Zones	1,115	750	237	173	354
District Mobility Assistance*	-	-	-	2,590	3,661
Campus Monitoring Checks	31,788	33,756	43,191	51,524	55,265
Assist Campus Administration	827	431	289	387	415

*In 2013-14 Security & Monitoring Services began to track an array of activities as District Mobility Assistance.

Associate Superintendent of Instruction and Student Services

Dr. Susan Borg

Mission Statement

"Future Ready"

Bilingual/ESL Local - Ms. Carolina Paz-Giraldo

Klein Instructional Center - Project 50

Funds bilingual teacher salaries and fringe benefits.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Students Served (Grades K-12)	5,569	5,578	5,921	6,343	6,788
Number of Bilingual Teachers	210.6	202.6	203.4	193.8	205.8

Bilingual/ESL State - Ms. Carolina Paz-Giraldo

Klein Instructional Center - Project 51

Funds bilingual teacher stipends, bilingual classroom assistants, materials, resources, and staff development related to bilingual education.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Students Served (Grades K-12)	5,569	5,578	5,921	6,343	6,788
Funds used for Professional Development	\$430,255	\$397,113	\$665,741	\$777,836	\$800,757
Total Bilingual Stipends Paid	\$842,400	\$810,400	\$845,600	\$891,200	\$948,654

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.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Students Served (Grades PK-12)	3,533	3,583	3,918	4,059	4,121
Districtwide Percentage of Special Education Students	7.87%	7.82%	8.38%	8.49%	8.43%
Average Cost per Student	\$6,457	\$6,150	\$6,633	\$7,078	\$8,131

Compensatory Education - Ms. Cathy Eubanks

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.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Students Served (Grades K-12)	16,857	17,025	16,969	19,262	20,451
Districtwide Percentage of At Risk Students	36.80%	36.41%	35.49%	39.38%	41.81%
Average Cost per Student	\$534	\$535	\$609	\$804	\$721

High School Allotment - Ms. Cathy Eubanks

Student Services Center - Project 54

To account for the \$275 per high school student in preparation for 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.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Students Served (Grades 6-12)	23,598	24,247	24,886	25,283	25,757
High School Dropout Rate	1.2%	1.3%	1.1%	0.0%	Avail. Nov. 2015
Pre-AP & PreIB Enrollment (unduplicated)	11,741	12,105	12,145	11,945	12,280
AP Enrollment (unduplicated)	3,229	3,463	3,599	3,679	3,857
Dual Credit Enrollment (on campus)	937	977	862	924	1,114
IB Enrollment (Pre-IP not included)	117	120	120	116	123
AVID Participation	1,151	1,006	989	758*	607*
Avg High School Math TAKS/STAAR Passing Rate	80.8%	86.3%	86.5%	77.5%	83.5%
Avg High School Science TAKS/STAAR Passing Rate	89.8%	90.8%	92.3%	91.8%	94.5%

*The Klein ISD is phasing out AVID on several campuses beginning 2013-14. Klein Forest (400), Klein Intermediate (156), Klein Oak (32) and Klein Collins (19) comprised the total for 2014-15.

Health & Physical Education - Mr. T. Darby Young**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.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Students Served (Grades K-12)	32,929	34,430	35,186	35,907	38,114
Districtwide Percentage of Health & PE Students	71.88%	73.63%	73.58%	73.41%	77.92%
Average Cost per Student	\$307	\$277	\$289	\$330	\$349

Instructional Fine Arts - Mr. Monte Mast**Klein Instructional Center - Project 56**

Provides campuses with materials, supplies, equipment, and musical instruments for instructional purposes.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Students Served (Grades K-12)	32,126	34,777	34,149	35,789	37,424
Districtwide Percentage of Fine Arts Students	71.54%	75.91%	73.02%	74.84%	76.51%
Average Cost per Student	\$240	\$214	\$401	\$400	\$432

Summer School & Athletic Camps - Mr. T. Darby Young/Dr. Angeline Anderson**Student Services Center and Klein Athletic Building - Project 57**

Funds personnel, materials, and resources for instructional summer school and athletic camps.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Students Served (Grades PK-12)	6,602	5,884	5,296	5,019	5,498
Districtwide Percentage of Summer School Students	14.70%	12.84%	11.32%	10.50%	11.24%
Average Cost per Student	\$70	\$117	\$128	\$171	\$162

Academic Enrichment - Ms. Cynthia Galindo**Klein Instructional Center - Project 58**

Funds personnel, materials, resources, teacher training, and assessments related to Advanced Academic programs.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Students Served (Grades K-12)	2,895	2,744	2,593	2,411	2,227
Districtwide Academic Enrichment Students	6.45%	5.99%	5.54%	5.04%	4.55%
Average Cost per Student	\$239	\$192	\$231	\$193	\$196
Number of Students Tested for GT	1,396	1,265	1,418	1,302	1,512

Therapeutic Education Program (TEP) - Ms. Jody Simpson**7302 Kleingreen Lane, Spring, Texas 77379 - Project 59**

The Therapeutic Education Program (TEP) was established with the major focus of socializing students to normative standards in terms of interpersonal skills with peers and adults, to teach classroom behaviors that promote learning, and to encourage problem solving skills that eschew violent and aggressive strategies.

