



KLEIN INDEPENDENT SCHOOL DISTRICT
7200 SPRING CYPRESS ROAD | KLEIN, TEXAS 77379
HARRIS COUNTY
WWW.KLEINISD.NET



2017-2018 ADOPTED BUDGET

FOR THE FISCAL YEAR ENDING AUGUST 31, 2018

Klein Independent School District

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

2017 - 2018 Adopted Budget September 1, 2017 - August 31, 2018

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Robert Robertson, Associate Superintendent, Facilities and School Services

Prepared By

Audrey Ambridge, RTSBA, Executive Director of Financial Services
Laura Padron, RTSBA, Director of Budget
Tracie Edinburgh, RTSBA, Senior Accountant - Budget & Special Revenues
Stacy Petty, RTSBA, Position Control Coordinator
Kendra Upchurch, CTSBS, Budget Analyst

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2017-2018 ADOPTED BUDGET

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INTRODUCTORY SECTION



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Executive Summary

Fiscal Year 2017-2018

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 2017-2018 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 2017-2018 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 Shared Vision, 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-four (64) 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 team 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 2017-2018 fiscal year and beyond.

Our Shared Vision and Strategic Plan

Our Shared Vision

In Klein ISD, EVERY student enters with a PROMISE and exits with a PURPOSE. We will achieve our shared vision by focusing on Pathways, Challenge, Equity, Leadership, and Continuous Improvement.

Strategic Plan

The Klein Independent School District Strategic Plan was approved by the Board of Trustees at the May 8, 2017 board meeting. The Strategic Plan focuses on pathways, challenge, equity, leadership, and continuous improvement. Along with these areas of focus, the strategic plan is designed using three guiding documents developed by collaborative design teams that define critical components for successful student learning. Klein ISD students, alumni, parents, teachers, clergy, business owners, community members, state leaders, and others helped to design the guiding documents that include Profile of a Learner, Profile of a Leader, and a definition of High-Quality Teaching.

Strategic Priorities

Klein ISD believes that as Promise2Purpose Investors, we will focus our resources and relationships on three strategic priorities, while always looking for ways to innovate and to improve the system for students:

- *Reimagine Learning* - Personalized Learning, Flexible and Challenging Curriculum, and Standardized Evaluation
- *Cultivate Talent* - Best-in-Class Leadership Pipeline, Feedback Loops and Self-reflection, and Targeted Professional Learning
- *Build Community* - Relationships, Mentoring, and Partnerships, Engaging, Educating, and Equipping Families, and Cultural Responsiveness

Campus Improvement Plans

Every campus within the District annually updates its Campus Improvement Plan (CIP), which links directly to one or more of the Strategic Priorities listed above. Each extensively detailed CIP is located in the Informational Section beginning on page 173. Campus performance objectives are based on the Texas Academic Performance Reports and other assessment instruments, including measures for special needs populations.

Budget Process

The State, the Texas Education Agency (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 Teaching and Learning team used zero-based budgeting to prepare their budget for the 2017-18 budget. The District plans to implement zero-based budgeting for all departments in 2018-19 and then campuses the following years.

Below is an overview of the budget planning in preparation for the 2017-2018 budget. The detailed budget calendar is presented on page 56 in the Organizational Section.

<u>November 2016</u>	• Conduct first 2017-2018 budget workshop with Board of Trustees and administration
<u>January 2017</u>	• Estimate 2017 local property tax values and prepare preliminary 2017-2018 state aid calculation • Enrollment projections released • Update Five Year Financial Forecast and estimate 2017-2018 payroll costs
<u>February 2017</u>	• Send General Fund budget-gathering documents to principals and department directors • Conduct second 2017-2018 budget workshop with Board of Trustees and administration
<u>March 2017</u>	• Finalize Five Year Financial Forecast in preparation for Staffing Committee • Meet with Staffing Committee to review and recommend 2017-2018 new positions
<u>April 2017</u>	• Review and load campus and department budget requests
<u>May 2017</u>	• 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 administration
<u>July 2017</u>	• Submit 2017-2018 Preliminary Budget document to Board of Trustees • Conduct additional budget workshop with Board of Trustees and administration • Calculate Truth-In-Taxation and adjust preliminary budgets accordingly
<u>August 2017</u>	• Publish Truth-In-Taxation calculations as required by law • Submit 2017-2018 Proposed Budget to Board of Trustees and adopt budget
<u>September 2017</u>	• Post 2017-2018 Adopted Budget

The following document represents the Klein Independent School District financial plan for the 2017-2018 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). Long-term financial forecasts for 2018-2019 and beyond include projected revenues resulting from a successful Tax Rate Election (TRE) in June 2018. Further discussion on a potential TRE is provided on page 49 in the Organizational Section.

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 2017-2018 are:

- Increase the minimum teacher salary from \$51,600 to \$52,600
- Returning teachers, nurses, librarians, and speech pathologists receive \$1,080 added to their 2016-2017 salary
- All other employees receive two percent (2%) on the control point of respective pay grades
- 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

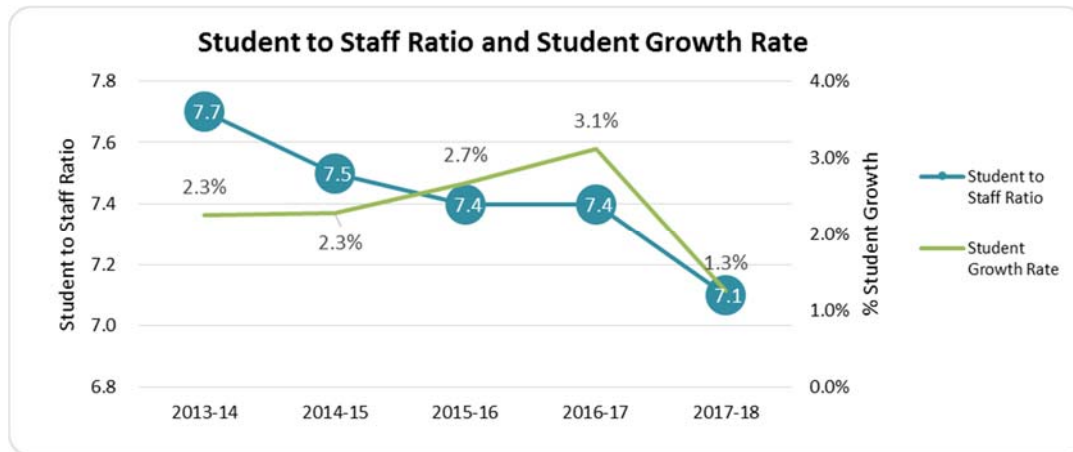
Compensation – In accordance with the strategic priority to cultivate talent, employees received a two percent (2%) pay increase, costing an estimated \$6.2 million across all funding sources. The minimum teacher salary has been increased from \$51,600 to \$52,600 while returning teachers, nurses, librarians, and speech pathologists received a general pay increase of \$1,080 added to their 2016-2017 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 \$20.7 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 22:1 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. Staffing decisions were finalized by the Cabinet team, comprised of the superintendent, deputy superintendent, chief learning officer, chief financial officer, and three associate superintendents, before supplemental funding requests were addressed. The following chart outlines districtwide staffing by position for the previous four years and changes between fiscal years 2017 and 2018.

Districtwide Staffing – All Funding Sources

Positions	2013-14	2014-15 (a)	2015-16 (b)	2016-17 (c)	2017-18 (d)	Change from Prior Year (e)
Administrator	62.00	62.00	63.00	69.50	71.00	1.50
Associate/Assistant Principal	111.00	120.00	126.00	131.50	136.50	5.00
Bus Driver/Attendant	273.00	282.00	283.00	310.00	332.00	22.00
Cafeteria Workers	446.00	532.00	539.00	537.00	538.00	1.00
Custodial	325.00	325.00	330.00	336.00	357.00	21.00
Library Info Spec./Library Asst/Historian	73.50	74.00	75.50	77.00	74.50	(2.50)
Manual Trades/Warehouse	182.00	187.00	192.00	187.00	193.00	6.00
Nurse/Clinic Assistant	92.00	92.50	95.00	99.00	102.00	3.00
Other Professional	295.95	352.00	375.10	443.40	492.30	48.90
Police Officer	43.00	43.00	43.00	43.00	44.00	1.00
Principal	43.00	43.70	44.87	47.00	47.80	0.80
Registrar	8.00	9.00	9.00	9.00	10.00	1.00
School Counselor	109.50	117.50	121.50	127.70	134.20	6.50
Secretary/Clerical	410.00	417.70	424.84	442.96	479.16	36.20
Security Support Personnel	42.00	46.00	93.53	98.98	99.47	0.49
Teacher	2,585.80	2,661.35	2,746.62	2,745.36	2,829.06	83.70
Teacher-Bilingual/ESL	210.80	222.80	237.70	257.70	267.20	9.50
Teacher-Special Education	332.25	358.45	376.35	392.65	420.20	27.55
Teacher Assistant	499.50	524.50	565.94	599.74	620.47	20.73
Technical	72.00	79.00	82.00	83.00	90.00	7.00
Total Employees - All Funding Sources	6,216.30	6,549.50	6,823.95	7,037.49	7,337.86	300.37

Student to Staff Ratio – The chart below tracks changes in student growth as compared to the student to staff ratio over a five year period. Due to enrollment growth an additional thirty-two (32) positions were added since the 2017-2018 budget adoption on August 31, 2017. The ratio presented below is based on the 2017-2018 adopted budget for the 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 2008 to FY 2018), totaling 10,153 students. Enrollment has grown by 4,955 over the last five years and this trend is expected to continue into the near future. The chart below lists the 20 highest numerical growth districts in Texas last year.

The 2017-2018 budget was formulated using a projected student enrollment of 52,665. Over the next five years, annual growth rates are projected between 1.52% and 1.61%, an increase of approximately 4,270 students. PASA projections indicate student enrollment will likely increase by 7,483 students over the next ten years.

Fastest Growth School Districts in Texas (Most Students Added Between 2015-16 and 2016-17)

Rank	District Name	Enrollment		Growth	
		2015-16	2016-17	Numeric	Percent
1	FRISCO ISD	53,300	55,923	2,623	4.9%
2	KATY ISD	72,952	75,428	2,476	3.4%
3	PROSPER ISD	8,296	9,998	1,702	20.5%
4	CONROE ISD	58,239	59,764	1,525	2.6%
5	ALVIN ISD	22,183	23,587	1,404	6.3%
6	KLEIN ISD	50,594	51,810	1,216	2.4%
7	LAMAR CISD	29,692	30,829	1,137	3.8%
8	COMAL ISD	21,163	22,240	1,077	5.1%
9	DENTON ISD	27,559	28,628	1,069	3.9%
10	NORTHWEST ISD	20,976	22,044	1,068	5.1%
11	LEANDER ISD	37,158	38,226	1,068	2.9%
12	NORTHSIDE ISD	105,110	106,145	1,035	1.0%
13	FORT BEND ISD	73,115	74,146	1,031	1.4%
14	CYPRESS-FAIRBANKS ISD	113,936	114,868	932	0.8%
15	NEW CANEY ISD	13,816	14,677	861	6.2%
16	TOMBALL ISD	14,120	14,932	812	5.8%
17	HUMBLE ISD	40,549	41,224	675	1.7%
18	SOCORRO ISD	45,269	45,927	658	1.5%
19	CLEAR CREEK ISD	41,226	41,819	593	1.4%
20	CLEVELAND ISD	4,140	4,728	588	14.2%

Budget Highlights

The following chart presents a comparison of 2017-2018 adopted revenues and expenditures for all Governmental Funds for the past five years. The fund groups are the General, Food Service, Grant, 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.

<u>Revenues</u>					
Revenues	2013-14 Audited Actual	2014-15 Audited Actual	2015-16 Audited Actual	2016-17 Amended Budget*	2017-18 Adopted Budget
General Fund	\$ 360,202,237	\$ 390,487,688	\$ 412,983,291	\$ 419,644,575	\$ 423,729,324
Food Service Fund	21,994,782	22,756,582	23,356,155	24,752,240	24,979,949
Grant Funds	25,230,759	29,822,085	27,887,289	26,815,618	23,601,552
Debt Service Fund	69,614,999	144,838,954	246,058,646	80,791,282	83,869,130
Capital Projects Fund	46,661,969	252,747,496	3,019,409	164,170,509	-
TOTAL ALL FUNDS	\$ 523,704,746	\$ 840,652,805	\$ 713,304,790	\$ 716,174,224	\$ 556,179,955
<u>Expenditures</u>					
Expenditures	2013-14 Audited Actual	2014-15 Audited Actual	2015-16 Audited Actual	2016-17 Amended Budget*	2017-18 Adopted Budget
General Fund	\$ 349,260,690	\$ 379,688,362	\$ 406,182,088	\$ 434,649,433	\$ 445,385,554
Food Service Fund	22,677,459	23,185,392	23,289,961	24,752,240	24,979,949
Grant Funds	24,553,718	29,521,336	25,536,362	26,906,458	23,601,552
Debt Service Fund	67,521,098	143,074,632	245,374,884	80,788,046	85,229,986
Capital Projects Fund	53,014,152	78,447,275	148,149,984	145,322,742	-
TOTAL ALL FUNDS	\$ 517,027,117	\$ 653,916,997	\$ 848,533,279	\$ 712,418,919	\$ 579,197,041

* Data from 2016-17 Capital Projects Fund is unaudited actual. All other funds represent amended budget.

Resources

The 2017-2018 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 50.7% 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 was necessary to provide resources for reaching the goals established by the District during the current fiscal year.

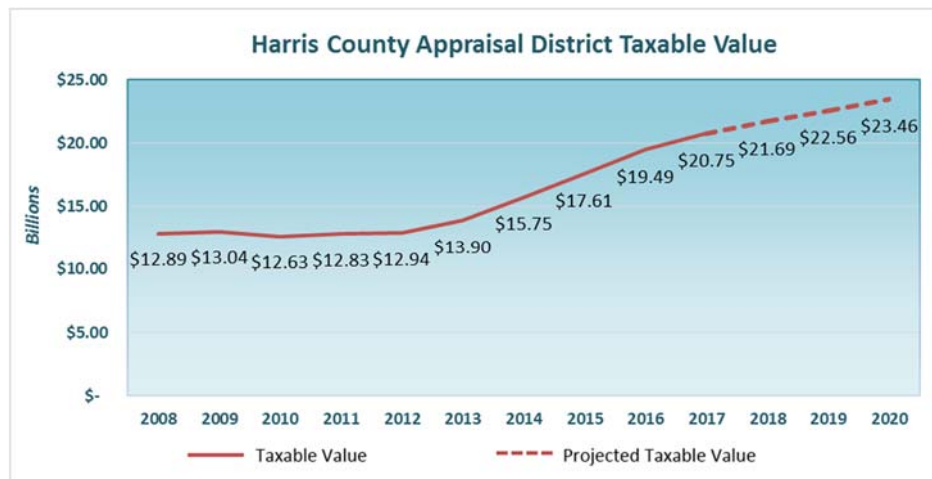
General Fund programs and services are primarily supported by local property taxes and state revenues. The State's Foundation School Program provides funding based on weighted average daily attendance (WADA) for the District's maintenance and operations as well as resources to supplement tax collections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

The Debt Service Fund receives 94.3% 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 \$2.2 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 55.4% of the budget and user fees generate 41.7%. The Food Service Fund adopts an annual budget and is presented separately on pages 95 and 96. This adopted fund is also included in [special revenue funds](#) information provided on pages 100 and 101.

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 6% in 2017, providing the operating fund with approximately \$12.9 million in additional tax revenues during 2017-2018. The following graph shows historical and projected taxable values for Harris County.



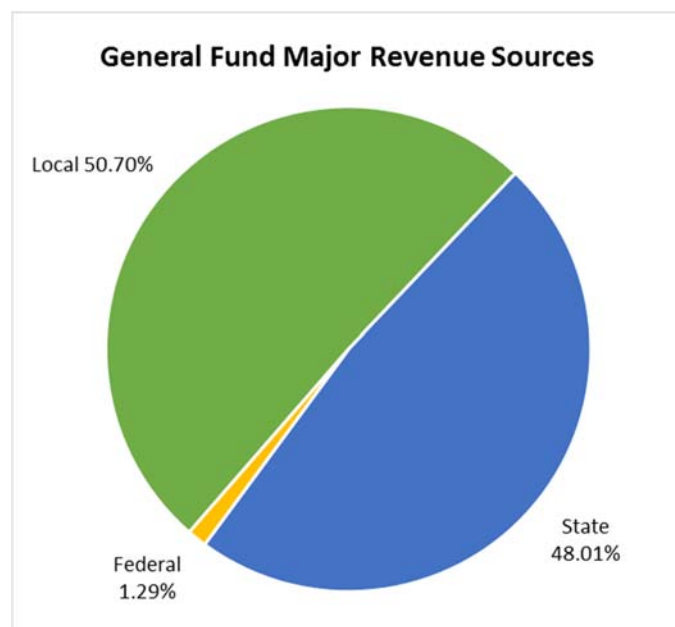
The District's tax rate consists of two separate components, the maintenance and operations (M&O) rate and the interest and sinking (I&S) rate. Taxes are calculated by dividing the assessed property value less applicable exemption amounts by 100 and multiplying by the District's ad valorem tax of \$1.43 per \$100 of assessed taxable value totaling \$20.7 billion. Local property tax revenues, budgeted between the General Fund with \$210.9 million, and the Debt Service Fund with \$79.1 million, include current and prior year levies, penalties and interest, and fees. The 2017-2018 I&S tax rate is set at \$.39, the same as last year's rate needed to fund current debt service payments.

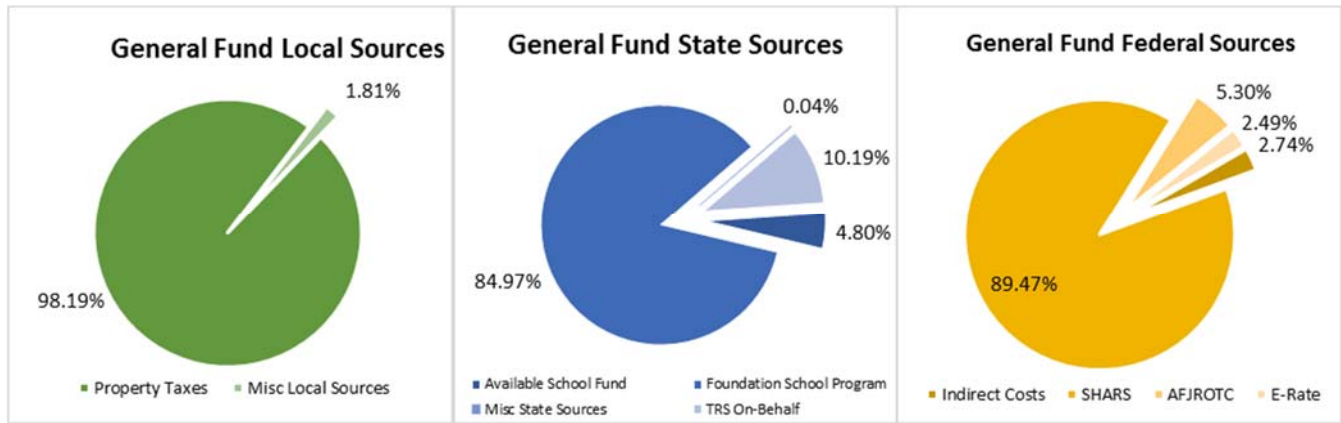
Analysis of Adopted Budgets

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 49.8% of the District’s 2017-2018 operating fund revenue, are discussed in more detail on the previous page and on pages 132-135 and page 137 in the Informational Section.

State funding, including TRS On-Behalf, provides 48% 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/.

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 (\$20,728,954) of TRS "On-Behalf" is recognized as an expenditure.

Expenditures – General Fund appropriations are increasing \$13,854,561 or 3.1% over the 2016-2017 final amended budget. Salary and fringe benefit appropriations are formulated based on approved staffing units and in accordance with the 2017-2018 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 2017-2018 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.

General Fund Budget Highlights – The following chart highlights significant expenditure changes by major object from the 2016-2017 final amended budget.

2016-2017 General Fund Final Amended Budget		\$434,649,433
• 2017-2018 Personnel Unit Additions	<u>Total Units</u>	
Administrators - Campuses	7.3	
Bus Drivers and Bus Aides	22.0	
Information Technology (Including 1:1 Expansion Staff)	8.0	
Instructional & Digital Learning Specialists	40.0	
Maintenance, Plant Operations, and Warehouse	27.0	
Other Professionals - Campuses	9.4	
Other Professionals - Special Education	14.0	
Police Officer	1.0	
Support Personnel - Campuses	31.4	
Support Personnel - Central Offices	2.5	
Support Personnel - Special Education	23.0	
Teachers - Classroom	50.2	
Teachers - Bilingual	8.0	
Teachers - Career & Technology Education	9.4	
Teachers - Fine Arts, Health & PE	21.9	
Teachers - Special Education	28.9	
Teachers - Growth	8.0	
Total 2017-2018 Personnel Units	311.9	\$14,656,606
• Two Percent (2%) Salary Increase and Pay Adjustments		6,200,000
• TRS On-Behalf Growth and Rate Increase		1,074,277
• 2016-17 August Accrual in Amended Budget		(5,746,485)
• High School Allotment Appropriations		(301,255)
• Net Payroll Payroll Changes Between Fiscal Years - Miscellaneous		(24,119)
Payroll - Net Change		\$15,859,024
• Legal, Audit, Appraisal, and Tax Fees		\$182,320
• Contracted Repairs, Maintenance, and Operating Leases		295,543
• Utilities		781,158
• Professional & Consulting Services		(45,203)
• Other Contracted Services		(184,740)
Contracted Services - Net Change		\$1,029,078
• Testing and Reading Materials		(\$158,314)
• Fuel and Maintenance Supplies		37,819
• General Supplies		(2,312,921)
Supplies and Materials - Net Change		(\$2,433,416)
• Property and Casualty Insurance		\$125,664
• Miscellaneous Operating Costs		(164,099)
• Cy-Fair Deaf Cooperative		(7,400)
• Employee and Student Travel		122,043
Miscellaneous Operating Costs - Net Change		\$76,208
• Non-Recurring Vehicles and Capital Equipment Purchases		(\$676,333)
Capital Outlay - Net Change		(\$676,333)
• Extraordinary Items (Tornado, Flood Damages & Fire)		(\$3,119,690)
• Operating Transfer Out		1,250
Other Uses - Net Change		(\$3,118,440)
2017-2018 General Fund Adopted Budget		\$445,385,554

Food Service Fund

This governmental fund, budgeted at \$24,979,949, 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 9,033 students and a complete lunch to 27,869 students each day. In addition, thousands of other students select meals from a la carte lines.

Grant Funds

This fund group, budgeted at \$23,601,552, 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 2016-2017 Amended Special Revenue Budget are roll-forward funds from prior fiscal years totaling \$3.4 million. Roll-forward amounts available from 2016-2017 will be determined in early 2018.

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 94.3% of total revenues required to fund Debt Service expenditures in 2017-2018 of \$85,229,986. 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 additional 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

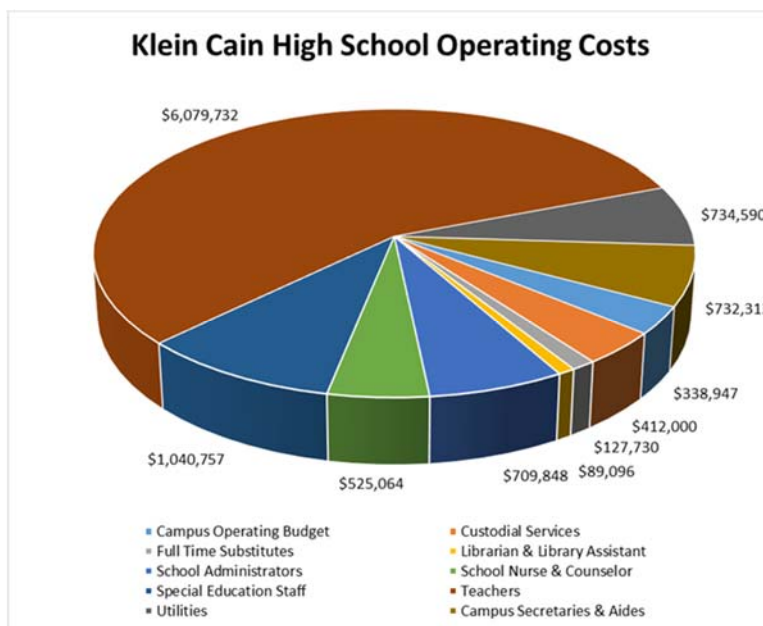
The Capital Projects Fund accounts for financial resources or bond proceeds used for the acquisition or construction of major capital facilities. The capital projects fund utilizes the modified accrual basis of accounting. Klein ISD has successfully passed ten bond elections since 1971, authorizing bonds 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 111. Additional project details are also available on the District's website at:

https://www.kleinisd.net/district/facility_school_services/bond_information/2015_bond/.

The District sold bonds totaling \$160 million during the 2016-2017 fiscal year, and anticipates selling \$93 million in new bonds during the current year. Tentatively scheduled for sale in January 2018, the new bonds will be used for the following major projects: 1) New facilities and additions - 62%; 2) Renovations on existing facilities - 22%; 3) Technology - 13%; and 4) New Buses, Fine Arts, and CTE equipment - 3%.

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 opened its doors in August 2017 with grades 9 and 10 only. Grade 11 will open in 2018 and grade 12 in 2019. The graph to the right shows the recurring operating costs for Klein Cain High School.



Energy Management

Since 2007 the Energy Department in collaboration with other departments throughout the District have worked to reduce the unit cost of utilities from \$1.93 per square foot in fiscal year 2007-08 to \$1.06 per square foot in fiscal year 2016-17; an overall 45% reduction. The total avoided cost to the District resulting from the unit cost reduction during this timeframe is \$42,000,000. The District benefits from a \$25.6 million net avoided cost resulting from approximately \$16.3 million spent on energy management staff, consultants, capital equipment upgrades, and energy efficient new construction over the same period. The keys to these reductions have included the following:

- Operational improvements – the implementation of operational best practices account for approximately 40% of the total unit cost reduction (examples include: adjustments to regular air and lighting schedules, and implementation of low-cost/no-cost efficiency strategies in existing energy management control systems).
- Utility procurement – the competitive purchase of electricity and natural gas accounts for approximately 30% of the total unit cost reduction.
- Energy efficiency projects – the upgrade of existing energy systems account for approximately 20% of the total unit cost reduction (examples include: lighting upgrades, chiller upgrades, computer power management software, and network thermostats).
- Energy efficient new construction standards – the implementation of energy efficient standards in new construction account for approximately 10% of the total unit cost reduction (examples include: efficient lighting, natural gas heating in place of electric heating, efficient HVAC and building envelope improvements).

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, Food Service, Debt Service, and Bond Funds is provided.

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 Cabinet are currently evaluating several options to provide adequate funding over the next several years. Long-term financial forecasts for 2018-2019 and beyond include projected revenues resulting from a successful Tax Rate Election (TRE) in June 2018. Full projections with assumptions, are available in the Financial Section on pages 92, 96, 107, and 110. Below are financial forecasts for general fund, food service, debt service, and capital project funds.

General Fund Financial Forecast	2017-2018	2018-2019	2019-2020	2020-2021
Beginning Fund Balance	\$ 134,867,650	\$ 113,211,420	\$ 111,703,796	\$ 106,788,507
Projected Revenues				
Local Taxes	210,932,831	233,202,904	242,530,567	252,231,337
Other Local Sources	3,880,292	4,447,623	4,515,157	4,585,905
State Sources	203,389,401	214,190,786	209,468,900	209,696,815
Federal Sources	5,476,800	5,663,256	5,749,614	5,841,053
Other Sources	50,000	110,250	110,000	115,788
Total Revenues	\$ 423,729,324	\$ 457,614,819	\$ 462,374,238	\$ 472,470,898
Projected Expenditures:				
Payroll Costs	403,679,042	416,319,443	424,486,527	428,013,100
Contracted Services	24,150,111	23,630,000	23,630,000	23,630,000
Supplies and Materials	9,972,203	12,205,000	12,205,000	12,205,000
Other Operating Costs	7,127,398	6,623,000	6,623,000	6,623,000
Debt Service	20,000	20,000	20,000	20,000
Capital Outlay	365,550	245,000	245,000	245,000
Other Uses	71,250	80,000	80,000	80,000
Total Expenditures	\$ 445,385,554	\$ 459,122,443	\$ 467,289,527	\$ 470,816,100
Ending Fund Balance	\$ 113,211,420	\$ 111,703,796	\$ 106,788,507	\$ 108,443,305

Food Service Financial Forecast	2017-2018	2018-2019	2019-2020	2020-2021
Beginning Fund Balance	3571908	\$ 4,008,158	\$ 4,200,674	\$ 4,016,572
Projected Revenues				
Local Sources	10,392,992	10,665,742	10,936,667	11,221,703
State Sources	700,000	711,258	722,104	733,588
Federal Sources	13,815,707	14,037,902	14,251,965	14,478,620
Other Sources	71,250	72,750	74,250	75,750
Total Revenues	\$ 24,979,949	\$ 25,487,652	\$ 25,984,986	\$ 26,509,661
Projected Expenditures				
Payroll Costs	11,295,734	11,914,691	12,654,838	12,965,386
Contracted Services	541,004	546,414	551,878	557,397
Supplies and Materials	12,297,177	12,420,149	12,544,351	12,669,794
Other Operating Costs	63,251	63,884	64,523	65,168
Capital Outlay	346,533	349,998	353,498	357,033
Total Expenditures	\$ 24,543,699	\$ 25,295,136	\$ 26,169,088	\$ 26,614,778
Ending Fund Balance	\$ 4,008,158	\$ 4,200,674	\$ 4,016,572	\$ 3,911,455

Debt Service Financial Forecast	2017-2018	2018-2019	2019-2020	2020-2021
Beginning Fund Balance	\$ 24,022,868	\$ 22,660,832	\$ 22,254,037	\$ 22,115,240
Projected Revenues:				
Local Taxes	79,164,146	86,905,540	90,382,214	93,997,956
Other Local Sources	835,881	895,883	909,321	922,961
State Sources	2,200,000	2,200,000	2,200,000	2,200,000
Federal Sources	1,667,573	1,585,114	1,585,114	1,585,114
Bond Sale & Premium	-	-	-	-
Total Revenues	\$ 83,867,600	\$ 91,586,537	\$ 95,076,649	\$ 98,706,031
Projected Expenditures:				
Paying Agent Fees	22,959	23,906	24,690	24,690
Debt Service Reqmts	85,206,677	91,969,426	95,190,756	95,190,756
Cost of Selling Bonds	-	-	-	-
Other Uses	-	-	-	-
Total Expenditures	\$ 85,229,636	\$ 91,993,332	\$ 95,215,446	\$ 95,215,446
Ending Fund Balance	\$ 22,660,832	\$ 22,254,037	\$ 22,115,240	\$ 25,605,825

Capital Projects Financial Forecast	2017-2018	2018-2019	2019-2020	2020-2021
Beginning Fund Balance	86,396,467	76,089,244	40,262,198	32,338,763
Revenue Sources				
Issuance of New Bonds	101,000,000	70,000,000	44,000,000	-
Total Revenues	\$ 101,000,000	\$ 70,000,000	\$ 44,000,000	\$ -
Project Type				
Land Purchase	\$ 6,728,573	\$ 2,113,213	\$ -	\$ -
Building Construction	61,640,998	55,200,955	14,426,420	-
Building Improvements	26,886,910	26,213,604	22,688,607	-
Architect/Engineer/Atty Fees	11,363,811	6,820,049	2,937,789	-
Furniture/Equipment/Supplies	4,686,931	15,479,225	11,870,618	-
Total Expenditures	\$ 111,307,223	\$ 105,827,046	\$ 51,923,435	\$ -
Ending Fund Balance	\$ 76,089,244	\$ 40,262,198	\$ 32,338,763	\$ 32,338,763

Accountability and Improvement Initiatives

2017 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. Index 1 measures district and campus performance based on student achievement across all subjects for all students. Index 2 measures student progress in ELA/reading and mathematics by student demographic categories: race/ethnicity, current and monitored ELLs, and special education. Index 3 emphasizes the academic achievement of economically disadvantaged students and the two lowest-performing racial/ethnic student groups. Index 4 emphasizes the role of elementary and middle schools in preparing students for the rigors of high school.

The District's 2017 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 167. 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, 2017 has been \$10.1 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

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 \$11.5 million from inception in 2013 through August 31, 2017.

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, 2017, Phase III has cost approximately \$2.3 million.

Texas High Performance Schools Consortium - The Texas High Performance Schools Consortium consists of 22 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 Integrity Rating System of Texas - The Klein Independent School District received a rating of "A=Superior" under Texas' Schools FIRST financial accountability rating system based upon an analysis of staff, student, budgetary, and actual financial data reported for the fiscal year ending August 31, 2016. The Superior rating is the state's highest, demonstrating the quality of Klein ISD financial management and reporting system. The primary goal of Schools FIRST is to achieve quality performance in the management of school districts' financial resources, a goal made more significant due to the complexity of accounting associated with Texas' school finance system. The District's 2016-2017 FIRST rating based on school year 2015-2016, is included in the Informational Section beginning on page 244 and can be accessed directly from TEA at <https://tealprod.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.

Seventy-percent of the District's tax base is comprised of residential property. The largest commercial taxpayer in Klein is National Oilwell Inc., located within boundaries of the Klein ISD. Klein has continued to see strong growth over the last five years with a 10.13% growth rate, averaging approximately 2.4% per year. The District had the 10th highest percentage increase of all districts in the State of Texas with total enrollment of more than 20,000.

Employment growth slowed slightly over the last year and is expected to be flat in the Houston area this year. Two years ago, much of the new office space in and near the District was geared to the energy sector adding a high number of potential jobs in Klein ISD. The last two years, however, the expected growth in nearby energy has halted as large energy corporations near Klein ISD began cutting their work forces. In Klein, nonetheless, a significant proportion of the local ExxonMobil employees will continue to relocate slowly from the Greenspoint and Baytown areas, to homes near their new offices. Many of them are choosing Klein ISD as their place of residence.

Klein ISD Shared Vision

In Klein ISD, EVERY student enters with a PROMISE and exits with a PURPOSE. We will achieve this vision by focusing on:

- Pathways – We will utilize a dynamic, guaranteed, and viable curriculum and provide every student with a rich, relevant, and clear pathway to success;
- Challenge – We will focus on the whole student so that every student will “level up” and engage in rigorous learning and build excellent character;
- Equity – We will close gaps by personalizing learning by knowing every student by name, strength, and need;
- Leadership – We will retain, attain, and grow excellent leaders throughout our system so that every student learns in a quality environment; and
- Continuous Improvement – We will gather feedback from every voice in order to eliminate silos, build strategic partnerships, and foster a culture of learning.

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



Daniel Schaefer, CPA
Chief Financial Officer



Audrey Ambridge, RTSBA
Executive Director of Financial Services



Laura Padron, RTSBA
Director of Budget

Klein Independent School District 2017-2018 Board of Trustees



Bret A. Champion, Ed.D.
Superintendent



Mr. William F. Pilkington
President



Mr. Rick Mann
Vice President



Mr. Ronnie K. Anderson
Secretary



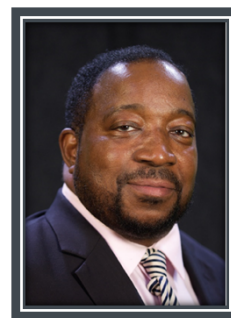
Ms. Cathy M. Arellano
Trustee



Mr. Stephen J. Szymczak
Trustee



Ms. Georgan Reitmeier
Trustee



Mr. Doug James
Trustee

Board Meetings:

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

If You Wish to Address the Board:

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

Klein ISD Administration:

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

Larry Whitehead, Deputy Superintendent, Campus Safety and Support

Jenny McGown, Ed.D., Chief Learning Officer

Daniel Schaefer, CPA, Chief Financial Officer

Terrell D. King, Associate Superintendent, Human Resource Services

Judy Rimato, Associate Superintendent, Communications and Planning

Robert Robertson, Associate Superintendent, Facilities and School Services



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 2016-2017.

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



A handwritten signature in black ink, reading 'Anthony N. Dragona'.

Anthony N. Dragona, Ed.D., RSBA
President

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

John D. Musso, CAE, RSBA
Executive Director



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ORGANIZATIONAL SECTION

KLEIN INDEPENDENT SCHOOL DISTRICT
2017-2018 ADOPTED BUDGET

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KLEIN INDEPENDENT SCHOOL DISTRICT
2017-2018 ADOPTED BUDGET

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District Profile

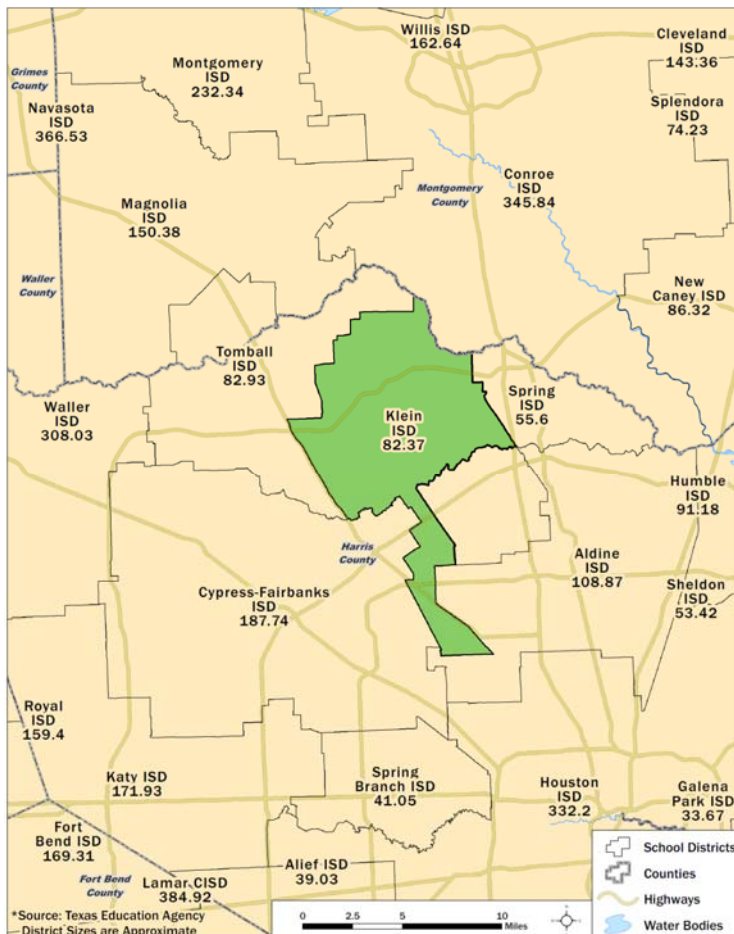
A farming community developed in this area after a group of German immigrants settled on the banks of Cypress Creek in 1845. The settlement was later named for Adam Klein, who left Germany in 1849 and joined the California Gold Rush before moving here with his wife Friederika (Klenk) in 1854.

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 five (5) 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 (47) schools with a 2017-2018 projected enrollment of 52,665 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-five (45) campuses rated as Met Standard.

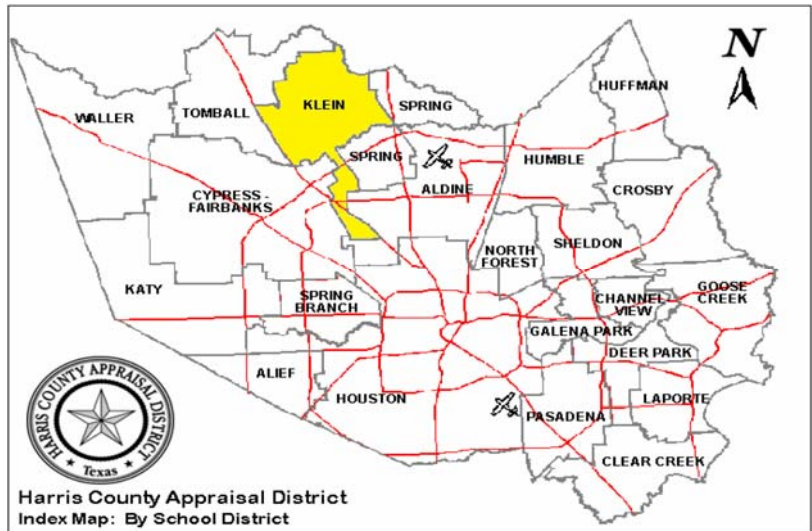
Information about the District is mailed to residents in a quarterly District newsletter, delivered via Peachjar for community eFlyers, and provided in emergencies through an immediate response information system to parents of students. It is also posted to the website at <http://www.kleinisd.net/community> and via social media on Facebook, Instagram 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
Elementary Schools			Intermediate Schools		
Haude	January 4, 1971	400	Hildebrandt	December 3, 1973	824
Greenwood Forest	August 30, 1971	500	Wunderlich	August 18, 1975	1,003
Northampton	August 30, 1971	458	Strack	August 22, 1977	962
Epps Island	September 4, 1973	399	Klein	August 27, 1984	775
Theiss	August 26, 1974	737	Doerre	August 27, 1984	980
Benfer	August 22, 1977	778	Kleb	August 23, 1993	1,011
Kaiser	August 28, 1978	252	Schindewolf	August 19, 2002	1,066
Brill	November 27, 1978	397	Krimmel	August 27, 2007	1,179
Ehrhardt	September 4, 1979	477	Ulrich	August 24, 2010	835
Lemm	September 2, 1980	520	High Schools		
Nitsch	September 2, 1980	415	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	Klein Cain	August 21, 2017	1,361
Schultz	August 22, 1994	618	Other Facilities		
Hassler	August 12, 1999	523	Athletic Administration Building	Police Station	
Kohrville	August 19, 2002	587	Klein Museum	North Transportation Center	
Kreinhop	August 17, 2004	759	Maintenance Building	South Transportation Center	
McDougle	August 17, 2004	528	Multipurpose Center	TEP/DAEP	
Metzler	August 16, 2005	569	North Agricultural Center	Warehouse	
Benignus	August 16, 2006	866	South Agricultural Center		
Frank	August 27, 2007	807	Central Office - Administration		
Mueller	August 24, 2009	619	Central Office - Teaching and Learning/Kleinwood		
Blackshear	August 22, 2011	833	Central Office - Teaching and Learning Center		
Zwink	August 27, 2012	788	Central Office - Teaching and Learning/Network Operations Center		
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 National Oilwell Varco. 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 (approximately 17% of the population). Employment growth slowed slightly over the last year and is expected to be flat in the Houston area this year. Two years ago, much of the new office space in and near the District was geared to the energy sector adding a high number of potential jobs in Klein ISD. The last two years, however, the expected growth in nearby energy has halted as large energy corporations near Klein ISD began cutting their work forces.

Source: 2016 PASA Demographic Study <https://www.kleinisd.net/cms/One.aspx?portalId=568125&pageId=2904659>



ExxonMobil, located on 385 wooded acres near the northeastern edge of the Klein ISD, was completed in mid-2015. 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 - <https://www.kleinisd.net/cms/One.aspx?portalId=568125&pageId=2904659>
<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

George Bush Intercontinental Airport/Houston, which is outside the District but located nearby in the North Belt area, currently has six operating terminals that accommodate twenty-five major passenger and cargo airlines. Approximately 41,415,243 passengers were deplaned and enplaned in 2016 compared to 42,860,000 passengers during 2016. This represents a 1.6% decrease of passengers.

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

Miscellaneous Klein Area Statistics

Number of Fire Stations	7 – Klein Volunteer Fire Department; future plans for Station 8
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) Most recent data available: FY 2014

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/>

Area Employment Data

	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Harris County					
Population	4,352,752	4,441,370	4,533,341	4,589,928	*
Labor Force	2,207,368	2,251,628	2,239,426	2,255,093	2,269,506
Employment	2,075,068	2,140,826	2,135,626	2,136,068	2,159,376
Per Capita Personal Income	\$53,141	\$56,896	\$55,088	*	*
Unemployment	132,300	110,802	103,800	119,025	110,130
Unemployment Rate	6.0%	4.9%	4.6%	5.3%	4.9%
State of Texas					
Population	26,505,637	26,956,958	27,429,639	27,862,596	*
Labor Force	12,904,629	13,111,548	13,078,304	13,284,623	13,499,113
Employment	12,104,092	12,447,551	12,494,350	12,671,801	12,955,476
Per Capita Personal Income	\$43,807	\$45,669	\$46,947	*	*
Unemployment	800,537	663,997	583,954	612,822	543,637
Unemployment Rate	6.2%	5.1%	4.5%	4.6%	4.0%

Sources: Texas Workforce Commission (Unadjusted) <http://www.tracer2.com/cqj/dataanalysis/?PAGEID=94>

* Information Not Available

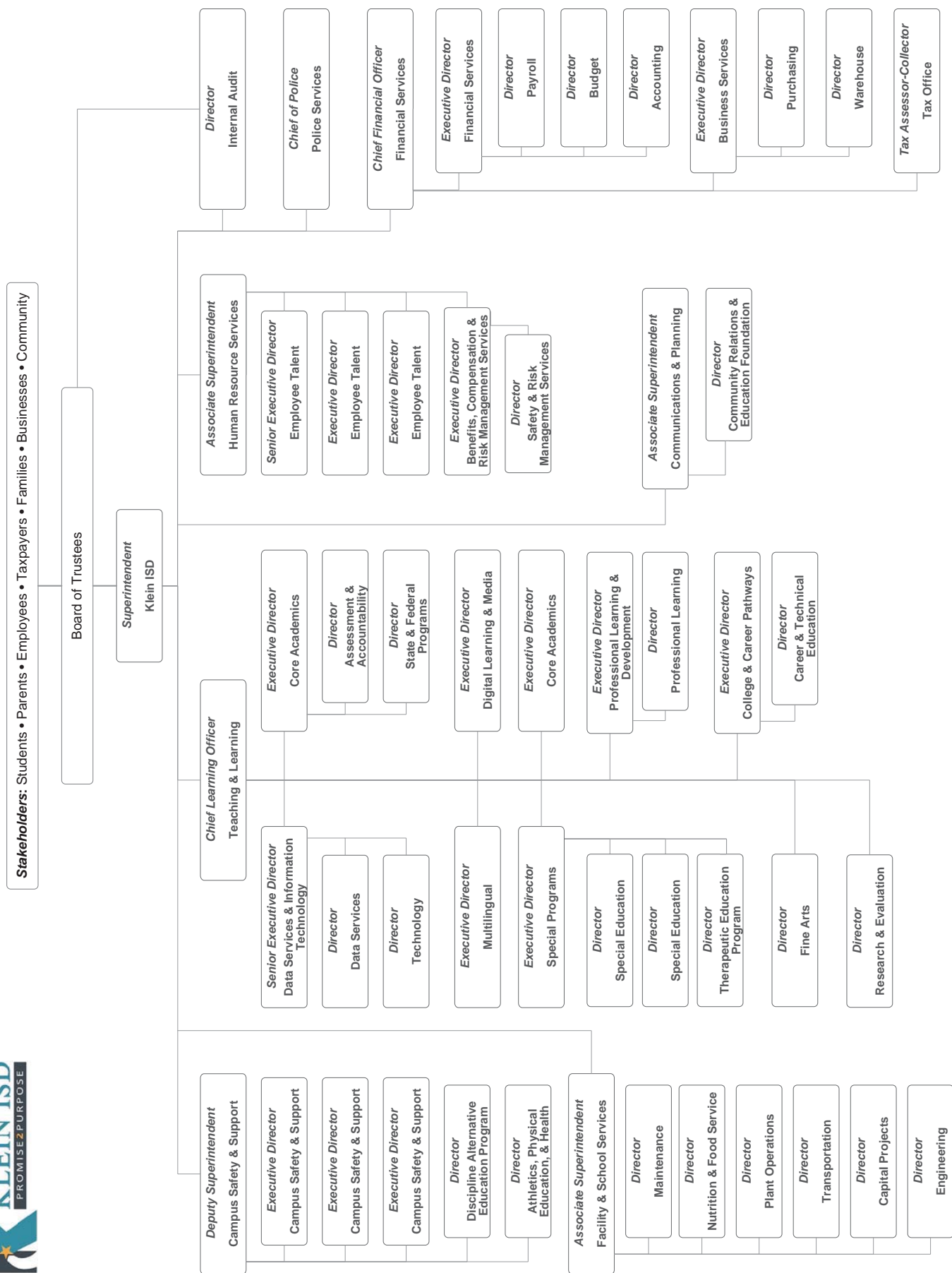
Institutions of Higher Learning

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



Klein ISD Organizational Chart



2017-2018 Elected Officials – Board of Trustees

William F. “Bill” Pilkington	President
Rick Mann	Vice-President
Ronnie K. Anderson	Secretary
Stephen J. Szymczak	Trustee
Cathy M. Arellano	Trustee
Georgan Reitmeier.....	Trustee
Doug James.....	Trustee

2017-2018 Appointed Administrators

Bret A. Champion, Ed.D.	Superintendent
Larry Whitehead	Deputy Superintendent
Daniel A. Schaefer, CPA	Chief Financial Officer
Jenny McGown, Ed.D.	Chief Learning Officer
Robert Robertson	Associate Superintendent of Facility & School Services
Judith Rimato.....	Associate Superintendent of Communications & Planning
Terrell King.....	Associate Superintendent of Human Resource Services
Vicki James.....	Senior Executive Director of Data Services & Information Technology
Dr. L.S. Spencer.....	Senior Executive Director of Employee Talent
Jeff Bailey.....	Executive Director of Professional Learning & Development
Debbie Hamilton.....	Executive Director of Core Academics
Dayna Hernandez	Executive Director of Digital Learning & Media
Kelly Schumacher.....	Executive Director of Core Academics
LaToya Wynne	Executive Director of Multilingual Teaching and Learning
Beth Gilleland	Executive Director of College & Career Pathways
Kirsten Allman, Ed.D.	Executive Director of Special Programs
Tonya Little, CPA, RTSBA.....	Executive Director of Business Services
Audrey Ambridge, RTSBA	Executive Director of Financial Services
Martha Werner.....	Executive Director of Employee Talent
Dr. Janice Taylor.....	Executive Director of Employee Talent
Mindy Spurlock.....	Executive Director of Campus Safety & Support
Joffery Jones, Ed.D.	Executive Director of Campus Safety & Support
Ron Webster	Executive Director of Campus Safety & Support
Karen Almon	Executive Director of Benefits, Compensation & Risk Management Services
David Kimberly.....	Chief of Police
Nancy Webster	Director of Assessment & Accountability
Thomas Haggerty.....	Director of Capital Projects
Deborah Bronner-Westerduin	Director of Career & Technical Education
Brad Froebel	Director of Data Services
Brian Marr.....	Director of Disciplinary Alternative Education Program
Allan Scott, PE, CEM.....	Director of Engineering
Monte Mast	Director of Fine Arts
Doug Massey	Director of Nutrition & Food Services
Darby Young	Director of Athletics, Physical Education & Health
Chris Cummings	Director of Technology
August Wunderlich	Director of Maintenance
Scott Lazar	Director of Plant Operations
Amanda Salinas.....	Director of Research & Evaluation
Amber Snyder	Director of Special Education
Lauren Ivins-McFarland	Director of Special Education
Shibani Khanna	Director of State & Federal Programs
David Hoffman.....	Director of Transportation
Cindy Doyle.....	Director of Community Relations & Education Foundation
Bruce Berry	Director of Safety & Risk Management Services
Jody Simpson	Director of Therapeutic Education Program
Amanda Boles, CPA, RTSBA	Director of Accounting
Laura Padron, RTSBA	Director of Budget
Stephanie B. Duran, CPA, RTSBA	Director of Internal Audit
Fran Whitaker, RTSBA.....	Director of Payroll
Lisa Turner, CTSBO.....	Director of Purchasing
Todd Schultz, RTSBA	Director of Warehousing
Deborah Wehner, RTA.....	Tax Assessor-Collector

District Shared Vision and Strategic Plan

In Klein ISD, EVERY student enters with a promise and exits with a purpose. This shared vision is referred to as Promise2Purpose. Our shared vision will be achieved with our mission focused on:

- *Pathways* – providing EVERY student with a rich, relevant, and clear pathway to success;
- *Challenge* – focusing on the whole student so that EVERY student will engage in rigorous learning and build excellent character;
- *Equity* – closing gaps by personalizing learning by knowing EVERY student by name, strength, and need;
- *Leadership* – retaining, attaining, and growing excellent leaders throughout our system so that EVERY student learns in a quality environment; and
- *Continuous Improvement* – gathering feedback from EVERY voice in order to eliminate silos, build strategic partnerships and foster a culture of learning.

As Promise2Purpose Investors, resources and relationships are focused on reimagining learning, cultivating talent and building community as the three strategic priorities, while always looking for ways to improve the system for students.

While there are multiple measures and indicators of success, the Promise2Purpose shared vision focuses on three primary measures: EVERY student graduates from high school with a purpose, EVERY student makes at least one year's growth every year, and EVERY indicator in the Whole Student and Community Engagement Indicator System is at the highest level.

In addition to the shared vision, mission and strategic priorities, the District has also adopted three guiding documents: Profile of a Leader, Profile of a Learner and Klein ISD High Quality Teaching. More information regarding the District's shared vision can be found at vision.kleinisd.net and is summarized in the picture below.



District of Innovation

At the February 13, 2017, Klein ISD Board of Trustees meeting, the Board voted to approve the District of Innovation plan, therefore confirming that exemptions outlined in the local innovation plan for implementation to benefit Klein ISD students.

With the passing of House Bill 1842 in the spring of 2015, gave public school districts the opportunity to become Districts of Innovation, which will allow Klein ISD to obtain more local control in various areas that will make teaching and learning more impactful for every student's needs. More information on the District of Innovation plan can be found here: <https://www.vision.kleinisd.net/district-of-innovation>.

Proposed Innovations

The Klein ISD School Board and the District of Innovation Local Innovation Plan Committee considered all areas available for local innovation and created a plan that centers around six key areas: First Day of Instruction and Last Day of Instruction; Minimum Attendance for Class Credit; Kindergarten Start Age; Minimum Minutes of Instruction; Class Size and Notice of Class Size; and Teacher Certification and Field-Based Experience.

Guiding Coalitions

Klein ISD determined that three guiding coalition teams needed to be established to focus on student success. The three guiding coalitions established were gifted and talented, special education, and English language learners.

Gifted and Talented

The GT Guiding Coalition is working to create a GT multimodal communication and community involvement system, provide relevant supports to build capacity for differentiated instruction, increase the percentage of Klein ISD students identified as gifted, redesign campus level support, and research pathways as potential TPSP replacements.

Special Education

The Special Education Guiding Coalition is working to focus on the professional development needs of teachers with respect to differentiated instruction and available resources, address the achievement gap that exists between the performance of special education students and overall student performance in the district, and decrease discretionary discipline student removals to maximize student learning time in the classroom.

English Language Learners

The English Language Learners Guiding Coalitions is working to decrease the achievement gap to 18% or less between ELLs and all students in Klein ISD, revise the curriculum to include differentiated & targeted lessons to support the diverse needs of ELLs, and design and provide a systematic, targeted, and aligned professional development system with implementation and monitoring components to serve ELLs.

OUR SHARED VISION

IN KLEIN ISD, **EVERY** STUDENT ENTERS WITH A **PROMISE** & EXITS WITH A **PURPOSE**

MISSION

We will achieve our shared vision by focusing on:

PATHWAYS:

Providing every student with a rich, relevant, and clear pathway to success.

CHALLENGE:

Focusing on the whole student so that every one will engage in rigorous learning and build excellent character.

EQUITY:

Closing gaps by personalizing learning by knowing every student by name, strength, and need.

LEADERSHIP:

Retaining, attaining, and growing excellent leaders throughout our system so that every student learns in a quality environment.

CONTINUOUS IMPROVEMENT:

Gathering feedback from every voice in order to eliminate silos, build strategic partnerships, and foster a culture of learning.

ASPIRATIONAL MEASURES AND INDICATORS OF SUCCESS

While there are multiple measures, we will focus on three primary ones:

Every student graduates from high school with a purpose.

Every student makes at least one year's growth every year.

Every indicator in the Whole Student and Community Engagement Indicator System is at the highest level.

STRATEGIC PRIORITIES

As Promise2Purpose Investors, we will focus our resources and relationships on three strategic priorities, while always looking for ways to innovate to improve the system for students.

REIMAGINE LEARNING:

- Personalized Learning
- Flexible and Challenging Curriculum
- Standardized Evaluation

CULTIVATE TALENT:

- Best-in-Class Leadership Pipeline
- Feedback Loops and Self-reflection
- Targeted Professional Learning

BUILD COMMUNITY:

- Relationships, Mentoring, and Partnerships
- Engaging, Educating, and Equipping Families
- Cultural Responsiveness

GUIDING DOCUMENTS

Three Guiding Documents define our culture:

PROFILE OF A LEADER

PROFILE OF A LEARNER

HIGH QUALITY TEACHING



WWW.VISION.KLEINISD.NET

DISPONIBLE EN ESPAÑOL: WWW.VISION.KLEINISD.NET/ESPAÑOL

PROFILE OF A KLEIN ISD LEADER

In Klein ISD, Leaders ensure the development of the *Profile of a Learner* by being...



FOR MORE INFORMATION, VISIT: VISION.KLEINISD.NET

STUDENT FOCUSED

Relentlessly pursuing the success of EVERY student by...

- Being driven by a sense of urgency and a focus on results
- Insisting on high expectations and care for the whole learner
- Setting ambitious goals and holding oneself accountable
- Demonstrating a deep understanding of high-quality teaching
- Rigorously analyzing data and using it to ensure student progress

RELATIONSHIP DRIVEN

Unwaveringly committed to serving others by...

- Establishing a culture of trust, partnership, and collaboration
- Skillfully communicating and gathering feedback from every voice
- Always thinking “we” not “me”
- Being culturally responsive and celebrating our rich diversity
- Leading from our values including integrity, gratitude, humility and kindness

PROMISE2PURPOSE INVESTOR

Deeply committed to the promise and purpose of others by...

- Working interdependently to ignite and achieve our shared vision
- Inspiring, coaching, encouraging, and developing others
- Recognizing excellence and celebrating progress
- Distributing leadership by empowering others
- Consistently displaying a sense of possibility, optimism, and hope

FOREVER LEARNER

Personally modeling an insatiable desire to learn and improve by...

- Always seeking opportunities to continuously improve and grow
- Thoughtfully disrupting the status quo
- Catalyzing innovation and embracing failing forward
- Being joyful, reflective, transparent, and deliberate in applying our learning to transform the world



PROFILE OF A KLEIN ISD LEARNER



FOR MORE INFORMATION, VISIT: VISION.KLEINISD.NET

PATHWAY EXPLORER

Relentlessly pursues excellence by being...

- A goal-oriented problem-solver
- Self-reflective and self-disciplined
- Innovative and creative
- Optimistic and hopeful

EQUIPPED SCHOLAR

Thoroughly prepared for future success by being...

- College, career, and life ready
- Financially literate
- Emotionally intelligent and culturally responsive
- Adaptable and empathetic
- An interconnected global citizen

VALUES-DRIVEN LEADER

Unwaveringly committed to serving the greater good by...

- Building positive and productive relationships
- Thinking "we" not "me"
- Collaborating and communicating skillfully
- Celebrating diversity and acting with integrity
- Being grateful, kind, joyful, honest, and selfless

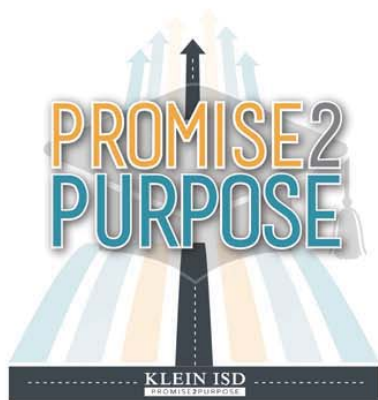
FOREVER LEARNER

Insatiably desires to improve and grow by...

- Embracing challenges and failing forward
- Thinking critically
- Possessing a healthy sense of self
- Exhibiting curiosity, humility, perseverance, and resilience

KLEIN ISD HIGH QUALITY TEACHING

In Klein ISD, High-Quality Teaching supports the development of the *Profile of a Learner* by being...



FOR MORE INFORMATION, VISIT: VISION.KLEINISD.NET

RELATIONSHIP DRIVEN

Intentionally rooted in positive and productive relationships by...

- Supporting the development of the whole learner
- Building trust and a sense of security and belonging
- Communicating and collaborating with others skillfully
- Creating a culturally responsive and accepting environment

RESULTS FOCUSED

Relentlessly pursues student success by...

- Ensuring high expectations for every student in both character and academics
- Monitoring student progress and celebrating student growth
- Providing targeted support that is responsive to student needs
- Working interdependently in a thriving professional learning community that promotes collective efficacy

INTENTIONALLY PERSONALIZED

Thoughtfully tailors learning for each student's strengths, needs, and passions by...

- Utilizing expertise to explore and create personalized student learning plans and pathways
- Leveraging technology to innovate, connect, share, and enhance collaboration
- Exchanging effective feedback in order to continuously improve and grow

STUDENT OWNED

Skillfully empowers student agency and enables voice and choice in learning by...

- Fostering a classroom culture of risk-taking, innovation, and self-reflection
- Providing engaging learning experiences driven by challenging, student centered goals
- Building networks to enhance engagement, relevance, and global connectedness
- Inspiring a lifelong, insatiable desire to learn

Budget and Financial Policies

Statement of Texas Law

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

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

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

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

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

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

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

Legal Requirements for Budgets

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

AUTHORIZED EXPENDITURES

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 may be used only for the payment of teachers' and superintendents' salaries and interest on money borrowed on short time to pay those salaries that become due before school funds for the current year become available. Loans for the purpose of payment of teachers 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 purposes listed above for state and county available funds and for purchasing appliances and supplies; paying insurance premiums; paying janitors and other employees; buying school sites; buying, building, repairing, and renting school buildings, including acquiring 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 determined by a board. *Education Code 45.105(c)*

Public funds of a district may not be spent in any manner other than as provided for in the budget adopted by the board, but the board may amend a budget or adopt a supplementary emergency budget to cover necessary unforeseen expenses. *Education Code 44.006(a)*

FISCAL YEAR

The fiscal year of a district begins on July 1 or September 1 of each year, as determined by the board. *Education Code 44.0011*

BUDGET PREPARATION

On or before the date set by the State Board of Education (currently August 20 [June 19 for a district with a fiscal year beginning July 1]), a superintendent shall prepare, or cause to be prepared, a proposed budget covering all estimated revenue and proposed expenditures of a district for the following fiscal year. The budget must be prepared according to generally accepted accounting principles, rules adopted by the State Board, and adopted policies of the board of trustees. *Education Code 44.002; 19 TAC 109.1(a), .41*

FUNDS FOR ACCELERATED INSTRUCTION

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. A 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. Education Code 29.081(b-2)

PUBLIC NOTICE EXPENDITURES	The proposed budget of a district must include a line item indicating expenditures for notices required by law to be published in a newspaper by the district or a representative of the district that allows as clear a comparison as practicable between those expenditures in the proposed budget and actual expenditures for the same purpose in the preceding year. <i>Local Gov't Code 140.0045</i>
<u>PUBLIC MEETING ON BUDGET AND PROPOSED TAX RATE</u>	<p>When the 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 a 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> [See BE]</p>
PUBLISHED NOTICE	The board president shall 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. <i>Education Code 44.004(b)</i>
FORM OF NOTICE	<p>The notice of the public meeting to discuss and adopt the budget and the proposed tax rate must meet the size, format, and contents required by law. <i>Education Code 44.004(c)-(c-1)</i></p> <p>The notice is not valid if it does not substantially conform to the language and format prescribed by the comptroller. <i>Education Code 44.004(d)</i></p>
TAXPAYER INJUNCTION	A person who owns taxable property in a district is entitled to an injunction restraining the collection of taxes by the district if the district has not complied with the notice requirements and the failure to comply was not in good faith. An action to enjoin the collection of taxes must be filed before the date the district delivers substantially all of its tax bills. <i>Education Code 44.004(e)</i>
PUBLICATION OF PROPOSED BUDGET SUMMARY	<p>Concurrently with the publication of notice of the budget under Education Code 44.004, as described above, 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"> 1. Instruction; 2. Instructional support; 3. Central administration; 4. District operations; 5. Debt service; and 6. Any other category designated by the commissioner. <p><i>Education Code 44.0041</i></p>

DECREASE IN DEBT SERVICE RATE	If the interest and sinking fund rate calculated under Education Code 44.004(c)(5)(A)(ii)(b) decreases after the publication of the required notice, the board president is not required to publish another notice or call another meeting to discuss and adopt the budget and the proposed lower tax rate. <i>Education Code 44.004(g-1)</i>
<u>BUDGET ADOPTION</u>	The board, at the meeting called for that purpose, shall adopt a budget to cover all expenditures for the succeeding fiscal year. The budget must be adopted 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>DISTRICTS WITH JULY 1 FISCAL YEAR</u>	A district with a fiscal year beginning July 1 may use the certified estimate of the taxable value of district property in preparing the published notice if the district does not receive the certified appraisal roll on or before June 7. A district that uses a certified estimate may adopt a budget at the public meeting designated in the published notice prepared using the estimate, but the district may not adopt a tax rate before the district receives the certified appraisal roll for the district. <i>Education Code 44.004(h)–(i)</i>
CERTIFIED ESTIMATE	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>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). If a 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. Following adoption of the tax rate [see CCG], 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 district may use the certified estimate of taxable value in preparing a notice under this provision. <i>Education Code 44.004(j)</i>
<u>PUBLICATION OF ADOPTED BUDGET</u>	<p>On final approval of the budget by the board, the district shall post on the district's Internet website a copy of the budget adopted by the board. The district's website must prominently display the electronic link to the adopted budget. 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></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>AMENDMENT OF APPROVED BUDGET</u>	The board may amend a budget or adopt a supplementary emergency budget to cover necessary unforeseen expenses. 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>

COMMITMENT OF CURRENT REVENUE 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:

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.
2. Is conditioned on a best-efforts attempt by the board to obtain and appropriate funds for payment of the contract.

