



Klein Independent School District  
7200 Spring Cypress Road  
Klein, TX 77379  
Harris County  
[www.kleinisd.net](http://www.kleinisd.net)

# 2016 - 2017 Adopted Budget



For the Fiscal Year Ending August 31, 2017

# Klein Independent School District

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

## 2016 - 2017 Adopted Budget September 1, 2016 - August 31, 2017

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KLEIN INDEPENDENT SCHOOL DISTRICT  
2016-2017 ADOPTED BUDGET

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# Introductory Section



Klein Independent School District

KLEIN INDEPENDENT SCHOOL DISTRICT  
2016-2017 ADOPTED BUDGET

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## **Executive Summary**

### **Fiscal Year 2016-2017**

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 2016-2017 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 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 2016-2017 Governmental Fund Budgets (the General Fund, the Special Revenue Funds, the Debt Service Fund, and the Capital Project Fund) were completed 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 sixty-one (61) 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 2016-2017 fiscal year and beyond.

### **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, approved by the Board of Trustees in January 2016, was the result of an annual planning process that began each spring and continued through the fall. The 2016 plan contains four major strategies: Strategy 1 - Raise the performance of all students and close the achievement gap; Strategy 2 - Recruit and retain the highest quality employees; Strategy 3 - Promote positive character traits and effective communication; and Strategy 4 - Establish and use best practices for continuous improvement and resource management. Strategy action plans are provided on pages 29-31 in the Organizational Section and imbedded in the 2016-2017 Adopted Budget.



Since the budget's adoption in August 2016, framework has been created for a new Klein ISD Strategic Plan. Additional details about the District's new vision are provided on page 32 in the Organizational Section. The comprehensive blueprint for achieving new goals should be completed by May 2017.

### ***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.

### ***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 172. Campus performance objectives are based on the Texas Academic Performance Reports and other assessment instruments, including measures for special needs populations.

## **Superintendent's 100-Day Entry Plan**

On July 1, 2016, Bret A. Champion, Ed.D. became superintendent of the Klein Independent School District. Dr. Champion immediately began rolling out his 100-day entry plan as staffing and budget allocations for 2016-2017 were nearing finalization. The plan's purpose of learning by establishing goals and activities will guide his transition. Comprehensive details with supplemental documents are posted at <http://www.kleinisd.net/default.aspx?name=EntryPlan.home>. Feedback from this plan will assist in future efforts while continuing to honor Klein ISD's rich heritage.

In Klein ISD, Every Student Enters with a **Promise** and Exits with a **Purpose**.

## **Budget Process**

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 are submitted during alternating months for Board approval while cross-function transfer requests are submitted monthly. 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.

In January of each year, enrollment projections are provided by the District's Communications and Planning group. This data is 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.

The following document represents the Klein Independent School District financial plan for the 2016-2017 fiscal year. This document culminated from a recurring process that involved input from the Superintendent, campus and administrative staff, and the Board of Trustees (the Board). Initial long-term financial forecasts for 2016-2017 and beyond included projected revenues resulting from a Tax Rate Election (TRE) in 2017, however it was later decided to postpone the TRE until 2018 by transferring \$14 million in technology commitments back to the bond funds. Further discussion on a potential TRE is provided on page 49 in the Organizational Section.

**Budget Priorities** – Managing increased academic standards in a fluctuating funding environment demands that the budget process be instructionally driven and guided by the Strategic Plan. The major budget priorities in 2016-2017 are:

- Increase the minimum teacher salary from \$51,000 to \$51,600
- Returning teachers, nurses, librarians, and speech pathologists receive \$1,080 added to their 2015-2016 salary
- All other employees receive two percent (2%) on the control point of respective pay grades
- Provide eleven (11) new positions to assist with expansion of the technology One to One computing initiative
- Provide resources to fund the school reform project titled *Good to Great* at Klein Forest High School, each Title I campus, and other high needs campuses
- Provide additional instructional specialists in the classroom to model teaching methods and offer support

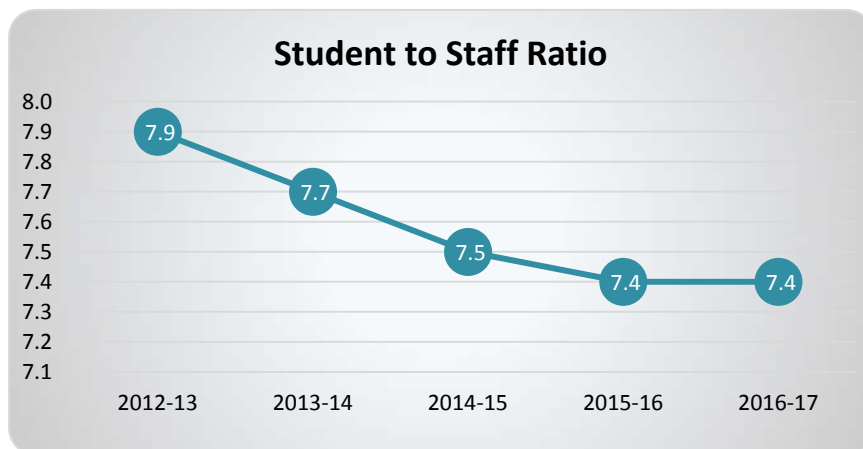
**Compensation** – In accordance with Strategy 2 of the 2016-2020 Strategic Plan to recruit and retain the highest quality staff, employees received a two percent (2%) pay increase, costing an estimated \$13.2 million across all funding sources. The minimum teacher salary has been increased from \$51,000 to \$51,600 while returning teachers, nurses, librarians, and speech pathologists received a general pay increase of \$1,080 added to their 2015-2016 salary. All other employees received an additional two percent (2%) on the control point of their respective pay grade. The District will continue providing over \$20 million to offset insurance premiums due to TRS Active Care. District contribution amounts range from \$311 to \$598 per employee per month based on the TRS Active Care plan chosen.

**Staffing Allocations** – Established staffing guidelines are utilized to develop payroll budgets. Grades K-4 maintain the state-mandated pupil-teacher ratio of 22:1. District staffing guidelines provide a 27:1 ratio in Pre-K with an aide added at 18 students. In grade 5, the ratio is 26:1 and in grades 6-8, core classes are staffed at 24:1. The Executive Team; comprised of the superintendent, six associate superintendents, and the chief technology officer; determined staffing levels not otherwise mandated by state policy or local standards for the budget presented. Staffing decisions were finalized before supplemental funding requests were addressed. The following chart outlines districtwide staffing by position for the previous four years and changes between fiscal years 2016 and 2017.

#### Districtwide Staffing – All Funding Sources

Positions	2012-13	2013-14	2014-15	2015-16	2016-17	Change from Prior Year
Administrator	60.00	62.00	62.00	63.00	65.50	2.50
Associate/Assistant Principal	111.30	111.00	120.00	126.00	129.00	3.00
Bus Driver/Attendant	269.00	273.00	282.00	283.00	299.00	16.00
Cafeteria Workers	439.00	446.00	532.00	539.00	539.00	-
Library Info Spec./Library Asst/Historian	72.50	73.50	74.00	75.50	78.00	2.50
Manual Trades/Warehouse/Custodial	493.00	507.00	513.00	523.00	519.00	(4.00)
Nurse/Clinic Assistant	89.50	92.00	92.50	95.00	98.00	3.00
Other Professional	253.25	295.95	352.00	375.10	408.00	32.90
Police Officer	36.00	43.00	43.00	43.00	43.00	-
Principal	42.70	43.00	43.70	44.87	46.00	1.13
Registrar	8.00	8.00	9.00	9.00	9.75	0.75
School Counselor	105.50	109.50	117.50	121.50	126.25	4.75
Secretary/Clerical	382.70	410.00	417.70	424.84	439.97	15.13
Security Support Personnel	42.00	42.00	46.00	93.53	93.53	-
Teacher *	2,808.35	2,918.05	3,019.80	3,122.97	3,153.62	30.65
Teacher-Bilingual/ESL*	211.40	210.80	222.80	237.70	251.70	14.00
Teacher Assistant	459.50	499.50	524.50	565.94	577.44	11.50
Technical	68.00	72.00	79.00	82.00	89.00	7.00
<b>Total Employees - All Funding Sources</b>	<b>5,951.70</b>	<b>6,216.30</b>	<b>6,550.50</b>	<b>6,824.95</b>	<b>6,965.76</b>	<b>140.81</b>

**Student to Staff Ratio** – The adjacent chart tracks changes in student enrollment as compared to staff over a five year period. An additional thirty-two (32) new positions have been added since the 2016-2017 budget adoption on August 29, 2016, thus the ratio presented does not fully represent the true ratio in place during the 2016-2017 academic year.



**Growth and Student Enrollment** – Population and Survey Analysts (PASA) provides integrated school district information with its proprietary new home census information and specific neighborhood forecasts every October to create enrollment projections by attendance zones. The District has experienced steady enrollment increases over the last ten years (FY 2007 to FY 2017), totaling 10,314 students. Enrollment has grown by 5,908 over the last five years and this trend is expected to continue into the foreseeable future. The following chart lists the 20 highest numerical growth districts in Texas last year.

### Fastest Growth School Districts in Texas (Most Students Added Between 2014-15 and 2015-16)

Rank	District Name	Enrollment 2014-15	Enrollment 2015-16	Growth	
				Numeric	Percent
1	FRISCO ISD	49,644	53,300	3,656	7.4%
2	KATY ISD	70,330	72,952	2,622	3.7%
3	CONROE ISD	56,363	58,239	1,876	3.3%
4	NORTHSIDE ISD	103,606	105,110	1,504	1.5%
5	LAMAR CISD	28,332	29,692	1,360	4.8%
6	ALVIN ISD	20,866	22,183	1,317	6.3%
7	PROSPER ISD	7,076	8,296	1,220	17.2%
8	KLEIN ISD	49,402	50,594	1,192	2.4%
9	NORTHWEST ISD	19,831	20,976	1,145	5.8%
10	FORT WORTH ISD	85,975	87,080	1,105	1.3%
11	HUMBLE ISD	39,522	40,549	1,027	2.6%
12	GRAND PRAIRIE ISD	28,340	29,339	999	3.5%
13	FORT BEND ISD	72,152	73,115	963	1.3%
14	LEANDER ISD	36,211	37,158	947	2.6%
15	CYPRESS-FAIRBANKS ISD	113,023	113,936	913	0.8%
16	TOMBALL ISD	13,238	14,120	882	6.7%
17	NEW CANEY ISD	12,979	13,816	837	6.4%
18	COMAL ISD	20,327	21,163	836	4.1%
19	SOCORRO ISD	44,561	45,269	708	1.6%
20	HAYS CISD	17,948	18,654	706	3.9%

The 2016-2017 budget was formulated using a projected student enrollment of 51,719. Over the next five years, annual growth rates are projected between 1.63% and 1.98%, an increase of approximately 5,155 students. PASA projections indicate student enrollment will likely increase by 9,312 students over the next ten years.

By the Fall 2016, 59.1 square miles within Klein ISD will be built-out and 7 square miles actively building out. Approximately 3.1 square miles, or 4% of the District, is under park/recreational uses. This leaves 13.2 square miles undeveloped with only 8.5 square miles of the 13.2 square miles outside the floodplain or floodway.

## Budget Highlights

The following charts present a comparison of 2016-2017 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.

Revenues	2012-13 Audited Actual	2013-14 Audited Actual	2014-15 Audited Actual	2015-16 Amended Budget	2016-17 Adopted Budget
General Fund	\$ 321,826,619	\$ 360,202,237	\$ 390,487,687	\$ 416,470,955	\$ 412,500,706
Food Service Fund	20,933,159	21,994,782	22,756,582	23,887,461	24,736,314
Grant Funds	24,792,512	25,230,759	29,822,084	30,771,061	21,325,183
Debt Service Fund	145,280,995	69,614,999	144,838,954	246,553,207	76,944,089
Capital Projects Fund	38,393,173	46,661,969	252,747,496	1,959,592	153,500,000
<b>TOTAL ALL FUNDS</b>	<b>\$ 551,226,458</b>	<b>\$ 523,704,746</b>	<b>\$ 840,652,803</b>	<b>\$ 719,642,276</b>	<b>\$ 689,006,292</b>

Fund Group	2012-13	2013-14	2014-15	2015-16	2016-17
General Fund	\$321,826,619	\$360,202,237	\$390,487,687	\$416,470,955	\$412,500,706
Food Service Fund	\$20,933,159	\$21,994,782	\$22,756,582	\$23,887,461	\$24,736,314
Grant Funds	\$24,792,512	\$25,230,759	\$29,822,084	\$30,771,061	\$21,325,183
Debt Service Fund	\$145,280,995	\$69,614,999	\$144,838,954	\$246,553,207	\$76,944,089
Capital Projects Fund	\$38,393,173	\$46,661,969	\$252,747,496	\$1,959,592	\$153,500,000

Expenditures	2012-13 Audited Actual	2013-14 Audited Actual	2014-15 Audited Actual	2015-16 Amended Budget	2016-17 Adopted Budget
General Fund	\$ 316,107,395	\$ 349,260,690	\$ 379,688,360	\$ 415,460,797	\$ 424,318,197
Food Service Fund	20,403,256	22,677,460	23,185,393	23,920,438	24,736,314
Grant Funds	24,748,393	24,553,720	29,521,337	30,858,814	21,325,183
Debt Service Fund	145,689,181	67,521,098	143,074,632	245,370,994	78,356,150
Capital Projects Fund	73,382,007	53,014,152	78,447,275	134,384,066	153,500,000
<b>TOTAL ALL FUNDS</b>	<b>\$ 580,330,232</b>	<b>\$ 517,027,120</b>	<b>\$ 653,916,997</b>	<b>\$ 849,995,109</b>	<b>\$ 702,235,844</b>

### Resources

The 2016-2017 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 53% 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 offset by state funding reductions, use of unassigned General Fund reserves will be necessary to provide resources necessary for reaching the goals established by the District during the current fiscal year.

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.

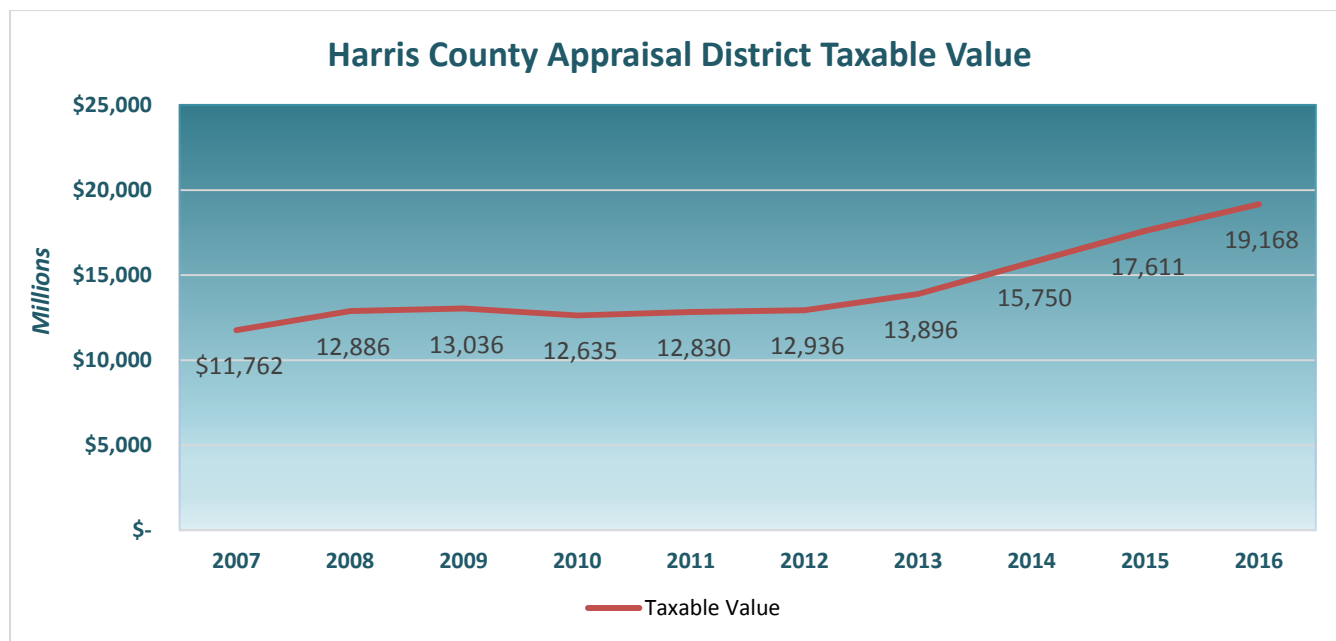
The Debt Service Fund receives 94% of its funding from local property taxes. As values continue to rise, the District no longer receives Existing Debt Allotment (EDA) and Instructional Facilities Allotment (IFA) bond repayment funding from the State. The District will receive \$2 million in Hold Harmless funding to offset tax revenues lost with the state-mandated \$10,000 homestead exemption increase begun in 2015.

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 97 and 98. This adopted fund is also included in [special revenue funds](#) information provided on pages 102 and 103.

### **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 9% in 2016, providing the operating fund with approximately \$16.2 million in additional tax revenues during 2016-2017.

The District's tax rate consists of two separate components, the maintenance and operations (M&O) rate and the interest and sinking (I&S) rate. Taxes are calculated by dividing the assessed property value less applicable exemption amounts by 100 and multiplying by the District's ad valorem tax of \$1.43 per \$100 of assessed taxable value totaling \$19.2 billion. Local property tax revenues, budgeted between the General Fund with \$196.7 million, and the Debt Service Fund with \$72.6 million, include current and prior year levies, penalties and interest, and fees. The 2016-2017 I&S tax rate is set at \$.39, an increase of \$.02 from last year's rate needed to fund current debt service payments.



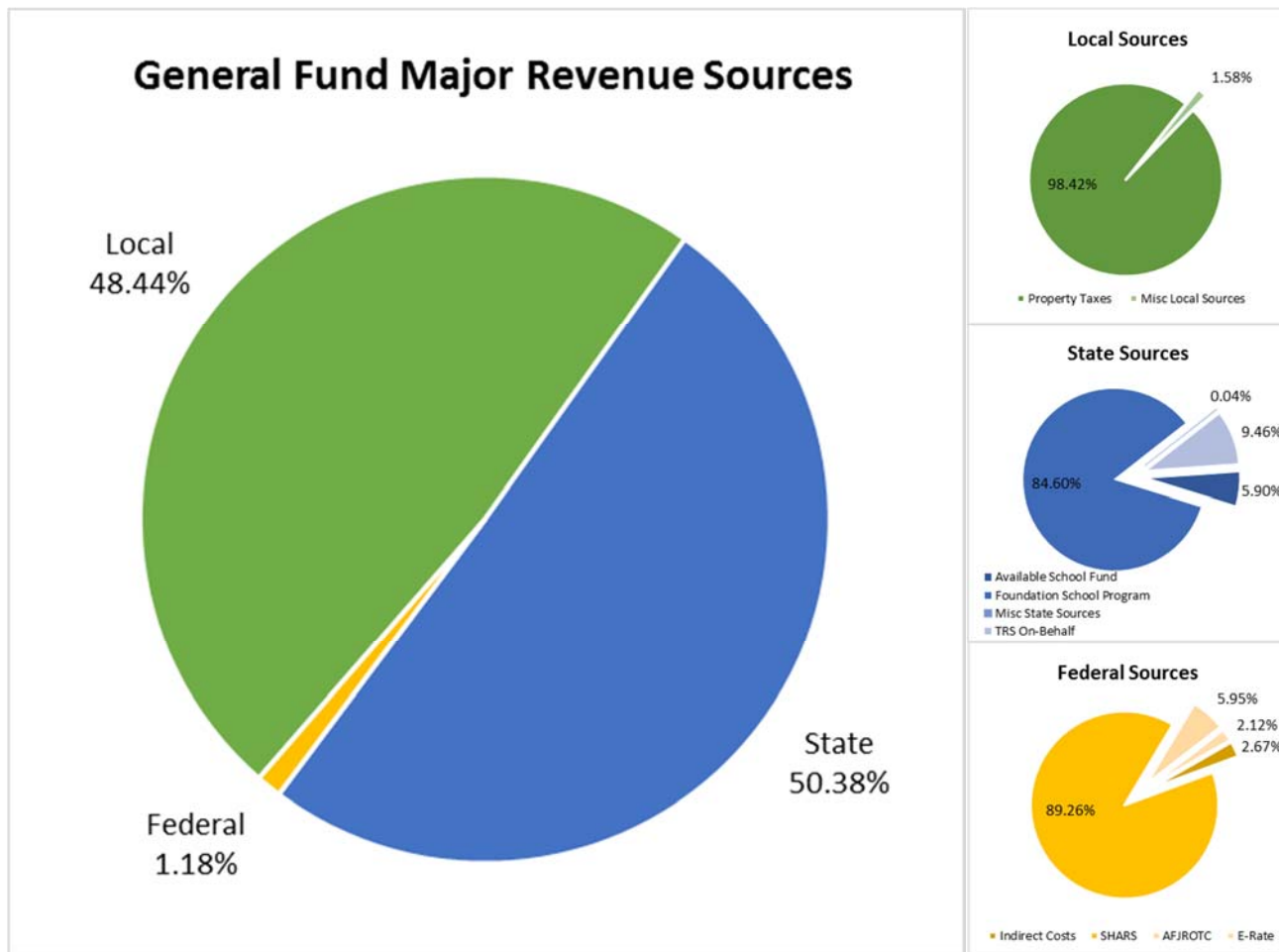
### **Analysis of Adopted Budgets**

#### **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.



*Revenues* – Local property taxes, which provide approximately 48% of the District’s 2016-2017 operating fund revenue, are discussed in more detail on the previous page and on pages 135-138 and page 140 in the Informational Section.

State funding, including TRS On-Behalf, provides 50% of total resources in the General Fund. Payments are 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/](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 (\$20,154,677) of TRS "On-Behalf" is recognized as an expenditure.

*Expenditures* – General Fund appropriations are increasing \$11,856,150 or 2.9% over the 2015-2016 final amended budget. Salary and fringe benefit appropriations are formulated based on approved staffing units and in accordance with the 2016-2017 Staff Compensation Plan.

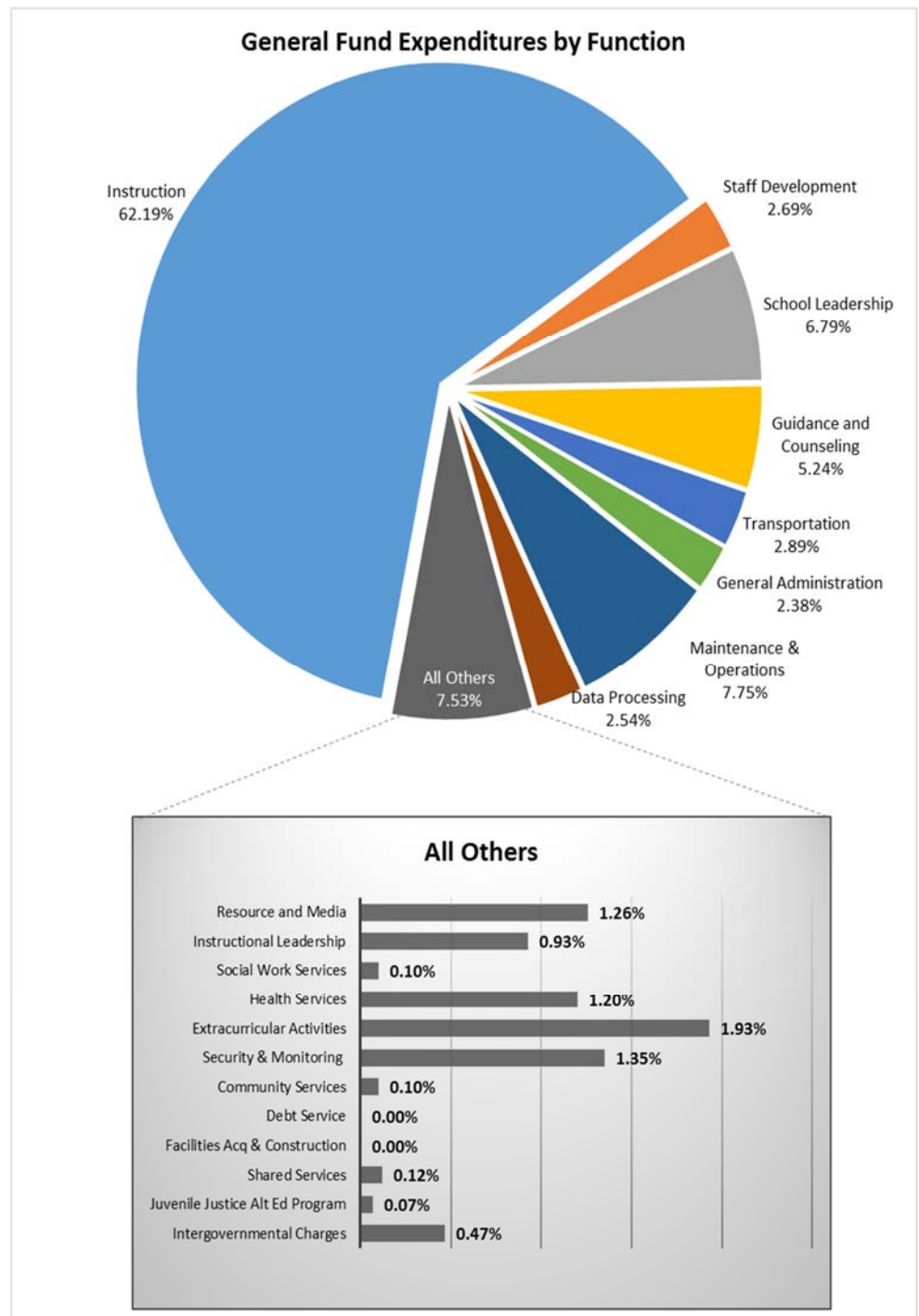
### **Budget Allocations**

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 2016-2017 basic allocation remains unchanged with high schools receiving \$67 per projected pupil, intermediate schools receiving \$50, and elementary schools receiving \$44.

Additional resources for enhanced instruction such as art, music, health, and physical education (P.E.) are provided through department allocations for campus-based programs.

Targeted services such as Bilingual, Career and Technology (CTE), Gifted & Talented (GT), Compensatory, and Special Education are partially funded by state revenues generated through student counts in these areas.

Departmental budget allocations (campus and non-campus based) are assigned using a combination of prior year funding levels plus new resources upon request. These funds are managed by the respective program director.



*General Fund Budget Highlights* – The following chart highlights significant expenditure changes by major object from the 2015-2016 final amended budget.

2015-2016 General Fund Final Amended Budget		\$415,460,797
• 2016-2017 Personnel Unit Additions	<u>Total Units</u>	
(Total Units detail new additions only. Reclassifications are reflected in staffing tables.)		
Administrators - Campuses	4.6	
Administrators - Central Offices	2.0	
Information Technology (Including 1:1 Expansion Staff)	11.0	
Instructional Specialists	4.0	
Maintenance, Plant Operations, and Warehouse	10.0	
Bus Drivers and Bus Aides	16.0	
Other Professionals - Campuses	5.8	
Other Professionals - Central Offices	4.0	
Other Professionals - Special Education	7.0	
Support Personnel - Campuses	5.9	
Support Personnel - Central Offices	3.0	
Support Personnel - Special Education	8.0	
Teachers - Career & Technology Education	5.0	
Teachers - Classroom	16.0	
Teachers - Fine Arts, Health & PE	9.2	
Teachers - Special Education	7.0	
Teachers - Growth	8.0	
Total 2016-2017 Personnel Units	126.5	\$6,092,926
• Two Percent (2%) Salary Increase		\$6,040,000
• TRS On-Behalf		693,539
• Net Payroll Unspent at Fiscal Year End - All Payroll Budgets		(1,973,896)
Payroll - Net Change		\$10,852,569
• Legal, Audit, Appraisal, Tax, and Consulting Services		\$402,945
• Contracted Repairs & Maintenance; Operating Leases		59,227
• Utilities		(339,540)
• Professional & Consulting Services		(527,356)
• Other Contracted Services		(600,963)
Contracted Services - Net Change		(\$1,005,687)
• Student and Faculty Tablets for 1:1 Program Expansion		\$4,764,357
• Testing Supplies and Reading Materials		268,257
• Fuel and Maintenance Supplies		(206,135)
• General Supplies		(1,144,897)
Supplies and Materials - Net Change		\$3,681,582
• Property and Casualty Insurance		(\$77,763)
• Other Miscellaneous Operating Costs		(104,950)
• Employee and Student Travel		(227,632)
Miscellaneous Operating Costs - Net Change		(\$410,345)
• Non-Recurring Vehicles and Capital Equipment Purchases		(\$1,261,969)
Capital Outlay - Net Change		(\$1,261,969)
• Net Transfers Between General and Vending Funds		\$1,250
• Non-Recurring Transfer to Debt Service Fund for Lower Tax Rate		(3,000,000)
Other Uses - Net Change		(\$2,998,750)
2016-2017 General Fund Adopted Budget		\$424,318,197

### **Food Service Fund**

This governmental fund, budgeted at \$24,736,314, 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 8,600 students and a complete lunch to 27,000 students each day. In addition, thousands of other students select meals from a la carte lines.

### **Grant Funds**

This fund group, budgeted at \$21,325,183, 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 2015-2016 Amended Special Revenue Budget are roll-forward funds from prior fiscal years totaling \$2.7 million. Roll-forward amounts available from 2015-2016 will be determined in early 2017.

### **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 94% of total revenues required to fund Debt Service expenditures in 2016-2017 of \$78,356,150. Although the State of Texas provides two types of debt service support to assist with payment of bonds issued to construct, equip, and remodel District facilities, the District is no longer eligible to receive addition funds due to our increasing property values. Debt Service will earn \$2.2 million in "Hold Harmless" resources from TEA to offset the voter-approved \$10,000 homestead exemption increase rolled out in 2015.

### **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. Klein ISD has successfully passed ten bond elections since 1971, authorizing bonds totaling \$1.9 billion. Most recently, \$498.1 million was authorized in May 2015, and information on planned uses is provided in the Financial Section on page 116. Additional project details are also available on the District's website at: <http://www.kleinisd.net/users/Bond2015/bond2015/index.html>.

The District refunded bonds totaling \$152.87 million during the 2015-2016 fiscal year for a net present value savings of \$19.8 million, and anticipates selling \$153.5 million in new bonds during the current year. Tentatively scheduled to sell in January 2017, the new bonds will be used for the following major projects:

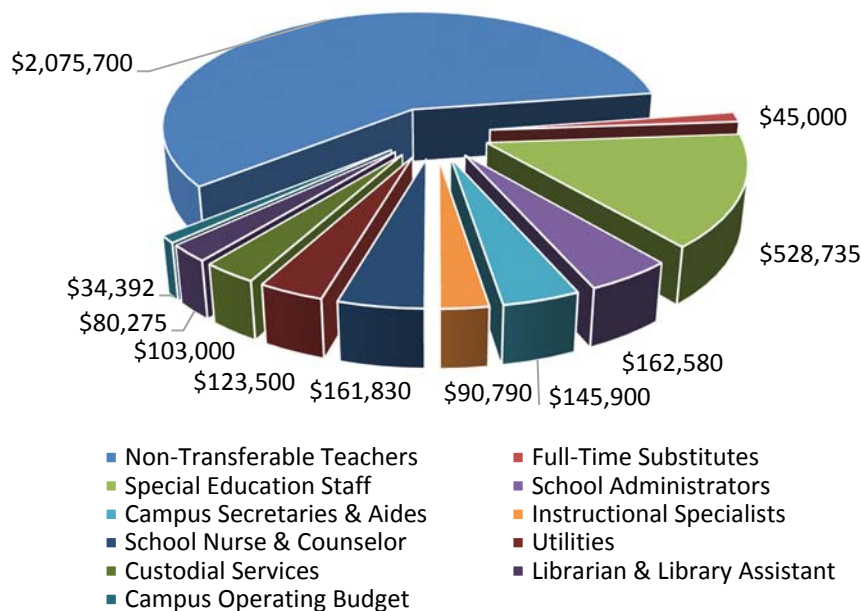
#### **Klein Cain High School – Construction in Progress**

- New facilities and additions - 74%
- Renovations on existing facilities – 17%
- Technology – 7%
- New Buses, Fine Arts, and CTE equipment – 2%





## Mahaffey Elementary School Operating Costs



**Capital Project Impact on Operating Fund** – Funding a new campus comes from several sources. Existing staff and recurring operating budgets transfer proportionately with rezoned students. Supplemental state funding through the New Instructional Facilities Allotment (NIFA) is available during the first two years of campus operations. Remaining resources needed to open a new campus come from state aid earned through enrollment growth and local property taxes.

Recurring operating costs for a new school facility vary according to grade levels served. The average cost to staff and maintain an elementary campus is

approximately \$3 million, \$7 million for an intermediate, and \$20 million for a four-year high school. Klein Cain High School will open in August 2017 with grades 9 and 10 only. Grade 11 will open in 2018 and grade 12 in 2019.

### Energy Management

Since the Energy Management Department was established in 2006, the District's Energy Use Intensity (EUI) has decreased 40% from 16.1 kWh/square foot in 2006-2007 to 9.7 kWh/square foot for 2015-2016. To facilitate the EUI reduction and avoided utility usage, approximately \$16 million was spent on energy staff and consultants, capital equipment upgrades, and energy efficient new construction over the same period of time, resulting in an estimated utility cost savings of \$9 million.

Following are examples of conservation measures, equipment, and controls currently in place:

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

### Long Range Financial Forecasts – General Fund, Food Service Fund, Debt Service Fund, and Capital Projects Fund

The following projections are routinely prepared in advance of budget preparation and intended for use as a financial guide and for facilities planning. General and Debt Service Funds have two primary sources of revenue; tax collections and state funding. The Capital Project Fund generates resources by selling voter-authorized bonds. An overview of financial projections for the General, Debt Service, and Bond Funds is provided on the following page.

Expansion of the Future Ready 21 One to One computer initiative in 2016, opening Klein Cain High School in 2017, and opening Intermediate #10 in 2018 will place significant pressure on General Fund resources. The Board of Trustees, the superintendent, and the Executive Team are currently evaluating several options to provide adequate funding over the next several years. The most likely tax rate scenario has been used to prepare forecasts for the General, Food Service, Debt Service, and Bond Funds. Full projections with assumptions, including the Food Service Fund, are available in the Financial Section on pages 95, 98, 112, and 115.



General Fund	2016-2017	2017-2018	2018-2019	2019-2020
<b>Beginning Fund Balance</b>	\$ 145,883,150	\$ 134,065,659	\$ 118,247,238	\$ 116,227,324
<b>Projected Revenues</b>				
Local Taxes	\$ 196,626,664	\$ 210,390,530	\$ 230,910,342	\$ 240,226,195
Other Local Sources	3,156,700	3,223,730	3,284,747	3,345,137
State Sources	207,743,842	199,154,780	199,330,296	195,922,069
Federal Sources	4,873,500	4,983,467	5,081,938	5,178,995
Other Sources	100,000	167,037	174,432	182,156
<b>Total Revenues</b>	<u>\$ 412,500,706</u>	<u>\$ 417,919,544</u>	<u>\$ 438,781,755</u>	<u>\$ 444,854,552</u>
<b>Projected Expenditures</b>				
Payroll Costs	\$ 378,334,893	\$ 392,983,867	\$ 401,615,652	\$ 407,232,851
Contracted Services	22,401,855	22,733,818	22,019,142	21,153,759
Supplies and Materials	16,558,243	11,104,078	10,441,997	10,748,157
Other Operating Costs	6,511,431	6,541,202	6,412,378	6,285,131
Debt Service	20,000	20,000	20,000	20,000
Capital Outlay	421,775	280,000	215,000	215,000
Other Uses	70,000	75,000	77,500	80,000
<b>Total Expenditures</b>	<u>\$ 424,318,197</u>	<u>\$ 433,737,965</u>	<u>\$ 440,801,669</u>	<u>\$ 445,734,898</u>
<b>Ending Fund Balance</b>	<u>\$ 134,065,659</u>	<u>\$ 118,247,238</u>	<u>\$ 116,227,324</u>	<u>\$ 115,346,978</u>

Debt Service Fund	2016-2017	2017-2018	2018-2019	2019-2020
<b>Beginning Fund Balance</b>	\$ 24,567,634	\$ 23,155,573	\$ 23,713,537	\$ 23,065,611
<b>Projected Revenues</b>				
Local Taxes	\$ 72,623,599	\$ 82,981,515	\$ 87,131,291	\$ 90,617,103
Other Local Sources	480,020	494,035	522,195	530,027
State Sources	2,171,106	2,171,106	2,171,106	2,171,106
Federal Sources	1,669,364	1,669,364	1,669,364	1,669,364
<b>Total Revenues</b>	<u>\$ 76,944,089</u>	<u>\$ 87,316,020</u>	<u>\$ 91,493,956</u>	<u>\$ 94,987,600</u>
<b>Projected Expenditures</b>				
Debt Service Requirements	\$ 78,326,150	\$ 86,735,921	\$ 92,118,373	\$ 94,831,078
Paying Agent Fees	30,000	22,135	23,509	24,201
<b>Total Expenditures</b>	<u>\$ 78,356,150</u>	<u>\$ 86,758,056</u>	<u>\$ 92,141,882</u>	<u>\$ 94,855,279</u>
<b>Ending Fund Balance</b>	<u>\$ 23,155,573</u>	<u>\$ 23,713,537</u>	<u>\$ 23,065,611</u>	<u>\$ 23,197,932</u>

Capital Projects Fund	2016-2017	2017-2018	2018-2019	2019-2020
<b>Beginning Fund Balance</b>	\$ 86,396,467	\$ 86,396,467	\$ 67,389,244	\$ 44,062,198
<b>Issuance of Bonds</b>	<u>\$ 153,500,000</u>	<u>\$ 92,300,000</u>	<u>\$ 82,500,000</u>	<u>\$ 38,100,000</u>
<b>Projected Expenditures</b>				
Land Purchase	\$ -	\$ 6,728,573	\$ 2,113,213	\$ -
Building Construction	91,026,246	61,640,998	55,200,955	14,426,420
Building Improvements	15,682,348	26,886,910	26,213,604	22,688,607
Architect/Engineer/Atty Fees	27,669,796	11,363,811	6,820,049	2,937,789
Furniture/Equip/Supplies	19,121,610	4,686,931	15,479,225	11,870,618
<b>Cost of Selling Bonds</b>	<u>\$ 153,500,000</u>	<u>\$ 111,307,223</u>	<u>\$ 105,827,046</u>	<u>\$ 51,923,434</u>
<b>Ending Fund Balance</b>	<u>\$ 86,396,467</u>	<u>\$ 67,389,244</u>	<u>\$ 44,062,198</u>	<u>\$ 30,238,764</u>

## **Accountability and Improvement Initiatives**

**2016 STAAR Performance Rating** –To receive a "Met Standard" rating, the District and each campus must meet targets on three indices: Index 1 or Index 2, and Index 3 and Index 4. 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 2016 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 169. District results were above statewide outcomes on each of the four indexes.

**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, 2016 has been \$8.3 million.

### **Program Priorities**

- Assign core teachers: 5 periods student instruction, 1 period conference, 1 period *Good to Great* 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, 42% were found to be ineligible to attend KFHS
- Four-Year Graduation Rate decreased from 92.3% for the Class of 2014 to 91.2 for the class of 2015
- SAT/ACT scores for the Class of 2015 increased in nearly all subject areas
- 60% of the Class of 2015 enrolled in college the fall after high school
- Gains were made by initial test-takers on the English I, English II, 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 \$8.5 million from inception in 2013 through August 31, 2016.

**Good to Great Program Phase III at Targeted Campuses** – Phase III was launched in 2015-2016 at five campuses with high economically disadvantaged percentages. Ulrich Intermediate School along with Bernshausen, 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 2016-2017, Ehrhardt Elementary was added to the program and a third position was assigned to Ulrich Intermediate and Bernshausen Elementary, bringing the total number of supplemental units to fourteen (14). Through August 31, 2016, Phase III has cost approximately \$779,000.

**TXSmartSchools Award** – The Klein Independent School District received a five star rating in 2016, the highest rating attainable from the Texas Comptroller for 2016. Using both academic progress and spending levels at Texas' school districts and individual school campuses, each district and campus has been assigned a Smart Score of one to five stars, indicating its success in combining cost-effective spending with the achievement of measurable student academic progress compared with their fiscal peers.

Five stars reflects the strongest relative progress combined with the lowest relative spending. TXSmartSchools use three-year averages to get more stable and persistent measures with less year-to-year volatility. The 2016 results are based on data from the 2014-2015, 2013-2014, and 2012-2013 school years.

**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 2015-2016 FIRST rating based on school year 2014-2015, is included in the Informational Section beginning on page 231 and can be accessed directly from TEA at <http://tea4avwaylon.tea.state.tx.us/First/forms/main.aspx>.

### **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 70% residential property. The largest commercial taxpayer in Klein is Hewlett Packard (HP), located within boundaries of both the Klein ISD and the Tomball ISD.

Two years ago, much of the new office space in and near the District was geared to the energy sector and with Klein I.S.D. providing key residential locations for these added jobs. However, the expected growth in nearby energy has halted. ExxonMobil's multi-nucleated complex, along with workers in nearby Anadarko office towers, and those in the new Southwestern Energy complex are all cutting their work forces. Southwestern cut 1,000 jobs, including 300 at its new headquarters near the District. Based on Houston-Area Real Estate (HAR) data, single-family home sales were down 8.8 percent between July 2015 and July 2016. Total property sales were also down, along with total dollar volume. However median home prices rose by 4.1 percent from a year earlier.

Employment growth has been slow over the last year, with only a .02% increase between August 2015 and February 2016. While an increase in medical services has defrayed the impact of Houston area energy jobs lost, the growth of these health/medical services may have peaked and growth in this area may now slow.

**School Finance Lawsuit** – The Texas Supreme Court issued a ruling on May 13, 2016, upholding the state's public school funding system as constitutional, while also urging state lawmakers to implement "transformational, top-to-bottom reforms that amount to more than Band-Aid on top of Band-Aid." The ruling is the second time the state's highest civil court has upheld the state's school finance system. Since the 1980s, school districts have repeatedly sued the state in an attempt to increase public education funding, and have often prevailed. The latest case, brought by more than two-thirds of Texas school districts, is the seventh time such a case has reached the state Supreme Court. "Our Byzantine school funding 'system' is undeniably imperfect, with immense room for improvement. But it satisfies minimum constitutional requirements," Justice Don Willett wrote in the court's 100-page opinion, which asserts that the court's "lenient standard of review in this policy-laden area counsels modesty."

Texas House Speaker Joe Straus gave the House Committee on Appropriations and the Committee on Public Education two new charges on needed solutions to ongoing school-funding issues.

1. Review how the loss in 2017 of Additional State Aid for Tax Relief (ASATR) funding, which was intended to offset the cost of tax-rate compressions enacted in 2006, will impact school districts.
2. Study the use of local property taxes to fund public education and its effects on educational quality and on Texas taxpayers. Recommend ways to reverse the increasing reliance on recapture payments to fund public education statewide.

## **2017 Vision for Klein – Future Ready**

The Klein Independent School District is a learning community united in its commitment to ensuring **Every student in Klein ISD enters with a Promise and Exits with a Purpose.** We will achieve this vision by focusing on Pathways, Challenge, Equity, Leadership, and Continuous Improvement. 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***

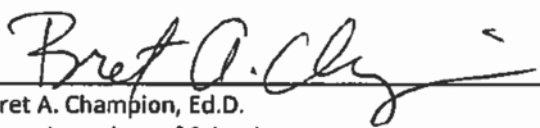
- Improved Student Achievement
- Positive and Safe School Environment
- Financial Accountability
- Quality Personnel
- Sound Policy Development and Oversight

### ***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.



Bret A. Champion, Ed.D.  
Superintendent of Schools



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



Beth B. Rosler, RTSBA  
Budget Director

# Klein Independent School District

## 2016-2017 Board of Trustees



**Bret A. Champion, Ed.D.**  
Superintendent



**Mr. Steven E. Smith**  
President



**Mr. Ronnie K. Anderson**  
Vice-President



**Mr. Stephen J. Szymczak**  
Secretary



**Mr. Paul Lanham**  
Trustee



**Mr. Rick Mann**  
Trustee



**Mr. William F. Pilkington**  
Trustee



**Ms. Georgan Reitmeier**  
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 budget  
for the Fiscal Year 2015-2016.

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



*Brenda Burkett*

Brenda R. Burkett, CPA, CSBA, SFO  
President

*John D. Musso*

John D. Musso, CAE, RSBA  
Executive Director



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# Organizational Section



Klein Independent School District

KLEIN INDEPENDENT SCHOOL DISTRICT  
2016-2017 ADOPTED BUDGET

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KLEIN INDEPENDENT SCHOOL DISTRICT  
2016-2017 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.

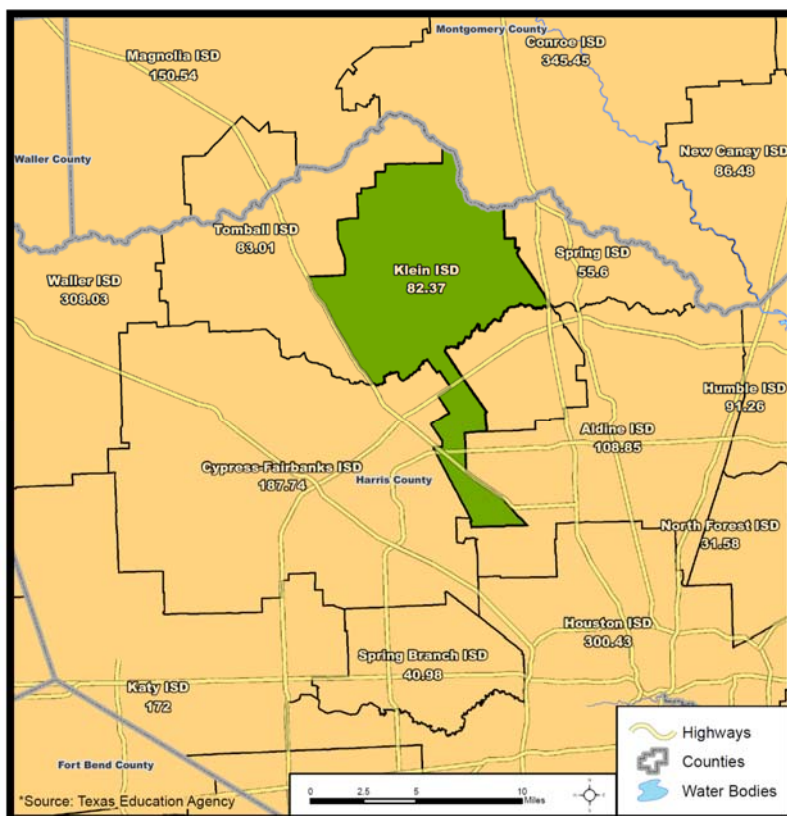
Farmers in this vicinity raised cotton, potatoes, and corn to market in Houston, a two-day trip by wagon. Center of community life was Trinity Lutheran Church, organized in 1874 by the Bernshausen, Benfer, Brill, Kaiser, Klein, Lemm, Theiss, and Wunderlich families. The Klenk and Strack families joined 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-one (31) elementary schools; and the Grace England Pre-K Center, for a total of forty-six (46) schools with a 2016-2017 projected enrollment of 51,719 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 all forty-four (44) 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. Every Tuesday a new segment of '90 Seconds with Bret' is posted, where the superintendent can communicate directly with the community. Community newspapers and neighborhood newsletters also publish news releases from the District.

School	Date Opened	Opening Day Enrollment	School	Date Opened	Opening Day Enrollment
<b>Elementary Schools</b>			<b>Intermediate Schools</b>		
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	<b>High Schools</b>		
Nitsch	September 2, 1980	415	Klein (Old Site)	1938	80
Krahn	August 29, 1983	576	Klein (Present Site)	September 1, 1963	164
Roth	August 27, 1984	663	Klein Forest	September 4, 1979	1,450
Kuehnle	September 5, 1989	377	Klein Oak	August 30, 1982	1,064
Mittelstadt	August 26, 1991	462	Klein Collins	August 9, 2001	1,137
Klenk	August 24, 1992	677	Vistas	August 16, 2006	150
Eiland	August 23, 1993	469	<b>Other Facilities</b>		
Schultz	August 22, 1994	618	Athletic Administration Building	Police Station	
Hassler	August 12, 1999	523	Klein Museum	North Transportation Center	
Kohrville	August 19, 2002	587	Maintenance Building	South Transportation Center	
Kreinhop	August 17, 2004	759	Multipurpose Center	TEP/DAEP	
McDougle	August 17, 2004	528	North Agricultural Center	Warehouse	
Metzler	August 16, 2005	569	South Agricultural Center		
Benignus	August 16, 2006	866	Central Office - Administration		
Frank	August 27, 2007	807	Central Office - Student Services Center/Kleinwood		
Mueller	August 24, 2009	619	Central Office - Teaching and Learning Center		
Blackshear	August 22, 2011	833	Central Office - Network Operations Center		
Zwink	August 27, 2012	788			
Grace England Pre-K/EC	August 27, 2012	714			
Bernshausen	August 26, 2013	654			
French	August 24, 2015	548			
Mahaffey	August 22, 2016	605			

## District Area Economy

The District's tax base is comprised of 70% 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 (17% 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: 2016 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.

*Sources: 2016 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. The Woodlands Area is home to a range of leading companies, including Anadarko Petroleum Corporation, Aon Hewitt, CB&I, Chevron Phillips Chemical Company, CHI St. Luke's Health - The Woodlands Hospital, ExxonMobil, Huntsman Corporation, McKesson Specialty Health, Memorial Hermann The Woodlands Hospital and Repsol USA.

*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](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 42,860,000 passengers were deplaned and enplaned in 2016 compared to 41,985,000 passengers during 2015. This represents a 2.1% increase of passengers.

*Source: Houston Airport System - <http://fly2houston.com/newsroom/media-kit/traffic-and-statistics/>*

### Employment Data

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
<b>Harris County</b>					
Population	4,263,060	4,352,752	4,441,370	*	*
Labor Force	2,158,385	2,207,368	2,251,628	2,239,426	2,275,980
Employment	2,015,332	2,075,068	2,140,826	2,135,626	2,144,527
Per Capita Personal Income	\$52,313	\$53,141	\$56,896	*	*
Unemployment	143,053	132,300	110,802	103,800	131,453
Unemployment Rate	6.6%	6.0%	4.9%	4.6%	5.8%
<b>State of Texas</b>					
Population	26,094,422	26,505,637	26,956,958	*	*
Labor Force	12,678,890	12,904,629	13,111,548	13,078,304	13,378,918
Employment	11,827,485	12,104,092	12,447,551	12,494,350	12,709,695
Per Capita Personal Income	\$43,505	\$43,807	\$45,669	\$46,745	*
Unemployment	851,405	800,537	663,997	583,954	669,223
Unemployment Rate	6.7%	6.2%	5.1%	4.5%	5.0%

*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.

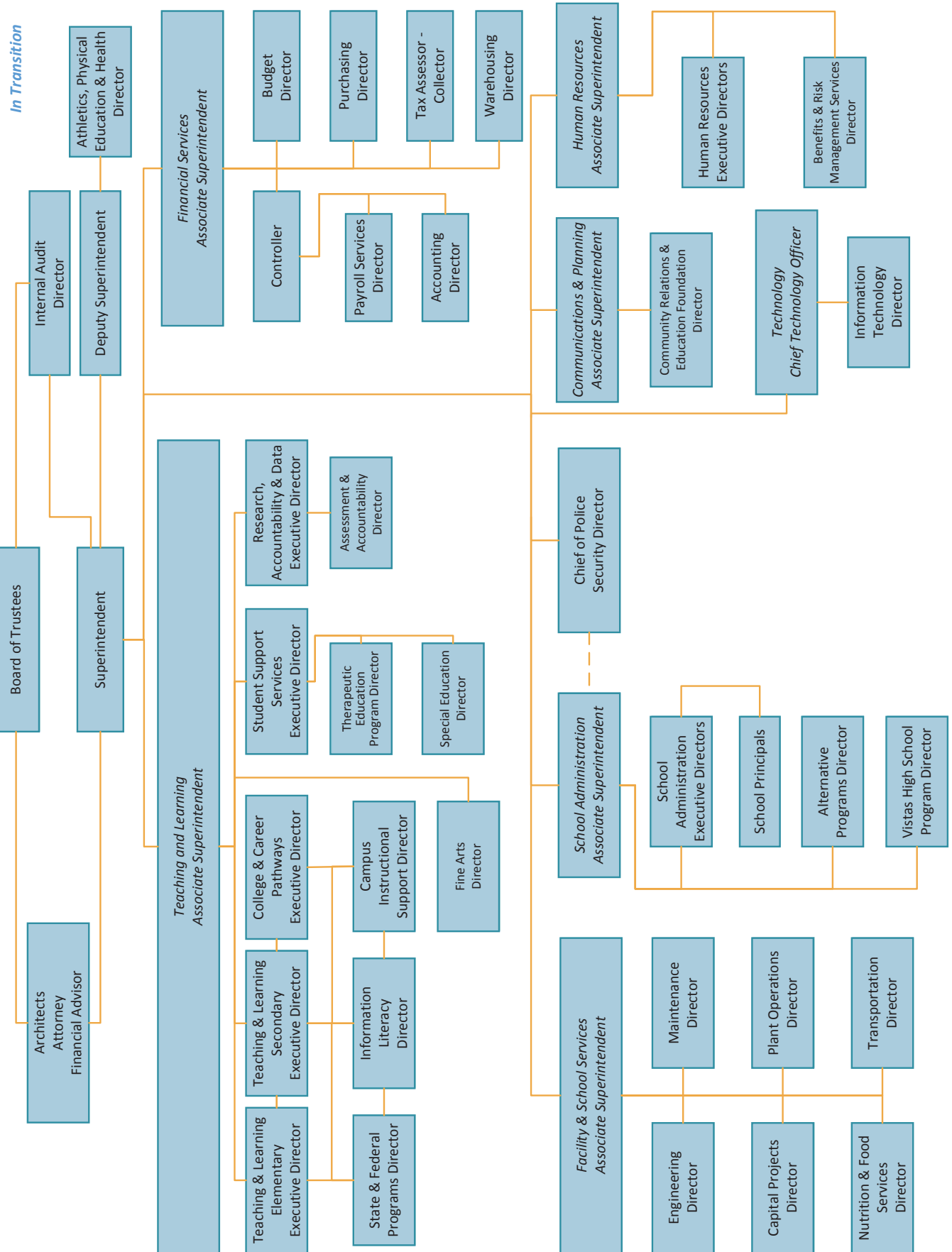
Baylor College of Medicine	Houston, Texas
Blinn College	Brenham, Texas Bryan, Texas
Houston Baptist University	Houston, Texas
Houston Community College	Houston, Texas
Lee College	Baytown, Texas Crosby, Texas
Lone Star College	Cypress, Texas Houston, Texas Kingwood, Texas The Woodlands, Texas Tomball, 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/>

## In Transition





## Klein Independent School District 2016-2017 Appointed Administrators

Bret A. Champion, Ed.D.	Superintendent
Stephanie Duran, CPA	Director of Internal Audit
David Kimberly	Chief of Police and Security Director
Larry Whitehead	Deputy Superintendent
• T. Darby Young	Director of Athletics, Physical Education, and Health
Dr. Jenny McGown	Associate Superintendent of Teaching and Learning
• Open	Executive Director of College and Career Pathways
• Kelly Schumacher	Executive Director of Secondary Teaching and Learning
• Dayna Hernandez	Executive Director of Elementary Teaching and Learning
• Open	Director of Campus Instructional Support
• Catherine Eubanks	Director of State and Federal Programs
• Stephanie Green	Director of Information Literacy
• Vicki James	Executive Director of Research, Accountability, and Data
• Nancy Webster	Director of Assessment and Accountability
• Monte Mast	Director of Fine Arts
• Dr. Mary Rosenberg	Executive Director of Student Support Services
• Echo Mansfield	Director of Special Education Services
• Jody Simpson	Director of Therapeutic Education Program
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	Director of Engineering
• August Wunderlich	Director of Maintenance



# Klein Independent School District

## Strategic Plan 2016-2020

### ***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 community.

### ***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 2016 Strategy and Action Plans

The Klein Independent School District Strategic Plan, approved by the Board of Trustees in January 2016, was the result of an annual planning process that began each spring and continued through the fall. The strategies presented below were in place when the 2016-2017 budget was formulated. However, at the time of this document's publication, the framework was complete for a new Klein ISD Strategic Plan. Additional details about the District's new vision are provided on page 32. The comprehensive blueprint for achieving new goals should be completed by May 2017.

### Strategy 1: Raise the performance of all students and close the achievement gap.

<b>Action Plan 1.1</b>	<b>Deliver a 21st Century educational experience to all learners using innovative student-centered instructional strategies, curriculum, assessment and technology.</b>
<b>Leader and Team:</b>	<b>Dr. Susan Borg</b> , Curriculum & Instruction (Directors, Instructional Officers, Assessment Specialists), Student Performance, Special Education and Campus Principals
<b>Overview:</b>	The purpose of the plan is to ensure that classroom curriculum, assessment and instruction meet the needs of all learners.
<b>Action Plan 1.2</b>	<b>Provide programs and interventions to prepare all students for high school graduation and college/post-secondary success.</b>
<b>Leader and Team:</b>	<b>Dr. Susan Borg:</b> Curriculum & Instruction, Special Education, Student Performance, Research, Accountability & Data, Instructional Administrators and Campus Principals
<b>Overview:</b>	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.
<b>Action Plan 1.3</b>	<b>Deploy a comprehensive advanced academics program K-12.</b>
<b>Leader and Team:</b>	<b>Dr. Susan Borg</b> , Curriculum & Instruction, Advanced Academics, Counseling Services Officer, and Campus Administrators
<b>Overview:</b>	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.

### Strategy 2: Recruit and retain the highest quality employees.

<b>Action Plan 2.1</b>	<b>Utilize incentive strategies to promote quality instruction.</b>
<b>Leader and Team:</b>	<b>Mr. Curt Drouillard, Dr. Susan Borg</b> , Campus Instructional Support Director, Human Resources Executive Directors, State and Federal Programs Director, Multilingual Instructional Officer and Campus Administrators
<b>Overview:</b>	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.
<b>Action Plan 2.2</b>	<b>Align human resources processes, policies, and professional development to promote effective career progression.</b>
<b>Leader and Team:</b>	<b>Mr. Curt Drouillard, Dr. Jan Marek</b> , Human Resources Executive Directors, School Administration Executive Directors, Curriculum and Instruction Directors and Officers
<b>Overview:</b>	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.

### Strategy 3: Promote positive character traits and effective communication.

<b>Action Plan 3.1</b>	<b>Integrate character education, relationship building, violence prevention, and social skills programs and practices across the curriculum.</b>
<b>Leader and Team:</b>	<b>Dr. Susan Borg, Dr. Jan Marek,</b> Communications & Planning Associate Superintendent, Instruction Executive Director, Student Support Services Executive Director, Counseling Instructional Officer, DIDC, Campus Administrators and Counselors
<b>Overview:</b>	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.
<b>Action Plan 3.2</b>	<b>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.</b>
<b>Leader and Team:</b>	<b>Ms. Judy Rimato,</b> Communications Manager
<b>Overview:</b>	The purpose of this plan is to ensure strategic communication both internally and externally.

### Strategy 4: Establish and use best practices for continuous improvement and resource management.

<b>Action Plan 4.1</b>	<b>Measure and communicate student, employee, community, and local university/college progress and satisfaction for use in continuous district improvement.</b>
<b>Leader and Team:</b>	<b>Dr. Susan Borg,</b> Instruction & Student Services Administration, Research, Accountability & Data, and Campus Principals
<b>Overview:</b>	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.
<b>Action Plan 4.2</b>	<b>Manage district growth.</b>
<b>Leader and Team:</b>	<b>Mr. Robert Robertson,</b> Communications and Planning
<b>Overview:</b>	The purpose of this action plan is to delineate the data collection and analyses used to manage district growth.
<b>Action Plan 4.3</b>	<b>Utilize long range planning to meet district technology needs.</b>
<b>Leader and Team:</b>	<b>Ms. Karen Fuller, Dr. Susan Borg,</b> 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
<b>Overview:</b>	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.
<b>Action Plan 4.4</b>	<b>Align and manage district assets to support stakeholder needs.</b>
<b>Leader and Team:</b>	<b>Ms. Karen Fuller, Mr. Robert Robertson, Mr. Thomas Petrek,</b> Information Technology, Research, Accountability & Data, Communications & Planning and Financial Services
<b>Overview:</b>	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.

## Promise & Purpose Foundation (Post First 100-Days)

### #KleinSharedVision

### Leadership

Vision-Casting

Board Report

Campus &  
Department Visits

Strategic Planning

Guiding Documents

Definition of High-Quality Teaching

Profile of a Learner

Profile of a Leader

Goal: Communicate 100-day findings to all stakeholders, ensure commitment to the shared vision, and stage for implementation.

Goal: Collaboratively define high-quality teaching and design a shared profile of a Klein leader and learner.

### Equity & Challenge

Close the Gap

ELL Guiding Coalition

SpEd Guiding Coalition

GT Revamp

Personalize Learning & Increase Pathways

District of Innovation

Curriculum Inventory/Audit

Promise2Purpose Campaign

Goal: Establish guiding coalitions to lead collective efforts to close the achievement gap and ensure equity for all learners.

Goal: Prepare to personalize learning at scale and increase pathways available to all students.