Mission Statement

The staff, students, and guardians of the Therapeutic Education Program are committed to helping all students acquire the academic, social, and behavioral skills necessary for improving general education participation. We believe that students have the right to learn these skills in a safe, structured, therapeutic environment.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Students Served (Grades K-12)	148	112	194	223	218
Write-Ups	4,858	6,236	8,238	5,677	5,834
Restraints	153	368	297	279	136
Students Sent to Home Campus from TEP	19	26	24	24	31
Students Returned from Home Campus to TEP	3	2	4	2	2
Return Rate of Students to TEP	16%	8%	17%	8%	6%

Career & Technical Education - Dr. Angeline Anderson/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.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Students Served (Grades 6-12)	10,212	10,503	10,526	11,096	11,455
Number of Graduating Students with Certification*	Not Available	Not Available	Not Available	Not Available	680
Number of State/National Competitions*	Not Available	Not Available	Not Available	Not Available	14
Number of Awards Received*	Not Available	Not Available	Not Available	Not Available	125

*The department will begin to collect data for this performance measure in 2014-2015

Research, Accountability & Data - Ms. Vicki James

Student Services Center - Project 70

Creates and maintains the districtwide repository of student data.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Pupil/Teacher Ratio	14.9	15.3	15.5	15.3	15.3
Under-reported Students	0.10%	0.01%	0.03%	0.15%	0.16%
PID Error Rate	0.09%	0.00%	0.00%	0.10%	0.00%

Extracurricular Academics - Ms. Cynthia Galindo

Klein Instructional Center - Project 73

Funds coaching stipends, association fees, materials, and travel expenses for academic competitions in all instructional levels.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Students Served (Grades K-12)	9,960	10,320	11,537	12,167	12,349
Average Cost per Student	\$61	\$49	\$43	\$45	\$47

Extracurricular Athletics - Mr. T. Darby Young

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.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Students Served (Grades 6-12)	10,834	10,101	10,483	10,549	11,113
Number of State/National Competitions*	Not Available	Not Available	Not Available	Not Available	4
Number of Awards Received*	Not Available	Not Available	Not Available	Not Available	15

*The department will begin to collect data for this performance measure in 2014-2015

Athletic Concessions - Mr. T. Darby Young

Klein Athletic Building - Project 75

Funds the operation of concession stands at high school athletic contests including personnel, equipment, and items purchased for resale.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Total Net Revenue	\$ 107,968	\$ 88,591	\$ 93,613	\$ 90,360	\$ 102,568
Total Number of Events Served	420	420	420	424	424
Profit Percentage of Total	42%	37%	40%	37%	44%

Extracurricular Fine Arts - Mr. Monte Mast

Klein Instructional Center - Project 76

Funds fine art 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.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Students Served (Grades 6-12)	7,295	7,394	7,531	*12,667	12,513
Number of Competitions	98	99	114	114	127
Number of Awards Received	82	90	100	97	115

*Increase due to Theatre Arts, Dance, and Drill Team now included in extracurricular fine arts.

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.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
High School Completion Rate	94.3%	94.4%	95.2%	95.9%	Avail. Nov 2015
Total District Counselors	109.0	103.5	105.5	109.5	117.5
Total District Nurses and Certified Clinic Assistants*	Not Available	Not Available	67.0	69.0	73.0
Vision Screening Referrals	1,898	2,210	2,457	2,173	2,173
Students Receiving Treatment after Vision Screenings	1,073	1,477	1,733	1,295	985
Hearing Screening Referrals	272	391	466	401	428
Students Receiving Treatment after Hearing Screenings	102	181	218	174	61
Cardiopulmonary Resuscitation (CPR) Trainings**	739	336	674	489	655
Number 504 Students	1,262	1,219	1,546	1,543	2,300

*Certification detail not available until implementation of Position Control in 2012-13.

**CPR certification is for two years.

Instructional and Student Services - 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.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
District Rating	Recognized	Recognized*	Met Standard	Met Standard	Met Standard
FAST Rating	4.5	4.5	4.5	5.0	4.5
Reading/ELA**	93%	85%	86%	83%	83%
Writing**	94%	73%	67%	77%	76%
Social Studies**	97%	84%	82%	83%	83%
Math**	88%	84%	85%	84%	87%
Science**	89%	88%	88%	85%	86%

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.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Enrollment in Pre-K Programs	1,176	1,197	1,110	1,174	1,070
District Rating	Recognized	Recognized*	Met Standard	Met Standard	Met Standard
Reading/ELA**	93%	85%	86%	83%	83%
Writing**	94%	73%	67%	77%	76%
Social Studies**	97%	84%	82%	83%	83%
Math**	88%	84%	85%	84%	87%
Science**	89%	88%	88%	85%	86%
Number of District Technology Classes	421	351	316	293	210
Number of Campus Technology Classes	570	537	532	585	684
Annual Technology Literacy Assessment (% met proficiency in 8th grade)	81%	82%	77%	72%	74%
TEA School Technology and Readiness Chart Rating	Advanced Tech	Advanced Tech	Advanced Tech	Advanced Tech	Advanced Tech
Library Books in Circulation	1,387,061	1,461,875	1,606,459	1,647,893	1,786,019
Internet Safety Course (number of students served)	N/A	41,785	45,778	47,992	49,461