Local Gov't Code 271.903

PROHIBITED USES OF RESOURCES Except as provided below or by Education Code 45.109(a-1), (a-2), or (a-3) [see CX], the board may 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.

IMPROVEMENTS TO REAL PROPERTY This section does not prohibit the board from entering into an agreement for the design, construction, or renovation of improvements to real property not owned or leased by the district if the improvements benefit real property owned or leased by the district. Benefits to real property owned or leased by the district include the design, construction, or renovation of highways, roads, streets, sidewalks, crosswalks, utilities, and drainage improvements that serve or benefit the real property owned or leased by the district.

Education Code 11.168

HOTELS The board may not impose taxes; issue bonds; use or authorize the use of district employees; use or authorize the use of district property, money, or other resources; or acquire property for the design, construction, renovation, or operation of a hotel. The board may not enter into a lease, contract, or other agreement that obligates the board to engage in an activity prohibited by this provision or obligates the use of district employees or resources in a manner prohibited by this provision.

"Hotel" means a building in which members of the public obtain sleeping accommodations for consideration. The term includes a motel.

Education Code 11.178

ELECTIONEERING A board may not use state or local funds or other resources of the district to electioneer for or against any candidate, measure, or political party. *Education Code 11.169*

DATE ISSUED: 11/13/2017 – UPDATE 109 - CE (LEGAL)-P

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

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

TEA Legal Requirements

Additional TEA requirements for school district budget preparation are located at the following source:
<http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147491747&libID=2147491744>

1. The budget must be adopted by the Board of Trustees, inclusive of amendments, no later than August 31st. In order to prepare the public notice to be published 10 days prior to the meeting, the district budget must be prepared by a date set by the State Board of Education, currently August 20th.

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

Local District Requirements

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

<u>FISCAL YEAR</u>	The District shall operate on a fiscal year beginning September 1 st and ending August 31 st .
<u>BUDGET PLANNING</u>	Budget planning shall be an integral part of overall program planning so that the budget effectively reflects the District's programs and activities and provides the resources to implement them. In the budget planning process, general educational goals, specific program goals, and alternatives for achieving program goals shall be considered, as well as input from the District- and campus-level planning and decision-making committees. Budget planning and evaluation are continuous processes and shall be a part of each month's activities.
<u>BUDGET MEETING</u>	<p>The annual public meeting to discuss the proposed budget and tax rate shall be conducted as follows:</p> <ol style="list-style-type: none"> 1. The Board President shall request at the beginning of the meeting that all persons who desire to speak on the proposed budget and/or tax rate sign up on the sheet provided. 2. Prior to the beginning of the meeting, the Board may establish time limits for speakers. 3. Speakers shall confine their remarks to the appropriation of funds as contained in the proposed budget and/or the tax rate. 4. No officer or employee of the District shall be required to respond to questions from speakers at the meeting.

AUTHORIZED
EXPENDITURES

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

CASH BALANCES

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

FUND BALANCE

The District shall maintain a combined unassigned and assigned general fund balance of no less than two and a half months of regular general fund operating expenditures. The combined unassigned and assigned 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: 4/19/2017 - LDU 2017.03 - 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 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 with investment advisors. The District utilizes three authorized investment pools, TexPool, Lone Star, and Texas CLASS. The district also works with two investment advisors, RBC and Public Trust 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, construction in progress, 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 2015-2017 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>	
2017	7.7%	\$25,171,644	6.8%	\$15,670,007	6.8%	\$10,324,043
2016	7.2%	\$22,583,094	6.8%	\$15,257,975	6.8%	\$9,721,927
2015	6.7%	\$19,623,007	6.8%	\$14,255,812	6.8%	\$9,056,605

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 2017, 2016, and 2015 are shown in the following table:

<u>Year</u>	<u>Active Member</u>		<u>State</u>		<u>School District</u>	
	<u>Rate</u>	<u>Amount</u>	<u>Rate</u>	<u>Amount</u>	<u>Rate</u>	<u>Amount</u>
2017	0.65%	\$ 2,124,879	1.00%	\$ 3,130,981	0.55%	\$ 1,797,975
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

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, 2017, 2016, and 2015, the subsidy payments received by TRS-Care on-behalf of the District were \$983,516, \$1,220,986, and \$863,502, 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 81 and 103 in the Financial Section.

Summary

The 2017-2018 budget was adopted by the Board on August 31, 2017, 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 2017-2018, as well as summarization reports on every budget review are posted on the District's website at: https://www.kleinisd.net/district/financial_services/budget/.

The Superintendent's office posts each meeting's agenda 72 hours prior to all public meetings, then releases a board report immediately following the trustee meetings that summarizes agenda item decisions. 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	<u>FISCAL MANAGEMENT GOALS AND OBJECTIVES - FINANCIAL ETHICS</u>
CB	<u>STATE AND FEDERAL REVENUE SOURCES</u>
CBA	<u>STATE AND FEDERAL REVENUE SOURCES - STATE</u>
CBB	<u>STATE AND FEDERAL REVENUE SOURCES - FEDERAL</u>
CCA	<u>LOCAL REVENUE SOURCES - BOND ISSUES</u>
CCB	<u>LOCAL REVENUE SOURCES - TIME WARRANTS</u>
CCC	<u>LOCAL REVENUE SOURCES - CERTIFICATES OF INDEBTEDNESS</u>
CCD	<u>LOCAL REVENUE SOURCES - RECREATIONAL FACILITIES BONDS</u>
CCE	<u>LOCAL REVENUE SOURCES - ATHLETIC STADIUM AUTHORITY</u>
CCF	<u>LOCAL REVENUE SOURCES - LOANS AND NOTES</u>
CCG	<u>LOCAL REVENUE SOURCES - AD VALOREM TAXES</u>
CCH	<u>LOCAL REVENUE SOURCES - APPRAISAL DISTRICT</u>
CDA	<u>OTHER REVENUES - INVESTMENTS</u>
CDB	<u>OTHER REVENUES - SALE, LEASE, OR EXCHANGE OF SCHOOL-OWNED PROPERTY</u>
CDBA	<u>SALE, LEASE, OR EXCHANGE OF SCHOOL-OWNED PROPERTY - REVENUE BONDS FROM PROCEEDS</u>
CDC	<u>OTHER REVENUES - GIFTS AND SOLICITATIONS</u>
CDH	<u>OTHER REVENUES - PUBLIC AND PRIVATE FACILITIES</u>
CE	<u>ANNUAL OPERATING BUDGET</u>
CEA	<u>ANNUAL OPERATING BUDGET - FINANCIAL EXIGENCY</u>
CFA	<u>ACCOUNTING - FINANCIAL REPORTS AND STATEMENTS</u>
CFB	<u>ACCOUNTING - INVENTORIES</u>
CFC	<u>ACCOUNTING - AUDITS</u>
CFD	<u>ACCOUNTING - ACTIVITY FUNDS MANAGEMENT</u>
CFEA	<u>PAYROLL PROCEDURES - SALARY DEDUCTIONS AND REDUCTIONS</u>
CG	<u>BONDED EMPLOYEES AND OFFICERS</u>
CH	<u>PURCHASING AND ACQUISITION</u>
CHE	<u>PURCHASING AND ACQUISITION - VENDOR RELATIONS</u>
CHF	<u>PURCHASING AND ACQUISITION - PAYMENT PROCEDURES</u>
CHG	<u>PURCHASING AND ACQUISITION - REAL PROPERTY AND IMPROVEMENTS</u>
CHH	<u>PURCHASING AND ACQUISITION - FINANCING PERSONAL PROPERTY PURCHASES</u>
CI	<u>SCHOOL PROPERTIES DISPOSAL</u>
CJ	<u>CONTRACTED SERVICES</u>
CJA	<u>CONTRACTED SERVICES - CRIMINAL HISTORY</u>
CK	<u>SAFETY PROGRAM/RISK MANAGEMENT</u>
CKA	<u>SAFETY PROGRAM/RISK MANAGEMENT - INSPECTIONS</u>
CKB	<u>SAFETY PROGRAM/RISK MANAGEMENT - ACCIDENT PREVENTION AND REPORTS</u>
CKC	<u>SAFETY PROGRAM/RISK MANAGEMENT - EMERGENCY PLANS</u>
CKD	<u>SAFETY PROGRAM/RISK MANAGEMENT - EMERGENCY MEDICAL EQUIPMENT AND PROCEDURES</u>
CKE	<u>SAFETY PROGRAM/RISK MANAGEMENT - SECURITY PERSONNEL</u>

Board Policy - Business and Support Services (Continued)

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

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.

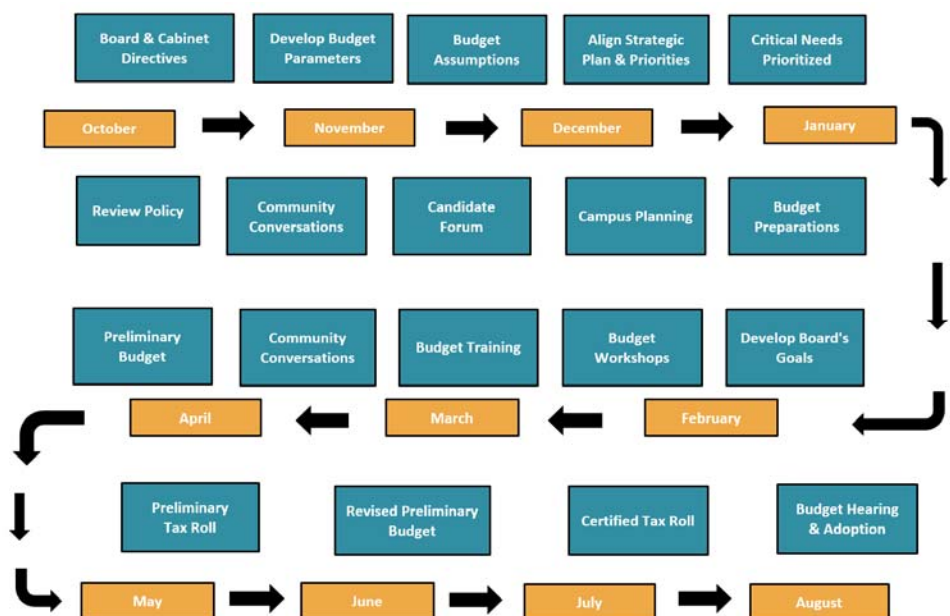
Note: Although the objective of balanced budgets is generally applicable to all school districts to ensure long-term fiscal health, variations of this objective that are considered appropriate for some school districts over short-term periods are available. For example, the balanced budget objective 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 1st through August 31st, 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: <https://www.kleinisd.net/cms/One.aspx?portalId=568125&pageId=2904659>.

The District has experienced steady enrollment increases over the last ten years (FY 2008 to FY 2018), totaling 10,153 students. Enrollment has grown by 4,955 over the last five years and this trend is expected to continue into the near future. 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, approximately 52% of all added housing is expected to be multi-family. The District will continue to add higher density housing as the District builds out.

The 2017-2018 budget was formulated using a projected student enrollment of 52,665. Over the next five years, annual growth rates are projected between 1.52% and 1.61%, an increase of approximately 4,270 students. PASA projections indicate student enrollment will likely increase by 7,483 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 conducted prior to bond authorization to insure the proposed facilities support 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 projects 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 2017, the General Fund has assigned fund balance totaling \$13.5 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 11 in the Executive Summary as well as later in this section on page 52.

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 at the May 8, 2017 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 92,

96, 107, and 110 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.

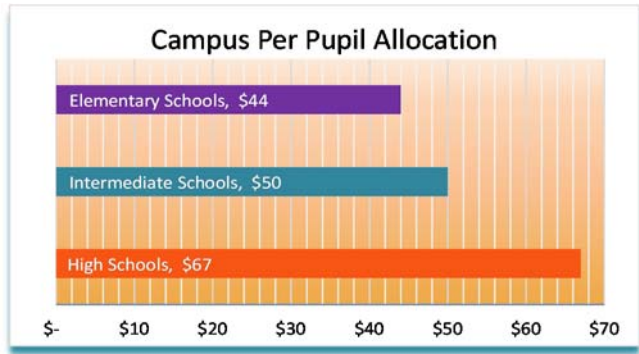
The Chief Financial Officer is responsible for compiling all pertinent budget data and projections. The District annually adopts legally authorized appropriated budgets for the General Fund, the National School Lunch Program (a special revenue fund subsequently referred to as Food Service), and the Debt 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). 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 2017-2018 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 cabinet 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 and with voter approval, a \$0.06 M&O increase in 2018.

Campus Improvement Plans (CIP) are updated annually and link directly to the Klein ISD Strategic Plan. Performance objectives are based on the Texas Academic Performance Report (TAPR) and other assessment instruments, including measures for special needs populations.

Budget Allocations - General Fund appropriations are allocated between ninety-six (96) 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. The Teaching and Learning team used zero-based budgeting to prepare their budget for the 2017-18 budget. The District plans to implement zero-based budgeting for all departments in 2018-19 and then campuses the following years.



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.

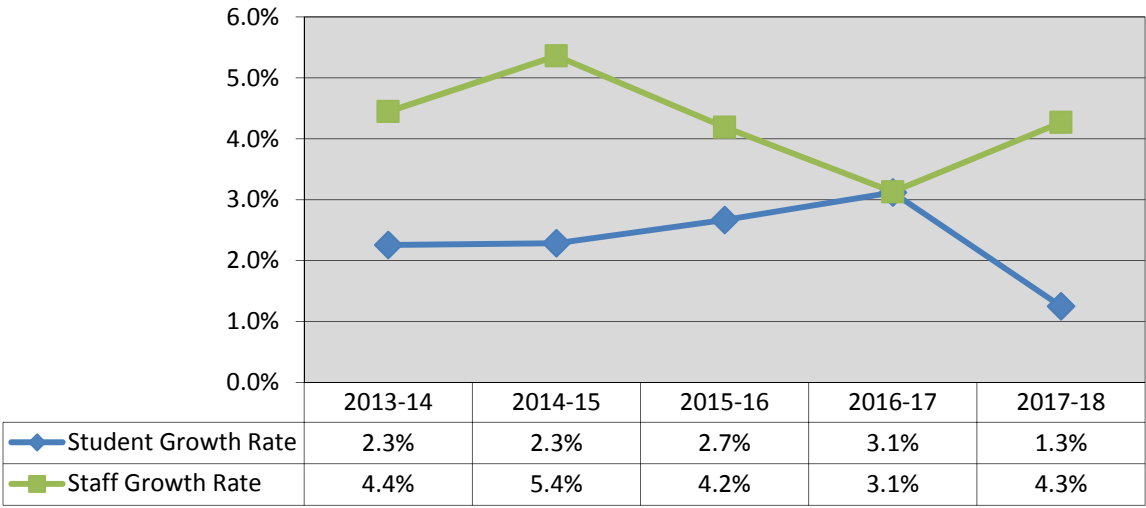
Budgets for non-campus organizations are traditionally determined with a combination of historical budgeting and new initiative resource assignments. Allocation increases are determined on a justified needs basis with review and final approval granted by the Cabinet.

Staffing Allocations - The General Fund is adding 311.9 new positions at a cost of approximately \$14.7 million. New units are listed on page 10 in the Executive Summary and include 126.3 teachers; 63.4 campus-based other professionals; 7.3

administrators; 54.4 campus-based support personnel; 7 campus technology units and 1 NOC-based technology unit; 2.5 central office professional and support positions; 1 police officer and 49 auxiliary units. A salary increase of two percent (2%) is proposed along with various stipend increases and pay grade reclassifications for an estimated cost of \$6.2 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 2.34% per year while staff grew an average of 4.28% per year.



Human Resources and Teaching and Learning personnel compared 2017-2018 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 22:1 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.

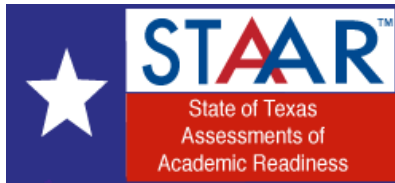
Capital Projects are accounted for on a project basis within each bond sale and a separate fund is established for every new sale. The Board of Trustees does not formally adopt the Capital Project Funds on an annual basis although use of each bond sale is accounted for on a Schedule of Estimated Expenditures 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 3.08% annually since 2013-2014. 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 2017-2018 are:

- Increase the minimum teacher salary from \$51,600 to \$52,600.
- Returning teachers, nurses, librarians, and speech pathologists receive \$1,080 added to their 2016-2017 salary.
- All other employees receive two percent (2%) on the control point of respective pay grades.
- 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 2017 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 168.

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 22 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 Integrity Rating System of Texas - The Klein Independent School District received a rating of "A=Superior" under Texas' Schools FIRST financial accountability rating system based upon an analysis of staff, student, budgetary, and actual financial data reported for the fiscal year ending August 31, 2016. The Superior rating is the state's highest, demonstrating the quality of Klein ISD financial management and reporting system. The primary goal of Schools FIRST is to achieve quality performance

in the management of school districts' financial resources, a goal made more significant due to the complexity of accounting associated with Texas' school finance system.

Other Factors Affecting Financial Condition

The District's tax base is comprised of 70% residential property. The largest commercial taxpayer in Klein is National Oilwell Inc., located within boundaries of the Klein ISD. Klein has continued to see strong growth over the last five years with a 10.13% growth rate, averaging approximately 2.4% per year. The District had the 10th 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
EE-5th	24,424	24,101	24,460	24,361	24,642	25,022	25,406	25,789	26,196	26,585
6th-8th	12,290	12,618	12,847	13,379	13,468	13,619	13,432	13,679	13,888	14,070
9th-12th	15,951	16,793	17,021	17,452	17,931	18,294	18,975	19,150	19,305	19,493
Total:	52,665	53,512	54,328	55,192	56,041	56,935	57,813	58,618	59,389	60,148

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 \$19,590 per student as of August 31, 2017.

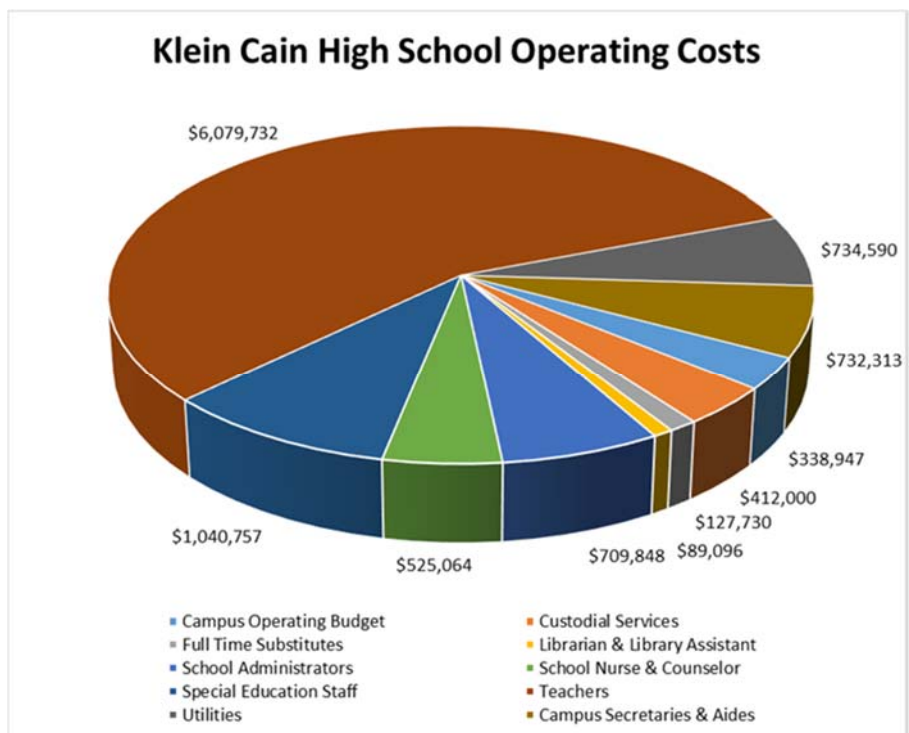
During 2016, the District sold bonds totaling \$160 million to construct Klein Cain High School, Intermediate #10 on West Rayford Road (rendering shown below) and a new Ag Facility in the District's northern section. The 2016 bonds will also purchase a land site for future growth. Other projects include existing facility renovation totaling \$49.8 million and \$10 million for technology initiatives.



The District anticipates selling \$93 million in new bonds during the current year. Tentatively scheduled to sell in January 2018, the new bonds provide for the following major projects: new facilities and additions-62%; existing facility renovations-22%; technology-13%; and buses, fine arts, and CTE equipment-3%.

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 opened its doors in August 2017 with grades 9 and 10 only. Grade 11 will open in 2018 and grade 12 in 2019.



Energy Management

Since 2007 the Energy Department in collaboration with other departments throughout the District have worked to reduce the unit cost of utilities from \$1.93 per square foot in FY2007-08 to \$1.06 per square foot in FY2016-17; an overall 45% reduction. The total avoided cost to the District resulting from the unit cost reduction during this timeframe is \$42,000,000. The District benefits from a \$25.6 million net avoided cost resulting from approximately \$16.3 million spent on energy management staff, consultants, capital equipment upgrades, and energy efficient new construction over the same period. The keys to these reductions have included the following:

- Operational improvements – the implementation of operational best practices account for approximately 40% of the total unit cost reduction (examples include: adjustments to regular air and lighting schedules, and implementation of low-cost/no-cost efficiency strategies in existing energy management control systems).
- Utility procurement – the competitive purchase of electricity and natural gas accounts for approximately 30% of the total unit cost reduction.
- Energy efficiency projects – the upgrade of existing energy systems account for approximately 20% of the total unit cost reduction (examples include: lighting upgrades, chiller upgrades, computer power management software, and network thermostats).
- Energy efficient new construction standards – the implementation of energy efficient standards in new construction account for approximately 10% of the total unit cost reduction (examples include: efficient lighting, natural gas heating in place of electric heating, efficient HVAC and building envelope improvements).

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 2017-2018 budget is actively under review to identify underutilized or excess funds to support the Strategic Plan, "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 2017-2018 budget workshop occurred in November 2016 to review projected funding and budget priorities with the Board of Trustees and the Cabinet. Additional workshops took place in May and July of 2017. The Preliminary Budget was given to the Board on July 24th and the Proposed Budget on August 14, 2017. It reflected all changes since the preliminary draft. The Klein ISD Board of Trustees adopted the 2017-2018 budget on August 31, 2017 after holding the required public meeting.

Tax Rate Adoption

The Klein ISD Tax Assessor-Collector and Director of Budget initially calculated the estimated rollback tax rate and published the required legal notice in August 2017. The 2017-2018 tax rate was set at \$1.43. The Board held the required public meeting on August 31st to discuss the proposed rate however, no action took place.

Following certification of the 2017 Appraisal Records by the Harris County Appraisal District (HCAD) on August 25th, the rollback tax rate remained unchanged from the initial calculation. The Board of Trustees held the required public meeting on October 9, 2017, to discuss and adopt the 2017 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 Cabinet 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

2017-2018 Budget Calendar

September 2017

- Post 2017-2018 Budget and distribute adopted budget account details to fiscal authorizers
- Compute Administrative Cost Ratio calculation for 2017-2018 Budget
- Prepare 2016-2017 audit entries to reconcile state aid and TRS On-Behalf

October 2017

- Adopt 2017 tax rate and present first Budget Review to Board of Trustees on 10/9/17
- Roll 2016-2017 purchase orders with goods received after 8/31/17
- Load 2017-2018 PEIMS budget file on 10/27/17

November 2017

- Prepare 2016-2017 budgets vs. audited actual analysis for Comprehensive Annual Financial Report
- Calculate roll-forward amounts from prior year for all dedicated funding sources

December 2017

- Conduct first 2018-2019 budget workshop with Board of Trustees and Cabinet on 12/4/17
- Present Budget Review to Board of Trustees on 12/11/17
- Submit 2017-2018 PEIMS budget information to Texas Education Agency
- Compute Administrative Cost Ratio for 2016-2017 audited expenditures
- Calculate revised per pupil allocations based on actual enrollment on 10/27/17

January 2018

- Estimate 2018 local property tax values and prepare preliminary 2018-2019 state aid calculation
- Update Five Year Financial Forecast and estimate 2018-2019 payroll costs

February 2018

- Present Budget Review to Board of Trustees on 2/12/18
- Send General Fund budget-gathering documents to principals and department directors
- Load and update account crosswalk tables for 2018-2019
- Conduct second 2018-2019 budget workshop with Board of Trustees and Cabinet on 2/26/18

March 2018

- Finalize Five Year Financial Forecast in preparation for Staffing Committee
- Meet with Staffing Committee to review and recommend 2018-2019 new positions

April 2018

- Present Budget Review to Board of Trustees on 4/10/18
- Extract 2017-2018 financial data into 2018-2019 budget module
- Review and load campus and department budget requests

May 2018

- Send 2018-2019 special revenue budget-gathering documents to program directors
- Conduct comprehensive analysis of current year budget vs. actual
- Present 2018-2019 Preliminary Budget overview to Board of Trustees
- Conduct third 2018-2019 budget workshop with Board of Trustees and Cabinet on 5/21/18

June 2018

- Present Budget Review to Board of Trustees on 6/11/18
- Perform final analysis of 2017-2018 budgets with estimated year-end expenditures and accruals

July 2018

- Submit 2018-2019 Preliminary Budget document to Board of Trustees
- Conduct additional budget workshop with Board of Trustees and Cabinet on 7/30/18
- Calculate Truth-In-Taxation and adjust preliminary budgets accordingly

August 2018

- Publish Truth-In-Taxation calculations as required by law
- Present Budget Review to Board of Trustees on 8/13/18
- Present final 2017-2018 Budget Review to Board of Trustees on 8/27/18
- Submit 2018-2019 Proposed Budget to Board of Trustees and adopt budget on 8/27/18



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.

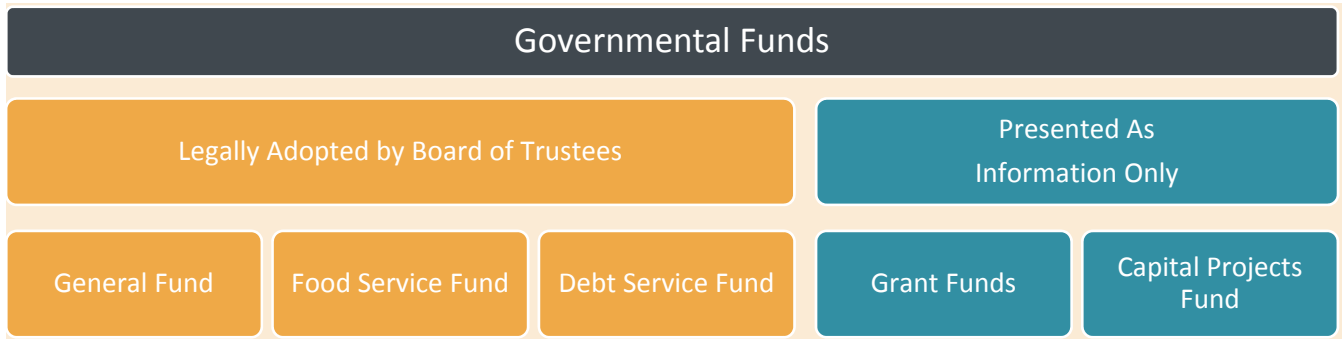
The Board adopts an "appropriated budget" on a basis consistent with GAAP for the **General Fund, Debt Service Fund, and the National School Lunch Program (reported as the Food Service Fund)**.

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-nine (39) 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 eleven (11) 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 95 and 96. This adopted fund is also included in **special revenue funds** information provided on pages 98 and 99. 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 - 8 - 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

199 General Fund

Special Revenue Fund – Governmental Fund Type

211	Title I, Part A - Improving Basic Programs	410	Instructional Materials Allotment
224	IDEA, Part B - Formula	427	Read to Succeed/Achievement Stipends
225	IDEA, Part B - Preschool	429	Prekindergarten Grant Program
240	National School Lunch Program (Food Service)	461	Campus Activity Funds <i>(not a budgeted fund)</i>
244	Career and Technical - Basic Grant	482	Klein Education Foundation
255	Title II, Part A – Supporting Effective Instruction	483	Miscellaneous Donations
263	Title III, Part A - English Language Acquisition	486	Innovation Challenge
272	Medicaid Administrative Claiming (MAC) Program	488	Miscellaneous Grants
287	FEMA Reimbursement - Harvey	489	Jason Project – Chevron
288	Title IV, Part A, Subpart 1 - SSAEP	490	Dual Credit Program
385	State Supplemental Visually Impaired (SSVI)	491	Aquaponics Project
392	Noneducational Community-Based Support	711	Snack Vending Fund <i>(reported with fund 240)</i>
397	Advanced Placement Incentives		

Debt Service Fund – Governmental Fund Type

511 Debt Service Fund

Capital Projects Fund – Governmental Fund Type

6198	\$18 Million – Series 1998	690X	Bond Data
6209	\$29 Million – Series 1999	696X	Energy Conservation
6374	\$44 Million – Series 2014	697X	Building Damage Repairs
6385	\$80 Million – Series 2015	698X	Land Sale Proceeds
6395	\$224.6 Million – Series 2015-A	699X	Construction Fund (Carry-Over)
6407	\$160 Million – Series 2017		

Agency Fund – Fiduciary Fund Type

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

Function Codes

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

11 Instruction

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

12 Instructional Resources and Media Services

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

13 Curriculum Development and Instructional Staff Development

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

21 Instructional Leadership

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

23 School Leadership

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

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

31 Guidance, Counseling and Evaluation Services

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

32 Social Work Services

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

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

33 Health Services

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

34 Student (Pupil) Transportation

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

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

35 Food Service

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

36 Extracurricular Activities

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

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

41 General Administration

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

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/

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	050	Hofius
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 Orgnization	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.

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

- 11 Basic Educational Services** - The costs incurred to provide the basic services for education/instruction to students in grades PK-12 prescribed by state law as well as adult basic and secondary education services. Basic is defined as the curriculum provided for those students that are not in special education. Basic educational services include the costs to evaluate, place, and provide educational services to students in honors, college preparatory and advanced placement courses.
- 21 Gifted and Talented** - The costs incurred to assess students for program placement and provide instructional services (which are guided by the state plan) beyond the basic educational program and that are designed to meet the needs of students in gifted and talented programs.
- 22 Career and Technical** - The costs incurred to evaluate, place and provide educational and/or other services to prepare students for gainful employment, advanced technical training or for homemaking. This may include apprenticeship and job training activities.
- 23 Services to Students with Disabilities (Special Education)** - The costs incurred to evaluate, place and provide educational and/or other services to students who have 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.

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 or Department
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
2B	Intermediate #10
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	Kreinhop
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
50	Multilingual - Payroll

Project	Department
51	Multilingual
52	Special Education
53	State Compensatory Education and Other State Programs
54	High School Allotment
55	Health and Physical Education
56	Fine Arts
57	Summer School
58	Advanced Academics
59	Therapeutic Education Program (TEP)
60	Career and Technical Education
61	Vistas High School of Choice (AEP)
62	Disciplinary Alternative Education Program (DAEP)
63	Core Academics – Math and Science
64	Core Academics – ELA, Social Studies, World Languages
65	Research and Program Evaluation
68	Internal Audit Services
69	Multipurpose Center
70	Assessment and Accountability
71	Information Technology and Data Services
72	North Transportation Center
75	South Transportation Center
73	Extracurricular Academics Stipends
74	Extracurricular Athletics and Athletic Camps
75	Athletic Concessions
76	Counseling and Whole Student Wellness
77	Health Services
78	Parent and Family Engagement
79	Digital Learning and Media
80	Superintendent
81	Mail and Copy Center
82	Human Resource Services
83	Professional Learning
84	Instructional Specialists
85	Campus Safety and Support
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
96	Communications and Planning
97	Energy Management
98	Teaching and Learning
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
2017-2018 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 2013-2014 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.

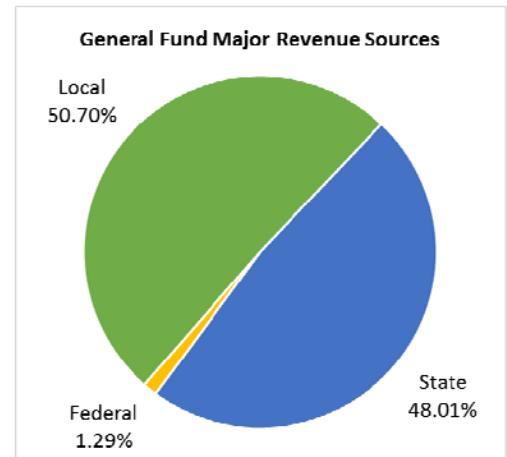
Budgets in the public arena are often considered the ultimate policy document since they are the financial plan a school district uses to achieve its goals and objectives. The budget, itself, then becomes intrinsically a political document reflecting school district administrators' accountability for 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 \$556.1 million for fiscal year 2017-2018, an increase of \$5.2 million over the combined amended revenues for all funds at August 31, 2017. This increase is primarily found in the General Fund as a result of increased tax revenue.

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 5.97% 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 132-137 in the Informational Section.



The Food Service Fund receives approximately 55% 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 2016-2017 to continue ongoing construction in progress and other planned expenditures

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 \$20.7 billion. Local property tax revenues, budgeted at \$290,033,427 between the General Fund with \$210,932,831, and Debt Service Fund with \$79,100,596, 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 Deer Park and Galena Park 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 2017-2018 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 \$9,762,288, and the Foundation School Program (FSP), budgeted at \$172,813,159. These entitlements represent a decrease of \$5.8 million from prior year state funding. This is a result of property value increases exceeding 6% in the 2017 tax year.

Based on the adjusted WADA of 63,389, the District will earn \$351.1 million in Tier I state funding, offset by the Local Fund Assignment (LFA) totaling \$188.8 million. This amount includes \$4.1 million for the High School Allotment (HSA) and \$2.8 million for the Transportation Allotment. More information and descriptions of state funding formulas are available on the TEA website at: https://tea.texas.gov/Finance_and_Grants/State_Funding/Manuals/Manuals_and_Presentations/. The District's current property wealth per weighted average daily attendance (WADA) is approximately \$295,494, 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 \$6.4 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 \$2,237,041 in Additional State Aid for Homestead Exemption (ASAHE) for Facilities during 2017-2018 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 used 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 89.47% 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 about \$136,800, down ten percent (10.8%) from the estimated actual earnings for 2016-2017. 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.

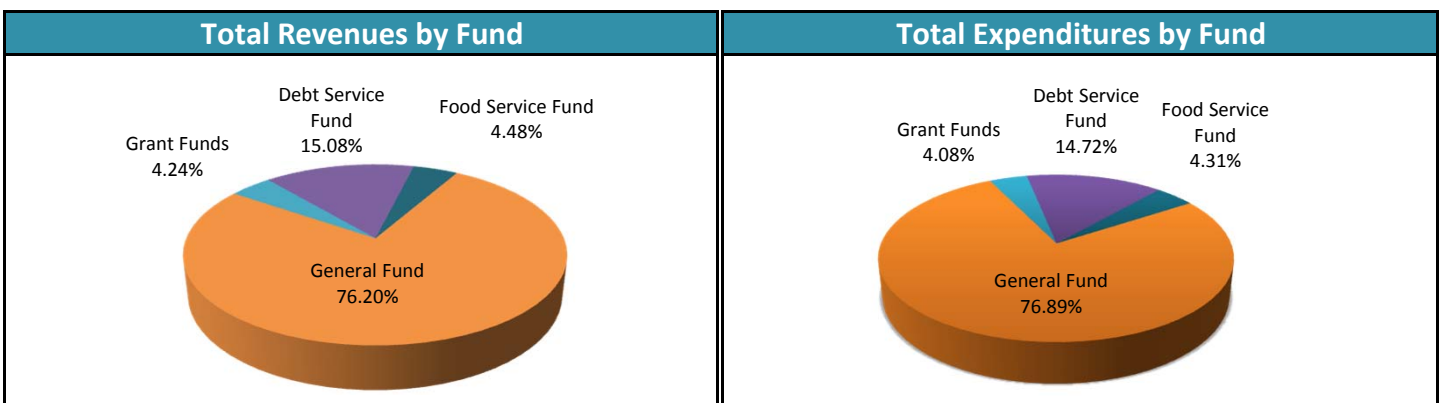
User fees, i.e. student payment for meals, are estimated to generate 41.7% of the Food Service Fund revenues in 2017-2018. This equates to approximately \$197 per student. Overall, the fund's revenue is budgeted to increase by \$226,459 or approximately 1% more than revenues in 2016-2017.

Other Sources

The General Fund is projected to earn \$50,000 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, 2018

	General Fund	Food Service Fund	Grant Funds	Debt Service Fund	Capital Projects Fund	Total
Beginning Fund Balance	\$ 130,878,290	\$ 3,571,908	\$ 7,242,987	\$ 24,072,419	\$ 92,538,133	\$ 258,303,738
Revenues						
Local Sources	\$ 214,813,123	\$ 10,392,992	\$ -	\$ 79,964,516	\$ -	\$ 305,170,631
State Sources	203,389,401	700,000	6,428,791	2,237,041	-	212,755,233
Federal Sources	5,476,800	13,815,707	17,172,761	1,667,573	-	38,132,841
Total Revenues	\$ 423,679,324	\$ 24,908,699	\$ 23,601,552	\$ 83,869,130	\$ -	\$ 556,058,705
Expenditures						
Payroll Costs	\$ 403,679,042	\$ 11,367,384	\$ 12,288,849	\$ -	\$ -	\$ 427,335,275
Contracted Services	24,150,111	543,804	3,373,974	-	-	28,067,889
Supplies & Materials	9,972,203	12,504,236	7,044,066	-	-	29,520,505
Other Operating Costs	7,127,398	217,992	873,663	-	-	8,219,053
Debt Service	20,000	-	-	85,229,986	-	85,249,986
Capital Outlay	365,550	346,533	21,000	-	-	733,083
Total Expenditures	\$ 445,314,304	\$ 24,979,949	\$ 23,601,552	\$ 85,229,986	\$ -	\$ 579,125,791
Net Revenues Over (Under)						
Expenditures	\$ (21,634,980)	\$ (71,250)	\$ -	\$ (1,360,856)	\$ -	\$ (23,067,086)
Other Sources (Uses)						
Other Sources	\$ 50,000	\$ 71,250	\$ -	\$ -	\$ -	\$ 121,250
Other Uses	(71,250)	-	-	-	-	(71,250)
Net Sources Over (Under) Uses	\$ (21,250)	\$ 71,250	\$ -	\$ -	\$ -	\$ 50,000
Net Change In Fund Balance	\$ (21,656,230)	\$ -	\$ -	\$ (1,360,856)	\$ -	\$ (23,017,086)
Fund Balances						
Non-Spendable	\$ 1,783,786	\$ 28,004	\$ 728,389	\$ -	\$ -	\$ 2,540,179
Restricted	3,075,533	3,543,904	1,227,102	22,711,563	92,538,133	\$ 123,096,236
Committed	14,045,900	-	5,287,496	-	-	\$ 19,333,396
Assigned	80,899,438	-	-	-	-	\$ 80,899,438
Unassigned	9,417,403	-	-	-	-	\$ 9,417,403
Ending Fund Balance	\$ 109,222,060	\$ 3,571,908	\$ 7,242,987	\$ 22,711,563	\$ 92,538,133	\$ 235,286,652



Klein Independent School District
Combined Statement of Revenues, Expenditures, and Changes in Fund Balance
All Funds by Function
For the Year Ending August 31, 2018

	General Fund	Food Service Fund	Grant Funds	Debt Service Fund	Capital Projects Fund	Total
Revenues						
Local Sources	\$ 214,813,123	\$ 10,392,992	\$ -	\$ 79,964,516	\$ -	\$ 305,170,631
State Sources	203,389,401	700,000	6,428,791	2,237,041	-	212,755,233
Federal Sources	5,476,800	13,815,707	17,172,761	1,667,573	-	38,132,841
Total Revenues	<u>\$ 423,679,324</u>	<u>\$ 24,908,699</u>	<u>\$ 23,601,552</u>	<u>\$ 83,869,130</u>	<u>\$ -</u>	<u>\$ 556,058,705</u>
Expenditures						
Instruction	\$ 273,456,797	\$ -	\$ 16,762,005	\$ -	\$ -	\$ 290,218,802
Instructional Resource & Media	4,990,173	-	60,903	-	-	5,051,076
Curriculum & Staff Development	11,957,115	-	3,020,376	-	-	14,977,491
Instructional Leadership	4,257,228	-	148,101	-	-	4,405,329
School Leadership	30,558,868	-	249,739	-	-	30,808,607
Guidance, Counseling & Eval	23,820,794	-	2,489,310	-	-	26,310,104
Social Work Services	390,137	-	-	-	-	390,137
Health Services	5,402,801	-	36,300	-	-	5,439,101
Student Transportation	13,758,795	-	14,800	-	-	13,773,595
Food Service	-	24,670,579	-	-	-	24,670,579
Extracurricular Activities	9,525,901	-	60,000	-	-	9,585,901
General Administration	12,100,373	-	-	-	-	12,100,373
Facilities Maint & Operations	35,839,277	309,370	-	-	-	36,148,647
Security & Monitoring Services	6,041,880	-	-	-	-	6,041,880
Data Processing Services	9,615,899	-	-	-	-	9,615,899
Community Services	463,266	-	760,018	-	-	1,223,284
Debt Service	20,000	-	-	85,229,986	-	85,249,986
Facilities Acquisition/Construction	-	-	-	-	-	-
Pmts to Fiscal Agent/SSA	560,000	-	-	-	-	560,000
Juvenile Justice Alt. Education Pgm.	355,000	-	-	-	-	355,000
Intergovernmental Charges	2,200,000	-	-	-	-	2,200,000
Total Expenditures	<u>\$ 445,314,304</u>	<u>\$ 24,979,949</u>	<u>\$ 23,601,552</u>	<u>\$ 85,229,986</u>	<u>\$ -</u>	<u>\$ 579,125,791</u>
Other Sources (Uses)						
Other Sources	\$ 50,000	\$ 71,250	\$ -	\$ -	\$ -	\$ 121,250
Other Uses	(71,250)	-	-	-	-	(71,250)
Net Sources Over (Under) Uses	<u>\$ (21,250)</u>	<u>\$ 71,250</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 50,000</u>
Net Change In Fund Balance	<u>\$ (21,656,230)</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (1,360,856)</u>	<u>\$ -</u>	<u>\$ (23,017,086)</u>
Beginning Fund Balance	\$ 130,878,290	\$ 3,571,908	\$ 7,242,987	\$ 24,072,419	\$ 92,538,133	\$ 258,303,737
Ending Fund Balance	<u>\$ 109,222,060</u>	<u>\$ 3,571,908</u>	<u>\$ 7,242,987</u>	<u>\$ 22,711,563</u>	<u>\$ 92,538,133</u>	<u>\$ 235,286,651</u>

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

	2013-14 Audited Actual	2014-15 Audited Actual	2015-16 Audited Actual	2016-17 Amended Budget*	2017-18 Adopted Budget	Change From Prior Year
Revenues						
Local Sources	\$ 217,841,699	\$ 239,358,880	\$ 266,519,005	\$ 293,775,920	\$ 305,170,631	\$ 11,394,711
State Sources	223,969,748	238,088,445	236,563,481	217,037,402	212,755,233	(4,282,169)
Federal Sources	32,230,586	33,996,147	36,472,254	40,026,808	38,132,841	(1,893,967)
Total Revenues	<u>\$ 474,042,033</u>	<u>\$ 511,443,472</u>	<u>\$ 539,554,740</u>	<u>\$ 550,840,130</u>	<u>\$ 556,058,705</u>	<u>\$ 5,218,575</u>
Expenditures						
Instruction	\$ 244,961,463	\$ 254,931,476	\$ 278,892,090	\$ 285,847,127	\$ 290,218,802	\$ 4,371,675
Instructional Resource & Media	4,812,891	4,829,600	5,150,327	5,677,010	5,051,076	(625,934)
Curriculum & Staff Development	10,272,298	12,018,105	13,118,808	14,819,304	14,977,491	158,187
Instructional Leadership	3,194,789	3,449,797	3,761,756	4,499,496	4,405,329	(94,167)
School Leadership	23,646,088	26,266,362	27,862,437	29,294,788	30,808,607	1,513,819
Guidance, Counseling & Evaluation	19,118,162	21,595,133	23,528,336	25,223,237	26,310,104	1,086,867
Social Work Services	342,660	350,430	435,507	420,801	390,137	(30,664)
Health Services	4,331,424	4,626,359	5,032,069	5,536,117	5,439,101	(97,016)
Student Transportation	11,733,461	12,132,350	14,299,437	13,397,640	13,773,595	375,955
Food Service	22,398,854	22,901,089	23,023,338	24,466,893	24,670,579	203,686
Extracurricular Activities	7,340,347	14,733,324	14,393,470	9,410,490	9,585,901	175,411
General Administration	8,541,307	9,222,576	9,511,006	10,925,385	12,100,373	1,174,988
Facilities Maintenance & Operations	30,801,398	30,474,136	32,768,680	34,634,876	36,148,647	1,513,771
Security & Monitoring Services	5,079,679	5,658,847	5,953,443	6,241,205	6,041,880	(199,325)
Data Processing Services	7,129,217	7,776,823	10,365,775	12,077,288	9,615,899	(2,461,389)
Community Services	836,262	926,002	1,040,869	1,526,354	1,223,284	(303,070)
Debt Service	68,014,240	70,515,237	73,909,011	81,878,147	85,249,986	3,371,839
Facilities Acquisition & Construction	40,883,290	76,413,336	130,389,392	140,482,671	-	(140,482,671)
Pmts to Fiscal Agent/SSA	428,169	446,994	531,338	567,400	560,000	(7,400)
Juvenile Justice Alt. Education Pgm.	195,232	273,555	241,501	300,000	355,000	55,000
Intergovernmental Charges	1,498,385	1,730,065	1,830,644	2,003,000	2,200,000	197,000
	<u>\$ 515,559,617</u>	<u>\$ 581,271,597</u>	<u>\$ 676,039,234</u>	<u>\$ 709,229,229</u>	<u>\$ 579,125,791</u>	<u>\$ (130,103,439)</u>
Other Sources (Uses)						
Other Sources	\$ 49,662,712	\$ 329,209,331	\$ 173,750,051	\$ 165,334,095	\$ 121,250	\$ (165,212,845)
Other Uses	(1,467,500)	\$ (72,645,400)	(172,494,045)	(3,189,690)	(71,250)	3,118,440
Net Sources Over (Under) Uses	<u>\$ 48,195,212</u>	<u>\$ 256,563,931</u>	<u>\$ 1,256,006</u>	<u>\$ 162,144,405</u>	<u>\$ 50,000</u>	<u>\$ (162,094,405)</u>
Net Change In Fund Balance	<u>\$ 6,677,628</u>	<u>\$ 186,735,806</u>	<u>\$ (135,228,488)</u>	<u>\$ 3,755,307</u>	<u>\$ (23,017,086)</u>	<u>\$ (26,772,393)</u>
Beginning Fund Balance	\$ 196,363,484	\$ 203,041,112	\$ 389,776,918	\$ 254,548,430	\$ 258,303,737	\$ 3,755,307
Ending Fund Balance	<u>\$ 203,041,112</u>	<u>\$ 389,776,918</u>	<u>\$ 254,548,430</u>	<u>\$ 258,303,737</u>	<u>\$ 235,286,651</u>	<u>\$ (23,017,086)</u>

* Data from 2017-18 Capital Projects Fund is unaudited actual. All other funds represent amended budget.

Discussion

Significant variances between FY 2017 and FY 2018 are attributed to non-recurring bus purchases from bond funds and reductions in Grant Fund appropriations pending maximum entitlements.

General Fund Budget Overview

Expenditure budgeting begins with staffing, salary, and benefit evaluations as payroll accounts for over 91% of the District's operating budget. The Board of Trustees approved an increase to the 2017-2018 beginning teacher salary from \$51,600 to \$52,600, 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 \$6.2 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 \$12.9 million during the 2017-2018 fiscal year based on an estimated 6% 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 approximately 2% increase expected in 2017-2018, contributing to state aid totaling approximately \$182.5 million. Available School Fund (ASF) is revenue earned for education from the State's permanent fund in the amount of \$9.8 million. Also included in state revenues is pass-through funding of \$20.7 million for the state's contribution to the Texas Teacher Retirement System (TRS). Without the pass-through funds, state funding is approximately 43% 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-six (96) 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 2016-2017. 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 Cabinet.

In addition to a 2% pay increase, the following changes are incorporated in the 2017-2018 General Fund adopted budget:

- The District added 311.9 new General Fund positions to accommodate student growth, staff Klein Cain High School, and provide supplemental assistance to Special Education.
- Select departmental allocations received recurring increases totaling \$631,000.

Campus and Department Appropriations

Budget or actual expenditures are presented for each campus and department from FY 2014 through FY 2018 on pages 90-91. Significant departmental decreases between adopted and final amended budgets in 2016-2017 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 net change in fund balance will decrease \$8.2 million at August 31, 2017, primarily the result of planned expenditures and drawdown of fund balance. The District's board policy states it shall maintain a combined unassigned and assigned general fund balance of no less than two-and-a-half months of regular general fund operating expenditures. Since the District had more than three-and-a-half months of regular general fund operating expenditures in fund balance, planned one-time expenditures were made to drawdown fund balance.

Capital Outlay and Residual Costs or Savings

A total of \$365,550 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 4 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

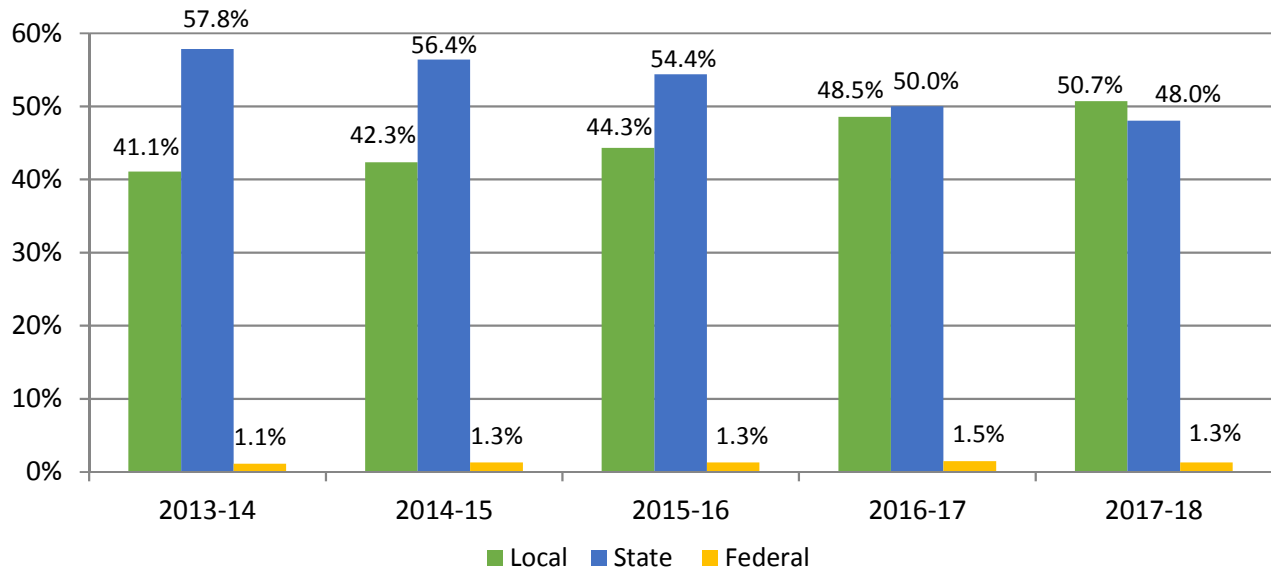
The general fund is a governmental fund with budgetary control used to record operating transactions of on-going organizations and activities from a variety of revenue sources. Fund balance is controlled by and retained for the use of the District. This fund includes transactions from local maintenance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

	2013-14 Audited Actual	2014-15 Audited Actual	2015-16 Audited Actual	2016-17 Amended Budget	2017-18 Adopted Budget	Change From Prior Year
Beginning Fund Balance	<u>\$ 117,341,072</u>	<u>\$ 128,282,619</u>	<u>\$ 139,081,945</u>	<u>\$ 145,883,148</u>	<u>\$ 130,878,290</u>	<u>\$ (15,004,858)</u>
Revenues						
Property Taxes	\$ 143,776,418	\$ 161,870,685	\$ 178,997,248	\$ 197,950,172	\$ 210,932,831	\$ 12,982,659
Other Local Sources	3,395,913	3,419,110	3,681,884	4,281,659	3,880,292	(401,367)
State Sources	190,911,423	202,667,256	205,141,566	188,491,073	182,660,447	(5,830,626)
State TRS Contributions	16,399,587	17,458,236	19,004,726	19,654,677	20,728,954	1,074,277
Federal Sources	<u>3,928,309</u>	<u>4,982,985</u>	<u>5,331,555</u>	<u>6,192,653</u>	<u>5,476,800</u>	<u>(715,853)</u>
Total Revenues	<u>\$ 358,411,650</u>	<u>\$ 390,398,272</u>	<u>\$ 412,156,977</u>	<u>\$ 416,570,234</u>	<u>\$ 423,679,324</u>	<u>\$ 7,109,090</u>
Expenditures						
Payroll Costs	\$ 310,784,235	\$ 340,784,564	\$ 366,633,164	\$ 387,820,018	\$ 403,679,042	\$ 15,859,024
Contracted Services	19,767,788	19,316,840	21,016,065	23,121,033	24,150,111	1,029,078
Supplies & Materials	8,894,220	11,737,223	9,533,070	12,405,619	9,972,203	(2,433,416)
Other Costs	6,170,458	6,538,937	6,424,741	7,051,190	7,127,398	76,208
Debt Service	17,910	18,505	16,970	20,000	20,000	-
Capital Outlay	<u>2,158,579</u>	<u>1,224,793</u>	<u>1,546,875</u>	<u>1,041,883</u>	<u>365,550</u>	<u>(676,333)</u>
Total Expenditures	<u>\$ 347,793,190</u>	<u>\$ 379,620,862</u>	<u>\$ 405,170,886</u>	<u>\$ 431,459,743</u>	<u>\$ 445,314,304</u>	<u>\$ 13,854,561</u>
Other Sources (Uses)						
Other Sources	\$ 1,790,587	\$ 89,416	\$ 826,314	\$ 3,074,341	\$ 50,000	\$ (3,024,341)
Other Uses	<u>(1,467,500)</u>	<u>(67,500)</u>	<u>(1,011,202)</u>	<u>\$ (3,189,690)</u>	<u>(71,250)</u>	<u>3,118,440</u>
Net Sources (Uses)	<u>\$ 323,087</u>	<u>\$ 21,916</u>	<u>\$ (184,888)</u>	<u>\$ (115,349)</u>	<u>\$ (21,250)</u>	<u>\$ 94,099</u>
Change in Fund Balance	<u>\$ 10,941,547</u>	<u>\$ 10,799,326</u>	<u>\$ 6,801,203</u>	<u>\$ (15,004,858)</u>	<u>\$ (21,656,230)</u>	<u>\$ (6,651,372)</u>
Ending Fund Balance	<u><u>\$ 128,282,619</u></u>	<u><u>\$ 139,081,945</u></u>	<u><u>\$ 145,883,148</u></u>	<u><u>\$ 130,878,290</u></u>	<u><u>\$ 109,222,060</u></u>	<u><u>\$ (21,656,230)</u></u>

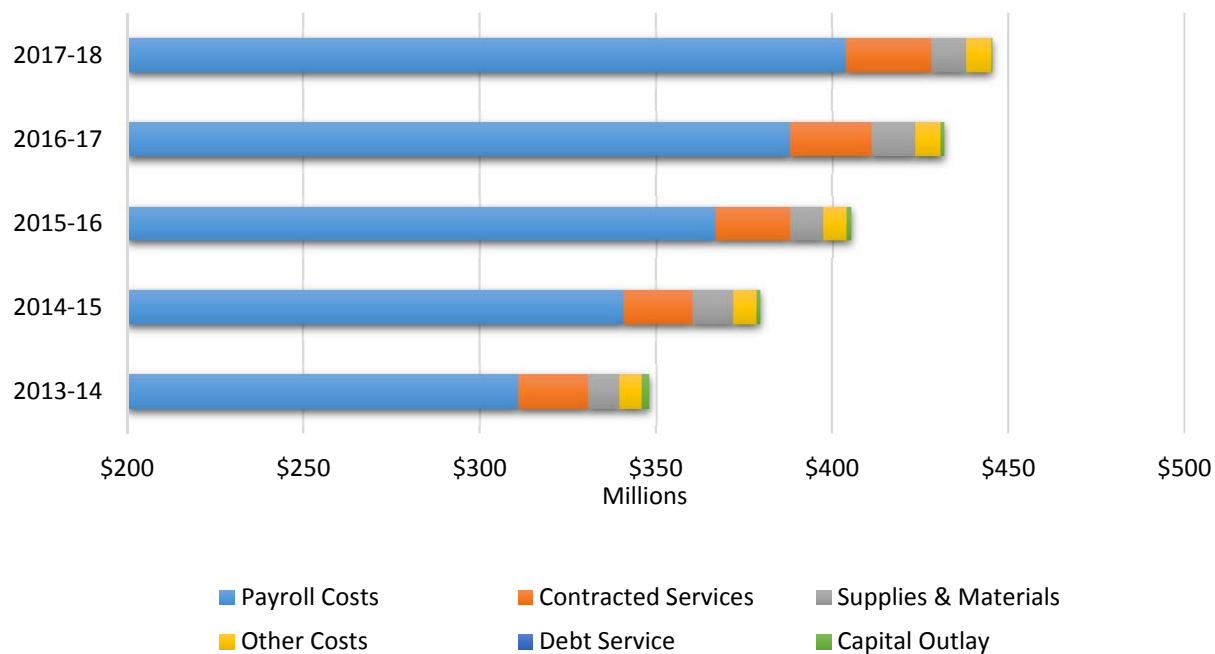
Klein Independent School District

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

Revenues by Source



Expenditures by Major Object



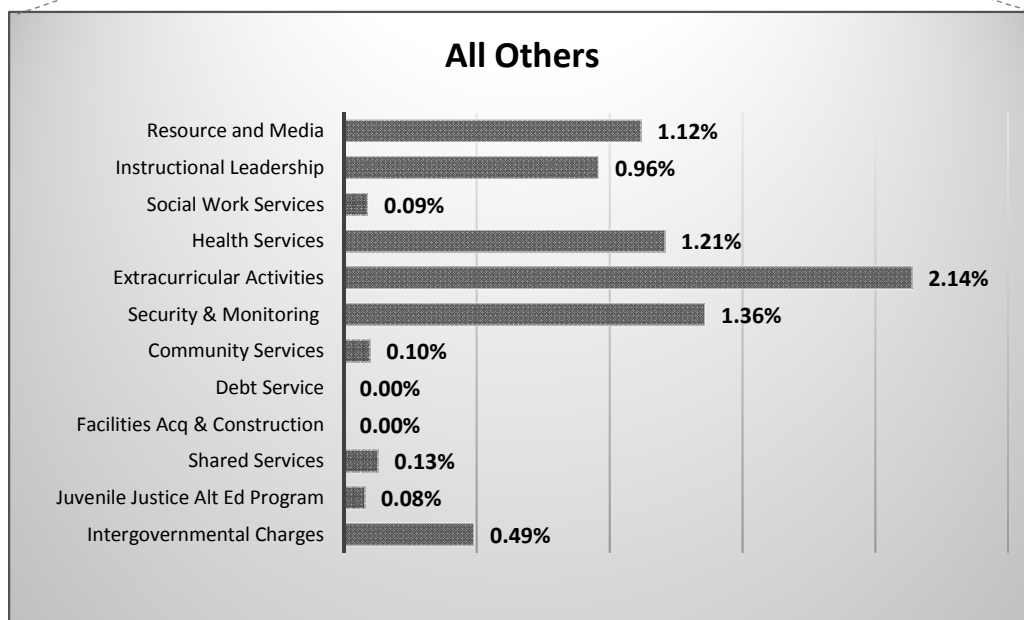
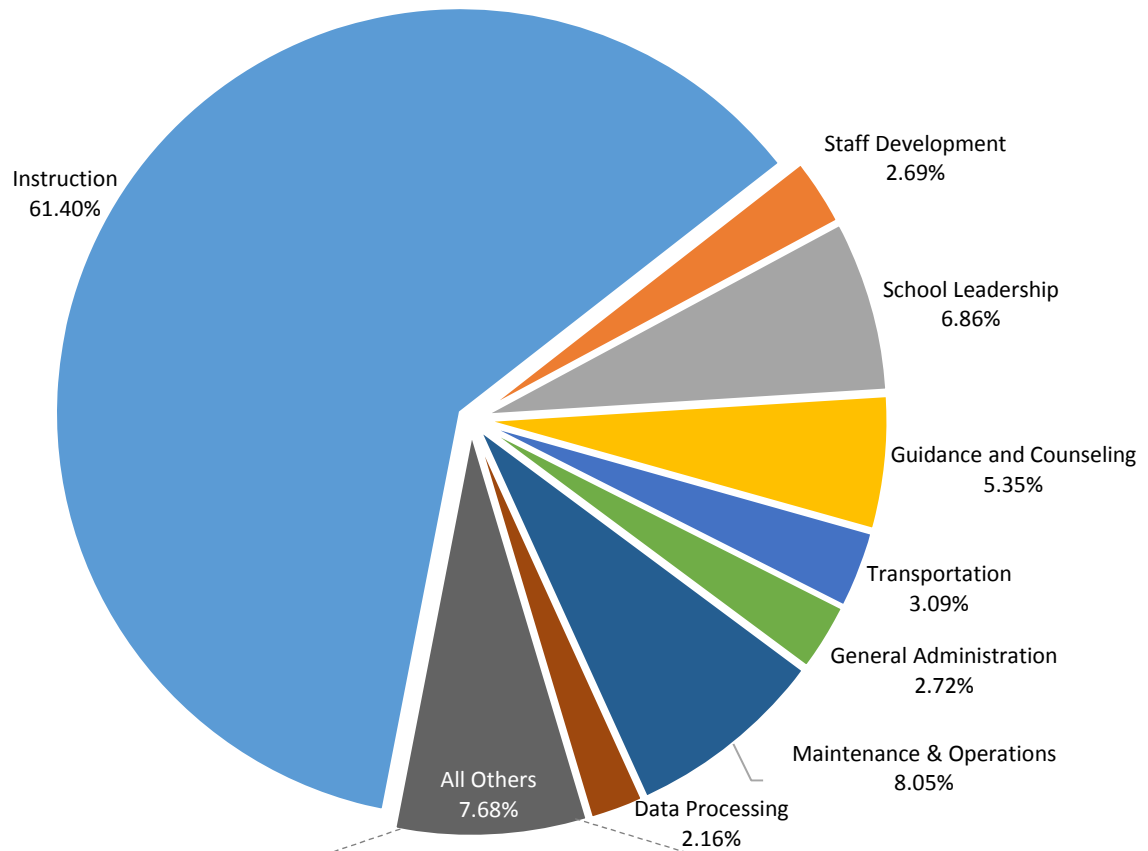
Klein Independent School District
Comparative Summary of Revenues, Expenditure, and Changes in Fund Balance
General Fund by Function

	2013-14 Audited Actual	2014-15 Audited Actual	2015-16 Audited Actual	2016-17 Amended Budget	2017-18 Adopted Budget	Change From Prior Year
Revenues						
Local Sources	\$ 147,172,331	\$ 165,289,795	\$ 182,679,131	\$ 202,231,831	\$ 214,813,123	6.2%
State Sources	207,311,010	220,125,492	224,146,291	208,145,750	203,389,401	-2.3%
Federal Sources	3,928,309	4,982,985	5,331,555	6,192,653	5,476,800	-11.6%
Total Revenues	<u>\$ 358,411,650</u>	<u>\$ 390,398,272</u>	<u>\$ 412,156,977</u>	<u>\$ 416,570,234</u>	<u>\$ 423,679,324</u>	<u>1.7%</u>
Expenditures						
Instruction	\$ 214,551,339	\$ 236,698,349	\$ 252,934,669	\$ 264,052,677	\$ 273,456,797	3.6%
Instructional Resource & Media	4,643,340	4,582,968	4,880,086	5,016,251	4,990,173	-0.5%
Curriculum & Staff Development	7,941,814	9,480,382	10,190,720	11,335,540	11,957,115	5.5%
Instructional Leadership	3,067,067	3,284,717	3,604,014	4,344,157	4,257,228	-2.0%
School Leadership	23,537,806	26,170,391	27,749,992	29,172,277	30,558,868	4.8%
Guidance, Counseling & Evaluation	17,226,526	19,580,931	21,523,475	22,878,047	23,820,794	4.1%
Social Work Services	342,660	350,430	430,821	416,785	390,137	-6.4%
Health Services	4,203,844	4,500,581	4,899,676	5,353,821	5,402,801	0.9%
Student Transportation	10,778,317	11,414,748	11,459,456	13,264,575	13,758,795	3.7%
Extracurricular Activities	7,309,142	7,910,079	7,975,896	9,363,777	9,525,901	1.7%
General Administration	8,541,307	9,202,076	9,487,156	10,876,785	12,100,373	11.2%
Facilities Maintenance & Operations	30,509,555	30,189,834	32,502,057	34,349,529	35,839,277	4.3%
Security & Monitoring Services	4,663,964	5,495,440	5,586,509	5,954,935	6,041,880	1.5%
Data Processing Services	7,129,217	7,776,823	8,558,218	11,490,381	9,615,899	-16.3%
Community Services	436,458	339,823	361,996	631,026	463,266	-26.6%
Debt Service	17,910	18,505	16,970	20,000	20,000	0.0%
Facilities Acquisition & Construction	771,138	174,171	433,641	68,780	-	-100.0%
Pmts to Member Dists of SSA	428,169	446,994	503,389	567,400	560,000	-1.3%
Juvenile Justice Alt Ed Pgm	195,232	273,555	241,501	300,000	355,000	18.3%
Intergovernmental Charges	1,498,385	1,730,065	1,830,644	2,003,000	2,200,000	9.8%
Total Expenditures	<u>\$ 347,793,190</u>	<u>\$ 379,620,862</u>	<u>\$ 405,170,886</u>	<u>\$ 431,459,743</u>	<u>\$ 445,314,304</u>	<u>3.2%</u>
Other Sources (Uses)						
Other Sources	\$ 1,790,587	\$ 89,416	\$ 826,314	\$ 3,074,341	\$ 50,000	-98.4%
Other Uses	(1,467,500)	(67,500)	(1,011,202)	(3,189,690)	(71,250)	-97.8%
Net Sources (Uses)	<u>\$ 323,087</u>	<u>\$ 21,916</u>	<u>\$ (184,888)</u>	<u>\$ (115,349)</u>	<u>\$ (21,250)</u>	<u>-82%</u>
Net Change In Fund Balance	\$ 10,941,547	\$ 10,799,326	\$ 6,801,203	\$ (15,004,858)	\$ (21,656,230)	44.3%
Beginning Fund Balance - September 1	\$ 117,341,072	\$ 128,282,619	\$ 139,081,945	\$ 145,883,148	\$ 130,878,290	-10.3%
Ending Fund Balance - August 31	<u>\$ 128,282,619</u>	<u>\$ 139,081,945</u>	<u>\$ 145,883,148</u>	<u>\$ 130,878,290</u>	<u>\$ 109,222,060</u>	<u>-16.5%</u>

Discussion

After receiving clarification from TEA, Student Information Services expenses were moved from function 53 to function 41; resulting in an 11% increase in General Administration and a 16.3% decrease in Data Processing. Community Services budget decreased to the non-recurring purchase of the Reading Express vehicle. Facilities & Acquisitions funded several non-recurring remodeling activities. Additional funds were allocated for the Juvenile Justice Alternative Education Program and for Intergovernmental Charges for an expected increase in the cost of the tax appraisal.

