

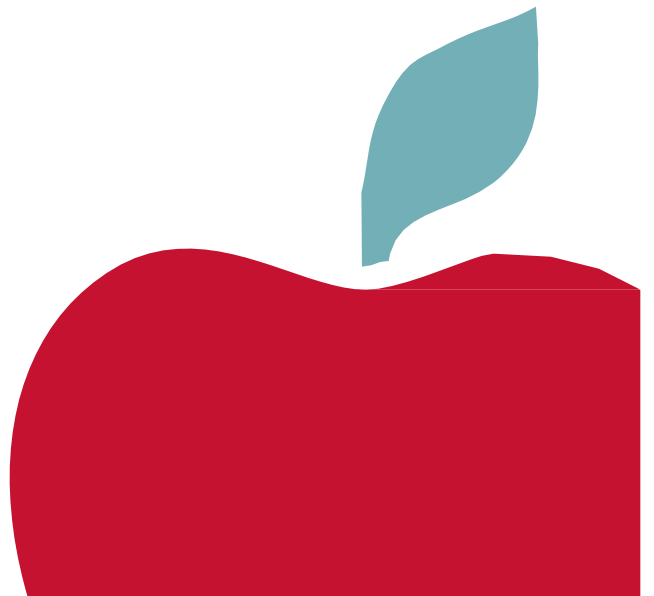
Fort Worth Independent School District

2015-16 Official Budget

Effective
July 1, 2015 – June 30, 2016

Fort Worth Independent School District
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2015-16 Official Budget

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Fort Worth Independent School District

2015-16 Official Budget

Introductory Section

**TABS students leading
the next generation!**





2015-16 Official Budget

Introductory Section

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Budget Introduction

The following document represents the financial plan for the Fort Worth Independent School District for the 2015-2016 fiscal year. The adopted budget provides the financial resources necessary to offer a competitive compensation package to employees, to maintain existing facilities, and support the 144 existing campuses while preparing for student and program growth. The primary purpose of this document is to provide timely and useful information concerning the past, current, and projected financial status of the District in addition to serving as a plan for implementing future goals and objectives of the School District consistent with the District's Mission, Vision, and Values.

This budget document and the year-end Comprehensive Annual Financial Report (CAFR) are the primary vehicles used to present the financial plan and the results of operations of the District. This document was prepared in accordance with the requirements of the Association of School Business Officials International (ASBO) Meritorious Budget Award Program and the Government Finance Officers Association (GFOA) Distinguished Budget Presentation Award Program. To receive these awards, an entity must publish a budget document that meets specific program criteria while serving as a policy document, an operations guide, a financial plan, and a communications device. This document was designed to conform to each program's requirements, and will be submitted to these organizations for evaluation and recommendations for improvement.

Budget Overview and Highlights

The State (Texas Education Code Sections 44.002-44.006), the Texas Education Agency through the Financial Accountability System Resource Guide, and the FWISD Board policies provide the legal requirements and policies that govern the budget development process. The annually adopted budget includes the General, Debt Service, and Food Service Funds. The budget was adopted by the Board of Trustees on June 23, 2015. The District's fiscal year begins on July 1, 2015, and ends on June 30, 2016.

In the spring of 2013, FWISD assembled a cross section of the District's stakeholders, (employees, students, and community members) to begin work on developing a new strategic operating plan that would guide the District into the future. One of the key components to this plan are the motto, mission, vision, and values that were identified that will ultimately lead the way to success for all stakeholders. The District believes it is essential for all stakeholders to have an awareness of these ideals and are able to find meaningful ways to apply the MMVV principles in their personal and professional lives. The District also believes by instilling these core values into our students, they will be prepared for success in college, career and community leadership. In May of 2013, the Board of Trustees officially adopted the *On Purpose Strategic Plan*. Accordingly, the MMVV are the guiding principles behind budget planning and development.

Motto:

Singleness of Purpose

Mission:

Preparing students for success in college, career and community leadership

Vision:

Fort Worth ISD: Igniting in every child a passion for learning

Values:

- *Student Achievement*
- *Stakeholder Collaboration*
- *Leadership Development*
- *Respect for Diversity*
- *Equity in Access*
- *Perseverance & Commitment*
- *Continuous Improvement*

Summary of Adopted Funds

Revenues

Revenues by Fund Comparison

	Projected Actual 2014-15	Budget 2015-16	Percent Change
General Fund	\$670,159,739	\$697,278,498	4.05%
Debt Service Fund	\$83,195,421	\$93,921,711	12.89%
Food Service Fund	\$48,249,969	\$49,647,000	2.90%
Total	\$801,605,129	\$840,847,209	4.90%

General Fund revenues are currently budgeted to increase \$27,118,759 or approximately 4% over 2014-15 projected actual revenues. The increase in revenues is attributed to a projected increase in taxable values and student growth. The Debt Service Fund revenues are budgeted to increase \$10,726,290 or approximately 12.9% over 2014-15 projected actual revenues. This increase is due to the additional revenue generated from increased tax collections resulting from the anticipated increase in property values. The Food Service Fund revenues are budgeted to increase \$1,397,031 or approximately 2.9% as a result from an anticipated increase in participation combined with an increase in the number of students qualifying for free and reduced lunches which increases the reimbursement from the federal school lunch and breakfast programs.

Expenditures

Expenditures by Fund Comparison

	Projected Actual 2014-15	Budget 2015-16	Percent Change
General Fund	\$672,548,377	\$716,074,057	6.47%
Debt Service Fund	\$91,466,648	\$95,570,397	4.49%
Food Service Fund	\$47,324,221	\$53,592,127	13.24%
Total	\$811,339,246	\$865,236,581	6.64%

General Fund expenditures are currently budgeted to increase \$43,525,680 or approximately 6.5% over 2014-15 projected actual expenditures. The increase in expenditures is attributed to a 3% general pay increase coupled with the District's commitment to continue to expand its Programs of Choice alternative schools and implementation of Universal Pre-Kindergarten. Debt Service Fund expenditures are budgeted to increase \$4,103,749 or 4.5% over 2014-15 projected actual expenditures. This increase is largely due to the additional debt service requirements resulting from bond sales in 2014 and 2015 in relation to the 2013 Capital Improvement Program. The Food Service Fund is budgeted to increase \$6,267,906 or 13.24% over 2014-15 projected actual expenditures. This increase is due to increased cost in operations resulting from the 3% general pay increase for all employees and increases in the cost of food.

General Fund

Revenue

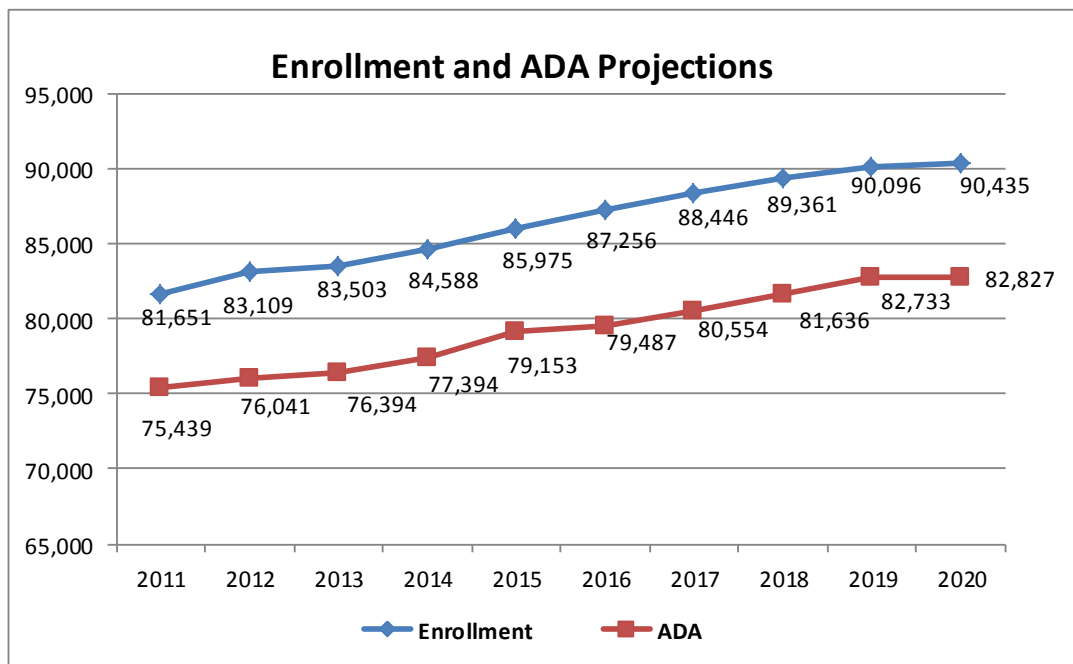
General Fund revenue is budgeted to increase by \$16,618,757 or 2.4% more than the 2014-15 projected actual revenue. Local Revenue is budgeted to increase by 3.8% originally, however due to issues discussed in this section, local revenue will be amended down to reflect anticipated taxable property values. State Revenue is budgeted to increase by 5%. This is largely due to increases in the state’s basic allotment and tier 2 yield resulting from the 84th Legislative Session. The following table provides a comparison of revenues by source for the current year (projected) and the 2015-16 budget year:

General Fund Revenue Sources

	Projected Actual 2014-15	Budget 2015-16	Percent Change
Local Sources	\$300,128,329	\$311,660,946	3.84%
State Sources	\$358,260,897	\$376,117,552	4.98%
Federal Sources	\$11,770,515	\$9,500,000	-19.29%
Other Sources	\$10,500,000	\$0	-100.00%
Total	\$680,659,741	\$697,278,498	2.44%

Critical elements necessary to develop the General Fund revenue budgets are student enrollment and attendance as well as property values and tax collections. Student enrollment projections influence state revenue estimates, staffing decisions, per-pupil allocations, facility needs, and debt issuance requirements, in addition to many other budgetary decisions. Property values have a dramatic impact on both the state and local share under Tier I and Tier II which directly impacts tax revenue estimates.

Student Enrollment



The District has experienced a steady growth rate over the last five years both in enrollment and Average Daily Attendance as the city continues its aggressive construction and development projects. The enrollment has grown on average 1.1% each year while the ADA has increased at the slightly lower rate of 1.05%. The City of Fort Worth and the surrounding metroplex is one of the fastest growing areas in the state. Likewise, the District is one of the fastest growing districts in Texas. Prior demography studies facilitated the District's preparation for the steady enrollment increase. The District has engaged Templeton Demographics to perform a revised study to assist the District with planning for the anticipated explosive program growth.

Property Values

Based on current trend analysis, the District has been experiencing an average annual increase in property values of approximately 3%. In 2015, the Tarrant Appraisal District converted to a new appraisal and reporting software. As the TAD began generating preliminary property values, problems were identified within the software system which resulted in inaccuracies within the data which ultimately delayed delivery of certified values for district's to use in planning revenue estimates. Complications continued to plague the TAD preventing reappraisal, sales and transfer information from being entered timely enough to be included in current value assessments further hampering revenue estimates. As a result, the District is only projecting a .2% growth in taxable values. The District is working with the TAD as well as other taxing entities within the appraisal district to ensure we receive the most accurate and timely information as possible to ensure the District's ability to efficiently collect all of its financial resources.

Tax Base Trend

Fiscal Year	Value	Percent Change
2012	\$26,569,371,350	2.6%
2013	\$27,550,230,989	3.7%
2014	\$28,323,965,759	2.8%
2015	\$29,327,770,470	3.5%
2016	\$29,387,108,125	.2%

Legislative Impact

At the close of the 84th Legislative Session, House Bill 1 increased the Foundation School Program by \$1.5 billion. This included \$1.2 billion to increase the Basic Allotment to \$5,140 for both years of the biennium, \$55 million for an additional round of Instruction Facilities Allotment through 2017, and \$47.5 million for the new IFA program. The non-FSP portion of the TEA budget decreased by \$233 million due to the state no longer funding the 1.5% TRS Care contribution for school districts, however they did fund \$2.7 billion in student enrollment growth and \$860 million for an increase to the Austin yield from \$61.86 to \$74.28 in 2016 and to \$77.53 in 2017.

Expenditures

The General Fund expenditures are budgeted to increase overall by 6.5%. All functions with personnel expense increased due to the 3% across the board salary increase. The most significant increases are as follows:

- Function 13 - Increased staff development for instructional personnel – Student Achievement
- Function 32 – Increased Behavior Interventionists – Student Achievement
- Function 51 – Increased Maintenance for improvements and renovations – Equity in Access
- Function 61 – Increase Parent Engagement Strategies – Student Achievement
- Function 95 – Renegotiation of Juvenile Alternative Education Program – Student Achievement

General Fund Expenditures

Function	Projected Actual 2014-15	Budget 2015-16	Percent Change
11 - Instruction	385,823,938	408,862,346	5.97%
12 - Library/Media Svcs	10,078,189	10,485,339	4.04%
13 - Instructional Staff Development	6,885,049	9,133,470	32.66%
21 - Instructional Leadership	13,554,025	14,093,347	3.98%
23 - School Leadership	45,347,334	47,617,510	5.01%
31 - Guidance/Counseling	34,892,580	36,240,634	3.86%
32 - Social Work Svcs	3,861,728	4,358,415	12.86%
33 - Health Svcs	8,428,970	8,758,624	3.91%
34 - Student Transportation	19,493,857	19,983,914	2.51%
35 - Food Svcs	208,888	206,917	-0.94%
36 - Co/Extra Curricular	12,333,013	13,040,532	5.74%
41 - General Administration	15,572,190	17,317,453	11.21%
51 - Maintenance & Operations	73,122,030	84,232,229	15.19%
52 - Safety and Monitoring	10,398,507	11,112,358	6.86%
53 - Data Processing Svcs	13,028,519	12,782,671	-1.89%
61 - Community Svcs	5,025,840	5,878,427	16.96%
81 - Facilities Acquisition & Const	9,014,777	5,800,000	-35.66%
95 - Juvenile Justice Alt Ed	81,657	350,000	328.62%
97 - Tax Increment Fund Pymts	3,236,839	3,445,000	6.43%
99 - Intergovernmental Charges	2,160,447	2,374,871	9.92%
Total	\$672,548,377	\$716,074,057	6.47%

2015-2016 Budget Priorities

Expenditure Planning Estimates	
	Est. Cost
Program Growth Cost: (Addition of New Grade Levels)	\$6,792,603
Carry Forward Purchase Orders	\$7,700,000
Portable Buildings Relocation	\$750,000
Cost of Mandated Programs/Adoptions	\$1,789,406
Additional FTE's for Student Growth	\$4,188,900
3% Pay Increase plus Increase Beginning Teacher Salary to \$50K	\$17,400,000
Additional Compensation Considerations	\$626,000
Total Additional Expenditure Planning Estimates	\$39,246,909

Debt Service Fund

Revenues

	Projected Actual 2014-15	Budget 2015-16	Percent Change
Local Sources	\$79,866,919	\$92,860,058	16.27%
State Sources	\$3,328,502	\$1,061,653	-68.10%
Federal Sources	-	-	-
Other Sources	\$202,316,202	-	-100.00%
Total	\$285,511,623	\$93,921,711	-67.10%

The Debt Service revenues are budgeted to decrease approximately 67%. Local sources are budgeted to increase 16.3% as a result of an increase in anticipated property values. State sources were originally expected to decrease 68% as a result of the decrease in debt eligible for the existing debt allotment funding. The 2015-16 budget includes \$1,061,653 for EDA funding, however the budget is anticipated to be amended up to reflect additional hold harmless funds from the state as a result of the increase in the homestead exemption passed in the November 2015 election. Other sources are expected to decrease by 100% as the District does not expect to refund debt in 2015-2016.

Created by the Texas Legislature in 1999, the Existing Debt Allotment (EDA) program provides tax rate equalization for local debt service taxes. The program's intent is to provide a guaranteed yield on interest and sinking fund (I&S) taxes levied by school districts to pay the principal and interest on eligible bonds. It guarantees a specific amount of state and local funds per student for each cent of tax effort up to \$0.29 per \$100 of assessed valuation. Currently, the guaranteed yield for EDA provides \$35 per student in average daily attendance (ADA) per penny of tax effort.

Expenditures

In November of 2013, voters approved a \$489.9 Million bond package. To date, \$237.8 million of the bonds have been sold to fund Phase 1 and II of the Capital Improvement Program, Commitment to Classrooms. The following table provides a comparison of expenditures for the 2014-15 current year (projected) and the 2015-16 budget year:

Function	Projected Actual 2014-15	Budget 2015-16	Percent Change
Principal	\$55,315,000	\$56,075,000	1.37%
Interest and Fees	\$36,151,648	\$39,495,397	9.25%
Total	\$91,466,648	\$95,570,397	4.49%

The Interest and Sinking (I&S) tax rate required for 2015-2016 debt payments increased \$0.03 cents from \$0.282 per \$100 in property valuation to \$0.312 per \$100 in property valuation, a 10% increase from the 2014-2015 tax rate. Despite the increase in the tax rate, anticipated revenue is expected to leave a \$1.6 million deficit and result in a minimal decrease to the \$38.6 million fund balance in 2015-2016. The District currently has \$782,490,000 dollars in debt which is currently scheduled to be retired in 2040, however the District expects to sell bonds in 2016 and 2017 authorized in support of the 2013 Capital Improvement Program.

Food Service Fund

Revenues

Food Service Fund revenue is budgeted to increase \$1,397,031 or 2.9%, more than the 2014-2015 projected actual revenues. The following table provides a comparison of revenues by source for the 2014-15 projected actual revenues and the 2015-16 budget year.

	Projected Actual 2014-15	Budget 2015-16	Percent Change
Local Sources	\$ 3,058,334	\$ 3,586,000	17.25%
State Sources	\$ 265,928	\$ 250,000	-5.99%
Federal Sources	\$ 44,925,707	\$ 45,811,000	1.97%
Total	\$48,249,969	\$49,647,000	2.90%

Federal sources include revenue received from the U.S. Department of Agriculture under the National School Lunch Program, the School Breakfast Program, and the Food Distribution Program. Local revenue is generated primarily from student and staff payments for meals. The District expects participation to increase both local and federal revenue to increase in 2015-2016 due to increased participation.

Expenditures

Function	Projected Actual 2014-15	Budget 2015-16	Percent Change
35 - Food Services	\$47,144,214	\$52,985,627	12.39%
51 - Maintenance & Operations	\$179,444	\$602,500	235.76%
52 - Safety & Monitoring	\$563	\$4,000	610.42%
Total	\$47,324,221	\$53,592,127	13.24%

Food Service Fund expenditures are budgeted at \$53,592,127. This represents an increase of \$6,267,906 or 13.2% over 2014-15 estimated expenditures. Labor, Food and Supplies comprise most of this budget. Expenditures are expected to increase in Function 51 as improvements and renovations are completed on campus cafeterias as needed. Additionally, Function 52 has increased due to the anticipation of additional security necessary at child nutrition events.

Special Revenue Funds

Special Revenue funds are comprised of governmental funds used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes. Special Revenue Funds carry budgeted revenues and expenditures, but generally do not carry fund balances. Please note that while Fund 461 is comprised of Campus Activity Funds and carries fund balances, it is considered a special revenue fund. Special revenue funds are grouped in the following categories:

- Special Revenue Funds (Federal Programs) – Funds 200-289
- Special Revenue Funds (Federally Funded Shared Services Arrangements) – Funds 290-379
- Special Revenue Funds (State Funded) – Funds 380-429

- Special Revenue Funds (State/Locally Funded Shared Service Arrangements) – Funds 430-459
- Special Revenue Funds (Local Programs) – Funds 460-499

Special Revenue funds utilize the modified accrual basis of accounting and are further identified as Major and Minor funds in terms of reporting.

- Major Governmental Funds – Funds 200-379
- Nonmajor Governmental Funds – Funds 380-499

Revenues

Major Governmental Special Revenue Funds

	Projected Actual 2014-15	Budget 2015-16	Percent Change
Local Sources			
State Sources			
Federal Sources	\$75,597,276	\$89,405,527	18.27%
Other Sources			
Total	\$75,597,276	\$89,405,527	18.27%

The District receives maximum entitlements each year for the major federal programs. While the Grants Division provides the full budget available for the grant owners, actual spending is based on program requirements and in some instances allowed to be carried over at a 25% maximum from year to year to provide available budget for supplemental District initiatives.

Nonmajor Special Revenue Funds

	Projected Actual 2014-15	Budget 2015-16	Percent Change
Local Sources	\$10,631,862	\$17,061,927	60.48%
State Sources	\$3,977,539	\$26,064,314	555.29%
Federal Sources			
Other Sources			
Total	\$14,609,401	\$43,126,241	195.20%

Local sources for nonmajor special revenue funds increased by 60% to account for additional funds generated through the Tax Infrastructure Fund for TIF #4 – Southside Medical District, Fort Worth. State sources increased by 555% to account for the Instructional Materials Allotment that was front loaded for both years of the biennium by the State.

Expenditures

Major Governmental Special Revenue Funds

Function	Projected Actual 2014-15	Budget 2015-16	Percent Change
Current (11-61)	\$75,339,252	\$89,404,906	18.67%
Debt Service (71)			
Capital Outlay (81)	\$232,025	\$0	-100.00%
Intergovernmental (93-99)	\$25,999	\$621	-97.61%
Total	\$75,597,276	\$89,405,527	18.27%

The overall budget for the major special revenue funds increased by 18%. As explained in the section above, the District budgets for the maximum entitlements but is not required to spend the entire amount. The District cannot predict how much of each entitlement will be spent as they are directly tied to program goals and outcomes.

Nonmajor Special Revenue Funds

Function	Projected Actual 2014-15	Budget 2015-16	Percent Change
Current (11-61)	\$14,109,296	\$33,562,374	137.87%
Debt Service (71)			
Capital Outlay (81)	\$27,490	\$9,560,362	34677.60%
Intergovernmental (93-99)	\$13,295	\$3,505	-73.64%
Total	\$14,150,081	\$43,126,241	204.78%

The District received the entire allocation of the Instructional Materials Allotment, IMA in the 2015-16 fiscal year in order to buy all of the materials necessary for the new adoptions. Function 81, capital outlay is budgeted to increase significantly as a result of the expenditures associated with TIF #4. Multiple renovations and improvements are planned for the 2015-2016 school year.

Capital Projects Fund

Revenues

	Projected Actual 2014-15	Budget 2015-16	Percent Change
Local Sources	\$148,183	\$150,000	1.23%
State Sources			
Federal Sources			
Other Sources	\$115,656,123	\$115,000,000	-0.57%
Total	\$115,804,306	\$115,150,000	-0.57%

Local Sources is expected to increase as a result of increased interest earned on invested dollars as the District's investment strategy incorporates the CIP cash flow needs enabling the District to maximize investment dollars. The District expects to sell bonds in 2016 authorized by the 2013 Capital Improvement Program.

Expenditures

Function	Projected Actual 2014-15	Budget 2015-16	Percent Change
Current (11-61)	\$27,613,593	\$28,000,000	1.40%
Debt Service (71)	\$656,123	\$650,000	-0.93%
Capital Outlay (81)	\$23,732,676	\$25,000,000	5.34%
Intergovernmental (93-99)			
Total	\$52,002,392	\$53,650,000	3.17%

The CIP expenditures are expected to increase overall by approximately 3%. Construction and improvements are determined by the project schedule originally presented and approved.

Leadership Learning Center

Revenues

Function	Projected Actual 2014-15	Budget 2015-16	Percent Change
Local Sources	\$133,689	\$115,000	-13.98%
State Sources			
Federal Sources			
Other Sources			
Total	\$133,689	\$115,000	-13.98%

The revenue generated by the Leadership Learning Center is through user fees. The LLC is classified as an Enterprise Fund and not required to be budgeted for. Expenses of an enterprise operation are intended to be financed or recovered primarily through user charges rather than government grants or subsidies. The LLC is a relatively new program which serves the students and employees of the District as well as markets to organizations outside of the District, both public and private. In 2014-2015, the LLC hosted several outside organizations that are not expected to return in 2015-2016 resulting in the anticipated decline in revenue of 14%.

Expenditures

Function	Projected Actual 2014-15	Budget 2015-16	Percent Change
Current (11-61)	\$94,713	\$115,000	21.42%
Debt Service (71)			
Capital Outlay (81)			
Intergovernmental (93-99)			
Total	94,713	115,000	21.42%

The District anticipates an increase in anticipated expenditures of 21.4% largely due to the increase in costs associated with maintaining the facility.

Print Shop Fund**Revenues**

	Projected Actual 2014-15	Budget 2015-16	Percent Change
Local Sources	\$629,333	\$1,150,418	82.80%
State Sources			
Federal Sources			
Other Sources	\$346,242	\$0	-100.00%
Total	\$975,575	\$1,150,418	17.92%

This fund accounts for transactions related to print shop services provided to other organizational units of the District or to other districts or governmental units on a cost-reimbursement basis. The District is projecting an 82.8% increase in local revenue in 2015-16. This is largely due to the District's initiative to market printing services to outside organizations and the successful negotiations of contracts for other government's printing needs.

Expenditures

Function	Projected Actual 2014-15	Budget 2015-16	Percent Change
Current (11-61)	\$975,575	\$1,150,418	17.92%
Debt Service (71)			
Capital Outlay (81)			
Intergovernmental (93-99)			
Total	\$975,575	\$1,150,418	17.92%

The Print Shop Fund's expenditure budget is expected to increase 17.9% partially due to the 3% raise across the board, but more significantly due to the increase in costs associated with additional printing for outside organizations.

Insurance Fund**Revenues**

	Projected Actual 2014-15	Budget 2015-16	Percent Change
Local Sources	\$4,677,903	\$6,710,457	43.45%
State Sources			
Federal Sources			
Other Sources			
Total	\$4,677,903	\$6,710,457	43.45%

According to GASB 10, public entity risk pools are required to be accounted for in the Internal Service Fund. The risk pool is a shared services arrangement group of governmental entities joined together to finance an exposure, liability, or risk. The Insurance Fund is used to account for and self-fund the District's unemployment and workers' compensation programs. The Insurance Fund's revenue is generated from rates paid by the employer for each employee and held to finance anticipated claims. For several years, there was an excess in fund balance in this fund which reduced the need to generate additional revenue. The District has budgeted a 43.5% increase in revenue to ensure there is adequate funds available to pay for existing and future claims.

Expenditures

Function	Projected Actual 2014-15	Budget 2015-16	Percent Change
Current (11-61)	\$5,028,341	\$6,710,457	33.45%
Debt Service (71)			
Capital Outlay (81)			
Intergovernmental (93-99)			
Other Uses (7915)	\$10,500,000	\$0	-100.00%
Total	\$15,528,341	\$6,710,457	-56.79%

Expenditures in the Insurance Fund are expected to decrease by 57% overall from prior year. The Board approved the one time transfer of \$10.5M from the Insurance Fund Balance on the recommendation of the District's external auditors. The operating costs are budgeted to increase approximately 33.5% due to anticipated claims payable in 2015-2016.

Research & Evaluation Fund

Revenues

Function	Projected Actual 2014-15	Budget 2015-16	Percent Change
Local Sources	\$1,126,322	\$1,030,368	-8.52%
State Sources			
Federal Sources			
Other Sources			
Total	\$1,126,322	\$1,030,368	-8.52%

The Research and Evaluation Fund is an internal service fund used to account for the resources and operations of the Research and Evaluation Department. Similar to the Print Shop, revenue is generated from user fees within the District as well as outside the District. Revenue is budgeted to decrease by 8.5%. This is a new fund and process for the District. The Budget Office will review and analyze patterns of use to determine if the budgets need to be amended up for additional revenue and expenditures.

Expenditures

Function	Projected Actual 2014-15	Budget 2015-16	Percent Change
Current (11-61)	\$1,126,322	\$1,030,368	-8.52%
Debt Service (71)			
Capital Outlay (81)			
Intergovernmental (93-99)			
Other Uses (7915)			
Total	\$1,126,322	\$1,030,368	-8.52%

The expenditure budget for the Research and Evaluation Fund is expected to decrease by 8.5%.

Student Activity Funds

The District uses Fund 865 to account for the student activity account funds held in trust at each campus and is classified as agency funds for reporting purposes. These funds are accounted for on an economic resources measurement focus and the accrual basis of accounting. The funds are held in a custodial capacity only by the District. Agency funds do not involve measurement of results of operations and have no fund equity because assets are equal to liabilities, therefore they do not utilize revenues and expenses or budgets. In 2014-2015, the total assets of the District's collective student activity funds was \$615,270.

Miscellaneous Agency Funds

The District uses Fund 890 to account for non-student agency funds held in a custodial capacity by the District. These accounts function in the same way as student activity funds described above. An example of a non-student related agency fund would be staff hospitality accounts or district wide organizations that are not located on a specific campus but raise their own funds to support their operations. In 2014-2015, the total assets of the District's collective non-student agency funds was \$425,515.

Private Purpose Funds **Scholarships**

The District uses Fund 828 to account for various scholarship funds held in trust by the District. These funds are accounted for on the economic resources measurement focus and the accrual basis of accounting. Reporting activities focus on net assets and changes in net assets. Resources accounted for in this fund type include scholarship funds that are received by the District that are to be awarded to current and former students for post-secondary education purposes based on pre-identified criteria and selection process. In 2014-2015, the ending Net Position of the District's Private Purpose Scholarship Fund was \$1,015,460.

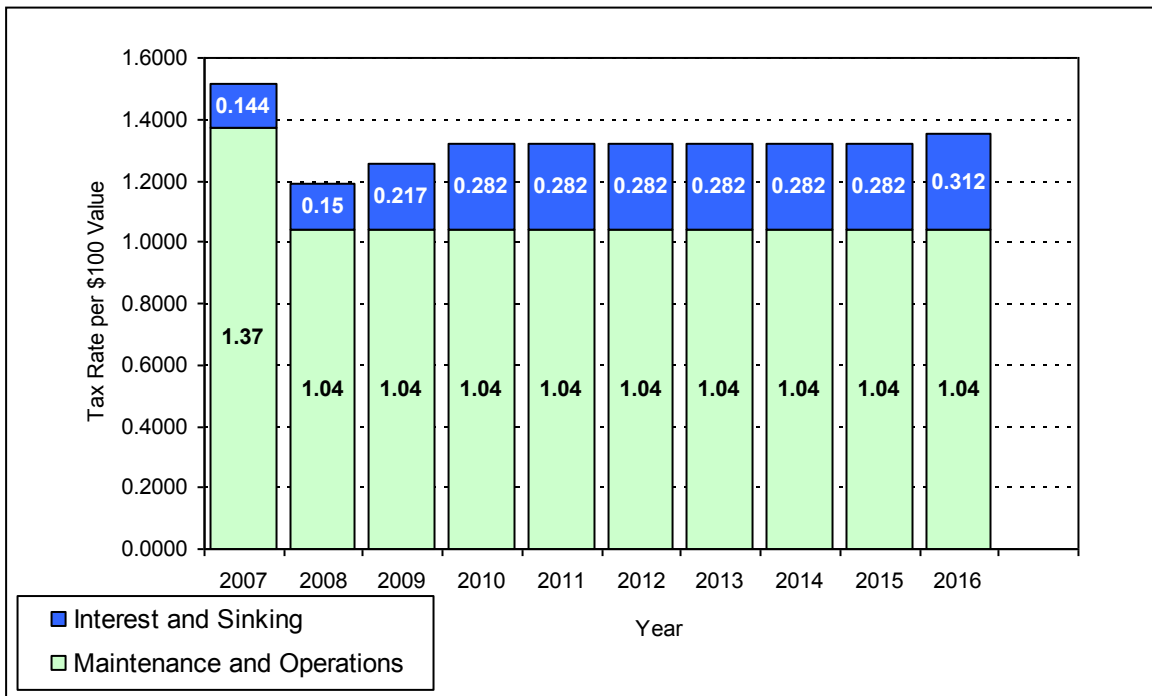
Tax Rate and Fund Balance Impact

The tax rate necessary to fund expenditures prior to 2006 was historically calculated after determining the necessary level of expenditures to meet District educational goals and facility requirements and estimating state aid utilizing the funding formulas described previously. However, House Bill 1, first compressed the District's tax rate from \$1.50 to \$1.37 for 2006-07, and further compressed to \$1.04 for 2007-08 and 2008-09. The tax rate remains capped at 1.04 and cannot be increased without a tax rate election. Despite increases in operating costs, revenue is driven by increased ADA or increased taxable property values. Current budgeted expenditures are projected to exceed anticipated revenues by \$18,795,559 reducing the District's fund balance to \$143,967,988 at the end of 2015-16 with an undesignated fund balance of \$130,832,113 or 18% of budgeted expenditures. The District strives to maintain an undesignated fund balance between 12-20% of expenditures.

Combined Tax Rate Impact

The District's tax rate consists of two separate components – maintenance and operations rate (M&O - General Fund) and an interest and sinking rate (I&S - Debt Service Fund). M&O revenue is derived from current local property taxes, delinquent property taxes from previous years as well as penalty and interest from overdue taxes. I&S revenue is revenue collected on the debt service component from current, delinquent and penalty interest and can only be utilized to repay the debt and interest payments for the immediate fiscal year according to the bond repayment schedule.

Tax Rate Components



Budget Process and Significant Changes

The State; Texas Education Code Section 44.002-44.006, TEA; FASRG & Commissioner Rules, and FWISD; Local Board Policy formulate the legal requirements and policies for school district budgets. The requirements are stipulated in detail within the subsequent sections of this document.

The budget process is an ongoing process that includes developing the following year’s budget while simultaneously monitoring and executing the current year’s budget. The guidelines and budget calendar provide a framework for the budget process. The budget process for next year’s budget begins soon after the current budget gets underway. Staff from the Budget Department establish meetings with all budget owners in the fall to review current budget allocations and discuss plans for the upcoming budget cycle. At the same time, the Budget Department works in unison with the Budgetary Planning and Execution Cross Functional Team to review the prior year’s budget process and discuss improvements to incorporate into the next process. Upon completion of enhancements to the process, formal budget development begins with a Budget Planning Update to the Board of Trustees and the Executive Staff at the first board meeting in January to establish the budgetary timeline the District will follow in preparation and adoption of next year’s budget. Campus and department allocations are developed in accordance with the strategic operating plan and budget priorities are identified that require additional budget dollars. The Budget Department will establish fund balance and revenue projections of the general operating fund in addition to all available special revenue funds in order to identify all funding sources available to meet the District’s needs for the upcoming budget year.

In order to decentralize the budget process, site-based decision making teams, working under the direction of each campus principal, contribute extensively to campus budget decisions. Each campus receives a basic allotment per projected ADA to be used for supplies, materials, equipment, staff development, and other appropriate instructional costs. The site-based decision making teams at each campus make decisions concerning utilization of this allocation.

Campus	Allocation
Elementary	\$70/ADA
Middle	\$75/ADA
High School	\$80/ADA
Alternative	\$265/ADA

Budgets for non-campus units are developed by department heads and reviewed by the budget committee. The budget committee consists of the Chief Financial Officer, Cabinet, and Superintendent.

Payroll budgets are developed utilizing established staffing guidelines. Personnel units are allocated to each campus based on student enrollment following state mandated ratios, as applicable. Non-campus personnel units are evaluated at each departmental budget hearing. Additional personnel units are evaluated by the Human Capital Management Department and the Office of Management and Budget each year and after extensive review and analysis, recommendations are presented to the Board of Trustees.

Following this development process, consolidated budgetary information is presented to the Board of Trustees in workshops and regular meetings. The District fiscal year runs from July 1 through June 30 which requires the budget to be adopted by the end of each June. The FY 2015-2016 budget was presented and adopted on June 23, 2015. The corresponding tax rate was presented for adoption by the Board of Trustees on August 25, 2015.

Significant Changes

Key Personnel:

Superintendent - During the 2015-2016 budget development cycle, the District was under the guidance of Interim Superintendent, Patricia Linares, Ph.D. Dr. Linares served as interim while the Board of Trustees sought a new leader for the District. The Board selected Dr. Kent P. Scribner who officially became the District's new Superintendent in October of 2015.

Chief Financial Officer - Another change in key personnel was the retirement of the Associate Superintendent of Business and Operations, Hank Johnson. Following Mr. Johnson's departure, Elsie Schiro served as the Interim Chief Financial Officer until she was appointed as the new Chief Financial Officer in May of 2015.

Senior Officer, Budget and Finance – Elsie Schiro's appointment to Chief Financial Officer left the Senior Officer position vacant. Lori Boswell who previously served the District as the Controller was appointed the new Senior Officer in September of 2015.

Controller – Michele Beck who had served the District as Interim Controller in prior years, rejoined the District as the new Controller in October of 2015.

Budget Development Process

Consolidated Resource Planning Cross Functional Team – For the 2015-16 budget cycle, the District assembled a team comprised of members across functional areas to collaborate on budget planning development. The team developed a budget planning tool that would provide information necessary to all budget owners and assist them in allocating their resources. The tool will be evaluated for its effectiveness during the 2015-16 budget cycle and improvements made, if necessary, to meet the needs of the budget owners.

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Judy Needham, Board Member

Ann Sutherland, Board Member

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Dr. Kent P. Scribner, Superintendent

Michael Sorum

Deputy Superintendent

Elsie I. Schiro

Chief Financial Officer

Valerie A. Carrillo

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Kyle Davie

Chief Technology Officer

Art Cavazos

Chief District Operations

Sammy Monge

Chief Human Capital Management

Barbara Griffith

Senior Communications Officer

Vicki Burris

Chief Capital Improvement Program Officer



Seated: Christene Moss, Dr. Kent Scribner, Jacinto Ramos, Jr., Ashley Paz, Tobi Jackson
Standing: T.A. Sims, Sr., Judy Needham, Matthew Avila, Ann Sutherland, Norman Robbins

Executive Summary, Continued

Performance Measures

The State of Texas Assessments of Academic Readiness (STAAR) program was implemented in the spring of 2012 and includes assessments for:

- Reading and Mathematics, grades 3-8
- Writing at grades 4 and 7
- Science at grades 5 and 8
- Social Studies at grade 8
- End of Course (EOC) assessments for English I, English II, Algebra I, Biology and U.S. History.

The STAAR program replaces the Texas Assessment of Knowledge and Skills (TAKS). STAAR is designed to be a more rigorous testing program that emphasizes “readiness” standards, which are the knowledge and skills that are considered most important for success in the grade or course subject that follows and for college and career. Districts and campuses receive one of three ratings under the new accountability system: Met Standard; Met Alternative Standard; or Improvement Required.

FWISD places the highest priority on academic success for all students. The MMVV established in 2013 is a direct reflection of the District’s commitment to student success. While the Mission is to prepare all students for success in college, career and community leadership, the very first guiding value that drives the district is student achievement. Campuses are focusing on continuous growth of their academic programs to provide instruction to meet the needs of each student in order to eliminate the achievement gap. The focus continues on the math and science programs as well as programs of choice alternatives. Additional strategies have been developed in these areas to strengthen the instructional program.

The following information reflects 2014-2015 District Performance – Rating – MET STANDARD

Subject	% Meeting or Exceeding Standard	Percent Change
All Subjects	68%	1.49%
Reading/ELA	67%	1.52%
Writing	62%	1.64%
Mathematics	73%	8.96%
Science	70%	0.00%
Social Studies	71%	2.90%

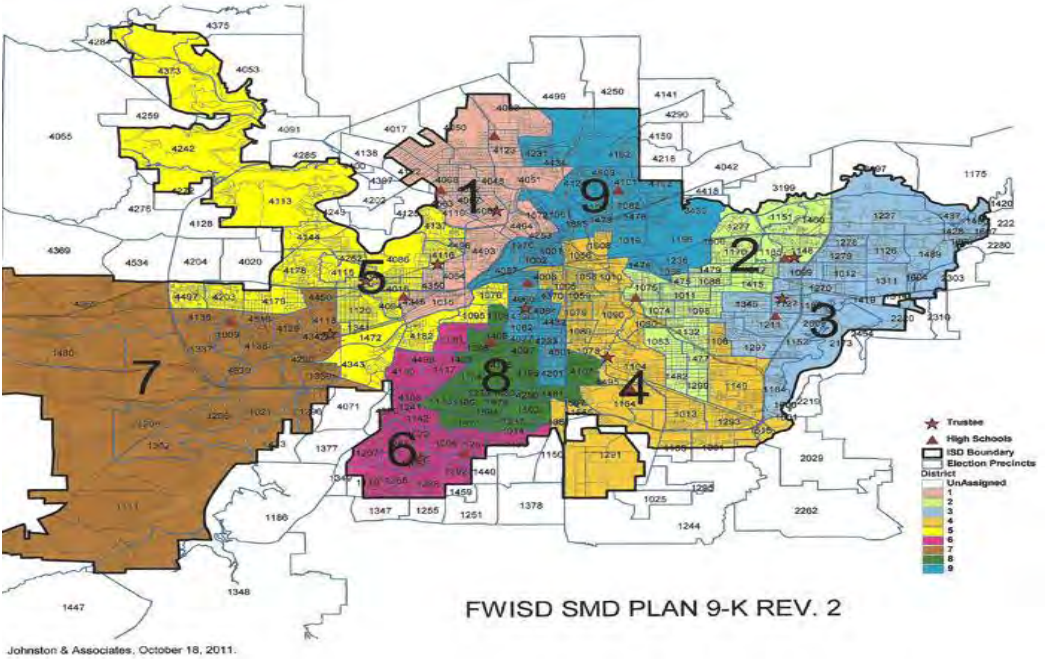
TAPR	2013	2014	Gain/Loss
Expenditure per Student	\$7,375	\$7,848	6.41% Increase
Attendance Rate	94.7%	94.8%	.11% Increase
Dropout Rate	2.0%	1.6%	19.2% Decrease
Graduates	82.1%	84.1%	2.44% Increase
Average Class Size	16.2	15.7	3.09% Decrease

Demographics

The Fort Worth Independent School District is an independent public educational agency operating under applicable laws and regulations of the State of Texas. The Fort Worth ISD was organized independent of the City of Fort Worth by a special act of the Texas State Legislature in March 1925. The Fort Worth Independent School District is the largest school district within the city limits, however, there are 14 additional districts whose boundaries are within city limits. There are over 200 private schools, inclusive of many faiths and teaching philosophies, in Fort Worth and Tarrant County.

Fort Worth ISD is a major urban district that encompasses 313 square miles. The district’s 144 campuses house approximately 85,975, students. 62.7% of those students are Hispanic; 22.9% are African American; 10.9% are White/Anglo; and 3.5% are Asian/Pacific Islanders and Native Americans. Over 74% of the District’s students are economically disadvantaged, 31% are English Language Learners (ELL), and 71% are at-risk of not graduating.

Fort Worth is generally associated with the Dallas-Fort Worth-Arlington, Texas Metropolitan area which encompasses 13 counties within the state of Texas. The estimated population as of 2015 is over 7 million and is considered the largest metropolitan area in Texas, the largest in the South, and the fourth largest in the United States. The City of Fort Worth's population of 792,727 is experiencing explosive growth and all indications lead the District to believe it will continue into the future. The District has engaged Templeton Demographics to complete a comprehensive demography assessment for the entire DFW metroplex to facilitate the District's planning and readiness to accomplish its mission.



Summary

The 2015-16 proposed budget was developed in accordance with the District’s Strategic Plan; Singleness of Purpose which includes its Moto, Mission, Vision, & Values in addition to the goals and directions established by the Board of Trustees and the Superintendent. The District embraced a district-wide needs assessment and developed a comprehensive improvement plan that guides the budget development process by allocating the necessary resources to ensure the District’s success not only in the current fiscal year but in future years to come.

The 2015-16 proposed budget provides the resources to continue the programs that have demonstrated success and are in alignment with the District’s Strategic Plan. It also includes the necessary resources to fund additional budget priorities that will propel the District further in pursuit of achieving its vision; to ignite in every child a passion for learning. The following budget priorities were developed for the 2015-16 budget:

- **Program Growth**
 - Gold Seal Programs of Choice
 - Gold Seal Schools of Choice
 - Universal Pre-Kindergarten

- **Student Growth**
 - New Classrooms
 - New Course Offerings
 - Expanded Course Offerings

- **Employee Compensation**
 - 3% General Pay Increase for all employees
 - Increase beginning Teacher Salary to \$50,000/annually

The Fort Worth Independent School District has much to be proud of and has taken great strides in order to meet the challenges of the upcoming fiscal year and beyond. The Fort Worth ISD Board of Trustees is to be commended for their continued commitment to providing a quality school district for students, staff and citizens in the Fort Worth community.

Looking Forward

Fort Worth ISD is a progressive District which focuses on ensuring the District is poised for success in 2015-2016 and the years beyond. In order to prepare for the future, it is incumbent on the District to incorporate basic assumptions from the most current information possible as well as trend analysis into our revenue and expenditure models to ensure we are adequately forecasting for the District’s needs. Budget forecasts assist the District with planning, decision making, and preparation to achieve the District’s Mission, Vision, Values, and Goals. The following forecast indicates the District will need to make adjustments in planning in order to continue to ensure the District has the financial resources necessary beyond 2016-2017 and maintain its fund balance goals.

General Fund 5 Year Forecast

	2015-2016 Budget	2016-2017 Budget	2017-2018 Budget	2018-2019 Budget	2019-2020 Budget
Revenues	\$697,278,498	\$721,476,689	\$747,540,563	\$783,123,494	\$820,400,172
Expenditures	\$716,074,057	\$752,004,429	\$795,997,489	\$836,274,962	\$878,590,475
Excess/Deficiency	(\$18,795,559)	(\$30,527,740)	(\$48,456,926)	(\$53,151,468)	(\$58,190,303)
Beginning Fund Balance	\$171,824,103	\$153,028,544	\$122,500,804	\$74,043,878	\$20,892,410
Ending Fund Balance	\$153,028,544	\$122,500,804	\$74,043,878	\$20,892,410	(\$37,297,893)
Percent of Expenditures	21.37%	16.29%	9.30%	2.50%	-4.25%



Fort Worth Independent School District

2015-16 Official Budget

Organizational Section

Eastern Hills HS 2015 Graduation





2015-16 Official Budget

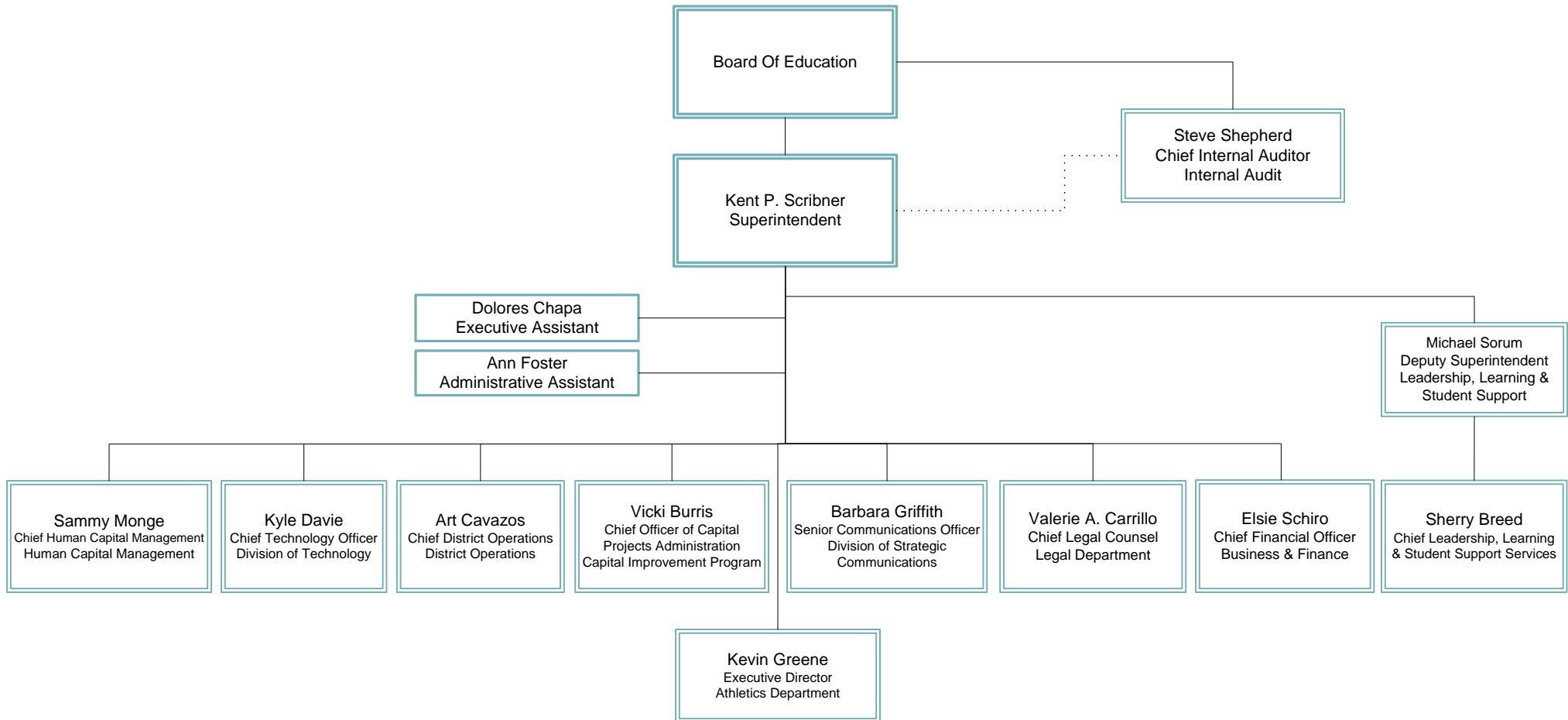
Organizational Section

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Fort Worth Independent School District