Districtwide/Instructional - Dr. Susan Borg

Klein Instructional Center - Project 98

Funds personnel, materials, resources, professional development and travel expenses related to the district's curriculum development projects, implementation of instructional strategies, development of educational technology, libraries and oversight of state and federal funding.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
District Rating	Recognized	Recognized*	Met Standard	Met Standard	Met Standard
FAST Rating	4.5	4.5	4.5	5	4.5
Reading/ELA**	93%	85%	86%	83%	83%
Writing**	94%	73%	67%	77%	76%
Social Studies**	97%	84%	82%	83%	83%
Math**	88%	84%	85%	84%	87%
Science**	89%	88%	88%	85%	86%

* The 2010-2011 AEIS District Ratings were carried forward to 2011-12 due to state-mandated standardized testing and accountability rating system changes

**TAKS Testing: 2009-2011; STAAR Testing 2011-2015

Associate Superintendent of Human Resource Services

Mr. Curt Drouillard

Mission Statement

The Klein ISD Human Resource Services Department embraces opportunities, seeks to attract, employ and retain the most highly qualified employees. KISD Human Resource Services will continue to provide competitive compensation packages, a safe work environment, while doing so in a cheerful and customer oriented fashion.

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.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Total Number of New Hires	760	511	864	791	939
Teacher Turnover Rate	9.0%	11.2%	12.1%	12.5%	13.8%
Teachers with No Degree	0.5%	0.5%	0.5%	0.5%	0.6%
Teachers with Bachelors Degree	75.5%	74.5%	73.7%	74.0%	73.8%
Teachers with Masters Degree	23.2%	24.1%	24.9%	24.6%	24.8%
Teachers with Doctorate Degree	0.8%	0.9%	0.9%	0.9%	0.8%

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.

Performance Measures	Plan Year 2010	Plan Year 2011	Plan Year 2012	Plan Year 2013	Plan Year 2014
Self-Insurance Plan Loss Ratio (Expense to Income)	-11.28%	-10.96%	Ended 12/31/11	Ended 12/31/11	Ended 12/31/11
Total Workers Comp Incident Reports	546	681	687	619	543
Workers Comp Claims	215	235	240	219	150
Workers Comp Reports Resulting in Claims	39%	35%	35%	35%	28%

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.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Students Served (Grades 9-12)	198	148	199	220	208
Number of Seniors Enrolled	96	110	101	114	103
Students Successfully Completing Program	51	83	83	98	98
Percentage of Completion	53%	75%	82%	86%	95%

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

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.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Students Served (Grades 5-12)	532	593	627	576	577
Percentage of Students Referred to DAEP	2.25%	2.45%	2.52%	2.28%	2.24%
Average Cost per Student	\$3,947	\$3,562	\$3,203	\$3,268	\$3,763

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.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
District Rating	Recognized	Recognized*	Met Standard	Met Standard	Met Standard
Percentage of Attendance	95.9%	95.9%	96.0%	96.0%	95.7%
In School Suspensions	18,226	18,308	17,368	16,130	15,885
Out of School Suspensions	6,236	6,342	5,620	5,961	5,239
Expulsions to DAEP	533	622	676	661	692
Expulsions to JJAEP	103	142	70	71	66

* 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.

Mail Room/Copy Center - Mr. Todd Schultz

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 Services Center.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Reproduction	855,553	918,653	836,073	616,184	712,034
Metered Mail	122,858	118,954	125,283	105,260	113,979

Tax Office - Ms. Deborah Wehner

Central Office - Project 88

Responsible for managing tax-foreclosed properties, maintaining the tax file database, and collection of all local property taxes.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Total Current Levy Tax Collection	99.68%	99.88%	99.88%	99.87%	99.90%
FIRST Rating	Superior	Superior	Superior	Superior	Superior

Financial Services - Mr. Thomas Petrek

Central Office - Project 90

This budget incorporates the various departments responsible for accounting, budget, fixed assets, and purchasing.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
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	Yes
ASBO Certificate of Excellence	Yes	Yes	Yes	Yes	Yes
Texas Comptroller Leadership Circle Award	-	-	-	Platinum	Platinum
FAST Rating	4.5	4.5	4.5	5.0	4.5
FIRST Rating	Superior	Superior	Superior	Superior	Superior

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 Sungard to generate requested reports from district staff.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Number of Checks Processed*	24,803	5,194	4,491	32	2
Number of Vouchers Processed	135,907	148,183	152,310	164,528	168,632

* A districtwide change in 2010-2011 to direct deposit resulted in a substantial reduction of paper checks processed. In 2013-2014 direct deposit became mandatory.