Klein Independent School District 2017-2018 Adopted Budget by Function General Fund



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

	2013-14 Audited Actual	2014-15 Audited Actual	2015-16 Audited Actual	2016-17 Amended Budget	2017-18 Adopted Budget	Change From Prior Year
Local Revenue Sources						
Current Year Tax Levy	\$ 141,106,862	\$ 159,289,902	\$ 176,250,690	\$ 194,912,644	\$ 207,696,085	\$ 12,783,441
Prior Year Tax Levy	1,387,801	1,361,796	1,274,098	1,408,737	1,501,130	92,393
Tax Certificates	5,584	4,817	3,265	-	-	-
Penalties & Interest	1,276,171	1,214,169	1,469,195	1,628,791	1,735,616	106,825
Services Rendered to Other Dist.	-	20,950	3,000	3,000	3,000	-
Tuition - Regular Day School	24,415	24,585	25,364	24,730	25,000	270
Tuition - Summer School	442,336	471,628	444,013	428,000	450,000	22,000
Student Fees	89,008	80,305	74,996	77,867	75,000	(2,867)
Interest Income	259,193	349,674	571,411	1,388,292	1,388,292	-
Facility Rental Income	536,271	624,063	595,147	587,100	530,000	(57,100)
Gifts and Donations	455,477	235,715	454,896	121,443	20,000	(101,443)
Insurance Recovery	94,707	77,705	52,583	79,306	-	(79,306)
Misc - Local Sources	499,807	560,893	470,182	623,981	477,000	(146,981)
Athletic Gate Receipts	546,877	585,237	564,732	576,830	561,000	(15,830)
Concession Sales	333,839	329,715	371,076	320,000	300,000	(20,000)
Excurr Intermediate Sources	<u>113,983</u>	<u>58,641</u>	<u>54,482</u>	<u>51,110</u>	<u>51,000</u>	<u>(110)</u>
Total Local Revenue	\$ 147,172,331	\$ 165,289,795	\$ 182,679,131	\$ 202,231,831	\$ 214,813,123	\$ 12,581,292
State Revenue Sources						
Available School Fund	\$ 11,551,506	\$ 11,945,781	\$ 8,382,037	\$ 18,504,340	\$ 9,762,288	\$ (8,742,052)
Foundation School Program	179,280,337	190,641,451	196,677,740	169,900,443	172,813,159	2,912,716
Misc - State Sources	79,580	80,024	81,788	86,290	85,000	(1,290)
TRS On-Behalf	<u>16,399,587</u>	<u>17,458,236</u>	<u>19,004,726</u>	<u>19,654,677</u>	<u>20,728,954</u>	<u>1,074,277</u>
Total State Revenue	\$ 207,311,010	\$ 220,125,492	\$ 224,146,291	\$ 208,145,750	\$ 203,389,401	\$ (4,756,349)
Federal Revenue Sources						
Indirect Costs	\$ 130,301	\$ 134,633	\$ 150,258	\$ 130,000	\$ 150,000	\$ 20,000
MAC / SHARS	3,268,939	4,393,546	4,795,473	5,611,403	4,900,000	(711,403)
AFJROTC	277,806	288,424	289,368	297,750	290,000	(7,750)
E-Rate	<u>251,263</u>	<u>166,382</u>	<u>96,456</u>	<u>153,500</u>	<u>136,800</u>	<u>(16,700)</u>
Total Federal Revenue	\$ 3,928,309	\$ 4,982,985	\$ 5,331,555	\$ 6,192,653	\$ 5,476,800	\$ (715,853)
Total Revenues	<u>\$ 358,411,650</u>	<u>\$ 390,398,272</u>	<u>\$ 412,156,977</u>	<u>\$ 416,570,234</u>	<u>\$ 423,679,324</u>	<u>\$ 7,109,090</u>
End of Year Enrollment*	47,819	48,912	50,217	51,783	53,064	1,281
Total Revenue Per Pupil	<u>\$ 7,495</u>	<u>\$ 7,982</u>	<u>\$ 8,208</u>	<u>\$ 8,045</u>	<u>\$ 7,984</u>	<u>\$ (61)</u>

* Projected End of Year Enrollment for 2017-18 Adopted Budget.

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

	2013-14 Audited Actual	2014-15 Audited Actual	2015-16 Audited Actual	2016-17 Amended Budget	2017-18 Adopted Budget	Change From Prior Year
Payroll Costs						
Professional Salaries	\$ 207,634,130	\$ 227,270,552	\$ 243,380,750	\$ 255,520,437	\$ 264,741,604	\$ 9,221,167
Support Salaries	40,306,866	43,404,308	46,744,660	50,195,216	53,682,091	3,486,875
Substitutes	5,785,180	6,470,356	6,791,190	7,291,647	8,845,867	1,554,220
Stipends (Effective 9/1/2012)	7,027,181	7,342,877	7,787,002	8,455,266	9,084,407	629,141
Professional Extra Duty Pay	2,627,889	2,672,629	2,724,302	3,319,479	3,117,841	(201,638)
Overtime/Part-Time/Extra Duty	2,544,375	2,857,676	3,121,762	3,428,189	3,373,116	(55,073)
Medicare/FICA Alternative	3,590,680	3,912,781	4,215,008	4,479,348	4,561,309	81,961
Employer Insurance Contribution	15,033,931	16,660,262	19,448,187	20,648,635	20,757,690	109,055
Workers Comp/Unemployment	1,048,396	789,872	660,787	1,204,136	981,000	(223,136)
TRS On-Behalf	16,399,587	17,458,236	19,004,726	19,654,677	20,728,954	1,074,277
Teacher Retirement	5,533,184	9,516,932	10,267,250	10,984,463	11,327,289	342,826
Service & Attendance Bonus	1,844,258	1,335,257	1,396,936	1,464,636	1,413,181	(51,455)
Sick Leave Benefits	1,049,943	875,069	836,811	935,000	860,000	(75,000)
Incentives	358,635	217,757	253,793	238,889	204,693	(34,196)
Total Payroll Costs	\$ 310,784,235	\$ 340,784,564	\$ 366,633,164	\$ 387,820,018	\$ 403,679,042	\$ 15,859,024
Non-Payroll Costs						
Legal & Audit Fees	\$ 675,893	\$ 754,261	\$ 618,909	\$ 732,680	\$ 718,000	\$ (14,680)
Appraisal & Tax Services	1,498,385	1,730,065	1,830,644	2,003,000	2,200,000	197,000
Professional & Consulting Services	1,396,537	1,228,038	1,339,532	1,003,701	958,498	(45,203)
Contract Repairs & Maintenance	2,088,578	2,265,680	2,480,971	2,509,282	2,861,597	352,315
Utilities	9,249,994	8,093,752	8,916,670	9,501,266	10,282,424	781,158
Operating Leases	1,122,714	1,288,342	1,637,641	1,955,239	1,898,467	(56,772)
Tuition	519,343	635,023	675,536	762,758	477,700	(285,058)
Other Contracted Services	3,216,344	3,321,679	3,516,162	4,653,107	4,753,425	100,318
Fuel	1,654,235	1,249,728	793,177	1,056,926	1,306,161	249,235
Maint & Operations Supplies	2,032,632	2,467,615	2,444,169	2,655,182	2,443,766	(211,416)
Textbook/Testing & Reading Mat.	982,547	2,329,196	1,500,136	1,209,956	1,051,642	(158,314)
General Supplies	4,224,806	5,690,684	4,795,589	7,483,555	5,170,634	(2,312,921)
Employee & Student Travel	2,015,497	2,079,031	2,243,033	2,463,165	2,585,208	122,043
Property/Casualty Insurance	2,805,584	2,687,950	2,587,309	2,634,864	2,760,528	125,664
Cy Fair Deaf Cooperative	428,169	446,994	503,389	567,400	560,000	(7,400)
Miscellaneous Operating Costs	921,208	1,324,962	1,091,010	1,385,761	1,221,662	(164,099)
Debt Service & Capital Outlay	2,176,489	1,243,298	1,563,845	1,061,883	385,550	(676,333)
Total Non-Payroll Costs	\$ 37,008,955	\$ 38,836,298	\$ 38,537,722	\$ 43,639,725	\$ 41,635,262	\$ (2,004,463)
Total General Fund	\$ 347,793,190	\$ 379,620,862	\$ 405,170,886	\$ 431,459,743	\$ 445,314,304	\$ 13,854,561
End of Year Enrollment*	47,819	48,912	50,217	51,783	53,064	1,281
Total Budget/Expenditures Per Pupil	\$ 7,273	\$ 7,761	\$ 8,068	\$ 8,332	\$ 8,392	\$ 60

* Projected End of Year Enrollment for 2017-18 Adopted Budget.

**Klein Independent School District
Adopted Campus Budgets by Project
For The Year Ending August 31, 2018**

Project	Campuses	Projected Enrollment	Payroll Costs	Contracted Services	Supplies & Materials	Other Costs	Capital Outlay	Total
01	Klein High	3,590	\$ 11,684,170	\$ 69,883	\$ 149,096	\$ 89,127	\$ -	\$ 11,992,276
02	Klein Forest High	3,629	12,621,196	61,114	197,117	60,299	-	12,939,726
KF	Klein Forest High School Project	-	2,287,660.04	-	12,000	8,000	-	2,307,660
03	Klein Oak High	3,799	11,802,169	86,357	133,473	104,435	-	12,126,434
04	Klein Collins High	3,471	10,785,861	57,088	171,228	61,835	-	11,076,012
05	Klein Cain High	1,462	4,977,297	1,000	80,340	27,002	-	5,085,639
11	Klein Intermediate	1,224	5,745,984	23,175	42,424	775	-	5,812,358
12	Hildebrandt Intermediate	1,340	4,681,064	24,984	42,748	4,210	-	4,753,006
13	Wunderlich Intermediate	1,568	6,809,774	36,056	46,532	1,900	-	6,894,262
14	Strack Intermediate	1,389	4,701,901	23,082	47,911	3,600	-	4,776,494
15	Kleb Intermediate	1,348	4,429,360	25,168	47,182	-	-	4,501,710
16	Doerre Intermediate	1,290	4,535,601	26,517	39,810	3,600	-	4,605,528
17	Schindewolf Intermediate	1,451	4,620,279	23,120	48,666	4,100	-	4,696,165
18	Krimmel Intermediate	1,411	4,480,536	23,536	51,174	1,000	-	4,556,246
19	Ulrich Intermediate	1,269	4,388,761	32,220	31,899	4,700	-	4,457,580
20	Kohrville Elementary	697	2,747,226	18,252	13,292	1,050	-	2,779,820
21	Northampton Elementary	580	2,124,964	12,216	12,934	2,000	-	2,152,114
22	Haude Elementary	722	3,110,143	15,175	18,131	500	-	3,143,949
23	Greenwood Forest Elementary	682	3,067,888	16,240	14,800	891	-	3,099,819
24	Epps Island Elementary	660	2,185,345	14,300	13,901	3,300	-	2,216,846
25	Theiss Elementary	632	2,623,237	10,570	19,057	500	-	2,653,364
26	Benfer Elementary	777	2,914,958	14,166	20,626	2,150	-	2,951,900
27	Kaiser Elementary	744	2,377,321	14,169	19,969	700	-	2,412,159
28	Brill Elementary	734	2,621,056	14,664	17,245	3,000	-	2,655,965
29	Ehrhardt Elementary	778	2,490,128	16,038	18,093	2,300	-	2,526,559
30	Lemm Elementary	754	2,879,624	13,456	19,515	2,135	-	2,914,730
31	Nitsch Elementary	813	3,063,177	14,866	21,896	1,850	-	3,101,789
32	Krahn Elementary	728	2,930,063	12,403	21,300	925	-	2,964,691
33	Roth Elementary	744	2,566,113	6,495	23,785	5,000	-	2,601,393
34	Kuehnle Elementary	886	3,402,231	16,975	19,559	5,500	-	3,444,265
35	Mittelstadt Elementary	832	3,296,506	13,741	20,438	4,850	-	3,335,535
36	Klenk Elementary	898	3,345,148	17,816	22,195	2,000	-	3,387,159
37	Eiland Elementary	517	2,069,170	12,441	10,589	1,707	-	2,093,907
38	Schultz Elementary	655	2,415,775	16,472	13,693	500	-	2,446,440
39	Hassler Elementary	781	3,162,091	14,749	18,823	3,000	-	3,198,663
40	Kreinhop Elementary	912	3,100,413	14,466	25,663	2,600	-	3,143,142
41	McDougle Elementary	594	2,337,381	13,603	12,553	1,550	-	2,365,087
42	Metzler Elementary	889	3,548,336	14,350	20,109	7,176	-	3,589,971
43	Benignus Elementary	809	3,226,480	14,370	19,815	3,700	-	3,264,365
44	Frank Elementary	691	2,782,078	10,650	19,743	2,500	-	2,814,971
45	Mueller Elementary	899	3,260,090	10,066	31,338	700	-	3,302,194
46	Blackshear Elementary	994	3,428,734	21,740	23,817	1,000	-	3,475,291
47	Zwink Elementary	1,107	3,579,807	16,527	29,067	6,200	-	3,631,601
48	Bernshausen Elementary	950	3,034,759	13,717	29,278	1,500	-	3,079,254
49	Grace England PreK/EC Center	490	650,994	7,500	15,470	-	-	673,964
2A	French Elementary	675	2,835,825	12,420	17,708	1,475	-	2,867,428
3A	Mahaffey Elementary	800	2,372,301	12,088	25,236	500	-	2,410,125
	Total Campus Budgets	52,665	\$ 188,100,975	\$ 960,001	\$ 1,771,238	\$ 447,342	\$ -	\$ 191,279,556

Klein Independent School District
Adopted Department Budgets by Project
For The Year Ending August 31, 2018

Project	Departments	Payroll Costs	Contracted Services	Supplies & Materials	Other Costs	Debt Service	Capital Outlay	Total
50	Multilingual Payroll	\$ 15,373,011	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,373,011
51	Multilingual	5,328,445	142,500	81,500	10,700	-	-	5,563,145
52	Special Education	43,219,467	702,522	112,035	653,900	-	-	44,687,924
53	State Comp Ed & Other State Programs	4,173,728	1,000	-	4,000	-	-	4,178,728
54	High School Allotment	4,926,115	431,000	80,346	153,649	-	-	5,591,110
55	Health & Physical Education	14,877,767	1,900	112,489	5,549	-	-	14,997,705
56	Instructional Fine Arts	19,495,295	181,345	435,045	293,111	-	-	20,404,796
57	Summer School	376,000	3,355	20,645	-	-	-	400,000
58	Advanced Academics	444,087	96,000	83,000	218,594	-	-	841,681
59	Therapeutic Education Program	3,171,584	7,100	14,982	350	-	-	3,194,016
60	Career & Technical Education	12,639,853	62,588	365,000	313,742	-	-	13,381,183
61	Vistas High School of Choice	1,550,347	7,625	13,584	1,800	-	-	1,573,356
62	DAEP	2,404,219	8,533	27,284	1,441	-	-	2,441,477
63	Core Academics - Math & Science	16,000	-	57,113	19,500	-	-	92,613
64	Core Academics - ELA, SS & World Lang	247,031	16,600	67,600	33,050	-	-	364,281
65	Research & Program Evaluation	31,943	90,389	7,000	2,200	-	-	131,532
68	Internal Audit Services	243,663	4,830	250	8,833	-	-	257,576
69	Multipurpose Center	493,410	7,800	16,100	250	-	-	517,560
70	Assessment & Accountability	416,148	217,468	376,643	27,300	-	-	1,037,559
71	Information Technology & Data Services	6,047,384	2,527,200	728,269	74,853	-	95,000	9,472,706
72	North Transportation Center	8,647,270	180,299	1,152,194	47,700	-	-	10,027,463
75	South Transportation Center	3,359,466	39,600	395,602	4,125	-	-	3,798,793
73	Extracurricular Stipends	678,815	-	-	-	-	-	678,815
74	Extracurricular Athletics	4,260,465	361,026	418,001	421,624	-	-	5,461,116
75	Athletic Concessions	113,428	380	129,432	3,156	-	-	246,396
76	Counseling & Whole Student Wellness	70,004	241,880	4,000	16,720	-	-	332,604
77	Health Services	236,873	120,550	42,400	10,800	-	-	410,623
78	Parent & Family Engagement	12,002	320	790	10,920	-	-	24,032
79	Digital Learning & Media	293,557	639,250	85,200	88,000	-	-	1,106,007
80	Superintendent	869,967	20,150	79,090	53,535	-	-	1,022,742
81	Mail Room/Copy Center	24,378	34,515	62,394	-	-	-	121,287
82	Human Resource Services	1,456,967	30,700	14,964	25,370	-	-	1,528,001
83	Professional Learning	374,519	369,500	25,500	249,000	-	-	1,018,519
84	Instructional Specialists	5,371,426	-	-	-	-	-	5,371,426
85	Campus Safety & Support	759,291	508,576	35,800	49,500	-	-	1,353,167
86	Benefits & Risk Management	608,739	94,664	49,867	17,505	-	-	770,775
87	Security & Monitoring Services	4,791,704	61,600	153,045	20,167	-	168,050	5,194,566
88	Tax Office	334,397	2,236,100	61,468	4,816	-	-	2,636,781
89	Facility & School Services Admin	675,482	68,448	69,941	197,153	-	-	1,011,024
90	Financial Services	2,645,575	264,650	18,865	38,185	-	-	2,967,275
91	Payroll Services	402,142	490,000	18,850	15,850	-	-	926,842
92	Plant Operations	10,243,707	264,910	808,406	4,650	-	-	11,321,673
93	Warehouse Services	763,948	82,858	35,369	4,593	-	-	886,768
94	Plant Maintenance	6,152,068	1,420,629	1,297,849	44,550	-	102,000	9,017,096
95	Publication Services	-	-	-	-	-	-	-
96	Communications & Planning	751,344	186,220	100,378	72,003	-	-	1,109,945
97	Energy Management	442,578	9,711,500	4,325	7,000	-	500	10,165,903
98	Teaching & Learning	3,184,376	287,800	51,850	142,684	-	-	3,666,710
99	Districtwide Other	215,740	964,230	486,500	3,307,628	20,000	-	4,994,098
9F	Districtwide/Employee Benefits	22,362,346	-	-	-	-	-	22,362,346
	Total Departmental Budgets	\$ 215,578,067	\$ 23,190,110	\$ 8,200,965	\$ 6,680,056	\$ 20,000	\$ 365,550	\$ 254,034,748
	Total General Fund	\$ 403,679,042	\$ 24,150,111	\$ 9,972,203	\$ 7,127,398	\$ 20,000	\$ 365,550	\$ 445,314,304

Klein Independent School District
Comparative Summary of Campus Budgets
General Fund

Project	Campuses	2013-14 Audited Actual	2014-15 Audited Actual	2015-16 Audited Actual	2016-17 Amended Budget	2017-18 Adopted Budget
01	Klein High	\$ 10,372,890	\$ 11,668,429	\$ 12,013,593	\$ 12,256,515	\$ 11,992,276
02	Klein Forest High	10,236,523	11,581,109	11,618,810	12,017,071	12,939,726
KF	Klein Forest High School Project	2,464,525	1,935,180	2,163,217	2,330,288	2,307,660
03	Klein Oak High	10,087,995	11,349,406	12,103,925	12,542,244	12,126,434
04	Klein Collins High	9,348,431	10,312,567	10,714,410	10,950,837	11,076,012
05	Klein Cain High	-	-	6,853	611,001	5,085,639
11	Klein Intermediate	4,698,352	4,986,208	5,037,852	5,753,807	5,812,358
12	Hildebrandt Intermediate	3,423,809	3,713,888	3,985,273	4,418,356	4,753,006
13	Wunderlich Intermediate	5,705,232	5,889,168	6,271,787	6,653,011	6,894,262
14	Strack Intermediate	3,773,084	3,973,920	4,165,779	4,413,050	4,776,494
15	Kleb Intermediate	3,847,120	4,174,936	4,217,542	4,385,635	4,501,710
16	Doerre Intermediate	3,782,630	4,090,606	4,194,095	4,457,984	4,605,528
17	Schindewolf Intermediate	3,778,647	4,046,611	4,185,399	4,334,696	4,696,165
18	Krimmel Intermediate	3,363,988	3,867,894	4,119,821	4,354,328	4,556,246
19	Ulrich Intermediate	3,375,454	3,774,482	3,910,117	4,214,130	4,457,580
20	Kohrville Elementary	2,713,545	2,692,823	2,808,317	2,834,434	2,779,820
21	Northampton Elementary	2,717,551	3,082,702	2,086,972	2,267,419	2,152,114
22	Haude Elementary	2,585,221	2,734,227	2,990,151	3,154,359	3,143,949
23	Greenwood Forest Elementary	2,659,692	2,848,177	3,056,430	3,107,533	3,099,819
24	Epps Island Elementary	2,076,546	2,211,076	2,200,659	2,266,438	2,216,846
25	Theiss Elementary	2,439,046	2,524,841	2,601,542	2,783,868	2,653,364
26	Benfer Elementary	2,525,938	2,967,976	3,120,869	3,046,482	2,951,900
27	Kaiser Elementary	2,066,380	2,157,063	2,367,174	2,437,899	2,412,159
28	Brill Elementary	2,456,759	2,668,310	2,784,721	2,709,283	2,655,965
29	Ehrhardt Elementary	2,256,585	2,276,498	2,401,916	2,488,671	2,526,559
30	Lemm Elementary	2,246,071	2,429,969	2,708,430	2,822,960	2,914,730
31	Nitsch Elementary	2,814,322	2,962,740	3,101,936	3,027,461	3,101,789
32	Krahn Elementary	2,699,545	2,816,854	2,899,406	3,020,841	2,964,691
33	Roth Elementary	2,446,004	2,540,247	2,574,341	2,647,718	2,601,393
34	Kuehnle Elementary	2,581,540	2,949,337	3,124,268	3,215,031	3,444,265
35	Mittelstadt Elementary	3,025,981	3,231,177	3,373,301	3,390,922	3,335,535
36	Klenk Elementary	2,829,521	3,100,023	3,294,064	3,361,616	3,387,159
37	Eiland Elementary	1,828,236	2,027,979	2,079,156	2,061,145	2,093,907
38	Schultz Elementary	2,790,965	3,057,296	3,060,946	2,486,866	2,446,440
39	Hassler Elementary	2,736,263	2,711,623	2,864,391	3,029,942	3,198,663
40	Kreinhop Elementary	2,744,985	2,957,616	3,130,826	3,101,009	3,143,142
41	McDougle Elementary	2,115,572	2,322,303	2,432,064	2,479,056	2,365,087
42	Metzler Elementary	2,902,690	3,262,007	3,284,747	3,539,481	3,589,971
43	Benignus Elementary	3,124,191	3,372,054	3,527,186	3,313,169	3,264,365
44	Frank Elementary	2,474,319	2,689,669	2,743,564	2,797,465	2,814,971
45	Mueller Elementary	2,611,226	3,071,544	3,431,513	3,203,966	3,302,194
46	Blackshear Elementary	2,726,565	3,196,413	3,372,714	3,457,185	3,475,291
47	Zwink Elementary	2,594,464	3,011,990	3,160,989	3,505,255	3,631,601
48	Bernshausen Elementary	2,154,377	2,602,313	2,898,563	2,932,650	3,079,254
49	Grace England Pre-K/EC Center	946,374	1,005,659	560,532	563,615	673,964
2A	French Elementary	-	251,368	2,475,355	2,756,443	2,867,428
3A	Mahaffey Elementary	-	-	260,949	2,082,235	2,410,125
	Total Campus Budgets	<u>\$ 153,149,154</u>	<u>\$ 167,098,278</u>	<u>\$ 175,486,465</u>	<u>\$ 183,585,370</u>	<u>\$ 191,279,556</u>

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

General Fund

Project	Departments	2013-14 Audited Actual	2014-15 Audited Actual	2015-16 Audited Actual	2016-17 Amended Budget	2017-18 Adopted Budget
50	Multilingual Payroll	\$ 10,670,643	\$ 12,164,387	\$ 14,004,612	\$ 14,964,090	\$ 15,373,011
51	Multilingual	4,008,618	4,244,062	\$ 4,942,611	5,437,695	5,563,145
52	Special Education	28,729,440	33,415,006	\$ 38,423,222	41,553,126	44,687,924
53	State Compensatory Education & Other State Programs	6,198,877	6,058,602	\$ 7,273,718	6,464,618	4,178,728
54	High School Allotment	3,626,748	3,915,211	\$ 3,898,556	4,717,341	5,591,110
55	Health & Physical Education	11,863,014	13,245,073	\$ 14,050,218	14,580,887	14,997,705
56	Fine Arts	14,318,693	15,967,900	\$ 17,114,246	18,001,339	20,404,796
57	Summer School & Athletic Camps/Summer School *	858,072	961,214	\$ 857,550	518,268	400,000
58	Academic Enrichment	464,707	437,261	\$ 623,141	626,592	841,681
59	Therapeutic Education Program	2,435,862	2,627,303	\$ 2,972,221	3,196,331	3,194,016
60	Career & Technical Education	9,849,831	10,916,788	\$ 11,722,338	12,665,298	13,381,183
61	Vistas High School of Choice	1,456,806	1,518,458	\$ 1,531,553	1,601,116	1,573,356
62	Disciplinary Alt. Education Program	1,882,499	2,149,746	\$ 2,240,366	2,189,203	2,441,477
63	Student Performance / Core Academics - Math & Science *	-	40,165	\$ 185,787	-	92,613
64	Core Academics - ELA, Social Studies & World Languages *	-	-	-	-	364,281
65	Research & Program Evaluation *	-	-	-	-	131,532
68	Internal Audit Services	148,107	173,851	211,633	256,495	257,576
69	Multipurpose Center	309,628	420,245	479,527	512,028	517,560
70	Research, Accountability & Data / Assessment & Accountability *	1,097,469	1,863,773	2,439,390	2,660,041	1,037,559
71	Information Technology / Information Technology & Data Services *	5,831,767	5,972,663	6,729,538	8,326,593	9,472,706
72	North Transportation Center	7,259,012	7,913,058	8,131,052	9,482,494	10,027,463
75	South Transportation Center	2,967,261	3,223,797	3,301,184	3,735,479	3,798,793
73	Extracurricular Academic Stipends	548,532	520,531	554,227	615,661	678,815
74	Extracurricular Athletics	4,381,609	4,493,500	4,496,664	5,438,185	5,461,116
75	Athletic Concessions	243,479	231,765	247,992	238,175	246,396
76	Extracurricular Fine Arts	989,035	1,299,654	1,246,651	1,656,427	-
76	Counseling & Whole Student Wellness	-	-	-	-	332,604
77	Student Support Services Admin. / Health Services*	439,217	401,618	439,930	587,236	410,623
78	Accountability & School Improv.	638,463	-	-	-	-
78	Parent & Family Engagement	-	-	-	-	24,032
79	Ed. Tech. / Digital Learning & Media*	191,051	-	-	-	1,106,007
80	Superintendent	537,760	654,965	937,633	985,966	1,022,742
81	Mail Room / Copy Center	40,808	36,765	74,512	135,877	121,287
82	Human Resource Services	1,220,235	1,320,435	1,436,725	1,583,800	1,528,001
83	Teaching & Learning Admin. / Professional Learning *	241,318	255,864	295,751	366,838	1,018,519
84	Instruction Administration / Instructional Specialists *	4,173,876	5,244,482	5,812,789	6,566,970	5,371,426
85	Campus Safety & Support	985,155	1,055,649	1,012,942	1,781,397	1,353,167
86	Benefits & Risk Management	498,118	527,260	671,679	741,531	770,775
87	Security & Monitoring Services	3,939,310	4,788,726	4,879,445	5,000,187	5,194,566
88	Tax Office	441,001	405,041	421,545	2,434,143	2,636,781
89	Facility & School Services Admin	830,197	289,874	371,425	733,413	1,011,024
90	Financial Services	1,842,577	1,950,771	2,458,086	2,749,715	2,967,275
91	Business Information Systems	739,580	1,288,880	816,708	1,090,388	926,842
92	Plant Operations	9,177,890	9,702,034	10,429,025	10,735,538	11,321,673
93	Warehouse Services	716,056	727,008	1,096,278	963,124	886,768
94	Plant Maintenance	6,739,209	7,186,818	8,111,147	8,787,006	9,017,096
95	Publication Services	137,881	64,703	66,337	69,905	-
96	Communications & Planning	616,922	819,949	793,302	1,013,545	1,109,945
97	Energy Management	9,219,531	8,094,256	8,870,533	9,483,486	10,165,903
98	Teaching & Learning	2,474,413	4,737,516	3,533,338	4,200,922	3,666,710
99	Districtwide / Other	8,742,336	8,947,980	7,810,020	5,401,930	4,994,098
9F	Districtwide / Employee Benefits	19,921,422	20,247,979	21,667,275	23,023,974	22,362,346
Total Department Budgets		\$ 194,644,036	\$ 212,522,583	229,684,421	\$ 247,874,373	\$ 254,034,748
Total General Fund		<u>\$ 347,793,190</u>	<u>\$ 379,620,862</u>	<u>405,170,886</u>	<u>\$ 431,459,743</u>	<u>\$ 445,314,304</u>

* The Teaching & Learning Department's multi-phase reorganization resulted in the repurposing and combination of multiple departments and their budget project numbers.

GENERAL FUND

Financial Forecast

	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>
BEGINNING FUND BALANCE	\$134,867,650	\$113,211,420	\$111,703,796	\$106,788,507
<u>PROJECTED REVENUES:</u>				
Local Taxes	\$210,932,831	\$233,202,904	\$242,530,567	\$252,231,337
Other Local Sources	3,880,292	4,447,623	4,515,157	4,585,905
State Sources	203,389,401	214,190,786	209,468,900	209,696,815
Federal Sources	5,476,800	5,663,256	5,749,614	5,841,053
Other Sources	50,000	110,250	110,000	115,788
Total Revenues	<u>\$423,729,324</u>	<u>\$457,614,819</u>	<u>\$462,374,238</u>	<u>\$472,470,898</u>
<u>PROJECTED EXPENDITURES:</u>				
Payroll Costs	\$403,679,042	416,319,443	424,486,527	428,013,100
Contracted Services	24,150,111	23,630,000	23,630,000	23,630,000
Supplies and Materials	9,972,203	12,205,000	12,205,000	12,205,000
Other Operating Costs	7,127,398	6,623,000	6,623,000	6,623,000
Debt Service	20,000	20,000	20,000	20,000
Capital Outlay	365,550	245,000	245,000	245,000
Other Uses	71,250	80,000	80,000	80,000
Total Expenditures	<u>\$445,385,554</u>	<u>\$459,122,443</u>	<u>\$467,289,527</u>	<u>\$470,816,100</u>
ENDING FUND BALANCE	<u>\$113,211,420</u>	<u>\$111,703,796</u>	<u>\$106,788,507</u>	<u>\$108,443,305</u>
Revenues over (Expenditures)	(21,656,230)	(1,507,624)	(4,915,288)	1,654,798
<u>PROJECTION FACTORS:</u>				
Local Assessed Taxable Value	\$20,657,548,036	\$21,690,425,438	\$22,558,042,455	\$23,460,364,153
State CPTD Taxable Value-one year lag	\$18,878,793,373	\$20,112,367,979	\$21,217,986,315	\$21,217,986,315
Maintenance Tax/\$100	0.01040	0.01100	0.01100	0.01100
Max. Maintenance Tax Rate/\$100	0.01170	0.01170	0.01170	0.01170
One Cent on Tax Rate	\$2,065,755	\$2,169,043	\$2,255,804	\$2,346,036
Total Tax Rate Per \$100	\$1.43	\$1.51	\$1.51	\$1.51
Student Enrollment	52,665	53,512	54,328	55,192
Weighted Avg. Daily Attendance (WADA)	63,889	65,277	66,811	66,811
Property Wealth Per WADA	\$295,494	\$308,108	\$317,582	\$317,582
Total Employees - General Fund	6,538	6,722	6,813	6,813
Ratio of Students to Employees	8.055	7.961	7.975	8.101
Salary Increase Included in Budget	2.00%	1.00%	1.00%	1.00%
Cost of Each % Salary Increase	\$3,072,408	\$3,191,808	\$3,268,292	\$3,301,292
Fund Balance as % of Total Exp.	25.4%	24.3%	22.9%	23.0%

* The Texas Legislature will be in session for the years 2019 and 2021.

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 8.481 to a projected 8.363 in 2019-20.
- (2) Enrollment projections are based on the "Projected Geo-Coded Enrollment" provided in the demographic study issued by Population and Survey Analysts (PASA) in Fall 2017.
- (3) Based on current legislation, a 2% pay increase has been provided in 2017-18 and a 1% pay increase is projected for each of the following years funded by enrollment and property value growth.
- (4) Assessed valuation changes are forecasted to decrease during the projection period from 6% to 4% annually.
- (5) Assuming a successful Tax Rate Election (TRE) in 2018, the General Operating Fund tax rate will increase by \$0.06 beginning in 2018-2019.
- (6) State revenue calculations are based on finance provisions contained in SB 1 as authorized by the 85th Texas Legislature during the 2017 regular session and provisions contained in prior laws.
- (7) The General Operating fund balance will decrease from 25.4 % to 23% during the financial forecast period due to deficit spending each year.

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.

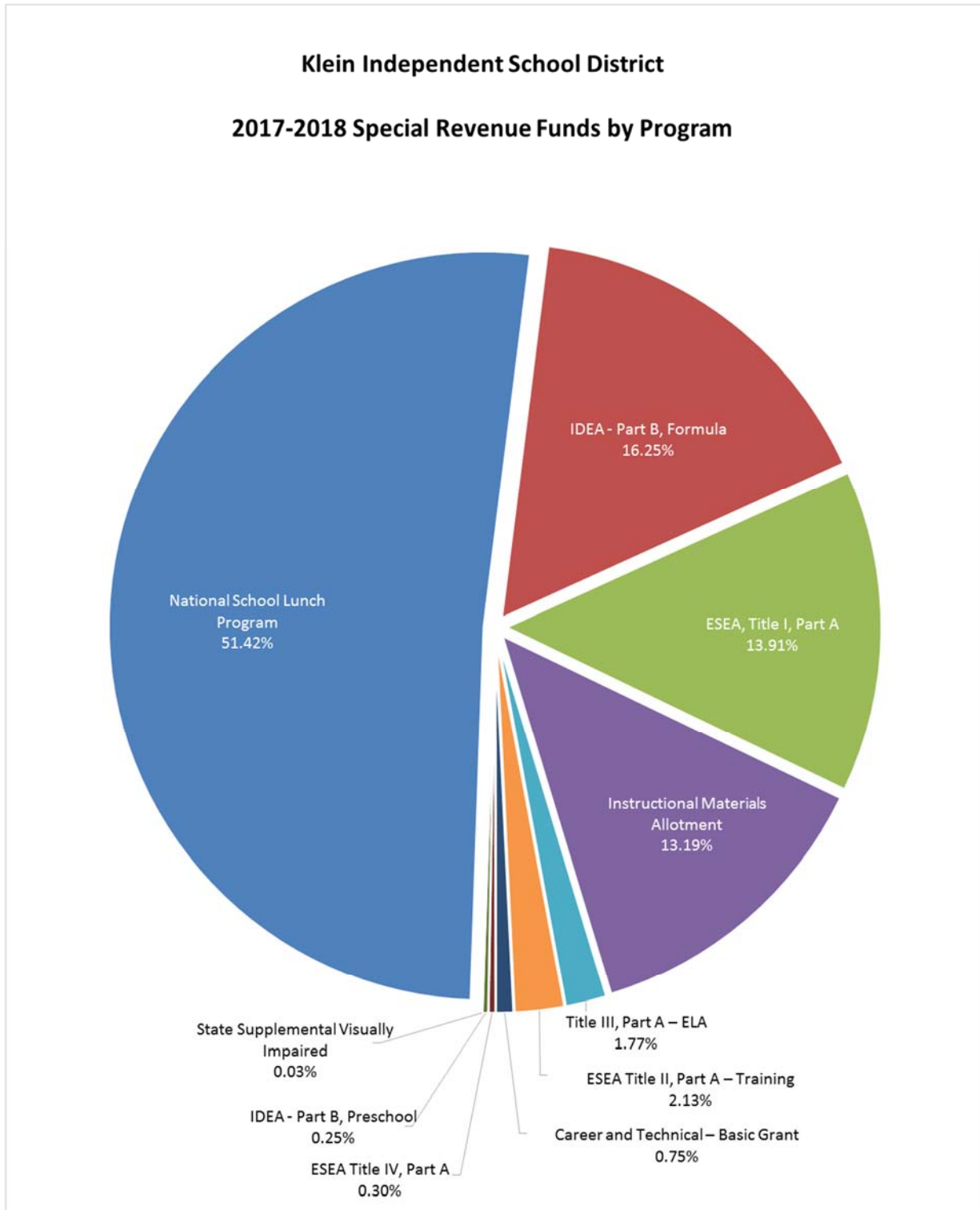
Fund 255 ESEA, Title II, Part A – Supporting Effective Instruction - This fund classification is to be used to provide financial assistance to increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and 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 287 Title IV, Part A, Subpart 1 – Student Support and Academic Enrichment - This fund classification is to be used to account, on a project basis, for funds granted to improve the academic achievement of all students by increasing the capacity of schools to 1) provide all students with access to a well-rounded education, 2) improve school conditions for student learning, and 3) improve the use of technology in order to enhance academic outcomes and digital literacy of students.

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

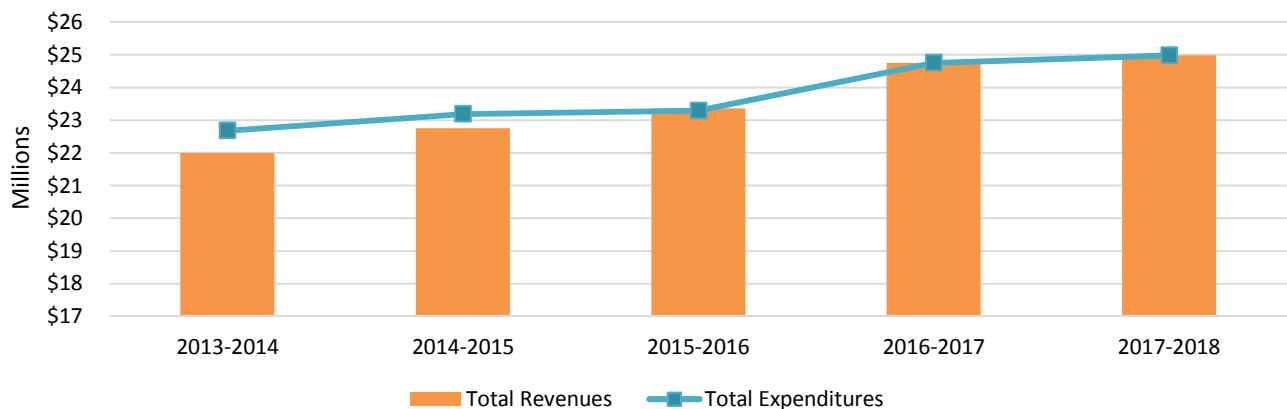
Comparative Summary of Revenues, Expenditures, and Changes in Fund Balance

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.

	2013-14 Audited Actual	2014-15 Audited Actual	2015-16 Audited Actual	2016-17 Amended Budget	2017-18 Adopted Budget
Revenues					
Local Sources	\$ 9,581,619	\$ 9,797,001	\$ 9,803,882	\$ 10,912,829	\$ 10,392,992
State Sources	106,552	110,324	119,129	125,000	160,000
State TRS Contributions	474,640	462,830	479,993	500,000	540,000
Federal Sources	11,764,471	12,318,927	12,884,401	13,144,411	13,815,707
Total Revenues	<u>\$ 21,927,282</u>	<u>\$ 22,689,082</u>	<u>\$ 23,287,405</u>	<u>\$ 24,682,240</u>	<u>\$ 24,908,699</u>
Expenditures					
Food Service	\$ 22,398,855	\$ 22,901,090	\$ 23,023,338	\$ 24,466,893	\$ 24,670,579
Facilities Maint & Operations	278,604	284,302	266,623	285,347	309,370
Total Expenditures	<u>\$ 22,677,459</u>	<u>\$ 23,185,392</u>	<u>\$ 23,289,961</u>	<u>\$ 24,752,240</u>	<u>\$ 24,979,949</u>
Other Sources (Uses)					
Other Sources	\$ 67,500	\$ 67,500	\$ 68,750	\$ 70,000	\$ 71,250
Other Uses	-	-	-	-	-
	<u>\$ 67,500</u>	<u>\$ 67,500</u>	<u>\$ 68,750</u>	<u>\$ 70,000</u>	<u>\$ 71,250</u>
Net Change In Fund Balance	<u>\$ (682,677)</u>	<u>\$ (428,810)</u>	<u>\$ 66,194</u>	<u>\$ -</u>	<u>\$ -</u>
Beginning Fund Balance - September 1	<u>\$ 4,617,201</u>	<u>\$ 3,934,524</u>	<u>\$ 3,505,714</u>	<u>\$ 3,571,908</u>	<u>\$ 3,571,908</u>
Ending Fund Balance - August 31	<u>\$ 3,934,524</u>	<u>\$ 3,505,714</u>	<u>\$ 3,571,908</u>	<u>\$ 3,571,908</u>	<u>\$ 3,571,908</u>

Food Service Fund Revenues and Expenditures



Food Service Fund - Financial Forecast

	2017-18	2018-19	2019-20	2020-21
Beginning Fund Balance	\$3,571,908	\$4,008,158	\$4,200,674	\$4,016,571
<u>Projected Revenues</u>				
Local Sources	\$10,392,992	\$10,665,742	\$10,936,667	\$11,221,703
State Sources	700,000	711,257.95	722,104	733,588
Federal Sources	13,815,707	14,037,902	14,251,965	14,478,620
Other Sources	71,250	72,750	74,250	75,750
Total Revenues	\$24,979,949	\$25,487,652	\$25,984,986	\$26,509,661
<u>Projected Expenditures</u>				
Payroll Costs	\$11,295,734	\$11,914,691	\$12,654,838	\$12,965,386
Contracted Services	541,004	546,414	551,878	557,397
Supplies and Materials	12,297,177	12,420,149	12,544,351	12,669,795
Other Operating Costs	63,251	63,884	64,523	65,168
Capital Outlay	346,533	349,998	353,498	357,033
Total Expenditures	\$24,543,699	\$25,295,136	\$26,169,088	\$26,614,779
Ending Fund Balance	<u>\$4,008,158</u>	<u>\$4,200,674</u>	<u>\$4,016,571</u>	<u>\$3,911,454</u>
		*		*
<u>Projection Factors</u>				
Student Enrollment	52,665	53,512	54,328	55,192
Total Employees - Food Service	566	588	615	623
Ratio of Students to Employees	93.048	91.007	88.338	88.591
Salary Increase Included in Budget	2.00%	1.00%	1.00%	1.00%
Cost of Each Cent Salary Increase	\$225,915	\$119,147	\$126,548	\$129,654
Fund Balance as % of Total Exp.	16.33%	16.61%	15.35%	14.70%

* The Texas Legislature will be in session for the years 2019 and 2021.

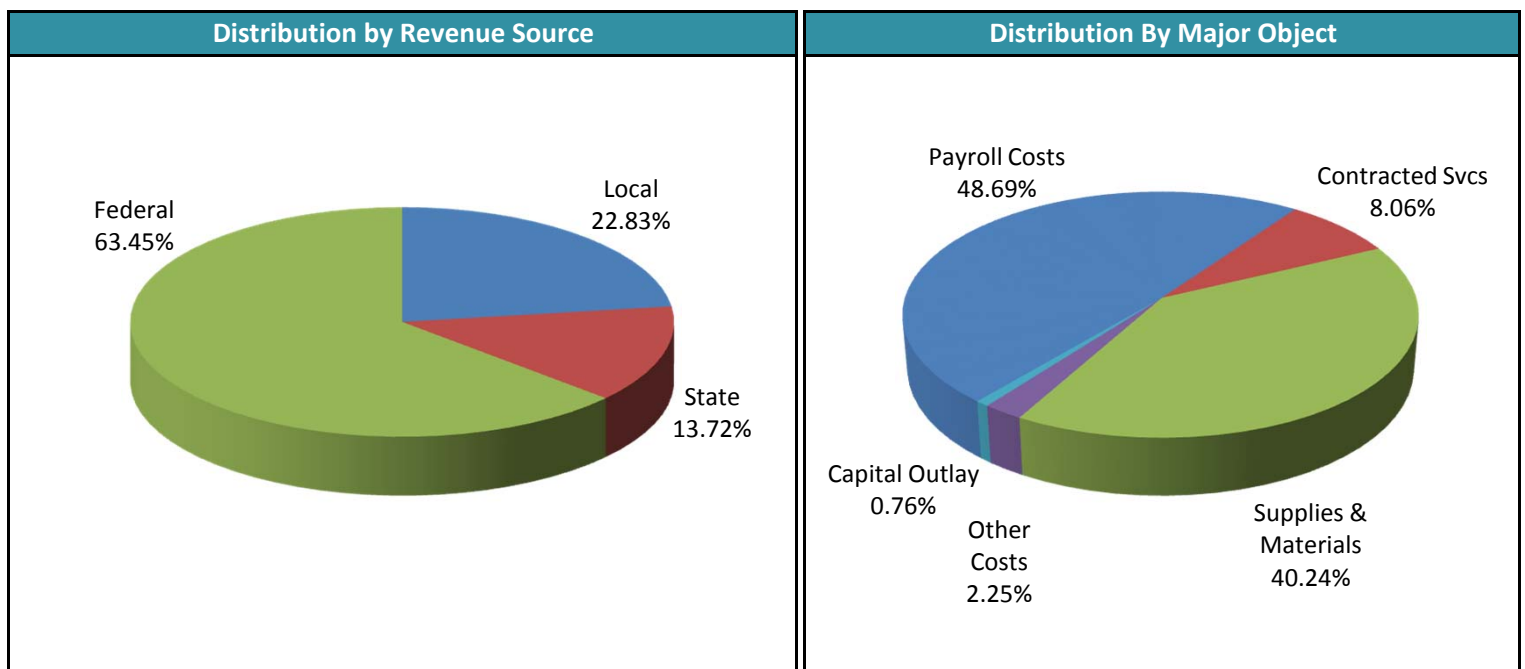
Assumptions:

- (1) The ratio of students to Food Service employees decreases slightly from the present 93.048 to a projected 88.591 in 2020-21.
- (2) Enrollment projections are based on the "Projected Geo-Coded Enrollment" provided in the demographic study issued by Population and Survey Analysts (PASA) in Fall 2017. 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) Klein Cain High School, opened 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 14.7% 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, 2018

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	\$ 4,908,728	\$ 670,612	\$ 878,577	\$ 298,569	\$ -	\$ 6,756,486
IDEA - Part B, Formula	6,631,997	1,165,148	91,500	4,000	-	7,892,645
IDEA - Part B, Preschool	120,300	-	-	-	-	120,300
National School Lunch Program	11,367,384	543,804	12,504,236	217,992	346,533	24,979,949
Career and Technical – Basic Grant	43,464	54,121	51,055	195,250	21,000	364,890
ESEA Title II, Part A – Supporting	-	562,831	100,000	372,040	-	1,034,871
Title III, Part A – ELA	534,360	145,142	177,997	-	-	857,499
Medicaid Administrative Claiming	-	-	-	-	-	-
ESEA Title IV, Part A - SSAEP	30,000	94,320	17,946	3,804	-	146,070
State Supplemental Visually Impaired	20,000	-	-	-	-	20,000
Instructional Materials Allotment	-	681,800	5,726,991	-	-	6,408,791
Total Special Revenue Budgets	\$ 23,656,233	\$ 3,917,778	\$ 19,548,302	\$ 1,091,655	\$ 367,533	\$ 48,581,501



Klein Independent School District
Statement of Revenues, Expenditures, and Changes in Fund Balance
Grant Funds by Function
For the Year Ending August 31, 2018

	Title I Part A - Improving Basic Programs 211	IDEA Part B - Formula 224	IDEA Part B - Preschool 225	Career and Technical - Basic Grant 244
Revenues				
Local Sources	\$ -	\$ -	\$ -	\$ -
State Sources	-	-	-	-
Federal Sources	6,756,486	7,892,645	120,300	364,890
Total Revenues	<u>\$ 6,756,486</u>	<u>\$ 7,892,645</u>	<u>\$ 120,300</u>	<u>\$ 364,890</u>
Expenditures				
Instruction	\$ 4,179,625	\$ 5,657,650	\$ 120,300	\$ 114,996
Instructional Resource & Media	60,903	-	-	-
Curriculum & Staff Development	1,310,080	92,500	-	119,499
Instructional Leadership	60,281	52,210	-	35,610
School Leadership	79,739	-	-	20,000
Guidance, Counseling & Evaluation	311,240	2,050,285	-	14,785
Social Work Services	-	-	-	-
Health Services	1,300	35,000	-	-
Student Transportation	4,300	4,000	-	-
Food Service	-	-	-	-
Extracurricular Activities	-	-	-	60,000
General Administration	-	-	-	-
Facilities Maintenance & Operations	-	-	-	-
Security & Monitoring Services	-	-	-	-
Data Processing Services	-	-	-	-
Community Services	749,018	1,000	-	-
Member Dist of Shared Services	-	-	-	-
Total Expenditures	<u>\$ 6,756,486</u>	<u>\$ 7,892,645</u>	<u>\$ 120,300</u>	<u>\$ 364,890</u>
Net Revenues Over (Under) Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Other Sources (Uses)				
Other Sources	\$ -	\$ -	\$ -	\$ -
Other Uses	-	-	-	-
Net Sources Over (Under) Uses	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Net Change In Fund Balance	\$ -	\$ -	\$ -	\$ -
Beginning Fund Balance - September 1	\$ -	\$ -	\$ -	\$ -
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, 2018

Title II Part A - Supporting Effective Instruction 255	Title III Part A - English Language Acquisition 263	Title IV Part A - Student Success Academic Enrichment 289	State Supplemental Visually Impaired 385	Instructional Materials Allotment 410	Other Special Revenue Available Fund Balances	Total 2017-18 Special Revenue Funds
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
-	-	-	20,000	6,408,791	-	6,428,791
1,034,871	857,499	146,070	-	-	-	17,172,761
<u>\$ 1,034,871</u>	<u>\$ 857,499</u>	<u>\$ 146,070</u>	<u>\$ 20,000</u>	<u>\$ 6,408,791</u>	<u>\$ -</u>	<u>\$ 23,601,552</u>
\$ -	\$ 295,177	\$ 142,266	\$ -	\$ 6,251,991	\$ -	\$ 16,762,005
-	-	-	-	-	-	60,903
884,871	452,822	3,804	-	156,800	-	3,020,376
-	-	-	-	-	-	148,101
150,000	-	-	-	-	-	249,739
-	93,000	-	20,000	-	-	2,489,310
-	-	-	-	-	-	-
-	-	-	-	-	-	36,300
-	6,500	-	-	-	-	14,800
-	-	-	-	-	-	-
-	-	-	-	-	-	60,000
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	10,000	-	-	-	-	760,018
-	-	-	-	-	-	-
<u>\$ 1,034,871</u>	<u>\$ 857,499</u>	<u>\$ 146,070</u>	<u>\$ 20,000</u>	<u>\$ 6,408,791</u>	<u>\$ -</u>	<u>\$ 23,601,552</u>
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,242,987	\$ 7,242,987
<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 7,242,987</u>	<u>\$ 7,242,987</u>

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

	2013-14 Audited Actual	2014-15 Audited Actual	2015-16 Audited Actual	2016-17 Amended Budget	2017-18 Adopted Budget
Revenues					
Local Sources	\$ 6,584,293	\$ 7,510,312	\$ 7,311,489	\$ 1,791,042	\$ -
State Sources	3,770,859	7,243,205	4,783,429	6,004,196	6,428,791
Federal Sources	<u>14,875,607</u>	<u>15,068,568</u>	<u>15,792,371</u>	<u>19,020,380</u>	<u>17,172,761</u>
Total Revenues	<u>\$ 25,230,759</u>	<u>\$ 29,822,085</u>	<u>\$ 27,887,289</u>	<u>\$ 26,815,618</u>	<u>\$ 23,601,552</u>
Expenditures					
Instruction	\$ 19,183,638	\$ 16,877,335	\$ 12,847,218	\$ 19,242,370	\$ 16,762,005
Instructional Resource & Media	169,551	246,632	216,153	248,085	60,903
Curriculum & Staff Development	2,330,484	2,537,723	2,895,459	3,483,764	3,020,376
Instructional Leadership	99,833	161,695	134,278	155,339	148,101
School Leadership	108,282	95,971	112,445	122,511	249,739
Guidance, Counseling & Evaluation	1,891,636	2,014,202	2,004,861	2,345,190	2,489,310
Social Work Services	-	-	4,686	4,016	-
Health Services	127,580	125,778	132,393	182,296	36,300
Student Transportation	211,705	32,076	39,397	123,350	14,800
Food Service	0	0	(0)	-	-
Extracurricular Activities*	31,205	6,823,245	6,417,574	46,713	60,000
General Administration	-	20,500	23,850	48,600	-
Facilities Maint & Operations	-	-	-	-	-
Security & Monitoring Services	-	-	1,226	8,896	-
Data Processing Services	-	-	-	-	-
Community Services	399,804	586,179	678,873	895,328	760,018
Facilities Acquisition & Construction	-	-	-	-	-
Shared Service Arrangement	-	-	27,949	-	-
Total Expenditures	<u>\$ 24,553,718</u>	<u>\$ 29,521,336</u>	<u>\$ 25,536,362</u>	<u>\$ 26,906,458</u>	<u>\$ 23,601,552</u>
Net Revenues Over (Under)					
Expenditures	<u>\$ 677,041</u>	<u>\$ 300,749</u>	<u>\$ 2,350,927</u>	<u>\$ (90,840)</u>	<u>\$ -</u>
Other Sources (Uses)					
Other Sources	\$ -	\$ -	\$ -	\$ -	\$ -
Other Uses	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Net Sources (Uses)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Net Change In Fund Balance	\$ 677,041	\$ 300,749	\$ 2,350,927	\$ (90,840)	\$ -
Beginning Fund Balance - September 1	\$ 4,005,110	\$ 4,682,151	\$ 4,982,900	\$ 7,333,827	\$ 7,242,987
Ending Fund Balance - August 31	<u>\$ 4,682,151</u>	<u>\$ 4,982,900</u>	<u>\$ 7,333,827</u>	<u>\$ 7,242,987</u>	<u>\$ 7,242,987</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	2013-14 Audited Actual	2014-15 Audited Actual	2015-16 Audited Actual	2016-17 Amended Budget	2017-18 Adopted Budget
ESEA Title I, Part A - Improving Basic Programs	\$ 6,232,597	\$ 5,991,786	\$ 6,944,854	\$ 7,655,165	\$ 6,756,486
IDEA - Part B, Formula	7,106,534	7,040,537	6,875,526	8,860,120	7,892,645
IDEA - Part B, Preschool	90,752	123,724	81,062	175,018	120,300
IDEA - Part B, Discretionary	-	56,009	27,949	-	-
National School Lunch Program	22,677,459	23,185,392	23,289,961	24,752,240	24,979,949
Career and Technical - Basic Grant	353,069	373,577	372,917	438,727	364,890
ESEA Title II, Part A - Training & Recruiting	546,501	672,953	627,475	694,024	1,034,871
Title III, Part A - English Language Acquisition	434,819	667,669	721,485	1,081,106	857,499
Medicaid Administrative Claiming Program	88,255	115,775	123,547	123,120	-
Summer School - LEP	23,080	26,538	31,544	-	-
ESEA Title IV, Part A - Student Success Academic	-	-	-	-	146,070
State Supplemental Visually Impaired	20,000	20,000	20,000	20,000	20,000
Noneducational Community-Based Support	6,380	37,960	43,150	88,990	-
Advanced Placement Incentives	17,962	21,251	30,995	85,623	-
Dropout Recovery Pilot	12,501	9,418	-	-	-
Instructional Materials Allotment	3,716,975	7,142,700	2,776,022	5,104,724	6,408,791
Read to Succeed/Achievement Stipends	26	-	16,765	6,997	-
Prekindergarten Program	-	-	-	825,579	-
Campus Activity Funds*	5,651,177	6,772,289	6,383,051	-	-
Klein Education Foundation	114,246	181,538	155,099	343,555	-
Miscellaneous Donations and Grants	80,788	99,936	109,734	235,060	-
Jason Project	53,761	46,858	67,617	89,500	-
Dual Credit Program	4,295	120,818	127,570	1,071,149	-
Aquaponics Project	-	-	-	8,000	-
Total Expenditures	<u>\$ 47,231,177</u>	<u>\$ 52,706,728</u>	<u>\$ 48,826,323</u>	<u>\$ 51,658,699</u>	<u>\$ 48,581,501</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.

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

The District is not subject to a legal debt margin.

Ratings

The Series 2017 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.

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.

The logo for Moody's, featuring the word "MOODY'S" in a blue, serif font.The logo for Standard & Poor's, featuring the words "STANDARD" and "&POOR'S" in a black, serif font, with red horizontal lines above and below the text.

Klein Independent School District

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

Debt Service Fund

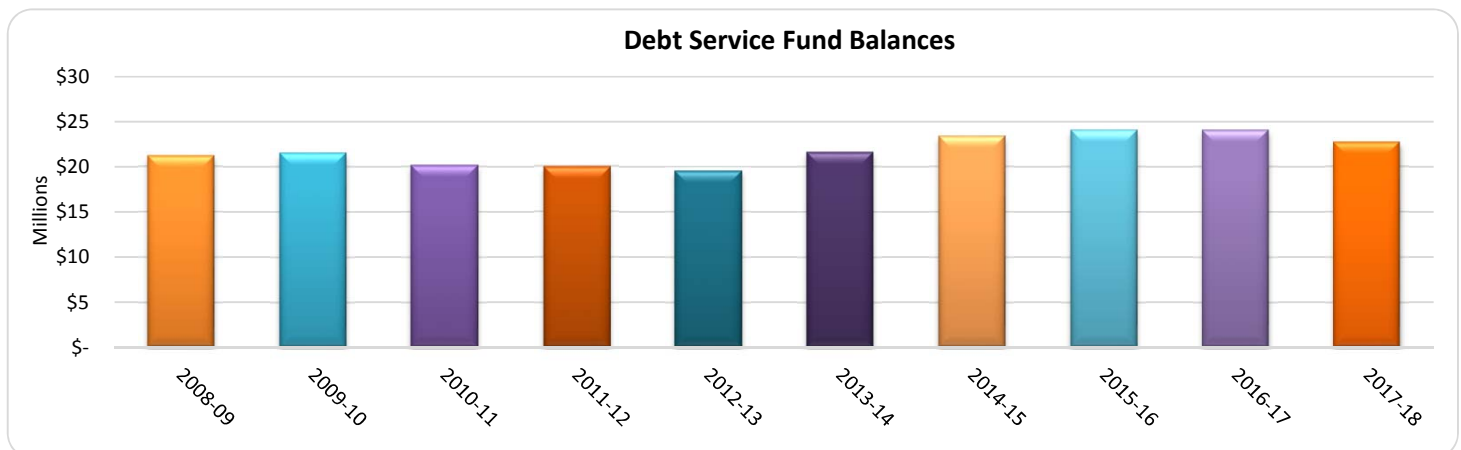
	2013-14 Audited Actual	2014-15 Audited Actual	2015-16 Audited Actual	2016-17 Amended Budget	2017-18 Adopted Budget	Increase / (Decrease)
Revenues						
Property Taxes	\$ 54,054,773	\$ 54,663,760	\$ 63,790,168	\$ 74,502,554	\$ 79,100,596	\$ 4,598,042
Other Local Sources	191,340	590,949	709,490	1,262,031	863,920	(398,111)
State Sources	12,306,687	10,146,594	7,034,639	2,262,456	2,237,041	(25,415)
Federal Sources	1,662,199	1,620,352	1,669,363	1,669,364	1,667,573	(1,791)
Total Revenues	<u>\$ 68,214,999</u>	<u>\$ 67,021,655</u>	<u>\$ 73,203,660</u>	<u>\$ 79,696,405</u>	<u>\$ 83,869,130</u>	<u>\$ 4,172,725</u>
Expenditures						
Audit Fees	\$ -	\$ -	\$ 36,928	\$ 11,919	\$ -	\$ (11,919)
Principal	32,900,000	30,775,000	31,955,000	35,790,000	37,075,000	1,285,000
Interest	34,609,848	37,739,074	40,610,877	43,856,250	48,126,686	4,270,436
Bond Issuance Fees	11,250	1,982,658	1,289,236	1,129,877	28,300	(1,101,577)
Total Expenditures	<u>\$ 67,521,098</u>	<u>\$ 70,496,732</u>	<u>\$ 73,892,041</u>	<u>\$ 80,788,046</u>	<u>\$ 85,229,986</u>	<u>\$ 4,441,940</u>
Other Sources (Uses)						
Other Sources	\$ 1,400,000	\$ 77,817,299	\$ 172,854,986	\$ 1,094,877	\$ -	\$ (1,094,877)
Other Uses	-	(72,577,900)	(171,482,843)	-	-	-
Net Sources (Uses)	<u>\$ 1,400,000</u>	<u>\$ 5,239,399</u>	<u>\$ 1,372,143</u>	<u>\$ 1,094,877</u>	<u>\$ -</u>	<u>\$ (1,094,877)</u>
Net Change In Fund Balance	\$ 2,093,901	\$ 1,764,322	\$ 683,762	\$ 3,236	\$ (1,360,856)	\$ (1,364,092)
Beginning Fund Balance - September 1	19,527,198	21,621,099	23,385,421	24,069,183	24,072,419	3,236
Ending Fund Balance - August 31	<u>\$ 21,621,099</u>	<u>\$ 23,385,421</u>	<u>\$ 24,069,183</u>	<u>\$ 24,072,419</u>	<u>\$ 22,711,563</u>	<u>\$ (1,360,856)</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 8/31/17 is estimated to decrease 3.1% from FY16, with the amount representing 27.3% of 2017-2018 debt service requirements.