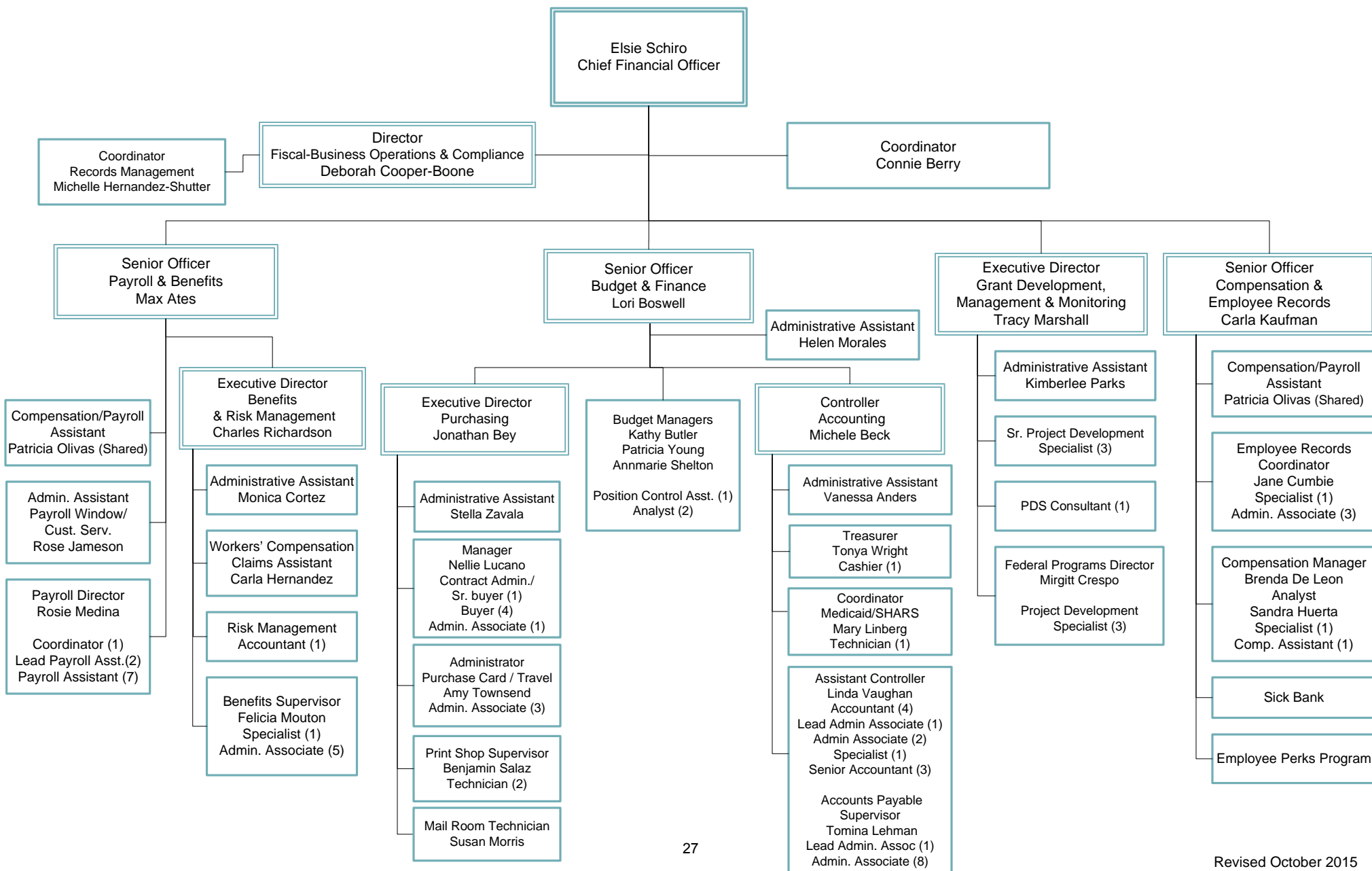


ORGANIZATIONAL CHART 2015-16



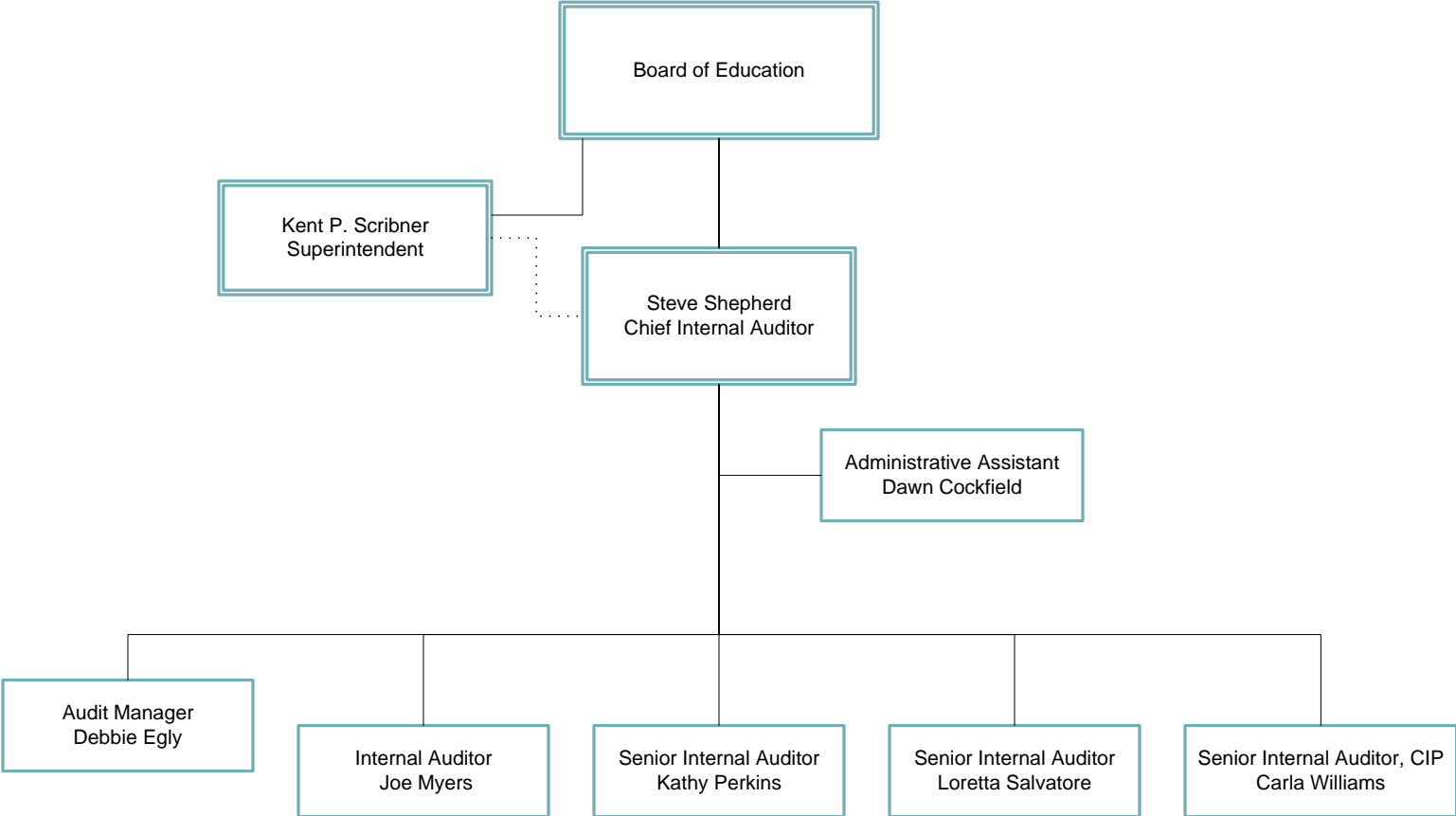
Business & Finance

ORGANIZATIONAL CHART 2015-16



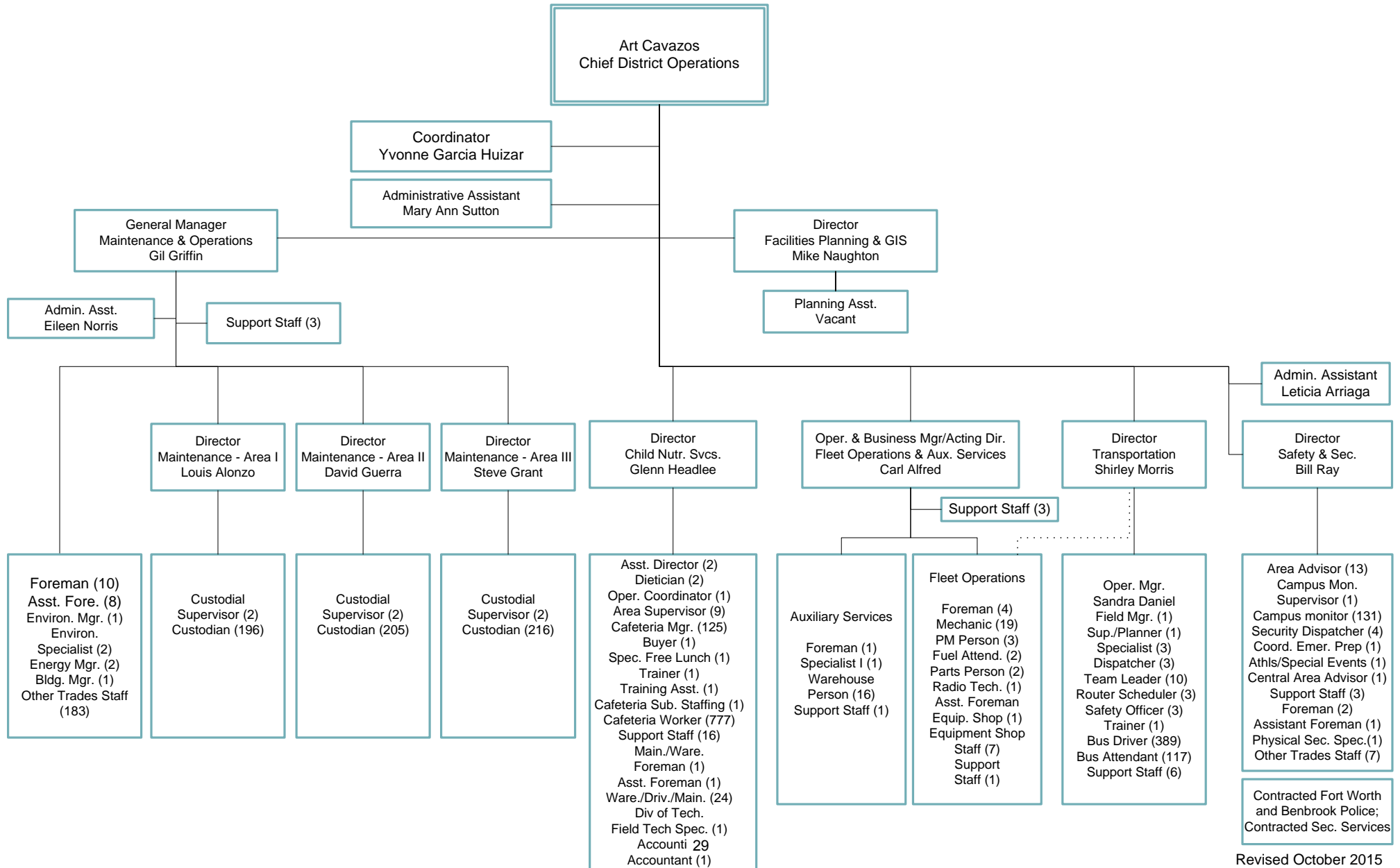
Internal Audit

ORGANIZATIONAL CHART 2015-16



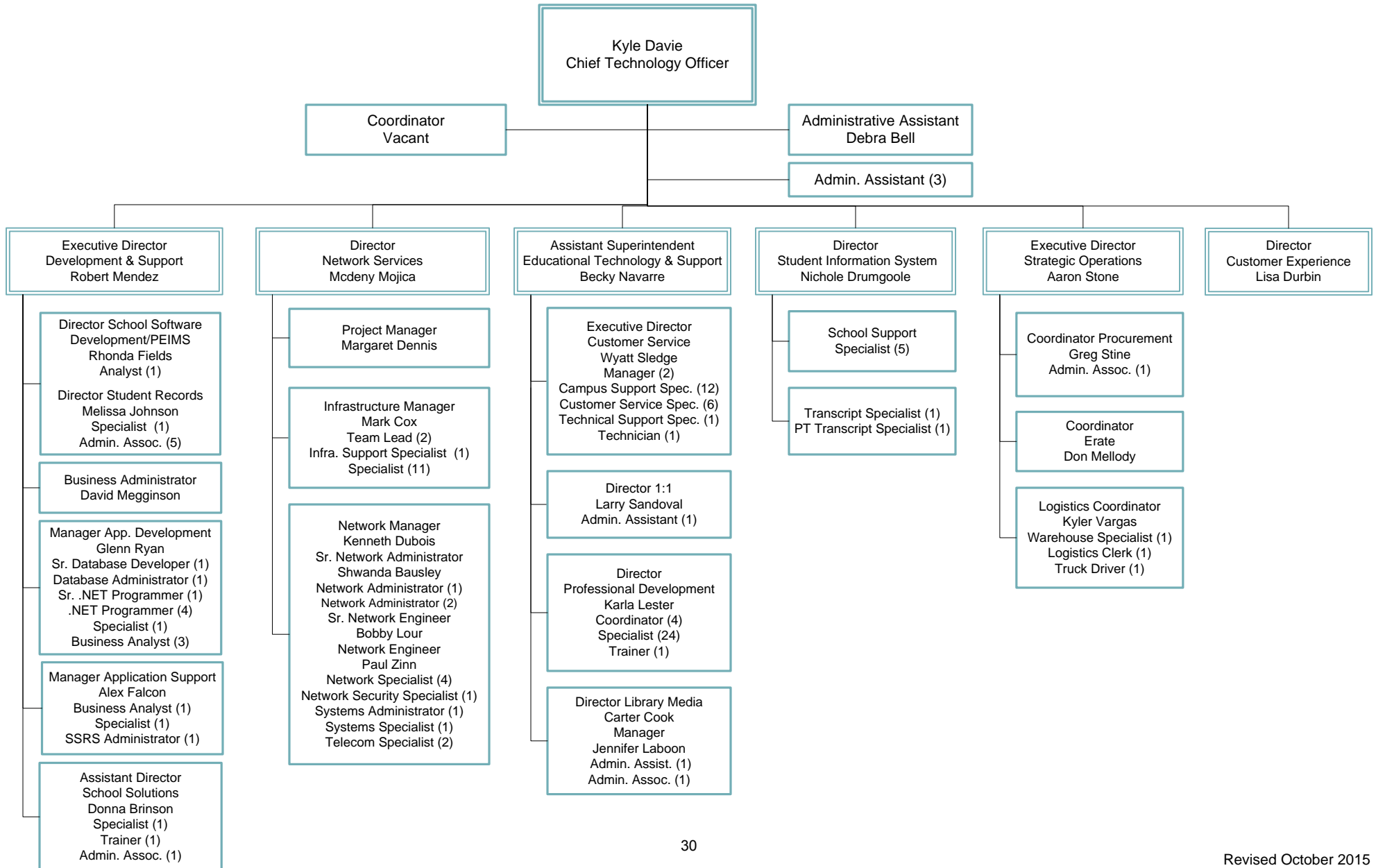
District Operations

ORGANIZATIONAL CHART 2015-16



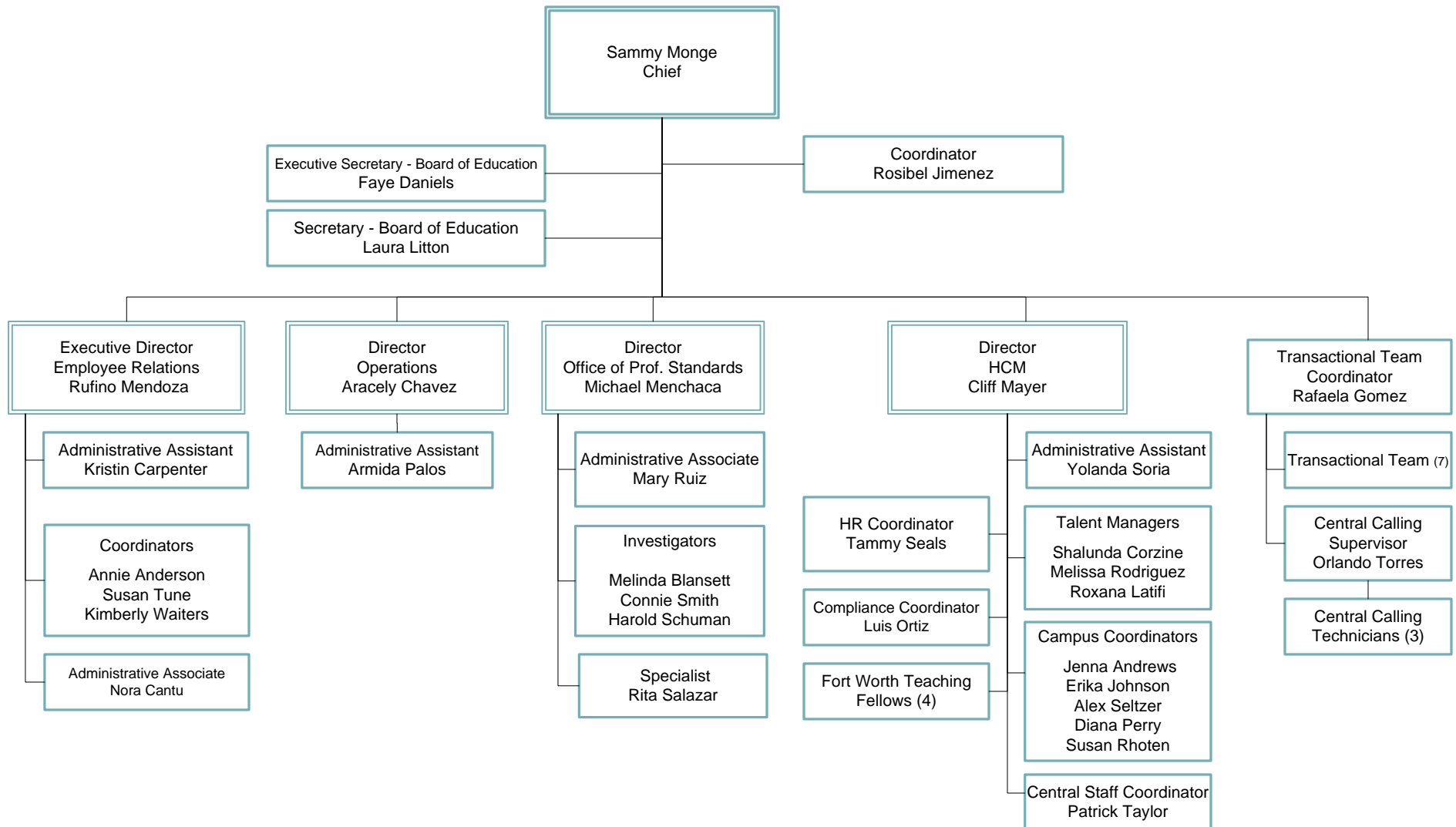
Division of Technology

ORGANIZATIONAL CHART 2015-16



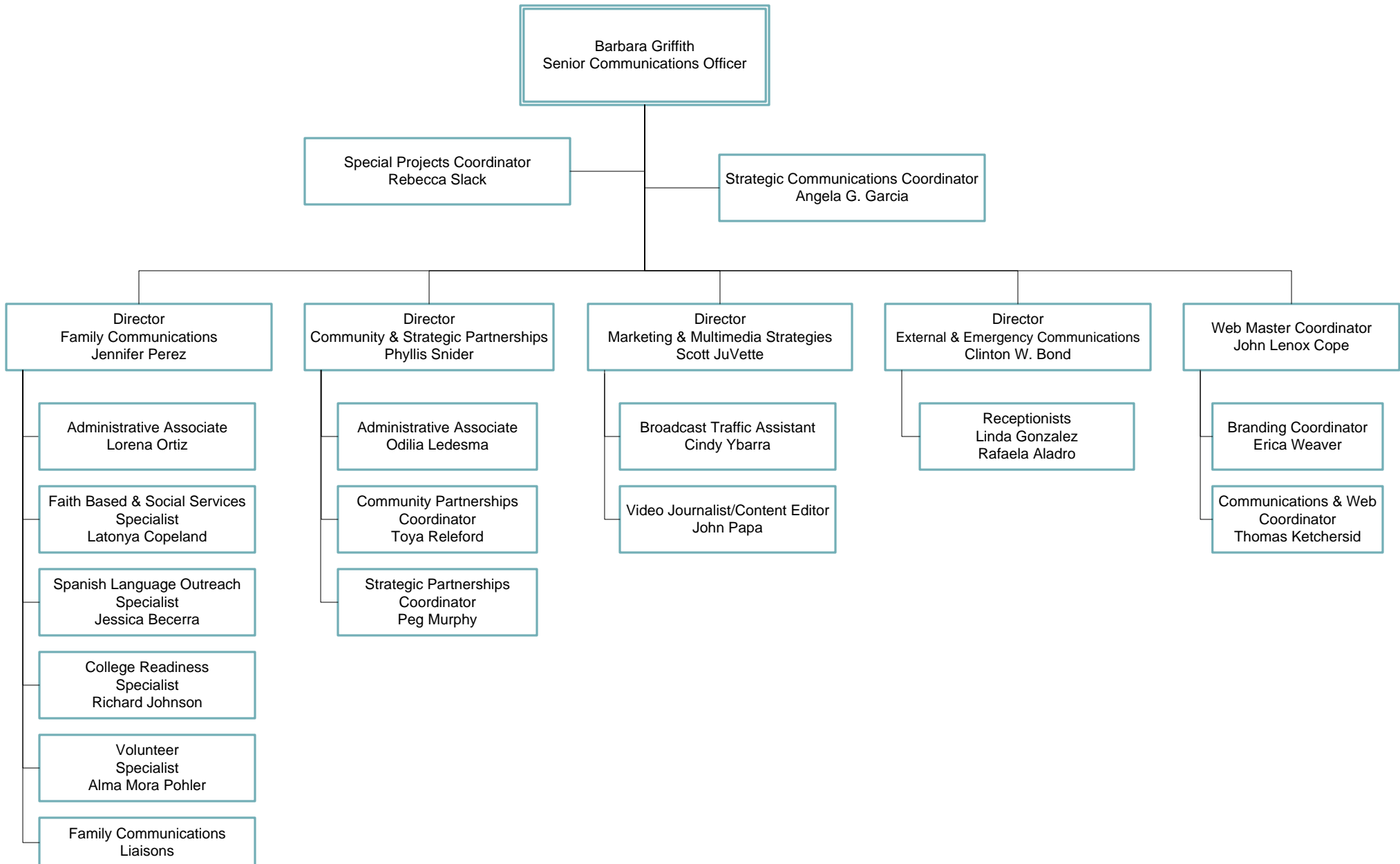
Human Capital Management

ORGANIZATIONAL CHART 2015-16



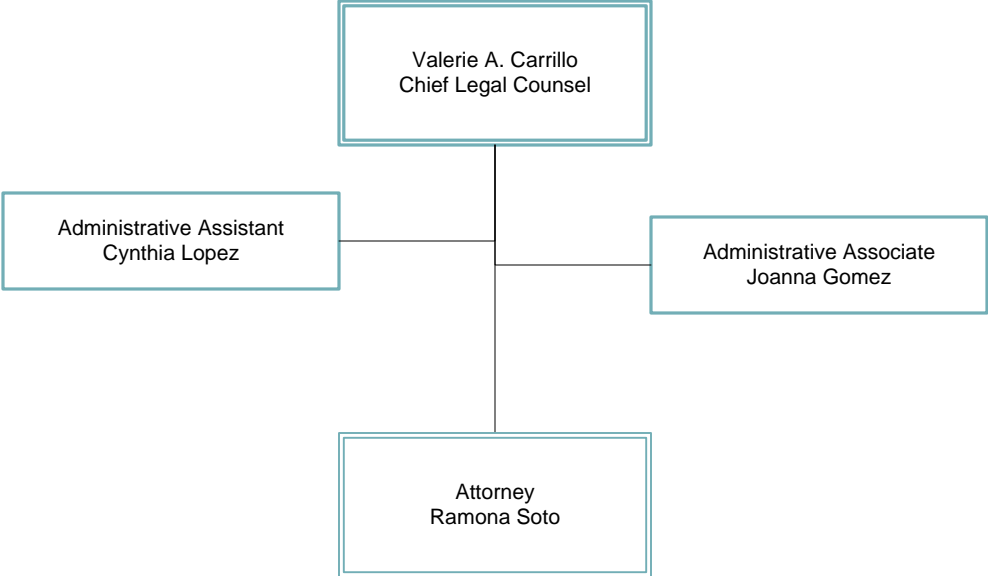
Division of Strategic Communications

ORGANIZATIONAL CHART 2015-16



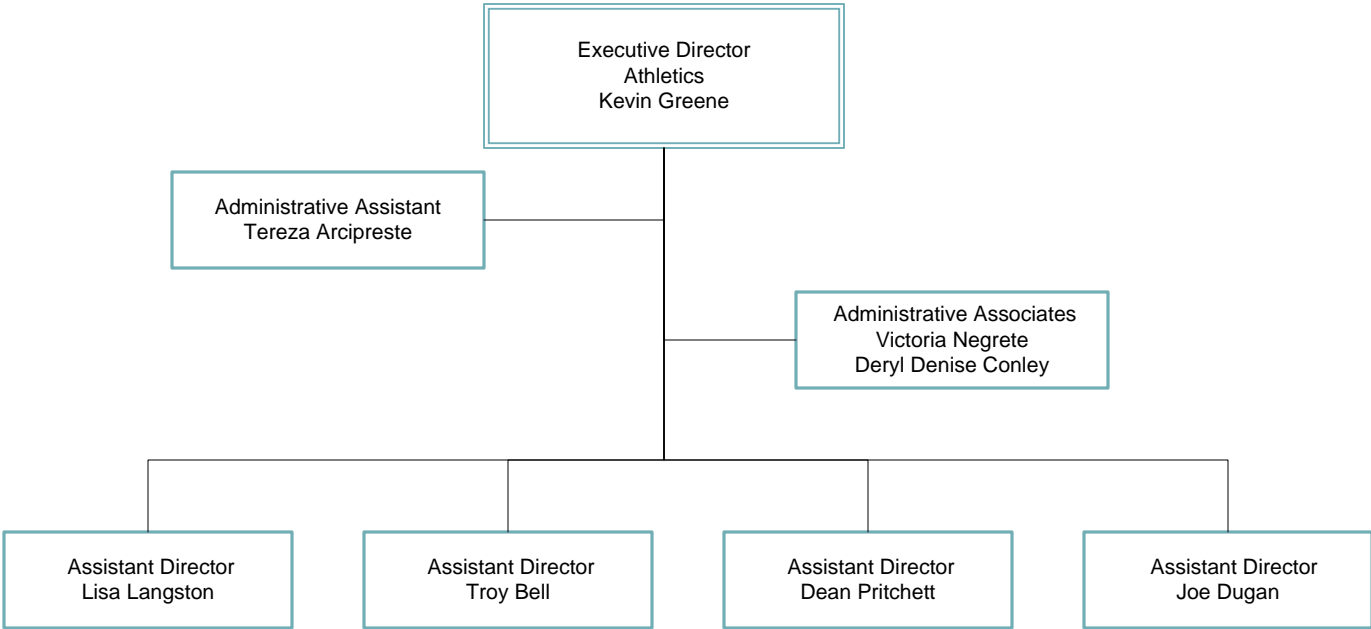
Legal Services

ORGANIZATIONAL CHART 2015-16



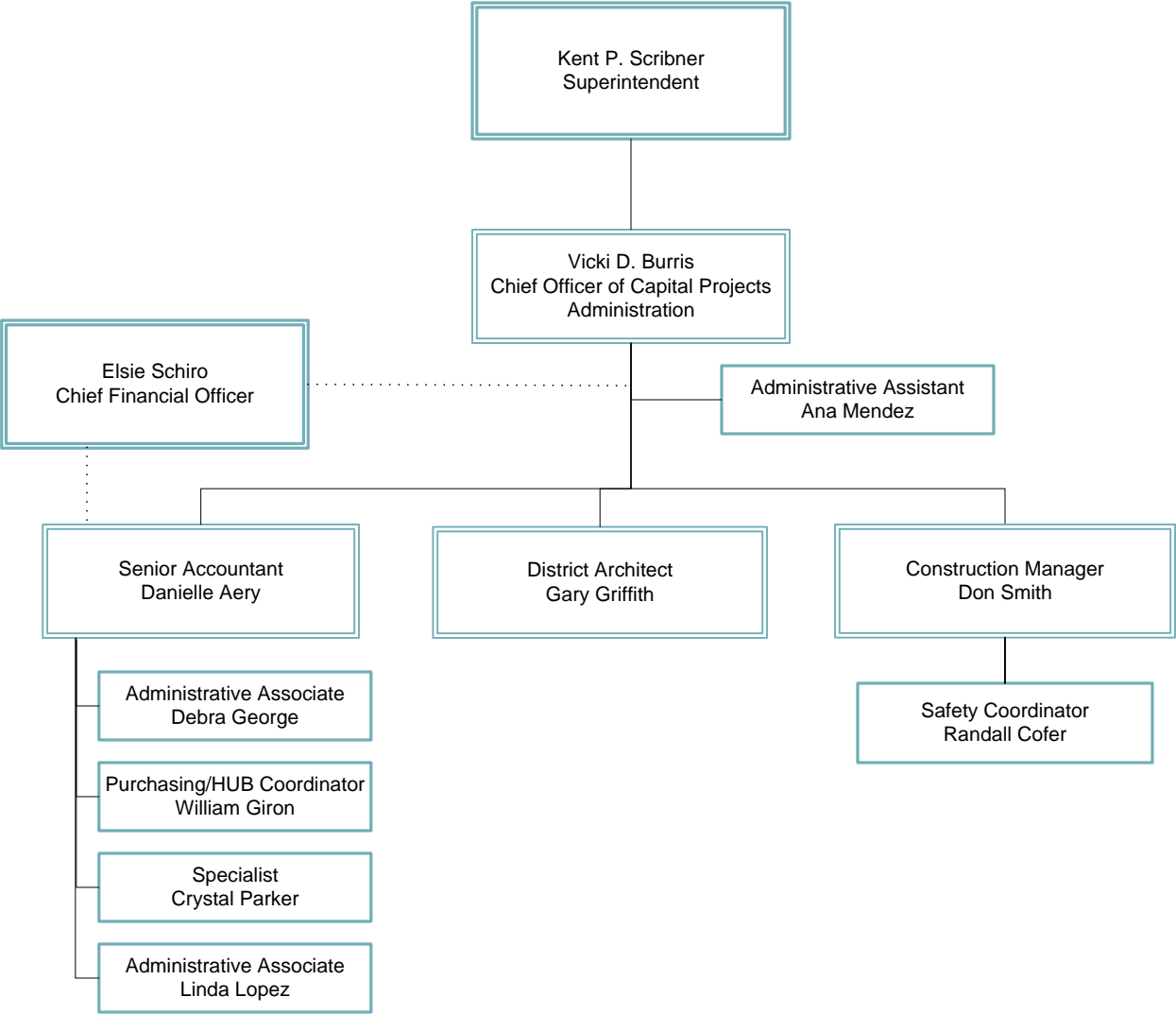
Athletics

ORGANIZATIONAL CHART 2015-16



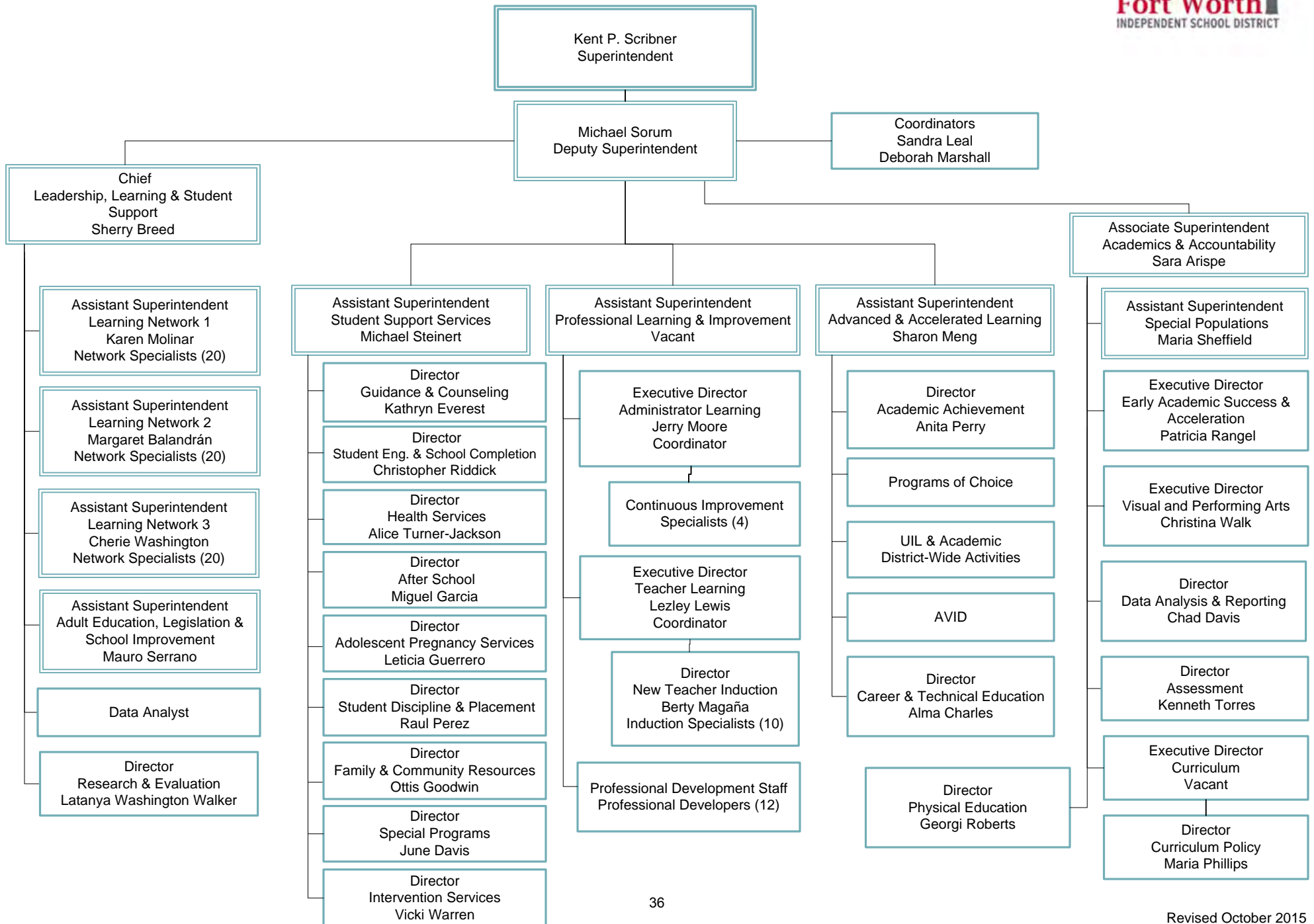
Capital Improvement Program

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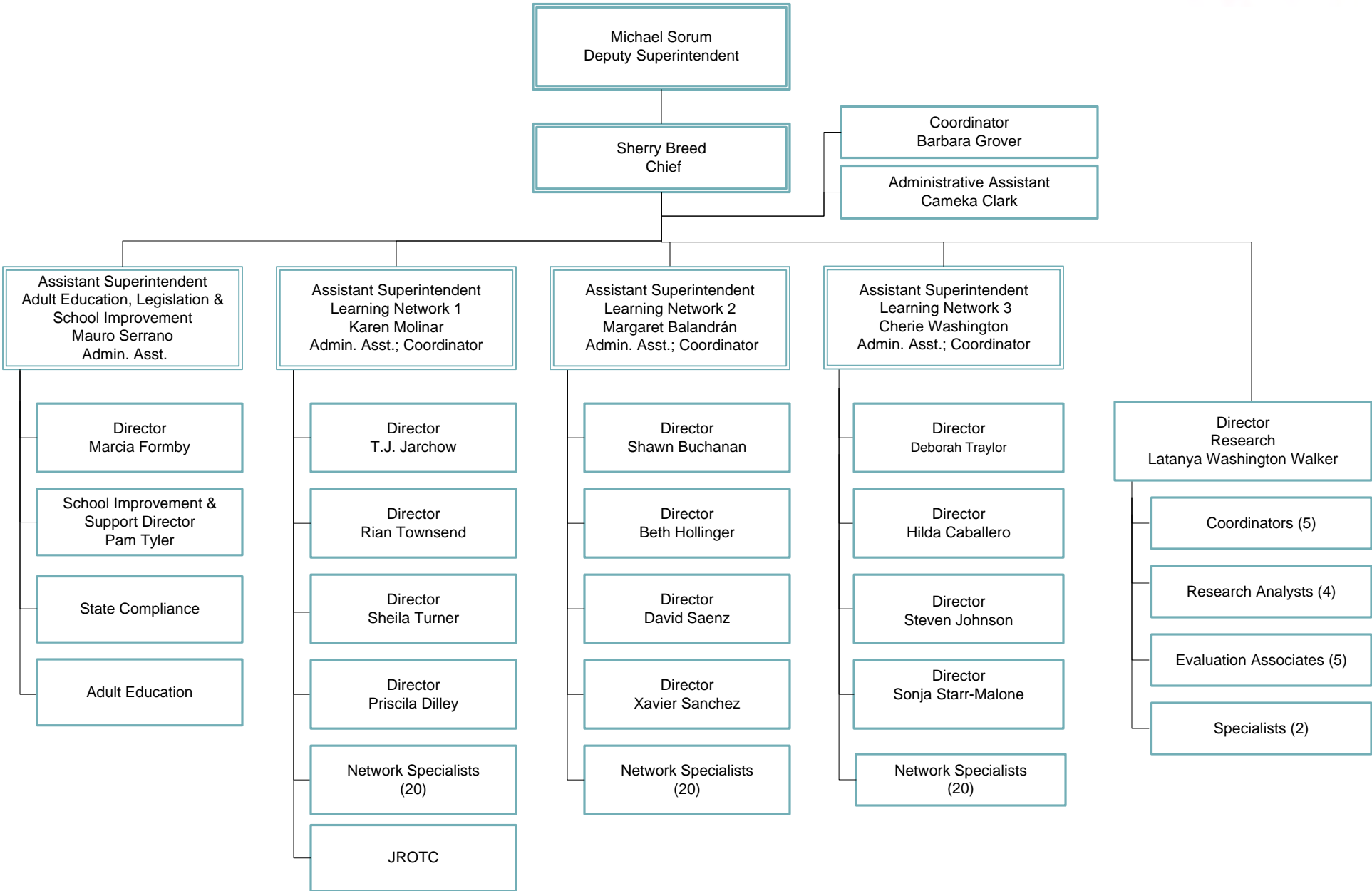
Leadership, Learning & Student Support

ORGANIZATIONAL CHART 2015-16



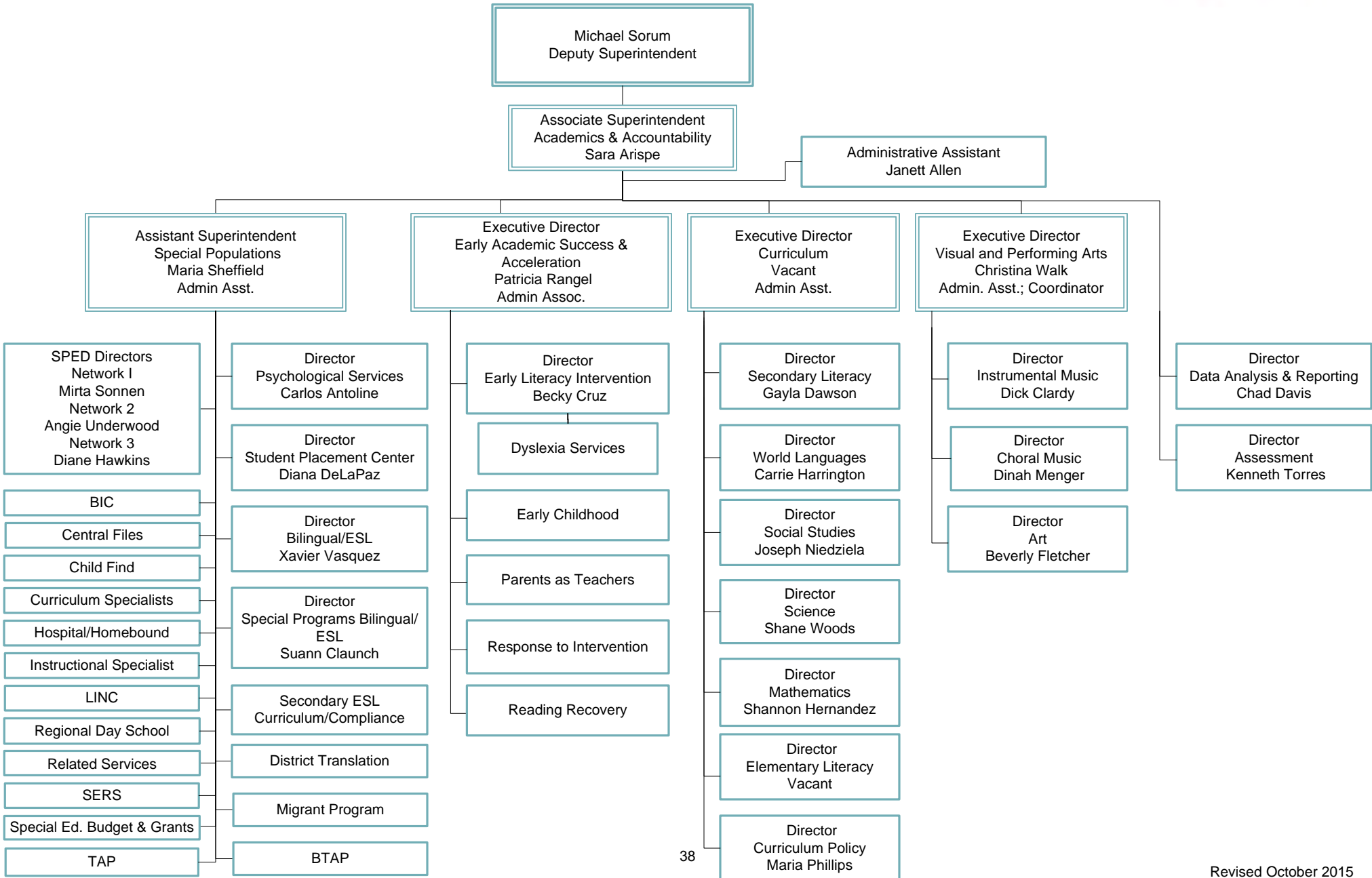
Leadership, Learning & Student Support

ORGANIZATIONAL CHART 2015-16



Leadership, Learning & Student Support

ORGANIZATIONAL CHART 2015-16

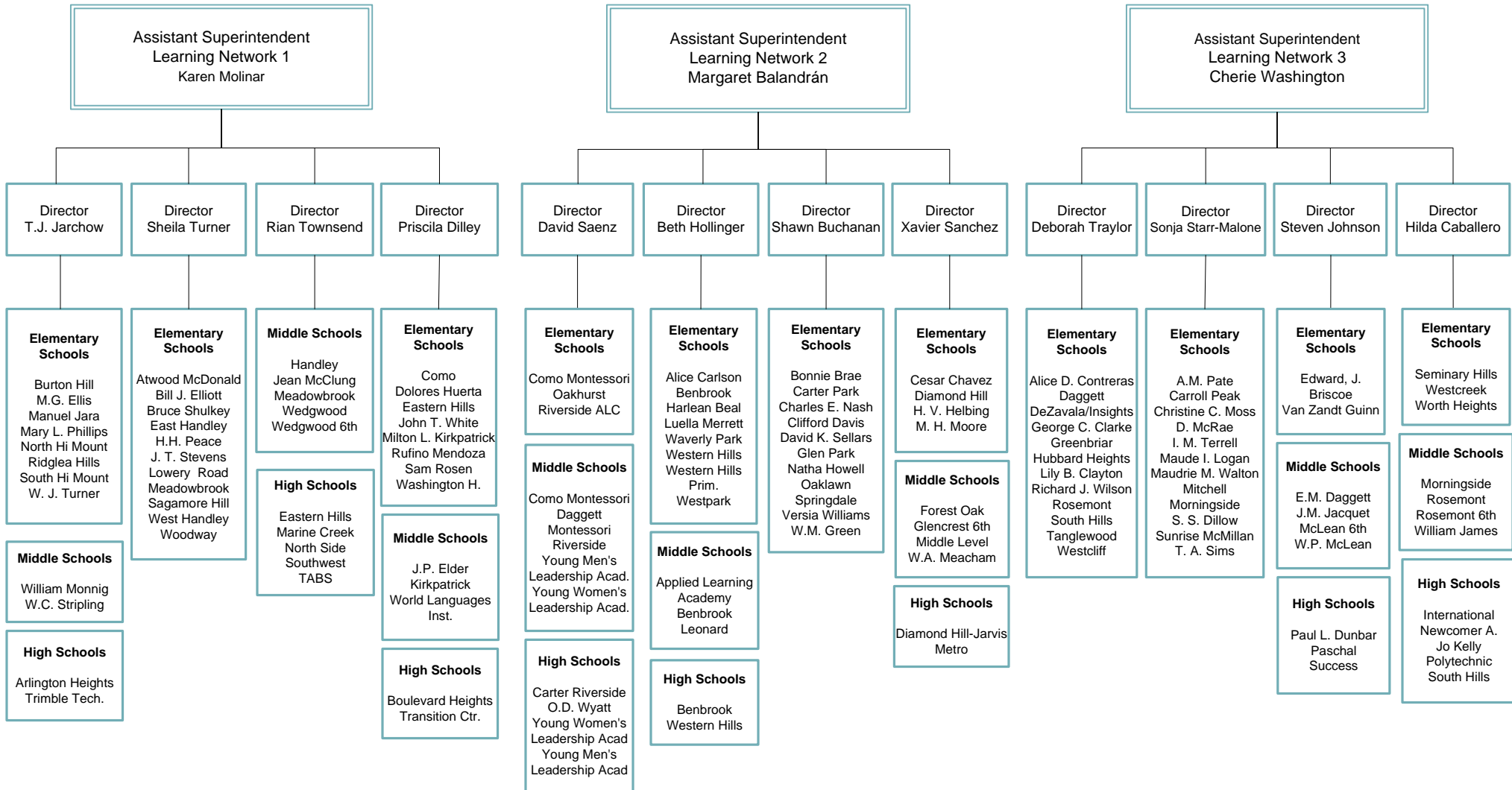


Leadership, Learning & Student Support

School Assignments by Leadership Director



Fort Worth
INDEPENDENT SCHOOL DISTRICT



Motto, Mission, Vision & Values



In May 2013, the Fort Worth Independent School District developed a new strategic plan. One of the key components to this plan are the new motto, mission, vision and values (MMVV) that will lead the way to success for all stakeholders (students, employees and the community). In August 2013, as part of the MMVV deployment effort, the Superintendent introduced the “On Purpose” campaign during his convocation address to employees. This campaign emphasized the deliberate and intentional actions, occurring every day in FWISD that support student achievement. We believe that it is vital for all stakeholders to have an awareness of these ideals and are able to find meaningful ways to apply the MMVV principles in their personal and professional lives. We also believe that by instilling these core values in our students, they will be prepared for success in college, career and community leadership. This web site is designed to provide you with resources and support materials that will “Ignite in Every Child a Passion for Learning”, by engaging your staff and students in relevant activities that promote our motto, mission, vision and values. Together, we are working towards a “Singleness of Purpose”.

Motto:

Singleness of Purpose

Mission:

Preparing students for success in college, career and community leadership.

Vision:

FWISD: Igniting in Every Child a Passion for Learning

Values:

- 1. Student Achievement*
- 2. Leadership Development*
- 3. Stakeholder Collaboration*
- 4. Respect for Diversity*
- 5. Equity in Access*
- 6. Perseverance and Commitment*
- 7. Continuous Improvement*

2013-2018 Strategic Goals

- 1. Increase Student Achievement*
- 2. Improve Operational Effectiveness and Efficiency*
- 3. Enhance Family and Community Engagement*
- 4. Develop a Workforce that is Student and Customer-Centered*

Strategic Plan On A Page

SINGLENESSE
OF PURPOSE

Fort Worth ISD
Strategic Plan 2013-2018

Motto:
Singleness of Purpose

Mission:
Preparing students for success in college, career, and community leadership

Vision:
Igniting in every child a passion for learning

Values:

- Student Achievement
- Stakeholder Collaboration
- Leadership Development
- Respect for Diversity
- Equity in Access
- Perseverance & Commitment
- Continuous Improvement

Key Strategic Goals	Key Strategic Objectives	Key Strategic Measures	Key Strategies
1. Increase Student Achievement	1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy 1.2 Ensure that all Fort Worth ISD employees are prepared to meet the academic and social/emotional/physical health needs of our students	1.1 Graduation rates 1.2 SAT scores for college readiness 1.3 Advance placement and dual credit 1.4 Certification and licensures for students 1.5 Achievement and passing rates on state and local assessments 1.6 Enrollment and continuation of Gold Seal Programs and Schools of Choice 1.7 District position for large urban districts, state, and nation 1.8 Post-secondary enrollment and continuation to second year 1.9 Students participating in extra- and co-curricular activities 1.10 Students social/emotional/physical health needs met	1.1 Ensure that all students have access to rigorous and engaging curriculum and technology that promote accelerated learning and meets the needs of a global economy 1.2 Develop specific processes to be followed to assist students in successfully transitioning to the next level of education academically, socially, and emotionally 1.3 Ensure that every school promotes extra-curricular, co-curricular, and enrichment opportunities for every student 1.4 Equip employees to meet the academic and social/emotional/physical health needs for our students
2. Improve Operational Effectiveness and Efficiency	2.1 Establish a District-wide support system that encompasses all the operating needs of Fort Worth ISD 2.2 Leverage technology to automate routine practices and increase efficiencies 2.3 Establish a communication system that involves all stakeholders 2.4 Ensure a safe, secure environment for students and employees 2.5 Ensure budget supports the District priorities	2.1 Fund balance 2.2 Grant funding 2.3 Efficient financial prioritization 2.4 Customer engagement and feedback 2.5 Major projects completed on time, within budget, and meeting customer quality requirements 2.6 Measure efficiency and effectiveness of day to day operations 2.7 Effectiveness of safety and security measures	2.1 Examine and implement best practices to identify criteria to redirect external and internal financial resources 2.2 Implement best practices for increasing effectiveness and efficiency in operations 2.3 Provide a multifaceted plan to address stakeholder communication needs 2.4 Assess incident reports and recommend amendments to policy and procedures
3. Enhance Family & Community Engagement	3.1 Empower parents and the community to be full partners in students' educational success 3.2 Promote Fort Worth ISD image 3.3 Instill the belief that learning improves life	3.1 Family engagement and involvement in student success 3.2 Community/business engagement 3.3 External stakeholder feedback 3.4 External stakeholder feedback on mission, values, performance	3.1 Connect families and community to opportunities to expand their knowledge 3.2 Market Fort Worth ISD to families and the community 3.3 Leverage business and community partnerships to support MMVV of Fort Worth ISD
4. Develop a Workforce that is Student and Customer-Centered	4.1 Develop a strong recruitment, selection, leadership and continuous training model which acknowledges educating students as our core mission 4.2 Define, develop, and implement methods to provide an exceptional customer-centered culture 4.3 Establish a culture in all departments and campuses that attracts, develops, retains, and values employees who provide high level services	4.1 Achievement of selection, recruitment, and hiring targets 4.2 Student perceptions of workforce goals as student and customer-centered 4.3 Internal workforce perception	4.1 Establish District-wide standards for customer service 4.2 Design and implement a comprehensive professional development plan for all employees that emphasizes the District-wide standards 4.3 Establish a system that attracts, selects, develops, retains, and recognizes employees who provide high level services to students, parents, and communities 4.4 Develop, implement, and sustain programs that will positively affect the work place

Board Approved May 14, 2013



2014-2015 District Improvement Plan



SINGLENESS
OF PURPOSE



Letter from the Superintendent...

During the past year, we have continued our journey of continuous improvement. We have kept you informed of the numerous projects as we build on our District Strategic Plan 2013-2018. We have put in place our Motto, Mission, Vision and Values, we have established and implemented Customer Service Guidelines, and we have developed our District Goals, the core of our journey toward excellence.

As a part of our District Strategic Plan, we have established the District Improvement Plan for the 2014-2015 school year. This plan was developed by a large number of district-wide employees as the framework to assess and define the District's strengths, needs and priorities to help us meet our District Goals:

Increase Student Achievement
Improve Operational Effectiveness and Efficiency
Enhance Family and Community Engagement
Develop a Workforce that is Student and Customer-Centered

Quarterly Progress Reviews will be conducted and using the Plan, Do, Study, Act (PDSA) Continuous Improvement tool, the end result of these plans will hold each and every District employee more responsible and accountable. We'll have a workforce that is student and customer-centered as we focus on the education of every student in the Fort Worth Independent School District.

Respectfully,

Patricia Linares, Ph.D.
Interim Superintendent



Fort Worth ISD Board of Trustees



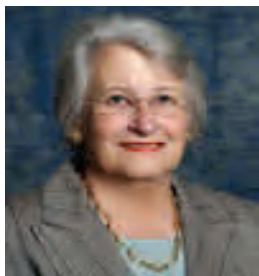
Norman Robbins, Board President
District 7



Jacinto Ramos, Jr., Second Vice-President
District 1



Tobi Jackson
District 2



Judy Needham
District 5



Ashley Paz
District 9

T.A. Sims, First Vice-President
District 4



Ann Sutherland, Board Secretary
District 6



Christene C. Moss
District 3



Matthew Avila
District 8



Fort Worth ISD District Leadership

Patricia Linares, Ph.D., Interim Superintendent

Michael Sorum, Deputy Superintendent for Leadership, Learning and Student Support Services

Kyle Davie, Chief Technology Officer

Art Cavazos, Chief of District Operations

Sherry Breed, Chief of Leadership, Learning and Student Support Services

Barbara Griffith, Senior Communications Officer

Valerie Carrillo, Chief Legal Counsel

Sammy Monge, Chief of Human Capital Management

Elsie Schiro, Acting Chief Financial Officer

Karen Molinar, Acting Assistant Superintendent, Learning Network 1

Margaret Balandrán, Assistant Superintendent, Learning Network 2

Mauro Serrano, Assistant Superintendent, Learning Network 3

Sharon Meng, Assistant Superintendent of Advanced, Accelerated and Innovative Learning

Sara Arispe, Acting Assistant Superintendent of Academics

Mariagrazia Sheffield, Acting Assistant Superintendent for Special Programs

Carolyne Creel, Acting Assistant Superintendent for Curriculum and Professional Development

Michael Steinert, Acting Assistant Superintendent of Student Support Services

Jerry Moore, Acting Executive Director for Program Efficiency, Effectiveness and Sustainability



Motto, Mission, Vision, Values and Goals

Motto

Singleness of Purpose

Mission

Preparing students for success in college, career, and community leadership

Vision

Igniting in Every Child a Passion for Learning

Values

Student Achievement

Stakeholder Collaboration

Leadership Development

Respect for Diversity

Equity in Access

Perseverance and Commitment

Continuous Improvement

District Key Strategic Goals

Increase Student Achievement

Improve Operational Effectiveness and Efficiency

Enhance Family and Community Engagement

Develop a Workforce that is Student and Customer-Centered

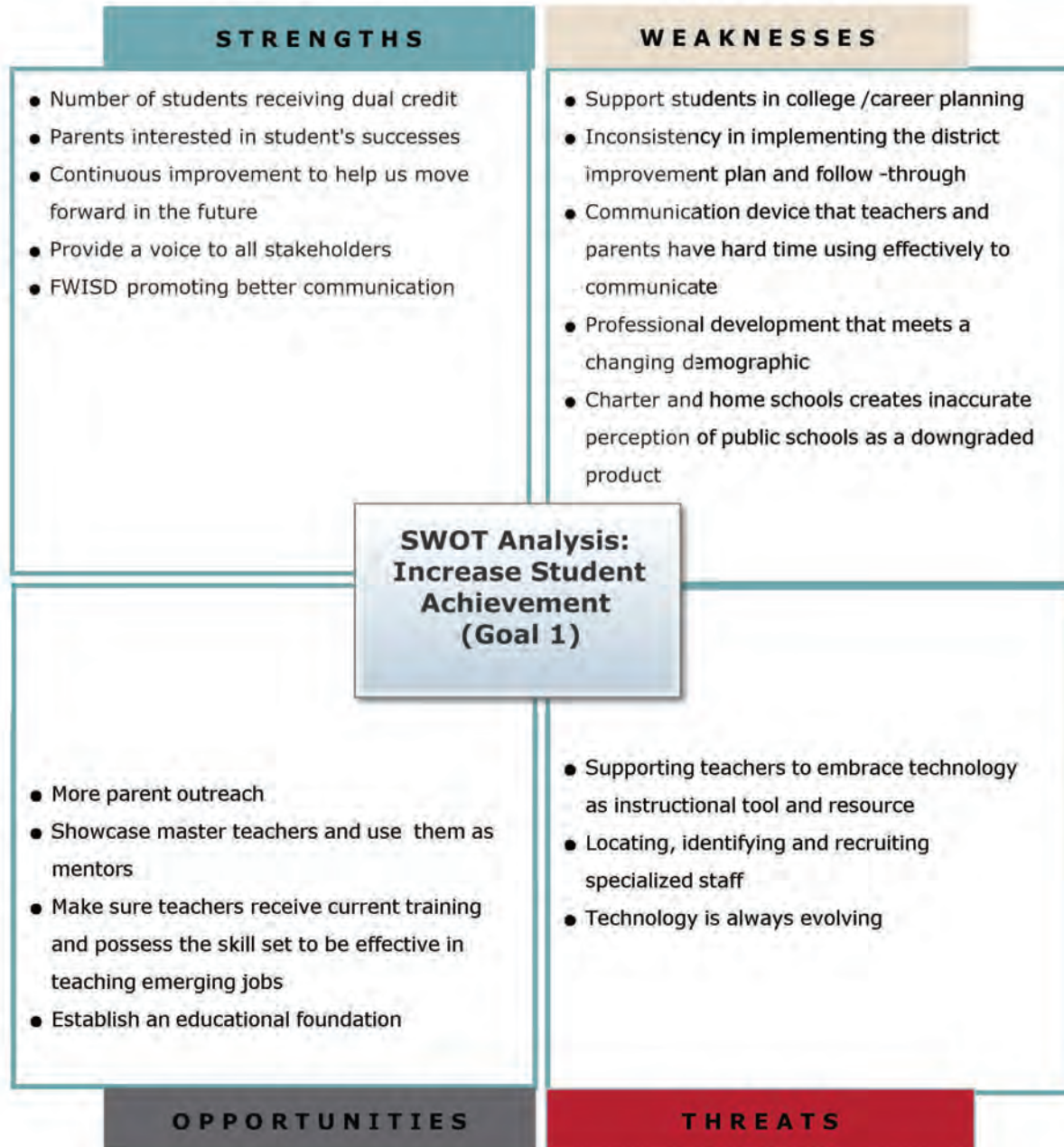


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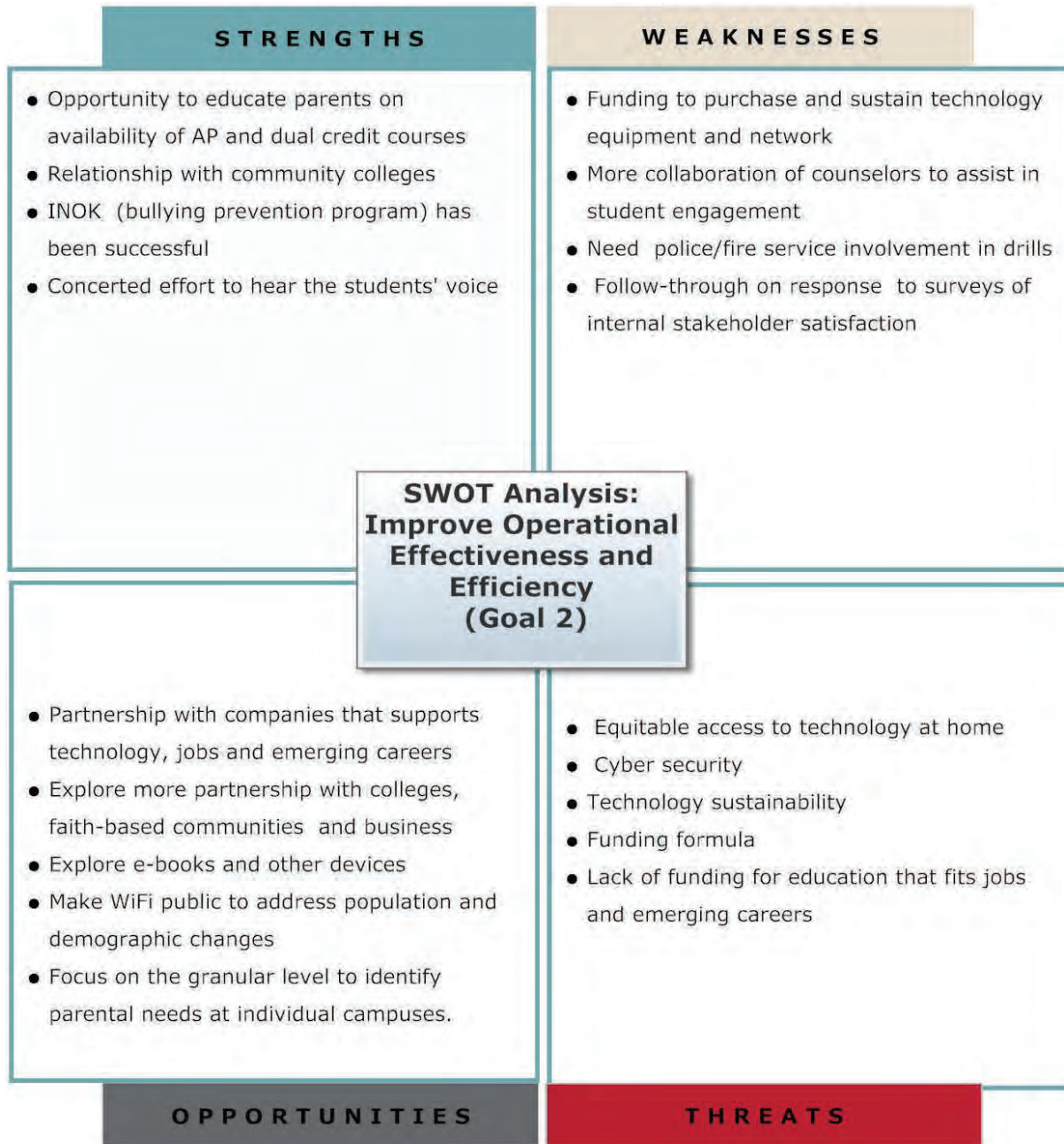
Strengths, Weaknesses, Opportunities, and Threats (SWOT)



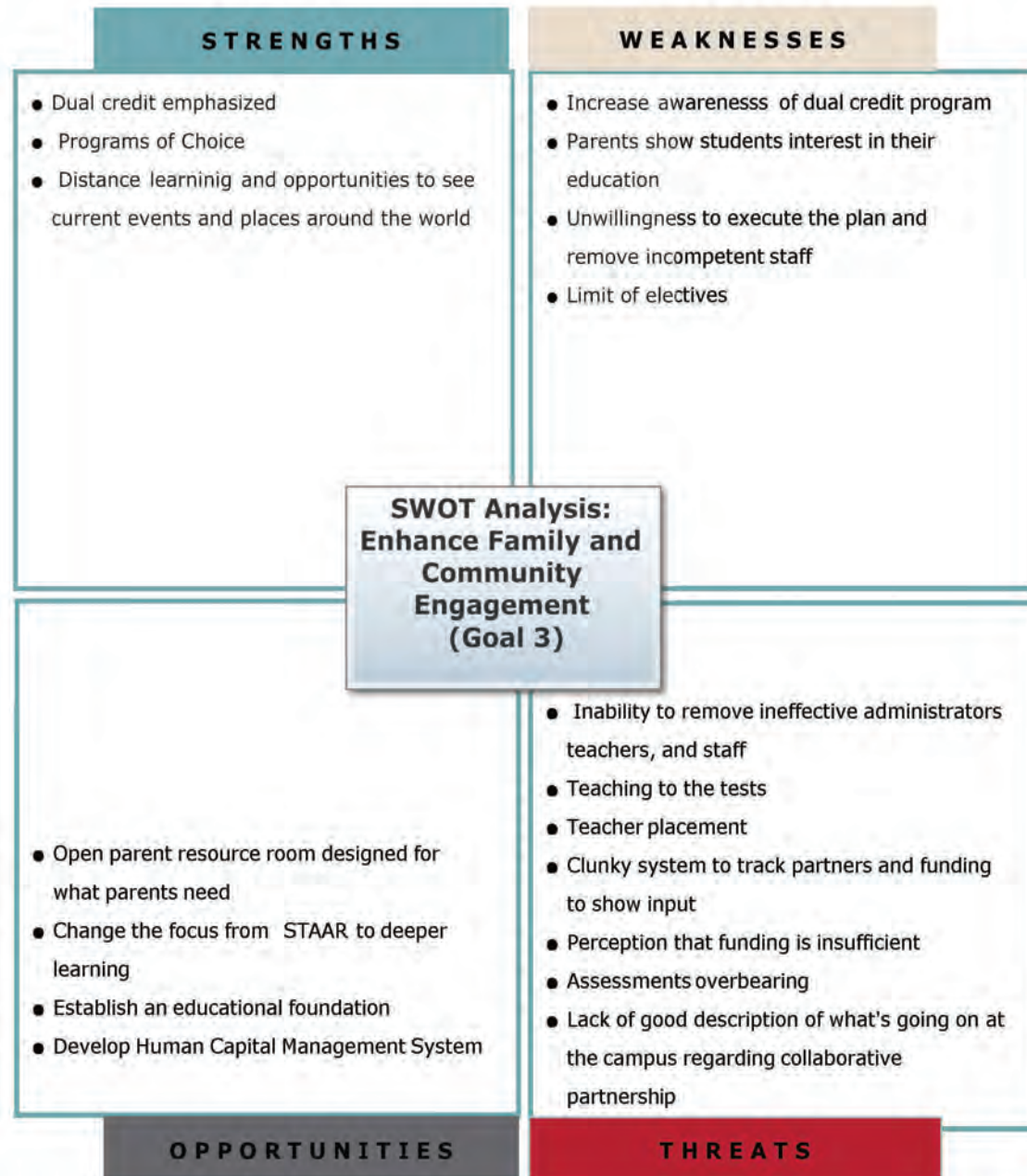
Goal 1: Increase Student Achievement



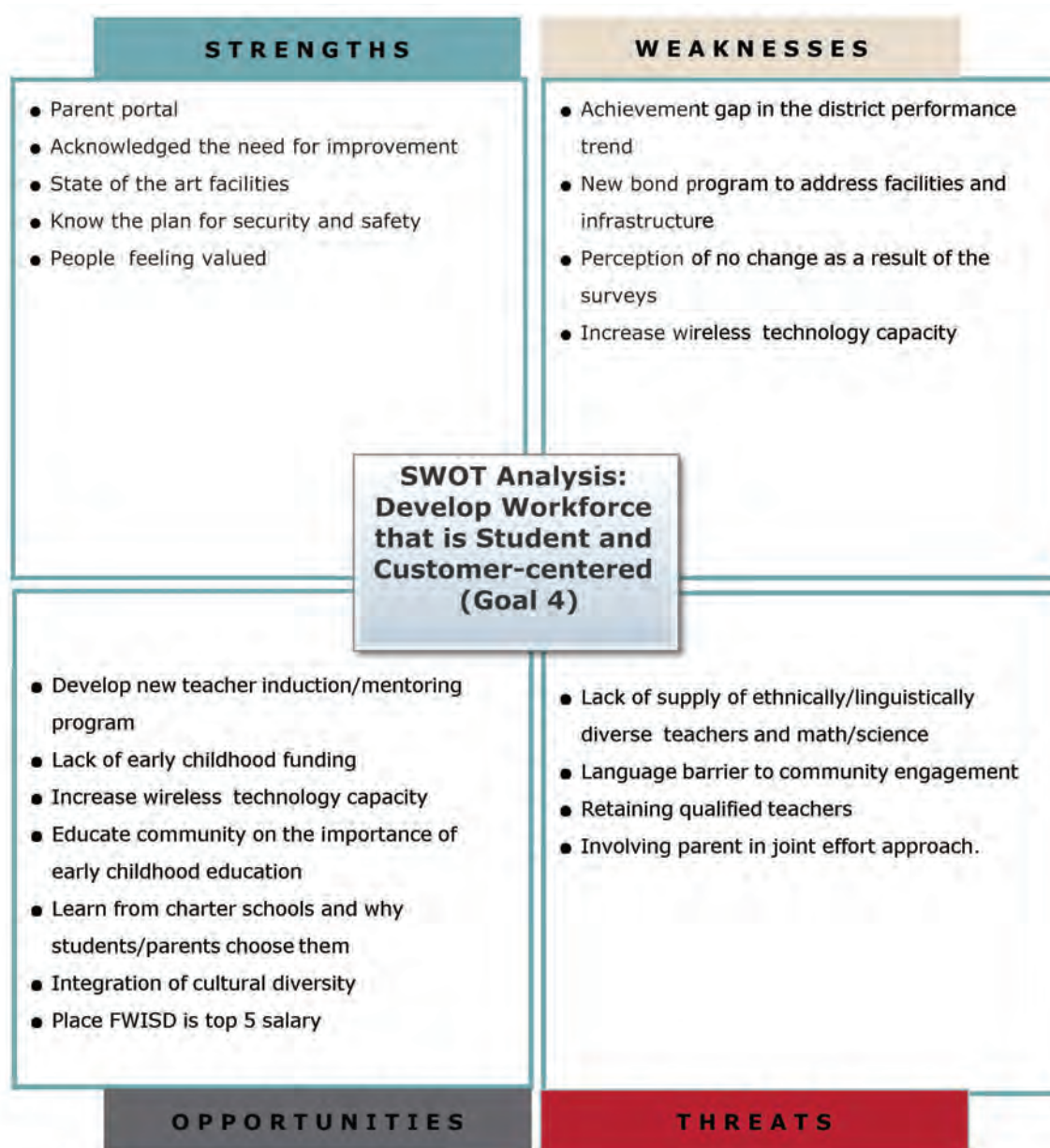
Goal 2: Improve Operational Effectiveness and Efficiency



Goal 3: Enhance Family and Community Engagement



Goal 4: Develop a Workforce that is Student and Customer-Centered



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2014-2015 District Priorities - Targets and Historical Data



2014-2015 District Priorities - Targets and Historical Data: Goal 1

Goal 1: Increase Student Achievement	2013	2014	2015 Goal
Graduation Rate			
A. Increase the percentage of recommended and distinguished diplomas	86%	85% <i>draft</i>	87%
B. Decrease the drop-out rate	3.0 <i>(estimate)</i>	*	*
1.2 SAT Scores and College Readiness			
A. Increase the percentage of 11th graders taking SAT	84%	91%	92%
B. Increase mean SAT scale score for 11 th graders			
Math	420	421	423
Reading	392	388	390
Writing	391	393	395
1.3 Advanced Placement and Dual Credit			
A. Increase the number of AP exams with a score of three or higher	1,550	1,870	2,000
B. Increase number of AP exam takers	2,870	3,641	3,700
C. Increase the number of AP exams taken	5,076	6,792	6,900
D. Increase number of dual credits received by FWISD students	5,214	8,205	8,300
1.4 Certification and Licensures for Students			
A. Increase the percentage of students in a program that are eligible to take their licensure or certification	11.00%	19.30%	20%
B. Increase the number of exams taken	488	1,249	1,300
C. Increase the number of exams passed	233	878	900
D. Increase the number of individual exam takers	299	950	1,000
1.5 Achievement and Passing Rates on State and Local Assessments			
Reading	65%	64%	66%
Math	59%	60%	62%
Writing	58%	59%	61%
Science	61%	62%	64%
Social Studies	56%	52%	54%
End of Course Assessments under HB5			
Algebra I	67%	69%	71%
English I	<i>New Measure for 2014</i>	51%	53%
English II	<i>New Measure for 2014</i>	53%	55%
Biology	76%	83%	85%
US History	<i>New Measure for 2014</i>	88%	88%

2014-2015 District Priorities - Targets and Historical Data: Goal 1, continued

Goal 1: Increase Student Achievement	2013	2014	2015 Goal
Increase the percentile rank score for Stanford 10 and Aprenda tests for K-2 nd grade students			
Kindergarten-Stanford Reading	39	40	41
Kindergarten-Stanford Math	40	47	48
1st grade-Stanford Reading	34	34	35
1st grade-Stanford Math	34	39	40
2nd grade-Stanford Reading	34	32	33
2nd grade-Stanford Math	39	43	44
Kindergarten-Aprenda Reading	55	66	67
1st grade-Aprenda Reading	69	76	77
2nd grade-Aprenda Reading	71	74	75
1.6 Enrollment and Continuation of Gold Seal Programs and Schools of Choice			
A. Addition of 2-3 Elementary/Middle School Programs of Choice	<i>New Measure for 2014</i>	6	2
1.7 District position for large urban districts, state, and nation			
Improve FWISD rank as compared to large urban Texas districts	<i>New Measure for 2014</i>	6 th of 8 th	5 th of 8 th
1.8 Post-secondary enrollment and continuation to second year			
A. Increase the percentage of students enrolling in post-secondary education	52%	53%	55%
1.9 Students participating in extra- and co-curricular activities			
A. Increase the percentage of students participating in Performing Arts starting with the 14-15 school year	<i>New Measure for 2015</i>		34.40%
B. Increase the percentage of students participating in Athletics: All Students/All Sports	30.40%	34.90%	35.40%
1.10 Student social/emotional/physical health needs met			
A. Decrease students suspended by 5% as compared to 2013	9,430	8,043	8,000
B. Decrease of COC hearings resulting in DAEP placement by 5%	1,901	1,088	1,050

2014-2015 District Priorities - Targets and Historical Data: Goal 2

Goal 2: Improve Operational Effectiveness and Efficiency	2013	2014	2015 Goal
2.1 Fund Balance			
A. Fund balance will remain between 12-20% of the annual general fund expenditures	27.5% <i>(Final)</i>	24.7% <i>(Estimate)</i>	18%
2.2 Grant Funding			
Achieve a grant award rate of at least 75% for the 2014-2015 fiscal year. The grant award rate is determined by the percentage of grants applied for those that are awarded in a fiscal year	<i>New Measure for 2015</i>		75%
2.3 Efficient financial prioritization			
A. A minimum of 55% of the General Operating Fund will be appropriated and expended on instructional-related categories (Functions: 11, 12, 13 & 95)	<i>New Measure for 2014</i>	60.10%	60%
2.4 Customer engagement and feedback			
A. At least 70% of the employees will see FWISD as customer-focused	<i>New Measure for 2014</i>	82.90%	80%
2.6 Measure efficiency and effectiveness of day-to-day operations			
Success mapping of Key and major district process: 2014-2015 school year	<i>New Measure for 2015</i>		50%
2.7 Effectiveness of safety and security			
Increase one additional safety and security layer at 100% of Elementary schools for the 14-15 school year (Access Control)	<i>New Measure for 2015</i>		100%

2014-2015 District Priorities - Targets and Historical Data: Goal 3

Goal 3: Enhance Family and Community Engagement	2013	2014	2015 Goal
3.1 Family Engagement and involvement in student success			
A. Increase the number knowledge-based programs delivered to families	<i>New Measure for 2014</i>	680 <i>(76 dept./604 campus)</i>	680 <i>(76 dept./604 campus)</i>
B. Increase the number of FWISD social media "followers" and monitor social media engagement	13,430	26,018	29,494
C. Establish a baseline of recorded volunteer hours	<i>New Measure for 2014</i>	110,507	127,083
D. Increase the number of parents responding positively to satisfaction questions on annual Parent Survey	<i>New Measure for 2014</i>	73%	80%
3.2 Community/Business Engagement			
A. Increase financial support of partners by at least 10%	\$314,666	\$544,817	\$572,058
B. Increase in-kind support of partners by at least 5%	\$485,274	\$879,725	\$967,697

2014-2015 District Priorities - Targets and Historical Data: Goal 4

Goal 4: Develop a Workforce that is Student and Customer-Centered	2013	2014	2015 Goal
4.1 Selection, Recruitment, Hiring			
At least 95% of all identified campus teacher vacancies are filled by candidates who have been screened by the established teacher selection process for 14-15 school year	<i>New Measure for 2015</i>		95%
At least 600 quality teacher candidates will be recruited to the District and represented proportionately equal to the 2014 hiring needs for the 14-15 school year	<i>New Measure for 2015</i>		600
4.2 Student Perception/Satisfaction			
A. Increase the number of students responding positively to satisfaction questions on annual Student Survey	81%	79%	81%
4.3 Internal Workforce Perception/Satisfaction			
At least 80% of employees will implement customer service standards for the 2014-2015 school year	<i>New Measure for 2015</i>		80%

Goal 1: Increase Student Achievement



Goal 1: Increase Student Achievement

Key Strategic Objectives

- 1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy
- 1.2 Ensure that all Fort Worth ISD employees are prepared to meet the academic and social/emotional/physical health needs of our students

Goal 1: Increase Student Achievement

Key Strategic Measures

- 1.1 Graduation rates
- 1.2 SAT scores for college readiness
- 1.3 Advance Placement and dual credit
- 1.4 Certification and licensures for students
- 1.5 Achievement and passing rates on state and local assessments
- 1.6 Enrollment and continuation of Gold Seal Programs and Schools of Choice
- 1.7 District position for large urban districts, state, and nation
- 1.8 Post-secondary enrollment and continuation to second year
- 1.9 Students participating in extra– and co-curricular activities
- 1.10 Students social/emotional/physical health needs met

Goal 1: Increase Student Achievement

Key Strategies

- 1.1 Ensure that all students have access to rigorous and engaging curriculum and technology that promote accelerated learning and meets the needs of a global economy
- 1.2 Develop specific processes to be followed to assist students in successfully transitioning to the next level of education academically, socially, and emotionally
- 1.3 Ensure that every school promotes extra-curricular, co-curricular, and enrichment opportunities for every student
- 1.4 Equip employees to meet the academic and social/emotional/physical needs for our students

Goal 1: Increase Student Achievement

Department Action Plans



Goal 1: Increase Student Achievement

Key Strategic Measure 1.1 Graduation rates

KSM	Dept.	SMART Goal
1.1	Academic Advisement	By June 30, 2015, there will be a 1% increase in the amount of student to graduate Recommended, Distinguished or with Endorsements from 86% to 87% as reported by the FWISD Final Graduate Count report.
1.1	Academic Advisement - MSSI	By June 30, 2015, middle school students will have made 15,000 total visits to GO Centers sponsored by the Middle School Success Interventions (MSSI) program as measured by student sign-in sheets for GO Centers.
1.1	Academic Advisement - MSSI	By June 30, 2015, College and Career Readiness (CCR) Coaches will enroll 100 targeted at-risk students per campus cluster into the Middle School Success Interventions (MSSI) program as measured by enrollment data submitted in the MSSI SharePoint Drive and evaluated by PE2S.
1.1	Adolescent Pregnancy Services	In 2014-2015, identified pregnant and parenting FWISD seniors participating in Project Reach will progress on time academically and graduate at a rate that exceeds State and National averages of 40%.
1.1	Division of Technology DOT	By May 2015, 100% of high school students at the 5 identified campuses will have had access to a district issued device, which should increase student engagement thus performance.
1.1	Guidance & Counseling	By June of 2015 100% of identified high school campuses will have a UV4C organization with an identified sponsor as measured by a campus roster. Additionally, 100% of identified high school campuses will have 2 to 4 student representatives attend the Superintendent's Student Education Advisory Council (SEAC) meetings as measured by attendance indicated on sign in sheets.
1.1	Learning Network 1, 2, & 3	By September 2015, all first time 9th grade cohorts will show a 5 percentage point increase to become 10th graders as measured by previous years 9th grade cohort data.
1.1	Learning Network 1, 2, & 3	By June 2015, African American students at Improvement Required Campuses will increase their academic performance in all tested Mathematics grades from the previous year by 8 percentage points in tested grades with Phase-in I standards and increase by 5 percentage points in Advanced levels, as measured by the first administration of STAAR and EOC assessments.
1.1	PE²S	By June 2015, at least 80% of District employees and 3rd - 12th grade students will respond favorably to questions related to their understanding of the district's MMVV, as it relates to their work as measured by District-level surveys.
1.1	MMVV	By June 2015, at least 80% of District employees and 3rd - 12th grade students will respond favorably to questions related to their understanding of the district's MMVV, as it relates to their work as measured by District-level surveys.