Warehouse Services - Mr. Todd Schultz**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.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Warehouse Stock Inventory	\$ 687,113	\$ 674,270	\$ 550,402	\$ 439,412	\$ 625,307
Total Warehouse Orders Filled	N/A	3,589	3,719	3,641	3,346
FIRST Rating	Superior	Superior	Superior	Superior	Superior

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.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Total Tax Collections (Current and Prior Years)	99.96%	100.84%	101.28%	101.51%	101.38%
FAST Rating	4.5	4.5	4.5	5.0	4.5
FIRST Rating	Superior	Superior	Superior	Superior	Superior

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.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Total No. of Employees in TRS	5,700	5,651	5,799	6,172	6,372
Total Number of New Hires	760	511	864	791	939
Teacher Turnover Rate	9.0%	11.2%	12.1%	12.5%	13.8%
Employee Benefits as Percentage of Salaries	16.7%	15.9%	15.3%	17.4%	18.2%

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. David Hoffman

Central Office - Project 72

Funds all operational costs to provide student transportation and maintain the bus fleet.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Regular Program Annual Miles	1,162,168	1,196,357	1,293,145	1,166,920	1,379,908
Special Program Annual Miles	453,186	427,895	444,891	461,653	491,831
Average Daily Ridership	8,974	9,024	9,656	9,048	10,399

South Transportation Center - Mr. David Hoffman

Central Office - Project 75

Funds all operational costs to provide student transportation and maintain the bus fleet.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Regular Program Annual Miles	522,133	537,494	580,978	524,269	619,959
Special Program Annual Miles	203,605	192,243	199,878	207,410	220,968
Average Daily Ridership	-	4,054	4,338	4,065	4,672

Facility & School Services Administration - Mr. Robert Robertson

Central Office - Project 89

Funds operating and personnel expenses for the administration and construction/planning services.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Total Districtwide Square Footage	7,169,458	7,302,070	7,617,972	7,746,558	8,010,187
Total Construction In Progress	\$132,292,100	\$163,426,106	\$128,921,058	\$82,000,000	\$208,181,690
Total Maintenance Work Orders	23,707	21,828	20,271	20,217	20,145
Total Transportation Mileage	2,341,092	2,353,988	2,518,892	2,360,252	2,712,666

Plant Operations - Mr. Willie Huggins**Multipurpose Center - Project 92**

Funds operating and personnel expenses for districtwide custodial services.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Total Districtwide Square Footage	7,169,458	7,302,070	7,617,972	7,746,558	8,010,187
Personnel Cost Per Square Foot	\$1.06	\$0.98	\$0.98	\$1.03	\$1.08
Average Square Foot Per Custodian	22,979	23,404	23,585	23,474	24,055

Plant Maintenance - Mr. August Wunderlich**Central Office - Project 94**

Funds operating and personnel expenses for maintaining districtwide facilities.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Total Maintenance Work Orders	23,707	21,828	20,271	20,217	20,145
Lines of Parts	30,387	25,434	24,978	22,212	22,133
Lines of Labor	29,608	25,874	24,781	23,825	23,741
Total Maintenance Costs Per Square Foot	\$0.90	\$0.90	\$0.83	\$0.87	\$0.90
Personnel Cost Per Square Foot	\$0.70	\$0.65	\$0.63	\$0.65	\$0.67

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.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Total Districtwide Square Footage	7,169,458	7,302,070	7,617,972	7,746,558	8,010,187
Average Utility Cost Per Square Foot	\$1.53	\$1.48	\$1.19	\$1.15	\$1.20
Average Kilowatt-Hours Per Square Foot	11.8	11.1	10.7	10.4	9.7

Associate Superintendent of Communications 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.

Publication Services - Ms. Judy Rimato

Central Office - Project 95

Funds the printing and distribution of the Klein District News and the Annual Performance Report.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Quarterly Newsletter Mailout	60,500	60,500	72,000	72,000	72,000

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, multimedia presentations and, other publications.

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
KleINTOUCH Electronic News Subscribers	19,351	20,780	17,962	17,624	20,081
Klein Education Foundation Donations	\$162,858	\$177,129	\$105,463	\$114,246	\$196,396
Facebook	3,091	4,156	5,414	9,488	11,855
Twitter	870	1,398	2,186	5,422	8,998
Mobile App	-	-	2,186	10,190	14,483

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

Performance Measures	2010-11	2011-12	2012-13	2013-14	2014-15
Total Number of District Computers	35,000	35,800	37,000	40,000	46,790
Total Number of IT Service Calls	36,089	38,169	31,127	31,077	32,163
Average Service Call Per Technician	802	830	635	576	564
Average Cost Per Service Call	\$111	\$109	\$153	\$188	\$203

The Klein Independent School District

Quality School Survey Report - Spring 2015

Introduction

In the spring of 2015, the Klein Independent School District (KISD) conducted its tenth 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 2012–2016, 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 teachers' 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.