Klein Independent School District

General Obligation Bonds - Current Debt Service Schedule

Description Issue Amount	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	Series 2013-A \$79,305,000
Fiscal Year										
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	7,188,837
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	6,060,464
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	6,816,713
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	6,823,461
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	6,823,588
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	6,846,088
2023-24	1,116,250		462,881		9,022,607		5,465,237	3,339,625		2,550,013
2024-25	1,119,000		462,881		8,953,060		5,489,838	3,340,875		2,551,662
2025-26	1,115,250		462,881		8,876,240		5,519,438	3,341,000		2,547,488
2026-27	1,115,250		462,882		8,797,425		5,545,350	3,337,875		5,266,087
2027-28	1,118,750		462,881		8,709,795		5,565,419	3,338,875		5,263,680
2028-29	1,090,500		462,881		8,617,652		5,585,575	3,340,750		5,267,201
2029-30	1,092,000		462,881		8,522,293		5,606,975	3,338,375		5,277,300
2030-31	1,091,750		462,881		8,417,829		5,626,062	3,341,500		5,290,200
2031-32	1,089,750		462,881		8,316,170		5,638,750	3,339,875		5,305,501
2032-33	1,091,000		462,881		8,203,283		5,639,250	3,338,375		1,873,200
2033-34	1,085,250		462,881		8,089,166		5,645,375	3,341,625		1,871,200
2034-35	1,087,750		2,187,882		7,973,229		5,651,500	3,339,375		1,875,549
2035-36	1,088,000		2,183,787		7,849,882		5,657,125	3,338,688		1,871,462
2036-37	1,086,000		2,185,794		7,720,858		5,661,750	3,337,125		1,870,712
2037-38	1,086,750		2,183,413		7,588,424		5,664,875	3,337,125		1,873,125
2038-39			2,186,644		7,451,985		5,670,875	3,340,375		1,872,027
2039-40					7,305,941		5,679,000	3,336,625		1,872,273
2040-41							5,683,625	3,340,500		1,875,205
2041-42							-	3,341,500		1,870,825
2042-43							-	-		1,874,040
2043-44							-	-		-
2044-45							-	-		-
2045-46										
	\$33,449,750	\$5,845,500	\$20,530,387	\$23,846,150	\$171,121,482	\$27,526,400	\$129,795,056	\$81,255,513	\$14,895,750	\$100,477,901

Klein Independent School District

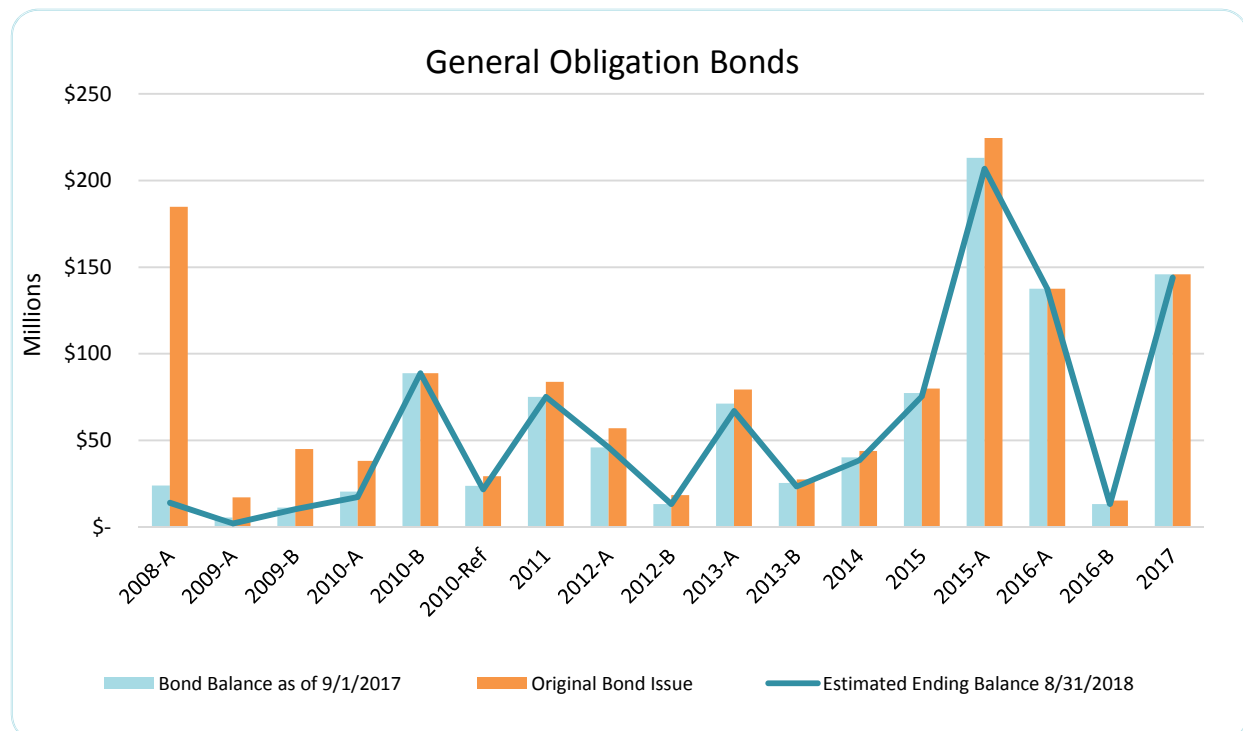
General Obligation Bonds - Current Debt Service Schedule

Description Issue Amount	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	Series 2017 \$145,890,000	Annual Requirement	Estimated Fees	Total Debt Service
Fiscal Year										
2017-18	3,287,650	3,018,881	4,417,185	15,693,100	5,539,888	591,750	8,380,200	82,676,686	28,300	82,704,986
2018-19	3,280,450	3,031,181	4,428,785	16,112,600	11,134,887	591,750	8,382,000	80,417,112	27,527	80,444,639
2019-20	3,265,250	2,182,981	4,446,985	16,175,600	6,335,138	591,750	8,382,000	77,591,442	26,559	77,618,001
2020-21	3,345,250	2,185,082	4,049,985	18,158,100	6,338,638	591,750	8,435,000	79,401,755	27,179	79,428,934
2021-22	3,315,750	2,190,681	4,063,085	18,118,100	6,336,638	591,750	8,435,750	75,886,567	25,976	75,912,543
2022-23	3,276,750	2,199,581	4,078,085	16,545,850	6,339,237	591,750	9,251,000	73,205,017	25,058	73,230,075
2023-24	3,238,500	2,201,781	4,089,885	20,936,850	6,336,338	591,750	9,254,750	68,606,467	23,484	68,629,951
2024-25	3,290,750	2,212,332	4,108,285	21,005,600	6,338,037	591,750	9,250,250	68,714,320	23,521	68,737,841
2025-26	3,343,750	2,231,281	4,123,085	14,606,100	12,824,237	591,750	9,252,500	68,835,000	23,562	68,858,562
2026-27	3,297,000	2,248,037	4,152,315	9,599,850	15,117,800	591,750	9,250,750	68,782,371	23,544.01	68,805,915
2027-28		2,266,763	4,200,295	9,601,350	15,155,600	3,581,750	9,249,750	68,514,908	23,452	68,538,360
2028-29		2,283,006	4,243,210	9,601,600	14,977,950	3,647,250	9,254,000	68,371,575	23,403	68,394,978
2029-30		2,295,869	4,285,775	9,599,400	15,027,950	3,712,000	9,253,437	68,474,255	23,439	68,497,694
2030-31		2,310,194	4,328,850	9,599,400	15,068,200	3,764,800	9,253,325	68,554,991	23,466	68,578,457
2031-32		2,327,331	4,371,875	9,601,200	15,103,800		9,253,500	64,810,633	22,184	64,832,817
2032-33		2,341,278	4,409,300	9,599,400	12,103,600		9,253,100	58,314,667	19,961	58,334,628
2033-34		2,355,944	4,447,087	9,598,800	10,128,200		9,250,100	56,275,628	19,263	56,294,891
2034-35		2,371,975	4,485,063	9,599,000	8,405,600		9,252,850	56,229,773	19,247	56,249,020
2035-36		2,385,194	4,531,881	9,599,600	8,408,200		9,252,600	56,166,419	19,226	56,185,645
2036-37		2,398,300	4,587,394	9,600,200	8,409,200		9,253,850	56,111,183	19,207	56,130,390
2037-38		2,411,000	4,642,625	9,600,400	8,403,200		9,250,850	56,041,787	19,183	56,060,970
2038-39		2,425,200	4,697,412	9,599,800			9,253,100	46,497,418	15,916	46,513,334
2039-40		2,435,800	4,756,513	9,603,000			9,254,600	44,243,752	15,145	44,258,897
2040-41		2,447,700	4,804,600	9,599,400			9,249,600	37,000,630	12,665	37,013,295
2041-42		2,460,700	4,845,500	9,598,800			9,252,600	31,369,925	10,738	31,380,663
2042-43		2,479,500	4,878,200	9,600,600			9,253,400	28,085,740	9,614	28,095,354
2043-44		2,493,900	4,922,300	9,599,200			9,252,000	26,267,400	8,991	26,276,391
2044-45		-	4,962,300	9,599,200			9,253,000	23,814,500	8,152	23,822,652
2045-46			-	-			9,250,800	9,250,800	3,167	9,253,967
	\$32,941,100	\$64,191,472	\$124,357,860	\$339,752,100	\$213,832,338	\$20,623,300	\$264,070,662	\$1,668,512,721	\$571,127	\$1,669,083,848

**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 9/1/2017	2017-18 Reductions	Estimated Ending Balance 8/31/2018
* 2008-A	3.25-5.00%	184,905,000	2038	23,990,000	(10,005,000)	13,985,000
2009-A	2.00-2.50%	17,125,000	2019	5,470,000	(3,430,000)	2,040,000
* 2009-B	3.00-5.00%	45,000,000	2039	11,140,000	(810,000)	10,330,000
2010-A	2.50-5.00%	38,135,000	2040	20,380,000	(3,080,000)	17,300,000
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	23,810,000	(2,010,000)	21,800,000
2011	3.00-5.00%	83,900,000	2041	75,100,000	-	75,100,000
2012-A	2.00-5.00%	57,000,000	2042	45,865,000	-	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	71,295,000	(4,335,000)	66,960,000
2013-B	4.00-5.00%	27,480,000	2027	25,490,000	(2,055,000)	23,435,000
2014	3.00-3.75%	44,000,000	2044	40,135,000	(1,530,000)	38,605,000
2015	2.70-4.00%	80,000,000	2045	77,260,000	(1,670,000)	75,590,000
2015-A	3.00-5.00%	224,600,000	2045	213,020,000	(6,210,000)	206,810,000
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
2017	2.50-5.00%	145,890,000	2046	145,890,000	(1,940,000)	143,950,000
Total				\$ 1,031,685,000	\$ (37,075,000)	\$ 994,610,000

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



DEBT SERVICE FUND

Financial Forecast

	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>
BEGINNING FUND BALANCE	\$24,022,868	\$22,660,831	\$22,254,036	\$22,115,239
<u>PROJECTED REVENUES:</u>				
Local Taxes	79,164,146	86,905,540	90,382,214	93,997,956
Other Local Sources	835,881	895,883	909,321	922,961
State Sources	2,200,000	2,200,000	2,200,000	2,200,000
Federal Sources	1,667,573	1,585,114	1,585,114	1,585,114
Other Uses	-	-	-	-
Total Revenues	<u>\$83,867,599</u>	<u>\$91,586,537</u>	<u>\$95,076,649</u>	<u>\$98,706,031</u>
<u>PROJECTED EXPENDITURES:</u>				
DEBT SERVICE REQUIREMENTS				
Paying Agent Fees	\$ 22,959	\$ 23,906	\$ 24,690	\$ 24,690
Debt Service Requirements	85,206,677	91,969,426	95,190,756	95,190,756
Total Expenditures	<u>\$85,229,636</u>	<u>\$91,993,332</u>	<u>\$95,215,446</u>	<u>\$95,215,446</u>
Revenues over (Expenditures)	(\$1,362,037)	(\$406,796)	(\$138,796)	\$3,490,585
ENDING FUND BALANCE	<u>\$22,660,831</u>	<u>\$22,254,036</u>	<u>\$22,115,239</u>	<u>\$25,605,825</u>
<u>PROJECTION FACTORS:</u>				
Assessed Taxable Value	\$20,657,548,036	\$21,690,425,438	\$22,558,042,455	\$23,460,364,153
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	\$92,300,000	\$82,500,000	\$38,100,000	\$38,100,000
Fund Balance - % of Next Yr's Req.	24.6%	27.8%	27.6%	32.0%
Total Tax Rate Per \$100	\$1.43	\$1.51	\$1.51	\$1.51

* The Texas Legislature will be in session for the years 2019 and 2021.

ASSUMPTIONS:

- (1) Enrollment projections are based on the "Projected Geo-Coded Enrollment" provided in the demographic study issued by Population and Survey Analysts (PASA) in Fall 2017.
- (2) Assessed valuation changes are forecasted to decrease during the projection period from 6% to 4% annually.
- (3) State revenue calculations are based on finance provisions contained in SB 1 as authorized by the 85th Texas Legislature during the 2017 regular session and provisions contained in prior laws.
- (4) Debt Service fund balance is maintained right at 24.6% 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, 2017 included the following:

- Construction of Intermediate #10 (pictured below) and scheduled to open in August 2018.
- Construction of North Agriculture Facility to open in January 2018.
- Renovations on numerous existing facilities throughout the District.
- Upgrade and maintenance of existing athletic field lighting at Klein High and Klein Collins High Schools.
- Renovations and expansion of Wunderlich Intermediate to include a 6th grade area and gym.
- Renovations and repairs to Klein Forest High School CTE and gym addition.

The District sold bonds totaling \$160 million during the 2016-2017 fiscal year, and anticipates selling \$93 million in new bonds during the current year. Tentatively scheduled for sale in January 2018, the new bonds will be used for the following major projects:

- New facilities and additions - 62%
- Renovations on existing facilities - 22%
- Technology - 13%
- New Buses, Fine Arts, and CTE equipment - 3%



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

	2013-14 Audited Actual	2014-15 Audited Actual	2015-16 Audited Actual	2016-17 Unaudited Actual	2017-18 Adopted Budget
Revenues					
Local Sources	\$ 257,344	\$ 1,507,065	\$ 2,224,844	\$ 3,075,632	\$ -
Federal Sources	-	5,315	794,565	-	-
Total Revenues	<u>\$ 257,344</u>	<u>\$ 1,512,380</u>	<u>\$ 3,019,409</u>	<u>\$ 3,075,632</u>	<u>\$ -</u>
Expenditures					
Instruction	\$ 11,226,486	\$ 1,355,789	\$ 13,110,204	\$ 2,552,080	\$ -
Instructional Resource & Media	-	-	54,089	412,674	-
Curriculum & Staff Development	-	-	32,629	-	-
Instructional Leadership	27,889	3,385	23,464	-	-
Student Transportation	743,439	685,526	2,800,584	9,715	-
Facilities Maintenance & Operations	13,239	-	-	-	-
Security & Monitoring Services	415,715	163,407	365,708	277,374	-
Data Processing Services	-	-	1,807,557	586,907	-
Debt Service	475,232	-	-	1,070,101	-
Facilities Acquisition & Construction	40,112,152	76,239,168	129,955,750	140,413,891	-
Total Expenditures	<u>\$ 53,014,152</u>	<u>\$ 78,447,275</u>	<u>\$ 148,149,984</u>	<u>\$ 145,322,742</u>	<u>\$ -</u>
Net Revenues Over (Under)					
Expenditures	<u>\$ (52,756,808)</u>	<u>\$ (76,934,895)</u>	<u>\$ (145,130,575)</u>	<u>\$ (142,247,110)</u>	<u>\$ -</u>
Other Sources (Uses)					
Issuance of Bonds	\$ 44,000,000	\$ 242,015,000	\$ -	\$ 145,890,000	\$ -
Premium/Discount-Bond Issuance	899,845	8,985,000	-	15,204,877	-
Sale of Real or Personal Property	1,504,780	235,116	-	-	-
Net Sources (Uses)	<u>\$ 46,404,625</u>	<u>\$ 251,235,116</u>	<u>\$ -</u>	<u>\$ 161,094,877</u>	<u>\$ -</u>
Net Change In Fund Balance	\$ (6,352,183)	\$ 174,300,221	\$ (145,130,575)	\$ 18,847,767	\$ -
Beginning Fund Balance - September 1	\$ 50,872,903	\$ 44,520,720	\$ 218,820,941	\$ 73,690,366	\$ 92,538,133
Ending Fund Balance - August 31	<u>\$ 44,520,720</u>	<u>\$ 218,820,941</u>	<u>\$ 73,690,366</u>	<u>\$ 92,538,133</u>	<u>\$ 92,538,133</u>

Expenditures By Project Type

Project Type	2013-14	2014-15	2015-16	2016-17	2017-18
Land Purchase	\$ 444,767	\$ 15,552,386	\$ 20,450,622	\$ 9,205,816	\$ -
Building Construction	20,011,138	38,009,816	83,860,524	73,234,195	-
Building Improvements	10,284,781	11,919,001	15,971,267	34,969,640	-
Architect/Engineer/Attorney Fees	5,453,162	5,545,000	6,654,074	6,194,215	-
Furniture/Equipment/Supplies	16,345,072	7,421,072	21,213,496	20,648,775	-
Cost of Selling Bonds	475,232	-	-	1,070,101	-
Total Expenditures	<u>\$ 53,014,152</u>	<u>\$ 78,447,275</u>	<u>\$ 148,149,984</u>	<u>\$ 145,322,742</u>	<u>\$ -</u>

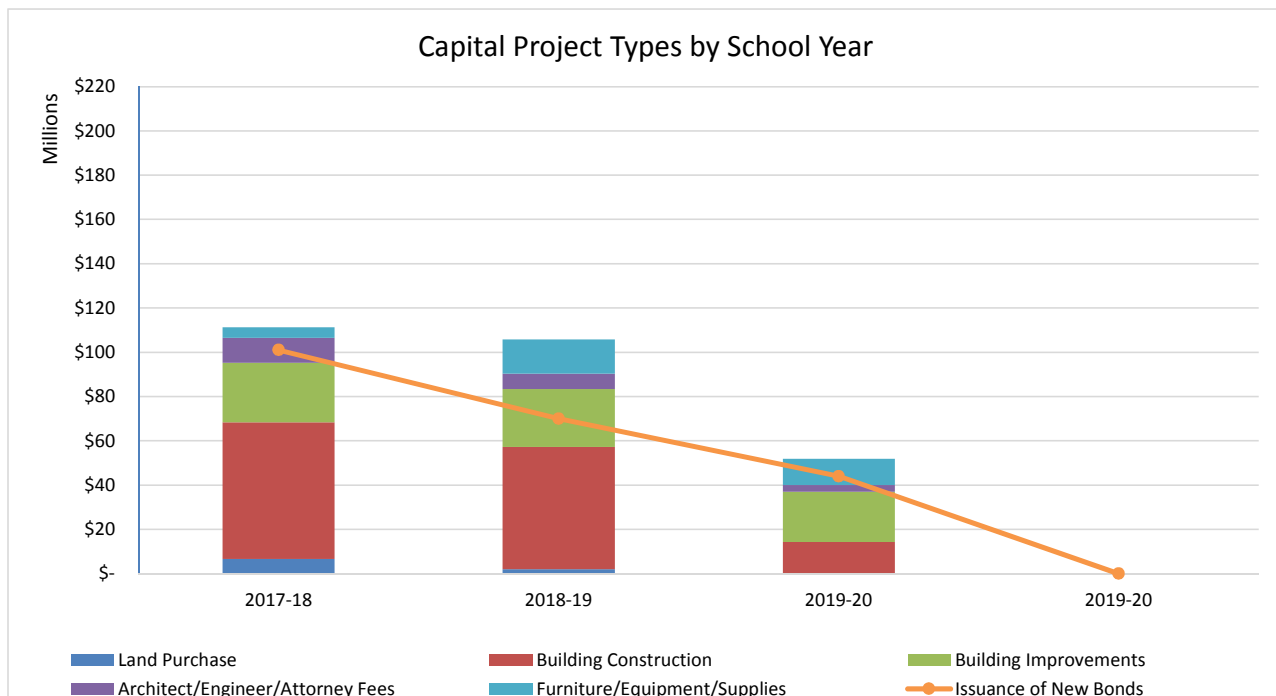
CAPITAL PROJECTS FUND

Financial Forecast

	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2019-20</u>
Beginning Fund Balance	\$ 86,396,467	\$ 76,089,244	\$ 40,262,198	\$ 32,338,763
Revenue Sources				
Issuance of New Bonds	\$ 101,000,000	\$ 70,000,000	\$ 44,000,000	\$ -
Project Type				
Land Purchase	\$ 6,728,573	\$ 2,113,213	\$ -	\$ -
Building Construction	61,640,998	55,200,955	14,426,420	-
Building Improvements	26,886,910	26,213,604	22,688,607	-
Architect/Engineer/Attorney Fees	11,363,811	6,820,049	2,937,789	-
Furniture/Equipment/Supplies	4,686,931	15,479,225	11,870,618	-
Total Expenditures	\$ 111,307,223	\$ 105,827,046	\$ 51,923,435	\$ -
Ending Fund Balance	\$ 76,089,244	\$ 40,262,198	\$ 32,338,763	\$ 32,338,763

PROJECTION FACTORS:

Assessed Taxable Value	\$20,587,351,779	\$20,587,351,779	\$21,616,719,368	\$22,481,388,142
Debt Service Tax/\$100	0.410000	0.410000	0.410000	0.410000
Total I&S Tax Collections	\$82,981,515	\$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	\$86,758,056	\$86,758,056	\$92,141,882	\$94,855,279
Bond Sales During Fiscal Year	\$ 92,300,000	\$ 70,000,000	\$ 44,000,000	\$ -
Total Tax Rate Per \$100	\$1.45	\$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
Intermediate School Gymnasiums - Wunderlich
Intermediate School Gymnasium - Hildebrandt
KOHS Auditorium Renovation
KFHS Career & Technical Education Building
New North Ag Facility
Student Services Center Parking Lot
Restrooms & Concessions - Strack, Doerre & Klein IS
Press Box - Doerre & Klein IS
Land for Future Sites
High School Stadium Turf Project

School Buses - \$7.9 Million

Replacement Buses
Buses for Growth

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

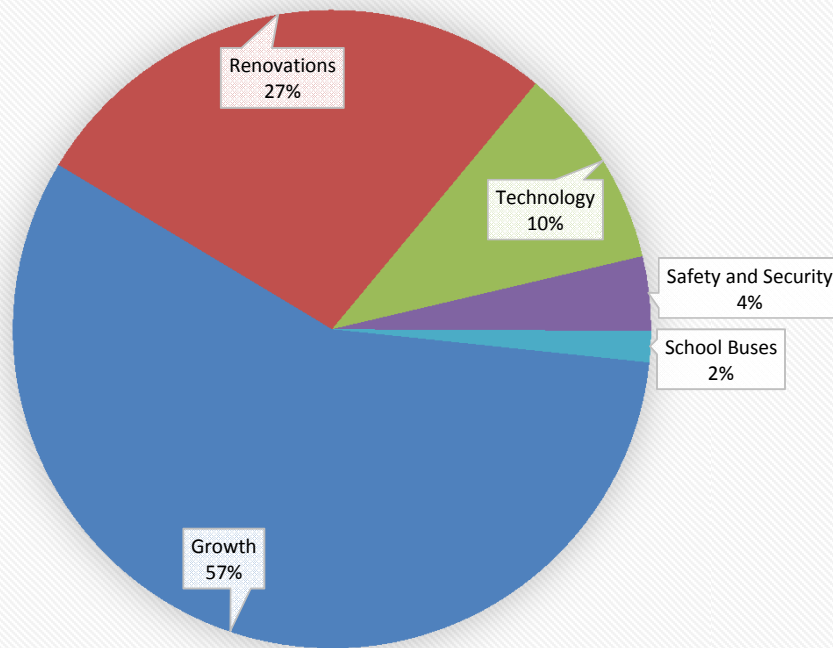
Safety and Security - \$18.7 Million

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

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
1 Intermediate School		53,350,000
1 High School (partial)		112,975,000
Other Instructional Facilities		71,091,500
Support Facilities & Equipment		23,739,728

Technology

50,456,000

Renovations

Elementary Schools	\$	29,801,759
Intermediate Schools		10,074,000
High Schools		27,316,500
Support Facilities		62,193,080

Fees and Contingencies

6,433,933

District Wide Projects

22,068,500

Total - 2015 Bond Authorization

\$ 498,100,000

Klein Independent School District
Project Activity by Bond Sales 2005 - 2017

Project	Project Estimate	Status
\$160,000,000 Bond Sale - Sold February 2017		
High School #5 - Partial Construction Costs and Fees	\$ 33,022,628	C
High School #5 - FF&E	4,100,000	IP
Intermediate #10 - Fees and Partial Construction	35,850,000	IP
North Ag Facility - Construction and Fees	1,771,282	IP
Wunderlich - 6th Grade Classroom and 2nd Gym - Construction and Fees	2,014,849	IP
Wunderlich - 6th Grade Classroom and 2nd Gym - FF&E	650,000	IP
Klein Forest High School - CTE Replacement and Gym - Construction and Fees	17,430,500	IP
Klein Forest High School - CTE Replacement and Gym - FF&E	980,000	IP
Elementary #33 Fees and Site Work	3,500,000	IP
Furniture Replacement for Schools	300,000	IP
Buses	1,500,000	IP
CATE General Equipment	400,000	IP
Fine Arts Equipment and Furniture	810,654	IP
Technology - Computers/Infrastructure/Equipment	10,332,400	IP
2017 Facility Renovations - Construction and Fees	28,857,903	IP
Stadium Turf Project - Construction and Fees	4,500,000	IP
Transportation Lounge	150,000	IP
Security	5,500,000	IP
Security- Vestibules	5,000,000	IP
Marquee - Repair/Replacement	112,300	IP
Walking Track Repairs - Elementary Schools	151,000	IP
Classroom Sound Reimforcement - Elementary Schools	335,042	IP
Contingency for All Projects	2,731,542	IP
Blueprint Revenue	(100)	
Total	\$ 160,000,000	

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 2005 - 2017

Project	Project Estimate	Status
\$171,000,000 Bond Sale - Sold July 2015		
High School #5 - Partial Construction Costs and Fees	\$ 106,520,766	C
High School #5 - FF&E	8,998,028	IP
Intermediate #10 - Fees and Partial Construction	4,400,000	IP
Early Childhood/Pre-K Center North - Partial Fees	1,201	D
North Ag Facility - Fees	275,000	IP
Wunderlich - 6th Grade Classroom and 2nd Gym - Fees	2,777,612	IP
Klein Forest High School - CTE Replacement and Gym - Fees	2,500,000	IP
Intermediate #11 Site Purchase/Site Purchase	3,954,299	C
Furniture Replacement for Schools	150,000	C
Buses	1,500,000	C
CATE General Equipment	400,000	IP
Fine Arts Equipment and Furniture	794,020	C
Technology - Computers/Infrastructure/Equipment	15,000,000	C
2016 Facility Renovations - Construction	19,983,977	C
Central Office Utilities	1,520,000	IP
Capital Maintenance Repairs	100,000	IP
Security	500,000	IP
Marquee - Repair/Replacement	111,400	IP
Walking Track Repairs - Elementary Schools	184,657	IP
Classroom Sound Reimforcement - Elementary Schools	320,420	C
Manis Property/Spring Cypress Site Work	500,000	IP
Capital Projects Personnel	508,695	IP
Blueprint Revenue	(75)	
Total	\$ 171,000,000	

\$80,000,000 Bond Sale - Sold February 2015		
High School #5 - Partial Construction Costs and Fees	\$ 26,500,000	C
Mahaffey Elementary - Construction, Partial Fees, and FF&E	23,385,003	C
2 Elementary Site Purchases	5,566,289	C
Furniture Replacement for Schools	322,614	C
Buses	1,400,796	C
Technology - Computers/Infrastructure/Equipment	8,779,565	C
2015 Facility Renovations - Construction	10,420,657	C
2016 Facility Renovations - Fees	614,207	C
Lewis Property Additional Site Work	920,869	C
Schindewolf Renovations - Gym and Locker Rooms	1,187,536	C
IT Workrooms	293,382	C
CO Doors and Signs	65,000	C
Wunderlich - Renovations	1,326,971	C
Capital Maintenance Repairs	150,000	IP
Capital Projects Personnel	150,000	IP
Contingency for All Projects	629,676	IP
IT Refund	(794,565)	
Enterprise Pipeline Reimbursement	(918,000)	
Total	\$ 80,000,000	

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 2005 - 2017

Project	Project Estimate	Status
\$44,000,000 Bond Sale - Sold April 2014		
French Elementary - Partial Construction Costs	\$ 19,035,474	C
Mahaffey Elementary - Fees	1,500,000	C
Wunderlich Renovations	1,953,092	C
High School #6 - Partial Fees	407,982	C
Central Office HVAC and Renovations	1,174,809	C
Elementary Site Purchase of Land	2,500,000	C
Furniture Replacement for Schools	325,000	C
Buses	750,000	C
Technology - Computers/Infrastructure/Equipment	6,711,113	C
2014 Facility Renovations - Construction Costs	8,500,000	C
2015 Facility Renovations - Fees	790,439	C
2015 Facility Renovations - FF&E	11,935	C
Schindewolf Renovations - Gym and Locker Rooms	24,458	C
Lewis Property Additional Site Work	660,055	C
AHU Test and Balance	94,980	C
Central Office Utilities	52,469	C
Capital Maintenance Repairs	150,000	C
Security	324,610	C
Cost of Selling Bonds	475,232	C
Central Office Renovations	15,524	C
Contingency for All Projects	24,456	C
Reimbursement from Enterprise Pipeline	(581,783)	
Premium on Bond	(899,845)	
Total	\$ 44,000,000	

\$38,000,000 Bond Sale - Sold April 2013		
Bernshausen Elementary - Partial Construction Costs and Partial Fees	\$ 14,125,272	C
French Elementary - Partial Construction Costs	2,005,198	C
High School #5 Partial Fees	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
Total	\$ 38,000,000	

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 2005 - 2017**

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

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**Klein Independent School District
Project Activity by Bond Sales 2005 - 2017**

Project	Project Estimate	Status
\$83,900,000 Bond Sale - Sold May 2011		
Grace England Pre-K Center - Construction Costs and Furniture, Fixtures & Equipment	8,926,067	C
Zwink Elementary - Construction Costs and Furniture, Fixtures, & Equipment	17,023,033	C
Klein High School Replacement - Partial Construction Costs and Partial Fees	25,339,770	C
French Elementary - Partial Construction Costs and Partial Fees	183,514	C
MultiPurpose Center - Partial Construction Costs	3,193,630	C
North Ag Facility - Fees	14,197	C
Site Purchase Future Elementary School	2,252,426	C
Furniture Replacement for Schools	310,000	C
Buses (6 Special Education and 4 Regular)	999,527	C
Fine Arts Equipment and Furniture	251,949	C
Career and Technical Education Equipment	46,817	C
Elementary Playground Equipment	36,000	C
Technology - Computers/Peripherals	7,577,774	C
2011 Districtwide Renovations - Construction Costs	10,411,073	C
2012 Districtwide Renovations - Fees	758,651	C
Temporary Buildings Renovations	426,248	C
2011 Fire Detection - Construction Costs	1,241,688	C
2011 Energy Conservation Projects	2,559,519	C
2011 Roofs - Construction Costs (Maintenance, Transportation, Ehrhardt, Krahn, Northampton and Wunderlich)	1,301,426	C
2012 Roof Fees	107,642	C
Security	89,065	C
Asbestos Removal	50,000	C
Capital Maintenance Repairs	252,287	C
Cost of Selling Bonds	300,000	C
Capital Projects Personnel	359,314	C
Premium on Bond	(111,617)	C
Total	\$ 83,900,000	

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 2005 - 2017

Project	Project Estimate	Status
\$127,000,000 Bond Sale - Sold May 2010		
Ulrich Intermediate - Partial Furniture, Fixtures & Equipment	\$ 1,050,153	C
Blackshear Elementary - Partial Construction Costs	12,925,937	C
Blackshear Elementary - Furniture, Fixtures & Equipment	1,221,600	C
Zwink Elementary - Fees	1,425,388	C
Bernshausen Elementary - Fees	2,633,810	C
Bernshausen Elementary - Construction Costs for site work	2,866,453	C
French Elementary - Partial Fees	229,059	C
Klein High Replacement - Fee	7,929,895	C
Klein High Replacement - Partial Construction Costs	54,570,103	C
Memorial Stadium Renovation - Partial Construction Costs	6,895,211	C
Memorial Stadium Renovation - Furniture, Fixtures & Equipment	129,123	C
Elementary Site Purchase	1,681,411	C
Furniture Replacement for Schools	300,000	C
Buses (17)	1,399,851	C
Fine Arts Equipment and Furniture	305,102	C
Art Rooms - Furniture, Fixtures & Equipment	69,092	C
Career and Technical Education General Equipment	73,999	C
Elementary Playground Equipment	38,000	C
Technology - Computers/Peripherals	7,000,000	C
Districtwide Renovations - Construction Cost	6,904,754	C
Districtwide Facility Renovations - Fees	925,592	C
Strack Intermediate Renovations 2010 - Construction Cost	6,115,322	C
Strack Intermediate Renovations 2010 - Furniture, Fixtures & Equipment	5,749	C
Klein Forest Renovation and Athletic Addition - Partial Construction Costs	5,283,065	C
Klein Forest Athletic Addition - Furniture, Fixtures & Equipment	397,464	C
SSC and CO Renovations	627,205	C
Temporary Building Renovations	399,475	C
Asbestos Removal	54,000	C
Fire Detection 2010 - Construction Cost (Klenk, Kuehnle, Mittelstadt, Nitsch & Roth)	579,941	C
2011 Fire Detection - Fees	110,169	C
2011 Energy - Fees	226,350	C
2010 Energy Conservation - Construction Cost (Central Warehouse, Kleb, Klein Oak, Maintenance, 25 mini-gyms and various districtwide)	822,108	C
2010 Roofs - Construction Cost (Klenk, Hildebrandt, Lemm, Doerre, Klein Oak, Transportation and Maintenance)	1,215,032	C
2011 Roofs - Fees	83,351	C
Security	564,000	C
Capital Maintenance Repairs	150,000	C
Cost of Selling Bonds	1,178,726	C
Premium on Bond	(1,386,490)	C
Total	\$ 127,000,000	

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**Klein Independent School District
Project Activity by Bond Sales 2005 - 2017**

Project	Project Estimate	Status
\$45,000,000 Bond Sale - Sold May 2009		
Ulrich Intermediate - Partial Furniture, Fixtures & Equipment	\$ 953,223	C
Blackshear Elementary - Partial Construction Costs	2,000,000	C
MultiPurpose Center - Partial Construction Costs	4,063,360	C
South Transportation Center - Furniture, Fixtures & Equipment	263,274	C
Temporary Buildings (19 New Units Built On-Site)	2,377,914	C
Early Childhood/Pre-K Center - Partial Fees	1,058,444	C
Memorial Stadium Renovation - Partial Construction Costs	2,022,384	C
Memorial Stadium Renovation - Fees	819,566	C
Furniture for New Temporary Buildings	106,409	D
Buses (18)	1,600,420	C
Replacement of Chalkboards with Whiteboards - Districtwide	211,965	C
Fine Arts Equipment and Furniture	308,983	C
Elementary Playground Equipment	39,590	C
Stryker Evacuation Chairs for Disabled or Injured Persons	66,467	C
Kaivac Cleaning Systems	88,226	C
Technology - Computers/Peripherals	17,858,376	C
2010 Districtwide Facility Renovations - Fees	458,415	C
Strack Renovations	451,122	C
Klein Forest Renovation and Athletic Addition - Partial Construction Cost	7,042,000	C
SSC and CO Renovations	1,645,349	C
Temporary Building Renovations	31,776	C
Districtwide Maintenance Repairs not in General Fund Budget	514,098	C
Fire Detection	129,219	C
Energy Conservation	93,001	C
Re-Roofing Fees	73,842	C
Security - Purchase/Maintenance of Monitoring Devices and Computer Software	855,037	C
Klein High School Soccer Bleacher Fees	52,458	C
Cost of Selling Bonds	450,325	C
Buses HGAC Proceeds	(196,570)	C
Premium on Bond	(438,673)	C
Total	\$ 45,000,000	

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Klein Independent School District

Project Activity by Bond Sales 2005 - 2017

Project	Project Estimate	Status
\$168,000,000 Bond Sale - Sold July 2008		
Mueller Elementary - Construction Costs	\$ 15,003,029	C
Mueller Elementary - Fees and Testing	442,001	C
Mueller Elementary - Furniture, Fixtures & Equipment	1,091,266	C
Blackshear Elementary - Fees and Testing	1,435,888	C
Ulrich Intermediate - Construction Costs	24,703,395	C
Ulrich Intermediate - Fees and Testing	1,361,225	C
High School #5 - Partial Construction Costs	3,823,546	C
High School #5 - Fees and Testing	5,228,680	C
MultiPurpose Center - Fees	2,311,066	C
MultiPurpose Center - Construction Costs	11,431,960	C
MultiPurpose Center - Furniture, Fixtures & Equipment	1,168,009	C
Bernshausen Elementary - Partial Construction and Partial Fees	1,160,118	C
French Elementary - Partial Fees	92,876	C
South Transportation Center - Construction Costs	4,289,337	C
South Transportation Center - Fees and Testing	519,706	C
South Transportation Center - Furniture, Fixtures & Equipment	6,288	C
Temporary Buildings (19 Used Units)	791,620	C
Furniture for New Temporary Buildings	65,906	C
TEP/DAEP Construction Cost - Annex Rebuild	15,711,643	C
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)	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

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 2005 - 2017**

Project	Project Estimate	Status
Klein High School Soccer Bleachers and Annex Renovations	584,137	C
Klein Forest High School and Haude Elementary Repairs	2,088,773	C
SSC and CO Renovations	280,000	C
Turf Replacement for Klein Memorial Stadium	376,163	C
Energy Conservation (Doerre, Strack, Klein Intermediate, Central Office and Transportation)	852,708	C
Re-Roofing (Schultz, Haude, Benfer, Eiland, Ehrhardt and Districtwide Repairs)	1,433,165	C
Capital Maintenance Repairs	498,243	C
Security - Purchase/Maintenance of Monitoring Devices and Computer Software	330,000	C
Bus HGAC Proceeds	(352,812)	C
Premium on Bonds	(1,390,279)	C
Cost of Selling Bonds	1,390,279	C
Total	\$ 168,000,000	

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 2005 - 2017**

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

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 2005 - 2017

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

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 2005 - 2017**

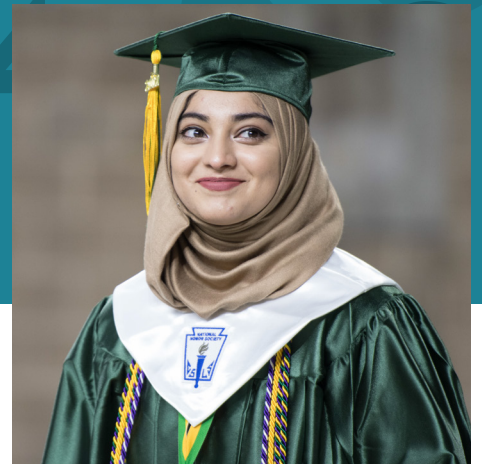
Project	Project Estimate	Status
\$53,000,000 Bond Sale - Sold February 2006		
Elementary P.E. Facilities (Klenk, Eiland, Hassler and Schultz)	\$ 4,373,264	C
Krimmel Intermediate (Phase I)	16,872,641	C
Police/Athletics Project Initiation	120,011	C
Frank Elementary - Partial Construction Costs	7,290,163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

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 2005 - 2017

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

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



INFORMATIONAL SECTION

KLEIN INDEPENDENT SCHOOL DISTRICT
2017-2018 ADOPTED BUDGET

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KLEIN INDEPENDENT SCHOOL DISTRICT
2017-2018 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.

Local Funding for School Districts

The primary source of local funding for school districts is collections from ad valorem taxes levied against taxable property located in each school district. Prior to reform legislation that became effective during the 2006-2007 fiscal year (the "Reform Legislation"), the maximum M&O tax rate for most school districts was generally limited to \$1.50 per \$100 of taxable value. At the time the Reform Legislation was enacted, the majority of school districts were levying an M&O tax rate of \$1.50 per \$100 of taxable value. The Reform Legislation required each school district to "compress" its tax rate by an amount equal to the "State Compression Percentage". 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 the 2018-19 State fiscal biennium, 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. School districts are permitted, however, to generate additional local funds by raising their M&O tax rate by up to \$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 a tax rate increase through a local referendum, districts may, in general, increase their M&O tax rate up to a maximum M&O tax rate of \$1.17 per \$100 of taxable value and receive State equalization funds for such taxing effort (see "AD VALOREM TAX PROCEDURES – Public Hearing and Rollback Tax Rate" herein). 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 (See "TAX RATE LIMITATIONS" herein).

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 basic level of funding, 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, an Instructional Facilities Allotment (“IFA”) to subsidize debt service on newly issued bonds, and a New Instructional Facilities Allotment (“NIFA”) subsidize operational expenses associated with the opening of a new instructional facility. IFA primarily addresses the debt service needs of property-poor school districts. In 2017, the 85th Texas Legislature, regular session, appropriated funds in the amount of \$1,211,000,000 for the 2018-19 State fiscal biennium for the Basic Allotment, EDA and NIFA.

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 Texas Legislature. Since future-year IFA awards were not funded by the Texas Legislature for the 2018-19 State fiscal biennium and debt service assistance on school district bonds that are not yet eligible for EDA is not available, debt service on new bonds issued by districts to construct, acquire and improve facilities must be funded solely from local I&S taxes.

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 the 2018-19 State fiscal biennium, 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, district-size and population sparsity adjustments, as 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 (i.e., guaranteed levels of funding by the State) 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 \$1.00 to \$1.06 per \$100 of taxable value) will, for most districts, generate a guaranteed yield of \$99.41 and \$106.28 per cent per weighted student in average daily attendance (“WADA”) for the fiscal years 2017-18 and 2018-19, 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 \$1.06 to \$1.17 per \$100 of taxable value) and has a guaranteed yield per cent per WADA of \$31.95 for the 2018-19 State fiscal biennium. 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 (see “Wealth Transfer Provisions” below).

A district with a compressed tax rate below \$1.00 per \$100 of taxable value (known as a “fractionally funded district”) receives a Basic Allotment that is reduced proportionately to the degree that the district’s compressed tax rate falls short of \$1.00. Beginning in the 2017-2018 fiscal year, the compressed tax rate of a fractionally funded district now includes the portion of such 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. Thus, for fractionally funded districts, each

eligible 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, thereby reducing the penalty against the Basic Allotment.

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 in 1997. The 85th State Legislature did not appropriate any funds for new IFA awards for the 2018-2019 State fiscal biennium; however, awards previously granted in years the State Legislature did appropriate funds for new IFA awards will continue to be funded. 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") was the same as the IFA Guaranteed Yield (\$35 per cent of local tax effort per student in ADA). The 85th Texas Legislature changed the EDA Yield to the lesser of (i) \$40 or a greater amount for any year provided by appropriation; or (ii) the amount that would result in a total additional EDA of \$60 million more than the EDA to which districts would have been entitled to if the EDA Yield were \$35. The yield for the 2017-2018 fiscal year is estimated to be less than \$37. 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 Texas 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. The 85th Texas Legislature appropriated funds in the amount of \$23,750,000 for each of the 2017-18 and 2018-19 State 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. 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. To make up for this shortfall, the Reform Legislation authorized Additional State Aid for Tax Reduction ("ASATR") for each school district in an amount equal to the difference between the amount that each district would receive under the Foundation School Program and the amount of each district's Target Revenue funding level. However, in subsequent legislative sessions, the Texas Legislature has gradually reduced the reliance on ASATR by increasing the funding formulas. This phase-out of ASATR began with actions adopted by the 83rd Texas Legislature, and beginning with the 2017-18 school year, the statutes authorizing ASATR are repealed (eliminating revenue targets and ASATR funding).

2017 Legislation

The 85th Texas Legislature, including the regular session which concluded on May 29, 2017 and the special session which concluded on August 15, 2017, did not enact substantive changes to the Finance System. However, certain bills during the regular session and House Bill 21, which was passed during the special session and signed by the Governor on August 16, 2017, revised certain aspects of the formulas used to determine school district entitlements under the Finance System. The District

has not made a comprehensive review of such legislation to determine what, if any, impact such changes would have on the District's finances.

The Governor may call additional special sessions pertaining to the 85th Texas Legislature. During this time, the Texas Legislature may enact laws that materially change school district finance, appropriations, or statutory authority related thereto. The District can make no representation regarding the actions the Texas Legislature may take.

Tax Rate Limitation

A school district is authorized to levy maintenance and operation taxes ("M&O tax") 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 16, 1970 under Chapter 20, Texas Education Code (now codified at Section 45.003, Texas Education Code).

The maximum tax rate per \$100 of assessed valuation that may be adopted by the District may not exceed the lesser of (A) \$1.50 and (B) the sum of (1) the rate of \$0.17, and (2) the product of the "state compression percentage" multiplied by \$1.50. The State Compression Percentage has been set, and will remain, at 66.67% for the 2018-2019 State fiscal biennium. 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.

A school district is also authorized to issue bonds and levy taxes for payment of bonds subject to voter approval of one or more propositions submitted to the voters under Section 45.003(b)(1), Texas Education Code, as amended, which provides a tax unlimited as to rate or amount for the support of school district bonded indebtedness (see "THE BONDS – Security").

Section 45.0031, Texas Education Code, as amended ("Section 45.0031"), requires a district to demonstrate to the Texas Attorney General that it has the prospective ability to pay its maximum annual debt service on a proposed issue of bonds and all previously issued bonds, other than 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, collectively, "exempt bonds"), from a tax levied at a rate of \$0.50 per \$100 of assessed valuation before bonds may be issued. In demonstrating the ability to pay debt service at a rate of \$0.50, a district may take into account EDA and IFA allotments to the district, which effectively reduces the district's local share of debt service, and may also take into account Tier One funds allotted to the district. Once the prospective ability to pay such tax has been shown and the bonds are issued, a district may levy an unlimited tax to pay debt service. Taxes levied to pay refunding bonds issued pursuant to Chapter 1207, Texas Government Code, are not subject to the \$0.50 tax rate test; however, taxes levied to pay debt service on such bonds (other than bonds issued to refund exempt bonds) are included in maximum annual debt service for calculation of the \$0.50 threshold tax rate test when applied to subsequent bond issues. The Bonds are issued for refunding purposes pursuant to Chapter 1207, Texas Government Code, and are not subject to the threshold tax rate test. Under current law, a district may demonstrate its ability to comply with the \$0.50 threshold tax rate test by applying the \$0.50 tax rate to an amount equal to 90% of projected future taxable value of property in the district, as certified by a registered professional appraiser, anticipated for the earlier of the tax year five years after the current tax year or the tax year in which the final payment for the bonds is due. However, if a district uses projected future taxable values to meet the \$0.50 threshold tax rate test and subsequently imposes a tax at a rate greater than \$0.50 per \$100 of valuation to pay for bonds subject to the test, then for subsequent bond issues, the Attorney General must find that the district has the projected ability to pay principal and interest on the proposed bonds and all previously issued bonds subject to the \$0.50 threshold tax rate test from a tax rate of \$0.45 per \$100 of valuation. The District has not used projected property values to satisfy the test.

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. 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. If for the preceding tax year a district adopted an M&O tax rate that was less than its effective M&O tax rate for that preceding tax year, the district’s rollback tax for the current year is calculated as if the district had adopted an M&O tax rate for the preceding tax year equal to its effective M&O tax rate for that preceding tax year.

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. 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.

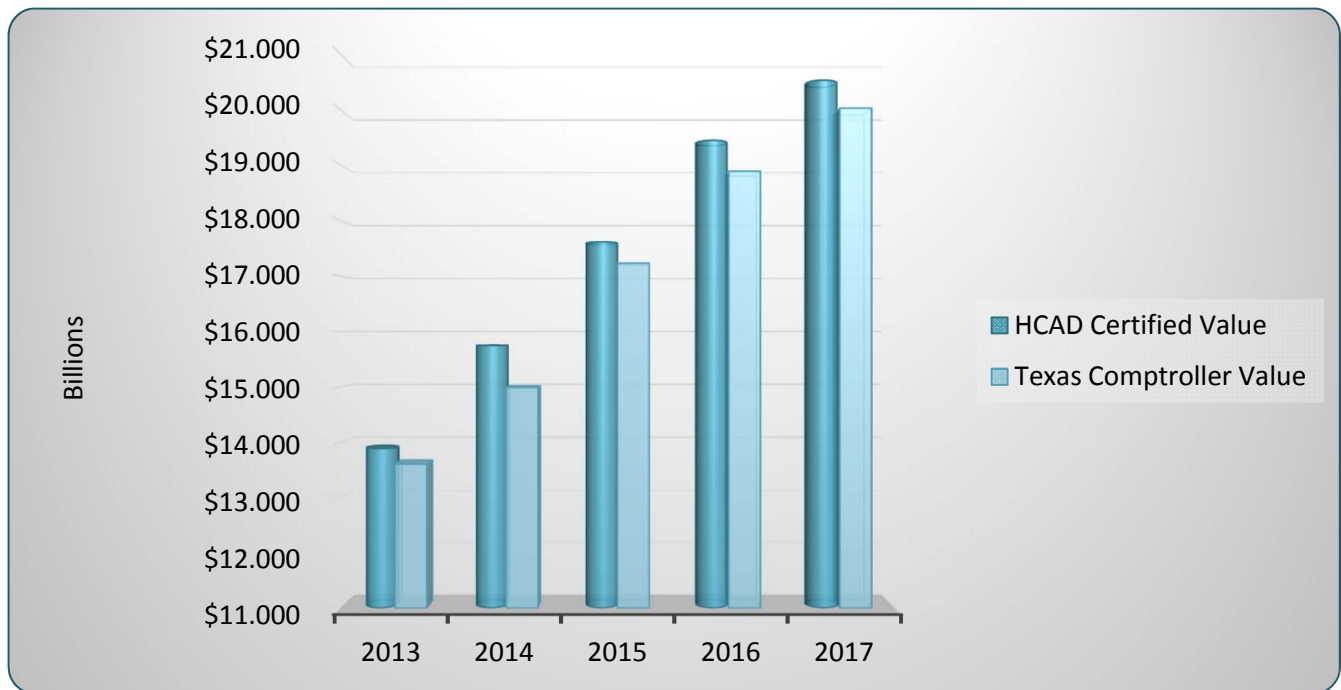
The freeze on ad valorem taxes on the homesteads of persons 65 years of age or older is also transferable to a different residence homestead. Also, a surviving spouse of a taxpayer who qualifies for the freeze on ad valorem taxes is entitled to the same exemption so long as the property is the homestead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

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 Certified Value as of 8/31/2017	2017 Estimated Value as of 8/31/2018
--	--	--	--	--

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

HCAD Certified Value	\$13.896	\$15.750	\$17.611	\$19.436	\$20.517
Average HCAD Change From Prior Year	7.42%	13.35%	11.82%	10.36%	5.56%
Texas Comptroller Value	\$13.622	\$14.995	\$17.230	\$18.879	\$20.012



Discussion

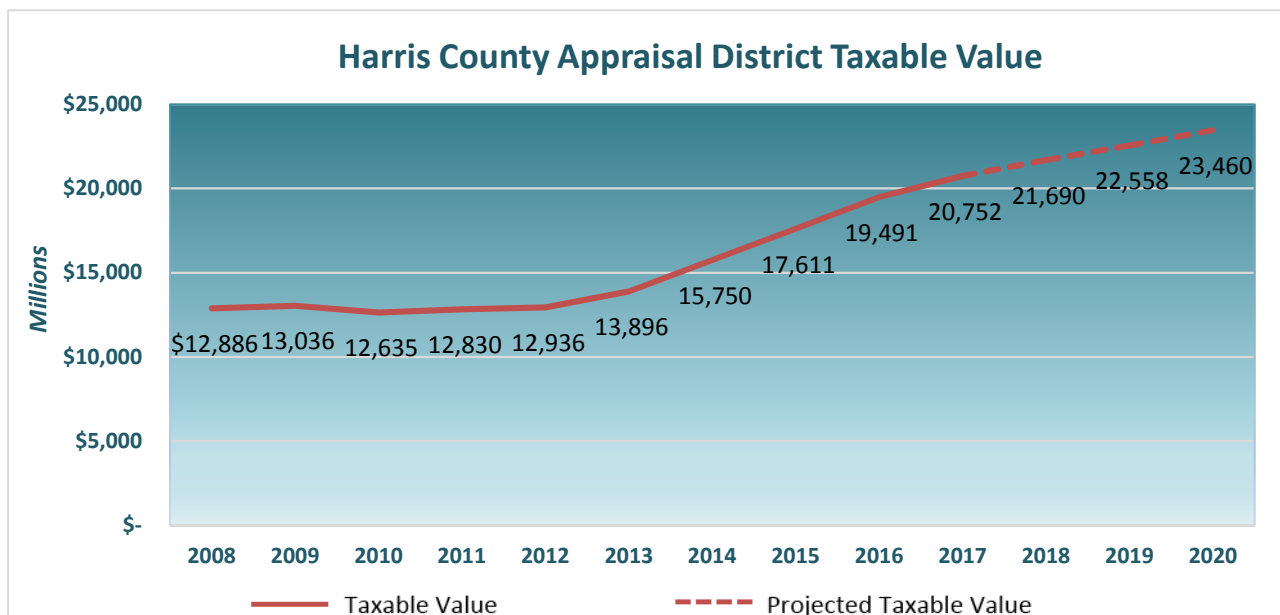
The Harris County Appraisal District (HCAD) is expected to certify the 2017 tax roll in late July, based on property values as of January 1 of the current tax year. The District's fiscal year runs from September 1 to August 31, therefore a projected estimate of the 2017 Certified Appraisal Roll was used to project 2017-18 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 and Projected Values Harris County Appraisal District

Year End Summary	Taxable Value	% Change
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	19,491,496,270	10.68%
2017	20,751,813,798	6.47%
2018	21,690,425,438	4.52%
2019	22,558,042,455	4.00%
2020	23,460,364,153	4.00%

Projected Values

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



Klein Independent School District

Property Tax Rates

	2013-14 Adopted Rate	2014-15 Adopted Rate	2015-16 Adopted Rate	2016-17 Adopted Rate	2017-18 Adopted Rate
Maintenance & Operations	\$ 1.04	\$ 1.04	\$ 1.04	\$ 1.04	\$ 1.04
Interest & Sinking	<u>0.39</u>	<u>0.35</u>	<u>0.37</u>	<u>0.39</u>	<u>0.39</u>
Total Tax Rate	<u>\$ 1.43</u>	<u>\$ 1.39</u>	<u>\$ 1.41</u>	<u>\$ 1.43</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 2017-18, 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

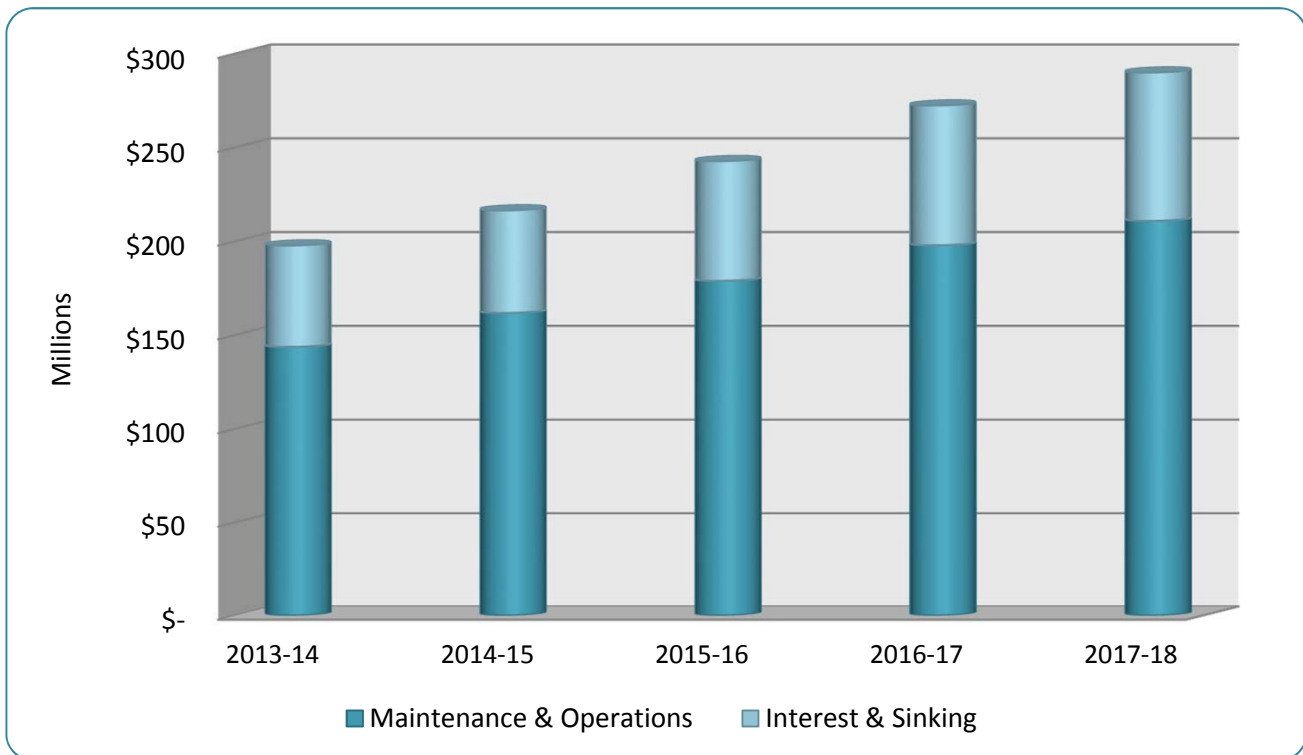
	2013 Certified Value as of 8/31/2014	2014 Certified Value as of 8/31/2015	2015 Certified Value as of 8/31/2016	2016 Certified Value as of 8/31/2017	2017 Estimated Value as of 8/31/2018
Residence:					
Average Market Value	\$ 155,155	\$ 179,825	\$ 203,440	\$ 215,192	\$ 228,104
Average Taxable Value	140,155	\$ 164,825	178,440	190,192	203,104
Tax Rate per \$100 Value	<u>1.43</u>	<u>1.39</u>	<u>1.41</u>	<u>1.43</u>	<u>1.43</u>
Taxes Due on Average Residence	<u>\$ 2,004.22</u>	<u>\$ 2,291.07</u>	<u>\$ 2,516.00</u>	<u>\$ 2,719.75</u>	<u>\$ 2,904.38</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 2013-14	Audited Actual 2014-15	Audited Actual 2015-16	Amended Budget 2016-17	Adopted Budget 2017-18
Maintenance & Operations	\$143,776,418	\$161,870,685	\$178,997,248	\$197,950,172	\$210,932,831
Interest & Sinking	<u>54,054,773</u>	<u>54,663,760</u>	<u>63,790,168</u>	<u>74,502,554</u>	<u>79,100,596</u>
Total Tax Collections	<u>\$197,831,191</u>	<u>\$216,534,445</u>	<u>\$242,787,416</u>	<u>\$272,452,726</u>	<u>\$290,033,427</u>



Discussion

School district tax rates consist of a Maintenance & Operations (M&O) and an Interest & Sinking (I&S) tax rate. The 2017 tax rate will be adopted by the District's Board of Trustees during their regular meeting on October 9, 2017.

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, 2017	Overlapping	
		Percent	Amount
Bilma PUD	\$ 14,530,000	100.00%	\$ 14,530,000
Bridgestone MUD	77,395,000	100.00%	77,395,000
Charterwood MUD	12,510,000	100.00%	12,510,000
Cypress Forest PUD	1,455,000	87.34%	1,270,797
Cypress-Klein UD	355,000	100.00%	355,000
Cypresswood UD	3,145,000	100.00%	3,145,000
Dowdell PUD	36,100,000	100.00%	36,100,000
Encanto Real UD	30,450,000	100.00%	30,450,000
Fountainhead MUD	4,745,000	100.00%	4,745,000
Harris County	2,295,044,505	4.36%	100,063,940
Harris County Dept. of Education	6,780,000	4.36%	295,608
Harris County Flood Control District	83,075,000	4.36%	3,622,070
Harris County Hospital District	61,595,000	4.36%	2,685,542
Harris County Improvement Dist. No. 18 (Area No. 1)	26,940,000	100.00%	26,940,000
Harris County Improvement District No. 18	136,915,000	0.11%	150,607
Harris County MUD No. 1	42,870,000	100.00%	42,870,000
Harris County MUD No. 24	17,040,000	100.00%	17,040,000
Harris County MUD No. 104	10,370,000	100.00%	10,370,000
Harris County MUD No. 118	9,665,000	100.00%	9,665,000
Harris County MUD No. 119	5,215,000	61.74%	3,219,741
Harris County MUD No. 150	14,095,000	34.71%	4,892,375
Harris County MUD No. 180	9,814,999	100.00%	9,814,999
Harris County MUD No. 316	2,205,000	100.00%	2,205,000
Harris County MUD No. 367	21,975,000	100.00%	21,975,000
Harris County MUD No. 368	54,245,000	100.00%	54,245,000
Harris County MUD No. 383	37,005,000	100.00%	37,005,000
Harris County MUD No. 401	28,175,000	100.00%	28,175,000
Harris County MUD No. 468	43,055,000	100.00%	43,055,000
Harris County MUD No. 530	13,170,000	100.00%	13,170,000
Harris County WC&ID No. 109	6,040,000	89.94%	5,432,376
Harris County WC&ID No. 110	21,160,000	37.67%	7,970,972
Harris County WC&ID No. 116	5,625,000	33.01%	1,856,813
Harris County WC&ID No. 119	29,035,000	100.00%	29,035,000
Harris County WC&ID No. 132	3,800,000	100.00%	3,800,000
Harris County WC&ID No. 133	3,120,000	100.00%	3,120,000
Heatherloch MUD	930,000	100.00%	930,000
Houston, City of	2,731,150,000	0.11%	3,004,265

Taxing Authority	Debt as of August 31, 2017	Overlapping	
		Percent	Amount
Kleinwood MUD	11,109,992	100.00%	11,109,992
Lone Star College (2)	641,910,000	10.89%	69,903,999
Louetta North PUD	5,440,000	100.00%	5,440,000
Louetta Road UD	540,000	100.00%	540,000
Meadowhill Regional MUD (3)	34,100,000	100.00%	34,100,000
Northampton MUD	28,900,000	100.00%	28,900,000
Northampton MUD - Defined Area	9,190,000	100.00%	9,190,000
Northwest Harris County MUD No. 6	8,255,000	100.00%	8,255,000
Northwest Harris County MUD No. 19	53,860,000	100.00%	53,860,000
Northwest Harris County MUD No. 24	5,900,000	100.00%	5,900,000
Northwest Harris County MUD No. 28	3,675,000	100.00%	3,675,000
Northwest Harris County MUD No. 30	17,685,000	100.00%	17,685,000
Northwest Harris County MUD No. 32	28,120,000	100.00%	28,120,000
Northwest Harris County MUD No. 36	12,490,000	100.00%	12,490,000
Northwest Park MUD	23,350,000	32.62%	7,616,770
Oakmont PUD	30,050,000	100.00%	30,050,000
Port of Houston Authority	657,994,397	4.36%	28,688,556
Shasla PUD	4,890,000	100.00%	4,890,000
Spring Creek Forest PUD	5,410,000	100.00%	5,410,000
Spring West MUD	20,595,000	41.54%	8,555,163
Terranova West MUD	3,715,000	100.00%	3,715,000
Total Estimated Overlapping Debt		\$	1,045,204,585
KISD Direct Debt as of August 31, 2017			1,108,440,803
Total		\$	<u>2,153,645,388</u>

Source: Texas Municipal Advisory Council

Klein Independent School District Top Ten Principal Taxpayers 2017

Name	Rank in 2016	Total Appraised Value (Real & Personal Property)	Total Taxable Value
1. National Oilwell Inc.	10	\$ 258,513,929	\$ 188,851,764
2. Centerpoint Energy	2	120,542,259	120,542,259
3. HP Enterprise Services LLC	n/a	107,870,138	107,870,138
4. Hewlett Packard	1	104,019,888	104,019,888
5. Vintage Dunhill LLC	3	79,944,261	79,944,261
6. Eastgroup Properties LP	4	79,575,446	79,575,446
7. Liberty Property	6	67,144,155	67,144,155
8. Kroger	5	62,312,196	62,312,196
9. NOV Rig Solutions	n/a	104,886,951	61,279,429
10. Beltway Lakes I & II LP	7	57,168,951	57,168,951
Total:		<u>\$ 1,041,978,174</u>	<u>\$ 928,708,487</u>

Please note: Ranking is based on taxable value as of 10/18/17.