Goal 1: Increase Student Achievement

Key Strategic Measure 1.2 SAT scores for college readiness

KSM	Dept.	SMART Goal
1.2	AAIL	By December 2014, 10th and 11th grade PSAT mean scores in CR, M, W will increase from a 19.4% to 20% college readiness indicator as calculated by College Board, increased awareness and preparation of all stakeholders (students, parents, campus staff, administration, & district leadership).
1.2	AAIL	By June 2015, 11th Grade SAT participation will remain at 85% or higher and 12th grade SAT performance will increase in CR(436), M(456), W(425) mean composites as calculated by five year data, as a result of student support for online registration, College Board site use, and overall student and staff awareness of College Board resources and early participation.
1.2	AAIL	By June 2015, ACT college readiness benchmark performance in English, mathematics, reading and science will increase from 11% to 13%, as compared to the state's 26%, with exposure to early participation in ACT Aspire for Grades 9 and/10(formerly EXPLORE & PLAN).
1.2	AAIL	By August 2015, District Senior College Readiness average scores, as measured by SAT and ACT, will increase by 5 %.
1.2	AAIL	By June 2015, 100% of Talent Pool students will have experiences that prepare them for college readiness as evidenced by monthly walk-throughs and weekly reports from GT teachers and K-8 Coordinators.
1.2	AAIL	Annual ReadiStep growth of campus average until greater or equal to a mean score of 9.7; and top 25% baseline until greater or equal to College Readiness Indicator as calculated by College Board (11.8 in 2013).
1.2	DF1E	By June 2015, our campus will show an increase of 5% in college readiness (as measured by STAAR) through targeted and intentional utilization of the 2.5 hours differentiated instruction for GT identified students.
1.2	DF1H	By June 2015, our campus will show an increase of 5% in college readiness (as measured by Explore-9th, Plan-10th, PSAT-11th, & SAT/ACT-12th) by increasing AVID, Pre-AP, and AP class participation and excellence and utilization of additional prep sessions and online system.
1.2	DF1M	By June 2015, our campus will show an increase of 5% in college readiness (as measured by Aspire & PSAT) by increasing AVID, Pre-AP, and AP class participation and excellence.

Goal 1: Increase Student Achievement

Key Strategic Measure 1.3 Advance placement and dual credit

KSM	Dept.	SMART Goal
1.3	AAIL	By June 2015, Advanced Placement exam participation will align with course enrollment and qualifying scores of 3,4, or 5, will increase from 29.3% to 35% or # qualifying greater than 1,595, a result of training, mentorship and review.
1.3	AAIL	All of the elementary campuses in FWISD will develop a talent pool of students consisting of identified gifted students and a minimum of the top 10% in each ethnic group, at each grade level by October 2014.
1.3	AAIL	The Talent Pool will make up at least 25% of the campus population and be provided with learning experiences that go beyond the TEKS in depth and complexity as measured by GT Teacher and K-8 Coordinator reports and observations.
1.3	AAIL	Pre-AP courses at each MS will have an enrollment greater than or equal to 40% of total campus enrollment and are demonstrated to be taught at a more rigorous level and aligned to AP standards.
1.3	AAIL	A minimum of 10% students by grade level and ethnicity will be identified as gifted and served in our most advanced courses on each middle school campus.
1.3	AAIL	Increase Dual Credit student participation from 582 students to 611 students which is a 5% increase as reported by high school campuses and TCC.
1.3	Art Education Department	By May 2015 there will be a demonstrated increase in the number of high school students and schools participating in Advanced Placement Art Programs by at least 2% above the previous year's involvement.
1.3	JROTC	Increase LET 2-4 Cadet enrollment in Honors U. S. military history courses from 13% to 18% from Sept. 2014 – June 2015 as measured by June 2013 & June 2014 enrollment data.
1.3	Mathematics	By June 2015, the Math Depart. will use District and state assessments, Algebra Readiness Tests, and A2I to provide opportunities for students to advance and accelerate in mathematics as measured by 3% increase in enrollment of all student groups in Pre-AP middle and high school courses.
1.3	World Languages	Increase the number of students enrolled in Level 3 Honors and Advanced Placement Courses by 5 % for the 2015-2016 school year.
1.3	Distance Learning	With our initial Distance Learning Initiative, we expect by June 2015, Advanced Placement exam participation will align with course enrollment and qualifying scores of 3, 4, or 5 will increase from 29.3% to 35% or a number qualifying greater than 1,595, increasing Distinguished graduates from 4.7% to beyond 5%, a result of training, mentorship and distance learning.

Goal 1: Increase Student Achievement

Key Strategic Measure 1.4 Certification and licensures for students

KSM	Dept.	SMART Goal
1.4	World Languages	Create an aligned, common curriculum to be used in all District Japanese and Chinese Level 1 and Level 2 courses.



Goal 1: Increase Student Achievement

Key Strategic Measure 1.5 Achievement and passing rates on state and local assessments

KSM	Dept.	SMART Goal
1.5	Academic Advisement	By June 30, 2015, there will be a 10% increase in the number of seniors on track for post-secondary opportunities as measured by FAFSA completions and scholarship offers on the high school campuses with an Advise TX advisor.
1.5	Academic Advisement	By June 30, 2015, there will be an established baseline of Eng., Math, Reading, Science and Writing for ACT ASPIRE as one of the college readiness assessments in FWISD and 3% of the 9th grade students tested will be eligible to use their ACT Aspire scores to replace an EOC exam score.
1.5	Adolescent Pregnancy Services	In 2014-2015, identified pregnant and parenting FWISD students participating in Project Reach will progress on time academically and be promoted to the next grade at a rate that exceeds State and National averages of 40%.
1.5	ADQ	By spring 2015, processes for short cycle assessment deployment will be streamlined and documented resulting in quality resources and data available for timely use in instructional planning discussions by teachers in professional learning community meetings as measured by posting of fully developed process maps, protocols, and supporting documents.
1.5	ADQ	By Feb. 2015, FWISD will fully implement a comprehensive Student Assessment System to assess student progress using both summative and formative measures relevant to decision making at the student, class, campus, and district levels with timely information necessary for stakeholders to make decisions aligned measurably increasing student achievement.
1.5	ADQ	By June 2015, train a core group of users on each campus 60% of whom identify Eduphoria AWARE as their preferred data reporting platform as measured by survey of campus data analysts and campus administrators.
1.5	ADQ	By June 2015, FWISD will provide formative assessment webinars for campus teams, and a formative assessment training for campus administration to support classroom implementation, resulting in increased practices of formative assessment in the classroom as evidenced by 85% of campuses showing acceptable implementation levels as observed by LN directors.
1.5	Art Education Department	Elementary Art Pacing Guides will continue to be written demonstrating relationships to new Art TEKS and connections to Academic Subjects. Increased art instructions at the elementary level which demonstrates interdisciplinary connections with 80% or more Art Specialists implementing art and academic connections in the classroom.
1.5	Art Education Department	By June 2015, there will be demonstrated increased school/student participation in Visual Art Scholastic Event (VASE) by 25% at the Middle School level with 25% of student artists receiving a top rating of three or four.
1.5	Bilingual/ESL	DLE programs will be monitored and support provided to ensure compliance with legal regulations and improvement in program quality so that the DLE student passing rates on STAAR tests will increase by 2 percentage points and the percent of ELLs making at least one level progress or maintaining AH on TELPAS-Composite will increase by 3 percentage points by July 2015.
1.5	Bilingual/ESL	Curriculum, support documents/materials, and professional learning activities targeted to DLE student needs will be provided for FWISD staff so that DLE student passing rates on STAAR tests will increase by 2 percentage points and the percent of ELLs making at least one level progress or maintaining AH on TELPAS-Composite will increase by 3 percentage points by July 2015.
1.5	Bilingual/ESL	A plan will be implemented to establish criteria for identifying L-T ELLs in grades PK-5 and to identify current program responses/interventions so that 100% of the ELLs matching the criteria will be identified and 100% of current responses/interventions in selected schools analyzed/cataloged by June 2015.
1.5	Bilingual/ESL	Processes will be implemented to ensure ELLs are identified, assessed, registered, and reassessed and that support is provided to campuses so that ELL passing rates on STAAR/EOC tests will increase by 2 percentage points and the percent of ELLs making at least one level progress or maintaining AH on TELPAS-Composite will increase by 3 percentage points by July 2015.
1.5	Bilingual/ESL	A PL plan will be implemented to ensure that LPACs have the knowledge/skills to carry out required functions and make quality decisions so that ELL passing rates on STAAR/EOC tests will increase by 2 percentage points and the percent of ELLs making at least one level progress or maintaining AH on TELPAS-Composite will increase by 3 percentage points by July 2015.

Goal 1: Increase Student Achievement

Key Strategic Measure 1.5 Achievement and passing rates on state and local assessments, continued

KSM	Dept.	SMART Goal
1.5	Bilingual/ESL	ESL programs will be monitored and support provided to ensure compliance with legal regulations and improvement in program quality so that the program exit rate for ELLs will increase by 5 percentage points and the percent of ELLs making at least one level progress or maintaining AH on TELPAS-composite will increase by 3 percentage points by July 2015.
1.5	Bilingual/ESL	The L-T ELL ALD Specialist Initiative will be implemented in selected middle schools and 2 high schools so that the B/E program exit rates for 2014-15 for L-T ELLs on these campuses will increase by 15 percentage points (MS) and 10 percentage points (HS) from the exit rates for the L-T ELL students on these campuses in 2013-14.
1.5	Bilingual/ESL	Curriculum, support documents/materials, and professional learning activities targeted to ELL student needs will be provided for FWISD staff so that the program exit rate for ELLs will increase by 5 percentage points and the percent of ELLs making at least one level progress or maintaining AH on TELPAS-Composite will increase by 3 percentage points by July 2015.
1.5	Bilingual/ESL	Language proficiency testing (LPT) services will be provided during 2014-15 to ensure that 100% of the candidates referred for and participating in LPT testing will have proficiency scores in both English and Spanish to allow HCM and/or BTAP to determine appropriate DLE/other program placement and/or follow-up.
1.5	Career & Technical Education	By May 2015, 80% of the CTE teachers will receive training on the Literacy Initiative and will utilize model as measured by lessons implemented.
1.5	Career & Technical Education	By May 2015, 90% of the CTE teachers will receive Formative Assessment training and will utilize it in classrooms as measured by including new assessments in the curriculum.
1.5	Career & Technical Education	By May 2015, 90% of the CTE teachers will receive PLC training and will implement it as measured by the attendance in the training and site visits by coordinators.
1.5	Choral & Elementary Music	10% improvement on UIL Concert and Sight Reading scores for high school and middle school choral music programs.
1.5	Curriculum and PD	By the end of the 2014-15 school year, the Teaching and Learning departments will develop curriculum documents for each core content area and 70% of all other areas that are aligned to the content, context and cognitive demand of state standards so that student achievement is raised by 2 percentage points as measured by STAAR, EOC and AP.
1.5	Curriculum and PD	Directors report that 90% of principals are accurately applying the District's definition of instructional excellence in their conversations of teacher performance during the spring CSI check-ins.
1.5	Dyslexia	By June 2015, Dyslexia Services staff will visit 80% of Dyslexia Pullout classes to monitor program implementation.
1.5	Dyslexia	By July 2015, a rollout plan for Spanish dyslexia instructional services will be developed & 10 dual language campuses will participate in training, as measured by campus activity logs.
1.5	Dyslexia	By July 2014 the total number of dyslexia referrals received will increase 15% as calculated by the total number of referrals submitted to Dyslexia Services, with referrals from priority/focus schools increasing 30%.
1.5	Early Childhood	By June 2015, the EC Department will provide support and professional learning for PK and K teachers in support of pilot projects, District initiatives, and collaborations that will result in the following student achievement outcomes: 85% of PK Making Adequate Progress on C-PALLS+; 85% of K Developed on TPRI/Tejas LEE; 85% of PK/K Developed on District writing rubrics.
1.5	Elementary Literacy Department	By the end of the 2014-2015 school year, 70% of all students in grade levels 1-5 will read on or above grade level as measured by state and local assessments.
1.5	Elementary Literacy Department	By the end of the 2014-2015 school year, 64% of all students in grades 1-5 will write on or above grade level as measured by state and local assessments.
1.5	Fort Worth After School	By July '15, FWAS participants (attend 30 days or more) will demonstrate increased academic performance (2% increase in the core course GPA) in 75% of the attendees, increased school day attendance (95/90/85 % or better attendance ES/MS/HS), improved behavior (less than 12 total school referrals), and reduced criminal incidents (less than 6) for ALL attendees .
1.5	Health and PE	By May 2015, PD will be developed/presented to AP's on PE and Health.

Goal 1: Increase Student Achievement

Key Strategic Measure 1.5 Achievement and passing rates on state and local assessments, continued

KSM	Dept.	SMART Goal
1.5	JROTC	By January 2015, JROTC will enroll 10% of YMLA 9th grade students in the STEM program to enhance student achievement in science and math as measured by 2015 JLAB & STARR/EOC assessments.
1.5	Learning Network 1, 2, & 3	By June 2015, Reading scores of Economically Disadvantaged, ELL, and African American students will increase by 10% from 2013-2014 Phase In Level II to 2014-2015 Phase-In Level II as measured by STAAR.
1.5	Mathematics	By June 2015, the Math Depart. will maintain and revise CFs using multiple data points to ensure full alignment to the current TEKS, including formative assessment, rigorous tasks, writing in the content, and differentiation/intervention to meet the needs of all student groups as measured by an increase of 3 percentage points on state assessments.
1.5	Mathematics	By June 2015, the Math Depart will provide professional learning opportunities to increase teacher content knowledge, improve pedagogy and improve planning practices through Curriculum Collaborations, with an increased focus on Academic Language Development (ALD) and RTI, as measured by a 3 percentage point increase of student achievement on state assessments.
1.5	Reading Recovery	By June 2015, the FWISD Reading Recovery department will implement a three phase implementation plan at 90% of RR campuses as documented in the RR district activity report.
1.5	Reading Recovery	By June 2015, 60% of first grade Reading Recovery students in the RR program will improve their reading by ten levels in text reading as measured by running records.
1.5	Reading Recovery	By June 2015, the number of Reading Recovery schools with full implementation will grow from 36% (E) to 100% (E/S) as documented in the 2015 expansion plan (28 new T).
1.5	Reading Recovery	By June 2015, the number of students impacted by Reading Recovery teachers will increase by 150% through Reading Recovery and small group intervention as measured by student enrollment data.
1.5	Science	By June 2015, 100% of Grade 5, 8, Biology and AP teachers responsible for science instruction will participate in the district-wide implementation of the new science instructional materials by attending focused professional learning workshops for teachers as measured by attendance.
1.5	Science	By June 2015, the Science Department will support the district literacy initiative by including writing experiences into differentiated lessons and investigations for each learning experience and providing Writing In Science workshops for teachers and administrators as measured by attendance.
1.5	Science	In June 2015, 65% of FWISD elementary school students, 70 % of FWISD middle school students and 75% of all biology students will achieve the Phase I passing standard on the Spring 2015 STAAR science assessment by executing focused professional learning workshops to improve teacher efficacy in science content and pedagogy.
1.5	Secondary Literacy	By May 2015, the Secondary Literacy Department will continue to maintain and revise the Curriculum Frameworks using multiple data points to ensure full alignment to the TEKS and to meet the needs of all students as measured by an increase of 12 points overall for student achievement on STAAR Reading, Writing, and EOC assessments.
1.5	Secondary Literacy	By June 2015, the Secondary Literacy Department will have a comprehensive Reading Intervention Plan for all students in middle school below expected achievement standard. By implementing the plan, student achievement will increase by at least 10 points as measured by STAAR Reading assessment, grades 6-8.
1.5	Social Studies	By June 2015, the Social Studies department will provide high quality curriculum assessments supported by aligned professional learning opportunities for 100% of Social Studies teachers resulting in a 5% increase as measured by local assessments and a 5% increase on the STAAR/EOC based on Phase-in II standards.

Goal 1: Increase Student Achievement

Key Strategic Measure 1.5 Achievement and passing rates on state and local assessments, continued

KSM Dept.	SMART Goal
1.5 Social Studies	By June 2015, the Social Studies Department will promote critical thinking through the implementation of the Social Studies Literacy Initiative by providing targeted professional learning for Social Studies teachers in grade 5 and grades 6-11 resulting in 5% increase in student aggregate scores on the SCA writing prompts.
1.5 Social Studies	Deliver professional learning opportunities to address pedagogical approaches, content deepening, use of resources and updates to the Curriculum Frameworks for grades 5 - 12, including professional opportunities for differentiated and innovative areas, as measured by scheduled offerings and attendance.
1.5 Special Education	By strengthening inclusive education and monitoring instruction in classrooms where co-teaching is utilized, the SpEd student performance will increase by 2 points in English Language Arts (ELA) and Mathematics as measured through state assessment results in May 2015.
1.5 Special Education	By providing Culturally Responsive Pedagogy (CRP) professional learning to selected schools and monitoring implementation of CRP strategies in schools where CRP has already been delivered, the gap between percentage of AA students in the district and AA students in SpEd will decrease by 1 point as measured through PBMAS annual report.
1.5 Special Programs	In 2014-2015, FWISD American Indian Education Program will identify 100% of eligible American Indian students enrolled in FWISD and provide academic and basic needs support. Attendance and academic indicators will be tracked by grade level with a goal of all eligible students exceeding 90% attendance and 70% or more average passing rate per 6 week grading cycle.
1.5 Special Programs	In 2014-2015, FWISD Special Programs will work with campus staff and networks to identify 100% of eligible 504 students enrolled in FWISD and provide necessary accommodations as required by law. 504 identification will increase by 20%(461 students) district-wide vs. 2013-2014 and 100% of 504 plans will remain in compliance.
1.5 Special Programs	In 2014-2015, FWISD Homeless Education Program will identify 100% of eligible homeless students enrolled in FWISD and provide academic and basic needs support. Attendance and academic indicators will be tracked by grade level with a goal of all eligible students exceeding 90% attendance and 80% or more average passing rate per 6 week grading cycle.
1.5 Student Discipline	In 2014-2015 FWISD will decrease the number of discretionary DAEP placements by 5% vs. the previous year, by identifying less restrictive diversionary options, as reflected in DAEP referral data.
1.5 Student Discipline	For the 2014-2015 school year, Student Discipline and Placement will minimize the loss of instructional days for students transitioning to DAEP to an average of less than 2 days by continuing on site disciplinary conferences/hearings at MLLC and Metro, as measured by monitoring daily enrollment during the 2014/2015 SY.
1.5 Student Discipline	For 2014-2015 Student Discipline and Placement will work to decrease the disproportionate referral of African American students to DAEP for discretionary offenses by 5% from 54%(2013-2014) to 49%.
1.5 Student Engagement	In 2014-2015 of students enrolled in Academic Acceleration courses, 90% will meet established criteria for over-age/under credit and of those that participate, 75% will complete courses and receive credit and 75% will matriculate to the next grade or graduate.
1.5 Student Support Services	In 2014-2015, FWISD will decrease the number of unduplicated students suspended by 5% as well as the overall suspension rate (# classroom referrals/suspension events) by 5% vs. 2013-2014 through training and support of PBIS and progressive discipline.
1.5 Student Support Services	In 2014-2015, FWISD will decrease the percentage of African American students suspended by 3% vs. 2013-2014 through training and support of PBIS and progressive discipline.
1.5 World Languages	Implementation of new curriculum for Levels 1 and 2 of French, German, and Spanish will be continuous throughout the 2014-2015 school year.
1.5 World Languages	Continue to work towards the goal of student and teacher use of the target language 90% of the class period.
1.5 Defining Instructional Excellence	Directors report that 90% of principals are accurately applying the District's definition of instructional excellence in their conversations of teacher performance in all grades and content areas during the spring CSI check-ins.
1.5 Defining Excellence in School and Instructional Leadership	Directors rate 90 percent of principals as effective or highly effective at aligning their school leadership practice to the FWISD expectations in school and instructional leadership, as measured during spring 2015 CSI check-ins between assistant superintendents and directors.

Goal 1: Increase Student Achievement

Key Strategic Measure 1.5 Achievement and passing rates on state and local assessments, continued

KSM	Dept.	SMART Goal
1.5	Elementary School Initiative	By June 2015 K-2nd grade students at identified elementary campuses will reflect at least a 4% increase in meeting or exceeding reading and math grade level standards as measured by norm referenced assessments.
1.5	Equity in Achievement	By July 2015, FWISD will identify the most prevalent opportunities for improvement that affect the educational equity in schools and will implement multi-level protocols to address said equity concerns.
1.5	DiGiN- 1:1 Mobile Device Initiative for High School Students	By June 2015, a comprehensive implementation plan will be completed for deployment of mobile devices for high school students as evidenced by 90% of students receiving the device; and 90% of teachers will complete training and demonstrate mastery of integrated lesson delivery as evidenced by lesson plans, reports from My Big Campus and classroom observations.
1.5	DF2	By June 2015, our students' reading and writing on grade level will show a minimum of one year's growth. All students reading or writing below grade level will show a minimum or more than one year's growth as measured by STAAR scale scores, ISIP, TPRI, or other appropriate measure of reading level and progress.
1.5	DF3	By June 2015, increase the time spent between students and core teachers by increasing student and teacher attendance by 0.5% and by decreasing discipline referrals resulting in time out of class.
1.5	DF4	By June 15, 2015 our campus will have offers accepted for at least 75% of total vacancies and retained at least 90% of highest performing teachers, as measured by HCM hiring data and by District-wide criteria for instructional excellence.
1.5	DF5	By June 2015, will use student voice to identify student leadership opportunities and participation activities that result in greater student satisfaction as expressed in district administered student surveys.

Goal 1: Increase Student Achievement

Key Strategic Measure 1.6 Enrollment and continuation of Gold Seal Programs and Schools of Choice

KSM	Dept.	SMART Goal
1.6	Choral & Elementary Music	To develop and encourage all choral students to participate in UIL & FWISD secondary Solo & ensemble competitions.
1.6	Choral & Elementary Music	90% of all elementary music teachers will participate in the FWISD Elementary Music Festival with students singing two part music.
1.6	Choral & Elementary Music	100% of 4th grade students will participate in the Carnegie Hall Link Up program through active participation in music classroom learning and preparation.



Goal 1: Increase Student Achievement

Key Strategic Measure 1.7 District position for large urban districts, state, and nation

KSM	Dept.	SMART Goal
1.7	Guidance & Counseling	By June 2015, 75% of all FWISD campuses have provided at least 1 INOK campus activity and 1 guidance lesson that integrates the INOK message as measured by the year end report from the counselor log in FOCUS.
1.7	Special Education	By providing additional opportunities in the Least Restrictive Environment (inclusion) to 3 and 4 year olds with disabilities, the percentage of 3-5 year olds in LRE will increase by 1 point as measured through PBMAS annual report.



Goal 1: Increase Student Achievement

Key Strategic Measure 1.8 Post-secondary enrollment and continuation to second year

KSM	Dept.	SMART Goal
1.8	Academic Advisement	By June 30, 2015, there will be a 2% increase (from 52% to 55%) of graduated seniors enrolled into post-secondary higher education institutions as measured by the 2013-2014 National Student Clearinghouse report.
1.8	World Languages	Establish "Fort World", a program which promotes district and community awareness of world languages.



Goal 1: Increase Student Achievement

Key Strategic Measure 1.9 Students participating in extra- and co-curricular activities

KSM	Dept.	SMART Goal
1.9	AAIL	Provide high-quality, well-implemented, well-executed district-wide academic activities including: Academic UIL, Whiz Quiz, Spelling Bee, Invention Convention, Dare to Discover. Increase academic activity participation by ten schools.
1.9	AAIL	Provide training and materials to schools for academic activities on campus - to include 20 new sponsors. Provide enrichment and recognition for student achievement including: Superintendent's Scholars, Academic Sweatshirt Recipients, UIL, Whiz Quiz, Spelling Bee, and Invention Convention.
1.9	AAIL	Ensure that all students from all campuses are provided with equal opportunities to participate in extra-curricular and co-curricular academic activities. Communicate with principals and sponsors that no student is to be denied participation due to lack of sponsorship by the school. Increase campus and student participation by 5%.
1.9	Athletics	Identify and communicate solutions that will increase student participation and involvement in extra-curricular activities, while promoting student interests, using concepts supported by central administrators, campus administrators, and coaches, through a continuous monitoring process.
1.9	Instrumental Music	By April 2015, an increase of Division I and Division II ratings by 10% from 2013-2014, as measured by the UIL Marching, Concert and Sight-reading Contest results.
1.9	Instrumental Music	By December 2014, increase the number of students auditioning for TMEA Region Ensembles by 10%, as measured by TMEA entries. By April 2015, increase the number of students participating in UIL Solo/Ensemble by 5% and the number of students advancing to TSSEC by 5%, as measured by UIL entries and results.
1.9	JROTC	By October 2014, JROTC, NJROTC, AFJROTC will increase open enrollment per perspective service regulations by 5% and maintain 90 % of cadets from October 2014 – June 2015 school year as measured by PEIMS and open enrollment report.
1.9	Reading is Fundamental (RIF)	By June 2015, the number of additional funding sources for RIF will increase by 5% as documented in the RIF funding database.
1.9	Reading is Fundamental (RIF)	By June 2015, the number of participating RIF schools will increase by 5% as documented in the RIF participation report.
1.9	Reading is Fundamental (RIF)	By June 2015, the number of outreach efforts to inform stakeholders on the benefits of RIF and its positive impact on children will increase by 5% as measured by the RIF activity log.
1.9	Science	By May 2015, elementary school participation in the FWISD elementary science investigation fair for grades 1-5 will increase to 85%, as compared to less than 50% in 2014, with increased training and preparation of elementary lead teachers/science fair coordinators.
1.9	Social Studies	By May 2015, elementary school projects in the FWISD History Fair for grades K-5 will increase to 130, and the number of participating campuses will increase to 25, with increased marketing and preparation of elementary teachers and history fair coordinators.
1.9	Increase Student Participation in Extra-Curricular Activities	Identify and communicate solutions that will increase student participation and involvement in extra-curricular activities, while promoting student interests, using concepts supported by central administrators, campus administrators, and coaches, through a continuous monitoring process.

Goal 1: Increase Student Achievement

Key Strategic Measure 1.10 Students social/emotional/physical health needs met

KSM Dept.	SMART Goal
1.10 AAIL	85% of AVID sites have achieved or are moving toward full implementation of the AVID College Readiness system.
1.10 AAIL	100% of existing sites will invest in AVID professional learning.
1.10 AAIL	AT 100% of existing sites, AVID program implementation and student progress are monitored through AVID Center Data System, and results are analyzed to improve implementation with fidelity to the AVID model and student success.
1.10 Addescent Pregnancy Services	In 2014-2015, Project Reach will increase case management support provided to pregnant and parenting students by 10% vs. 2013-2014 to address barriers to academic success.
1.10 Communications	By July 1, 2015, 10 Dig In parent presentations will be completed and the Dig In website will have at least 20,000 page views as measured by the Family Communications Parent Meeting Report and Google Analytics.
1.10 DOT - Library Media Services	The library media program provides a balanced, carefully selected, and systematically organized collection of print and electronic library resources that are sufficient to meet students' needs in all subject areas and that are continuously monitored for currency and relevancy.
1.10 DOT - Library Media Services	All students are continuously educated about the three CIPA-required topics: appropriate online behavior; safety and privacy; and cyberbullying during each level of education: elementary, middle, and high school.
1.10 Family & Community Resources	The School Based Health Center @ Western Hills will begin primary health care services, 20 hours per week by February 1, 2015; an average of 120 patient visits per month will be reached by July, 2015.
1.10 Guidance & Counseling	By June 2015 Lifelines Suicide Prevention training for all FWISD staff will increase by 10% as measured by data reports submitted to Critical Incident Specialist as training is completed.
1.10 Health and PE	By August 2015, select MS health resources and revise curriculum to reflect new materials.
1.10 Health and PE	By August 2015, create an elementary PE report card that addresses student progress on specific outcomes as addressed in national and state standards.
1.10 Health and PE	By June 2015, develop schedules for secondary "open gyms" for 2015-2016.
1.10 Health Services	For the 2014-2015 school year, Health Services will establish baseline for priority services provided to students by nurses on each campus.
1.10 Intervention	In 2014-2015, Intervention Specialists will establish a baseline for the number of Student Support Plans completed in Focus and Review 360 to address student safety concerns following risk assessments.
1.10 Intervention	For 2014-2015 we plan to increase the overall number of student contacts by 5% vs. 2013-2014 (from 98,478 to 103,402) as documented in Focus.
1.10 Parents as Teachers (PAT)	By June, 2014, the Parents as Teachers (PAT) Department will provide targeted professional development in program implementation and all domains of development to new parent educators in order that they are equipped to meet the needs of enrolled families with children ages birth to school entry as measured by compliance with the PAT essential requirements.
1.10 Response to Intervention	By January 2015, all schools will develop and have an Intensive Program of Instruction plan for students that do not meet STAAR standards.
1.10 Response to Intervention	By March 2015, Campus TOTs which includes principals, assistant principals, counselors, interventionist will provide targeted professional development on the new ACADEMIC ONLINE SYSTEM, with 100% redelivering training to 90% of their staff/faculties.
1.10 Student Engagement	In 2014-2015 we will achieve a 10% decrease in the number of truancy court hearings held as a result of increased warning letters, SART meetings, and direct contact interventions by Stay In School Coordinators as documented in FOCUS.
1.10 Student Engagement	Youth Advocacy Program (YAP) will provide intensive mentoring and wraparound service to support students in their academic success. Specific goals will include decreases in truancy and discipline and increase in attendance and grades by students who successfully complete the YAP program. We will establish baseline data this school year.
1.10 Universal Pre-K	By the end of the 2015-2016 school year, the Universal PK Initiative will serve a minimum of 80% of the projected enrollment of four year olds based on enrollment trends for Kindergarten.

Goal 1: Increase Student Achievement

Key Strategic Measure 1.10 Students social/emotional/physical health needs met, continued

KSM	Dept.	SMART Goal
1.10	VPI	As of June 2015, our campus will establish a culture of respect by a measured 5% decrease in campus behavior discipline referrals.
1.10	CSH	By June 2015, our campus will improve student health by putting into place at least 3/4 of the components of the Coordinated Health Rubric.
1.10	DF6	By June 2015, our campus will implement steps that make us 100% in compliance with District Guidelines (including VMS and required safety drills) as measured by the Raptor Reports and Drill Management System. (Meets requirements of TEA 37.108).

Goal 2: Improve Operational Effectiveness and Efficiency



Goal 2: Improve Operational Effectiveness and Efficiency

Key Strategic Objectives

- 2.1 Establish a District-wide support system that encompasses all the operating needs of Fort Worth ISD
- 2.2 Leverage technology to automate routine practices and increase efficiencies
- 2.3 Establish a communication system that involves all stakeholders
- 2.4 Ensure a safe, secure environment for students and employees
- 2.5 Ensure budget supports the District priorities

Goal 2: Improve Operational Effectiveness and Efficiency

Key Strategic Measures

2.1 Fund balance

2.2 Grant funding

2.3 Efficient financial prioritization

2.4 Customer engagement and feedback

2.5 Major projects completed on time, within budget, and meeting customer quality requirements

2.6 Measure efficiency and effectiveness of day to day operations

2.7 Effectiveness of safety and security measures

Goal 2: Improve Operational Effectiveness and Efficiency

Key Strategies

- 2.1 Examine and implement best practices to identify criteria to redirect external and internal financial resources
- 2.2 Implement best practices for increasing effectiveness and efficiency in operations
- 2.3 Provide a multifaceted plan to address stakeholder communication needs
- 2.4 Assess incident reports and recommend amendments to policy and procedures

Goal 2: Improve Operational Effectiveness and Efficiency

Department Action Plans



Goal 2: Improve Operational Effectiveness and Efficiency

Key Strategic Measure 2.1 Fund balance

KSM	Dept.	SMART Goal
2.1	Consolidated Resource Planning	By June 2015, 95% of identified funding sources are captured and allocated in the Consolidated Resource Planning process as evidenced by CRP project management plan, project documents and acceptance of the project deliverable, 2015-2016 operating budget, voted and approved by the FWISD Board.



Goal 2: Improve Operational Effectiveness and Efficiency

Key Strategic Measure 2.2 Grant funding (*No Action Plans for this Measure*)



Goal 2: Improve Operational Effectiveness and Efficiency

Key Strategic Measure 2.3 Efficient financial prioritization

KSM	Dept.	SMART Goal
2.3	Division of Technology DOT	By July 2015, in accordance with the 5 year technology refresh plan, 100 % of year one components will be completed.



Goal 2: Improve Operational Effectiveness and Efficiency

Key Strategic Measure 2.4 Customer engagement and feedback

KSM	Dept.	SMART Goal
2.4	PE2S	By August 2015, 90% of responding Principals and Central Office staff will report favorable interactions with the Action Planning Portal in accordance with the District Customer Service guidelines as measured by EOY APP PDSA.
2.4	Research & Evaluation	At the end of each Quarter 1, Quarter 2, Quarter 3, and Quarter 4, the R&E team will complete a minimum of one formative report of progress for each project/program identified for evaluation in 2014-15. Completed reports will be submitted to Senior Leadership and archived in the Evaluation Repository.
2.4	Research & Evaluation	All District Surveys (Parent, Teacher, Principal, Secondary and Elementary Student Engagement, Senior Exit, and Central Admin) will be designed, administered, analyzed, and reported by the R&E team. All survey data will be made available by August 31, 2015.

Goal 2: Improve Operational Effectiveness and Efficiency

Key Strategic Measure 2.5 Major projects completed on time, within budget, and meeting customer quality requirements

KSM	Dept.	SMART Goal
2.5	Research & Evaluation	By the end of Quarter One (2014), the R&E team will design evaluation plans for all evaluation work identified by 8/21/2014.
2.5	Research & Evaluation	By the end of Quarter Two (2015), the R&E team will complete 50% of data collection efforts identified in finalized evaluation plans.
2.5	Research & Evaluation	By the end of Quarter Three (2015), the R&E team will complete 75% of data analysis and interpretation efforts identified in final evaluation plans.
2.5	Research & Evaluation	By the end of Quarter Four (2015), the R&E team will complete 75% of individual data reports identified in finalized evaluation plans.
2.5	Research & Evaluation	R&E team will make a comprehensive Final Evaluation Report available to Superintendent and Board of Education by 9/30/15. Final Report will focus on program alignment to District KSGs and goal attainment of highly aligned programs.

Goal 2: Improve Operational Effectiveness and Efficiency

Key Strategic Measure 2.6 Measure efficiency and effectiveness of day to day operations

KSM	Dept.	SMART Goal
2.6	Adult Basic Education	By June 2015, 90% of Adult Basic Education instructional staff will demonstrate successful implementation of ESL & GED curriculum strategies as measured by June 2015 classroom walk-through reports.
2.6	Adult Basic Education	100 % of office staff will meet expectations of customer service excellence as measured by key components of June 2015 annual appraisal.
2.6	Division of Technology DOT	By July 2015, complete the implementation of a transparent, timely and accurate PEIMS process that will provide users with clear data standards, training and tools to identify and understand potential errors, and provide timely access to accurate data. 90% mastery will be required for all PEIMS submitters on DOT developed training scenarios.
2.6	Division of Technology DOT	By May 2015, the Data Governance Team will develop a District wide guide to ensure data quality including: data security, levels of access, integrity of the data, accessibility and tools for analysis.
2.6	PE2S	By August 2015, 90% of responding Principals and Central Office staff will report favorable interactions with the dashboard in accordance with the District Customer Service guidelines as measured by EOY dashboard PDSA.
2.6	PE ² S	By June 2015, 90% of all CIPLC participants will develop a deeper understanding of CI methods and integrate those methods into their daily operations, as measured by CIPLC implementation documents .
2.6	PE ² S	By June 2015, FWISD will have analyzed Quality Texas Feedback and designed a plan to respond to Opportunity for Improvement identified as critical to the District, as measured by 100% completion of a Quality Texas Feedback Response Plan.
2.6	PE ² S	By June 2015, a process management system will be approved and the first phase of the plan will be completed as evidenced by the development of a process mapping repository and the generation of a centralized list of critical processes identified through an approved protocol.

Goal 2: Improve Operational Effectiveness and Efficiency

Key Strategic Measure 2.7 Effectiveness of safety and security measures

KSM	Dept.	SMART Goal
2.7	Art Education Department	Art assessment committee will address plagiarism issues in art and set standards.
2.7	DF10	By June 2015, our campus will show 100% IEP compliance (as indicated by Focus and detailed campus student records) including offering enriching learning opportunities tailored to each student's needs.

Goal 3: Enhance Family and Community Engagement



Goal 3: Enhance Family and Community Engagement

Key Strategic Objectives

- 3.1 Empower parents and the community to be full partners in students' educational success
- 3.2 Promote Fort Worth ISD image
- 3.3 Instill the belief that learning improves life

Goal 3: Enhance Family and Community Engagement

Key Strategic Measures

- 3.1 Family engagement and involvement in student success
- 3.2 Community / business engagement
- 3.3 External stakeholder feedback
- 3.4 External stakeholder feedback on mission, values, performance

Goal 3: Enhance Family and Community Engagement

Key Strategies

- 3.1 Connect families and community to opportunities to expand their knowledge
- 3.2 Market Fort Worth ISD to families and community
- 3.3 Leverage business and community partnerships to support Motto, Mission, Vision, and Values of Fort Worth ISD

Goal 3: Enhance Family and Community Engagement Department Action Plans



Goal 3: Enhance Family and Community Engagement

Key Strategic Measure 3.1 Family engagement and involvement in student success

KSM	Dept	SMART Goal
3.1	AAIL	Increase enrollment of high school Gold Seal Programs and Schools of Choice to meet 80% of capacity in each GSPOC or campus.
3.1	AAIL	100% of high schools will market Dual Credit.
3.1	Academic Advisement - MSSJ	By June 30, 2015, CCR coaches will have conducted 50 unduplicated parent contacts per school of targeted at-risk students enrolled in the MSSJ program as measured by parent contacts dates submitted in the MSSJ SharePoint Drive and assessed by PE2S.
3.1	Bilingual/ESL	A program of outreach services will be implemented to provide information, assistance, and support for ELL families during 2014-15 so that the needs of the families will be met as measured by an overall average in June 2015 of "Satisfactory/Above" responses on various feedback instruments/strategies implemented during/at the end of 2014-15.
3.1	Communications	By July 1, 2015, increase downloads of Fort Worth ISD mobile app by 10% as of July 1, 2014 (iOS and Android combined) as measured by Appfigures.
3.1	Communications	By July 1, 2015, Fort Worth ISD web page views will be at least 20,000,000 and average time on webpages will increase by 1% as measured by Google Analytics.
3.1	Communications	By July 1, 2015, increase the number of Fort Worth ISD social media "followers" (Facebook, Twitter, Instagram, LinkedIn, Pinterest, and Vine) by 15%, increase Facebook engagement by 10%, and Facebook reach by 5% as measured by quarterly social media analytics reports.
3.1	Communications	By July 1, 2015, at least 32 positive FWISD advertisements will appear in print, and on billboards, buses, and benches as measured by the District Advertising Report.
3.1	Communications	By July 1, 2015, increase the percentage of in-District student applications received for Gold Seal by 10% from previous year and increase out-of-District student applications by 5% from previous year as measured by AAIL reports.
3.1	Communications	By July 1, 2015, the Communications Department will complete 120 creative projects as measured by ProWorkflow quarterly reports.
3.1	Communications	By July 1, 2015, establish a baseline for the total number of calls received by the Fort Worth ISD Info Center as measured by Communications reports.
3.1	Dyslexia	By July 2015, 4 pyramid parent information sessions will be presented by Dyslexia Services staff members, as recorded in the campus activity logs.
3.1	Family & Community Resources	In 2014-2015 we will increase by 5% the number of students receiving co-located services at the FWISD Family Resource Centers (vs. 2013-2014).
3.1	Family Communications	By March 2015, the number of approved Parent Portal users will increase District-wide by 20% as measured by the FOCUS Parent Portal usage report.
3.1	Family Communications	By June 2014, increase the % of parents who say they strongly agreed to being informed by 3% as measured by the District Parent Survey.
3.1	Family Communications	By June 2014, increase the % of parents who say they strongly agreed to being informed by 3% as measured by the Campus Parent Survey.
3.1	Family Communications	By June 2015, increase the number of registrants in Ready Rosie to 3,000 as measured by the Ready Rosie online reporting tool.
3.1	Parents as Teachers (PAT)	Collaborate with internal and external stakeholders to connect families with district and community resources as evidenced with referrals documented on the PAT data management system.
3.1	Parents as Teachers (PAT)	Provide opportunities for parents with children who will be entering pre-Kindergarten in 2015 to participate in learning opportunities and transition activities in order for their pre-Kindergarten year be successful as measured by the implementation of pre-Kindergarten readiness classes at all campuses with PAT personnel.
3.1	Ready Rosie SMART Goal	By June 2014, increase the number of registrants in Ready Rosie by 200%.
3.1	Parent Portal SMART Goal	By March 2015, the number of approved Parent Portal users will increase by 20%.
3.1	FCP	By June 2015, increase family and community engagement by 10% as measured by the end of year reports to the Family Communications and Community and Strategic Partnerships Departments.

Goal 3: Enhance Family and Community Engagement

Key Strategic Measure 3.2 Community / Business engagement

KSM	Dept.	SMART Goal
3.2	Art Education Department	Community partnerships increase by quality at least 5% with opportunities for all students and art teachers to receive recognition in community, school, District, State, and other art exhibits, especially schools with low socioeconomic populations by May 11, 2015.
3.2	Communications	By July 1, 2015, EDTV will increase internal & external viewership by 10% and time viewed by 5% of original web-based video content as measured by Granicus and YouTube analytics.
3.2	Community Partnerships	By June 2015, Community and Strategic Partnerships will secure two new partners for each of the 20 campuses currently without partners, as measured by the Partnerships Annual Report.
3.2	Community Partnerships	By June 2015, Community Partnerships will increase the combined total of financial and in-kind support of campuses and the District by 10%, as measured by the annual Partners Report. (\$142,541)
3.2	Family Communications	By June 2015, Fort Worth ISD will have defined and deployed a redesigned Volunteer Program that will increase volunteer participation on campuses by ___%, as measured by the Family Communications Department's Annual Report of Volunteer Hours.
3.2	Volunteer Program Redesign	By June 2015, Fort Worth ISD will have defined and deployed a redesigned Volunteer Program that will increase volunteer participation on campuses by ___%, as measured by the Family Communications Department's Annual Report of Volunteer Hours.

Goal 3: Enhance Family and Community Engagement

Key Strategic Measure 3.3 External stakeholder feedback

KSM	Dept.	SMART Goal
3.3	Bilingual/ESL	A system will be implemented to ensure that translations of documents and/or interpretation services are provided in appropriate home languages and in a timely manner so that the communication needs of language minority parents are met as measured by an overall average of "Satisfactory/Above" responses in June 2015 to feedback strategies implemented during the school year.

Goal 3: Enhance Family and Community Engagement

Key Strategic Measure 3.4 External stakeholder feedback on mission, values, performance

KSM	Dept.	SMART Goal
3.4	Communications	By July 1, 2015, distribute 1,500 annual reports as measured by Communications Report.



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Goal 4: Develop a Workforce that is Student and Customer-Centered



Goal 4: Develop a Workforce that is Student and Customer-Centered

Key Strategic Objectives

- 4.1 Develop a strong recruitment, selection, leadership and continuous training model which acknowledges educating students as our core mission
- 4.2 Define, develop, and implement methods to provide an exceptional customer-centered culture
- 4.3 Establish a culture in all departments and campuses that attracts, develops, retains, and values employees who provide high level services

Goal 4: Develop a Workforce that is Student and Customer-Centered

Key Strategic Measures

4.1 Achievement of selection, recruitment, and hiring targets

4.2 Student perceptions of workforce goals as student and customer-centered

4.3 Internal workforce perception

Goal 4: Develop a Workforce that is Student and Customer-Centered

Key Strategies

- 4.1 Establish District-wide standards for customer service
- 4.2 Design and implement a comprehensive professional development plan for all employees that emphasizes the District-wide standards
- 4.3 Establish a system that attracts, selects, develops, retains, and recognizes employees who provide high level services to students, parents, and communities
- 4.4 Develop, implement, and sustain programs that will positively affect the work place

Goal 4: Develop a Workforce that is Student and Customer-Centered

Department Action Plans



Goal 4: Develop a Workforce that is Student and Customer-centered

Key Strategic Measure 4.1 Achievement of selection, recruitment, and hiring targets

KSM	Dept.	SMART Goal
4.1	Communications	By July 1, 2015, increase the Teach Fort Worth website page views by 15% from previous year as measured by Google Analytics.
4.1	Talent Acquisition	75% of total vacancies are filled by June 15.
4.1	New Teacher Support	Teachers in the NTIS pilot cohort are more effective than teachers new to the teaching profession in the non-support group, as measured by district-wide criteria for instructional excellence.
4.1	Keeping Our Best Talent	Principals retain 90% of their highest performing teachers as measured by districtwide criteria for instructional excellence.



Goal 4: Develop a Workforce that is Student and Customer-centered

Key Strategic Measure 4.2 Student perceptions of workforce goals as student and customer-centered

KSM	Dept.	SMART Goal
4.2	Choral & Elementary Music	100% of secondary choral directors will observe outstanding programs with successful recruitment strategies.
4.2	Dance & Theatre Arts	Provide professional development opportunities from college and or career professionals that relate to the college and career needs for students enrolled in all Theatre, Music Theatre, Technical Theatre and Theatre and media Communications.
4.2	Dance & Theatre Arts	Provide professional development opportunities from college and or career professionals that relate to the college and career needs for students enrolled in all Dance classes.



Goal 4: Develop a Workforce that is Student and Customer-centered

Key Strategic Measure 4.3 Internal workforce perception

KSM	Dept.	SMART Goal
4.3	Curriculum and PD	By June, 2015, a District-wide professional learning plan will be developed and aligned to student achievement so that student achievement will increase by 2 percentage points on all state assessments.
4.3	Instrumental Music	By June 2015, ensure that 100% of new teachers have been provided classroom and instructional support 4 times throughout the year, as measure by documented visits and feedback by new teachers.
4.3	PE ² S	By June 2015, 80% of internal and external customers will respond favorably to questions inquiring as to satisfaction with District customer service experience, as measured by District-level surveys.
4.3	Customer Service	By June 2015, 80% of internal and external customers will respond favorably to questions inquiring as to satisfaction with District customer service experience, as measured by District-level surveys.
4.3	Schod Leader Professional Learning	75% of school leaders' assessment of teacher performance in final CSI check-in is aligned to school performance results as measured by the % rank of state assessment results.
4.3	Teacher Professional Learning	60% of teachers find professional development opportunities to be effective or very effective at improving their instruction.
4.3	Professional Learning Auxiliary Staff	By May 2015 a plan will be developed to meet the needs of identified auxiliary groups needing on-going training as evidenced by Cabinet approval of plan.
4.3	Defining Athletic Coordinator Responsibilities and Evaluations	Develop a job description and evaluation process for Athletic Coordinators to assist coaches meet specific program, campus, Athletic Department, and District goals and expectations for the 2015-16 school year.
4.3	New Employee Induction Training	By June 2015, ___ % of employees new to the district will respond favorably to District and department/campus induction processes as measured by the new employee survey.

Strategic Plan On A Page

SINGLENESSE
OF PURPOSE

Fort Worth ISD
Strategic Plan 2013-2018

Motto:
Singleness of Purpose

Mission:
Preparing students for success in college, career, and community leadership

Vision:
Igniting in every child a passion for learning

Values:

- Student Achievement
- Stakeholder Collaboration
- Leadership Development
- Respect for Diversity
- Equity in Access
- Perseverance & Commitment
- Continuous Improvement

Key Strategic Goals	Key Strategic Objectives	Key Strategic Measures	Key Strategies
1. Increase Student Achievement	1.1 Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to compete in a global economy 1.2 Ensure that all Fort Worth ISD employees are prepared to meet the academic and social/emotional/physical health needs of our students	1.1 Graduation rates 1.2 SAT scores for college readiness 1.3 Advance placement and dual credit 1.4 Certification and licensures for students 1.5 Achievement and passing rates on state and local assessments 1.6 Enrollment and continuation of Gold Seal Programs and Schools of Choice 1.7 District position for large urban districts, state, and nation 1.8 Post-secondary enrollment and continuation to second year 1.9 Students participating in extra- and co-curricular activities 1.10 Students social/emotional/physical health needs met	1.1 Ensure that all students have access to rigorous and engaging curriculum and technology that promote accelerated learning and meets the needs of a global economy 1.2 Develop specific processes to be followed to assist students in successfully transitioning to the next level of education academically, socially, and emotionally 1.3 Ensure that every school promotes extra-curricular, co-curricular, and enrichment opportunities for every student 1.4 Equip employees to meet the academic and social/emotional/physical health needs for our students
2. Improve Operational Effectiveness and Efficiency	2.1 Establish a District-wide support system that encompasses all the operating needs of Fort Worth ISD 2.2 Leverage technology to automate routine practices and increase efficiencies 2.3 Establish a communication system that involves all stakeholders 2.4 Ensure a safe, secure environment for students and employees 2.5 Ensure budget supports the District priorities	2.1 Fund balance 2.2 Grant funding 2.3 Efficient financial prioritization 2.4 Customer engagement and feedback 2.5 Major projects completed on time, within budget, and meeting customer quality requirements 2.6 Measure efficiency and effectiveness of day to day operations 2.7 Effectiveness of safety and security measures	2.1 Examine and implement best practices to identify criteria to redirect external and internal financial resources 2.2 Implement best practices for increasing effectiveness and efficiency in operations 2.3 Provide a multifaceted plan to address stakeholder communication needs 2.4 Assess incident reports and recommend amendments to policy and procedures
3. Enhance Family & Community Engagement	3.1 Empower parents and the community to be full partners in students' educational success 3.2 Promote Fort Worth ISD image 3.3 Instill the belief that learning improves life	3.1 Family engagement and involvement in student success 3.2 Community/business engagement 3.3 External stakeholder feedback 3.4 External stakeholder feedback on mission, values, performance	3.1 Connect families and community to opportunities to expand their knowledge 3.2 Market Fort Worth ISD to families and the community 3.3 Leverage business and community partnerships to support MMVV of Fort Worth ISD
4. Develop a Workforce that is Student and Customer-Centered	4.1 Develop a strong recruitment, selection, leadership and continuous training model which acknowledges educating students as our core mission 4.2 Define, develop, and implement methods to provide an exceptional customer-centered culture 4.3 Establish a culture in all departments and campuses that attracts, develops, retains, and values employees who provide high level services	4.1 Achievement of selection, recruitment, and hiring targets 4.2 Student perceptions of workforce goals as student and customer-centered 4.3 Internal workforce perception	4.1 Establish District-wide standards for customer service 4.2 Design and implement a comprehensive professional development plan for all employees that emphasizes the District-wide standards 4.3 Establish a system that attracts, selects, develops, retains, and recognizes employees who provide high level services to students, parents, and communities 4.4 Develop, implement, and sustain programs that will positively affect the work place

Board Approved May 14, 2013



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Division Summaries

The District is organized into ten major divisions under the direction of Superintendent, Dr. Kent Scribner. In 2013-14, the divisions were reorganized to facilitate more efficient operations of the District. The following is a summary of each division, their main responsibilities and initiatives.

Division of Business & Finance

Elsie I. Schiro, Chief Financial Officer

Location: Administration Building

100 N. University Drive, SW 170, Fort Worth, TX 76107

Areas of Responsibility

- Management and Budget
- Accounting
- Purchasing
- Payroll, Benefits & Risk Management
- Compensation & Employee Records
- Fiscal-Business Operations Compliance
- Records Management
- Grant Development, Management & Monitoring
- Capital Improvement Program Financial Oversight

Initiatives

- Ensure that the District's assets are properly procured and safeguarded and in support of its mission, vision and values.
- Support the educational goals of the district by acquiring its goods and services through prudent procurement practices and excellent customer service.
- Ensure that the District's benefits plans strategically align with the compensation plan in order to provide employees with a fair and competitive total rewards package.

Facts to Know

- The Management & Budget Department assists directors and principals with budget development, preparation, and management in addition to overseeing Special Revenue Funds and Position Control.
- The Payroll Department accurately process payroll checks for approximately 14,000 employees (including part-time and substitute staff) each month. The department prepares TRS reports, balances and prepares month-end vouchers and disbursement for deductions as well as annual payroll tax returns and W-2s.

Division of District Operations

Art Cavazos, Chief of Operations

Location: Administration Building

100 N. University Drive, SE 219, Fort Worth, TX 76107

Areas of Responsibility

- Safety & Security
- Child Nutrition Services
- Transportation
- Maintenance
- Custodial Services
- Facility Planning
- Incident Management
- Warehouse
- Environmental Management
- Geographic Information System (GIS)

Initiatives

- Provide required resources and leadership to complete a comprehensive master facilities and capital assets plan.
- Expand access control and the use of badges to identify employees and visitors at all locations.
- Fully implement the security equipment maintenance group to include necessary training for sustainability.
- Increase participation in breakfast program to ensure students are ready to learn.
- Enhance technology: Improve bus video recordings and incorporate a GPS system.