### Pathways & Continuous Improvement



# 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 20<sup>th</sup>.
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, 81<sup>st</sup> 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

A 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)*

A 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 a 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 a 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 a board. *Education Code 45.105(c)*

### USE OF DISTRICT RESOURCES

No public funds of a 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), (a-2), or (a-3) [see CX], a board shall not enter into an agreement authorizing the use of school 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 a district’s current revenue only, provided the contract contains either or both of the following provisions:</p> <ol style="list-style-type: none"> <li>1. Retains to a board the continuing right to terminate the contract at the expiration of each budget period during the term of the contract.</li> <li>2. Is conditioned on a best efforts attempt by the board to obtain and appropriate funds for payment of the contract.</li> </ol> <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>	A 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 a district. If no daily, weekly, or biweekly newspaper is published in a 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 a 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 a 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, a district shall post a summary of the proposed budget on the school district's Internet website or, if the district has no Internet website, 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"> <li>1. Instruction;</li> <li>2. Instructional support;</li> <li>3. Central administration;</li> <li>4. District operations;</li> <li>5. Debt service; and</li> <li>6. Any other category designated by the Commissioner.</li> </ol> <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>	A 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 school 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 a 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, a 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, a district shall post on the district’s Internet website a copy of the budget adopted by the board. The district’s website must prominently display the electronic link to the adopted budget.  A district shall maintain the adopted budget on the district’s website until the third anniversary of the date the budget was adopted. <i>Education Code 44.0051</i>
<u>AMENDMENT OF APPROVED BUDGET</u>	A 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>	A 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: 11/5/2015 – UPDATE 103 - 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 20<sup>th</sup>.
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.

<b><u>FISCAL YEAR</u></b>	The District shall operate on a fiscal year beginning September 1 <sup>st</sup> and ending August 31 <sup>st</sup> .
<b><u>BUDGET PLANNING</u></b>	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.
<b><u>BUDGET MEETING</u></b>	<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"> <li>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.</li> <li>2. Prior to the beginning of the meeting, the Board may establish time limits for speakers.</li> <li>3. Speakers shall confine their remarks to the appropriation of funds as contained in the proposed budget and/or the tax rate.</li> <li>4. No officer or employee of the District shall be required to respond to questions from speakers at the meeting.</li> </ol>

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 or 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.

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: 6/21/2016 - LDU 2016.04 - 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, Lone Star, and Texas CLASS, three 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 \$311 and \$598 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 2014-2016 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>
2016	7.2%	\$22,583,094	6.800%	\$24,392,506	\$9,721,927
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

\*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 contributes 1.00%, districts contribute 0.55% and active employees 0.65% of the active employee payroll to fund TRS-Care. 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 2016, 2015, and 2014 are shown in the following table:

		<u>Member</u>		<u>State</u>		<u>School District</u>
<u>Year</u>	<u>Rate</u>	<u>Amount</u>	<u>Rate</u>	<u>Amount</u>	<u>Rate</u>	<u>Amount</u>
2016	0.65%	\$2,038,752	1.00%	\$3,005,757	0.55%	\$1,725,097
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

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, 2016, 2015, and 2014, the subsidy payments received by TRS-Care on-behalf of the District were \$1,220,986, \$1,200,354, and \$727,297, 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 a general fund balance of no less than two and a half months of regular general fund operating expenditures. Board policy also provides that the 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 2016-2017 adopted General Fund budget will utilize approximately \$11.8 million (24%) of the unassigned fund balance total. The Debt Service Fund will spend \$1.4 million (6%) of the fund's restricted balance. Further discussion regarding use of fund balance can be found on pages 84 and 106 in the Financial Section.

### **Summary**

The 2016-2017 budget was adopted by the Board on August 29, 2016, during a special session called for the purpose of holding a public hearing to discuss and adopt the budget. Adopted budget documents from 2011-2012 forward, including 2016-2017, 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	<a href="#"><u>FISCAL MANAGEMENT GOALS AND OBJECTIVES - FINANCIAL ETHICS</u></a>
CB	<a href="#"><u>STATE AND FEDERAL REVENUE SOURCES</u></a>
CBA	<a href="#"><u>STATE AND FEDERAL REVENUE SOURCES - STATE</u></a>
CBB	<a href="#"><u>STATE AND FEDERAL REVENUE SOURCES - FEDERAL</u></a>
CCA	<a href="#"><u>LOCAL REVENUE SOURCES - BOND ISSUES</u></a>
CCB	<a href="#"><u>LOCAL REVENUE SOURCES - TIME WARRANTS</u></a>
CCC	<a href="#"><u>LOCAL REVENUE SOURCES - CERTIFICATES OF INDEBTEDNESS</u></a>
CCD	<a href="#"><u>LOCAL REVENUE SOURCES - RECREATIONAL FACILITIES BONDS</u></a>
CCE	<a href="#"><u>LOCAL REVENUE SOURCES - ATHLETIC STADIUM AUTHORITY</u></a>
CCF	<a href="#"><u>LOCAL REVENUE SOURCES - LOANS AND NOTES</u></a>
CCG	<a href="#"><u>LOCAL REVENUE SOURCES - AD VALOREM TAXES</u></a>
CCH	<a href="#"><u>LOCAL REVENUE SOURCES - APPRAISAL DISTRICT</u></a>
CDA	<a href="#"><u>OTHER REVENUES - INVESTMENTS</u></a>
CDB	<a href="#"><u>OTHER REVENUES - SALE, LEASE, OR EXCHANGE OF SCHOOL-OWNED PROPERTY</u></a>
CDBA	<a href="#"><u>SALE, LEASE, OR EXCHANGE OF SCHOOL-OWNED PROPERTY - REVENUE BONDS FROM PROCEEDS</u></a>
CDC	<a href="#"><u>OTHER REVENUES - GRANTS FROM PRIVATE SOURCES</u></a>
CDH	<a href="#"><u>OTHER REVENUES - PUBLIC AND PRIVATE FACILITIES</u></a>
CE	<a href="#"><u>ANNUAL OPERATING BUDGET</u></a>
CEA	<a href="#"><u>ANNUAL OPERATING BUDGET - FINANCIAL EXIGENCY</u></a>
CFA	<a href="#"><u>ACCOUNTING - FINANCIAL REPORTS AND STATEMENTS</u></a>
CFB	<a href="#"><u>ACCOUNTING - INVENTORIES</u></a>
CFC	<a href="#"><u>ACCOUNTING - AUDITS</u></a>
CFD	<a href="#"><u>ACCOUNTING - ACTIVITY FUNDS MANAGEMENT</u></a>
CFEA	<a href="#"><u>PAYROLL PROCEDURES - SALARY DEDUCTIONS AND REDUCTIONS</u></a>
CG	<a href="#"><u>BONDED EMPLOYEES AND OFFICERS</u></a>
CH	<a href="#"><u>PURCHASING AND ACQUISITION</u></a>
CHE	<a href="#"><u>PURCHASING AND ACQUISITION - VENDOR RELATIONS</u></a>
CHF	<a href="#"><u>PURCHASING AND ACQUISITION - PAYMENT PROCEDURES</u></a>
CHG	<a href="#"><u>PURCHASING AND ACQUISITION - REAL PROPERTY AND IMPROVEMENTS</u></a>
CHH	<a href="#"><u>PURCHASING AND ACQUISITION - FINANCING PERSONAL PROPERTY PURCHASES</u></a>
CI	<a href="#"><u>SCHOOL PROPERTIES DISPOSAL</u></a>
CJA	<a href="#"><u>CONTRACTED SERVICES - CRIMINAL HISTORY</u></a>
CK	<a href="#"><u>SAFETY PROGRAM/RISK MANAGEMENT</u></a>
CKA	<a href="#"><u>SAFETY PROGRAM/RISK MANAGEMENT - INSPECTIONS</u></a>
CKB	<a href="#"><u>SAFETY PROGRAM/RISK MANAGEMENT - ACCIDENT PREVENTION AND REPORTS</u></a>

### **Board Policy - Business and Support Services (Continued)**

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

# 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:

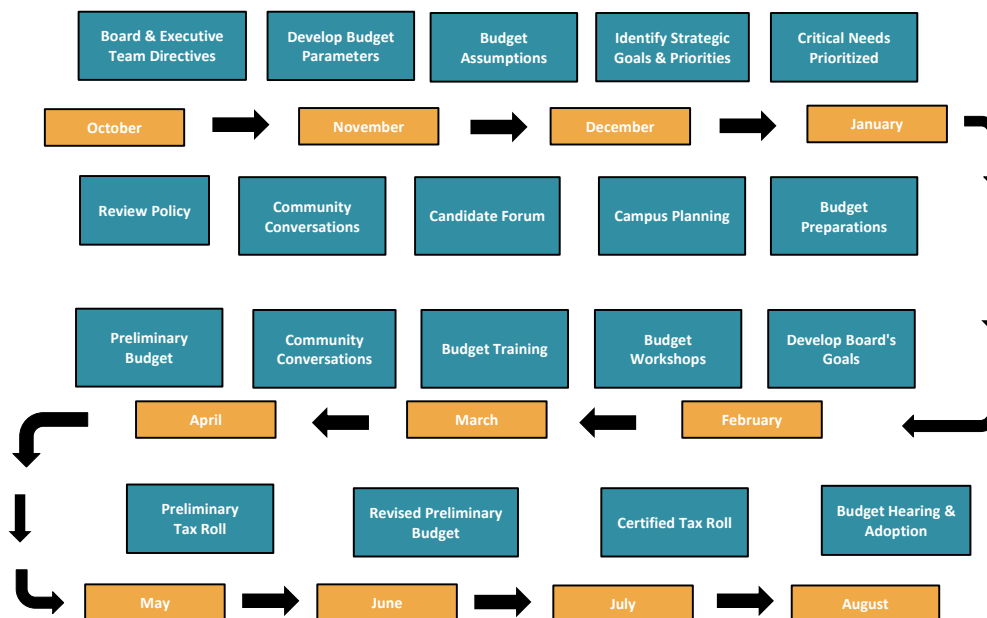
- Be balanced so that current revenues are sufficient to pay for current services.
- Be prepared in accordance with all applicable federal, state, and local legal mandates and requirements.
- Provide a basis for the evaluation of a government's service efforts, costs, and accomplishments.

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 Klein ISD fiscal year runs from September 1 through August 31<sup>st</sup>, with the budgeting process 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 allocations.

## **Planning**

***Growth and Student Enrollment*** – Population and Survey Analysts (PASA) provides integrated school district information with its proprietary new home census information and specific neighborhood forecasts every October to create enrollment projections by attendance zones. 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>.

The District has experienced steady enrollment increases over the last ten years (FY 2007 to FY 2017), totaling 10,314 students. Enrollment has grown by 5,908 over the last five years and this trend is expected to continue into the near future. For the past ten years, the ratios of students per occupied home in subdivisions has declined from 0.71 to 0.61 this year. PASA expects continued slight declines in this ratio in single-family homes over the next ten years because the District is significantly increasing the percent of multi-family housing. For the next decade, 52.8% of all added housing is expected to be multi-family. The District will continue to add higher density housing as the District builds out.

By the Fall of 2016, 59.1 square miles within Klein ISD will be built-out and 7 square miles actively building out. Approximately 3.1 square miles, or 4% of the District, is under park/recreational uses. This leaves 13.2 square miles undeveloped with only 2.1 of those square miles having current plans in place for development. Of these undeveloped 13.2 square miles, only 8.5 square miles are outside the floodplain or floodway.

The 2016-2017 budget was formulated using a projected student enrollment of 51,719. Over the next five years, annual growth rates are projected between 1.63% and 1.98%, an increase of approximately 5,155 students. PASA projections indicate student enrollment will likely increase by 9,312 students over the next ten years.

***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. An outside consulting firm conducts facility assessments in conjunction with the District's maintenance personnel to determine capital improvement or replacement needs for existing campus facilities and other fixed assets. New campuses and other facility additions are based on student growth estimates provided by a professional demographer and current building capacity. An Educational Adequacy Assessment is also conducted to insure the proposed facility supports the instructional program. 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 recurring costs from capital project 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 2016, the General Fund has assigned fund balance totaling \$14.75 million for purchase of future school sites and operating costs for future school buildings. Repayment of bonds issued for construction of school buildings and other capital projects are included in the Debt Service financial projection.

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 55.

## **Preparation**

The District budget process emphasizes accountability, is instructionally driven, and guided by the Strategic Plan. The Board of Trustees approved the Klein Independent School District Strategic Plan 2016-2020 at the January 11, 2016 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. Financial Forecasts for the General, Food Service, Debt Service, and Bond Funds are presented in the Financial Section on pages 95, 98, 112, and 115 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.

This document culminated from a recurring process that involved input from the Superintendent, administrative staff, and the Board of Trustees (the Board). Expansion of the Future Ready 21 One-to-One computer initiative in 2016, opening Klein Cain High School in 2017, and opening Intermediate #10 in 2018 will place significant pressure on General Fund resources. Initial long-term financial forecasts for 2016-2017 and beyond included projected revenues resulting from a Tax Rate Election (TRE) in 2017 and later postponed until 2018 by transferring the \$14 million in remaining technology projects back to bond funds. The commitments were part of the General Fund's long-term fund balance spend down plan approved in 2015 while right sizing the 2015 bond authorization.

The Board of Trustees, the superintendent, and the Executive Team are currently evaluating several options to provide adequate funding over the next several years. Recently updated financial forecasts in the General and Debt Service Funds indicate the need for a \$0.02 I&S tax rate increase in 2017 and with voter approval, a \$0.06 M&O increase in 2018.

Campus Improvement Plans (CIP) are updated annually and link 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.campusCIP1516>.

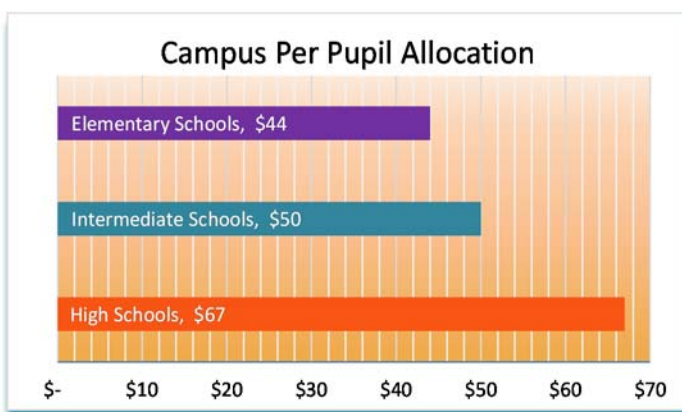
**Budget Allocations** - General Fund appropriations are allocated between ninety-one (91) campus and department projects. Each project is assigned a budget manager (i.e., principal, department director). The District uses site-based budgeting that places the principal and program/department director at the center of the preparation process.

Principals and directors are responsible for both preparation 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. Campus allocations are calculated using projected enrollment numbers multiplied by the per pupil basis shown below. These funds are controlled by the principal and used for supplies, materials, equipment, staff development, and other appropriate instructional costs.

When realized enrollment is larger than projected as of the last Friday in October, campus allocations are increased in December. Campus-based categorical

programs receiving supplemental funding from the TEA such as Special Education or Career and Technology Education (CTE), provide additional funding in coordination with campus principals. Final budgetary responsibility for these and other campus-based instructional or extracurricular programs such as Bilingual/ESL, Fine Arts, Physical Education, and Athletics is assigned to each program director. This accountability measure provides a second level of review to assure alignment with the District's instructional objectives.



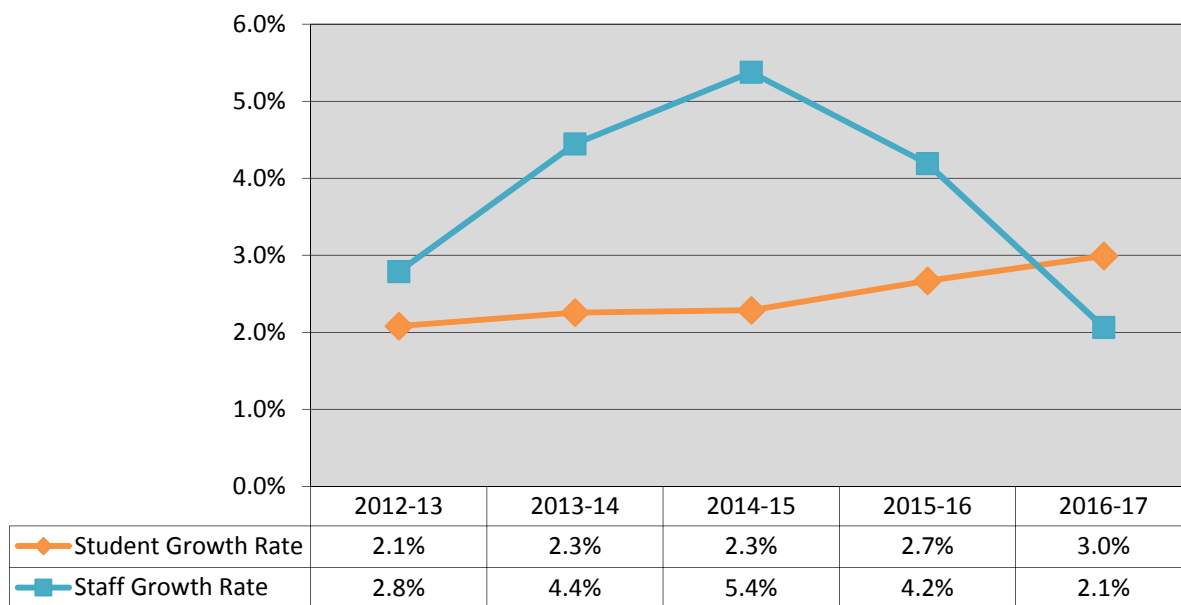


Budgets for non-campus organizations are traditionally determined with a combination of historical budgeting and new initiative resource assignments. Allocation increases are determined on a justified needs basis with review and final approval granted by the Executive Team.

**Staffing Allocations** - The General Fund is adding 126.5 new positions at a cost of approximately \$6.1 million. New units are listed on page 11 in the Executive Summary and include 45.2 teachers; 16.8 campus-based other professionals; 6.6 administrators; 13.9 campus-based support personnel; 8 campus technology units supporting the 1:1 expansion and 3 NOC-based technology units; 7 central office professional and support positions; and 26 auxiliary units. A salary increase of two percent (2%) was approved along with various stipend increases and pay grade reclassifications for an estimated cost of \$6 million.

Campus staffing levels not otherwise mandated by state or local policy are determined using an allocation guideline of student counts to staff. Campus needs and other circumstances 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 2.48% per year while staff grew an average of 3.78% per year.



Human Resources and School Administration personnel compared 2016-2017 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 27:1 ratio in Pre-K with an aide added at 18 students. In grade 5, the ratio is 26:1 and in grades 6-8, core classes staff at 24:1. Some classes may exceed this target at certain times, but every attempt is made to keep class sizes 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 and a separate fund is established for every new sale. The Board of Trustees does not formally adopt the Capital Project Funds on an annual basis although use of each

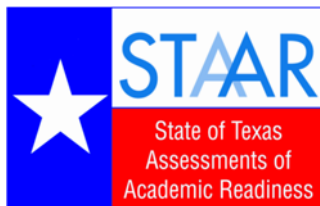
bond sale is accounted for on a Schedule of Estimated Expenditures and presented to the Board for review and approval. Every project within each bond series is cumulatively tracked until the entire bond has been expended. This provides an ongoing record of utilization by bond series, as well as progress and final costs for each project within each series.

### **Evaluation**

Student enrollment has increased an average of 2.48% annually since 2012-2013. 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 is to ensure the budget process be instructionally driven and guided by the Strategic Plan. The major budget priorities in 2016-2017 are:

- Increase the minimum teacher salary from \$51,000 to \$51,600
- Returning teachers, nurses, librarians, and speech pathologists receive \$1,080 added to their 2015-2016 salary
- All other employees receive two percent (2%) on the control point of respective pay grades
- Provide eleven (11) new positions to assist with expansion of the technology One to One computing initiative
- Provide resources to fund the school reform project titled *Good to Great* at Klein Forest High School, each Title I campus, and other high needs campuses
- Provide additional instructional specialists in the classroom to model teaching methods and offer support



**State of Texas Assessments of Academic Readiness (STAAR)** - The District's 2016 STAAR Performance Rating is Met Standard on each of the four indexes: student achievement, student progress, closing performance gaps, and post-secondary readiness. District results were above statewide outcomes on each of the four indexes and individual campus ratings are presented on page 169.

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.

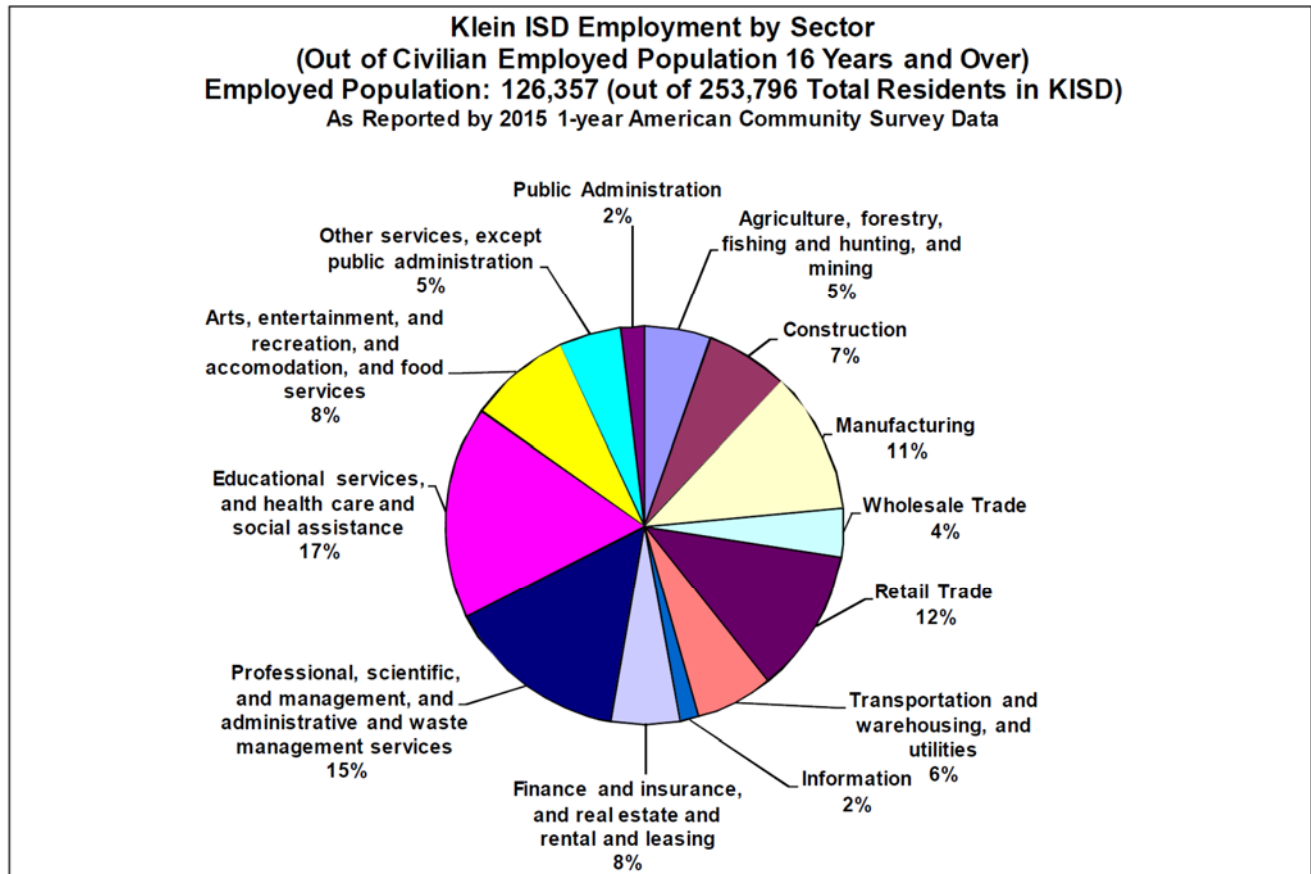
**Texas High Performance Schools Consortium** - The Texas High Performance Schools Consortium consists of 23 participating districts, including Klein ISD. The consortium is working to develop next-generation learning standards, assessments and accountability systems across the state. This initiative 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 5 out of 5 stars from the Texas Comptroller for the 2015 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.

### Other Factors Affecting Financial Condition

Employment growth has been slow over the last year, with only a .02% increase between August 2015 and February 2016, but this has increased slightly in the last 6 months, putting the annual Houston area employment change at just under 1% growth. Employment growth is expected to be flat in the Houston area over the coming year and perhaps beyond. The employment generators in Klein are predominately educational and medical services (17%), professional, scientific, and management (15%), retail (12%) and manufacturing (11%). The increase in medical services have defrayed the impact of Houston area energy jobs lost. The following graph outlines 2015 employment sectors within Klein ISD.



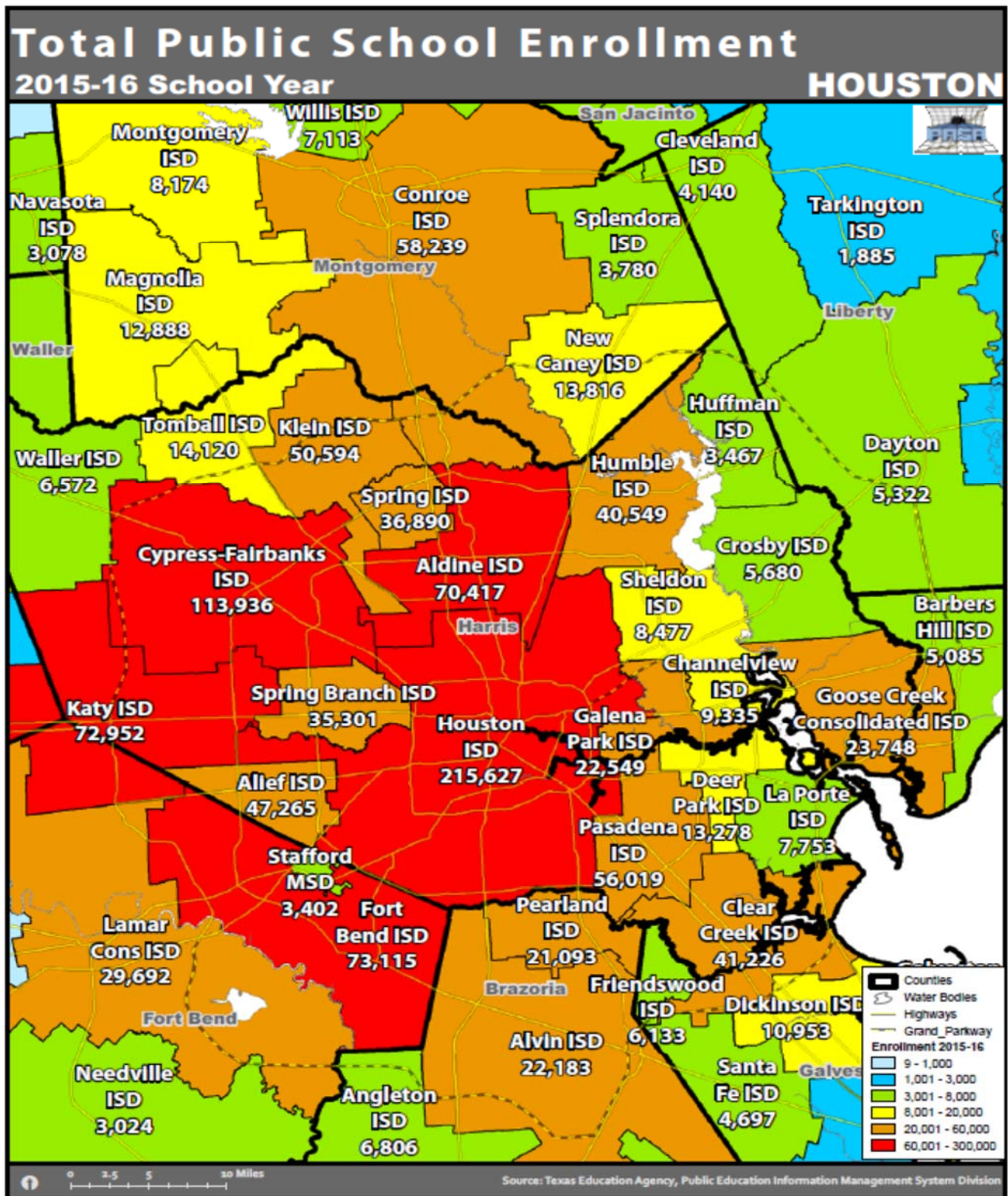
The District's tax base is comprised of 70% residential property. The largest commercial taxpayer in Klein is Hewlett Packard (HP), located within boundaries of both the Klein ISD and the Tomball ISD. Klein has continued to see strong growth over the last five years with a 12.41% growth rate, averaging approximately 2.5% per year. Only Katy, Houston, Cypress-Fairbanks, Aldine, and Conroe gained more students than Klein during this 5-year period. The District had the 13<sup>th</sup> highest percentage increase of all districts in the State of Texas with total enrollment of more than 20,000.

After evaluating the current student population, recent trends in geo-coded students, projected additional housing occupancies and their resulting student yields, and the over-arching economic and employment concerns, PASA finds the following projected student population by grade group:

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
<b>EE-5th</b>	24,366	24,712	25,097	25,106	25,509	25,897	26,284	26,679	27,081	27,484
<b>6th-8th</b>	12,281	12,629	12,895	13,458	13,489	13,641	13,453	13,705	13,914	14,099
<b>9th-12th</b>	16,239	16,590	16,969	17,399	17,875	18,244	18,925	19,105	19,265	19,447
<b>Total:</b>	<b>52,885</b>	<b>53,931</b>	<b>54,961</b>	<b>55,964</b>	<b>56,874</b>	<b>57,782</b>	<b>58,662</b>	<b>59,489</b>	<b>60,260</b>	<b>61,031</b>



The following map shows location, size, and enrollment as of the October 2015 PEIMS Snapshot Date of surrounding school districts in the Houston metropolitan area.



**School Finance Lawsuit** – The Texas Supreme Court issued a ruling on May 13, 2016, upholding the state’s public school funding system as constitutional, while also urging state lawmakers to implement "transformational, top-to-bottom reforms that amount to more than Band-Aid on top of Band-Aid." The ruling is the second time the state’s highest civil court has upheld the state’s school finance system. Since the 1980s, school districts have repeatedly sued the state in an attempt to increase public education funding, and have often prevailed. The latest case, brought by more than two-thirds of Texas school districts, is the seventh time such a case has reached the state Supreme Court. “Our Byzantine school funding ‘system’ is undeniably imperfect, with immense room for improvement. But it satisfies minimum constitutional requirements,” Justice Don Willett wrote in the court’s 100-page opinion, which asserts that the court’s “lenient standard of review in this policy-laden area counsels modesty.”

Texas House Speaker Joe Straus gave the House Committee on Appropriations and the Committee on Public Education two new charges on needed solutions to ongoing school-funding issues.

1. Review how the loss in 2017 of Additional State Aid for Tax Relief (ASATR) funding, which was intended to offset the cost of tax-rate compressions enacted in 2006, will impact school districts.
2. Study the use of local property taxes to fund public education and its effects on educational quality and on Texas taxpayers. Recommend ways to reverse the increasing reliance on recapture payments to fund public education statewide.

### **Bonded Indebtedness and Capital Projects**

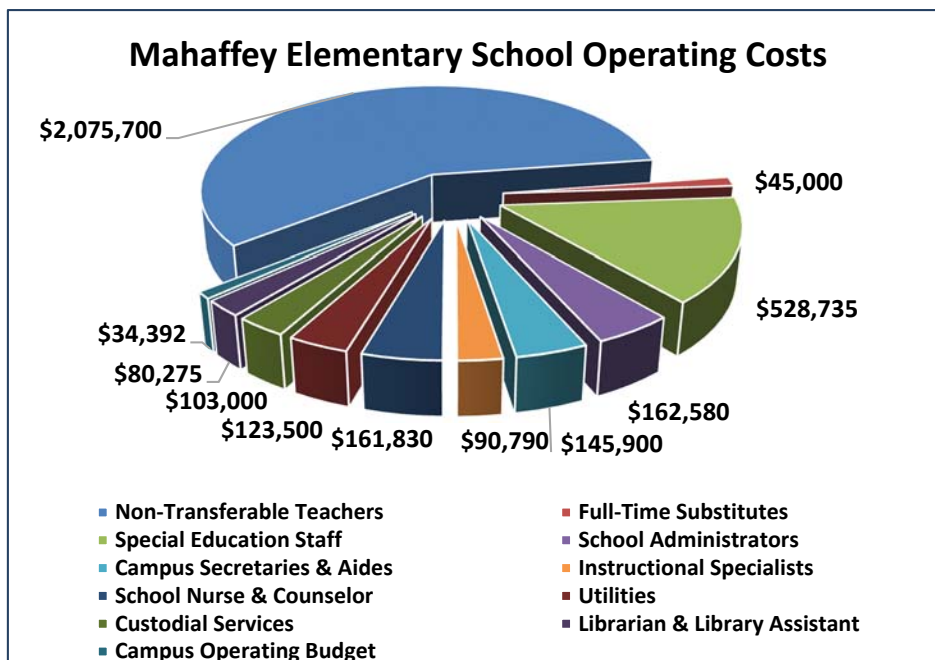
The District has received a primary bond rating of AAA through the State of Texas Permanent School Fund (PSF) Guarantee Program. If the PSF reaches its capacity as a means to guarantee school district bond sales, the Klein ISD will have to rely on its financial health for bond ratings and bond insurance to guarantee future bond sales. Total outstanding debt (principal only) is \$17,819 per student as of August 31, 2016.

During 2015, the District sold bonds totaling \$251 million to construct Klein Cain High School (pictured right) and a new Ag Facility in the District’s northern section. The 2015 bonds will also fund Intermediate School #10 on West Rayford Road, complete construction of Mahaffey Elementary, and purchase three land sites for future growth. Other projects include existing facility renovation totaling \$37.8 million and \$23 million for technology initiatives.



The District refunded bonds totaling \$152.87 million during the 2015-2016 fiscal year for a net present value savings of \$19.8 million, and anticipates selling \$153.5 million in new bonds during the current year. Tentatively scheduled to sell in January 2017, the new bonds provide for the following major projects: new facilities and additions-74%; existing facility renovations-17%; technology-7%; and buses, fine arts, and CTE equipment-2%.





**Capital Project Impact on Operating Fund** – Funding a new campus comes from several sources. Existing staff and recurring operating budgets transfer proportionately with rezoned students. Supplemental state funding through the New Instructional Facilities Allotment (NIFA) is available during the first two years of campus operations. Remaining resources needed to open a new campus come from state aid earned through enrollment growth and local property taxes.

Recurring operating costs for a new school facility vary according to grade levels served. The average cost to staff and operate

an elementary campus is approximately \$3 million, \$7 million for an intermediate, and \$20 million for a four-year high school. Klein Cain High School will open in August 2017 with grades 9 and 10 only. Grade 11 will open in 2018 and grade 12 in 2019.

### **Energy Management**

Since establishment of the Energy Management Department in 2006, the District's Energy Use Intensity (EUI) has decreased 40% from 16.1 kWh/square foot in 2006-2007 to 9.7 kWh/square foot for 2015-2016. The District benefits from a \$9 million net utility cost savings resulting from approximately \$16 million spent on energy management staff, consultants, capital equipment upgrades, and energy efficient new construction over the same period.

Following are examples of conservation measures, equipment, and controls currently in place:

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

### **Summary**

Decisions about personnel management and financial allocations should be data-driven by academic performance of students and the effectiveness of academic programs. This budget is a political document reflecting school district administrators' accountability for fiduciary responsibility to citizens.

The adopted budget represents a set of decisions made by the Klein ISD Board of Trustees and Administration, matching known resources with District needs. As such, the budget is a product of the planning process and provides important data for control and evaluation of district resources. 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 2016-2017 budget is actively under review to identify underutilized or excess funds to support the promise, "In Klein ISD, Every Student Enters with a Promise and Exits with a Purpose".



# **Management Process and Budget Controls**

For management control purposes, all budgets are assigned a local option code. The local option code designates the individual responsible for 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 2016-2017 budget workshop occurred in February 2016 to review projected funding and budget priorities with the Board of Trustees and the Executive Team. Additional workshops took place in May and July of 2016. The Preliminary Budget was given to the Board on July 14th and the Proposed Budget on August 8, 2016. It reflected all changes since the preliminary draft. The Klein ISD Board of Trustees adopted the 2016-2017 budget on August 29, 2016 after holding the required public meeting.

## **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 2016. The 2016-2017 tax rate was set at \$1.43, 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 took place.

Following certification of the 2016 Appraisal Records by the Harris County Appraisal District (HCAD) on August 28th, the rollback tax rate remained unchanged from the initial calculation. The Board of Trustees held the required public meeting on October 10, 2016, to discuss and adopt the 2016 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**

The initial campus allocation is calculated each year using projected enrollment data. These funds are controlled by the principal 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. Cross-function transfer requests are submitted monthly for Board approval to minimize purchasing delays.

### **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 be 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 meets 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 meets 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. The TEA establishes transmission dates. 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 of governmental fund budgets should be 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 striving to become 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

## 2016-2017 Budget Calendar

### September 2016

- Post 2016-2017 Budget and distribute adopted budget account details to fiscal authorizers
- Compute Administrative Cost Ratio calculation for 2016-2017 Budget
- Prepare 2015-2016 audit entries to reconcile state aid and TRS On-Behalf

### October 2016

- Adopt 2016 tax rate and present first Budget Review to Board of Trustees on 10/10/16
- Roll 2015-2016 purchase orders with goods received after 8/31/16
- Load 2016-2017 PEIMS budget file on 10/28/16

### November 2016

- Prepare 2015-2016 budgets vs. audited actual analysis for Comprehensive Annual Financial Report
- Calculate roll-forward amounts from prior year for all dedicated funding sources
- Conduct first 2017-2018 budget workshop with Board of Trustees and Executive Team on 11/7/16

### December 2016

- Present Budget Review to Board of Trustees on 12/12/16
- Submit 2016-2017 PEIMS budget information to Texas Education Agency
- Compute Administrative Cost Ratio for 2014-2015 audited expenditures
- Calculate revised per pupil allocations based on actual enrollment on 10/28/16

### January 2017

- Estimate 2017 local property tax values and prepare preliminary 2017-2018 state aid calculation
- Update Five Year Financial Forecast and estimate 2017-2018 payroll costs

### February 2017

- Present Budget Review to Board of Trustees on 2/13/2017
- Send General Fund budget-gathering documents to principals and department directors
- Load and update account crosswalk tables for 2017-2018
- Conduct second 2017-2018 budget workshop with Board of Trustees and the Executive Team on 2/27/17

### March 2017

- Finalize Five Year Financial Forecast in preparation for Staffing Committee
- Meet with Staffing Committee to review and recommend 2017-2018 new positions

### April 2017

- Present Budget Review to Board of Trustees on 4/10/2017
- Extract 2016-2017 financial data into 2017-2018 budget module
- Review and load campus and department budget requests

### May 2017

- Send 2017-2018 special revenue budget-gathering documents to program directors
- Conduct comprehensive analysis of current year budget vs. actual
- Present 2017-2018 Preliminary Budget overview to Board of Trustees
- Conduct third 2017-2018 budget workshop with Board of Trustees and the Executive Team on 5/22/17

### June 2017

- Present Budget Review to Board of Trustees on 6/12/2017
- Perform final analysis of 2016-2017 budgets with estimated year-end expenditures and accruals

### July 2017

- Submit 2017-2018 Preliminary Budget document to Board of Trustees
- Conduct additional budget workshop with Board of Trustees and administration on 7/24/2017
- Calculate Truth-In-Taxation and adjust preliminary budgets accordingly

### August 2017

- Publish Truth-In-Taxation calculations as required by law
- Present Budget Review to Board of Trustees on 8/14/2017
- Present final 2016-2017 Budget Review to Board of Trustees on 08/28/2017
- Submit 2017-2018 Proposed Budget to Board of Trustees and adopt budget on 8/28/17



# Financial Structure

# 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.

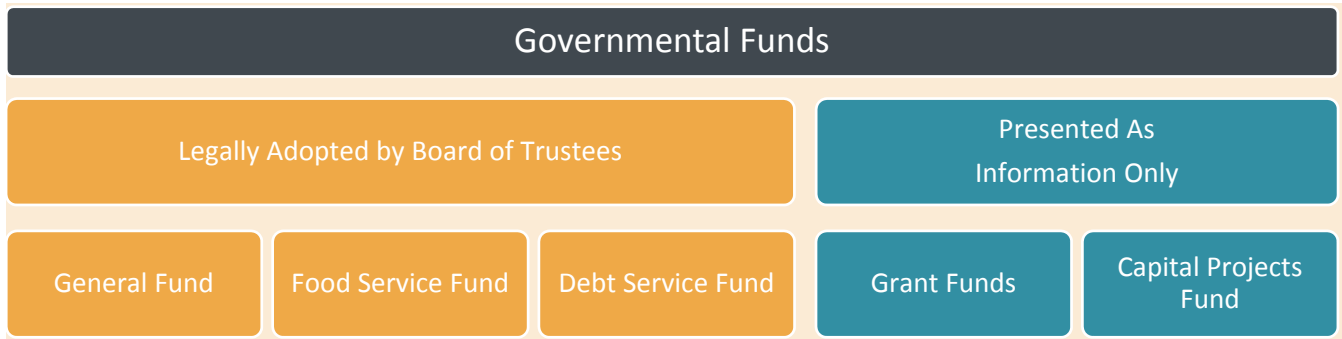
The Board adopts an “appropriated budget” on a basis consistent with GAAP for the **General Fund, Debt Service Fund, and the National School Lunch Program (reported as the Food Service Fund)**.

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 97 and 98. This adopted fund is also included in **special revenue funds** information provided on pages 99 and 103. 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 (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 - 7 - 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

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177 Drawdown Fund

199 General Fund

### Special Revenue Fund – Governmental Fund Type

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211 Title I, Part A - Improving Basic Programs

427 Read to Succeed

224 IDEA, Part B - Formula

429 Prekindergarten Grant Program

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

488 Miscellaneous Grants

272 Medicaid Administrative Claiming (MAC) Program

489 Jason Project – Chevron

385 State Supplemental Visually Impaired (SSVI)

490 Dual Credit Program

392 Noneducational Community-Based Support

491 Aquaponics Project

397 Advanced Placement Incentives

711 Snack Vending Fund *(reported with fund 240)*

410 Instructional Materials Allotment

### Debt Service Fund – Governmental Fund Type

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511 Debt Service Fund

### Capital Projects Fund – Governmental Fund Type

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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 Land Sale Proceeds

6385 \$80 Million – Series 2015

699X Construction Fund (Carry-Over)

### Agency Fund – Fiduciary Fund Type

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865 Agency Student Activity Funds *(not a budgeted fund)*

## Function Codes

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

## Organization Codes

High Schools			
Org	Campus	Org	Campus
001	Klein	004	Klein Collins
002	Klein Forest	005	Klein Cain
003	Klein Oak		
Intermediate Schools			
Org	Campus	Org	Campus
041	Klein	046	Doerre
042	Hildebrandt	047	Schindewolf
043	Wunderlich	048	Krimmel
044	Strack	049	Ulrich
045	Kleb		
Elementary Schools			
Org	Campus	Org	Campus
101	Kohrville	117	Klenk
102	Northampton	118	Eiland
103	Haude	119	Schultz
104	Greenwood Forest	120	Hassler
105	Epps Island	121	Kreinhop
106	Theiss	122	McDougle
107	Benfer	123	Metzler
108	Kaiser	124	Benignus
109	Brill	125	Frank
110	Ehrhardt	126	Mueller
111	Lemm	127	Blackshear
112	Nitsch	128	Zwink
113	Krahn	129	Bernshausen
114	Roth	130	Grace England EC/Pre-K
115	Kuehnle	131	French
116	Mittelstädt	132	Mahaffey
Alternative Education			
Org	Campus		
034	Klein Education Placement Program		
035	Therapeutic Education Program (TEP)		
036	Vistas High School of Choice (AEP)		
038	Disciplinary Alternative Education Program (DAEP)		
Other Organization Codes			
699	Summer School Organization	720	Direct Costs in Function 41 and 53
701	Superintendent's Office	750	Indirect Costs in Function 41 and 53
702	School Board	998	Unallocated Organization Unit
703	Tax Costs	999	Undistributed Organization Unit



## **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.

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

- 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 Individualized Education Program (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 Individualized Education Program (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 code.

### **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																✓

## Project Codes

Project	Campus
01	Klein
02	Klein Forest
03	Klein Oak
04	Klein Collins
05	Klein Cain
11	Klein Intermediate
12	Hildebrandt
13	Wunderlich
14	Strack
15	Kleb
16	Doerre
17	Schindewolf
18	Krimmel
19	Ulrich
20	Kohrville
21	Northampton
22	Haude
23	Greenwood Forest
24	Epps Island
25	Theiss
26	Benfer
27	Kaiser
28	Brill
29	Ehrhardt
30	Lemm
31	Nitsch
32	Krahn
33	Roth
34	Kuehnle
35	Mittelstädt
36	Klenk
37	Eiland
38	Schultz
39	Hassler
40	Krein hop
41	McDougle
42	Metzler
43	Benignus
44	Frank
45	Mueller
46	Blackshear
47	Zwink
48	Bernshausen
49	Grace England EC/Pre-K
2A	French
3A	Mahaffey

Project	Department
50	Bilingual/ESL Local
51	Bilingual/ESL State
52	Special Education
53	Compensatory Education
54	High School Allotment
55	Health and Physical Education
56	Instructional Fine Arts
57	Summer School and Athletic Camps
58	Academic Enrichment
59	Therapeutic Education Program (TEP)
60	Career and Technical Education
61	Vistas High School of Choice (AEP)
62	Disciplinary Alternative Education Program (DAEP)
68	Internal Audit Services
69	Multipurpose Center
70	Research, Accountability and Data
71	Information Technology
72	North Transportation Center
75	South Transportation Center
73	Extracurricular Academics
74	Extracurricular Athletics
75	Athletic Concessions
76	Extracurricular Fine Arts
77	Student Support Services Administration
80	Superintendent
81	Mail and Copy Center
82	Human Resource Services
83	Teaching and Learning Administration
84	Teaching and Learning
85	School Administration
86	Benefits and Risk Management
87	Security and Monitoring Services
88	Tax Office
89	Facility and School Service Administration
90	Financial Services
91	Business Information Systems
92	Plant Operations
93	Warehouse Services
94	Plant Maintenance
95	Publication Services
96	Communications and Planning
97	Energy Management
98	Districtwide Instructional
99	Districtwide Other
9F	Districtwide Employee Benefits

## **Revenue Object Codes**

### **Local**

---

5711	Taxes, Current Year Levy
5712	Taxes, Prior Years
5716	Fees – Tax Certificates
5719	Penalties, Interest, and Other Tax Revenues
5729	Services Rendered to Other School Districts
5735	Tuition – Regular Day School
5736	Tuition – Summer School and Athletic Summer Camps
5738	Fees – Student Parking
5739	Tuition and Fees – Other Local Sources
5742	Interest Earnings
5743	Rent
5744	Gifts and Donations
5745	Insurance Recovery
5749	Miscellaneous Revenue – Other Local Sources
5751	Food Service Activity
5752	Athletic Activity
5755	Enterprising Services Revenue, Activity Fund Revenues (Fund 461)
5759	Cocurricular, Enterprising Services or Activities
5769	Miscellaneous Revenue from Intermediate Sources

### **State**

---

5811	Per Capita Apportionment
5812	Foundation School Program Act Entitlements
5819	Other Foundation School Program Act Revenues
5828	Prekindergarten Supplemental Revenues
5829	State Program Revenues Distributed by TEA
5831	TRS On-Behalf Payments
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 and Related Services (SHARS)
5932	Medicaid Administrative Claiming Program (MAC)
5939	Federal Revenues from State of Texas Gov't Agencies (Other than TEA)
5949	Federal Revenue Distributed Directly from the Federal Government

## **Expenditure Object Codes**

### **6100 Payroll Costs**

---

6112	Substitute Teachers and Other Professionals
6116	Stipends (Professional Personnel)
6118	Extra Pay (Professional Personnel)
6119	Teachers and Professional Salaries
6121	Extra Pay/Overtime (Support Personnel)
6122	Substitute Support Personnel
6125	Part-Time Support Personnel
6126	Stipends (Support Personnel)
6127	Part-Time Classroom Aides
6128	Executive Team Approved Recurring Part-Time Positions
6129	Support Personnel Salaries
6134	Publication Incentive
6135	Employee Allowance – Cell Phone
6139	Employee Allowance – Other
6141	Social Security/Medicare
6142	Group Health and Life Insurance
6143	Workers' Compensation
6144	TRS On-Behalf Payments
6145	Unemployment Compensation
6146	Teacher Retirement/TRS Care
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 and Collection
6219	Professional Services (Must be licensed or registered with state)
6221	Staff Tuition and Related Fees – Higher Education
6222	Student Tuition – Public Schools
6223	Student Tuition – Non-Public Schools
6229	Tuition and Transfer Payments
6239	Education Service Center Services
6249	Contracted Maintenance and 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 Rental
6269	Rentals – Other
6291	Consulting Services
6299	Miscellaneous Contracted Services



## 6300 Supplies and Materials

---

6311	Gasoline and Other Fuels for Vehicles (Including Buses)
6315	Vehicle Parts
6316	Custodial Supplies
6319	Maintenance and Operation Supplies
6321	Instructional Materials (formerly Textbooks)
6325	Magazines and Periodicals (Function 12 only)
6326	Reference Books (Function 12 only)
6328	Library Books and 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 Sale
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 and 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 Costs (Including Fees, Awards, and Food)

## 6500 Debt Service

---

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

## 6600 Capital Outlay

---

6619	Land Purchase and Improvement
6625	Building Construction
6626	Building Improvements
6627	Architect Fees
6628	Engineering Fees
6629	Building Purchase, Construction or Improvements
6631	Vehicles With Per Unit Cost \$5,000 or More
6639	Furniture, Equipment, Software With Per Unit Cost \$5,000 or More



# Financial Section



Klein Independent School District

KLEIN INDEPENDENT SCHOOL DISTRICT  
2016-2017 ADOPTED BUDGET

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KLEIN INDEPENDENT SCHOOL DISTRICT  
2013-2014 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 2012-2013 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 at \$535.3 million for fiscal year 2016-2017, a decrease of \$8.2 million over the combined amended revenues for all funds at August 31, 2016. This decrease is primarily found in the Special Revenue Funds as a result of eliminating budgeting in Fund 461-Campus Activity Funds, and maximum entitlements/carryover funds due to the federal funds later in the 2017 fiscal year. Once finalized by the U.S. Department of Education and the Texas Education Agency, maximum entitlements for 2016-2017 and carryover amounts from 2015-2016 will provide additional proceeds during the current year.

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 6.71% 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 135-140 in the Informational Section.

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 operates the program through agreements with school authorities.

The District utilized fund balance in the Capital Project Fund during 2015-2016 to continue ongoing construction in progress and other planned expenditures, and plans to sell new bonds this fiscal year totaling \$153.5 million. Planned use of the new bonds proceeds are outlined in this section on pages 81 and 114.

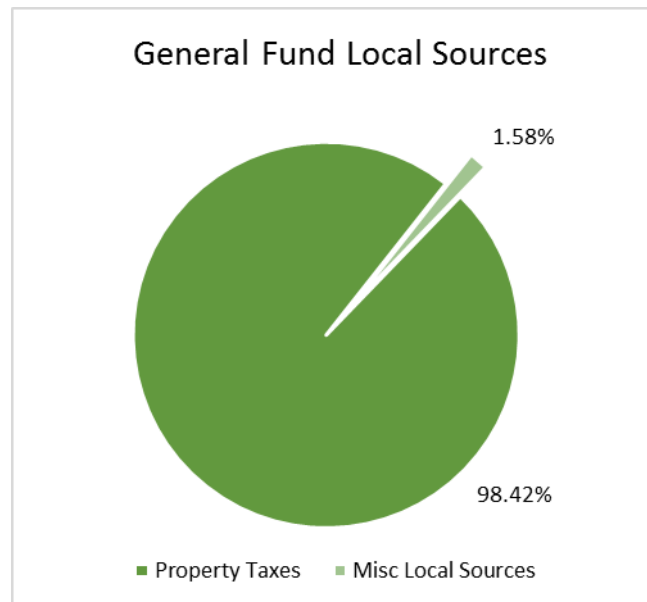
## Local Property Taxes

A major source of local funding for the District is an ad valorem tax of \$1.43 per \$100 of taxable assessed value totaling approximately \$19.2 billion. Local property tax revenues, budgeted at \$269,250,263 between the General Fund with \$196,626,664, and Debt Service Fund with \$72,623,599, 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 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 2016-2017 rollback calculation is based on: 2005 Adopted Tax Rate of \$1.50 x .6667 = \$1.00 Maintenance & Operations + .04 Optional + .39 Debt Service = \$1.43. 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. 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 as a grant fund, provides donations each fall and spring semester to campuses based on project applications.

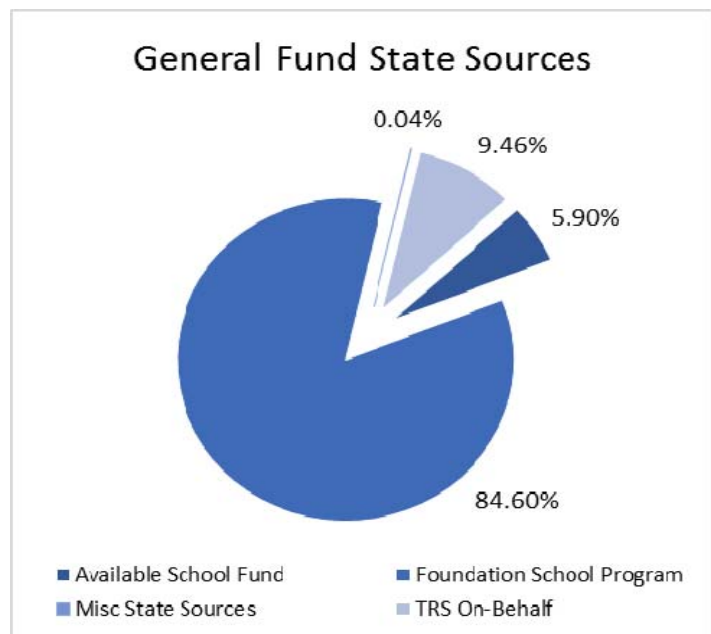
### State Sources

State revenue sources are primarily the Available School Fund (ASF) budgeted at \$12,263,089, and the Foundation School Program (FSP), budgeted at \$175,747,076. These entitlements represent a decrease of \$17.1 million from prior year state funding. This is a result of property value increases exceeding 8% in the 2016 tax year.

Based on the adjusted WADA of 62,384, the District will earn \$344.7 million in Tier I state funding, offset by the Local Fund Assignment (LFA) totaling \$172.3 million. This amount includes \$4.1 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/](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 \$307,579, 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.



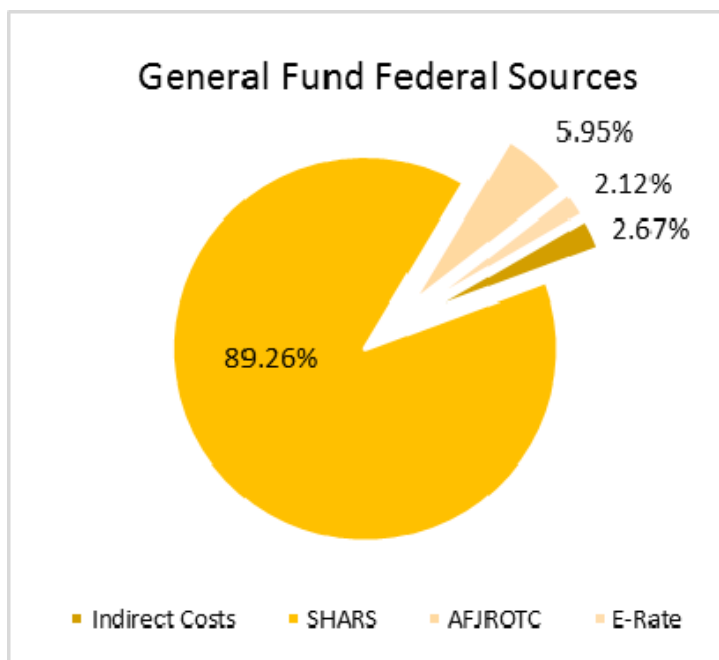
The Instructional Materials Allotment (IMA), budgeted at \$5 million pending updated entitlement assignment, is provided by the state instructional materials fund to purchase materials such as textbooks, technological equipment, and technology-related services. The IMA, which replaced the State Technology Allotment, is determined biennially by the commissioner and is based on the legislative appropriation. The District has access to the allotment through the educational materials ordering system known as EMAT.

The District estimates earning \$2,171,106 in Additional State Aid for Homestead Exemption (ASAHE) for Facilities during 2016-2017 to assist with payment of bonds. This resource is recorded in the Debt Service Fund. Bonds are issued to construct, equip, and remodel district facilities. Bonds are also use to fund buses and technology equipment.

### 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 89% of federal revenues in the General Fund. The District receives approximately \$290,000 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.

E-Rate reimbursements are estimated to be slightly more than \$100,000, down thirty-eight percent (38%) from the amount received during the 2014-2015 fiscal year and estimated actual earnings for 2015-2016. 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.

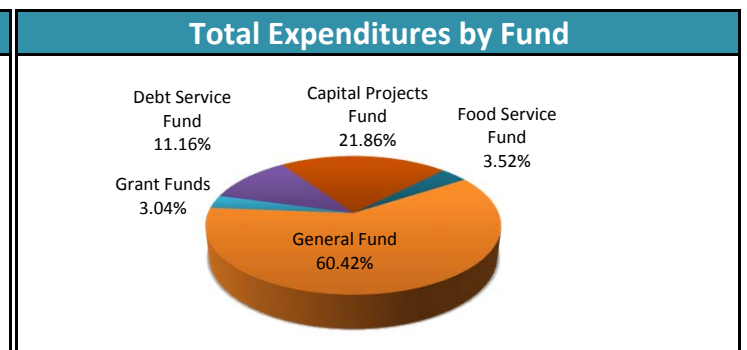
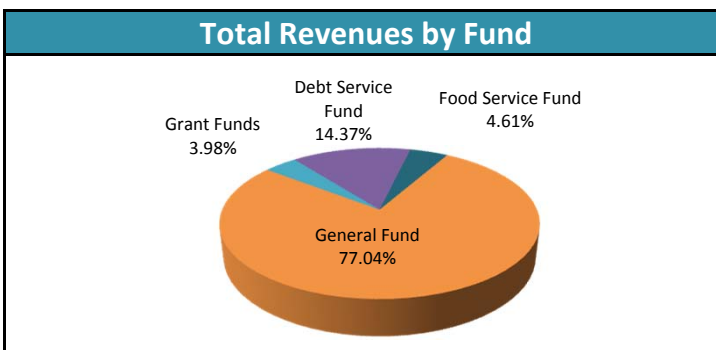
User fees, i.e. student payment for meals, are estimated to generate 44% of the Food Service Fund revenues in 2016-2017. This equates to approximately \$211 per student. Overall, the fund's revenue is budgeted to increase by \$847,603 or approximately 3.5% more than revenues in 2015-2016.