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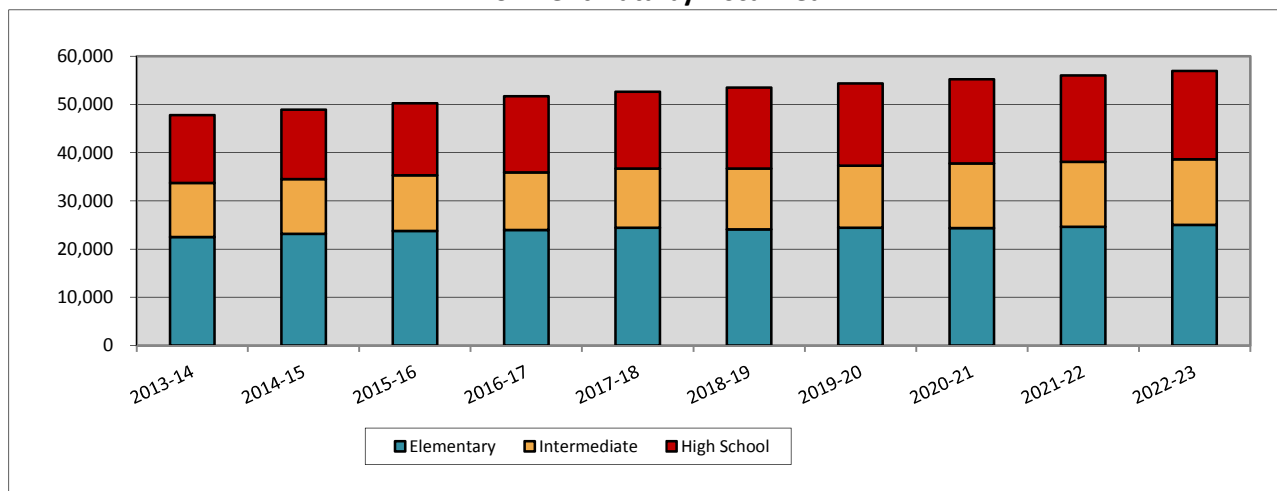


Student Enrollment and Staffing

Klein Independent School District Districtwide Student Enrollment Data 2014-2023

School Year	Total Enrollment	Elementary (EE-5th)	Intermediate (6th-8th)	High School (9th-12th)	% of Free & Reduced Lunches
(1) Actual Ending Enrollment:					
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%
2016-17	51,719	23,977	11,914	15,828	40.6%
(2) Budget:					
2017-18	52,665	24,424	12,290	15,951	Avail Dec. 2017
(3) Projected:					
2018-19	53,512	24,101	12,618	16,793	
2019-20	54,328	24,460	12,847	17,021	
2020-21	55,192	24,361	13,379	17,452	
2021-22	56,041	24,642	13,468	17,931	
2022-23	56,935	25,022	13,619	18,294	

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 *Projected Enrollment* and assumes the District's total population growth through 2022-23 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 - 2017-2018 Enrollment Projection (Issued 2/17/17)

(3) Projected Enrollment - 2017 Demographic Update

<http://www.kleinisd.net/cms/One.aspx?portalId=568125&pageId=2904659>

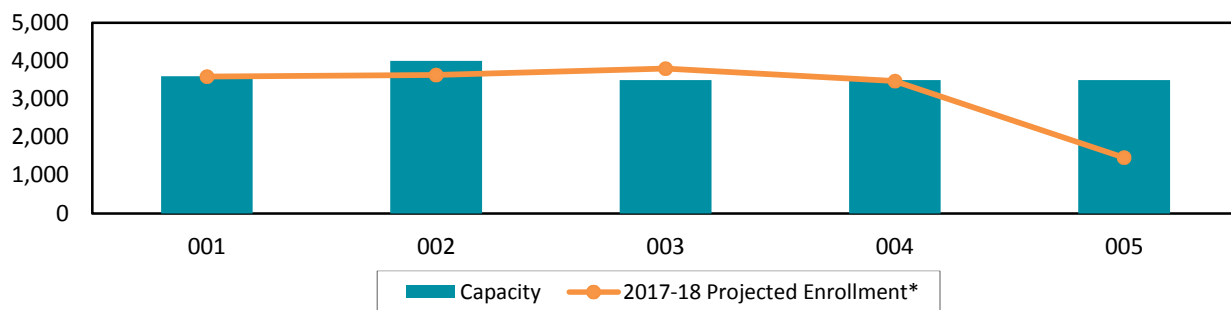
Klein Independent School District Capacity, Enrollment, and Age by School

Campus Number	Campus Name	2017-18 Projected Enrollment*	Capacity	Percent Capacity Utilization	Age of Building
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High Schools:

001	Klein High	3,590	3,600	99.7%	55
002	Klein Forest High	3,629	4,000	90.7%	39
003	Klein Oak High	3,799	3,500	108.5%	36
004	Klein Collins High	3,471	3,500	99.2%	17
005	Klein Cain High	1,462	3,500	41.8%	1
Total High School:		15,951	18,100	88.1%	

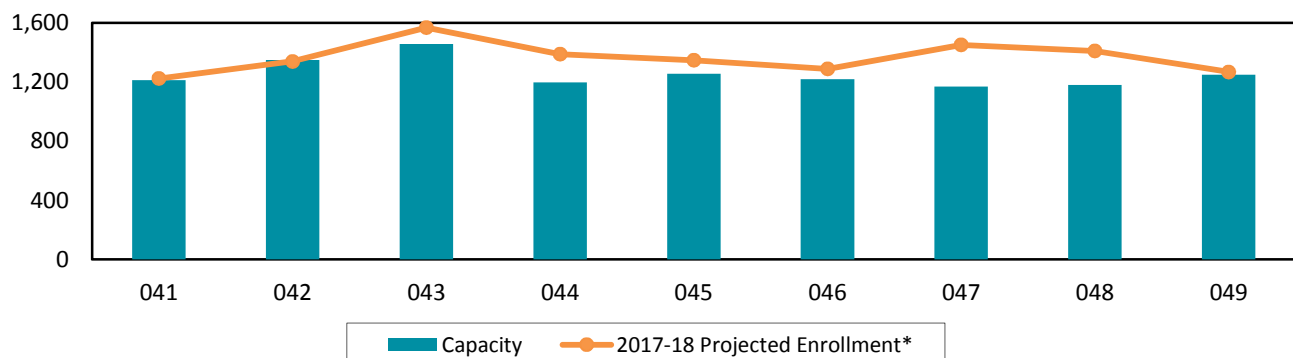
High School Enrollment to Capacity Comparison



Intermediate Schools:

041	Klein Intermediate	1,224	1,213	100.9%	34
042	Hildebrandt Intermediate	1,340	1,349	99.3%	45
043	Wunderlich Intermediate	1,568	1,458	107.5%	43
044	Strack Intermediate	1,389	1,198	115.9%	41
045	Kleb Intermediate	1,348	1,257	107.2%	25
046	Doerre Intermediate	1,290	1,219	105.8%	34
047	Schindewolf Intermediate	1,451	1,170	124.0%	16
048	Krimmel Intermediate	1,411	1,180	119.6%	11
049	Ulrich Intermediate	1,269	1,250	101.5%	8
Total Intermediate:		12,290	11,294	108.8%	

Intermediate School Enrollment to Capacity Comparison



* Budget Enrollment - 2017-2018 Enrollment Projection (Issued 2/17/17)

Klein Independent School District

Capacity, Enrollment, and Age by School

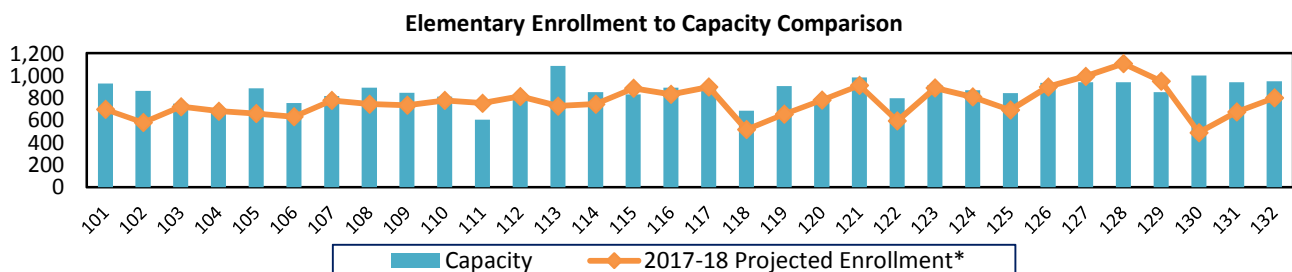
Elementary Campuses

Campus Number	Campus Name	2017-18 Projected Enrollment*	Capacity	Percent Capacity Utilization	Age of Building
Elementary Schools:					
101	Kohrville Elementary	697	928	75.1%	16
102	Northampton Elementary	580	863	67.2%	47
103	Haude Elementary	722	747	96.7%	47
104	Greenwood Forest Elementary	682	667	102.2%	47
105	Epps Island Elementary	660	887	74.4%	45
106	Theiss Elementary	632	754	83.8%	44
107	Benfer Elementary	777	818	95.0%	41
108	Kaiser Elementary	744	892	83.4%	40
109	Brill Elementary	734	846	86.8%	40
110	Ehrhardt Elementary	778	810	96.0%	39
111	Lemm Elementary	754	605	124.6%	38
112	Nitsch Elementary	813	802	101.4%	38
113	Krahn Elementary	728	1,085	67.1%	35
114	Roth Elementary	744	852	87.3%	34
115	Kuehnle Elementary	886	831	106.6%	29
116	Mittelstadt Elementary	832	891	93.4%	27
117	Klenk Elementary	898	894	100.4%	26
118	Eiland Elementary	517	684	75.6%	25
119	Schultz Elementary	655	906	72.3%	24
120	Hassler Elementary	781	794	98.4%	19
121	Kreinhop Elementary	912	984	92.7%	14
122	McDougle Elementary	594	796	74.6%	14
123	Metzler Elementary	889	914	97.3%	13
124	Benignus Elementary	809	868	93.2%	12
125	Frank Elementary	691	844	81.9%	11
126	Mueller Elementary	899	935	96.1%	9
127	Blackshear Elementary	994	940	105.7%	7
128	Zwink Elementary	1,107	940	117.8%	6
129	Bernhausen Elementary	950	850	111.8%	5
130	Grace England Pre-K/EC Center**	490	1,000	49.0%	6
131	French Elementary	675	940	71.8%	3
132	Mahaffey Elementary	800	950	84.2%	2

Total Elementary: 24,424 27,517 88.8%

* Budget Enrollment - 2017-2018 Enrollment Projection (Issued 2/17/17)

** 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
2014-2018**

	2013-14 Ending Enrollment	2014-15 Ending Enrollment	2015-16 Ending Enrollment	2016-17 Ending Enrollment	2017-18 Projected Enrollment*
High Schools					
Klein High	3,650	3,724	3,870	3,996	3,590
Klein Forest High	3,325	3,504	3,564	3,798	3,629
Klein Oak High	3,716	3,788	3,929	4,220	3,799
Klein Collins High	3,382	3,396	3,527	3,814	3,471
Klein Cain High					1,462
Total High Schools	14,073	14,412	14,890	15,828	15,951
Intermediate Schools					
Klein Intermediate	1,212	1,216	1,114	1,165	1,224
Hildebrandt Intermediate	1,110	1,131	1,251	1,369	1,340
Wunderlich Intermediate	1,583	1,575	1,571	1,579	1,568
Strack Intermediate	1,179	1,185	1,245	1,275	1,389
Kleb Intermediate	1,350	1,387	1,397	1,313	1,348
Doerre Intermediate	1,184	1,155	1,165	1,270	1,290
Schindewolf Intermediate	1,350	1,324	1,366	1,416	1,451
Krimmel Intermediate	1,155	1,234	1,302	1,335	1,411
Ulrich Intermediate	1,087	1,138	1,163	1,192	1,269
Total Intermediate Schools	11,210	11,345	11,574	11,914	12,290
Elementary Schools					
Kohrville Elementary	772	738	721	720	697
Northampton Elementary	815	869	511	649	580
Haude Elementary	713	714	740	729	722
Greenwood Forest Elementary	721	750	762	738	682
Epps Island Elementary	804	752	724	730	660
Theiss Elementary	643	639	671	615	632
Benfer Elementary	728	775	779	742	777
Kaiser Elementary	793	793	802	779	744
Brill Elementary	764	761	750	781	734
Ehrhardt Elementary	682	707	740	731	778
Lemm Elementary	584	605	663	727	754
Nitsch Elementary	759	798	802	805	813
Krahn Elementary	754	721	726	745	728
Roth Elementary	687	712	691	735	744
Kuehnle Elementary	697	769	882	800	886
Mittelstadt Elementary	884	882	820	879	832
Klenk Elementary	788	858	841	855	898
Eiland Elementary	577	608	595	582	517
Schultz Elementary	880	943	1,024	704	655
Hassler Elementary	687	649	628	712	781
Kreinhop Elementary	877	896	873	822	912
McDougle Elementary	661	690	664	647	594
Metzler Elementary	860	862	845	856	889
Benignus Elementary	949	943	908	886	809
Frank Elementary	620	622	652	653	691
Mueller Elementary	841	965	1,046	862	899
Blackshear Elementary	919	969	969	991	994
Zwink Elementary	881	940	1,019	1,045	1,107
Bernhausen Elementary	676	778	837	860	950
Grace England Pre-K/EC Center	520	447	513	515	490
French Elementary			555	604	675
Mahaffey Elementary				478	800
Total Elementary Schools	22,536	23,155	23,753	23,977	24,424
Total Student Enrollment	47,819	48,912	50,217	51,719	52,665

* Budget Enrollment - 2017-2018 Enrollment Projection (Issued 2/17/2017)

Student Data Review
2016-2017 Fall PEIMS Collection
Snapshot Date - October 28, 2016

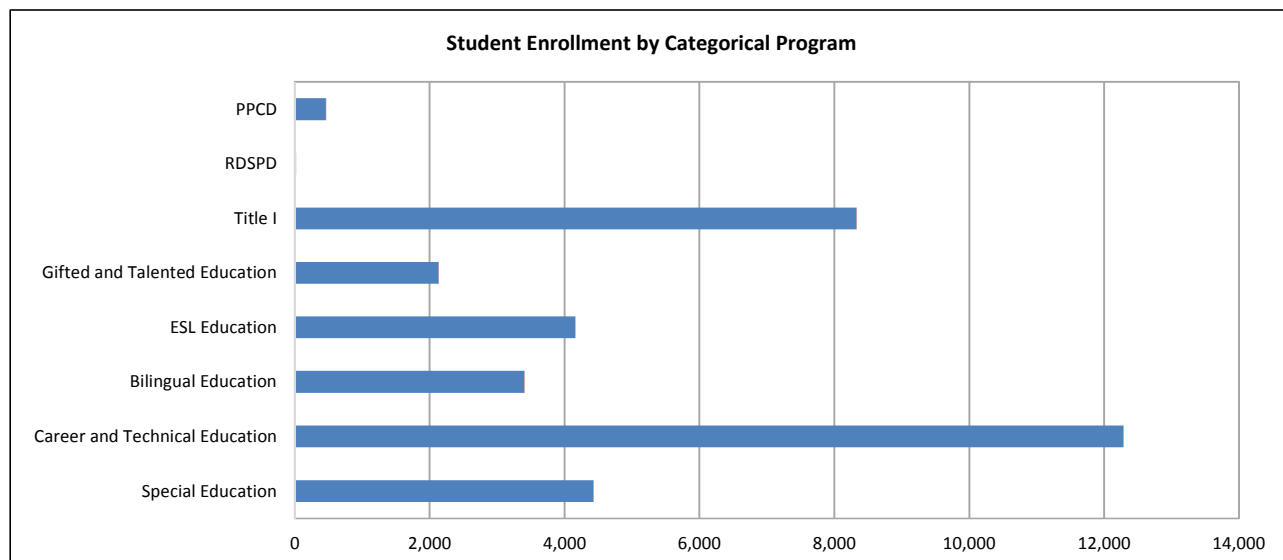
Student Information	Snapshot Date District Count	Percentage of Total Enrollment
Ethnicity/Race Distribution		
White	17,279	33.35%
Hispanic/Latino	20,903	40.35%
Black or African American	7,280	14.05%
Asian	4,481	8.65%
American Indian or Alaska Native	213	0.41%
Native Hawaiian/Other Pacific Islander	65	0.13%
Two or More	1,589	3.07%

High School Graduates (2015-2016)		
Grade 12 Attendance	3,570	N/A
Graduates Reported	3,375	94.54%
White	1,215	36.00%
Hispanic/Latino	1,206	35.73%
Black or African American	509	15.08%
Asian	330	9.78%
American Indian or Alaska Native	15	0.44%
Native Hawaiian/Other Pacific Islander	4	0.12%
Two or More	96	2.84%

Student Information	Snapshot Date District Count	Percentage of Total Enrollment
Economic Disadvantaged		
Total Economic Disadvantaged	21,014	40.56%
Regular	18,812	36.31%
Special Education	2,202	4.25%

Limited English Proficiency (LEP)		
Total Limited English Proficiency (LEP)	7,762	14.98%
Regular	7,047	13.60%
Special Education	715	1.39%

Student Enrollment by Program		
Special Education	4,430	8.55%
Career and Technical Education	12,284	23.71%
Bilingual Education	3,403	6.57%
ESL Education	4,157	8.02%
Gifted and Talented Education	2,135	4.12%
Title I	8,329	16.08%
RDSPD	22	0.04%
PPCD	461	0.89%



Source: Texas Education Agency TSDS PEIMS Student Data Review 2016-2017 Fall Collection PDM1-120-005

Klein Independent School District

Staffing Units by Position

All Funds

Positions	2013-14	2014-15 (a)	2015-16 (b)	2016-17 (c)	2017-18 (d)	Change from Prior Year (e)
Administrator	62.00	62.00	63.00	69.50	71.00	1.50
Associate/Assistant Principal	111.00	120.00	126.00	131.50	136.50	5.00
Bus Driver/Attendant	273.00	282.00	283.00	310.00	332.00	22.00
Cafeteria Workers	446.00	532.00	539.00	537.00	538.00	1.00
Custodial	325.00	325.00	330.00	336.00	357.00	21.00
Library Info Spec./Library Asst/Historian	73.50	74.00	75.50	77.00	74.50	(2.50)
Manual Trades/Warehouse	182.00	187.00	192.00	187.00	193.00	6.00
Nurse/Clinic Assistant	92.00	92.50	95.00	99.00	102.00	3.00
Other Professional	295.95	352.00	375.10	443.40	492.30	48.90
Police Officer	43.00	43.00	43.00	43.00	44.00	1.00
Principal	43.00	43.70	44.87	47.00	47.80	0.80
Registrar	8.00	9.00	9.00	9.00	10.00	1.00
School Counselor	109.50	117.50	121.50	127.70	134.20	6.50
Secretary/Clerical	410.00	417.70	424.84	442.96	479.16	36.20
Security Support Personnel	42.00	46.00	93.53	98.98	99.47	0.49
Teacher	2,585.80	2,661.35	2,746.62	2,745.36	2,829.06	83.70
Teacher-Bilingual/ESL	210.80	222.80	237.70	257.70	267.20	9.50
Teacher-Special Education	332.25	358.45	376.35	392.65	420.20	27.55
Teacher Assistant	499.50	524.50	565.94	599.74	620.47	20.73
Technical	72.00	79.00	82.00	83.00	90.00	7.00
Total Employees - All Funding Sources	6,216.30	6,549.50	6,823.95	7,037.49	7,337.86	300.37

^(a) 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.

^(b) 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.

^(c) The Teaching & Learning, Special Education, Transportation and Finance Departments reclassified positions in 2016-17 resulting in a shift in categories such as Administrators, Teachers, Other Professionals, Manual Trades and Secretary/Clerical.

^(d) Instructional Specialists districtwide were reclassified to the Other Professional category in 17-18. In prior years, they were classified as a split between Teacher and Other Professional.

^(e) Change from Prior Year totals reflect the net number of units added or reclassified between 2016-17 and 2017-18.

Klein Independent School District Salary Schedule and Position Control

2017-2018 Salary Schedule Classroom Teachers, Library Information Specialists, and Nurses (RN)

New Hires:

\$52,600 starting pay for 10 months. Previous teaching experience and credentials will be considered when determining salaries for new hires.

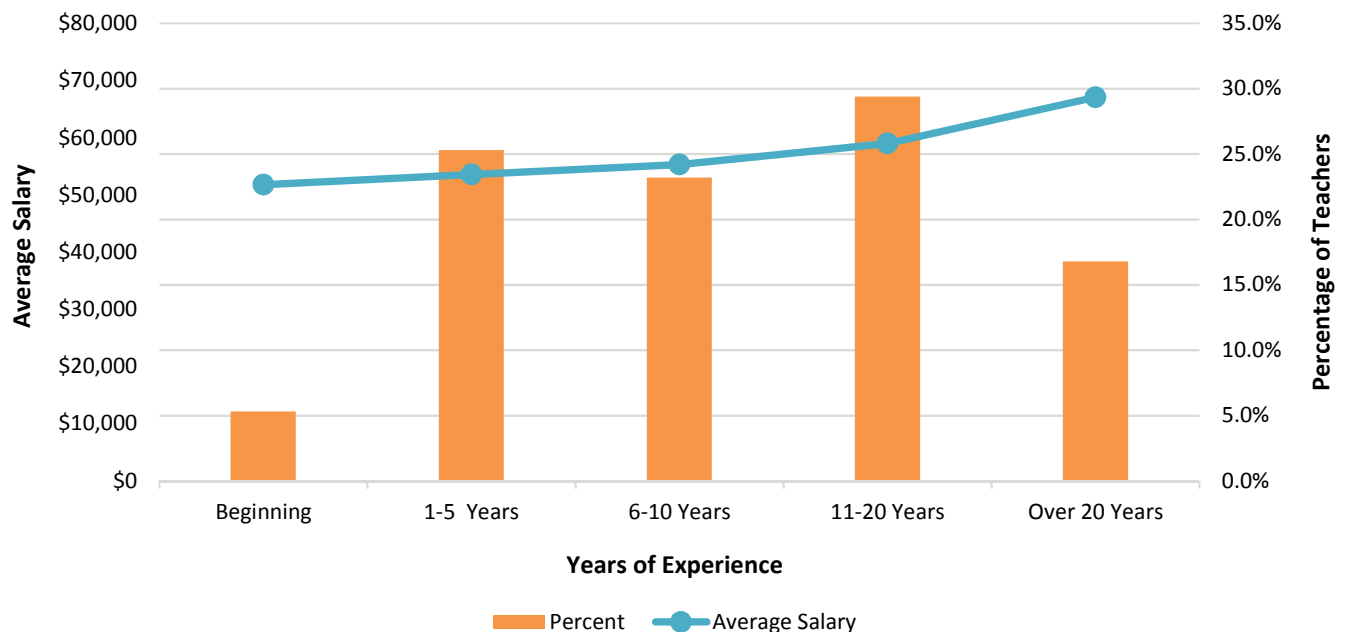
Returning Teachers:

Will receive a general pay increase of \$1080 added to 2016-2017 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 \$52,600

Control Point \$54,000

Maximum \$67,000+

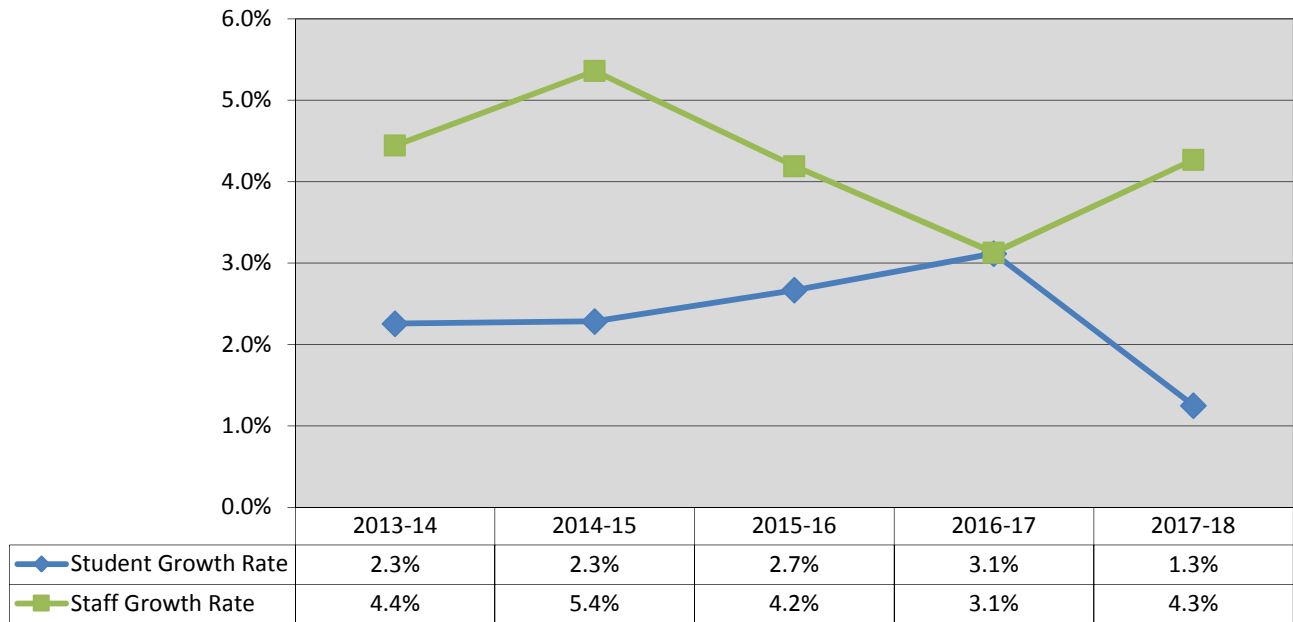


Position Control

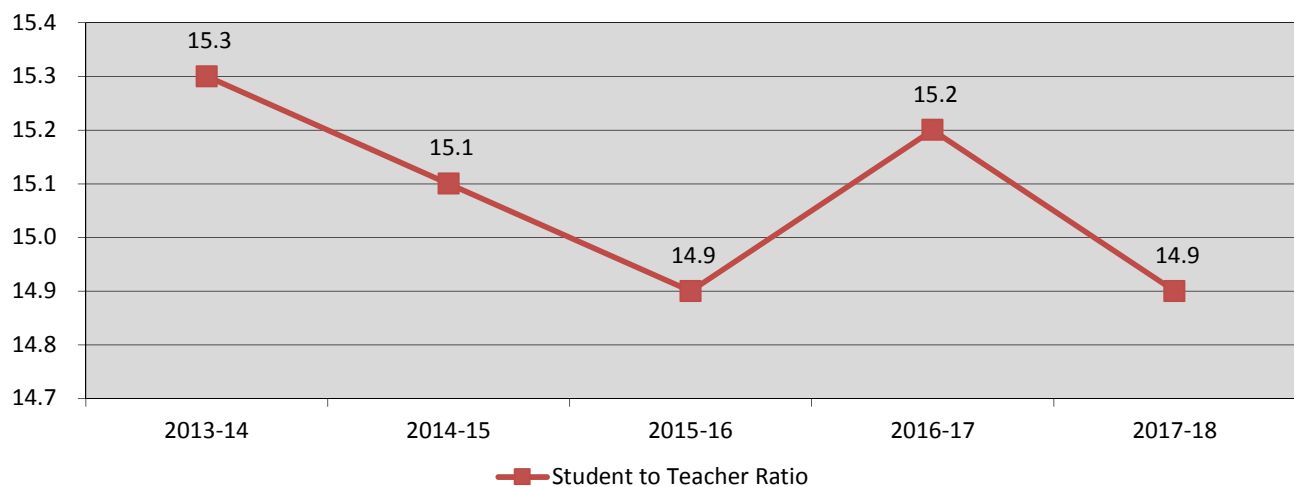
During the 2014-15 school year, Position Control (PC) was implemented districtwide. This process enables streamlining of all job titles and pay grade categorizations for full, half, and recurring part time positions as well as realignment of inconsistent budget codes. Position Control is an independent 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 by the IT Department as the foundation for security access in our Single Sign-On and ID Management systems.

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	2013-14	2014-15	2015-16 (a)	2016-17 (b)	2017-18 (c)	Change from Prior Year (d)
Administrator	60.00	60.00	61.00	66.50	68.00	1.50
Associate/Assistant Principal	111.00	120.00	126.00	131.50	136.50	5.00
Bus Driver/Attendant	273.00	282.00	283.00	310.00	332.00	22.00
Custodial	325.00	325.00	330.00	336.00	357.00	21.00
Librarian/Library Asst/Historian	73.50	74.00	75.50	77.00	74.50	(2.50)
Manual Trades/Warehouse	173.60	178.60	183.60	178.60	184.60	6.00
Nurse/Clinic Assistant	92.00	92.50	95.00	99.00	102.00	3.00
Other Professional	250.95	295.25	316.70	363.70	423.10	59.40
Police Officer	43.00	43.00	43.00	43.00	44.00	1.00
Principal	43.00	43.70	44.87	47.00	47.80	0.80
Registrar	8.00	9.00	9.00	9.00	10.00	1.00
School Counselor	106.00	114.00	119.00	121.70	126.20	4.50
Secretary/Clerical	403.00	411.70	418.84	436.96	473.16	36.20
Security Support Personnel	42.00	46.00	93.53	98.98	99.47	0.49
Teacher	2,535.55	2,618.85	2,697.62	2,707.36	2,795.56	88.20
Teacher - Bilingual/ESL	210.80	222.80	237.70	252.70	262.20	9.50
Teacher - Special Education	298.25	322.45	343.35	359.65	387.20	27.55
Teacher Assistant	403.50	431.50	482.94	508.24	528.47	20.23
Technical	70.00	76.00	79.00	80.00	87.00	7.00
Total Employees - General Fund	5,522.15	5,766.35	6,039.65	6,226.89	6,538.76	311.87

^(a) 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.

^(b) The Teaching & Learning, Special Education, Transportation and Finance Departments reclassified positions in 2016-17 resulting in a shift in categories such as Administrators, Teachers, Other Professionals, Manual Trades and Secretary/Clerical.

^(c) Instructional Specialists districtwide were reclassified to the Other Professional category in 17-18. In prior years, they were classified as a split between Teacher and Other Professional.

^(d) Change from Prior Year totals reflect the net number of units added or reclassified between 2016-17 and 2017-18.

Staffing Units by Campus General Fund

Campus and Project	2013-14 (a)	2014-15 (b)	2015-16 (c)	2016-17 (d)	2017-18 (e)	Change from Prior Year (f)
01 Klein High	169.35	180.85	186.65	186.50	178.95	(7.55)
02 Klein Forest High	191.55	198.05	196.60	196.55	194.85	(1.70)
KF Klein Forest High School Project	25.70	25.70	25.55	25.40	27.40	2.00
03 Klein Oak High	169.50	180.45	188.45	188.85	178.95	(9.90)
04 Klein Collins High	160.25	161.75	168.90	169.25	166.55	(2.70)
05 Klein Cain High	-	-	0.34	4.50	80.70	76.20
Total High Schools	716.35	746.80	766.49	771.05	827.40	56.35
11 Klein Intermediate	81.70	83.00	83.85	84.85	84.35	(0.50)
12 Hildebrandt Intermediate	61.15	63.00	65.00	67.55	70.55	3.00
13 Wunderlich Intermediate	93.55	91.90	96.25	97.40	97.90	0.50
14 Strack Intermediate	64.75	64.05	65.20	65.70	68.70	3.00
15 Kleb Intermediate	68.20	69.05	71.05	69.20	71.20	2.00
16 Doerre Intermediate	64.05	65.25	66.20	67.70	70.00	2.30
17 Schindewolf Intermediate	68.25	68.25	68.75	68.75	71.75	3.00
18 Krimmel Intermediate	60.50	65.35	68.35	67.50	69.00	1.50
19 Ulrich Intermediate	67.45	69.30	69.80	68.80	71.95	3.15
2B Intermediate #10	-	-	-	-	2.00	2.00
Total Intermediate Schools	629.60	639.15	654.45	657.45	677.40	19.95
20 Kohrville Elementary	48.50	46.50	47.50	46.50	45.50	(1.00)
21 Northampton Elementary	47.50	51.50	33.50	35.50	33.50	(2.00)
22 Haude Elementary	44.50	45.50	48.50	48.99	48.99	-
23 Greenwood Forest Elementary	47.00	47.00	50.00	50.00	50.00	-
24 Epps Island Elementary	39.50	39.50	38.50	39.50	38.50	(1.00)
25 Theiss Elementary	42.00	43.00	43.00	44.00	42.00	(2.00)
26 Benfer Elementary	43.50	50.00	51.00	49.50	48.00	(1.50)
27 Kaiser Elementary	38.50	37.50	40.50	39.50	40.50	1.00
28 Brill Elementary	41.50	43.00	44.50	43.50	42.50	(1.00)
29 Ehrhardt Elementary	41.00	39.00	40.50	40.50	41.50	1.00
30 Lemm Elementary	40.50	41.50	44.00	44.50	45.50	1.00
31 Nitsch Elementary	53.00	53.00	56.00	55.00	56.50	1.50
32 Krahn Elementary	49.00	49.00	50.00	49.00	48.00	(1.00)
33 Roth Elementary	44.50	44.50	43.00	43.00	42.00	(1.00)
34 Kuehnle Elementary	45.50	50.50	51.50	52.50	56.00	3.50
35 Mittelstadt Elementary	53.50	54.00	54.00	53.00	53.00	-
36 Klenk Elementary	51.00	54.00	54.00	55.00	54.00	(1.00)

*see explanation of (a) through (f) footnotes on page 156

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

Campus and Project	2013-14 (a)	2014-15 (b)	2015-16 (c)	2016-17 (d)	2017-18 (e)	Change from Prior Year (f)
37 Eiland Elementary	32.00	34.00	34.00	33.00	30.00	(3.00)
38 Schultz Elementary	50.00	52.00	51.00	37.50	37.50	-
39 Hassler Elementary	46.50	44.50	44.50	47.50	50.50	3.00
40 Kreinhop Elementary	50.00	50.00	51.00	51.00	52.00	1.00
41 McDougle Elementary	38.50	39.50	40.50	40.50	38.50	(2.00)
42 Metzler Elementary	52.00	55.00	53.00	55.50	56.00	0.50
43 Benignus Elementary	56.50	57.50	57.50	53.50	52.00	(1.50)
44 Frank Elementary	41.50	43.50	43.50	43.50	44.50	1.00
45 Mueller Elementary	48.00	52.00	58.00	52.00	54.00	2.00
46 Blackshear Elementary	50.00	55.00	56.00	56.00	56.00	-
47 Zwink Elementary	48.00	51.00	55.00	59.50	63.50	4.00
48 Bernshausen Elementary	40.00	46.00	49.00	48.00	53.00	5.00
49 Grace England Pre-K/EC Center	19.50	19.50	11.00	11.00	12.00	1.00
2A French Elementary	-	1.90	41.50	43.50	45.50	2.00
3A Mahaffey Elementary	-	-	1.90	35.50	40.50	5.00
Total Elementary Schools	1,343.00	1,390.40	1,437.40	1,456.99	1,471.49	14.50
Total Campuses	2,688.95	2,776.35	2,858.34	2,885.49	2,976.29	90.80

*see explanation of (a) through (f) footnotes on page 156

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-Regular Education Only	Teacher Asst	Total Staff
Klein High 001/01	2013-14	10.00	2.00	3.00			1.00	2.00	9.00	22.00	115.35	5.00	169.35
	2014-15	12.00	2.00	3.00			1.00	2.00	12.50	23.00	120.35	5.00	180.85
	2015-16	12.00	2.00	3.00			1.00	2.00	13.00	24.00	124.65	5.00	186.65
	2016-17	12.00	2.00	3.00			1.00	2.00	13.00	23.00	125.50	5.00	186.50
	2017-18	11.00	2.00	3.00			1.00	2.00	12.00	23.00	119.95	5.00	178.95
Klein Forest High 002/02	2013-14	11.00	2.00	3.00			1.00	2.00	10.00	25.00	132.55	5.00	191.55
	2014-15	12.00	2.00	3.00	1.00		1.00	3.00	9.50	25.00	136.55	5.00	198.05
	2015-16	12.00	2.00	3.00	1.00		1.00	3.00	10.00	25.00	134.60	5.00	196.60
	2016-17	13.00	2.00	3.00	1.00		1.00	3.00	10.00	24.00	134.55	5.00	196.55
	2017-18	13.00	2.00	3.00	1.00		1.00	3.00	10.00	24.00	132.85	5.00	194.85
Klein Forest High School Project 002/KF	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		20.40		25.40
	2017-18	2.00			3.00	1.00			1.00		20.40		27.40
Klein Oak High 003/03	2013-14	11.00	1.85	4.00			1.00	2.00	8.50	22.00	114.15	5.00	169.50
	2014-15	12.00	1.85	4.00			1.00	2.00	11.50	23.00	120.10	5.00	180.45
	2015-16	12.00	1.85	4.00			1.00	2.00	12.00	23.00	127.60	5.00	188.45
	2016-17	12.00	1.85	4.00			1.00	2.00	12.00	22.00	129.00	5.00	188.85
	2017-18	12.00	1.85	4.00			1.00	2.00	11.25	22.00	120.85	4.00	178.95
Klein Collins High 004/04	2013-14	10.00	2.00	3.00			1.00	2.00	8.50	19.00	109.75	5.00	160.25
	2014-15	11.00	2.00	3.00			1.00	2.00	10.50	20.00	107.25	5.00	161.75
	2015-16	11.00	2.00	3.00			1.00	2.00	11.00	21.00	111.90	6.00	168.90
	2016-17	11.00	2.00	3.00			1.00	2.00	11.00	20.00	113.25	6.00	169.25
	2017-18	11.00	2.00	3.00			1.00	2.00	11.00	20.00	110.55	6.00	166.55
Klein Cain High 005/05	2013-14												
	2014-15												
	2015-16						0.17			0.17			0.34
	2016-17	1.50	0.50				1.00		0.50	1.00			4.50
	2017-18	6.00	2.00	2.00			1.00	1.00	6.00	15.00	45.70	2.00	80.70
Klein Intermediate 041/11	2013-14	4.00	2.00	2.00	1.00		1.00		3.00	7.00	58.70	3.00	81.70
	2014-15	4.00	2.00	2.00	1.00		1.00		3.00	7.00	60.00	3.00	83.00
	2015-16	4.00	2.00	2.00	1.00		1.00		4.00	7.00	59.85	3.00	83.85
	2016-17	4.00	2.00	2.00	1.00		1.00		4.00	7.00	60.85	3.00	84.85
	2017-18	4.00	1.00	2.50			1.00		4.00	9.00	60.85	2.00	84.35
Hildebrandt Intermediate 042/12	2013-14	3.00	2.00	2.00			1.00		3.00	6.00	42.15	2.00	61.15
	2014-15	3.00	2.00	2.00			1.00		3.00	6.00	44.00	2.00	63.00
	2015-16	3.00	2.00	2.00			1.00		3.00	6.00	46.00	2.00	65.00
	2016-17	3.00	2.00	2.00			1.00		3.00	6.00	48.55	2.00	67.55
	2017-18	3.00	1.00	2.00			1.00		3.00	9.00	50.55	1.00	70.55
Wunderlich Intermediate 043/13	2013-14	4.00	2.00	2.00	1.00		1.00		4.00	9.00	66.55	4.00	93.55
	2014-15	4.00	2.00	2.00	1.00		1.00		4.00	9.00	64.90	4.00	91.90
	2015-16	5.00	2.00	2.00	1.00		1.00		4.00	10.00	67.25	4.00	96.25
	2016-17	5.00	2.00	2.00	1.00		1.00		4.00	10.00	68.40	4.00	97.40
	2017-18	5.00	2.00	2.00			1.00		5.00	10.00	68.90	4.00	97.90
Strack Intermediate 044/14	2013-14	3.00	2.00	2.00			1.00		3.00	6.00	45.75	2.00	64.75
	2014-15	3.00	2.00	2.00			1.00		3.00	6.00	45.05	2.00	64.05
	2015-16	3.00	2.00	2.00			1.00		3.00	6.00	46.20	2.00	65.20
	2016-17	3.00	2.00	2.00			1.00		3.00	6.00	46.70	2.00	65.70
	2017-18	3.00	1.00	2.00			1.00		3.00	9.00	48.70	1.00	68.70

**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-Regular Education Only	Teacher Asst	Total Staff
Kleb Intermediate 045/15	2013-14	3.00	2.00	2.00			1.00		3.00	6.00	49.20	2.00	68.20
	2014-15	3.00	2.00	2.00			1.00		3.00	6.00	50.05	2.00	69.05
	2015-16	3.00	2.00	2.00			1.00		3.00	6.00	52.05	2.00	71.05
	2016-17	3.00	2.00	2.00			1.00		3.00	6.00	50.20	2.00	69.20
	2017-18	3.00	2.00	2.00			1.00		3.00	8.00	51.20	1.00	71.20
Doerre Intermediate 046/16	2013-14	3.00	2.00	2.00			1.00		3.00	6.00	45.05	2.00	64.05
	2014-15	3.00	2.00	2.00			1.00		3.00	6.00	46.25	2.00	65.25
	2015-16	3.00	2.00	2.00			1.00		3.00	6.00	47.20	2.00	66.20
	2016-17	3.00	2.00	2.00			1.00		3.00	6.00	48.70	2.00	67.70
	2017-18	3.00	1.00	2.00			1.00		3.00	9.00	50.00	1.00	70.00
Schindewolf Intermediate 047/17	2013-14	3.00	2.00	2.00			1.00		3.00	6.00	49.25	2.00	68.25
	2014-15	3.00	2.00	2.00			1.00		3.00	6.00	49.25	2.00	68.25
	2015-16	3.00	2.00	2.00			1.00		3.00	6.00	49.75	2.00	68.75
	2016-17	3.00	2.00	2.00			1.00		3.00	6.00	49.75	2.00	68.75
	2017-18	3.00	2.00	2.00			1.00		3.00	8.00	51.75	1.00	71.75
Krimmel Intermediate 048/18	2013-14	3.00	2.00	2.00			1.00		3.00	9.00	39.50	1.00	60.50
	2014-15	3.00	2.00	2.00			1.00		3.00	9.00	44.35	1.00	65.35
	2015-16	3.00	2.00	2.00			1.00		3.00	9.00	47.35	1.00	68.35
	2016-17	3.00	2.00	2.00			1.00		3.00	8.00	47.50	1.00	67.50
	2017-18	3.00	2.00	2.00			1.00		3.00	8.00	49.00	1.00	69.00
Ulrich Intermediate 049/19	2013-14	3.00	2.00	2.00			1.00		3.00	9.00	45.45	2.00	67.45
	2014-15	3.00	2.00	2.00			1.00		3.00	9.00	47.30	2.00	69.30
	2015-16	3.00	2.00	2.00			1.00		3.00	9.00	47.80	2.00	69.80
	2016-17	3.00	2.00	2.00			1.00		3.00	8.00	47.80	2.00	68.80
	2017-18	3.00	2.00	2.00			1.00		3.00	9.00	50.95	1.00	71.95
Intermediate #10 050/2B	2013-14												
	2014-15												
	2015-16												
	2016-17												
	2017-18	0.50					0.80			0.70		2.00	
Kohrville Elementary 101/20	2013-14	1.00	1.50	2.00			1.00		1.00	4.00	34.00	4.00	48.50
	2014-15	1.00	1.50	2.00			1.00		1.00	4.00	32.00	4.00	46.50
	2015-16	1.00	1.50	2.00			1.00		1.00	4.00	33.00	4.00	47.50
	2016-17	1.00	1.50	2.00			1.00		1.00	4.00	32.00	4.00	46.50
	2017-18	1.00	1.50	2.00			1.00		1.00	4.00	31.00	4.00	45.50
Northampton Elementary 102/21	2013-14	1.00	1.50	2.00			1.00		1.00	4.00	34.50	2.50	47.50
	2014-15	1.00	1.50	2.00			1.00		1.00	4.00	38.50	2.50	51.50
	2015-16	1.00	1.50	2.00			1.00		1.00	3.00	21.50	2.50	33.50
	2016-17	1.00	1.50	2.00			1.00		1.00	3.00	23.50	2.50	35.50
	2017-18	1.00	1.50	2.00			1.00		1.00	3.00	21.50	2.50	33.50
Haude Elementary 103/22	2013-14	1.00	1.50	2.00			1.00		1.00	3.00	32.50	2.50	44.50
	2014-15	1.00	1.50	2.00			1.00		1.00	3.00	33.50	2.50	45.50
	2015-16	1.00	1.50	2.00			1.00		1.00	3.00	36.50	2.50	48.50
	2016-17	1.00	1.50	2.00			1.00		1.00	3.49	36.50	2.50	48.99
	2017-18	1.00	1.50	2.00			1.00		1.00	3.49	36.50	2.50	48.99
Greenwood Forest Elementary 104/23	2013-14	2.00	1.50	2.00			1.00		1.00	3.00	34.00	2.50	47.00
	2014-15	2.00	1.50	2.00			1.00		1.00	4.00	33.00	2.50	47.00
	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	36.00	2.50	50.00
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	36.00	2.50	50.00
	2017-18	2.00	1.50	2.00			1.00		1.00	4.00	36.00	2.50	50.00

**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-Regular Education Only	Teacher Asst	Total Staff
Epps Island Elementary 105/24	2013-14	2.00	1.50	2.00			1.00		1.00	5.00	24.00	3.00	39.50
	2014-15	2.00	1.50	2.00			1.00		1.00	5.00	24.00	3.00	39.50
	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	24.00	3.00	38.50
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	25.00	3.00	39.50
	2017-18	2.00	1.50	2.00			1.00		1.00	4.00	24.00	3.00	38.50
Theiss Elementary 106/25	2013-14	1.00	1.50	1.50			1.00		1.00	3.00	30.50	2.50	42.00
	2014-15	1.00	1.50	1.50			1.00		1.00	3.00	31.50	2.50	43.00
	2015-16	1.00	1.50	1.50			1.00		1.00	3.00	31.50	2.50	43.00
	2016-17	1.00	1.50	1.50			1.00		1.00	3.00	32.50	2.50	44.00
	2017-18	1.00	1.50	1.50			1.00		1.00	3.00	30.50	2.50	42.00
Benfer Elementary 107/26	2013-14	1.00	1.50	1.50			1.00		1.00	3.00	32.00	2.50	43.50
	2014-15	1.00	1.50	2.00			1.00		1.00	4.00	37.00	2.50	50.00
	2015-16	1.00	1.50	2.00			1.00		1.00	4.00	38.00	2.50	51.00
	2016-17	1.00	1.50	2.00			1.00		1.00	4.00	36.50	2.50	49.50
	2017-18	1.00	1.50	2.00			1.00		1.00	4.00	35.00	2.50	48.00
Kaiser Elementary 108/27	2013-14	2.00	1.50	2.00			1.00		1.00	4.00	24.00	3.00	38.50
	2014-15	2.00	1.50	2.00			1.00		1.00	4.00	23.00	3.00	37.50
	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	26.00	3.00	40.50
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	25.00	3.00	39.50
	2017-18	2.00	1.50	2.00			1.00		1.00	4.00	26.00	3.00	40.50
Brill Elementary 109/28	2013-14	1.00	1.50	2.00			1.00		1.00	3.00	29.50	2.50	41.50
	2014-15	1.00	1.50	2.00			1.00		1.00	3.00	31.00	2.50	43.00
	2015-16	1.00	1.50	2.00			1.00		1.00	4.00	31.50	2.50	44.50
	2016-17	1.00	1.50	2.00			1.00		1.00	4.00	30.50	2.50	43.50
	2017-18	1.00	1.50	2.00			1.00		1.00	4.00	29.50	2.50	42.50
Ehrhardt Elementary 110/29	2013-14	1.00	1.50	1.50			1.00		1.00	3.00	29.50	2.50	41.00
	2014-15	1.00	1.50	1.50			1.00		1.00	3.00	27.50	2.50	39.00
	2015-16	1.00	1.50	2.00			1.00		1.00	3.00	28.50	2.50	40.50
	2016-17	1.00	1.50	2.00			1.00		1.00	3.00	28.50	2.50	40.50
	2017-18	1.00	1.50	2.00			1.00		1.00	4.00	28.50	2.50	41.50
Lemm Elementary 111/30	2013-14	1.00	1.50	2.00			1.00		1.00	3.00	28.50	2.50	40.50
	2014-15	1.00	1.50	2.00			1.00		1.00	3.00	29.50	2.50	41.50
	2015-16	1.00	1.50	2.00			1.00		1.00	3.00	32.00	2.50	44.00
	2016-17	1.00	1.50	2.00			1.00		1.00	3.00	32.50	2.50	44.50
	2017-18	1.00	1.50	2.00			1.00		1.00	3.00	33.50	2.50	45.50
Nitsch Elementary 112/31	2013-14	2.00	1.50	2.00			1.00		1.00	4.00	35.00	6.50	53.00
	2014-15	2.00	1.50	2.00			1.00		1.00	4.00	35.00	6.50	53.00
	2015-16	3.00	1.50	2.00			1.00		2.00	5.00	34.00	7.50	56.00
	2016-17	3.00	1.50	2.00			1.00		2.00	5.00	32.00	8.50	55.00
	2017-18	3.00	1.50	2.50			1.00		2.00	5.00	33.00	8.50	56.50
Krahn Elementary 113/32	2013-14	1.00	1.50	2.00			1.00		1.00	4.00	35.00	3.50	49.00
	2014-15	1.00	1.50	2.00			1.00		1.00	4.00	35.00	3.50	49.00
	2015-16	1.00	1.50	2.00			1.00		1.00	4.00	36.00	3.50	50.00
	2016-17	1.00	1.50	2.00			1.00		1.00	4.00	35.00	3.50	49.00
	2017-18	1.00	1.50	2.00			1.00		1.00	4.00	34.00	3.50	48.00
Roth Elementary 114/33	2013-14	1.00	1.50	1.50			1.00		1.00	3.00	33.00	2.50	44.50
	2014-15	1.00	1.50	1.50			1.00		1.00	3.00	33.00	2.50	44.50
	2015-16	1.00	1.50	1.50			1.00		1.00	3.00	31.50	2.50	43.00
	2016-17	1.00	1.50	1.50			1.00		1.00	3.00	31.50	2.50	43.00
	2017-18	1.00	1.50	1.50			1.00		1.00	3.00	30.50	2.50	42.00

**Klein Independent School District
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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-Regular Education Only	Teacher Asst	Total Staff
Kuehnle Elementary 115/34	2013-14	1.00	1.50	2.00			1.00		1.00	3.00	33.50	2.50	45.50
	2014-15	1.00	1.50	2.00			1.00		1.00	4.00	37.50	2.50	50.50
	2015-16	1.00	1.50	2.00			1.00		1.00	4.00	38.50	2.50	51.50
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	38.50	2.50	52.50
	2017-18	2.00	1.50	2.00			1.00		1.00	4.00	42.00	2.50	56.00
Mittelstadt Elementary 116/35	2013-14	1.00	1.50	2.00			1.00		1.00	4.00	40.50	2.50	53.50
	2014-15	1.00	1.50	2.00			1.00		1.00	4.00	41.00	2.50	54.00
	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	40.00	2.50	54.00
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	39.00	2.50	53.00
	2017-18	2.00	1.50	2.00			1.00		1.00	4.00	39.00	2.50	53.00
Klenk Elementary 117/36	2013-14	2.00	1.50	2.00			1.00		1.00	4.00	37.00	2.50	51.00
	2014-15	2.00	1.50	2.00			1.00		1.00	4.00	40.00	2.50	54.00
	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	40.00	2.50	54.00
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	41.00	2.50	55.00
	2017-18	2.00	1.50	2.00			1.00		1.00	4.00	40.00	2.50	54.00
Eiland Elementary 118/37	2013-14	2.00	1.50	2.00			1.00		1.00	3.00	19.00	2.50	32.00
	2014-15	2.00	1.50	2.00			1.00		1.00	3.00	21.00	2.50	34.00
	2015-16	2.00	1.50	2.00			1.00		1.00	3.00	21.00	2.50	34.00
	2016-17	2.00	1.50	2.00			1.00		1.00	3.00	20.00	2.50	33.00
	2017-18	2.00	1.50	2.00			1.00		1.00	3.00	17.00	2.50	30.00
Schultz Elementary 119/38	2013-14	1.00	1.50	2.00			1.00		1.00	4.00	36.00	3.50	50.00
	2014-15	2.00	1.50	2.00			1.00		1.00	4.00	37.00	3.50	52.00
	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	36.00	3.50	51.00
	2016-17	1.00	1.50	2.00			1.00		1.00	3.00	25.50	2.50	37.50
	2017-18	1.00	1.50	2.00			1.00		1.00	3.00	25.50	2.50	37.50
Hassler Elementary 120/39	2013-14	1.00	1.50	2.00			1.00		1.00	3.00	34.50	2.50	46.50
	2014-15	1.00	1.50	2.00			1.00		1.00	3.00	32.50	2.50	44.50
	2015-16	1.00	1.50	2.00			1.00		1.00	3.00	32.50	2.50	44.50
	2016-17	1.00	1.50	2.00			1.00		1.00	3.00	35.50	2.50	47.50
	2017-18	1.00	1.50	2.00			1.00		1.00	4.00	37.50	2.50	50.50
Kreinhop Elementary 121/40	2013-14	1.00	1.50	2.00			1.00		1.00	4.00	37.00	2.50	50.00
	2014-15	1.00	1.50	2.00			1.00		1.00	4.00	37.00	2.50	50.00
	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	37.00	2.50	51.00
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	37.00	2.50	51.00
	2017-18	2.00	1.50	2.00			1.00		1.00	4.00	38.00	2.50	52.00
McDougle Elementary 122/41	2013-14	2.00	1.50	2.00			1.00		1.00	4.00	25.00	2.00	38.50
	2014-15	2.00	1.50	2.00			1.00		1.00	4.00	26.00	2.00	39.50
	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	27.00	2.00	40.50
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	27.00	2.00	40.50
	2017-18	2.00	1.50	2.00			1.00		1.00	4.00	25.00	2.00	38.50
Metzler Elementary 123/42	2013-14	1.00	1.50	2.00			1.00		1.00	4.00	39.00	2.50	52.00
	2014-15	1.00	1.50	2.00			1.00		1.00	4.00	42.00	2.50	55.00
	2015-16	1.00	1.50	2.00			1.00		1.00	4.00	40.00	2.50	53.00
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	41.50	2.50	55.50
	2017-18	2.00	1.50	2.00			1.00		1.00	4.00	42.00	2.50	56.00
Benignus Elementary 124/43	2013-14	1.00	1.50	2.00			1.00		1.00	4.00	43.50	2.50	56.50
	2014-15	2.00	1.50	2.00			1.00		1.00	4.00	43.50	2.50	57.50
	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	43.50	2.50	57.50
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	39.50	2.50	53.50
	2017-18	2.00	1.50	2.00			1.00		1.00	4.00	38.00	2.50	52.00

**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-Regular Education Only	Teacher Asst	Total Staff
Frank Elementary 125/44	2013-14	1.00	1.50	2.00			1.00		1.00	3.00	29.50	2.50	41.50
	2014-15	1.00	1.50	2.00			1.00		1.00	3.00	31.50	2.50	43.50
	2015-16	1.00	1.50	2.00			1.00		1.00	3.00	31.50	2.50	43.50
	2016-17	1.00	1.50	2.00			1.00		1.00	3.00	31.50	2.50	43.50
	2017-18	1.00	1.50	2.00			1.00		1.00	3.00	32.50	2.50	44.50
Mueller Elementary 126/45	2013-14	1.00	1.50	2.00			1.00		1.00	4.00	35.00	2.50	48.00
	2014-15	2.00	1.50	2.00			1.00		1.00	4.00	38.00	2.50	52.00
	2015-16	2.00	1.50	2.00			1.00		1.00	5.00	43.00	2.50	58.00
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	38.00	2.50	52.00
	2017-18	2.00	1.50	2.00			1.00		1.00	4.00	40.00	2.50	54.00
Blackshear Elementary 127/46	2013-14	1.00	1.50	2.00			1.00		1.00	4.00	37.00	2.50	50.00
	2014-15	2.00	1.50	2.00			1.00		1.00	4.00	41.00	2.50	55.00
	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	42.00	2.50	56.00
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	42.00	2.50	56.00
	2017-18	2.00	1.50	2.00			1.00		1.00	4.00	42.00	2.50	56.00
Zwink Elementary 128/47	2013-14	1.00	1.50	2.00			1.00		1.00	4.00	35.00	2.50	48.00
	2014-15	2.00	1.50	2.00			1.00		1.00	4.00	37.00	2.50	51.00
	2015-16	2.00	1.50	2.00			1.00		1.00	5.00	40.00	2.50	55.00
	2016-17	2.00	1.50	3.00			1.00		1.00	5.00	43.50	2.50	59.50
	2017-18	3.00	1.50	3.00			1.00		1.00	5.00	46.50	2.50	63.50
Bernshausen Elementary 129/48	2013-14	1.00	1.50	2.00			1.00		1.00	3.00	28.00	2.50	40.00
	2014-15	1.00	1.50	2.00			1.00		1.00	4.00	33.00	2.50	46.00
	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	35.00	2.50	49.00
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	34.00	2.50	48.00
	2017-18	2.00	1.50	2.00			1.00		1.00	4.00	38.00	3.50	53.00
Grace England Pre-K / Early Childhood Center 130/49	2013-14	1.00	2.00	2.00			1.00			3.00	6.50	4.00	19.50
	2014-15	1.00	2.00	2.00			1.00			3.00	6.50	4.00	19.50
	2015-16	1.00	2.00	2.00			1.00			3.00		2.00	11.00
	2016-17	1.00	2.00	2.00			1.00			3.00		2.00	11.00
	2017-18	1.00	2.00	2.00			1.00			4.00		2.00	12.00
French Elementary 131/2A	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	29.50	2.50	41.50
	2016-17	1.00	1.50	2.00			1.00		1.00	3.00	31.50	2.50	43.50
	2017-18	1.00	1.50	2.00			1.00		1.00	3.00	33.50	2.50	45.50
Mahaffey Elementary 132/3A	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	23.50	2.50	35.50
	2017-18	1.00	1.50	2.00			1.00		1.00	3.00	28.50	2.50	40.50

Klein Independent School District

Staffing Units by Department

General Fund

Campus-Based Programs & Districtwide Services	2013-14 (a)	2014-15 (b)	2015-16 (c)	2016-17 (d)	2017-18 (e)	Change from Prior Year (f)
50 Multilingual Payroll	193.80	205.80	222.70	232.70	238.20	5.50
51 Multilingual	81.00	81.00	84.43	89.43	95.96	6.53
52 Special Education	625.75	693.75	764.65	810.75	876.30	65.55
53 State Comp Ed & Other Programs	47.25	46.50	53.50	56.25	17.00	(39.25)
54 High School Allotment	45.35	46.40	44.25	44.85	52.90	8.05
55 Health & Physical Education	195.55	206.50	207.85	213.75	223.85	10.10
56 Fine Arts	238.80	250.45	258.15	265.30	278.80	13.50
58 Advanced Academics	6.00	6.00	6.00	6.00	6.00	-
59 Therapeutic Education Program	53.50	57.00	59.20	61.40	61.40	-
60 Career & Technical Education	143.75	153.85	158.65	164.90	175.25	10.35
61 Vistas High School of Choice	24.00	23.50	23.00	24.00	24.00	-
62 Disciplinary Alt. Education Prog.	29.70	32.50	32.50	32.50	36.50	4.00
63 Student Performance	-	-	2.00	-	-	-
63 Core Academics - Math & Science	-	-	-	-	8.00	8.00
64 Core Academics - ELA, Soc Stud & Lang	-	-	-	-	15.41	15.41
65 Research & Program Evaluation	-	-	-	-	2.00	2.00
68 Internal Audit Services	2.00	3.00	3.00	3.00	3.00	-
69 Multipurpose Center	7.00	9.00	9.00	10.00	10.00	-
70 Research, Accountability & Data	12.00	17.00	20.00	18.00	-	(18.00)
70 Assessment & Accountability	-	-	-	-	4.00	4.00
71 IT & Data Services	59.00	62.00	63.00	75.00	96.00	21.00
72 North Transportation Center	225.00	230.00	232.00	253.00	275.00	22.00
75 South Transportation Center	96.00	99.00	100.00	106.00	106.00	-
74 Extracurricular Athletics	13.90	13.90	13.90	14.00	14.50	0.50
76 Counseling & Whole Student Wellness	-	-	-	-	1.25	1.25
77 Student Support Services Admin	5.25	5.25	5.98	6.58	-	(6.58)
77 Health Services	-	-	-	-	6.58	6.58
78 Accountability & Sch Improvement	4.00	-	-	-	-	-
78 Parent & Family Engagement	-	-	-	-	0.50	0.50
79 Digital Learning & Media	-	-	-	-	10.00	10.00
80 Superintendent	2.50	4.00	4.00	6.00	6.00	-
81 Mail & Copy Center	-	-	2.00	1.00	1.00	-
82 Human Resource Services	15.00	15.00	15.00	15.00	15.00	-

*see explanation of (a) through (f) footnotes on page 156

Klein Independent School District

Staffing Units by Department - continued

General Fund

Campus-Based Programs & Districtwide Services	2013-14 (a)	2014-15 (b)	2015-16 (c)	2016-17 (d)	2017-18 (e)	Change from Prior Year (f)
83 Teaching & Learning Admin	2.00	2.00	2.00	3.00	-	(3.00)
83 Professional Learning	-	-	-	-	7.00	7.00
84 Instructional Administration	64.00	76.00	83.50	96.00	-	(96.00)
84 Instructional Specialists	-	-	-	-	110.00	110.00
85 School Administration	8.00	8.00	8.00	6.00	6.00	-
86 Benefits & Risk Management	7.00	7.00	7.00	8.00	9.00	1.00
87 Security & Monitoring Services	88.00	92.00	139.53	142.98	144.47	1.49
88 Tax Office	6.00	6.00	6.00	6.00	6.00	-
89 Facility & School Services Admin.	7.90	6.90	8.90	13.90	13.90	-
90 Financial Services	28.10	28.10	34.10	36.10	37.10	1.00
91 Business Information Systems	8.00	11.00	5.00	5.00	5.00	-
92 Plant Operations	335.00	338.00	343.00	348.00	369.00	21.00
93 Warehouse Services	17.00	17.00	16.00	18.00	18.00	-
94 Plant Maintenance	122.60	122.60	124.60	129.60	135.60	6.00
95 Publication Services	1.50	-	-	-	-	-
96 Communications & Planning	7.00	8.00	9.00	9.00	9.00	-
97 Energy Management	4.00	5.00	5.00	5.00	5.00	-
98 Districtwide/Instructional	1.00	1.00	4.92	5.41	-	(5.41)
98 Teaching & Learning	-	-	-	-	19.00	19.00
9F Positions for Growth	-	-	-	-	8.00	8.00
Total Departments	2,833.20	2,990.00	3,181.31	3,341.40	3,562.47	221.07
Total General Fund Employees	5,522.15	5,766.35	6,039.65	6,226.89	6,538.76	311.87

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

^(b) 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.