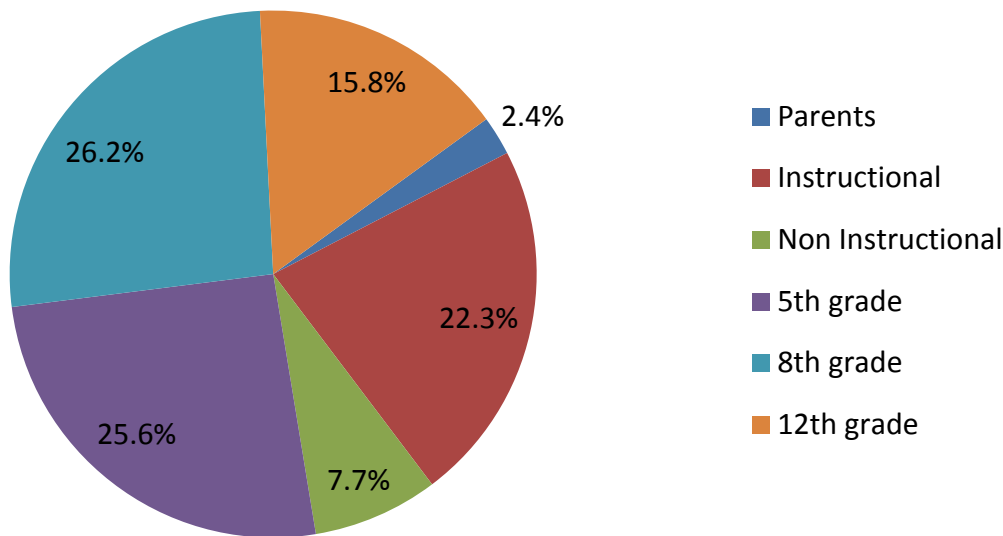
Purpose

The purpose of the KQSS 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 2015 KQSS 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 2015



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 2015 was 13,823, which represents an increase of 636 participants from the 2014 total of 13,187. Students in the eighth grade (26.2% or 3,627) represented the largest number of participants, followed by fifth graders (25.6% or 3,539), instructional staff (22.3% or 3,089), twelfth graders (15.8% or 2,177), non-instructional staff (7.7% or 1,059) and parents (2.4% or 332).

Methods

For the 2015 KQSS, 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.

Results

The findings are based on the analysis of the responses of the tenth annual KQSS, which was administered during the spring 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 3.63 for twelfth grade students to a high of 5.02 for instructional staff.
- On the Quality Student Support Dimension, scores ranged from a low of 3.71 for eighth grade students to a high of 4.88 for non-instructional staff.
- On the Professionalism and Capacity of the System Dimension, scores ranged from a low of 3.74 for twelfth grade students to a high of 5.36 for fifth grade students.
- Scores on the dimension Coordinated Team Work ranged from a low of 3.74 for eighth grade students to a high of 4.83 for parents.
- Instructional staff (4.88) had the highest average on the Responsiveness of the System Dimension followed by parents (4.80) and non-instructional staff (4.78).
- On the dimension Focused and Sustained Action, students in the twelfth grade reported the lowest average of 3.93 points while fifth grade students had the highest average score (5.10).
- Twelfth grade students (3.56) had the lowest average scores on the Involvement Dimension while non-instructional staff had the highest score of 4.99 points.
- On the Satisfaction Dimension, twelfth grade students (3.62) had the lowest average score while non-instructional staff had the highest average score (5.10).
- The scores on the Student Safety and Well-Being Dimension ranged from 3.60 to 4.92 points with non-instructional staff having the highest score and eighth grade students having the lowest score.

Communication

- Parents (4.62) had the highest average level of satisfaction with the district's level of Communication followed by instructional staff (4.38) and non-instructional staff (4.31).

Research Questions

- The non-instructional staff (4.48) had the highest average among the general Research Questions followed by the instructional staff (3.85).

Collective Efficacy

The average score for the Collective Efficacy survey items for instructional staff was 4.54, which yielded a standardized score of 565.7 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 4.71 which yielded a standardized score of 592.3 which indicates that Collective Efficacy is also slightly above the average.

Concluding Remarks

The information provided as a result of the tenth 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.



Financial Integrity Rating System of Texas

2014-2015 RATINGS BASED ON SCHOOL YEAR 2013-2014 DATA - DISTRICT STATUS DETAIL

Name: KLEIN ISD(101915)	Publication Level 1: 8/20/2015 11:24:40 AM
Status: Passed	Publication Level 2: 8/20/2015 11:24:40 AM
Rating: Pass	Last Updated: 8/20/2015 11:24:40 AM
District Score: 30	Passing Score: 16

#	Indicator Description	Updated	Score
1	<u>Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?</u>	4/6/2015 2:50:33 PM	Yes
2	<u>Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)</u>	4/6/2015 2:50:33 PM	Yes
3	<u>Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)</u>	4/6/2015 2:50:34 PM	Yes
4	<u>Was the total unrestricted net asset balance (Net of the accretion of interest for capital appreciation bonds) in the governmental activities column in the Statement of Net Assets greater than zero? (If the school district's change of students in membership over 5 years was 10 percent or more, then the school district passes this indicator.)</u>	7/30/2015 12:20:41 PM	Yes
			1 Multiplier Sum
5	<u>Was the school district's administrative cost ratio equal to or less than the threshold ratio? (See ranges below.)</u>	7/15/2015 11:54:16 AM	10
6	<u>Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?</u>	8/17/2015 5:50:20 PM	10
7	<u>Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)</u>	4/6/2015 2:50:36 PM	10
			30 Weighted Sum
			1 Multiplier Sum
			30 Score

DETERMINATION OF RATING

A.	Did The District Answer 'No' To Indicators 1, 2, 3, Or 4? If So, The District's Rating Is Substandard Achievement .	
B.	Determine Rating By Applicable Range For Summation of the Indicator Scores (Indicators 5-7)	
	Pass	16-30
	Substandard Achievement	<16

Financial Allocation Study for Texas (FAST) Report

Each year the State Comptroller, Susan Combs, issues a rating to school districts and schools across the state. The Comptroller's Financial Allocation Study for Texas (FAST) examines both academic progress and spending at Texas' school districts and individual school campuses. Each district and campus is assigned a FAST rating of one to five stars, indicating its success in combining cost-effective spending with the achievement of measurable student academic progress. Five stars reflects the strongest relative progress combined with the lowest relative spending.