Facts to Know

- Campuses conduct over 2,000 safety drills with over 100,000 participants each year.
- Over 60,000 lunches are served every day, with over 10 million lunches each year.

Division of Technology

Kyle Davis, Chief Technology Officer

Location: Technology Center

1850 I.M. Terrell Way, Fort Worth, TX 76102

Areas of Responsibility

- Student Information Systems
- Financial Software (MUNIS)
- Network Infrastructure and Operations
- User Technical Support & Training
- PEIMS Data Collaboration
- Email and Collaborative System Development
- System Accountability
- Technology Acquisition
- Student Records

Initiatives

- Monitor and develop current and relevant content for campus websites.
- Ensure that the District has the highest quality data available for Federal and State reporting and decision making.
- Collaborate with the Educational Technology team to provide support to the District's Digital Integration Initiative (DIG IN), Distance Learning Initiative, and other instructional programs.
- Provide equipment and infrastructure for the District's new distance learning classrooms.
- Train data clerks and others in preparation for the implementation of the Student Information System.
- Improve efficiencies and increase capacity to use more MUNIS functionality district-wide.

Facts to Know

- First large urban district to implement of interactive whiteboards in all classrooms.
- Developed a student online registration systems application which allows parents the ability to register new student to Fort Worth ISD.

Division of Strategic Communications

Barbara Griffith, Senior Communications Officer

Location: Administration Building

100 N. University Drive, NW 258 Fort Worth, TX 76107

Areas of Responsibility

- Media Relations
- Translation
- Internal/External Communications
- Public Relations
- DistrictWide Presentations
- Web Design & Maintenance

Initiatives

- Manage external perception (media, parents, etc.) of safety through targeted, proactive communications and outreach.
- Communicate importance and expectations around customer service orientation district wide.
- Utilize district website as a critical means of information for both internal and external users.
- Leverage social networking tools (Facebook and Twitter) to update and increase connections with employees and community.
- Enhance the District's Volunteer Program to increase family and community engagement.

Fact to Know

- Writes and distributes news releases and District-level mass messages (355 news releases in 2014-2015).

Division of Human Capital Management

Sammy Monge, Chief Human Capital Management

Location: Administration Building

100 N. University Drive, NW 130-I, Fort Worth, TX 76107

Area of Responsibility

- Employee Relations
- Office of Professional Standards
- Department of Human Resources
- Transactional Team Office
- Human Capital Management Operations
- Board Governance

Initiatives

- Monitor HR workforce Data and identify trends and needs for interventions.
- Develop administrator capacity (principal, asst. principal) for more effective lead instruction and manage human capital.
- Collect and analyze data to measure implementation effectiveness.
- Streamline work-flows to obtain better hiring and processing efficiencies.
- Prepare agendas, meeting material and finalize minutes for Board meetings.

Fact to Know

- During the 2014-2015 school year Human Capital Management processed over 4,544 personnel actions in MUNIS (teachers, professional support, substitutes, transportation, etc.).

Division of Legal Service

Valeria Carrillo, Chief Legal Counsel

Location: Administration Building

100 N. University Drive, SW 172, Fort Worth, TX 76107

Area of Responsibility

- Policy and Law Interpretation
- Contract Review
- Public Information Requests

Initiatives

- Implement an inter-departmental electronic contract review process for all vendor contracts that require review and approval by various department heads before they are submitted to the Board.
- Implement new software to electronically receive and respond to public information requests.
- Provide training to appropriate staff on new legislation passed during the Texas 84th Legislative Session.

Fact to Know

- The Office of Legal Services handles hundreds of public information requests, custody issues, and contracts annually.

Division of Leadership, Learning & Student Support Services

Michael N. Sorum, Deputy Superintendent

Location: Administration Building

100 N. University Drive, SW 208, Fort Worth, TX 76107

Area of Responsibility

Leadership & Learning

- Learning Networks
- Legislation and School Improvement
- Applied Research and Program Evaluation
- Junior Reserve Officer Training (JROTC)

Teaching & Learning

- Accountability and Data Quality
- Advanced Accelerated and Innovative Learning
- Curriculum Departments
- Early Academics Success
- Professional Learning
- Special Programs
- Visual and Performing Arts

Student Support Services

- Adolescent Pregnancy Services
- Crisis Response Services
- Family and Community Resources
- Fort Worth After School
- Guidance and Counseling
- Health Services
- Special Programs 504/Indian Education/ Homeless
- Student Discipline and Placement
- Student Engagement and School Completion

Initiatives

- The development of new processes and procedures that govern planning, data collection, data analysis, data interpretation, and the dissemination of results and finding to stakeholders.

Division Summaries, Continued

- To better differentiate professional learning to meet the differing needs of teachers and campuses, the curriculum departments developed Learning Pathways for teachers to engage in within their campus Professional Learning Communities (PLCs). These Learning Pathways give campus and teacher choice in their learning on District Waiver Days.
- Serve as a liaison between campuses and TEA to ensure that students of FWISD are assessed as mandated by the state of Texas.
- Provide Adult Basic Education (ABE)/Adult Secondary Education (ASE)/English Language Acquisitions (ELA) services to approximately 7,500 students annually.
- East Side Alliance Community Partnership Pilot and The Historic Stop Six Community Partnership Pilot: These programs were established to support academic growth and achievement and improve parent community involvement by utilizing key personnel to implement systematic programs that support schools to improve student performance and provide interventions specific to student needs.
- Manage student assessment reporting system – Eduphoria Aware.
- Develop and deliver professional development for teachers grade 1-5 to incorporate the Writer’s Workshop model.
- Provide Reading Intervention curriculum for grades 6-8 utilizing I-station and small group guided instruction.
- Increase parent knowledge of early childhood development and improve parenting practices.
- Collaborate with content area departments to ensure quality of instruction for English Language Learners (ELLs) and student served in Special Education (SPED).
- Provide educational resources and basic needs assistance to students in homeless situations throughout the district.
- Provide the highest level of customer support to all district personnel.

Facts to Know

- Accountability and Data Quality (ADQ) provides leadership, training, and support for the administration and data management of all state-mandated, norm-referenced, and local assessments.
- The district is home to students from 98 countries speaking more than languages including Spanish, Nepali, Burmese, Arabic, Swahili and Somali.

Division of Athletics

Kevin Greene, Executive Director of Athletics

Location: Farrington Field

1501 University Drive, Fort Worth, TX 76107

Area of Responsibility

- Sports Budgeting
- Hiring Teachers and Coaches
- Facility Rental
- Ticket Sales & Deposits
- Coaching Stipends
- Staff Events
- Transportation for Athletic Events

Initiatives

- Provide meaningful professional development training opportunities to reach all athletics coaches in the district.
- Ensure all coaches have necessary University Interscholastic League (UIL) rules and safety training.
- Increase student participation and involvement in extra-curricular activities.
- Install turf fields at 11 high schools.
- Replace bleachers and scoreboards for outdoor fields.

Fact to Know

- In the past 15 years, Fort Worth ISD has won two boys' and two girls' basketball State Championships, a boys' cross country state championship and a boys' golf state championship.

Division of Capital Improvement Program

Vicki Burris, Chief Officer of Capital Projects Administration

Location: 2821 Cullen Street, Fort Worth, TX 76107

Area of Responsibility

- Bond Management
- Capital Improvement Planning

Initiatives

- Provide Districtwide security and technology upgrades at every school, Districtwide Pre-Kindergarten, classroom additions, kitchen/cafeteria improvements, two new elementary schools, new field houses and / or improvements, Wi-Fi study areas and renovations to bring facilities into compliance with accessibility standards.

Division of Internal Audit

Steve Shepherd, Chief Internal Auditor

Location: Administration Building

100 N. University Drive, SW 171, Fort Worth, TX 76107

Area of Responsibility

- Evaluate the District's procedures and controls.
- Documentation of fiscal and administrative methodologies.
- Follow-Ups on significant finding from previous audits.
- Special Audits at the request of the Board of Trustees and Management.
- Review of all operational areas for their stewardship of resources and compliance with established policies and procedures.
- Review of internal administrative and accounting controls designed to safeguard resources and ensure compliance with laws and regulations.
- Investigation of reported fraud, embezzlement, theft, waste, or abuse; and recommendation of controls to prevent or detect such occurrences.

Financial Structure and Basis of Accounting

Description of Entity

The Fort Worth Independent School District is an independent public educational agency operating under applicable laws and regulations of the State of Texas. The Fort Worth ISD was organized independent of the City of Fort Worth by a special act of the Texas State Legislature in March 1925. The District is governed by a nine member Board of Trustees, each of whom serves four-year terms, and are elected from single-member districts. All positions are filled by biennial elections with individual positions coming to the voters on a rotating basis. All candidates must be registered voters and residents of the District and/or single-member district which they represent.

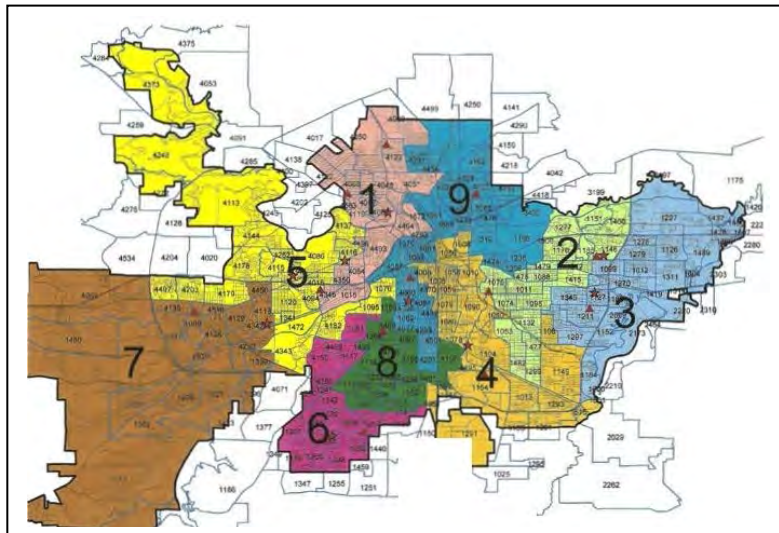
Semi-monthly meetings of the Board are posted and advertised as prescribed under state law to facilitate the responsibilities to the students, parents, staff, and taxpayers of the District. Special meetings or work sessions are scheduled as needed.

The Board autonomously governs the District and has final control over all matters except as limited by state law, the courts, and the will of its citizenry as expressed in elections. The Board's responsibilities include but are not limited to: ensure efficient operations, to select and evaluate the Superintendent of Schools, to adopt an annual budget and its supporting tax rate, and to foster good community relations and communications.

The District provides a well-rounded program of public education from pre-kindergarten through grade twelve. The District is fully accredited by the Texas Education Agency. Enrollment in the District's 83 elementary, 26 middle, 20 high, and 15 alternative, schools is 85,975 for 2014-15 year.

The District provides regular, special education, vocational, gifted/talented, and bilingual/ESL curriculums in order to meet the needs of the diverse student population. Additionally, a broad range of electives, extra-curricular, and concentrated high academic programs are also offered to enhance learning opportunities beyond core curriculum. Finally, the District's service departments exist to ensure that student needs for transportation, nutrition, guidance, counseling, and facilities maintenance are met.

As the 16th largest city in the United States and the fifth-largest city in Texas, Fort Worth ranks as the fourth best big city for U.S. job growth according to Forbes, Com. Since the 2000 U.S. census, the population has increased from over 206,000 to 792,727 persons. The Fort Worth area forms the western half of the Dallas-Fort Worth "Metroplex". With a population of over seven million, the DFW Metroplex is the largest market in the southern U.S. and fourth largest in the nation. Fort Worth ISD is the six largest school district in the state of Texas.



Johnston & Associates, October 18, 2011

Fund Accounting

The funds and accounts of the District have been established in accordance with the rules prescribed in the Financial Accounting and Reporting Model of the Texas Education Agency Financial Accountability System Resource Guide. The legal requirements are dictated by the State, Texas Education Code Section 44.002, TEA-FASRG, Section 2.6 and The Education Commissioner Rules and Local Board Policy CAA. This budget document contains detailed information for all funds for which the Board of Trustees is required to adopt annual budgets. Budgets for all funds are prepared using the modified accrual method of accounting for financial reports. Under the modified accrual basis of accounting, revenues are recognized in the accounting period in which they become both measurable and available. Revenues are considered to be 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 to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures are recognized in the accounting period which the fund liability is incurred, except for principal and interest on general long-term debt, which is recognized when due. Following is a description of the funds which annual budgets are adopted by the Board of Trustees:

General Fund

The General Fund is the primary operating fund used to maintain and operate the District. Based on the annual budget, resources are allocated to prioritized needs of the district as determined by the planning process. The principal sources of revenue include local maintenance & operations property taxes, state foundation school program and Per Capita. Secondary sources of revenue include oil and gas leases, investment income, facility rentals, athletic activity, tuition and other miscellaneous local revenues. Expenditures include all costs necessary for the daily operation of the District except for specific programs funded by the federal or state government, food service, debt service, and capital projects.

Debt Service

The Debt Service Fund is a governmental fund used to account for the payment of principal and interest on all debt of the District. The primary sources of revenue for the debt service fund are local interest & sinking property taxes and the state existing debt allotment. The I & S rate is determined on an annual basis to meet the yearly debt requirements.

Food Service Fund

The Food Service Fund is an enterprise fund used to account for the financial operations of the breakfast, lunch, and snack programs offered and managed through the District's Food Services Department. The District participates in the federally funded National School Breakfast and Lunch Program which provides partial reimbursement of the cost of meals served to students. The remaining costs of preparing and serving these meals are funded by the price of the meals for students and staff.

Classification of Revenues and Expenditures

Section 44.007 of the Texas Education Code 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 to Generally Accepted Accounting Principles (GAAP). This section further requires that a report be provided at the time that the school district budget is filed, showing financial information sufficient to enable the State Board of Education to monitor the funding process, and to determine educational system costs by school district, campus, and program.

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

Basic System Expenditure Code Composition

- Fund Code – A mandatory 3 digit code is used for all financial transactions to identify the fund group and specific funds. The first digit refers to the fund group, and the second and third digits specify the fund.
- Function Code – A mandatory 2 digit code that identifies the purpose of the expenditure transaction. The first digit identifies the major service area and the second digit refers to the specific function within the area.
- 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 code. Used at Forth Worth ISD to provide special accountability for certain programs or areas.
- Organization Code – A mandatory 3 digit code identifying the organization, i.e., the campus or department.
- 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.
- Program Intent Code – A mandatory 2 digit code used to designate services provided to students.
- Owner Code – Optional code. Used at Fort Worth ISD to identify who has authorization or ownership of the expenditures.

District revenues are classified by fund and object or source. There are three major sources: local sources, state sources, and federal sources.

Expenditure budgets are legally adopted at the fund and function level; however, within this document we have included several additional presentations of expenditures. These presentations segregate expenditures by organization or by major object. Major object codes are used to describe the type of items purchased or services obtained. The major object codes used in the document are: payroll and related costs, purchased and contracted services, supplies and materials, other operating expenditures, and capital outlay. Fund codes have been described in the preceding Financial Structure section. Following is a description of the function codes used throughout this document.

Classification of Revenues and Expenditures, Continued

Function Codes
General Descriptions

Class	Detail	Description
10		Instruction and Instructional Related Services
	11	<u>Instruction</u> This function is used for activities that deal directly with the interaction between teachers and students. This function includes expenditures for direct classroom instruction and other activities that deliver, enhance, or direct the delivery of learning situations to students. Expenditures for the delivery of instruction in regular program basic skills, bilingual and ESL programs, compensatory, remedial or tutorial programs, gifted and talented education programs, and vocational education programs are classified in function 11. For example, function 11 includes classroom teachers, teacher assistants, and graders, but does not include curriculum development (function 13) or principals (function 23).
	12	<u>Instructional Resources and Media Services</u> This function is used for expenditures that are directly and exclusively used for resource centers, establishing and maintaining libraries, and other major facilities dealing with educational resources and media. For example, function 12 includes librarians, but does not include textbooks (function 11) or reference books in the classroom (also function 11).
	13	<u>Curriculum Development and Instructional Staff Development</u> This function is used for expenditures that are directly and exclusively used to aid instructional staff in planning, developing, and evaluating the process of providing learning experiences for students. This function also includes expenditures related to research and development activities that investigate, experiment and/or follow-through with the development of new or modified instructional methods, techniques, procedures, service, etc. For example, this function includes staff that research and develop innovative, new, or modified instruction and staff who prepare inservice training for instructional staff, but does not include salaries of instructional staff when attending inservice training (function 11 or 12).
20		Instructional and School Leadership
	21	<u>Instructional Leadership</u> This function encompasses those district-wide activities which have as their purpose managing, directing, and supervising the general and specific instructional programs and activities. For example, function 21 includes instructional supervisors but does not include principals (function 23).
	23	<u>School Leadership</u> This function includes expenses for directing, managing, and supervising a school. It includes salaries and supplies for the principal, assistant principal, and other administrative and clerical staff, including attendance clerks.

Classification of Revenues and Expenditures, Continued

Function Codes
General Descriptions

Class	Detail	Description
30		Support Services - Student
	31	<u>Guidance, Counseling, and Evaluation Service</u> This function includes expenses for testing and assessing students' abilities, aptitudes, and interests with respect to career and educational goals and opportunities. It includes psychological services, testing, and counseling.
	32	<u>Social Work Services</u> This function includes expenditures which directly and exclusively promote and improve school attendance. Examples include social workers, non-instructional home visitors, home visitor aides, and truant officers.
	33	<u>Health Services</u> This function embraces the area of responsibility providing health services which are not a part of direct instruction. It includes medical, dental, and nursing services.
	34	<u>Student Transportation</u> This function includes the cost of providing management and operational services for transporting students to and from school. Function 34 includes transportation supervisors and bus drivers, but does not include field trips (function 11) or student organization trips (function 36).
	35	<u>Food Services</u> This function includes the management of the food service program at the schools and the serving of meals, lunches, or snacks in connection with school activities. Function 35 includes cooks and food purchases, but does not include concession stands (function 36).
	36	<u>Cocurricular/Extracurricular Activities</u> This function incorporates those activities which are student and curricular related, but which are not necessary to the regular instructional services. Examples of cocurricular activities are scholastic competition, speech, debate, and band. Examples of extracurricular activities are football, baseball, etc. and the related activities (drill team, cheerleading) that exist because of athletics. Function 36 includes athletic salary supplements paid exclusively for coaching, directing, or sponsoring extracurricular athletics, but does not include salaries for teaching physical education (function 11).
40		Support Services - Administrative
	41	<u>General Administration</u> This function includes expenses incurred for the overall administrative responsibilities of the District. It includes expenses for the school board, superintendent's office, personnel services, and financial services.

Classification of Revenues and Expenditures, Continued

Function Codes
General Descriptions

Class	Detail	Description
50		Support Services – Non Student Based
	51	<u>Plant Maintenance</u> This function deals with expenditures made to keep buildings, grounds, and equipment safe for use and in efficient working condition. This function also includes expenditures associated with warehousing services. Examples include janitors, facility insurance premiums, utilities, and warehouse personnel.
	52	<u>Security and Monitoring Services</u> This function is used for expenditures 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	<u>Data Processing Services</u> This function is for non-instructional data processing services which include computer facility management, computer processing, systems development, analysis, and design. Personal computers that are stand alone are to be charged to the appropriate function. Peripherals including terminals and printers are also to be charged to the appropriate function.
60		Ancillary Services
	61	<u>Community Services</u> This function encompasses all other activities of the District which are designed to provide a service or benefit to the community as a whole or a portion of the community. Examples would include recreational programs, public library services, and parenting programs.
70		Debt Service
	71	<u>Debt Service</u> This function includes expenditures for bond and lease purchase principal, and all types of interest paid.
80		Capital Outlay
	81	<u>Facilities Acquisition and Construction</u> This function includes the acquisition of land and buildings, the remodeling of buildings and additions to buildings, and installation and extension of service systems and other built-in systems.
90		Intergovernmental Charges
	95	<u>Payments to Juvenile Justice Alternative Education Programs</u> This function is for expenditures that provide financial resources for Juvenile Justice Alternative Education Programs under Chapter 37, TEC. This function is also used to account for incremental costs associated with this activity.
	97	<u>Payments to Tax Increment Fund</u> This function is for expenditures that provide financial resources paid into a tax increment fund under Chapter 311, Tax Code.

Significant Financial Policies and Procedures

The following financial policies and procedures of the District significantly influence the development of the annual budget.

Cash Management

The District's cash management objectives, in priority order, are:

- Safety of principal.
- Provide adequate liquidity to meet all debt service and operating expenses as they arise.
- Obtain the maximum rate of return available (yield).

These goals are accomplished by keeping bank balances as low as possible by transferring all available funds into one of two investment pools used by the District (TexStar and TexPool). Additionally, government agency securities are purchased after considering yield and cash-flow projections.

Cash balances are monitored daily by the District via on-line banking. This system allows accounting personnel to maintain only the balance necessary to cover the dollar amount of checks that present to the bank each day, thus minimizing the low interest bearing bank balances while maximizing interest earnings.

Investment Policies

The Board of Trustees has adopted a written investment policy; CDA, regarding the investment of its funds as defined in the Public Funds Investment Act of 1995. This policy authorizes the District to invest in obligations of the U.S. Treasury, the State of Texas, or certain U.S. Agencies, certificates of deposit, repurchase agreements, commercial paper, money market and no-load mutual funds, and public funds investments pools as permitted by Chapter 2256, Texas Government Code.

The main goal of the investment program is to ensure its safety, as well as to maximize financial returns within current market conditions in accordance with the District's investment policy. The investment portfolio shall be diversified in terms of investment instrument, maturity scheduling, and financial institutions to reduce the risk of loss.

Investment reports are prepared and submitted quarterly to the Board of Trustees for review. In addition, the District investment officer annually prepares and presents a comprehensive report on the investment program and investment activity.

Debt Administration

In November, 2013 voters in the Fort Worth Independent School district approved a \$489.9 M Initiative, Commitment to Classrooms, by more than 72%. Three Propositions included funding for District-wide security and technology upgrades, District-wide Universal Pre-kindergarten, classroom additions, kitchen and cafeteria renovations, two new elementary schools, field houses renovations, a Performing and Fine Arts Academy, a Science, Technology, Engineering and Math Academy, renovations to existing facilities and refreshing of buses and equipment were approved. By the end of 2015, \$237.8 M had been issued in bonds to fund the 2013 CIP with a remaining \$252.1 M to be issued in subsequent years.

Significant Financial Policies and Procedures, Continued

The Citizens' Oversight Committee (COC) is selected by the superintendent and approved by the Board of Education. Members of the COC are volunteers who are appointed for staggered two or three year terms. The committee may not include any current District employee or any current vendor, contractor or consultant of the District. Members are not compensated for their participation.

The Citizens Oversight Committee will report at least quarterly to the superintendent and the Board of Education on CIP topics that may include, but are not limited to:

- Overall finance, schedule and budget status
- Program management and construction issues
- Environmental stewardship
- Historically underutilized businesses status
- Compliance with District polices

Reserve Policies

- *General Fund* – The District strives to maintain a General Fund balance of approximately 12-20% of current budgeted expenditures.
- *Debt Service Fund*-The District maintains a minimum fund balance of 25% of annual expenditures. The fund balance will be used in future years to minimize tax increases.
- *Food Service Fund* – The fund balance for food service should not exceed three months of average food service operations expenditures.

Any exceptions to these reserve policies are explained in the corresponding sections of this document.

Risk Management

The District's risk management policies and practices incorporate all the functions of a sound risk management program. The District is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets, errors and omissions; and natural disasters for which the District is insured. Real property, fleet liability, portable equipment, specified causes of loss and bonding insurance is purchased commercially. General liability coverage is purchased from the Texas Association of School Boards and limited special event liability insurance is purchased from the commercial market.

A risk manager is employed to provide ongoing attention to the complex changes in health and workers' compensation benefits. Eligible employees and eligible dependents are offered a choice of medical plans provided through the Teachers Retirement System of Texas. The District self-insures against workers' compensation and unemployment claims.

Independent Audit and Financial Reporting

In accordance with Section 221.256, Texas Education Code, public school districts in Texas are subject to an annual audit by an independent auditor. The audit is conducted on an organization-wide basis, and involves all fund types and account groups of the school district. In addition to meeting the requirements set forth in state statutes, the audit is also in accordance with the requirements of the federal Single Audit Act of 1984 and the related provisions of the Office of Management and Budget (OMB) circular A-133 "Audits of State, Local Governments, and Non-Profit Organizations."

Significant Financial Policies and Procedures, Continued

On completion of the annual audit, a Comprehensive Annual Financial Report is prepared by the District's Accounting Department and submitted to the Texas Education Agency for review. This report is designed to meet the specific monitoring needs of the Texas Education Agency. The report also conforms to the standards of both the Association of School Business Officials International and the Government Finance Officers Association.

Categories and Classifications of Fund Balance and Net Position

In accordance with GASB 54 which establishes fund balance classifications that comprise a hierarchy based primarily on the extent to which a government is bound to observe constraints imposed upon the use of the resources reported in governmental funds. The objective of this Statement is to enhance the usefulness of fund balance information by providing clearer fund balance classifications that can be more consistently applied and by clarifying the existing governmental fund type definitions.

Governmental Fund Financial Statements

Governmental fund balances are classified as Nonspendable, Restricted, Committed, Assigned and Unassigned. These classifications reflect not only the nature of funds but also provide clarity as to the level of restriction placed upon fund balance. Fund balances have different levels of constraint, such as external versus internal compliance requirements, unassigned fund balance is a residual classification within the General Fund. The General Fund should be the only fund that reports a positive unassigned balance. In all other funds, unassigned is limited to negative residual fund balance.

1. Nonspendable Fund Balance – includes fund balance amounts that cannot be spent either because it is not in spendable form or because of legal or contractual requirements. Examples include inventories, long-term receivables, endowment principal, and/or prepaid/deferred items.
2. Spendable Fund Balance
 - a. Restricted Fund Balance – includes amounts that can be spent only for the specific purposes as imposed by law, or imposed by creditors, grantors, contributors, or other governments' laws and regulations. Examples include federal and state grant programs, retirement of long-term debt, and construction.
 - i. The aggregate fund balance in the debt service fund is legally restricted for payment of bonded indebtedness and is not available for other purposes until all bonded indebtedness is liquidated.
 - ii. The fund balance of the capital projects fund reflects an amount restricted for construction and major renovation projects, and it usually represents unexpended proceeds from the sale of school building bonds, which primarily have restricted uses.
 - iii. The proceeds of specific revenue sources that are restricted to expenditures for specified purposes as designated by grantors, contributors, or governmental entities over state or local program grants.
 - b. Committed Fund Balance – includes amounts that can be used only for the specific purposes as determined by the governing body by formal action via board resolution recorded in the minutes of the governing body. Commitments may be changed or lifted only by the governing body taking the same formal action that imposed the constraint originally. Examples include, but are not limited to, board action regarding construction, claims, and judgments, retirement of loans/notes payable, capital expenditures, and self-insurance. The school board must take action to commit funds for a specific purpose prior to the end of the fiscal year, but the amount of the commitment may be

Significant Financial Policies and Procedures, Continued

determined after the end of the fiscal year.

- i. Funds were committed during the fiscal year by Board Resolution for construction of artificial turf fields at eleven campuses.
- ii. Campus activity funds are considered committed by the governing body through adoption of board policy pertaining to the usage of these funds.

c. Assigned Fund Balance – comprises amounts intended to be used by the district for specific purposes. Pursuant to GASB 54, this intent can be expressed by an official or body to which the governing body delegates that authority. In Fort Worth ISD that authority has not been delegated to any official or body. The Board of Education is the only governing body that can assign fund balance for specific purposes by formal action via board resolution recorded in the official minutes. These amounts take on similar appearance as those enumerated for committed fund balance. The current year's assignment includes the appropriation of existing fund balance to eliminate a deficit in next year's budget.

d. Unassigned Fund Balance – is the residual classification of the General Fund and includes all amounts not contained in other classifications. Only the General Fund will have unassigned amounts. By accounting for amounts in other funds, the District has implicitly assigned the funds for the purposes of those particular funds.

For accounting purposes, committed amounts are reduced first followed by assigned, and then unassigned in accordance with GASB 54. Nonspendable and restricted fund balances are governed by legal or contractual requirements or as may be imposed by law, creditors, grantors, contributors, or other governments' laws and regulations. The Board of Education is the highest and only level of decision-making authority and determines the spending of its restricted and unrestricted resources. When both restricted and unrestricted resources are available for use, it is the District's policy to use restricted resources first, then unrestricted resources as they are needed.

Budget Policies and Development Procedures

The State, the Texas Education Agency (TEA), and each local district formulate legal requirements for school district budgets.

Legal Requirements

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:

- The Superintendent is the budget officer for the District and prepares or causes the budget to be prepared.
- The District budget must be prepared by a date set by the State Board of Education.
- The President of the Board of Trustees must call a public meeting of the Board of Trustees, giving ten 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.
- 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.
- The budget must be prepared in accordance with GAAP (generally accepted accounting principles) and state guidelines.
- The budget must be legally adopted before the adoption of the tax rate.

Annual budgets must be prepared for the General Fund, Debt Service Fund, and Food Service Fund.

Budget Development Process

Teachers, principals, community members, and other staff of the District, under the direction of the Chief Financial Officer and the Superintendent, develop the budget. All expenditure allocations are determined based on projected revenue from state and local sources with the goals of maintaining an appropriate fund balance and combined tax rate while still meeting District educational goals.

The budget process begins in September when the Board of Trustees discusses the District's Vision, Mission, Strategic Goals, and Performance Standards. The enrollment projections contained in the long range plan form the basis for significant budgetary decisions including per pupil allocations to each campus, instructional staffing allocations, and other required service levels. Upon adoption of the Long Range Plan in December, the Board of Trustees can begin discussions concerning budget strategies and priorities, and establish the budget calendar.

The Chief Financial Officer and the Senior Officer, Budget and Finance prepare revenue projections for all funds. These projections are based on enrollment projections, estimates of local tax revenue, state funding formulas, and other significant factors. The state funding formulas are extremely complex. Any revisions to the funding formulas occur every other year when the Texas Legislature meets and remain in force until addressed again by the Legislature.

With salaries and benefits comprising approximately 84% of the annual operating budget; the Board of Trustees gives careful consideration to staffing allocations for both instructional and non-instructional positions. Additional personnel units are evaluated by the Office of Management and Budget and the Human Capital Management Department each year. After extensive review and analysis, recommendations are presented to the Board of Trustees.

Budget Policies and Development Procedures, Continued

Personnel units are allocated to each campus based on projected student enrollment following state mandated ratios, as applicable. The budget amounts are then developed by the Office of Management and Budget and the Human Capital Management Department utilizing approved staffing guidelines and estimates of costs for each position. Projected costs for each position are based on the average cost of employees currently filling each position.

Supplemental pay (coaches, department heads, etc.) is approved on an annual basis and is not included in the base salary of an employee. A salary supplement may be increased, decreased or eliminated as the Board of Trustees deems is in the best interest of the District.

In order to decentralize the budget process for non-payroll related budget allocations, site-based decision making teams, working under the direction of each campus principal, contribute extensively to campus budget decisions. Each campus receives a basic allotment per student to be used for supplies, materials, equipment, staff development, and other appropriate costs. Decisions concerning utilization of this allocation are made by the site-based decision making teams in conjunction with their Campus Improvement Plan.

Budgets for non-campus units are developed by department heads and reviewed by the Chief Financial Officer, Cabinet, and the Superintendent.

The Senior Officer, Budget and Finance develops the Debt Service Fund budget. This budget is constructed based primarily on tax base assumptions (for local revenue projections), state funding estimates, and required and projected debt retirement requirements.

The Food Service Fund budget is prepared by the Director of Child Nutrition Services and submitted to the Department of Budget for evaluation by the Senior Officer, Budget and Finance, Chief Financial Officer, Cabinet, and the Superintendent.

Following this development process, consolidated budgetary information is presented to the Board of Trustees in workshops and regular meetings. This information is summarized in a variety of different presentations and line item detail is provided, as requested, through written and verbal supporting information. The Board of Trustees reviews budgetary information and provides feedback and direction to the Administration before final budget recommendation.

Significant dates and events included in the budget development process are summarized on the budget calendar on the following page of this document.

Capital Improvement Budget Policies

Capital Improvement Funds are used to account for the proceeds of general obligation bonds and related interest earnings and the expenditures of these funds for the construction and equipping of new school facilities, to purchase school sites, and renovations or repair of existing facilities. The 2013 CIP Program has currently sold \$237.8 million in bonds to fund the three Propositions. The I & S component of the tax rate is calculated based on the funds necessary to meet the principal and interest obligation each year.

Budget Administration and Management Process

Adoption of the official budget by the Board of Trustees is only the first step in the budget process. Following adoption, the budget administration and management process begins. The Department of Budget under the direction of the Executive Director monitors the District's adopted budget to ensure expenditures do not exceed authorized amounts and are utilized in the manner intended.

Expenditure Control and Approvals

Expenditure appropriations are allocated between approximately 237 owners, organizations, or cost centers (campuses, departments, divisions, etc.). Each owner, organization, or cost center is assigned a budget manager (i.e. principal, department head). The budget manager is accountable for his/her organizations' portion of the budget. Each budget manager is authorized to approve the expenditure of funds within their respective organization, provided that funds are expended in accordance with District purchasing procedures and legal requirements.

This is accomplished through the use of the standard account code system prescribed by the Texas Education Agency, which includes an organization code. In addition, Fort Worth ISD has assigned an owner code which further defines a budget manager's budget authority. Each budget manager is granted on-line access to the account codes for their organization. This access includes payroll and purchase orders.

Payroll

All positions are monitored and paid through the position control and budget system. All extra payroll expenses must be paid through the payroll office and in accordance with all Human Resources and Compensation Department policies.

Purchase Orders

Under the Texas Education Code 44.0312(a), the Board of Trustees of the District may, as appropriate, delegate its authority under this subchapter regarding an action authorized or required by this subchapter to be taken by a school district to a designated person, representative, or committee. The Fort Worth ISD Board of Trustees has delegated authority to the following persons to act as agents in carrying out the purchasing activities of the District:

- Chief Financial Officer,
- Director of Purchasing,
- Purchasing Department Senior Buyers/Buyers,
- Contract and Purchasing Card Administrator.

Budget owners have the authority to initiate and approve purchase requisitions, including travel requests, within their authorized budget. The District's financial software will not allow purchase requisitions to be entered if they exceed available budget amounts. Purchasing card holders have the authority to make purchases in accordance with statutes, regulations, Board policy, and Purchasing Department policies. Budget owners must coordinate purchases valued at \$10,000 or more with the Purchasing Department for competitive procurement and to select the best method of procurement that will meet the needs of the District. All requests for procurements that cost or aggregate to a cost of \$50,000 or more must be approved by the Board of Trustees.

Once a purchase order/requisition is entered and approved at the campus/departmental level, an encumbrance is automatically created in the appropriate account. Encumbrances are reservations of appropriations for purchase orders/invoices. The purpose of the encumbrance is to insure that obligations are recognized as soon as financial commitments are made in order to prevent inadvertent over-expenditure of funds due to lack of information about future commitments.

Budget Administration and Management Process, Continued

The Purchasing Department reviews purchase order/requisitions for proper account coding and compliance with legal purchasing procedures. Once the purchase order/requisition is approved by the Purchasing Department it is sent to the vendor for fulfillment.

The budget manager receives the goods or services and indicates through the District's financial management system, Munis. Once the Accounts Payable Department matches the purchase order, receiving report, and vendor invoice, payment is made.

Amending the Budget

The budget is legally adopted at the fund and function level. The Board of Trustees must therefore, approve all budget transfers between funds or functions. All budget amendment requests are reviewed and approved by the Office of Management and Budget.

To reduce the number of budget transfers that require processing by the Office of Management and Budget, budgetary control accounts have been established so that budget managers are able to utilize their organization's funds as necessary within the same fund, function, and major object without submitting an official budget amendment. Control accounts link several detail expenditure accounts to the same budgetary control balance.

Monitoring the Budget

The District's interactive, on-line budgetary accounting and control system provides many useful reports to assist Board Members, administrative personnel, and budget managers in administering, monitoring, and controlling the implementation of the budget. The system provides many checks on account balances to insure that funds are not over expended at the budgetary control account level. If sufficient funds are not available at the budgetary control account level, purchase orders and check requisitions cannot be generated. The Senior Officer, Business and Finance carefully monitors comparisons between budget and actual expenditures to maintain cost control and to insure against overspending for payroll and related accounts.

On a monthly basis, management reviews financial projection reports generated by the Office of Management and Budget. At any period of time during the year, financial projections through the end of the fiscal year can be calculated by dividing the expenditures through a certain specified period in the current year by the average percent of expenditures through this same period in the prior five years. This process of reviewing projected year-end expenditure levels, as well as current expenditure levels, provides an increase level of comfort in assuring budgetary compliance.

Relevant financial reports and projections are approved by the Board of Trustees on a quarterly basis. The final step in the budget monitoring process is the evaluation of the results of operations, which are presented annually in the District's Comprehensive Annual Financial Report (CAFR).

Reporting to the Texas Education Agency (TEA)

The District budget must be submitted to TEA via the Public Education Information Management System (PEIMS). The adopted budget is submitted in conjunction with Student and Staff data as of the date established in the annual instructions for the system, traditionally the last Friday in October. This submission is generally due in December of each year. TEA monitors for compliance at the District level only. This monitoring is a legal requirement to ensure mandatory expenditure levels in certain areas. In addition, amended budgets are reflected on the schedules comparing budget and actual results in the Comprehensive Annual Financial Report. The requirement for filing the amended budget with TEA is formally met when the District submits its Comprehensive Annual Financial Report. Actual financial data is submitted to TEA via PEIMS after the close of each year and completion of the annual audit. This submission generally occurs in late January or early February of the following year. Upon receipt of actual finance data, TEA compiles all data submitted on behalf of the district and issues several reports on the progress of the District including annual, Texas Academic Performance Report, (TAPR), The School Report Card, and the Financial Integrity Rating System of Texas, (FIRST) reports. These reports can be found on the District's website in addition to TEA's website by district.

P - Planning
O - Operational

Budget Planning Calendar

Date Action Needed	Actual Event Date	Days Prior	Action	Description (include longevity, parameters)	Lead Dept.	Contact Person	Data Location (FOCUS, MUNIS, etc.)	Dependency (The is X number of days before Event Y)	Inputs Required (What inputs do you need to accomplish this task)	Outputs presented to (Who is going to use this information?)	Planning/Operational
01/13/15			Present Budget Planning Report to Board	2015 - 2016 Budget	Budget	Elsie Schiro	In office		Budget inputs	Board	P
01/20/15			Planning Calendar Cabinet Review	2015 - 2016 Budget	Budget	Elsie Schiro	In office		All Departments related to processes	Cabinet	P
02/17/15			2015 - 2016 Budget Process/Planning - Cabinet	2015 - 2016 Budget	Budget	Elsie Schiro	In office		All Departments related to processes	Board	P
02/23/15			Final Department Meetings for Budget Review and Budget Entry, Feb. 23 - March 20, 2015	2015 - 2016 Budget	Budget	Elsie Schiro	Munis		Department inputs	Budget	P
02/24/15			Budget Priorities/Planning Calendar Presentation	2015 - 2016 Budget	Budget	Elsie Schiro	In office		Department inputs	Board	P
03/03/15			2015 - 2016 Budget Process/Planning - Cabinet	2015 - 2016 Budget	Budget	Elsie Schiro	In office		All Departments related to processes	Board	P
03/16/15			Site-Based Budget Allocations Provided to Campuses	2015 - 2016 Budget	Budget	Patricia Young	Munis		Budget inputs	Principals	P
03/18/15			Next Year Campus Budget Entry open in Munis, March 18 - April 3, 2015	2015 - 2016 Budget	Budget	Patricia Young	Munis		Campus inputs	Budget	P
03/20/15			Deadline for Next Year Department Budget Entry	2015 - 2016 Budget	Budget	Patricia Young	Munis		Departments	Budget	P
03/23/15			Next Year Budget Data Entry (Campuses), Training for Data Entry and Open Labs; March 23 - March 27, 2015, Location PDC	2015 - 2016 Budget	Budget	Patricia Young	Munis		Campus inputs	Budget	P
03/24/15			2015 - 2016 Budget Process/Planning - Cabinet	2015 - 2016 Budget	Budget	Elsie Schiro	In office		All Departments related to processes	Board	P
03/24/15			2015 - 2016 Budget Update to Board of Education	2015 - 2016 Budget	Budget	Elsie Schiro	In Office		CFO	Board	P
04/01/15			Campus Improvement Plans requirement to spend 90% of Budget by 4/1/15	Year-end Close	Budget	Patricia Young	Munis		Campuses/Departments	Budget	P
04/03/15			Last Day for Campus Budget Entry in Munis	2015 - 2016 Budget	Budget	Patricia Young	Munis		Campus inputs	Budget	P
04/14/15			2015 - 2016 Budget Process/Planning - Cabinet	2015 - 2016 Budget	Budget	Elsie Schiro	In office		All Departments related to processes	Board	P
04/14/15											
04/21/15			Board Budget Workshop 2015-2016	2015 - 2016 Budget	Budget	Elsie Schiro	In office		CFO	Board	P
04/28/15			2015 - 2016 Budget Update to Board of Education	2015 - 2016 Budget	Budget	Elsie Schiro	In office		CFO	Board	P
05/19/15			2015-2016 Budget Workshop with BOE	2015 - 2016 Budget	Budget	Elsie Schiro	In office		Senior Officer of Budget/Deputy	Board	P
05/26/15			2015 - 2016 Budget Update to Board of Education	2015 - 2016 Budget	Budget	Elsie Schiro	In office		CFO	Board	P
05/26/15			Board Budget Workshop - 2015-2016 Budget	2015 - 2016 Budget	Budget	Elsie Schiro	In office		Senior Officer of Budget/Deputy	Board	P
06/02/15			Board Budget Workshop 2015-2016	2015 - 2016 Budget	Budget	Elsie Schiro	In office		CFO	Board	P

P - Planning
O - Operational

Budget Planning Calendar

Date Action Needed	Actual Event Date	Days Prior	Action	Description (include longevity, parameters)	Lead Dept.	Contact Person	Data Location (FOCUS, MUNIS, etc.)	Dependency (The is X number of days before Event Y)	Inputs Required (What inputs do you need to accomplish this task)	Outputs presented to (Who is going to use this information?)	Planning/Operational
06/09/15			Regular Board of Trustee Meeting; Preliminary 2015-2016 Budget for General Fund; Debt Service and Food Service	2015 - 2016 Budget	Budget	Elsie Schiro	In office		Senior Officer of Budget/Deputy	Board	P
06/23/15			Adoption of 2015-2016 Budgets Board Meeting - Presentation of and Public Hearing on 2015-2016 Proposed Budget	2015 - 2016 Budget	Budget	Elsie Schiro	FWISD website		District Wide	Board	P
06/23/15			Adoption of 2015-2016 Budgets Board Meeting - Presentation of and Public Hearing on 2015-2016 Proposed Budget	2015 - 2016 Budget	Budget	Elsie Schiro	In office		Senior Officer of Budget/Deputy	Board	P
07/01/15			Roll 2015 - 2016 Budget in Munis	2015 - 2016 Budget	Budget	Patricia Young	Munis		Budget	Board	P
07/24/15			Deadline for Chief Appraiser to Certify Rolls to Taxing Units. Calculate Rollback Tax Rate and Finalize Revenue Projection	2015 - 2016 Budget	Budget	Elsie Schiro	In office		Senior Officer of Budget/Deputy	Board	P
07/24/15			Finalize Revenue Projections Proposed Budget is Further Revised, if necessary	2015 - 2016 Budget	Budget	Elsie Schiro	In office		Senior Officer of Budget/Deputy	Board	P
08/11/15			Publish no Less Than 10 and No More Than 30 Days; "Notice of Public Meeting to Discuss Budget and Proposed Tax Rate".	2015 - 2016 School Year	Budget	Elsie Schiro	In office		Senior Officer of Budget/Deputy	Board	P
08/25/15			Public Hearing on 2015-2016 Proposed Tax Rates, Adopt Tax Rates for M&O and Debt Service Funds	2015 - 2016 School Year	Budget	Elsie Schiro	In office		Senior Officer of Budget/Deputy	Board	P

OTHER REVENUES
INVESTMENTS

CDA
(LEGAL)

All investments made by the District shall comply with the Public Funds Investment Act (Texas Government Code Chapter 2256, Subchapter A) and all federal, state, and local statutes, rules or regulations. *Gov't Code 2256.026*

WRITTEN POLICIES

Investments shall be made in accordance with written policies approved by the Board. The investment policies must primarily emphasize safety of principal and liquidity and must address investment diversification, yield, and maturity and the quality and capability of investment management. The policies must include:

1. A list of the types of authorized investments in which the District's funds may be invested;
2. The maximum allowable stated maturity of any individual investment owned by the District;
3. For pooled fund groups, the maximum dollar-weighted average maturity allowed based on the stated maturity date of the portfolio;
4. Methods to monitor the market price of investments acquired with public funds;
5. A requirement for settlement of all transactions, except investment pool funds and mutual funds, on a delivery versus payment basis; and
6. Procedures to monitor rating changes in investments acquired with public funds and the liquidation of such investments consistent with the provisions of Government Code 2256.021 [see LOSS OF REQUIRED RATING, below].

Gov't Code 2256.005(b)

ANNUAL REVIEW

The Board shall review its investment policy and investment strategies not less than annually. The Board shall adopt a written instrument stating that it has reviewed the investment policy and investment strategies and that the written instrument so adopted shall record any changes made to either the investment policy or investment strategies. *Gov't Code 2256.005(e)*

ANNUAL AUDIT

The District shall perform a compliance audit of management controls on investments and adherence to the District's established investment policies. The compliance audit shall be performed in conjunction with the annual financial audit. *Gov't Code 2256.005(m)*

INVESTMENT
STRATEGIES

As part of the investment policy, the Board shall adopt a separate written investment strategy for each of the funds or group of funds under the Board's control. Each investment strategy must describe

the investment objectives for the particular fund under the following priorities in order of importance:

1. Understanding of the suitability of the investment to the financial requirements of the District;
2. Preservation and safety of principal;
3. Liquidity;
4. Marketability of the investment if the investment needs to be liquidated before maturity;
5. Diversification of the investment portfolio; and
6. Yield.

Gov't Code 2256.005(d)

INVESTMENT
OFFICER

The District shall designate one or more officers or employees as investment officer(s) to be responsible for the investment of its funds. If the District has contracted with another investing entity to invest its funds, the investment officer of the other investing entity is considered to be the investment officer of the contracting Board's District. In the administration of the duties of an investment officer, the person designated as investment officer shall exercise the judgment and care, under prevailing circumstances that a prudent person would exercise in the management of the person's own affairs, but the Board retains the ultimate responsibility as fiduciaries of the assets of the District. Unless authorized by law, a person may not deposit, withdraw, transfer, or manage in any other manner the funds of the investing entity. Authority granted to a person to invest the District's funds is effective until rescinded by the District or until termination of the person's employment by the District, or for an investment management firm, until the expiration of the contract with the District. *Gov't Code 2256.005(f)*

A District or investment officer may use the District's employees or the services of a contractor of the District to aid the investment officer in the execution of the officer's duties under Government Code, Chapter 2256. *Gov't Code 2256.003(c)*

INVESTMENT
TRAINING
INITIAL

Within 12 months after taking office or assuming duties, the treasurer or chief financial officer and the investment officer of the District shall attend at least one training session from an independent source approved either by the Board or by a designated investment committee advising the investment officer. This initial training must contain at least ten hours of instruction relating to their respective responsibilities under the Public Funds Investment Act. *Gov't Code 2256.008(a)*

OTHER REVENUES
INVESTMENTS

CDA
(LEGAL)

ONGOING

The treasurer or chief financial officer and the investment officer must also attend an investment training session not less than once in a two-year period that begins on the first day of the District's fiscal year and consists of the two consecutive fiscal years after that date, and receive not less than ten hours of instruction relating to investment responsibilities under the Public Funds Investment Act from an independent source approved by the Board or a designated investment committee advising the investment officer. If the District has contracted with another investing entity to invest the District's funds, this training requirement may be satisfied by having a Board officer attend four hours of appropriate instruction in a two-year period that begins on the first day of the District's fiscal year and consists of the two consecutive fiscal years after that date. *Gov't Code 2256.008(a)-(b)*

Investment training shall include education in investment controls, security risks, strategy risks, market risks, diversification of investment portfolio, and compliance with the Government Code, Chapter 2256. *Gov't Code 2256.008(c)*

STANDARD OF
CARE

Investments shall be made with judgment and care, under prevailing circumstances that a person of prudence, discretion, and intelligence would exercise in the management of his or her own affairs, not for speculation, but for investment, considering the probable safety of capital and the probable income to be derived. Investments shall be governed by the following objectives in order of priority:

1. Preservation and safety of principal;
2. Liquidity; and
3. Yield.

In determining whether an investment officer has exercised prudence with respect to an investment decision, the following shall be taken into consideration:

1. The investment of all funds, rather than the prudence of a single investment, over which the officer had responsibility.
2. Whether the investment decision was consistent with the Board's written investment policy.

Gov't Code 2256.006

PERSONAL
INTEREST

A District investment officer who has a personal business relationship with a business organization offering to engage in an investment transaction with the District shall file a statement disclosing that personal business interest. An investment officer who is re-

lated within the second degree by affinity or consanguinity, as determined by Government Code Chapter 573, to an individual seeking to sell an investment to the investment officer's District shall file a statement disclosing that relationship. A required statement must be filed with the Board and with the Texas Ethics Commission. For purposes of this policy, an investment officer has a personal business relationship with a business organization if:

1. The investment officer owns ten percent or more of the voting stock or shares of the business organization or owns \$5,000 or more of the fair market value of the business organization;
2. Funds received by the investment officer from the business organization exceed ten percent of the investment officer's gross income for the previous year; or
3. The investment officer has acquired from the business organization during the previous year investments with a book value of \$2,500 or more for the personal account of the investment officer.

Gov't Code 2256.005(i)

QUARTERLY
REPORTS

Not less than quarterly, the investment officer shall prepare and submit to the Board a written report of investment transactions for all funds covered by the Public Funds Investment Act. This report shall be presented to the Board and the Superintendent not less than quarterly, within a reasonable time after the end of the period. The report must:

1. Contain a detailed description of the investment position of the District on the date of the report.
2. Be prepared jointly and signed by all District investment officers.
3. Contain a summary statement for each pooled fund group (i.e., each internally created fund in which one or more accounts are combined for investing purposes) that states the:
 - a. Beginning market value for the reporting period;
 - b. Ending market value for the period; and
 - c. Fully accrued interest for the reporting period.
4. State the book value and market value of each separately invested asset at the end of the reporting period by the type of asset and fund type invested.
5. State the maturity date of each separately invested asset that has a maturity date.

OTHER REVENUES
INVESTMENTS

CDA
(LEGAL)

6. State the account or fund or pooled group fund in the District for which each individual investment was acquired.
7. State the compliance of the investment portfolio of the District as it relates to the District's investment strategy expressed in the District's investment policy and relevant provisions of Government Code, Chapter 2256.

If the District invests in other than money market mutual funds, investment pools or accounts offered by its depository bank in the form of certificates of deposit, or money market accounts or similar accounts, the reports shall be formally reviewed at least annually by an independent auditor, and the result of the review shall be reported to the Board by that auditor.

Gov't Code 2256.023

SELECTION OF
BROKER

The Board or a designated investment committee, shall, at least annually, review, revise, and adopt a list of qualified brokers that are authorized to engage in investment transactions with the District. *Gov't Code 2256.025*

AUTHORIZED
INVESTMENTS

The Board may purchase, sell, and invest its funds and funds under its control in investments described below, in compliance with its adopted investment policies and according to the standard of care set out in this policy. Investments may be made directly by the Board or by a nonprofit corporation acting on behalf of the Board or an investment pool acting on behalf of two or more local governments, state agencies, or a combination of the two. *Gov't Code 2256.003(a)*

In the exercise of these powers, the Board may contract with an investment management firm registered under the Investment Advisers Act of 1940 (15 U.S.C. Section 80b-1 et seq.) or with the State Securities Board to provide for the investment and management of its public funds or other funds under its control. A contract made for such purpose may not be for a term longer than two years. A renewal or extension of the contract must be made by the Board by order, ordinance, or resolution. *Gov't Code 2256.003(b)*

The following investments are authorized:

1. Obligations, including letters of credit, of the United States or its agencies and instrumentalities; direct obligations of the state of Texas or its agencies and instrumentalities; collateralized mortgage obligations directly issued by a federal agency or instrumentality of the United States, the underlying security for which is guaranteed by an agency or instrumentality of the United States; other obligations, the principal and interest of which are unconditionally guaranteed or insured by, or backed

by the full faith and credit of, the state of Texas, the United States, or their respective agencies and instrumentalities, including obligations that are fully guaranteed or insured by the Federal Deposit Insurance Corporation (FDIC) or by the explicit full faith and credit of the United States; obligations of states, agencies, counties, cities, and other political subdivisions of any state rated as to investment quality by a nationally recognized investment rating firm not less than A or its equivalent; and bonds issued, assumed, or guaranteed by the state of Israel. *Gov't Code 2256.009(a)*

The following investments are not authorized:

- a. Obligations whose payment represents the coupon payments on the outstanding principal balance of the underlying mortgage-backed security collateral and pays no principal.
- b. Obligations whose payment represents the principal stream of cash flow from the underlying mortgage-backed security collateral and bears no interest.
- c. Collateralized mortgage obligations that have a stated final maturity date of greater than ten years.
- d. Collateralized mortgage obligations the interest rate of which is determined by an index that adjusts opposite to the changes in a market index.

Gov't Code 2256.009(b)

2. Certificates of deposit or share certificates issued by a depository institution that has its main office or a branch office in Texas that is guaranteed or insured by the FDIC or its successor or the National Credit Union Share Insurance Fund or its successor and is secured by obligations described in item 1 above, including mortgage-backed securities directly issued by a federal agency or instrumentality that have a market value of not less than the principal amount of the certificates (but excluding those mortgage-backed securities described in Section 2256.009[b]) or secured in any other manner and amount provided by law for the deposits of the investing entity. *Gov't Code 2256.010(a)*

In addition to the authority to invest funds in certificates of deposit under the previous section, an investment in certificates of deposit made in accordance with the following conditions is an authorized investment under Government Code 2256.010:

- a. The funds are invested by the District through a broker that has its main office or a branch office in this state and is selected from a list adopted by the District as required by Government Code 2256.025, or a depository institution that has its main office or a branch office in this state and that is selected by the District;
- b. The broker or depository institution selected by the District arranges for the deposit of the funds in certificates of deposit in one or more federally insured depository institutions, wherever located, for the account of the District;
- c. The full amount of the principal and accrued interest of each of the certificates of deposit is insured by the United States or an instrumentality of the United States; and
- d. The District appoints the depository institution selected by the District, an entity described by Government Code 2257.041(d), or a clearing broker-dealer registered with the Securities and Exchange Commission and operating pursuant to Securities and Exchange Commission Rule 15c3-3 (17 C.F.R. Section 240.15c3-3) as custodian for the District with respect to the certificates of deposit issued for the account of the District entity.

Gov't Code 2256.010(b)

The investment policies may provide that bids for certificates of deposit be solicited orally, in writing, electronically, or in any combination of those methods. *Gov't Code 2256.005(c)*

3. Fully collateralized repurchase agreements that have a defined termination date; are secured by a combination of cash and obligations of the United States or its agencies and instrumentalities; require the securities being purchased by the District or cash held by the District to be pledged to the District, held in the District's name, and deposited with the District or a third party selected and approved by the District, and are placed through a primary government securities dealer, as defined by the Federal Reserve or a financial institution doing business in Texas. The term of any reverse security repurchase agreement may not exceed 90 days after the date the reverse security repurchase agreement is delivered. Money received by the District under the terms of a reverse security repurchase agreement shall be used to acquire additional authorized investments, but the term of the authorized investments acquired must mature not later than the expiration date stated in the reverse security repurchase agreement. *Gov't Code 2256.011*

4. A securities lending program if:
 - a. The value of securities loaned is not less than 100 percent collateralized, including accrued income, and the loan allows for termination at any time;
 - b. The loan is secured by:
 - (1) Pledged securities described by Government Code 2256.009;
 - (2) Pledged irrevocable letters of credit issued by a bank that is organized and existing under the laws of the United States or any other state and continuously rated by at least one nationally recognized investment rating firm at not less than A or its equivalent; or
 - (3) Cash invested in accordance with Government Code 2256.009, 2256.013, 2256.014, or 2256.016;
 - c. The terms of the loan require that the securities being held as collateral be pledged to the investing entity, held in the investing entity's name, and deposited at the time the investment is made with the entity or with a third party selected by or approved by the investing entity; and
 - d. The loan is placed through a primary government securities dealer or a financial institution doing business in this state.

An agreement to lend securities under a securities lending program must have a term of one year or less.

Gov't Code 2256.0115

5. Banker's acceptance, with a stated maturity of 270 days or fewer from the date of issuance that will be liquidated in full at maturity, which is eligible for collateral for borrowing from a Federal Reserve Bank, and is accepted by a bank meeting the requirements of Government Code 2256.012(4). *Gov't Code 2256.012*
6. Commercial paper that has a stated maturity of 270 days or fewer from the date of issuance and is rated not less than A-1 or P-1 or an equivalent rating by at least two nationally recognized credit rating agencies or by one nationally recognized credit rating agency provided the commercial paper is fully secured by an irrevocable letter of credit issued by a bank organized and existing under United States law or the law of any state. *Gov't Code 2256.013*

7. No-load money market mutual funds that:
 - a. Are registered with and regulated by the Securities and Exchange Commission;
 - b. Provide the District with a prospectus and other information required by the Securities and Exchange Act of 1934 (15 U.S.C. 78a et seq.) or the Investment Company Act of 1940 (15 U.S.C. 80a-1 et seq.);
 - c. Have a dollar-weighted average stated maturity of 90 days or fewer; and
 - d. Include in their investment objectives the maintenance of a stable net asset value of \$1 for each share.

However, investments in no-load money market mutual funds shall be limited to the percentages authorized by Government Code 2256.014(c).

8. No-load mutual funds that:
 - a. Are registered with the Securities and Exchange Commission;
 - b. Have an average weighted maturity of less than two years;
 - c. Are invested exclusively in obligations approved by Government Code Chapter 2256, Subchapter A, regarding authorized investments (Public Funds Investment Act);
 - d. Are continuously rated by at least one nationally recognized investment rating firm of not less than AAA or its equivalent; and
 - e. Conform to the requirements in Government Code 2256.016(b) and (c) relating to the eligibility of investment pools to receive and invest funds of investing entities.

Investments in no-load mutual funds shall be limited to the percentages authorized by Government Code 2256.014(c). In addition, the District may not invest any portion of bond proceeds, reserves, and funds held for debt service, in no-load mutual funds described in this item.

Gov't Code 2256.014

9. A guaranteed investment contract, as an investment vehicle for bond proceeds, if the guaranteed investment contract:

- a. Has a defined termination date.
- b. Is secured by obligations described by Government Code 2256.009(a)(1), excluding those obligations described by Section 2256.009(b), in an amount at least equal to the amount of bond proceeds invested under the contract.
- c. Is pledged to the District and deposited with the District or with a third party selected and approved by the District.

Bond proceeds, other than bond proceeds representing reserves and funds maintained for debt service purposes, may not be invested in a guaranteed investment contract with a term longer than five years from the date of issuance of the bonds.

To be eligible as an authorized investment:

- a. The Board must specifically authorize guaranteed investment contracts as eligible investments in the order, ordinance, or resolution authorizing the issuance of bonds.
- b. The District must receive bids from at least three separate providers with no material financial interest in the bonds from which proceeds were received.
- c. The District must purchase the highest yielding guaranteed investment contract for which a qualifying bid is received.
- d. The price of the guaranteed investment contract must take into account the reasonably expected drawdown schedule for the bond proceeds to be invested.
- e. The provider must certify the administrative costs reasonably expected to be paid to third parties in connection with the guaranteed investment contract.

Gov't Code 2256.015

10. A public funds investment pool meeting the requirements of Government Code 2256.016 and 2256.019, if the Board authorizes the investment in the particular pool by resolution.
Gov't Code 2256.016, .019
11. "Corporate bond" means a senior secured debt obligation issued by a domestic business entity and rated not lower than "AA-" or the equivalent by a nationally recognized investment

rating firm. The term does not include a debt obligation that on conversion would result in the holder becoming a stockholder or shareholder in the entity, or any affiliate or subsidiary of the entity, that issued the debt obligation, or is an unsecured debt obligation. *Gov't Code 2256.0204(a)*

A district that qualifies as an issuer as defined by Government Code 1371.001 [see CCF] may purchase, sell, and invest its funds and funds under its control in corporate bonds that, at the time of purchase, are rated by a nationally recognized investment rating firm "AA-" or the equivalent and have a stated final maturity that is not later than the third anniversary of the date the corporate bonds were purchased. *Gov't Code 2256.0204(b)-(c)*

The District is not authorized to:

- a. Invest in the aggregate more than 15 percent of its monthly average fund balance, excluding bond proceeds, reserves, and other funds held for the payment of debt service, in corporate bonds; or
- b. Invest more than 25 percent of the funds invested in corporate bonds in any one domestic business entity, including subsidiaries and affiliates of the entity.