^(c) Payroll department staff were moved from Business Information Systems (BIS) to the Financial Services Department. Recurring part-time positions totaling 56.85 units were added to the staffing tables in 2015-16. Security & Monitoring Services and Instructional Administration were primarily affected by these additions.

^(d) The Teaching & Learning Department began the first phase of a reorganization resulting in additional positions in Instructional Administration (project 84).

^(e) The Teaching & Learning Department continued with the second phase of a reorganization resulting in the repurposing of multiple departments and their budget project numbers. Staff within these projects were also reallocated.

^(f) Change from Prior Year totals reflect the net number of units added or reclassified between 2016-17 and 2017-18.

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

Department (Project) & School Year	Administrator	Asst. Principal	Bus Driver/ Attendant	Custodial	Library Info Spec/ Library Asst/Historian	Manual Trades/ Wrhs	Nurse/Clinic Assistant	Other Professional	Police Officers	Principal	School Counselor	Secretary/Clerical	Security Support Personnel	Teacher	Teacher - Bilingual/ESL	Teacher - Special Ed	Teacher Assistant	Technical	Total Staff
Multilingual - Payroll 50	2013-14														193.80				193.80
	2014-15														205.80				205.80
	2015-16														222.70				222.70
	2016-17														232.70				232.70
	2017-18														238.20				238.20
Multilingual 51	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							18.00			2.00	14.49			19.00		35.94		89.43
	2017-18							18.00			2.00	14.49			24.00		37.47		95.96
Special Education 52	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						140.40			0.20	27.50				331.65	308.00	1.00	810.75
	2017-18	2.00						155.40			0.20	28.50				359.20	330.00	1.00	876.30
State Compensatory Ed / Other Programs 53	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						41.75			1.00	0.75		11.00			1.00		56.25
	2017-18	1.00						2.00			1.00	1.00		11.00			1.00		17.00
High School Allotment 54	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			22.05			3.00			19.65					44.85
	2017-18				0.15			28.05			2.75			21.95					52.90
Health & Physical Education 55	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										4.50		208.25					213.75
	2017-18	1.00						1.40				5.00		216.45					223.85
Fine Arts 56	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		253.50			6.80		265.30
	2017-18	2.00						2.00				1.00		265.30			8.50		278.80
Academic Enrichment 58	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
	2017-18							5.00				1.00							6.00
Therapeutic Education Program (TEP) 59	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	2.40				4.00				28.00	24.00		61.40
	2017-18	2.00					1.00	2.40				4.00				28.00	24.00		61.40
Career & Technical Education 60	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						4.00			4.00	1.25		153.40				1.00	164.90
	2017-18	1.00						4.00			4.00	1.00		164.25				1.00	175.25
Vistas High School of Choice 61	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		1.00		1.00		1.00			1.00	1.00	3.00		15.00			1.00		24.00
	2017-18		1.00		1.00		1.00			1.00	1.00	3.00		15.00			1.00		24.00
Disciplinary Alt Education Program (DAEP) 62	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
	2017-18	3.00					1.00				2.00	6.00		22.50			2.00		36.50

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

Department (Project) & School Year		Administrator	Asst. Principal	Bus Driver/ Attendant	Custodial	Library Info Spec/ Library Asst/Historian	Manual Trades/ Wrhs	Nurse/Clinic Assistant	Other Professional	Police Officers	Principal	School Counselor	Secretary/Clerical	Security Support Personnel	Teacher	Teacher - Bilingual/ESL	Teacher - Special Ed	Teacher Assistant	Technical	Total Staff
Student Performance 63	2013-14																			
	2014-15																			
	2015-16	1.00											1.00							2.00
	2016-17																			
	2017-18																			
Core Academics- Math/Science 63	2013-14																			
	2014-15																			
	2015-16																			
	2016-17																			
	2017-18				1.00				6.00				1.00							8.00
Core Academics-ELA/Soc Stud/World Lang 64	2013-14																			
	2014-15																			
	2015-16																			
	2016-17																			
	2017-18					1.00			9.00				1.00		4.41					15.41
Research & Program Evaluation 65	2013-14																			
	2014-15																			
	2015-16																			
	2016-17																			
	2017-18	1.00							1.00											2.00
Internal Audit Services 68	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
	2017-18	1.00							2.00											3.00
Multipurpose Center 69	2013-14				4.00		1.00		1.00				1.00							7.00
	2014-15				4.00		2.00		2.00				1.00							9.00
	2015-16				4.00		2.00		2.00				1.00							9.00
	2016-17				5.00		2.00		2.00				1.00							10.00
	2017-18				5.00		2.00		2.00				1.00							10.00
Research, Accountability & Data 70	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	4.00							3.00				1.00						10.00	18.00
	2017-18																			
Assessment and Accountability 70	2013-14																			
	2014-15																			
	2015-16																			
	2016-17																			
	2017-18	1.00							2.00										1.00	4.00
Information Technology and Data Services 71	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	2.00											12.00						61.00	75.00
	2017-18	4.00							1.00				14.00						77.00	96.00
North Transportation Center 72	2013-14	1.00		190.00			27.00		3.00				4.00							225.00
	2014-15	1.00		196.00			26.00		3.00				4.00							230.00
	2015-16	1.00		197.00			27.00		3.00				4.00							232.00
	2016-17	2.00		218.00			17.00		5.00				11.00							253.00
	2017-18	2.00		240.00			17.00		5.00				11.00							275.00
South Transportation Center 75	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		91.00			8.00		2.00				4.00							106.00
	2017-18	1.00		91.00			8.00		2.00				4.00							106.00
Extracurricular Athletics 74	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							5.50				3.00							14.00
	2017-18	6.00							5.50				3.00							14.50

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

Department (Project) & School Year	Administrator	Asst. Principal	Bus Driver/ Attendant	Custodial	Library Info Spec/ Library Asst/Historian	Manual Trades/ Wrhs	Nurse/Clinic Assistant	Other Professional	Police Officers	Principal	School Counselor	Secretary/Clerical	Security Support Personnel	Teacher	Teacher - Bilingual/ESL	Teacher - Special Ed	Teacher Assistant	Technical	Total Staff
Counseling and Whole Student Wellness 76	2013-14																		
	2014-15																		
	2015-16																		
	2016-17																		
	2017-18	1.25																	1.25
Student Support Services Admin 77	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	1.60				2.98							6.58
	2017-18																		
Health Services 77	2013-14																		
	2014-15																		
	2015-16																		
	2016-17																		
	2017-18	1.00 3.60 1.98																	6.58
Accountability & School Improvement 78	2013-14	2.00						1.00				1.00							4.00
	2014-15																		
	2015-16																		
	2016-17																		
	2017-18																		
Parent & Family Engagement 78	2013-14																		
	2014-15																		
	2015-16																		
	2016-17																		
	2017-18	0.50																	0.50
Digital Learning and Media 79	2013-14																		
	2014-15																		
	2015-16																		
	2016-17																		
	2017-18	6.00 2.00 2.00 10.00																	
Superintendent 80	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
	2017-18	2.00						1.00				3.00							6.00
Mail & Copy Center 81	2013-14																		
	2014-15																		
	2015-16											2.00							2.00
	2016-17											1.00							1.00
	2017-18											1.00							1.00
Human Resource Services 82	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
	2017-18	4.00						1.00				10.00							15.00
Teaching & Learning Administration 83	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	2.00										1.00							3.00
	2017-18																		
Professional Learning 83	2013-14																		
	2014-15																		
	2015-16																		
	2016-17																		
	2017-18	1.00						5.00				1.00							7.00
Instruction Administration 84	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	7.00	1.00					65.00				14.00		6.00	1.00			2.00	96.00
	2017-18																		

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

Department (Project) & School Year	Administrator	Asst. Principal	Bus Driver/ Attendant	Custodial	Library Info Spec/ Library Asst/Historian	Manual Trades/ Wrhs	Nurse/Clinic Assistant	Other Professional	Police Officers	Principal	School Counselor	Secretary/Clerical	Security Support Personnel	Teacher	Teacher - Bilingual/ESL	Teacher - Special Ed	Teacher Assistant	Technical	Total Staff
Instructional Specialists 84	2013-14																		
	2014-15																		
	2015-16																		
	2016-17																		
	2017-18	110.00																	110.00
School Administration 85	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	3.00										3.00							6.00
	2017-18	3.00										3.00							6.00
Benefits & Risk Management 86	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	2.00						1.00				5.00							8.00
	2017-18	2.00						1.00				6.00							9.00
Security & Monitoring Services 87	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			1.00	98.98						142.98
	2017-18	1.00							43.00			1.00	99.47						144.47
Tax Office 88	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
	2017-18	1.00						1.00				4.00							6.00
Facility & School Services Administration 89	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				4.00		5.90				2.00							13.90
	2017-18	2.00				4.00		5.90				2.00							13.90
Financial Services 90	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	7.00						16.10				13.00							36.10
	2017-18	7.00						16.10				14.00							37.10
Business Information Systems 91	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
	2017-18																5.00		5.00
Plant Operations 92	2013-14	2.00			321.00	9.00						3.00							335.00
	2014-15	2.00			321.00	12.00						3.00							338.00
	2015-16	2.00			326.00	12.00						3.00							343.00
	2016-17	2.00			331.00	12.00						3.00							348.00
	2017-18	2.00			352.00	12.00						3.00							369.00
Warehouse Services 93	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
	2017-18	1.00				13.00		2.00				2.00							18.00
Plant Maintenance 94	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				121.60		3.00				3.00							129.60
	2017-18	2.00				127.60		3.00				3.00							135.60
PublicationServices 95	2013-14							0.50				1.00							1.50
	2014-15																		
	2015-16																		
	2016-17																		
	2017-18																		

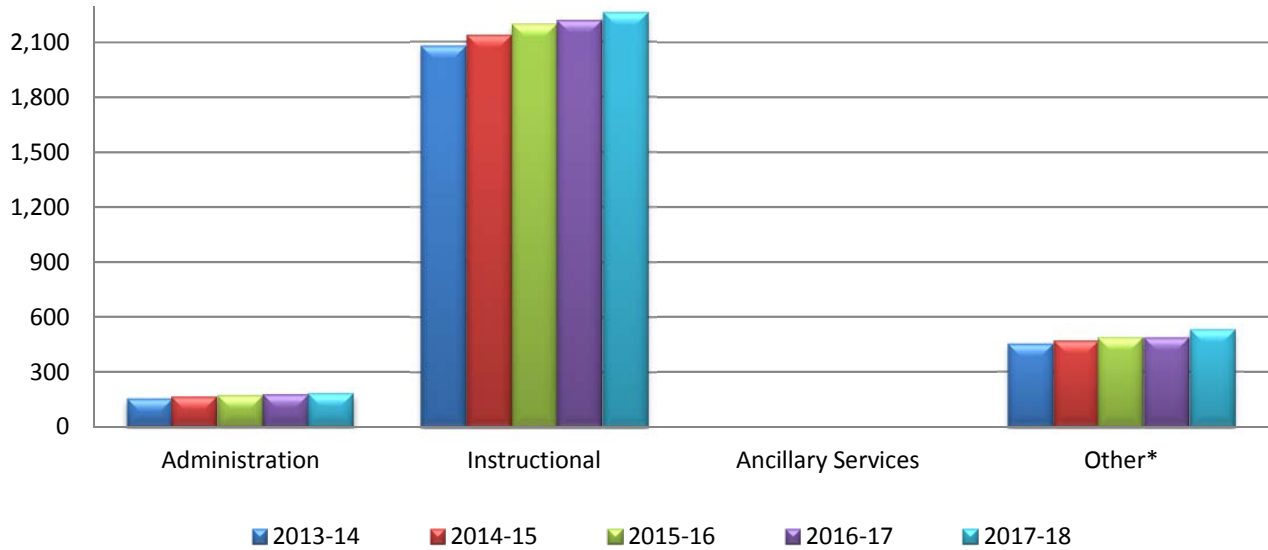
**Klein Independent School District
Departmental Personnel Staffing Details
General Fund**

Department (Project) & School Year		Administrator	Asst. Principal	Bus Driver/ Attendant	Custodial	Library Info Spec/ Library Asst/Historian	Manual Trades/ Wrhs	Nurse/Clinic Assistant	Other Professional	Police Officers	Principal	School Counselor	Secretary/Clerical	Security Support Personnel	Teacher	Teacher - Bilingual/ESL	Teacher - Special Ed	Teacher Assistant	Technical	Total Staff
Communications & Planning 96	2013-14	2.00							3.00				2.00							7.00
	2014-15	2.00							4.00				2.00							8.00
	2015-16	2.00							5.00				2.00							9.00
	2016-17	2.00							5.00				2.00							9.00
	2017-18	2.00							5.00				2.00							9.00
Energy Management 97	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
	2017-18	1.00					1.00		2.00				1.00							5.00
Districtwide / Instructional 98	2013-14					1.00														1.00
	2014-15					1.00														1.00
	2015-16					1.00									3.92					4.92
	2016-17					1.00									4.41					5.41
	2017-18																			
Teaching & Learning 98	2013-14																			
	2014-15																			
	2015-16																			
	2016-17																			
	2017-18	9.00							1.00				9.00							19.00
Positions for Growth 9F	2013-14																			
	2014-15																			
	2015-16																			
	2016-17																			
	2017-18														8.00					8.00

*The Teaching & Learning Department began the first phase of a reorganization resulting in additional positions in Instructional Administration (project 84) in 2016-17. The second phase of a reorganization resulted in the repurposing of multiple departments and their budget project numbers and staff within these projects were also reallocated in 2017-18.

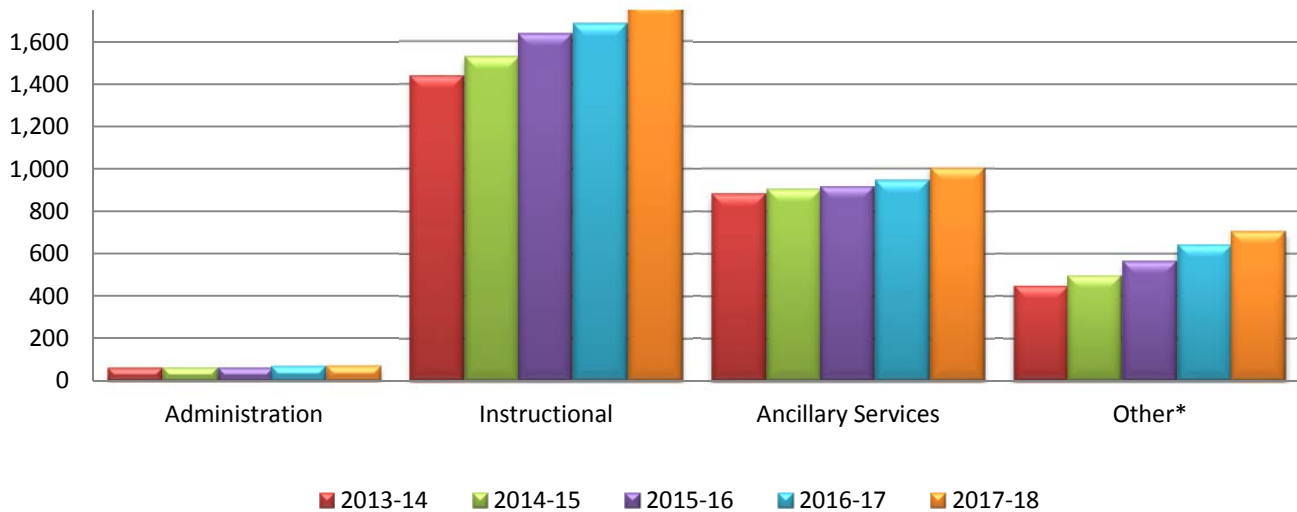
Klein Independent School District Staffing Trend Charts General Fund

General Fund Campus Staffing Trends



* Category includes nurses, school counselors, registrars, therapists, special education assessment staff, social workers, coordinators, managers, instructional specialists, clinic assistants, security, auxiliary, technology, clerical, and other administrative departmental personnel.

General Fund Departmental Staffing Trends



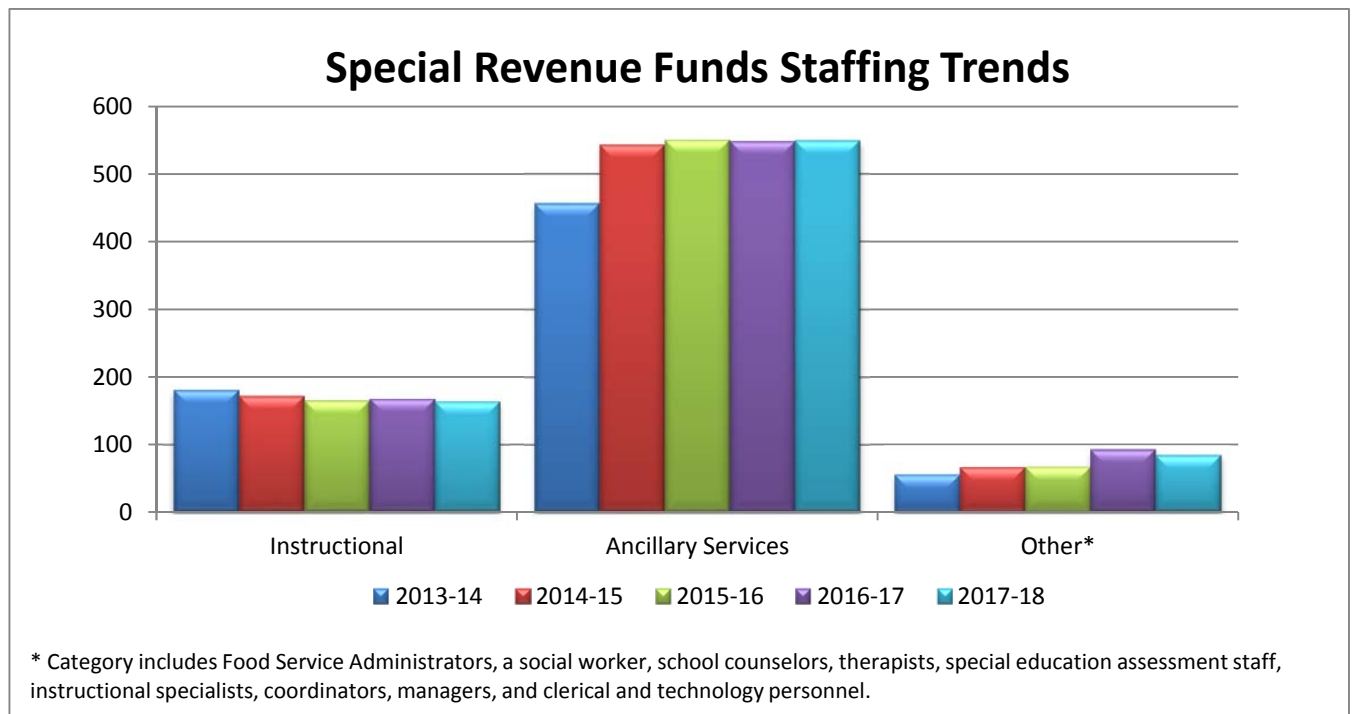
* Category includes nurses, school counselors, registrars, therapists, special education assessment staff, social workers, coordinators, managers, instructional specialists, clinic assistants, security, auxiliary, technology, clerical, and other administrative departmental personnel.

Klein Independent School District Staffing Units by Program Special Revenue Funds

Program	2013-14	2014-15	2015-16	2016-17	2017-18	Change from Prior Year
211 - ESEA, Title I, Part A	78.50	79.50	78.50	85.50	80.00	(5.50)
224 - IDEA, Part B, Formula	129.00	128.75	125.10	142.00	142.00	-
225 - IDEA, Part B, Preschool	2.00	4.00	3.00	3.00	3.00	-
240 - National School Lunch Program *	471.40	558.40	565.40	565.40	566.40	1.00
244 - Career & Technical Preparation	1.00	1.00	1.00	1.00	1.00	-
255 - ESEA, Title II, Part A - Training**	7.00	7.00	7.00	7.00	-	(7.00)
263 - Title III, Part A - ELA	3.50	3.50	3.00	5.00	5.00	-
272 - Medicaid Administrative Claiming	0.75	0.75	1.00	1.40	1.40	-
385 - State Supplemental Visually Impaired	1.00	0.25	0.30	0.30	0.30	-
Total Special Revenue Employees	694.15	783.15	784.30	810.60	799.10	(11.50)
Total Klein ISD Employees	6,216.30	6,549.50	6,823.95	7,037.49	7,337.86	300.37

* 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.

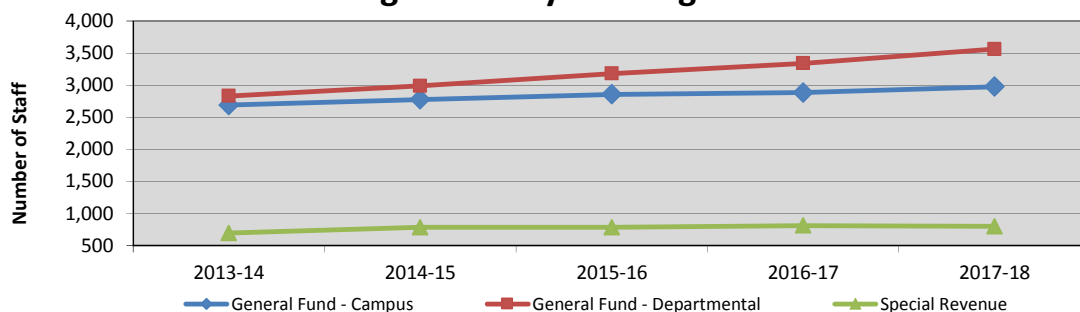
** In 17-18, seven (7) Instructional Specialist positions were reclassified to the General Fund in project 84.



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-Special Education	Teacher Assistant	Technical	Total
ESEA Title I, Part A - Improving Basic Programs 211	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				24.50	2.00		38.00	5.00		16.00		85.50
	2017-18				21.00	4.00		33.50	5.00		16.50		80.00
IDEA - Part B, Formula 224	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				32.50	3.00				32.00	73.50	1.00	142.00
	2017-18				32.50	3.00				32.00	73.50	1.00	142.00
IDEA - Part B, Preschool 225	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
	2017-18									1.00	2.00		3.00
National School Lunch Program (Food Service) 240	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	3.00	537.00	8.40	10.00		5.00					2.00	565.40
	2017-18	3.00	538.00	8.40	10.00		5.00					2.00	566.40
Career and Technical Education - Technical Preparation 244	2013-14						1.00						1.00
	2014-15						1.00						1.00
	2015-16						1.00						1.00
	2016-17						1.00						1.00
	2017-18						1.00						1.00
ESEA Title II, Part A - Teacher & Prin. Training 255	2013-14							7.00					7.00
	2014-15				7.00								7.00
	2015-16				7.00								7.00
	2016-17				7.00								7.00
	2017-18												
Title III, Part A - English Lang. Acquisition 263	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
	2017-18				4.00	1.00							5.00
Medicaid Administrative Claiming Prog. (MAC) 272	2013-14				0.75								0.75
	2014-15				0.75								0.75
	2015-16				1.00								1.00
	2016-17				1.40								1.40
	2017-18				1.40								1.40
State Supplemental Visually Impaired (SSVI) 385	2013-14									1.00			1.00
	2014-15									0.25			0.25
	2015-16				0.30								0.30
	2016-17				0.30								0.30
	2017-18				0.30								0.30

Staffing Trends by Funding Source



Staff Summary
2016-2017 Fall PEIMS Collection
Snapshot Date - October 28, 2016

Teachers by Population Served	Percent
Regular Education	64.1%
Career and Technical Education	4.1%
Bilingual/ESL Education	9.8%
Compensatory Education	1.4%
Gifted and Talented Education	1.9%
Special Education	12.6%
Other	6.0%

Total Staff (FTEs)	Percent
Teachers	50.5%
Professional Support	9.9%
Campus Administration	2.6%
Central Administration	0.7%
Educational Aides	6.3%
Auxiliary Staff	29.9%

Average Teachers Years of Experience	Average
Total Career Experience of Teachers	11.6
Klein ISD Experience of Teachers	7

Teachers by Years of Experience	Average Salary
Beginning Teachers	\$51,810
1-5 Years Experience	\$53,604
6-10 Years Experience	\$55,345
11-20 Years Experience	\$59,026
Over 20 Years Experience	\$67,095

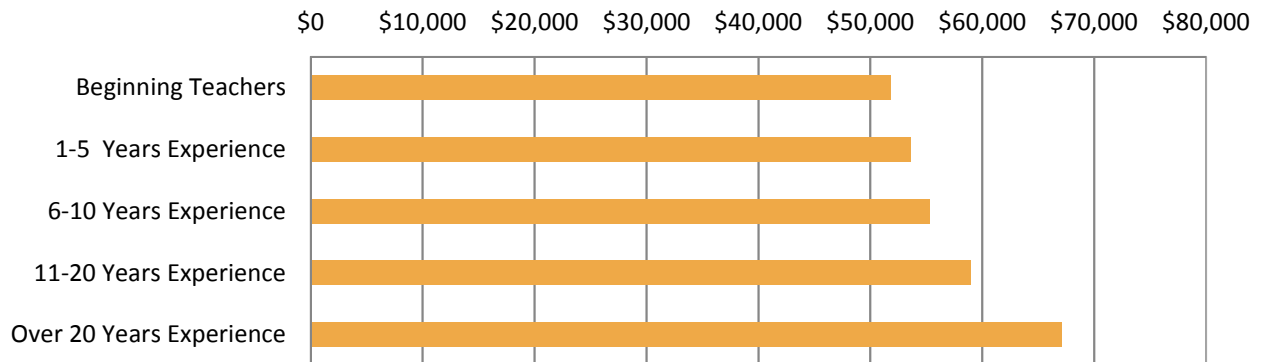
Teachers by Highest Degree Held	Percent
No Degree	0.6%
Bachelors	74.5%
Masters	24.3%
Doctorate	0.5%

Total Personnel by Ethnicity	Percent
White	62.9%
Hispanic	20.6%
Black	12.8%
Other	3.7%

Total Personnel by Ethnicity and Sex	Percent
White Male	11.5%
White Female	51.4%
Hispanic Male	3.5%
Hispanic Female	17.1%
Black Male	2.6%
Black Female	10.2%
Other Male	0.8%
Other Female	2.9%

Student/Teacher Ratio	15.3
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Teachers by Years of Experience



Source: Texas Education Agency TSDS PEIMS Staff FTE FTE Summary 2016-2017 Fall Collection PDM1-110-004



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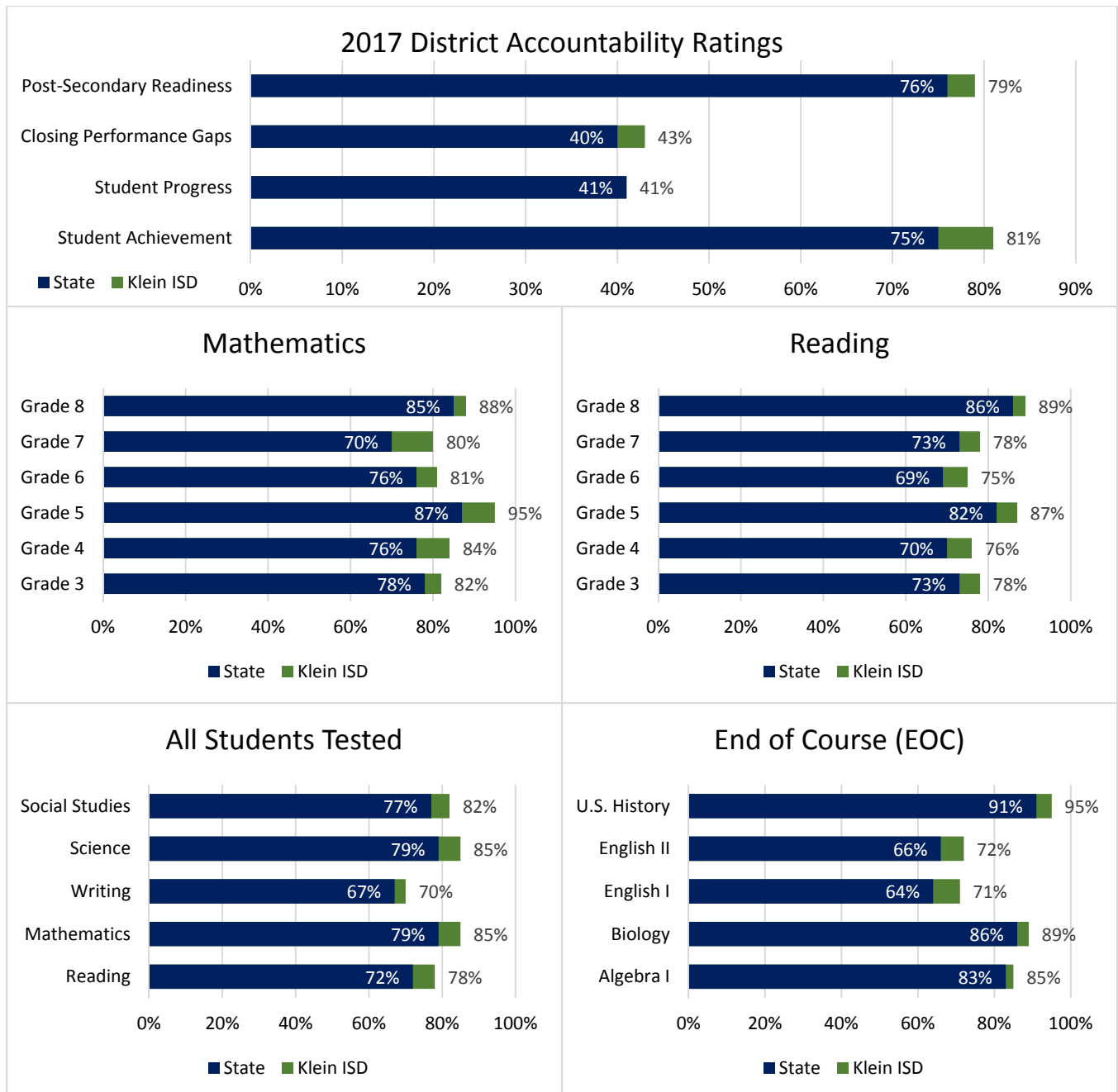


Performance Measures

2017 Accountability Ratings

According to a report released on August 14, 2017, by the Texas Education Agency (TEA), Klein ISD earned the “Met Standard” rating. TEA bases the current year’s rating on a range of indicators 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, closing performance gaps, and post-secondary readiness. Many campuses across the district also received recognition for outstanding academic achievement. Twenty-three 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 PERFORMANCE REPORTING
PRELIMINARY 2017 ACCOUNTABILITY RATINGS AS OF August 15, 2017**

KLEIN ISD

District/Campus Name	District/ Campus Number	2017 Accountability Rating	Distinctions										Post Secondary	Num Met of Num Eval
			Indexes*				Read/ ELA	Math	Science	Social Studies	Student Progress	Gap		
			1	2	3	4								
KLEIN ISD	101915	Met Standard	Y	Y	Y	Y							○	0 of 1
KLEIN H S	001	Met Standard	Y	Y	Y	Y	○	○	○	○	○	○	○	0 of 7
KLEIN FOREST H S	002	Met Standard	Y	Y	Y	Y	○	○	○	○	○	○	○	0 of 7
KLEIN OAK H S	003	Met Standard	Y	Y	Y	Y	○	○	○	○	○	○	○	0 of 7
KLEIN COLLINS H S	004	Met Standard	Y	Y	Y	Y	○	○	○	○	○	○	○	0 of 7
KLEIN EDUCATION PLAC	034	Not Rated												0 of 0
HARRIS CO JJAEP	037	Not Rated												0 of 0
KLEIN ANNEX	038	Not Rated												0 of 0
KLEIN INT	041	Met Standard	Y	Y	Y	Y	○	○	○	○	○	○	○	0 of 7
HILDEBRANDT INT	042	Met Standard	Y	Y	Y	Y	○	○	●	○	○	○	○	1 of 7
WUNDERLICH INT	043	Met Standard	Y	Y	Y	Y	○	○	●	○	○	○	○	1 of 7
STRACK INT	044	Met Standard	Y	Y	Y	Y	○	○	○	○	○	○	○	0 of 7
KLEB INT	045	Met Standard	Y	Y	Y	Y	○	○	○	○	○	○	○	0 of 7
DOERRE INT	046	Met Standard	Y	Y	Y	Y	○	○	●	○	○	○	○	1 of 7
SCHINDEWOLF INT	047	Met Standard	Y	Y	Y	Y	○	○	○	○	○	○	○	0 of 7
KRIMMEL INTERMED	048	Met Standard	Y	Y	Y	Y	○	○	○	○	○	○	○	0 of 7
ULRICH INT	049	Met Standard	Y	Y	Y	Y	○	○	●	○	○	○	○	1 of 7
KOHRVILLE EL	101	Met Standard	Y	Y	Y	Y	○	●	○		○	○	●	2 of 6
NORTHAMPTON EL	102	Met Standard	Y	Y	Y	Y	○	○	○		○	○	○	0 of 6
HAUDE EL	103	Met Standard	Y	Y	Y	Y	○	○	○		○	○	○	0 of 6
GREENWOOD FOREST EL	104	Met Standard	Y	Y	Y	Y	○	○	○		○	○	○	0 of 6
EPPS ISLAND EL	105	Met Standard	Y	Y	Y	Y	○	○	○		○	○	○	0 of 6
THEISS EL	106	Met Standard	Y	Y	Y	Y	●	●	●		●	●	●	6 of 6
BENFER EL	107	Met Standard	Y	Y	Y	Y	○	○	●		○	○	○	1 of 6
KAISER EL	108	Met Standard	Y	Y	Y	Y	○	○	○		●	○	○	1 of 6
BRILL EL	109	Met Standard	Y	Y	Y	Y	○	○	○		●	●	○	2 of 6
EHRHARDT EL	110	Met Standard	Y	Y	Y	Y	●	○	●		●	○	○	3 of 6
LEMM EL	111	Met Standard	Y	Y	Y	Y	○	●	●		○	○	○	2 of 6
NITSCH EL	112	Met Standard	N	Y	Y	Y	○	○	○		○	○	○	0 of 6
KRAHN EL	113	Met Standard	Y	Y	Y	Y	●	●	●		●	●	●	6 of 6
ROTH EL	114	Met Standard	Y	Y	Y	Y	○	○	○		○	○	○	0 of 6
KUEHNLE EL	115	Met Standard	Y	Y	Y	Y	○	○	○		○	○	○	0 of 6
MITTELSTADT EL	116	Met Standard	Y	Y	Y	Y	○	●	○		○	○	○	1 of 6
KLENK EL	117	Met Standard	Y	Y	Y	Y	●	○	●		●	○	●	4 of 6
EILAND EL	118	Met Standard	Y	Y	Y	Y	○	●	●		○	○	○	2 of 6
SCHULTZ EL	119	Met Standard	Y	Y	Y	Y	○	○	○		○	●	●	2 of 6
HASSLER EL	120	Met Standard	Y	Y	Y	Y	●	●	●		●	○	○	4 of 6
KREINHOP EL	121	Met Standard	Y	Y	Y	Y	○	○	○		○	○	○	0 of 6
MCDUGLE EL	122	Met Standard	Y	Y	Y	Y	○	●	○		●	○	○	2 of 6

*In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

TEXAS EDUCATION AGENCY
DEPARTMENT OF PERFORMANCE REPORTING
PRELIMINARY 2017 ACCOUNTABILITY RATINGS AS OF August 15, 2017

KLEIN ISD

District/Campus Name	District/ Campus Number	2017 Accountability Rating	Indexes*				Distinctions						Post Secondary	Num Met of Num Eval
			1	2	3	4	Read/ ELA	Math	Science	Social Studies	Student Progress	Gap		
METZLER EL	123	Met Standard	Y	Y	Y	Y	●	●	●		●	●	●	6 of 6
BENIGNUS EL	124	Met Standard	Y	Y	Y	Y	○	○	○		○	○	○	0 of 6
FRANK EL	125	Met Standard	Y	Y	Y	Y	○	○	○		○	○	○	0 of 6
MUELLER EL	126	Met Standard	Y	Y	Y	Y	○	○	○		●	○	○	1 of 6
BLACKSHEAR EL	127	Met Standard	Y	Y	Y	Y	○	○	○		○	○	○	0 of 6
ZWINK EL	128	Met Standard	Y	Y	Y	Y	○	○	○		●	○	●	2 of 6
BERNSHAUSEN EL	129	Met Standard	Y	Y	Y	Y	○	○	○		○	○	○	0 of 6
THE GRACE ENGLAND EA	130	Met Standard												0 of 0
FRENCH EL	131	Met Standard	Y	Y	Y	Y	○	○	○		●	●	●	3 of 6
MAHAFFEY EL	132	Met Standard	Y	Y	Y	Y	○	●	○		●	○	●	3 of 6

Campus Total = 48

*In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

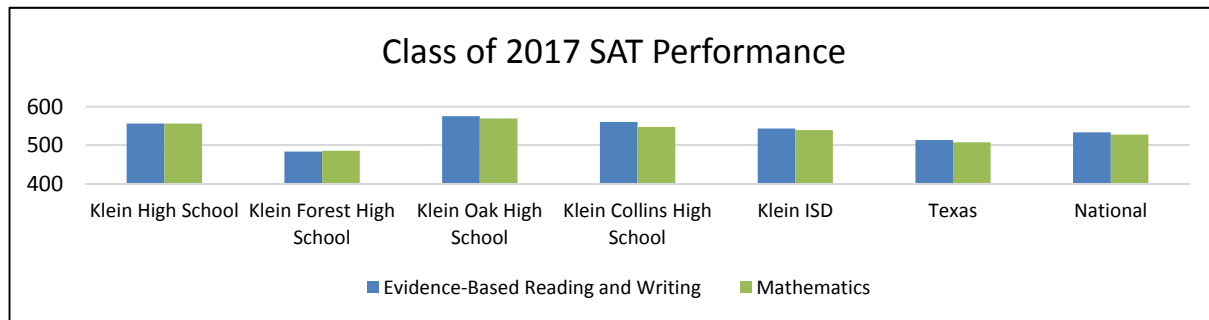
Klein Independent School District

SAT Participation & Performance

2016-2017

Although Klein ISD has participated in many years of SAT assessments, the redesigned SAT will not allow for prior year comparisons.

Campus	Class of	Participation Count	Participation Rate	Evidence-Based Reading and Writing	Mathematics
Klein High School	2017	430	49.1%	556	556
Klein Forest High School	2017	446	60.2%	483	485
Klein Oak High School	2017	488	55.1%	575	569
Klein Collins High School	2017	381	49.7%	560	547
Klein ISD	2017	1,748	53.5%	543	539
Texas	2017	204,409	n/a	513	507
National	2017	1,715,481	n/a	533	527



2014-2016

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.

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
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
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
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
Klein ISD	2016	1850	57.4%	499	507	477
	2015	1967	60.4%	504	514	479
	2014	1868	61.2%	502	521	480
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
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

Source: College Board SAT Online Reporting Portal

n/a - Data not available

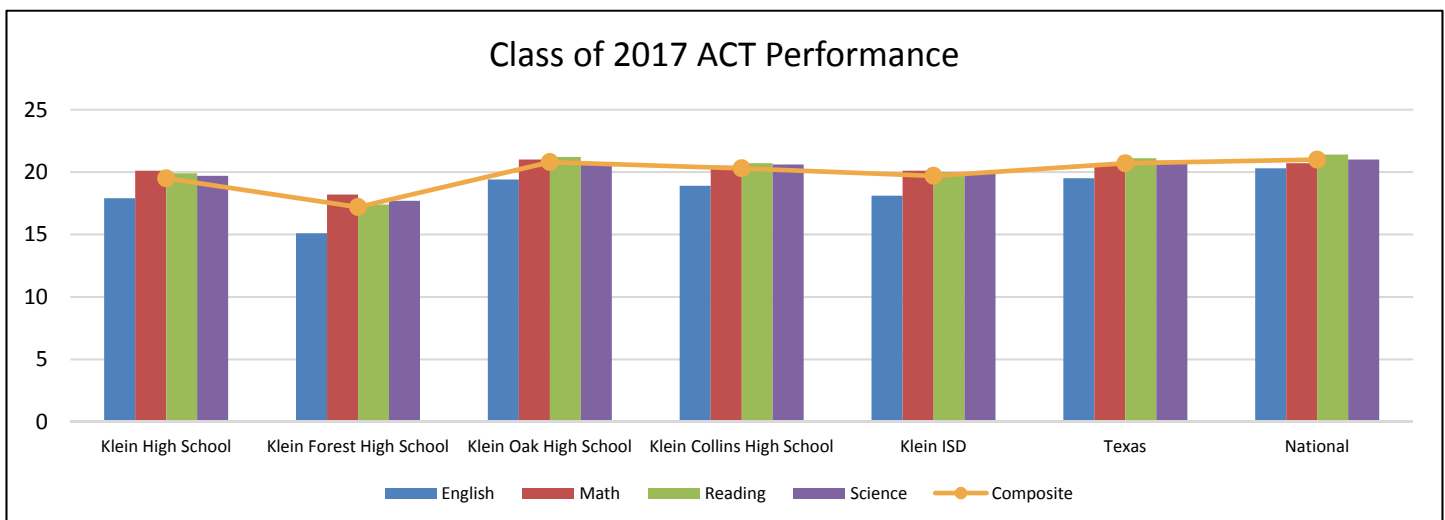
Klein Independent School District ACT Participation & Performance

While the Klein ISD Class of 2017 ACT scores experienced a decline from previous years, it is important to note that participation rates more than doubled as all Klein ISD juniors were provided the opportunity to participate in the May 2016 ACT.

Campus	Class of	Participation Count	Participation Rate	English	Math	Reading	Science	Composite
Klein High School	2017	848	96.8%	17.9	20.1	19.9	19.7	19.5
	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
Klein Forest High School	2017	512	69.1%	15.1	18.2	17.4	17.7	17.2
	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
Klein Oak High School	2017	876	99.0%	19.4	21.0	21.2	20.8	20.8
	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
Klein Collins High School	2017	685	89.3%	18.9	20.5	20.7	20.6	20.3
	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
Klein ISD	2017	2,921	89.4%	18.1	20.1	20.0	19.9	19.7
	2016	1,360	42.1%	20.7	21.7	22.0	21.8	21.7
	2015	914	29.8%	21.6	22.7	23.1	22.7	22.7
	2014	904	29.4%	21.1	22.9	22.8	22.3	22.4
Texas	2017	146,608	n/a	19.5	20.7	21.1	20.9	20.7
	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
National	2017	2,030,038	n/a	20.3	20.7	21.4	21.0	21.0
	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

Source: 2017 ACT District Profile Report

n/a - Data not available









2017-2018 DISTRICT PLAN-ON-A-PAGE

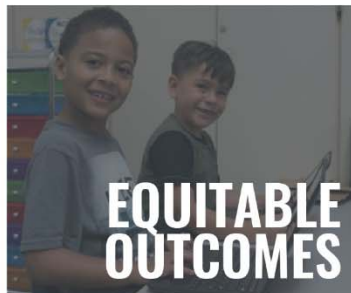
GUIDING DOCUMENTS



GOAL: Develop a clear theory of action for teaching and learning in order to design and deliver an innovative guaranteed and viable curriculum, assessment program, and increased pathways for student success.

HIGH QUALITY TEACHING THEORY OF ACTION 
GUARANTEED VIABLE CURRICULUM DESIGN TEAMS  
PROFESSIONAL LEARNING   

P2P CULTURE



GOAL: Ensure all inequities and inequalities among functions, programs, and services that ultimately limit students' access to learning opportunities and academic growth are systematically eliminated.

PATHWAYS   
INNOVATIONS   
GUIDING COALITIONS   

VISIONCASTING 2.0



GOAL: Build shared understanding of leadership competencies and improve talent management data systems, selection and evaluation processes, and leadership development.

DEVELOPMENT: FEEDBACK & LEADING CHANGE 
COMPETENCIES: EVALUATION & SELECTION 
HOLDSWORTH COLLABORATIVE TEAM PROJECTS  

SYSTEM ALIGNMENT & SUPPORT

ORGANIZATIONAL ROLES
& RESPONSIBILITIES

CAMPUS & DEPARTMENT
IMPROVEMENT PLANS

MEASURES
& INDICATORS

BUDGET DEVELOPMENT &
FINANCIAL MANAGEMENT

FACILITIES &
INFRASTRUCTURE

COMMUNICATIONS

PROGRAM EVALUATION
& POLICY UPDATE



REIMAGINE
LEARNING



CULTIVATE
TALENT



BUILD
COMMUNITY

IN KLEIN ISD, **EVERY STUDENT**
ENTERS WITH A **PROMISE** & **PURPOSE** EXITS WITH A

2017-2018 CAMPUS PLAN-ON-A-PAGE

GOALS & STRATEGIES

Goal 1: Reimagine Learning: We will use innovative practices to personalize learning and provide a flexible and challenging curriculum.

Strategy 1: Personalized Learning - We will support high-quality initial instruction for all students.

Strategy 2: Personalized Learning - We will create specific professional development opportunities on campus that target personalized learning and build professional communities.

Strategy 3: Flexible & Challenging Curriculum - PLCs will identify student essential standards and specifically target student "must know" skills.

Strategy 4: Flexible & Challenging Curriculum - We will focus on rigor, relevance, and relationships in all learning environments.

Goal 2: Cultivate Talent: We will cultivate talent by utilizing a best-in-class leadership pipeline, feedback loops and self-reflection, and targeted professional learning.

Strategy 1: Best-in-class Leadership Pipeline - We will use the Profile of a Leader as our guide for targeted leadership development at all levels.

Strategy 2: Feedback Loops & Self-Reflection - We will actively seek feedback from all stakeholders to reflect on and reform our practices.

Strategy 3: Targeted Professional Learning - We will build the capacity of all staff through effective professional development programs that focus on implementing innovative educational strategies.

Goal 3: Build Community: We will cultivate meaningful relationships with students, parents, staff, and community members which will serve as our foundation for building community.

Strategy 1: Relationships, Mentoring, and Partnerships - We will use character education to establish, support, and grow meaningful relationships.

Strategy 2: Engaging, Educating, and Equipping Families - We will promote a sense of community by continuously informing and involving families in order to create a partnership to ensure student success.

Strategy 3: Cultural Responsiveness - We will promote a culture at Klein High School of an innovative mindset that accepts individuality and celebrates success on all levels.

STRENGTHS

1. Diverse student population
2. Percentage of students attending college
3. Decrease in discipline referrals
4. Authentic home/school connections
5. Increased cultural appreciation
6. Increased number of students taking AP exams
7. Parent and community involvement

OPPORTUNITIES FOR GROWTH

1. Increase staff diversity
2. Increase student engagement
3. Increase number of students taking advanced courses
4. Decline in SAT/ACT scores
5. Increase Writing Domain of TELPAS
6. Gap in SPED and ELL students' achievement on EOC tests
7. Improve differentiation and engagement levels for students

MEASURES OF SUCCESS

1. More student engagement during class visits
2. Increased feedback opportunities for all shareholders
3. Increased percentage of students in advanced classes
4. Decrease achievement gap for SPED and ELL students
5. PD over personalized learning
6. Decreased number of students in Tier 2 and Tier 3 Rtl
7. Increased mentorships





GOALS & STRATEGIES

Goal 1: By the end of 2017-18, Klein Forest will increase the number of students attending every class every day, which will have a positive correlation with student academic achievement.

Strategy 1: Klein Forest will implement a proactive plan to deter truancy, excessive absences, and unnecessary absences due to disciplinary consequences.

Strategy 2: For situations in which the proactive plan is not enough, Klein Forest will initiate a plan to address students who are in danger of being denied credit or are struggling academically because of excessive absences.

Goal 2: Klein Forest will utilize High Quality Teaching to ensure that every student makes at least one year's progress in every content area.

Strategy 1: Utilize the Response-to-Intervention (RTI) process with fidelity in order to personalize learning for every student.

Strategy 2: Provide and execute professional development that has been recognized by campus staff as being an area of need, which will be aligned to T-TESS goals, as aligned with Klein ISD guiding document, High Quality Teaching.

Strategy 3: Improve the academic performance of all subpopulations in each content area.

Goal 3: Throughout the 2017-18 year, Klein Forest leaders (which includes all faculty and staff) will effectively communicate campus goals with all stakeholders, build strong relationships with students, staff and community and increase implementation of the core values.

Strategy 1: We will provide weekly updated information and exchange feedback with every voice in order to eliminate silos, build strategic partnerships, and foster a culture of learning.

Strategy 2: We will build an atmosphere that promotes inclusion, relationship building, and problem solving through restorative practices.

Strategy 3: We will apply and achieve National School of Character by enhancing our school core values and character education lessons throughout our school community.

STRENGTHS

1. Student & Staff Diversity
2. Student enrollment in Pre-AP, AP and Dual Credit Courses
3. Participation on AP and SAT/ACT testing
4. Character Education Program during Eagle Nest Period
5. Campus feedback

OPPORTUNITIES FOR GROWTH

1. Attendance rate
2. Teacher Retention
3. Academic performance of certain subpopulations
4. Performance on EOC in ELA 1 & II
5. Achievement gap among ELL and SPED students
6. PLCs
7. CTE certifications
8. Student Discipline

MEASURES OF SUCCESS

1. Attendance Data
2. Discipline data
3. Truancy reports
4. CCA, BA, EOC, TELPAS, MAP, AP, SAT, ACT data
5. CTE Certifications
6. PLC agendas & minutes
7. Essential standard Charts
8. Surveys & feedback forms
9. T-TESS goals
10. Student Learning Outcomes
11. Walkthrough data





GOALS & STRATEGIES

Goal 1: In order to raise the academic performance of all students, Klein Oak will reimagine learning by creating new strategies and programs to address every student and his or her needs.

Strategy 1: Identify students who need additional support to excel in their coursework as well as state testing and provide assistance

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

Strategy 3: Increase student engagement and completion of advanced coursework.

Strategy 4: Prepare students and provide support for various CTE certification pathways.

Strategy 5: Establish a more effective program to integrate enrichment and extension activities into the school day.

Goal 2: For the purpose of cultivating talent, Klein Oak will identify and use best practices and strategies to grow and develop high quality employees.

Strategy 1: Identify professional development needs in order to increase instructional best practices.

Goal 3: Build community by promoting a positive culture with all stakeholders.

Strategy 1: Establish consistent protocols for effective communication across all levels.

Strategy 2: Increase cultural responsiveness and celebrate diversity.

STRENGTHS

1. Increased student participation in advanced courses
2. Increased student performance on EOCs for Biology and US History and improvement on English EOCs
3. Student satisfaction and participation in extracurricular activities
4. Rtl system that is intentional and fluid

OPPORTUNITIES FOR GROWTH

1. Achievement gaps between all subgroups and All Students
2. Using Rtl to provide learning extensions in addition to intervention
3. Preparing students for CTE workforce opportunities
4. Communication between faculty and staff needs improvement

MEASURES OF SUCCESS

1. Increased passing rate for all subgroups on all EOCs to 65%
2. 80% of CTE students will attain certification in classes that offer it
3. 95% of teachers rated proficient or above on T-TESS and attending professional learning opportunities
4. Stakeholder satisfaction





GOALS & STRATEGIES

Goal 1: Build and grow relationships with EVERY student through connections with staff, parents, and community.

Strategy 1: Build positive relationships with students and staff members.

Strategy 2: Promote positive relationships with parents and community.

Goal 2: Grow all Promise 2 Purpose investors with goal setting, purposeful feedback, and ongoing self-reflection.

Strategy 1: Gather feedback from all stakeholders in order to continuously improve our practices.

Strategy 2: Goal-setting and ongoing self-reflection will become a regular practice for students, teachers, and administrators.

Goal 3: Reimagine Learning for EVERY student that connects learning with interests, talents, passions, and aspirations.

Strategy 1: Involve students in the process of implementing student-centered learning in all classrooms

Strategy 2: Establish a shared vision of continuous improvement and a high level of learning for all students, PLCs, staff members, and administrators.

STRENGTHS

1. Diverse student population and campus is very accepting of one another
2. AP scores increased for economically disadvantaged students in all subjects
3. Experienced staff with low turnover rate
4. Positive culture at KCHS

OPPORTUNITIES FOR GROWTH

1. Gaps in achievement for special education and ELL students
2. Teachers do not feel equipped to address these learners' needs
3. RtI process for behavior needs to be implemented with fidelity
4. Ongoing feedback and input needs to be solicited from all stakeholders

MEASURES OF SUCCESS

1. Decreased number of discipline referrals by 20%
2. Monthly opportunities for feedback that will be used continually make improvements
3. Decrease the achievement gap for special education and ELL students by 5%
4. Improve student performance





GOALS & STRATEGIES

Goal 1: We will establish a collaborative culture of risk-taking and innovation to provide a safe learning environment and successful learning experience.

Strategy 1: We will encourage students to enroll and level up in college readiness level courses (e.g. World Geography to World Geography AP).

Strategy 2: We will enhance the learning environment in which students feel comfortable actively participating on campus (e.g. organizations, in class).

Strategy 3: We will allow students to have the opportunity to fail forward while continuously growing in their learning experience.

Goal 2: We will promote positive relationships on campus to empower leaders and foster a focus on whole-child development.

Strategy 1: We will be culturally responsive and celebrate our rich diversity.

Strategy 2: Create a "we not me" campus environment.

Strategy 3: Distributing leadership by empowering others.

Goal 3: We will establish and identify best practices in order to ensure that all students level up and show growth in both academics and as a whole child.

Strategy 1: We will ensure the support and development of the whole learner through high expectations for every student in both character and academics

Strategy 2: We will build trust and a sense of a security of belonging by exchanging effective feedback in order to continuously improve and grow through effective collaboration.

Strategy 3: We will inspire lifelong learners who take positive risks, celebrate diversity, and act with integrity as they become college and career ready.

STRENGTHS

1. Experienced teachers who are creating learner centered classrooms where students are engaged.
2. Campus designed for innovation and collaboration opportunities
3. Building a positive culture with opportunities for input from stakeholders, business partnerships and extracurricular and community involvement

OPPORTUNITIES FOR GROWTH

1. Cain is a new campus bringing together students and staff from other campuses. There has to be ongoing effort to establish relationships with all while creating the Klein Cain culture.
2. Creating a new learning environment where the status quo is not good enough

MEASURES OF SUCCESS

1. Participation and success in classes determined through goal setting sheets
2. Students taking AVID, Path, advanced academic courses and exams
3. Stakeholder satisfaction rates
4. High attendance rate and low discipline rates
5. Student performance results



IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & PURPOSE

2017-2018 CAMPUS PLAN-ON-A-PAGE

GOALS & STRATEGIES

Goal 1: Personalized Learning - All stakeholders will develop personalized learning plans to ensure that every student is known by name, strength and need.

Strategy 1: Teachers will use daily learning intentions, success criteria, student goal setting and student tracking of growth.

Strategy 2 : Teachers will receive professional development over best practices to help them individualize learning for students.

Strategy 3: Falcon's Nest Lesson plans will focus on literacy and include opportunities for differentiation and student choice.

Strategy 4: Teachers will implement best practices for using technology to facilitate purposeful, personalized student learning.

Goal 2: Culture - We will build a strong Klein Intermediate environment that centers around interpersonal relationships between all stakeholders.

Strategy 1: Create additional opportunities for students and families to be exposed to college and career pathways.

Strategy 2 : Celebrate, engage, and recognize students, families and staff in a variety of ways and through various programs.

Strategy 3: Teachers will use the SOAR program to teach behavioral expectations for students.

Strategy 4: Feedback will be gathered from every voice in order to eliminate silos, build strategic partnerships and foster a culture of learning.

Goal 3: English Language Learners, special education students and economically disadvantaged students will have a 15% increase on the STAAR Reading test.

Strategy 1: Implement quality literacy instruction in ELA classrooms with fidelity.

Goal 4: Special education students will increase their performance by 15% on the 2018 Math and Reading STAAR tests. Strategy 1: The co-teach and support facilitator models will be implemented with fidelity.

Goal 5: LEP students will increase their performance by 15% on the 2018 Math and Reading STAAR tests.

Strategy 1 : Implement best practices and instructional strategies in classrooms with fidelity.

STRENGTHS

1. Diverse staff equipped to meet the needs of diverse student population
2. Increased 2017 STAAR scores in reading and math
3. Coaching/mentoring program to build capacity in teachers
4. Campus wide focus on reading and writing in Falcon's Nest
5. Parent University Program

OPPORTUNITIES FOR GROWTH

1. Special education and ELL students' performance on reading and math STAAR
2. RtI processes - need to improve Tier 1 Instruction
3. Student growth in inconsistent within content areas, and gaps need to be closed for special education and ELL students.
4. Teachers need help identifying essential standards and personalizing learning for students.
5. PLC processes and collaboration
6. Teacher retention rates

MEASURES OF SUCCESS

1. Individual learning plans used for students will lead to increased achievement on CCAs, BAs, MAP and STAAR.
2. Lesson plans with differentiation based on student needs
3. Increased use of formative assessments used to drive instruction
4. Decreased disciplinary consequences
5. Increased stakeholder satisfaction
6. Walkthrough data
7. Student Learning Outcomes
8. PLC agendas and minutes





GOALS & STRATEGIES

Goal 1: Empower teacher leaders.

Strategy 1: Create a structure of shared leadership in the building that consists of department chairs and team leaders in all core content areas.

Strategy 2: Include team leaders and department chairs in available district training that support student growth.

Goal 2: Encourage teachers to personalize learning for all students based on name, strength, and need.

Strategy 1: Students will monitor their own learning progress using data tracking tools.

Strategy 2: Teachers will correctly utilize PLC time to evaluate student performance.

Strategy 3: Teachers will receive campus based training on high yield strategies that include traditional strategies, and strategies that incorporate technology.

Strategy 4: Mustang LEAD time will be used for targeted intervention.

Strategy 5: Teachers will conduct before and after school tutoring when needed.

Goal 3: Reinforce high quality teaching strategies to reach ensure one year's growth for every student.

Strategy 1: Teachers will learn to incorporate technology to reach struggling learners.

Strategy 2: Work with campus specialists to improve student performance.

Strategy 3: Special Education students will be assigned to monitor groups to help ensure their academic success.

Strategy 4: Utilize LEAD classes for extension activities for GT students.

STRENGTHS

1. Teacher retention and experience
2. Diverse student population
3. All core content area teachers are ESL certified and sheltered trained
4. Targeted intervention period built into the school day
5. Teacher collaboration and feedback (PLCs)

OPPORTUNITIES FOR GROWTH

1. Student attendance data tracking
2. Instructional strategies to reach diverse populations
3. Overall academic performance for SPED & ELL students
4. Staff and 1:1 technology implementation
5. Character education program
6. Parent and community involvement/feedback

MEASURES OF SUCCESS

1. Master Schedule
2. Agendas & minutes
3. Eduphoria
4. BA, CCA, TELPAS, STAAR, EOC and MAP data
5. Student data progress tracking sheets
6. Walkthrough data
7. Campus calendars
8. LEAD rotation spreadsheet
9. Lesson Plans





GOALS & STRATEGIES

Goal 1: Reimagine Learning - We promise to utilize research based practices to ensure high quality teaching is taking place in every classroom.

Strategy 1: We will utilize a dynamic, guaranteed, and viable curriculum and provide every student with a rich, relevant, and clear pathway to success.

Strategy 2: We will focus on the whole student so that every student will "level up" and engage in rigorous learning and build excellent character.

Strategy 3: We will close gaps by personalizing learning by knowing every student by name, strength, and need.

Strategy 4: We will provide targeted professional development to support student success and continue to close the achievement gap.

Strategy 5: We will provide planning opportunities throughout the summer and school year to focus instruction. Vision Teams will be established to address student needs through faculty voice.

Strategy 6: Implement a co-teaching model with fidelity.

Goal 2: Cultivate Talent - We promise to strategically plan and implement professional learning opportunities to support staff.

Strategy 1: We will utilize researched based instruction to address the needs of special populations and ensure we are meeting the needs of our special education, ELL, and GT populations.

Strategy 2: We will use quality data to further develop the profile of individual students and to celebrate thresh-hold jumping across content areas.

Strategy 3: We will continue to focus on closing the achievement gap through high quality professional development specific to sub-pops to further support tier 2 and 3 interventions.

Strategy 4: We will retain, attain, and grow excellent leaders throughout our system so that every student learns in a quality environment.

Strategy 5: We will utilize feedback from all stakeholders to address student needs and address staff concerns.

GOALS & STRATEGIES

Goal 3: Build Community - We promise to create a culture that ensures all stakeholders are invested in the success of all students.

Strategy 1: We will improve communication through student tracking data, home visits, and increased opportunities for parent involvement on campus.

Strategy 2: We will address student supports through character education and restorative/relational practices.

Strategy 3: We will celebrate individual student achievements including academics, behavior, and attendance through intentional recognition.

Strategy 4: We will strengthen our family engagement through professional development and increased opportunities for families and the community to be involved on the campus.

Strategy 5: We will gather feedback from every voice in order to eliminate silos, build strategic partnerships and foster a culture of learning.





GOALS & STRATEGIES

STRENGTHS

1. Teacher retention and experience
2. Student diversity
3. Distinction in Science for 2017
4. Building collaboration time built into school day
5. Intervention time built into school day

OPPORTUNITIES FOR GROWTH

1. Attendance rate for students
2. Closing achievement gaps in subpopulations to meet state and federal standards
3. Student growth
4. Disproportionate discipline percentages for certain subpopulations
5. Overall Academic Achievement for SPED and ELL students
6. Consistent school wide discipline system
7. Family and community involvement

MEASURES OF SUCCESS

1. BA, CCA, EOC, STAAR, MAP, TELPAS data
2. Discipline data
3. Attendance data
4. Lesson plans
5. Surveys and feedback
6. Walkthrough data
7. Threshold documentation
8. Intervention data
9. PLC agenda and minutes
10. Professional Learning attendance and implementation





GOALS & STRATEGIES

Goal 1: Reimagine learning in order to raise the performance of all students and close the achievement gap.

Strategy 1: Improve STAAR performances in all subjects, in all grade levels for special education students.

Strategy 2: Improve STAAR performance in 7th grade writing for Special Education, ELL and economically disadvantaged students.

Strategy 3: Improve STAAR mastered (Level III) performance in math.

Strategy 4: Improve TELPAS performance in all areas and grade levels for ELL students.

Goal 2: Cultivate talent in every educator in order to improve student performance.

Strategy 1: Foster a positive school climate to retain high quality teachers.

Strategy 2: Offer campus based professional development to faculty to remain current in best practices in the classroom.

Goal 3: Build community in order to engage, educate and equip students and families.

Strategy 1: Educate students about anti-bullying and positive character traits.

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

Strategy 3: Implement Restorative Practices in our 6th grade students.

Strategy 4: Increase parent involvement.

STRENGTHS

1. High attendance rate
2. Campus excels in academics
3. Campus excels in fine arts
4. Experienced staff
5. Educators quick to assess any campus/student needs and address concerns
6. Campus provides many opportunities to connect with the community

OPPORTUNITIES FOR GROWTH

1. Decline in the number of students participating in GT
2. Special education students did not meet standard on STAAR for reading, math, science, social studies, or writing
3. ELL did not meet standard on the STAAR writing
4. RtI on the campus is a work in progress
5. Implementation of technology in classrooms for learning
6. Lack of involvement by community, business, and parents in campus offerings
7. Increase in the number of students with multiple disciplinary infraction

MEASURES OF SUCCESS

1. Student performance on CCAs, BAs, and STAAR
2. Campus PLC agenda
3. Specific professional learning opportunities for teachers
4. Increased level III scores on STAAR
5. Discipline data
6. Progress reports and report cards
7. Attendance data
8. Campus communications
9. Attendance records from parent activities
10. T-TESS
11. Monthly character trait activity





GOALS & STRATEGIES

Goal 1: Improve Tier 1 instruction for all learners.

Strategy 1: Staff will plan instruction using the backwards design process.

Strategy 2: Staff will use a common protocol for reviewing both trend and individual student data and use this to adjust instruction.

Strategy 3: Staff will reflect individually and in PLCs to set goals based on the High Quality Teaching guiding document for ongoing professional growth.

Strategy 4: Pilot a common system for student data tracking in core classes based on essential standards and learning targets.

Strategy 5: Implement a systemic, campus-wide task avoidance response program.

Strategy 6: Create and pilot a before school Homework Help Club for all students.

Goal 2: Strengthen relationships throughout our campus community to build a positive culture focused on learning.

Strategy 1: Pilot Restorative Practices with all 6th grade teachers.

Strategy 2: Implement a coherent system of positive student behavior supports

Strategy 3: Launch campus behavior RtI program.

Strategy 4: Increase systems of positive staff celebration on campus.

Strategy 5: Create and continue to use systems of feedback between teachers and administrators.

Strategy 6: Increase the number of opportunities for parents and community members to participate in the school system.

Goal 3: Close the academic gap for under-served student populations.

Strategy 1: Create an ELL Task Force to promote the use of best practices for language acquisition with language learners.