2014		DISTRICT LISTINGS		Financial Allocation Study for Texas.			FAST				
DISTRICT NAME	COUNTY	ENROLLMENT	2014 TEA ACCOUNTABILITY RATING	MATH PROGRESS PERCENTILE	READING PROGRESS PERCENTILE	FAST COMPONENTS					
						COMPOSITE PROGRESS PERCENTILE	+	SPENDING INDEX	= *FAST RATING		
KLEIN ISD	HARRIS	46,778	MET STANDARD	75	73	76	■■■■■	+	VERY LOW	=	★★★★★

Texas Comptroller Leadership Circle Award for Financial Transparency

The Comptroller of Public Accounts launched the Texas Comptroller Leadership Circle program in December 2009 to encourage local governments to meet a standard for financial transparency online. Local governments that are spotlighted are opening their books to the public, providing clear, consistent pictures of spending and sharing information in a user-friendly format that lets taxpayers easily drill down for more detail.

The four major criteria are worth two (2) points each. Minor criteria are worth one (1) point apiece. Each award level of the Leadership Circle has specific requirements for the major, minor and debt criteria.

- Bronze – Any 2 major documents and 4 minor criteria - 8 total points.
- Silver – Any 2 major documents, a financial transparency webpage, and 6 minor criteria - 12 total points.
- Gold – All 3 major documents, a financial transparency webpage, and 8 minor criteria - 16 total points
- Platinum – Satisfy gold level requirements and all debt criteria for a total of 20 points.

2015 Leadership Circle Score Sheet - Klein ISD

2015 Leadership Circle Score Sheet	Maximum Value	Points Earned
Major Criteria		
Budget (Official Adopted Budget)	2	2
Annual Financial Report or Comprehensive Financial Report	2	2
Check Register	2	2
Financial Transparency Webpage	2	2
Major Criteria Total Points	8	8
Minor Criteria		
Effectuated Officials	1	1
Public information request contact & instructions	1	1
Budgets for three most recent fiscal years	1	1
Annual financial reports for three most recent completed reports	1	1
Check registers for three most recent fiscal years	1	1
Searchable check registers	1	1
Descriptive check registers	1	1
Visual representation of financial data	1	1
Current tax rates for local option taxes	1	1
Raw format budget	1	1
Financial Sustainability	1	1
Minor Criteria Total Points	11	11
Debt Criteria Total Points (All 4 points or none)	4	4
Combined Total Points (Major and Minor Criteria + Debt Criteria)	23	23
Leadership Circle Award Level: Platinum		

AUGUST	SEPTEMBER	OCTOBER	NOVEMBER
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1	1 2 3 4 5	1 2 3	1 2 3 4 5 6 7
2 3 4 5 6 7 8	6 7 8 9 10 11 12	4 5 6 7 8 9 10	8 9 10 11 12 13 14
9 10 11 12 13 14 15	13 14 15 16 17 18 19	11 12 13 14 15 16 17	15 16 17 18 19 20 21
16 17 18 19 20 21 22	20 21 22 23 24 25 26	18 19 20 21 22 23 24	22 23 24 25 26 27 28
23 24 25 26 27 28 29	27 28 29 30	25 26 27 28 29 30 31	29 30
30 31			
DECEMBER	JANUARY	FEBRUARY	MARCH
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5	1 2	1 2 3 4 5 6	1 2 3 4 5
6 7 8 9 10 11 12	3 4 5 6 7 8 9	7 8 9 10 11 12 13	6 7 8 9 10 11 12
13 14 15 16 17 18 19	10 11 12 13 14 15 16	14 15 16 17 18 19 20	13 14 15 16 17 18 19
20 21 22 23 24 25 26	17 18 19 20 21 22 23	21 22 23 24 25 26 27	20 21 22 23 24 25 26
27 28 29 30 31	24 25 26 27 28 29 30	28 29	27 28 29 30 31
	31		
APRIL	MAY	JUNE	KEY
S M T W T F S	S M T W T F S	S M T W T F S	Semester Starts/Ends
1 2	1 2 3 4 5 6 7	1 2 3 4	Staff Development Day
3 4 5 6 7 8 9	8 9 10 11 12 13 14	5 6 7 8 9 10 11	Holiday
10 11 12 13 14 15 16	15 16 17 18 19 20 21	12 13 14 15 16 17 18	Holiday/Staff Development
17 18 19 20 21 22 23	22 23 24 25 26 27 28	19 20 21 22 23 24 25	Elem. Parent Conference
24 25 26 27 28 29 30	29 30 31	26 27 28 29 30	Graduations