### Other Sources

Other Sources are budgeted at \$153,670,000, with \$153.5 million in the Capital Projects Fund to record 2017 unlimited tax schoolhouse bonds sold. The General Fund is projected to earn \$100,000 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, 2017**

	General Fund	Food Service Fund	Grant Funds	Debt Service Fund	Capital Projects Fund	Total
<b>Beginning Fund Balance</b>	\$ 140,092,104	\$ 3,472,735	\$ 4,895,143	\$ 24,567,634	\$ 86,396,467	\$ 259,424,083
<b>Revenues</b>						
Local Sources	\$ 199,783,364	\$ 10,912,829	\$ -	\$ 73,103,619	\$ -	\$ 283,799,812
State Sources	207,743,842	625,000	5,062,500	2,171,106	-	215,602,448
Federal Sources	4,873,500	13,128,485	16,262,683	1,669,364	-	35,934,032
Total Revenues	\$ 412,400,706	\$ 24,666,314	\$ 21,325,183	\$ 76,944,089	\$ -	\$ 535,336,292
<b>Expenditures</b>						
Payroll Costs	\$ 378,334,893	\$ 11,013,135	\$ 12,728,131	\$ -	\$ 705,354	\$ 402,781,513
Contracted Services	22,401,855	482,427	2,862,207	-	265,314	26,011,803
Supplies & Materials	16,558,243	12,319,052	5,108,533	-	11,700,273	45,686,101
Other Operating Costs	6,511,431	221,700	626,312	-	-	7,359,443
Debt Service	20,000	-	-	78,356,150	-	78,376,150
Capital Outlay	421,775	700,000	-	-	140,829,059	141,950,834
Total Expenditures	\$ 424,248,197	\$ 24,736,314	\$ 21,325,183	\$ 78,356,150	\$ 153,500,000	\$ 702,165,844
Net Revenues Over (Under)						
Expenditures	\$ (11,847,491)	\$ (70,000)	\$ -	\$ (1,412,061)	\$ (153,500,000)	\$ (166,829,552)
<b>Other Sources (Uses)</b>						
Other Sources	\$ 100,000	\$ 70,000	\$ -	\$ -	\$ 153,500,000	\$ 153,670,000
Other Uses	(70,000)	-	-	-	-	(70,000)
Net Sources Over (Under) Uses	\$ 30,000	\$ 70,000	\$ -	\$ -	\$ 153,500,000	\$ 153,600,000
Net Change In Fund Balance	\$ (11,817,491)	\$ -	\$ -	\$ (1,412,061)	\$ -	\$ (13,229,552)
<b>Fund Balances</b>						
Non-Spendable	\$ 2,031,540	\$ 691,845	\$ 403	\$ -	\$ -	\$ 2,723,788
Restricted	3,007,210	2,780,890	91,582	23,155,573	86,396,467	115,431,722
Committed	14,691,800	-	4,803,158	-	-	19,494,958
Assigned	58,727,022	-	-	-	-	58,727,022
Unassigned	49,817,041	-	-	-	-	49,817,041
<b>Ending Fund Balance</b>	\$ 128,274,613	\$ 3,472,735	\$ 4,895,143	\$ 23,155,573	\$ 86,396,467	\$ 246,194,531



**Klein Independent School District**  
**Combined Statement of Revenues, Expenditures, and Changes in Fund Balance**  
**All Funds by Function**  
**For the Year Ending August 31, 2017**

	General Fund	Food Service Fund	Grant Funds	Debt Service Fund	Capital Projects Fund	Total
<b>Revenues</b>						
Local Sources	\$ 199,783,364	\$ 10,912,829	\$ -	\$ 73,103,619	\$ -	\$ 283,799,812
State Sources	207,743,842	625,000	5,062,500	2,171,106	-	215,602,448
Federal Sources	4,873,500	13,128,485	16,262,683	1,669,364	-	35,934,032
Total Revenues	<u>\$ 412,400,706</u>	<u>\$ 24,666,314</u>	<u>\$ 21,325,183</u>	<u>\$ 76,944,089</u>	<u>\$ -</u>	<u>\$ 535,336,292</u>
<b>Expenditures</b>						
Instruction	\$ 263,819,962	\$ -	\$ 15,488,635	\$ -	\$ 1,523,015	\$ 280,831,612
Instructional Resource & Media	5,338,630	-	120,500	-	-	5,459,130
Curriculum & Staff Development	11,421,938	-	2,504,324	-	-	13,926,262
Instructional Leadership	3,939,401	-	142,388	-	-	4,081,789
School Leadership	28,790,079	-	23,250	-	-	28,813,329
Guidance, Counseling & Eval	22,235,711	-	2,235,976	-	-	24,471,687
Social Work Services	442,119	-	-	-	-	442,119
Health Services	5,076,373	-	1,000	-	-	5,077,373
Student Transportation	12,249,179	-	9,100	-	1,511,474	13,769,753
Food Service	-	-	-	-	265,314	265,314
Extracurricular Activities	8,195,013	-	21,000	-	-	8,216,013
General Administration	10,117,354	-	-	-	-	10,117,354
Facilities Maint & Operations	32,878,392	24,736,314	-	-	-	57,614,706
Security & Monitoring Services	5,730,241	-	-	-	5,542,071	11,272,312
Data Processing Services	10,763,879	-	-	-	4,635,187	15,399,066
Community Services	409,526	-	779,010	-	-	1,188,536
Debt Service	20,000	-	-	78,356,150	-	78,376,150
Facilities Acquisition/Construction	-	-	-	-	140,022,939	140,022,939
Pmts to Fiscal Agent/SSA	520,400	-	-	-	-	520,400
Juvenile Justice Alt. Education Pgm.	300,000	-	-	-	-	300,000
Intergovernmental Charges	2,000,000	-	-	-	-	2,000,000
Total Expenditures	<u>\$ 424,248,197</u>	<u>\$ 24,736,314</u>	<u>\$ 21,325,183</u>	<u>\$ 78,356,150</u>	<u>\$ 153,500,000</u>	<u>\$ 702,165,844</u>
<b>Other Sources (Uses)</b>						
Other Sources	\$ 100,000	\$ 70,000	\$ -	\$ -	\$ 153,500,000	\$ 153,670,000
Other Uses	(70,000)	-	-	-	-	(70,000)
Net Sources Over (Under) Uses	<u>\$ 30,000</u>	<u>\$ 70,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 153,500,000</u>	<u>\$ 153,600,000</u>
Net Change In Fund Balance	<u>\$ (11,817,491)</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (1,412,061)</u>	<u>\$ -</u>	<u>\$ (13,229,552)</u>
Beginning Fund Balance	\$ 140,092,104	\$ 3,472,735	\$ 4,895,143	24,567,634	\$ 86,396,467	\$ 259,424,083
Ending Fund Balance	<u>\$ 128,274,613</u>	<u>\$ 3,472,735</u>	<u>\$ 4,895,143</u>	<u>\$ 23,155,573</u>	<u>\$ 86,396,467</u>	<u>\$ 246,194,531</u>

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

	2012-13 Audited Actual	2013-14 Audited Actual	2014-15 Audited Actual	2015-16 Amended Budget*	2016-17 Adopted Budget	Change From Prior Year
<b>Revenues</b>						
Local Sources	\$ 204,262,884	\$ 217,841,700	\$ 239,358,881	\$ 269,000,508	\$ 283,799,812	\$ 14,799,304
State Sources	193,988,410	223,969,748	238,088,445	236,563,445	215,602,448	(20,960,997)
Federal Sources	32,303,257	32,230,586	33,996,146	38,011,925	35,934,032	(2,077,893)
Total Revenues	<u>\$ 430,554,551</u>	<u>\$ 474,042,034</u>	<u>\$ 511,443,472</u>	<u>\$ 543,575,878</u>	<u>\$ 535,336,292</u>	<u>\$ (8,239,586)</u>
<b>Expenditures</b>						
Instruction	\$ 228,421,969	\$ 244,961,463	\$ 254,931,472	\$ 279,949,455	\$ 280,831,612	\$ 882,157
Instructional Resource & Media	4,528,306	4,812,891	4,829,600	5,328,715	5,459,130	130,415
Curriculum & Staff Development	8,630,152	10,272,299	12,018,104	14,514,679	13,926,262	(588,417)
Instructional Leadership	2,740,769	3,194,787	3,449,798	3,789,603	4,081,789	292,186
School Leadership	21,601,615	23,646,089	26,266,362	28,142,492	28,813,329	670,837
Guidance, Counseling & Evaluation	16,652,007	19,118,163	21,595,135	23,891,299	24,471,687	580,388
Social Work Services	340,864	342,660	350,430	435,437	442,119	6,682
Health Services	3,749,147	4,331,424	4,626,359	5,102,851	5,077,373	(25,478)
Student Transportation	10,513,597	11,733,462	12,132,350	14,835,453	13,769,753	(1,065,700)
Food Service	20,090,723	22,398,856	22,901,091	23,615,207	24,445,091	829,884
Extracurricular Activities	6,822,026	7,340,347	14,733,324	15,106,622	8,216,013	(6,890,609)
General Administration	7,575,211	8,541,307	9,222,576	9,991,761	10,117,354	125,593
Facilities Maintenance & Operations	29,397,947	30,801,398	30,474,136	34,205,086	33,434,929	(770,157)
Security & Monitoring Services	4,340,696	5,079,679	5,658,847	6,140,178	11,272,312	5,132,134
Data Processing Services	5,835,742	7,129,217	7,776,823	11,984,079	15,399,066	3,414,987
Community Services	832,558	836,262	926,001	1,134,616	1,188,536	53,920
Debt Service	64,317,099	68,014,240	70,515,237	73,908,151	78,376,150	4,467,999
Facilities Acquisition & Construction	60,499,465	40,883,290	76,413,338	120,724,472	140,022,939	19,298,467
Pmts to Fiscal Agent/SSA	417,838	428,169	446,994	548,349	520,400	(27,949)
Juvenile Justice Alt. Education Pgm.	116,444	195,232	273,555	250,000	300,000	50,000
Intergovernmental Charges	1,447,764	1,498,385	1,730,065	1,836,326	2,000,000	163,674
	<u>\$ 498,871,939</u>	<u>\$ 515,559,620</u>	<u>\$ 581,271,597</u>	<u>\$ 675,434,831</u>	<u>\$ 702,165,844</u>	<u>\$ 26,731,013</u>
<b>Other Sources (Uses)</b>						
Other Sources	\$ 120,671,907	\$ 49,662,712	\$ 329,209,331	\$ 176,066,398	\$ 153,670,000	\$ (22,396,398)
Other Uses	(81,458,293)	(1,467,500)	(72,645,400)	(174,560,278)	(70,000)	174,490,278
Net Sources Over (Under) Uses	<u>\$ 39,213,614</u>	<u>\$ 48,195,212</u>	<u>\$ 256,563,931</u>	<u>\$ 1,506,120</u>	<u>\$ 153,600,000</u>	<u>\$ 152,093,880</u>
Net Change In Fund Balance	<u>\$ (29,103,774)</u>	<u>\$ 6,677,626</u>	<u>\$ 186,735,806</u>	<u>\$ (130,352,833)</u>	<u>\$ (13,229,552)</u>	<u>\$ 117,123,281</u>
<b>Beginning Fund Balance</b>	\$ 225,467,258	\$ 196,363,484	\$ 203,041,110	\$ 389,776,916	\$ 259,424,083	\$ (130,352,833)
<b>Ending Fund Balance</b>	<u>\$ 196,363,484</u>	<u>\$ 203,041,110</u>	<u>\$ 389,776,916</u>	<u>\$ 259,424,083</u>	<u>\$ 246,194,531</u>	<u>\$ (13,229,552)</u>

\* Data from 2015-16 Capital Projects Fund is unaudited actual. All other funds represent amended budget.

**Discussion**

Significant variances between FY 2016 and FY 2017 are attributed to non-recurring bus purchases from bond funds; reductions in Grant Fund appropriations pending maximum entitlements; and elimination of budgeted line items in the Campus Activity Fund. Other significant decreases in Expenditures and Other Sources/Uses are due primarily to bond activities and refunding during 2015-2016.

# General Fund Budget Overview

Expenditure budgeting begins with staffing, salary, and benefit evaluations as payroll accounts for over 89% of the District's operating budget. The Board of Trustees approved an increase to the 2016-2017 beginning teacher salary from \$51,000 to \$51,600, and a salary increase of \$1,080 for all returning teachers. All other pay ranges received a 2% increase applied to the midpoint. Total costs for approved pay increases to returning employees is budgeted at \$6 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 \$16.2 million during the 2016-2017 fiscal year based on an estimated 8.8% 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 2% increase expected in 2016-2017, contributing to state aid totaling approximately \$188.1 million. Available School Fund (ASF) is revenue earned for education from the State's permanent fund in the amount of \$12.26 million. Also included in state revenues is pass-through funding of \$19.65 million for the state's contribution to the Texas Teacher Retirement System (TRS). Without the pass-through funds, state funding is approximately 48% of total operating revenues.

Reimbursements for Medicaid services provided by the District from the School Health and Related Services (SHARS) program account for 89% 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-one (91) 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 2015-2016. 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.

In addition to a 2% pay increase, the following changes are incorporated in the 2016-2017 General Fund adopted budget:

- The District added 126.5 new General Fund positions to accommodate student growth, begin rollout of the Future 21 computer initiative at four intermediate schools, and provide supplemental assistance to Special Education.
- An additional \$4.9 million has been added to fund student and staff tablets for the Future 21 initiative.
- Select departmental allocations received recurring increases totaling \$960,000.

## Campus and Department Appropriations

Budget or actual expenditures are presented for each campus and department from FY 2013 through FY 2017 on pages 93-94. Significant departmental decreases between adopted and final amended budgets in 2015-2016 can be attributed to reallocations between cost centers and removal or reassignment of non-recurring allocations from the prior year.

## Fund Balance

The General Fund's realized fund balance will increase \$5.8 million at August 31, 2016, primarily the result of 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 \$421,275 is appropriated in the General Fund for capital outlay. Items include replacement vehicles for Security Services; vehicles and replacement equipment in Plant Maintenance; and to fund year 3 of 5 for the ID Management installation project. Replacing old police cars as well as maintenance trucks and equipment is more fuel efficient and provides new factory warranties on the equipment. The ID management software has saved a significant amount of programming and maintenance time. Prior to the system implementation, over \$500,000 in employee wages was spent annually managing the same information in various databases. Data consolidation has freed 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

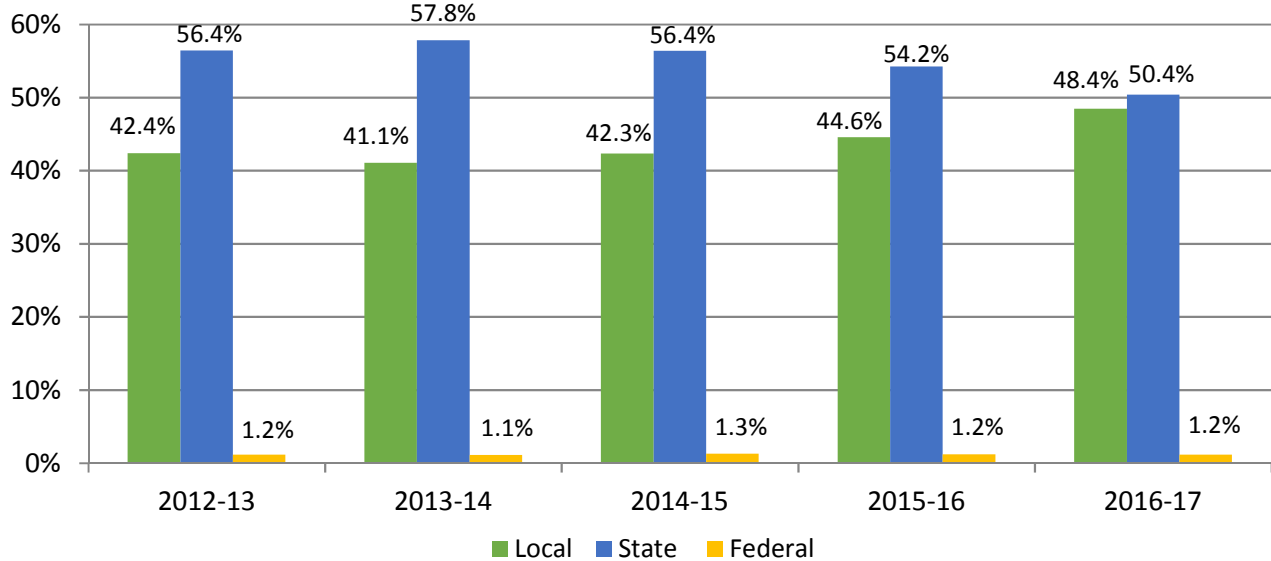
The general fund is a governmental fund with budgetary control used to record operating transactions of on-going organizations and activities from a variety of revenue sources. Fund balance is controlled by and retained for the use of the District. This fund includes transactions from local maintenance 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.

	2012-13 Audited Actual	2013-14 Audited Actual	2014-15 Audited Actual	2015-16 Amended Budget	2016-17 Adopted Budget	Change From Prior Year
<b>Beginning Fund Balance</b>	<u>\$ 111,621,848</u>	<u>\$ 117,341,072</u>	<u>\$ 128,282,619</u>	<u>\$ 139,081,946</u>	<u>\$ 140,092,104</u>	<u>\$ 1,010,158</u>
<b>Revenues</b>						
Property Taxes	\$ 133,510,804	\$ 143,776,418	\$ 161,870,685	\$ 180,388,458	\$ 196,626,664	\$ 16,238,206
Other Local Sources	2,812,959	3,395,913	3,419,110	3,780,990	3,156,700	(624,290)
State Sources	168,038,430	190,911,423	202,667,256	205,232,896	188,089,165	(17,143,731)
State TRS Contributions	13,508,515	16,399,587	17,458,236	18,961,138	19,654,677	693,539
Federal Sources	<u>3,769,967</u>	<u>3,928,309</u>	<u>4,982,984</u>	<u>4,973,500</u>	<u>4,873,500</u>	<u>(100,000)</u>
Total Revenues	<u>\$ 321,640,675</u>	<u>\$ 358,411,650</u>	<u>\$ 390,398,271</u>	<u>\$ 413,336,982</u>	<u>\$ 412,400,706</u>	<u>\$ (936,276)</u>
<b>Expenditures</b>						
Payroll Costs	\$ 281,935,636	\$ 310,784,235	\$ 340,784,564	\$ 367,582,325	\$ 378,334,893	\$ 10,752,568
Contracted Services	18,350,694	19,767,788	19,316,838	23,407,542	22,401,855	(1,005,687)
Supplies & Materials	8,662,651	8,894,220	11,737,223	12,776,660	16,558,243	3,781,583
Other Costs	5,587,957	6,170,458	6,538,938	6,921,776	6,511,431	(410,345)
Debt Service	16,230	17,910	18,505	20,000	20,000	-
Capital Outlay	<u>1,489,227</u>	<u>2,158,579</u>	<u>1,224,792</u>	<u>1,683,744</u>	<u>421,775</u>	<u>(1,261,969)</u>
Total Expenditures	<u>\$ 316,042,395</u>	<u>\$ 347,793,190</u>	<u>\$ 379,620,860</u>	<u>\$ 412,392,047</u>	<u>\$ 424,248,197</u>	<u>\$ 11,856,150</u>
<b>Other Sources (Uses)</b>						
Other Sources	\$ 185,944	\$ 1,790,587	\$ 89,416	\$ 3,133,973	\$ 100,000	\$ (3,033,973)
Other Uses	<u>(65,000)</u>	<u>(1,467,500)</u>	<u>(67,500)</u>	<u>(3,068,750)</u>	<u>(70,000)</u>	<u>2,998,750</u>
Net Sources (Uses)	<u>\$ 120,944</u>	<u>\$ 323,087</u>	<u>\$ 21,916</u>	<u>\$ 65,223</u>	<u>\$ 30,000</u>	<u>\$ (35,223)</u>
<b>Change in Fund Balance</b>	<u>\$ 5,719,224</u>	<u>\$ 10,941,547</u>	<u>\$ 10,799,327</u>	<u>\$ 1,010,158</u>	<u>\$ (11,817,491)</u>	<u>\$ (12,827,649)</u>
<b>Ending Fund Balance</b>	<u><u>\$ 117,341,072</u></u>	<u><u>\$ 128,282,619</u></u>	<u><u>\$ 139,081,946</u></u>	<u><u>\$ 140,092,104</u></u>	<u><u>\$ 128,274,613</u></u>	<u><u>\$ (11,817,491)</u></u>

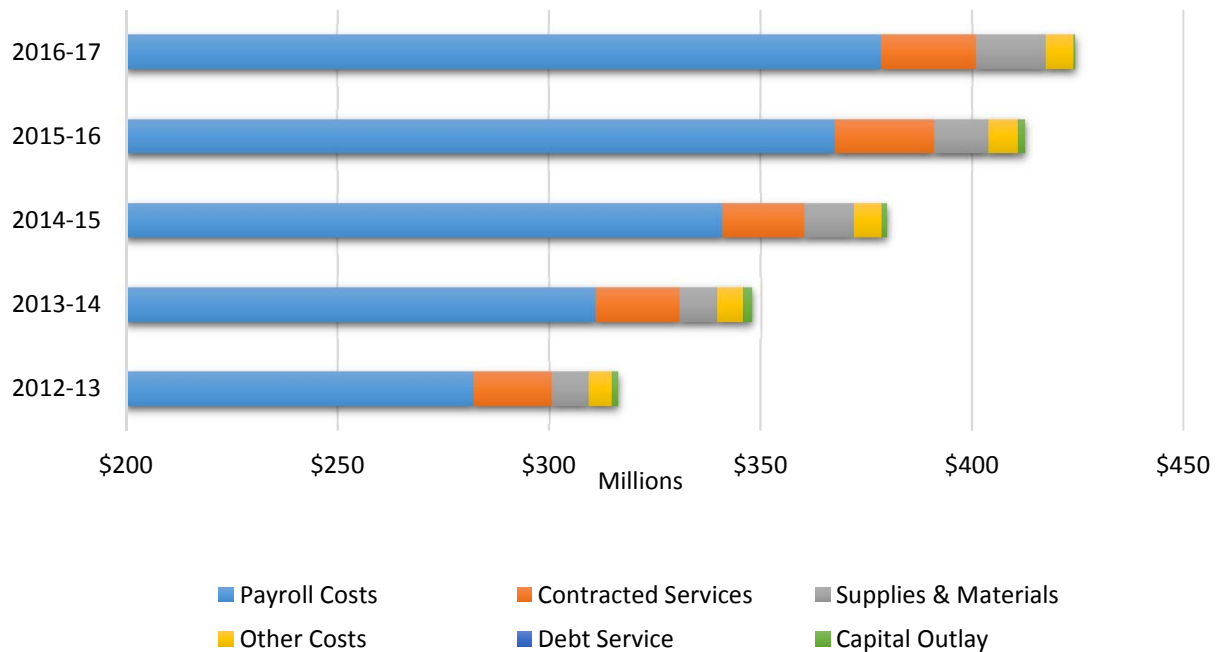
# Klein Independent School District

## Chart of Revenues by Source and Expenditures by Major Object General Fund

### Revenues by Source



### Expenditures by Major Object



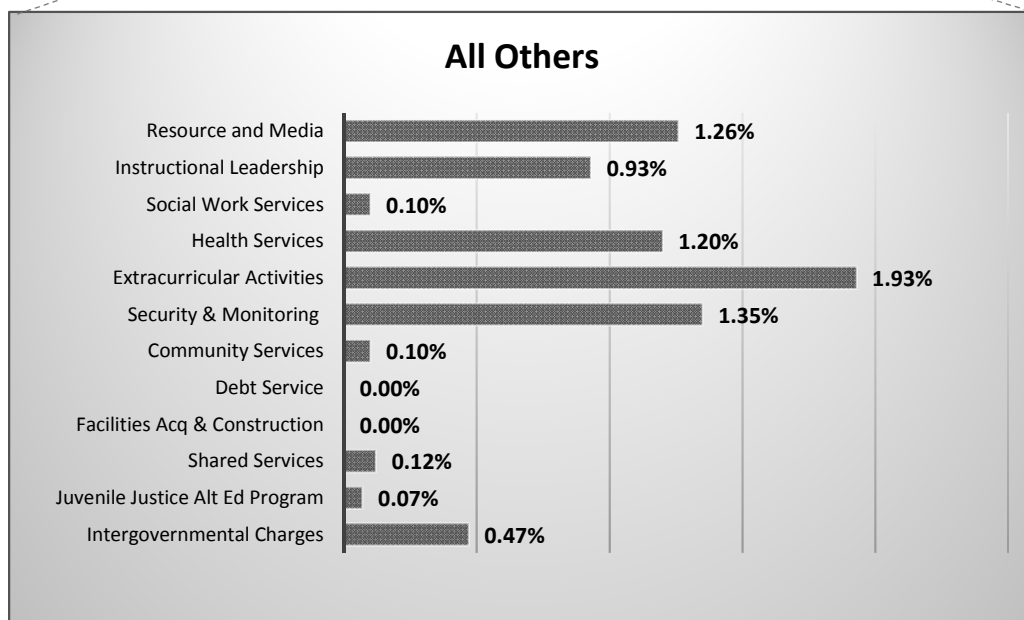
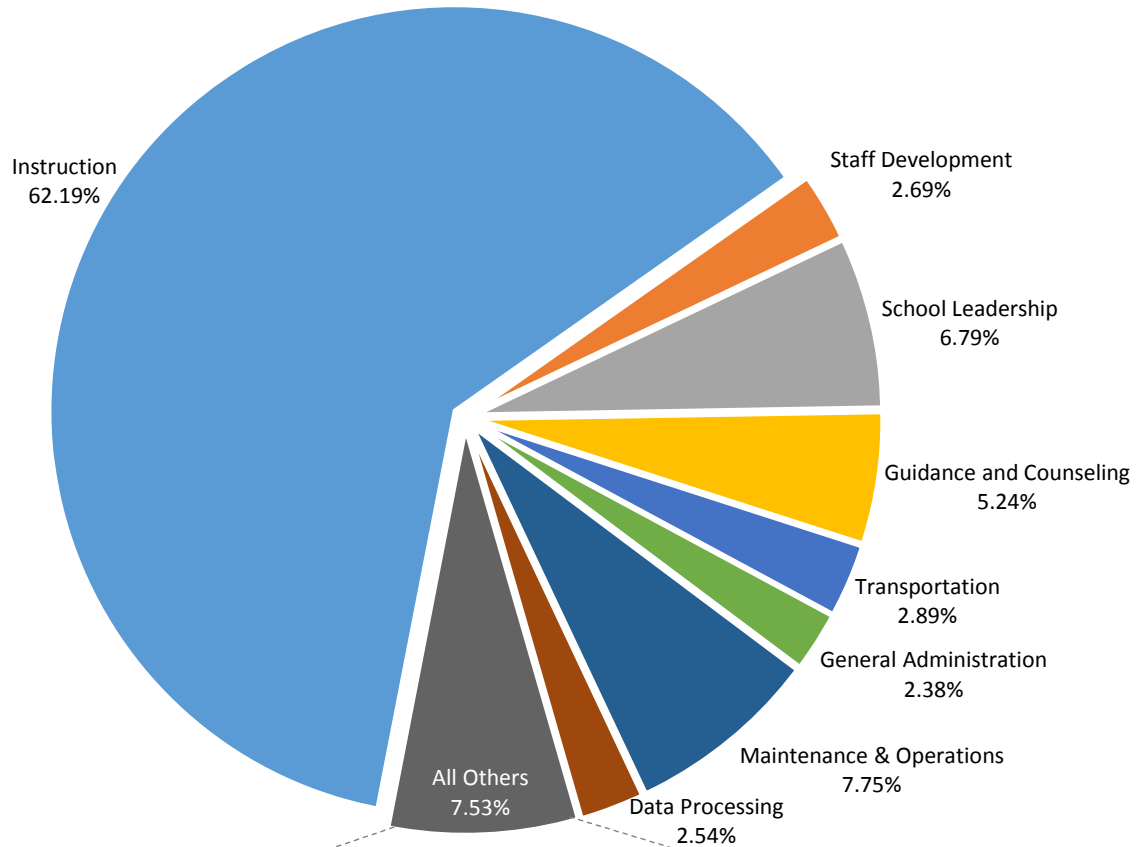
**Klein Independent School District**  
**Comparative Summary of Revenues, Expenditures, and Changes in Fund Balance**  
**General Fund by Function**

	2012-13 Audited Actual	2013-14 Audited Actual	2014-15 Audited Actual	2015-16 Amended Budget	2016-17 Adopted Budget	Change From Prior Year
<b>Revenues</b>						
Local Sources	\$ 136,323,763	\$ 147,172,331	\$ 165,289,795	\$ 184,169,448	\$ 199,783,364	8.5%
State Sources	181,546,945	207,311,010	220,125,492	224,194,034	207,743,842	-7.3%
Federal Sources	3,769,967	3,928,309	4,982,984	4,973,500	4,873,500	-2.0%
Total Revenues	<u>\$ 321,640,675</u>	<u>\$ 358,411,650</u>	<u>\$ 390,398,271</u>	<u>\$ 413,336,982</u>	<u>\$ 412,400,706</u>	<u>-0.2%</u>
<b>Expenditures</b>						
Instruction	\$ 196,851,534	\$ 214,551,339	\$ 236,698,348	\$ 253,971,744	\$ 263,819,962	3.9%
Instructional Resource & Media	4,443,661	4,643,339	4,582,968	4,959,922	5,338,630	7.6%
Curriculum & Staff Development	6,080,935	7,941,814	9,480,382	10,890,429	11,421,938	4.9%
Instructional Leadership	2,653,176	3,067,067	3,284,717	3,613,503	3,939,401	9.0%
School Leadership	21,444,731	23,537,807	26,170,391	27,889,311	28,790,079	3.2%
Guidance, Counseling & Evaluation	14,488,860	17,226,526	19,580,931	21,716,985	22,235,711	2.4%
Social Work Services	212,201	342,660	350,430	430,735	442,119	2.6%
Health Services	3,659,225	4,203,844	4,500,581	5,000,686	5,076,373	1.5%
Student Transportation	9,925,646	10,778,317	11,414,748	11,974,619	12,249,179	2.3%
Extracurricular Activities	6,810,863	7,309,142	7,910,079	8,601,833	8,195,013	-4.7%
General Administration	7,575,211	8,541,307	9,202,076	9,947,161	10,117,354	1.7%
Facilities Maintenance & Operations	29,075,803	30,509,555	30,189,834	33,904,826	32,878,392	-3.0%
Security & Monitoring Services	4,154,115	4,663,964	5,495,440	5,782,145	5,730,241	-0.9%
Data Processing Services	5,775,889	7,129,217	7,776,823	10,176,522	10,763,879	5.8%
Community Services	440,888	436,458	339,823	397,399	409,526	3.1%
Debt Service	16,230	17,910	18,505	20,000	20,000	0.0%
Facilities Acquisition & Construction	451,381	771,138	174,170	507,501	-	-100.0%
Pmts to Member Dists of SSA	417,838	428,169	446,994	520,400	520,400	0.0%
Juvenile Justice Alt Ed Pgm	116,444	195,232	273,555	250,000	300,000	20.0%
Intergovernmental Charges	1,447,764	1,498,385	1,730,065	1,836,326	2,000,000	8.9%
Total Expenditures	<u>\$ 316,042,395</u>	<u>\$ 347,793,190</u>	<u>\$ 379,620,860</u>	<u>\$ 412,392,047</u>	<u>\$ 424,248,197</u>	<u>2.9%</u>
<b>Other Sources (Uses)</b>						
Other Sources	\$ 185,944	\$ 1,790,587	\$ 89,416	\$ 3,133,973	\$ 100,000	-96.8%
Other Uses	(65,000)	(1,467,500)	(67,500)	(3,068,750)	(70,000)	-97.7%
Net Sources (Uses)	<u>\$ 120,944</u>	<u>\$ 323,087</u>	<u>\$ 21,916</u>	<u>\$ 65,223</u>	<u>\$ 30,000</u>	<u>-54%</u>
Net Change In Fund Balance	\$ 5,719,224	\$ 10,941,547	\$ 10,799,327	\$ 1,010,158	\$ (11,817,491)	-1269.9%
Beginning Fund Balance - September 1	\$ 111,621,848	\$ 117,341,072	\$ 128,282,619	\$ 139,081,946	\$ 140,092,104	0.7%
Ending Fund Balance - August 31	<u>\$ 117,341,072</u>	<u>\$ 128,282,619</u>	<u>\$ 139,081,946</u>	<u>\$ 140,092,104</u>	<u>\$ 128,274,613</u>	<u>-8.4%</u>

**Discussion**

The 9.0% increase in Instructional Leadership reflects unused salary in the 2015-16 amended budget for administrator positions in the Teaching and Learning department. Facilities & Acquisitions funded several non-recurring playground projects and other remodeling activities. Other negative percentage changes are due largely to non-recurring appropriations in the 2015-16 amended budget such as fine arts performance uniforms and rollover Methodist Hospital donation funds in Extracurricular Activities.

# Klein Independent School District 2016-2017 Adopted Budget by Function General Fund



**Klein Independent School District**  
**Comparative Summary of Revenues**  
**General Fund by Object**

	2012-13 Audited Actual	2013-14 Audited Actual	2014-15 Audited Actual	2015-16 Amended Budget	2016-17 Adopted Budget	Change From Prior Year
<b>Local Revenue Sources</b>						
Current Year Tax Levy	\$ 131,134,735	\$ 141,106,862	\$ 159,289,902	\$ 177,505,823	\$ 193,484,541	\$ 15,978,718
Prior Year Tax Levy	1,114,559	1,387,801	1,361,796	1,521,888	1,658,885	136,997
Tax Certificates	4,563	5,584	4,817	-	-	-
Penalties & Interest	1,256,947	1,276,171	1,214,169	1,360,747	1,483,238	122,491
Services Rendered to Other Dist.	-	-	20,950	3,000	-	(3,000)
Tuition - Regular Day School	26,530	24,415	24,585	25,364	24,500	(864)
Tuition - Summer School	441,457	442,336	471,628	448,599	468,000	19,401
Student Fees	67,125	89,008	80,305	74,600	74,000	(600)
Interest Income	185,021	259,193	349,674	600,195	555,100	(45,095)
Facility Rental Income	192,541	536,271	624,063	633,075	602,000	(31,075)
Gifts and Donations	436,241	455,477	235,715	468,984	22,000	(446,984)
Insurance Recovery	49,344	94,707	77,705	48,823	-	(48,823)
Misc - Local Sources	467,951	499,807	560,893	529,455	475,100	(54,355)
Athletic Gate Receipts	555,459	546,877	585,237	546,000	546,000	-
Concession Sales	326,014	333,839	329,715	348,000	350,000	2,000
Excurr Intermediate Sources	<u>65,276</u>	<u>113,983</u>	<u>58,641</u>	<u>54,895</u>	<u>40,000</u>	<u>(14,895)</u>
Total Local Revenue	\$ 136,323,763	\$ 147,172,331	\$ 165,289,795	\$ 184,169,448	\$ 199,783,364	\$ 15,613,916
<b>State Revenue Sources</b>						
Available School Fund	\$ 20,334,119	\$ 11,551,506	\$ 11,945,781	\$ 8,201,538	\$ 12,263,089	\$ 4,061,551
Foundation School Program	147,693,811	179,280,337	190,641,451	196,949,569	175,747,076	(21,202,493)
Misc - State Sources	10,500	79,580	80,024	81,789	79,000	(2,789)
TRS On-Behalf	<u>13,508,515</u>	<u>16,399,587</u>	<u>17,458,236</u>	<u>18,961,138</u>	<u>19,654,677</u>	<u>693,539</u>
Total State Revenue	\$ 181,546,945	\$ 207,311,010	\$ 220,125,492	\$ 224,194,034	\$ 207,743,842	\$ (16,450,192)
<b>Federal Revenue Sources</b>						
Indirect Costs	\$ 128,703	\$ 130,301	\$ 134,633	\$ 130,000	\$ 130,000	\$ -
SHARS	3,046,789	3,268,939	4,393,546	4,450,000	4,350,000	(100,000)
AFJROTC	330,336	277,806	288,423	290,000	290,000	-
E-Rate	<u>264,139</u>	<u>251,263</u>	<u>166,382</u>	<u>103,500</u>	<u>103,500</u>	<u>-</u>
Total Federal Revenue	\$ 3,769,967	\$ 3,928,309	\$ 4,982,984	\$ 4,973,500	\$ 4,873,500	\$ (100,000)
Total Revenues	<u>\$ 321,640,675</u>	<u>\$ 358,411,650</u>	<u>\$ 390,398,271</u>	<u>\$ 413,336,982</u>	<u>\$ 412,400,706</u>	<u>\$ (936,276)</u>
Pupil Enrollment	46,764	47,819	48,912	50,217	51,719	1,502
Total Revenue Per Pupil	<u>\$ 6,878</u>	<u>\$ 7,495</u>	<u>\$ 7,982</u>	<u>\$ 8,231</u>	<u>\$ 7,974</u>	<u>\$ (257)</u>

**Klein Independent School District**  
**Comparative Summary of Budget and Expenditures**  
**General Fund by Object**

	2012-13 Audited Actual	2013-14 Audited Actual	2014-15 Audited Actual	2015-16 Amended Budget	2016-17 Adopted Budget	Change From Prior Year
<b>Payroll Costs</b>						
Professional Salaries	\$ 192,675,022	\$ 207,634,130	\$ 227,270,552	\$ 243,398,174	\$ 249,522,133	\$ 6,123,959
Support Salaries	37,466,241	40,306,866	43,404,308	46,701,602	48,846,743	2,145,141
Substitutes	4,877,324	5,785,180	6,470,356	6,891,331	7,219,025	327,694
Stipends (Effective 9/1/2012)	5,915,418	7,027,181	7,342,877	7,897,803	8,106,124	208,321
Professional Extra Duty Pay	2,458,682	2,627,889	2,672,629	3,252,270	3,206,950	(45,320)
Overtime/Part-Time/Extra Duty	2,064,497	2,544,375	2,857,676	3,205,210	3,192,527	(12,683)
Medicare/FICA Alternative	3,279,264	3,590,680	3,912,781	4,244,544	4,342,707	98,163
Employer Insurance Contribution	12,514,592	15,033,931	16,660,262	19,591,167	20,057,095	465,928
Workers Comp/Unemployment	1,211,747	1,048,396	789,872	652,853	780,000	127,147
TRS On-Behalf	13,508,515	16,399,587	17,458,236	18,961,138	19,654,677	693,539
Teacher Retirement	4,672,593	5,533,184	9,516,932	10,402,235	10,910,521	508,286
Service & Attendance Bonus	841,675	1,844,258	1,335,257	1,431,156	1,398,700	(32,456)
Sick Leave Benefits	213,112	1,049,943	875,069	691,513	860,000	168,487
Incentives	<u>236,954</u>	<u>358,635</u>	<u>217,757</u>	<u>261,329</u>	<u>237,691</u>	<u>(23,638)</u>
Total Payroll Costs	\$ 281,935,636	\$ 310,784,235	\$ 340,784,564	\$ 367,582,325	\$ 378,334,893	\$ 10,752,568
<b>Non-Payroll Costs</b>						
Legal & Audit Fees	\$ 833,460	\$ 675,893	\$ 754,261	677,329	\$ 916,600	\$ 239,271
Appraisal & Tax Services	1,447,764	1,498,385	1,730,065	1,836,326	2,000,000	163,674
Professional & Consulting Services	625,981	1,396,537	1,228,037	1,466,649	939,293	(527,356)
Contract Repairs & Maintenance	1,997,331	2,088,578	2,265,680	2,682,371	2,765,452	83,081
Utilities	9,442,721	9,249,994	8,093,752	9,392,195	9,052,655	(339,540)
Operating Leases	1,112,115	1,122,714	1,288,342	1,769,082	1,745,228	(23,854)
Tuition	422,190	519,343	635,022	697,859	753,950	56,091
Other Contracted Services	2,469,132	3,216,344	3,321,679	4,885,731	4,228,677	(657,054)
Fuel	1,653,943	1,654,235	1,249,728	1,197,009	1,320,627	123,618
Maint & Operations Supplies	1,836,574	2,032,632	2,467,615	2,711,458	2,381,706	(329,752)
Textbook/Testing & Reading Mat.	1,188,790	982,547	2,329,196	1,652,379	1,920,636	268,257
General Supplies	3,983,344	4,224,806	5,690,684	7,215,814	10,935,274	3,719,460
Employee & Student Travel	1,598,089	2,015,497	2,079,032	2,540,666	2,313,034	(227,632)
Property/Casualty Insurance	2,711,008	2,805,584	2,687,950	2,624,525	2,546,762	(77,763)
Cy Fair Deaf Cooperative	417,839	428,169	446,994	520,400	520,400	-
Miscellaneous Operating Costs	861,021	921,208	1,324,962	1,236,185	1,131,235	(104,950)
Debt Service & Capital Outlay	<u>1,505,457</u>	<u>2,176,489</u>	<u>1,243,297</u>	<u>1,703,744</u>	<u>441,775</u>	<u>(1,261,969)</u>
Total Non-Payroll Costs	\$ 34,106,759	\$ 37,008,955	\$ 38,836,296	\$ 44,809,722	\$ 45,913,304	\$ 1,103,582
 Total General Fund	 <u>\$ 316,042,395</u>	 <u>\$ 347,793,190</u>	 <u>\$ 379,620,860</u>	 <u>\$ 412,392,047</u>	 <u>\$ 424,248,197</u>	 <u>\$ 11,856,150</u>
 Total Enrollment	 46,764	 47,819	 48,912	 50,217	 51,719	 1,502
 Total Budget/Expenditures Per Pupil	 <u>\$ 6,758</u>	 <u>\$ 7,273</u>	 <u>\$ 7,761</u>	 <u>\$ 8,212</u>	 <u>\$ 8,203</u>	 <u>\$ (9)</u>



**Klein Independent School District  
Adopted Campus Budgets by Project  
For The Year Ending August 31, 2017**

Project	Campuses	Projected Enrollment	Payroll Costs	Contracted Services	Supplies & Materials	Other Costs	Capital Outlay	Total
01	Klein High	3,996	\$ 12,308,305	\$ 68,059	\$ 174,436	\$ 94,527	\$ -	\$ 12,645,327
02	Klein Forest High	3,798	12,109,501	60,099	211,780	65,720	-	12,447,100
KF	Klein Forest High School Project		2,276,284	-	13,500	6,500	-	2,296,284
03	Klein Oak High	4,220	12,285,038	61,422	185,459	106,322	-	12,638,241
04	Klein Collins High	3,814	10,761,353	53,558	196,259	64,220	-	11,075,390
05	Klein Cain High		370,366	-	20,000	-	-	390,366
11	Klein Intermediate	1,165	5,621,001	17,523	44,453	800	-	5,683,777
12	Hildebrandt Intermediate	1,369	4,193,365	25,809	45,961	1,565	-	4,266,700
13	Wunderlich Intermediate	1,579	6,553,584	28,000	55,127	2,000	-	6,638,711
14	Strack Intermediate	1,275	4,318,264	22,364	43,627	2,600	-	4,386,855
15	Kleb Intermediate	1,313	4,354,613	20,820	47,727	2,000	-	4,425,160
16	Doerre Intermediate	1,270	4,349,715	24,070	40,707	3,550	-	4,418,042
17	Schindewolf Intermediate	1,416	4,401,633	23,188	47,004	3,800	-	4,475,625
18	Krimmel Intermediate	1,335	4,306,353	22,516	48,300	1,000	-	4,378,169
19	Ulrich Intermediate	1,192	4,178,150	31,340	31,956	1,500	-	4,242,946
20	Kohrville Elementary	720	2,746,767	18,250	14,641	1,100	-	2,780,758
21	Northampton Elementary	649	2,217,381	12,266	14,047	2,750	-	2,246,444
22	Haude Elementary	729	2,948,982	15,000	18,625	500	-	2,983,107
23	Greenwood Forest Elementary	738	3,037,486	15,527	17,920	1,100	-	3,072,033
24	Epps Island Elementary	730	2,188,465	14,600	16,912	2,800	-	2,222,777
25	Theiss Elementary	615	2,544,254	9,957	18,865	500	-	2,573,576
26	Benfer Elementary	742	2,865,383	14,166	20,608	500	-	2,900,657
27	Kaiser Elementary	779	2,343,232	13,673	22,335	1,000	-	2,380,240
28	Brill Elementary	781	2,678,751	14,698	20,404	2,000	-	2,715,853
29	Ehrhardt Elementary	731	2,375,933	15,066	16,912	2,240	-	2,410,151
30	Lemm Elementary	727	2,757,371	11,356	20,299	2,035	-	2,791,061
31	Nitsch Elementary	805	3,168,378	14,027	22,699	1,500	-	3,206,604
32	Krahn Elementary	745	2,841,754	13,643	20,635	597	-	2,876,629
33	Roth Elementary	735	2,491,032	9,496	23,403	2,000	-	2,525,931
34	Kuehnle Elementary	800	3,012,609	16,975	19,292	1,725	-	3,050,601
35	Mittelstadt Elementary	879	3,333,110	12,966	25,613	2,616	-	3,374,305
36	Klenk Elementary	855	3,297,542	17,016	21,450	1,564	-	3,337,572
37	Eiland Elementary	582	2,029,511	12,790	13,356	1,090	-	2,056,747
38	Schultz Elementary	704	2,414,441	17,195	14,274	500	-	2,446,410
39	Hassler Elementary	712	2,880,330	15,049	17,021	1,350	-	2,913,750
40	Kreinhop Elementary	822	3,004,205	14,192	20,509	4,100	-	3,043,006
41	McDougle Elementary	647	2,436,937	12,015	15,995	2,775	-	2,467,722
42	Metzler Elementary	856	3,354,197	16,750	21,177	2,150	-	3,394,274
43	Benignus Elementary	886	3,387,269	17,212	20,924	3,300	-	3,428,705
44	Frank Elementary	653	2,686,316	9,840	20,763	500	-	2,717,419
45	Mueller Elementary	862	3,005,740	10,066	29,545	700	-	3,046,051
46	Blackshear Elementary	991	3,421,042	21,740	23,663	1,000	-	3,467,445
47	Zwink Elementary	1,045	3,337,320	15,452	28,722	4,700	-	3,386,194
48	Bernshausen Elementary	860	2,838,188	12,419	26,298	1,500	-	2,878,405
49	Grace England PreK/EC Center	515	563,074	5,600	18,536	-	-	587,210
2A	French Elementary	604	2,522,939	10,820	15,290	2,250	-	2,551,299
3A	Mahaffey Elementary	478	1,747,462	10,660	9,648	1,300	-	1,769,070
	Total Campus Budgets	51,719	\$ 178,864,926	\$ 899,250	\$ 1,836,677	\$ 409,846	\$ -	\$ 182,010,699

**Klein Independent School District  
Adopted Department Budgets by Project  
For The Year Ending August 31, 2017**

Project	Departments	Payroll Costs	Contracted Services	Supplies & Materials	Other Costs	Debt Service	Capital Outlay	Total
50	Bilingual/ESL Local	\$ 14,731,576	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 14,731,576
51	Bilingual/ESL State	5,032,665	131,500	108,213	11,350	-	-	5,283,728
52	Special Education	38,097,528	725,647	81,003	615,300	-	-	39,519,478
53	Compensatory Education	4,090,483	1,000	-	4,000	-	-	4,095,483
54	High School Allotment	3,840,830	159,830	62,390	48,549	-	-	4,111,599
55	Health & Physical Education	14,293,375	4,025	106,026	7,762	-	-	14,411,188
56	Instructional Fine Arts	17,282,463	139,960	281,972	6,200	-	-	17,710,595
57	Summer Sch & Athletic Camps	817,173	4,250	47,875	-	-	-	869,298
58	Academic Enrichment	524,922	51,100	91,994	44,600	-	-	712,616
59	Therapeutic Education Program	2,993,298	5,590	12,162	310	-	-	3,011,360
60	Career & Technical Education	11,573,220	55,673	331,600	340,720	-	-	12,301,213
61	Vistas High School of Choice	1,583,566	6,350	14,659	2,000	-	-	1,606,575
62	DAEP	2,220,355	8,608	26,901	1,941	-	-	2,257,805
63	Student Performance	-	-	-	-	-	-	-
68	Internal Audit Services	216,891	1,430	250	8,833	-	-	227,404
69	Multipurpose Center	479,538	7,800	16,350	500	-	-	504,188
70	Research, Accountability & Data	1,531,542	409,910	549,950	35,200	-	95,000	2,621,602
71	Information Technology	4,739,478	1,865,255	6,225,594	52,253	-	-	12,882,580
72	North Transportation Center	7,293,411	144,299	1,158,874	11,000	-	-	8,607,584
75	South Transportation Center	3,158,164	28,900	368,152	1,325	-	-	3,556,541
73	Extracurricular Academics	523,428	-	2,600	49,841	-	-	575,869
74	Extracurricular Athletics	3,483,594	287,226	419,011	393,624	-	-	4,583,455
75	Athletic Concessions	110,083	500	124,432	3,156	-	-	238,171
76	Extracurricular Fine Arts	866,613	20,000	132,000	242,311	-	-	1,260,924
77	Student Support Services Admin	549,426	9,675	30,300	13,682	-	-	603,083
80	Superintendent	918,693	31,600	129,790	58,765	-	-	1,138,848
81	Mail Room/Copy Center	28,170	34,515	62,394	-	-	-	125,079
82	Human Resource Services	1,354,526	31,270	13,804	25,810	-	-	1,425,410
83	Teaching & Learning Admin	257,124	23,000	11,000	14,375	-	-	305,499
84	Instruction Admin	6,336,692	48,240	52,495	56,410	-	-	6,493,837
85	School Administration	916,587	764,276	36,144	46,550	-	-	1,763,557
86	Benefits & Risk Management	576,882	94,400	49,531	17,505	-	-	738,318
87	Security & Monitoring Services	4,514,286	61,600	154,262	20,200	-	225,000	4,975,348
88	Tax Office	328,533	2,034,680	62,643	4,571	-	-	2,430,427
89	Facility & School Services Admin	284,698	15,993	17,350	5,700	-	-	323,741
90	Financial Services	2,444,108	94,400	22,000	34,500	-	-	2,595,008
91	Payroll Services	392,439	430,360	28,500	15,840	-	-	867,139
92	Plant Operations	9,459,245	265,310	795,616	3,240	-	-	10,523,411
93	Warehouse Services	744,686	82,693	35,534	4,593	-	-	867,506
94	Plant Maintenance	5,854,007	1,456,324	1,250,537	34,550	-	101,275	8,696,693
95	Publication Services	-	6,100	63,805	-	-	-	69,905
96	Communications & Planning	703,302	127,225	39,977	66,548	-	-	937,052
97	Energy Management	421,982	8,634,500	4,325	7,000	-	500	9,068,307
98	Districtwide/Instructional	565,315	1,759,601	1,016,230	439,659	-	-	3,780,805
99	Districtwide/Other	271,148	1,437,990	683,321	3,351,312	20,000	-	5,763,771
9F	Districtwide/Employee Benefits	23,063,922	-	-	-	-	-	23,063,922
	Total Departmental Budgets	\$ 199,469,967	\$ 21,502,605	\$ 14,721,566	\$ 6,101,585	\$ 20,000	\$ 421,775	\$ 242,237,498
	<b>Total General Fund</b>	<b>\$ 378,334,893</b>	<b>\$ 22,401,855</b>	<b>\$ 16,558,243</b>	<b>\$ 6,511,431</b>	<b>\$ 20,000</b>	<b>\$ 421,775</b>	<b>\$ 424,248,197</b>

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

Project	Campuses	2012-13 Audited Actual	2013-14 Audited Actual	2014-15 Audited Actual	2015-16 Amended Budget	2016-17 Adopted Budget
01	Klein High	\$ 10,071,986	\$ 10,372,890	\$ 11,668,428	\$ 12,328,681	\$ 12,645,327
02	Klein Forest High	10,352,630	10,236,523	11,581,109	12,439,405	12,447,100
KF	Klein Forest High School Project	1,491,701	2,464,525	1,935,180	2,290,762	2,296,284
03	Klein Oak High	10,150,075	10,087,995	11,349,406	12,290,644	12,638,241
04	Klein Collins High	9,137,132	9,348,431	10,312,567	10,988,094	11,075,390
05	Klein Cain High	-	-	-	36,491	390,366
11	Klein Intermediate	4,012,085	4,698,352	4,986,208	5,537,615	5,683,777
12	Hildebrandt Intermediate	3,086,675	3,423,809	3,713,888	4,097,867	4,266,700
13	Wunderlich Intermediate	5,044,833	5,705,232	5,889,168	6,477,941	6,638,711
14	Strack Intermediate	3,615,113	3,773,084	3,973,920	4,276,870	4,386,855
15	Kleb Intermediate	3,762,438	3,847,120	4,174,936	4,476,566	4,425,160
16	Doerre Intermediate	3,720,944	3,782,630	4,090,606	4,301,123	4,418,042
17	Schindewolf Intermediate	3,666,347	3,778,647	4,046,611	4,390,454	4,475,625
18	Krimmel Intermediate	3,187,605	3,363,988	3,867,894	4,292,714	4,378,169
19	Ulrich Intermediate	3,096,469	3,375,454	3,774,482	4,181,572	4,242,946
20	Kohrville Elementary	2,985,982	2,713,545	2,692,823	2,830,404	2,780,758
21	Northampton Elementary	2,560,191	2,717,551	3,082,702	2,083,277	2,246,444
22	Haude Elementary	2,491,769	2,585,221	2,734,227	2,984,959	2,983,107
23	Greenwood Forest Elementary	2,297,259	2,659,692	2,848,177	3,071,047	3,072,033
24	Epps Island Elementary	1,745,915	2,076,546	2,211,076	2,201,963	2,222,777
25	Theiss Elementary	2,247,738	2,439,046	2,524,841	2,610,365	2,573,576
26	Benfer Elementary	2,371,466	2,525,938	2,967,976	3,144,681	2,900,657
27	Kaiser Elementary	1,792,411	2,066,380	2,157,063	2,363,134	2,380,240
28	Brill Elementary	2,274,390	2,456,759	2,668,310	2,785,024	2,715,853
29	Ehrhardt Elementary	2,086,814	2,256,585	2,276,498	2,421,805	2,410,151
30	Lemm Elementary	2,007,338	2,246,071	2,429,969	2,696,612	2,791,061
31	Nitsch Elementary	2,334,514	2,814,322	2,962,740	3,114,301	3,206,604
32	Krahn Elementary	2,582,738	2,699,545	2,816,854	2,906,166	2,876,629
33	Roth Elementary	2,274,262	2,446,004	2,540,247	2,580,152	2,525,931
34	Kuehnle Elementary	2,381,485	2,581,540	2,949,337	3,141,142	3,050,601
35	Mittelstadt Elementary	2,714,646	3,025,980	3,231,177	3,386,488	3,374,305
36	Klenk Elementary	2,511,092	2,829,521	3,100,023	3,306,462	3,337,572
37	Eiland Elementary	1,666,984	1,828,236	2,027,979	2,094,327	2,056,747
38	Schultz Elementary	2,736,435	2,790,965	3,057,296	3,122,074	2,446,410
39	Hassler Elementary	2,502,597	2,736,263	2,711,623	2,855,790	2,913,750
40	Kreinhop Elementary	2,432,514	2,744,985	2,957,616	3,145,526	3,043,006
41	McDougle Elementary	1,846,676	2,115,572	2,322,303	2,463,123	2,467,722
42	Metzler Elementary	2,626,284	2,902,690	3,262,007	3,301,694	3,394,274
43	Benignus Elementary	2,837,387	3,124,191	3,372,054	3,547,871	3,428,705
44	Frank Elementary	2,834,969	2,474,319	2,689,669	2,750,389	2,717,419
45	Mueller Elementary	2,161,568	2,611,226	3,071,544	3,464,454	3,046,051
46	Blackshear Elementary	2,502,367	2,726,565	3,196,413	3,386,617	3,467,445
47	Zwink Elementary	2,292,638	2,594,464	3,011,990	3,170,724	3,386,194
48	Bernshausen Elementary	209,950	2,154,377	2,602,313	2,915,944	2,878,405
49	Grace England Pre-K/EC Center	942,911	946,374	1,005,659	571,162	587,210
2A	French Elementary	-	-	251,368	2,487,639	2,551,299
3A	Mahaffey Elementary	-	-	-	152,798	1,769,070
	<b>Total Campus Budgets</b>	<b>\$ 141,649,323</b>	<b>\$ 153,149,153</b>	<b>\$ 167,098,277</b>	<b>\$ 179,464,912</b>	<b>\$ 182,010,699</b>

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

Project	Departments	2012-13 Audited Actual	2013-14 Audited Actual	2014-15 Audited Actual	2015-16 Amended Budget	2016-17 Adopted Budget
50	Bilingual/ESL Local	\$ 10,892,564	\$ 10,670,643	\$ 12,164,387	\$ 14,113,731	\$ 14,731,576
51	Bilingual/ESL State	2,314,236	4,008,618	4,244,062	4,925,271	5,283,728
52	Special Education	25,626,402	28,729,440	33,415,006	38,489,847	39,519,478
53	Compensatory Education	5,412,397	6,198,877	6,058,602	3,877,791	4,095,483
54	High School Allotment	3,820,486	3,626,748	3,915,211	4,416,815	4,111,599
55	Health & Physical Education	10,166,134	11,863,014	13,245,073	14,032,099	14,411,188
56	Instructional Fine Arts	13,696,618	14,318,693	15,967,900	17,169,649	17,710,595
57	Summer School & Athletic Camps	678,888	858,072	961,214	944,325	869,298
58	Academic Enrichment	600,026	464,707	437,261	658,900	712,616
59	Therapeutic Education Program	2,157,331	2,435,862	2,627,303	2,960,502	3,011,360
60	Career & Technical Education	8,318,590	9,849,831	10,916,788	11,765,613	12,301,213
61	Vistas High School of Choice	1,404,941	1,456,806	1,518,458	1,543,410	1,606,575
62	Disciplinary Alt. Education Program	2,008,150	1,882,499	2,149,746	2,244,065	2,257,805
63	Student Performance	-	-	40,165	191,276	-
68	Internal Audit Services	157,111	148,107	173,851	211,810	227,404
69	Multipurpose Center	223,072	309,628	420,245	479,137	504,188
70	Research, Accountability and Data	961,747	1,097,469	1,863,773	2,617,315	2,621,602
71	Information Technology	4,774,308	5,831,767	5,972,663	7,907,271	12,882,580
72	North Transportation Center	6,917,379	7,259,012	7,913,058	8,283,943	8,607,584
75	South Transportation Center	2,606,898	2,967,261	3,223,797	3,451,155	3,556,541
73	Extracurricular Academics	490,772	548,532	520,531	591,320	575,869
74	Extracurricular Athletics	4,134,377	4,381,609	4,493,500	4,808,256	4,583,455
75	Athletic Concessions	232,401	243,479	231,765	237,467	238,171
76	Extracurricular Fine Arts	942,015	989,035	1,299,654	1,496,568	1,260,924
77	Student Support Services Admin	337,248	439,217	401,618	473,703	603,083
78	Accountability & School Improv.	517,038	638,463	-	-	-
79	Educational Technology	1,708,530	191,051	-	-	-
80	Superintendent	492,780	537,760	654,965	882,169	1,138,848
81	Mail Room/Copy Center	120,488	40,808	36,765	124,916	125,079
82	Human Resource Services	1,176,826	1,220,235	1,320,435	1,501,483	1,425,410
83	Teaching & Learning Admin	228,979	241,318	255,864	273,295	305,499
84	Instruction Administration	1,370,828	4,173,877	5,244,482	5,889,281	6,493,837
85	School Administration	776,116	985,155	1,055,649	1,175,186	1,763,557
86	Benefits & Risk Management	482,971	498,118	527,260	750,941	738,318
87	Security & Monitoring Services	3,601,113	3,939,310	4,788,726	4,961,146	4,975,348
88	Tax Office	384,034	441,001	405,041	436,141	2,430,427
89	Facility & School Services Admin	290,839	830,197	289,874	394,293	323,741
90	Financial Services	1,703,937	1,842,577	1,950,771	2,477,280	2,595,008
91	Business Information Systems	672,244	739,580	1,288,880	1,179,103	867,139
92	Plant Operations	8,391,511	9,177,890	9,702,033	10,479,744	10,523,411
93	Warehouse Services	767,341	716,056	727,007	1,141,632	867,506
94	Plant Maintenance	6,325,790	6,739,209	7,186,818	8,876,609	8,696,693
95	Publication Services	142,814	137,881	64,703	69,905	69,905
96	Communications & Planning	504,687	616,922	819,949	860,086	937,052
97	Energy Management	9,426,471	9,219,531	8,094,256	9,369,826	9,068,307
98	Districtwide/Instructional	2,056,127	2,474,413	4,737,516	4,292,787	3,780,805
99	Districtwide/Other	8,439,595	8,742,337	8,947,980	8,421,694	5,763,771
9F	Districtwide/Employee Benefits	15,937,922	19,921,422	20,247,978	21,478,377	23,063,922
Total Department Budgets		\$ 174,393,072	\$ 194,644,037	\$ 212,522,583	\$ 232,927,135	\$ 242,237,498
<b>Total General Fund</b>		<u>\$ 316,042,395</u>	<u>\$ 347,793,190</u>	<u>\$ 379,620,860</u>	<u>\$ 412,392,047</u>	<u>\$ 424,248,197</u>

# GENERAL FUND

## Financial Forecast

	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
Beginning Fund Balance	\$145,883,150	\$134,065,659	\$118,247,238	\$116,227,324
<u>Projected Revenues:</u>				
Local Taxes	\$196,626,664	\$210,390,530	\$230,910,342	\$240,226,195
Other Local Sources	3,156,700	3,223,730	3,284,747	3,345,137
State Sources	207,743,842	199,154,780	199,330,296	195,922,069
Federal Sources	4,873,500	4,983,467	5,081,938	5,178,995
Other Sources	100,000	167,037	174,432	182,156
Total Revenues	<u>\$412,500,706</u>	<u>\$417,919,544</u>	<u>\$438,781,755</u>	<u>\$444,854,552</u>
<u>Projected Expenditures:</u>				
Payroll Costs	\$378,334,893	\$392,983,867	\$401,615,652	\$407,232,851
Contracted Services	22,401,855	22,733,818	22,019,142	21,153,759
Supplies and Materials	16,558,243	11,104,078	10,441,997	10,748,157
Other Operating Costs	6,511,431	6,541,202	6,412,378	6,285,131
Debt Service	20,000	20,000	20,000	20,000
Capital Outlay	421,775	280,000	215,000	215,000
Other Uses	70,000	75,000	77,500	80,000
Total Expenditures	<u>\$424,318,197</u>	<u>\$433,737,965</u>	<u>\$440,801,669</u>	<u>\$445,734,898</u>
Ending Fund Balance	<u>\$134,065,659</u>	<u>\$118,247,238</u>	<u>\$116,227,324</u>	<u>\$115,346,978</u>
<u>Projection Factors:</u>				
		*		*
Assessed Taxable Value	\$19,167,578,370	\$20,509,308,856	\$21,534,774,299	\$22,396,165,271
Maintenance Tax/\$100	0.01040	0.01040	0.01100	0.01100
Max. Maintenance Tax Rate/\$100	0.01170	0.01170	0.01170	0.01170
One Cent on Tax Rate	\$1,916,758	\$2,050,931	\$2,153,477	\$2,239,617
Total Tax Rate Per \$100	\$1.43	\$1.45	\$1.51	\$1.51
Student Enrollment	51,719	52,886	53,931	54,961
Weighted Avg. Daily Attendance (WADA)	62,493	63,903	65,166	66,411
Property Wealth Per WADA	\$306,714	\$320,942	\$330,460	\$337,237
Total Employees - General Fund	6,201	6,387	6,542	6,638
Ratio of Students to Employees	8.340	8.280	8.244	8.280
Salary Increase Included in Budget	2.00%	1.00%	1.00%	1.00%
Cost of Each Cent Salary Increase	\$3,331,533	\$3,465,803	\$3,585,135	\$3,674,302
Fund Balance as % of Total Exp.	31.60%	27.26%	26.37%	25.88%

\*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 decreases slightly from the present 8.364 to a projected 8.247 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 2016. This data is also used in bond planning for new facilities.
- (3) Based on current legislation and assuming a successful Tax Rate Election in 2018, a 1% pay increase is recommended during projection years.
- (4) Assessed valuation changes are forecasted to decrease during the projection period from 7% in 2017-18 to 4% in 2019-20.
- (5) 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. These projections do factor in the additional \$10,000 homestead exemption.
- (6) The General Operating fund balance will decrease from 30.23% to 24.83% during the financial forecast period assuming a successful Tax Rate Election (TRE) in 2018.
- (7) Debt Service fund balance is maintained right at 23% or better throughout the financial forecast.