Gov't Code 2256.0204(d)

The District may purchase, sell, and invest its funds and funds under its control in corporate bonds if the Board:

- a. Amends its investment policy to authorize corporate bonds as an eligible investment;
- b. Adopts procedures to provide for monitoring rating changes in corporate bonds acquired with public funds, and liquidating the investment in corporate bonds; and
- c. Identifies the funds eligible to be invested in corporate bonds.

Gov't Code 2256.0204(e)

The District investment officer, acting on behalf of the District, shall sell corporate bonds in which the District has invested its funds not later than the seventh day after the date a nationally recognized investment rating firm:

- a. Issues a release that places the corporate bonds or the domestic business entity that issued the corporate bonds on negative credit watch or the equivalent, if the corpo-

rate bonds are rated "AA-" or the equivalent at the time the release is issued; or

- b. Changes the rating on the corporate bonds to a rating lower than "AA-" or the equivalent.

Gov't Code 2256.0204(f)

Corporate bonds are not an eligible investment for a public funds investment pool. *Gov't Code 2256.0204(g)*

CHANGE IN LAW The District is not required to liquidate investments that were authorized investments at the time of purchase. *Gov't Code 2256.017*

LOSS OF REQUIRED RATING An investment that requires a minimum rating does not qualify as an authorized investment during the period the investment does not have the minimum rating. The District shall take all prudent measures that are consistent with its investment policy to liquidate an investment that does not have the minimum rating. *Gov't Code 2256.021*

SELLERS OF INVESTMENTS A written copy of the investment policy shall be presented to any person offering to engage in an investment transaction with the District or to an investment management firm under contract with the District to invest or manage the District's investment portfolio. For purposes of this section, a business organization includes investment pools and an investment management firm under contract with the District to invest or manage the District's investment portfolio. The qualified representative of the business organization offering to engage in an investment transaction with the District shall execute a written instrument in a form acceptable to the District and the business organization substantially to the effect that the business organization has:

1. Received and thoroughly reviewed the District investment policy; and
2. Acknowledged that the business organization has implemented reasonable procedures and controls in an effort to preclude investment transactions conducted between the District and the organization that are not authorized by the District's policy, except to the extent that this authorization is dependent on an analysis of the makeup of the District's entire portfolio or requires an interpretation of subjective investment standards.

The investment officer may not acquire or otherwise obtain any authorized investment described in the District's investment policy

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from a person who has not delivered to the District the instrument described above.

Gov't Code 2256.005(k)-(l)

DONATIONS

A gift, devise, or bequest made to provide college scholarships for District graduates may be invested by the Board as provided in Property Code 117.004, unless otherwise specifically provided by the terms of the gift, devise, or bequest. *Education Code 45.107*

Investments donated to the District for a particular purpose or under terms of use specified by the donor are not subject to the requirements of Government Code Chapter 2256, Subchapter A. *Gov't Code 2256.004(b)*

ELECTRONIC FUNDS
TRANSFER

The District may use electronic means to transfer or invest all funds collected or controlled by the District. *Gov't Code 2256.051*

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INTRODUCTION

The District shall invest its public funds in a manner that will ensure the safety and protection of these funds at all times. Investments shall provide adequate liquidity for all District cash flow demands and maximize the District's investment returns within all state and local statutes governing the investment of public funds.

SCOPE

This policy shall cover all financial assets that are under the direct authority of the Board and are accounted for in the District's comprehensive annual financial report. Financial assets include the following listed funds and any other assets in any other funds that may be created or added by the District in the future:

General Fund*	Agency Fund*
Debt Service Fund	Enterprise Fund
Special Revenue Fund*	Internal Service Fund*
Expendable Trust Fund*	Nonexpendable Trust Fund*

*These items are considered a "pooled fund group" as defined by the Public Funds Investment Act (Government Code 2256.002(9)).

OBJECTIVES

The primary objectives, in priority order, of the District's investment program shall be as follows:

SAFETY

1. Safety of principal is the foremost objective of the investment program. Investments of the District shall be undertaken in a manner that seeks to ensure the preservation of capital in the overall portfolio at all times.

LIQUIDITY

2. The District's investment portfolio shall provide adequate liquidity to meet all debt service and operating expenses of the District as they arise.

YIELD

3. The District's investment portfolio shall be designed to obtain the maximum rate of return available within all legal, legislated, and mandated investment guidelines, giving effect to the District's risk constraints and cash flow requirements.

4. The investment portfolio shall be designed with the objective of regularly exceeding the average return (bond equivalent basis) on the three-month U.S. Treasury bill. The portion of the portfolio managed by a registered investment advisor shall be benchmarked and reported against the AAA-rated local government investment pools operating in Texas. The investment program shall seek to augment returns above this threshold, consistent with risk limitations identified herein and prudent investment principles.

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INTRODUCTION

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5. All attempts shall be made to diversify investments to avoid incurring unreasonable and avoidable risks regarding specific security types or individual financial institutions.
6. Management of the investment portfolio shall adhere to the guidance provided by the "prudent person rule," which obligates a fiduciary to ensure that:

"...investments shall be made with the exercise of that degree of judgment and care, under circumstances then prevailing, which persons of prudence, discretion, and intelligence exercise in the management of their own affairs, not for speculation but for investment, considering the probable safety of their capital as well as the probable income to be derived."
7. Management of the investment portfolio shall specifically avoid any purchase of investments, or any investment practice or procedures, not specifically authorized under the terms of this policy.
8. The District intends to pursue active portfolio management techniques in order to enhance total returns.
9. All participants in the investment process shall seek to act responsibly as custodians of the public trust. Investment officials shall avoid any transaction that might impair public confidence. The overall program shall be designed and managed with a degree of professionalism that is worthy of the public trust. Nevertheless, the Board recognizes that in a diversified portfolio, occasional measured losses are inevitable, and must be considered within the context of the overall portfolio's investment return provided that adequate diversification has been implemented.

INDIVIDUAL FUND /
PORTFOLIO
STRATEGIES

POOLED FUNDS

The pooled fund is comprised of the general fund, special revenue fund, expendable trust fund, internal service fund, nonexpendable trust fund, and agency fund. These funds are defined as follows:

1. General Fund: Revenues and expenditures, not accounted for in other funds, relating to general operations of the District. The maximum dollar weighted average maturity on any fund/portfolio shall not exceed one year. No security maturity in the pooled fund shall exceed three years.
2. Special Revenue Fund: Proceeds of specific program grants that are legally restricted to expenditures for specified purposes. The maximum dollar weighted average maturity on any fund/portfolio shall not exceed one year. No security maturity in the pooled fund shall exceed three years.

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3. Expendable Trust Fund: State and federally funded cooperative programs over which the District acts as fiscal manager. These funds are accounted for by the District; however, other school districts also benefit from the programs as a result of cooperative agreements between the member districts and the fiscal manager. The maximum dollar weighted average maturity on any fund/portfolio shall not exceed one year. No security maturity in the pooled fund shall exceed three years.
4. Internal Service Fund: Accumulation of resources for the payment of employee claims and insurance policies. The maximum dollar weighted average maturity on any fund/portfolio shall not exceed one year. No security maturity in the pooled fund shall exceed three years.
5. Nonexpendable Trust Fund: Assets held by the District in a trustee capacity for individuals and private organizations. The maximum dollar weighted average maturity on any fund/portfolio shall not exceed one year. No security maturity in the pooled fund shall exceed three years.
6. Agency Funds: Receipts and disbursements of monies from granting organizations. The maximum dollar weighted average maturity on any fund/portfolio shall not exceed one year. No security maturity in the pooled fund shall exceed three years.

The primary strategy for this fund is to match the regular operational expenditures of the fund with investment maturities, investment interest, and other income sources of the fund. Because the funds are pooled for investment purposes, the portfolio will address the varying needs of all funds in the pooled fund group recognizing liquidity needs as well as the desire to extend slightly for incremental return on core funds. Investment of surplus fund balances shall be made to match future expenditure needs of the fund. The highest quality securities shall be chosen to ensure preservation of principal, liquidity, and ultimate marketability in the case of needed liquidity. Diversification will be addressed by use of different local government investment pools and a portfolio of differing securities. This fund typically is at its low investment balance around the end of the calendar year and must be very liquid at this point. A cash flow analysis of these funds shall be used to determine any funds available for longer term investment. Investments will be made in accordance with this cash flow analysis.

DEBT SERVICE
FUND

The debt service fund is used to account for payment of principal and interest of the District's general obligation bonds.

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The primary strategy is to match the regular (February and August) scheduled debt payments with investments having fixed maturity dates on or before payment dates for liquidity purposes on these dates. Investments should be purchased with a maturity date to fully fund the next scheduled debt payment. The highest quality securities shall be chosen to ensure preservation of principal, liquidity, and ultimate marketability in the case of needed liquidity.

ENTERPRISE FUND

The enterprise fund is used to account for the operations of the District's cafeterias and other food facilities. Revenues are derived primarily from charges to users and from federal child nutrition programs under which amounts are received by grant and by receipt of commodities from the United States Department of Agriculture (USDA).

The primary strategy is to keep all investments short term in nature to fund operational expenses as they arise. The fund should be liquid at the start of the school year as receipts have not started but the payment of invoices is being made for the initial start-up supply.

STUDENT ACTIVITY
FUND

The student activity fund is a portion of the agency funds that has been separated from the pooled fund group. This is used to account for monies generated at the campus level such as student councils, soft drink machines, and the like.

The primary strategy is to keep all investments liquid in nature as each school location has different cash flow needs. Generally, during the summer months less activity in the accounts would justify somewhat longer investment strategies. Regardless of the anticipated use of funds, the highest quality securities shall be chosen to ensure preservation of principal, liquidity, and ultimate marketability in the case of needed liquidity. A diversified strategy using high-quality, marketable securities will be used to preserve principal and generate incremental income.

BOND FUND

These funds are used to account on a project basis for projects financed from the proceeds from bond issues or for capital projects otherwise mandated for this type of fund.

Investment strategies for bond proceeds shall have as the primary objective the ability to generate a dependable revenue stream from securities with a low degree of volatility, and be able to meet the liquidity requirements of the capital project. The highest quality securities shall be chosen to ensure preservation of principal, liquidity, and ultimate marketability in the case of needed liquidity. Projected cash flow needs shall be matched with investment liquidity. The stated final maturity dates of securities held should not exceed the estimated project completion date.

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DELEGATION OF
AUTHORITY

The Board shall designate, by resolution, one or more officers or employees of the District to be responsible for the investment of its funds and to be investment officers. No person may deposit, withdraw, invest, transfer, or otherwise manage funds of the District without the express authority derived from this resolution. The Board may further designate a registered investment advisor to manage a portion of the District's funds. This investment advisor shall manage District funds under the provisions of this policy and the direction of the chief financial officer.

CONFLICTS OF
INTEREST

Officers, employees, and contracted investment advisors involved in the investment process shall refrain from personal business activity as defined by statute that could conflict with proper execution of the investment program, or that could impair their ability to make impartial investment decisions. Employees and investment officials shall disclose to the Board any material financial interests in financial institutions that conduct business within this jurisdiction, and they shall further disclose any large personal financial/investment positions that could be related to the performance of the District, particularly with regard to the time of purchases and sales.

AUTHORIZED
FINANCIAL DEALERS

The District shall make its investment policy available to any securities firm seeking to do business with the District that is registered in the state of Texas and is Financial Industry Regulatory Authority (FINRA) registered or a bank, fund, or pool seeking to do business. After thoroughly reviewing the policy, the firm shall provide the District with a written instrument stating that the investment policy of the District has been reviewed, and that the firm acknowledges that the securities firm has implemented reasonable procedures and controls in an effort to ensure that investment transactions conducted between the District and the firm conform to the policy, before the District may purchase securities from the securities firm, bank, pool, or fund. A list of the District's authorized brokers/dealers will be reviewed and adopted at least annually by the Board.

INVESTMENT
INSTRUMENTS /
MATURITIES

Investment instruments authorized for purchase include:

1. Direct obligations of the U.S. government, its agencies, and its instrumentalities with a stated maximum maturity not to exceed three years from the date of purchase. The total portfolio may contain up to a maximum of 80 percent in this type of security.
2. Other obligations, the principal and interest on which are guaranteed or insured by, or backed by the full faith and credit of, the United States, with a stated maximum maturity not to exceed three years from the date of purchase. The total

portfolio may contain up to a maximum of 60 percent in this type of security.

3. Obligations of states, agencies, counties, cities, and other political subdivisions of any state rated as to investment quality by a nationally recognized investment rating firm not less than A or its equivalent. The total portfolio may contain up to a maximum of 20 percent of this type of security.
4. Fully collateralized, nonnegotiable certificates of deposit issued by a bank doing business in Texas, guaranteed or insured by the FDIC or its successor or secured by obligations defined in items one and two above, maintained under third-party safekeeping arrangements to include mortgage-backed securities passing the bank test. Market value of collateral must at all times be equal to or greater than 110 percent of principal and accrued interest on the certificates. The maximum maturity is not to exceed two years. The total portfolio may contain up to a maximum of 100 percent in this type of security.
5. Prime domestic bankers' acceptances with a maximum maturity not to exceed 180 days. The total portfolio may contain up to a maximum of 15 percent in this type of security.
6. Commercial paper, which is rated at time of purchase, not less than A1/P1 by at least two nationally recognized credit rating agencies, and with a maximum maturity not to exceed 270 days. The total portfolio may contain up to a maximum of 25 percent in this type of security.
7. Fully collateralized repurchase agreements and reverse repurchase agreements, fully secured by obligations authorized by this policy and maintained under third-party safekeeping arrangements, under the terms of an executed PSA Master Repurchase Agreement, and with maximum maturity of one year and reinvestment of reverse income not to exceed 90 days. Bond funds may be invested in a flex repurchase agreement extending beyond one year but not extending past the expenditure plan of the bonds.
8. Constant dollar local government investment pools as described in Government Code 2256.016 and 2256.019.
9. No-load money market mutual funds described in Government Code 2256.014. Use of this instrument shall be limited to a "sweep account" in conjunction with the District's checking account(s) with its depository bank.

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10. Corporate bonds as permitted by Government Code
2256.0204.

The maximum dollar weighted average maturity on any fund/portfolio shall not exceed one year. The weighted average maturity shall exempt flex repurchase agreements that are used exclusively for bond funds and are tied to anticipated bond expenditure schedules.

PRUDENCE

The standard of prudence to be used by investment officers shall be the "prudent person," and shall be applied in the context of managing an overall portfolio. Investment officers acting in accordance with written procedures and exercising due diligence shall be relieved of personal responsibility for an individual security's credit risk or market price changes, provided that deviations from expectations are reported in a timely fashion, and appropriate action is taken to control adverse developments.

REPORTING

The investment officer shall submit written reports of the investment activity and investment performance to the Board in accordance with the provisions of all applicable legislation and the desires of the Board. Market prices for securities required in this reporting will be obtained from such independent sources as investment advisors and financial publications.

INTEREST RATE RISK

To reduce exposure to changes in interest rates that could adversely affect the value of investments, the District shall use final and weighted-average-maturity limits and diversification.

The District shall monitor interest rate risk using weighted average maturity and specific identification.

MONITORING RATING
CHANGES

In accordance with Government Code 2256.005(b), the investment officer shall develop a procedure to monitor changes in investment ratings and to liquidate investments that do not maintain satisfactory ratings.

INTERNAL CONTROLS

A system of internal controls shall be documented in writing. The internal controls shall be reviewed by the District. The controls shall be designed to prevent loss of funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees or the Board. Controls deemed most important would include:

1. Control of collusion.
2. Separation of duties.
3. Separating transaction authority from accounting and record-keeping.

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4. Custodial safekeeping.
5. Avoidance of bearer-form securities.
6. Clear delegation of authority.
7. Specific limitations regarding securities losses and remedial action.
8. Written confirmation of telephone transactions.
9. Minimizing the number of authorized investment officials to retain control of transactions.
10. Documentation of transactions and strategies.

RISK TOLERANCE

The District recognizes that investment risks can result from issuer defaults, market price changes, or various technical complications leading to temporary liquidity. Portfolio diversification is employed as a way to control risk. Investment officers are expected to practice prudent decision-making procedures to minimize default and market risk through diversification of market sector, issuer, and maturity. No individual investment transaction shall be undertaken that jeopardizes the total position of the overall portfolio. All investment reports shall specifically address whether current investment results have been affected by any of the foregoing risks, and shall explain what actions investment officials have taken to control or correct such risks.

In addition to these general policy considerations, the following specific policies shall be strictly observed:

1. All investment transactions will be with District-authorized institutions under compliance provisions established by the District. These compliance provisions will include NASD certification, state registration, and completion of required certification for review of the District's policy. The list of authorized brokers/dealers shall be given to the Board or a committee of the Board on an annual basis for review.
2. All transactions except investment pool, certificates of deposit, and mutual fund transactions shall be executed on a delivery versus payment basis.
3. All transactions with securities dealers shall be completed on a competitive basis, utilizing a minimum of three bids/offers. Based on an evaluation, securities dealers will be dropped or continued on the eligibility list. The following criteria shall be used in the evaluation:
 - a. Number of transactions competitively won.

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- b. Prompt and accurate confirmation of transactions.
 - c. Efficient securities delivery.
 - d. Accurate market information.
 - e. Account servicing.
4. An investment that requires a minimum rating does not qualify as an authorized investment during the period the investment does not have the minimum rating. The District shall take all prudent measures that are consistent with its investment policy to liquidate an investment that does not have the minimum rating.

SAFEKEEPING AND
CUSTODY

To protect against potential fraud and embezzlement, the assets of the District shall be secured through independent third-party custody and safekeeping procedures. Original safekeeping receipts will be maintained for all District assets. Bearer instruments shall be held only through independent third-party institutions.

INTERNAL AUDIT

The internal audit department shall, at the direction of the Board, conduct audits of the investment activities, including a review of the quarterly reports provided to the Board.

INVESTMENT POLICY
ADOPTION

The investment policy shall be annually reviewed and approved by the Board. Any changes shall be reflected in the approval resolution.

ANNUAL OPERATING BUDGET

CE
(LEGAL)

AUTHORIZED
EXPENDITURES

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

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

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

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

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

USE OF DISTRICT
RESOURCES

IMPROVEMENTS TO
REAL PROPERTY

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

This section does not prohibit the Board from entering into an agreement for the design, construction, or renovation of improvements to real property not owned or leased by the District if the improvements benefit real property owned or leased by the District. Benefits to real property owned or leased by the District include the

ANNUAL OPERATING BUDGET

CE
(LEGAL)

AUTHORIZED
EXPENDITURES

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

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

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USE OF DISTRICT
RESOURCES

IMPROVEMENTS TO
REAL PROPERTY

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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

ANNUAL OPERATING BUDGET

CE
(LEGAL)

design, construction, or renovation of highways, roads, streets, sidewalks, crosswalks, utilities, and drainage improvements that serve or benefit the real property owned or leased by the District.

Education Code 11.168

HOTELS

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

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

Education Code 11.178

ELECTIONEERING

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

COMMITMENT OF
CURRENT REVENUE

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

1. Retains to the Board the continuing right to terminate the contract at the expiration of each budget period during the term of the contract.
2. Is conditioned on a best efforts attempt by the Board to obtain and appropriate funds for payment of the contract.

Local Gov’t Code 271.903

FISCAL YEAR

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

BUDGET
PREPARATION

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

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. The District may not budget funds received under

ANNUAL OPERATING BUDGET

CE
(LEGAL)

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)

DEADLINES

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

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

PUBLIC MEETING ON
BUDGET AND
PROPOSED TAX RATE

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

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

PUBLISHED NOTICE

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

FORM OF NOTICE

The published notice of the public meeting to discuss and adopt the budget and the proposed tax rate must meet the size, format, and content requirements dictated by law.

The notice is not valid if it does not substantially conform to the language and format prescribed by the comptroller.

TAXPAYER
INJUNCTION

If the District has not complied with the published notice requirements in the FORM OF NOTICE described above, and the requirements for DISTRICTS WITH JULY 1 FISCAL YEAR below, if applicable, and the failure to comply was not in good faith, a person who owns taxable property in the District is entitled to an injunction restraining the collection of taxes by the District. An action to enjoin the collection of taxes must be filed before the date the District delivers substantially all of its tax bills.

Education Code 44.004(b)-(e)

ANNUAL OPERATING BUDGET

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(LEGAL)

PUBLICATION OF PROPOSED BUDGET SUMMARY	<p>Concurrently with the publication of notice of the budget under Education Code 44.004, the District shall post a summary of the proposed budget on the District's Internet Web site or, if the District has no Internet Web site, in the District's central administrative office.</p> <p>The budget summary must include a comparison to the previous year's actual spending and information relating to per student and aggregate spending on:</p> <ol style="list-style-type: none">1. Instruction;2. Instructional support;3. Central administration;4. District operations;5. Debt service; and6. Any other category designated by the Commissioner.
DECREASE IN DEBT SERVICE RATE	<p>If the debt service rate calculated under Education Code 44.004(c)(5)(A)(ii)(b) decreases after the publication of the notice required by this section, the Board President is not required to publish another notice or call another meeting to discuss and adopt the budget and the proposed lower tax rate. <i>Education Code 44.004(g-1)</i></p>
BUDGET ADOPTION	<p>The Board shall adopt a budget to cover all expenditures for the succeeding fiscal year at the meeting called for that purpose and before the adoption of the tax rate for the tax year in which the fiscal year covered by the budget begins. <i>Education Code 44.004(f)-(g)</i></p>
CERTIFIED ESTIMATE	<p>By April 30, the chief appraiser shall prepare and certify an estimate of the taxable value of District property. <i>Tax Code 26.01(e)</i></p>
DISTRICTS WITH JULY 1 FISCAL YEAR	<p>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></p>

ANNUAL OPERATING BUDGET

CE
(LEGAL)

BUDGET ADOPTION AFTER TAX RATE ADOPTION	Notwithstanding Education Code 44.004(g), (h), and (i), above, the District may adopt a budget after the District adopts a tax rate for the tax year in which the fiscal year covered by the budget begins if the District elects to adopt a tax rate before receiving the certified appraisal roll for the District as provided by Tax Code 26.05(g). Following adoption of the tax rate [see CCG], the District must publish notice and hold a public meeting before the District may adopt a budget. The comptroller shall prescribe the language and format to be used in the notice. The District may use the certified estimate of taxable value in preparing the notice. <i>Education Code 44.004(j)</i>
PUBLICATION OF ADOPTED BUDGET	<p>On final approval of the budget by the Board, the District shall post on the District's Internet Web site a copy of the budget adopted by the Board. The District's Web site must prominently display the electronic link to the adopted budget.</p> <p>The District shall maintain the adopted budget on the District's Web site until the third anniversary of the date the budget was adopted.</p> <p><i>Education Code 39.084</i></p>
AMENDMENT OF APPROVED BUDGET	<p>The Board shall have the authority to amend the approved budget or to adopt a supplementary emergency budget to cover necessary unforeseen expenses.</p> <p>Copies of any amendment or supplementary budget must be prepared and filed in accordance with State Board rules.</p> <p><i>Education Code 44.006</i></p>
FAILURE TO COMPLY WITH BUDGET REQUIREMENTS	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>
CERTAIN DONATIONS	The District may donate funds or other property or service to the adjutant general's department, the Texas National Guard, or the Texas State Guard. <i>Gov't Code 437.111(b), .252, .304(a)</i>

ANNUAL OPERATING BUDGET

CE
(LOCAL)

FISCAL YEAR	The District shall operate on a fiscal year beginning July 1 and ending June 30.
BUDGET PLANNING	Budget planning shall be an integral part of overall program planning so that the budget effectively reflects the District's programs and activities and provides the resources to implement them. In the budget planning process, general educational goals, specific program goals, and alternatives for achieving program goals shall be considered, as well as input from the District- and campus-level planning and decision-making committees. Budget planning and evaluation are continuous processes and shall be a part of each month's activities.
BUDGET MEETING	<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. Only those who sign in with the Board secretary or designee shall be heard.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.
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.



Fort Worth Independent School District

2015-16 Official Budget

Financial Section



2015-16 Official Budget

Financial Section

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Description of ALL FUNDS

Governmental Fund Types are those through which most governmental functions of the District are financed. The acquisition, use, and balance of the District's expendable financial resources, and the related liabilities, are accounted for using Governmental Fund Types. The measurement focus is based upon determination of changes in financial position rather than upon net income determination. The following are the District's governmental funds:

- **General Fund** – The *General Fund* accounts for all financial transactions not properly included in other funds. The principal sources of revenue include local property taxes and state aid. Expenditures include costs associated with the daily operations of the schools.
- **Debt Service Fund** – The *Debt Service Fund* accounts for the accumulation of resources for, and the retirement of, general long-term debt and related costs.
- **Special Revenue Fund** – The *Special Revenue Fund* accounts for the proceeds of specific revenue sources (other than private-purpose trust funds or capital projects) such as federal, state or locally financed programs where unused balances are returned to the grantor at the close of specified project periods. Funds are legally restricted to expenditures for specified purposes.
- **Capital Projects Fund** – The *Capital Projects Fund* accounts for the proceeds of bond sales and the associated capital expenditures.

Proprietary Fund Types are services for which the District charges customers a fee. The following are the District's proprietary funds:

- **Enterprise Funds** – The *Enterprise Fund* reports activities for which a fee is charged to external users for goods and services.
 - **Food Service Fund** – The District participates in the federally funded National School Breakfast and Lunch Program which provides partial reimbursement of the cost of meals served to children. The remaining costs of preparation and serving those meals are covered by the price of the meals for students and staff.
 - **Leadership Learning Center Fund** – The Leadership Learning Center Fund accounts for all the operations of the outdoor learning center which provides an outdoor learning environment for cadets, students, staff and other organizations across the state.

Description of All Funds, Continued

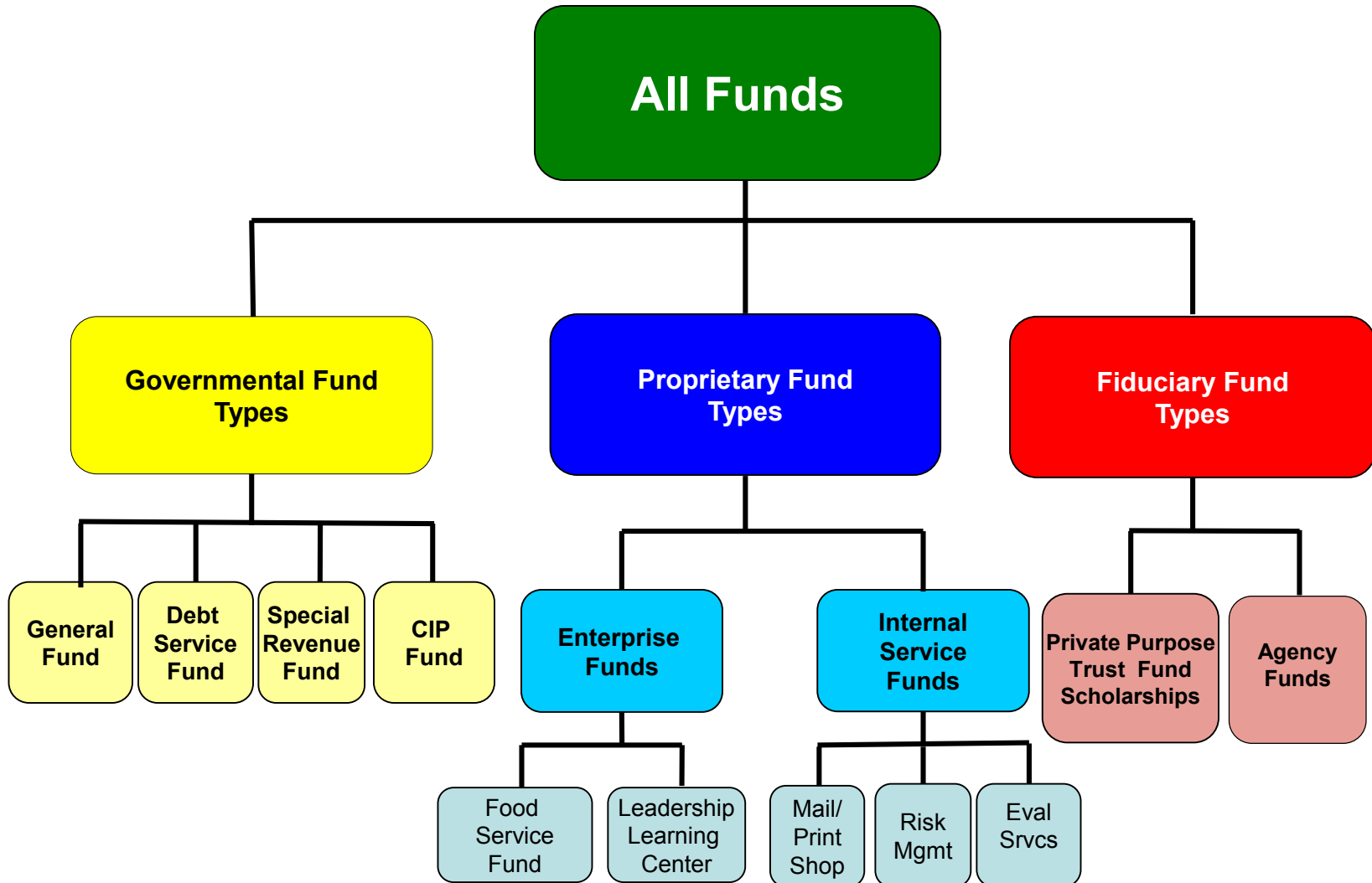
- **Internal Service Funds** – The *Internal Service Fund* reports activities that provide supplies and services for the District's other programs and activities.
 - **Mail Services/Print Shop** – The Mail Room and Print Shop are responsible for the District's incoming and outgoing mail and printing services.
 - **Risk Management** – The District is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets, errors and omissions; and natural disasters for which the District is insured. This exposure is in property and general liability, health insurance, workers' compensation and unemployment insurance.
 - **Evaluation Services** – The Research and Evaluation Department is responsible for providing evaluation services for various departments and District programs.

Fiduciary Funds Types are used to report assets held by the District in a trustee or agency capacity for others and therefore cannot be used to support the District's own programs. The following are the District's fiduciary funds:

- **Private Purpose Trust Funds** – *The Private Purpose Trust Funds* are used to report all trust arrangements under which principal and income benefit a specific school or group of students. This includes the scholarship funds that are received and awarded to current and former students for postsecondary education purposes.
- **Agency Funds** – *The Agency Funds* are used to account for the receipts and disbursements of monies from student activity and other organizations.

Structure of All Funds

Fort Worth Independent School District



Combined Proposed Budget Summary: 2015-16

All Funds

	Governmental Fund Types	Proprietary Fund Types	Fiduciary Fund Types	Total All Funds
Revenues				
5710 Tax Collections	\$ 400,246,004	\$ -	\$ -	\$ 400,246,004
5730 Tuition and Fees	100,000	-	-	100,000
5740 Miscellaneous Local Revenue	20,595,193	-	540,262	21,135,455
5750 Extra/Cocurricular Activity	763,725	12,592,243	-	13,355,968
5760 Misc. Revenue Intermediate Sources	28,009	-	-	28,009
Total Local Revenues	421,732,931	12,592,243	540,262	434,865,436
5810 Foundation School Program	376,484,167	-	-	376,484,167
5820 Miscellaneous State Revenue	22,487,952	250,000	-	22,737,952
5830 Teacher Retirement On-behalf	4,271,400	-	-	4,271,400
Total State Revenues	403,243,519	250,000	-	403,493,519
5920 Miscellaneous Federal Revenue	90,155,527	-	-	90,155,527
5930 School Health Related	8,750,000	-	-	8,750,000
5940 Direct Federal Revenue	-	-	-	-
7950 Non-operating Revenue	-	45,751,000	-	45,751,000
Total Federal Revenues	98,905,527	45,751,000	-	144,656,527
7910 Sale of Bonds/Property	115,000,000	60,000	-	115,060,000
7940 Other Sources	-	-	-	-
Total Other Sources	115,000,000	60,000	-	115,060,000
Total Revenues & Other Sources	1,038,881,977	58,653,243	540,262	1,098,075,482
Expenditures				
11 Instruction	511,021,977	-	540,262	511,562,239
12 Instruction Resources & Media	11,921,962	-	-	11,921,962
13 Curriculum & Staff Development	32,129,587	-	-	32,129,587
21 Instructional Administration	17,709,485	-	-	17,709,485
23 School Administration	48,314,273	-	-	48,314,273
31 Guidance & Counseling Services	39,407,370	1,030,368	-	40,437,738
32 Social Work Services	5,708,777	-	-	5,708,777
33 Health Services	8,794,124	-	-	8,794,124
34 Student Transportation	25,600,854	-	-	25,600,854
35 Food Services	834,386	52,985,627	-	53,820,013
36 Cocurricular/Extracurricular	15,933,116	-	-	15,933,116
41 General Administration	19,383,936	7,860,875	-	27,244,811
51 Plant Maintenance & Operations	87,594,378	631,950	-	88,226,328
52 Security & Monitoring Services	11,136,076	4,000	-	11,140,076
53 Data Processing Services	12,782,671	-	-	12,782,671
61 Community Services	10,555,604	85,550	-	10,641,154
71 Debt Service	95,353,523	-	-	95,353,523
81 Facilities Acquisition & Constr.	36,581,571	-	-	36,581,571
93 Payments to Fiscal Agents	-	-	-	-
95 Payments to JJAEP	350,000	-	-	350,000
97 Tax Increment Financing	4,337,681	-	-	4,337,681
99 Intergovernmental Charges	2,374,871	-	-	2,374,871
Total Expenditures	997,826,222	62,598,370	540,262	1,060,964,854
Operating Transfers Out	-	-	-	-
Total Operating Expenditures	997,826,222	62,598,370	540,262	1,060,964,854
Excess of Revenues Over (Under)				
Expenditures	41,055,755	\$ (3,945,127)	-	37,110,628
Fund Balance-Beginning-Projected	392,225,569	21,811,628	1,015,460	415,052,657
Fund Balance-Ending-Projected	\$ 433,281,324	\$ 17,866,501	\$ 1,015,460	\$ 452,163,285

Combined Proposed Budget Summary: 2015-16
All Funds

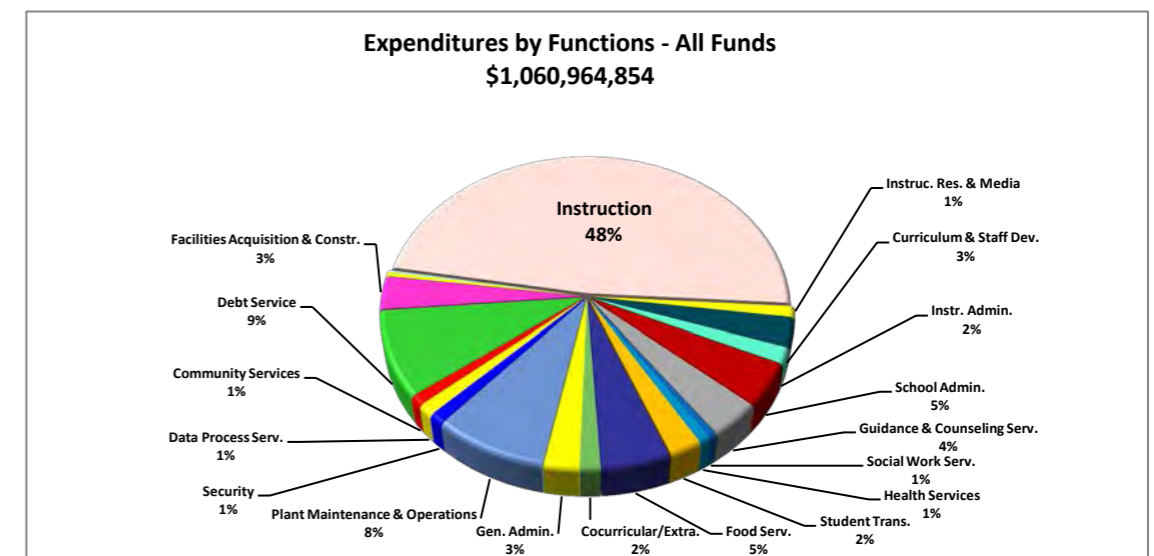
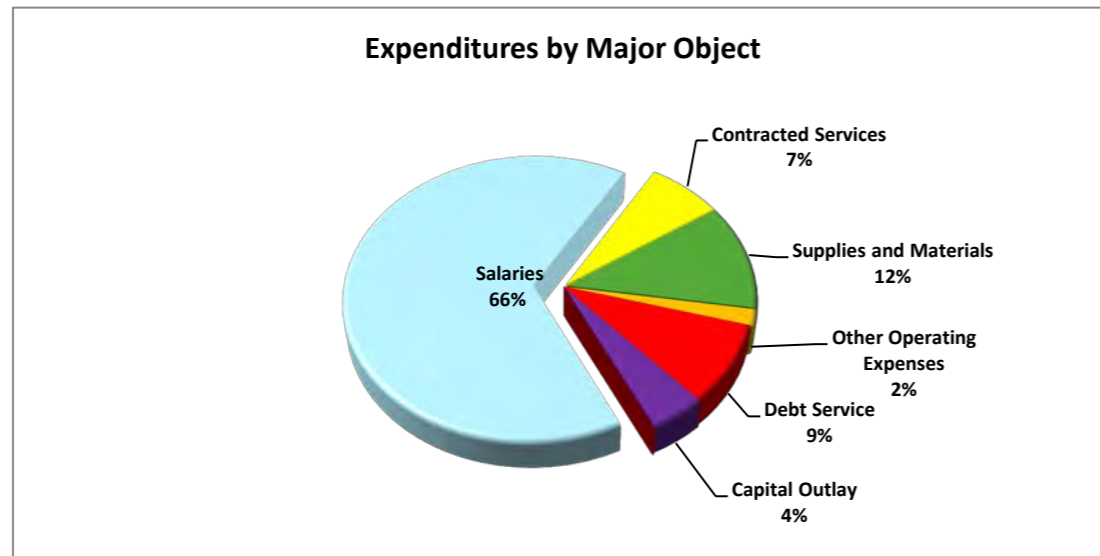
	Governmental Fund Types					Enterprise					Internal Service			Proprietary Fund Types	Fiduciary Fund Types	Total All Funds
	General Fund	Debt Service	Special Rev.	CIP (2007)	CIP (2013)	Food Service	Leadership Ctr	Mail/Print	Eval Svcs	Risk Mgmt						
Revenues																
5710 Tax Collections	\$ 307,405,946	\$ 92,840,058	\$ -	\$ -	\$ -	\$ 400,246,004	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 400,246,004
5730 Tuition and Fees	100,000					100,000										100,000
5740 Miscellaneous Local Revenue	3,702,500	20,000	\$ 16,722,693	0	150,000	20,595,193									540,262	21,135,455
5750 Extra/Cocurricular Activity	452,500		\$ 311,225			763,725										13,355,968
5760 Misc. Revenue Intermediate Sources			\$ 28,009			28,009	3,586,000	115,000	1,150,418	1,030,368	6,710,457	12,592,243				28,009
Total Local Revenues	311,660,946	92,860,058	17,061,927	0	150,000	421,732,931	3,586,000	115,000	1,150,418	1,030,368	6,710,457	12,592,243	540,262			434,865,436
5810 Foundation School Program	376,117,552		366,615			376,484,167										376,484,167
5820 Miscellaneous State Revenue		1,061,653	21,426,299			22,487,952	250,000					250,000				22,737,952
5830 Teacher Retirement On-behalf			4,271,400			4,271,400										4,271,400
Total State Revenues	376,117,552	1,061,653	26,064,314	0	-	403,243,519	250,000	-	-	-	-	250,000	-	-	-	403,493,519
5920 Miscellaneous Federal Revenue	750,000		89,405,527			90,155,527										90,155,527
5930 School Health Related	8,750,000					8,750,000										8,750,000
5940 Direct Federal Revenue						-										-
7950 Non-operating Revenue							45,751,000					45,751,000				45,751,000
Total Federal Revenues	9,500,000	-	89,405,527	-	-	98,905,527	45,751,000	-	-	-	-	45,751,000	-	-	-	144,656,527
7910 Sale of Bonds/Property				0	115,000,000	115,000,000	60,000							60,000		115,060,000
7940 Other Sources						-										-
Total Other Sources	0	0	0	0	115,000,000	115,000,000	60,000	-	-	-	-	60,000	-	-	-	115,060,000
Total Revenues & Other Sources	697,278,498	93,921,711	132,531,768	0	115,150,000	1,038,881,977	49,647,000	115,000	1,150,418	1,030,368	6,710,457	58,653,243	540,262	-	-	1,098,075,482
Expenditures																
11 Instruction	408,862,346		82,159,631	-	20,000,000	511,021,977									540,262	511,562,239
12 Instruction Resources & Media	10,485,339		1,436,623			11,921,962										11,921,962
13 Curriculum & Staff Development	9,133,470		22,996,117			32,129,587										32,129,587
21 Instructional Administration	14,093,347		3,616,138			17,709,485										17,709,485
23 School Administration	47,617,510		696,763			48,314,273										48,314,273
31 Guidance & Counseling Services	36,240,634		3,166,736			39,407,370				1,030,368		1,030,368				40,437,738
32 Social Work Services	4,358,415		1,350,362			5,708,777										5,708,777
33 Health Services	8,758,624		35,500			8,794,124										8,794,124
34 Student Transportation	19,983,914		616,940	-	5,000,000	25,600,854										25,600,854
35 Food Services	206,917		627,469			834,386	52,985,627					52,985,627				53,820,013
36 Cocurricular/Extracurricular	13,040,532		392,584	-	2,500,000	15,933,116										15,933,116
41 General Administration	17,317,453		1,916,483	-	150,000	19,383,936			1,150,418		6,710,457	7,860,875				27,244,811
51 Plant Maintenance & Operations	84,232,229		362,149	-	3,000,000	87,594,378	602,500	29,450				631,950				88,226,328
52 Security & Monitoring Services	11,112,358		23,718	-		11,136,076	4,000					4,000				11,140,076
53 Data Processing Services	12,782,671			-		12,782,671										12,782,671
61 Community Services	5,878,427		4,677,177			10,555,604		85,550				85,550				10,641,154
71 Debt Service		94,677,716		-	675,807	95,353,523										95,353,523
81 Facilities Acquisition & Constr.	5,800,000		8,457,378	-	22,324,193	36,581,571										36,581,571
93 Payments to Fiscal Agents						-										-
95 Payments to JJAEP	350,000					350,000										350,000
97 Tax Increment Financing	3,445,000	892,681				4,337,681										4,337,681
99 Intergovernmental Charges	2,374,871					2,374,871										2,374,871
Total Expenditures	716,074,057	95,570,397	132,531,768	0	53,650,000	997,826,222	53,592,127	115,000	1,150,418	1,030,368	6,710,457	62,598,370	540,262	-	-	1,060,964,854
Operating Transfers Out						-										-
Total Operating Expenditures	716,074,057	95,570,397	132,531,768	0	53,650,000	997,826,222	53,592,127	115,000	1,150,418	1,030,368	6,710,457	62,598,370	540,262	-	-	1,060,964,854
Excess of Revenues Over (Under) Expenditures																
Fund Balance-Beginning-Projected	162,763,547	40,271,883		1,049,912	188,140,227	392,225,569	9,143,579	100,825			12,567,224	21,811,628	1,015,460			415,052,657
Fund Balance-Ending-Projected	\$ 143,967,988	\$ 38,623,197	\$ (0)	\$ 1,049,912	\$ 249,640,227	\$ 433,281,324	\$ 5,198,452	\$ 100,825	\$ -	\$ -	\$ 12,567,224	\$ 17,866,501	\$ 1,015,460	\$ -	\$ -	\$ 452,163,285

Combined Budget Summary -All Funds
For the Years Ended June 30, 2012- June 30, 2016 (*Actuals and Budgeted*)

	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Estimated	2015-16 Budget
Revenues					
5710 Tax collections	\$ 341,570,640	\$ 352,119,441	\$ 363,560,667	\$ 374,815,694	\$ 400,246,004
5730 Tuition and Fees	255,057	165,080	210,315	191,947	\$ 100,000
5740 Miscellaneous local revenue	23,646,037	24,349,213	19,725,457	21,809,041	\$ 21,135,455
5750 Extra/Cocurricular activity	5,262,052	4,700,567	4,944,717	3,563,238	\$ 13,355,968
5760 Misc Revenue Intermediate Source		38,279	13,301	37,155	\$ 28,009
Total Local Revenues	370,733,786	381,372,580	388,454,457	400,417,075	434,865,436
5800 State Matching and Other	254,745	255,947	-		250,000
5810 Foundation school program	262,988,221	307,350,250	294,432,868	329,170,151	376,234,167
5820 Miscellaneous state revenue	19,246,992	8,324,101	17,567,703	6,648,553	22,737,952
5830 Teacher retirement on-behalf	24,902,219	22,681,352	26,129,927	30,014,161	4,271,400
Total State Revenues	307,392,177	338,611,650	338,130,498	365,832,865	403,493,519
5900 Miscellaneous federal revenue	89,107,897	81,384,773	69,076,410	76,934,260	90,155,527
5930 School health related	10,265,878	3,291,375	6,636,147	8,269,529	8,750,000
5940 Direct Federal revenue	12,827,364	10,959,171	3,555,653	2,164,000	-
Total Federal Revenues	112,201,139	95,635,319	79,268,210	87,367,789	98,905,527
7910 Sale of Bonds	-	-	136,038,574	317,972,325	115,000,000
7912 Sale of Property	-	-	-	-	60,000
7915 Transfer In	511,358	434,142	4,925,746	10,846,242	-
7940 Other Sources	-	-	-	-	-
7950 Non-operating revenue	35,866,306	36,460,006	39,018,721	44,380,332	45,751,000
7980 Afterschool Snack Program	771,869	767,054	262,353	545,375	-
Total Other Sources	37,149,533	37,661,202	180,245,394	373,744,274	160,811,000
Total Revenues & Oth Srcs	827,476,635	853,280,751	986,098,559	1,227,362,003	1,098,075,482
Expenditures					
11 Instruction	431,551,211	402,572,574	419,038,980	461,375,241	511,562,239
12 Instruction Resources & Media	11,421,454	11,350,506	11,531,514	12,137,921	11,921,962
13 Curriculum & Staff Development	32,001,701	24,182,924	26,877,448	27,701,869	32,129,587
21 Instructional Administration	12,349,308	12,325,143	14,705,216	15,133,744	17,709,485
23 School Leadership	45,248,425	44,158,105	44,062,474	47,402,277	48,314,273
31 Guidance & Counseling Services	32,245,885	32,881,854	36,871,169	40,153,452	40,437,738
32 Social Work Services	4,541,456	4,221,005	3,845,891	4,626,895	5,708,777
33 Health Services	7,621,164	7,559,547	7,404,628	8,613,276	8,794,124
34 Student Transportation	23,845,181	18,047,189	18,487,431	23,613,755	25,600,854
35 Food Services	39,342,949	42,399,244	42,858,063	47,781,384	53,820,013
36 Cocurricular/Extracurricular	9,903,083	10,501,646	10,901,660	12,942,328	15,933,116
41 General Administration	24,614,899	18,231,690	25,536,200	21,691,223	27,244,811
51 Plant Maintenance & Operations	68,771,961	67,489,116	72,556,932	74,785,228	88,226,328
52 Security & Monitoring Services	10,645,445	10,167,932	10,789,781	10,431,150	11,140,076
53 Data Processing Services	9,926,664	10,176,401	11,298,926	13,206,154	12,782,671
61 Community Services	5,274,673	5,675,454	6,290,655	8,114,272	10,641,154
71 Debt Service	75,062,944	75,188,849	76,140,954	91,245,090	95,353,523
81 Facilities Acquisition & Constr.	72,922,661	47,562,379	20,843,702	33,006,968	36,581,571
93 Payments to Fiscal Agents	113,848	57,952	97,489	39,294	-
95 Payments to JJAEP	248,250	279,000	127,680	81,657	350,000
97 Tax Increment Financing	4,516,572	3,769,943	3,668,931	4,114,520	4,337,681
99 Other Intergovernmental Charges	2,064,703	2,106,868	1,998,394	2,160,447	2,374,871
00 Other Uses/Transfers Out	511,358	434,142	4,925,746	212,161,965	-
Total Expenditures	924,745,795	851,339,463	870,859,864	1,172,520,110	1,060,964,854
Excess of Revenues Over (Under) Expenditures	(97,269,160)	1,941,288	115,238,695	54,841,893	37,110,628
Fund Balance-Beginning-Projected	355,125,919	257,856,759	261,678,693	377,960,849	415,052,657
Fund Balance-Ending-Projected	\$ 257,856,759	\$ 259,798,047	\$ 376,917,388	\$ 432,802,742	\$ 452,163,285

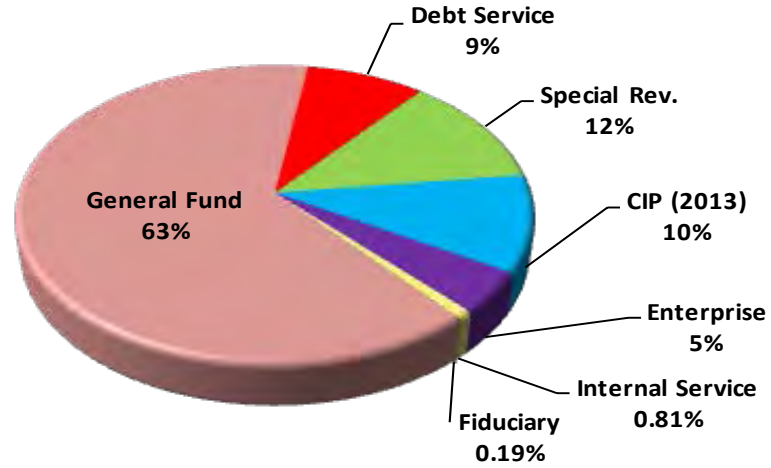
Projected Expenditures by Function and Major Object -All Funds
2015-16 Budget

Expenditures	Salaries (6100)	Contracted Services (6200)	Supplies and Materials (6300)	Other Operating Expenses (6400)	Debt Service (6500)	Capital Outlay (6600)	Other Uses (8900)	Total
11 Instruction	432,736,363	7,677,843	68,049,064	2,421,475	-	677,495	-	511,562,240
12 Instruction Resources & Media	9,335,522	532,674	1,915,647	23,119	-	115,000	-	11,921,962
13 Curriculum & Staff Development	21,818,921	4,188,211	3,385,358	2,737,096	-	-	-	32,129,586
21 Instructional Administration	14,641,605	1,057,334	1,480,981	529,565	-	-	-	17,709,485
23 School Administration	46,841,712	327,971	440,969	639,621	-	64,000	-	48,314,273
31 Guidance & Counseling Services	35,101,212	2,250,522	2,695,729	390,275	-	-	-	40,437,738
32 Social Work Services	4,283,288	1,073,048	186,527	165,914	-	-	-	5,708,777
33 Health Services	8,589,920	89,352	110,352	4,500	-	-	-	8,794,124
34 Student Transportation	15,035,105	930,574	3,419,659	485,100	-	5,730,416	-	25,600,854
35 Food Services	23,063,544	857,686	26,357,860	405,503	-	3,135,420	-	53,820,013
36 Cocurricular/Extracurricular	9,111,430	746,311	1,281,725	2,293,650	-	2,500,000	-	15,933,116
41 General Administration	12,470,490	10,266,279	1,938,646	2,569,396	-	-	-	27,244,811
51 Plant Maintenance & Operations	43,405,117	31,357,449	6,953,100	1,782,772	-	4,727,890	-	88,226,328
52 Security & Monitoring Services	6,646,724	4,194,125	182,373	15,527	-	101,327	-	11,140,076
53 Data Processing Services	8,210,049	2,474,592	1,704,030	96,500	-	297,500	-	12,782,671
61 Community Services	4,293,033	3,167,989	2,705,600	448,232	-	26,300	-	10,641,154
71 Debt Service	-	-	-	-	95,353,523	-	-	95,353,523
81 Facilities Acquisition & Constr.	1,346,293	774,977	4,247,320	18,305	-	30,194,676	-	36,581,571
95 Payments to JJAEP	-	350,000	-	-	-	-	-	350,000
97 Tax Increment Financing	-	-	-	4,337,681	-	-	-	4,337,681
99 Intergovernmental Charges	-	2,374,871	-	-	-	-	-	2,374,871
00 Operating Transfers Out	-	-	-	-	-	-	-	-
Total Expenditures	696,930,328	74,691,808	127,054,940	19,364,231	95,353,523	47,570,024	0	1,060,964,854

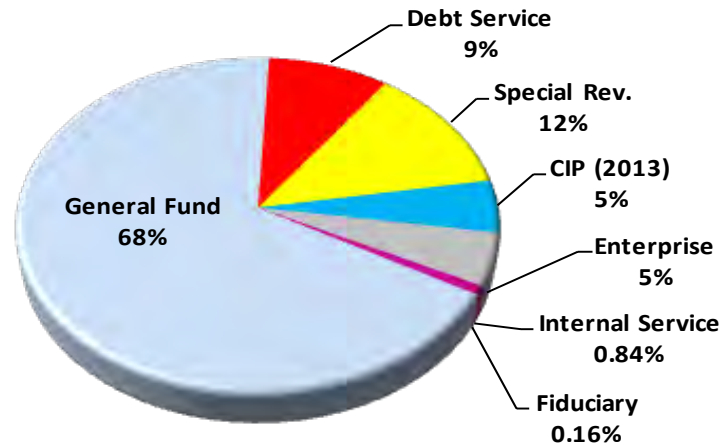


Revenue and Expenditures by Fund - FY 2015-16

Total Projected Revenue by Fund - FY 2015-16
\$1,098,075,482

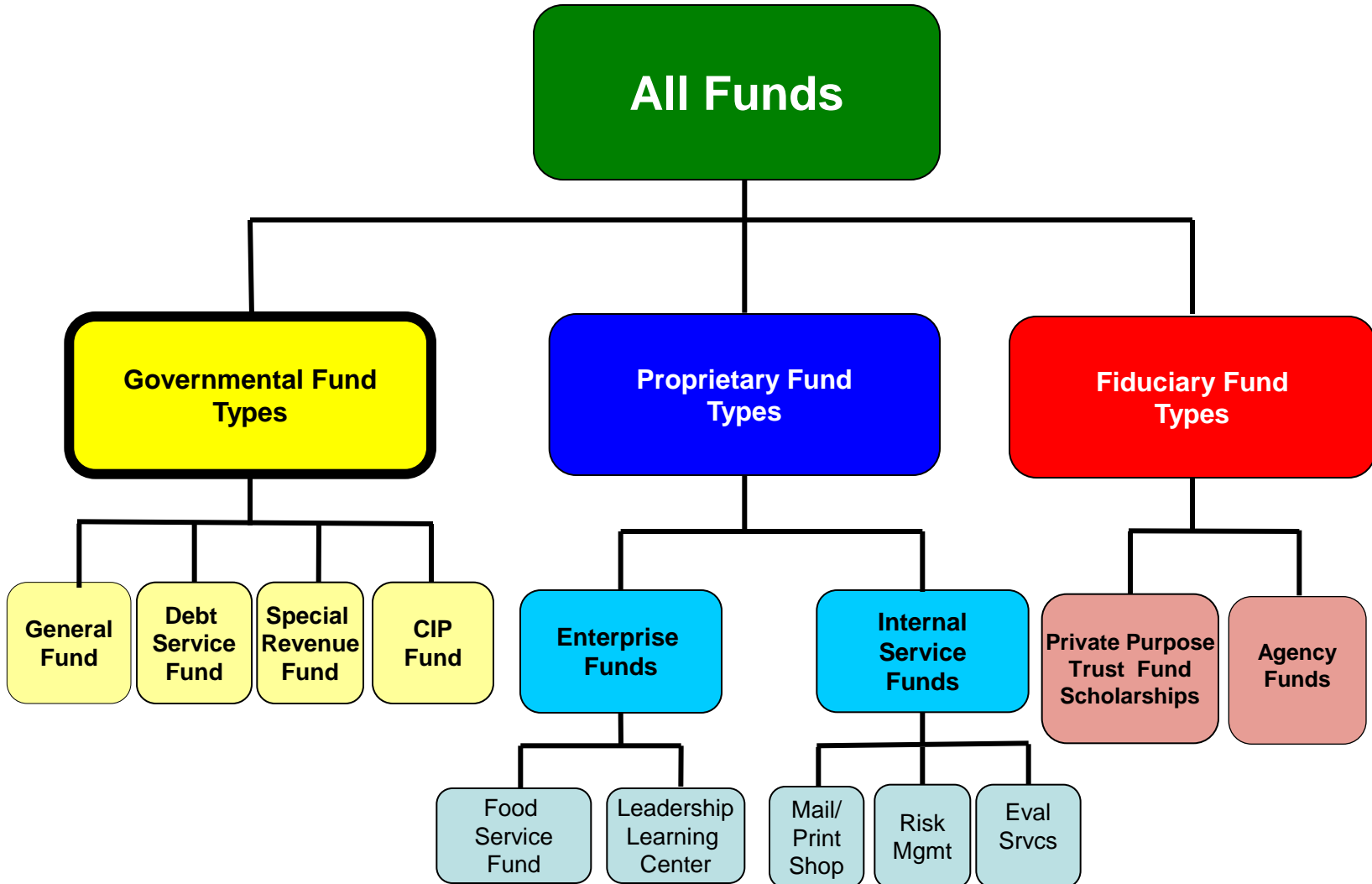


Total Projected Expenditures by Fund - FY 2015-16
\$1,060,964,854



Structure of All Funds

Fort Worth Independent School District

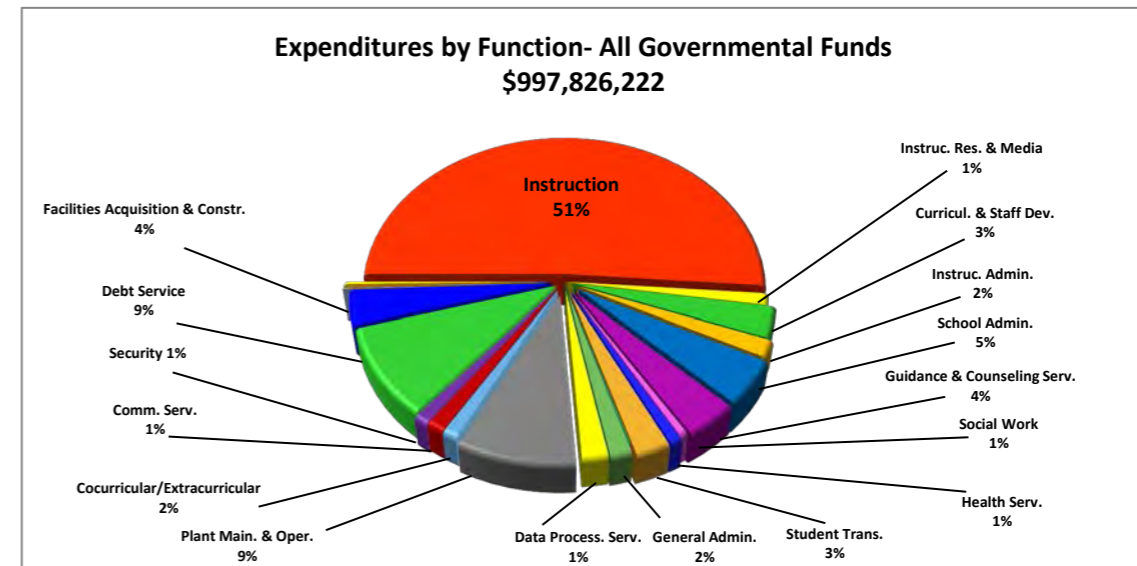
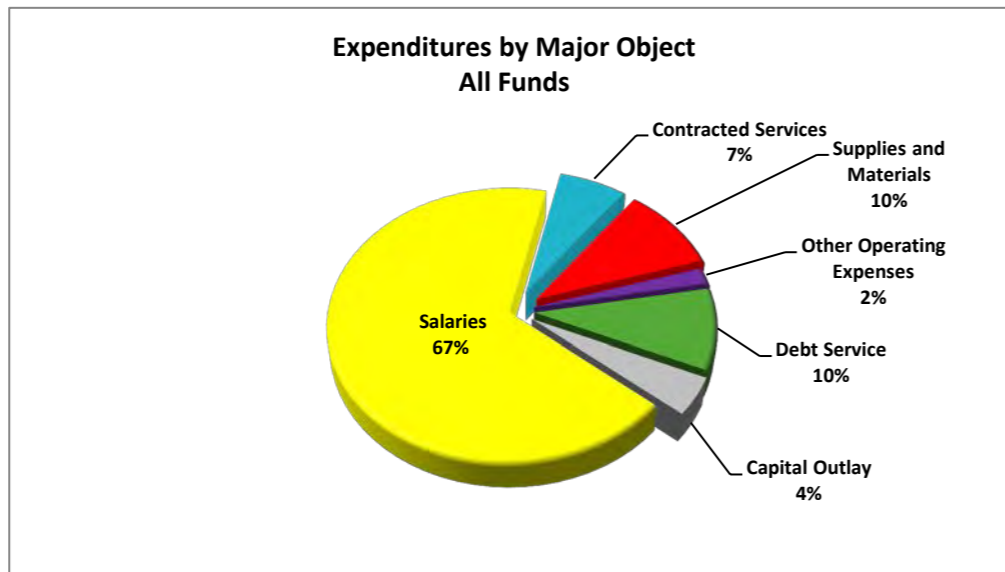