KLEIN ISD 2015-16 IMPORTANT DATES

AUG 17 - 20	Staff Development	JAN 4	Staff Development/Student Holiday
AUG 21	Optional Teacher Work Day	JAN 5	Classes Resume/ SECOND SEMESTER BEGINS
AUG 22	SUMMER HS GRADUATION 2014 - 2015	JAN 18	Martin Luther King Holiday
AUG 24	FIRST DAY OF CLASSES	FEB 15	Staff Development/Student Holiday
SEPT 7	Labor Day Holiday	MARCH 14 - 18	Spring Break
OCT 12	Staff Dev./Student Holiday/Elem. Parent Con.	MARCH 25	Easter Break
NOV 23 - 24	Staff Development/Student Holiday	MAY 30	Memorial Day Holiday
NOV 25 - 27	Thanksgiving Holiday	JUNE 2	LAST DAY OF CLASSES
DEC 18	END OF FIRST SEMESTER	JUNE 3	Staff Development
DEC 21 - JAN 1	Christmas/Winter Holiday	JUNE 4	HIGH SCHOOL GRADUATION
		AUG 20	SUMMER HS GRADUATION 2015 - 2016

GRADING PERIODS

ELEMENTARY	DAYS	SECONDARY	DAYS
AUG 24 - OCT 16	38	AUG 24 - OCT 2	29
OCT 19 - DEC 18	40	OCT 5 - NOV 6	24
	78	NOV 9 - DEC 18	25
			78
JAN 5 - MARCH 11	47	JAN 5 - FEB 19	32
MARCH 21 - JUNE 2	52	FEB 22 - APRIL 15	34
	99	APRIL 18 - JUNE 2	33
			99
Total Instruction Days		177	

INCLEMENT WEATHER MAKE-UP DAYS

OCT 12	FEB 15
NOV 23 - 24	JUNE 3
JAN 4	

Commonly Used Acronyms

ADA - Average Daily Attendance	IEP - Individual Educational Plan
AEIS - Academic Excellence Indicator System	IFA - Instructional Facilities Allotment
AEP - Alternative Education Program	IMA - Instructional Materials Allotment
AFJROTC - Air Force Junior Reserve Officers' Training Corps	ISD - Independent School District
AP - Advanced Placement	ISS - In-School Suspension
ARD - Admission, Review and Dismissal	JJAEP - Juvenile Justice Alternative Education Program
ASATR - Additional State Aid for Tax Reduction	KISD - Klein Independent School District
ASBO - Association of School Business Officials	KQSS - Klein Quality School Survey
ASF - Available School Fund	LEA - Local Educational Agency
AVID - Advancement Via Individual Determination	LEP - Limited English Proficiency
BTIM - Beginning Teacher Induction and Mentoring	LFA - Local Fund Assignment
CAB - Capital Appreciation Bonds	M&O - Maintenance and Operations
CAFR - Comprehensive Annual Financial Report	MAC - Medicaid Administrative Claiming Program
CHPS - Collaborative for High Performance Schools	MBA - Meritorious Budget Award
CIP - Campus Improvement Plan	NIFA - New Instructional Facilities Allotment
CISD - Consolidated Independent School District	NSLP - National School Lunch Program
CTE - Career and Technology Education	OSS - Out of School Suspension
DAEP - Disciplinary Alternative Education Program	P.E. - Physical Education
DCA - District Common Assessment	PASA - Population and Survey Analysts
DTR - District Tax Rate	PBIS - Positive Behavioral Incentives and Support
EC - Early Childhood	PBMAS - Performance-Based Monitoring Analysis System
EDA - Existing Debt Allotment	PC - Position Control
EI&M - Efficiency Initiatives and Measures	PEIMS - Public Education Information Management System
ELA - English Language Arts	PFIA - Public Funds Investment Act
ELL - English Language Learner	PLC - Professional Learning Community
EOC - End of Course	Pre-K or PK - Pre-Kindergarten
ERRP - Early Retiree Reinsurance Program	PSF - Permanent School Fund
ESEA - Elementary and Secondary Education Act	RPAF - Regular Program Adjustment Factor
ESL - English as a Second Language	S&P - Standard & Poor's Rating Service
EUI - Energy Use Intensity	SBEC - State Board for Educator Certification
FASRG - Financial Accountability System Resource Guide	SCE - State Compensatory Education
FAST - Financial Allocation Study for Texas	SFSF - State Fiscal Stabilization Fund
FFA - Future Farmers of America	SHARS - School Health and Related Services
FIRST - Financial Integrity Rating System of Texas	SSVI - State Supplemental Visually Impaired
FSP - Foundation School Program	STAAR - State of Texas Assessments of Academic Readiness
FTE - Full Time Equivalent	TAKS - Texas Assessment of Knowledge & Skills
FY - Fiscal Year	TAPR - Texas Academic Performance Report
GAAP - Generally Accepted Accounting Principles	TATEKS - Technology Applications TEKS
GASB - Governmental Accounting Standards Board	TBSI - Technology Baseline Standards Initiative
GFOA - Government Finance Officers Association	TEA - Texas Education Agency
GTG - Good to Great (Klein Forest High School Project)	TEC - Texas Education Code
HB - House Bill	TEKS - Texas Essential Knowledge and Skills
HCAD - Harris County Appraisal District	TELPAS - Texas English Language Proficiency Assessment System
HGAC - Houston-Galveston Area Council	TEP - Therapeutic Education Program
HSA - High School Allotment	THECB - Texas Higher Education Coordinating Board
I&S - Interest and Sinking	TPSP - Texas Performance Standards Project
IB - International Baccalaureate	TRS - Teacher Retirement System
IBA - International Business Academy	UIL - University Interscholastic League
IDEA - Individuals with Disabilities Education Act	WADA - Weighted Average Daily Attendance

Education Terms and Abbreviations

Academic Excellence Indicators System (AEIS): See Texas Academic Performance Reports (TAPR)

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 2015-16 Basic Allotment is \$5,140 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.