## 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.

# Klein Independent School District

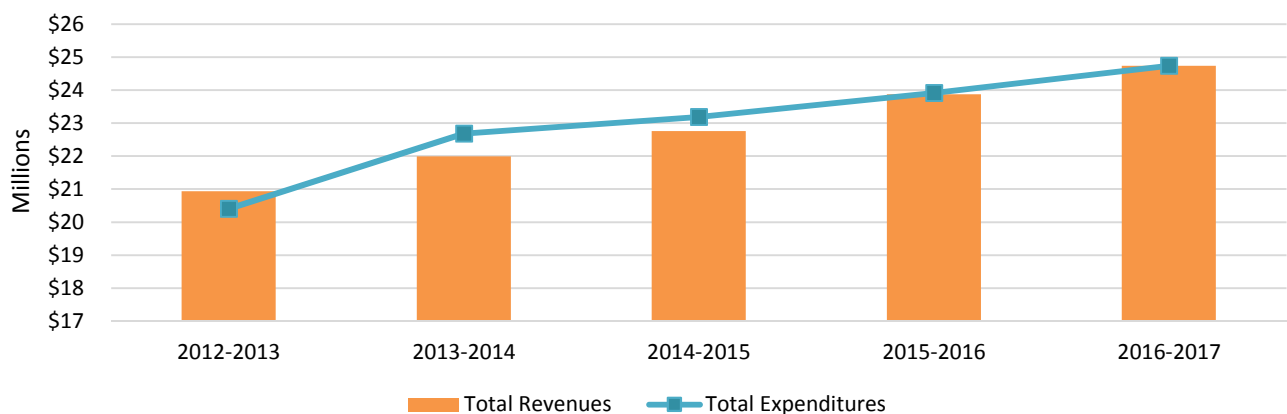
## Comparative Summary of Revenues, Expenditures, and Changes in Fund Balance

### 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.

	2012-13 Audited Actual	2013-14 Audited Actual	2014-15 Audited Actual	2015-16 Amended Budget	2016-17 Adopted Budget
<b>Revenues</b>					
Local Sources	\$ 9,422,808	\$ 9,581,619	\$ 9,797,001	\$ 10,537,596	\$ 10,912,829
State Sources	110,974	106,552	110,324	110,000	125,000
State TRS Contributions	338,410	474,640	462,830	490,164	500,000
Federal Sources	10,995,967	11,764,471	12,318,927	12,680,951	13,128,485
Total Revenues	<u>\$ 20,868,159</u>	<u>\$ 21,927,282</u>	<u>\$ 22,689,082</u>	<u>\$ 23,818,711</u>	<u>\$ 24,666,314</u>
<b>Expenditures</b>					
Food Service	\$ 20,087,009	\$ 22,398,856	\$ 22,901,091	\$ 23,611,493	\$ 24,445,091
Facilities Maint & Operations	316,247	278,604	284,302	300,260	291,223
Total Expenditures	<u>\$ 20,403,256</u>	<u>\$ 22,677,460</u>	<u>\$ 23,185,393</u>	<u>\$ 23,911,753</u>	<u>\$ 24,736,314</u>
<b>Other Sources (Uses)</b>					
Other Sources	\$ 65,000	\$ 67,500	\$ 67,500	\$ 68,750	\$ 70,000
Other Uses	-	-	-	(8,685)	-
	<u>\$ 65,000</u>	<u>\$ 67,500</u>	<u>\$ 67,500</u>	<u>\$ 60,065</u>	<u>\$ 70,000</u>
Net Change In Fund Balance	<u>\$ 529,903</u>	<u>\$ (682,678)</u>	<u>\$ (428,811)</u>	<u>\$ (32,977)</u>	<u>\$ -</u>
Beginning Fund Balance - September 1	<u>\$ 4,087,298</u>	<u>\$ 4,617,201</u>	<u>\$ 3,934,523</u>	<u>\$ 3,505,712</u>	<u>\$ 3,472,735</u>
Ending Fund Balance - August 31	<u>\$ 4,617,201</u>	<u>\$ 3,934,523</u>	<u>\$ 3,505,712</u>	<u>\$ 3,472,735</u>	<u>\$ 3,472,735</u>

### Food Service Fund Revenues and Expenditures





## Food Service Fund - Financial Forecast

	2016-17	2017-18	2018-19	2019-20
<b>Beginning Fund Balance</b>	\$3,472,735	\$3,472,735	\$3,504,039	\$3,277,626
<b><u>Projected Revenues</u></b>				
Local Sources	\$10,912,829	\$11,270,659	\$11,608,295	\$11,948,296
State Sources	625,000	639,103	651,731	664,178
Federal Sources	13,128,485	13,424,719	13,689,985	13,951,443
Other Sources	70,000	71,500	73,000	74,500
<b>Total Revenues</b>	<b>\$24,736,314</b>	<b>\$25,405,981</b>	<b>\$26,023,011</b>	<b>\$26,638,417</b>
<b><u>Projected Expenditures</u></b>				
Payroll Costs	\$11,013,135	\$11,514,266	\$12,250,409	\$12,556,913
Contracted Services	482,427	487,251	492,124	497,045
Supplies and Materials	12,319,052	12,442,243	12,566,665	12,692,332
Other Operating Costs	221,700	223,917	226,156	228,418
Capital Outlay	700,000	707,000	714,070	721,211
<b>Total Expenditures</b>	<b>\$24,736,314</b>	<b>\$25,374,677</b>	<b>\$26,249,424</b>	<b>\$26,695,919</b>
<b>Ending Fund Balance</b>	<b><u>\$3,472,735</u></b>	<b><u>\$3,504,039</u></b>	<b><u>\$3,277,626</u></b>	<b><u>\$3,220,124</u></b>
		*		*
<b><u>Projection Factors</u></b>				
Student Enrollment	51,719	52,886	53,931	54,961
Total Employees - Food Service	566	583	610	618
Ratio of Students to Employees	91.376	90.714	88.411	88.934
Salary Increase Included in Budget	1.00%	1.00%	1.00%	1.00%
Cost of Each Cent Salary Increase	\$110,131	\$115,143	\$122,504	\$125,569
Fund Balance as % of Total Exp.	14.04%	13.81%	12.49%	12.06%

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

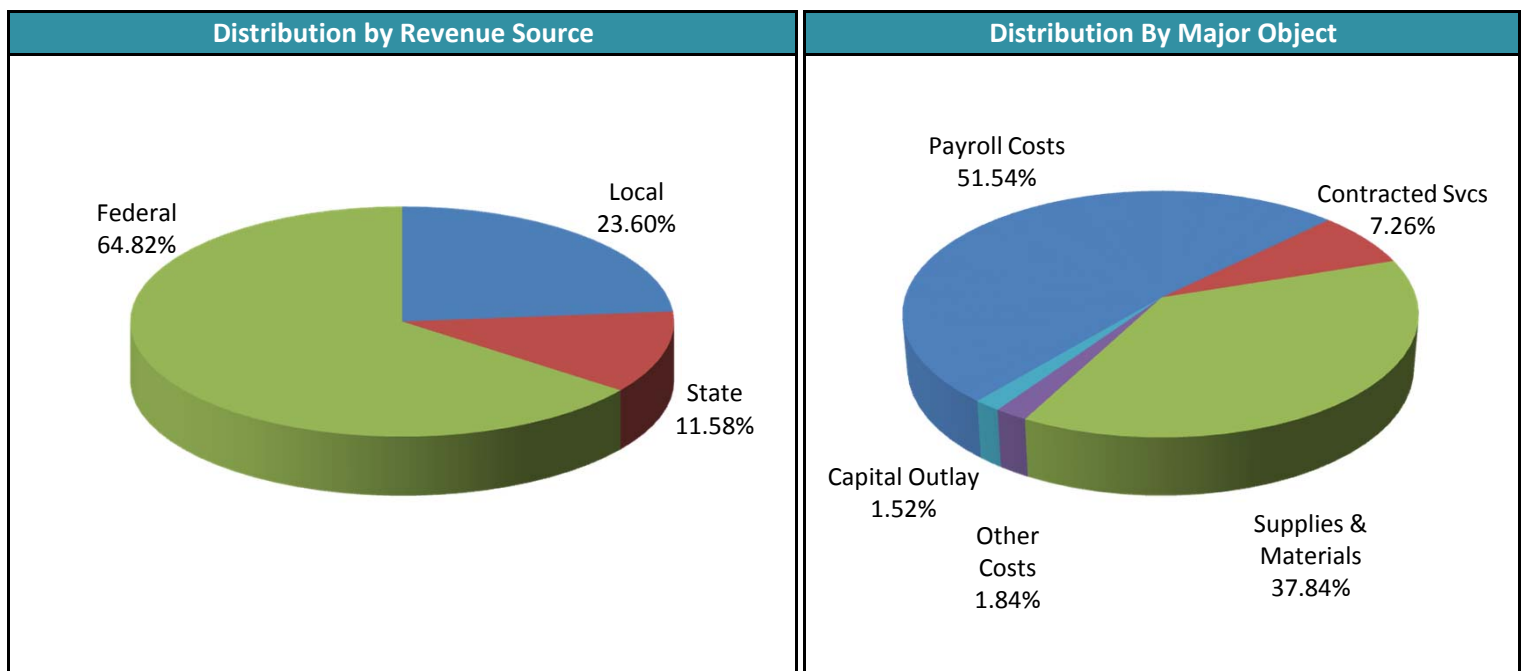
### **Assumptions:**

- (1) The ratio of students to Food Service employees decreases slightly from the present 91.376 to a projected 88.934 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 2016. This data is also used in bond planning for
- (3) Based on current legislation and assuming a successful Tax Rate Election in 2018, a 1% pay increase is recommended during projection years.
- (4) Klein Cain High School, scheduled to open in August 2017 for 9th and 10th grades only, will require seventeen (17) new positions to staff food services the first year. An additional eight (8) units will be needed at Cain in 2018-19 and 2019-20 for a total increase of thirty-three (33) new units. Also in 2018-19, fourteen (14) new units will be needed when Intermediate School #10 opens. Finally, five (5) units will be needed in 2019-20 when Elementary #33 opens that year.
- (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 12% or better throughout the financial forecast.

**Klein Independent School District**  
**Special Revenue Funds**  
**Statement of Expenditure Budgets by Program and Major Object**  
**For The Year Ending August 31, 2017**

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	\$ 5,253,980	\$ 304,881	\$ 522,433	\$ 510,000	\$ -	\$ 6,591,294
IDEA - Part B, Formula	6,207,434	1,496,398	91,000	3,500	-	7,798,332
IDEA - Part B, Preschool	118,890	-	-	-	-	118,890
National School Lunch Program	11,013,135	482,427	12,319,052	221,700	700,000	24,736,314
Career and Technical – Basic Grant	92,736	46,600	160,661	94,268	-	394,265
ESEA Title II, Part A – Training	507,519	20,603	-	11,919	-	540,041
Title III, Part A – ELA	527,572	138,725	146,939	6,625	-	819,861
State Supplemental Visually Impaired	20,000	-	-	-	-	20,000
Instructional Materials Allotment	-	855,000	4,187,500	-	-	5,042,500
<b>Total Special Revenue Budgets</b>	<b>\$ 23,741,266</b>	<b>\$ 3,344,634</b>	<b>\$ 17,427,585</b>	<b>\$ 848,012</b>	<b>\$ 700,000</b>	<b>\$ 46,061,497</b>



**Klein Independent School District**  
**Statement of Revenues, Expenditures, and Changes in Fund Balance**  
**Grant Funds by Function**  
**For the Year Ending August 31, 2017**

	Title I Part A - Improving Basic Programs 211	IDEA Part B - Formula 224	IDEA Part B - Preschool 225	Career and Technical - Basic Grant 244
<b>Revenues</b>				
Local Sources	\$ -	\$ -	\$ -	\$ -
State Sources	-	-	-	-
Federal Sources	6,591,294	7,798,332	118,890	394,265
Total Revenues	<u>\$ 6,591,294</u>	<u>\$ 7,798,332</u>	<u>\$ 118,890</u>	<u>\$ 394,265</u>
<b>Expenditures</b>				
Instruction	\$ 4,288,682	\$ 5,765,883	\$ 118,890	\$ 187,591
Instructional Resource & Media	-	-	-	-
Curriculum & Staff Development	1,316,490	41,750	-	126,768
Instructional Leadership	59,127	48,525	-	34,736
School Leadership	-	-	-	15,000
Guidance, Counseling & Evaluation	154,012	1,937,674	-	9,170
Social Work Services	-	-	-	-
Health Services	-	1,000	-	-
Student Transportation	-	3,500	-	-
Food Service	-	-	-	-
Extracurricular Activities	-	-	-	21,000
General Administration	-	-	-	-
Facilities Maintenance & Operations	-	-	-	-
Security & Monitoring Services	-	-	-	-
Data Processing Services	-	-	-	-
Community Services	772,983	-	-	-
Member Dist of Shared Services	-	-	-	-
Total Expenditures	<u>\$ 6,591,294</u>	<u>\$ 7,798,332</u>	<u>\$ 118,890</u>	<u>\$ 394,265</u>
Net Revenues Over (Under) Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
<b>Other Sources (Uses)</b>				
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	\$ -	\$ -	\$ -	\$ -
Ending Fund Balance - August 31	<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, 2017**

Title II Part A - Teacher & Principal Training & Recruitment 255	Title III Part A - English Language Acquisition 263	State Supplemental Visually Impaired 385	Instructional Materials Allotment 410	Other Special Revenue Available Fund Balances	Total 2016-17 Special Revenue Funds
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
-	-	20,000	5,042,500	-	5,062,500
540,041	819,861	-	-	-	16,262,683
<u>\$ 540,041</u>	<u>\$ 819,861</u>	<u>\$ 20,000</u>	<u>\$ 5,042,500</u>	<u>\$ -</u>	<u>\$ 21,325,183</u>
\$ -	\$ 205,589	\$ -	\$ 4,922,000	\$ -	\$ 15,488,635
-	-	-	120,500	-	120,500
538,041	481,275	-	-	-	2,504,324
-	-	-	-	-	142,388
2,000	6,250	-	-	-	23,250
-	115,120	20,000	-	-	2,235,976
-	-	-	-	-	-
-	-	-	-	-	1,000
-	5,600	-	-	-	9,100
-	-	-	-	-	-
-	-	-	-	-	21,000
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	6,027	-	-	-	779,010
-	-	-	-	-	-
<u>\$ 540,041</u>	<u>\$ 819,861</u>	<u>\$ 20,000</u>	<u>\$ 5,042,500</u>	<u>\$ -</u>	<u>\$ 21,325,183</u>
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ 4,895,143	\$ 4,895,143
<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 4,895,143</u>	<u>\$ 4,895,143</u>

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

	2012-13 Audited Actual	2013-14 Audited Actual	2014-15 Audited Actual	2015-16 Amended Budget	2016-17 Adopted Budget**
<b>Revenues</b>					
Local Sources	\$ 6,548,981	\$ 6,584,293	\$ 7,510,311	\$ 8,094,660	\$ -
State Sources	2,419,455	3,770,859	7,243,205	4,774,171	5,062,500
Federal Sources	15,824,076	14,875,607	15,068,568	17,893,545	16,262,683
Total Revenues	<u>\$ 24,792,512</u>	<u>\$ 25,230,759</u>	<u>\$ 29,822,084</u>	<u>\$ 30,762,376</u>	<u>\$ 21,325,183</u>
<b>Expenditures</b>					
Instruction	\$ 18,832,595	\$ 19,183,638	\$ 16,877,335	\$ 16,873,519	\$ 15,488,635
Instructional Resource & Media	84,645	169,552	246,632	314,704	120,500
Curriculum & Staff Development	2,549,217	2,330,485	2,537,722	3,591,621	2,504,324
Instructional Leadership	87,593	99,831	161,696	164,863	142,388
School Leadership	156,884	108,282	95,971	253,181	23,250
Guidance, Counseling & Evaluation	2,163,147	1,891,637	2,014,204	2,174,314	2,235,976
Social Work Services	128,663	-	-	4,702	-
Health Services	89,922	127,580	125,778	102,165	1,000
Student Transportation	245,680	211,706	32,076	60,250	9,100
Food Service	3,714	-	-	3,714	-
Extracurricular Activities*	11,163	31,205	6,823,245	6,504,789	21,000
General Administration	-	-	20,500	44,600	-
Facilities Maint & Operations	-	-	-	-	-
Security & Monitoring Services	3,500	-	-	1,226	-
Data Processing Services	-	-	-	-	-
Community Services	391,670	399,804	586,178	737,217	779,010
Facilities Acquisition & Construction	-	-	-	-	-
Shared Service Arrangement	-	-	-	27,949	-
Total Expenditures	<u>\$ 24,748,393</u>	<u>\$ 24,553,720</u>	<u>\$ 29,521,337</u>	<u>\$ 30,858,814</u>	<u>\$ 21,325,183</u>
Net Revenues Over (Under)					
Expenditures	<u>\$ 44,119</u>	<u>\$ 677,039</u>	<u>\$ 300,747</u>	<u>\$ (96,438)</u>	<u>\$ -</u>
<b>Other Sources (Uses)</b>					
Other Sources	\$ -	\$ -	\$ -	\$ 8,685	\$ -
Other Uses	-	-	-	-	-
Net Sources (Uses)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 8,685</u>	<u>\$ -</u>
Net Change In Fund Balance	\$ 44,119	\$ 677,039	\$ 300,747	\$ (87,753)	\$ -
Beginning Fund Balance - September 1	\$ 3,960,993	\$ 4,005,112	\$ 4,682,151	\$ 4,982,898	\$ 4,895,145
Ending Fund Balance - August 31	<u>\$ 4,005,112</u>	<u>\$ 4,682,151</u>	<u>\$ 4,982,898</u>	<u>\$ 4,895,145</u>	<u>\$ 4,895,145</u>

\* Beginning in 2014-15, campus activity data was reclassified from Function 11 to Function 36.

\*\* Beginning in 2016-2017, Fund 461 Campus Activity Funds will no longer be budgeted, only actual data will be recorded at the close of each subsequent fiscal year.

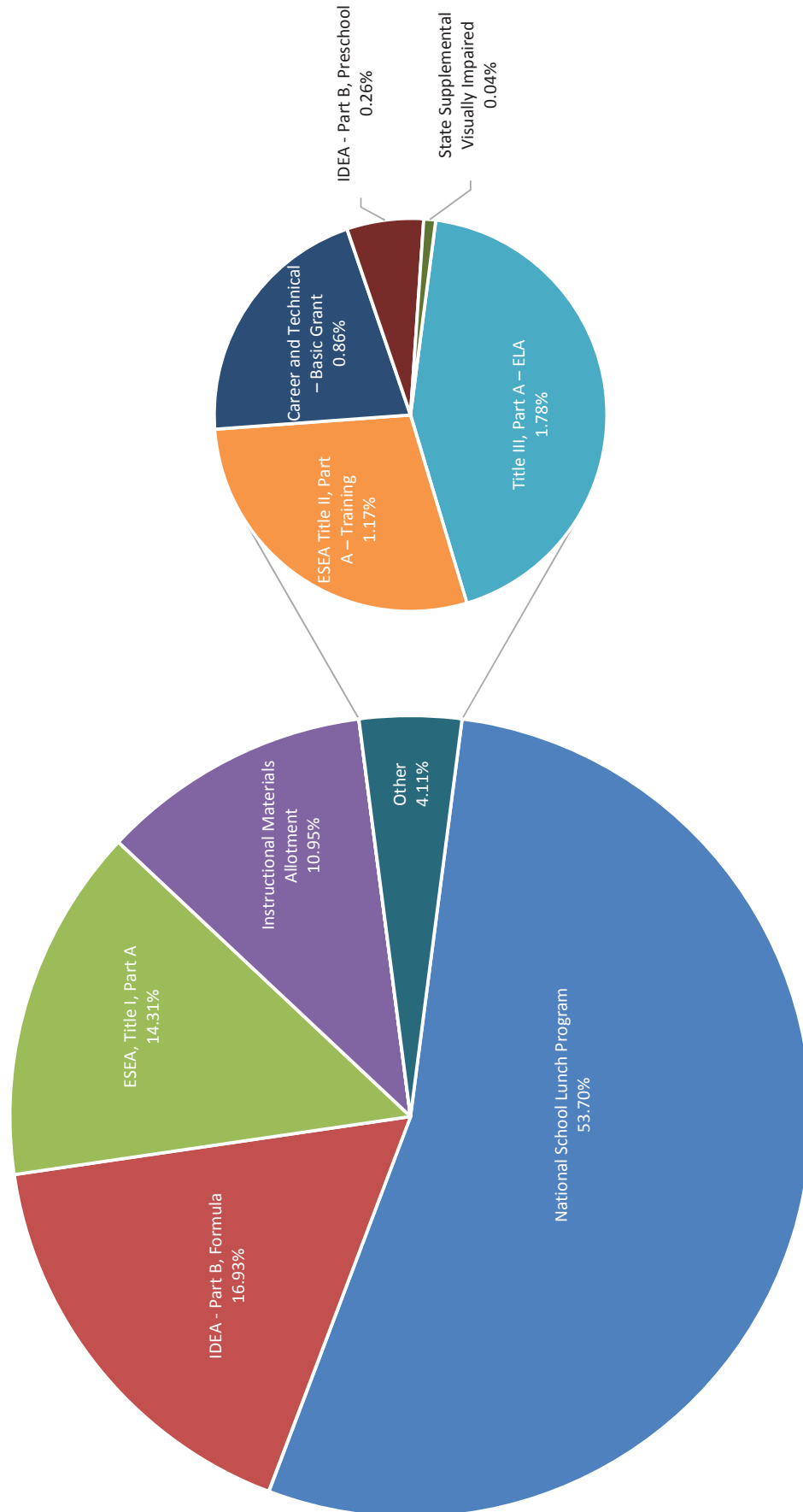
**Klein Independent School District**  
**Special Revenue Funds**  
**Comparative Summary of Expenditures by Program**

Program	2012-13 Audited Actual	2013-14 Audited Actual	2014-15 Audited Actual	2015-16 Amended Budget	2016-17 Adopted Budget
ESEA Title I, Part A - Improving Basic Programs	\$ 6,088,474	\$ 6,232,597	\$ 5,991,787	\$ 7,696,656	\$ 6,591,294
IDEA - Part B, Formula	7,869,820	7,106,534	7,040,537	7,801,144	7,798,332
IDEA - Part B, Preschool	140,343	90,753	123,724	131,505	118,890
IDEA - Part B, Discretionary	82,000	-	56,009	27,949	-
National School Lunch Program	20,403,256	22,677,460	23,185,393	23,911,753	24,736,314
Career and Technical - Basic Grant	214,945	353,069	373,577	422,746	394,265
ESEA Title II, Part A - Training & Recruiting	556,280	546,501	672,953	748,046	540,041
Title III, Part A - English Language Acquisition	774,411	434,819	667,669	972,599	819,861
Medicaid Administrative Claiming Program	75,680	88,255	115,775	92,900	-
Summer School - LEP	22,123	23,080	26,538	-	-
State Supplemental Visually Impaired	20,000	20,000	20,000	20,000	20,000
Noneducational Community-Based Support	16,500	6,380	37,960	43,900	-
Advanced Placement Incentives	29,222	17,962	21,251	95,469	-
Student Success Initiative	136,547	-	-	-	-
Dropout Recovery Pilot	58,399	12,502	9,417	-	-
Instructional Materials Allotment	2,222,333	3,716,975	7,142,700	4,610,000	5,042,500
Read to Succeed	-	27	-	1,987	-
Campus Activity Funds*	6,118,595	5,651,177	6,772,289	6,450,500	-
Klein Education Foundation	105,462	114,246	181,538	483,301	-
Miscellaneous Donations and Grants	54,248	80,788	99,937	196,400	-
Jason Project	163,011	53,760	46,858	128,200	-
Dual Credit Program	-	4,295	120,818	918,827	-
Aquaponics Project	-	-	-	16,685	-
Total Expenditures	<u>\$ 45,151,649</u>	<u>\$ 47,231,180</u>	<u>\$ 52,706,730</u>	<u>\$ 54,770,567</u>	<u>\$ 46,061,497</u>

\*Beginning in 2016-2017, Fund 461 Campus Activity Funds will no longer be budgeted, only actual data will be recorded at the close of each subsequent fiscal year.

# Klein Independent School District

## 2016-2017 Special Revenue Funds by Program





# 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 8/31/16 is 4.06%, well below the 10% debt limit. Computation of the legal debt margin follows.

<u>Computation of Legal Debt Margin</u>		
2015 Assessed Value @ 8/31/2016	\$	22,717,560,179
Debt Limit		10%
Maximum Legal Debt		2,271,756,018
Amount of Debt Applicable to Debt Limit @ 8/31/2016:		
Total Bonded Debt	\$	921,585,000
Less Reserve for Retirement of Bonded Debt		(24,567,634)
Total Amount of Debt Applicable to Debt Limit		897,017,366
Legal Debt Margin	\$	1,374,738,652

## Ratings

The Series 2016A Bonds have been rated "Aaa" by Moody's Investors Service (Moody's) and "AAA" by Standard & Poor's Rating Services (S&P), based upon the guarantee of the Bonds by the Texas Permanent School Fund (PSF) Guarantee Program. Series 2016B Bonds are rated "Aa1" and "AA" by Moody's and Standard & Poor's respectively without the PSF guarantee.

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.

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

	2012-13 Audited Actual	2013-14 Audited Actual	2014-15 Audited Actual	2015-16 Amended Budget	2016-17 Adopted Budget	Increase / (Decrease)
<b>Revenues</b>						
Property Taxes	\$ 51,441,182	\$ 54,054,773	\$ 54,663,760	\$ 64,426,471	\$ 72,623,599	\$ 8,197,128
Other Local Sources	437,888	191,340	590,949	607,306	480,020	(127,286)
State Sources	9,572,626	12,306,687	10,146,594	6,995,076	2,171,106	(4,823,970)
Federal Sources	1,713,247	1,662,199	1,620,352	1,669,364	1,669,364	-
Total Revenues	<u>\$ 63,164,943</u>	<u>\$ 68,214,999</u>	<u>\$ 67,021,655</u>	<u>\$ 73,698,217</u>	<u>\$ 76,944,089</u>	<u>\$ 3,245,872</u>
<b>Expenditures</b>						
Principal	\$ 29,150,000	\$ 32,900,000	\$ 30,775,000	\$ 31,955,000	\$ 35,790,000	\$ 3,835,000
Interest	34,138,584	34,609,848	37,739,074	40,610,878	42,536,150	1,925,272
Bond Issuance Fees	1,007,304	11,250	1,982,658	1,322,273	30,000	(1,292,273)
Total Expenditures	<u>\$ 64,295,888</u>	<u>\$ 67,521,098</u>	<u>\$ 70,496,732</u>	<u>\$ 73,888,151</u>	<u>\$ 78,356,150</u>	<u>\$ 4,467,999</u>
<b>Other Sources (Uses)</b>						
Other Sources	\$ 82,116,052	\$ 1,400,000	\$ 77,817,299	\$ 172,854,990	\$ -	\$ (172,854,990)
Other Uses	(81,393,293)	-	(72,577,900)	(171,482,843)	-	171,482,843
Net Sources (Uses)	<u>\$ 722,759</u>	<u>\$ 1,400,000</u>	<u>\$ 5,239,399</u>	<u>\$ 1,372,147</u>	<u>\$ -</u>	<u>\$ (3,867,252)</u>
Net Change In Fund Balance	\$ (408,186)	\$ 2,093,901	\$ 1,764,322	\$ 1,182,213	\$ (1,412,061)	\$ (2,594,274)
Beginning Fund Balance - September 1	<u>\$ 19,935,384</u>	<u>19,527,198</u>	<u>21,621,099</u>	<u>23,385,421</u>	<u>24,567,634</u>	<u>1,182,213</u>
Ending Fund Balance - August 31	<u>\$ 19,527,198</u>	<u>\$ 21,621,099</u>	<u>\$ 23,385,421</u>	<u>\$ 24,567,634</u>	<u>\$ 23,155,573</u>	<u>\$ (1,412,061)</u>

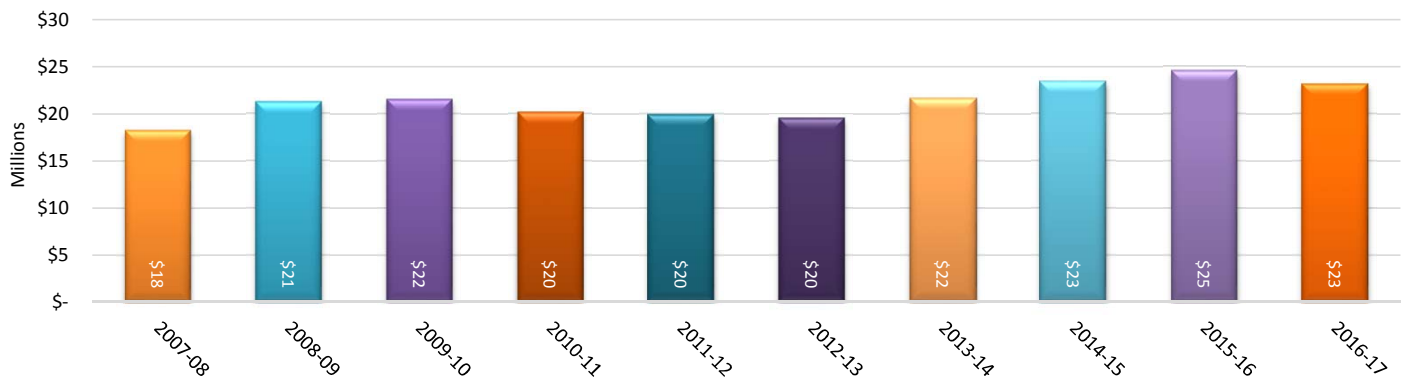
**Discussion**

The Debt Service tax rate is determined by the amount of annual payments to service bonded indebtedness, approved by the local taxpayers. Additional resources come from interest earnings and state aid generated by the Hold Harmless provision to offset tax revenue reductions resulting from the additional \$10,000 homestead exemption. 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 8/31/16 is estimated to increase 5.1% from FY15, with the amount representing 31.4% of 2016-2017 debt service requirements. The increase at August 31, 2016 is due primarily to net proceeds from bond refundings in April 2016.

**Debt Service Fund Balances**



**Klein Independent School District  
General Obligation Bonds  
Principal and Interest Schedule as of September 1, 2016**

Year Ended August 31	Principal	Interest	Total	Percent Retired
2017	35,790,000	40,636,148	76,426,148	5.16%
2018	35,135,000	39,161,486	74,296,486	10.18%
2019	34,480,000	37,555,111	72,035,111	15.04%
2020	33,255,000	35,954,442	69,209,442	19.72%
2021	36,405,000	34,561,755	70,966,755	24.51%
2022	34,570,000	32,880,817	67,450,817	29.06%
2023	32,715,000	31,239,017	63,954,017	33.38%
2024	29,500,000	29,851,717	59,351,717	37.39%
2025	30,985,000	28,479,070	59,464,070	41.41%
2026	32,540,000	27,042,501	59,582,501	45.43%
2027	34,000,000	25,531,621	59,531,621	49.45%
2028	35,200,000	24,065,158	59,265,158	53.45%
2029	36,495,000	22,622,575	59,117,575	57.44%
2030	38,295,000	20,925,818	59,220,818	61.44%
2031	40,130,000	19,171,666	59,301,666	65.45%
2032	38,125,000	17,432,132	55,557,132	69.20%
2033	33,240,000	15,821,567	49,061,567	72.51%
2034	32,695,000	14,330,529	47,025,529	75.69%
2035	34,120,000	12,856,923	46,976,923	78.86%
2036	35,600,000	11,313,819	46,913,819	82.03%
2037	37,155,000	9,702,333	46,857,333	85.19%
2038	38,775,000	8,015,937	46,790,937	88.35%
2039	30,990,000	6,254,318	37,244,318	90.87%
2040	30,185,000	4,804,152	34,989,152	93.23%
2041	24,370,000	3,381,030	27,751,030	95.10%
2042	19,665,000	2,452,325	22,117,325	96.60%
2043	17,120,000	1,712,340	18,832,340	97.87%
2044	15,955,000	1,060,400	17,015,400	99.02%
2045	14,095,000	466,500	14,561,500	100.00%
	<u>\$ 921,585,000</u>	<u>\$ 559,283,207</u>	<u>\$ 1,480,868,207</u>	
2017	-	1,900,002	1,900,002	Series 2017
	<u><u>\$ 921,585,000</u></u>	<u><u>\$ 561,183,209</u></u>	<u><u>\$ 1,482,768,209</u></u>	

# Klein Independent School District

## General Obligation Bonds - Current Debt Service Schedule

Description Issue Amount	Series 2008 \$32,000,000	Series 2008-A \$184,905,000	Series 2009-A \$17,125,000	Series 2009-B \$45,000,000	Series 2010-A \$38,135,000	Series 2010-B \$88,865,000	Series 2010-Ref \$29,240,000	Series 2011 \$83,900,000	Series 2012-A \$57,000,000	Series 2012-B \$18,390,000
Fiscal Year										
2016-17	\$866,250	\$13,077,000	\$3,689,900	\$1,332,013	\$3,977,500	\$5,117,607	\$1,019,050	\$5,369,213	\$3,337,550	\$508,700
2017-18		11,184,500	3,703,500	1,331,500	3,972,650	5,117,607	2,972,400	3,542,213	2,226,125	508,700
2018-19		1,324,250	2,142,000	1,328,150	3,975,250	5,117,607	4,467,100	3,542,213	2,226,125	3,272,300
2019-20		1,118,000		462,881	3,973,250	5,117,607	6,625,150	5,399,312	3,338,425	3,360,400
2020-21		1,115,500		462,881	3,976,250	5,117,608	6,625,250	5,424,075	3,337,125	3,415,800
2021-22		1,117,000		462,881	3,974,500	5,117,607	4,390,000	5,444,362	3,338,925	2,165,950
2022-23		1,117,250		462,882	3,974,250	5,117,607	2,446,500	5,446,862	3,338,725	2,172,600
2023-24		1,116,250		462,881		9,022,607		5,465,237	3,339,625	
2024-25		1,119,000		462,881		8,953,060		5,489,838	3,340,875	
2025-26		1,115,250		462,881		8,876,240		5,519,438	3,341,000	
2026-27		1,115,250		462,882		8,797,425		5,545,350	3,337,875	
2027-28		1,118,750		462,881		8,709,795		5,565,419	3,338,875	
2028-29		1,090,500		462,881		8,617,652		5,585,575	3,340,750	
2029-30		1,092,000		462,881		8,522,293		5,606,975	3,338,375	
2030-31		1,091,750		462,881		8,417,829		5,626,063	3,341,500	
2031-32		1,089,750		462,881		8,316,170		5,638,750	3,339,875	
2032-33		1,091,000		462,881		8,203,283		5,639,250	3,338,375	
2033-34		1,085,250		462,881		8,089,166		5,645,375	3,341,625	
2034-35		1,087,750		2,187,882		7,973,229		5,651,500	3,339,375	
2035-36		1,088,000		2,183,787		7,849,882		5,657,125	3,338,687	
2036-37		1,086,000		2,185,794		7,720,858		5,661,750	3,337,125	
2037-38		1,086,750		2,183,413		7,588,424		5,664,875	3,337,125	
2038-39				2,186,644		7,451,985		5,670,875	3,340,375	
2039-40						7,305,941		5,679,000	3,336,625	
2040-41								5,683,625	3,340,500	
2041-42								-	3,341,500	
2042-43								-	-	
2043-44								-	-	
2044-45								-	-	
	\$866,250	\$46,526,750	\$9,535,400	\$21,862,400	\$27,823,650	\$176,239,089	\$28,545,450	\$135,164,270	\$84,593,062	\$15,404,450

# Klein Independent School District

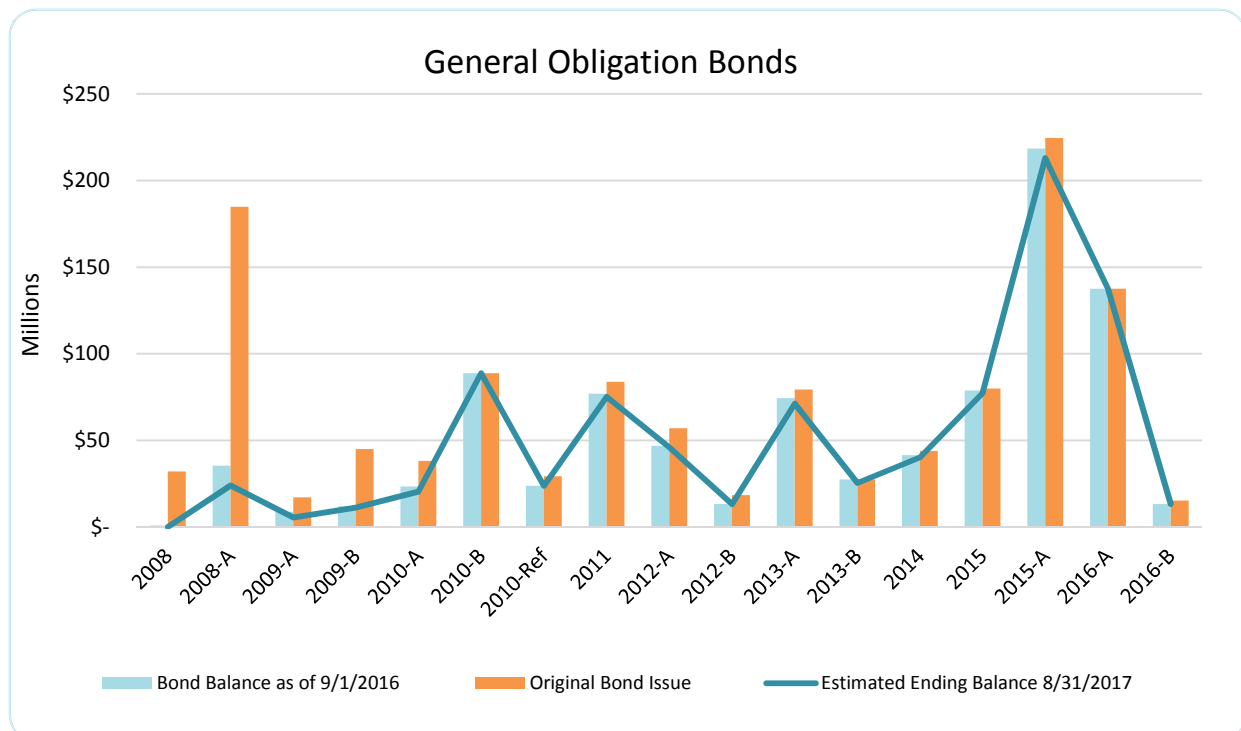
## General Obligation Bonds - Current Debt Service Schedule

Description Issue Amount	Series 2013-A \$79,305,000	Series 2013-B \$27,480,000	Series 2014 \$44,000,000	Series 2015 \$80,000,000	Series 2015A \$224,600,000	Series 2016 \$137,500,000	Series 2016-B \$15,370,000	Annual Requirement	Estimated Fees	Total Debt Service
Fiscal Year										
2016-17	\$6,088,512	\$3,302,250	\$3,008,681	\$4,402,385	\$15,197,900	\$5,539,887	\$591,750	\$76,426,148	\$30,000	\$76,456,148
2017-18	7,188,838	3,287,650	3,018,880	4,417,185	15,693,100	5,539,888	591,750	74,296,486	29,164	74,325,650
2018-19	6,060,462	3,280,450	3,031,182	4,428,785	16,112,600	11,134,887	591,750	72,035,111	28,276	72,063,387
2019-20	6,816,713	3,265,250	2,182,981	4,446,985	16,175,600	6,335,138	591,750	69,209,442	27,167	69,236,609
2020-21	6,823,462	3,345,250	2,185,081	4,049,985	18,158,100	6,338,638	591,750	70,966,755	27,857	70,994,612
2021-22	6,823,588	3,315,750	2,190,681	4,063,085	18,118,100	6,336,638	591,750	67,450,817	26,477	67,477,294
2022-23	6,846,087	3,276,750	2,199,582	4,078,085	16,545,850	6,339,237	591,750	63,954,017	25,104	63,979,121
2023-24	2,550,013	3,238,500	2,201,781	4,089,885	20,936,850	6,336,338	591,750	59,351,717	23,298	59,375,015
2024-25	2,551,662	3,290,750	2,212,332	4,108,285	21,005,600	6,338,037	591,750	59,464,070	23,342	59,487,412
2025-26	2,547,488	3,343,750	2,231,281	4,123,085	14,606,100	12,824,238	591,750	59,582,501	23,388	59,605,889
2026-27	5,266,087	3,297,000	2,248,037	4,152,315	9,599,850	15,117,800	591,750	59,531,621	23,368	59,554,989
2027-28	5,263,682		2,266,761	4,200,295	9,601,350	15,155,600	3,581,750	59,265,158	23,264	59,288,422
2028-29	5,267,200		2,283,007	4,243,210	9,601,600	14,977,950	3,647,250	59,117,575	23,206	59,140,781
2029-30	5,277,300		2,295,869	4,285,775	9,599,400	15,027,950	3,712,000	59,220,818	23,246	59,244,064
2030-31	5,290,200		2,310,193	4,328,850	9,599,400	15,068,200	3,764,800	59,301,666	23,278	59,324,944
2031-32	5,305,500		2,327,331	4,371,875	9,601,200	15,103,800		55,557,132	21,808	55,578,940
2032-33	1,873,200		2,341,278	4,409,300	9,599,400	12,103,600		49,061,567	19,258	49,080,825
2033-34	1,871,200		2,355,945	4,447,087	9,598,800	10,128,200		47,025,529	18,459	47,043,988
2034-35	1,875,550		2,371,974	4,485,063	9,599,000	8,405,600		46,976,923	18,440	46,995,363
2035-36	1,871,463		2,385,194	4,531,881	9,599,600	8,408,200		46,913,819	18,415	46,932,234
2036-37	1,870,712		2,398,300	4,587,394	9,600,200	8,409,200		46,857,333	18,393	46,875,726
2037-38	1,873,125		2,411,000	4,642,625	9,600,400	8,403,200		46,790,937	18,367	46,809,304
2038-39	1,872,027		2,425,200	4,697,412	9,599,800			37,244,318	14,620	37,258,938
2039-40	1,872,273		2,435,800	4,756,513	9,603,000			34,989,152	13,734	35,002,886
2040-41	1,875,205		2,447,700	4,804,600	9,599,400			27,751,030	10,893	27,761,923
2041-42	1,870,825		2,460,700	4,845,500	9,598,800			22,117,325	8,682	22,126,007
2042-43	1,874,040		2,479,500	4,878,200	9,600,600			18,832,340	7,392	18,839,732
2043-44	-		2,493,900	4,922,300	9,599,200			17,015,400	6,679	17,022,079
2044-45	-			4,962,300	9,599,200			14,561,500	5,716	14,567,216
	\$106,566,414	\$36,243,350	\$67,200,151	\$128,760,245	\$354,950,000	\$219,372,226	\$21,215,050	\$1,480,868,207	\$581,294	\$1,481,449,501

**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 9/1/2016	2016-17 Reductions	Estimated Ending Balance 8/31/2017
* 2008	4.00-5.00%	32,000,000	2033	825,000	(825,000)	-
* 2008-A	3.25-5.00%	184,905,000	2038	35,340,000	(11,350,000)	23,990,000
2009-A	2.00-2.50%	17,125,000	2019	8,755,000	(3,285,000)	5,470,000
* 2009-B	3.00-5.00%	45,000,000	2039	11,925,000	(785,000)	11,140,000
2010-A	2.50-5.00%	38,135,000	2040	23,375,000	(2,995,000)	20,380,000
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	23,865,000	(55,000)	23,810,000
2011	3.00-5.00%	83,900,000	2041	76,900,000	(1,800,000)	75,100,000
2012-A	2.00-5.00%	57,000,000	2042	46,960,000	(1,095,000)	45,865,000
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	74,360,000	(3,065,000)	71,295,000
2013-B	4.00-5.00%	27,480,000	2027	27,480,000	(1,990,000)	25,490,000
2014	3.00-3.75%	44,000,000	2044	41,595,000	(1,460,000)	40,135,000
2015	2.70-4.00%	80,000,000	2045	78,850,000	(1,590,000)	77,260,000
2015-A	3.00-5.00%	224,600,000	2045	218,515,000	(5,495,000)	213,020,000
2016-A	2.00-5.00%	137,500,000	2038	137,500,000	-	137,500,000
2016-B	3.00-5.00%	15,370,000	2031	13,245,000	-	13,245,000
<b>Total</b>				<b>\$ 921,585,000</b>	<b>\$ (35,790,000)</b>	<b>\$ 885,795,000</b>

\* Portions of original principal included in the 2008-A, 2010, 2013-B, 2015-A, or 2016A refunding bonds.



**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
01/01/08	32.0 Million	Morgan Stanley & Company, Inc.	4.400116%	Aaa	AAA
07/31/08	184.905 Million <sup>(a)</sup>	First Southwest Company	4.869242%	Aaa	AAA
05/01/09	17.125 Million <sup>(b)</sup>	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 <sup>(c)</sup>	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 <sup>(d)</sup>	Raymond James & Associates	3.661521%	Aaa	AAA
05/15/16	137.500 Million <sup>(e)</sup>	Raymond James & Associates	2.995232%	Aaa	AAA
05/15/16	15.370 Million <sup>(f)</sup>	Raymond James & Associates	2.988763%	Aa1	AA

- (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 of Unlimited Tax Schoolhouse Bonds 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.
- (e) Refunded bonds from prior sales of Unlimited Tax Schoolhouse Bonds Series 2007, 2008, 2008A, and 2009B.
- (f) Refunded bonds from prior sales of Unlimited Tax Schoolhouse Bonds Series 2005.



# INTEREST AND BONDED DEBT

## Financial Forecast

	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
Beginning Fund Balance	\$24,567,634	\$23,155,573	\$23,713,537	\$23,065,611
<u>Projected Revenues:</u>				
Local Taxes	\$72,623,599	\$82,981,515	\$87,131,291	\$90,617,103
Other Local Sources	480,020	494,035	522,195	530,027
State Sources	2,171,106	2,171,106	2,171,106	2,171,106
Federal Sources	1,669,364	1,669,364	1,669,364	1,669,364
Total Revenues	<u>\$76,944,089</u>	<u>\$87,316,020</u>	<u>\$91,493,956</u>	<u>\$94,987,600</u>
<u>Projected Expenditures:</u>				
Paying Agent Fees	\$ 30,000	\$ 22,135	\$ 23,509	\$ 24,201
Debt Service Requirements	78,326,150	86,735,921	92,118,373	94,831,078
Total Expenditures	<u>\$78,356,150</u>	<u>\$86,758,056</u>	<u>\$92,141,882</u>	<u>\$94,855,279</u>
Ending Fund Balance	<u>\$23,155,573</u>	<u>\$23,713,537</u>	<u>\$23,065,611</u>	<u>\$23,197,932</u>
		*		*
<u>Projection Factors:</u>				
Assessed Taxable Value	\$19,240,515,681	\$20,587,351,779	\$21,616,719,368	\$22,481,388,142
Debt Service Tax/\$100	0.003900	0.004100	0.004100	0.004100
Max. Debt Service Tax Rate/\$100	0.005000	0.005000	0.005000	0.005000
Bond Sales During Fiscal Year	\$153,500,000	\$92,300,000	\$82,500,000	\$38,100,000
Fund Balance - % of Next Year's Req.	26.69%	25.74%	24.32%	24.52%
Total Tax Rate Per \$100	\$1.43	\$1.45	\$1.51	\$1.51

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

### Assumptions:

- (1) Assessed valuation changes are forecasted to decrease during the projection period from 7% in 2017-18 to 4% 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 2016. This data is also used in bond planning for new facilities.
- (3) 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. These projections do factor in the additional \$10,000 homestead exemption.
- (4) Debt Service fund balance is maintained right at 23% 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.

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, including land, construction in progress, buildings and improvements, furniture and equipment, and infrastructure assets (e.g., roads, bridges, sidewalks and similar items). The District's infrastructure includes parking lots and roads associated with various buildings.

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.

Major construction in progress as of August 31, 2016 included the following:

- Construction of Klein Cain High School (pictured below) and scheduled to open in August 2017.
- Renovations on numerous existing facilities throughout the District.
- Preliminary site work and clearing on the site of Intermediate #10, scheduled to open in August 2018.
- Upgrade and maintenance of existing athletic field lighting at Klein High and Klein Collins High Schools.
- Renovations on the Klein Oak Music Wing.
- Renovations and expansion of Wunderlich Intermediate to include a 6th grade area and gym.
- Renovations and repairs to Klein Collins High School from a tornado damages incurred in April 2016.

The District refunded bonds totaling \$152.87 million during the 2015-2016 fiscal year for a net present value savings of \$19.8 million, and anticipates selling \$153.5 million in new bonds during the current year. Tentatively scheduled for sale in January 2017, the new bonds will be used for the following major projects:

- New facilities and additions - 74%
- Renovations on existing facilities - 17%
- Technology - 7%
- New Buses, Fine Arts, and CTE equipment - 2%



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

	2012-13 Audited Actual	2013-14 Audited Actual	2014-15 Audited Actual	2015-16 Unaudited Actual	2016-17 Adopted Budget
<b>Revenues</b>					
Local Sources	\$ 88,262	\$ 257,344	\$ 1,507,065	\$ 1,165,027	\$ -
Federal Sources	-	-	5,315	794,565	-
Total Revenues	<u>\$ 88,262</u>	<u>\$ 257,344</u>	<u>\$ 1,512,380</u>	<u>\$ 1,959,592</u>	<u>\$ -</u>
<b>Expenditures</b>					
Instruction	\$ 12,737,840	\$ 11,226,486	\$ 1,355,789	\$ 9,104,192	\$ 1,523,015
Instructional Resource & Media	-	-	-	54,089	-
Curriculum & Staff Development	-	-	-	32,629	-
Instructional Leadership	-	27,889	3,385	11,237	-
Student Transportation	342,271	743,439	685,526	2,800,584	1,511,474
Facilities Maintenance & Operations	5,897	13,239	-	-	265,314
Security & Monitoring Services	183,081	415,715	163,407	356,807	5,542,071
Data Processing Services	59,853	-	-	1,807,557	4,635,187
Debt Service	4,981	475,232	-	-	-
Facilities Acquisition & Construction	60,048,084	40,112,152	76,239,168	120,216,971	140,022,939
Total Expenditures	<u>\$ 73,382,007</u>	<u>\$ 53,014,152</u>	<u>\$ 78,447,275</u>	<u>\$ 134,384,066</u>	<u>\$ 153,500,000</u>
Net Revenues Over (Under)					
Expenditures	<u>\$ (73,293,745)</u>	<u>\$ (52,756,808)</u>	<u>\$ (76,934,895)</u>	<u>\$ (132,424,474)</u>	<u>\$ (153,500,000)</u>
<b>Other Sources (Uses)</b>					
Issuance of Bonds	\$ 37,144,911	\$ 44,000,000	\$ 242,015,000	\$ -	\$ 153,500,000
Premium/Discount-Bond Issuance	1,160,000	899,845	8,985,000	-	-
Sale of Real or Personal Property	-	1,504,780	235,116	-	-
Net Sources (Uses)	<u>\$ 38,304,911</u>	<u>\$ 46,404,625</u>	<u>\$ 251,235,116</u>	<u>\$ -</u>	<u>\$ 153,500,000</u>
Net Change In Fund Balance	\$ (34,988,834)	\$ (6,352,183)	\$ 174,300,221	\$ (132,424,474)	\$ -
Beginning Fund Balance - September 1	\$ 85,861,737	\$ 50,872,903	\$ 44,520,720	\$ 218,820,941	\$ 86,396,467
Ending Fund Balance - August 31	<u>\$ 50,872,903</u>	<u>\$ 44,520,720</u>	<u>\$ 218,820,941</u>	<u>\$ 86,396,467</u>	<u>\$ 86,396,467</u>

**Expenditures By Project Type**

Project Type	2012-13	2013-14	2014-15	2015-16	2016-17
Land Purchase	\$ 4,937,578	\$ 444,767	\$ 15,552,386	\$ 20,362,137	\$ -
Building Construction	28,302,936	20,011,138	38,009,816	76,300,206	91,026,246
Building Improvements	17,055,071	10,284,781	11,919,001	12,986,548	15,682,348
Architect/Engineer/Attorney Fees	3,506,063	5,453,162	5,545,000	5,910,987	27,669,796
Furniture/Equipment/Supplies	19,575,378	16,345,072	7,421,072	18,824,188	19,121,610
Cost of Selling Bonds	4,981	475,232	-	-	-
Total Expenditures	<u>\$ 73,382,007</u>	<u>\$ 53,014,152</u>	<u>\$ 78,447,275</u>	<u>\$ 134,384,066</u>	<u>\$ 153,500,000</u>

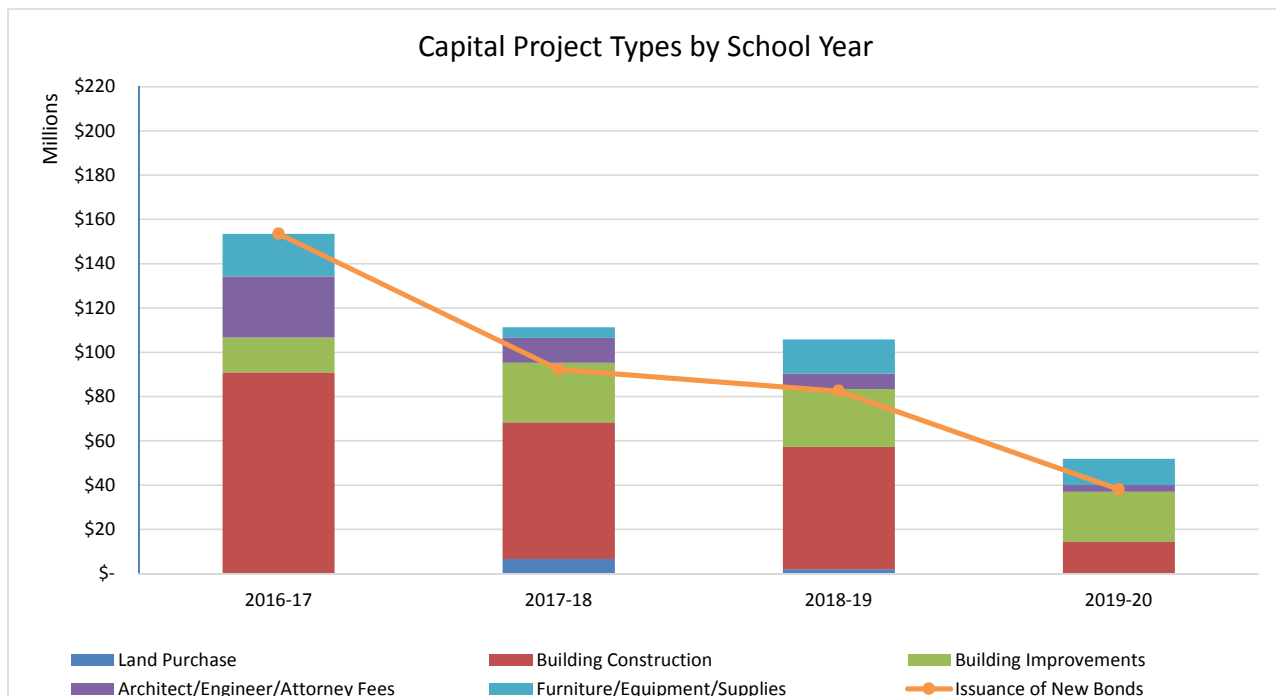
# CAPITAL PROJECTS FUND

## Financial Forecast

	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
<b>Beginning Fund Balance</b>	\$ 86,396,467	\$ 86,396,467	\$ 67,389,244	\$ 44,062,198
<b>Revenue Sources</b>				
Issuance of New Bonds	\$ 153,500,000	\$ 92,300,000	\$ 82,500,000	\$ 38,100,000
<b>Project Type</b>				
Land Purchase	\$ -	\$ 6,728,573	\$ 2,113,213	\$ -
Building Construction	91,026,246	61,640,998	55,200,955	14,426,420
Building Improvements	15,682,348	26,886,910	26,213,604	22,688,607
Architect/Engineer/Attorney Fees	27,669,796	11,363,811	6,820,049	2,937,789
Furniture/Equipment/Supplies	19,121,610	4,686,931	15,479,225	11,870,618
<b>Total Expenditures</b>	\$ 153,500,000	\$ 111,307,223	\$ 105,827,046	\$ 51,923,434
<b>Ending Fund Balance</b>	\$ 86,396,467	\$ 67,389,244	\$ 44,062,198	\$ 30,238,764

### PROJECTION FACTORS:

Assessed Taxable Value	\$19,240,515,681	\$20,587,351,779	\$21,616,719,368	\$22,481,388,142
Debt Service Tax/\$100	0.390000	0.410000	0.410000	0.410000
Total I&S Tax Collections	\$72,623,599	\$82,981,515	\$87,131,291	\$90,617,103
Max. Debt Service Tax Rate/\$100	0.005000	0.005000	0.005000	0.005000
Estimated Debt Service Costs	\$78,356,150	\$86,758,056	\$92,141,882	\$94,855,279
Bond Sales During Fiscal Year	\$153,500,000	\$ 92,300,000	\$ 82,500,000	\$ 38,100,000
Total Tax Rate Per \$100	\$1.43	\$1.45	\$1.51	\$1.51



## 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 - Delayed*  
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

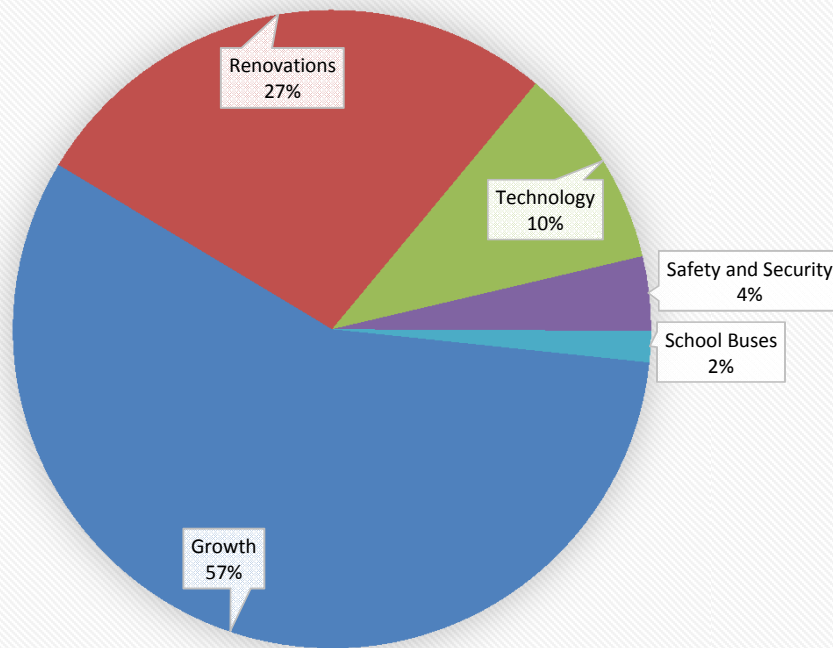
#### School Buses - \$7.9 Million

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		47,515,000
One (1) High School (partial)		149,975,000
Other Instructional Facilities		13,870,000
Support Facilities & Equipment		43,681,612
<b>Technology</b>		<b>55,156,000</b>

#### Renovations

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

**Total - 2015 Bond Authorization**

**\$ 498,100,000**

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

Project	Project Estimate	Status
<b>\$171,000,000 Bond Sale - Sold July 2015</b>		
High School #5 - Partial Construction Costs and Fees	\$ 106,518,794	IP
High School #5 - FF&E	9,000,000	NS
Intermediate #10 - Fees and Partial Construction	4,400,000	IP
Early Childhood/Pre-K Center North - Partial Fees	-	D
North Ag Facility - Fees	275,000	NS
Wunderlich - 6th Grade Classroom and 2nd Gym - Fees	1,529,179	IP
Klein Forest High School - CTE Replacement and Gym - Fees	1,000,000	IP
Intermediate #11 Site Purchase	3,951,413	NS
Furniture Replacement for Schools	150,000	IP
Buses	1,500,000	IP
CATE General Equipment	400,000	IP
Fine Arts Equipment and Furniture	794,020	IP
Technology - Computers/Infrastructure/Equipment	15,000,000	IP
2016 Facility Renovations - Construction	20,118,633	IP
Central Office Utilities	1,520,000	IP
Capital Maintenance Repairs	100,000	NS
Security	500,000	IP
Marquee - Repair/Replacement	111,400	IP
Walking Track Repairs - Elementary Schools	147,500	IP
Classroom Sound Reimforcement - Elementary Schools	297,400	IP
Capital Projects Personnel	650,000	IP
Contingency for All Projects	3,036,661	IP
<b>Total</b>	<b>\$ 171,000,000</b>	

<b>\$80,000,000 Bond Sale - Sold February 2015</b>		
High School #5 - Partial Construction Costs and Fees	\$ 26,500,000	C
Mahaffey Elementary - Construction, Partial Fees, and FF&E	23,620,250	IP
2 Elementary Site Purchases	5,555,760	IP
Furniture Replacement for Schools	322,614	C
Buses	1,400,796	C
Technology - Computers/Infrastructure/Equipment	7,985,000	IP
2015 Facility Renovations - Construction	10,420,657	C
2016 Facility Renovations - Fees	614,207	C
Lewis Property Additional Site Work	920,826	C
Schindewolf Renovations - Gym and Locker Rooms	1,272,902	C
Capital Maintenance Repairs	150,000	IP
Capital Projects Personnel	400,000	IP
Contingency for All Projects	836,988	IP
<b>Total</b>	<b>\$ 80,000,000</b>	

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



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

Project	Project Estimate	Status
<b>\$44,000,000 Bond Sale - Sold April 2014</b>		
French Elementary - Partial Construction Costs	\$ 19,265,871	C
Mahaffey Elementary - Fees	2,150,000	IP
High School #6 - Partial Fees	407,982	C
Central Office HVAC and Renovations	1,183,909	C
Elementary Site Purchase of Land	2,500,000	IP
Furniture Replacement for Schools	325,000	C
Buses	750,000	C
Technology - Computers/Infrastructure/Equipment	6,711,113	IP
2014 Facility Renovations - Construction Costs	8,500,000	C
2015 Facility Renovations - Fees	789,966	C
2015 Facility Renovations - FF&E	11,303	C
Schindewolf Renovations - Gym and Locker Rooms	24,458	C
Lewis Property Additional Site Work	660,000	C
AHU Test and Balance	94,980	C
Central Office Utilities	52,469	C
Capital Maintenance Repairs	150,000	IP
Security	324,610	C
Cost of Selling Bonds	475,232	C
Capital Projects Personnel	107,223	IP
Contingency for All Projects	415,729	IP
Premium on Bond	(899,845)	IP
<b>Total</b>	<b>\$ 44,000,000</b>	

<b>\$38,000,000 Bond Sale - Sold April 2013</b>		
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	949,324	C
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	28,790	C
Technology - Computers and Infrastructure	3,117,227	C
2013 Districtwide Facility Renovation - Construction Costs	9,225,180	C
2014 Districtwide Facility Renovations - Fees	628,139	C
Asbestos Removal	49,181	C
Temporary Buildings Renovations	87,578	C
Klein Oak Renovations	6,219,681	C
Lewis Property Additional Site Work	6,158	C
CATE Equipment	80,000	C
Capital Maintenance Repairs	150,000	C
Contingency for All Projects	47,806	C
Buses HGAC Proceeds	(147,065)	C
<b>Total</b>	<b>\$ 38,000,000</b>	

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



# Klein Independent School District

## Project Activity by Bond Sales 2004 - 2015

Project	Project Estimate	Status
<b>\$57,000,000 Bond Sale - Sold April 2012</b>		
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
<b>Total</b>	<b>\$ 57,000,000</b>	

<b>\$83,900,000 Bond Sale - Sold May 2011</b>		
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

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

# 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
<b>Total</b>	<b>\$ 83,900,000</b>	

\$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
<b>Total</b>	<b>\$ 127,000,000</b>	

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

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

Project	Project Estimate	Status
<b>\$45,000,000 Bond Sale - Sold May 2009</b>		
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
<b>Total</b>	<b>\$ 45,000,000</b>	

<b>\$168,000,000 Bond Sale - Sold July 2008</b>		
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

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

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

Project	Project Estimate	Status
Furniture for New Temporary Buildings	65,906	C
TEP/DAEP Construction Cost - Annex Rebuild	15,711,643	C
TEP/DAEP Fees - Annex Rebuild	1,248,680	C
TEP/DAEP Fees - Furniture, Fixture and Equipment	1,038,687	C
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
<b>Total</b>	<b>\$ 168,000,000</b>	

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

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

Project	Project Estimate	Status
<b>\$32,000,000 Bond Sale - Sold January 2008</b>		
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	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
<b>Total</b>	<b>\$ 32,000,000</b>	

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

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

Project	Project Estimate	Status
<b>\$45,000,000 Bond Sale - Sold January 2007</b>		
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
<b>Total</b>	<b>\$ 45,000,000</b>	

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

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

Project	Project Estimate	Status
<b>\$53,000,000 Bond Sale - Sold February 2006</b>		
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
<b>Total</b>	<b>\$ 53,000,000</b>	

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



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

Project	Project Estimate	Status
<b>\$58,000,000 Bond Sale - Sold January 2005</b>		
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
<b>Total</b>	<b>\$ 58,000,000</b>	

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# Informational Section



Klein Independent School District

KLEIN INDEPENDENT SCHOOL DISTRICT  
2016-2017 ADOPTED BUDGET

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# State and Local Funding

# **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 subsequent legislative sessions. 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 funded by the Texas Legislature 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. Generally, 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. In 2015, the 84<sup>th</sup> Texas Legislature did appropriate funds in the amount of \$1,445,100 for the 2016–17 State fiscal biennium for continued EDA and IFA support.