Combined Budget Summary: 2015-16
Governmental Fund Types

	<u>General Fund</u>	<u>Debt Service</u>	<u>Special Rev.</u>	<u>CIP (2007)</u>	<u>CIP (2013)</u>	<u>Total Governmental</u>
Revenues						
5710 Tax collections	\$ 307,405,946	\$ 92,840,058	\$ -	\$ -	\$ -	\$ 400,246,004
5730 Tuition and Fees	100,000					\$ 100,000
5740 Miscellaneous local revenue	3,702,500	20,000	16,722,693		150,000	\$ 20,595,193
5750 Extra/Cocurricular Activity	452,500		311,225			\$ 763,725
5760 Misc. Revenue Intermediate Source			28,009			\$ 28,009
Total Local Revenues	<u>311,660,946</u>	<u>92,860,058</u>	<u>17,061,927</u>	<u>0</u>	<u>150,000</u>	<u>421,732,931</u>
5810 Foundation school program	376,117,552		366,615			\$ 376,484,167
5820 Miscellaneous state revenue		1,061,653	21,426,299			\$ 22,487,952
5830 Teacher retirement on-behalf			4,271,400			\$ 4,271,400
Total State Revenues	<u>376,117,552</u>	<u>1,061,653</u>	<u>26,064,314</u>		<u>-</u>	<u>403,243,519</u>
5920 Miscellaneous federal revenue	750,000		89,405,527			\$ 90,155,527
5930 School health related	8,750,000					\$ 8,750,000
5940 Direct Federal revenue						\$ -
Total Federal Revenues	<u>9,500,000</u>	<u>-</u>	<u>89,405,527</u>	<u>-</u>	<u>-</u>	<u>98,905,527</u>
7910 Sale of Bonds/Property					115,000,000	\$ 115,000,000
7915 Transfers In						-
7950 Non-operating revenue						
Total Other Sources					<u>115,000,000</u>	<u>115,000,000</u>
Total Revenues & Other Sources	<u>697,278,498</u>	<u>93,921,711</u>	<u>132,531,768</u>	<u>0</u>	<u>115,150,000</u>	<u>1,038,881,977</u>
Expenditures						
11 Instruction	408,862,346		82,159,631		20,000,000	511,021,977
12 Instruction Resources & Media	10,485,339		1,436,623			11,921,962
13 Curriculum & Staff Development	9,133,470		22,996,117			32,129,587
21 Instructional Administration	14,093,347		3,616,138			17,709,485
23 School Administration	47,617,510		696,763			48,314,273
31 Guidance & Counseling Services	36,240,634		3,166,736			39,407,370
32 Social Work Services	4,358,415		1,350,362			5,708,777
33 Health Services	8,758,624		35,500			8,794,124
34 Student Transportation	19,983,914		616,940		5,000,000	25,600,854
35 Food Services	206,917		627,469			834,386
36 Cocurricular/Extracurricular	13,040,532		392,584		2,500,000	15,933,116
41 General Administration	17,317,453		1,916,483		150,000	19,383,936
51 Plant Maintenance & Operations	84,232,229		362,149		3,000,000	87,594,378
52 Security & Monitoring Services	11,112,358		23,718			11,136,076
53 Data Processing Services	12,782,671					12,782,671
61 Community Services	5,878,427		4,677,177			10,555,604
71 Debt Service		94,677,716			675,807	95,353,523
81 Facilities Acquisition & Constr.	5,800,000		8,457,378		22,324,193	36,581,571
93 Payments to Fiscal Agents						-
95 Payments to JJAEP	350,000					350,000
97 Tax Increment Financing	3,445,000	892,681				4,337,681
99 Intergovernmental Charges	2,374,871					2,374,871
Total Expenditures	<u>716,074,057</u>	<u>95,570,397</u>	<u>132,531,768</u>	<u>-</u>	<u>53,650,000</u>	<u>997,826,222</u>
Operating Transfers Out						
Total Operating Expenditures	<u>716,074,057</u>	<u>95,570,397</u>	<u>132,531,768</u>	<u>0</u>	<u>53,650,000</u>	<u>997,826,222</u>
Excess of Revenues Over (Under)						
Expenditures	(18,795,559)	(1,648,686)		-	61,500,000	41,055,755
Fund Balance-Beginning-Projected	162,763,547	40,271,883		1,049,912	188,140,227	392,225,569
Fund Balance-Ending-Projected	<u>\$ 143,967,988</u>	<u>\$ 38,623,197</u>	<u>\$ -</u>	<u>\$ 1,049,912</u>	<u>\$ 249,640,227</u>	<u>\$ 433,281,324</u>

Projected Expenditures by Function and Major Object -All Governmental Funds
2015-16 Budget

Expenditures	Salaries (6100)	Contracted Services (6200)	Supplies and Materials (6300)	Other Operating Expenses (6400)	Debt Service (6500)	Capital Outlay (6600)	Other Uses (8900)	Total
11 Instruction	432,736,362	7,137,581	68,049,064	2,421,475	-	677,495	-	511,021,977
12 Instruction Resources & Media	9,335,522	532,674	1,915,647	23,119	-	115,000	-	11,921,962
13 Curriculum & Staff Development	21,818,921	4,188,211	3,385,358	2,737,096	-	-	-	32,129,586
21 Instructional Administration	14,641,605	1,057,334	1,480,981	529,565	-	-	-	17,709,485
23 School Administration	46,841,712	327,971	440,969	639,621	-	64,000	-	48,314,273
31 Guidance & Counseling Services	34,222,330	2,180,522	2,664,229	340,289	-	-	-	39,407,370
32 Social Work Services	4,283,289	1,073,048	186,527	165,914	-	-	-	5,708,778
33 Health Services	8,589,920	89,352	110,352	4,500	-	-	-	8,794,124
34 Student Transportation	15,035,105	930,574	3,419,659	485,100	-	5,730,416	-	25,600,854
35 Food Services	206,917	20,186	591,860	15,003	-	420	-	834,386
36 Cocurricular/Extracurricular	9,111,430	746,311	1,281,725	2,293,650	-	2,500,000	-	15,933,116
41 General Administration	11,616,395	3,704,999	1,530,646	2,531,896	-	-	-	19,383,936
51 Plant Maintenance & Operations	43,402,617	30,984,199	6,696,900	1,782,772	-	4,727,890	-	87,594,378
52 Security & Monitoring Services	6,642,724	4,194,125	182,373	15,527	-	101,327	-	11,136,076
53 Data Processing Services	8,210,049	2,474,592	1,704,030	96,500	-	297,500	-	12,782,671
61 Community Services	4,293,033	3,146,739	2,688,600	427,232	-	-	-	10,555,604
71 Debt Service	-	-	-	-	95,353,523	-	-	95,353,523
81 Facilities Acquisition & Constr.	1,346,293	774,977	4,247,320	18,305	-	30,194,676	-	36,581,571
95 Payments to JJAEP	-	350,000	-	-	-	-	-	350,000
97 Tax Increment Financing	-	-	-	4,337,681	-	-	-	4,337,681
99 Intergovernmental Charges	-	2,374,871	-	-	-	-	-	2,374,871
00 Operating Transfers Out	-	-	-	-	-	-	-	-
Total Expenditures	672,334,224	66,288,266	100,576,240	18,865,245	95,353,523	44,408,724	0	997,826,222

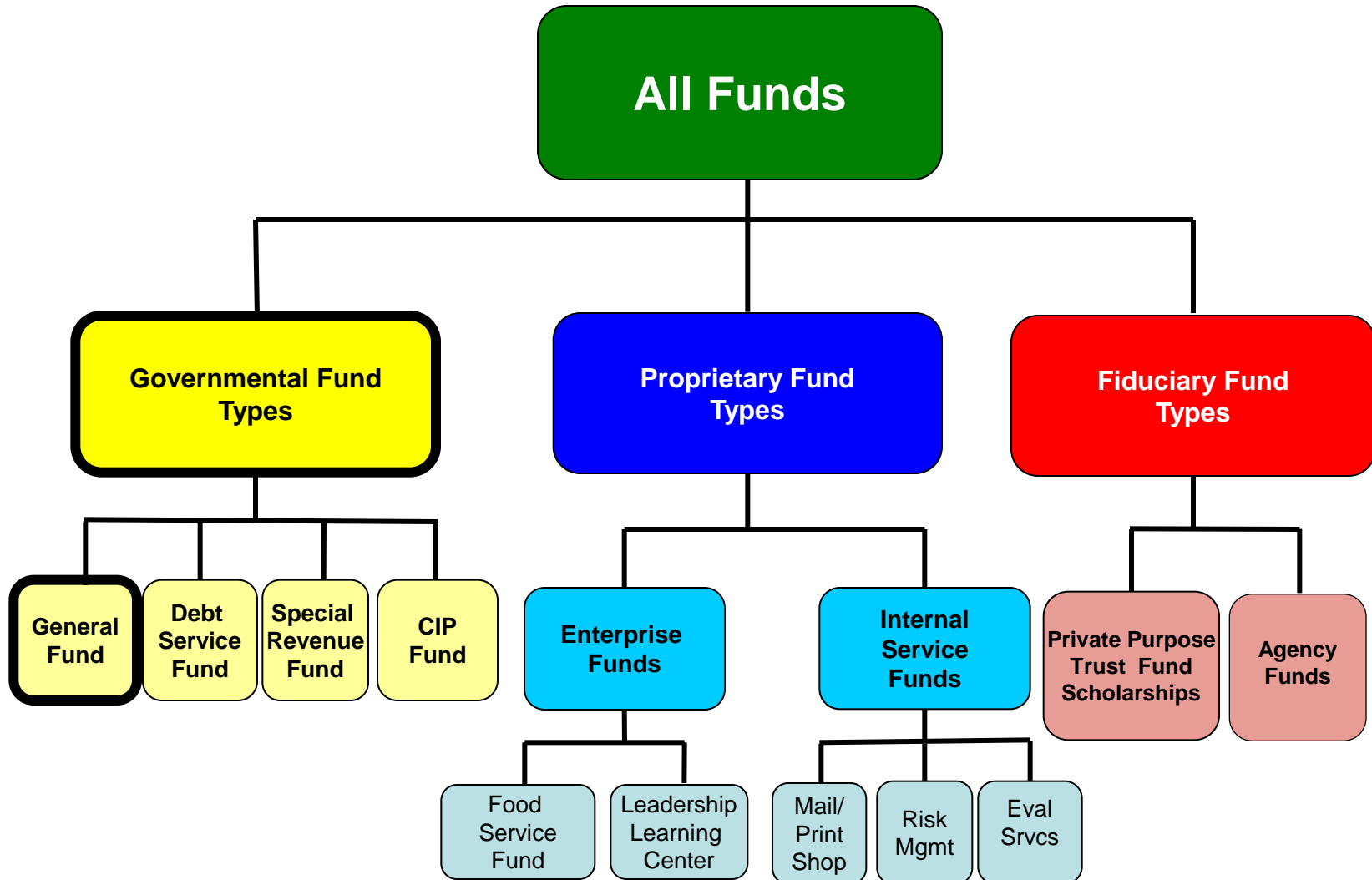


Combined Budget Summary-All Governmental Fund Types
For the Years Ended June 30, 2012 - June 30, 2016 (Actuals, Estimated, Budgeted)

	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Estimated	2015-16 Budget
Revenues					
5710 Tax Collections	\$ 341,570,640	\$ 352,119,441	\$ 363,560,667	\$ 374,815,694	\$ 400,246,004
5730 Tuition and Fees	255,057	165,080	210,315	191,947	100,000
5740 Miscellaneous Local Revenue	15,392,631	14,751,401	16,435,714	15,219,921	20,595,193
5750 Extra/Cocurricular Activity	582,587	491,755	588,373	510,577	763,725
5760 Misc Revenue Intermediate Sources	22,545	38,279	13,301	37,155	28,009
Total Local Revenues	357,823,460	367,565,956	380,808,370	390,775,294	421,732,931
5810 Foundation School Program	262,988,221	307,350,250	294,432,868	329,170,151	376,484,167
5820 Miscellaneous State Revenue	19,246,992	8,324,101	17,567,703	6,382,625	22,487,952
5830 Teacher Retirement On-behalf	24,902,219	22,681,352	26,129,927	30,014,161	4,271,400
Total State Revenues	307,137,432	338,355,703	338,130,498	365,566,937	403,243,519
5920 Miscellaneous Federal Revenue	89,107,897	81,384,773	69,076,410	76,934,260	90,155,527
5930 School Health Related	10,265,878	3,291,375	6,636,147	8,269,529	8,750,000
5940 Direct Federal Revenue	12,827,364	10,959,171	3,555,653	2,164,000	-
Total Federal Revenues	112,201,139	95,635,319	79,268,210	87,367,789	98,905,527
7910 Sale of Bonds/Property	-	-	136,038,574	317,972,325	115,000,000
7915 Transfers In	-	-	4,453,536	10,500,000	-
7950 Non-operating Revenue	-	-	-	-	-
Total Other Sources	-	-	140,492,110	328,472,325	115,000,000
Total Revenues & Oth Srcs	777,162,031	801,556,978	938,699,188	1,172,182,345	1,038,881,977
Expenditures					
11 Instruction	431,551,211	402,572,574	419,038,980	461,331,041	511,021,977
12 Instruction Resources & Media	11,421,454	11,350,506	11,531,514	12,137,921	11,921,962
13 Curriculum & Staff Development	32,001,701	24,182,924	26,877,448	27,701,869	32,129,587
21 Instructional Administration	12,349,308	12,325,143	14,705,216	15,133,744	17,709,485
23 School Leadership	45,248,425	44,158,105	44,062,474	47,402,277	48,314,273
31 Guidance & Counseling Services	32,245,885	32,881,854	36,563,809	39,027,131	39,407,370
32 Social Work Services	4,541,456	4,221,005	3,845,891	4,626,895	5,708,777
33 Health Services	7,621,164	7,559,547	7,404,628	8,608,107	8,794,124
34 Student Transportation	23,845,181	18,047,189	18,487,431	23,613,755	25,600,854
35 Food Services	310,500	301,624	458,819	734,039	834,386
36 Cocurricular/Extracurricular	9,903,083	10,501,646	10,901,660	12,928,888	15,933,116
41 General Administration	14,209,758	13,477,123	15,093,008	15,687,307	19,383,936
51 Plant Maintenance & Operations	68,771,961	67,489,116	72,498,871	74,495,412	87,594,378
52 Security & Monitoring Services	10,645,445	10,167,932	10,789,781	10,431,150	11,136,076
53 Data Processing Services	9,926,664	10,176,401	11,298,926	13,206,154	12,782,671
61 Community Services	5,274,673	5,675,454	6,290,655	8,051,108	10,555,604
71 Debt Service	75,062,944	75,188,849	76,140,954	91,245,090	95,353,523
81 Facilities Acquisition & Constr.	72,922,661	47,562,379	20,843,702	33,006,968	36,581,571
93 Payments to Fiscal Agents	113,848	57,952	97,489	39,294	-
95 Payments to JJAEP	248,250	279,000	127,680	81,657	350,000
97 Tax Increment Financing	4,516,572	3,769,943	3,668,931	4,114,520	4,337,681
99 Other Governmental Charges	2,064,703	2,106,868	1,998,394	2,160,447	2,374,871
Total Expenditures	874,796,847	804,053,134	812,726,261	905,764,774	997,826,222
Other Uses/Transfers Out	511,358	434,142	4,925,746	201,661,965	-
Total Operating Expenditures	875,308,205	804,487,276	817,652,007	1,107,426,739	997,826,222
Excess of Revenues Over (Under)					
Expenditures	(98,146,174)	(2,930,298)	121,047,181	64,755,606	41,055,755
Fund Balance-Beginning-Projected	320,812,183	222,666,009	219,735,711	340,782,892	392,225,569
Fund Balance-Ending-Projected	\$ 222,666,009	\$ 219,735,711	\$ 340,782,892	\$ 405,538,498	\$ 433,281,324

Structure of All Funds

Fort Worth Independent School District

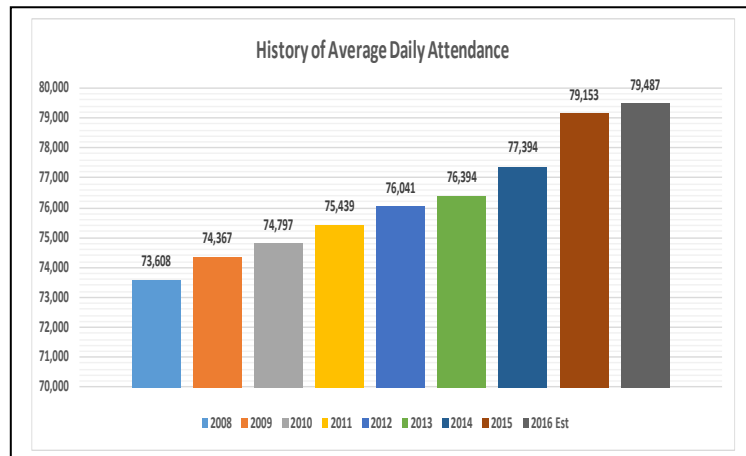


Governmental Fund Types: General Fund Overview

The first, and largest, of the **Governmental Fund Types** is the *General Fund*. The General Fund accounts for all financial transactions not properly included in other funds. The principal sources of revenue include local property taxes and state funding. Expenditures include costs associated with the daily maintenance and operations of the school district.

Average Daily Attendance

The General Fund budget is predicated on projecting student populations, Average Daily Attendance (ADA), State revenue estimates, as well as campus expenditure and staffing allocations. The District experienced an increase of 1,759 students in FY 2015 and is projecting a further increase of 334 students in FY 2016. The District is beginning to show consistent annual growth in both enrollment and ADA. The District projects the growth to continue into 2016



Revenue Trends and Assumptions

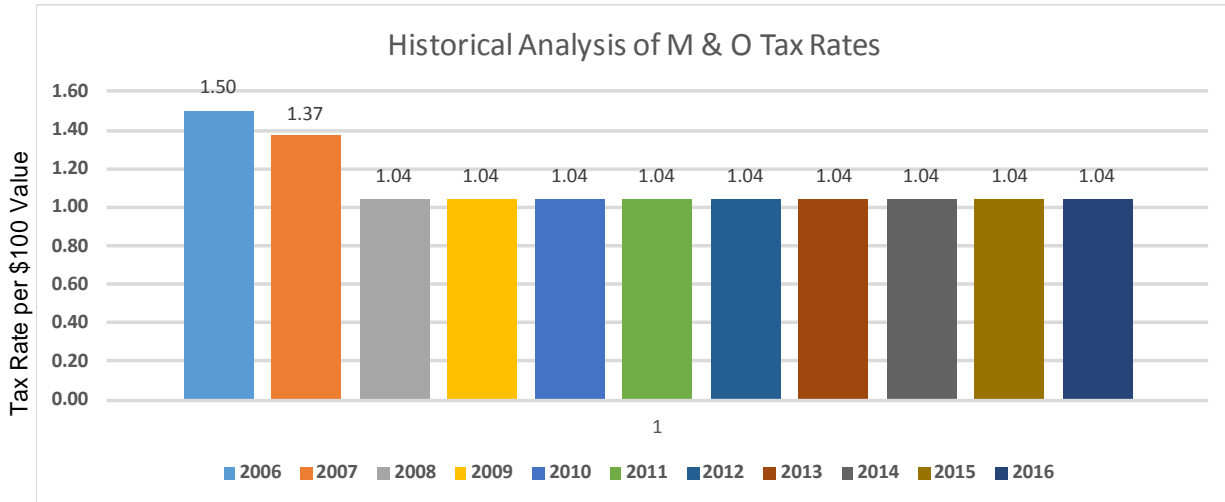
Revenue for the General Fund comes primarily from local sources, such as tax collections and investment earnings, and from the State through Foundation School Program and Per Capita Funding.

Local Sources:

Tax Collections

The Board of Trustees for the District is charged with establishing a tax rate in order to fund the daily operations of the school district. This tax rate is the Maintenance and Operations (M&O) tax rate. The District is currently at the maximum M & O Tax Rate allowable without voter approval through a tax ratification election. The District will not seek voter approval in 2015-2016 to increase the tax rate. Based on financial projections, the District is considering exercising this option in the next two budget cycles. The amount of taxes collected is based on the assessed tax rate multiplied by the taxable value as appraised by the Tarrant County Appraisal District. Prior to 2015, the District had been experiencing an average growth rate of approximately 3.7% in taxable values. Due to a software conversion by the Appraisal District, the District's taxable value for 2015-2016 only showed an increase of 1.6%. The District as well as other taxing entities that receive values from the TAD are researching longstanding effects of the reduced values for the current year.

General Fund Overview, Continued



Based on the M&O tax rate of \$1.04, Fort Worth ISD expects to collect \$307,405,946 in local property taxes for current, delinquent, and penalties and interest. With additional revenue, such as investment earnings, facility rentals and athletic revenue, the district anticipates total local revenue for the General Fund of \$311,660,946. This is an increase of \$11,532,617 over prior year actual local revenue collections.

Impact on Tax Payer

	2014-2015	2015-2016		2014-2015	2015-2016
M & O Rate	\$1.04	\$1.04	M & O Rate	\$1.04	\$1.04
I & S Rate	\$0.282	\$0.312	I & S Rate	\$0.282	\$0.312
Total Tax Rate	\$1.322	\$1.352	Total Tax Rate	\$1.322	\$1.352
Avg Appraised Value	\$112,186	\$125,432	Avg Appraised Value	\$112,186	\$125,432
Avg Taxable Value	\$99,995	\$112,442	Avg Taxable Value	\$99,995	\$112,442
M & O Rate Per \$100	\$1.040	\$1.040	I & S Rate Per \$100	\$0.282	\$0.312
Tax Bill	\$1,040	\$1,169	Tax Bill	\$282	\$351
Increase in Taxes		\$129	Increase in Taxes		\$69
Percentage Increase		12.45%	Percentage Increase		24.41%

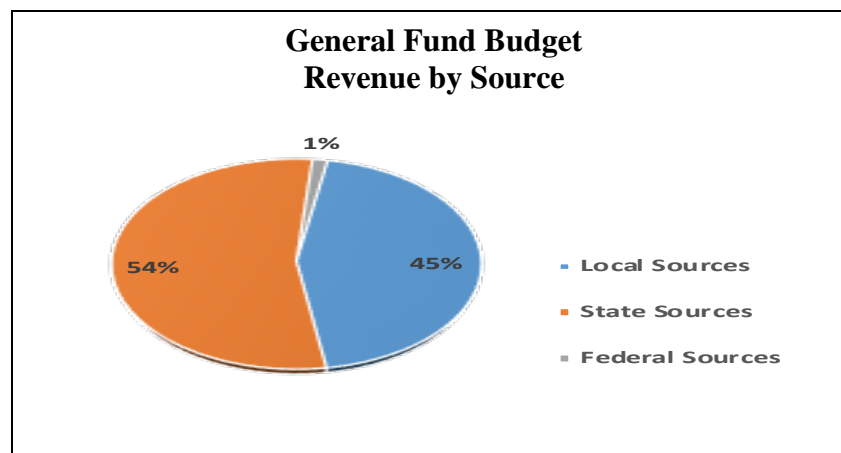
	2014-2015	2015-2016
M & O Rate	\$1.04	\$1.04
I & S Rate	\$0.282	\$0.312
Total Tax Rate	\$1.322	\$1.352
Avg Appraised Value	\$112,186	\$125,432
Avg Taxable Value	\$99,995	\$112,442
Total Tax Rate Per 100	\$1.322	\$1.352
Tax Bill	\$1,322	\$1,520
Increase in Taxes		\$198
Percentage Increase		15.00%

State Sources:

The State of Texas subsidizes tax receipts as needed to produce a basic allotment for each student in average daily attendance. Additionally, the State will subsidize tax receipts as needed to produce a guaranteed level of revenue per student per penny of property tax levy. FY 2015-16 state revenues are expected to be \$376,117,552, an increase of \$17,856,655 from the prior fiscal year. The 84th Legislature increased the basic allotment from \$5,040 to 5,140. They also increased the Level 2 Guaranteed Yield to \$74.28 from \$61.86 and front loaded the Instructional Materials Allotment which decreased the per capita rate from \$263.596 to \$176.437. The Basic Allotment is expected to remain the same in 2016-17, however the Level 2 Guaranteed Yield will increase to \$77.53 and the Per Capital Rate will increase to \$257.274. Therefore, assuming we maintain our enrollment and attendance growth, we expect our state revenue to increase in 2016-2017.

Federal Sources:

Federal Revenue in the General Operating Fund is derived from revenue generated from reimbursements the Department of Health and Human Services for services administered to eligible students by qualified Fort Worth ISD staff in the form of Medicaid Assistance Claiming and School Health and Related Services. School Health and Related Services, SHARS, has increased steadily each year due to the increase in eligible students and services provided by the District. Indirect Costs associated with grant administration services comprises the remainder of the federal revenue each year.



Expenditure Summary

The General Fund expenditure budget for 2015-16 is \$716,074,057. This budget is an increase of 6.5%, or \$43,525,680, more than the 2014-15 actual expenditures.

The largest expense in the General Fund is payroll, which accounts for 86% of total General Fund expenditures. Providing the best compensation package for all district employees is a budget priority. The goal of Fort Worth ISD is to remain in the top five teacher salaries among Tarrant County school districts in order to recruit and retain effective teachers, principals and other instructional staff. To accomplish this goal, the budget was increased by an additional \$17.4M to provide a 3% general salary increase to all employees.

Other priorities for the 2015-16 year included continuing the commitment to expand the District's Gold Seal Programs of Choice Programs and implement Universal Pre-Kindergarten programs across the District. New grades levels will be added each year until each Program of Choice, POC has been built out to contain a full high school program. Additionally, the District will continue to

add Pre-Kindergarten classrooms each year to ensure we can meet the demand of Universal Pre-Kindergarten at each elementary school. Expansion is expected to continue for the next three to five years to accommodate expected student growth both new to the District and transfers between campuses to take advantage of the various program opportunities within the District not necessarily located at their home campus.

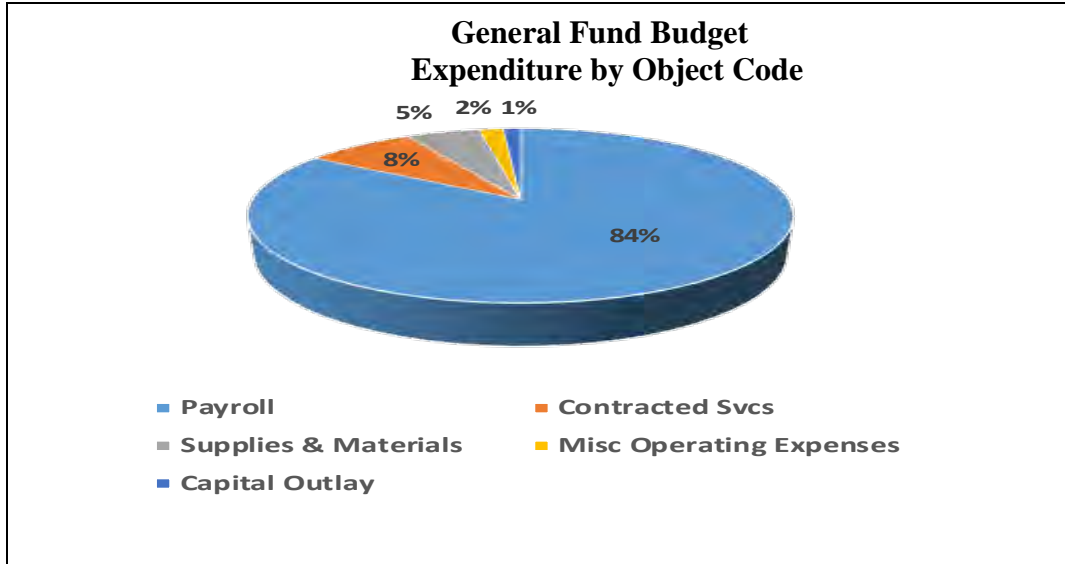
Capital Projects:

In 2014-2015, the District committed \$10.5M to install artificial turf at all 13 traditional high schools as a capital project. The 2015-2016 budget provides \$5.8M for the completion of the turf fields in addition to an HVAC renovation for the administration building.

Long Range Planning:

Looking forward, the District has assembled a Long Range Facility Planning Committee comprised of District leadership, board members, and community members. This committee is charged with identifying facility needs throughout the District and a timeline with which they need to be addressed. In the District's quest to achieve its Moto, Mission, Vision and Values, management will align the District's priorities with these identified needs and budget accordingly. Most important considerations will be given to those needs that directly impact student achievement, respect for diversity and equity in access for all students.

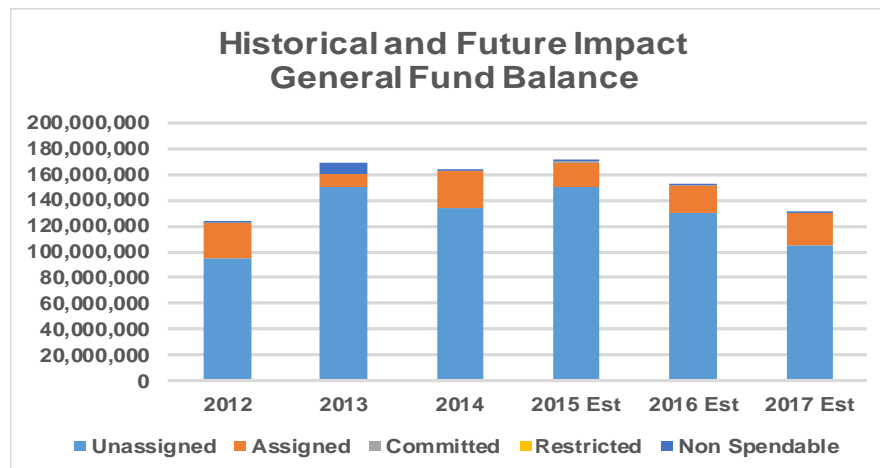
General Fund Overview, Continued



Fund Balance Impact

Budgeted expenditures for the 2015-16 fiscal year are \$18,795,559 in excess of anticipated revenues. Historically, actual expenditures are between 95% and 98% of budget. The majority of unexpended funds are due to lapsed salaries. Lapsed salaries are due to unfilled positions and positions that are filled at less than the budgeted salary amount. Based on historical trends, we expect actual expenditures for 2015-16 to be approximately \$716,074,057.

Current projections indicate FWISD will close the 2014-2015 fiscal year with an unassigned fund balance of approximately \$149,627,672. The projected unassigned fund balance represents approximately 22% of the annual budgeted expenditures. The District strives to maintain an unassigned fund balance of between 12%-20%. Total fund balance, including non-spendable, restricted, committed, assigned, and unassigned is projected to be \$171,824,103 at close of fiscal year 2015-2016 or approximately 25% of budgeted expenditures. The projected unassigned fund balance is expected to exceed the goal allowing for additional financial security going into the next budget cycles.



Budget Summary - General Fund
For the Years Ended June 30, 2013 - June 30, 2016 (Actual, Estimated, Budgeted)

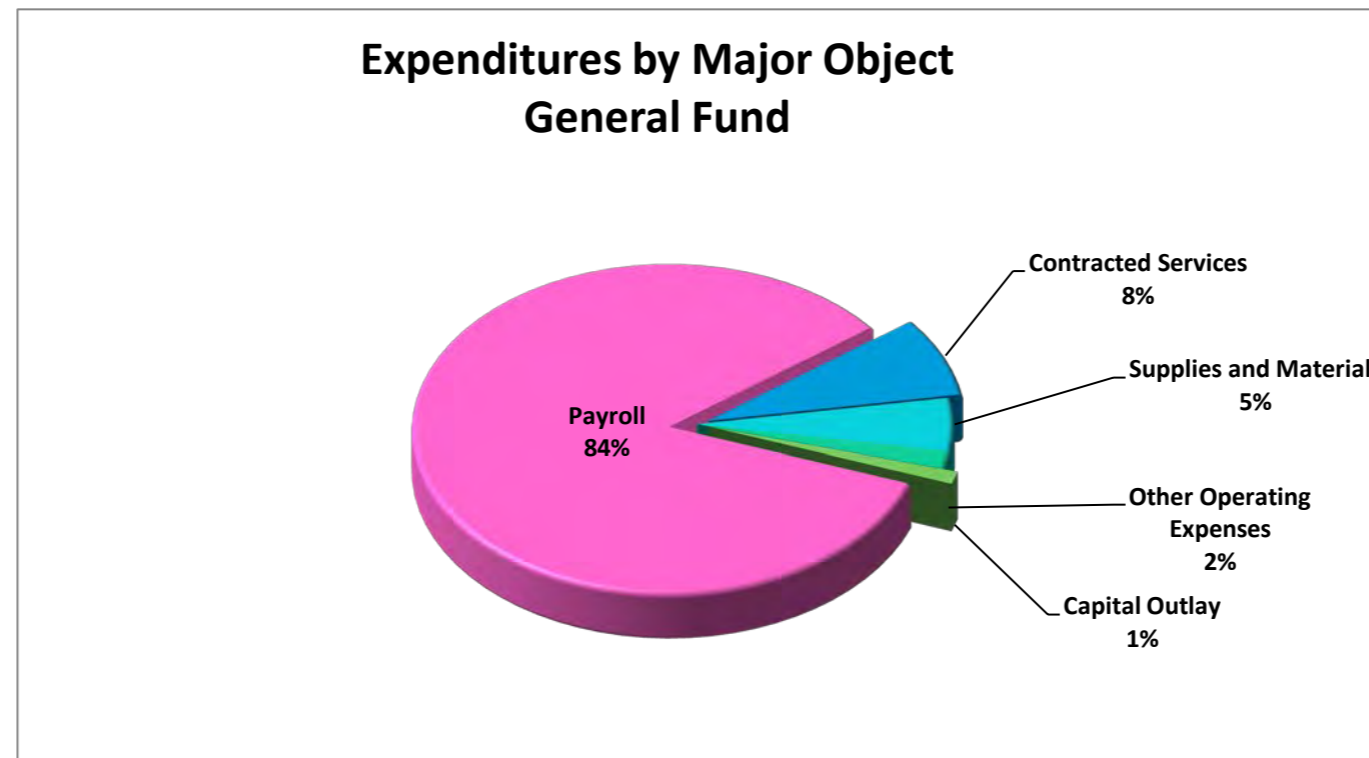
	2011-12	2012-13	2013-14	2014-15	2015-16
	Actual	Actual	Actual	Estimated	Original
	Rev/Exp	Rev/Exp	Rev/Exp	Rev/Exp	Budget
Revenues					
5710 Tax Collections	\$ 268,949,404.00	\$ 277,323,144	\$ 286,326,639	\$ 294,948,775	\$ 307,405,946.00
5730 Tuition & Fees	253,748	165,080	210,315	191,947	100,000
5740 Miscellaneous Local Revenue	6,566,771	5,503,449	4,155,163	4,539,227	3,702,500
5750 Extra/Cocurricular Activity	445,641	422,092	479,481	448,380	452,500
5760 Misc Revenue Intermediate Source					
Total Local Revenues	276,215,564	283,413,765	291,171,598	300,128,329	311,660,946
5810 Foundation School Program	262,168,999	306,817,983	293,963,450	328,654,042	376,117,552
5820 State Revenue Dist by TEA	112,418	44,035	311,519	333,505	
5830 Teacher Retirement On-Behalf	24,754,693	22,467,673	25,701,420	29,273,350	
Total State Revenues	287,036,110	329,329,691	319,976,389	358,260,897	376,117,552
5920 Miscellaneous Federal Revenue	1,610,936	2,581,002		1,336,984	750,000
5930 School Health Related	10,268,058	3,175,992	6,636,147	8,269,529	8,750,000
5940 Direct Federal Revenue	3,003,733	2,752,375	3,555,653	2,164,000	
Total Federal Revenues	14,882,727	8,509,369	10,191,800	11,770,513	9,500,000
7912 Sale of Land			75,767		
7915 Transfers In			4,453,536	10,500,000	
7950 Non-operating Revenue					
Total Other Sources			4,529,303	10,500,000	
Total Revenues & Oth Srcs	578,134,401	621,252,825	625,869,090	680,659,739	697,278,498
Expenditures					
11 Instruction	349,662,911	333,988,968	359,391,574	385,823,938	408,862,346
12 Instruction Resources & Media	10,153,802	9,539,652	9,708,152	10,078,189	10,485,339
13 Curriculum & Staff Development	5,812,001	5,155,859	7,889,193	6,885,049	9,133,470
21 Instructional Administration	10,388,457	10,924,249	13,268,100	13,554,025	14,093,347
23 School Administration	41,985,702	40,974,492	42,017,047	45,347,334	47,617,510
31 Guidance & Counseling Services	28,277,831	28,887,392	32,410,994	34,892,580	36,240,634
32 Social Work Services	3,187,901	3,667,351	3,048,739	3,861,728	4,358,415
33 Health Services	7,300,087	7,471,705	7,250,730	8,428,970	8,758,624
34 Student Transportation	18,726,656	18,047,189	18,487,431	19,493,857	19,983,914
35 Food Services	197,295	181,998	196,393	208,888	206,917
36 Cocurricular/Extracurricular	9,214,713	10,023,365	10,568,349	12,333,013	13,040,532
41 General Administration	14,062,421	13,386,520	15,031,359	15,572,190	17,317,453
51 Plant Maintenance & Operations	67,891,709	66,877,027	71,635,364	73,122,030	84,232,229
52 Security & Monitoring Services	10,104,702	9,609,422	10,624,740	10,398,507	11,112,358
53 Data Processing Services	9,926,664	10,169,236	11,294,228	13,028,519	12,782,671
61 Community Services	3,466,811	3,845,744	4,221,114	5,025,840	5,878,427
71 Debt Service					
81 Facilities Acquisition & Constr.		5,871,794	71,464	9,014,777	5,800,000
93 Payments to Fiscal Agents					
95 Payments to JJAEP	248,250	279,000	127,680	81,657	350,000
97 Tax Increment Financing	3,553,128	2,965,765	2,883,780	3,236,839	3,445,000
99 Other Governmental Charges	2,064,703	2,106,868	1,998,394	2,160,447	2,374,871
Total Expenditures	596,225,744	583,973,596	622,124,825	672,548,377	716,074,057
Operating Transfers Out	511,358	434,142	472,210	346,242	
Total Operating Expenditures	596,737,102	584,407,738	622,597,035	672,894,619	716,074,057
Excess of Revenues Over (Under)					
Expenditures	\$ (18,602,701)	36,845,087	3,272,055	7,765,120	(18,795,559)
Fund Balance-Beginning	142,544,542	123,941,841	160,786,928	164,058,983	162,763,547
Prior Period Adjustment	-	-	-	-	-
Fund Balance-Ending	\$ 123,941,841	\$ 160,786,928	\$ 164,058,983	\$ 171,824,103	\$ 143,967,988

Budget Summary - General Fund
Comparison with Actual Revenues/Expenditures

	2013-14		2014-15		2015-16	Percent Incr/(Decr)
	Amended Budget	Actual Rev/Exp	Amended Budget	Estimated Rev/Exp	Original Budget	
Revenues						
5710 Tax collections	\$ 286,882,586	\$ 286,326,639	\$ 298,044,636	\$ 294,948,775	\$ 307,405,946.00	3.1%
5730 Tuition & Fees	150,000	210,315	85,000	191,947	100,000	17.6%
5740 Miscellaneous local revenue	4,665,000	4,155,163	3,550,000	4,539,227	3,702,500	4.3%
5750 Extra/Cocurricular activity	480,000	479,481	455,000	448,380	452,500	-0.5%
5760 Misc revenue intermediate sce	4,453,540					0.0%
Total Local Revenues	296,631,126	291,171,598	302,134,636	300,128,329	311,660,946	3.2%
5810 Foundation school program	323,088,825	293,963,450	330,480,476	328,654,042	376,117,552	13.8%
5820 State revenue dist by TEA	338,632	311,519	40,000	333,505		-100.0%
5830 Teacher retirement on-behalf	23,618,669	25,701,420	24,405,024	29,273,350		-100.0%
Total State Revenues	347,046,126	319,976,389	354,925,500	358,260,897	376,117,552	6.0%
5920 Miscellaneous federal revenue			625,000	1,336,984	750,000	20.0%
5930 School health related	4,700,000	6,636,147	6,575,000	8,269,529	8,750,000	33.1%
5940 Direct federal revenue	3,200,000	3,555,653	1,000,000	2,164,000		-100.0%
Total Federal Revenues	7,900,000	10,191,800	8,200,000	11,770,513	9,500,000	15.9%
7912 Sale of Land		75,767				0.0%
7915 Transfers In		4,453,536		10,500,000		0.0%
7950 Non-operating revenue						0.0%
Total Other Sources		4,529,303		10,500,000		0.0%
Total Revenues & Oth Srcs	651,577,252	625,869,090	665,260,136	680,659,739	697,278,498	4.8%
Expenditures						
11 Instruction	369,157,604	359,391,574	395,542,439	385,823,938	408,862,346	3.4%
12 Instruction Resources & Media	10,183,890	9,708,152	10,688,248	10,078,189	10,485,339	-1.9%
13 Curriculum & Staff Development	8,754,903	7,889,193	7,963,032	6,885,049	9,133,470	14.7%
21 Instructional Administration	13,899,566	13,268,100	14,290,100	13,554,025	14,093,347	-1.4%
23 School Administration	44,209,282	42,017,047	45,649,375	45,347,334	47,617,510	4.3%
31 Guidance & Counseling Services	33,234,033	32,410,994	35,617,093	34,892,580	36,240,634	1.8%
32 Social Work Services	3,957,332	3,048,739	4,104,246	3,861,728	4,358,415	6.2%
33 Health Services	7,897,703	7,250,730	8,764,963	8,428,970	8,758,624	-0.1%
34 Student Transportation	19,823,287	18,487,431	20,250,100	19,493,857	19,983,914	-1.3%
35 Food Services	298,758	196,393	378,685	208,888	206,917	-45.4%
36 Cocurricular/Extracurricular	11,165,813	10,568,349	12,816,864	12,333,013	13,040,532	1.7%
41 General Administration	16,232,318	15,031,359	17,358,777	15,572,190	17,317,453	-0.2%
51 Plant Maintenance & Operations	74,647,563	71,635,364	74,775,875	73,122,030	84,232,229	12.6%
52 Security & Monitoring Services	10,626,200	10,624,740	11,184,593	10,398,507	11,112,358	-0.6%
53 Data Processing Services	13,739,643	11,294,228	15,121,017	13,028,519	12,782,671	-15.5%
61 Community Services	4,710,005	4,221,114	5,355,686	5,025,840	5,878,427	9.8%
71 Debt Service						0.0%
81 Facilities Acquisition & Constr.	1,763,860	71,464	9,646,071	9,014,777	5,800,000	-39.9%
93 Payments to Fiscal Agents						0.0%
95 Payments to JJAEP	350,000	127,680	350,000	81,657	350,000	0.0%
97 Tax Increment Financing	2,883,780	2,883,780	3,236,840	3,236,839	3,445,000	6.4%
99 Other Governmental Charges	2,274,871	1,998,394	2,179,277	2,160,447	2,374,871	9.0%
Total Expenditures	649,810,411	622,124,825	695,273,281	672,548,377	716,074,057	3.0%
Operating Transfers Out		472,210		346,242		0.0%
Total Operating Expenditures	649,810,411	622,597,035	695,273,281	672,894,619	716,074,057	3.0%
Excess of Revenues Over (Under) Expenditures	1,766,841	3,272,055	(30,013,145)	7,765,120	(18,795,559)	(0)
Fund Balance-Beginning	123,671,685	160,786,928	164,058,983	164,058,983	162,763,547	-0.8%
Prior Period Adjustment	-	-	-	-	-	-
Fund Balance-Ending	\$ 125,438,526	\$ 164,058,983	\$ 134,045,838	\$ 171,824,103	\$ 143,967,988	7.4%

Projected Expenditures by Function and Major Object - General Fund
2015-16 Budget

Expenditures	Salaries	Contracted	Supplies and	Other Operating	Debt	Capital	Total	Total
	(6100)	Services	Materials	Expenses	Service	Outlay		
	(6100)	(6200)	(6300)	(6400)	(6500)	(6600)		
11 Instruction	387,660,167	3,514,836	15,798,105	1,277,658	-	611,580	408,862,346	57.10%
12 Instruction Resources & Media	9,335,522	263,708	762,697	8,412	-	115,000	10,485,339	1.46%
13 Curriculum & Staff Development	5,829,229	974,568	1,299,624	1,030,049	-	-	9,133,470	1.28%
21 Instructional Administration	11,269,451	1,026,440	1,333,884	463,572	-	-	14,093,347	1.97%
23 School Administration	46,841,712	192,308	370,617	212,873	-	-	47,617,510	6.65%
31 Guidance & Counseling Services	32,597,445	1,101,319	2,384,709	157,161	-	-	36,240,634	5.06%
32 Social Work Services	3,278,299	767,219	155,507	157,390	-	-	4,358,415	0.61%
33 Health Services	8,589,920	78,852	85,352	4,500	-	-	8,758,624	1.22%
34 Student Transportation	15,035,105	930,574	3,419,659	485,100	-	113,476	19,983,914	2.79%
35 Food Services	206,917	-	-	-	-	-	206,917	0.03%
36 Cocurricular/Extracurricular	9,108,760	699,711	944,500	2,287,561	-	-	13,040,532	1.82%
41 General Administration	11,350,385	3,704,249	1,530,646	732,173	-	-	17,317,453	2.42%
51 Plant Maintenance & Operations	43,399,116	30,747,543	6,574,908	1,782,772	-	1,727,890	84,232,229	11.76%
52 Security & Monitoring Services	6,619,006	4,194,125	182,373	15,527	-	101,327	11,112,358	1.55%
53 Data Processing Services	8,210,049	2,474,592	1,704,030	96,500	-	297,500	12,782,671	1.79%
61 Community Services	2,372,466	2,735,480	626,527	143,954	-	-	5,878,427	0.82%
71 Debt Service	-	-	-	-	-	-	-	0.00%
81 Facilities Acquisition & Constr.	-	-	-	-	-	5,800,000	5,800,000	0.81%
95 Payments to JJAEP	-	350,000	-	-	-	-	350,000	0.05%
97 Tax Increment Financing	-	-	-	3,445,000	-	-	3,445,000	0.48%
99 Intergovernmental Charges	-	2,374,871	-	-	-	-	2,374,871	0.33%
Total Expenditures	601,703,549	56,130,395	37,173,138	12,300,202	0	8,766,773	716,074,057	100.00%



General Fund Budget (See Note)
Business and Finance

		<u>Initial Budget 2014-15</u>	<u>% of Total</u>	<u>Initial Budget 2015-16</u>	<u>% of Total</u>
Expenditures by Function					
11	Instruction	\$ 32,431,208.00	44.2%	\$ 28,152,525.00	39.6%
12	Instruction Resources & Media	1,477,976	2.0%	570,043	0.8%
13	Curriculum & Staff Development	2,925,129	4.0%	2,166,382	3.1%
21	Instructional Administration	697,412	1.0%	611,981	0.9%
23	School Administration	2,728,028	3.7%	2,652,963	3.7%
31	Guidance & Counseling Services	3,280,296	4.5%	1,840,479	2.6%
32	Social Work Services	297,708	0.4%	164,061	0.2%
33	Health Services	879,474	1.2%	501,830	0.7%
34	Student Transportation	2,866,860	3.9%	2,602,749	3.7%
35	Food Services	169,049	0.2%		0.0%
36	Cocurricular/Extracurricular	1,829,514	2.5%	1,087,246	1.5%
41	General Administration	8,257,816	11.3%	9,153,233	12.9%
51	Plant Maintenance & Operations	4,639,265	6.3%	10,171,619	14.3%
52	Security & Monitoring Services	740,325	1.0%	263,105	0.4%
53	Data Processing Services	2,528,992	3.4%	875,204	1.2%
61	Community Services	302,268	0.4%	673,443	0.9%
71	Debt Service		0.0%		0.0%
81	Facilities Acquisition & Constr.	2,017,994	2.7%	3,700,000	5.2%
93	Payments to Fiscal Agents		0.0%		0.0%
95	Payments to JJAEP		0.0%		0.0%
97	Tax Increment Financing	2,945,000	4.0%	3,445,000	4.9%
99	Other Intergovernmental Charges	2,374,871	3.2%	2,374,871	3.3%
00	Other Uses/Transfers Out		0.0%		0.0%
Total Expenditures		<u>73,389,185</u>	<u>100.0%</u>	<u>71,006,734</u>	<u>100.0%</u>

Note: These budgets were developed in accordance with the District goals and standards as stated previously.

General Fund Budget (See Note)
Division of Technology

		<u>Initial Budget 2014-15</u>	<u>% of Total</u>	<u>Initial Budget 2015-16</u>	<u>% of Total</u>
Expenditures by Function					
11	Instruction	\$ 157,561.00	1.0%	\$ 611,667.00	4.1%
12	Instruction Resources & Media	503,797	3.2%	565,247	3.8%
13	Curriculum & Staff Development	1,538,266	9.7%	1,190,774	8.1%
21	Instructional Administration	213,020	1.3%	365,433	2.5%
23	School Administration	21,750	0.1%		0.0%
31	Guidance & Counseling Services	59,700	0.4%	87,400	0.6%
32	Social Work Services		0.0%		0.0%
33	Health Services		0.0%		0.0%
34	Student Transportation		0.0%		0.0%
35	Food Services		0.0%		0.0%
36	Cocurricular/Extracurricular		0.0%		0.0%
41	General Administration	153,583	1.0%	155,034	1.1%
51	Plant Maintenance & Operations	349,589	2.2%	235,504	1.6%
52	Security & Monitoring Services		0.0%		0.0%
53	Data Processing Services	12,900,794	81.1%	11,532,467	78.2%
61	Community Services		0.0%		0.0%
71	Debt Service		0.0%		0.0%
81	Facilities Acquisition & Constr.		0.0%		0.0%
93	Payments to Fiscal Agents		0.0%		0.0%
95	Payments to JJAEP		0.0%		0.0%
97	Tax Increment Financing		0.0%		0.0%
99	Other Intergovernmental Charges		0.0%		0.0%
00	Other Uses/Transfers Out		0.0%		0.0%
Total Expenditures		<u>15,898,060</u>	<u>100.0%</u>	<u>14,743,526</u>	<u>100.0%</u>

Note: These budgets were developed in accordance with the District goals and standards as stated previously.

General Fund Budget (See Note)
Internal Audit

		<u>Initial Budget</u> <u>2014-15</u>	<u>% of</u> <u>Total</u>	<u>Initial Budget</u> <u>2015-16</u>	<u>% of</u> <u>Total</u>
Expenditures by Function					
11	Instruction		0.0%		0.0%
12	Instruction Resources & Media		0.0%		0.0%
13	Curriculum & Staff Development		0.0%		0.0%
21	Instructional Administration		0.0%		0.0%
23	School Administration		0.0%		0.0%
31	Guidance & Counseling Services		0.0%		0.0%
32	Social Work Services		0.0%		0.0%
33	Health Services		0.0%		0.0%
34	Student Transportation		0.0%		0.0%
35	Food Services		0.0%		0.0%
36	Cocurricular/Extracurricular		0.0%		0.0%
41	General Administration	\$ 563,154.00	100.0%	579,357	100.0%
51	Plant Maintenance & Operations		0.0%		0.0%
52	Security & Monitoring Services		0.0%		0.0%
53	Data Processing Services		0.0%		0.0%
61	Community Services		0.0%		0.0%
71	Debt Service		0.0%		0.0%
81	Facilities Acquisition & Constr.		0.0%		0.0%
93	Payments to Fiscal Agents		0.0%		0.0%
95	Payments to JJAEP		0.0%		0.0%
97	Tax Increment Financing		0.0%		0.0%
99	Other Intergovernmental Charges		0.0%		0.0%
00	Other Uses/Transfers Out		0.0%		0.0%
	Total Expenditures	<u>563,154</u>	<u>100.0%</u>	<u>579,357</u>	<u>100.0%</u>

Note: These budgets were developed in accordance with the District goals and standards as stated previously.

General Fund Budget (See Note)
Leadership, Learning and Student Support Services

		<u>Initial Budget 2014-15</u>	<u>% of Total</u>	<u>Initial Budget 2015-16</u>	<u>% of Total</u>
Expenditures by Function					
11	Instruction	\$ 86,160,696.00	54.5%	\$ 93,232,846.00	56.1%
12	Instruction Resources & Media	383,618	0.2%	374,429	0.2%
13	Curriculum & Staff Development	5,048,670	3.2%	4,703,120	2.8%
21	Instructional Administration	14,316,376	9.1%	12,989,057	7.8%
23	School Administration	1,942,546	1.2%	2,166,116	1.3%
31	Guidance & Counseling Services	33,075,185	20.9%	34,066,613	20.5%
32	Social Work Services	3,363,295	2.1%	3,917,304	2.4%
33	Health Services	7,923,042	5.0%	8,245,549	5.0%
34	Student Transportation	6,428	0.0%	2,000	0.0%
35	Food Services	-	0.0%	50,824	0.0%
36	Cocurricular/Extracurricular	1,076,389	0.7%	1,087,643	0.7%
41	General Administration	41,724	0.0%	42,906	0.0%
51	Plant Maintenance & Operations	602,182	0.4%	498,201	0.3%
52	Security & Monitoring Services	94,835	0.1%	96,200	0.1%
53	Data Processing Services	-	0.0%		0.0%
61	Community Services	3,635,216	2.3%	4,346,090	2.6%
71	Debt Service	-	0.0%	-	0.0%
81	Facilities Acquisition & Constr.	57,006	0.0%	-	0.0%
93	Payments to Fiscal Agents		0.0%		0.0%
95	Payments to JJAEP	350,000	0.2%	350,000	0.2%
97	Tax Increment Financing		0.0%		0.0%
99	Other Intergovernmental Charges		0.0%		0.0%
00	Other Uses/Transfers Out		0.0%		0.0%
	Total Expenditures	<u>158,077,208</u>	<u>100.0%</u>	<u>166,168,898</u>	<u>100.0%</u>

Note: These budgets were developed in accordance with the District goals and standards as stated previously.

General Fund Budget (See Note)
District Operations

		<u>Initial Budget 2014-15</u>	<u>% of Total</u>	<u>Initial Budget 2015-16</u>	<u>% of Total</u>
Expenditures by Function					
11	Instruction	\$ -	0.0%	\$ -	0.0%
12	Instruction Resources & Media		0.0%		0.0%
13	Curriculum & Staff Development		0.0%		0.0%
21	Instructional Administration		0.0%		0.0%
23	School Administration		0.0%		0.0%
31	Guidance & Counseling Services		0.0%		0.0%
32	Social Work Services		0.0%		0.0%
33	Health Services		0.0%		0.0%
34	Student Transportation	16,810,077	17.1%	17,379,165	16.8%
35	Food Services		0.0%		0.0%
36	Cocurricular/Extracurricular		0.0%		0.0%
41	General Administration		0.0%		0.0%
51	Plant Maintenance & Operations	70,846,297	72.0%	72,975,322	70.7%
52	Security & Monitoring Services	10,389,896	10.6%	10,714,425	10.4%
53	Data Processing Services		0.0%		0.0%
61	Community Services		0.0%		0.0%
71	Debt Service		0.0%		0.0%
81	Facilities Acquisition & Constr.	300,000	0.3%	2,100,000	2.0%
93	Payments to Fiscal Agents		0.0%		0.0%
95	Payments to JJAEP		0.0%		0.0%
97	Tax Increment Financing		0.0%		0.0%
99	Other Intergovernmental Charges		0.0%		0.0%
00	Other Uses/Transfers Out		0.0%		0.0%
	Total Expenditures	98,346,270	100.0%	103,168,912	100.0%

Note: These budgets were developed in accordance with the District goals and standards as stated previously.

General Fund Budget (See Note)
Division of Strategic Communications

		<u>Initial Budget 2014-15</u>	<u>% of Total</u>	<u>Initial Budget 2015-16</u>	<u>% of Total</u>
Expenditures by Function					
11	Instruction	\$ -	0.0%	\$ -	0.0%
12	Instruction Resources & Media	165,130	6.9%	164,168	6.4%
13	Curriculum & Staff Development		0.0%		0.0%
21	Instructional Administration		0.0%		0.0%
23	School Administration		0.0%		0.0%
31	Guidance & Counseling Services		0.0%		0.0%
32	Social Work Services		0.0%		0.0%
33	Health Services		0.0%		0.0%
34	Student Transportation		0.0%		0.0%
35	Food Services		0.0%		0.0%
36	Cocurricular/Extracurricular		0.0%		0.0%
41	General Administration	1,369,994	57.6%	1,160,204	45.3%
51	Plant Maintenance & Operations	4,240	0.2%	3,100	0.1%
52	Security & Monitoring Services	500	0.0%	5,700	0.2%
53	Data Processing Services		0.0%	375,000	14.6%
61	Community Services	837,268	35.2%	855,673	33.4%
71	Debt Service		0.0%		0.0%
81	Facilities Acquisition & Constr.		0.0%		0.0%
93	Payments to Fiscal Agents		0.0%		0.0%
95	Payments to JJAEP		0.0%		0.0%
97	Tax Increment Financing		0.0%		0.0%
99	Other Intergovernmental Charges		0.0%		0.0%
00	Other Uses/Transfers Out		0.0%		0.0%
Total Expenditures		<u>2,377,132</u>	<u>100.0%</u>	<u>2,563,845</u>	<u>100.0%</u>

Note: These budgets were developed in accordance with the District goals and standards as stated previously.

General Fund Budget (See Note)
Human Capital Management

		<u>Initial Budget 2014-15</u>	<u>% of Total</u>	<u>Initial Budget 2015-16</u>	<u>% of Total</u>
Expenditures by Function					
11	Instruction	\$ 1,542,853.00	18.2%	\$ 3,763,956.00	38.2%
12	Instruction Resources & Media		0.0%		0.0%
13	Curriculum & Staff Development	783,064	9.2%	780,371	7.9%
21	Instructional Administration		0.0%	126,576	1.3%
23	School Administration	195,521	2.3%	200,457	2.0%
31	Guidance & Counseling Services	101,051	1.2%	176,390	1.8%
32	Social Work Services		0.0%		0.0%
33	Health Services		0.0%		0.0%
34	Student Transportation		0.0%		0.0%
35	Food Services		0.0%		0.0%
36	Cocurricular/Extracurricular	20,925	0.2%	1,050	0.0%
41	General Administration	5,818,010	68.6%	4,803,532	48.7%
51	Plant Maintenance & Operations	7,700	0.1%	3,000	0.0%
52	Security & Monitoring Services		0.0%	2,000	0.0%
53	Data Processing Services	10,895	0.1%		0.0%
61	Community Services		0.0%		0.0%
71	Debt Service		0.0%		0.0%
81	Facilities Acquisition & Constr.		0.0%		0.0%
93	Payments to Fiscal Agents		0.0%		0.0%
95	Payments to JJAEP		0.0%		0.0%
97	Tax Increment Financing		0.0%		0.0%
99	Other Intergovernmental Charges		0.0%		0.0%
00	Other Uses/Transfers Out		0.0%		0.0%
Total Expenditures		<u>8,480,019</u>	<u>100.0%</u>	<u>9,857,332</u>	<u>100.0%</u>

Note: These budgets were developed in accordance with the District goals and standards as stated previously.

General Fund Budget (See Note)
Legal Department

		<u>Initial Budget 2014-15</u>	<u>% of Total</u>	<u>Initial Budget 2015-16</u>	<u>% of Total</u>
Expenditures by Function					
11	Instruction	\$ -	0.0%	\$ -	0.0%
12	Instruction Resources & Media		0.0%		0.0%
13	Curriculum & Staff Development		0.0%		0.0%
21	Instructional Administration		0.0%		0.0%
23	School Administration		0.0%		0.0%
31	Guidance & Counseling Services		0.0%		0.0%
32	Social Work Services		0.0%		0.0%
33	Health Services		0.0%		0.0%
34	Student Transportation		0.0%		0.0%
35	Food Services		0.0%		0.0%
36	Cocurricular/Extracurricular		0.0%		0.0%
41	General Administration	1,409,726	100.0%	1,423,187	100.0%
51	Plant Maintenance & Operations		0.0%		0.0%
52	Security & Monitoring Services		0.0%		0.0%
53	Data Processing Services		0.0%		0.0%
61	Community Services		0.0%		0.0%
71	Debt Service		0.0%		0.0%
81	Facilities Acquisition & Constr.		0.0%		0.0%
93	Payments to Fiscal Agents		0.0%		0.0%
95	Payments to JJAEP		0.0%		0.0%
97	Tax Increment Financing		0.0%		0.0%
99	Other Intergovernmental Charges		0.0%		0.0%
00	Other Uses/Transfers Out		0.0%		0.0%
Total Expenditures		<u>1,409,726</u>	<u>100.0%</u>	<u>1,423,187</u>	<u>100.0%</u>

Note: These budgets were developed in accordance with the District goals and standards as stated previously.