Collaborative for High Performance Schools (CHPS): A non-profit organization dedicated to improving student performance and the educational experience by building the best possible schools with regard to school design, construction and operation.

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.

Early Retiree Reinsurance Program (ERRP): Included in the Affordable Care Act, the Early Retiree Reinsurance Program (ERRP) provides financial assistance to employment based health sponsors (including schools and educational institutions) seeking to maintain access to quality, affordable health coverage.

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.

Energy Use Intensity (EUI): Energy use intensity (EUI) expresses a building's energy use as a key function of its size or other characteristics. EUI represents energy consumed per square foot per year.

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.

Fiscal Year (FY): A fiscal year is the twelve-month period that an organization uses for budgeting, forecasting and reporting. The fiscal year of a school district begins on July 1 or September 1 of each year, as determined by the board of trustees of the district, and end 12 months later. Fiscal years are identified according to the year in which they end

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 was broadened in 2013-14 to include all intermediate and elementary schools that feed into Klein Forest High School. Phase II extends 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. Phase III began in 2014-15 to include five elementary campuses not yet designated as Title I campuses with economically disadvantaged student enrollment greater than 40%.

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: Tier 2 in the Foundation School Program guarantees a specific revenue yield per student per penny of local tax effort. The state makes up the difference between the district tax levy per student and the guaranteed yield per student by enriching the local M&O tax effort. Current state aid formulas provide a Guaranteed Yield of \$74.28 per weighted student. Tier 3 funding provides a guaranteed yield of \$31.95 per weighted student.

High School Allotment (HSA): The High School Allotment (HSA), created by the Texas Legislature in 2006, provides funding based on average daily attendance in grades 9 through 12. The Texas Education Agency distributes funds to districts as part of the regularly scheduled Foundation School Program payments. These funds assist in preparing underachieving students to enter institutions of higher education, encouraging students to pursue advanced academic opportunities through academically rigorous courses, and supporting other high school completion and success initiatives in grades 6 through 12 approved by the commissioner of education.

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 in providing for the education of all children with disabilities; and (4) assess and ensure the effectiveness of efforts to educate children with disabilities.

International Business Academy (IBA): The International Business Academy (IBA) at Klein Forest High School is a magnet program that began during the 2007-2008 school year. Open to students currently in grades 8 and 9, this program is based on application and encompasses the high school core curriculum with courses emphasizing business, foreign language, and global culture.

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 referred to 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.

Medicaid Administrative Claiming Program (MAC): The Medicaid Administrative Claiming Program (MAC) is a cost-based reimbursement methodology providing state affiliated public agencies the opportunity to submit reimbursement claims for administrative activities that support the Medicaid program.

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.

New Instructional Facility Allotment (NIFA): The Texas Education Code (TEC), §42.158, enacted by Senate Bill 4 of the 76th Texas Legislature, 1999, created the New Instructional Facilities Allotment (NIFA) for public school districts and open-enrollment charter schools. The legislature did not provide funding under this allotment for the 2011–2012 through 2014–2015 school years. However, funding has been made available for the 2015–2016 and 2016–2017 school years. This allotment provides operational expenses associated with the opening of a new instructional facility. The NIFA is available to all public school districts and open-enrollment charter schools that construct new instructional facilities that meet the requirements of the statute and rules.

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.

Position Control (PC): Position Control refers to a system of tracking personnel data based on positions rather than employees. It provides a framework for all jobs within the District by assigning a unique ID (assignment code) to track each approved unit without regard to whether the job currently has an incumbent or not.

Professional Learning Communities (PLC): Professional Learning Communities are comprised of a core group of academic teachers who work and plan together to provide a unique learning opportunity for students in all grade levels. The teachers provide a common road map for students assigned to this team, helping 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.

School Health and Related Services (SHARS): The School Health and Related Services (SHARS) program allows Texas school districts to request Medicaid reimbursement for certain health-related services. The Admission, Review, and Dismissal (ARD) committee determines SHARS services. Services must be medically necessary and reasonable to ensure that children with disabilities are able to participate in the educational program. SHARS reimbursement is provided for children who meet all of the following requirements: are 20 years of age and younger and eligible for Medicaid, meet eligibility requirements for special education described in the Individuals with Disabilities Education Act (IDEA), and have Individualized Education Program (IEPs) that prescribe the needed services. Services covered by SHARS include: audiology services, counseling, nursing services, occupational therapy, personal care services, physical therapy, physician services, psychological services (including assessments), speech therapy, and transportation in a school setting. Qualified personnel who are under contract with or employed by the school district must provide SHARS services.

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 Academic Performance Reports (TAPR): Formerly known as the AEIS (Academic Excellence Indicator System) reports, pull together a wide range of information annually on the performance of students in each school and district in Texas. The reports also provide extensive information on staff, programs, and demographics for each school and district.

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): The Texas Open Meetings Act was adopted in 1967 to help make governmental decision-making accessible to the public. It requires meetings of governmental bodies to be open to the public, except for expressly authorized closed sessions and to be preceded by public notice of the time, place and subject matter of the meeting.

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 11.86, 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.



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