Tier One and Tier Two allotments represent the State’s share of the cost of M&O expenses of school districts, with local M&O taxes representing the district’s local share. EDA and IFA allotments supplement a school district’s local I&S taxes levied for debt service on eligible bonds issued to construct, acquire and improve facilities. Tier One and Tier Two allotments and existing EDA and IFA allotments are generally required to be funded each year by the Legislature. Since future-year IFA awards were not funded by the Legislature for the 2014–15 fiscal biennium or the 2015–2016 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 2016–2017 school year, the Texas Legislature appropriated \$55,500,000 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 years 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 sparsity of the district’s student population. The cost of education index and district-size adjustments applied to the Basic Allotment, create what is referred to as the “Adjusted Allotment”. The Adjusted Allotment is used to compute a “regular program allotment,” as well as various other allotments associated with educating students with other specified educational needs.

Tier Two supplements the basic funding of Tier One and provides two levels of enrichment with different guaranteed yields depending on the district’s local tax effort. The first six cents of tax effort that exceeds the compressed tax rate (for most districts, M&O tax rates ranging from \$1.01 to \$1.06 per \$100 of taxable value) will, for most districts, generate a guaranteed yield of \$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 cents are subject to recapture above this tax rate level at the equivalent wealth per student of \$319,500.

Because districts with compressed rates of less than \$1.00 have not been receiving the full Basic Allotment, the 84th Texas Legislature amended the Foundation School Program to enable some districts (known as "fractionally funded districts") to increase their Tier 1 participation by moving the district's local tax effort that would be equalized under Tier 2 at \$31.95 per penny to the Tier 1 Basic Allotment. The compressed tax rate of a school district that adopted a 2005 M&O Tax Rate below the maximum \$1.50 tax rate for the 2005 tax year can now include the portion of a district's current M&O tax rate in excess of the first six cents above the district's compressed tax rate until the district's compressed tax rate is equal to the state maximum compressed tax rate of \$1.00, thereby eliminating the penalty against the Basic Allotment. For these districts, each one cent of M&O tax levy above the district's compressed tax rate plus six cents, will have a guaranteed yield based on Tier One funding instead of the \$31.95 Tier Two yield for the fiscal year 2015-16 and fiscal year 2016-17. These conversions are optional for each applicable district in the 2015-16 and 2016-17 fiscal years and are automatic beginning in the 2017-18 fiscal year.

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 Texas Legislature, although all prior awards were funded throughout such periods. The 84th Texas 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. A district may also qualify for a NIFA allotment, which provides 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 Texas Legislature for new NIFA allotments. The 84th Texas 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.

### **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 and 2013 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.

No significant modifications were made to the underlying school finance structure during the 2013 Legislative Session. However, several of the revenue reduction formulas were eliminated. For the 2013–14 and 2014–15 fiscal years, the State Legislature restored the regular program allotment funding at 100% of which each district is entitled. 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, passed during the 84th Texas Legislature, proposed 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. The amendment was approved by the voters at an election held on November 3, 2015, and became effective for the tax year beginning January 1, 2015.

Senate Bill 1, which was also passed during the 84th Texas Legislature and was signed by the Governor on June 15, 2015, provides for additional state aid to hold school districts harmless for tax revenue losses resulting from the increased homestead exemption. Senate Bill 1 also prohibits 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 5.32% of the District's current taxable assessed valuation of property.

The maximum tax rate per \$100 of assessed valuation that may be adopted by the District may not exceed the lesser of (A) \$1.50, or such lower rate as described in the preceding paragraph, and (B) the sum of (1) the rate of \$0.17, and (2) the product of the "State Compression Percentage" multiplied by \$1.50. The State Compression Percentage has been set, and will remain, at 66.67% for fiscal years 2007–08 through 2015-16. The State Compression Percentage is set by legislative appropriation for each State fiscal biennium or, in the absence of legislative appropriation, by the Commissioner. Furthermore, a school district cannot annually increase its tax rate in excess of the district's "rollback tax rate" without submitting such tax rate to a referendum election and a majority of the voters voting at such election approving the adopted rate.

### **Rollback Tax Rate**

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

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 \$25,000 (pursuant to a constitution amendment approved by the voters in an election on November 3, 2015). This exemption is effective for the tax year beginning January 1, 2015. 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.

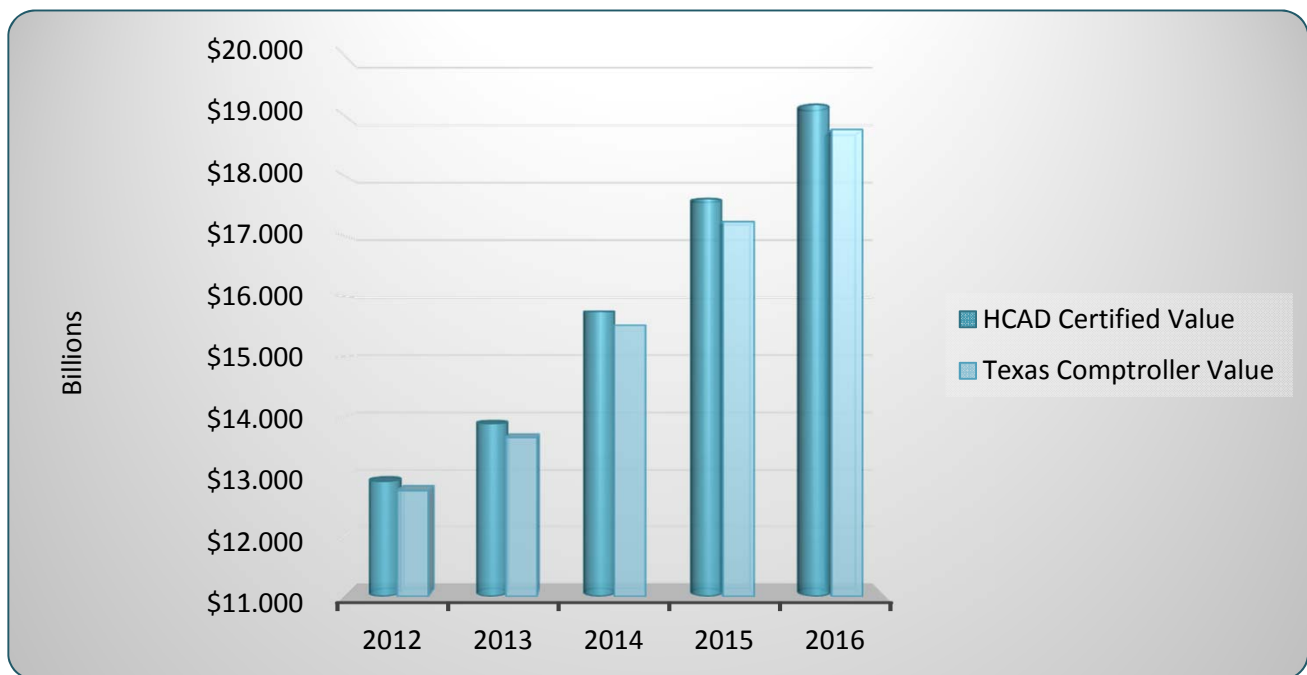
The freeze on ad valorem taxes on the homesteads of persons 65 years of age or older is also transferable to a different residence homestead. Also, a surviving spouse of a taxpayer who qualifies for the freeze on ad valorem taxes is entitled to the same exemption so long as the property is the homestead 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. A partially disabled veteran or certain surviving spouses of partially disabled veterans are entitled to an exemption from taxation of a percentage of the appraised value of their residence homestead in an amount equal to the partially disabled veteran's disability rating if the residence homestead was donated by a charitable organization. The surviving spouse of a member of the armed forces who was killed in action is, subject to certain conditions, entitled to an exemption of the total appraised value of the surviving spouse's residence homestead, and subject to certain conditions, an exemption up to the same amount may be transferred to a subsequent residence homestead of the surviving spouse.

## Klein Independent School District Assessed Value of Taxable Property

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 Certified Value as of 8/31/2016	2016 Estimated Value as of 8/31/2017
--	--	--	--	--

*All Amounts in Billions (\$1,000,000,000)*

HCAD Certified Value	\$12.936	\$13.896	\$15.750	\$17.611	\$19.168
Average HCAD Change From Prior Year	0.83%	7.42%	13.35%	11.82%	8.84%
Texas Comptroller Value	\$12.781	\$13.665	\$15.519	\$17.230	\$18.753



### Discussion

The Harris County Appraisal District (HCAD) issued the 2016 Certified Appraisal Roll (CAR) on August 23, 2016, based on property values as of January 1 of the current tax year. The District's fiscal year runs from September 1 to August 31, therefore a projected estimate of the 2016 CAR was used to project 2016-17 available resources. Differences between value estimates and certified values will be accounted for through HCAD supplemental tax roll data received throughout the year as taxpayer's value protests are resolved.

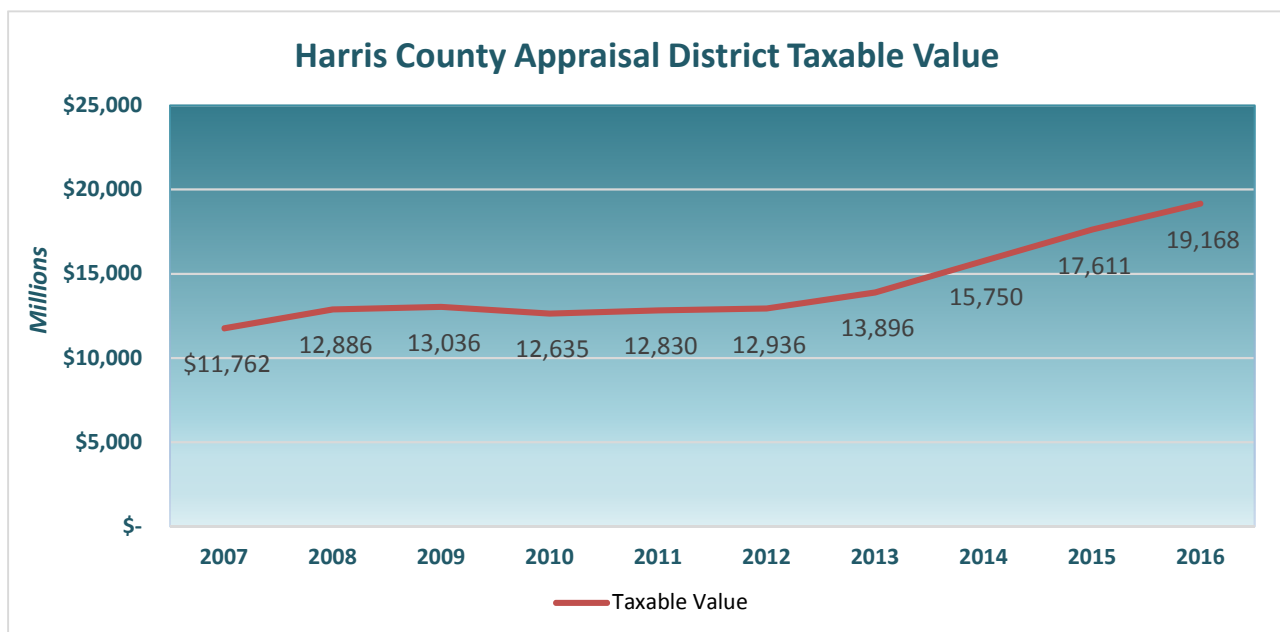
## Klein Independent School District Taxable Value History - Harris County Appraisal District

Year End Summary	Taxable Value	% Change
2007	\$ 11,762,143,458	15.59%
2008	12,886,254,710	9.56%
2009	13,036,208,098	1.16%
2010	12,634,601,046	-3.08%
2011	12,829,823,756	1.55%
2012	12,935,999,583	0.83%
2013	13,895,518,749	7.42%
2014	15,749,897,428	13.35%
2015	* 17,610,784,978	11.82%
2016	19,167,578,370	8.84%

### Projected Values

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

\*On November 3, 2015, a constitutional amendment was approved by Texas voters increasing the residential homestead exemption from \$15,000 to \$25,000 effective January 1, 2015, resulting in a taxable value loss of approximately \$528 million.



## Klein Independent School District

### Property Tax Rates

	2012-13 Adopted Rate	2013-14 Adopted Rate	2014-15 Adopted Rate	2015-16 Adopted Rate	2016-17 Adopted Rate
Maintenance & Operations	\$ 1.04	\$ 1.04	\$ 1.04	\$ 1.04	\$ 1.04
Interest & Sinking	<u>0.40</u>	<u>0.39</u>	<u>0.35</u>	<u>0.37</u>	<u>0.39</u>
Total Tax Rate	<u>\$ 1.44</u>	<u>\$ 1.43</u>	<u>\$ 1.39</u>	<u>\$ 1.41</u>	<u>\$ 1.43</u>

### Discussion

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 maximum tax rate per \$100 of assessed valuation that may be adopted by the District may not exceed the lesser of (A) \$1.50, and (B) the sum of (1) the rate of \$0.17, and (2) the product of the "State Compression Percentage" multiplied by \$1.50. The State Compression Percentage is set by legislative appropriation for each State fiscal biennium or, in the absence of legislative appropriation, by the Commissioner. For fiscal years 2007–08 through 2016-17, that 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. School districts are permitted 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).

### Comparison of Levy on Average Residence

	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 Certified Value as of 8/31/2016	2016 Estimated Value as of 8/31/2017
<b>Residence:</b>					
Average Market Value	\$ 149,899	\$ 155,155	\$ 179,825	\$ 203,440	\$ 215,192
Average Taxable Value	134,899	140,155	164,825	178,440	190,192
Tax Rate per \$100 Value	<u>1.44</u>	<u>1.43</u>	<u>1.39</u>	<u>1.41</u>	<u>1.43</u>
Taxes Due on Average Residence	<u>\$ 1,942.55</u>	<u>\$ 2,004.22</u>	<u>\$ 2,291.07</u>	<u>\$ 2,516.00</u>	<u>\$ 2,719.75</u>

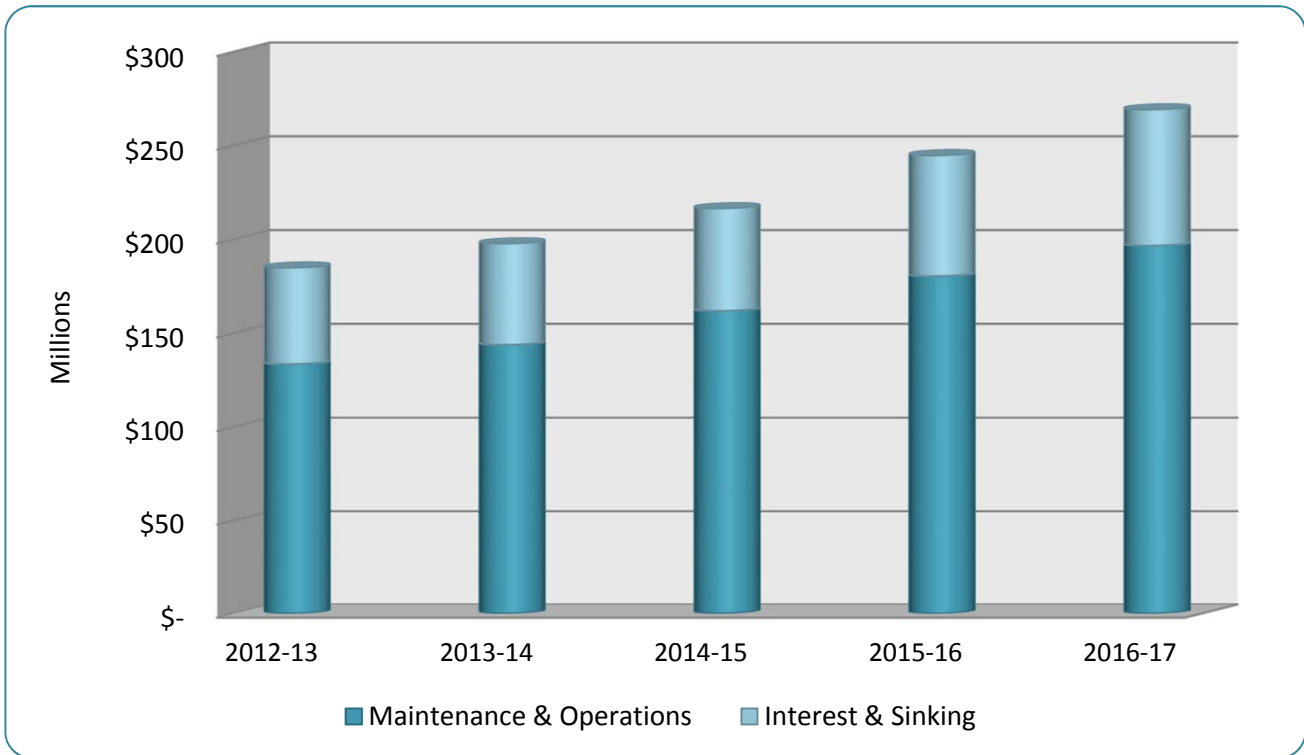
### Discussion

Certain specific exemptions apply to residential homesteads. An adult who files an application is entitled to an exemption from taxation by the District of \$25,000. This exemption became effective for the tax year beginning January 1, 2015. 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.



## Klein Independent School District Property Tax Collections

	Audited Actual 2012-13	Audited Actual 2013-14	Audited Actual 2014-15	Amended Budget 2015-16	Adopted Budget 2016-17
Maintenance & Operations	\$133,510,804	\$143,776,418	\$161,870,685	\$180,388,458	\$196,626,664
Interest & Sinking	<u>51,441,183</u>	<u>54,054,773</u>	<u>54,663,760</u>	<u>64,426,471</u>	<u>72,623,599</u>
Total Tax Collections	<u>\$184,951,987</u>	<u>\$197,831,191</u>	<u>\$216,534,445</u>	<u>\$244,814,929</u>	<u>\$269,250,263</u>



### Discussion

School district tax rates consist of a Maintenance & Operations (M&O) and an Interest & Sinking (I&S) tax rate. The 2016 tax rate was adopted by the District's Board of Trustees during their regular meeting on October 10, 2016.

**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, 2016	Overlapping	
		Percent	Amount
Bilma PUD	\$ 15,685,000	100.00%	\$ 15,685,000
Bridgestone MUD	79,775,000	100.00%	79,775,000
Charterwood MUD	13,255,000	100.00%	13,255,000
Cypress Forest PUD	1,605,000	87.66%	1,406,943
Cypress-Klein UD	720,000	100.00%	720,000
Cypresswood UD	3,195,000	100.00%	3,195,000
Dowdell PUD	24,065,000	100.00%	24,065,000
Encanto Real UD	12,390,000	100.00%	12,390,000
Fountainhead MUD	5,320,000	100.00%	5,320,000
Harris Co	2,421,235,464	4.33%	104,839,496
Harris Co Dept of Ed	7,000,000	4.33%	303,100
Harris Co Flood Control	83,075,000	4.33%	3,597,148
Harris Co Hosp Dist	62,815,000	4.33%	2,719,890
Harris Co Improvement Di	11,940,000	100.00%	11,940,000
Harris Co Improvement Di	101,670,000	0.11%	111,837
Harris Co MUD # 1	44,575,000	100.00%	44,575,000
Harris Co MUD # 24	17,075,000	100.00%	17,075,000
Harris Co MUD #104	7,145,000	100.00%	7,145,000
Harris Co MUD #118	10,485,000	100.00%	10,485,000
Harris Co MUD #119	5,380,000	63.33%	3,407,154
Harris Co MUD #150	14,920,000	33.58%	5,010,136
Harris Co MUD #180	10,154,999	100.00%	10,154,999
Harris Co MUD #316	2,445,000	100.00%	2,445,000
Harris Co MUD #367	24,135,000	100.00%	24,135,000
Harris Co MUD #368	56,130,000	100.00%	56,130,000
Harris Co MUD #383	38,400,000	100.00%	38,400,000
Harris Co MUD #401	22,695,000	100.00%	22,695,000
Harris Co MUD #468	41,105,000	100.00%	41,105,000
Harris Co WC&ID #109	6,420,000	90.11%	5,785,062
Harris Co WC&ID #110	22,350,000	37.92%	8,475,120
Harris Co WC&ID #119	30,010,000	100.00%	30,010,000
Harris Co WC&ID #132	3,800,000	100.00%	3,800,000
Harris Co WC&ID #133	3,330,000	100.00%	3,330,000
Heatherloch MUD	1,060,000	100.00%	1,060,000
Houston, City of	2,924,340,000	0.11%	3,216,774

Taxing Authority	Debt as of August 31, 2016	Overlapping	
		Percent	Amount
Kleinwood MUD	11,829,992	100.00%	11,829,992
Lone Star College Sys	548,875,000	10.26%	56,314,575
Louetta North PUD	5,930,000	100.00%	5,930,000
Louetta Road UD	700,000	100.00%	700,000
Meadowhill Reg MUD	28,570,000	100.00%	28,570,000
Northampton MUD	19,320,000	100.00%	19,320,000
NW Harris Co MUD # 6	8,485,000	100.00%	8,485,000
NW Harris Co MUD # 19	54,865,000	100.00%	54,865,000
NW Harris Co MUD # 24	5,950,000	100.00%	5,950,000
NW Harris Co MUD # 28	4,070,000	100.00%	4,070,000
NW Harris Co MUD # 30	18,610,000	100.00%	18,610,000
NW Harris Co MUD # 32	26,300,000	100.00%	26,300,000
NW Harris Co MUD # 36	13,395,000	100.00%	13,395,000
NW Park MUD	20,465,000	33.29%	6,812,799
Oakmont PUD	31,475,000	100.00%	31,475,000
Pt of Houston Auth	674,269,397	4.33%	29,195,865
Shasla PUD	5,180,000	100.00%	5,180,000
Spring Creek Forest PUD	3,845,000	100.00%	3,845,000
Spring West MUD	20,986,818	40.27%	8,451,392
Terranova West MUD	4,030,000	100.00%	4,030,000
<b>Total Estimated Overlapping Debt</b>		\$	961,092,282
KISD Direct Debt as of August 31, 2016			921,585,000
<b>Total</b>		<b>\$</b>	<b><u>1,882,677,282</u></b>

Source: Texas Municipal Advisory Council

### Klein Independent School District Top Ten Principal Taxpayers 2016

Name	Rank in 2015	Total Appraised Value (Real & Personal Property)	Total Taxable Value
1. Hewlett Packard	1	\$ 230,805,163	\$ 230,805,163
2. Centerpoint Energy	2	126,537,374	125,004,747
3. Vintage Dunhill LLC	3	78,970,285	78,970,285
4. Eastgroup Properties LP	5	78,584,150	78,584,150
5. Kroger	7	63,085,434	63,085,434
6. Liberty Property	6	61,005,592	61,005,592
7. Beltway Lakes I & II LP	9	57,638,510	57,638,510
8. IMF Investments 105 LP	n/a	55,534,864	55,534,864
9. ABB Vetco Gray Inc.	8	91,737,542	54,259,148
10. National Oilwell	4	<u>263,269,941</u>	<u>52,902,274</u>
<b>Total:</b>		<b><u>\$ 1,107,168,855</u></b>	<b><u>\$ 857,790,167</u></b>

Please note: Ranking is based on taxable value as of 10/17/16.

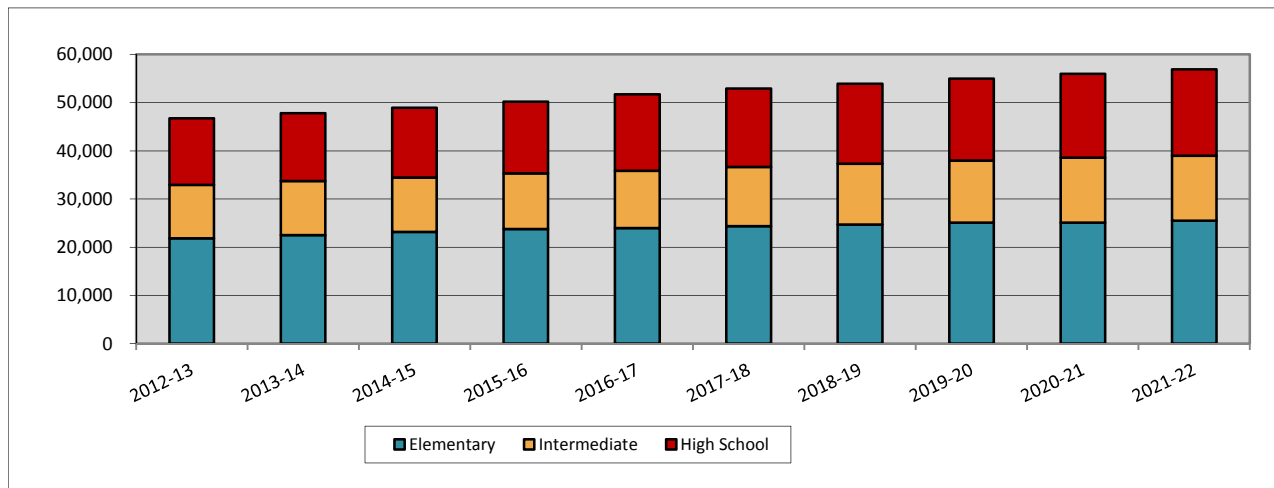


# Student Enrollment and Staffing

## Klein Independent School District Districtwide Student Enrollment Data 2013-2022

School Year	Total Enrollment	Elementary (EE-5th)	Intermediate (6th-8th)	High School (9th-12th)	% of Free & Reduced Lunches
<b>(1) Actual Ending Enrollment:</b>					
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%
2015-16	50,217	23,753	11,574	14,890	40.7%
<b>(2) Budget:</b>					
2016-17	51,719	23,977	11,914	15,828	Avail. Dec. 2016
<b>(3) Projected:</b>					
2017-18	52,886	24,366	12,281	16,239	
2018-19	53,931	24,712	12,629	16,590	
2019-20	54,961	25,097	12,895	16,969	
2020-21	55,963	25,106	13,458	17,399	
2021-22	56,873	25,509	13,489	17,875	

**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 2021-22 is best projected through use of projected new housing trends, amount of regeneration of older housing with younger families, economic and employment trends in the local area and nationally, the continued enrollment growth in private schools, the changing distribution of students geographically throughout the District, and the effect of the aging of the student population through the school system.

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

(2) Budget Enrollment - 2016-2017 Enrollment Projection (Issued 2/3/16)

(3) Projected Enrollment - October 2016 Demographic Update

[http://www.kleinisd.net/default.aspx?name=bond\\_demostudy](http://www.kleinisd.net/default.aspx?name=bond_demostudy)

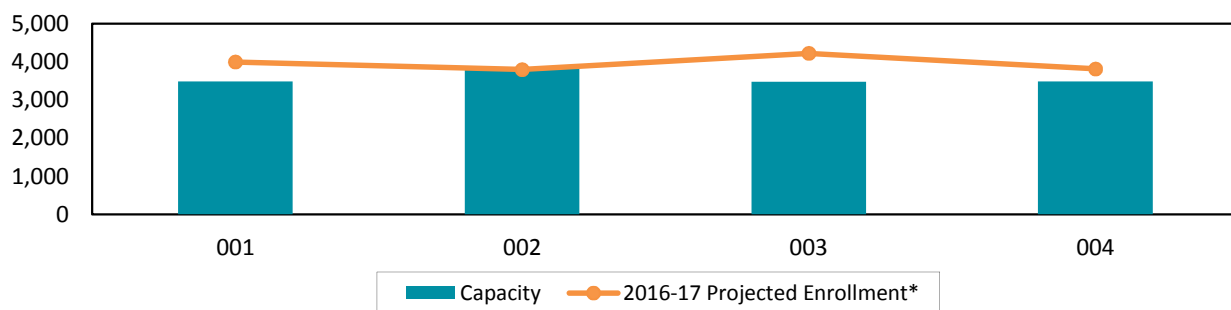
## Klein Independent School District Capacity, Enrollment, and Age by School Secondary Campuses

Campus Number	Campus Name	2016-17 Projected Enrollment*	Capacity	Percent Capacity Utilization	Age of Building
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### High Schools:

001	Klein High	3,996	3,485	114.7%	54
002	Klein Forest High	3,798	3,842	98.9%	38
003	Klein Oak High	4,220	3,478	121.3%	35
004	Klein Collins High	3,814	3,487	109.4%	16
Total High School:		15,828	14,292	110.7%	

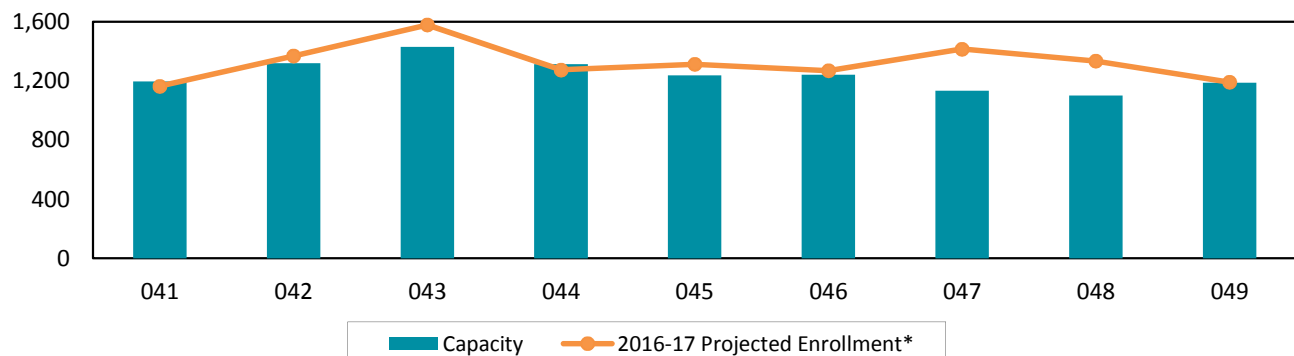
**High School Enrollment to Capacity Comparison**



### Intermediate Schools:

041	Klein Intermediate	1,165	1,196	97.4%	33
042	Hildebrandt Intermediate	1,369	1,321	103.6%	44
043	Wunderlich Intermediate	1,579	1,430	110.4%	42
044	Strack Intermediate	1,275	1,314	97.0%	40
045	Kleb Intermediate	1,313	1,238	106.1%	24
046	Doerre Intermediate	1,270	1,243	102.2%	33
047	Schindewolf Intermediate	1,416	1,133	125.0%	15
048	Krimmel Intermediate	1,335	1,102	121.1%	10
049	Ulrich Intermediate	1,192	1,188	100.3%	7
Total Intermediate:		11,914	11,165	106.7%	

**Intermediate School Enrollment to Capacity Comparison**



\* Budget Enrollment - 2016-2017 Enrollment Projection (Issued 2/3/16)

# Klein Independent School District

## Capacity, Enrollment, and Age by School

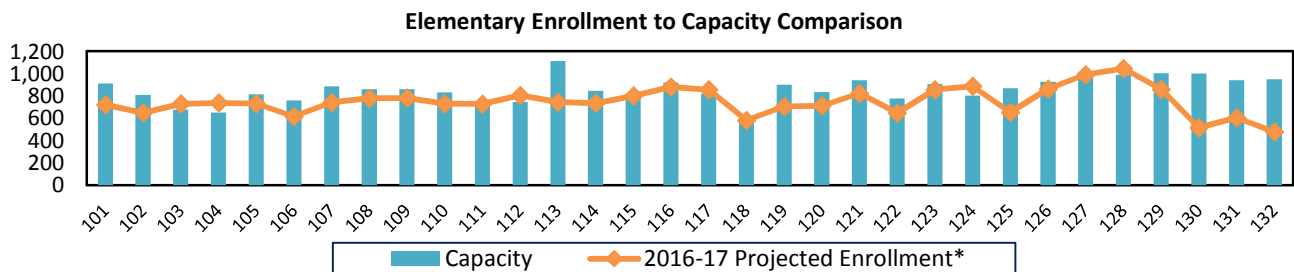
### Elementary Campuses

Campus Number	Campus Name	2016-17 Projected Enrollment*	Capacity	Percent Capacity Utilization	Age of Building
<b>Elementary Schools:</b>					
101	Kohrville Elementary	720	911	79.0%	15
102	Northampton Elementary	649	809	80.2%	46
103	Haude Elementary	729	676	107.8%	46
104	Greenwood Forest Elementary	738	651	113.4%	46
105	Epps Island Elementary	730	814	89.7%	44
106	Theiss Elementary	615	761	80.8%	43
107	Benfer Elementary	742	887	83.7%	40
108	Kaiser Elementary	779	859	90.7%	39
109	Brill Elementary	781	861	90.7%	39
110	Ehrhardt Elementary	731	832	87.9%	38
111	Lemm Elementary	727	716	101.5%	37
112	Nitsch Elementary	805	745	108.1%	37
113	Krahn Elementary	745	1,112	67.0%	34
114	Roth Elementary	735	845	87.0%	33
115	Kuehnle Elementary	800	824	97.1%	28
116	Mittelstadt Elementary	879	920	95.5%	26
117	Klenk Elementary	855	819	104.4%	25
118	Eiland Elementary	582	565	103.0%	24
119	Schultz Elementary	704	899	78.3%	23
120	Hassler Elementary	712	834	85.4%	18
121	Kreinhop Elementary	822	940	87.4%	13
122	McDougle Elementary	647	777	83.3%	13
123	Metzler Elementary	856	905	94.6%	12
124	Benignus Elementary	886	802	110.5%	11
125	Frank Elementary	653	870	75.1%	10
126	Mueller Elementary	862	927	93.0%	8
127	Blackshear Elementary	991	1,016	97.5%	6
128	Zwink Elementary	1,045	988	105.8%	5
129	Bernhausen Elementary	860	1,002	85.8%	4
130	Grace England Pre-K/EC Center**	515	1,000	51.5%	5
131	French Elementary	604	940	64.3%	2
132	Mahaffey Elementary	478	950	50.3%	1

Total Elementary: 23,977 27,457 87.3%

\* Budget Enrollment - 2016-2017 Enrollment Projection (Issued 2/3/16)

\*\* 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.





**Klein Independent School District**  
**Student Enrollment Data by Campus**  
**2013-2017**

	2012-13 Ending Enrollment	2013-14 Ending Enrollment	2014-15 Ending Enrollment	2015-16 Ending Enrollment	2016-17 Projected Enrollment*
<b>High Schools</b>					
Klein High	3,494	3,650	3,724	3,870	3,996
Klein Forest High	3,347	3,325	3,504	3,564	3,798
Klein Oak High	3,613	3,716	3,788	3,929	4,220
Klein Collins High	3,377	3,382	3,396	3,527	3,814
Total High Schools	13,831	14,073	14,412	14,890	15,828
<b>Intermediate Schools</b>					
Klein Intermediate	1,218	1,212	1,216	1,114	1,165
Hildebrandt Intermediate	1,028	1,110	1,131	1,251	1,369
Wunderlich Intermediate	1,555	1,583	1,575	1,571	1,579
Strack Intermediate	1,182	1,179	1,185	1,245	1,275
Kleb Intermediate	1,349	1,350	1,387	1,397	1,313
Doerre Intermediate	1,229	1,184	1,155	1,165	1,270
Schindewolf Intermediate	1,337	1,350	1,324	1,366	1,416
Krimmel Intermediate	1,079	1,155	1,234	1,302	1,335
Ulrich Intermediate	1,078	1,087	1,138	1,163	1,192
Total Intermediate Schools	11,055	11,210	11,345	11,574	11,914
<b>Elementary Schools</b>					
Kohrville Elementary	983	772	738	721	720
Northampton Elementary	794	815	869	511	649
Haude Elementary	700	713	714	740	729
Greenwood Forest Elementary	660	721	750	762	738
Epps Island Elementary	798	804	752	724	730
Theiss Elementary	659	643	639	671	615
Benfer Elementary	701	728	775	779	742
Kaiser Elementary	799	793	793	802	779
Brill Elementary	742	764	761	750	781
Ehrhardt Elementary	681	682	707	740	731
Lemm Elementary	575	584	605	663	727
Nitsch Elementary	731	759	798	802	805
Krahn Elementary	760	754	721	726	745
Roth Elementary	693	687	712	691	735
Kuehnle Elementary	648	697	769	882	800
Mittelstadt Elementary	858	884	882	820	879
Klenk Elementary	776	788	858	841	855
Eiland Elementary	565	577	608	595	582
Schultz Elementary	809	880	943	1,024	704
Hassler Elementary	703	687	649	628	712
Kreinhop Elementary	829	877	896	873	822
McDougle Elementary	627	661	690	664	647
Metzler Elementary	981	860	862	845	856
Benignus Elementary	934	949	943	908	886
Frank Elementary	878	620	622	652	653
Mueller Elementary	743	841	965	1,046	862
Blackshear Elementary	911	919	969	969	991
Zwink Elementary	846	881	940	1,019	1,045
Bernhausen Elementary	0	676	778	837	860
Grace England Pre-K/EC Center	494	520	447	513	515
French Elementary	0	0	0	555	604
Mahaffey Elementary	0	0	0	0	478
Total Elementary Schools	21,878	22,536	23,155	23,753	23,977
<b>Total Student Enrollment</b>	<b>46,764</b>	<b>47,819</b>	<b>48,912</b>	<b>50,217</b>	<b>51,719</b>

\* Budget Enrollment - 2016-2017 Enrollment Projection (Issued 2/3/16)

**Student Data Review**  
**2015-2016 Fall PEIMS Collection**  
**Snapshot Date - October 30, 2015**

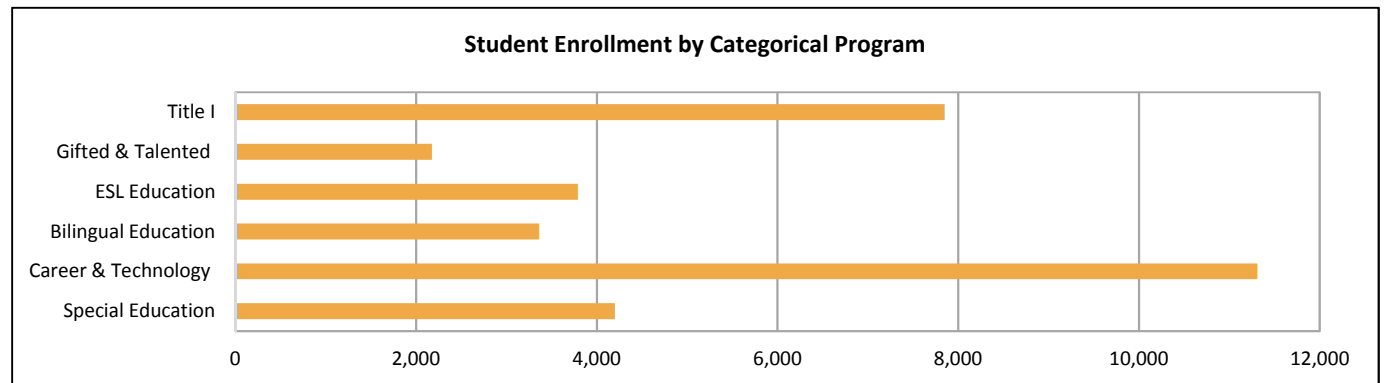
STUDENT INFORMATION	SNAPSHOT DATE DISTRICT COUNT	PERCENTAGE OF TOTAL ENROLLMENT
<b>ETHNIC DISTRIBUTION</b>		
White	17,275	34.1%
Hispanic	20,171	39.9%
African American	7,055	13.9%
Asian	4,317	8.5%
American Indian/Alaska Native	186	0.4%
Native Hawaiian/Other Pacific Islander	59	0.1%
Two or More	1,531	3.0%

<b>HIGH SCHOOL GRADUATES (2014-2015)</b>		
Grade 12 Attendance	3,601	N/A
Graduates Reported	3,406	94.6%
White	1,324	38.9%
Hispanic	1,135	33.3%
African American	491	14.4%
Other	456	13.4%

<b>ECONOMICALLY DISADVANTAGED</b>		
Total Economically Disadvantaged	20,598	40.7%
Regular	18,488	36.5%
Special Education	2,110	4.2%

<b>LIMITED ENGLISH PROFICIENCY (LEP)</b>		
Total Limited English Proficiency (LEP)	7,358	14.5%
Regular	6,709	13.3%
Special Education	649	1.3%

<b>STUDENT ENROLLMENT BY CATEGORICAL PROGRAM</b>		
Special Education	4,200	8.3%
Career & Technology	11,309	22.4%
Bilingual Education	3,361	6.6%
ESL Education	3,790	7.5%
Gifted & Talented	2,174	4.3%
Title I	7,849	15.5%



Source: Texas Education Agency PEIMS Student Data Review 2015-2016 Fall Collection PRF5D016

# Klein Independent School District

## Staffing Units by Position

### All Funds

Positions	2012-13	2013-14	2014-15 (a)	2015-16 (b)	2016-17 (c)	Change from Prior Year (d)
Administrator	60.00	62.00	62.00	63.00	65.50	2.50
Associate/Assistant Principal	111.30	111.00	120.00	126.00	129.00	3.00
Bus Driver/Attendant	269.00	273.00	282.00	283.00	299.00	16.00
Cafeteria Workers	439.00	446.00	532.00	539.00	539.00	-
Library Info Spec./Library Asst/Historian	72.50	73.50	74.00	75.50	78.00	2.50
Manual Trades/Warehouse/Custodial	493.00	507.00	513.00	523.00	519.00	(4.00)
Nurse/Clinic Assistant	89.50	92.00	92.50	95.00	98.00	3.00
Other Professional	253.25	295.95	352.00	375.10	408.00	32.90
Police Officer	36.00	43.00	43.00	43.00	43.00	-
Principal	42.70	43.00	43.70	44.87	46.00	1.13
Registrar	8.00	8.00	9.00	9.00	9.75	0.75
School Counselor	105.50	109.50	117.50	121.50	126.25	4.75
Secretary/Clerical	382.70	410.00	417.70	424.84	439.97	15.13
Security Support Personnel	42.00	42.00	46.00	93.53	93.53	-
Teacher *	2,808.35	2,918.05	3,019.80	3,122.97	3,153.62	30.65
Teacher-Bilingual/ESL*	211.40	210.80	222.80	237.70	251.70	14.00
Teacher Assistant	459.50	499.50	524.50	565.94	577.44	11.50
Technical	68.00	72.00	79.00	82.00	89.00	7.00
<b>Total Employees - All Funding Sources</b>	<b>5,951.70</b>	<b>6,216.30</b>	<b>6,550.50</b>	<b>6,824.95</b>	<b>6,965.76</b>	<b>140.81</b>

\* The net change in teachers from prior year is a result of the following: 44.65 new additions are comprised of 25.65 Classroom + 7.0 Special Education + 14.0 Bilingual - 1.0 reclassification of Auditory Impairment Specialist from Teacher to Other Professional in Special Education and - 1.0 Literacy Specialist from Title I.

<sup>(a)</sup> 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.

<sup>(b)</sup> Recurring part-time positions totaling 56.85 units were added to the staffing tables in 2015-16. These units include crossing guards, dyslexia teachers, clerical staff, and educational assistants.

<sup>(c)</sup> Special Education reclassified an Auditory Impairment Specialist from the Teacher to the Administrative Professional pay scale. This will be reflected as a decrease in the Teacher and an increase in the Other Professional category. The Transportation department reclassified 14 FTEs from the Manual Trades pay grade. Five (5.0 FTEs) were reclassified as Other Professional and nine (9.0 FTEs) were moved to the Secretary/Clerical scale. The Finance department reclassified 2.0 secretary/clerical FTEs to Other Professional to maintain equity with new Budget Specialist position approved for 2016-17 and to accommodate increased processing of travel and purchasing cards for the Purchasing Department.

<sup>(d)</sup> Change from Prior Year totals reflect the net number of units added or reclassified between 2015-16 and 2016-17.

# Klein Independent School District Salary Schedule and Position Control

## 2016-2017 Salary Schedule Classroom Teachers, Library Information Specialists, and Nurses (RN)

### New Hires:

\$51,600 starting pay for 10 months. Previous teaching experience and credentials will be considered when determining salaries for new hires.

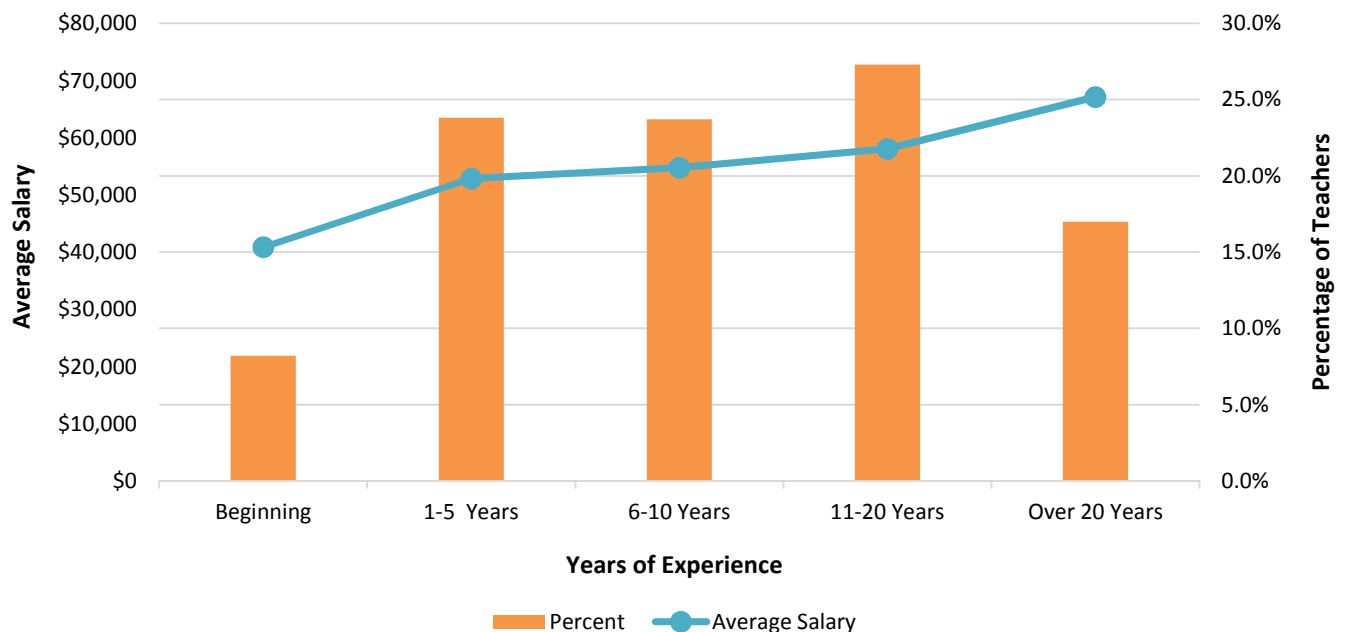
### Returning Teachers:

Will receive a general pay increase of \$1,080 added to 2015-2016 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 \$51,600

Control Point \$54,000

Maximum \$67,000+

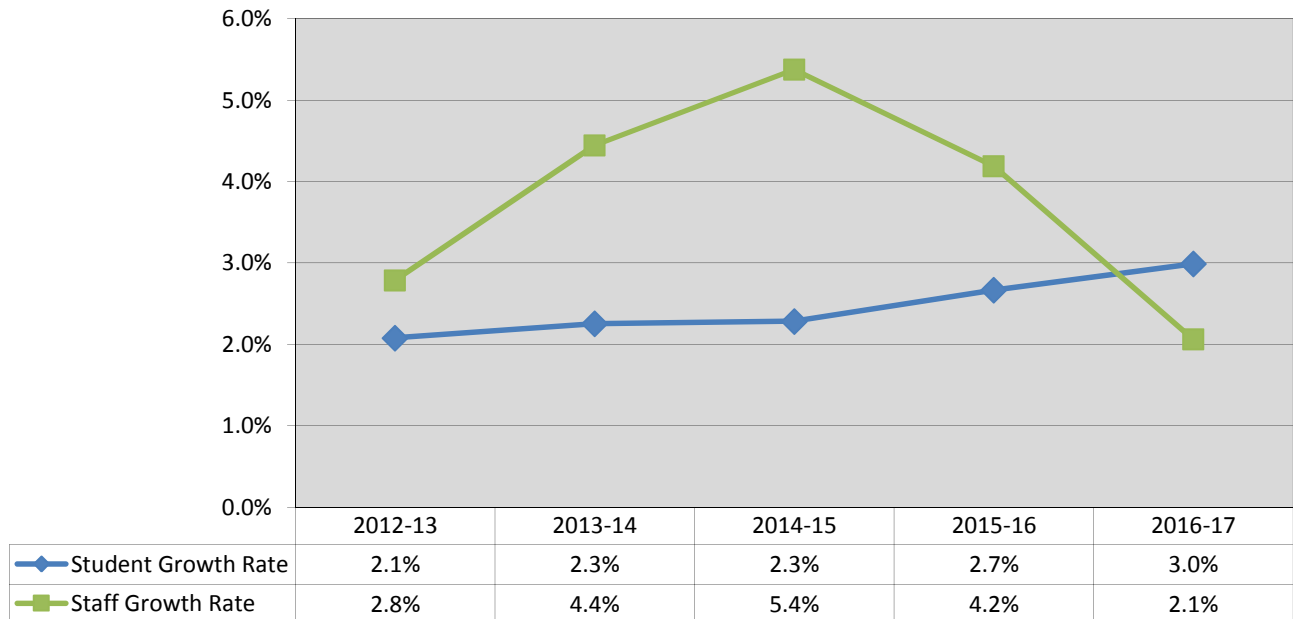


## Position Control

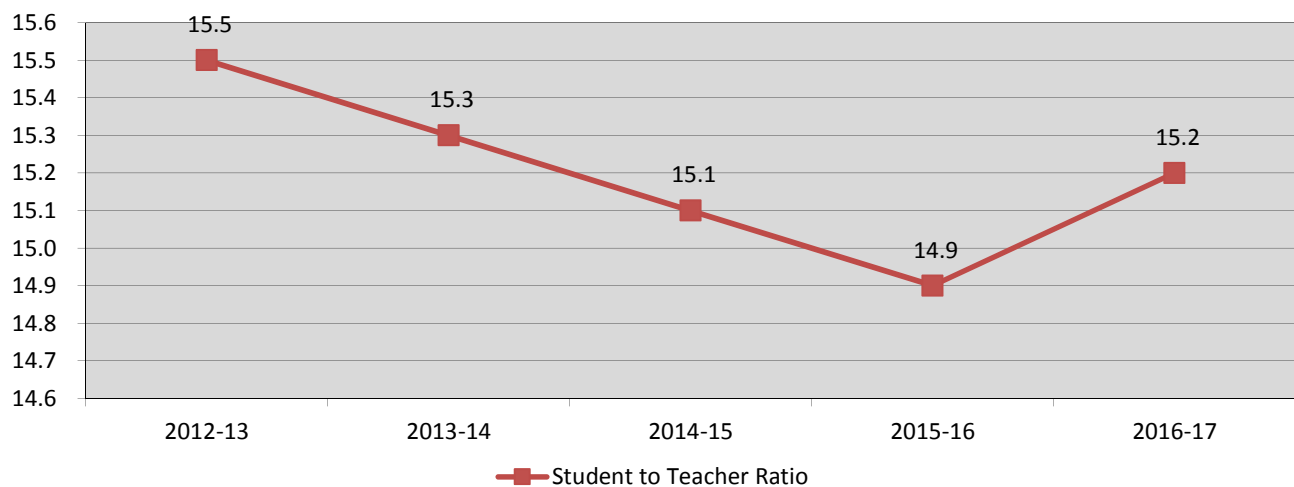
During the 2014-15 school year, Position Control (PC) was implemented districtwide. This process enables streamlining of all job titles and pay grade categorizations for full, half, and recurring part time positions as well as realignment of inconsistent budget codes. Position Control is an independent 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, and by IT as the foundation for security access in our Single Sign-On and ID Management systems. Personnel budgeting will also utilize the data in PC, however, we are currently troubleshooting challenges with our software.

# 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	2012-13	2013-14	2014-15	2015-16 (a)	2016-17 (b)	Change from Prior Year (c)
Administrator	58.00	60.00	60.00	61.00	63.50	2.50
Associate/Assistant Principal	111.30	111.00	120.00	126.00	129.00	3.00
Bus Driver/Attendant	269.00	273.00	282.00	283.00	299.00	16.00
Librarian/Library Asst/Historian	72.50	73.50	74.00	75.50	78.00	2.50
Manual Trades/Warehouse/Custodial	484.60	498.60	504.60	514.60	510.60	(4.00)
Nurse/Clinic Assistant	89.50	92.00	92.50	95.00	98.00	3.00
Other Professional	202.10	250.95	295.25	316.70	339.20	22.50
Police Officer	36.00	43.00	43.00	43.00	43.00	-
Principal	42.70	43.00	43.70	44.87	46.00	1.13
Registrar	8.00	8.00	9.00	9.00	9.75	0.75
School Counselor	102.50	106.00	114.00	119.00	120.75	1.75
Secretary/Clerical	374.70	403.00	411.70	418.84	433.97	15.13
Security Support Personnel	42.00	42.00	46.00	93.53	93.53	-
Teacher *	2,716.90	2,833.80	2,941.30	3,040.97	3,077.62	36.65
Teacher - Bilingual/ESL *	211.40	210.80	222.80	237.70	246.70	9.00
Teacher Assistant	377.50	403.50	431.50	482.94	492.44	9.50
Technical	64.00	70.00	76.00	79.00	86.00	7.00
<b>Total Employees - General Fund</b>	<b>5,262.70</b>	<b>5,522.15</b>	<b>5,767.35</b>	<b>6,040.65</b>	<b>6,167.06</b>	<b>126.41</b>

\* The net change in teachers from prior year is a result of the following: 45.65 new additions are comprised of 30.65 Classroom + 7.0 Special Education + 9.0 Bilingual - 1.0 reclassification of Auditory Impairment Specialist from Teacher to Other Professional in Special Education.

<sup>(a)</sup> Recurring part-time positions totaling 56.85 units were added to the staffing tables in 2015-16. These units include crossing guards, dyslexia teachers, clerical staff, and educational assistants.

<sup>(b)</sup> Special Education reclassified an Auditory Impairment Specialist from the Teacher to the Administrative Professional pay scale. This will be reflected as a decrease in the Teacher and an increase in the Other Professional category. The Transportation department reclassified 14 FTEs from the Manual Trades pay grade. Five (5.0 FTEs) were reclassified as Other Professional and nine (9.0 FTEs) were moved to the Secretary/Clerical scale. The Finance department reclassified 2.0 secretary/clerical FTEs to Other Professional to maintain equity with new Budget Specialist position approved for 2016-17 and to accommodate increased processing of travel and purchasing cards for the Purchasing Department.

<sup>(c)</sup> Change from Prior Year totals reflect the net number of units added or reclassified between 2015-16 and 2016-17.