General Fund Budget (See Note)
Athletics Department

		<u>Initial Budget</u> <u>2014-15</u>	<u>% of</u> <u>Total</u>	<u>Initial Budget</u> <u>2015-16</u>	<u>% of</u> <u>Total</u>
Expenditures by Function					
11	Instruction	\$ -	0.0%	\$ 11,000.00	0.1%
12	Instruction Resources & Media		0.0%		0.0%
13	Curriculum & Staff Development		0.0%		0.0%
21	Instructional Administration		0.0%		0.0%
23	School Administration		0.0%		0.0%
31	Guidance & Counseling Services		0.0%		0.0%
32	Social Work Services		0.0%		0.0%
33	Health Services		0.0%		0.0%
34	Student Transportation		0.0%		0.0%
35	Food Services		0.0%		0.0%
36	Cocurricular/Extracurricular	5,204,649	96.2%	7,756,616	96.7%
41	General Administration		0.0%		0.0%
51	Plant Maintenance & Operations	203,234	3.8%	252,058	3.1%
52	Security & Monitoring Services		0.0%		0.0%
53	Data Processing Services		0.0%		0.0%
61	Community Services		0.0%		0.0%
71	Debt Service		0.0%	-	0.0%
81	Facilities Acquisition & Constr.	-	0.0%	-	0.0%
93	Payments to Fiscal Agents		0.0%		0.0%
95	Payments to JJAEP		0.0%		0.0%
97	Tax Increment Financing		0.0%		0.0%
99	Other Intergovernmental Charges		0.0%		0.0%
00	Other Uses/Transfers Out		0.0%		0.0%
Total Expenditures		<u>5,407,883</u>	<u>100.0%</u>	<u>8,019,674</u>	<u>100.0%</u>

Note: These budgets were developed in accordance with the District goals and standards as stated previously.

General Fund Budget (See Note)
Elementary Schools

		<u>Initial Budget 2014-15</u>	<u>% of Total</u>	<u>Initial Budget 2015-16</u>	<u>% of Total</u>
Expenditures by Function					
11	Instruction	\$160,000,246.00	86.1%	\$159,318,158.00	85.7%
12	Instruction Resources & Media	5,790,776	3.1%	5,977,213	3.2%
13	Curriculum & Staff Development	104,556	0.1%	89,028	0.0%
21	Instructional Administration		0.0%	300	0.0%
23	School Administration	19,750,470	10.6%	20,265,071	10.9%
31	Guidance & Counseling Services	31,001	0.0%	33,677	0.0%
32	Social Work Services		0.0%		0.0%
33	Health Services	18,752	0.0%	5,745	0.0%
35	Food Services	184,122	0.1%	156,093	0.1%
36	Cocurricular/Extracurricular	500	0.0%		0.0%
51	Plant Maintenance & Operations	21,963	0.0%	24,525	0.0%
52	Security & Monitoring Services	13,878	0.0%	11,548	0.0%
53	Data Processing Services		0.0%		0.0%
61	Community Services	2,869	0.0%	1,850	0.0%
	Total Expenditures	<u>185,919,133</u>	<u>100.0%</u>	<u>185,883,208</u>	<u>100.0%</u>

Note: These are school based budgets and personnel. School based budgets are administered by the school principal and the site based committee. Each elementary school campus receives a per student allocation of \$70 per membership.

General Fund Budget (See Note)
Middle Schools

		<u>Initial Budget 2014-15</u>	<u>% of Total</u>	<u>Initial Budget 2015-16</u>	<u>% of Total</u>
Expenditures by Function					
11	Instruction	\$ 57,640,505.00	83.4%	\$ 60,491,569.00	83.7%
12	Instruction Resources & Media	1,805,654	2.6%	1,578,671	2.2%
13	Curriculum & Staff Development	114,528	0.2%	67,232	0.1%
23	School Administration	9,216,289	13.3%	9,880,696	13.7%
31	Guidance & Counseling Services	16,725	0.0%	11,825	0.0%
32	Social Work Services	66,437	0.1%	57,432	0.1%
33	Health Services	4,260	0.0%	3,550	0.0%
35	Food Services		0.0%		0.0%
36	Cocurricular/Extracurricular	195,201	0.3%	187,134	0.3%
51	Plant Maintenance & Operations	24,278	0.0%	24,850	0.0%
52	Security & Monitoring Services	12,450	0.0%	11,080	0.0%
61	Community Services		0.0%	872	0.0%
Total Expenditures		<u>69,096,327</u>	<u>100.0%</u>	<u>72,314,911</u>	<u>100.0%</u>

Note: These are school based budgets and personnel. School based budgets are administered by the school principal and the site based committee. Each middle school campus receives a per student allocation of \$75 per membership.

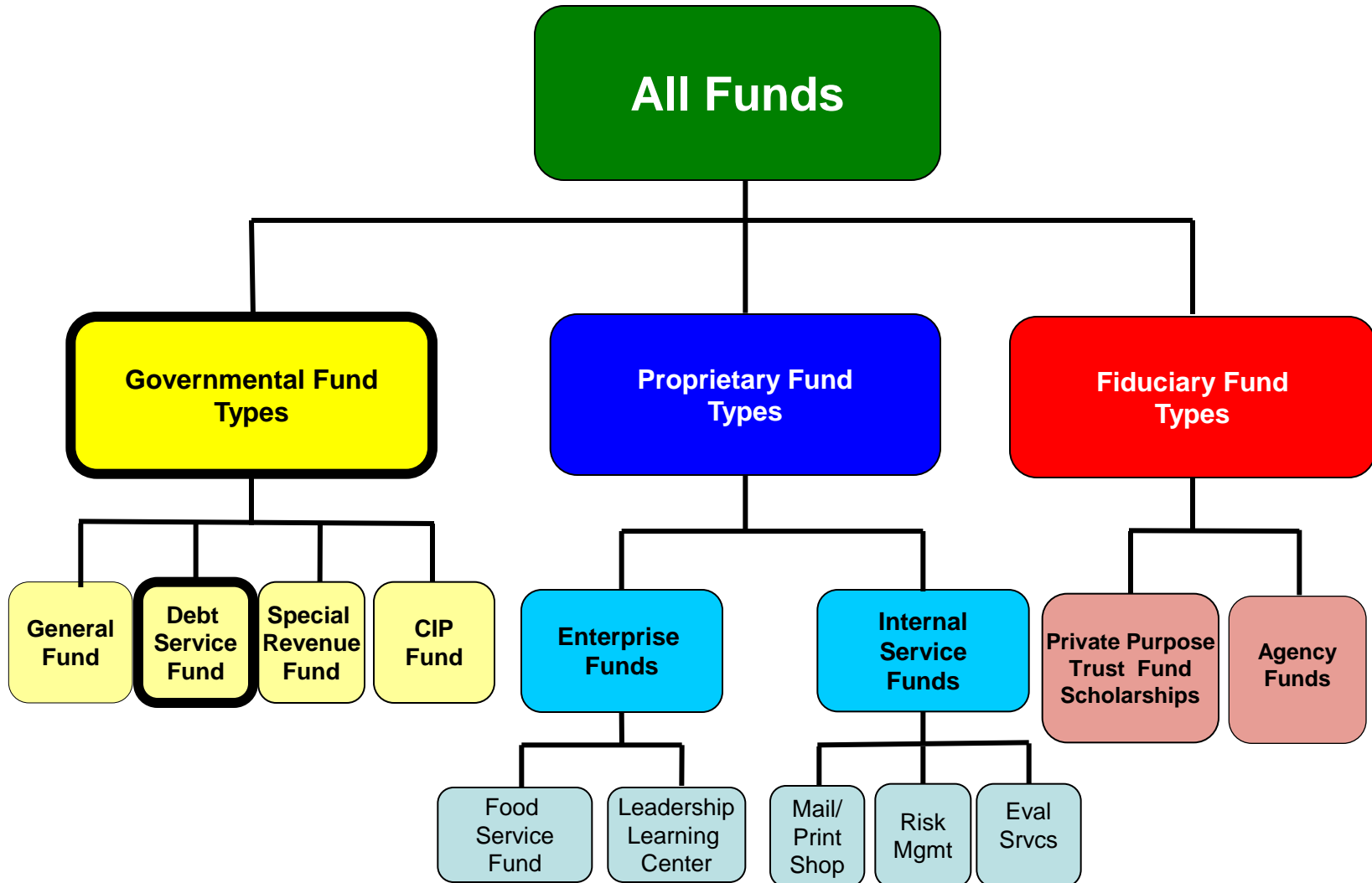
General Fund Budget (See Note)
High Schools

		<u>Initial Budget 2014-15</u>	<u>% of Total</u>	<u>Initial Budget 2015-16</u>	<u>% of Total</u>
Expenditures by Function					
11	Instruction	\$ 61,111,498.00	78.6%	\$ 63,280,625.00	78.8%
12	Instruction Resources & Media	1,215,796	1.6%	1,255,568	1.6%
13	Curriculum & Staff Development	111,588	0.1%	136,561	0.2%
23	School Administration	11,654,712	15.0%	12,452,207	15.5%
31	Guidance & Counseling Services	24,048	0.0%	24,250	0.0%
32	Social Work Services	354,444	0.5%	219,619	0.3%
33	Health Services	1,300	0.0%	1,950	0.0%
35	Food Services		0.0%		0.0%
36	Cocurricular/Extracurricular	3,210,323	4.1%	2,920,843	3.6%
51	Plant Maintenance & Operations	34,550	0.0%	44,050	0.1%
52	Security & Monitoring Services	9,300	0.0%	8,300	0.0%
53	Data Processing Services	15,000	0.0%		0.0%
61	Community Services	300	0.0%	500	0.0%
Total Expenditures		<u>77,742,859</u>	<u>100.0%</u>	<u>80,344,473</u>	<u>100.0%</u>

Note: These are school based budgets and personnel. School based budgets are administered by the school principal and the site based committee. Each high school campus receives a per student allocation of \$80 per membership.

Structure of All Funds

Fort Worth Independent School District



Governmental Fund Types: Debt Service Fund Overview

The Debt Service Fund accounts for payments of principal, interest, and related fees on the District's general obligation bonds. Under Texas law, only these debt service payments can be charged to this fund. Educational legislation has eliminated limits on outstanding debt; however, prior law limited debt to 10% of assessed value, and the District is well below that level. Revenue is received from a designated allocation of the property tax rate and from the state Existing Debt Allotment (EDA) program. The District calculates the legal debt limit at 10% of assessed value.

Revenue Trends and Assumptions

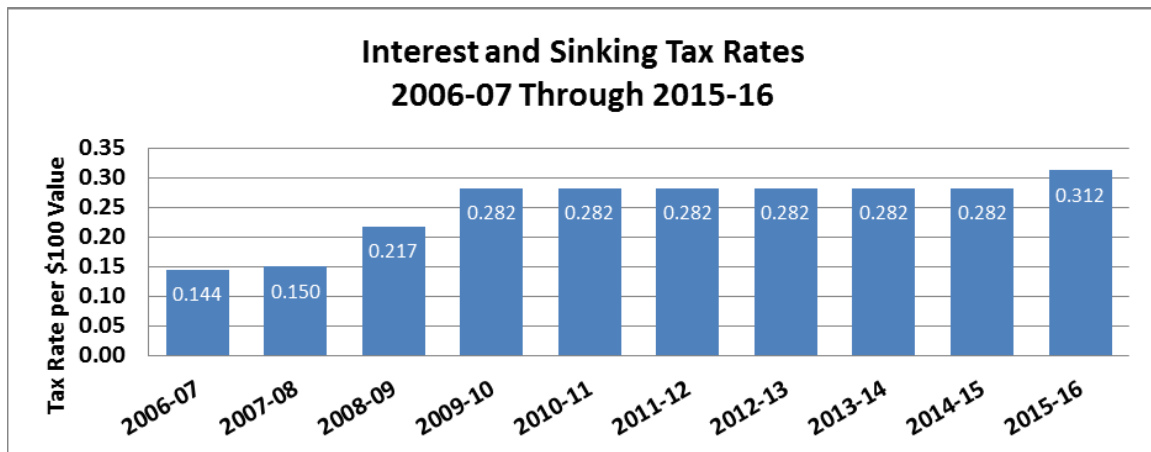
Revenue for the Debt Service Fund comes primarily from local sources, such as tax collections and investment earnings, and from the State.

Local Sources:

The Board of Trustees for the District is charged with establishing a tax rate in order to pay current interest on and provide one year's sinking funds for the total bonds outstanding of the Fort Worth ISD. This tax rate is the Interest and Sinking (I&S) tax rate.

On June 23, 2015, the Fort Worth ISD Board of Education adopted and I&S tax rate of \$0.312 per \$100 in property valuation.

The Legal Debt limit for 2015-16 is \$2,932,777,047. The District is currently carrying \$782,490,000 in outstanding indebtedness.

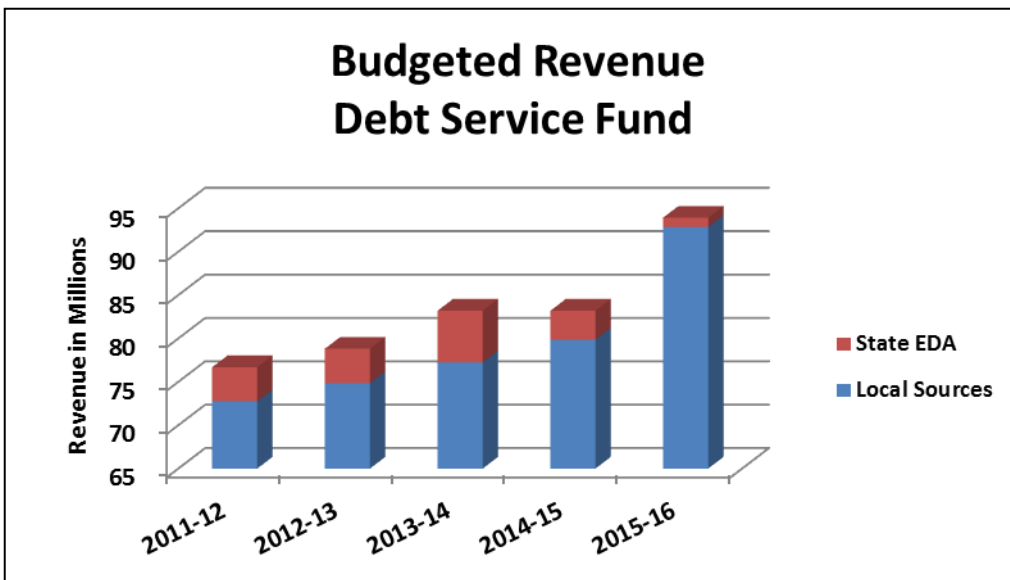


Based on the I&S tax rate of \$0.312 Fort Worth ISD expects to collect \$92,840,058 in local property taxes. With additional revenue, such as investment earnings, the District anticipates total local revenue for the Debt Service Fund of \$92,860,058. This is an increase of 12,993,139 or 16.3% from the prior fiscal year.

State Sources:

State funding for existing debt (Existing Debt Allotment – EDA) was first granted during the 1999 Legislative session and included all debt that required a debt service payment in 1998-99 that did not qualify for State Instructional Facilities Allotment (IFA). Fort Worth ISD does not receive an IFA allotment from the State. The eligibility date has been rolled forward in each subsequent session to include all debt issued during the prior biennium.

The state allotment guarantees \$35 per student in state and local funds for each cent of tax effort (subject to a maximum) to pay the principal and interest on eligible bonds. The FY 2015-16 state EDA funding is expected to be \$1,061,653 which is significant decrease \$2,266,849 from the prior fiscal year.

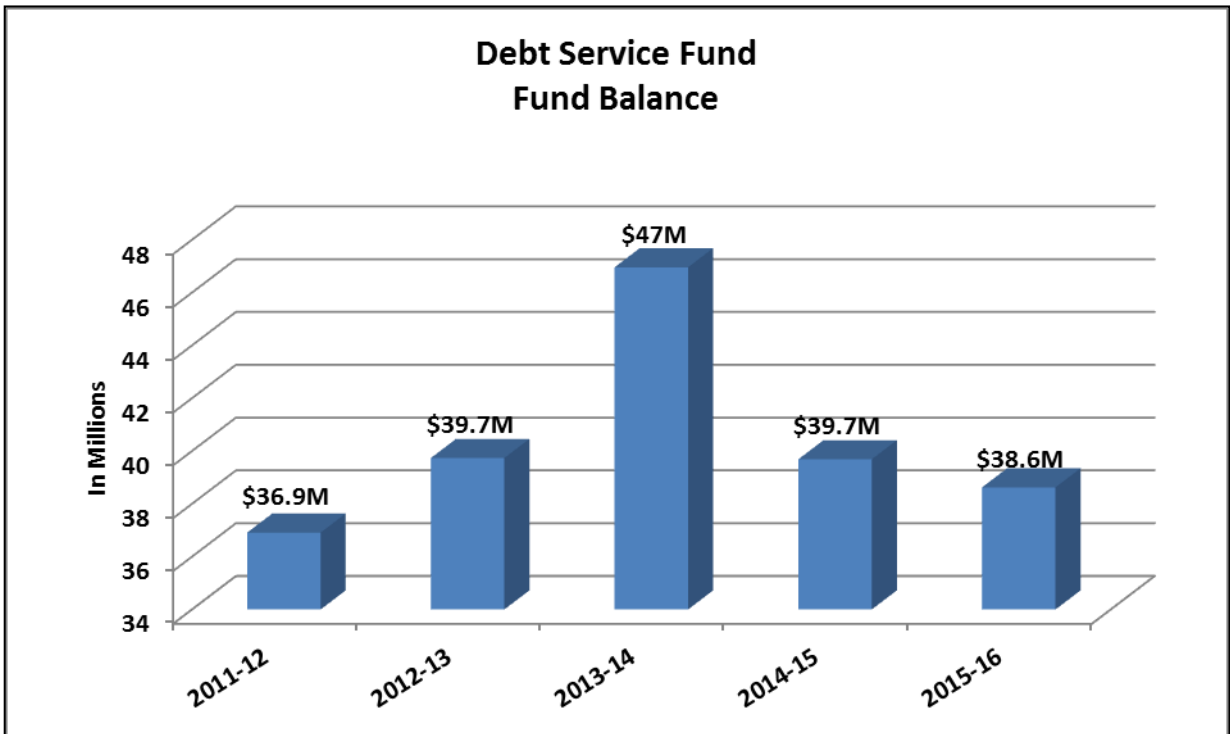


Expenditure Summary

The Debt Service Fund expenditure budget for 2015-16 consists of \$56,075,000 for bond principal payments, \$38,590,716 for bond interest payments, \$12,000 for other debt fees and \$892,681 for tax increment financing. This total budget is an increase of \$4,103,749 from the 2014-15 estimated actual expenditures. This increase represents the funds necessary to service the debt on the existing bonds as well as the new bonds sold in 2015 for \$237,800,000 to continue to meet the goals of the 2015-16 Targeted Initiative for the Capital Improvement Program approved by the 2013 Bond referendum.

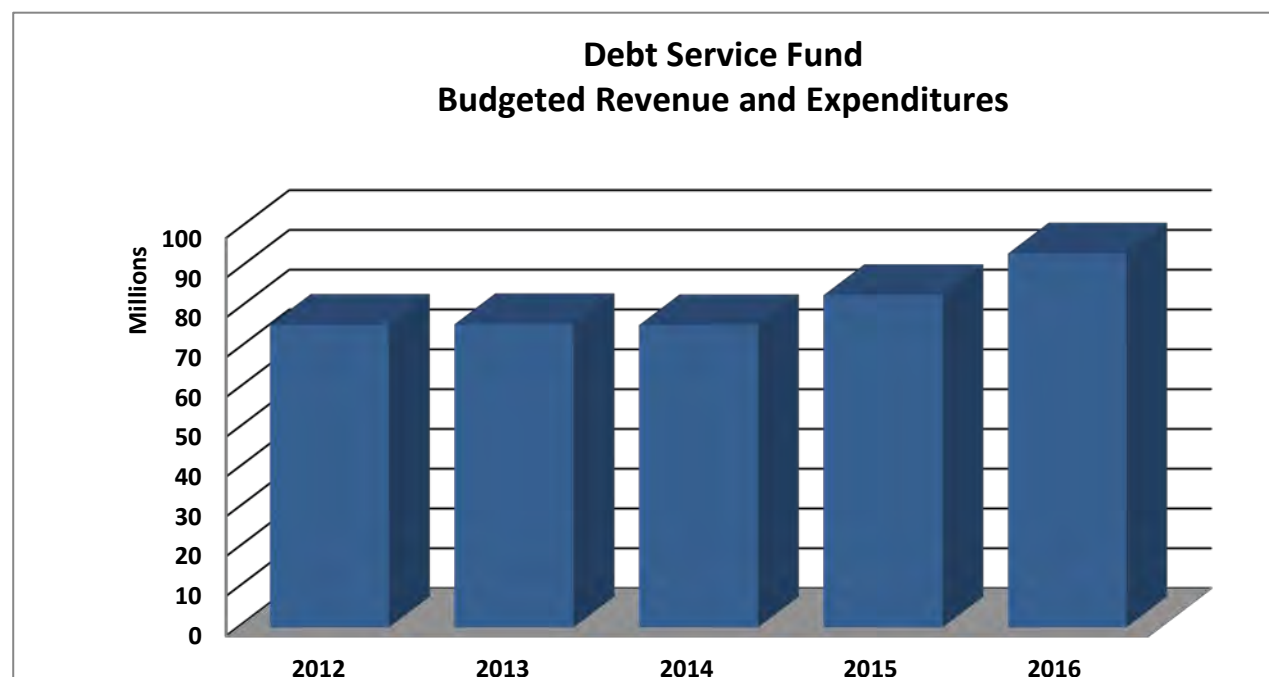
Fund Balance Impact

Budgeted revenue for the 2015-16 fiscal year is \$93,921,711, falling short of expenditures by \$1,648,686 and leaving a projected fund balance of \$39,685,382. This fund balance will be used in future years to minimize tax increases. The current outstanding debt of \$782,490,000 is currently scheduled to be retired in 2040, however the District expects to sell bonds in 2016 and 2017, authorized in support of the 2013 Capital Improvement Program.



Budget Summary: Debt Service Fund
For the Years Ended June 30, 2012- June 30, 2016 (Actuals, Estimated and Original Budget)

		<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>
		<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	<u>Estimated</u>	<u>Original</u>
		<u>Rev/Exp</u>	<u>Rev/Exp</u>	<u>Rev/Exp</u>	<u>Rev/Exp</u>	<u>Budget</u>
Revenues						
5710	Tax collections	\$ 72,640,217	\$ 74,796,297	\$ 77,234,028	\$ 79,827,888	\$ 92,840,058
5742	Investment Earnings	105,530	51,898	20,602	39,031	20,000
	Total Local Revenues	<u>72,745,747</u>	<u>74,848,195</u>	<u>77,254,630</u>	<u>79,866,919</u>	<u>92,860,058</u>
5820	Miscellaneous State Revenue	3,935,229	3,969,505	5,945,749	3,328,502	1,061,653
	Total State Revenues	<u>3,935,229</u>	<u>3,969,505</u>	<u>5,945,749</u>	<u>3,328,502</u>	<u>1,061,653</u>
7900	Other Sources	-	-	-	202,316,202	-
	Total Other Sources	<u>-</u>	<u>-</u>	<u>-</u>	<u>202,316,202</u>	<u>-</u>
	Total Revenues & Oth Srcs	<u>76,680,976</u>	<u>78,817,700</u>	<u>83,200,379</u>	<u>285,511,623</u>	<u>93,921,711</u>
Expenditures						
71	Debt Service - Bond Principal	40,620,000	42,600,000	44,540,000	55,315,000	56,075,000
71	Debt Service - Bond Interest	34,442,944	32,588,849	30,653,150	35,273,967	38,590,716
71	Debt Service - Other Bond Fees	-	-	-	-	12,000
97	Tax Increment Financing	963,444	804,178	785,151	877,681	892,681
00	Other Uses/Transfers Out	-	-	-	201,315,723	-
	Total Expenditures	<u>76,026,388</u>	<u>75,993,027</u>	<u>75,978,301</u>	<u>292,782,371</u>	<u>95,570,397</u>
Excess of Revenues Over (Under) Expenditures		<u>654,588</u>	<u>2,824,673</u>	<u>7,222,078</u>	<u>(7,270,748)</u>	<u>(1,648,686)</u>
Fund Balance-Beginning		36,254,791	36,909,379	39,734,052	46,956,130	40,271,883
Fund Balance-Ending		<u>\$ 36,909,379</u>	<u>\$ 39,734,052</u>	<u>\$ 46,956,130</u>	<u>\$ 39,685,382</u>	<u>\$ 38,623,197</u>

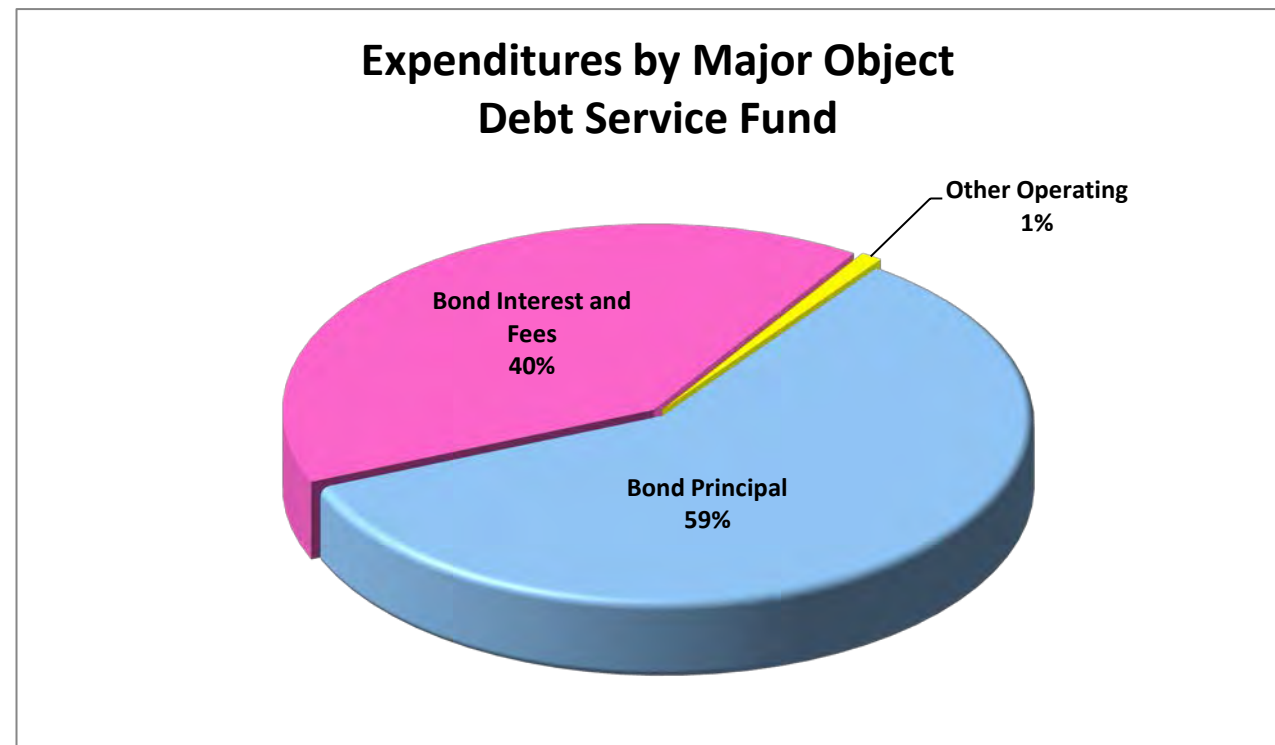


Budget Summary: Debt Service Fund
Comparison with Actual Revenues/Expenditures

		2013-14	2014-15		2015-16		
		Actual	Original	Amended	Estimated	Original	Percent
		Rev/Exp	Budget	Budget	Rev/Exp	Budget	Incr/(Decr)
Revenues							
5710	Tax collections	\$ 77,234,028	\$ 81,990,824	\$ 81,990,824	\$ 79,866,919	\$ 92,840,058	16.2%
5742	Investment Earnings	20,602	20,000	20,000	-	20,000	
	Total Local Revenues	77,254,630	82,010,824	82,010,824	79,866,919	92,860,058	16.3%
5820	Miscellaneous State Revenue	5,945,749	1,469,380	1,469,380	3,328,502	1,061,653	-68.1%
	Total State Revenues	5,945,749	1,469,380	1,469,380	3,328,502	1,061,653	-68.1%
7900	Other Sources		-		202,316,202	-	0.0%
	Total Other Sources	-	-	-	202,316,202	-	0.0%
	Total Revenues & Oth Srcs	83,200,379	83,480,204	83,480,204	285,511,623	93,921,711	-67.1%
Expenditures							
71	Debt Service - Bond Principal	44,540,000	54,664,995	54,664,995	55,315,000	56,075,000	1.4%
71	Debt Service - Bond Interest	30,653,150	34,933,326	34,933,326	35,273,967	38,590,716	9.4%
71	Debt Service - Other Bond Fees		12,000	1,012,479	-	12,000	
97	Tax Increment Financing	785,151	817,341	877,681	877,681	892,681	1.7%
00	Other Uses/Transfers Out			(2,665,947)	201,315,723		-100.0%
	Total Expenditures	75,978,301	90,427,662	88,822,534	292,782,371	95,570,397	-67.4%
Excess of Revenues Over (Under) Expenditures		7,222,078	(6,947,458)	(5,342,330)	(7,270,748)	(1,648,686)	0.0%
Fund Balance-Beginning		39,734,052	46,956,130	46,956,130	46,956,130	40,271,883	-14.2%
Fund Balance-Ending		\$ 46,956,130	\$ 40,008,672	\$ 41,613,800	\$ 39,685,382	\$ 38,623,197	-2.7%

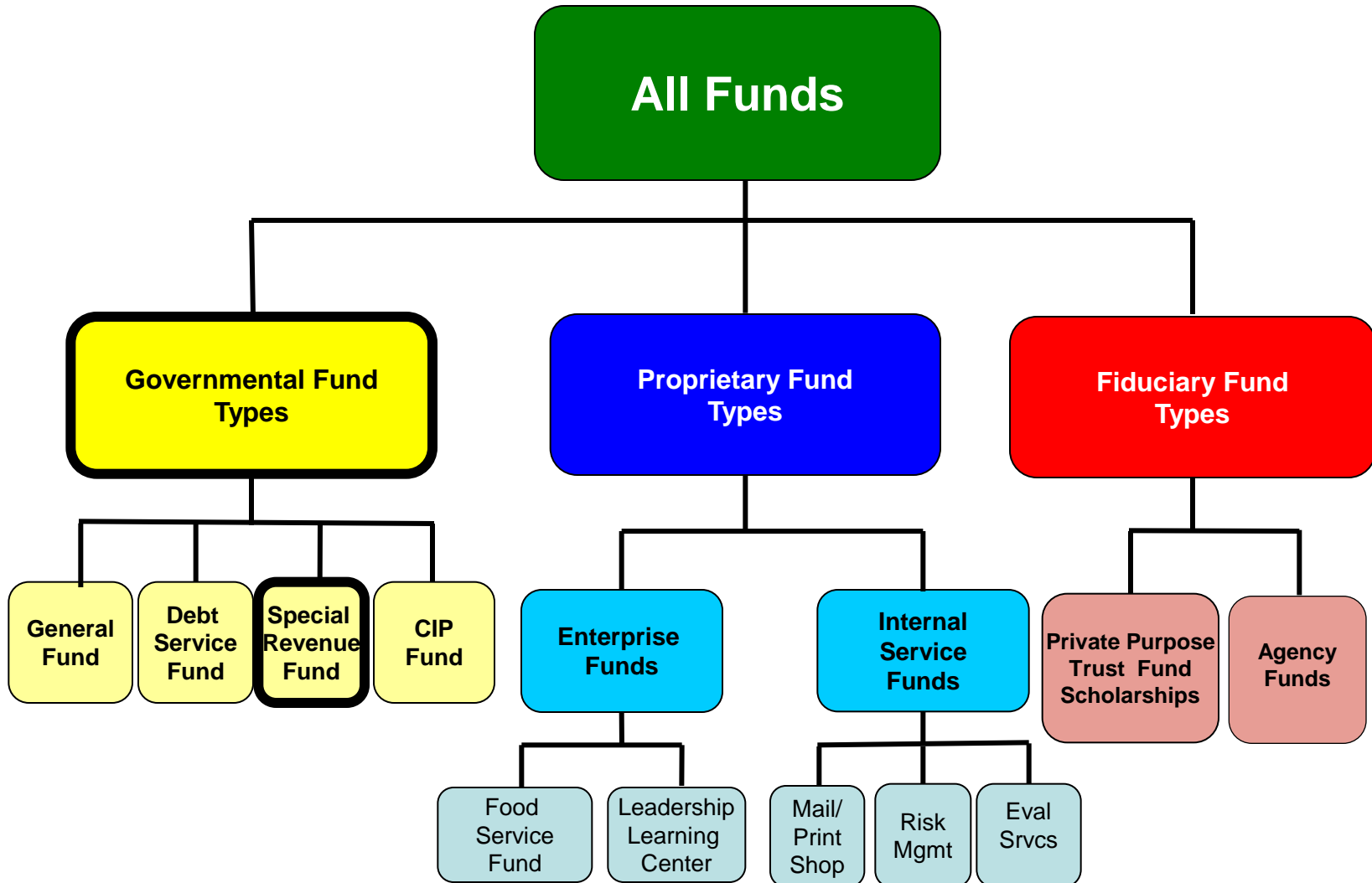
Projected Expenditures by Function and Major Object - Debt Service Fund
2015-16 Budget

Expenditures		Salaries (6100)	Contracted Services (6200)	Supplies and Materials (6300)	Other Operating Expenses (6400)	Debt Service (6500)	Capital Outlay (6600)	Other Uses (8900)	Total
11	Instruction	-	-	-	-	-	-	-	-
12	Instruction Resources & Media	-	-	-	-	-	-	-	-
13	Curriculum & Staff Development	-	-	-	-	-	-	-	-
21	Instructional Administration	-	-	-	-	-	-	-	-
23	School Administration	-	-	-	-	-	-	-	-
31	Guidance & Counseling Services	-	-	-	-	-	-	-	-
32	Social Work Services	-	-	-	-	-	-	-	-
33	Health Services	-	-	-	-	-	-	-	-
34	Student Transportation	-	-	-	-	-	-	-	-
35	Food Services	-	-	-	-	-	-	-	-
36	Cocurricular/Extracurricular	-	-	-	-	-	-	-	-
41	General Administration	-	-	-	-	-	-	-	-
51	Plant Maintenance & Operations	-	-	-	-	-	-	-	-
52	Security & Monitoring Services	-	-	-	-	-	-	-	-
53	Data Processing Services	-	-	-	-	-	-	-	-
61	Community Services	-	-	-	-	-	-	-	-
71	Debt Service	-	-	-	-	94,677,716	-	-	94,677,716
81	Facilities Acquisition & Constr.	-	-	-	-	-	-	-	-
95	Payments to JJAEP	-	-	-	-	-	-	-	-
97	Tax Increment Financing	-	-	-	892,681	-	-	-	892,681
99	Intergovernmental Charges	-	-	-	-	-	-	-	-
Total Expenditures		0	0	0	892,681	94,677,716	0	0	95,570,397



Structure of All Funds

Fort Worth Independent School District



Governmental Fund Types: Special Revenue Fund Overview

The *Special Revenue Fund* accounts for the proceeds of specific revenue sources (other than private-purpose trust funds or capital projects) such as federal, state, or locally financed programs where unused balances are returned to the grantor at the close of specified project periods. Funds are legally restricted to expenditures for specified purposes. These funds provide enrichment programs, testing of pilot programs, and enhancement of programs that are not provided by the General Fund.

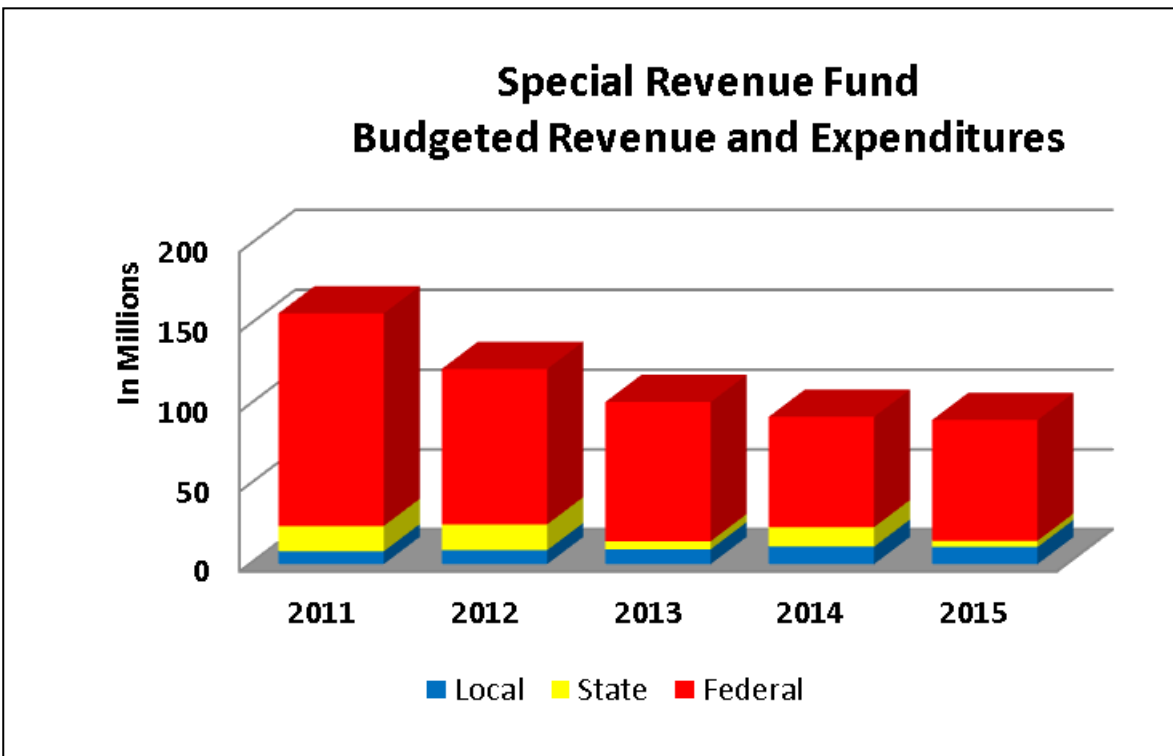
Special Revenue Fund budgets are shown for informational purposes only. The Texas Education Agency does not require adoption of special revenue funds.

Revenue Trends and Assumptions

The majority of Special Revenue funds come from the federal government. The Elementary and Secondary Education Act (ESEA) of 1965, as reauthorized by the No Child Left Behind Act (NCLB) of 2001, provides funds for specific targeted populations, such as children from low income families and children with limited English speaking abilities. The Individuals with Disabilities Act (IDEA) of 1975 provides funds for children with disabilities. Many other federal agencies provide funds to the District based on specific criteria.

The State of Texas also provides grant funding to the District. Some examples of state funding are programs for Educational Excellence Innovations, summer school, Adult Ed and the Instructional Materials Allotment.

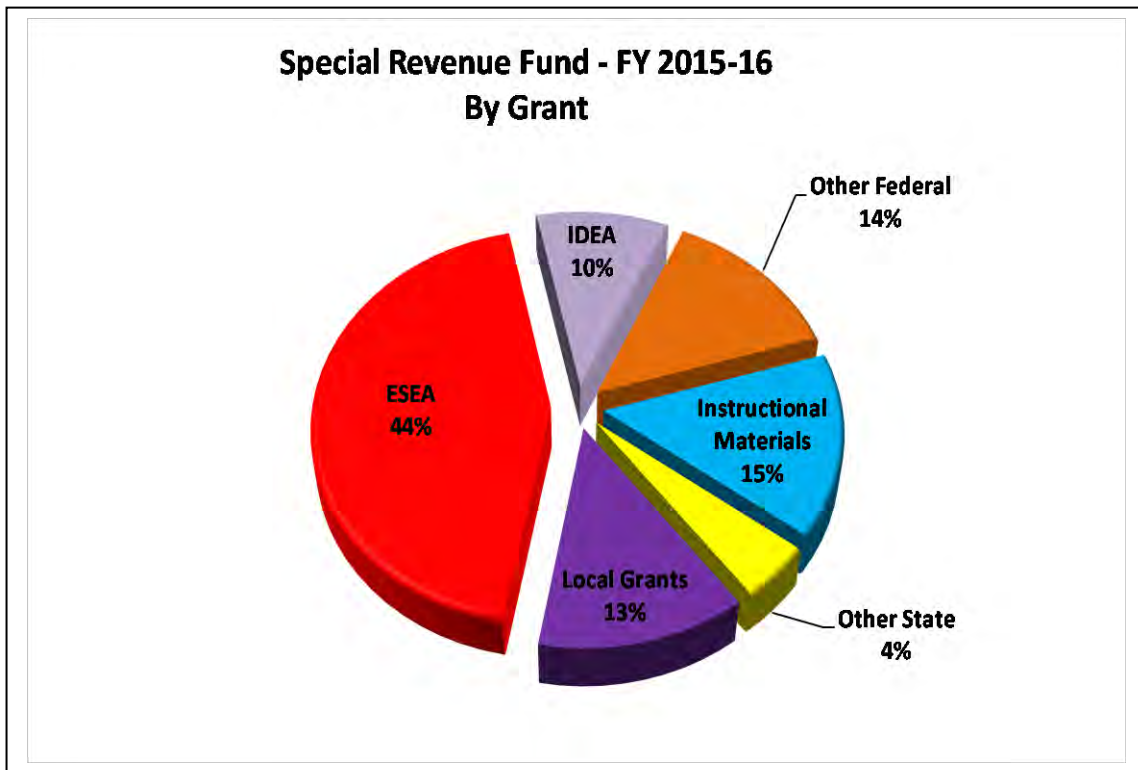
Most funds from local sources are grants made directly to specific schools or programs. Examples of granting agencies include the local United Way, Target, the Fort Worth Education Foundation and various other charitable organizations and foundations.



Expenditure Summary

Expenditures in the Special Revenue Fund are based on criteria specified in each grant award. The development of the fiscal year 2015-16 budget assumes recurring revenues will support recurring expenditures in future years. FWISD expects to receive and spend approximately \$132.5M million in total special revenue funds, a 24.1% decrease or \$42M less than budgeted in 2014-15.

The primary budgeted expense for 2015-16 is payroll which makes up 52% of the budget. contracted services are 7%, supplies and materials are 30%, other operating are 4% and capital outlay expense is 7%.



Fund Balance Impact

The Special Revenue Funds do not traditionally maintain a fund balance with the exception of the campus activity fund, Fund 461. It does end each year with a fund balance that is budgeted and available to spend in the following budget year.

Budget Summary - Special Revenue Fund
For the Years Ended June 30, 2012 - June 30, 2016 (*Actuals, Estimated, Budgeted*)

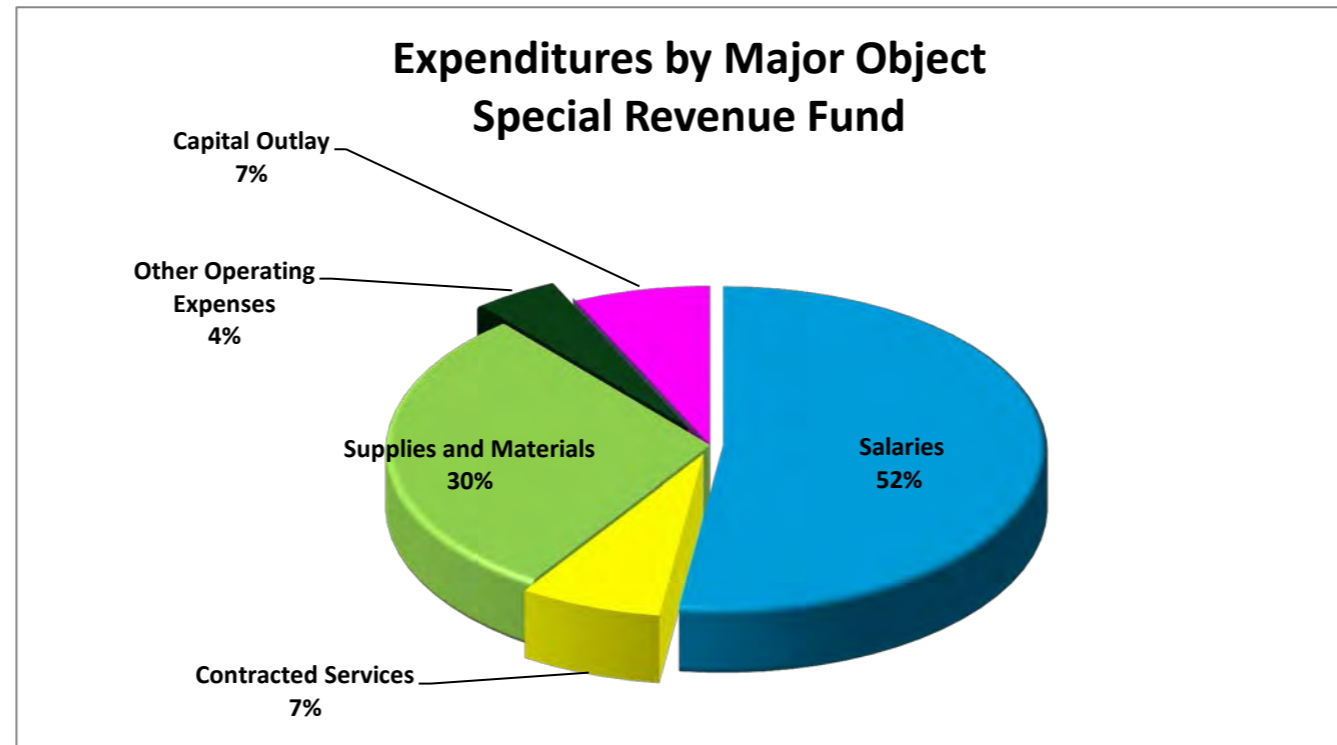
	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>
	Actual Rev/Exp	Actual Rev/Exp	Actual Rev/Exp	Estimated Rev/Exp	Original Budget
Revenues					
5730 Tuition and Fees	\$ 1,310	\$ -	\$ -	\$ -	
5740 Misc Local Revenue	8,577,212	9,142,941	10,793,626	10,532,511	\$ 16,722,693
5750 Extra/Cocurricular Activity	116,266	69,662	108,892	62,197	311,225
5760 Misc Revenue Intermediate Source	24,451	38,279	13,301	37,155	28,009
Total Local Revenues	<u>8,719,239</u>	<u>9,250,882</u>	<u>10,915,819</u>	<u>10,631,863</u>	<u>17,061,927</u>
5810 Foundation Entitlements	809,223	532,267	469,418	516,109	366,615
5820 Miscellaneous State Revenue	15,207,629	4,312,350	11,310,435	2,720,618	21,426,299
5830 Revenue Other Government Agency	149,241	211,890	428,507	740,811	4,271,400
Total State Revenues	<u>16,166,093</u>	<u>5,056,507</u>	<u>12,208,360</u>	<u>3,977,538</u>	<u>26,064,314</u>
5900 Miscellaneous Federal Revenue	97,318,412	87,125,950	69,076,410	75,597,277	89,405,527
Total Federal Revenues	<u>97,318,412</u>	<u>87,125,950</u>	<u>69,076,410</u>	<u>75,597,277</u>	<u>89,405,527</u>
Total Revenues & Oth Srcs	122,203,744	101,433,339	92,200,589	90,206,677	132,531,768
Expenditures					
11 Instruction	79,854,117	67,620,494	59,043,156	53,282,484	82,159,631
12 Instruction Resources & Media	1,267,652	1,810,854	1,823,362	2,059,732	1,436,623
13 Curriculum & Staff Development	26,189,700	19,027,065	18,988,255	20,816,820	22,996,117
21 Instructional Administration	1,960,851	1,400,894	1,437,116	1,579,719	3,616,138
23 School Administration	3,262,723	3,183,613	2,045,427	2,054,943	696,763
31 Guidance & Counseling Services	3,968,054	3,994,462	4,152,815	4,134,551	3,166,736
32 Social Work Services	1,353,555	553,654	797,152	765,167	1,350,362
33 Health Services	321,077	87,842	153,898	179,137	35,500
34 Student Transportation					616,940
35 Food Services	113,205	119,626	262,426	525,151	627,469
36 Cocurricular/Extracurricular	453,762	364,976	310,514	367,324	392,584
41 General Administration	147,337	90,603	61,649	21,192	1,916,483
51 Plant Maintenance & Operations	866,774	598,333	849,512	586,770	362,149
52 Security & Monitoring Services	540,743	558,510	165,041	32,643	23,718
53 Data Processing Services		7,165	4,698	17,647	
61 Community Services	1,807,862	1,829,710	2,069,541	3,025,268	4,677,177
81 Facilities Acquisition & Constr.	323,776	817	-	259,515	8,457,378
93 Payments to Fiscal Agents	113,848	57,952	97,489	39,294	-
Total Expenditures	<u>122,545,036</u>	<u>101,306,570</u>	<u>92,262,051</u>	<u>89,747,357</u>	<u>132,531,768</u>
Excess of Revenues Over (Under)					
Expenditures	<u>(341,292)</u>	<u>126,769</u>	<u>(61,462)</u>	<u>459,320</u>	
Fund Balance-Beginning	4,655,539	4,314,247	4,441,016	4,379,554	
Fund Balance-Ending	<u>\$ 4,314,247</u>	<u>\$ 4,441,016</u>	<u>\$ 4,379,554</u>	<u>\$ 4,838,874</u>	<u>\$ -</u>

Budget Summary - Special Revenue Fund
Comparison with Actual Revenues/Expenditures

		2013-14		2014-15		2015-16	Percent
		Amended Budget	Actual Rev/Exp	Amended Budget	Estimated Rev/Exp	Original Budget	Incr/(Decr)
Revenues							
5740	Misc Local Revenue	\$ 23,061,675	\$ 10,793,626	\$ 22,350,974	\$ 10,532,511	\$ 16,722,693	-25.2%
5750	Extra/Cocurricular Activity	395,596	108,892	354,205	62,197	311,225	-12.1%
5760	Misc Revenue Intermediate Source	50,095	13,301	46,606	37,155	28,009	-39.9%
	Total Local Revenues	23,507,366	10,915,819	22,751,785	10,631,863	17,061,927	-25.0%
5810	Foundation Entitlements	549,969	469,418	516,109	516,109	366,615	-29.0%
5820	Miscellaneous State Revenue	8,212,433	11,310,435	13,019,110	2,720,618	21,426,299	64.6%
5830	Revenue Other Government Agency	755,224	428,507	2,539,951	740,811	4,271,400	68.2%
	Total State Revenues	9,517,626	12,208,360	16,075,170	3,977,538	26,064,314	62.1%
5900	Miscellaneous Federal Revenue	141,281,157	69,076,410	135,831,182	75,597,277	89,405,527	-34.2%
	Total Federal Revenues	141,281,157	69,076,410	135,831,182	75,597,277	89,405,527	-34.2%
	Total Revenues & Oth Srcs	174,306,149	92,200,589	174,658,137	90,206,677	132,531,768	-24.1%
Expenditures							
11	Instruction	100,539,944	59,043,156	103,431,318	53,282,484	82,159,631	-20.6%
12	Instruction Resources & Media	3,089,459	1,823,362	1,822,598	2,059,732	1,436,623	-21.2%
13	Curriculum & Staff Development	21,536,911	18,988,255	21,340,179	20,816,820	22,996,117	7.8%
21	Instructional Administration	16,343,597	1,437,116	19,472,441	1,579,719	3,616,138	-81.4%
23	School Administration	2,774,035	2,045,427	2,245,123	2,054,943	696,763	-69.0%
31	Guidance & Counseling Services	679,645	4,152,815	4,234,843	4,134,551	3,166,736	-25.2%
32	Social Work Services	1,165,971	797,152	1,088,083	765,167	1,350,362	24.1%
33	Health Services	565,741	153,898	412,807	179,137	35,500	-91.4%
34	Student Transportation					616,940	0.0%
35	Food Services	599,483	262,426	709,010	525,151	627,469	-11.5%
36	Cocurricular/Extracurricular	420,163	310,514	475,689	367,324	392,584	-17.5%
41	General Administration	14,618,856	61,649	5,355,868	21,192	1,916,483	-64.2%
51	Plant Maintenance & Operations	1,637,784	849,512	1,094,896	586,770	362,149	-66.9%
52	Security & Monitoring Services	941,610	165,041	109,671	32,643	23,718	-78.4%
53	Data Processing Services	38,971	4,698	17,806	17,647		-100.0%
61	Community Services	2,970,166	2,069,541	5,051,148	3,025,268	4,677,177	-7.4%
81	Facilities Acquisition & Constr.	6,231,520	-	7,796,657	259,515	8,457,378	0.0%
93	Payments to Fiscal Agents	152,293	97,489		39,294	-	
	Total Expenditures	174,306,149	92,262,051	174,658,137	89,747,357	132,531,768	-24.1%
Excess of Revenues Over (Under) Expenditures		-	(61,462)	-	459,320		-
Fund Balance-Beginning		4,379,554	4,441,016	4,379,554	4,379,554		0.0%
Fund Balance-Ending		\$ 4,379,554	\$ 4,379,554	\$ 4,379,554	\$ 4,838,874	\$ -	0.0%

Expenditures by Function and Major Object - Special Revenue Fund
2015-16 Budget

Expenditures	Salaries (6100)	Contracted Services (6200)	Supplies and Materials (6300)	Other Operating Expenses (6400)	Debt Service (6500)	Capital Outlay (6600)	Total
11 Instruction	45,076,195	3,622,745	32,250,959	1,143,817	-	65,915	82,159,631
12 Instruction Resources & Media		268,966	1,152,950	14,707	-		1,436,623
13 Curriculum & Staff Development	15,989,692	3,213,643	2,085,734	1,707,047	-		22,996,116
21 Instructional Administration	3,372,154	30,894	147,097	65,993	-		3,616,138
23 School Administration		135,663	70,352	426,748	-	64,000	696,763
31 Guidance & Counseling Services	1,624,885	1,079,203	279,520	183,128	-		3,166,736
32 Social Work Services	1,004,990	305,829	31,020	8,524	-		1,350,363
33 Health Services		10,500	25,000		-		35,500
34 Student Transportation					-	616,940	616,940
35 Food Services		20,186	591,860	15,003	-	420	627,469
36 Cocurricular/Extracurricular	2,670	46,600	337,225	6,089	-		392,584
41 General Administration	116,010	750		1,799,723	-		1,916,483
51 Plant Maintenance & Operations	3,501	236,656	121,992		-		362,149
52 Security & Monitoring Services	23,718				-		23,718
53 Data Processing Services					-		-
61 Community Services	1,920,567	411,259	2,062,073	283,278	-		4,677,177
71 Debt Service					-		-
81 Facilities Acquisition & Constr.			3,637		-	8,453,741	8,457,378
95 Payments to JJAEP					-		-
97 Tax Increment Financing					-		-
99 Intergovernmental Charges					-		-
Total Expenditures	69,134,382	9,382,894	39,159,419	5,654,057	0	9,201,016	132,531,768

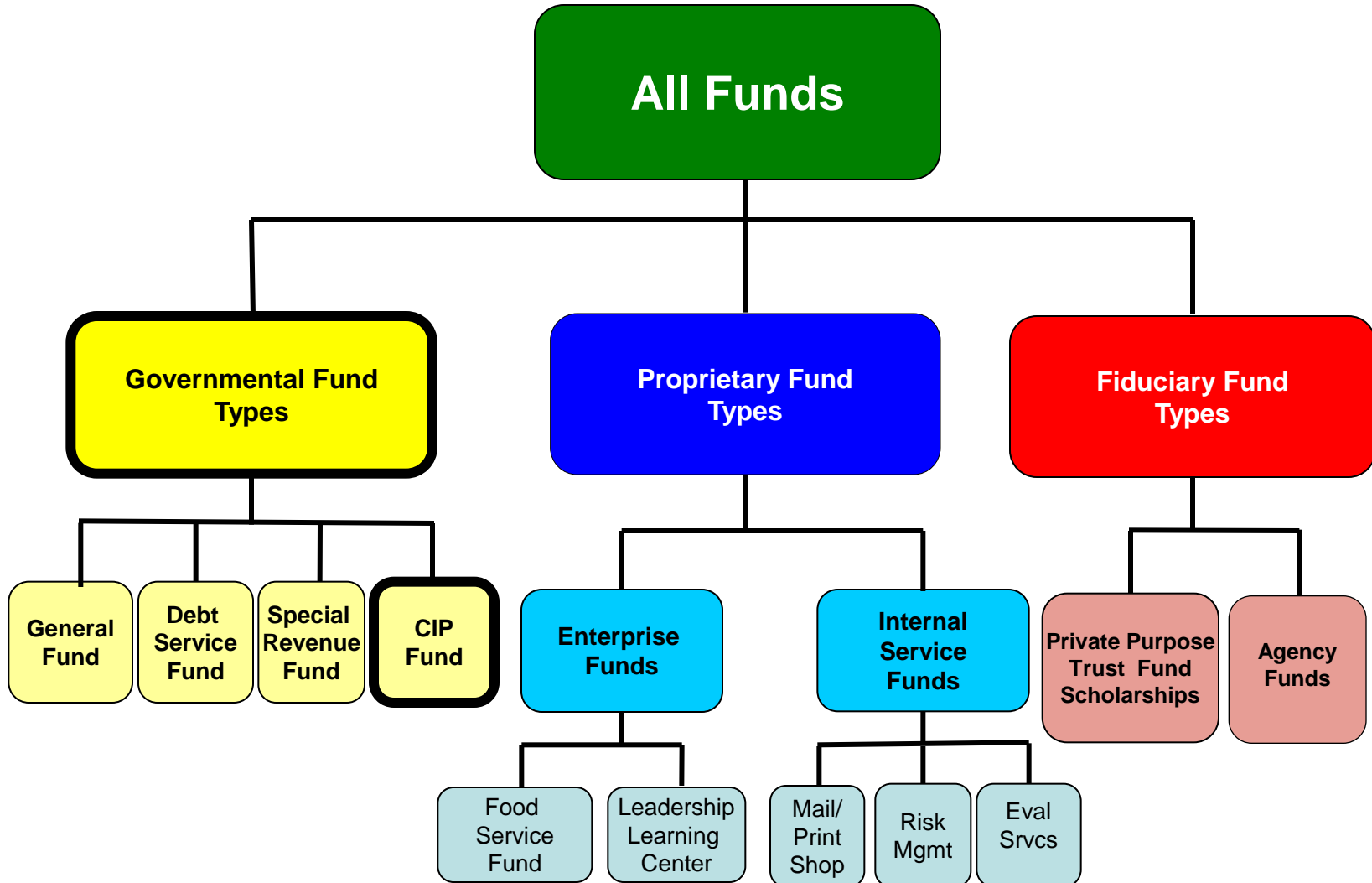


FY 2015-16 Estimated Expenditures by Grant
Special Revenue Fund

Expenditures by Grant	<u>2015-16</u>	<u>% of Total</u>
<u>Federal Funds</u>		
ESEA Title I-Basic, Focus, Priority, & Migrant	\$ 47,250,227	35.7%
ESEA Title II-Teacher & Principal Training	7,274,504	5.5%
ESEA Title III-Limited English Proficiency & Immigrant	3,680,227	2.8%
ESEA Title IX-Indian Education	67,436	0.1%
Subtotal ESEA Funds	58,272,394	44.0%
IDEA Part B-School Age & Preschool	13,046,112	9.8%
21st Century Cyle 8 and 7	2,863,039	2.2%
Adult Education & Family Literacy	3,630,212	2.7%
Carl Perkins-Vocational Education	1,184,821	0.9%
Miscellaneous Federal Programs	10,408,949	7.9%
Total Federal Funds	<u>89,405,527</u>	<u>67.5%</u>
<u>State Funds</u>		
Adult Education	1,195,665	0.9%
Deaf/Visual Impairment Grants	402,552	0.3%
Instructional Materials Allotment	19,999,881	15.1%
Texas Home Visiting Program	1,889,403	1.4%
Ed Excellence Innovation Program	1,315,824	1.0%
Miscellaneous State Programs	1,260,989	1.0%
Total State Funds	<u>26,064,314</u>	<u>19.7%</u>
<u>Local Funds</u>		
Miscellaneous Local Programs	17,061,927	12.9%
Total Local Funds	<u>17,061,927</u>	<u>12.9%</u>
Total Special Revenue Funds	<u>\$ 132,531,768</u>	<u>100.0%</u>

Structure of All Funds

Fort Worth Independent School District



Governmental Fund Types: CIP 2013 Overview

In November of 2013, FWISD voters approved a \$489.9 million dollar bond referendum. The objectives of the Capital Improvement Program, Commitment to the Classroom scheduled to be completed by 2018 are as follows:

- Security and technology upgrades at every school
- Pre-Kindergarten classroom additions
- New kitchens and school cafeterias
- Two new elementary schools
- New athletic field houses
- Wi-Fi study areas
- Renovations to bring facilities into compliance with accessibility standards
- Performing and Fine Arts Academy
- Science, Technology, Engineering and Math (STEM) Academy
- Replacement of school buses, instruments, uniforms and furniture

CIP 2013 Financial Overview

Scope

Division of Technology-\$102.6M

- Network Electronics
- Student Mobile Devices (DIG IN) at High Schools
- Campus Based Computer/Printer Replacement

District Operations (Replacements)-\$30M

- Buses/Vehicles
- Furniture, Fixture & Equipment Refresh
- Student Uniforms & Instruments

Construction & Capital Projects- \$357.3M

- District-wide School Renovations
- District-wide Security Upgrades
- New Kitchens (24), Cafeterias (5) & New School Wi-Fi Study Halls
- New High School Field Houses (14) & New P.E. classrooms
- Americans with Disabilities Act Upgrades (35)
- New Elementary Schools (2)
- New High School/Conversion (1)
- New Classroom Additions (11)
- District Wide Pre-Kindergarten Classrooms (82)
- School Renovations for Gold Seal Programs of Choice (2)
- School Renovations for Career & Technical Education (3)

Revenue Trends and Assumptions

Revenue for the CIP is generated from bond sales, investment earnings and premiums/discounts. By the end of 2015, FWISD will have issued \$237.8 M bonds to fund the 2013 CIP with a remaining \$252.1 Million to be issued in subsequent years.