Strategy 2: Implement a staff/student mentoring program for students labeled as at-risk.

Strategy 3: Create a SpEd Task Force to promote best practices for differentiated instruction for students served in special education.

Strategy 4: Increase the number of enrichment opportunities for advanced learners and GT students not demonstrating growth.

STRENGTHS

1. Diverse student population
2. Experienced teachers
3. Technology availability and utilization
4. Pre-AP retention rates
5. Success of Algebra I students
6. Communication and teacher involvement in the decision-making process
7. Community & Parent involvement

OPPORTUNITIES FOR GROWTH

1. Systematic support for teachers to serve all student populations
2. Tier 1 practices
3. Instructional and behavioral supports
4. PLC process and implementation
5. Systematic plan for sustaining positive and effective community culture

MEASURES OF SUCCESS

1. Campus PLC Rubric & Agendas
2. Essential Standards
3. SMART Goals and T-TESS Goals
4. Student Performance on CCA, BA, STAAR/EOC & TELPAS
5. Student failure rates
6. Discipline Data
7. Surveys
8. Walkthroughs
9. MAP





GOALS & STRATEGIES

Goal 1: Build strong, positive collaborative relationships with all stakeholders based on respect, trust, and an understanding of each other's work and roles.

Strategy 1: Build a campus wide culture of trust, security, and belonging.

Strategy 2: Build networks in the community to enhance student engagement, relevance, and global-connectedness.

Goal 2: Provide learning experiences that promote student success, achievement, and academic excellence and prepare students to contribute to a dynamic society.

Strategy 1: Communicate high expectations for students in character and behavior.

Strategy 2: Monitor student progress and celebrate student growth.

Strategy 3: Provide targeted academic and behavioral supports that are responsive to student needs.

Strategy 4: Professionals (administration and teachers) continuously seek and share learning to increase student achievement.

Goal 3: Increasingly personalize learning for every student so that every student makes at least one year's growth.

Strategy 1: Foster a campus growth mindset.

Strategy 2: Use technology to innovate, connect, share, and enhance instruction.

Strategy 3: Create teams of teachers to explore and create personalized student learning plans.

Strategy 4: Provide common Intervention/Enrichment time for all students in the Master schedule called "PRIDE" in order to provide a fluid system of intervention and enrichment to meet students where they are and take them deeper and further in specific readiness standards.

STRENGTHS

1. Attendance Rate
2. Success in academics and extracurricular
3. Teacher retention rate and experience
4. Tier 1 instruction
5. PRIDE Period

OPPORTUNITIES FOR GROWTH

1. Systematic processes to personalize learning for all students
2. Building relationships
3. RTI
4. Master Schedule
5. Lesson Planning
6. Communication and feedback

MEASURES OF SUCCESS

1. STAAR, TELPAS, CCA, BA & MAP data
2. Lesson Plans
3. T-TESS Goals
4. Goal Tracking Sheets
5. Discipline & Attendance data
6. Feedback forms & surveys
7. Gallup
8. Pre-AP retention rates
9. PSL plans and tracking sheets
10. Walkthrough data
11. Sign-in sheets and volunteer data





GOALS & STRATEGIES

Goal 1: Cultivate talent by maximizing the potential of campus shareholders.

Strategy 1: Provide leadership development opportunities for campus personnel.

Strategy 2: Provide opportunities for campus personnel to share and support one another in embracing the district's shared vision and guiding documents.

Strategy 3: Target professional learning for campus personnel so that it will be personalized.

Goal 2: Reimagine learning to address individual student needs in order to improve student performance.

Strategy 1: Target personalized learning for students through various campus interventions.

Strategy 2: Provide a curriculum that is both flexible and challenging for targeted student populations.

Strategy 3: Provide opportunities for science, math, and ELA to work with different types of student assessments and grading designs.

Goal 3: Build community by establishing learning partnerships.

Strategy 1: Provide opportunities for the development of teacher relationships with students and parent partnerships with the campus.

Strategy 2: Involve families in the school by providing them with an awareness of current school happenings.

Strategy 3: Equip parents and students in cultural responsiveness for classroom communication and expectations.

STRENGTHS

1. Culturally diverse campus
2. Teacher experience over 10 years+
3. Decreased number of discipline infractions
4. Strong NPH coalition composed of students & faculty members
5. Strong parent volunteer base
6. CIDC meetings preceded by co-creator group meetings allowing for more involvement by faculty members

OPPORTUNITIES FOR GROWTH

1. Addressing the needs of a growing diverse population
2. Developing leaders among campus personnel
3. ELLs did not meet STAAR systems safeguards in science and social studies
4. Special education students did not meet STAAR systems safeguards
5. Failure to progress a year not evident among sub pops in several core subjects as evidenced by MAP data
6. The number of special education and economically disadvantaged students are disproportionately represented in discipline referrals
7. Lack of robust mentor program

MEASURES OF SUCCESS

1. Book studies
2. Increased use of social media
3. Staff surveys
4. Professional learning hours
5. T-TESS documents
6. Utilizing guiding documents in providing feedback to teachers
7. Fall Open House - showcase P2P with a learning fair format
8. Number of discipline referrals





GOALS & STRATEGIES

Goal 1: Strengthen campus Professional Learning Communities to maximize student learning and performance.

Strategy 1: Develop protocols and procedures that ensure student centered PLC practices.

Strategy 2: Provide Professional Learning opportunities for teachers aligned to student need.

Goal 2: Target and provide support to our English Language Learners.

Strategy 1: Support an after school program for our English Language Learners.

Strategy 2: Provide Professional Learning for teachers on high yield teaching strategies for English Language Learners.

Strategy 3: Create opportunities to engage our English Language Learner communities on campus.

Goal 3: Utilize and develop instructional strategies that produce increased learning rigor for our special education population.

Strategy 1: Create scheduling options that match our students with teachers that have demonstrated successful learning for special education populations.

Strategy 2: Provide Professional Learning to support teachers in learning strategies for our special education students.

Strategy 3: Provide increased learning rigor for our resource students.

Goal 4: Create campus norms, values and expectations that support social, emotional and physical safety while collaborating to develop and live a shared school vision.

Strategy 1: Utilize guest speakers to promote character development on campus.

Strategy 2: Create campus groups that focus on promoting the district and campus vision.

Strategy 3: Provide opportunities for Professional Learning in building relationships with students.

STRENGTHS

1. Stable student mobility over the last five years
2. Master schedule with common planning period for core content areas
3. Supportive PTO and parent community
4. Campus wide use of technology as an instructional tool
5. Teacher experience and retention

OPPORTUNITIES FOR GROWTH

1. Teacher demographics do not mirror that of the student population
2. STAAR systems safeguards not met for special education students
3. STAAR systems safeguards not met for Hispanic students in social studies
4. Decrease in the number of students participating in Pre AP classes
5. Transition from Blackboard to Schoology
6. Preparation for transition from PCs to Chromebooks

MEASURES OF SUCCESS

1. Master schedule that promotes common planning periods by grade level and subject
2. PLC agenda
3. Professional learning offerings for teachers focused on research based strategies for subgroups
4. Improved student scores on CCAs, BAs, and STAAR
5. Attendance data
6. Framework for gathering data so that instruction can be targeted and personalized for students



IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & PURPOSE

2017-2018 CAMPUS PLAN-ON-A-PAGE

GOALS & STRATEGIES

Goal 1: Cultivate Talent by maximizing all stakeholders' potential.

Strategy 1: Utilize staff members strengths to pair all Tier 2 and Tier 3 Behavior, Attendance and Motivation students (BAM) with the right mentor.

Strategy 2: Select student leaders who represent a cross-section of our student population to incorporate the principles and practices of No Place For Hate and to promote cultural responsiveness and leadership skills.

Strategy 3: Evaluate all PLC teams to ascertain an area of growth and an area of strength and improve effectiveness by pairing teams according to needs and strengths in order to learn from each other during the year.

Strategy 4: Increase writing in all content areas by providing a centralized site, training and collaboration procedures for all staff.

Strategy 5: Increase the number of successful individual achievements for students in the fine arts programs.

Goal 2: Reimagine Learning: Know and serve each student by name, strength, and need.

Strategy 1: Identify Tier 2 attendance students within the first nine weeks of school.

Strategy 2: Provide data and best practices to improve SPED students STAAR reading scores.

Strategy 3: Increase the number of identified and incoming GT students.

Strategy 4: Provide ESL folders for each ESL student and teacher.

Strategy 5: Identify all Tier 2 and Tier 3 Academic RTI students for proactive intervention.

Strategy 6: Reduce the number of discipline referrals.

Strategy 7: Equip teachers and students with the tools necessary to be successful with technology.

Goal 3: Build Community: Create an open and welcoming environment on our campus for all stakeholders.

Strategy 1: Create opportunities to incorporate parents and community members in everyday activities on campus.

Strategy 2: Create opportunities for students to skillfully collaborate and communicate while exemplifying integrity and respect.

STRENGTHS

1. Increase in STAAR scores - Science, 8th Math and Reading
2. Leadership opportunities for campus personnel
3. Campus structures for support, collaboration, and continuous improvement
4. Intervention programs in place
5. Staff that embraces "whatever it takes" attitude
6. Using data to create pathways for students

OPPORTUNITIES FOR GROWTH

1. Lack of involvement by all parents and community
2. Staff diversity
3. High mobility rate
4. Increase celebrations of diversity present among student population
5. Decrease in performance on STAAR in 8th grade social studies, 6th grade reading, 7th grade reading and writing
6. Minimal support for new teachers, counselors, and APs
7. Late identification of struggling teachers
8. Shallow lesson plans
9. Alignment of instruction to essential standards
10. Data analysis skills of all staff

MEASURES OF SUCCESS

1. Mentoring pairings resulting in reduction in ISS/OSS placements by 5%
2. Reduction in discipline referrals by 10%
3. PLC survey
4. Increase in scores on CCAs and BAs
5. Increased writing in all content areas
6. Increase TEPAS scores
7. Increase STAAR writing scores
8. List of fine arts achievements for students
9. Attendance growth plan
10. Develop academic RtI list and provide for interventions within the first 4 ½ weeks of school
11. Increase in GT identification to 8%
12. Teacher monitor folders for ELLs
13. Growth of one year for ELLs





GOALS & STRATEGIES

Goal 1: Build Community: Promote positive character traits and effective communication that builds productive relationships.

Strategy 1: Increase communication with parents, community members, and staff.

Strategy 2: Effectively implement campus wide school procedures.

Strategy 3: Teach, model, and reinforce targeted positive traits in the classroom and campus wide.

Strategy 4: Provide opportunities to build relationships among parents, staff, and students.

Goal 2: Reimagine Learning: Raise performance of all students and close achievement gap while utilizing best practices to ensure at least one year's growth for every student.

Strategy 1: Differentiate/personalize learning to increase achievement for all learners.

Strategy 2: Partner with students to make learning visible through goal setting, data tracking, and reflection.

Strategy 3: Use research based best practices to vertically align planning/instruction.

Strategy 4: Apply research based strategies to increase student performance in math.

Strategy 5: Apply research based strategies to increase student performance in science.

Strategy 6: Apply research based strategies to increase student performance in reading

Strategy 7: Apply research based strategies to increase student performance in writing

Goal 3: Cultivate Talent: Attract, develop, support, inspire, and retain the highest quality teachers and staff.

Strategy 1: Promote and foster a positive work environment.

Strategy 2: Provide more relevant professional development opportunities to increase staff expertise and knowledge.

STRENGTHS

1. Dedicated, high quality staff motivated to achieve student academic success
2. Incentive Programs to support character development (Coyote Howls)
3. Mentor/Mentee Program to support new staff members
4. Established Professional Learning Community
5. Distinction Designation - Post Secondary Readiness
6. Distinction Designation - Academic Achievement in Mathematics
7. Implementation of Nurtured Heart Approach

OPPORTUNITIES FOR GROWTH

1. Increase parental involvement with Link to Learn events around the content areas
2. Build instructional capacity in delivering targeted reading and writing instruction through the Reader's/Writer's Workshop model
3. Identify and develop professional learning to support high yield language acquisition strategies to improve academic learning for English Language Learners
4. Clear/Concise RTI Framework to target student learning needs

MEASURES OF SUCCESS

1. STAAR, TELPAS, MAP data. DRA, EDL2, Benchmark Assessments, Campus Common Assessments
2. Targeted RTI Framework to support Academics and Behavior
3. Lesson Plans, Walkthroughs with Walkthrough Rubrics to provide targeted feedback
4. Stretch/SMART Goals/PLC Agenda with action steps





GOALS & STRATEGIES

Goal 1: Improve the achievement of all students ensuring at least one year's growth, with a focus on ELLs and Special Education students.

Strategy 1: Use data analysis to implement effective, differentiated, instructional strategies in order to ensure one year's growth for every student in all subjects.

Strategy 2: Use data analysis to implement effective, differentiated, instructional strategies in order to ensure growth for ELL students, with the strong support of the campus ELL task force.

Strategy 3: Use data analysis to implement effective, differentiated, instructional strategies in order to ensure growth for Special Education students.

Goal 2: Provide support to faculty and staff that promotes high quality teaching, student achievement and cultivate future leaders.

Strategy 1: Provide professional development for all staff in order to ensure best practices and improve student performance aligned to high-quality teaching and teacher goal-setting.

Strategy 2: Increase teacher competency in instructional technology and maker-spaces through professional development and training activities to increase student engagement in quality instruction.

Goal 3: Provide communication that supports a positive school community culture and growth mindset.

Strategy 1: Increase feedback strategies to parents, community and staff that will focus work for continuous improvement of campus reputation.

Strategy 2: Ensure open communication for students, staff, and parents in order to provide a positive and supportive environment.

Strategy 3: Intentionally involve parents and PFO in decision-making and school-wide events to improve morale and relationships amongst school and community.

STRENGTHS

1. Diverse and growing population
2. Experienced and committed staff
3. Campus ELL task force to support best practices for instruction and academics
4. Nurtured Heart drives our character education support
5. Active and engaging Learning Commons, supporting Makerspaces
6. Strong involvement of PFO
7. Data-driven PLCs that focus on student growth and goal-setting
8. Colt Pride and Colt Honor program

OPPORTUNITIES FOR GROWTH

1. Improve growth of ELL and close the achievement gap
2. Focus on 5th grade using fluid, small groups to support students' needs
3. Align writing instructional strategies across the campus to improve writing scores in 4th grade
4. Emphasize campus-wide Nurtured Heart approach to reduce discipline referrals
5. Improve high-quality instruction in K-2 to build strong foundational reading skills
6. Improve RtI support for students
7. Strengthen community perception through a positive campus culture of involvement and on-going feedback for improvement

MEASURES OF SUCCESS

1. Benchmarks and Formative assessments
2. STAAR, MAP, TELPAS student data
3. Data trackers
4. IEP Progress Reports
5. Calendar of professional development
6. Sign in sheets
7. Walk-throughs/Observations
8. Lesson plans
9. Survey results
10. Community and staff feedback





GOALS & STRATEGIES

Goal 1: Build intentional relationships with students, staff, and parents.

Strategy 1: Staff will know students by name, strength, and need.
Strategy 2: Increase communication with parents.

Goal 2: Empower teachers by providing personalized professional development.

Strategy 1: Identify teacher professional development needs.
Strategy 2: Provide professional development opportunities aligned to student needs.

Goal 3: All students will achieve at least one year of growth.

Strategy 1: We will insure that Gifted and Talented students achieve at least one year's growth.
Strategy 2: We will insure that all Special Education students achieve at least one year's growth.
Strategy 3: We will insure that all English Language Learners achieve at least one year's growth.

STRENGTHS

1. Attendance rate
2. Staff retention and experience
3. Mobility rate
4. MAP data and student growth
5. PLCs
6. Staff input and voice

OPPORTUNITIES FOR GROWTH

1. Identification of GT students
2. Subpopulation performance on STAAR
3. Instructional practices for struggling students
4. Consistent active learning and small group instruction
5. Flexible grouping across teachers

MEASURES OF SUCCESS

1. MAP Data
2. CCA, BA, STAAR & TELPAS Scores
3. Data Trackers
4. Twitter Feeds
5. Sign-in Sheets
6. T-TESS documentation
7. PD surveys
8. Walkthrough data





GOALS & STRATEGIES

Goal 1: Reimagine learning and ensure at least one year's growth for all students.

Strategy 1: Increase the performance of all students to show at least one year's growth in both math and science.

Strategy 2: Increase the performance of all students to show at least one year's growth in both reading and writing.

Strategy 3: Provide differentiated instruction and enrichment for all students as well as RTI interventions in order to increase student performance in all contents.

Goal 2: Cultivate talent and build reflective leaders.

Strategy 1: Provide high quality support and training to faculty and staff with a collaborative approach through shared leadership.

Strategy 2: Provide technology and training to improve instruction, enhance the curriculum and increase student achievement.

Strategy 3: Increase efficiency and productivity of our Professional Learning Communities.

Goal 3: Create a campus culture where we promote positive character development.

Strategy 1: Integrate character education, core values and bullying prevention through the Nurtured Heart Approach and Restorative Discipline. Implement targeted support to decrease discipline infractions and increase positive student-teacher relationships.

Strategy 2: Promote responsible behavior in students, increase student attendance and focus on college and career readiness through community and school connections.

Goal 4: Build relationships that encourage strong home-school partnerships, increase parent and community involvement and result in student achievement.

Strategy 1: Increase parent involvement and community relations through effective communication as well as opportunities to participate in campus decision making in order to solicit on-going feedback to guide our support to parents' needs (e.g. literacy and math nights will be used through Parent University enrichment programs to strengthen the connection from school to home).

STRENGTHS

1. Rich diversity with campus culture
2. High expectations for academic and character learning skills
3. Strong PLCs focused on the four essential questions
4. Rich use of technology to drive instruction
5. Makerspaces strong integration in the library
6. Dedicated staff who routinely grows their professional practice through technology and research-based reading and writing strategies
7. Strong parent involvement with rich cultural connections through curriculum

OPPORTUNITIES FOR GROWTH

1. An achievement exists between ELL students and all students
2. An achievement gap exists with Economically Disadvantaged students compared to all students
3. Focus on strong Tier 1 instruction
4. Restructure targeted support for RtI process
5. Monitoring progress of standards, with an emphasis of ELL and Economically Disadvantaged students
6. Increase training for teachers to effectively use data to drive instruction

MEASURES OF SUCCESS

1. Linguistic acquisition as measured by TELPAS
2. ELL student achievement on state, district, and campus assessments
3. MAP, TELPAS, and STAAR data
4. PLC meeting minutes
5. RtI grouping sheets
6. Lesson plans
7. Walkthroughs/appraisals
8. Data trackers
9. Discipline referral data
10. Behavior RTI data





GOALS & STRATEGIES

Goal 1: Increase academic performance for all students to close the achievement gap through personalized learning.

Strategy 1: Implement strong instructional practices through Units of Study and PLC strategies gained at summer trainings

Strategy 2: Strengthen academic skills (reading, writing, math, science) through more targeted instruction and using research based instructional strategies, including Lucy Caulkins and Math Workshop.

Strategy 3: Personalize instruction through utilizing technology to target specific student needs, focusing on students' level of engagement in targeted lessons for depth of the TEKS.

Goal 2: Enhance language development of English Language Learners (ELL) in order to improve academic performance.

Strategy 1: Provide ELPS/TELPAS/PLDs Connection campus training to support teachers in understanding and utilizing PLDs and ELPS to drive instruction in speaking, writing, reading, and listening to facilitate English acquisition.

Strategy 2: Use language objectives, sentence stems and appropriate language accommodations.

Strategy 3: Target academic vocabulary development in grades K through 5 and align ELL Task force will align these high-level strategies with support of TLC for walkthroughs and targeted support for ELLs to close the achievement gap.

Strategy 4: Provide Summer Bridge to English Camp and Jumpstart Camp for ELL students to strengthen English proficiency and academic growth.

GOALS & STRATEGIES

Goal 3: Personalize Response to Intervention (RtI) by student and standard in order to offer targeted, rigorous, and engaging student centered learning and close the achievement gap.

Strategy 1: Analyze student performance data in order to identify students early and place in flexible groups targeting specific student needs.

Strategy 2: Increase administrator and specialist capacity through professional development in order to learn new methods to improve intervention strategies and share with campus staff.

Goal 4: Build stronger relationships & partnerships with our community.

Strategy 1: Recruit mentors from our community and business partners for our students.

Strategy 2: Increase parent outreach programs to engage them in their children's education & build community.

Strategy 3: Improve leadership to lead teachers and community towards more effective learning environment.





GOALS & STRATEGIES

STRENGTHS

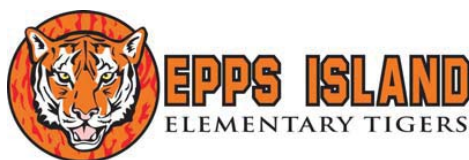
1. Strong, supportive parental involvement
2. Passionate parent liaison
3. Second-Step character building skills
4. A focused coalition of staff members supporting ELL students and language objectives during instruction
5. Dedicated staff who focus their work on the four essential questions of the PLC
6. Data tracking
7. Teachers continue to grow professionally to craft their skills for high-quality instruction
8. Workshop model for small group, focused instruction

OPPORTUNITIES FOR GROWTH

1. Close the achievement gap between language acquisition and high academic standards through strong instruction.
2. Grow character building skills to transfer from school to home.
3. Increase growth and passing standard for students in reading and writing.
4. Utilizing technology as an accelerator for learning for increased student engagement.
5. Innovating instructional practices while maintaining high standards for academic and language acquisition
6. Personalizing RtI for students' dynamic needs

MEASURES OF SUCCESS

1. Linguistic acquisition as measured by TELPAS
2. ELL student achievement on state, district, and campus assessments
3. MAP, TELPAS, and STAAR data
4. PLC meeting minutes
5. RtI grouping sheets
6. Lesson plans
7. Walkthroughs/appraisals
8. Master schedule
9. Discipline referral data
10. Behavior RTI data





GOALS & STRATEGIES

Goal 1: Reimagine learning by focusing on growth mindset, innovation, and personalized learning so student performance increases while achievement gaps close for all students.

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

Strategy 2: Implement best practices to improve academic achievement.

Goal 2: Cultivate Talent-Recruit and develop high performing employees, willing to accept greater responsibility through creative collaboration and personal goal setting.

Strategy 1: Increase teacher competency in instructional techniques using a variety of technology tools.

Strategy 2: Provide campus-based staff development to expand teaching skills using best practices.

Strategy 3: Establish measures to increase employee performance.

Strategy 4: Improve initial instructional practices in math, writing & reading for grades prekindergarten through 5th.

Goal 3: Promote positive character traits and effective communication.

Strategy 1: Reinforce appropriate social skills through the counseling program, school wide assemblies, and classroom recognition activities in order to develop strong character in all students. Strategy 2: Implement before, after and during school activities to strengthen the connection between students and school.

Goal 4: Identify and use best practices for continuous improvement.

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

STRENGTHS

1. Strong instructional practices from experienced teachers
2. Subgroups have successful achievement rates
3. Student performance rates increased in almost all subjects and grade levels
4. Use of a variety of data to determine interventions, fluid groupings and targeted lessons

OPPORTUNITIES FOR GROWTH

1. Decreased attendance rates over the past 3 years
2. Declines in special education and ELL student achievement levels
3. Teachers need more support in personalizing learning for EVERY student

MEASURES OF SUCCESS

1. Professional development opportunities being utilized in classrooms (T-TESS and Walkthrough data; PLC minutes)
2. Appropriate interventions, enrichment and pathways for all students so that all students demonstrate growth (Growth on MAP, STAAR, TELPAS, Benchmarks, Report Cards for all students and subgroups)
3. Increased attendance rates
4. Decreased discipline infractions





GOALS & STRATEGIES

Goal 1: Utilize the PLC model in order to collaboratively create individualized student learning plans designed to target student's strengths and areas of growth so that at least one year of growth will be achieved by all.

Strategy 1: Sustain a standard, systematic approach for the PLC process to promote teacher collaboration and professional development resulting in increased student achievement and personalized learning, including utilizing the four guiding questions to organize and structure each collaborative session.

Strategy 2: Implement research-based instructional strategies in Response to Intervention in order to maximize student achievement.

Strategy 3: Embrace 21st century learning tools to develop the skills needed, including data walls and digital resources.

Strategy 4: Track the growth and development of each student so tailored instruction based on individual need can be offered in the classroom and in small groups.

Strategy 5: Meet regularly as a special education team to share data for their specific students as well as to long term plan for upcoming curriculum and assessments.

Strategy 6: Deepen understanding of John Hattie's Visible Learning strategies and implement an action team to drive student engagement and learning.

Strategy 7: Develop personalized learning plans to maximize instruction through the use of before and after school tutoring.

GOALS & STRATEGIES

Goal 2: Implement the Math, Reader's and Writer's Workshop model to provide all students targeted, individualized instruction in order to maximize at least one year's growth and development producing students who love math, reading and writing.

Strategy 1: Deliver, support, and measure the effectiveness of a cognitively complex and relevant reading and math curriculum that meets the needs of all students by utilizing best practices as offered through the math and reader's workshop model.

Strategy 2: Deliver, support, and measure the effectiveness of a cognitively complex and relevant writing curriculum that meets the needs of all students in order that students become fluid writers, editors and revision masters.

Strategy 3: Compose and deliver effective CCAs that accurately assess TEKS taught in the curriculum in order to create small intervention groups to target individual student need.

Strategy 4: Promote writing every day in all subject areas by creating a fluid and effective campus-wide writing intervention plan that is aligned to each grade level standards of excellence.

Strategy 5: Create a vibrant "love-to-read" program where students are encouraged and motivated to read for the sheer joy of reading.

Strategy 6: Create a newsletter opportunity composed entirely of 4th grade publications and Author's Showcase Night in order to highlight the writing journey and the growth of each student.



IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & PURPOSE

2017-2018 CAMPUS PLAN-ON-A-PAGE

GOALS & STRATEGIES

Goal 3: Develop targeted and personalized learning environment to meet the needs of the ELL population resulting in all ELL students demonstrating at least one year's worth of growth for the 2017 - 2018 school year.

Strategy 1: Deliver, support, and measure the effectiveness of research proven ELL strategies in order to increase our ELL's proficiency in the use of the English language.

Strategy 2: Create vibrant word walls with illustrations in order to assist in vocabulary development.

Strategy 3: Work collaboratively with ELL liaison to create effective, campus-wide language objective examples to support teachers.

Strategy 4: Host engaging parent sessions to learn valuable strategies to help their child(ren) at home.

Strategy 5: Utilize ELL tutor to work with students who did not make a year's worth of growth.

Goal 4: Implement technology-rich activities campus-wide designed to engage, motivate, and support all learners regardless of grade or academic level.

Strategy 1: Implement Nearpod and continue Google suite utilization in order to engage and motivate students in their daily activities.

Strategy 2: Ensure teachers improve Google proficiency and become GAFE certified.

Goal 5: Develop community involvement through educational opportunities and digital citizenship training as well as instructional strategies and tips for how to support their child at home.

Strategy 1: Increase community involvement and leadership by building positive, sustained relationships with students, teachers, and community members.

Strategy 2: Promote student success through character education, goal setting and community service opportunities.

Strategy 3: Offer community outreach programs quarterly where instructional strategies are shared with parents and members of the community in an effort to bridge the gap between home and school.

Strategy 4: Continue implementation of the Leadership Academy in order to ensure whole student success.

Strategy 5: Celebrate student success/faculty celebrations through a monthly newsletter in order to increase opportunities for specialists to contribute strategies for how to help at home.

Strategy 6: Implement parent-teacher conferences where parents learn strategies to help with student mastery of the curriculum on a quarterly basis.

STRENGTHS

1. Strong family engagement with a focus on "link-to-learn" events
2. Use of technology to accelerate learning
3. Professional Learning Community structure established
4. Student performance gains in math grades 3 - 5
5. Print-rich environment to target academic vocabulary development/Stairwells of Success
6. Solid data analysis structure to ensure students are known by name, strength, and need

OPPORTUNITIES FOR GROWTH

1. Build instructional capacity in delivering targeted reading and writing instruction through the Reader's/Writer's Workshop model
2. Structured RTI Framework with a common intervention block to target student needs
3. Strengthen the PLC structure with a focus on student and educator learning, collaborative culture, and evidence driven practices to support student achievement
4. Develop effective data walls to track the growth and development of each student
5. Increase performance of ELLs through professional learning in developing academic vocabulary

MEASURES OF SUCCESS

1. STAAR, TELPAS, MAP data. DRA, Benchmark Assessments, Campus Common Assessments performance
2. Targeted RTI Framework to support Academics and Behavior
3. Lesson Plans
4. Walkthrough rubrics providing targeted feedback
5. PLC Continuum Feedback for MOY and EOY
6. Stretch/SMART Goals/PLC Agenda with action steps
7. Targeted Campus Professional Learning Calendar





GOALS & STRATEGIES

Goal 1: We will reimagine learning by raising the performance of all students and closing the achievement gap.

Strategy 1: We will utilize a dynamic, guaranteed, and viable curriculum and provide every student with a rich, relevant, and clear pathway to success.

Strategy 2: We will provide meet the needs of the whole student in order to ensure focused attention on academic performance (e.g. dental services to our 2nd graders to give them services that will benefit their health in order to increase their attendance).

Strategy 3: We will focus on the whole student so that every student will "level up" and engage in rigorous learning and build excellent character.

Strategy 4: We will close gaps by personalizing learning by knowing every student by name, strength, and need.

Strategy 5: We will retain, attain, and grow excellent leaders throughout our system so that every student learns in a quality environment.

Strategy 6: We will gather feedback from every voice in order to eliminate silos, build strategic partnerships, and foster a culture of learning.

GOALS & STRATEGIES

Goal 2: We will cultivate talent by building teacher efficacy through strengthening the PLC structure and culture.

Strategy 1: We will continually create opportunities to observe colleagues in best practices to increase professional collaboration and build teacher capacity.

Strategy 2: We will continue to build our professional learning community culture in order to align all professional practices and development of the four essential questions of a PLC.

Strategy 3: We will engage in ongoing professional learning for all stakeholders.

Strategy 4: We will continue to improve all campus-wide systems of communication.

Strategy 5: We will retain, attain, and grow excellent leaders throughout our system so that every student learns in a quality environment.





GOALS & STRATEGIES

Goal 3: We will build community by improving the implementation of the Nurtured Heart Approach, increasing parent involvement, and providing supports that develop the whole student.

Strategy 1: We will expand the implementation of the Nurtured Heart Approach.

Strategy 2: We will provide increased opportunities for parent/school communication and parent involvement.

Strategy 3: We will provide enriching programs in P.E. as a way to target all aspects of the student.

Strategy 4: We will focus on the whole student so that every student will "level up" and engage in rigorous learning and build excellent character.

STRENGTHS

1. Development of Kaiser Core Values to clarify expectations to support the targeted work for students
2. Strong Family and Engagement Community support
3. Strong content support with Instructional Specialists providing ongoing coaching, modeling, and feedback to impact student learning
4. Distinction Designation - Top 25 Percent Student Progress

OPPORTUNITIES FOR GROWTH

1. Implement a strong Professional Learning Community model that targets a focus on learning for students and adults, collaborative culture, and being action oriented/evidence driven
2. Consistent ongoing professional learning model to support high quality teaching in all content areas
3. Structured RTI Framework that uses data to drive instructional decisions that lead to improved student performance
4. Identify and develop professional learning to support high yield language acquisition strategies to improve academic learning for English Language Learners

MEASURES OF SUCCESS

1. STAAR, TELPAS, MAP data. DRA, EDL2, Benchmark Assessments, Campus Common Assessments
2. Targeted RTI Framework to support Academics and Behavior
3. Walkthrough Rubrics to provide targeted feedback
4. Stretch/SMART Goals/PLC Agenda with action steps
5. Essential Standards
6. Targeted Campus Professional Learning Calendar





GOALS & STRATEGIES

Goal 1: Reimagine Learning - By the end of the 17-18 school year, all students (K-5) will demonstrate at least one year's growth in all areas by using best instructional practices.

Strategy 1: We will personalize learning by knowing EVERY student by name, strength and need.

Strategy 2: Progressively implement the Visible Learning processes and strategies with students and teachers.

Strategy 3: Close the performance gap with our special education and economically disadvantaged students.

Strategy 4: Extend learning experiences for all GT students.

Goal 2: Cultivate Talent - We will maximize teacher's effectiveness by providing increased clarity for identifying learning intentions, success criteria and essential skills.

Strategy 1: Provide meaningful professional learning opportunities in a variety of formats for all teachers and staff.

Goal 3: Building Community - We will develop positive relationships with all students and families.

Strategy 1: Seek input and feedback from stakeholders in order to improve school-wide relationships.

Strategy 2: Provide students with positive discipline approaches.

STRENGTHS

1. Increase in student, teacher, and parent morale.
2. Development of teams with community entities who along with teachers provide particular support for the at risk population.
3. Technology
4. Student involvement in clubs
5. Growth on STAAR in Indices 2 and 4

OPPORTUNITIES FOR GROWTH

1. Embracing the growth of diversity on the campus
2. 4th grade reading and writing scores
3. PLC process (e.g. utilizing the 4 essential questions)
4. Systematic approach for campus behavior expectations
5. Closing the achievement gap between all students and Special Education students
6. Closing the achievement gap between all students and economically disadvantaged students

MEASURES OF SUCCESS

1. Student goal sheets
2. Data charts
3. Lesson plans
4. Professional learning plans
5. Discipline data
6. Social media
7. Dojo reports
8. Survey results
9. TPSP performance
10. CCA, BA, STAAR results





GOALS & STRATEGIES

Goal 1: We will develop leaders and cultivate talent in all staff members.

Strategy 1: We will provide high quality professional learning opportunities by and for all staff members aligned with school-wide, newly-developed core values and the shared district vision.
Strategy 2: We will invest in growth and development of all leaders through trust, transparent communication and responsive feedback so that a culture of support and high expectations is established as a norm.

Goal 2: We will educate and cultivate relationships with parents in our community.

Strategy 1: Ensure engagement with stakeholders that fosters culturally responsive learning to meet individual students' learning needs.
Strategy 2: Create and maintain a school-wide culture of accessibility and responsiveness to all shareholders in order to intentionally involve all parents in school-wide events to increase volunteering.

Goal 3: We will reimagine learning to close the achievement gap and ensure at least one year's growth for every student.

Strategy 1: We will personalize learning to increase achievement for all students. This will include choice, voice, collaboration, and a master schedule that centers around targeted support for intervention and enrichment.
Strategy 2: We will partner with students to make learning visible through goal setting, data tracking and reflection to equip the students to give them an awareness of progress made and areas of needed improvement in all grade levels.
Strategy 3: We will ensure that high-quality teaching strategies are aligned to the standards and are the expectations across all classrooms. focusing specifically on Units of Study and the workshop model with high levels of support.

STRENGTHS

1. Pride in school culture (e.g. like a family)
2. Positive, professional relationships with a focus on students' success
3. Dedicated parents and strong PTO
4. Makerspace in the library program
5. Community-centered focus on school success
6. Strong specialists to personalize teacher and students' needs
7. Cohorts of students' achievement in 4th and 5th grade increased

OPPORTUNITIES FOR GROWTH

1. Strengthen support for ELL and SPED students to close the achievement gap
2. Develop focused campus core values and mission
3. Systems for targeted intervention and enrichment through the support of specialists
4. Align high-quality teaching strategies in all core content classrooms
5. Reduce retention rate
6. Tighten the PLC process to focus on the four essential questions for student growth

MEASURES OF SUCCESS

1. MAP, STAAR, Benchmarks, TELPAS, and campus formative assessment data
2. PLC minutes/agendas
3. Walk-throughs/Appraisals/Teacher conferences
4. Reflection and Feedback Surveys
5. Attendance at Parent Learning Nights
6. Campus/Teacher Websites
7. Volunteer hours in Cervis, Parent Sign-up for Remind, Parent Reflection Surveys





GOALS & STRATEGIES

Goal 1: Create a campus culture in which learning is re-imagined through high expectations and ensuring all students at least one year's growth.

Strategy 1: Implement best practices to improve all ELL students writing scores.

Strategy 2: Learning intentions and Success Criteria

Strategy 3: MAP testing measuring 1 years growth

Goal 2: Create a campus community that cultivates talent and builds reflective leaders.

Strategy 1: Visible learning

Strategy 2: Student Learning Objectives (SLO): Targeted professional learning in which teacher goals will be aligned with high quality teaching through the PLC framework.

Goal 3: We will embed promise to purpose by engaging, educating, and equipping families and develop relationships with all students.

Strategy 1: Train parents about the processes and terminologies of visible learning.

Strategy 2: Faculty and staff will spend quality time building lasting relationships with students.

STRENGTHS

1. Strong school culture that promotes a positive learning and working environment
2. Campus is closing the achievement gap
3. 10% of the staff is bilingual
4. Demographic of diversity
5. Visible Learning strong on campus
6. Goal setting common among students, teachers, and leadership
7. Staff quality and retention
8. 5th grade STAAR reading and math scores

OPPORTUNITIES FOR GROWTH

1. High student discipline rates
2. Faculty demographics do not mirror that of the students
3. Need for more rigor in the classrooms through high quality questioning
4. Attendance and tardy numbers
5. Need for increased parent/community engagement and partnership

MEASURES OF SUCCESS

1. Improved writing on TELPAS by ELLS
2. Student Personal Goals MAP
3. MAP testing measures growth of 1 year
4. Visible Learning - Linking Walks
5. Student Learning Objective training - teacher goals align with HQT through PLC framework
6. Established faculty relationships with students - BOY and MOY surveys





GOALS & STRATEGIES

Goal 1: Reimagine learning by personalizing learning in order to ensure student growth and know every student by name, strength, and need.

Strategy 1: Every student at Nitsch Elementary will demonstrate one-year growth in reading comprehension as indicated by MAP Reading in grades K-3 and STAAR results grades 4-5 through reader's workshop model and common campus resource and common language grades K-5.

Strategy 2: Every student at Nitsch Elementary will increase their academic performance in math by at least 1 year growth as indicated by MAP Math in grades K-3 and STAAR results grades 4-5 through math workshop model.

Strategy 3: Every student at Nitsch Elementary will increase their academic performance in science by at least 1 year growth as measured by 2-4 MAP and 5th STAAR through the 5 E model.

Strategy 4: Every student identified as special education and Tier 3 needs will demonstrate one year's growth as indicated by MAP Reading in grades K-3 and STAAR results grade 4-5 through intentionally personalized learning.

Goal 2: Cultivate talent through targeted professional learning, feedback, and self-reflection.

Strategy 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.

Strategy 2: Increase staff knowledge and application of best instructional practices strategies in order to develop the skills needed to improve student performance.

Strategy 3: Recruit and maintain 100% Highly Qualified (HQ) teachers and instructional paraprofessionals while maintaining a turnover rate of less than 10% for sustainability.

GOALS & STRATEGIES

Goal 3: Build Community by focusing on relationships throughout the system, mentoring, and equipping families as a means to support student growth for every student at Nitsch.

Strategy 1: Sustain the Nurtured Heart Approach to foster every child's awareness of their inner wealth, improve student behavior, and increase classroom instructional time.

Strategy 2: Sustain and monitor the tiered system of behavior support in order to reduce discipline refractions and loss of instructional time as a result of behavior.

Strategy 3: Increase student attendance by 2% by promoting responsible behaviors in students and monitoring attendance in weekly leadership meetings.

Goal 4: Promote and develop opportunities to increase parental involvement, foster a strong home-school partnership resulting in student achievement.

Strategy 1: Increase parent involvement, community relations and opportunities to participate in campus decision-making by 2% as measured by school activity attendance data.





GOALS & STRATEGIES

STRENGTHS

1. Professional Learning Community structure established
2. Achievement gap closing between subgroups
3. Strides in one year's growth in TELPAS composite scores for ELLs
4. Increase in Family and Engagement activities to connect with community
5. Implemented Community Circles to develop and targets school wide character development/expectations
6. Increased academic learning time before, during, and after school to target students by name, need, and strength

OPPORTUNITIES FOR GROWTH

1. Implement co-teach structure with fidelity to improve academic achievement for special education students
2. Identify and develop professional learning to support high yield language acquisition strategies to improve academic learning for English Language Learners
3. Structured RTI Framework that uses data to drive instructional decisions that lead to improved student performance
4. Coach and develop teachers in ways that continuously strengthens instructional and behavioral support practices
5. Build instructional capacity in delivering targeted reading and writing instruction

MEASURES OF SUCCESS

1. STAAR, TELPAS, MAP data. DRA, Benchmark Assessments, Campus Common Assessments
2. Targeted RTI Framework to support Academics and Behavior
3. Lesson Plans, Walkthroughs with Walkthrough Rubrics to provide targeted feedback
4. PLC Continuum Feedback MOY and EOY
5. Stretch/SMART Goals/PLC Agenda with action steps
6. Targeted Campus Professional Learning Calendar
7. TAIS Improvement Plan
8. Effective Master Schedule





GOALS & STRATEGIES

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

Strategy 1: Provide time for teachers to plan collaboratively through Professional Learning Communities, Vertical teams, Krahn Model classrooms, and Data teams to ensure that students receive targeted research-based instruction in reading, writing, math, and science.

Strategy 2: Create a well defined RTI process to address identified student deficits.

Strategy 3: Provide extended learning time during (Flight Time) and after school(Cardinals Helping Cardinals) to increase student performance on all assessments.

Strategy 4: Provide differentiated instruction to increase student performance for special education students in all subject levels.

Strategy 5: Provide the special education co-teach model in order to increase the performance of special education students in all academic areas.

Strategy 6: Provide part time tutors in ELA, and Math as well as ELL to increase student academic performance on STAAR and benchmarks.

Strategy 7: Incorporate additional supplementary instructional materials to enhance Literacy and Vocabulary development for English Language Learners (ELLs).

Goal 2: Identify and use best practices for continuous improvement.

Strategy 1: Provide aligned materials and curriculum through research-based strategies to support teachers in their planning and instructional practices in order to increase student performance.

Strategy 2: Create lessons and activities that can be supported with technology to increase student engagement ,success, motivation, and initiatives.

Strategy 3: Provide professional development for teachers to promote academic and social strategies in order to improve student performance.

GOALS & STRATEGIES

Goal 3: Recruit and retain the highest quality employees.

Strategy 1: Increase teacher competency in instructional technology.

Strategy 2: Provide teachers with the necessary tools and professional development for the purpose of increasing student performance.

Strategy 3: Provide teachers with the necessary tools and professional development opportunities to meet the needs of diverse learners and differentiate instruction.

Goal 4: Promote positive character traits and effective communication.

Strategy 1: Engage in school and community goal setting to encourage academic commitments between school and community.

Strategy 2: Implement and reinforce social skills to ensure effective character education and violence prevention.

Strategy 3: Provide opportunities for parent involvement in school activities to promote stronger relationships.

Strategy 4: Provide school publications to promote home/school communication.

Strategy 5: Establish student centered after school clubs and activities geared towards both academic and social goals.





GOALS & STRATEGIES

STRENGTHS

1. A National Model PLC School
2. Earned all Distinction Designations applicable within the state accountability ratings two years in a row
3. Krahn Model Classrooms
4. Nurtured Heart Classroom Initiatives
5. High Flyer Program recognizing students displaying leadership, responsibility, kindness, and compassion
6. Student Leadership Coalition
7. Intentional Targeted Professional Development to support high quality teaching
8. Consistent Data Analysis to target students by name, strength, and needs

OPPORTUNITIES FOR GROWTH

1. Increase parental involvement with Link to Learn events around the content areas
2. Improve candor and reflective conversations centered around instructional practices
3. Reimagine Learning by going beyond the stated scope and sequence
4. Targeted support for new teachers

MEASURES OF SUCCESS

1. STAAR, TELPAS, MAP data. DRA, Benchmark Assessments, Campus Common Assessments
2. Lesson Plans and Walkthroughs
3. PLC Continuum Feedback MOY and EOY
4. Stretch/SMART Goals/PLC Agenda with action steps
5. Data Wall
6. Targeted Campus Professional Learning Calendar



IN KLEIN ISD, **EVERY STUDENT**
ENTERS WITH A **PROMISE** & **PURPOSE** EXITS WITH A

2017-2018 CAMPUS PLAN-ON-A-PAGE

GOALS & STRATEGIES

Goal 1: Reimagine Learning by knowing every student by name, strength and need in order to ensure a minimum of one year's growth for all students.

Strategy 1: Improve academic performance of all students by focusing on data and evidence collected in Reading and Language Arts, focusing on writing through Empowering Writers and focused support for revising and editing through expository writing. Strategy 2: Improve academic performance of all students by focusing on data and evidence collected in Math and Science through personalizing instruction with math menus and inquiry-based lessons for science.

Strategy 3: Provide personalized feedback to students through goal setting, data tracking and pathways for academic success.

Strategy 4: Promote and ensure the goals from the guiding coalitions to close the achievement gap of ELL and SpEd students through support of campus task force and support of literacy specialist of strong academic vocabulary and writing across content areas.

Goal 2: We will invest in Promise2Purpose by cultivating talent through strategic coaching, targeted professional development, goal setting and self-reflection.

Strategy 1: Provide quality professional development to equip teachers with high yield strategies designed to improve student understanding and mastery.

Strategy 2: Inspire coaching and encouraging of others through effective feedback aligned to high-quality teaching through the use of goal-tracking and Great Expectations practices.

Goal 3: We will foster relationships with all shareholders through Great Expectations to promote collaborative partnerships, effective communication and positive character traits.

Strategy 1: Train and effectively implement Great Expectations program to build a culture of respect with high academics.

Strategy 2: We will promote student centered activities and community outreach to equip our diverse families with engaging and educational opportunities.

Strategy 3: Through Great Expectations, help students become pathway explorers, equipped scholars, values-driven leaders and forever learners.

STRENGTHS

1. Campus-wide implementation of Great Expectations to promote high academics through effective behavior expectations
2. Dedicated staff and low teacher turnover rate
3. Strong co-teach model that improved Special Education students' growth
4. Small group instruction targets students' needs through data-tracking and specialists' support
5. Aligned quality assessments through analyzing data
6. Strong community and PTO support

OPPORTUNITIES FOR GROWTH

1. Close achievement gap with ELL students through teacher best practice of ELL strategies for language acquisition
2. Improve attendance rate
3. Focus on writing instruction and align instructional practices K-5 through Empowering Writers
4. Promote a sense of urgency and teacher collective efficacy for improved student achievement
5. Improve the involvement of all parents, with a focus on ELL families to build strong community support

MEASURES OF SUCCESS

1. Student performance on Benchmarks and formative assessments
2. STAAR, TELPAS, MAP data
3. Great Expectations training, implementation and use through instructional practices
4. Professional Development
5. Use of Empowering Writers in all K-5 classrooms
6. Lesson plans
7. Observations/Walkthroughs
8. PLC minutes and agendas
9. Mini-PD session evaluations





GOALS & STRATEGIES

Goal 1: We will cultivate an educational environment which is student focused, that provides personalized learning through a flexible and innovative curriculum.

Strategy 1: Provide personalized learning through guided groups and evaluate through standards-based grading.

Strategy 2: Ensure every student will achieve a minimum of one year's growth.

Strategy 3: Provide specific and targeted feedback to students based on student goal setting.

Goal 2: We will nurture Promise2Purpose investors through cultivation of talent by providing strategic coaching, targeted professional development and self-reflection.

Strategy 1: Inspire coaching and encouraging of others through effective feedback

Goal 3: We will foster relationships with all shareholders that promotes collaborative partnerships, effective communication, and positive character traits.

Strategy 1: Establish a culture in which all students are known by name, strength, and need.

Strategy 2: Skillfully communicate and gather feedback from every voice.

Strategy 3: Create and maintain a school-wide culture of accessibility and responsiveness to our community.

Strategy 4: Shape Forever Learners that will demonstrate positive behavior and character.

STRENGTHS

1. Instructional activities are aligned to the instructional purpose.
2. Classrooms present a safe and organized environment.
3. Staff uses clear, correct verbal and written communication (Kuehnle Blog)
4. Population of hard-working, high achieving students who are demonstrating growth in TELPAS, STAAR and MAP data
5. Focused instructional practices that align to students' needs and strength in data tracking.
6. PLC practices are diagnostic and prescriptive, focusing on improving student performance

OPPORTUNITIES FOR GROWTH

1. Increase attendance rate
2. Focus on closing the achievement gap with Special Education students
3. Writer's workshop and strengthening the instructional practices and monitoring of student progress and curriculum alignment for writing
4. Utilize data for planning personalized lessons
5. Strengthen the focus on content objective when designing and teaching lessons.
6. Utilizing technology for innovative teaching and learning.

MEASURES OF SUCCESS

1. Benchmarks
2. Formative assessments
3. STAAR data, MAP testing, TELPAS data
4. Lesson plans, IEP report cards, standards-based rubrics
5. Individual student goal setting
6. PLC data
7. Survey data
8. Blog feedback
9. Attendance reports
10. Discipline reports





GOALS & STRATEGIES

Goal 1: We will reimagine learning by personalizing instruction to know each student by name, strength, and need so that every student makes a minimum of one year's growth.

Strategy 1: Every student will increase their academic performance in English Language Arts by at least 1 year as measured by multiple data measures including MAP, DRA, STAAR, TELPAS and other academic indicators.

Strategy 2: Every student will increase their academic performance in Math by at least 1 year as measured by multiple data measures including MAP, STAAR, and other academic indicators.

Strategy 3: Every student will increase their academic performance in Science by at least 1 year as measured by multiple data measures including MAP, STAAR, and other academic indicators.

Goal 2: We will invest in Promise2Purpose by cultivating talent through strategic coaching, targeted professional development, goal setting, and self-reflection.

Strategy 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.

Strategy 2: Align instructional practices to high quality teaching in order to develop the skills needed to improve student performance.

Goal 3: Build a learning community by increasing parental/community involvement while fostering a strong home-school partnership resulting in strong student leaders.

Strategy 1: Provide ongoing, frequent, and multiple opportunities for parent and community involvement in school-wide events.

Strategy 2: Develop the whole child by focusing on strong relationships and good character skills by using the guidance counselor to model and integrate lessons aligned to profile of a learner.

STRENGTHS

1. Dedicated staff, focusing on the whole child through strong social and academic support
2. Strong Math instructional practices are closing our achievement gap with all students.
3. Goal-setting and small group instruction with a focus on student growth across the system
4. PLC process has strengthened where teachers and specialists focus on data and feedback for supporting students' needs
5. A positive school culture that is aligned to Patriot core values of building greatness in others

OPPORTUNITIES FOR GROWTH

1. With a high mobility rate, quickly assess students' needs and provide quality support to students and their families
2. Increase growth of ELL students through strong language acquisition support
3. Close achievement gap of all Special Education students by increasing rigor of support through on-grade level accommodations
4. Increase instructional support for Writing to ensure strong alignment
5. Focus on fluid groups in all grade levels through RtI to support dynamic needs of students

MEASURES OF SUCCESS

1. MAP, STAAR, TELPAS student data results
2. Lexile, Reading level and Fluency rate
3. Formative assessments
4. RtI data
5. Lessons plans
6. PLC minutes/agenda
7. Observations/walkthroughs
8. Discipline data
9. Parent involvement nights
10. Student tutoring records





GOALS & STRATEGIES

Goal 1: Reimagine learning by personalizing student growth opportunities by knowing every student by name, strength, and need.

Strategy 1: Maximize high yield instructional strategies through Hattie's research and alignment of Visible Learning.

Strategy 2: All students will achieve a minimum of one year's growth in all core content areas (reading, mathematics, writing, science, and social studies) through personalized goal-tracking and aligning interventions towards student mastery through calibrating linking walks with the ELL Task force.

Goal 2: Level up every student to close the achievement gap between ALL students.

Strategy 1: All students, with a focus on African American, Hispanic, Economically Disadvantaged, Special Education, and English Language Learners, will increase their academic performance in all content areas by at least 1 year growth. TAIS goals and planning will drive the improvement through these targeted sub-groups and content area. High levels of support and monitoring of student learning will be facilitated by the leadership team.

Goal 3: Cultivate and inspire Promise2Purpose Investors through our shared vision.

Strategy 1: Retain, attain, and grow all teachers and staff members. Increase engagement through a network time so that students and teachers will build strong relationships through high-quality teaching and profile of a learner.

Goal 4: Build the foundation for the whole child through character education, family engagement, and relationship building.

Strategy 1: Provide a strong support system for teachers and students to promote social strategies & character education.

Strategy 2: Provide opportunities for families and community to be engaged in educational & social activities.

STRENGTHS

1. Strong support for bilingual students and parents
2. Visible Learning campus
3. 1:1 Learning in 4th and 5th grade
4. Student growth in academic achievement and four distinction designations
5. Master schedule maximizes personalized instruction for intervention and enrichment
6. Targeted focus with teachers trained and teaching using Google Suite
7. Focus on the foundation for the whole child through consistent clear expectations, mutual respect, and relationship building

OPPORTUNITIES FOR GROWTH

1. Close achievement gap with African American students and ELL students compared to all students
2. TELPAS language acquisition in all content areas
3. Writing across all content areas to increase 4th grade writing
4. Define high-yield strategies and strengthen PLCs
5. Refine behavior and academic RtI
6. Increase authentic family engagement

MEASURES OF SUCCESS

1. Linking Walk Protocols, T-TESS Walk-through data, Professional Development Hours
2. MAP data, STAAR, TELPAS, and Index II
3. Data Management System (Eduphoria), MAP data, Texas Academic Performance Reports, Tutoring Lesson Plans & Sign-In Sheets, DRA
4. Number of family workshops & feedback surveys, Number of languages in which parent communication is translated
5. Discipline Referral Data, Professional Development Implementation (as evidenced by walk-through data)





GOALS & STRATEGIES

Goal 1: We will raise the performance of every student and close the achievement gap for Hispanic, African American, Special Education, ELL, and Econ-Disadvantaged.

Strategy 1: Use data analysis to assess strengths and weakness for all student groups in guiding instruction and assessment with a focus on Hispanic, African American, Special Education, ELL, and Economically Disadvantaged.

Strategy 2: Increase our school's capacity for delivering targeted literacy instruction using best practices through the Reader's Workshop model.

Strategy 3: Strengthen writing/language skills through research-based best instructional strategies and through the Writer's Workshop model.

Strategy 4: Strengthen Mathematics skills through use of research-based instructional strategies and the Workshop model.

Strategy 5: Increase Science knowledge and application through the use of research-based strategies

Strategy 6: Provide targeted instruction for English Language Learners to ensure students make adequate progress in English Language Proficiency

Standards (ELPS) Speaking, Reading, Writing, and Listening

Strategy 7: Provide differentiated instruction tailored to meet the needs of the gifted population.

GOALS & STRATEGIES

Goal 2: We will recruit, develop, and retain the highest quality employees.

Strategy 1: Support all employees (e.g. new hires and returning) for the purpose of fulfilling Promise2Purpose by implementing and promoting positive effective communication focusing on Promise2Purpose Vision, Profile of a Leader, Profile of a Learner, Promise2Purpose Investor, High Quality Teaching, and facilitating the implementation of the Guiding Documents.

Strategy 2: Embrace all cultures, languages, competences, abilities and accelerate the confidence and effectiveness of teachers.

Strategy 3: Provide appropriate professional development to enhance current knowledge/practices that will improve staff capacity.





GOALS & STRATEGIES

Goal 3: We will promote positive character traits and positive effective communication focusing on our Klein ISD Vision and the Guiding Documents.

Strategy 1: Align all work to our fundamental purpose, embracing diversity, unity, and continually provide positive role modeling and character education through the school by utilizing as Nurtured-Heart, Second-Step, Positive Behavior Intervention Supports and Restorative Practices for the purpose of directly teaching expected social behaviors.

Strategy 2: Implementing the Nurtured Heart Approach and Second-Step for the purpose of transforming the way staff and students interacts with each other.

Goal 4: We will encourage family engagement and ensure effective communication.

Strategy 1: Provide parent involvement nights throughout the year (e.g. Monster Math, Reading Night, STAARy Night, Writing Night, Science Extravaganza)

Strategy 2: Provide resources for parents to increase their involvement, including parent training, improved communication, and other parent-specific activities.

STRENGTHS

1. Strong content support with instructional specialists providing ongoing coaching, modeling, and feedback to impact student learning
2. Academic Achievements earned in Mathematics and Science
3. Established Mentor/Mentee Program supported by the community
4. Increase participation in family engagement Link to Learn events
5. Passionate, committed, and caring teachers/staff for students and families

OPPORTUNITIES FOR GROWTH

1. Implement a strong Professional Learning Community model that targets a focus on learning for students and adults, collaborative culture, and being action oriented/evidence driven
2. Build instructional capacity in delivering targeted literacy instruction through the Reader's Workshop model
3. Clear/Concise RTI Framework to target student learning needs
4. Consistent ongoing professional learning model to support high quality teaching in all content areas

MEASURES OF SUCCESS

1. STAAR, TELPAS, MAP data. DRA, EDL2, Benchmark Assessments, Campus Common Assessments
2. Targeted RTI Framework to support Academics and Behavior
3. Lesson Plans and Walkthrough Rubrics
4. PLC Continuum Feedback MOY and EOY
5. Stretch/SMART Goals/PLC Agenda with action steps
6. Targeted Campus Professional Learning Calendar
7. Retention of High Quality Staff/Mentor-Mentee Program





GOALS & STRATEGIES

Goal 1: Reimagine learning to create a personalized learning environment so that EVERY student is challenged to learn.

Strategy 1: Create classrooms where students own their learning by taking risks, being innovative, and self reflective.

Strategy 2: Assist struggling students in grades 3-5 with decoding and fluency (specifically multi-syllabic words).

Strategy 3: Assist struggling students in grades K - 2 with phonological and phonemic awareness.

Strategy 4: Emphasize best practices to increase academic achievement for ELLs and Special Education students.

Strategy 5: Provide a reading and math tutor to work with struggling "at risk" students in either Math or Reading.

Strategy 6: Conduct Curriculum Nights (K-5) with parents so they know the expectations for student success at each grade level and the language of Visible Learning to the parents (learning intentions, success criteria, the learning pit, high yield strategies) so they have a better understanding of the method.

Goal 2: Cultivate talent - We will maximize teacher's effectiveness by providing clarity on the characteristics of a Schultz learner, learning intentions, and success criteria.

Strategy 1: Provide meaningful professional learning opportunities in a variety of formats for teachers and staff.

Goal 3: Build Community - Maintain and strengthen a relationship of trust, partnership, and collaboration with our staff, students, families, and our community.

Strategy 1: Maintain positive relationships with all students and families.

Strategy 2: Improve communication among the staff and administration.

Strategy 3: Publicly recognize each student for demonstrating one of the five qualities of a Schultz learner.

STRENGTHS

1. Campus diversity and multicultural awareness
2. Parent University Program offered in English and Spanish
3. Attendance rate - 97.2%
4. Decrease in office referrals for discipline (down 62%)
5. Strong PLC process in place on campus
6. Campus fosters a culture of trust and respect
7. Strong master schedule in place that fosters learning for all

OPPORTUNITIES FOR GROWTH

1. Continue building capacity of staff
2. Communication
3. Parental involvement in GT program
4. Over representation of ELLs in special education referrals and Rtl tiers
5. Underrepresentation of ELLs in GT program
6. Meeting Level III performance on STAAR
7. Clarity in campus Rtl process
8. Use of data in planning at all levels
9. LEP lowest performing subgroup on STAAR

MEASURES OF SUCCESS

1. Student goal setting planners
2. Evidence during classroom visits
3. Makerspace activity days
4. Performance on TELPAS and STAAR
5. Professional learning opportunities and attendance by faculty
6. Visible Learning training
7. Increase in volunteer hours
8. Increase in communication both internally and externally





GOALS & STRATEGIES

Goal 1: Reimagine Learning- Create a school culture focused on personalized learning, risk-taking, goal setting, innovation, reflection, and growth mindsets.

Strategy 1: Create classrooms constructed of research-based strategies, where learning is personalized and student-owned, to increase student achievement in all subjects for all learners.

Goal 2: Cultivate Talent- Foster a culture of collective teacher efficacy.

Strategy 1: Provide teachers and staff with the necessary professional learning opportunities, instructional tools and administrative support to meet the needs of all learners.

Goal 3: Build Community- Ensure a positive school environment that works collaboratively internally as well as externally with our families and broader Hassler community.

Strategy 1: Implement campus procedures to provide opportunities for student, parent and community involvement.

Strategy 2: Integrate character development into our KISD curriculum.

STRENGTHS

1. Experienced, dedicated, high quality staff motivated to achieve student academic success
2. Distinction Designation - Academic Achievement in Reading/ Language Arts
3. Distinction Designation - Academic Achievement in Mathematics
4. Distinction Designation - Academic Achievement in Science
5. Distinction Designation - Top 25 Percent Student Progress
6. Strong Family and Engagement Community support
7. Utilize NHA with Core Values to guide positive behavior

OPPORTUNITIES FOR GROWTH

1. RTI Framework to target deficit areas during small group intervention time
2. Identify and develop professional learning to support high yield language acquisition strategies to improve academic learning for English Language Learners
3. Improve academic achievement for economically disadvantaged students by knowing students by name strength, and need
4. Increase parental involvement with Link to Learn events around the content areas

MEASURES OF SUCCESS

1. STAAR, TELPAS, MAP data. DRA, Benchmark Assessments, Campus Common Assessments
2. Parent and Community Involvement
3. T-TESS Goals
4. Professional Learning to support high quality instruction based on needs of campus
5. Community Feedback/Surveys





GOALS & STRATEGIES

Goal 1: Reimagine Learning- By the end of the school year, all students (K-5) will demonstrate at least one year's growth in the area of reading by using best practices.

Strategy 1: Equip teachers with tools, resources, and best practices to meet the needs of all learners.

Strategy 2: Include parents as part of the student's educational experiences.

Strategy 3: Utilize various aspects of data to drive classroom instruction.

Goal 2: Cultivate Talent- We will maximize teacher's effectiveness by providing more clarity over identifying learning intentions, success criteria and essential skills.

Strategy 1: Provide meaningful professional learning opportunities in a variety of formats for all teachers and staff.

Goal 3: Building Community-We will develop positive relationships with all students and families.

Strategy 1: Improve the positive behavior intervention system for students.

Strategy 2: Seek input and feedback from stakeholders to improve school-wide discipline.

STRENGTHS

1. Math and science STAAR scores
2. Adding growth to students on MAP math and 3rd & 5th reading
3. Numerous student clubs
4. Hands-on activities in science and in the library
5. Teacher and staff satisfaction

OPPORTUNITIES FOR GROWTH

1. Teachers need support in the area of reading in order to better meet student needs.
2. Staff needs to embrace the growth mindset for themselves and students
3. Clarification of learning intentions/success criteria
4. More consistency in implementation and monitoring of PD

MEASURES OF SUCCESS

1. All teachers using balanced literacy practices each day. (T-TESS; Walkthrough data)
2. All teachers using learning intentions and success criteria on a daily basis. (Lesson Plans, Walkthrough data)
3. Increased achievement rates for all students and subgroups (STAAR, MAP, DRA, TELPAS)
4. Increased parent involvement/satisfaction (Surveys and feedback forms)
5. Decreased referrals/discipline disruptions (discipline data)





GOALS & STRATEGIES

Goal 1: Reimagine learning to raise the academic performance in the areas of Reading, Writing, Math, and Science, and ensure one year's growth for every student.

Strategy 1: Implement best practices to increase Math and Science performance of ELLs, SPED students, African American, and GT students.

Strategy 2: Implement best practices to increase Reading and Writing performance of ELLs, SPED students, African American, and GT students.

Goal 2: Create a collaborative environment to grow leaders focused on high quality teaching.

Strategy 1: Utilize the PLC Model to structure and support teachers in professional collaboration and high quality teaching.

Strategy 2: Ensure positive recognition of staff contributions in order to improve school climate.

Strategy 3: Provide mentoring teams to grow teachers new to McDougle.

Strategy 4: Provide quality and targeted professional development in order to improve student performance.

Strategy 5: Improve communication in school processes.

Goal 3: Promote positive character traits and effective communication.

Strategy 1: Promote positive character development and develop leadership skills in students.

Goal 4: Build relationships and encourage meaningful family and community engagement through effective communication.

Strategy 1: Build relationships that encourage strong home-school partnerships and increase parent and community involvement.