# Klein Independent School District

## Staffing Units by Campus

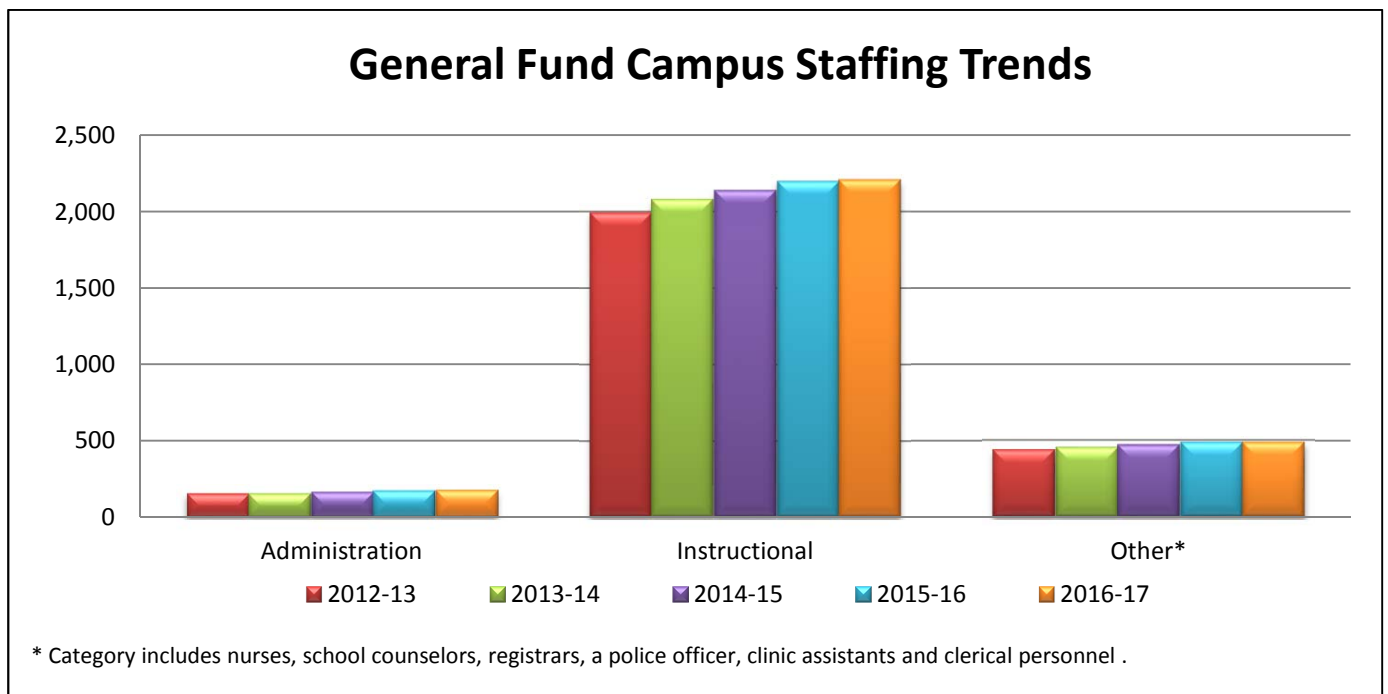
### General Fund

Campus	2012-13	2013-14 (a)	2014-15 (b)	2015-16 (c)	2016-17 (d)	Change from Prior Year
Klein High	165.15	169.35	180.85	186.65	186.65	-
Klein Forest High	193.00	191.55	198.05	196.60	197.60	1.00
Klein Forest High School Project	25.70	25.70	25.70	25.55	25.55	-
Klein Oak High	175.75	169.50	180.45	188.45	189.45	1.00
Klein Collins High	158.65	160.25	161.75	168.90	168.90	-
Klein Cain High	-	-	-	0.34	5.00	4.66
Total High Schools	718.25	716.35	746.80	766.49	773.15	6.66
Klein Intermediate	80.70	81.70	83.00	83.85	84.85	1.00
Hildebrandt Intermediate	57.85	61.15	63.00	65.00	67.00	2.00
Wunderlich Intermediate	93.25	93.55	91.90	96.25	97.25	1.00
Strack Intermediate	62.15	64.75	64.05	65.20	65.20	-
Kleb Intermediate	67.20	68.20	69.05	71.05	69.05	(2.00)
Doerre Intermediate	63.05	64.05	65.25	66.20	67.20	1.00
Schindewolf Intermediate	68.25	68.25	68.25	68.75	68.75	-
Krimmel Intermediate	59.50	60.50	65.35	68.35	67.85	(0.50)
Ulrich Intermediate	62.45	67.45	69.30	69.80	68.80	(1.00)
Total Intermediate Schools	614.40	629.60	639.15	654.45	655.95	1.50
Kohrville Elementary	56.50	48.50	46.50	47.50	46.50	(1.00)
Northampton Elementary	45.50	47.50	51.50	33.50	35.50	2.00
Haude Elementary	44.50	44.50	45.50	48.50	48.50	-
Greenwood Forest Elementary	42.00	47.00	47.00	50.00	50.00	-
Epps Island Elementary	35.50	39.50	39.50	38.50	38.50	-
Theiss Elementary	41.00	42.00	43.00	43.00	42.00	(1.00)
Benfer Elementary	43.50	43.50	50.00	51.00	47.00	(4.00)
Kaiser Elementary	35.50	38.50	37.50	40.50	40.50	-
Brill Elementary	40.50	41.50	43.00	44.50	43.50	(1.00)
Ehrhardt Elementary	38.00	41.00	39.00	40.50	40.50	-
Lemm Elementary	38.00	40.50	41.50	44.00	46.00	2.00
Nitsch Elementary	46.00	53.00	53.00	56.00	57.00	1.00
Krahn Elementary	48.00	49.00	49.00	50.00	49.00	(1.00)
Roth Elementary	43.50	44.50	44.50	43.00	42.00	(1.00)
Kuehnle Elementary	43.50	45.50	50.50	51.50	50.50	(1.00)
Mittelstadt Elementary	49.50	53.50	54.00	54.00	53.50	(0.50)
Klenk Elementary	45.50	51.00	54.00	54.00	54.00	-
Eiland Elementary	30.00	32.00	34.00	34.00	33.00	(1.00)



# Klein Independent School District Staffing Units by Campus - continued General Fund

Campus	2012-13	2013-14 (a)	2014-15 (b)	2015-16 (c)	2016-17 (d)	Change from Prior Year
Schultz Elementary	51.00	50.00	52.00	51.00	37.50	(13.50)
Hassler Elementary	45.50	46.50	44.50	44.50	46.50	2.00
Kreinhop Elementary	47.00	50.00	50.00	51.00	49.00	(2.00)
McDougle Elementary	33.50	38.50	39.50	40.50	40.50	-
Metzler Elementary	49.50	52.00	55.00	53.00	54.50	1.50
Benignus Elementary	54.50	56.50	57.50	57.50	55.50	(2.00)
Frank Elementary	53.00	41.50	43.50	43.50	42.50	(1.00)
Mueller Elementary	41.50	48.00	52.00	58.00	50.00	(8.00)
Blackshear Elementary	48.00	50.00	55.00	56.00	57.00	1.00
Zwink Elementary	45.00	48.00	51.00	55.00	58.50	3.50
Bernshausen Elementary	2.20	40.00	46.00	49.00	48.00	(1.00)
Grace England Pre-K/EC Center	18.50	19.50	19.50	11.00	11.00	-
French Elementary	-	-	1.90	41.50	42.50	1.00
Mahaffey Elementary	-	-	-	1.90	32.50	30.60
Total Elementary Schools	1,255.70	1,343.00	1,390.40	1,437.40	1,443.00	5.60
Total Campuses	2,588.35	2,688.95	2,776.35	2,858.34	2,872.10	13.76



# Klein Independent School District Campus Personnel Staffing Details General Fund

Campus (Organization/Project) & School Year		Asst. Principal	Library Info Spec/ Library 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	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	124.65	186.65
	2016-17	12.00	2.00	3.00			1.00	2.00	13.00	23.00	5.00	125.65	186.65
Klein Forest High 002/02	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	134.60	196.60
	2016-17	13.00	2.00	3.00	1.00		1.00	3.00	10.00	24.00	5.00	135.60	197.60
Klein Forest High School Project 002/KF	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			20.55	25.55
	2016-17	2.00			1.00	1.00			1.00			20.55	25.55
Klein Oak High 003/03	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	127.60	188.45
	2016-17	12.00	1.85	4.00			1.00	2.00	12.00	22.00	5.00	129.60	189.45
Klein Collins High 004/04	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	6.00	111.90	168.90
	2016-17	11.00	2.00	3.00			1.00	2.00	11.00	20.00	6.00	112.90	168.90
Klein Cain High 005/05	2012-13												
	2013-14												
	2014-15												
	2015-16						0.17			0.17			0.34
	2016-17		1.50				1.00	0.75	0.75	1.00			5.00
Klein Intermediate 041/11	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		4.00	7.00	3.00	59.85	83.85
	2016-17	4.00	2.00	2.00	1.00		1.00		4.00	7.00	3.00	60.85	84.85
Hildebrandt Intermediate 042/12	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	46.00	65.00
	2016-17	3.00	2.00	2.00			1.00		3.00	6.00	2.00	48.00	67.00

# Klein Independent School District Campus Personnel Staffing Details General Fund

Campus (Organization/Project) & School Year		Asst. Principal	Library Info Spec/ Library 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	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	5.00	2.00	2.00	1.00		1.00		4.00	10.00	4.00	67.25	96.25
	2016-17	5.00	2.00	2.00	1.00		1.00		4.00	10.00	4.00	68.25	97.25
Strack Intermediate 044/14	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	46.20	65.20
	2016-17	3.00	2.00	2.00			1.00		3.00	6.00	2.00	46.20	65.20
Kleb Intermediate 045/15	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	52.05	71.05
	2016-17	3.00	2.00	2.00			1.00		3.00	6.00	2.00	50.05	69.05
Doerre Intermediate 046/16	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	47.20	66.20
	2016-17	3.00	2.00	2.00			1.00		3.00	6.00	2.00	48.20	67.20
Schindewolf Intermediate 047/17	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	49.75	68.75
	2016-17	3.00	2.00	2.00			1.00		3.00	6.00	2.00	49.75	68.75
Krimmel Intermediate 048/18	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	47.35	68.35
	2016-17	3.00	2.00	2.00			1.00		3.00	8.00	1.00	47.85	67.85
Ulrich Intermediate 049/19	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
	2016-17	3.00	2.00	2.00			1.00		3.00	8.00	2.00	47.80	68.80
Kohrville Elementary 101/20	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
	2016-17	1.00	1.50	2.00			1.00		1.00	4.00	4.00	32.00	46.50

# Klein Independent School District Campus Personnel Staffing Details General Fund

Campus (Organization/Project) & School Year		Asst. Principal	Library Info Spec/ Library 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	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	3.00	2.50	21.50	33.50
	2016-17	1.00	1.50	2.00			1.00		1.00	3.00	2.50	23.50	35.50
Haude Elementary 103/22	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	36.50	48.50
	2016-17	1.00	1.50	2.00			1.00		1.00	3.00	2.50	36.50	48.50
Greenwood Forest Elementary 104/23	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	36.00	50.00
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	2.50	36.00	50.00
Epps Island Elementary 105/24	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
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	3.00	24.00	38.50
Theiss Elementary 106/25	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	31.50	43.00
	2016-17	1.00	1.50	1.50			1.00		1.00	3.00	2.50	30.50	42.00
Benfer Elementary 107/26	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
	2016-17	1.00	1.50	2.00			1.00		1.00	4.00	2.50	34.00	47.00
Kaiser Elementary 108/27	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	26.00	40.50
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	3.00	26.00	40.50
Brill Elementary 109/28	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	4.00	2.50	31.50	44.50
	2016-17	1.00	1.50	2.00			1.00		1.00	4.00	2.50	30.50	43.50

# Klein Independent School District Campus Personnel Staffing Details General Fund

Campus (Organization/Project) & School Year		Asst. Principal	Library Info Spec/ Library 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	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	2.00			1.00		1.00	3.00	2.50	28.50	40.50
	2016-17	1.00	1.50	2.00			1.00		1.00	3.00	2.50	28.50	40.50
Lemm Elementary 111/30	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	32.00	44.00
	2016-17	1.00	1.50	2.00			1.00		1.00	3.00	2.50	34.00	46.00
Nitsch Elementary 112/31	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	3.00	1.50	2.00			1.00		2.00	5.00	7.50	34.00	56.00
	2016-17	3.00	1.50	2.00			1.00		2.00	5.00	8.50	34.00	57.00
Krahn Elementary 113/32	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	36.00	50.00
	2016-17	1.00	1.50	2.00			1.00		1.00	4.00	3.50	35.00	49.00
Roth Elementary 114/33	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
	2016-17	1.00	1.50	1.50			1.00		1.00	3.00	2.50	30.50	42.00
Kuehnle Elementary 115/34	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	38.50	51.50
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	2.50	36.50	50.50
Mittelstadt Elementary 116/35	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	40.00	54.00
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	2.50	39.50	53.50
Klenk Elementary 117/36	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
	2016-17	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	Library Info Spec/ Library 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	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	21.00	34.00
	2016-17	2.00	1.50	2.00			1.00		1.00	3.00	2.50	20.00	33.00
Schultz Elementary 119/38	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	36.00	51.00
	2016-17	1.00	1.50	2.00			1.00		1.00	3.00	2.50	25.50	37.50
Hassler Elementary 120/39	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	32.50	44.50
	2016-17	1.00	1.50	2.00			1.00		1.00	3.00	2.50	34.50	46.50
Kreinhop Elementary 121/40	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
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	2.50	35.00	49.00
McDougle Elementary 122/41	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
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	2.00	27.00	40.50
Metzler Elementary 123/42	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
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	2.50	40.50	54.50
Benignus Elementary 124/43	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	43.50	57.50
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	2.50	41.50	55.50
Frank Elementary 125/44	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
	2016-17	1.00	1.50	2.00			1.00		1.00	3.00	2.50	30.50	42.50

# Klein Independent School District Campus Personnel Staffing Details General Fund

Campus (Organization/Project) & School Year		Asst. Principal	Library Info Spec/ Library 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	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	5.00	2.50	43.00	58.00
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	2.50	36.00	50.00
Blackshear Elementary 127/46	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	42.00	56.00
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	2.50	43.00	57.00
Zwink Elementary 128/47	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	5.00	2.50	40.00	55.00
	2016-17	2.00	1.50	2.00			1.00		1.00	5.00	2.50	43.50	58.50
Bernshausen Elementary 129/48	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
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	2.50	34.00	48.00
Grace England Pre-K / Early Childhood Center 130/49	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	2.00	0.00	11.00
	2016-17	1.00	2.00	2.00			1.00			3.00	2.00	0.00	11.00
French Elementary 131/2A	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	3.00	2.50	29.50	41.50
	2016-17	1.00	1.50	2.00			1.00		1.00	3.00	2.50	30.50	42.50
Mahaffey Elementary 132/3A	2012-13												
	2013-14												
	2014-15												
	2015-16		0.50				0.70			0.70			1.90
	2016-17	1.00	1.50	2.00			1.00		1.00	3.00	2.50	20.50	32.50



# Klein Independent School District

## Staffing Units by Department

### General Fund

Campus-Based Programs & Districtwide Services	2012-13	2013-14 (a)	2014-15 (b)	2015-16 (c)	2016-17 (d)	Change from Prior Year
Bilingual/ESL Local	203.40	193.80	205.80	222.70	231.70	9.00
Bilingual/ESL State	50.00	81.00	81.00	84.43	84.43	-
Special Education	574.60	625.75	693.75	764.65	785.65	21.00
Compensatory Education	54.25	47.25	46.50	53.50	55.50	2.00
High School Allotment	40.95	45.35	46.40	44.25	44.25	-
Health & Physical Education	193.85	195.55	206.50	207.85	212.50	4.65
Instructional Fine Arts	230.15	238.80	250.45	258.15	264.65	6.50
Academic Enrichment	6.20	6.00	6.00	6.00	6.00	-
Therapeutic Education Program	50.20	53.50	57.00	59.20	60.20	1.00
Career & Technical Education	131.00	143.75	153.85	158.65	163.65	5.00
Vistas High School of Choice	23.00	24.00	23.50	23.00	24.00	1.00
Disciplinary Alt. Education Prog.	29.20	29.70	32.50	32.50	32.50	-
Student Performance	-	-	-	2.00	2.00	-
Internal Audit Services	2.00	2.00	3.00	3.00	3.00	-
Multipurpose Center	7.00	7.00	9.00	9.00	10.00	1.00
Research, Accountability & Data	11.00	12.00	17.00	20.00	20.00	-
Information Technology	53.00	59.00	62.00	63.00	80.00	17.00
North Transportation Center	218.00	225.00	231.00	233.00	247.00	14.00
South Transportation Center	96.00	96.00	99.00	100.00	102.00	2.00
Extracurricular Athletics	13.90	13.90	13.90	13.90	14.40	0.50
Student Support Services	4.25	5.25	5.25	5.98	6.98	1.00
Accountability & Sch Improvement	4.00	4.00	-	-	-	-
Educational Technology	26.00	-	-	-	-	-
Superintendent	2.50	2.50	4.00	4.00	6.00	2.00
Mail & Copy Center	2.00	-	-	2.00	1.00	(1.00)
Human Resource Services	14.00	15.00	15.00	15.00	15.00	-
Teaching & Learning Administration	2.00	2.00	2.00	2.00	2.00	-
Instructional Administration	17.80	64.00	76.00	83.50	86.50	3.00
School Administration	6.00	8.00	8.00	8.00	8.00	-
Benefits & Risk Management	7.00	7.00	7.00	7.00	8.00	1.00
Security & Monitoring Services	81.00	88.00	92.00	139.53	139.53	-
Tax Office	5.00	6.00	6.00	6.00	6.00	-
Facility & School Services Admin.	9.90	7.90	6.90	8.90	8.90	-
Financial Services	26.10	28.10	28.10	34.10	36.10	2.00

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

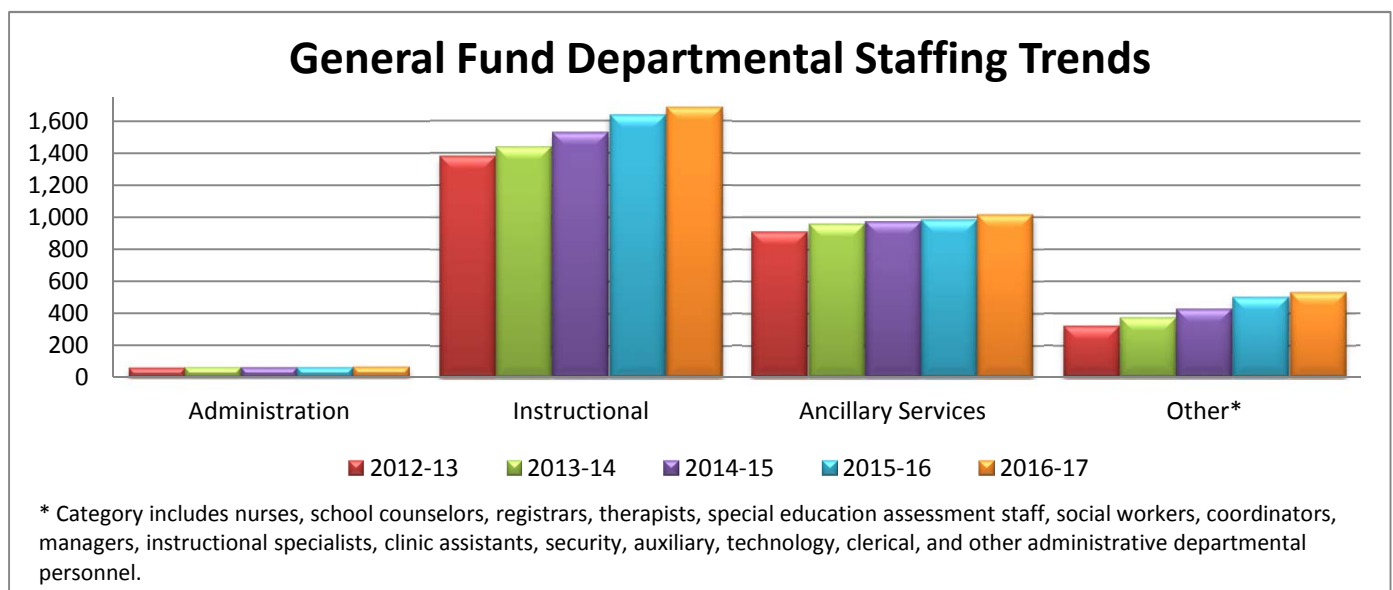
Campus-Based Programs & Districtwide Services	2012-13	2013-14 (a)	2014-15 (b)	2015-16 (c)	2016-17 (d)	Change from Prior Year
Business Information Systems	8.00	8.00	11.00	5.00	5.00	-
Plant Operations	327.00	335.00	338.00	343.00	348.00	5.00
Warehouse Services	13.00	17.00	17.00	16.00	18.00	2.00
Plant Maintenance	118.60	122.60	122.60	124.60	129.60	5.00
Publication Services	1.50	1.50	-	-	-	-
Communications & Planning	6.00	7.00	8.00	9.00	9.00	-
Energy Management	4.00	4.00	5.00	5.00	5.00	-
Districtwide/Instructional	1.00	1.00	1.00	4.92	4.92	-
Positions for Growth	-	-	-	-	8.00	8.00
<b>Total Departments</b>	<b>2,674.35</b>	<b>2,833.20</b>	<b>2,991.00</b>	<b>3,182.31</b>	<b>3,294.96</b>	<b>112.65</b>
<b>Total General Fund Employees</b>	<b>5,262.70</b>	<b>5,522.15</b>	<b>5,767.35</b>	<b>6,040.65</b>	<b>6,167.06</b>	<b>126.41</b>

<sup>(a)</sup> The Educational Technology department was dissolved and 26 units were reclassified to Instructional Administration.

<sup>(b)</sup> 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.

<sup>(c)</sup> Payroll department staff were moved from Business Information Systems (BIS) to the Financial Services Department, reflected in the increase/decrease of 6 staffing units. Recurring part-time positions totaling 56.85 units were added to the staffing tables in 2015-16. These units include crossing guards, dyslexia teachers, clerical staff, and educational assistants. Security & Monitoring Services and Instructional Administration were primarily affected by these additions.

<sup>(d)</sup> A mailroom clerk was reclassified from the Mail & Copy Center to the Warehouse.



# Klein Independent School District

## Departmental Personnel Staffing Details

### General Fund

Department (Project) & School Year		Administrator	Asst. Principal	Bus Driver/Attendant	Library Info Spec/Library Asst/Historian	Manual Trades/Whrse/Custod.	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	2012-13													203.40			203.40
	2013-14													193.80			193.80
	2014-15													205.80			205.80
	2015-16													222.70			222.70
	2016-17													231.70			231.70
Bilingual/ESL State 51	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							19.00		1.00	14.49			15.00	34.94		84.43
	2016-17							19.00		1.00	14.49			15.00	34.94		84.43
Special Education 52	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						131.80			26.50		315.35		288.00	1.00	764.65
	2016-17	2.00						139.80			26.50		322.35		294.00	1.00	785.65
Compensatory Education 53	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						22.50		1.00	0.75		27.50		1.00		53.50
	2016-17	0.75						23.00		1.00	0.75		29.00		1.00		55.50
High School Allotment 54	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			26.80				44.25
	2016-17				0.15			14.30		3.00			26.80				44.25
Health & Physical Education 55	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		202.85				207.85
	2016-17	1.00									4.00		207.50				212.50
Instructional Fine Arts 56	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		249.15		6.00		258.15
	2016-17	2.00						2.00			1.00		253.65		6.00		264.65
Academic Enrichment 58	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
	2016-17							5.00			1.00						6.00
Therapeutic Education Program (TEP) 59	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	1.20			4.00		28.00		23.00		59.20
	2016-17	2.00					1.00	1.20			4.00		28.00		24.00		60.20

# Klein Independent School District

## Departmental Personnel Staffing Details

### General Fund

Department (Project) & School Year	Administrator	Asst. Principal	Bus Driver/ Attendant	Library Info Spec/ Library Asst/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
Career & Technical Education 60	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					4.50		4.00	1.25		146.65			1.00	158.65
	2016-17	1.25					4.50		4.00	1.25		151.65			1.00	163.65
Vistas High School of Choice 61	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		14.00		1.00		23.00
	2016-17	2.00		1.00		1.00			1.00	3.00		15.00		1.00		24.00
Disciplinary Alternative Ed Program (DAEP) 62	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
	2016-17	2.00				1.00			2.00	6.00		19.50		2.00		32.50
Student Performance 63	2012-13															
	2013-14															
	2014-15															
	2015-16	1.00								1.00						2.00
	2016-17	1.00								1.00						2.00
Internal Audit Services 68	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
	2016-17	1.00					2.00									3.00
Multi-Purpose Center 69	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
	2016-17					7.00	2.00			1.00						10.00
Research, Accountability & Data 70	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					4.00			1.00					12.00	20.00
	2016-17	3.00					4.00			1.00					12.00	20.00
Information Technology 71	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
	2016-17	3.00								12.00					65.00	80.00
North Transportation Center 72	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	197.00		28.00		3.00			4.00						233.00
	2016-17	1.00	211.00		18.00		6.00			11.00						247.00

# Klein Independent School District Departmental Personnel Staffing Details General Fund

Department (Project) & School Year		Administrator	Asst. Principal	Bus Driver/ Attendant	Library Info Spec/ Library Asst/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
South Transportation Center 75	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
	2016-17	1.00		87.00		8.00		2.00			4.00						102.00
Extracurricular Athletics 74	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
	2016-17	5.50						5.90			3.00						14.40
Student Support Services 77	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						2.00			2.98						5.98
	2016-17	1.00					1.00	2.00			2.98						6.98
Accountability & School Improvement 78	2012-13	2.00						1.00			1.00						4.00
	2013-14	2.00						1.00			1.00						4.00
	2014-15																
	2015-16																
	2016-17																
Educational Technology 79	2012-13	2.00						19.00			3.00					2.00	26.00
	2013-14																
	2014-15																
	2015-16																
	2016-17																
Superintendent 80	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
	2016-17	2.00						1.00			3.00						6.00
Mail & Copy Center 81	2012-13										2.00						2.00
	2013-14																
	2014-15																
	2015-16										2.00						2.00
	2016-17										1.00						1.00
Human Resource Services 82	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
	2016-17	4.00						1.00			10.00						15.00
Teaching & Learning Administration 83	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
	2016-17	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	Library Info Spec/ Library Asst/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
Teaching & Learning 84	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				59.50			9.00		8.00			2.00	83.50
	2016-17	4.00		1.00				62.50			9.00		8.00			2.00	86.50
School Administration 85	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
	2016-17	4.00									4.00						8.00
Benefits & Risk Management 86	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
	2016-17	1.00						2.00			5.00						8.00
Security & Monitoring Services 87	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	93.53					139.53
	2016-17	1.00						42.00			3.00	93.53					139.53
Tax Office 88	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
	2016-17	1.00						1.00			4.00						6.00
Facility & School Services Administration 89	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
	2016-17	2.00						4.90			2.00						8.90
Financial Services 90	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						14.10			14.00						34.10
	2016-17	6.00						17.10			13.00						36.10
Business Information Systems 91	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
	2016-17															5.00	5.00
Plant Operations 92	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				338.00					3.00						343.00
	2016-17	2.00				343.00					3.00						348.00

# Klein Independent School District Departmental Personnel Staffing Details General Fund

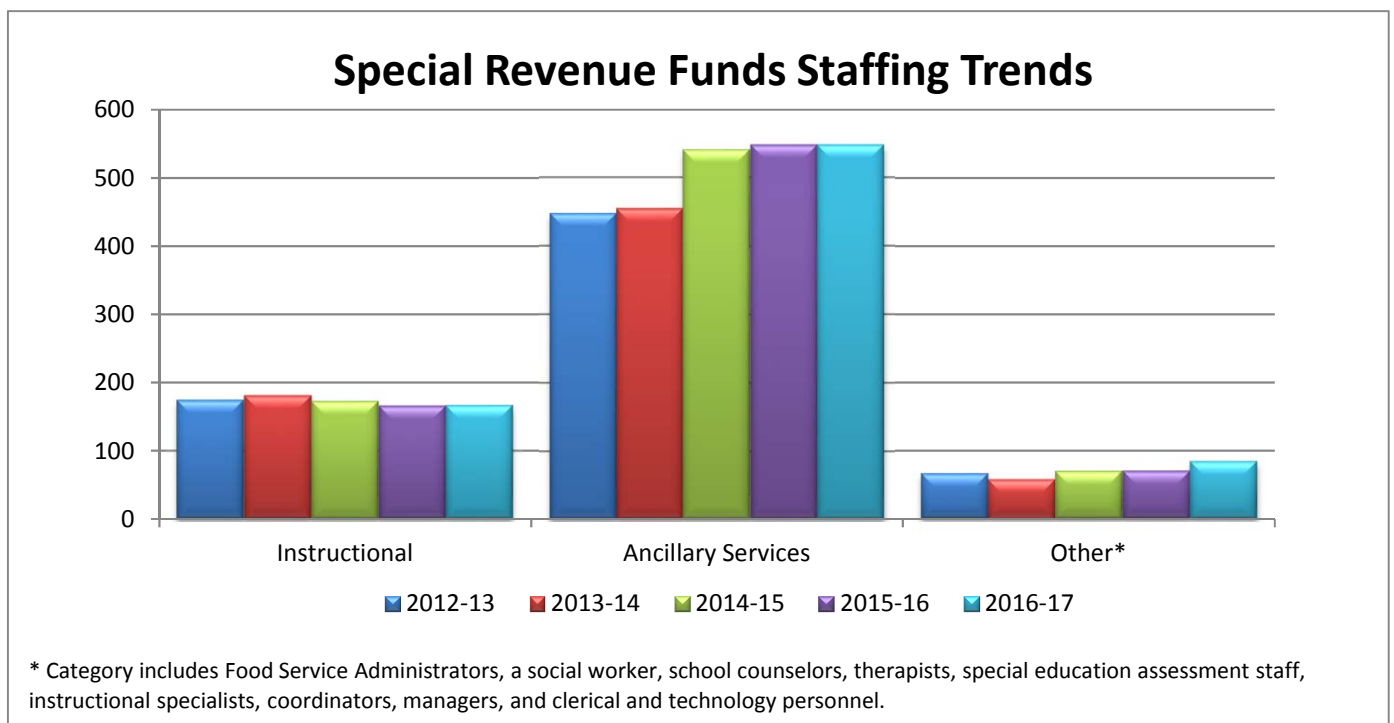
Department (Project) & School Year		Administrator	Asst. Principal	Bus Driver/ Attendant	Library Info Spec/ Library Asst/Historian	Manual Trades/ Wrhse/Custod.	Nurse/Clinic Assistant	Other Professional	Police Officers	School Counselor	Secretary/Clerical	Security Support Personnel	Teacher	Teacher - Bilingual/ESL	Teacher Assistant	Technical	Total Staff
Warehouse Services 93	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				13.00		1.00			1.00						16.00
	2016-17	1.00				13.00		2.00			2.00						18.00
Plant Maintenance 94	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
	2016-17	2.00				120.60		4.00			3.00						129.60
Publication Services 95	2012-13							0.50			1.00						1.50
	2013-14							0.50			1.00						1.50
	2014-15																
	2015-16																
	2016-17																
Communications & Planning 96	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
	2015-17	2.00						5.00			2.00						9.00
	2016-17	2.00						5.00			2.00						9.00
Energy Management 97	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
	2016-17	1.00				1.00		2.00			1.00						5.00
Districtwide / Instructional 98	2012-13				1.00												1.00
	2013-14				1.00												1.00
	2014-15				1.00												1.00
	2015-16				1.00								3.92				4.92
	2016-17				1.00								3.92				4.92
Positions for Growth 9F	2012-13																
	2013-14																
	2014-15																
	2015-16																
	2016-17												8.00				8.00



## Klein Independent School District Staffing Units by Program Special Revenue Funds

Program	2012-13	2013-14	2014-15	2015-16	2016-17	Change from Prior Year
ESEA, Title I, Part A	69.50	78.50	79.50	78.50	84.50	6.00
IDEA, Part B, Formula	140.85	129.00	128.75	125.10	130.50	5.40
IDEA, Part B, Preschool	4.00	2.00	4.00	3.00	3.00	-
National School Lunch Program *	464.40	471.40	558.40	565.40	566.40	1.00
Career & Technical Preparation	1.00	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	0.50	3.50	3.50	3.00	5.00	2.00
Medicaid Administrative Claiming	0.75	0.75	0.75	1.00	1.00	-
State Supplemental Visually Impaired	1.00	1.00	0.25	0.30	0.30	-
<b>Total Special Revenue Employees</b>	<b>689.00</b>	<b>694.15</b>	<b>783.15</b>	<b>784.30</b>	<b>798.70</b>	<b>14.40</b>
<b>Total Klein ISD Employees</b>	<b>5,951.70</b>	<b>6,216.30</b>	<b>6,550.50</b>	<b>6,824.95</b>	<b>6,965.76</b>	<b>140.81</b>

\* 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.



# Klein Independent School District Districtwide Personnel Staffing Details Special Revenue Funds

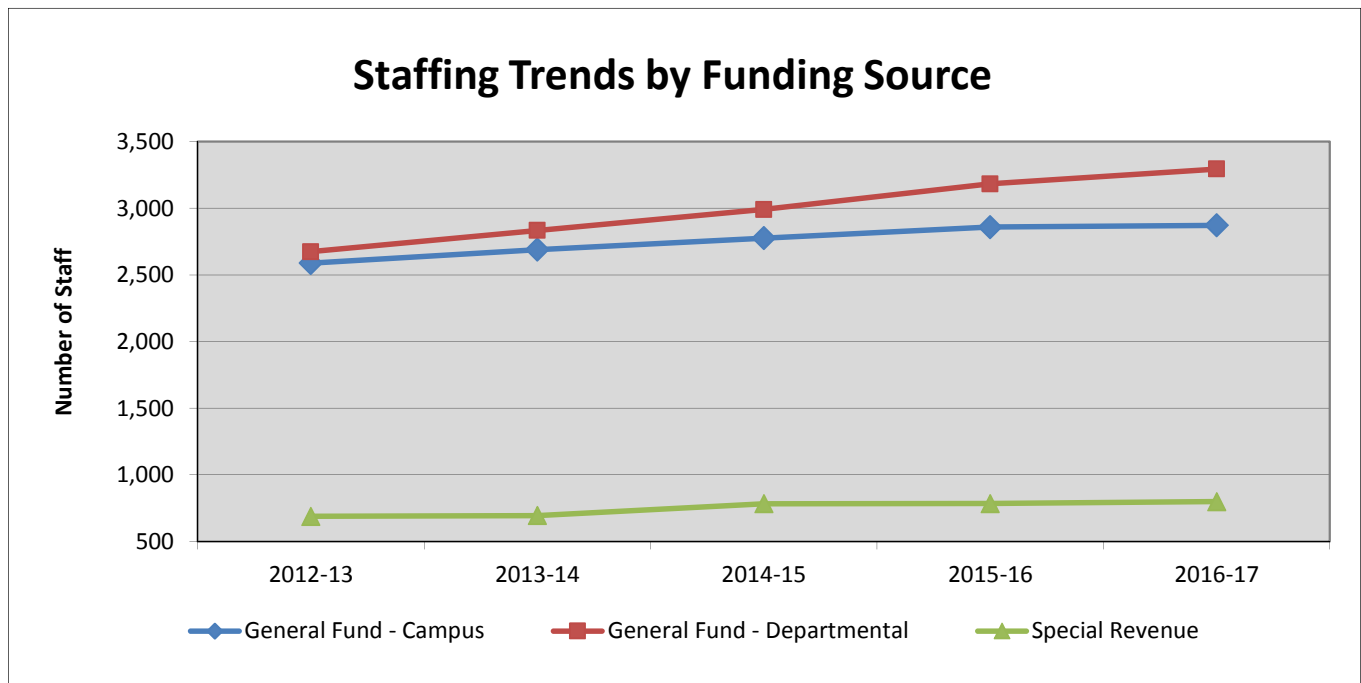
Special Revenue Fund & School Year		Administrator	Cafeteria Workers	Manual Trades/ Wrhse/Custod.	Other Professional	School Counselor	Secretary/Clerical	Teacher	Teacher - Bilingual/ESL	Teacher Assistant	Technical	Total
ESEA Title I, Part A - Improving Basic Programs 211	2012-13				10.40	1.00	1.00	48.60		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				15.50			49.00		14.00		78.50
	2016-17				18.50	2.00		43.00	5.00	16.00		84.50
IDEA - Part B, Formula 224	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				22.60	2.50		32.00		67.00	1.00	125.10
	2016-17				28.00	2.50		32.00		67.00	1.00	130.50
IDEA - Part B, Preschool 225	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		2.00		3.00
	2016-17							1.00		2.00		3.00
National School Lunch Program (Food Service) 240	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
	2016-17	2.00	539.00	8.40	10.00		5.00				2.00	566.40
Career and Technical Education - Technical Preparation 244	2012-13						1.00					1.00
	2013-14						1.00					1.00
	2014-15						1.00					1.00
	2015-16						1.00					1.00
	2016-17						1.00					1.00
ESEA Title II, Part A - Teacher & Prin. Training 255	2012-13							7.00				7.00
	2013-14							7.00				7.00
	2014-15				7.00							7.00
	2015-16				7.00							7.00
	2016-17				7.00							7.00
Title III, Part A - English Lang. Acquisition 263	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							3.00
	2016-17				4.00	1.00						5.00

# Klein Independent School District Districtwide Personnel Staffing Details Special Revenue Funds

Special Revenue Fund & School Year	Administrator	Cafeteria Workers	Manual Trades/ Whrse/Custod.	Other Professional	School Counselor	Secretary/Clerical	Teacher	Teacher - Bilingual/ESL	Teacher Assistant	Technical	Total
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Medicaid Administrative Claiming Prog. (MAC) 272	2012-13			0.75							0.75
	2013-14			0.75							0.75
	2014-15			0.75							0.75
	2015-16			1.00							1.00
	2016-17			1.00							1.00

State Supplemental Visually Impaired (SSVI) 385	2012-13						1.00				1.00
	2013-14						1.00				1.00
	2014-15						0.25				0.25
	2015-16			0.30							0.30
	2016-17			0.30							0.30



**Staff Summary**  
**2015-2016 Fall PEIMS Collection**  
**Snapshot Date - October 30, 2015**

Teachers by Population Served	Percent
Regular Education	68.9%
Career and Technology Education	3.9%
Bilingual/ESL Education	4.4%
Compensatory Education	2.3%
Gifted and Talented Education	2.9%
Special Education	11.9%
Other	5.7%

Total Staff (FTEs)	Percent
Teachers	52.2%
Professional Support	9.1%
Campus Administration	2.5%
Central Administration	0.7%
Educational Aides	5.8%
Auxiliary Staff	29.7%

Average Teachers Years of Experience	Average
Total Career Experience of Teachers	11.3
Klein ISD Experience of Teachers	6.7

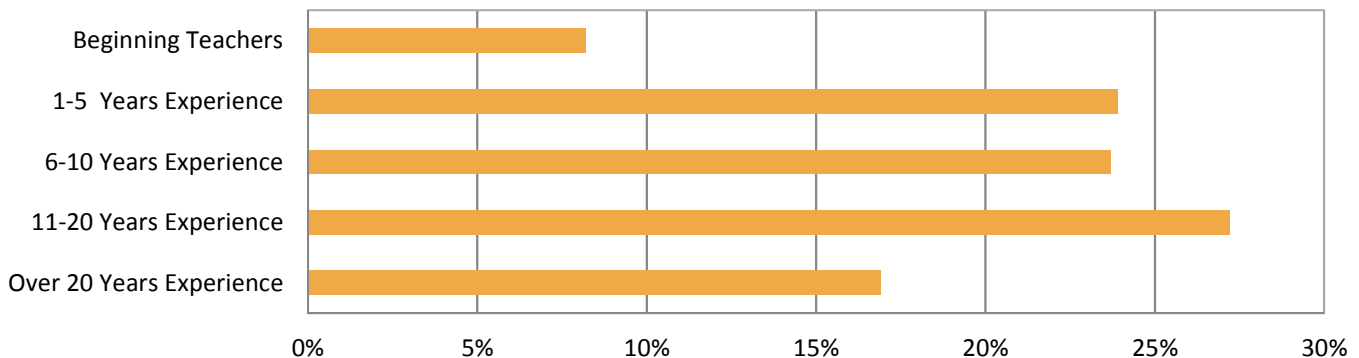
Teachers by Highest Degree Held	Percent
Bachelors	74.1%
Masters	24.4%
Doctorate	0.7%
No Degree	0.8%

Total Personnel by Ethnicity	Percent
White	63.7%
Hispanic	19.5%
Black	13.0%
Other	3.8%

Total Personnel by Ethnicity and Sex	Percent
White Female	52.0%
White Male	11.7%
Hispanic Female	16.3%
Hispanic Male	3.3%
Black Female	10.4%
Black Male	2.6%
Other Female	3.0%
Other Male	0.8%

Teachers by Years of Experience	Percent	Average Salary
Over 20 Years Experience	16.9%	\$67,116
11-20 Years Experience	27.2%	\$58,067
6-10 Years Experience	23.7%	\$54,735
1-5 Years Experience	23.9%	\$52,857
Beginning Teachers	8.2%	\$40,812

**Teachers by Years of Experience**



Source: Texas Education Agency PEIMS Staff FTE Summary 2015-2016 Fall Collection PRF4D004

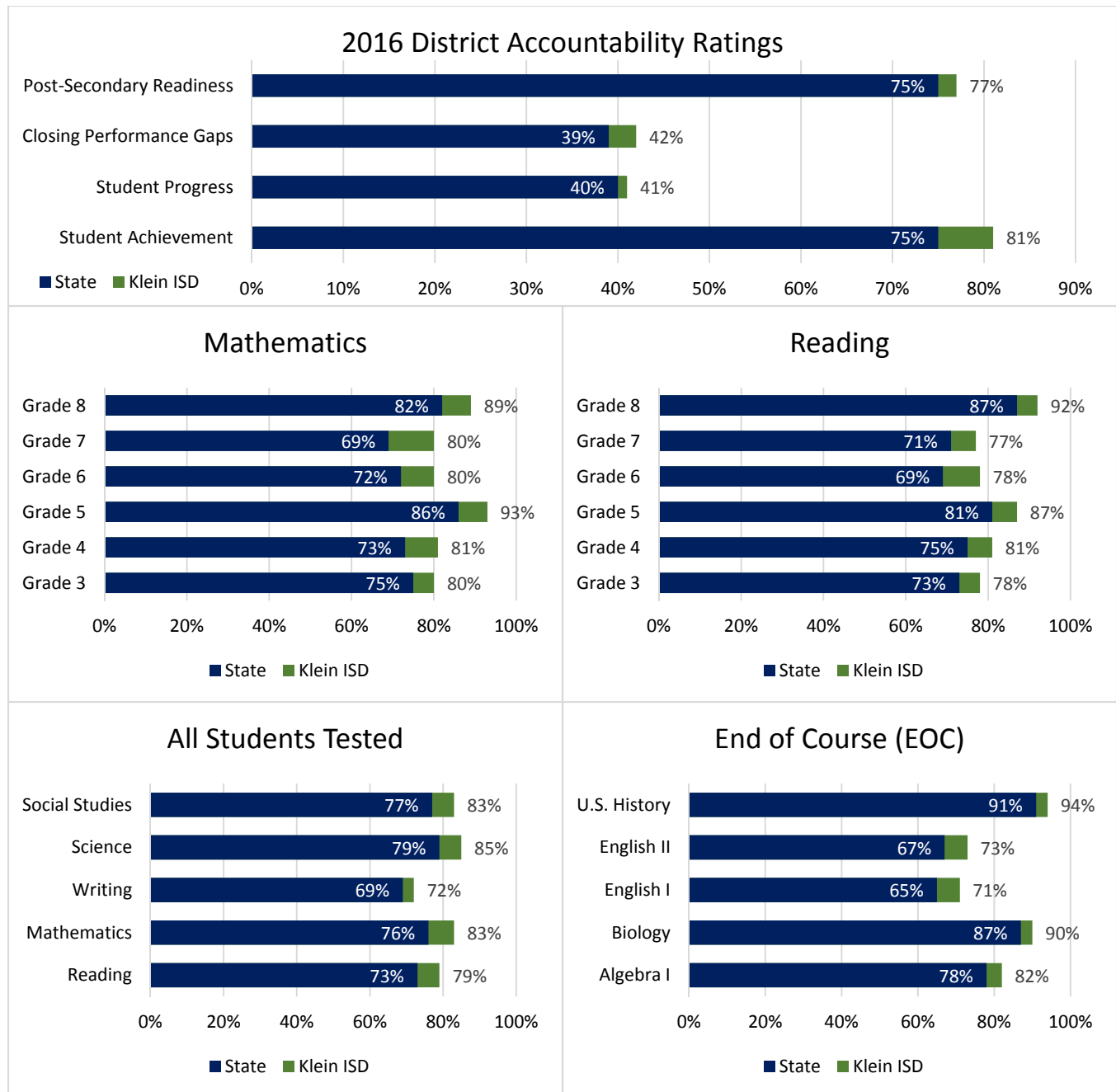


# Performance Measures

## 2016 Accountability Ratings

According to a report released on August 8, 2016, by the Texas Education Agency (TEA), Klein ISD received double-digit gains on the 2016 STAAR test and earned the “Met Standard” rating. TEA bases the current year’s results on a range of indicators that assist in providing detailed information on the performance of a district. The system then rates the district and schools as either “Met Standard” or “Improvement Required.”

The district surpassed the state in each index in the following categories: achievement, progress, closing performance gaps, and post-secondary readiness. Many campuses across the district also received recognition for outstanding academic achievement. Twenty Klein ISD schools earned Distinction Designations which compare campuses from across the state with similar configurations. There are seven distinctions that a campus may earn: academic achievement in reading/ELA, math, science, or social studies; top 25% student progress; top 25% closing achievement gaps; and post-secondary readiness.



**TEXAS EDUCATION AGENCY  
DEPARTMENT OF ASSESSMENT AND ACCOUNTABILITY  
DIVISION OF PERFORMANCE REPORTING  
2016 ACCOUNTABILITY RATINGS AS OF AUGUST 15, 2016**

District/Campus Name	District/ Campus Number	2016 Accountability Rating*	Index 1 Student Achievement			Index 2 Student Progress			Index 3 Closing Performance Gaps			Index 4 Postsecondary Readiness		
			Index Score	Index Target	Index Met	Index Score	Index Target	Index Met	Index Score	Index Target	Index Met	Index Score	Index Target	Index Met
<b>KLEIN ISD</b>	101915	Met Standard	81	60	Y	41	22	Y	42	28	Y	77	60	Y
KLEIN H S	001	Met Standard	84	60	Y	29	17	Y	47	30	Y	80	60	Y
KLEIN FOREST H S	002	Met Standard	69	60	Y	21	17	Y	41	30	Y	76	60	Y
KLEIN OAK H S	003	Met Standard	85	60	Y	27	17	Y	48	30	Y	84	60	Y
KLEIN COLLINS H S	004	Met Standard	84	60	Y	29	17	Y	49	30	Y	82	60	Y
KLEIN EDUCATION PLACEMENT PROGRAM	034	Not Rated												
HARRIS CO JJAEP	037	Not Rated												
KLEIN ANNEX	038	Not Rated												
KLEIN SEMS	039	Not Rated												
KLEIN INT	041	Met Standard	62	60	Y	38	30	Y	31	26	Y	30	13	Y
HILDEBRANDT INT	042	Met Standard	80	60	Y	39	30	Y	38	26	Y	50	13	Y
WUNDERLICH INT	043	Met Standard	75	60	Y	38	30	Y	41	26	Y	45	13	Y
STRACK INT	044	Met Standard	85	60	Y	42	30	Y	44	26	Y	55	13	Y
KLEB INT	045	Met Standard	83	60	Y	42	30	Y	42	26	Y	57	13	Y
DOERRE INT	046	Met Standard	91	60	Y	44	30	Y	47	26	Y	64	13	Y
SCHINDEWOLF INT	047	Met Standard	82	60	Y	38	30	Y	42	26	Y	47	13	Y
KRIMMEL INTERMED	048	Met Standard	85	60	Y	41	30	Y	47	26	Y	56	13	Y
ULRICH INT	049	Met Standard	80	60	Y	40	30	Y	42	26	Y	49	13	Y
KOHRVILLE EL	101	Met Standard	82	60	Y	44	32	Y	49	28	Y	47	12	Y
NORTHAMPTON EL	102	Met Standard	84	60	Y	44	32	Y	39	28	Y	44	12	Y
HAUDE EL	103	Met Standard	85	60	Y	42	32	Y	44	28	Y	44	12	Y
GREENWOOD FOREST EL	104	Met Standard	75	60	Y	40	32	Y	39	28	Y	44	12	Y
EPPS ISLAND EL	105	Met Standard	65	60	Y	50	32	Y	35	28	Y	28	12	Y
THEISS EL	106	Met Standard	95	60	Y	53	32	Y	57	28	Y	68	12	Y
BENFER EL	107	Met Standard	80	60	Y	39	32	Y	43	28	Y	46	12	Y
KAISER EL	108	Met Standard	72	60	Y	45	32	Y	38	28	Y	27	12	Y
BRILL EL	109	Met Standard	86	60	Y	57	32	Y	55	28	Y	63	12	Y
EHRHARDT EL	110	Met Standard	81	60	Y	45	32	Y	45	28	Y	41	12	Y
LEMM EL	111	Met Standard	88	60	Y	48	32	Y	54	28	Y	54	12	Y
NITSCH EL	112	Met Standard	62	60	Y	37	32	Y	31	28	Y	16	12	Y
KRAHN EL	113	Met Standard	87	60	Y	52	32	Y	51	28	Y	51	12	Y
ROTH EL	114	Met Standard	83	60	Y	42	32	Y	43	28	Y	39	12	Y
KUEHNLE EL	115	Met Standard	87	60	Y	42	32	Y	48	28	Y	51	12	Y
MITTELSTADT EL	116	Met Standard	74	60	Y	40	32	Y	37	28	Y	35	12	Y
KLENK EL	117	Met Standard	76	60	Y	47	32	Y	41	28	Y	42	12	Y
EILAND EL	118	Met Standard	68	60	Y	46	32	Y	36	28	Y	23	12	Y
SCHULTZ EL	119	Met Standard	82	60	Y	44	32	Y	44	28	Y	53	12	Y
HASSLER EL	120	Met Standard	95	60	Y	51	32	Y	58	28	Y	69	12	Y
KREINHOP EL	121	Met Standard	86	60	Y	48	32	Y	46	28	Y	43	12	Y
MCDUGLE EL	122	Met Standard	68	60	Y	49	32	Y	35	28	Y	26	12	Y
METZLER EL	123	Met Standard	89	60	Y	52	32	Y	52	28	Y	52	12	Y
BENIGNUS EL	124	Met Standard	90	60	Y	49	32	Y	51	28	Y	55	12	Y
FRANK EL	125	Met Standard	94	60	Y	54	32	Y	60	28	Y	65	12	Y
MUELLER EL	126	Met Standard	82	60	Y	45	32	Y	47	28	Y	48	12	Y
BLACKSHEAR EL	127	Met Standard	83	60	Y	41	32	Y	47	28	Y	50	12	Y
ZWINK EL	128	Met Standard	84	60	Y	44	32	Y	45	28	Y	46	12	Y
BERNSHAUSEN EL	129	Met Standard	73	60	Y	42	32	Y	38	28	Y	33	12	Y
THE GRACE ENGLAND EARLY CHILDHOOD/ FRENCH EL	130 131	Met Standard-Paired Met Standard												
			95	60	Y	58	32	Y				66	12	Y

\* In 2016, to receive a Met Standard rating, districts and campuses must meet targets on three indices: Index 1 or Index 2 and Index 3 and Index 4.  
Note: Blank indices information indicates a district/campus was not rated on that index or was paired with another district/campus.



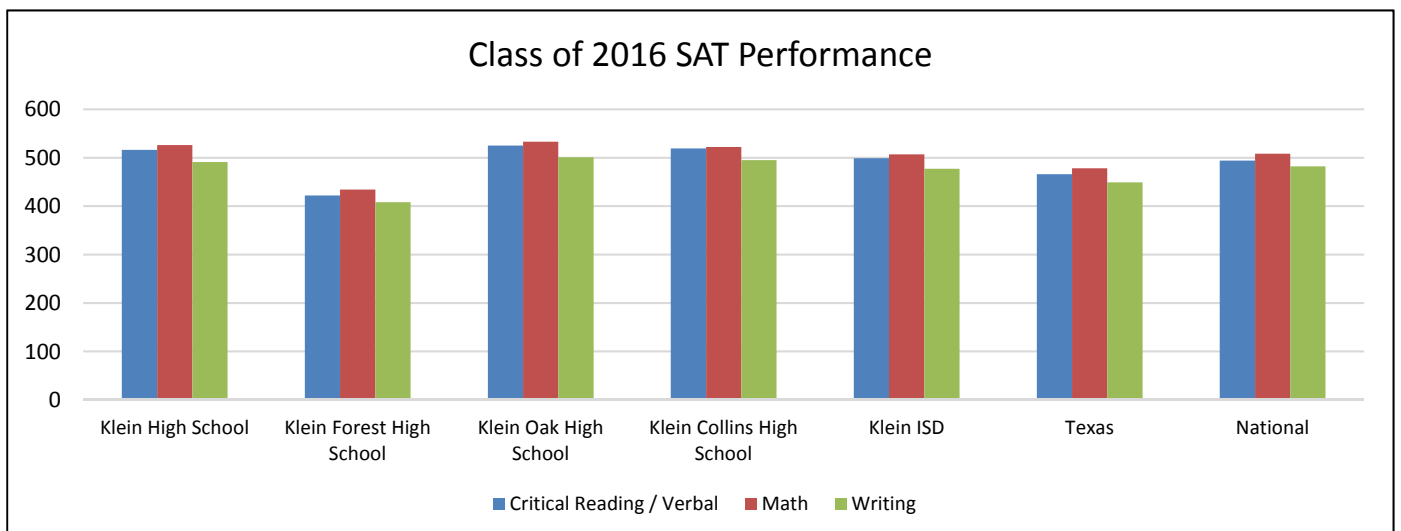
## Klein Independent School District SAT Participation & Performance

It is important to remember that due to the transition to the new SAT, the Class of 2016 included students that could have participated in both versions of the assessment. The absence of the Class of 2016's scores after March 2016 makes it difficult to compare results to prior years. Of the 1,850 students who took the old SAT exam, Klein ISD students scored above the state and national average in critical reading (499 points), and above the state mean in mathematics (507 points) and writing (477 points).

Campus	Class of	Participation Count	Participation Rate	Critical Reading / Verbal	Math	Writing
Klein High School	2016	539	63.5%	516	526	491
	2015	547	65.4%	519	532	500
	2014	479	65.7%	529	548	507
	2013	516	73.3%	523	546	493
Klein Forest High School	2016	395	52.5%	422	434	408
	2015	396	53.7%	441	457	421
	2014	365	52.4%	437	468	419
	2013	378	54.4%	432	460	411
Klein Oak High School	2016	504	58.9%	525	533	501
	2015	539	61.6%	531	542	500
	2014	557	64.5%	522	536	498
	2013	532	66.0%	516	530	488
Klein Collins High School	2016	412	53.9%	519	522	495
	2015	485	59.9%	509	509	480
	2014	466	61.0%	503	519	476
	2013	467	62.3%	506	524	474
Klein ISD	2016	1850	57.4%	499	507	477
	2015	1967	60.4%	504	514	479
	2014	1868	61.2%	502	521	480
	2013	1893	64.1%	499	519	471
Texas	2016	196,028	n/a	466	478	449
	2015	193,768	n/a	470	486	454
	2014	179,036	n/a	476	495	461
	2013	172,870	n/a	477	499	461
National	2016	1,637,589	n/a	494	508	482
	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

Source: 2016 SAT College Bound District Highlights Report

n/a - Data not available



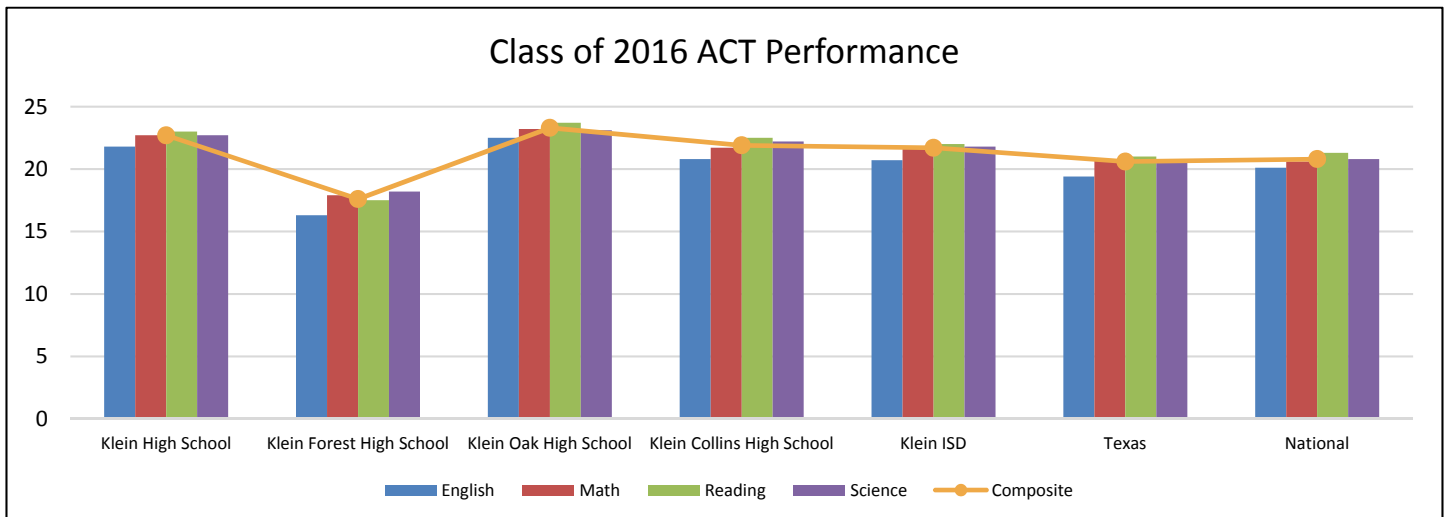
## Klein Independent School District ACT Participation & Performance

While Klein ISD Class of 2016 ACT Composite score (21.7) experienced a decline from the previous year (22.7), it remained above the state and national averages. Klein ISD Class of 2016 has scored above the state and national averages in all subject tests.

Campus	Class of	Participation Count	Participation Rate	English	Math	Reading	Science	Composite
Klein High School	2016	385	45.3%	21.8	22.7	23.0	22.7	22.7
	2015	290	34.7%	21.9	22.9	23.3	22.8	22.8
	2014	286	39.2%	23.0	24.2	24.3	23.6	23.9
	2013	229	32.5%	23.4	24.8	24.1	23.8	24.2
Klein Forest High School	2016	265	35.2%	16.3	17.9	17.5	18.2	17.6
	2015	98	13.3%	17.8	20.4	19.4	20.1	19.5
	2014	110	15.8%	16.1	19.4	18.4	18.0	18.1
	2013	133	19.1%	16.1	19.2	17.8	18.4	18.0
Klein Oak High School	2016	381	44.6%	22.5	23.2	23.7	23.1	23.3
	2015	294	33.6%	22.8	23.8	24.5	23.7	23.9
	2014	297	34.4%	21.9	23.5	23.4	23.0	23.1
	2013	253	31.4%	22.1	23.4	23.1	23.4	23.1
Klein Collins High School	2016	328	42.9%	20.8	21.7	22.5	22.2	21.9
	2015	232	28.6%	21.3	22.2	22.6	22.3	22.2
	2014	210	27.5%	20.1	22.0	22.0	21.9	21.6
	2013	208	27.8%	21.6	23.0	22.8	22.5	22.6
Klein ISD	2016	1,360	42.2%	20.7	21.7	22.0	21.8	21.7
	2015	914	28.0%	21.6	22.7	23.1	22.7	22.7
	2014	904	29.6%	21.1	22.9	22.8	22.3	22.4
	2013	824	27.9%	21.3	23.0	22.4	22.5	22.4
Texas	2016	142,877	n/a	19.4	20.7	21.0	20.7	20.6
	2015	124,764	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
National	2016	2,090,342	n/a	20.1	20.6	21.3	20.8	20.8
	2015	1,924,436	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

Source: 2016 ACT District Profile Report

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 maximize each student's potential in a positive and fulfilling environment.

**Vision:** All Klein High School students possess the knowledge, skills and desire to meet the challenges of their future in a diverse world.

### Core Beliefs:

Excellence in learning is directly related to excellence in teaching.

Creativity, innovation and initiative are encouraged and celebrated.

The educational environment must be responsive to change.

Student growth occurs when students are actively engaged in rigorous and relevant learning.

Each individual has inherent dignity and the right to equitable and respectful educational experiences.

Consistent rules and discipline, positive values and social skills are necessary for all individuals.

Every student is able to learn and student success is the primary focus of all decisions.

### Tactic 1: Raise the performance of all students and close the achievement gap.

**Action Plan 1:** Raise student achievement on all state assessments (STAAR, TAKS, TELPAS) and provide individualized instructional interventions for students who need additional support.

**Action Plan 2:** Identify and support at-risk students in a variety of ways in order to increase completion rate.

**Action Plan 3:** Increase student performance in all classes.

**Action Plan 4:** Increase Post-Secondary Readiness for all students.

### Tactic 2: Recruit and retain the highest quality employees.

**Action Plan 1:** Identify professional development needs and provide opportunities for all staff.

**Action Plan 2:** Increase the impact of initial instruction.

**Action Plan 3:** Utilize Professional Learning Communities to provide support for all faculty and staff with a greater emphasis on collaboration within the PLC and the use of common assessments.

### Tactic 3: Promote positive character traits and effective communication.

**Action Plan 1:** Proactively decrease the number of discipline infractions.

**Action Plan 2:** Ensure a safe campus.

**Action Plan 3:** Maintain effective communication and promote partnerships within the community.

**Action Plan 4:** Involve stakeholders as Ambassadors for Klein High.

### Tactic 4: Identify and use best practices for continuous improvement.

**Action Plan 1:** Recognize and reward engagement.

**Action Plan 2:** Continual improvement of the PLC process.

**Action Plan 3:** Evaluation of assessment data.

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	Acad. Accept.	Met Standard	Met Standard	Met Standard	Met Standard
Completion Rate	95.4%	96.2%	96.6%	96.4%	Not Available
Drop Out Rate	0.6%	1.2%	1.3%	1.6%	Not Available
Attendance Rate	95.3%	94.9%	94.8%	94.4%	94.6%
Percentage of Enrollment in Gifted and Talented	10.1%	8.5%	6.7%	6.6%	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 & 15-16.

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

## Klein Forest High School Campus Improvement Plan

**Mission:** We will develop self-sufficient problem solvers who are academically prepared and instilled now and beyond graduation with a sense of integrity and responsibility to self and community.

**Vision:** Golden Eagles Soar to Achieve Excellence in Academics and Character. Each student will achieve academic excellence and growth through the delivery of individual TEKS based curriculum. Each highly qualified staff member will participate in the Professional Learning Community structure to meet the needs of all students.

**Tactic 1: Raise the performance of all students and close the achievement gap.**

- Action Plan 1:** Implement research based instructional strategies (ELL, SPED, AP) to increase mathematics, social studies, ELA and science performance on state mandated tests, AP tests, college entrance exams, and career certification instruments.
- Action Plan 2:** Campus PLC teams (dept., house, data, course content team, counseling, admin) will meet to review student needs, student progress, and necessary interventions using campus processes such as Response to Intervention/Intelligence for special programs (ELL, SPED, GT, CTE, 504, IBA, AVID) and targeted/subgroup.
- Action Plan 3:** Create and implement targeted intervention of graduation cohort to increase graduation completion rate.
- Action Plan 4:** Increase the authentic use of digital technology among students and staff to enhance rigor, relevance, and engagement during the learning process
- Action Plan 5:** Establish a Program Review Committee (PRC) to review and analyze quantitative data for ELL, SPED, Advanced Academics, IBA, AVID programs
- Action Plan 6:** We will incorporate a framework of literacy to develop effective skills in speaking, reading and writing as we soar to excellence
- Action Plan 7:** On a designated day each week, classes will write on a campus- developed prompt (The campus will set up an academic writing prompt and personalized writing prompt during Eagles Nest.)
- Action Plan 8:** We will incorporate a framework of literacy to develop effective skills in speaking as we soar to excellence.

**Tactic 2: Recruit and retain the highest quality employees.**

- Action Plan 1:** Utilize Professional Learning Communities to provide support for all faculty and staff.

**Tactic 3: Promote positive character traits and effective communication.**

- Action Plan 1:** Provide student, parent, and community involvement through a variety of participatory opportunities.

**Tactic 4: Increase Community and Student Engagement ratings to Exemplary Status**

- Action Plan 1:** Monitor campus processes to increase opportunities for community and student engagement.

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	Acad. Accept.	Met Standard	Met Standard	Met Standard	Met Standard
Completion Rate	91.6%	92.5%	94.7%	93.5%	Not Available
Drop Out Rate	1.7%	1.6%	1.7%	2.0%	Not Available
Attendance Rate	93.3%	93.1%	93.5%	93.3%	93.6%
Percentage of Enrollment in Gifted and Talented	3.2%	3.0%	3.0%	2.8%	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 & 15-16.

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

## Klein Oak High School Campus Improvement Plan

**Mission:** Empowering lives through learning.

**Tactic 1: Raise the academic performance of all students and close the achievement gap.**

**Action Plan 1:** Identify students who need additional support to excel on STAAR and provide assistance.

**Action Plan 2:** Target and motivate at-risk students in a variety of ways for the purpose of completing high school.

**Action Plan 3:** Increase the passing rate of all courses.

**Action Plan 4:** Increase college awareness and readiness for all students.

**Tactic 2: Recruit and retain the highest quality employees.**

**Action Plan 1:** Identify professional development needs and provide training.

**Action Plan 2:** Increase staff motivation and retention.

**Tactic 3: Promote positive character traits.**

**Action Plan 1:** Proactively decrease the number of discipline infractions.

**Action Plan 2:** Maintain Klein Oak as a "No Place for Hate" campus.

**Tactic 4: Identify and use the best practices for continuous improvement.**

**Action Plan 1:** Utilize Professional Learning Communities to provide support for all faculty and staff.

**Action Plan 2:** Increase instructional best practices within classroom.

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	Acad. Accept.	Met Standard	Met Standard	Met Standard	Met Standard
Completion Rate	94.8%	95.9%	97.2%	96.8%	Not Available
Drop Out Rate	1.0%	0.6%	0.7%	0.9%	Not Available
Attendance Rate	94.9%	94.7%	95.1%	95.0%	95.1%
Percentage of Enrollment in Gifted and Talented	7.1%	8.0%	7.8%	7.6%	7.0%

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 & 15-16.

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

## 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.

**Tactic 1: Increase the completion rate and decrease the dropout rate.**

**Action Plan 1:** Provide additional resources to all 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 2015-2016 school year and pass the EOC for the core courses.

**Action Plan 2:** Implement a monitoring and intervention system for tracking and improving attendance of individual students.

**Action Plan 3:** Implement a process for recovering dropouts throughout the school year.

**Tactic 2: Ensure that all classroom teachers are utilizing quality, deliberate initial instruction to increase student understanding and to close the achievement gap.**

**Action Plan 1:** Utilize regularly scheduled aligned common assessments to monitor student progress and to appropriately adjust classroom instruction.

**Action Plan 2:** Participate in quality, relevant, professional development sessions that enable teachers to immediately strengthen instruction in the classroom.

**Action Plan 3:** Strengthen core Professional Learning Communities (PLCs) to highly functional status involving essential professional support staff in applicable areas.

**Action Plan 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.

**Action Plan 5:** Ensure comprehensive, effective use of all classroom technology tools (TBSI and one-to-one).

**Tactic 3: Deploy targeted interventions for all students who demonstrate an academic or social need.**

**Action Plan 1:** Monitor and provide interventions for students who did not meet the standard on the 2014 EOC & TAKS test in all core subject areas.

**Action Plan 2:** Monitor and provide interventions to ELL students in core classrooms.

**Action Plan 3:** Implement a process for monitoring all students served under special education.

**Action Plan 4:** Actively and consistently work to decrease the number of discipline referrals and discipline placements to the alternative school throughout the school year.

**Action Plan 5:** Create tiers of intervention in all core classes in order to strategically serve students displaying academic and social needs.

**Action Plan 6:** Implement various opportunities for students to prevent loss of credit or to regain credit

**Action Plan 7:** Implement strategies to decrease incidents of bullying on campus.

**Tactic 4: Raise the participation and performance in Advanced Academic and college readiness testing.**

**Action Plan 1:** Implement research based strategies to recruit, retain, and strengthen performance in advanced academics classrooms.

**Action Plan 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	2015-16
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Met Standard	Met Standard
Completion Rate	95.7%	95.9%	95.0%	96.4%	Not Available
Drop Out Rate	1.9%	1.3%	0.9%	0.9%	Not Available
Attendance Rate	94.4%	94.4%	94.3%	94.0%	94.4%
Percentage of Enrollment in Gifted and Talented	7.6%	6.5%	5.7%	5.7%	5.5%

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 & 15-16.

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

## Klein Intermediate School Campus Improvement Plan

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

**Vision:** Student Culture – Building relationships with our students and creating ownership of the building; Guaranteed Learning –Reduce student failures; Focus on Literacy – Improve the use of literacy-based activities across all contents and grade levels.

**Tactic 1: Raise the academic performance of all students and close the achievement gap.**

- Action Plan 1:** Increase student performance in Reading for all students with targeted focus on AA, ELL, His, Eco Dis and SPED students
- Action Plan 2:** Increase student performance in Math for all students with targeted focus on AA, ELL, His, Eco Dis, and SPED students.
- Action Plan 3:** Increase student performance in Writing for all students with targeted focus on AA, ELL, His, Eco Dis and SPED students.
- Action Plan 4:** Increase student performance in Science for all students with targeted focus on AA, ELL, His, Eco Dis, and SPED students.
- Action Plan 5:** Increase student performance in Science for all students with targeted focus on AA, ELL, His, Eco Dis, and SPED students.

**Tactic 2: Recruit and retain the highest quality employees.**

- Action Plan 1:** Provide training and support for campus leadership.
- Action Plan 2:** Create and maintain a campus-based mentoring program for new teachers both to the profession and to the campus.
- Action Plan 3:** Provide ongoing professional support for new and returning teachers related to classroom management, instructional practices, and collaboration.
- Action Plan 4:** The Campus will employ a Guiding Coalition with the focus on campus leadership and campus direction including Parent Outreach and Campus Culture.
- Action Plan 5:** The campus will focus on improving student/staff, staff/staff, and staff/parent relationships and communication.
- Action Plan 6:** A Campus Climate Committee will meet to plan ways to improve staff cohesiveness.

**Tactic 3: Promote positive character traits and effective communication.**

- Action Plan 1:** Administration will provide weekly communication to staff regarding directives, celebrations, department updates and weekly calendar with support from campus leadership.
- Action Plan 2:** Campus will continue to promote the Capturing Kids Hearts Program for student/teacher interaction and improve on implementing all parts with fidelity.
- Action Plan 3:** Teacher will reach out to parents weekly to make positive phone calls and send positive postcards home to improve communication and relationship between campus and parents.
- Action Plan 4:** Parent Liaison, with staff assistance, will implement a schedule of parent events in order to improve communication and relationship between campus and parents.
- Action Plan 5:** Administration will maintain an open door policy in which teachers can come and voice concerns.

**Tactic 4: Build relationships and encourage engagement through effective communication.**

- Action Plan 1:** Teachers will use research-based practices in class and plan for instruction using the PLC model. Support will be given through various campus and district-based instructional staff as well as outside consultants.
- Action Plan 2:** KI students will have transition activities between 5th - 6th, 6th to 7th and 7th to 8<sup>th</sup>.

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	Acad. Accept.	Met Standard	Met Standard	Met Standard	Met Standard
Drop Out Rate	0.2%	0.5%	0.1%	0.1%	Not Available
Attendance Rate	95.9%	95.4%	95.0%	94.6%	95.1%
Percentage of Enrollment in Gifted and Talented	3.2%	3.1%	2.7%	3.2%	4.0%

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 & 15-16.

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



## 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.

**Vision:** Hildebrandt strives to continuously improve student performance through data analysis, providing a TEKS driven curriculum, and delivering strong initial instruction. Each student will be taught with creative and challenging instruction by highly quality teachers who are committed to continuous improvement. We want to provide an environment where students model strong moral character and citizenship.

**Tactic 1: Raise the performance of all students and close the achievement gap**

**Action Plan 1:** Strengthen initial instruction for all students with a particular focus on Hispanic and economically disadvantaged students in order to provide timely, targeted, and specific feedback and to increase student engagement and depth of understanding.

**Action Plan 2:** Strengthen the effectiveness of response to intervention in order to increase academic performance of all students with a particular focus on Hispanic and economically disadvantaged students.

**Action Plan 3:** Increase student performance in reading for all subgroups with particular focus on: AA, Hispanic, Economically disadvantaged Special Education, ELL.

**Action Plan 4:** Increase student performance in math for all subgroups with particular focus on: AA, Hispanic, Economically disadvantaged, Special Education and ELL.

**Action Plan 5:** Increase student performance in writing for all subgroups with particular focus on: AA, Hispanic, Economically disadvantaged, Special Education and ELL.

**Action Plan 6:** Increase student performance in science for all subgroups with particular focus on: AA, Hispanic, Economically disadvantaged, Special Education and ELL.

**Action Plan 7:** Increase student performance in social studies for all subgroups with particular focus on: AA, Hispanic, Economically disadvantaged, Special Education and ELL.

**Tactic 2: Recruit and retain the highest quality employees.**

**Action Plan 1:** Increase employee satisfaction by maintaining a positive school climate and increasing professional knowledge through targeted professional development.

**Action Plan 2:** Provide a campus teacher mentoring program that compliments the district's mentoring program.

**Tactic 3: Promote positive character traits and effective communication.**

**Action Plan 1:** Ensure a safe and positive campus culture for students, faculty and staff.

**Action Plan 2:** Provide students with opportunities to grow positive character while developing leadership skills.

**Action Plan 3:** Increase parental involvement in school sponsored events.

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Met Standard	Met Standard
Drop Out Rate	0.0%	0.0%	0.0%	0.0%	Not Available
Attendance Rate	96.3%	96.3%	96.8%	96.2%	95.9%
Percentage of Enrollment in Gifted and Talented	5.8%	5.3%	6.0%	5.8%	6.9%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; <http://ritter.tea.state.tx.us/perfreport/tap/index.html>; PEIMS data for 11-12, 12-13, 13-14, 14-15 & 15-16.

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

# Wunderlich Intermediate School

## Campus Improvement Plan

**Mission:** We change lives through learning.

**Vision:** Wunderlich Intermediate will strive to create an educational community that celebrates diversity and engages students to find academic success. We will establish an environment that grows life-long learners and hold our students to high expectations. The Wunderlich community will promote positive character traits among our students and ensure our students are future ready.

### Core Beliefs:

We believe that students learn best when they are actively engaged in a learning process that uses a variety of instructional approaches.

We believe that students meet high expectations when provided opportunities to develop socially, emotionally and academically.

We believe that students benefit when effective educators engage in practices that are student centered and support ongoing improvement of teaching and learning.

We believe that engaging the student's family and the community in the education process enhances learning and academic achievement.

We believe that diversity and heritage enrich and strengthen.

We believe that faith gives meaning and purpose to human life.

We believe that are responsible for building and maintaining high performing organizations that ensure all students will successfully acquire the knowledge, skills and values necessary for success.

We believe that we must value and demonstrate personal responsibility and ethical decision-making.

We believe that students must develop the skills necessary to lead a healthy and balanced life, as characterized by physical wellness, self-awareness, emotional maturity, and personal independence.

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.

### Tactic 1: Raise student performance and close the achievement gap.

**Action Plan 1:** Collect campus data, conduct a comprehensive needs assessment, and set campus goals.

**Action Plan 2:** Implement effective instructional strategies to increase student achievement and close the achievement gap in all academic areas.

**Action Plan 3:** Provide targeted interventions that meet the specific needs of all students through successful classroom, WIFL and Tier 4 intervention (RtI) implementation.

**Action Plan 4:** Provide WIFL opportunities for extension, enrichment and support to students.

**Action Plan 5:** Implement and monitor strategies which target improvement in core academics.

**Action Plan 6:** Implement and monitor strategies which target improvement for ELL, Special Education, and African American students.

### Tactic 2: Recruit and retain the highest quality employees.

**Action Plan 1:** Provide a positive working environment that promotes teachers working collaboratively.

**Action Plan 2:** Provide meaningful and on-going staff development and support for teachers.

**Action Plan 3:** Provide a mentoring support program for new teachers.

### Tactic 3: Promote positive character traits and effective communication.

**Action Plan 1:** Provide programs and activities promoting character and behavior education to all students.

**Action Plan 2:** Implement a monitoring and intervention system for tracking & improving attendance of individual students.

### Tactic 4: We will encourage parent and community involvement.

**Action Plan 1:** Provide programs that meet the interest of our parents.

**Action Plan 2:** Provide opportunities for staff to interact with the community outside of the regular school day.

### Tactic 5: We will facilitate technology competencies in staff and students.

**Action Plan 1:** Technology Proficiency Standards

**Action Plan 2:** Comprehensive, effective use of all classroom technology tools

**Action Plan 3:** Mastery of Technology Literacy Assessment

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Met Standard	Met Standard
Drop Out Rate	0.5%	0.2%	0.3%	0.8%	Not Available
Attendance Rate	96.4%	96.2%	96.6%	96.0%	96.3%
Percentage of Enrollment in Gifted and Talented	2.2%	2.8%	3.2%	3.6%	4.0%

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 & 15-16.

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

## Strack Intermediate School Campus Improvement Plan

**Mission:** Impacting futures through learning today.

**Vision:** Strack Intermediate aims to provide, in partnership with parents, a quality education so that all students are able to reach their full potential within a caring, secure environment.

**Value Statement:**

We will offer a positive and caring school culture that will encompass an environment in which teachers help mentor students throughout their intermediate school experience.

**Tactic 1: Increase student performance and close the achievement gap.**

**Action Plan 1:** Improve STAAR performance for all subjects all grade levels for African Americans, Hispanics, and Economically Disadvantaged students.

**Action Plan 2:** Improve STAAR performance in 7th grade writing for Special Education students.

**Action Plan 3:** Improve STAAR Level III performance in Reading and Math.

**Action Plan 4:** Improve STAAR and TELPAS performance for all subjects all grade levels for ELL students.

**Tactic 2: Recruit and retain the highest quality employees.**

**Action Plan 1:** Offer campus based professional development to faculty to remain current in best practices in the classroom.

**Action Plan 2:** Foster a positive school climate to retain high quality teachers.

**Tactic 3: Promote positive character traits and effective communication.**

**Action Plan 1:** Increase recognition of students exhibiting positive character traits.

**Action Plan 2:** Educate students about anti-bullying and positive character.

**Action Plan 3:** Implement a monitoring and intervention system for tracking and improving attendance of individual students.

**Tactic 4: Identify and use best practices for continuous improvement.**

**Action Plan 1:** Maintain effective communication with all stakeholders.

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Met Standard	Met Standard
Drop Out Rate	0.1%	0.1%	0.1%	0.0%	Not Available
Attendance Rate	96.9%	96.6%	96.9%	96.8%	96.9%
Percentage of Enrollment in Gifted and Talented	7.9%	8.1%	10.2%	9.4%	7.8%

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 & 15-16.

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## 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.

**Vision:** Kleb Intermediate will strive to establish an environment that celebrates all facets of diversity where everyone will be encouraged and engaged in the learning process. Through this, Kleb will be a place where life-long learners are created, and positive character traits are cultivated by supportive role models. We are a unified community of excellence devoted to capturing young hearts and challenging minds to be future-ready.

**Tactic 1: Increase student performance and close the achievement gap.**

- Action Plan 1:** Raise student achievement on all state assessments (STAAR & TELPAS) and provide instructional interventions for students who need additional support.
- Action Plan 2:** Implement and refine the PLC process in all content areas to ensure successful student learning for all.
- Action Plan 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.
- Action Plan 4:** Enhance classroom instruction and increase student progress through the aggressive and consistent use of classroom technology tools.

**Tactic 2: Recruit and retain the highest quality employees.**

- Action Plan 1:** Recruit the highest quality staff by collaboratively screening and interviewing potential new hires.
- Action Plan 2:** Identify campus professional development needs and provide development opportunities for all staff.
- Action Plan 3:** Cultivate, encourage, and empower new teachers and staff through campus and district mentor programs.

**Tactic 3: Promote positive character traits and effective communication.**

- Action Plan 1:** Maintain effective communication with staff, parents and community members.
- Action Plan 2:** Create and implement a character development program.
- Action Plan 3:** Increase employee and student satisfaction by continuing to improve and maintain a positive school climate / culture.

**Tactic 4: Identify and use best practices for continuous improvement.**

- Action Plan 1:** Create and implement a standards-driven, systematic approach to Response to Intervention.
- Action Plan 2:** Establish and implement an attendance intervention committee to monitor, support and improve student attendance.
- Action Plan 3:** Ensure a safe campus.

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Met Standard	Met Standard
Drop Out Rate	0.0%	0.1%	0.2%	0.1%	Not Available
Attendance Rate	96.4%	96.1%	96.4%	96.1%	96.4%
Percentage of Enrollment in Gifted and Talented	9.0%	9.0%	10.4%	9.0%	8.3%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; <http://ritter.tea.state.tx.us/perfreport/tapri/index.html>; PEIMS data for 11-12, 12-13, 13-14, 14-15 & 15-16.

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

## 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.

**Vision:** All Doerre Intermediate students possess the knowledge, skills and desire to meet the challenges of their future in a diverse world.

### Core Beliefs:

Excellence in learning is directly related to excellence in teaching.

Creativity, innovation and initiative are encouraged and celebrated.

The educational environment must be responsive to change.

Student growth occurs when students are actively engaged in rigorous and relevant learning.

Each individual has inherent dignity and the right to equitable and respectful educational experiences.

Consistent rules and discipline, positive values and social skills are necessary for all individuals.

Every student is able to learn and student success is the primary focus of all decisions.

### Tactic 1: Increase student performance and close the achievement gap.

**Action Plan 1:** Analyze data to drive instruction.

**Action Plan 2:** Improve initial instruction and Advanced STAAR scores.

**Action Plan 3:** Provide appropriate interventions for at-risk students.

### Tactic 2: Recruit, train and retain the highest quality employees.

**Action Plan 1:** Encourage/provide teacher staff development in best practices.

**Action Plan 2:** Create an environment where staff members feel valued.

### Tactic 3: Promote positive character traits and effective communication.

**Action Plan 1:** Improve communication among teachers, parents and community.

**Action Plan 2:** Encourage exemplary student attendance.

**Action Plan 3:** Remove bullying and encourage exemplary character traits.

### Tactic 4: Build, develop, and maintain positive relationships with all stakeholders.

**Action Plan 1:** Maintain effective communication and promote partnerships within the community.

**Action Plan 2:** Facilitate ongoing activities of a mentor program to build relationships and student retention.

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Met Standard	Met Standard
Drop Out Rate	0.0%	0.0%	0.0%	0.2%	Not Available
Attendance Rate	96.9%	96.7%	96.9%	96.9%	97.0%
Percentage of Enrollment in Gifted and Talented	13.7%	13.0%	16.5%	17.0%	14.8%

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.

## Schindewolf Intermediate School Campus Improvement Plan

**Mission:** Empower every student every day.

**Vision:** Our campus vision is to increase student performance through data analysis, providing a TEKS driven curriculum, and delivering targeted instruction. All students will be taught with creative and challenging instruction by quality teachers who are engaged in continuous improvement. We want to provide an environment where students learn and demonstrate character traits that are embodied in “No Place for Hate” schools.

**Core Beliefs:**

We believe that it is the role of our campus to provide continually improving service to our students and community by providing exceptional teaching, a caring environment, and ongoing support to children based on individual students' needs.

**Tactic 1: Raise the performance of all students and close the achievement gap.**

**Action Plan 1:** Utilize daily intervention time to increase academic performance among all student groups.

**Action Plan 2:** Ensure all students receive instruction in a viable curriculum that is based on data and utilizes best teaching practices.

**Action Plan 3:** Increase student achievement among all student groups in all subjects on state assessments.

**Action Plan 4:** Implement student incentives aimed at improving student performance.

**Tactic 2: Recruit and retain the highest quality employees.**

**Action Plan 1:** Foster a positive climate on campus to cultivate an environment where high quality teachers and staff seek to be employed.

**Action Plan 2:** 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.

**Tactic 3: Promote positive character traits and effective communication.**

**Action Plan 1:** Increase recognition of students exhibiting positive character traits.

**Action Plan 2:** Provide students with opportunities to nurture positive character while developing leadership skills.

**Action Plan 3:** Increase parental involvement in school sponsored events.

**Tactic 4: Identify and use best practices for continuous improvement.**

**Action Plan 1:** Offer campus based professional development in addition to district offerings for faculty to enhance skills in teacher learning and thus student performance.

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Met Standard	Met Standard
Drop Out Rate	0.0%	0.0%	0.0%	0.1%	Not Available
Attendance Rate	96.7%	96.6%	97.0%	96.6%	96.6%
Percentage of Enrollment in Gifted and Talented	6.4%	6.1%	6.2%	5.8%	6.0%

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.

## Krimmel Intermediate School Campus Improvement Plan

**Tactic 1: Increase student performance and close the achievement gap.**

- Action Plan 1:** Utilize research based strategies to improve student achievement in reading in grade 6.
- Action Plan 2:** Utilize research based strategies to improve student achievement in math in grade 6.
- Action Plan 3:** Utilize research based strategies to improve student achievement in reading in grade 7.
- Action Plan 4:** Utilize research based strategies to improve student achievement in math in grade 7.
- Action Plan 5:** Utilize research based strategies to improve student achievement in writing in grade 7.
- Action Plan 6:** Utilize research based strategies to improve student achievement in reading in grade 8.
- Action Plan 7:** Utilize research based strategies to improve student achievement in math in grade 8.
- Action Plan 8:** Utilize research based strategies to improve student achievement in science in grade 8.
- Action Plan 9:** Utilize research based strategies to improve student achievement in social studies in grade 8.
- Action Plan 10:** Utilize Instructional Leadership Strategies to increase performance in Campus Monitoring identified areas.
- Action Plan 11:** Incorporate PSAT and ACT-ASPIRE testing and results to help students better prepare for the College and Career Readiness standards to increase student success.

**Tactic 2: To provide a multi-dimensional approach in practicing character education to all students.**

- Action Plan 1:** Integrate character education into school and classroom activities.
- Action Plan 2:** Inform faculty, staff, students, and parents about student responsibility and student discipline.

**Tactic 3: Recruit and retain the highest quality employees**

- Action Plan 1:** Increase teacher competency in using instructional technology strategies to ensure student success.
- Action Plan 2:** Continue campus wide teacher mentoring network and support group.
- Action Plan 3:** Establish measures to increase employee satisfaction.

**Tactic 4: Increase strategies to build relationships with students, parents, and the community through effective communication.**

- Action Plan 1:** Develop and maintain strategies to provide effective communication with students.
- Action Plan 2:** Develop and maintain strategies to provide effective communication with parents and the community.

**Tactic 5: Increase strategies to meet Recognized or Exemplary standards on Community Based Accountability indicators.**

- Action Plan 1:** Develop and maintain strategies to meet Recognized or Exemplary standards on indicators that are not Recognized or Exemplary.

**Tactic 6: Measure effectiveness of GT program and review of PSAT / ACT data.**

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Met Standard	Met Standard
Drop Out Rate	0.0%	0.0%	0.0%	0.1%	Not Available
Attendance Rate	96.9%	96.5%	96.9%	96.3%	96.6%
Percentage of Enrollment in Gifted and Talented	6.1%	4.6%	4.9%	5.0%	8.2%

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

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



## Ulrich Intermediate School Campus Improvement Plan

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

**Vision:** Ulrich is committed to building Learners and shaping Leaders.

### 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.

### Tactic 1: Increase student performance and close the achievement gap.

- Action Plan 1:** Utilize regularly scheduled aligned common assessments to monitor student progress and to appropriately adjust classroom instruction.
- Action Plan 2:** Strengthen core PLCs to a highly functional status involving essential professional support staff in applicable areas.
- Action Plan 3:** Ensure comprehensive, effective use of all classroom technology tools (TBSI and one-to-one).
- Action Plan 4:** Implement a monitoring system for all students who did not meet the standard on the 2014 STAAR test in all core subject areas.
- Action Plan 5:** Monitor and provide interventions to LEP students in core classrooms.
- Action Plan 6:** Implement a process for monitoring all students served under special education.
- Action Plan 7:** Create tiers of intervention in all core classrooms in order to strategically serve students displaying academic and social needs.
- Action Plan 8:** Analyze student data to improve in mastery of technology literacy.

### Tactic 2: Recruit and retain the highest quality employees.

- Action Plan 1:** Increase employee satisfaction by maintaining a positive school climate and increasing professional knowledge through targeted professional development.
- Action Plan 2:** Provide a campus teacher mentoring program that compliments the district mentoring program.
- Action Plan 3:** Utilize available evaluation data to enhance strategies for best practice.
- Action Plan 4:** Participate in quality, relevant, professional development sessions that enable teachers to immediately strengthen instruction in the classroom.
- Action Plan 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*.

### Tactic 3: Promote positive character traits and effective communication.

- Action Plan 1:** Actively and consistently work to decrease the number of discipline referrals and discipline placements to the alternative school throughout the school year.
- Action Plan 2:** Implement strategies to decrease incidents of bullying on campus.
- Action Plan 3:** Implement a monitoring and intervention system for tracking and improving attendance of individual students.
- Action Plan 4:** Provide school publications promoting home/school communication.
- Action Plan 5:** Keep faculty, students, and community members informed regarding school/district discipline guidelines.

### Tactic 4: Raise the participation and performance in Advanced Academic and college readiness testing.

- Action Plan 1:** Implement research based strategies to recruit, retain, and strengthen performance in advanced academics classrooms.
- Action Plan 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	2015-16
TEA Accountability Rating	Acad. Accept.	Met Standard	Met Standard	Met Standard	Met Standard
Drop Out Rate	0.1%	0.3%	0.0%	0.4%	Not Available
Attendance Rate	96.6%	96.1%	96.8%	96.4%	96.2%
Percentage of Enrollment in Gifted and Talented	3.5%	4.2%	5.0%	5.1%	5.2%

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

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

## 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.

**Vision:** We can! We will! Succeed!

**Tactic 1: Increase student performance and close the achievement gap.**

**Action Plan 1:** Apply research based strategies to increase student performance in math.

**Action Plan 2:** Apply research based strategies to increase student performance in reading.

**Action Plan 3:** Apply research based strategies to increase writing performance.

**Action Plan 4:** Apply research based strategies to increase student performance in science.

**Action Plan 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, Special Education populations and ELL students.

**Tactic 2: Recruit and retain the highest quality employees.**

**Action Plan 1:** Implement the use of MAP to determine student level of understanding specific concepts.

**Action Plan 2:** When data indicates there is a need, provide opportunities for teachers to grow professionally either through book studies, observing master teachers, or viewing district teaching videos.

**Action Plan 3:** Analyze data to determine instructional needs of students.

**Tactic 3: Promote positive character traits and effective communication.**

**Action Plan 1:** Strengthen student demonstration of Klein Character traits by implementing recognition initiatives.

**Action Plan 2:** Increase parent / community involvement.

**Tactic 4: Recruit and retain highest quality employees.**

**Action Plan 1:** Increase teacher competency with technology and curriculum integration.

**Action Plan 2:** Provide a variety of staff development opportunities that strengthen teaching strategies.

**Action Plan 3:** Strengthen professional working relationships and positive interaction among peers.

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	Exemplary	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate	96.9%	96.5%	96.9%	96.7%	96.9%
Percentage of Enrollment in Gifted and Talented	3.8%	3.1%	2.5%	1.9%	1.7%

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

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

## Northampton Elementary School Campus Improvement Plan

**Mission:** Empowering all minds and nurturing all hearts to achieve greatness!

**Vision:** Northampton Elementary School is dedicated to providing a safe, nurturing, and encouraging environment and seeks to educate, challenge, and inspire students to become life-long learners, leaders, and responsible citizens through a balanced curriculum and the cooperative efforts of students, staff, parents, and community

**Value Statement:**

Collaboration  
Grateful Attitude  
Intentional Loyalty  
Valuing Creativity  
Empowering Education

**Tactic 1: Increase student performance and close the achievement gap.**

- Action Plan 1:** Implement effective, differentiated instructional strategies to increase learning and close the achievement gap in math, reading, science and writing.
- Action Plan 2:** Use data analysis to identify strengths and weaknesses of student groups in order to drive initial instruction and interventions.
- Action Plan 3:** Implement research based strategies to ensure one year's growth of all ELL students in TELPAS and all core subjects.
- Action Plan 4:** Implement research based Stetson Strategies with fidelity to ensure growth of Special Education students.

**Tactic 2: Recruit and retain the highest quality employees.**

- Action Plan 1:** Provide professional development for all staff to insure best practices and improve student learning.
- Action Plan 2:** Increase teacher competency in instructional technology.

**Tactic 3: Promote positive character traits and effective communication.**

- Action Plan 1:** Promote positive character traits of all students, faculty and staff.
- Action Plan 2:** Insure open communication for students, staff, and parents in order to provide a positive and supportive environment. **Leading Indicator:** Newsletters, Websites, Parent Meetings

**Tactic 4: Identify and use best practices for continuous improvement.**

- Action Plan 1:** Evaluate and implement best practices in order to improve learning for all students.

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	Acad. Accept.	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate	96.7%	96.4%	96.9%	96.8%	96.7%
Percentage of Enrollment in Gifted and Talented	5.5%	5.7%	3.7%	2.4%	2.2%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; <http://ritter.tea.state.tx.us/perfreport/tapri/index.html>; PEIMS data for 11-12, 12-13, 13-14, 14-15 & 15-16.

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

## 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.

**Vision:** Haude Jaguars have ENDLESS POSSIBILITIES.

### Campus Objectives:

To help our students have endless possibilities for their future, we will:

Implement 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.

### Tactic 1: Raise the performance of all students and close the achievement gap.

**Action Plan 1:** Implement strategies to improve math achievement.

**Action Plan 2:** Implement strategies to improve science achievement.

**Action Plan 3:** Implement strategies to improve reading achievement.

**Action Plan 4:** Implement strategies to improve writing achievement.

### Tactic 2: Recruit and retain the highest quality employees.

**Action Plan 1:** Increase teacher competency through continued staff development.

**Action Plan 2:** Increase teacher competency in instructional technology.

### Tactic 3: Promote positive character traits and effective communication.

**Action Plan 1:** Integrate character education, wellness and social skills activities into the classroom.

**Action Plan 2:** Promote effective communication and partnership with parents and community members.

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	Exemplary	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate	97.3%	97.0%	97.1%	96.6%	96.6%
Percentage of Enrollment in Gifted and Talented	11.2%	7.8%	6.4%	5.4%	4.2%

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

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

## Greenwood Forest Elementary School Campus Improvement Plan

**Mission:** Greenwood Forest Elementary School is committed to the intellectual, physical, emotional, and social development of its students. This is achieved through a collaboration of community, parents, educators, and support staff, all of whom share the common goal of providing quality education through a differentiated and integrated curriculum that engages all learners, resulting in increasing student success and closing the achievement gap.

**Vision:** 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.

**Value Statement:**

Greenwood Forest Elementary School shall increase student performance and close the achievement gap.

Greenwood Forest Elementary School shall recruit and retain the highest quality employees who will provide motivating lessons using materials that enhance student engagement.

Greenwood Forest Elementary School shall promote positive character traits in each student while providing a safe learning environment.

Greenwood Forest Elementary School shall build relationships that encourage parent and community involvement.

**Tactic 1: Raise the performance of all students and close the achievement gap.**

**Action Plan 1:** Implement PLC allowing teachers to plan for effective student intervention thereby improving student achievement.

**Action Plan 2:** Differentiate instruction in all subjects to address individual student needs.

**Tactic 2: Recruit and retain the highest quality employees who will provide motivating lessons using materials that enhance student engagement.**

**Action Plan 1:** Provide research-based instructional materials to improve instruction, enhance the curriculum, and increase student achievement.

**Action Plan 2:** Provide technology to improve instruction, enhance the curriculum and increase student achievement.

**Action Plan 3:** Provide staff professional development to improve instruction, enhance curriculum, and increase student achievement.

**Action Plan 4:** Recruit the highest quality staff by collaboratively screening and interviewing potential new hires.

**Action Plan 5:** Cultivate, encourage, and empower new teachers and staff through campus and district mentor programs.

**Tactic 3: Promote positive character traits and effective communication.**

**Action Plan 1:** Integrate character education, social skills training, violence prevention, and bullying prevention into curriculum.

**Tactic 4: Build relationships that encourage parent and community involvement.**

**Action Plan 1:** Encourage engagement through effective communication.

**Action Plan 2:** Increase active parent involvement in school activities.

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate	96.3%	96.2%	96.3%	96.4%	96.6%
Percentage of Enrollment in Gifted and Talented	4.1%	3.5%	2.7%	1.4%	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

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

## 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.

**Vision:** We will continue to improve the following:  
 All ELLs will make one year's level of progress in English. (Composite TELPAS Score)  
 All students will read on or above grade level.  
 75% or higher will meet Level II Satisfactory in reading, math, science, and writing STAAR.  
 10% – 15% of students will meet Level III Satisfactory in reading, math, science, and writing STAAR.  
 We will earn a *Distinction Designation* in Index 2: Top 25% in Student Progress.

**Value Statement:**

Epps Island's fundamental purpose is we will work collaboratively as a Professional Learning Community to: Ensure all students learn at high levels; Close the achievement gap; Provide a safe, nurturing learning environment; and Model positive character traits.

**Tactic 1: Increase student performance and close the achievement gap.**

- Action Plan 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.
- Action Plan 2:** Increase our school's capacity for delivering more targeted literacy instruction using best practices through the Reader's Workshop model.
- Action Plan 3:** Strengthen math skills through use of research-based best instructional strategies.
- Action Plan 4:** Strengthen writing/language skills through research-based best instructional strategies through the Writer's Workshop model.
- Action Plan 5:** Increase science knowledge and application through the use of research-based strategies.
- Action Plan 6:** Implement interventions that are targeted, specific to increase student achievement through a well-developed RTI school wide RTI model.
- Action Plan 7:** Provide embedded professional development for teachers based on student needs to increase student achievement.
- Action Plan 8:** Provide enriched instructional strategies through the use of technology.
- Action Plan 9:** Provide targeted instruction for English language learners to ensure students make adequate progress in speaking, writing, reading, and listening.
- Action Plan 10:** Provide differentiated instruction tailored to meet the needs of the gifted population.

**Tactic 2: Recruit and retain the highest quality employees.**

- Action Plan 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.
- Action Plan 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
- Action Plan 3:** Provide a variety of motivational, inspirational and team building activities to enhance staff morale.

**Tactic 3: Promote positive character traits and effective communication.**

- Action Plan 1:** To 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
- Action Plan 2:** To increase student involvement in leadership opportunities in various clubs promoting social skills.
- Action Plan 3:** To implement effective Nurtured Heart strategies to promote positive interaction among students, teachers and parents.

**Tactic 4: Build relationships and encourage engagement through effective communication.**

- Action Plan 1:** Provide effective on-going communication with students, parents, and staff.
- Action Plan 2:** Provide opportunities for parents to be involved in school activities.
- Action Plan 3:** Build a strong PTO to facilitate support from the community to support the needs of students.

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	Acad. Accept.	Imp. Required	Met Standard	Met Standard	Met Standard
Attendance Rate	96.8%	96.4%	96.5%	96.2%	96.4%
Percentage of Enrollment in Gifted and Talented	3.4%	2.8%	2.5%	1.6%	1.0%

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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## Theiss Elementary School Campus Improvement Plan

**Mission:** Theiss Elementary will provide a safe and collaborative learning environment for all students. We will challenge students to reach their highest potential while closing the achievement gap for all learners.

**Vision:** Theiss Elementary's vision is to create a nationally known elementary school that maintains high expectations and produces major gains in student achievement for all students. Our instructional strategies reflect best practices by increasing student engagement. We strive to create an extremely effective prek-5 school that not only produces very high levels of student achievement, but also works collaboratively to train the next generation of teachers. We are highly regarded for our academic excellence, and for our contribution in actively serving and contributing to the community. Opportunities are available for enrichment, intervention, and remediation as necessary. We work in partnership with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their maximum potential. We set high expectations for all students. Our school community shares the belief and practice that all children can and will learn.

### **Value Statement:**

Our school community shares the belief that all children can learn. We are committed to the following beliefs:

To teach all students to read, comprehend, understand and discuss material read.

To make sure that all students gain an understanding of mathematical concepts & the role that math plays in all areas of life.

To appreciate history and the unique role it plays in informing today's decisions.

To develop an interest in and an understanding of science.

To write fluently for a variety of purposes.

To use technology as a tool to enhance all areas of the curriculum.

To developing learners whose curiosity about the world around them leads them to a fulfilling life and productive future.

To provide strong initial instruction as students learn best when instruction ensure they are active, self-directed, inquisitive & researchers.

To provide an environment where instruction allows students the opportunity to tackle authentic problems.

To provide students with the opportunities to use their skills appropriately across the disciplines.

To provide students with the opportunities to participate in physical education to promote fitness & engagement at a high level.

To provide students with the opportunity and exposure to fine arts program to promote musical skills / art education at a high level.

### **Tactic 1: Increase student performance and close the achievement gap.**

**Action Plan 1:** Analyze data to ensure high quality of student learning is occurring in all grade levels.

**Action Plan 2:** Implement strategies to improve academic achievement.

### **Tactic 2: Recruit and retain the highest quality employees.**

**Action Plan 1:** Increase teacher competency in instructional technology.

**Action Plan 2:** Provide campus-based staff development to expand teaching skills using technology.

**Action Plan 3:** Establish measures to increase employee performance. Improve initial instructional practices in math, writing and reading for grades Kindergarten through 5th.

### **Tactic 3: Promote positive character traits and effective communication.**

**Action Plan 1:** Reinforce appropriate social skills through the counseling program, school-wide assembly, and classroom recognition activities to develop strong character in all students.

**Action Plan 2:** Implement before, during and after school activities and clubs to strengthen the connection between students and school.

### **Tactic 4: Identify and use best practices for continuous improvement.**

**Action Plan 1:** Increase professional development and opportunities to collaborate based on best practices that will increase student achievement and professional growth.

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	Exemplary	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate	96.7%	96.4%	97.0%	96.8%	96.8%
Percentage of Enrollment in Gifted and Talented	9.3%	7.8%	5.2%	4.8%	5.4%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; <http://ritter.tea.state.tx.us/perfreport/tapri/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.



## Benfer Elementary School Campus Improvement Plan

**Mission:** Expect Success!

**Vision:** Our vision at Benfer Elementary is to empower our students to become successful global citizens by integrating social skills, emotional health and academic success.

**Tactic 1: Increase student performance and close the achievement gap.**

**Action Plan 1:** Deliver, support, and measure the effectiveness of a cognitively complex and relevant math curriculum that meets the needs of all students.

**Action Plan 2:** Deliver, support, and measure the effectiveness of a cognitively complex and relevant reading curriculum that meets the needs of all students.

**Action Plan 3:** Deliver, support, and measure the effectiveness of a cognitively complex and relevant writing curriculum that meets the needs of all students.

**Action Plan 4:** Deliver, support, and measure the effectiveness of a cognitively complex and relevant science curriculum that meets the needs of all students.

**Action Plan 5:** Deliver, support, and measure the effectiveness of research proven ESL strategies in order to increase our ELL's proficiency in the use of the English Language.

**Tactic 2: Promote positive character traits and the building of successful relationships with others.**

**Action Plan 1:** To maintain increased student involvement and leadership by building positive, sustained relationships with students, teachers, and community members.

**Action Plan 2:** We will promote student success through character education, goal setting and community service opportunities.

**Tactic 3: Promote professional learning that will provide a collaborative environment to enhance student achievement and professional growth.**

**Action Plan 1:** To sustain a standard, systematic approach for the PLC process to promote teacher collaboration and professional development resulting in increased student achievement.

**Action Plan 2:** We will utilize research-based instructional strategies in RtI to maximize student achievement.

**Action Plan 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	2015-16
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate	96.6%	96.6%	96.9%	96.6%	96.9%
Percentage of Enrollment in Gifted and Talented	4.8%	4.4%	3.6%	3.1%	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

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

## Kaiser Elementary School Campus Improvement Plan

**Mission:** We will ensure academic growth and character development at high levels for all students.

**Vision:** Our vision is to develop every aspect of each student to his/her fullest potential in order to produce an active, well informed, productive member of society.

**Value Statement:**

Every child will achieve success!

**Tactic 1: Raise the performance of all students and close the achievement gap.**

**Action Plan 1:** We will improve the quality of reading instruction through the implementation of Reader's Workshop with fidelity in order to improve reading achievement for all students.

**Action Plan 2:** We will improve the quality of writing instruction through the implementation of Writer's Workshop with fidelity and a campus-wide writing initiative across all content areas in order to improve writing achievement for all students, particularly students who are economically disadvantaged, Hispanic, and/or ELL.

**Action Plan 3:** We will improve math achievement for all students.

**Action Plan 4:** We will improve science achievement for all students.

**Action Plan 5:** Improve the performance of special education students through the implementation of the co-teach model with fidelity.

**Action Plan 6:** We will decrease the performance gap for ELL students in all subject areas by at least 10%.

**Action Plan 7:** We will decrease the performance gap for African American students in all subject areas.

**Action Plan 8:** We will meet the unique learning needs of our GT students and increase the number of students achieving Level III Advanced performance.

**Action Plan 9:** Utilize a vertical campus Data Team in order to carefully monitor student performance data and plan targeted and timely interventions.

**Tactic 2: Recruit and retain the highest quality employees.**

**Action Plan 1:** We will implement an effective teacher mentor program in order to support, and develop recently hired teachers.

**Action Plan 2:** Staff will regularly observe highly qualified teachers in order to improve teacher effectiveness and increase professional collaboration.

**Action Plan 3:** We will fortify our professional learning community culture in order to align all professional practices and development to the four essential questions of a PLC and improve vertical and horizontal collaboration.

**Action Plan 4:** We will engage in effective staff development and ongoing professional learning for all staff members in order to improve professional practice and student achievement.

**Action Plan 5:** We will improve communication among all staff members in order to ensure all staff are working to achieve the campus mission.

**Tactic 3: Promote positive character traits and effective communication.**

**Action Plan 1:** We will implement Second Step and the Nurtured Heart Approach in order to support the development of student social skills and the development of positive student character.

**Action Plan 2:** We will provide increased opportunities for parent/school communication and parent involvement.

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	Acad. Accept.	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate	96.7%	96.7%	96.3%	96.0%	96.1%
Percentage of Enrollment in Gifted and Talented	1.3%	1.8%	1.3%	0.5%	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

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

## 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.

**Vision:** Our vision is to create a challenging learning environment that encourages high expectations for success through the development of appropriate differentiated instruction that allows for individual differences, diverse backgrounds and learning styles to develop leaders one student at a time.

**Tactic 1: Increase student achievement and close the achievement gap.**

**Action Plan 1:** Increase the performance of all students to show growth in all academic areas.

**Action Plan 2:** Use data analysis, including MAP testing, to assess strengths and weaknesses of all sub groups to drive instruction.

**Action Plan 3:** Promote post-secondary readiness standards through structural, motivational, and experiential college and career opportunities, with programs such as PATH.

**Tactic 2: Promote positive character traits and the building of successful relationships with others.**

**Action Plan 1:** To maintain increased student involvement and leadership by building positive, sustained relationships with students, teachers, and community.

**Action Plan 2:** Through collective efforts, promote team-building of student success through the campus theme: *Brill Elementary – School of Dreams. Step up to the Plate for Success!*

**Action Plan 3:** Focus on the development of positive choices, utilizing the *Seven Habits of Happy Kids*, and *The Leader in Me* (The Covey Group).

**Tactic 3: Promote professional learning that will provide a collaborative environment to enhance student achievement and professional growth.**

**Action Plan 1:** To sustain a standard, systematic approach for the PLC process to promote teacher collaboration resulting in increased student achievement.

**Action Plan 2:** We will utilize research-based instructional strategies in RtI to maximize student achievement.

**Action Plan 3:** We will utilize research-based instructional strategies to maximize student achievement through the RtI process.

**Action Plan 4:** Utilize Google Apps for Education (GAFE) and Google Classroom to provide a collaborative and engaging learning environment.

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	Acad. Accept.	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate	97.3%	96.5%	97.1%	96.3%	96.2%
Percentage of Enrollment in Gifted and Talented	7.7%	7.3%	4.9%	3.4%	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

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

## 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

**Vision:** Ehrhardt will SOAR.

### Core Beliefs:

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.

### Tactic 1: Increase student performance and close the achievement gap.

- Action Plan 1:** We will ensure STAAR passing rate percentages of all subgroups in Reading and Writing are at the set target rate or above.
- Action Plan 2:** We will ensure STAAR passing rate percentages of all subgroups in Math are at the set target rate or above.
- Action Plan 3:** We will ensure STAAR passing rate percentages of all subgroups Science are at the set target rate or above.
- Action Plan 4:** Utilize MAP testing for all students.
- Action Plan 5:** Ensure the staff is using effective instructional practices by actively engaging students during Social Studies instruction and developing necessary interventions.

### Tactic 2: Recruit and retain the highest quality employees.

- Action Plan 1:** Build capacity in the staff to support student engagement and achievement.
- Action Plan 2:** Build capacity in parents to ensure student achievement.

### Tactic 3: Promote positive character traits amongst students.

- Action Plan 1:** Provide opportunities for student, parent, and community involvement with campus.
- Action Plan 2:** Integrate character education, bully prevention, and social skills training into the existing curriculum.
- Action Plan 3:** Actively engage in growing the character and citizenship of all students.

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	Exemplary	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate	96.8%	96.4%	96.8%	96.2%	96.6%
Percentage of Enrollment in Gifted and Talented	6.0%	4.5%	3.1%	1.6%	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.

## Lemm Elementary School Campus Improvement Plan

**Mission:** Expect Success!

**Vision:** Building a positive atmosphere, appreciative culture and safe environment to maximize academic success for all students.

**Tactic 1: Raise the performance of all students and close the achievement gap.**

**Action Plan 1:** Implement strategies to improve achievement on the STAAR test for all students in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades.

**Action Plan 2:** Create and periodically update data trackers to actively monitor progress with subpopulations.

**Action Plan 3:** Implement strategies to improve all ELL students TELPAS scores by one or more years.

**Action Plan 4:** Implement strategies to improve reading skills in grades PreK through 2nd grade.

**Tactic 2: Recruit and retain the highest quality employees.**

**Action Plan 1:** Increase teacher competency through continued staff development.

**Action Plan 2:** Increase the efficiency and productivity of our Professional Learning Communities.

**Action Plan 3:** Administrators and counselor will reach exemplary rating for GT professional development.

**Action Plan 4:** Transform Academy participants will provide ongoing professional development for all teachers in the areas of technology best practices.

**Tactic 3: Promote positive character traits and effective communication.**

**Action Plan 1:** Integrate character education and social skills information within the participation of No Place for Hate.

**Action Plan 2:** Promote responsible behaviors in students and increase student attendance.

**Action Plan 3:** Increase parent and community participation on campus and school-wide events.

**Tactic 4: Identify and use best practices for continuous improvement.**

**Action Plan 1:** Promote professional development to campus educators in campus targeted areas of need.

**Action Plan 2:** Increase use of teaching strategies that statistically produce the highest output. Lagging Indicator: Formal observations, end of year reflections and summative conferences.

**Action Plan 3:** Promote teacher collaboration for best practices in technology.

**Action Plan 4:** Increase local accountability target in the area of campus emergency operations planning to ensure a safe environment.

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate	97.0%	96.5%	96.7%	96.9%	97.3%
Percentage of Enrollment in Gifted and Talented	7.7%	6.5%	3.9%	2.9%	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

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

## Nitsch Elementary School Campus Improvement Plan

**Mission:** Nurturing and inspiring a foundation of strong character and high expectations of learning, every day for every child! Nitsch Elementary, where every student's future begins!

**Vision:** Our vision is to develop a meaningful partnership between the school and community working together to support our students in becoming leaders of the future with a strong foundation in academics and character development that is built upon as students proceed through their educational careers.

**Value Statement:**

We will provide a welcoming and safe environment for all students, parents, staff, and community members representing Nitsch. Our school will not only recognize but also celebrate the cultural diversity of our student body and community.

We will provide a challenging, rigorous, and developmentally appropriate best practice, current research based curriculum, which addresses individual student needs and focuses on academic growth for all students.

We will monitor student learning and growth through continuing assessments, which allow students multiple ways of demonstrating mastery. We will use assessment information not only to monitor student growth but also to guide our instruction and inform parents.

As professional educators, we will model life-long learning by taking advantage of professional development opportunities. We will continually evaluate the results of our collective and individual efforts to guide our ongoing personal and professional development. We will communicate with parents and the community on issues affecting the education of their students. We will encourage the parents to understand that education is an active partnership between the school and home.

Through our own actions, we will model kindness, integrity, and respect for our students. We will strive to instill these qualities in our students.

**Tactic 1: Raise the performance of all students and close the achievement gap.**

**Action Plan 1:** All students, with a focus on African American, Hispanic, Economically Disadvantaged, Special Education, English Language Learners, increase their academic performance in English Language Arts by at least 1 year growth as measured by STAAR, TELPAS, and Index II of the Texas Accountability System.

**Action Plan 2:** All students, African American, Hispanic, Economically Disadvantaged, Special Education, English Language Learners, increase their academic performance in Math by at least 1 year growth as measured by STAAR and Index II of the Texas Accountability System.

**Action Plan 3:** All students, African American, Hispanic, Economically Disadvantaged, Special Education, English Language Learners, increase their academic performance in Science by at least 1 year growth as measured by STAAR and Index II of the Texas Accountability System.

**Tactic 2: Recruit and retain the highest quality employees.**

**Action Plan 1:** Increase the efficiency and productivity of our Professional Learning Communities to improve the lesson planning process, analysis of student data, and effective response to intervention aligned to student needs.

**Action Plan 2:** Increase staff knowledge and application of best instructional practices strategies in order to develop the skills needed to improve student performance.

**Action Plan 3:** Recruit and maintain 100% Highly Qualified (HQ) teachers and instructional paraprofessionals while maintaining a turnover rate of less than 5% for sustainability.

**Tactic 3: Promote positive character traits and effective communication.**

**Action Plan 1:** Implement the Nurtured Heart approach to foster every child's awareness of their inner wealth and to improve student behavior.

**Action Plan 2:** Create and implement a tiered system of behavior support in order to reduce discipline refractions and loss of instructional time as a result of behavior.

**Action Plan 3:** Promote responsible behaviors in students and increase student attendance by 2%.

**Tactic 4: Promote and develop opportunities to increase parental involvement, foster a strong home-school partnership resulting in student achievement.**

**Action Plan 1:** Increase parent involvement, community relations and opportunities to participate in campus decision-making by 2% as measured by school activity attendance data.

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Improvement Req'd	Met Standard
Attendance Rate	96.4%	96.8%	96.2%	96.2%	96.0%
Percentage of Enrollment in Gifted and Talented	3.6%	3.3%	2.4%	1.8%	1.0%

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.

## 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.

**Vision:** Our vision is to provide a happy, caring and stimulating environment where children will recognize and achieve their fullest potential, so that they can make a positive contribution to society.

**Value Statement:**

Each student will achieve academic excellence with comprehensive knowledge, skill & understanding within an individualized learning plan. Each student will demonstrate character traits of a productive, honorable citizen within a global community.

**Tactic 1: Raise the performance of all students and close the achievement gap.**

- Action Plan 1:** Provide time for teachers to plan collaboratively through Professional Learning Communities, Vertical teams, Krahn Model classrooms, & Data teams to ensure that students receive targeted research-based instruction in reading, writing, math, & science.
- Action Plan 2:** Provide differentiated instruction/enrichment and RTI interventions to increase student performance in all subjects.
- Action Plan 3:** Provide extended learning time/interventions before/during/after school for identified students to increase student performance on all assessments.
- Action Plan 4:** Provide differentiated grade level materials to increase student performance, especially advanced Level III student performance in all academic areas on STAAR.
- Action Plan 5:** Provide the special education co-teach model in order to increase the performance of special education students in all academic areas.
- Action Plan 6:** Provide part time tutors in ELA and Math to increase student academic performance on STAAR and benchmarks.

**Tactic 2: Identify and use best practices for continuous improvement.**

- Action Plan 1:** Provide aligned materials & curriculum through research-based strategies to support teachers in their planning & instructional practices in order to increase student performance.
- Action Plan 2:** Provide support system through technology to promote success, motivation, & initiatives in online resources.
- Action Plan 3:** Provide professional development for teachers to promote academic and social strategies in order to improve student performance.

**Tactic 3: Recruit and retain the highest quality employees.**

- Action Plan 1:** Increase teacher competency in instructional technology.
- Action Plan 2:** Provide teachers with the necessary tools and professional development for the purpose of increasing student performance.
- Action Plan 3:** Provide teachers with the necessary tools and professional development opportunities to meet the needs of diverse learners and differentiate instruction.

**Tactic 4: Promote positive character traits and effective communication.**

- Action Plan 1:** Engage in school and community goal setting to encourage academic commitments between school and community.
- Action Plan 2:** Implement and reinforce social skills to ensure effective character education & violence prevention.
- Action Plan 3:** Provide opportunities for parent involvement in school activities to promote stronger relationships.
- Action Plan 4:** Provide school publications to promote home/school communication.

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate	96.4%	96.3%	95.9%	96.3%	96.6%
Percentage of Enrollment in Gifted and Talented	6.8%	6.7%	4.9%	3.9%	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

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



## Roth Elementary School Campus Improvement Plan

**Tactic 1: Raise the performance of all students and close the achievement gap.**

**Action Plan 1:** Provide tutoring during the school day in reading, writing, math and science guaranteeing that each child has the necessary skills for promotion.

**Action Plan 2:** Provide higher level thinking activities and questions.

**Action Plan 3:** Grade levels will intensify data assessment during PLCs.

**Action Plan 4:** Attendance incentives will be implemented school wide.

**Tactic 2: Recruit and retain the highest quality employees.**

**Action Plan 1:** Recruit and retain the highest quality employees.

**Tactic 3: Promote positive character traits and effective communication.**

**Action Plan 1:** Implement a variety of programs to help students develop personal, social/emotional, and career development skills.

**Action Plan 2:** Implement a variety of programs to increase student and community engagement.

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	Exemplary	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate	97.0%	96.6%	96.9%	96.8%	96.6%
Percentage of Enrollment in Gifted and Talented	3.7%	3.3%	2.6%	3.3%	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

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

## Kuehnle Elementary School Campus Improvement Plan

**Mission:** Kuehnle Elementary's mission is to educate all children to their maximum academic potential because every child is special, unique, and capable of learning and developing into a responsible member of the community.

**Vision:** Learning for All, All for Learning!

### Core Beliefs:

**Educational Excellence** - We believe that learning is life-long for students and teachers. We believe in being enthusiastic and giving our best each day to support all students. We believe all students can learn in a safe, nurturing and engaging environment despite their circumstances. We believe in setting high expectations for our students.

**Intentional Instruction** - We believe all decisions should be data-driven and based on what is best for children. We believe that students learn best when teachers establish clearly defined learning objectives and expectations, utilize research-based instructional strategies, continually assess programs and adjust strategies based on assessment. We believe the development of critical thinking skills along with good character values are crucial to learning. We believe that educators should be flexible and have the courage to change course when needed with a student-centered philosophy.

**Collaborative Community** - We believe in working collaboratively with colleagues, students, and parents; sharing ideas and respecting other's opinions to achieve our common goals. We believe in focusing on finding solutions and achieving results together. We believe that every student is special, unique, and capable of learning. We believe in empowering students to recognize and celebrate greatness in themselves and their peers. We believe in a shared responsibility for supporting the success of each student. **Be actively involved . . . You are Kuehnle!**

### Tactic 1: Raise the performance of all students, identify and use best practices to close the achievement gap.

**Action Plan 1:** Actively monitor the performance of all students using data analysis to assess and implement targeted interventions, enrichment, and differentiated instruction to increase student achievement.

**Action Plan 2:** Promote post-secondary readiness standards through structured, motivating and experiential college and career opportunities.

**Action Plan 3:** Implement precise and personalized instruction to increase the performance rates in all subjects.

### Tactic 2: Recruit and retain the highest quality employees.

**Action Plan 1:** Increase teacher competency and knowledge in instructional strategies, curriculum and practices to support student achievement.

**Action Plan 2:** Provide a variety of staff development opportunities that strengthen instructional strategies.

**Action Plan 3:** Establish positive relationships among faculty and staff, parent, and community to support student achievement and excellent character.

### Tactic 3: Promote positive character traits and effective communication.

**Action Plan 1:** Build excellent character traits and citizenship in all students.

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	Exemplary	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate	97.3%	97.0%	97.5%	97.3%	97.1%
Percentage of Enrollment in Gifted and Talented	6.0%	6.3%	3.6%	2.3%	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

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

## Mittelstädt Elementary School Campus Improvement Plan

**Mission:** Develop “Patriot Pride” in everything we do.

**Tactic 1: Raise the performance of all students and close the achievement gap.**

**Action Plan 1:** Raise the performance level of all students in all sub groups in order to show a minimum of one year's growth in the areas of math, science, and ELA for all students.

**Tactic 2: Recruit and retain the highest quality employees.**

**Action Plan 1:** Provide support, training, development and leadership opportunities to staff in order to continuously improve teacher quality and student performance.

**Tactic 3: Promote positive character traits in our students, and communication with our stakeholders.**

**Action Plan 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	2015-16
TEA Accountability Rating	Exemplary	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate	96.2%	95.6%	95.9%	95.8%	95.7%
Percentage of Enrollment in Gifted and Talented	5.7%	5.2%	4.0%	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

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

## Klenk Elementary School Campus Improvement Plan

**Mission:** Klenk Elementary will strive to build a community of learners that promotes active student learning and success, as teachers, staff, students, and parents celebrate our cultural diversity in a safe, secure environment.

**Tactic 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.

**Action Plan 1:** Provide time for teachers to plan collaboratively through Professional Learning Communities, Vertical teams, and Data teams to ensure that students receive targeted research-based instruction in reading, writing, math, and science.

**Action Plan 2:** Provide an increase in bilingual literacy to ensure an increase in bilingual student performance in reading, math, science, and writing on all assessments.

**Action Plan 3:** Provide differentiated instruction/enrichment and RTI interventions to increase student performance in all subjects.

**Action Plan 4:** Provide extended learning time/interventions before/during/after school for identified students to increase student performance on all assessments.

**Action Plan 5:** Provide differentiated grade level materials to increase advanced Level III student performance in all academic areas on STAAR.

**Action Plan 6:** Provide Special Education CoTeach Models to increase special education student performance in all academic areas.

**Action Plan 7:** Provide part time tutors in Reading, ELA and Math to increase student academic performance on STAAR and EOY benchmarks.

**Tactic 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.

**Action Plan 1:** Provide aligned materials and curriculum through research-based best instructional strategies to support teachers in their planning and instructional practices.

**Action Plan 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.

**Action Plan 3:** Provide a strong support system for teachers and students through technology to promote success, motivation, and initiatives.

**Action Plan 4:** Provide a strong support system for teachers for teachers and students through professional development to promote student academic and social strategies.

**Tactic 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.

**Action Plan 1:** Engage in school and community goal setting to encourage academic commitments between school and community.

**Action Plan 2:** Provide school publications to promote home/school communication.

**Action Plan 3:** Provide opportunities for parent involvement in school activities to promote stronger relationships.

**Action Plan 4:** Implement and reinforce social skills to include character education and violence prevention.

**Action Plan 5:** Provide additional opportunities to further adult education.

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate	96.9%	97.0%	96.8%	96.4%	96.6%
Percentage of Enrollment in Gifted and Talented	2.9%	2.4%	1.7%	1.1%	0.6%

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.

## Eiland Elementary School Campus Improvement Plan

**Mission:** Sail the Eiland SEAS with us! Successfully Engaging All Students

**Tactic 1: We will raise the performance of all students and close the achievement gap.**

- Action Plan 1:** Use data analysis to assess strengths and weaknesses of all student groups in driving instruction based on the essential TEKS with a focus on Hispanic, African American, Special Education, Economically Disadvantaged, and ELL students.
- Action Plan 2:** Increase our school's capacity for delivering targeted literacy instruction using best practices through the Reader's Workshop.
- Action Plan 3:** Increase our staff's capacity for delivering comprehensive writing instruction through the writing process across all curriculum areas.
- Action Plan 4:** Implement strategies to increase numeracy and problem solving skills in math in order to improve the performance of all students with a particular focus on African American, Hispanic, economically disadvantaged, and ELL students.
- Action Plan 5:** Increase the use of high-yield instructional strategies to support English language acquisition and improve the performance of English Language Learners.
- Action Plan 6:** Implement strategies to increase conceptual and problem solving skills in Science in order to improve student performance.
- Action Plan 7:** Implement the utilization of co-teachers to support targeted Tier 1 instruction and RtI instruction.
- Action Plan 8:** Implement the utilization of tutoring during planning periods, after school, before school, or Saturdays for the purpose of improving student achievement for African Americans, ELLs, SpEd, Eco Dis students.

**Tactic 2: We will recruit, develop and retain the highest quality employees.**

- Action Plan 1:** We will strengthen the PLC Model to improve initial instruction and plan for effective intervention.
- Action Plan 2:** Increase teacher competency in instructional technology in order to improve student performance.
- Action Plan 3:** Provide quality and timely embedded professional development.