STRENGTHS

1. Earned Distinction Designation - Top 25 Percent Student Progress
2. Earned Distinction Designation - Academic Achievement in Mathematics
3. Strides in increasing academic achievement in math
4. Established Professional Learning Community to support the targeted work for students
5. Dedicated, high quality staff motivated to achieve student academic success
6. Strong content support with Instructional Specialists providing ongoing coaching, modeling, and feedback to impact student learning

OPPORTUNITIES FOR GROWTH

1. Identify and develop professional learning to support high yield language acquisition strategies to improve academic learning for English Language Learners
2. Increase academic achievement for ELLs in all content areas
3. Build instructional capacity in delivering targeted reading and writing instruction
4. Close the achievement gap with African American students in comparison to other subgroups by knowing them by name, need, and strength in math and reading

MEASURES OF SUCCESS

1. Student performance results (e.g. STAAR, TELPAS, MAP data, DRA, EDL2, Benchmark Assessments, Campus Common Assessments)
2. Targeted RTI Framework to support Academics and Behavior
3. Lesson Plans & Walkthroughs with Walkthrough Rubrics to provide targeted feedback
4. Stretch/SMART Goals/PLC Agenda with action steps
5. TAIS Goals achieved
6. Google Data Walls





GOALS & STRATEGIES

Goal 1: Nurture and develop equipped scholars by creating an environment of partnership and collaboration with all stakeholders.

Strategy 1: Develop student leaders who model excellence in character.

Strategy 2: Provide a safe, positive, and supporting environment and elevate stakeholder involvement.

Strategy 3: Provide opportunities for students to be innovative, creative, and have an awareness of college and careers that reflect their passions and enable them to be life ready.

Goal 2: Create an environment where talent is cultivated through personalized professional development and self-reflection.

Strategy 1: Identify strengths of individuals on campus and provide opportunities for collaboration.

Strategy 2: Build an environment of collective efficacy that encourages risk-taking, collaboration, and failing forward.

Strategy 3: Provide targeted, high impact professional development.

Goal 3: Re-imagine learning and create an equitable and personalized learning environment in which EVERY student is challenged in all academic areas.

Strategy 1: Build a classroom culture of students who own their learning.

Strategy 2: Leverage technology to advance student achievement and personalize student learning pathways.

Strategy 3: Implement strategies to improve achievement of all students and close achievement gaps in reading, mathematics, and writing.

STRENGTHS

1. Volunteer and community involvement in campus
2. Parent participation in campus activities
3. Campus PLC meetings - planning and data and progress monitoring
4. Visible Learning

OPPORTUNITIES FOR GROWTH

1. Closing the achievement gap with ELL students
2. Closing the achievement gap with Special Education students
3. 4th grade Writing scores
4. Behavior Rtl
5. Personalized learning for new students

MEASURES OF SUCCESS

1. Increase in campus opportunities for stakeholder participation
2. Increase in student involvement in campus activities
3. Increase in teacher-led vertical teams and professional learning
4. Increased student performance on BAs, CCAs, and STAAR
5. MAP data



IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & PURPOSE

2017-2018 CAMPUS PLAN-ON-A-PAGE

GOALS & STRATEGIES

Goal 1: We will foster an educational environment which creates opportunities that allow for all students to make a minimum of one year of academic growth.

Strategy 1: Dedicate time to participate in insightful conversations that reflect on our best practices as a campus that support the model PLC approach for collective teacher efficacy and student achievement.

Strategy 2: Systematically create and model the Response to Intervention processes for both academic and behavioral needs to increase supports for students who may be struggling to achieve at high levels.

Strategy 3: Progressively implement the Visible Learning processes and strategies with students and teachers for direct alignment of our Essential Standards/TEKS with Learning Intentions and Success Criteria that can be easily tracked by students and teachers to monitor growth for every student.

Goal 2: We will empower Promise2Purpose Investors through unwavering support of individual ideas that cultivate a culture of interdependence, strategic coaching, and inspired forever learners.

Strategy 1: Provide multiple opportunities that employ the talents and skills of our diverse community by increasing awareness of personalized instruction and application for engaging learning to level-up our students and teachers. An emphasis will be on our gifted population to level-up beyond mastery.

Strategy 2: Begin implementation of the Student Learning Objectives in grades 2, 3, and PE. We will create a culture of tracking goals and setting measures of success.

Goal 3: We will equip values-driven leaders through celebrating diverse cultures and abilities, promoting unwavering character, and creating students who adopt a thoughtful reflection of a "we not me" mindset.

Strategy 1: Teach students the characteristics of being in the PROWL (Problem Solvers; Responsible Citizens; Optimistic Classroom; Welcoming Classroom; Lifelong Learners). We will honor and celebrate students demonstrating our core values aligned to Profile of a Learner.

STRENGTHS

1. Increased student ownership from goal setting with MAP data reviews
2. Standards-based learning as a focus on instruction and assessment
3. Positive environment and strong community involvement
4. Strong PLCs focused on students' strengths and needs
5. Consistent implementation of professional development skills in the classroom
6. Risk taking and implementation of new, innovative tools and resources for all

OPPORTUNITIES FOR GROWTH

1. Increase use of Nurtured Heart Approach
2. Productivity of RtI process to support struggling students
3. Improve vision on campus expectations campus-wide common language and expectations
4. Student classroom performance compared to outcomes on STAAR are misaligned through authentic assessments of learning
5. More targeted support for African-American students in Reading and Math
6. Change in population in relation to supporting students' need

MEASURES OF SUCCESS

1. PLC agendas
2. Benignus 101 campus site
3. Student data sources (MAP, BAs, Report Card, STAAR, TELPAS, Formative assessments)
4. Discipline data
5. PROWL data matrix
6. Goal setting sheets
7. Benignus Box Office
8. T-TESS goals
9. Professional learning opportunities
10. Parent and community involvement





GOALS & STRATEGIES

Goal 1: Re-imagine learning by focusing on personalized learning, goal setting, and innovation.

Strategy 1: Through the use of student goal tracking documents and differentiated instruction, EVERY student will be known by name, strength, and need.

Strategy 2: Provide innovative programs in order to motivate students and re-imagine learning.

Goal 2: Cultivate talent by fostering collective teacher efficacy and creating P2P Investors.

Strategy 1: Foster collective teacher efficacy through team building and collaboration.

Strategy 2: Create P2P investors through targeted professional development and a focus on HQT characteristics.

Goal 3: Build community by reinforcing a culture of "we not me."

Strategy 1: Provide activities that build community and a cohesive culture.

STRENGTHS

1. There are many opportunities for students to participate in character building activities and clubs
2. Teachers and students feel positively about instruction, culture, and campus climate.
3. Experienced, dedicated, high quality staff motivated to achieve student academic success
4. RTI Framework to target deficit areas during small group intervention time
5. Established PLC structure of collaboration and learning
6. Use of technology to accelerate learning
7. Strong family and engagement community support

OPPORTUNITIES FOR GROWTH

1. Improve academic achievement for special education students in reading
2. Identify and develop professional learning to support high yield language acquisition strategies to improve academic learning for English Language Learners
3. Close the achievement gap with African American students in comparison to other subgroups by knowing them by name, need, and strength in math and reading
4. Implement a system of student-focused data analysis to personalize learning

MEASURES OF SUCCESS

1. STAAR, TELPAS, MAP data. DRA, Benchmark Assessments, Campus Common Assessments
2. Parent and Community Involvement
3. T-TESS Goals
4. Professional Learning to support high quality instruction based on needs of campus
5. Student Personalized Learning Survey
6. Community Feedback/Surveys





GOALS & STRATEGIES

Goal 1: Grow and retain high-quality teachers on the campus by providing a structured system of support.

Strategy 1: Peer classroom observation and visits

Goal 2: All students will make one or more year's growth in reading and math.

Strategy 1: Provide students personalized learning targeting their individual strengths and weaknesses.

Goal 3: Increase family involvement and partnerships by building community and understanding of Klein's Promise 2 Purpose Vision.

Strategy 1: Develop and implement the E.P.I.C. Challenge to connect parents to supporting their student at Mueller.

Strategy 2: Increase Mueller Volunteers hours.

STRENGTHS

1. Teacher experience
2. Small bilingual classes
3. 97% attendance rate
4. Percentage of 5th graders passing STAAR reading and math

OPPORTUNITIES FOR GROWTH

1. Special Education students not meeting STAAR systems safeguards
2. Teacher retention
3. MAP growth not evident among all grade levels

MEASURES OF SUCCESS

1. Percentage of teachers retained
2. Student data trackers
3. Student performance data (e.g. MAP data)
4. Student attendance
5. Trainings offered and attended by teachers
6. Survey results





GOALS & STRATEGIES

Goal 1: Reimagine learning through personalized instruction and targeted professional learning, in order to close the achievement gap between ELLs and all students.

Strategy 1: Teachers will personalize instruction for ELLs by ensuring that instruction is tailored to their level of language proficiency.

Strategy 2: ELL students will receive daily, on-level math and reading instruction/intervention alongside monolingual students.

Strategy 3: Teachers will incorporate direct vocabulary instruction for ELLs.

Strategy 4: Upon enrollment, steps will be taken to identify strengths, needs, and interests of immigrant students.

Goal 2: Know every student by name, strength, and need and ensure that every student makes at least one year's growth through the use of high quality teaching strategies.

Strategy 1: Teachers will understand, embrace, and model the characteristics defined in the High Quality Teaching Document.

Strategy 2: Ensure high expectations in writing for every student and guarantee that every student "levels up" to make at least one year's progress in writing.

Strategy 3: Ensure high expectations in science for every student and guarantee that every student "levels up" to make at least one year's progress in science.

Strategy 4: Ensure high expectations in reading for every student and guarantee that every student "levels up" to make at least one year's growth in reading.

Strategy 5: Ensure high expectations in math for every student and guarantee that every student "levels up" to make at least one year's growth in math.

Strategy 6: Close the achievement gap between all student performance and students in special education.

Strategy 7: High achieving students will continue to make at least one year's progress and be challenged to "level up."

GOALS & STRATEGIES

Goal 3: Enhance culture/climate, increase collective efficacy, and focus all staff on the shared Promise2Purpose vision.

Strategy 1: Decrease discipline infractions by building character and enhancing relationships between staff, students, and parents.

Strategy 2: Establish a culture of trust, partnership, and collaboration by incorporating parents and stakeholders in campus news and events.

Strategy 3: Teachers will be intentionally rooted in positive and productive relationships by building trust and collaborating with others.





GOALS & STRATEGIES

STRENGTHS

1. Campus-created ELL coalition for targeted support and high-quality teaching
2. Enrichment nights for parents and students builds strong community connection
3. Strong emphasis on MAP data, which shows students are growing from BOY to EOY
4. Student clubs focused on student interests
5. Dedicated and passionate staff
6. HERD core values honored through strong implementation of Nurtured Heart
7. Passionate new administrative team focused on overall school improvement and collective feedback through a positive approach

OPPORTUNITIES FOR GROWTH

1. ELLs are struggling in all content areas and an achievement gap exists between ELLs and all other students, including enrollment processes and support.
2. The GT population is under-identified.
3. An achievement gap exists between all student performance and SpEd student performance in all subject areas.
4. STAAR scores in all subject areas decreased from 2016 to 2017.
5. PLC process has not focused on the four essential questions to drive student improvement.
6. Campus morale

MEASURES OF SUCCESS

1. Linguistic acquisition as measured by TELPAS
2. ELL student achievement on state, district, and campus assessments
3. MAP, TELPAS, and STAAR data and Indices
4. PLC meeting minutes
5. WIN grouping sheets
6. Lesson plans
7. Walkthroughs/appraisals
8. Master schedule
9. Discipline referral data
10. Behavior RTI data
11. Surveys from staff and community
12. Teacher retention rate





GOALS & STRATEGIES

Goal 1: Through the use of personalized learning, EVERY student will achieve at least one year's academic growth.

Strategy 1: Utilize formative data to monitor and celebrate student progress.

Strategy 2: Provide targeted support to students based on strengths and needs.

Strategy 3: Fostering a culture of risk-taking, accepting feedback, and self-reflection in order to grow.

Goal 2: Cultivate talent through fostering a culture of innovation and embracing failing forward.

Strategy 1: Immerse staff in high-quality teaching strands in order to improve practice.

Strategy 2: Implement a more personalized approach for professional learning in order to target staff strengths and needs (e.g. UnConference)

Goal 3: Deepen prized relationships through cultural responsiveness with all stakeholders.

Strategy 1: Continuously communicate the shared vision to all stakeholders and celebrate the greatness in others through our core values and Profile of a Learner.

Strategy 2: We will actively engage in building the character and citizenship of all students through implementation of restorative practices and community circles to foster prized relationships.

Strategy 3: We will engage parents and families in various learning opportunities. We will gather input to continuously improve prime time for our community.

STRENGTHS

1. Strong core values are foundation of positive school culture of high expectations and high support for all students
2. Earned Designation of Model PLC School
3. Earned Designation of National School of Character
4. Focused efforts to celebrate greatness in others through Zwink Winks and Drop a Dazzle
5. ZWAG - Zebras With A Growth Mindset that focuses on data-tracking and improvement of student achievement
6. Prime Time focuses on strong community building
7. Data analysis drives personalized support in small group instruction for all students through RtI

OPPORTUNITIES FOR GROWTH

1. Improve campus-wide support and implementation of Nurtured Heart Approach
2. Cultural responsiveness for parent education and support
3. Close achievement gap of ELL students through effective language acquisition and high academic standards
4. Improve writing instructional strategies across our system to increase writing scores
5. Improve reading instruction targeting the achievement gap that exists with students reading on grade level
6. Improve high-quality Tier 1 instruction
7. Increase capacity of teachers embedding technology as an accelerator for learning

MEASURES OF SUCCESS

1. Student data binders, classroom data walls
2. SOS minutes, PLC minutes/agenda
3. Benchmark data, power hour groups and lesson plans
4. Observations/Walkthroughs
5. PD plan, teacher training enrollments, campus Z-60s, coaching cycles
6. Parent Zwink Link, Staff Zwink Link, Website, Parent Night agendas, social media accounts
7. Restorative circle time reflections
8. Student performance results





GOALS & STRATEGIES

Goal 1: In 2017-2018 school year, we will ensure each student will makes at least one year of academic growth.

Strategy 1: Increase student performance in math.
 Strategy 2: Increase student improvement in reading.
 Strategy 3: Increase student improvement in writing.
 Strategy 4: Emphasize best practices to increase academic achievement for ELL and Special Education students.
 Strategy 5: Ensure high quality teaching to support all learners.
 Strategy 6: Increase student performance in science.

Goal 2: Foster an environment for student character development.

Strategy 1: Provide individualized support to faculty and staff to support high quality teaching in character development to cultivate future leaders.
 Strategy 2: Establish positive faculty and staff, parent and community relationships to support student achievement and excellent character.

Goal 3: Increase parent and community involvement.

Strategy 1: We will ensure positive and community relationships supporting student achievement and character development.

STRENGTHS

1. Student growth based on MAP data in reading & math
2. Master schedule and common planning time
3. Before and after school programs for students
4. Campus diversity
5. Services for students beyond academics (e.g. Backpack Buddies, AIM for Success, Family Circles, Summer Outreach & Back to School Bash)

OPPORTUNITIES FOR GROWTH

1. Attendance
2. Discipline
3. Special Populations (GT, SPED, ELL)
4. Achievement gaps and student growth
5. PLC proficiency and efficiency
6. Parent involvement

MEASURES OF SUCCESS

1. MAP data
2. Student performance on STAAR, BA, CCA, TELPAS data
3. Discipline and attendance reports
4. Surveys/Feedback
5. CASE (or replacement tool)
6. Walkthroughs
7. PLC agendas and minutes
8. Lesson plans
9. Leadership agenda & minutes





GOALS & STRATEGIES

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

Strategy 1: Provide a program to enable ELL students to become competent in understanding, speaking, reading, and writing the English language

Strategy 2: Reinforce a team approach for bilingual students, ESL students and students with special needs including the students receiving inclusion services.

Strategy 3: Plan and Implement targeted instruction for at-risk students.

Goal 2: Recruit and retain the highest quality employees.

Strategy 1: Implement effective collaborative teams of teachers and build PLC Teams (Parliaments) on campus

Strategy 2: Support the Implementation of a Promise to Purpose Community Using the Profile of a Teacher, Leader and Learner

Strategy 3: Increase teacher competency in instructional technology

Goal 3: Promote positive character traits and effective communication

Strategy 1: Integrate character education and social skills practices

Strategy 2: Motivate students to demonstrate positive behavior and demonstrate respect toward each other; Cultivate student responsibility and social skills

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

Strategy 1: Increase parent involvement.

Strategy 2: Furnish parents with school information to build connections within our communities.

STRENGTHS

1. Experienced, dedicated, high quality staff motivated to achieve student academic success
2. Strong culture of seeking to grow and learn through professional learning
3. Increased Parent Engagement with a targeted focus on learning
4. Reimagine Learning through use of technology to accelerate learning
5. Embedded RTI structure that supports timely and targeted intervention for all students
6. Implementation of NHA to support building positive school and community relationships

OPPORTUNITIES FOR GROWTH

1. Strengthen PLC collaborative team structure
2. Candor conversations with targeted feedback to move instruction forward
3. Increase academic achievement in math in the areas of rote counting, number naming, and operations
4. Increase academic achievement in Pre-K ESL classes in phonological awareness
5. Building connections with kindergarten teachers in our feeder pattern and a better awareness of the kindergarten curriculum to enable smoother transitions into kindergarten

MEASURES OF SUCCESS

1. C.I.R.C.L.E Data
2. O.W.L. - Opening the World of Learning
3. Estrellita
4. Everyday Counts n Pre-K Math
5. Balanced Literacy in the Pre-K Classroom
6. The Texas School Ready CLI Engage
7. T-TESS Goals/Feedback





GOALS & STRATEGIES

Goal 1: All students will achieve their projected MAP growth for math and reading.

Strategy 1: Implement precise and personalized instruction to increase the performance rate in reading, writing, math and science.

Strategy 2: Implement precise and personalized instruction to increase the Level 3 performance in reading, math, writing and science.

Strategy 3: Support Fine Arts Integration program to increase student engagement and creativity.

Goal 2: Teachers will use instructional strategies that address the needs of all learners.

Strategy 1: Provide teachers with the necessary tools and professional learning to meet the needs of diverse learners and to differentiate instruction.

Strategy 2: Provide teachers the opportunity to participate in peer observations and to collaborate with each other.

Goal 3: Targeted instruction for ELL and Special Education learners will result in at least 1 year's growth for each student.

Strategy 1: Implement precise and personalized instruction to increase the number of English Language Learner students achieving at least one year's growth on TELPAS.

Strategy 2: Implement precise and personalized instruction to ensure each special education student achieves at least one years growth.

STRENGTHS

1. Student performance on or above grade level
2. Strong parental, community, and business support
3. STAAR scores
4. Academic and Behavior Rtl
5. Strong PLC process

OPPORTUNITIES FOR GROWTH

1. Educating culturally diverse population about school and interventions
2. Intervention strategies for ELL and Special Education students
3. Closing the achievement gap
4. Defining the role of supportive parents

MEASURES OF SUCCESS

1. MAP data
2. Campus PLC minutes
3. Rtl decision point document
4. Walkthrough data
5. Student progress monitoring sheets
6. Student scores - CCA, BA, STAAR
7. Attendance rates
8. Discipline data
9. Teacher observation forms
10. Lesson plans



IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & PURPOSE

2017-2018 CAMPUS PLAN-ON-A-PAGE

GOALS & STRATEGIES

Goal 1: We will reimagine learning so that we know every student by name, strength and need to ensure a minimum of one year's growth for all students.

Strategy 1: Provide personalized learning to increase the performance of all students a minimum of one year's growth in math and science through strategies of innovation, flexibility, and collaborative planning processes.

Strategy 2: Provide personalized learning to increase the performance of all students through strategies of innovation and flexibility so that all students increase a minimum of one year's growth in Reading and Language Arts with focused support on ELLs.

Strategy 3: Use data analysis to assess strengths and weaknesses of all students to drive personalized instruction through Scottie Scoot.

Strategy 4: Promote and ensure the achievement of the three goals from the Guiding Coalitions to close the achievement gap of ELL and SPED students through a campus task force meeting the specific needs of our at-risk learners.

Goal 2: We will foster positive relationships that intentionally align our Core Values (PLAID) and Promise2Purpose by investing in effective communication and positive character traits for all shareholders.

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

Strategy 2: We will promote student centered activities and community outreach to equip our diverse families with engaging and educational opportunities.

Goal 3: We will empower Promise 2 Purpose investors through anchored support of individual ideas that cultivate collaboration and innovation through strategic coaching and inspiring forever learners.

Strategy 1: Provide multiple opportunities that employ the talents and skills of our highly qualified teaching staff.

STRENGTHS

1. P.L.A.I.D core values aligned to Profile of a Learner
2. Celebrations of students' success through positive referrals
3. Strong technology focus in teaching and learning
4. Twitter chats to celebrate greatness in classrooms with teaching and learning (#ScottiesChat)
5. PLC focus on vertically aligning practices and learning from other great teachers (PLC vacation, #ScottieWatchMe)
6. Strong parent and community support
7. Alignment of instructional practices to High-Quality Teaching
8. Fine Arts LAMP team creatively impacts learning through S.T.E.A.M.

OPPORTUNITIES FOR GROWTH

1. Close achievement gap with ELLs and SPED students compared to all students.
2. Strengthen ELL parent support for building community
3. Focus on increasing performance of Economically Disadvantaged students and their achievement gap
4. Differentiating instruction for at-risk students
5. Emphasis on four essential questions in PLC to align the work
6. Increase parent involvement across all families in the school
7. Build high-quality teaching across all classrooms

MEASURES OF SUCCESS

1. Benchmark data, MAP data, STAAR scores, CCA's and formative assessments
2. TELPAS and Language Objectives
3. IEP goals and reports
4. PLC cruise response form
5. PLC agendas
6. Twitter chats and hashtags
7. Mentoring lists, Volunteer hours, club participation sign in sheets, SNAP participation
8. Discipline data on positive referrals
9. ReConnect student growth data sheets



Klein Independent School District Campus Performance Measures

Klein High School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Completion Rate	96.2%	96.6%	96.4%	95.4%	Not Available
Drop Out Rate	1.2%	1.3%	1.6%	1.4%	Not Available
Attendance Rate*	95.0%	94.6%	94.4%	94.5%	94.4%
Percentage of Enrollment in Gifted and Talented	8.5%	6.7%	6.6%	6.1%	6.4%

Klein Forest High School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Completion Rate	92.5%	94.7%	93.5%	95.0%	Not Available
Drop Out Rate	1.6%	1.7%	2.0%	1.3%	Not Available
Attendance Rate*	93.1%	93.3%	93.3%	93.5%	92.8%
Percentage of Enrollment in Gifted and Talented	3.0%	3.0%	2.8%	2.5%	2.7%

Klein Oak High School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Completion Rate	95.9%	97.2%	96.8%	98.7%	Not Available
Drop Out Rate	0.6%	0.7%	0.9%	0.8%	Not Available
Attendance Rate*	94.8%	94.8%	95.0%	95.1%	94.8%
Percentage of Enrollment in Gifted and Talented	8.0%	7.8%	7.6%	7.0%	7.0%

Klein Collins High School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Completion Rate	95.9%	95.0%	96.4%	96.4%	Not Available
Drop Out Rate	1.3%	0.9%	0.9%	0.7%	Not Available
Attendance Rate*	94.2%	94.0%	94.0%	94.4%	94.4%
Percentage of Enrollment in Gifted and Talented	6.5%	5.7%	5.7%	5.5%	5.6%

Klein Intermediate School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Drop Out Rate	0.5%	0.1%	0.1%	0.4%	Not Available
Attendance Rate*	95.5%	94.9%	94.6%	95.1%	94.9%
Percentage of Enrollment in Gifted and Talented	3.1%	2.7%	3.2%	4.0%	4.1%

Hildebrandt Intermediate School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Drop Out Rate	0.0%	0.0%	0.0%	0.1%	Not Available
Attendance Rate*	96.4%	96.7%	96.2%	95.9%	95.9%
Percentage of Enrollment in Gifted and Talented	5.3%	6.0%	5.8%	6.9%	6.3%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS

*Most current year attendance rate source is PEIMS Summer Accepted Reports. All prior years from TAPR Reports from TEA.

Wunderlich Intermediate School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Drop Out Rate	0.2%	0.3%	0.8%	1.2%	Not Available
Attendance Rate*	96.0%	96.4%	96.0%	96.3%	95.7%
Percentage of Enrollment in Gifted and Talented	2.8%	3.2%	3.6%	4.0%	3.8%

Strack Intermediate School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Drop Out Rate	0.1%	0.1%	0.0%	0.5%	Not Available
Attendance Rate*	96.8%	96.7%	96.8%	96.9%	96.6%
Percentage of Enrollment in Gifted and Talented	8.1%	10.2%	9.4%	7.8%	5.3%

Kleb Intermediate School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Drop Out Rate	0.1%	0.2%	0.1%	1.0%	Not Available
Attendance Rate*	96.2%	96.2%	96.1%	96.4%	95.9%
Percentage of Enrollment in Gifted and Talented	9.0%	10.4%	9.0%	8.3%	6.7%

Doerre Intermediate School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Drop Out Rate	0.0%	0.0%	0.2%	0.2%	Not Available
Attendance Rate*	96.7%	96.8%	96.9%	97.0%	96.5%
Percentage of Enrollment in Gifted and Talented	13.0%	16.5%	17.0%	14.8%	12.5%

Schindewolf Intermediate School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Drop Out Rate	0.0%	0.0%	0.1%	0.1%	Not Available
Attendance Rate*	96.6%	96.7%	96.6%	96.6%	96.2%
Percentage of Enrollment in Gifted and Talented	6.1%	6.2%	5.8%	6.0%	5.4%

Krimmel Intermediate School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Drop Out Rate	0.0%	0.0%	0.1%	0.2%	Not Available
Attendance Rate*	96.5%	96.6%	96.3%	96.6%	96.5%
Percentage of Enrollment in Gifted and Talented	4.6%	4.9%	5.0%	8.2%	7.0%

Ulrich Intermediate School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Drop Out Rate	0.3%	0.0%	0.4%	1.0%	Not Available
Attendance Rate*	96.2%	96.6%	96.4%	96.2%	96.3%
Percentage of Enrollment in Gifted and Talented	4.2%	5.0%	5.1%	5.2%	5.1%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS

*Most current year attendance rate source is PEIMS Summer Accepted Reports. All prior years from TAPR Reports from TEA.

Kohrville Elementary School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate*	96.7%	97.1%	97.0%	97.1%	96.4%
Percentage of Enrollment in Gifted and Talented	3.1%	2.5%	1.9%	1.7%	1.0%

Northampton Elementary School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate*	96.6%	97.0%	96.9%	96.9%	96.6%
Percentage of Enrollment in Gifted and Talented	5.7%	3.7%	2.4%	2.2%	1.4%

Haude Elementary School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate*	97.2%	97.2%	96.7%	96.7%	96.7%
Percentage of Enrollment in Gifted and Talented	7.8%	6.4%	5.4%	4.2%	3.8%

Greenwood Forest Elementary School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate*	96.3%	96.3%	96.6%	96.7%	96.2%
Percentage of Enrollment in Gifted and Talented	3.5%	2.7%	1.4%	1.6%	1.5%

Epps Island Elementary School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Imp. Required	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate*	96.6%	96.6%	96.3%	96.6%	96.5%
Percentage of Enrollment in Gifted and Talented	2.8%	2.5%	1.6%	1.0%	0.0%

Theiss Elementary School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate*	96.5%	97.1%	96.9%	96.9%	96.5%
Percentage of Enrollment in Gifted and Talented	7.8%	5.2%	4.8%	5.4%	6.1%

Benfer Elementary School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate*	97.1%	97.0%	96.8%	97.1%	96.5%
Percentage of Enrollment in Gifted and Talented	4.4%	3.6%	3.1%	2.9%	1.8%

Kaiser Elementary School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate*	96.7%	96.5%	96.2%	96.2%	96.0%
Percentage of Enrollment in Gifted and Talented	1.8%	1.3%	0.5%	0.5%	0.3%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS

*Most current year attendance rate source is PEIMS Summer Accepted Reports. All prior years from TAPR Reports from TEA.

Brill Elementary School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate*	96.8%	97.1%	96.6%	96.5%	96.4%
Percentage of Enrollment in Gifted and Talented	7.3%	4.9%	3.4%	3.0%	2.6%

Ehrhardt Elementary School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate*	96.5%	96.8%	96.5%	96.9%	95.8%
Percentage of Enrollment in Gifted and Talented	4.5%	3.1%	1.6%	1.1%	1.6%

Lemm Elementary School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate*	96.8%	96.8%	97.1%	97.5%	96.7%
Percentage of Enrollment in Gifted and Talented	6.5%	3.9%	2.9%	2.8%	2.7%

Nitsch Elementary School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Improvement Req'd	Met Standard	Met Standard
Attendance Rate*	97.0%	96.3%	96.4%	96.2%	96.1%
Percentage of Enrollment in Gifted and Talented	3.3%	2.4%	1.8%	1.0%	0.0%

Krahn Elementary School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate*	96.6%	96.2%	96.5%	96.8%	96.1%
Percentage of Enrollment in Gifted and Talented	6.7%	4.9%	3.9%	2.5%	1.4%

Roth Elementary School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate*	96.8%	97.0%	97.0%	96.8%	96.8%
Percentage of Enrollment in Gifted and Talented	3.3%	2.6%	3.3%	2.3%	2.5%

Kuehnle Elementary School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate*	97.3%	97.6%	97.4%	97.3%	97.0%
Percentage of Enrollment in Gifted and Talented	6.3%	3.6%	2.3%	2.9%	3.6%

Mittelstadt Elementary School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate*	96.1%	96.3%	96.1%	95.9%	95.5%
Percentage of Enrollment in Gifted and Talented	5.2%	4.0%	3.0%	2.8%	1.6%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS

*Most current year attendance rate source is PEIMS Summer Accepted Reports. All prior years from TAPR Reports from TEA.

Klenk Elementary School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate*	97.2%	96.9%	96.6%	96.7%	96.5%
Percentage of Enrollment in Gifted and Talented	2.4%	1.7%	1.1%	0.6%	1.0%

Eiland Elementary School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate*	97.1%	96.9%	96.9%	96.9%	96.2%
Percentage of Enrollment in Gifted and Talented	2.9%	1.4%	1.5%	1.0%	0.6%

Schultz Elementary School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate*	96.5%	96.6%	96.6%	97.0%	97.2%
Percentage of Enrollment in Gifted and Talented	4.8%	3.8%	2.6%	1.5%	2.0%

Hassler Elementary School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate*	97.2%	97.7%	97.6%	97.8%	97.1%
Percentage of Enrollment in Gifted and Talented	14.4%	11.9%	8.3%	10.2%	8.9%

Kreinhop Elementary School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate*	97.2%	97.0%	97.0%	97.0%	96.7%
Percentage of Enrollment in Gifted and Talented	2.5%	2.0%	1.9%	2.7%	2.1%

McDougle Elementary School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Not Available	Met Standard
Attendance Rate*	97.5%	97.4%	96.6%	96.9%	96.8%
Percentage of Enrollment in Gifted and Talented	3.0%	2.0%	1.9%	1.0%	0.6%

Metzler Elementary School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate*	96.7%	96.8%	96.7%	96.9%	96.2%
Percentage of Enrollment in Gifted and Talented	2.3%	2.1%	1.5%	1.4%	3.2%

Benignus Elementary School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate*	97.0%	97.1%	97.2%	97.5%	96.8%
Percentage of Enrollment in Gifted and Talented	5.4%	4.3%	3.6%	3.0%	3.5%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS

*Most current year attendance rate source is PEIMS Summer Accepted Reports. All prior years from TAPR Reports from TEA.

Frank Elementary School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate*	96.6%	97.5%	97.4%	97.1%	96.9%
Percentage of Enrollment in Gifted and Talented	6.3%	7.4%	6.1%	4.4%	4.3%

Mueller Elementary School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate*	97.1%	97.1%	97.1%	97.2%	97.0%
Percentage of Enrollment in Gifted and Talented	3.1%	2.5%	1.6%	1.8%	2.7%

Blackshear Elementary School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate*	97.1%	97.2%	97.1%	97.3%	96.8%
Percentage of Enrollment in Gifted and Talented	4.0%	3.2%	2.5%	2.5%	2.3%

Zwink Elementary School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate*	96.5%	96.8%	97.0%	96.9%	96.2%
Percentage of Enrollment in Gifted and Talented	2.7%	2.4%	1.3%	1.2%	1.2%

Bernshausen Elementary School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	-	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate*	-	96.3%	95.8%	96.2%	96.1%
Percentage of Enrollment in Gifted and Talented	-	1.6%	0.8%	0.9%	1.0%

French Elementary School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	-	-	-	Met Standard	Met Standard
Attendance Rate*	-	-	-	97.4%	97.1%
Percentage of Enrollment in Gifted and Talented	-	-	-	3.2%	3.7%

Grace England Early Childhood & Pre-K Center

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating**	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Attendance Rate*	93.9%	94.5%	94.1%	94.7%	94.6%

**This campus is paired with the Klein ISD Accountability Rating.

Mahaffey Elementary School

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
TEA Accountability Rating	-	-	-	-	Met Standard
Attendance Rate*	-	-	-	-	96.9%
Percentage of Enrollment in Gifted and Talented	-	-	-	-	1.2%

Source: AEIS/TAPR Reports - <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>; PEIMS

*Most current year attendance rate source is PEIMS Summer Accepted Reports. All prior years from TAPR Reports from TEA.

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	2012-13	2013-14	2014-15	2015-16	2016-17
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	2012-13	2013-14	2014-15	2015-16	2016-17
District Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
FAST Rating	4.5	5.0	4.5	5.0	NA*
FIRST Rating	Superior	Superior	Superior	Superior	Superior
Public Information Requests	143	192	194	202	208
Unqualified Opinion - Annual Audit	Yes	Yes	Yes	Yes	TBD

*The FAST Report ended after the 2015-16 school year.

Security & Monitoring Services

Klein Police Station - Project 87

Funds the district and campus security program.

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
Traffic Stops in School Zones	237	173	354	508	305
District Mobility Assistance*	-	2,590	3,661	4,909	5,058
Campus Monitoring Checks	43,191	51,524	55,265	51,998	46,792
Assist Campus Administration	289	387	415	412	473

*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	2012-13	2013-14	2014-15	2015-16	2016-17
Students Served (Grades K-12)	35,186	35,907	38,114	39,004	38,863
Districtwide Percentage of Health & PE Students	75.24%	75.09%	77.92%	77.67%	75.05%
Average Cost per Student	\$283	\$330	\$348	\$360	\$375

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	2012-13	2013-14	2014-15	2015-16	2016-17
Students Served (Grades 5-12)	627	576	577	656	561
Percentage of Students Referred to DAEP	2.52%	2.28%	2.24%	2.48%	2.04%
Average Cost per Student	\$3,203	\$3,268	\$3,726	\$3,415	\$3,902

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	2012-13	2013-14	2014-15	2015-16	2016-17
Students Served (Grades 6-12)	10,483	10,549	11,113	10,654	10,441
Number of State/National Competitions*	Not Available	Not Available	Not Available	4	5
Number of Awards Received*	Not Available	Not Available	Not Available	11	8

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

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	2012-13	2013-14	2014-15	2015-16	2016-17
Total Net Revenue	\$ 93,613	\$ 90,360	\$ 97,949	\$ 123,084	\$ 60,965
Total Number of Events Served	420	424	424	423	428
Profit Percentage of Total	37%	37%	42%	50%	26%

Campus Safety and Support

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	2012-13	2013-14	2014-15	2015-16	2016-17
District Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Percentage of Attendance	96.0%	96.0%	95.7%	95.9%	95.6%
In School Suspensions	17,368	16,130	15,885	14,118	14,146
Out of School Suspensions	5,620	5,961	5,239	4,875	4,947
Expulsions to DAEP	676	661	692	734	707
Expulsions to JJAEP	70	71	66	57	56

Chief Learning Officer

Dr. Jenny McGown

Serving Students, Supporting Campuses

Bilingual/ESL Local

Central Office - Teaching and Learning Center - Project 50

Funds bilingual teacher salaries and fringe benefits.

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
Students Served (Grades K-12)	5,921	6,343	6,788	7,153	7,560
Number of Bilingual Teachers	203.4	193.8	205.8	222.7	232.7

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	2012-13	2013-14	2014-15	2015-16	2016-17
Students Served (Grades K-12)	5,921	6,343	6,788	7,153	7,560
Funds used for Professional Development	\$665,741	\$777,836	\$812,519	\$746,898	\$974,564
Total Bilingual Stipends Paid	\$845,600	\$829,935	\$971,228	\$1,157,388	\$1,257,632

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	2012-13	2013-14	2014-15	2015-16	2016-17
Students Served (Grades PK-12)	3,918	4,059	4,121	4,201	4,430
Districtwide Percentage of Special Education Students	8.38%	8.49%	8.43%	8.37%	8.55%
Average Cost per Student	\$6,541	\$7,078	\$8,108	\$9,146	\$9,380

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	2012-13	2013-14	2014-15	2015-16	2016-17
Students Served (Grades K-12)	16,969	19,262	20,451	20,584	21,087
Districtwide Percentage of At Risk Students	36.29%	40.28%	41.81%	40.99%	40.72%
Average Cost per Student	\$609	\$804	\$755	\$855	\$802

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	2012-13	2013-14	2014-15	2015-16	2016-17
Students Served (Grades 6-12)	24,886	25,283	25,757	26,465	27,506
High School Dropout Rate	1.1%	1.1%	1.4%	1.0%**	Avail. Nov. 2017
Pre-AP & PreIB Enrollment (unduplicated)	12,145	11,945	12,280	12,511	13,188
AP Enrollment (unduplicated)	3,599	3,679	3,857	4,039	3,592
Dual Credit Enrollment (on campus)	862	924	1,114	1,341	1,463
IB Enrollment (Pre-IP not included)	120	116	123	129	130
AVID Participation	989	758*	607*	427*	447*
Average High School Reading STAAR Passing Rate	84%	74%	76%	72%	72%
Average High School Soc Studies STAAR Passing Rate	86%	95%	95%	94%	95%
Average High School Math STAAR Passing Rate	87%	77%	83%	75%	79%
Average High School Science STAAR Passing Rate	92%	92%	94%	90%	89%

*The Klein ISD is phasing out AVID on several campuses beginning 2013-14.

**Preliminary TAPR report data.

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	2012-13	2013-14	2014-15	2015-16	2016-17
Students Served (Grades K-12)	34,149	35,789	37,424	37,734	42,947
Districtwide Percentage of Fine Arts Students	73.02%	74.84%	76.51%	75.14%	82.94%
Average Cost per Student	\$401	\$400	\$427	\$454	\$419

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	2012-13	2013-14	2014-15	2015-16	2016-17*
Students Served (Grades PK-12)	5,884	5,019	5,498	5,147	8,455
Districtwide Percentage of Summer School Students	12.58%	10.50%	11.24%	10.25%	16.33%
Average Cost per Student	\$128	\$171	\$175	\$167	\$61

*The District changed procedures for academic summer school by eliminating the cost to students in addition to offering transportation for some of our sites resulting in a greater participation in 2016-17.

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	2012-13	2013-14	2014-15	2015-16	2016-17
Students Served (Grades K-12)	2,593	2,411	2,227	2,174	2,135
Districtwide Academic Enrichment Students	5.54%	5.04%	4.55%	4.33%	4.12%
Average Cost per Student	\$231	\$193	\$196	\$287	\$293
Number of Students Tested for GT	1,418	1,302	1,512	1,328	1,968

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	2012-13	2013-14	2014-15	2015-16	2016-17
Students Served (Grades K-12)	194	223	218	226	204
Write-Ups	8,238	5,677	5,834	5,516	5,512
Restraints	297	279	136	140	140
Students Sent to Home Campus from TEP	24	24	31	26	41
Students Returned from Home Campus to TEP	4	2	2	-	2
Return Rate of Students to TEP	17%	8%	6%	0%	5%

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	2012-13	2013-14	2014-15	2015-16	2016-17
Students Served (Grades 6-12)	10,526	11,096	11,455	11,309	12,284
CTE Concentrators Earning Certification/Licensure*	269	271	948	778	668
State/National Competition Participants**	Not Available	628	758	945	764
State/National Competition Events**	Not Available	169	241	302	321
State/National 1st and 2nd Place Awards Received**	Not Available	72	75	71	79

*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.

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	2012-13	2013-14	2014-15	2015-16	2016-17
Students Served (Grades 9-12)	199	220	208	222	225
Number of Seniors Enrolled	101	114	103	90	98
Students Successfully Completing Program	83	93	110	80	91
Percentage of Completion	82%	82%	107%	89%	93%

Research, Accountability & Data**Central Office - Student Services Center - Project 70**

Creates and maintains the districtwide repository of student data.

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
Pupil/Teacher Ratio	15.5	15.3	15.1	14.9	15.2
District Graduation Rate	91.9%	93.5%	94.3%	94.1	Avail. Nov. 2017

Information Technology**Central Office - Network Operations Center - Project 71**

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
Total Number of District Computers	37,000	40,000	46,790	59,713	72,507
Total Number of IT Service Calls	56,275	67,359	63,295	76,123	81,814
Average Service Call Per Technician	635	1,247	1,110	1,312	1,341
Average Cost Per Service Call	\$153	\$87	\$94	\$88	\$102

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	2012-13	2013-14	2014-15	2015-16	2016-17
Students Served (Grades K-12)	11,537	12,167	12,349	12,098	12,698
Average Cost per Student	\$43	\$45	\$42	\$46	\$48

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	2012-13	2013-14	2014-15	2015-16	2016-17
Students Served (Grades 6-12)	7,531	*12,667	12,513	14,297	14,540
Number of Competitions	99	114	127	126	127
Number of Awards Received	100	97	115	115	122

*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	2012-13	2013-14	2014-15	2015-16	2016-17
High School Completion Rate	95.2%	95.9%	95.9%	95.9%***	Avail. Nov 2018
Total District Counselors	105.5	109.5	117.5	121.5	127.7
Total District Nurses and Certified Clinic Assistants*	Not Available	67.0	69.0	72.0	76.0
Vision Screening Referrals	2,457	2,173	2,173	1,929	2,614
Students Receiving Treatment after Vision Screenings	1,733	1,295	985	998	1,161
Hearing Screening Referrals	466	401	428	424	268
Students Receiving Treatment after Hearing Screenings	218	174	61	73	122
Cardiopulmonary Resuscitation (CPR) Trainings**	674	489	655	655	759
Number 504 Students	1,546	1,543	2,300	2,300	3,131

*Certification detail not available until implementation of Position Control in 2013-14.

**CPR certification is for two years.

***Preliminary TAPR report data.

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	2012-13	2013-14	2014-15	2015-16	2016-17
District Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
FAST Rating	4.5	5.0	4.5	5.0	NA*
Reading/ELA**	86%	83%	83%	79%	78%
Writing**	67%	77%	76%	72%	70%
Social Studies**	82%	83%	83%	83%	82%
Math**	85%	84%	87%	83%	85%
Science**	88%	85%	86%	85%	85%

*The FAST Report ended after the 2015-16 school year.

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	2012-13	2013-14	2014-15	2015-16	2016-17
Enrollment in Pre-K Programs	1,110	1,174	1,070	1,156	1,204
District Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Reading/ELA**	86%	83%	83%	79%	78%
Writing**	67%	77%	76%	72%	70%
Social Studies**	82%	83%	83%	83%	82%
Math**	85%	84%	87%	83%	85%
Science**	88%	85%	86%	85%	85%
Number of District Technology Classes	316	293	210	167	444
Number of Campus Technology Classes	532	585	684	651	623
Annual Technology Literacy Assessment (% met proficiency in 8th grade)	77%	72%	74%	67%	63%
Library Books in Circulation	1,606,459	1,647,893	1,786,019	1,758,207	2,013,594
Internet Safety Course (number of students served)	45,778	47,992	49,461	50,611	49,455

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	2012-13	2013-14	2014-15	2015-16	2016-17
District Rating	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
FAST Rating	4.5	5.0	4.5	5.0	NA*
Reading/ELA**	86%	83%	83%	79%	78%
Writing**	67%	77%	76%	72%	70%
Social Studies**	82%	83%	83%	83%	82%
Math**	85%	84%	87%	83%	85%
Science**	88%	85%	86%	85%	85%

*The FAST Report ended after the 2015-16 school year.

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

Associate Superintendent of Human Resource Services

Mr. Terrell King

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	2012-13	2013-14	2014-15	2015-16	2016-17
Total Number of New Hires	864	791	939	893	970
Teacher Turnover Rate	12.1%	12.5%	13.8%	14.0%	15.7%*
Teachers with No Degree	0.5%	0.5%	0.6%	1.0%	0.6%
Teachers with Bachelors Degree	73.7%	74.0%	73.8%	73.8%	74.5%
Teachers with Masters Degree	24.9%	24.6%	24.8%	24.5%	24.3%
Teachers with Doctorate Degree	0.9%	0.9%	0.8%	0.7%	0.6%

*Preliminary TAPR report data.

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	2012-13	2013-14	2014-15	2015-16	2016-17
Total Workers Comp Incident Reports	687	619	543	551	694
Workers Comp Claims	240	219	150	243	277
Workers Comp Reports Resulting in Claims	35%	35%	28%	44%	40%

Chief Financial Officer

Mr. Dan Schaefer, 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	2012-13	2013-14	2014-15	2015-16	2016-17
Reproduction*	836,073	616,184	712,037	484,980	578,586
Metered Mail	125,283	105,260	113,979	143,540	94,774

* 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	2012-13	2013-14	2014-15	2015-16	2016-17
Total Current Levy Tax Collection	99.88%	99.87%	99.90%	99.83%	99.62%
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	2012-13	2013-14	2014-15	2015-16	2016-17
ASBO Meritorious Budget Award	Yes	Yes	Yes	Yes	Yes
GFOA Distinguished Budget Award	Yes	Yes	Yes	N/A*	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	NA**
FAST Rating	4.5	5.0	4.5	5.0	NA**
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 2015-16 or 2016-17.

**The Texas Comptroller Leadership Circle Award and the FAST Report ended after the 2015-16 school year.

Business Information Services

Central Office - Project 91

Responsible for the administration of Klein ISD collection, management and reporting of all aspects of financial and human resources data in compliance with state and federal mandates. Accounting, accounts payable, budget, payroll, the tax office, warehouse, purchasing, applicant tracking, job listings, hiring, substitutes, benefits, safety, workers compensation, campus activity fund accounting, facility rentals, travel, state and federal reporting, and parent organizations are all part of the finance and human resources responsibility areas.

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
Number of Checks Processed*	4,491	32	2	0	0
Number of Vouchers Processed	152,310	164,528	168,632	174,332	179,498

* 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	2012-13	2013-14	2014-15	2015-16	2016-17
Warehouse Stock Inventory	\$ 550,402	\$ 539,442	\$ 669,360	\$ 532,010	\$ 505,614
Total Warehouse Orders Filled	3,719	3,641	3,346	3,320	3,590
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	2012-13	2013-14	2014-15	2015-16	2016-17
Total Tax Collections (Current and Prior Years)	101.28%	101.51%	101.38%	101.16%	100.93%
FAST Rating	4.5	5.0	4.5	5.0	NA*
FIRST Rating	Superior	Superior	Superior	Superior	Superior

**The FAST Report ended after the 2015-16 school year.

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	2012-13	2013-14	2014-15	2015-16	2016-17
Total No. of Employees in TRS	5,774	6,192	6,373	6,634	6,852
Total Number of New Hires	864	791	939	893	970
Teacher Turnover Rate	12.1%	12.5%	13.8%	14.0%	15.7%*
Employee Benefits as Percentage of Salaries	15.2%	17.4%	18.1%	18.7%	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	2012-13	2013-14	2014-15	2015-16	2016-17
Regular Program Annual Miles	1,293,145	1,166,920	1,379,908	1,353,322	1,445,522
Special Program Annual Miles	444,891	461,653	491,831	519,443	574,558
Average Daily Ridership	9,656	9,048	10,399	10,404	11,223

South Transportation Center

Central Office - Project 75

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

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
Regular Program Annual Miles	580,978	524,269	619,959	608,014	649,438
Special Program Annual Miles	199,878	207,410	220,968	233,373	258,135
Average Daily Ridership	4,338	4,065	4,672	4,674	5,042

Facility & School Services Administration

Central Office - Project 89

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

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
Total Districtwide Square Footage	7,617,972	7,746,558	8,010,187	8,135,941	8,261,013
Total Construction In Progress	\$128,921,058	\$82,000,000	\$208,181,690	\$211,916,000	\$79,993,704
Total Maintenance Work Orders	20,271	20,217	20,145	24,125	27,937
Total Transportation Mileage	2,518,892	2,360,252	2,712,666	2,714,152	2,927,653

Plant Operations

Multipurpose Center - Project 92

Funds operating and personnel expenses for districtwide custodial services.

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
Total Square Footage Maintained by Plant Operations	7,846,203	7,963,483	8,097,939	8,223,011	8,348,765
Personnel Cost Per Square Foot	\$0.95	\$1.01	\$1.07	\$1.13	\$1.16
Average Square Foot Per Custodian	24,292	24,808	25,227	25,224	25,223

Plant Maintenance

Central Office - Project 94

Funds operating and personnel expenses for maintaining districtwide facilities.

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
Total Square Footage Maintained by Plant Maintenance	7,448,205	8,001,485	8,135,941	8,261,013	8,307,679
Total Maintenance Work Orders	20,271	20,217	20,145	24,125	27,937
Preventative Work Orders*	Not Available	Not Available	Not Available	1,018	2,022
Routine Work Orders*	Not Available	Not Available	Not Available	23,107	25,915
Total Maintenance Costs Per Square Foot	\$0.81	\$0.85	\$0.89	\$0.99	\$1.05
Personnel Cost Per Square Foot	\$0.61	\$0.63	\$0.66	\$0.68	\$0.71

* 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 KISD by helping students and staff become knowledgeable, active, reflective, self-disciplined, and good stewards of our resources.

Performance Measures	2012-13	2013-14	2014-15	2015-16	2016-17
Total Square Footage Served	7,617,972	7,746,558	8,010,187	8,135,941	8,261,014
Average Utility Cost Per Square Foot	\$1.19	\$1.15	\$0.97	\$1.05	\$1.09
Average Kilowatt-Hours Per Square Foot	10.7	10.4	9.7	9.7	9.9

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	2012-13	2013-14	2014-15	2015-16	2016-17
Quarterly Newsletter Mailout	72,000	72,000	72,000	72,000	67,248

Communications & Planning

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	2012-13	2013-14	2014-15	2015-16	2016-17
KleINTOUCH Electronic News Subscribers	17,962	17,624	20,081	23,637	23,766
Klein Education Foundation Donations	\$75,700	\$115,400	\$196,396	\$171,505	\$172,300
Facebook Followers	5,414	9,488	11,855	17,650	20,743
Twitter Followers	2,186	5,422	8,998	12,809	15,001
Mobile App Downloads	2,186	10,190	14,483	17,248	19,537



Financial Integrity Rating System of Texas

2016-2017 RATINGS BASED ON SCHOOL YEAR 2015-2016 DATA - DISTRICT STATUS DETAIL

Name: KLEIN ISD(101915)	Publication Level 1: 8/8/2017 2:29:29 PM
Status: Passed	Publication Level 2: 8/8/2017 2:29:29 PM
Rating: A = Superior	Last Updated: 8/8/2017 2:29:29 PM
District Score: 94	Passing Score: 60

#	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>	3/28/2017 11:40:48 AM	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>	3/28/2017 11:40:48 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>	3/28/2017 11:40:48 AM	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>	3/28/2017 11:40:48 AM	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>	3/28/2017 11:40:49 AM	Yes
5	<u>Was the total unrestricted net position balance (Net of the accretion of interest for capital appreciation bonds) in the governmental activities column in the Statement of Net Position 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>	3/28/2017 11:40:49 AM	Yes



Financial Integrity Rating System of Texas

			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>	3/28/2017 11:40:49 AM	10
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>	3/28/2017 11:40:50 AM	8
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>	3/28/2017 11:40:50 AM	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>	3/28/2017 11:40:50 AM	10
10	<u>Was the debt service coverage ratio sufficient to meet the required debt service? (See ranges below.)</u>	5/18/2017 12:25:36 PM	10
11	<u>Was the school district's administrative cost ratio equal to or less than the threshold ratio? (See ranges below.)</u>	3/28/2017 11:40:51 AM	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>	6/21/2017 8:20:24 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>	3/28/2017 11:40:52 AM	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>	3/28/2017 11:40:52 AM	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>	3/28/2017 11:40:52 AM	10
			94 Weighted Sum
			1 Multiplier Sum
			94 Score

DETERMINATION OF RATING

A.	Did the district answer 'No' to Indicators 1, 3, 4, 5, or 2.A? If so, the school district's rating is F for Substandard Achievement regardless of points earned.	
B.	Determine the rating by the applicable number of points. (Indicators 6-15)	
	A = Superior	70-100
	B = Above Standard	50-69
	C = Meets Standard	31-49
	F = Substandard Achievement	<31



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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	1 2	1 2 3 4 5 6 7	1 2 3 4
6 7 8 9 10 11 12	3 4 5 6 7 8 9	8 9 10 11 12 13 14	5 6 7 8 9 10 11
13 14 15 16 17 18 19	10 11 12 13 14 15 16	15 16 17 18 19 20 21	12 13 14 15 16 17 18
20 21 22 23 24 25 26	17 18 19 20 21 22 23	22 23 24 25 26 27 28	19 20 21 22 23 24 25
27 28 29 30 31	24 25 26 27 28 29 30	29 30 31	26 27 28 29 30
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	1 2 3 4 5 6	1 2 3	1 2 3
3 4 5 6 7 8 9	7 8 9 10 11 12 13	4 5 6 7 8 9 10	4 5 6 7 8 9 10
10 11 12 13 14 15 16	14 15 16 17 18 19 20	11 12 13 14 15 16 17	11 12 13 14 15 16 17
17 18 19 20 21 22 23	21 22 23 24 25 26 27	18 19 20 21 22 23 24	18 19 20 21 22 23 24
24 25 26 27 28 29 30	28 29 30 31	25 26 27 28	25 26 27 28 29 30 31
31			
APRIL	MAY	JUNE	KEY
S M T W T F S	S M T W T F S	S M T W T F S	
1 2 3 4 5 6 7	1 2 3 4 5	1 2	Semester Starts/Ends
8 9 10 11 12 13 14	6 7 8 9 10 11 12	3 4 5 6 7 8 9	Staff Development Day
15 16 17 18 19 20 21	13 14 15 16 17 18 19	10 11 12 13 14 15 16	Holiday
22 23 24 25 26 27 28	20 21 22 23 24 25 26	17 18 19 20 21 22 23	Holiday/Staff Development
29 30	27 28 29 30 31	24 25 26 27 28 29 30	Graduation

KLEIN ISD 2017-2018 IMPORTANT DATES

AUG 10 - 18	Staff Development/Student Holiday
AUG 21	FIRST DAY OF CLASSES
SEPT 4	Labor Day Holiday
OCT 13	Staff Development/Student Holiday
OCT 16	Staff Development/Student Holiday
NOV 20 - 24	Thanksgiving Holiday
DEC 21	END OF FIRST SEMESTER/EARLY RELEASE DAY
DEC 22 - JAN 5	Christmas/Winter Holiday
JAN 8	Staff Development/Student Holiday

JAN 9	CLASSES RESUME/SECOND SEMESTER BEGINS
JAN 15	Martin Luther King Holiday
FEB 19	Staff Development/Student Holiday
MARCH 12 - 16	Spring Break
MARCH 29	Staff Development/Student Holiday
MARCH 30	Easter Break
MAY 28	Memorial Day Holiday
MAY 31	LAST DAY OF CLASSES/EARLY RELEASE DAY
JUNE 2	GRADUATION

GRADING PERIODS

DATES	DAYS
AUG 21 - OCT 12	38
OCT 17 - DEC 21	43
	81
JAN 9 - MARCH 28	50
APRIL 2 - MAY 31	43
	93

TOTAL INSTRUCTION DAYS: 174

SCHOOL HOURS

ELEMENTARY
8:15 A.M. - 3:35 P.M.
INTERMEDIATE
9:05 A.M. - 4:25 P.M.
HIGH SCHOOL
7:25 A.M. - 2:45 P.M.

INCLEMENT WEATHER MAKE-UP DAYS

OCT 13, 16	MARCH 29
FEB 19	JUNE 1

**Klein Independent School District
General Obligation Bonds
Principal and Interest Schedule as of September 1, 2017**

Year Ended August 31	Principal	Interest	Total	Percent Retired
2018	37,075,000	45,601,686	82,676,686	4.96%
2019	36,480,000	43,937,112	80,417,112	9.77%
2020	35,335,000	42,256,442	77,591,442	14.43%
2021	38,590,000	40,811,755	79,401,755	19.18%
2022	36,865,000	39,021,567	75,886,567	23.73%
2023	35,940,000	37,265,017	73,205,017	28.12%
2024	32,890,000	35,716,467	68,606,467	32.23%
2025	34,540,000	34,174,320	68,714,320	36.35%
2026	36,275,000	32,560,000	68,835,000	40.48%
2027	37,920,000	30,862,371	68,782,371	44.60%
2028	39,315,000	29,199,908	68,514,908	48.70%
2029	40,820,000	27,551,575	68,371,575	52.80%
2030	42,760,000	25,714,255	68,474,255	56.91%
2031	44,740,000	23,814,991	68,554,991	61.01%
2032	42,885,000	21,925,633	64,810,633	64.90%
2033	38,190,000	20,124,667	58,314,667	68.39%
2034	37,840,000	18,435,628	56,275,628	71.77%
2035	39,525,000	16,704,773	56,229,773	75.14%
2036	41,275,000	14,891,419	56,166,419	78.50%
2037	43,115,000	12,996,183	56,111,183	81.87%
2038	45,030,000	11,011,787	56,041,787	85.22%
2039	37,560,000	8,937,418	46,497,418	88.01%
2040	37,085,000	7,158,752	44,243,752	90.66%
2041	31,610,000	5,390,630	37,000,630	92.88%
2042	27,270,000	4,099,925	31,369,925	94.76%
2043	25,030,000	3,055,740	28,085,740	96.44%
2044	24,180,000	2,087,400	26,267,400	98.02%
2045	22,650,000	1,164,500	23,814,500	99.45%
2046	8,895,000	355,800	9,250,800	100.00%
	<u>\$ 1,031,685,000</u>	<u>\$ 636,827,721</u>	<u>\$ 1,668,512,721</u>	
	-	2,525,000	2,525,000	Series 2018
	<u><u>\$ 1,031,685,000</u></u>	<u><u>\$ 639,352,721</u></u>	<u><u>\$ 1,671,037,721</u></u>	

**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 ^(a)	First Southwest Company	4.869242%	Aaa	AAA
05/01/09	17.125 Million ^(b)	First Southwest Company	3.176353%	Aa2	AA
05/01/09	45.0 Million	First Southwest Company	4.633517%	Aa2	AA
05/01/10	38.135 Million	Morgan Keegan & Co., Inc.	3.459995%	Aaa	AAA
05/01/10	88.865 Million ^(c)	Morgan Keegan & Co., Inc.	3.778160%	Aaa	AAA
07/22/10	29.240 Million	Morgan Keegan & Co., Inc. & Coastal Securities, Inc.	2.872988%	Aaa	AAA
05/01/11	83.900 Million	Banc of America Merrill Lynch	4.720682%	Aaa	AAA
04/01/12	57.000 Million	Morgan Keegan & Co., Inc.	3.912765%	Aaa	AAA
04/01/12	18.390 Million	Morgan Keegan & Co., Inc.	2.120977%	Aaa	AAA
04/01/13	79.305 Million	Raymond James & Associates	2.949174%	Aaa	AAA
04/01/13	27.480 Million	Raymond James & Associates	2.817542%	Aa1	AA
04/01/14	44.000 Million	Bank of America Merrill Lynch	3.702276%	Aaa	AAA
02/01/15	80.000 Million	Bank of America Merrill Lynch	3.276814%	Aaa	AAA
07/01/15	224.600 Million ^(d)	Raymond James & Associates	3.661521%	Aaa	AAA
05/15/16	137.500 Million ^(e)	Raymond James & Associates	2.995232%	Aaa	AAA
05/15/16	15.370 Million ^(f)	Raymond James & Associates	2.988763%	Aa1	AA
02/01/17	145.890 Million	Raymond James & Associates	3.879724%	Aaa	AAA

- (a) This refunding includes \$166,325,000 new money bonds, \$1,675,000 premiums, and \$16,905,000 refunded bonds, for a total authorization of \$168,000,000 from the 2004 and 2008 elections.
- (b) Refunded bonds from prior sales 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.

Commonly Used Acronyms

ADA	Average Daily Attendance	EI&M	Efficiency Initiatives and Measures
AEIS	Academic Excellence Indicator System	ELA	English Language Arts
AEP	Alternative Education Program	ELL	English Language Learner
AFJROTC	Air Force Junior Reserve Officers' Training Corps	EOC	End of Course
AP	Advanced Placement	ERRP	Early Retiree Reinsurance Program
ARD	Admission, Review and Dismissal	ESEA	Elementary and Secondary Education Act
ASAHE	Additional State Aide for Homestead Exemption	ESSA	Every Student Succeeds Act
ASATR	Additional State Aid for Tax Reduction	ESL	English as a Second Language
ASBO	Association of School Business Officials	EUI	Energy Use Intensity
ASF	Available School Fund	FASRG	Financial Accountability System Resource Guide
AVID	Advancement Via Individual Determination	FAST	Financial Allocation Study for Texas
BTIM	Beginning Teacher Induction and Mentoring	FCC	Federal Communications Commission
CAB	Capital Appreciation Bonds	FFA	Future Farmers of America
CAFR	Comprehensive Annual Financial Report	FIRST	Financial Integrity Rating System of Texas
CHPS	Collaborative for High Performance Schools	FSP	Foundation School Program
CIP	Campus Improvement Plan	FTE	Full Time Equivalent
CISD	Consolidated Independent School District	FY	Fiscal Year
CTE	Career and Technology Education	GAAP	Generally Accepted Accounting Principles
CTR	Compressed Tax Rate	GASB	Governmental Accounting Standards Board
DAEP	Disciplinary Alternative Education Program	GFOA	Government Finance Officers Association
DCA	District Common Assessment	GTG	Good to Great (Klein Forest High School Project)
DTR	District Tax Rate	HB	House Bill
EC	Early Childhood	HCAD	Harris County Appraisal District
EDA	Existing Debt Allotment	HGAC	Houston-Galveston Area Council
		HSA	High School Allotment
		I&S	Interest and Sinking

IB	International Baccalaureate	PLC	Professional Learning Community
IBA	International Business Academy	Pre-K / PK	Pre-Kindergarten
IDEA	Individuals with Disabilities Education Act	IFA	Instructional Facilities Allotment
IEP	Individualized Education Program	PSF	Permanent School Fund
EMAT	Educational Materials System	RPAF	Regular Program Adjustment Factor
IMA	Instructional Materials Allotment	S&P	Standard & Poor's Rating Service
ISD	Independent School District	SBEC	State Board for Educator Certification
ISS	In-School Suspension	SCE	State Compensatory Education
JJAEF	Juvenile Justice Alternative Education Program	SFSF	State Fiscal Stabilization Fund
KISD	Klein Independent School District	SHARS	School Health and Related Services
KQSS	Klein Quality School Survey	SSVI	State Supplemental Visually Impaired
LEA	Local Educational Agency	STAAR	State of Texas Assessments of Academic Readiness
LEP	Limited English Proficiency	TAKS	Texas Assessment of Knowledge & Skills
LFA	Local Fund Assignment	TAPR	Texas Academic Performance Report
M&O	Maintenance and Operations	TATEKS	Technology Applications TEKS
MAC	Medicaid Administrative Claiming Program	TBSI	Technology Baseline Standards Initiative
MBA	Meritorious Budget Award	TEA	Texas Education Agency
NIFA	New Instructional Facilities Allotment	TEC	Texas Education Code
NSLP	National School Lunch Program	TEKS	Texas Essential Knowledge and Skills
OSS	Out of School Suspension	TELPAS	Texas English Language Proficiency Assessment System
P.E.	Physical Education	TEP	Therapeutic Education Program
PASA	Population and Survey Analysts	THECB	Texas Higher Education Coordinating Board
PBIS	Positive Behavioral Incentives and Support	TPSP	Texas Performance Standards Project
PBMAS	Performance-Based Monitoring Analysis System	TRE	Tax Rate Election
PC	Position Control	TRS	Teacher Retirement System
PEIMS	Public Education Information Management System	UIL	University Interscholastic League
PFIA	Public Funds Investment Act	WADA	Weighted Average Daily Attendance

Education Terms and Abbreviations

Academic Excellence Indicators System (AEIS): See Texas Academic Performance Reports (TAPR)

Accountability Ratings: The Accountability Ratings System rates campuses and districts as exemplary, recognized, acceptable, and low performing based on the percentage of students who pass the state assessment instruments and the dropout rate.

Accrue: To record revenues when earned or when levies are made, and to record expenditures as soon 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.



KLEIN INDEPENDENT SCHOOL DISTRICT
7200 SPRING CYPRESS ROAD
KLEIN, TEXAS 77379
HARRIS COUNTY

WWW.KLEINISD.NET