**Tactic 3: We will promote positive character traits and effective communication.**

- Action Plan 1:** We will provide character education through the Early Act First Knight (EAFK) program for the purpose of directly teaching expected social behaviors.
- Action Plan 2:** We will initiate study of the Nurtured Heart Approach to plan for implementation in the 2016-2017.

**Tactic 4: We will encourage parental engagement and ensure effective communication.**

- Action Plan 1:** Communicate with parents, community, and businesses in order to increase parent and community engagement.
- Action Plan 2:** Provide parent training in order to enhance parent engagement and involvement.
- Action Plan 3:** Increase parent and community involvement and volunteerism.

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	Acad. Accept.	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate	96.6%	96.8%	96.8%	96.7%	96.7%
Percentage of Enrollment in Gifted and Talented	3.1%	2.9%	1.4%	1.5%	1.0%

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.

## Schultz Elementary School Campus Improvement Plan

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

**Tactic 1: Raise the performance of all students and close the achievement gap.**

**Action Plan 1:** Implement strategies to improve math achievement.

**Action Plan 2:** Implement strategies to improve science achievement.

**Action Plan 3:** Implement strategies to improve reading achievement.

**Action Plan 4:** Implement strategies to improve writing achievement.

**Tactic 2: Recruit and retain the highest quality employees.**

**Action Plan 1:** Increase teacher competency through continued staff development.

**Action Plan 2:** Increase teacher efficiency and productivity of our Professional Learning Communities.

**Action Plan 3:** Colleagues will take a VACATION to each other's classrooms a minimum of 4 times per year for the purpose of improving their teaching or classroom.

**Action Plan 4:** Teachers will demonstrate technology proficiency and will score Target Tech on the campus STAR chart in the area of teaching and learning.

**Tactic 3: Promote positive character traits and effective communication.**

**Action Plan 1:** Integrate character education, violence prevention, and social skills information into the existing curriculum.

**Action Plan 2:** Promote effective behavior management that ensures a safe and secure environment and increases student attendance.

**Action Plan 3:** Increase parental involvement and attendance in PTO and school sponsored events.

**Tactic 4: Identify and use best practices for continuous improvement.**

**Action Plan 1:** Analyze data to determine instructional needs of the students.

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	Exemplary	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate	96.6%	96.3%	96.3%	96.5%	96.6%
Percentage of Enrollment in Gifted and Talented	4.9%	4.8%	3.8%	2.6%	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.

## Hassler Elementary School Campus Improvement Plan

**Mission:** Learn. Grow. Celebrate. At Hassler Elementary, students, teachers and staff will learn at high levels, grow into the best versions of ourselves, and celebrate our successes along the way.

**Core Beliefs:**

At Hassler we are . . .

- Passionate about learning
- Open minded to the viewpoints of others.
- Nurturing to all.
- Innovative and creative.
- Enthusiastic and most importantly, student centered.

**Tactic 1: Raise the performance of all students and close the achievement gap.**

**Action Plan 1:** Implement research based strategies to increase student performance in science at all grade levels.

**Action Plan 2:** Implement research based strategies to improve academic performance of all students.

**Tactic 2: Promote professional learning that will provide a collaborative environment to enhance student achievement and professional growth.**

**Action Plan 1:** Implement research-based strategies to enhance the RtI process and improve student achievement.

**Action Plan 2:** Implement research-based strategies to enhance the collaborative environment through the PLC process.

**Tactic 3: Promote positive character traits and establish effective communication with the community.**

**Action Plan 1:** Implement campus procedures to provide opportunities for student, parent and community involvement.

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	Exemplary	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate	97.4%	97.0%	97.5%	97.5%	97.8%
Percentage of Enrollment in Gifted and Talented	15.5%	14.4%	11.9%	8.3%	10.2%

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

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



## Kreinhop Elementary School Campus Improvement Plan

**Mission:** The Kreinhop Elementary community will foster a safe environment, in which innovative technology and research based instructional strategies will be used to develop responsible, collaborative self-managers, who are lifelong learners in a diverse society.

**Vision:** Nurturing Hearts: Expecting Excellence

### Core 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.

### Tactics 1: We will raise student achievement and close the achievement gap.

- Action Plan 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.
- Action Plan 2:** Increase student performance of all students and all sub-populations in the area of math, including Special Education.
- Action Plan 3:** Increase student performance of all students and all sub-populations in the area of science, including Special Education.
- Action Plan 4:** Increase student performance of all students and all sub-populations in the area of writing, including Special Education.

### Tactic 2: We will attract, develop, support, inspire, and retain the highest quality teachers, administrators, and staff by providing on-going Professional Development.

- Action Plan 1:** Continue building/refining a PLC culture on campus.
- Action Plan 2:** Build a collaborative culture on campus including shared leadership responsibilities among the teaching staff.

### Tactic 3: We will develop positive character traits in each student and encourage parent and community involvement.

- Action Plan 1:** Implement the Nurtured Heart approach to foster every child's awareness of their inner wealth.
- Action Plan 2:** Promote responsible behaviors in students and increase student attendance.
- Action Plan 3:** Increase parent and community participation on campus and school-wide events.

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate	96.9%	97.0%	96.8%	96.7%	96.7%
Percentage of Enrollment in Gifted and Talented	2.4%	2.5%	2.0%	1.9%	2.7%

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

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

## McDougle Elementary School Campus Improvement Plan

**Mission:** Partners united to nurture and educate ALL!

**Vision:** We envision a school marked by cohesiveness, collaboration, diversity, consistency, effective communication, trust, flexibility, and innovation. We will be open-minded and respectful as we hold one another accountable for what is best for kids. We will stay committed, motivated, hopeful, and disciplined in serving students. We will exude positive energy and will be humble as we listen and learn from one another. We will do what is best for kids as we serve our students and our community.

**Core Beliefs:**

Life Long Learners  
Inspiring Innovators  
Open-minded Attitudes  
Nurturing Hearts  
Responsible Citizens

**Tactic 1: Raise the performance of all students and close the achievement gap.**

**Action Plan 1:** Implement strategies to increase math knowledge and performance.

**Action Plan 2:** Implement strategies to increase science knowledge and performance.

**Action Plan 3:** Implement strategies to increase reading knowledge and performance.

**Action Plan 4:** Implement strategies to increase writing knowledge and performance.

**Tactic 2: Recruit and retain the highest quality employees.**

**Action Plan 1:** We will use the PLC model to improve initial instruction and plan for effective intervention.

**Action Plan 2:** Increase teacher competency in instructional technology in order to enhance the digital learning environment for students.

**Action Plan 3:** Ensure positive recognition of staff contributions in order to improve school climate.

**Action Plan 4:** Provide mentoring teams for first and second year teachers and experienced teachers new to McDougle.

**Action Plan 5:** Provide quality and targeted professional development in order to improve student performance.

**Tactic 3: Promote positive character traits and effective communication.**

**Action Plan 1:** We will develop and nurture positive character traits in students.

**Tactic 4: Build relationships and encourage engagement through effective communication.**

**Action Plan 1:** Increase parent involvement and communication in order to improve student performance.

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Met Standard	Not Available
Attendance Rate	97.0%	97.3%	97.3%	96.4%	96.9%
Percentage of Enrollment in Gifted and Talented	2.1%	3.0%	2.0%	1.9%	1.0%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/aeis/>; <http://ritter.tea.state.tx.us/perfreport/tapri/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.

## Metzler Elementary School Campus Improvement Plan

**Tactic 1: Raise the performance of all students and close the achievement gap.**

**Action Plan 1:** 90% of all students including all sub populations will meet or exceed performance standards in mathematics and science as evidenced by local, district, state, and national indicators.

**Action Plan 2:** 90% of all students including all sub populations will meet or exceed performance standards in reading and writing as evidenced by local, district, state, and national indicators

**Action Plan 3:** Monitor student learning to ensure that it is meaningful and successful and encourages higher performance standards in Pre-Kindergarten through Fifth grades.

**Tactic 2: Recruit and retain the highest quality employees.**

**Action Plan 1:** Develop personnel through on-going professional learning.

**Action Plan 2:** Recognize excellence at all levels.

**Action Plan 3:** Sustain the systematic process of teams working collaboratively in professional learning communities.

**Tactic 3: Promote positive character traits in each student.**

**Action Plan 1:** Build excellence in character and leadership skills of all students through team building and collective commitments.

**Action Plan 2:** Provide a safe, positive, and supporting environment with open communication for all students, staff, and visitors.

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate	96.6%	96.4%	96.5%	96.3%	96.6%
Percentage of Enrollment in Gifted and Talented	2.9%	2.3%	2.1%	1.5%	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

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

## Benignus Elementary School Campus Improvement Plan

**Mission:** Positive, productive, polite, responsible, respectful = academic success

**Vision:** Benignus Elementary School's mission is to increase students' academic skills, exhibit positive character traits, and prepare students to be "Future Ready" in a technology advanced society.

**Tactic 1: Increase the performance of all students and close the achievement gap.**

- Action Plan 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.
- Action Plan 2:** Strengthen science knowledge and application to prepare for all state and local assessments.
- Action Plan 3:** Strengthen reading skills through research-based best practices to prepare for all state and local assessments.
- Action Plan 4:** Strengthen math skills through research-based best instructional strategies to prepare for all state and local assessments.
- Action Plan 5:** Strengthen writing/language skills through research-based best instructional strategies to prepare for all state and local assessments
- Action Plan 6:** Implement interventions/enrichment through differentiated - technology instruction to increase student achievement.
- Action Plan 7:** Promote post-secondary readiness standards through structured, differentiated, motivational and experiential college and career opportunities.

**Tactic 2: Recruit and retain the highest quality employees.**

- Action Plan 1:** Provide staff development opportunities for teachers to remain current and motivated in teaching strategies.
- Action Plan 2:** Provide a variety of motivational, inspirational and team building activities to enhance staff morale.

**Tactic 3: Promote positive character traits and effective communication.**

- Action Plan 1:** Continue reinforcement of social skills to include character education and violence prevention embedded in instruction.
- Action Plan 2:** Continue to reinforce appropriate social skills through the counseling program
- Action Plan 3:** Continue various clubs promoting social skills.

**Tactic 4: Identify and use best practices for continuous improvement.**

- Action Plan 1:** Provide school publications promoting home/school communication in a variety of ways including social media.
- Action Plan 2:** Provide opportunities for parents to be involved in school activities.

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	Exemplary	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate	96.8%	96.7%	97.0%	97.0%	97.3%
Percentage of Enrollment in Gifted and Talented	5.9%	5.4%	4.3%	3.6%	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

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

## 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.

**Vision:** Frank Elementary aspires to provide a challenging learning environment which encourages high expectations and promotes leadership while creating life-long learners.

**Value Statement:**

Frank Elementary values individuality and positive character traits.

**Tactic 1: Raise the performance of all students and close the achievement gap.**

**Action Plan 1:** Implement research-based strategies to increase learning in reading, math, social studies, science, and writing for all learners.

**Action Plan 2:** Implement a tutorial program to address student needs in reading, math, social studies, science, and/or writing for struggling learners.

**Tactic 2: Recruit and retain the highest quality employees.**

**Action Plan 1:** Increase teacher competency in instructional technology.

**Action Plan 2:** Provide teachers with the necessary tools and professional development opportunities to differentiate instruction and meet the needs of all learners.

**Tactic 3: Promote positive character traits and effective communication.**

**Action Plan 1:** Integrate character education, violence prevention, anti-bullying, health/wellness, and social skills training into the existing KISD curriculum.

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	Recognized	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate	96.6%	96.2%	97.3%	97.1%	96.9%
Percentage of Enrollment in Gifted and Talented	6.6%	6.3%	7.4%	6.1%	4.4%

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

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

## 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.

**Tactic 1: Raise the performance of all students and close the achievement gap.**

**Action Plan 1:** Implement research based strategies to increase reading performance.

**Action Plan 2:** Implement research based strategies to increase math performance.

**Action Plan 3:** Implement research based strategies to increase science performance.

**Action Plan 4:** Implement research based strategies to increase writing performance.

**Action Plan 5:** Implement research based strategies to ensure one year growth of ELL students on TELPAS.

**Tactic 2: Recruit and retain the highest quality employees.**

**Action Plan 1:** Increase teacher competency in the area of instructional technology.

**Action Plan 2:** Provide mentoring support for teachers at Mueller.

**Tactic 3: Promote positive character traits and effective communication.**

**Action Plan 1:** Promote positive character skills and attributes through direct teaching.

**Action Plan 2:** Promote positive anti-bullying skills and attributes through direct teaching.

**Tactic 4: Identify and use best practices for continuous improvement.**

**Action Plan 1:** Teachers will meet in PLC's weekly to review standards, data, student progress and prepare for common assessments.

**Action Plan 2:** Teachers and staff will participate in "Visible Learning" study sessions on a monthly basis.

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	Exemplary	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate	97.1%	96.9%	97.0%	96.9%	97.1%
Percentage of Enrollment in Gifted and Talented	3.9%	3.1%	2.5%	1.6%	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

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

## 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.

**Tactic 1: Increase student performance and close the achievement gap.**

**Action Plan 1:** Apply research based strategies to increase student performance in mathematics.

**Action Plan 2:** Apply research based strategies to increase student performance in reading and writing.

**Action Plan 3:** Increase effective data analysis strategies to identify early at-risk student's progress and interventions needed.

**Tactic 2: Recruit and retain the highest quality employees.**

**Action Plan 1:** Increase teacher competency with technology and curriculum integration.

**Action Plan 2:** Provide a variety of staff development opportunities that strengthen instructional strategies.

**Tactic 3: Promote positive character traits and build effective communication.**

**Action Plan 1:** Integrate character education, bully prevention, and social skills training into the existing curriculum.

**Action Plan 2:** Increase parent/ community involvement.

Performance Measures	2011-12*	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	n/a	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate	97.2%	96.8%	97.1%	96.8%	97.1%
Percentage of Enrollment in Gifted and Talented	4.5%	4.0%	3.2%	2.5%	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

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

## 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.

**Vision:** High Expectations, High Support for Every Child, Every Day

### Core Beliefs:

**Educational Excellence:** *Giving our best enthusiastically each day to serve and support the whole child* Demonstrated by...thoughtful preparation, committed service, joyful creativity, continuous improvement, and diligent perseverance.

**Prized Relationships:** *Actively building and celebrating greatness in students, our community, and each other* Demonstrated by...relentlessly pursuing the positive, refusing to energize negativity, and enforcing limits neutrally and consistently.

**Collaborative Community:** *Working interdependently to continually improve and grow by inspiring, supporting, and challenging one another* Demonstrated by...being team players who go above and beyond what is merely required, an unwavering commitment to "we" not "me", humility in problem solving, and acknowledgement and utilization of each other's strengths.

**Attitude of Gratitude:** *Giving thanks in all situations for the opportunity to serve students, our community, and each other* Demonstrated by...a cheerful disposition and humble spirit, professional and polite communication, living the golden rule, seeking opportunities to help, and focusing on what is going well.

**Intentional Loyalty:** *Working to protect the unity of our campus as we model personal integrity* Demonstrated by...valuing one another, protecting reputations, honoring commitments, and destroying gossip.

### Tactic 1: Raise the performance of all students and close the achievement gap.

**Action Plan 1:** We will closely monitor student growth in all areas, with a specific focus on raising the Level III Performance of students.

**Action Plan 2:** Implement research based strategies to ensure one year growth of ELL students on TELPAS.

**Action Plan 3:** 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.

**Action Plan 4:** We will ensure STAAR passing percentages in all subgroups for all subjects of 90% or above.

### Tactic 2: Recruit and retain the highest quality employees.

**Action Plan 1:** Provide high support to faculty and staff through continuing to strengthen the collaborative community on campus including shared leadership responsibilities among the teaching staff.

### Tactic 3: Promote positive character traits and effective communication.

**Action Plan 1:** We will ensure positive parent and community relationships, particularly as it relates to student achievement and character development.

**Action Plan 2:** We will actively engage in building the character and citizenship of all students.

### Tactic 4: Identify and use best practices for continuous improvement.

**Action Plan 1:** Promote professional learning that will provide a collaborative environment based on best practices that will enhance student achievement and professional growth.

Performance Measures	2011-12	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	-	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate	-	96.3%	96.6%	96.6%	96.6%
Percentage of Enrollment in Gifted and Talented	-	2.7%	2.4%	1.3%	1.2%

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



## Bernshausen Elementary School Campus Improvement Plan

**Mission:** We teach to empower learners because it is our passion.

**Vision:** Our vision is to inspire and empower lifelong learners while instilling a desire for high achievement and excellent character.

### Core Beliefs:

**Student Achievement** - We believe all students can learn in a safe, nurturing and engaging environment despite their circumstances. We believe all students can learn at high levels and thrive when teachers set high expectations. We believe all students and teachers must continuously learn.

**Instruction** - We believe that students learn best through data driven, tech-based, hands on instruction that fosters creativity, independent and critical thinking that embraces flexibility. We believe in quality, meaningful initial instruction guided by children and driven by individual differences.

**Collaboration** - We believe that continuous improvement requires education, willingness and the desire to make positive changes in targeted areas to improve student learning. We believe that our PLC will provide opportunities to collaborate, reflect and plan for student success by seeking input from colleagues and other professionals in an honest and open environment. We believe that education is not only our job, but our passion. We believe our pride and compassion for education is displayed through creating and maintaining a climate of communication, respect, professionalism, and a sense of responsibility holding each other accountable so that we may inspire lifelong learners.

### **Tactic 1: Raise the performance of all students, identify and use best practices for continuous improvement and close the achievement gap**

**Action Plan 1:** Implement precise and personalized instruction to increase the performance rate of all students (with a particular focus on African American and Hispanic students) in all subjects.

**Action Plan 2:** Actively monitor the performance of all students (with a particular focus on African American and Hispanic students) and provide the targeted interventions to support the academic growth of all students.

### **Tactic 2: Recruit and retain the highest quality employees.**

**Action Plan 1:** Increase teacher competency and knowledge in research based instructional strategies and practices to support student achievement.

**Action Plan 2:** Establish positive faculty and staff, parent and community relationships to support student achievement and excellent character.

### **Tactic 3: Promote positive character traits and effective communication.**

**Action Plan 1:** Build excellent character and citizenship in all students.

Performance Measures	2011-12	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	-	-	Met Standard	Met Standard	Met Standard
Attendance Rate	-	-	96.1%	95.5%	96.0%
Percentage of Enrollment in Gifted and Talented	-	-	1.6%	0.8%	0.9%

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

## French Elementary School Campus Improvement Plan

**Mission:** French Elementary fosters a caring and creative environment; emphasizing the social, emotional, physical and intellectual development of each child.

**Vision:**     **Ready to Learn ~ Setting Goals ~ Going Places**

**Value Statement:**

**Core Outcomes for Students** - Our students will leave us . . .

- as life-long learners who continually set and pursue goals.
- seeing themselves as readers, writers and problem solvers.
- as cooperative team players who demonstrate respect, tolerance and acceptance of others.
- as effective listeners and communicators.

**Core Commitments as Professionals** – As professionals we agree . . .

- all students belong to all of us.
- we should share, value and respect others’ opinions and ideas.
- we should be flexible and open to change.

**Core Beliefs about Learning** – As an inclusive school community we will create an environment where . . .

- learners feel comfortable taking risks.
- instruction is interactive and meaningful.
- students are able to transfer learning to the outside world.
- collaboration, involvement, and support is essential to our school’s mission.

Our community includes students, staff, parents, and all others who contribute to the educational growth and well-being of our students.

**Tactic 1: Raise the performance of all students and close the achievement gap.**

**Action Plan 1:** Implement precise and personalized instruction to increase the performance rate in reading, writing, math and science.

**Action Plan 2:** Implement precise and personalized instruction to increase the commended performance rate in reading, math, writing and science.

**Action Plan 3:** Implement precise and personalized instruction to increase the number of English Language Learner students achieving at least one year's growth in TELPAS.

**Tactic 2: Recruit and retain the highest quality employees.**

**Action Plan 1:** Provide teachers with the necessary tools and professional development to meet the needs of diverse learners and differentiate instruction.

**Tactic 3: Promote positive character traits and effective communication.**

**Action Plan 1:** Integrate character education, violence prevention and social skills into the existing curriculum.

**Action Plan 2:** Integrate Nurtured Heart Strategies

**Tactic 4: Build relationships and encourage parent and community involvement.**

**Action Plan 1:** Offer parent educational opportunities to promote social, developmental and academic success.

**Action Plan 2:** Establish a volunteer program.

**Action Plan 3:** Establish a Parent Teacher Organization.

Performance Measures	2011-12	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating	-	-	-	-	Met Standard
Attendance Rate	-	-	-	-	97.3%
Percentage of Enrollment in Gifted and Talented	-	-	-	-	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

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

**Tactic 1: Raise the performance of all students and close the achievement gap.**

**Action Plan 1:** Provide a program to enable limited English proficient students to become competent in understanding, speaking, reading, and writing the English language.

**Action Plan 2:** Reinforce a team approach in our inclusion program for students with special needs.

**Action Plan 3:** Plan and Implement Targeted Instruction for At Risk Students.

**Tactic 2: Recruit and retain the highest quality employees.**

**Action Plan 1:** Implement effective collaborative teams of teachers and build PLC teams (Parliaments) within the campus.

**Action Plan 2:** Support the implementation of an aligned curriculum using research-based instructional strategies.

**Action Plan 3:** Increase teacher competency in Instructional Technology.

**Action Plan 4:** Promoting a safe and secure environment.

**Tactic 3: Promote positive character traits and effective communication.**

**Action Plan 1:** Integrate character education and social skills information.

**Action Plan 2:** Motivate students to demonstrate positive behavior and respect toward each other and for others; Cultivate student responsibility and social skills.

**Tactic 4: Establish and use best practices for continuous improvement and resource management**

**Action Plan 1:** Involve parents in their child's learning.

**Action Plan 2:** Furnish parents with school information to help build connections.

Performance Measures	2011-12	2012-13	2013-14	2014-15	2015-16
TEA Accountability Rating*	-	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate	-	93.9%	94.5%	94.1%	94.7%

\*This campus is paired with the Klein ISD Accountability Rating.

# Superintendent of Schools

**Bret A. Champion, Ed.D.**

## 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

#### 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	2011-12	2012-13	2013-14	2014-15	2015-16
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

#### 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	2011-12	2012-13	2013-14	2014-15	2015-16
District Rating	Recognized	Recognized*	N/A**	Met Standard	Met Standard
FAST Rating	4.5	4.5	5.0	4.5	5.0
FIRST Rating	Superior	Superior	Superior	Superior	Superior
Public Information Requests	176	143	192	194	202
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

#### Klein Police Station - Project 87

Funds the district and campus security program.

Performance Measures	2011-12	2012-13	2013-14	2014-15	2015-16
Traffic Stops in School Zones	750	237	173	354	508
District Mobility Assistance*	-	-	2,590	3,661	4,909
Campus Monitoring Checks	33,756	43,191	51,524	55,265	51,998
Assist Campus Administration	431	289	387	415	412

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

## Deputy Superintendent

Mr. Larry Whitehead

### Health & Physical Education

#### 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	2011-12	2012-13	2013-14	2014-15	2015-16
Students Served (Grades K-12)	34,430	35,186	35,907	38,114	39,004
Districtwide Percentage of Health & PE Students	75.16%	75.24%	75.09%	77.92%	77.67%
Average Cost per Student	\$277	\$289	\$330	\$348	\$360

### Extracurricular Athletics

#### 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	2011-12	2012-13	2013-14	2014-15	2015-16
Students Served (Grades 6-12)	10,101	10,483	10,549	11,113	10,654
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	11

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

# Associate Superintendent of Teaching and Learning

**Dr. Jenny McGown**

**Mission Statement**

"Future Ready"

## Bilingual/ESL Local

### Central Office - Teaching and Learning Center - Project 50

Funds bilingual teacher salaries and fringe benefits.

Performance Measures	2011-12	2012-13	2013-14	2014-15	2015-16
Students Served (Grades K-12)	5,578	5,921	6,343	6,788	7,153
Number of Bilingual Teachers	202.6	203.4	193.8	205.8	222.7

## Bilingual/ESL State

### Central Office - Teaching and Learning Center - Project 51

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

Performance Measures	2011-12	2012-13	2013-14	2014-15	2015-16
Students Served (Grades K-12)	5,578	5,921	6,343	6,788	7,153
Funds used for Professional Development	\$397,113	\$665,741	\$777,836	\$812,519	\$746,898
Total Bilingual Stipends Paid	\$810,400	\$845,600	\$829,935	\$971,228	\$1,157,388

## Special Education

### Central Office - Teaching and Learning Center - Project 52

Funds personnel, materials, resources and staff development related to the provision of special education services for eligible students.

Performance Measures	2011-12	2012-13	2013-14	2014-15	2015-16
Students Served (Grades PK-12)	3,583	3,918	4,059	4,121	4,201
Districtwide Percentage of Special Education Students	7.82%	8.38%	8.49%	8.43%	8.37%
Average Cost per Student	\$6,150	\$6,541	\$7,078	\$8,108	\$9,162

## Compensatory Education

### Central Office - 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	2011-12	2012-13	2013-14	2014-15	2015-16
Students Served (Grades K-12)	17,025	16,969	19,262	20,451	20,584
Districtwide Percentage of At Risk Students	37.16%	36.29%	40.28%	41.81%	40.99%
Average Cost per Student	\$535	\$609	\$804	\$755	\$855

## High School Allotment

### Central Office - 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	2011-12	2012-13	2013-14	2014-15	2015-16
Students Served (Grades 6-12)	24,247	24,886	25,283	25,757	26,465
High School Dropout Rate	1.3%	1.1%	1.1%	1.1%	Avail. Nov. 2016
Pre-AP & PreIB Enrollment (unduplicated)	12,105	12,145	11,945	12,280	NA
AP Enrollment (unduplicated)	3,463	3,599	3,679	3,857	NA
Dual Credit Enrollment (on campus)	977	862	924	1,114	NA
IB Enrollment (Pre-IP not included)	120	120	116	123	NA
AVID Participation	1,006	989	758*	607*	NA
Avg High School Math TAKS/STAAR Passing Rate	86.3%	86.5%	77.5%	83.5%	NA
Avg High School Science TAKS/STAAR Passing Rate	90.8%	92.3%	91.8%	94.5%	NA

\*The Klein ISD is phasing out AVID on several campuses beginning 2013-14.

### Instructional Fine Arts

#### Central Office - Teaching and Learning Center - Project 56

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

Performance Measures	2011-12	2012-13	2013-14	2014-15	2015-16
Students Served (Grades K-12)	34,777	34,149	35,789	37,424	37,734
Districtwide Percentage of Fine Arts Students	75.91%	73.02%	74.84%	76.51%	75.14%
Average Cost per Student	\$214	\$401	\$400	\$427	\$455

### Summer School & Athletic Camps

#### Central Office - Student Services Center and Klein Athletic Building - Project 57

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

Performance Measures	2011-12	2012-13	2013-14	2014-15	2015-16
Students Served (Grades PK-12)	5,884	5,296	5,019	5,498	5,147
Districtwide Percentage of Summer School Students	12.84%	11.32%	10.50%	11.24%	10.25%
Average Cost per Student	\$117	\$128	\$171	\$175	\$183

### Academic Enrichment

#### Central Office - Teaching and Learning Center - Project 58

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

Performance Measures	2011-12	2012-13	2013-14	2014-15	2015-16
Students Served (Grades K-12)	2,744	2,593	2,411	2,227	2,174
Districtwide Academic Enrichment Students	5.99%	5.54%	5.04%	4.55%	4.33%
Average Cost per Student	\$239	\$231	\$193	\$196	\$303
Number of Students Tested for GT	1,265	1,418	1,302	1,512	1,328

### Therapeutic Education Program (TEP)

#### 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	2011-12	2012-13	2013-14	2014-15	2015-16
Students Served (Grades K-12)	112	194	223	218	226
Write-Ups	6,236	8,238	5,677	5,834	5,516
Restraints	368	297	279	136	140
Students Sent to Home Campus from TEP	26	24	24	31	26
Students Returned from Home Campus to TEP	2	4	2	2	-
Return Rate of Students to TEP	8%	17%	8%	6%	0%

### Career & Technical Education

#### Central Office - 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	2011-12	2012-13	2013-14	2014-15	2015-16
Students Served (Grades 6-12)	10,503	10,526	11,096	11,455	11,309
CTE Concentrators Earning Certification/Licensure*	604	269	271	948	778
State/National Competition Participants**	Not Available	Not Available	628	758	945
State/National Competition Events**	Not Available	Not Available	169	241	302
State/National 1st and 2nd Place Awards Received**	Not Available	Not Available	72	75	71

\*Reporting requirements for Microsoft Office Specialist certification changed. For the 2012-2013 and 2013-2014 reporting years, the Microsoft Office Specialist (MOS) Master certification reporting was based on successful completion of Word, Excel, PowerPoint, plus one additional optional application. In all other reporting years, the Microsoft Office Specialist (MOS) certificate reporting was based on successful completion of each specific Office program (MOS Access, MOS Excel, MOS PowerPoint, MOS Word)

\*\*The department began collecting data for these performance measures in 2013-14.

### Research, Accountability & Data

#### Central Office - Student Services Center - Project 70

Creates and maintains the districtwide repository of student data.

Performance Measures	2011-12	2012-13	2013-14	2014-15	2015-16
Pupil/Teacher Ratio	15.3	15.5	15.3	15.1	14.9
District Graduation Rate	90.7%	91.9%	93.5%	94.3%	Avail. Nov. 2016

### Extracurricular Academics

#### Central Office - Teaching and Learning Center - Project 73

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

Performance Measures	2011-12	2012-13	2013-14	2014-15	2015-16
Students Served (Grades K-12)	10,320	11,537	12,167	12,349	12,098
Average Cost per Student	\$49	\$43	\$45	\$42	\$49

### Athletic Concessions

#### 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	2011-12	2012-13	2013-14	2014-15	2015-16
Total Net Revenue	\$ 88,591	\$ 93,613	\$ 90,360	\$ 97,949	\$ 123,084
Total Number of Events Served	420	420	424	424	423
Profit Percentage of Total	37%	40%	37%	42%	52%

### Extracurricular Fine Arts

#### Central Office - Teaching and Learning 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	2011-12	2012-13	2013-14	2014-15	2015-16
Students Served (Grades 6-12)	7,394	7,531	*12,667	12,513	14,297
Number of Competitions	98	99	114	127	126
Number of Awards Received	90	100	97	115	115

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

### Student Support Services

#### Central Office - Teaching and Learning Center - Project 77

Funds administrative personnel, materials, staff development, and resources related to counseling and health services.

Performance Measures	2011-12	2012-13	2013-14	2014-15	2015-16
High School Completion Rate	94.4%	95.2%	95.9%	95.9%	Avail. Nov. 2016
Total District Counselors	103.5	105.5	109.5	117.5	121.5
Total District Nurses and Certified Clinic Assistants*	Not Available	Not Available	67.0	69.0	72.0
Vision Screening Referrals	2,210	2,457	2,173	2,173	1,929
Students Receiving Treatment after Vision Screenings	1,477	1,733	1,295	985	998
Hearing Screening Referrals	391	466	401	428	424
Students Receiving Treatment after Hearing Screenings	181	218	174	61	73
Cardiopulmonary Resuscitation (CPR) Trainings**	336	674	489	655	655
Number 504 Students	1,219	1,546	1,543	2,300	2,300

\*Certification detail not available until implementation of Position Control in 2013-14.

\*\*CPR certification is for two years.



### Teaching and Learning Administration

#### Central Office - Teaching and Learning 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	2011-12	2012-13	2013-14	2014-15	2015-16
District Rating	Recognized*	Met Standard	Met Standard	Met Standard	Met Standard
FAST Rating	4.5	4.5	5.0	4.5	5.0
Reading/ELA**	85%	86%	83%	83%	NA
Writing**	73%	67%	77%	76%	NA
Social Studies**	84%	82%	83%	83%	NA
Math**	84%	85%	84%	87%	NA
Science**	88%	88%	85%	86%	NA

### Instruction Administration

#### Central Office - Teaching and Learning 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	2011-12	2012-13	2013-14	2014-15	2015-16
Enrollment in Pre-K Programs	1,197	1,110	1,174	1,070	1,156
District Rating	Recognized*	Met Standard	Met Standard	Met Standard	Met Standard
Reading/ELA**	85%	86%	83%	83%	NA
Writing**	73%	67%	77%	76%	NA
Social Studies**	84%	82%	83%	83%	NA
Math**	84%	85%	84%	87%	NA
Science**	88%	88%	85%	86%	NA
Number of District Technology Classes	351	316	293	210	167
Number of Campus Technology Classes	537	532	585	684	651
Annual Technology Literacy Assessment (% met proficiency in 8th grade)	82%	77%	72%	74%	67%
Library Books in Circulation	1,461,875	1,606,459	1,647,893	1,786,019	1,758,207
Internet Safety Course (number of students served)	41,785	45,778	47,992	49,461	50,611

### Districtwide/Instructional

#### Central Office - Teaching and Learning 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	2011-12	2012-13	2013-14	2014-15	2015-16
District Rating	Recognized*	Met Standard	Met Standard	Met Standard	Met Standard
FAST Rating	4.5	4.5	5.0	4.5	5.0
Reading/ELA**	85%	86%	83%	83%	NA
Writing**	73%	67%	77%	76%	NA
Social Studies**	84%	82%	83%	83%	NA
Math**	84%	85%	84%	87%	NA
Science**	88%	88%	85%	86%	NA

\* 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

##### 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	2011-12	2012-13	2013-14	2014-15	2015-16
Total Number of New Hires	511	864	791	939	893
Teacher Turnover Rate	11.2%	12.1%	12.5%	13.8%	14.0%
Teachers with No Degree	0.5%	0.5%	0.5%	0.6%	1.0%
Teachers with Bachelors Degree	74.5%	73.7%	74.0%	73.8%	73.8%
Teachers with Masters Degree	24.1%	24.9%	24.6%	24.8%	24.5%
Teachers with Doctorate Degree	0.9%	0.9%	0.9%	0.8%	0.7%

#### Benefits & Risk Management

##### 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	2011-12	2012-13	2013-14	2014-15	2015-16
Self-Insurance Plan Loss Ratio (Expense to Income)	-10.96%	Ended 12/31/11	Ended 12/31/11	Ended 12/31/11	Ended 12/31/11
Total Workers Comp Incident Reports	681	687	619	543	551
Workers Comp Claims	235	240	219	150	243
Workers Comp Reports Resulting in Claims	35%	35%	35%	28%	44%

# 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

#### 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	2011-12	2012-13	2013-14	2014-15	2015-16
Students Served (Grades 9-12)	148	199	220	208	222
Number of Seniors Enrolled	110	101	114	103	90
Students Successfully Completing Program	83	83	93	110	80
Percentage of Completion	75%	82%	82%	107%	89%

### Disciplinary Alternative Education Program (DAEP)

#### Klein Alternative Education Center - Project 62

Provides the district alternative educational setting for elementary, intermediate, and high school students required by Texas Education Code 37.008 as a result of disciplinary infractions of the Student Code of Conduct. A comprehensive instructional and counseling program is provided to each student.

#### Mission Statement

Klein ISD Alternative Classes will provide instruction of state curriculum that includes the same essential elements as instruction given at other campuses within the district. The faculty and staff will provide a supervised, structured, and positive environment. We will encourage our students to succeed academically and develop positive attitudes, values, and life coping skills for good citizenship. This mission will be accomplished with the cooperation of parents, teachers and support staff, administrators, and the Board of Trustees of Klein Independent School District.

Performance Measures	2011-12	2012-13	2013-14	2014-15	2015-16
Students Served (Grades 5-12)	593	627	576	577	656
Percentage of Students Referred to DAEP	2.45%	2.52%	2.28%	2.24%	2.48%
Average Cost per Student	\$3,562	\$3,203	\$3,268	\$3,726	\$3,421

### School Administration

#### 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	2011-12	2012-13	2013-14	2014-15	2015-16
District Rating	Recognized*	Met Standard	Met Standard	Met Standard	Met Standard
Percentage of Attendance	95.9%	96.0%	96.0%	95.7%	95.9%
In School Suspensions	18,308	17,368	16,130	15,885	14,118
Out of School Suspensions	6,342	5,620	5,961	5,239	4,875
Expulsions to DAEP	622	676	661	692	734
Expulsions to JJAEP	142	70	71	66	57

\* 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

##### 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	2011-12	2012-13	2013-14	2014-15	2015-16
Reproduction*	918,653	836,073	616,184	712,037	484,980
Metered Mail	118,954	125,283	105,260	113,979	143,540

\* The reduction in reproductions is a direct result of the districts initiative to go paperless. This has also resulted in a reduction of 1.0 FTE in the Mail Room/Copy Center.

#### Tax Office

##### Central Office - Project 88

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

Performance Measures	2011-12	2012-13	2013-14	2014-15	2015-16
Total Current Levy Tax Collection	99.88%	99.88%	99.87%	99.90%	99.83%
FIRST Rating	Superior	Superior	Superior	Superior	Superior

#### Financial Services

##### Central Office - Project 90

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

Performance Measures	2011-12	2012-13	2013-14	2014-15	2015-16
ASBO Meritorious Budget Award	Yes	Yes	Yes	Yes	Yes
GFOA Distinguished Budget Award	Yes	Yes	Yes	Yes	N/A*
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	Platinum
FAST Rating	4.5	4.5	5.0	4.5	5.0
FIRST Rating	Superior	Superior	Superior	Superior	Superior

\* Due to changes in format requirements, the Budget department did not submit an entry for this award in 015-16.

#### Payroll Services

##### 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	2011-12	2012-13	2013-14	2014-15	2015-16
Number of Checks Processed*	5,194	4,491	32	2	0
Number of Vouchers Processed	148,183	152,310	164,528	168,632	174,332

\* 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****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	2011-12	2012-13	2013-14	2014-15	2015-16
Warehouse Stock Inventory	\$ 674,270	\$ 550,402	\$ 539,442	\$ 669,360	\$ 532,010
Total Warehouse Orders Filled	3,589	3,719	3,641	3,346	3,320
FIRST Rating	Superior	Superior	Superior	Superior	Superior

**Districtwide/Other****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	2011-12	2012-13	2013-14	2014-15	2015-16
Total Tax Collections (Current and Prior Years)	100.84%	101.28%	101.51%	101.38%	101.16%
FAST Rating	4.5	4.5	5.0	4.5	5.0
FIRST Rating	Superior	Superior	Superior	Superior	Superior

**Districtwide/Employee Benefits****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	2011-12	2012-13	2013-14	2014-15	2015-16
Total No. of Employees in TRS	5,637	5,774	6,192	6,373	6,634
Total Number of New Hires	511	864	791	939	893
Teacher Turnover Rate	11.2%	12.1%	12.5%	13.8%	14.0%
Employee Benefits as Percentage of Salaries	15.9%	15.3%	17.4%	18.2%	18.8%

## 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

##### Central Office - Project 72

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

Performance Measures	2011-12	2012-13	2013-14	2014-15	2015-16
Regular Program Annual Miles	1,196,357	1,293,145	1,166,920	1,379,908	1,353,322
Special Program Annual Miles	427,895	444,891	461,653	491,831	519,443
Average Daily Ridership	9,024	9,656	9,048	10,399	10,404

#### South Transportation Center

##### Central Office - Project 75

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

Performance Measures	2011-12	2012-13	2013-14	2014-15	2015-16
Regular Program Annual Miles	537,494	580,978	524,269	619,959	608,014
Special Program Annual Miles	192,243	199,878	207,410	220,968	233,373
Average Daily Ridership	4,054	4,338	4,065	4,672	4,674

#### Facility & School Services Administration

##### Central Office - Project 89

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

Performance Measures	2011-12	2012-13	2013-14	2014-15	2015-16
Total Districtwide Square Footage	7,302,070	7,617,972	7,746,558	8,010,187	8,135,941
Total Construction In Progress	\$163,426,106	\$128,921,058	\$82,000,000	\$208,181,690	\$211,916,000
Total Maintenance Work Orders	21,828	20,271	20,217	20,145	24,125
Total Transportation Mileage	2,353,988	2,518,892	2,360,252	2,712,666	2,714,152

#### Plant Operations

##### Multipurpose Center - Project 92

Funds operating and personnel expenses for districtwide custodial services.

Performance Measures	2011-12	2012-13	2013-14	2014-15	2015-16
Total Square Footage Maintained by Plant Operations	7,509,779	7,846,203	7,963,483	8,097,939	8,223,011
Personnel Cost Per Square Foot	\$0.96	\$0.95	\$1.01	\$1.07	\$1.14
Average Square Foot Per Custodian	23,404	24,292	24,132	24,318	24,328

### Plant Maintenance

#### Central Office - Project 94

Funds operating and personnel expenses for maintaining districtwide facilities.

Performance Measures	2011-12	2012-13	2013-14	2014-15	2015-16
Total Square Footage Maintained by Plant Maintenance	7,517,504	7,448,205	8,001,485	8,135,941	8,261,013
Total Maintenance Work Orders	21,828	20,271	20,217	20,145	24,125
Preventative Work Orders*	Not Available	Not Available	Not Available	Not Available	1,018
Routine Work Orders*	Not Available	Not Available	Not Available	Not Available	23,107
Total Maintenance Costs Per Square Foot	\$0.90	\$0.81	\$0.85	\$0.89	\$1.08
Personnel Cost Per Square Foot	\$365.00	\$0.61	\$0.63	\$0.66	\$0.68

\* Due to a change in software used by Plant Maintenance, the measurable data changed for the 15-16 year.

### Energy Management

#### 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	2011-12	2012-13	2013-14	2014-15	2015-16
Total Square Footage ???	7,302,070	7,617,972	7,746,558	8,010,187	8,135,941
Average Utility Cost Per Square Foot	\$1.48	\$1.19	\$1.15	\$0.97	\$1.10
Average Kilowatt-Hours Per Square Foot	11.1	10.7	10.4	9.7	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

#### Central Office - Project 95

Funds the printing and distribution of the Klein District News and the Annual Performance Report.

Performance Measures	2011-12	2012-13	2013-14	2014-15	2015-16
Quarterly Newsletter Mailout	60,500	72,000	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	2011-12	2012-13	2013-14	2014-15	2015-16
KleINTOUCH Electronic News Subscribers	20,780	17,962	17,624	20,081	23,637
Klein Education Foundation Donations	\$203,015	\$75,700	\$115,400	\$196,396	\$171,505
Facebook Followers	4,156	5,414	9,488	11,855	17,650
Twitter Followers	1,398	2,186	5,422	8,998	12,809
Mobile App Downloads	-	2,186	10,190	14,483	17,248

## 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

#### Central Office - Network Operations Center - Project 71

Performance Measures	2011-12	2012-13	2013-14	2014-15	2015-16
Total Number of District Computers	35,800	37,000	40,000	46,790	59,713
Total Number of IT Service Calls	38,169	31,127	31,077	32,163	43,996
Average Service Call Per Technician	830	635	576	564	759
Average Cost Per Service Call	\$109	\$153	\$188	\$186	\$180



# **The Klein Independent School District**

## **Quality School Survey Report – Spring 2016**

### **Introduction**

In the spring of 2016, the Klein Independent School District (KISD) conducted its eleventh 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 teacher's collective belief that their efforts impact student achievement. Thus, if mean scores on the 9 dimensions of quality are high, it is highly likely that collective efficacy will also be high.

Two additional dimensions were added to assess communication and general satisfaction with pay, benefits, and opportunities for advancement (Research Questions). All survey participants received questions assessing this dimension. The section with research questions has been included to develop a dimension assessing stakeholder satisfaction with pay, benefits, and opportunities for advancement. Only district personnel received these questions on the survey. For a more detailed description of the dimensions, refer to Appendix A in the Klein Quality Survey 2016 at <http://www.kleinisd.net/default.aspx?name=research.kqss>.

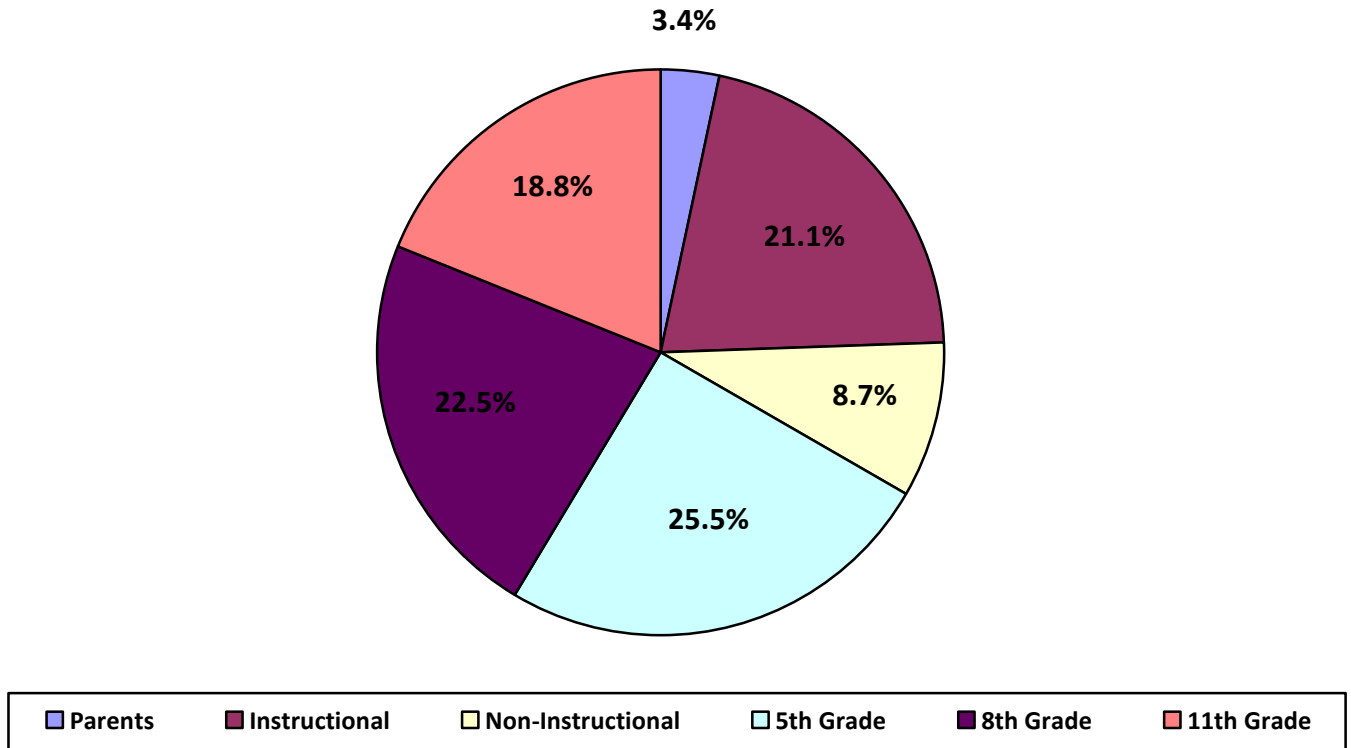
### **Purpose**

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 2016 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 2016



### 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 11;
- 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 2016 was 14,123, which represents an increase of 300 participants from the 2015 total of 13,823. Students in the fifth grade (25.5% or 3,598) represented the largest number of participants, followed by eighth graders (22.5% or 3,184), instructional staff (21.1% or 2,982), eleventh graders (18.8% or 2,653), non-instructional staff (8.7% or 1,224) and parents (3.4% or 482).

### Methods

For the 2016 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.

### Changes in 2016

At the request of the high school principals and in an effort to increase high school student participation, the participating group was changed from 12<sup>th</sup> grade students to 11<sup>th</sup> grade students. It is important to note that prior years reflect 12<sup>th</sup> grade student participation.

### Results

The findings are based on the analysis of the responses of the eleventh 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 3.74 for eleventh grade students to a high of 5.08 for instructional staff.
- On the Quality Student Support Dimension, scores ranged from a low of 3.79 for eleventh grade students to a high of 4.88 for parents.
- On the Professionalism and Capacity of the System Dimension, scores ranged from a low of 3.89 for eleventh grade students to a high of 5.36 for fifth grade students.
- Scores on the dimension Coordinated Team Work ranged from a low of 3.91 for eighth grade students to a high of 4.88 for parents.
- Instructional staff (4.90) had the highest average on the Responsiveness of the System Dimension followed by parents (4.87) and non-instructional staff (4.74).
- On the dimension Focused and Sustained Action, students in the eleventh grade reported the lowest average of 4.01 points while fifth grade students had the highest average score (5.11).
- Eleventh grade students (3.72) had the lowest average scores on the Involvement Dimension while parents had the highest score of 4.99 points.
- On the Satisfaction Dimension, eleventh grade students (3.68) had the lowest average score while non-instructional staff had the highest average score (5.02).
- The scores on the Student Safety and Well-Being Dimension ranged from 3.66 to 4.85 points with non-instructional staff having the highest score and eleventh grade students having the lowest score.

### *Communication*

- Parents (4.70) had the highest average level of satisfaction with the district's level of Communication followed by instructional staff (4.52) and non-instructional staff (4.29).

### *Research Questions*

- The non-instructional staff (4.41) had the highest average among the general Research Questions followed by the instructional staff (3.94).

### *Collective Efficacy*

- The average score for the Collective Efficacy survey item for instructional staff was 4.57, which yielded a standardized score of 570.4 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 4.61 which yielded a standardized score of 576.6 which indicates that Collective Efficacy is also slightly above the average.

### **Concluding Remarks**

The information provided as a result of the eleventh 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

### 2015-2016 RATINGS BASED ON SCHOOL YEAR 2014-2015 DATA - DISTRICT STATUS DETAIL

<b>Name:</b> KLEIN ISD(101915)	<b>Publication Level 1:</b> 8/8/2016 6:20:16 PM
<b>Status:</b> Passed	<b>Publication Level 2:</b> 8/8/2016 6:20:16 PM
<b>Rating:</b> A = Superior	<b>Last Updated:</b> 8/8/2016 6:20:16 PM
<b>District Score:</b> 94	<b>Passing Score:</b> 31

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>	3/16/2016 3:45:26 PM	Yes
2	Review the AFR for an unmodified opinion and material weaknesses. The school district must pass 2.A to pass this indicator. The school district fails indicator number 2 if it responds "No" to indicator 2.A. or to both indicators 2.A and 2.B.		
2.A	<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>	4/20/2016 11:37:39 AM	Yes
2.B	<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>	3/16/2016 3:45:26 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>	3/16/2016 3:45:26 PM	Yes
4	<u>Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?</u>	4/20/2016 11:38:59 AM	Yes
5	<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>	4/20/2016 11:39:33 AM	Yes

			1 Multiplier Sum
6	<u>Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? (See ranges below.)</u>	8/4/2016 1:41:51 PM	8
7	<u>Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? (See ranges below.)</u>	6/30/2016 1:27:27 PM	10
8	<u>Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (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.) (See ranges below.)</u>	8/4/2016 1:41:51 PM	6
9	<u>Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?</u>	8/4/2016 1:41:52 PM	10
10	<u>Was the debt service coverage ratio sufficient to meet the required debt service? (See ranges below.)</u>	8/4/2016 1:41:52 PM	10
11	<u>Was the school district's administrative cost ratio equal to or less than the threshold ratio? (See ranges below.)</u>	3/16/2016 3:45:29 PM	10
12	<u>Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the school district will automatically pass this indicator.)</u>	3/16/2016 3:45:30 PM	10
13	<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>	3/16/2016 3:45:30 PM	10
14	<u>Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)</u>	3/25/2016 2:03:16 PM	10
15	<u>Did the school district not receive an adjusted repayment schedule for more than one fiscal year for an over allocation of Foundation School Program (FSP) funds as a result of a financial hardship?</u>	3/24/2016 4:51:22 PM	10
			94 Weighted Sum
			1 Multiplier Sum
			94 Score

## DETERMINATION OF RATING

<b>A.</b>	Did the district answer 'No' to Indicators 1, 3, 4, 5, or 2.A? If so, the school district's rating is <b>F for Substandard Achievement</b> regardless of points earned.	
<b>B.</b>	Determine the rating by the applicable number of points. (Indicators 6-15)	
	<b>A = Superior</b>	70-100
	<b>B = Above Standard</b>	50-69
	<b>C = Meets Standard</b>	31-49
	<b>F = Substandard Achievement</b>	<31



# Miscellaneous



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 2 3 4 5 6	1 2 3	1	1 2 3 4 5
7 8 9 10 11 12 13	4 5 6 7 8 9 10	2 3 4 5 6 7 8	6 7 8 9 10 11 12
14 15 16 17 18 19 20	11 12 13 14 15 16 17	9 10 11 12 13 14 15	13 14 15 16 17 18 19
21 22 23 24 25 26 27	18 19 20 21 22 23 24	16 17 18 19 20 21 22	20 21 22 23 24 25 26
28 29 30 31	25 26 27 28 29 30	23 24 25 26 27 28 29	27 28 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	1 2 3 4 5 6 7	1 2 3 4	1 2 3 4
4 5 6 7 8 9 10	8 9 10 11 12 13 14	5 6 7 8 9 10 11	5 6 7 8 9 10 11
11 12 13 14 15 16 17	15 16 17 18 19 20 21	12 13 14 15 16 17 18	12 13 14 15 16 17 18
18 19 20 21 22 23 24	22 23 24 25 26 27 28	19 20 21 22 23 24 25	19 20 21 22 23 24 25
25 26 27 28 29 30 31	29 30 31	26 27 28	26 27 28 29 30 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	1 2 3 4 5 6	1 2 3	Staff Development Day
2 3 4 5 6 7 8	7 8 9 10 11 12 13	4 5 6 7 8 9 10	Holiday
9 10 11 12 13 14 15	14 15 16 17 18 19 20	11 12 13 14 15 16 17	Holiday/Staff Development
16 17 18 19 20 21 22	21 22 23 24 25 26 27	18 19 20 21 22 23 24	Elem. Parent Conference
23 24 25 26 27 28 29	28 29 30 31	25 26 27 28 29 30	Graduation
30			

### KLEIN ISD 2016-2017 IMPORTANT DATES

<b>AUG 15 - 18</b>	Staff Development	<b>JAN 2</b>	Staff Development/Student Holiday
<b>AUG 19</b>	Optional Teacher Work Day	<b>JAN 3</b>	Classes Resume/ <b>SECOND SEMESTER BEGINS</b>
<b>AUG 20</b>	<b>SUMMER HS GRADUATION 2015 - 2016</b>	<b>JAN 16</b>	Martin Luther King Holiday
<b>AUG 22</b>	<b>FIRST DAY OF CLASSES</b>	<b>FEB 20</b>	Staff Development/Student Holiday
<b>SEPT 5</b>	Labor Day Holiday	<b>MARCH 13 - 17</b>	Spring Break
<b>NOV 8</b>	Staff Dev./Student Holiday/Elem. Parent Con.	<b>APRIL 14</b>	Easter Break
<b>NOV 21 - 22</b>	Staff Development/Student Holiday	<b>MAY 29</b>	Memorial Day Holiday
<b>NOV 23 - 25</b>	Thanksgiving Holiday	<b>JUNE 1</b>	<b>LAST DAY OF CLASSES</b>
<b>DEC 16</b>	<b>END OF FIRST SEMESTER</b>	<b>JUNE 2</b>	Staff Development
<b>DEC 19 - 30</b>	Christmas/Winter Holiday	<b>JUNE 3</b>	<b>HIGH SCHOOL GRADUATION</b>
		<b>AUG 26</b>	<b>SUMMER HS GRADUATION 2016 - 2017</b>

### GRADING PERIODS

ELEMENTARY	DAYS	SECONDARY	DAYS
AUG 22 - OCT 14	39	AUG 22 - SEPT 23	24
OCT 17 - DEC 16	39	SEPT 26 - OCT 28	25
	78	OCT 31 - DEC 16	29
			78
JAN 3 - MARCH 10	47	JAN 3 - FEB 17	33
MARCH 20 - JUNE 1	52	FEB 21 - APRIL 13	33
	99	APRIL 17 - JUNE 1	33
			99
Total Instruction Days		177	

### INCLEMENT WEATHER MAKE-UP DAYS

NOV 21 - 22	JUNE 2
FEB 20	

## Commonly Used Acronyms

<b>ADA</b>	Average Daily Attendance	<b>ELA</b>	English Language Arts
<b>AEIS</b>	Academic Excellence Indicator System	<b>ELL</b>	English Language Learner
<b>AEP</b>	Alternative Education Program	<b>EOC</b>	End of Course
<b>AFJROTC</b>	Air Force Junior Reserve Officers' Training Corps	<b>ERRP</b>	Early Retiree Reinsurance Program
<b>AP</b>	Advanced Placement	<b>ESEA</b>	Elementary and Secondary Education Act
<b>ARD</b>	Admission, Review and Dismissal	<b>ESL</b>	English as a Second Language
<b>ASAHE</b>	Additional State Aide for Homestead Exemption	<b>EUI</b>	Energy Use Intensity
<b>ASATR</b>	Additional State Aid for Tax Reduction	<b>FASRG</b>	Financial Accountability System Resource Guide
<b>ASBO</b>	Association of School Business Officials	<b>FAST</b>	Financial Allocation Study for Texas
<b>ASF</b>	Available School Fund	<b>FCC</b>	Federal Communications Commission
<b>AVID</b>	Advancement Via Individual Determination	<b>FFA</b>	Future Farmers of America
<b>BTIM</b>	Beginning Teacher Induction and Mentoring	<b>FIRST</b>	Financial Integrity Rating System of Texas
<b>CAB</b>	Capital Appreciation Bonds	<b>FSP</b>	Foundation School Program
<b>CAFR</b>	Comprehensive Annual Financial Report	<b>FTE</b>	Full Time Equivalent
<b>CHPS</b>	Collaborative for High Performance Schools	<b>FY</b>	Fiscal Year
<b>CIP</b>	Campus Improvement Plan	<b>GAAP</b>	Generally Accepted Accounting Principles
<b>CISD</b>	Consolidated Independent School District	<b>GASB</b>	Governmental Accounting Standards Board
<b>CTE</b>	Career and Technology Education	<b>GFOA</b>	Government Finance Officers Association
<b>CTR</b>	Compressed Tax Rate	<b>GTG</b>	Good to Great (Klein Forest High School Project)
<b>DAEP</b>	Disciplinary Alternative Education Program	<b>HB</b>	House Bill
<b>DCA</b>	District Common Assessment	<b>HCAD</b>	Harris County Appraisal District
<b>DTR</b>	District Tax Rate	<b>HGAC</b>	Houston-Galveston Area Council
<b>EC</b>	Early Childhood	<b>HSA</b>	High School Allotment
<b>EDA</b>	Existing Debt Allotment	<b>I&amp;S</b>	Interest and Sinking
<b>EI&amp;M</b>	Efficiency Initiatives and Measures	<b>IB</b>	International Baccalaureate
		<b>IBA</b>	International Business Academy



## Commonly Used Acronyms

<b>IDEA</b>	Individuals with Disabilities Education Act	<b>IFA</b>	Instructional Facilities Allotment
<b>IEP</b>	Individualized Education Program	<b>PSF</b>	Permanent School Fund
<b>EMAT</b>	Educational Materials System	<b>RPAF</b>	Regular Program Adjustment Factor
<b>IMA</b>	Instructional Materials Allotment	<b>S&amp;P</b>	Standard & Poor's Rating Service
<b>ISD</b>	Independent School District	<b>SBEC</b>	State Board for Educator Certification
<b>ISS</b>	In-School Suspension	<b>SCE</b>	State Compensatory Education
<b>JJAEF</b>	Juvenile Justice Alternative Education Program	<b>SFSF</b>	State Fiscal Stabilization Fund
<b>KISD</b>	Klein Independent School District	<b>SHARS</b>	School Health and Related Services
<b>KQSS</b>	Klein Quality School Survey	<b>SSVI</b>	State Supplemental Visually Impaired
<b>LEA</b>	Local Educational Agency	<b>STAAR</b>	State of Texas Assessments of Academic Readiness
<b>LEP</b>	Limited English Proficiency	<b>TAKS</b>	Texas Assessment of Knowledge & Skills
<b>LFA</b>	Local Fund Assignment	<b>TAPR</b>	Texas Academic Performance Report
<b>M&amp;O</b>	Maintenance and Operations	<b>TATEKS</b>	Technology Applications TEKS
<b>MAC</b>	Medicaid Administrative Claiming Program	<b>TBSI</b>	Technology Baseline Standards Initiative
<b>MBA</b>	Meritorious Budget Award	<b>TEA</b>	Texas Education Agency
<b>NIFA</b>	New Instructional Facilities Allotment	<b>TEC</b>	Texas Education Code
<b>NSLP</b>	National School Lunch Program	<b>TEKS</b>	Texas Essential Knowledge and Skills
<b>OSS</b>	Out of School Suspension	<b>TELPAS</b>	Texas English Language Proficiency Assessment System
<b>P.E.</b>	Physical Education	<b>TEP</b>	Therapeutic Education Program
<b>PASA</b>	Population and Survey Analysts	<b>THECB</b>	Texas Higher Education Coordinating Board
<b>PBIS</b>	Positive Behavioral Incentives and Support	<b>TPSP</b>	Texas Performance Standards Project
<b>PBMAS</b>	Performance-Based Monitoring Analysis System	<b>TRE</b>	Tax Rate Election
<b>PC</b>	Position Control	<b>TRS</b>	Teacher Retirement System
<b>PEIMS</b>	Public Education Information Management System	<b>UIL</b>	University Interscholastic League
<b>PFIA</b>	Public Funds Investment Act	<b>WADA</b>	Weighted Average Daily Attendance
<b>PLC</b>	Professional Learning Community		
<b>Pre-K / PK</b>	Pre-Kindergarten		

# 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 as 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 2016-17 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, 2015. 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 \$77.53 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.

**Individualized Education Program (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 since the 2015-2016 school year. 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, which 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.