Progress Summary

Division of Technology

- Data Center core electronics upgrade 80% complete
- IWB (Interactive White Board) projector refresh at 70%
- New wireless/campus electronics updated at 6 pilot schools

District Operations- Replacements

- 50 Buses and 50 trucks/vans purchased
- Classroom furniture purchased and delivered
- Band uniforms purchased for three high school programs
- Instruments purchased for start of one new high school program

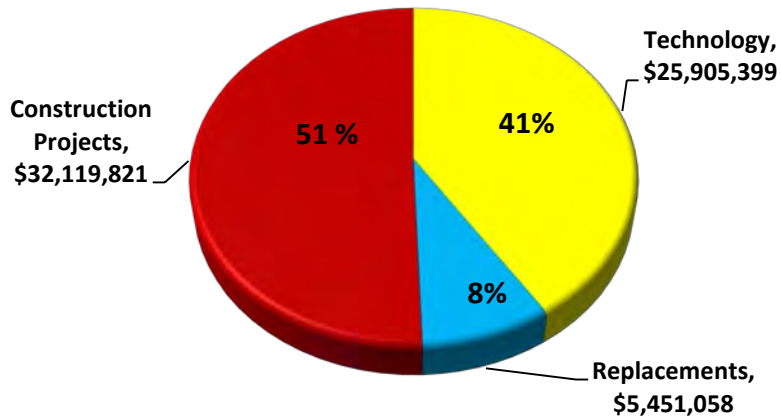
CIP Construction/Capital Projects

- Safety and security upgrades at elementary schools installation complete; verification in progress
- YWLA Phase 2 complete
- First group of Pre-K projects opening in August of 2015
- Kitchen/Cafeteria and classroom additions for bid packages 1-7 design completed
- Fourteen projects under construction
- I.M. Terrell renovations estimated to open by August 2017
- Visual Performing Arts campus scheduled to open by December 2017
- New Van Zandt Guinn Elementary scheduled to open by 2017

Fund Balance Impact

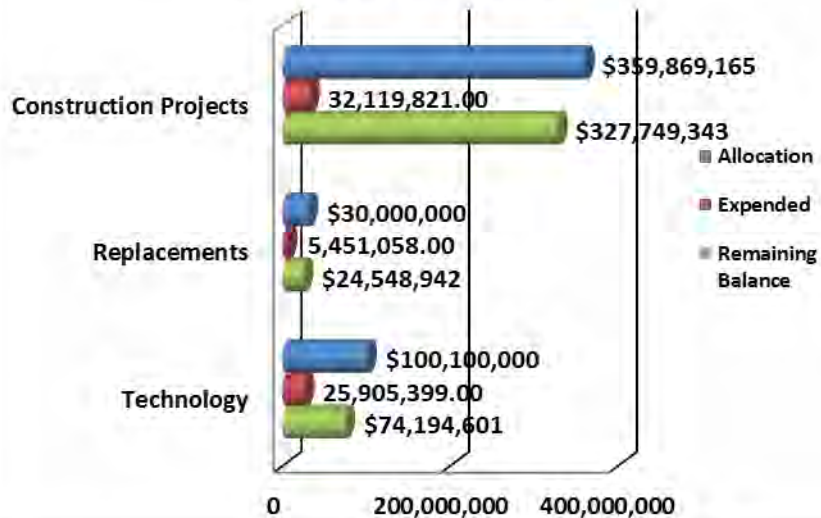
Budgeted expenditures for the 2015-16 fiscal year are \$2,000,000 in excess of the projected revenues due to the Debt Service expense. Fund balance is projected to decrease \$2,000,000 leaving a balance at the end of 2015-16 of \$186,140,227. The District originally planned to sell bonds in 2015-2016 which would significantly increase fund balance. To date, bond proceeds have not been utilized as originally scheduled due to delays ultimately reducing the need to finance more debt in 2015-16. Usage will be monitored throughout 2015-16 and budgets amended as necessary.

CIP 2013 Expenditures to Date



	Allocation	Expended	Remaining Balance	% Completed
Construction Projects	\$ 359,869,165	\$ 32,119,821	\$ 327,749,343	9%
Replacements	30,000,000	5,415,058	24,548,942	18%
Technology	100,100,000	25,905,399	74,194,601	26%

CIP 2013 Completion



Governmental Fund Types: CIP 2007 Overview

In November of 2007, FWISD voters approved a \$593.6 million dollar bond referendum. The objectives of the Capital Improvement Program, Straight to the Classroom were as follows:

- Improve school safety and security
- Renovate critical building systems
- Emphasis in classroom technology
- Comparable classrooms & schools district wide
- Modernize Athletic Facilities

CIP 2007 Financial Overview

Scope

Division of Technology-\$17.5M

- Technology Refresh

District Operations (Replacements)-\$17.5M

- Bus Replacement
- Student uniforms and instruments

Restructure of M & O Debt-\$6.7M

- General Fund Maintenance Tax Notes refunded

Construction & Capital Projects -\$551.8M

- District wide renovations of existing classrooms and school buildings
- New classrooms for overcrowded schools
- New schools for new growth
- FWISD athletic facility upgrade

Revenue Trends and Assumptions

Revenue for CIP 2007 was generated from bond sales, investment earnings and premiums/discounts. Fort Worth ISD issued the following debt as authorized under the 2007 Capital Improvement Program:

Date of Issue	Description	Original Issue Amount
1/24/2008	Unlimited Tax Refunding Bonds-2008	\$6,700,000
2/1/2008	School Building Unlimited Tax - 2008	\$224,525,000
6/2/2009	School Building Unlimited Tax - 2009	\$176,755,000
12/1/2009	School Building Unlimited Tax -QSCB - 2009	\$31,600,000
8/1/2010	Unlimited Tax Qualified School Construction Bonds - 2010	\$15,000,000
9/1/2010	Unlimited Tax School Building Bonds - 2010	\$103,715,000
9/1/2010	Unlimited Tax Refunding Bonds - 2010	\$27,500,000
Total		\$585,795,000

Program Summary

In 2012 the four year program was extended one year, to complete additional work made possible by over \$90M in savings realized from the initial programs. The following projects totaling \$609.7M were completed by 2013.

Division of Technology- \$17.5M

- Campus based computer, laptop and printer replacement

District Operations-Replacements-\$17.4M

- 126 buses were replaced
- Band instruments and student uniforms were replaced

Restructure of M & O Debt

- General fund debt for Maintenance Tax Notes was refunded **-\$6.7M**

Construction & Capital Projects -\$568.1M

- 5 new schools were constructed, Benbrook MS, Jean McClung MS, Hazel Harvey Peace ES, John T White ES and Rosemont ES
- Additions were made to 8 schools
- 3 Athletic facilities were upgraded
- Renovations were made to 121 schools
- New Culinary Arts facility was constructed
- Facilities District wide had upgrades to interiors and enhancements to exteriors

Fund Balance Impact

Due to retained and investment earnings as well as substantial savings on budgeted projects there is a remaining fund balance from the 2007 Capital Improvement Program of \$1,049,912. The District is researching the most appropriate way to utilize these remaining funds in accordance with all governing laws and policies.

Budget Summary - Capital Improvement Projects
For the Years Ended June 30, 2012 - June 30, 2016 (Actuals, Estimated, Budgeted)

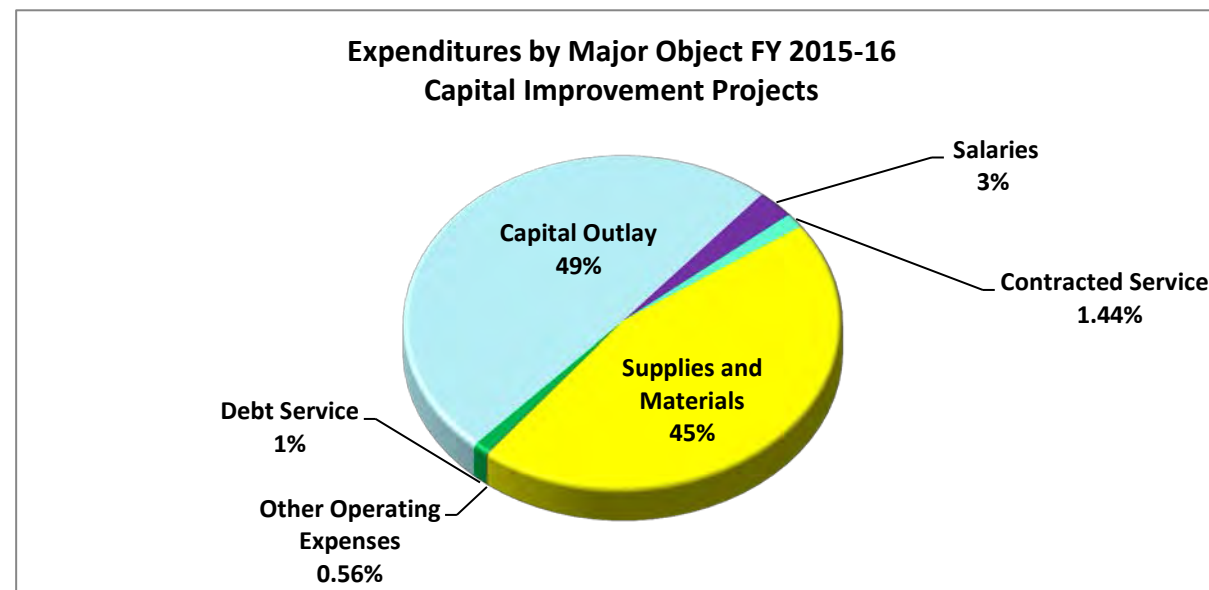
		<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>
		<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	<u>Estimated</u>	<u>Original</u>
		<u>Rev/Exp</u>	<u>Rev/Exp</u>	<u>Rev/Exp</u>	<u>Rev/Exp</u>	<u>Budget</u>
Revenues						
5730	Tuition and Fees	\$ -	\$ -	\$ -	\$ -	\$ -
5740	Miscellaneous local revenue	142,910	53,114.00	1,466,323	148,183	150,000
5750	Athletics					
	Total Local Revenues	<u>142,910</u>	<u>53,114</u>	<u>1,466,323</u>	<u>148,183</u>	<u>150,000</u>
5810	Foundation school program					
5820	Miscellaneous state revenue					
	Total State Revenues	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
5910	Miscellaneous federal revenue					
	Total Federal Revenues	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
7900	Current Year Sale of Bonds					
7900	Sale of Bonds			135,962,807	115,656,123	115,000,000
	Total Other Sources	<u>-</u>	<u>-</u>	<u>135,962,807</u>	<u>115,656,123</u>	<u>115,000,000</u>
	Total Revenues & Oth Srcs	142,910	53,114	137,429,130	115,804,306	115,150,000
Expenditures						
11	Instruction	2,034,183	963,112	604,250	22,224,620	20,000,000
12	Instruction Resources & Media					
13	Curriculum & Staff Development					
21	Instructional Administration					
23	School Administration					
31	Guidance & Counseling Services					
32	Social Work Services					
33	Health Services					
34	Student Transportation	5,118,525			4,119,898	5,000,000
35	Food Services					
36	Cocurricular/Extracurricular	234,608	113,305	22,797	228,551	2,500,000
41	General Administration				93,924	150,000
51	Plant Maintenance & Operations	13,478	13,756	13,995	786,612	
52	Security & Monitoring Services					
53	Data Processing Services				159,988	
61	Community Services					
71	Debt Service			947,804	656,123	675,807
81	Facilities Acquisition & Constr.	72,598,885	41,689,768	20,772,238	23,732,676	25,324,193
93	Payments to Fiscal Agents					
00	Transfers Out			4,453,536		
	Total	<u>79,999,679</u>	<u>42,779,941</u>	<u>26,814,620</u>	<u>52,002,392</u>	<u>53,650,000</u>
Excess of Revenues Over (Under)						
Expenditures		<u>(79,856,769)</u>	<u>(42,726,827)</u>	<u>110,614,510</u>	<u>63,801,914</u>	<u>61,500,000</u>
Fund Balance-Beginning		137,357,311	57,500,542	14,773,715	125,388,225	189,190,139
Fund Balance-Ending		<u>\$ 57,500,542</u>	<u>\$ 14,773,715</u>	<u>\$125,388,225</u>	<u>189,190,139</u>	<u>250,690,139</u>

Budget Summary - Capital Improvement Projects
Comparison with Actual Revenues/Expenditures

		2013-14		2014-15		2015-16	Percent
		Amended Rev/Exp	Actual Rev/Exp	Amended Rev/Exp	Estimated Rev/Exp	Original Budget	Incr/(Decr)
Revenues							
5730	Tuition and Fees	\$ -	\$ -	\$ -	\$ -	\$ -	
5740	Miscellaneous local revenue	150,000	1,466,323	150,000	148,183	150,000	0.0%
5750	Athletics						
	Total Local Revenues	<u>150,000</u>	<u>1,466,323</u>	<u>150,000</u>	<u>148,183</u>	<u>150,000</u>	<u>0.0%</u>
5810	Foundation school program						
5820	Miscellaneous state revenue					-	
	Total State Revenues	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	
5910	Miscellaneous federal revenue						
	Total Federal Revenues	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	
7900	Current Year Sale of Bonds						
7900	Sale of Bonds	135,000,000	135,962,807	115,000,000	115,656,123	115,000,000	0.0%
	Total Other Sources	<u>135,000,000</u>	<u>135,962,807</u>	<u>115,000,000</u>	<u>115,656,123</u>	<u>115,000,000</u>	<u>0.0%</u>
	Total Revenues & Oth Srcs	135,150,000	137,429,130	115,150,000	115,804,306	115,150,000	0.0%
Expenditures							
11	Instruction	15,000,000	604,250	23,000,000	22,224,620	20,000,000	0.0%
12	Instruction Resources & Media						
13	Curriculum & Staff Development						
21	Instructional Administration						
23	School Administration	-					0.0%
31	Guidance & Counseling Services						
32	Social Work Services						
33	Health Services						
34	Student Transportation	20,000,000		20,000,000	4,119,898	5,000,000	-75.0%
35	Food Services						
36	Cocurricular/Extracurricular	10,000,000	22,797	9,977,203	228,551	2,500,000	-74.9%
41	General Administration			100,000	93,924	150,000	0.0%
51	Plant Maintenance & Operations	15,000,000	13,995	14,986,005	786,612		-100.0%
52	Security & Monitoring Services						
53	Data Processing Services			160,000	159,988		0.0%
61	Community Services						
71	Debt Service	1,000,000	947,804	1,000,000	656,123	675,807	0.0%
81	Facilities Acquisition & Constr.	69,150,000	20,772,238	45,926,792	23,732,676	25,324,193	0.0%
93	Payments to Fiscal Agents						
00	Transfers Out	5,000,000	4,453,536				
	Total	<u>135,150,000</u>	<u>26,814,620</u>	<u>115,150,000</u>	<u>52,002,392</u>	<u>53,650,000</u>	<u>-53.4%</u>
Excess of Revenues Over (Under)							
Expenditures		<u>-</u>	<u>110,614,510</u>	<u>-</u>	<u>63,801,914</u>	<u>61,500,000</u>	
Fund Balance-Beginning		14,733,715	14,773,715	125,388,225	125,388,225	189,190,139	0.0%
Fund Balance-Ending		<u>\$ 14,733,715</u>	<u>\$ 125,388,225</u>	<u>\$ 125,388,225</u>	<u>189,190,139</u>	<u>250,690,139</u>	<u>99.9%</u>

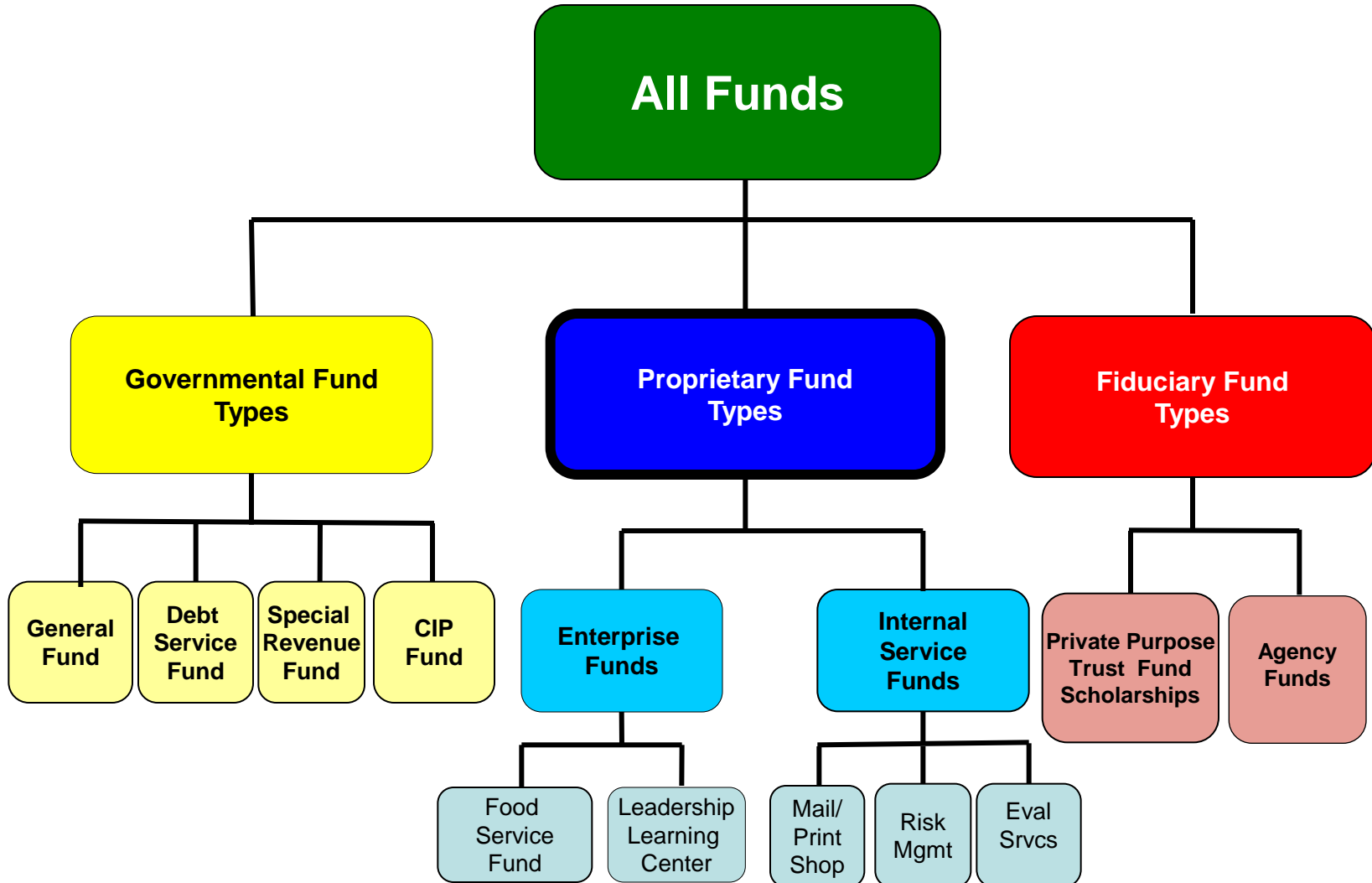
Projected Expenditures by Function and Major Object - Capital Improvement Projects
2015-16 Budget

Expenditures	Salaries (6100)	Contracted Services (6200)	Supplies and Materials (6300)	Other Operating Expenses (6400)	Debt Service (6500)	Capital Outlay (6600)	Other Uses (8900)	Total
11 Instruction	-	-	20,000,000	-	-	-	-	20,000,000
12 Instruction Resources & Media	-	-	-	-	-	-	-	-
13 Curriculum & Staff Development	-	-	-	-	-	-	-	-
21 Instructional Administration	-	-	-	-	-	-	-	-
23 School Administration	-	-	-	-	-	-	-	-
31 Guidance & Counseling Services	-	-	-	-	-	-	-	-
32 Social Work Services	-	-	-	-	-	-	-	-
33 Health Services	-	-	-	-	-	-	-	-
34 Student Transportation	-	-	-	-	-	5,000,000	-	5,000,000
35 Food Services	-	-	-	-	-	-	-	-
36 Cocurricular/Extracurricular	-	-	-	-	-	2,500,000	-	2,500,000
41 General Administration	150,000	-	-	-	-	-	-	150,000
51 Plant Maintenance & Operations	-	-	-	-	-	3,000,000	-	3,000,000
52 Security & Monitoring Services	-	-	-	-	-	-	-	-
53 Data Processing Services	-	-	-	-	-	-	-	-
61 Community Services	-	-	-	-	-	-	-	-
71 Debt Service	-	-	-	-	675,807	-	-	675,807
81 Facilities Acquisition & Constr.	1,346,293	774,977	4,243,683	18,305	-	15,940,935	-	22,324,193
95 Payments to JJAEP	-	-	-	-	-	-	-	-
97 Tax Increment Financing	-	-	-	-	-	-	-	-
99 Intergovernmental Charges	-	-	-	-	-	-	-	-
Total	1,496,293	774,977	24,243,683	18,305	675,807	26,440,935	0	53,650,000
8910 Operating Transfers Out	-	-	-	-	-	-	-	-
Other Expenditures	-	-	-	-	-	-	-	-
Total Expenditures	1,496,293	774,977	24,243,683	18,305	675,807	26,440,935	0	53,650,000



Structure of All Funds

Fort Worth Independent School District

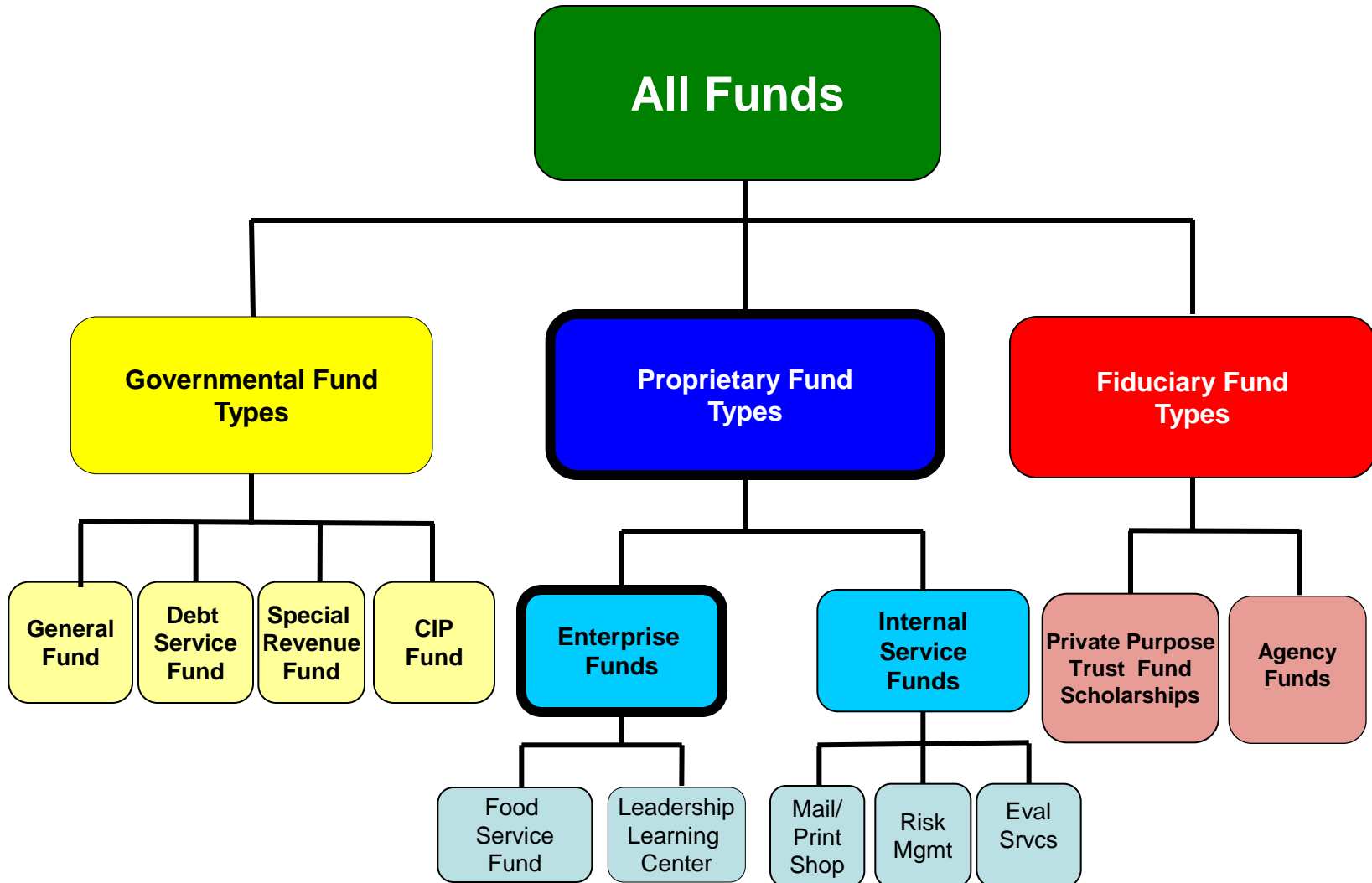


Combined Proposed Budget Summary: 2015-16
Proprietary Funds

	Enterprise		Internal Service			Proprietary Fund Types
	Food Service	Leadership Ctr	Mail/Print	Eval Svcs	Risk Mgmt	
Revenues						
5710 Tax Collections	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5730 Tuition and Fees						-
5740 Miscellaneous Local Revenue						-
5750 Extra/Cocurricular Activity	3,586,000	115,000	1,150,418	1,030,368	6,710,457	12,592,243
5760 Misc. Revenue Intermediate Sources						
Total Local Revenues	<u>3,586,000</u>	<u>115,000</u>	<u>1,150,418</u>	<u>1,030,368</u>	<u>6,710,457</u>	<u>12,592,243</u>
5810 Foundation School Program						-
5820 Miscellaneous State Revenue	250,000					250,000
5830 Teacher Retirement On-behalf						-
Total State Revenues	<u>250,000</u>		<u>-</u>	<u>-</u>	<u>-</u>	<u>250,000</u>
5920 Miscellaneous Federal Revenue						-
5930 School Health Related						-
5940 Direct Federal Revenue						-
7950 Non-operating Revenue	45,751,000					45,751,000
Total Federal Revenues	<u>45,751,000</u>		<u>-</u>	<u>-</u>	<u>-</u>	<u>45,751,000</u>
7910 Sale of Bonds/Property	60,000					60,000
7940 Other Sources						
Total Other Sources	<u>60,000</u>		<u>-</u>	<u>-</u>	<u>-</u>	<u>60,000</u>
Total Revenues & Other Sources	49,647,000	115,000	1,150,418	1,030,368	6,710,457	58,653,243
Expenditures						
11 Instruction						
12 Instruction Resources & Media						
13 Curriculum & Staff Development						
21 Instructional Administration						
23 School Administration						
31 Guidance & Counseling Services				1,030,368		1,030,368
32 Social Work Services						
33 Health Services						
34 Student Transportation						
35 Food Services	52,985,627					52,985,627
36 Cocurricular/Extracurricular						
41 General Administration			1,150,418		6,710,457	7,860,875
51 Plant Maintenance & Operations	602,500	29,450				631,950
52 Security & Monitoring Services	4,000					4,000
53 Data Processing Services						
61 Community Services		85,550				85,550
71 Debt Service						
81 Facilities Acquisition & Constr.						
93 Payments to Fiscal Agents						
95 Payments to JJAEP						
97 Tax Increment Financing						
99 Intergovernmental Charges						
Total Expenditures	<u>53,592,127</u>	<u>115,000</u>	<u>1,150,418</u>	<u>1,030,368</u>	<u>6,710,457</u>	<u>62,598,370</u>
Operating Transfers Out						
Total Operating Expenditures	<u>53,592,127</u>	<u>115,000</u>	<u>1,150,418</u>	<u>1,030,368</u>	<u>6,710,457</u>	<u>62,598,370</u>
Excess of Revenues Over (Under)						
Expenditures	(3,945,127)					\$ (3,945,127)
Fund Balance-Beginning-Projected	9,143,579	100,825			12,567,224	21,811,628
Fund Balance-Ending-Projected	<u>\$ 5,198,452</u>	<u>\$ 100,825</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 12,567,224</u>	<u>\$ 17,866,501</u>

Structure of All Funds

Fort Worth Independent School District

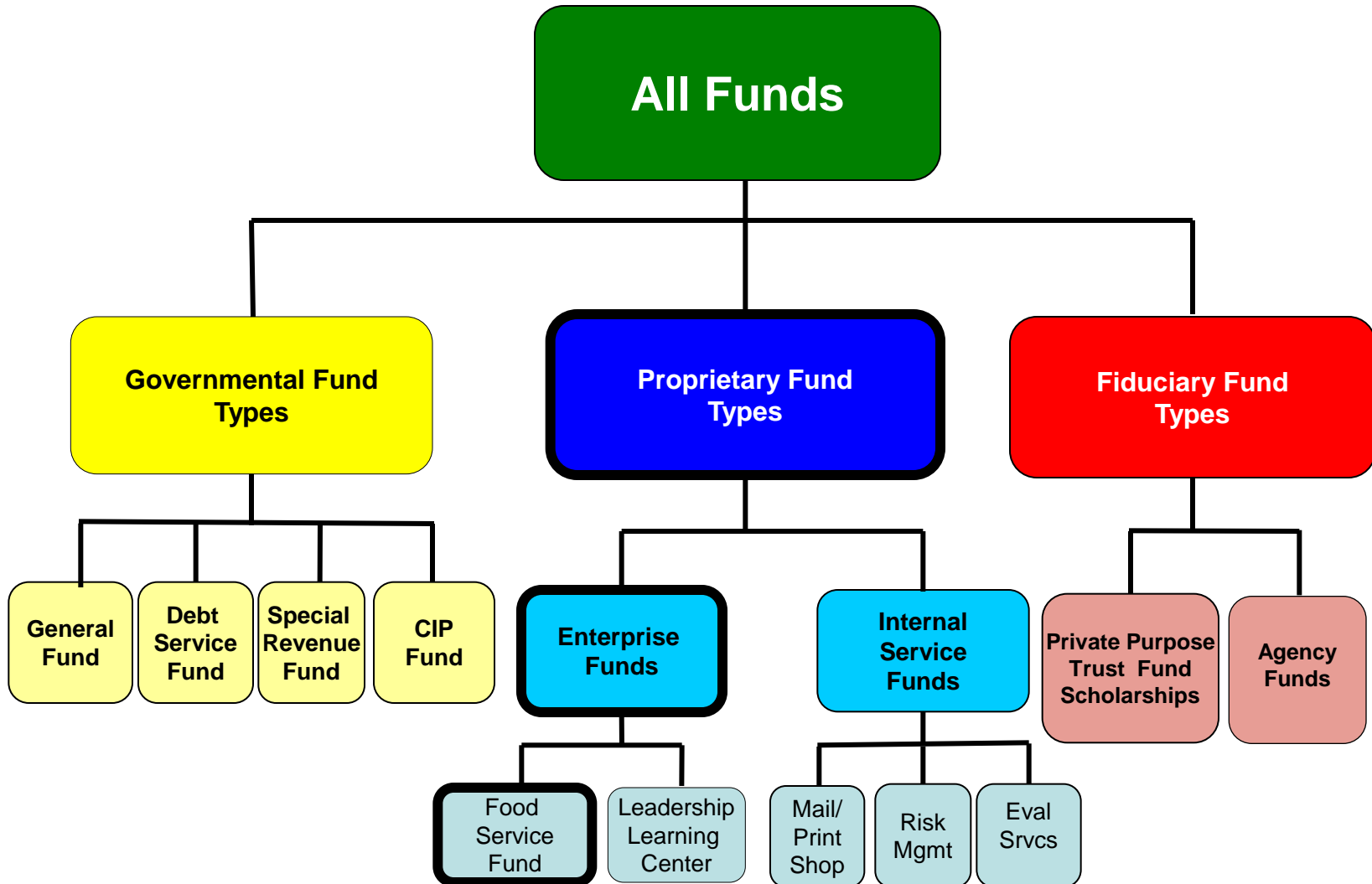


Budget Summary - Enterprise Fund
For Years Ended June 30, 2012 - June 30, 2016 (Actuals, Estimated, Budgeted)

	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>
	<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	<u>Estimated</u>	<u>Original</u>
	<u>Rev/Exp</u>	<u>Rev/Exp</u>	<u>Rev/Exp</u>	<u>Rev/Exp</u>	<u>Budget</u>
Operating Revenues					
5750 Food Service Activity	\$ 4,679,465	\$ 4,208,812	\$ 4,476,253	\$ 3,186,351	\$ 3,650,000
Total Operating Revenues	4,679,465	4,208,812	4,476,253	3,186,351	3,650,000
Operating Expenditures					
6100 Payroll	18,168,569	18,798,251	19,819,590	21,066,585	22,863,127
6200 Contracted Services	1,140,872	644,100	691,170	835,264	1,232,000
6300 Supplies and Materials	19,676,169	20,720,580	21,827,419	25,166,900	26,039,200
6400 Other Operating Costs	46,839	54,043	119,126	73,309	111,500
6449 Depreciation	315,698	150,518	149,029	276,876	300,000
6600 Capital Outlay					3,161,300
Total Operating Expenditures	39,348,147	40,367,492	42,606,334	47,418,934	53,707,127
Operating Income (Loss)	(34,668,682)	(36,158,680)	(38,130,081)	(44,232,583)	(50,057,127)
Non-Operating Revenues					
5700 Misc Revenue Local Source	4,921	7,363		5,673	51,000
5800 State Matching and Other	254,745	255,947		265,928	250,000
7912 Sale of Property					60,000
7952 National School Breakfast Grant	7,250,846	7,751,744	7,912,137	10,292,265	10,500,000
7953 National School Lunch Grant	26,097,313	26,364,547	27,715,981	31,104,423	31,500,000
7954 USDA Commodities Grant	2,518,147	2,343,715	3,385,823	2,983,644	2,900,000
7955 Earnings from Temp Deposits			4,780		6,000
7980 Afterschool Snack Reimbursemer	771,869	767,054	262,353	545,375	845,000
Total Non-Operating Revenues	36,897,841	37,490,370	39,281,074	45,197,308	46,112,000
Change in Net Assets	2,229,159	1,331,690	1,150,993	964,725	(3,945,127)
Net Assets-Beginning	8,004,992	10,234,151	11,565,841	12,716,834	9,244,404
Net Assets-Ending	\$ 10,234,151	\$ 11,565,841	\$ 12,716,834	\$ 13,681,559	\$ 5,299,277

Structure of All Funds

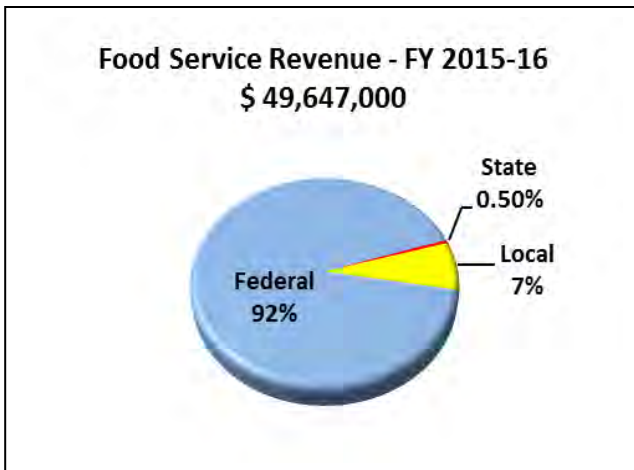
Fort Worth Independent School District



Proprietary Fund Types: Enterprise Funds Food Service Fund Overview

The *Food Service Fund* is used to account for the financial operations of the breakfast, lunch, and snack programs offered and managed through the District's own Food Services Department. The District participates in the federally funded National School Breakfast and Lunch Program which provides partial reimbursement of the cost of meals served to children. The remaining costs of preparing and serving these meals are met by the price of the meals for students and staff.

Revenue Trends and Assumptions



Approximately 92% of the revenue in this fund is received from the United States Department of Agriculture (USDA) under the National School Breakfast Program, School Lunch Program, and Food Distribution Program. The remaining revenue is primarily generated from user fees.

Expenditure Summary

The Food Service expenditure budget for 2015-16 is \$53,592,127. Because of increased operational food service costs the budget was increased by 13%, or \$6,627,905, over the 2014-15 actual expenditures.

Food Service expenditures consist primarily of payroll (43%) and supplies and materials (48%). The majority of the supplies and materials budget consists of expenditures for food.

Fund Balance Impact

Net Position is projected to increase by \$925,748 in 2014-15 resulting in a projected ending Net Position of \$13,580,734. The Net Position is anticipated to exceed the targeted three month average food service operation expenditures at the end of 2014-15. In anticipation of the increased food service costs the decision was made to utilize the excess Net Position instead of increasing user fees for 2015-16. The budget proposed results in a decrease of \$3,945,127 to the Net Position in 2015-16.

The District strives to maintain a optimum Net Position for Food Service that meets but does not exceed three months of average food service operations expenditures. The projected Net Position for 2015-16 of \$9,635,607 results in approximately 2.4 months of budgeted expenditures and exceeds the optimum Net Position by 22%. The District will review revenue and expenditures closely throughout the year and determine a corrective action plan if necessary.

Budget Summary - Food Service Fund
For Years Ended June 30, 2012 - June 30, 2016 (*Actual, Estimated, Budgeted*)

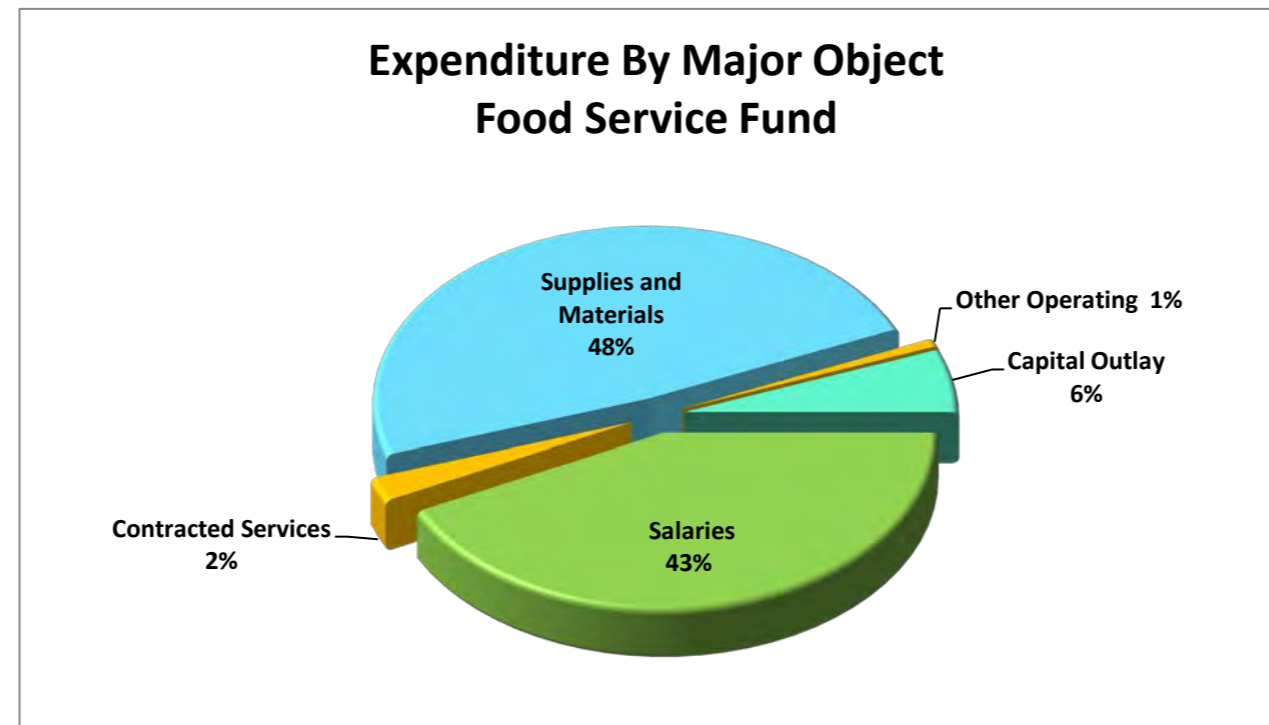
	<u>2011-12</u> <u>Actual</u> <u>Rev/Exp</u>	<u>2012-13</u> <u>Actual</u> <u>Rev/Exp</u>	<u>2013-14</u> <u>Actual</u> <u>Rev/Exp</u>	<u>2014-15</u> <u>Estimated</u> <u>Rev/Exp</u>	<u>2015-16</u> <u>Original</u> <u>Budget</u>
Operating Revenues					
5750 Food Service Activity	\$ 4,679,465	\$ 4,208,812	\$ 4,356,344	\$ 3,052,661	\$ 3,535,000
Total Operating Revenues	4,679,465	4,208,812	4,356,344	3,052,661	3,535,000
Operating Expenditures					
6100 Payroll	18,168,569	18,798,251	19,819,590	21,046,824	22,860,627
6200 Contracted Services	1,140,872	644,100	656,925	804,645	1,190,000
6300 Supplies and Materials	19,676,169	20,720,580	21,824,051	25,139,108	26,016,000
6400 Other Operating Costs	46,839	54,043	98,678	56,768	90,500
6449 Depreciation	315,698	150,518	149,029	276,876	300,000
6600 Capital Outlay					3,135,000
Total Operating Expenditures	39,348,147	40,367,492	42,548,273	47,324,221	53,592,127
Operating Income (Loss)	(34,668,682)	(36,158,680)	(38,191,929)	(44,271,560)	(50,057,127)
Non-Operating Revenues					
5700 Misc Revenue Local Source	4,921	7,363		5,673	51,000
5800 State Matching and Other	254,745	255,947		265,928	250,000
7912 Sale of Property					60,000
7952 National School Breakfast Grant	7,250,846	7,751,744	7,912,137	10,292,265	10,500,000
7953 National School Lunch Grant	26,097,313	26,364,547	27,715,981	31,104,423	31,500,000
7954 USDA Commodities Grant	2,518,147	2,343,715	3,385,823	2,983,644	2,900,000
7955 Earnings from Temp Deposits			4,780		6,000
7980 Afterschool Snack Reimbursement	771,869	767,054	262,353	545,375	845,000
Total Non-Operating Revenues	36,897,841	37,490,370	39,281,074	45,197,308	46,112,000
Change in Net Assets	2,229,159	1,331,690	1,089,145	925,748	(3,945,127)
Net Assets-Beginning	8,004,992	10,234,151	11,565,841	12,654,986	9,143,579
Net Assets-Ending	\$ 10,234,151	\$ 11,565,841	\$ 12,654,986	\$ 13,580,734	\$ 5,198,452

Budget Summary - Food Service Fund
Comparison with Actual Revenues/Expenditures

	<u>2013-14</u>		<u>2014-15</u>		<u>2015-16</u>	
	Actual Rev/Exp	Original Budget	Amended Budget	Estimated Rev/Exp	Original Budget	Percent Incr/(Decr)
Operating Revenues						
5750 Food Service Activity	\$ 4,356,344	\$ 4,145,000	\$ 4,145,000	\$ 3,052,661	\$ 3,535,000	-14.7%
Total Operating Revenues	4,356,344	4,145,000	4,145,000	3,052,661	3,535,000	-14.7%
Operating Expenditures						
6100 Payroll	19,819,590	20,620,762	20,620,762	21,046,824	22,860,627	10.9%
6200 Contracted Services	656,924	1,119,000	1,362,000	804,645	1,190,000	-12.6%
6300 Supplies and Materials	21,824,051	25,591,000	25,561,000	25,139,108	26,016,000	1.8%
6400 Other Operating Costs	247,707	426,500	456,500	56,768	390,500	-14.5%
6500 Debt Service						
6600 Capital Outlay		3,125,000	2,882,000	276,876	3,135,000	8.8%
Total Operating Expenditures	42,548,272	50,882,262	50,882,262	47,324,221	53,592,127	5.3%
Operating Income (Loss)	(38,191,928)	(46,737,262)	(46,737,262)	(44,271,560)	(50,057,127)	7.1%
Non-Operating Revenues						
5700 Misc Revenue Local Source		55,000	55,000		51,000	-7.3%
5800 State Matching and Other		250,000	250,000	265,928	250,000	0.0%
7912 Sale of Property		60,000	60,000		60,000	0.0%
7952 National School Breakfast Grant	7,912,137	10,200,000	10,200,000	10,292,265	10,500,000	2.9%
7953 National School Lunch Grant	27,715,981	29,400,000	29,400,000	31,104,423	31,500,000	7.1%
7954 USDA Commodities Grant	3,385,823	3,000,000	3,000,000		2,900,000	-3.3%
7955 Earnings from Temp Deposits	4,780			5,673	6,000	0.0%
7980 Afterschool Snack Reimbursement	262,353	850,000	850,000	545,375	845,000	-0.6%
Total Non-Operating Revenues	39,281,074	43,815,000	43,815,000	42,213,664	46,112,000	5.2%
Change in Net Assets	1,089,146	(2,922,262)	(2,922,262)	(2,057,896)	(3,945,127)	35.0%
Net Assets-Beginning	11,565,841	12,065,841	12,065,841	12,654,986	9,143,579	-24.2%
Net Assets-Ending	\$ 12,654,987	\$ 9,143,579	\$ 9,143,579	\$ 10,597,090	\$ 5,198,452	-43.1%

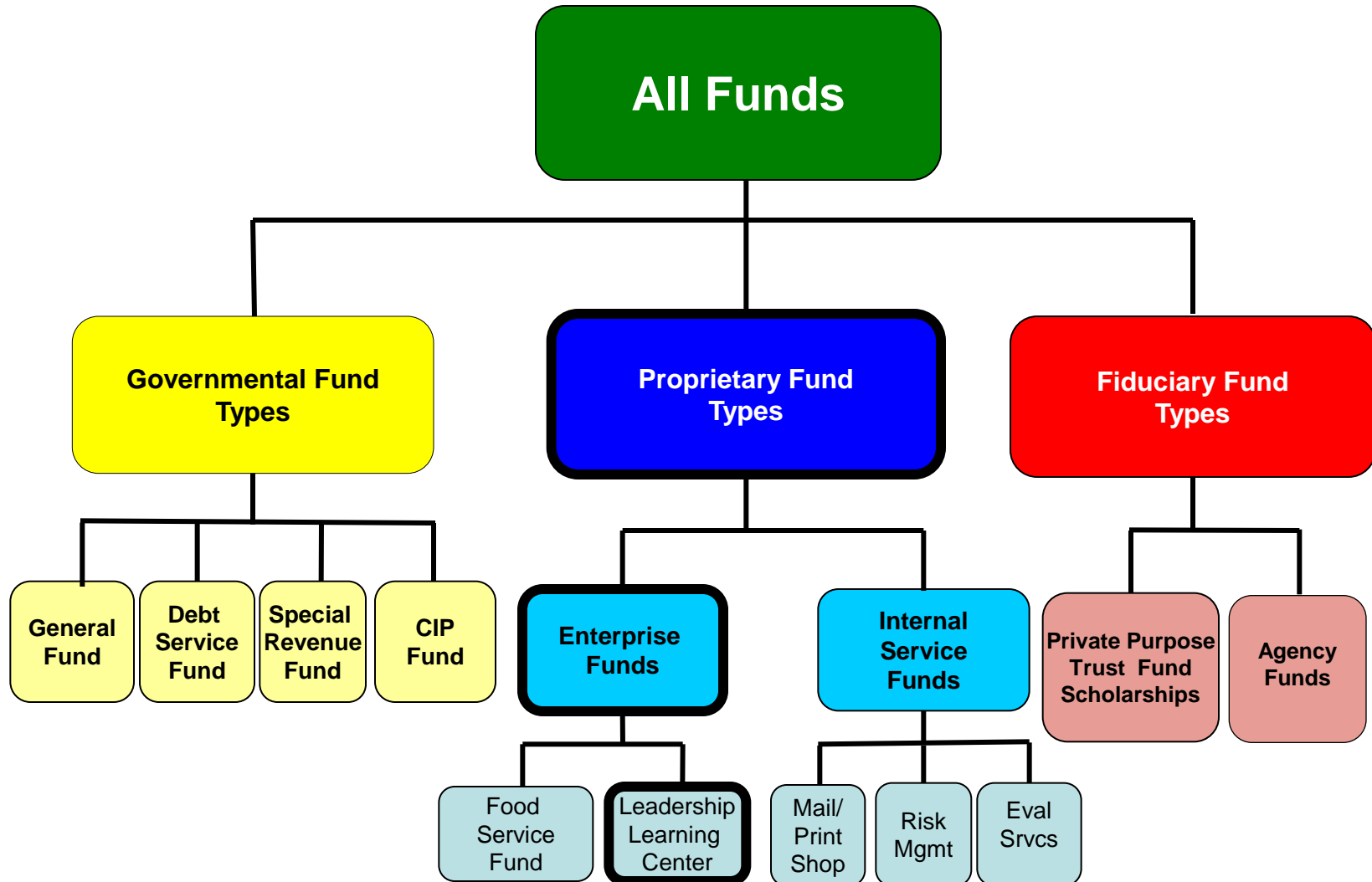
Projected Expenditures by Function and Major Object - Food Service Fund
2015-16 Budget

Expenditures	Salaries (6100)	Contracted Services (6200)	Supplies and Materials (6300)	Other Operating Expenses (6400)	Debt Service (6500)	Capital Outlay (6600)	Total
11 Instruction	-	-	-	-	-	-	-
12 Instruction Resources & Media	-	-	-	-	-	-	-
13 Curriculum & Staff Development	-	-	-	-	-	-	-
21 Instructional Administration	-	-	-	-	-	-	-
23 School Administration	-	-	-	-	-	-	-
31 Guidance & Counseling Services	-	-	-	-	-	-	-
32 Social Work Services	-	-	-	-	-	-	-
33 Health Services	-	-	-	-	-	-	-
34 Student Transportation	-	-	-	-	-	-	-
35 Food Services	22,856,627	837,500	25,766,000	390,500	-	3,135,000	52,985,627
36 Cocurricular/Extracurricular	-	-	-	-	-	-	-
41 General Administration	-	-	-	-	-	-	-
51 Plant Maintenance & Operations	-	352,500	250,000	-	-	-	602,500
52 Security & Monitoring Services	4,000	-	-	-	-	-	4,000
53 Data Processing Services	-	-	-	-	-	-	-
61 Community Services	-	-	-	-	-	-	-
71 Debt Service	-	-	-	-	-	-	-
81 Facilities Acquisition & Constr.	-	-	-	-	-	-	-
95 Payments to JJAEP	-	-	-	-	-	-	-
97 Tax Increment Financing	-	-	-	-	-	-	-
99 Intergovernmental Charges	-	-	-	-	-	-	-
Total Expenditures	22,860,627	1,190,000	26,016,000	390,500	0	3,135,000	53,592,127



Structure of All Funds

Fort Worth Independent School District



Proprietary Fund Types: Enterprise Funds Leadership Learning Center Fund Overview

The *Leadership Learning Center Fund* accounts for the operations of the newly opened outdoor learning center, which provides an outdoor learning environment for cadets, students, staff and other organizations across the state.

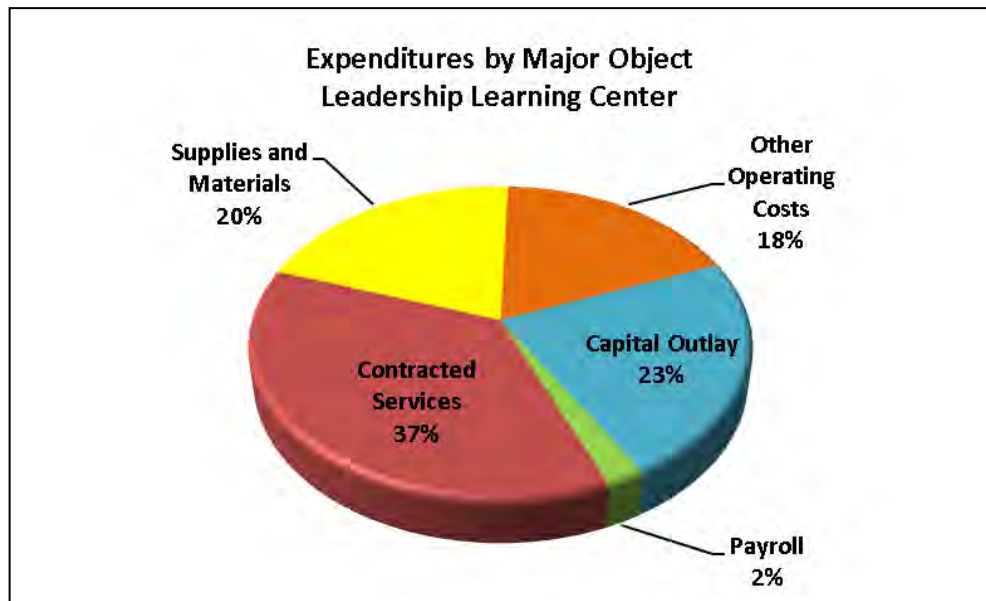
Revenue Trends and Assumptions

Revenue for the outdoor learning center is generated from user fees. Revenue for the 2015-16 school year is expected to be \$115,000 a 16% decrease or \$18,689, from the 2014-15 projected revenue. In 2014-15, the LLC hosted several outside organizations which resulted in increased revenue. The District does not expect the same level of user fees in 2016-2017.

Expenditure Summary

The expenditure budget for 2015 is \$115,000. This budget is an increase of 17.5% or \$20,288 from the 2014-15 projected expenditures. The increase is due to maintenance projects planned to improve the LLC facilities and equipment.

Payroll only makes up on 2% of the budgeted expenditures. The primary expense is contracted services 37%, capital outlay is 23%, supplies and materials is 20% and the remaining 18% is for other operating expenses.



Fund Balance Impact

The Fund Balance is projected to remain at \$100,825.

Budget Summary - Leadership Learning Ctr
For Years Ended June 30, 2012 - June 30, 2016 (*Actuals, Estimated, Budgeted*)

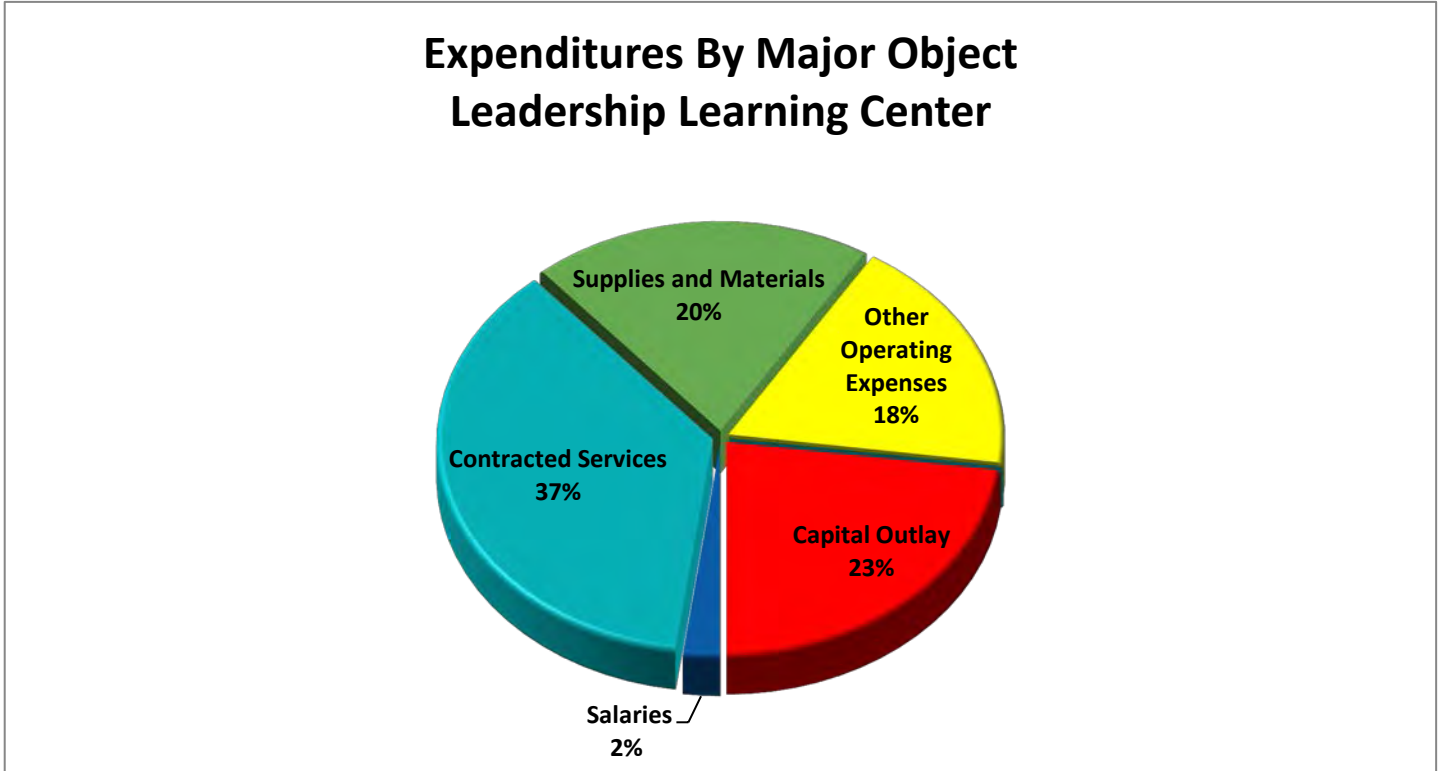
	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>
	Actual Rev/Exp	Actual Rev/Exp	Actual Rev/Exp	Estimated Rev/Exp	Original Budget
Operating Revenues					
5700 Charges for services	\$ -	\$ -	\$ 119,909	\$ 133,690	\$ 115,000
Total Operating Revenues	0	0	119,909	133,690	115,000
Operating Expenditures					
6100 Payroll				19,761	2,500
6200 Contracted Services			34,245	30,619	42,000
6300 Supplies and Materials			3,368	27,792	23,200
6400 Other Operating Costs			20,448	16,541	21,000
6500 Debt Service					
6600 Captial Outlay					26,300
Total Operating Expenditures	0	0	58,061	94,713	115,000
Net Income	-	-	61,848	38,977	-
Net Assets-Beginning				61,848	100,825
Net Assets-Ending	\$ -	\$ -	\$ 61,848	\$ 100,825	\$ 100,825

Budget Summary - Leadership Learning Ctr
Comparison with Actual Revenues/Expenditures

	<u>2013-14</u>		<u>2014-15</u>		<u>2015-16</u>	
	<u>Actual</u>	<u>Original</u>	<u>Amended</u>	<u>Estimated</u>	<u>Original</u>	<u>Percent</u>
	<u>Rev/Exp</u>	<u>Budget</u>	<u>Budget</u>	<u>Rev/Exp</u>	<u>Budget</u>	<u>Incr/(Decr)</u>
Operating Revenues						
5700 Charges for services	\$ 119,909	\$ 115,000	\$ 115,000	\$ 133,689	\$ 115,000	-14.0%
Total Operating Revenues	119,909	115,000	115,000	133,689	115,000	-14.0%
Operating Expenditures						
6100 Payroll		27,500	27,500	19,760	2,500	-87.3%
6200 Contracted Services	34,245	41,000	41,000	30,619	42,000	37.2%
6300 Supplies and Materials	3,368	23,200	23,200	27,792	23,200	-16.5%
6400 Other Operating Costs	20,448	22,000	22,000	16,541	21,000	27.0%
6500 Debt Service						
6600 Captial Outlay		1,300	1,300		26,300	0.0%
Total Operating Expenditures	58,061	115,000	115,000	94,712	115,000	21.4%
Net Income	61,848	-	-	38,977	-	-100.0%
Net Assets-Beginning		61,848	61,848	61,848	100,825	63.0%
Net Assets-Ending	\$ 61,848	\$ 61,848	\$ 61,848	\$ 100,825	\$ 100,825	0.0%

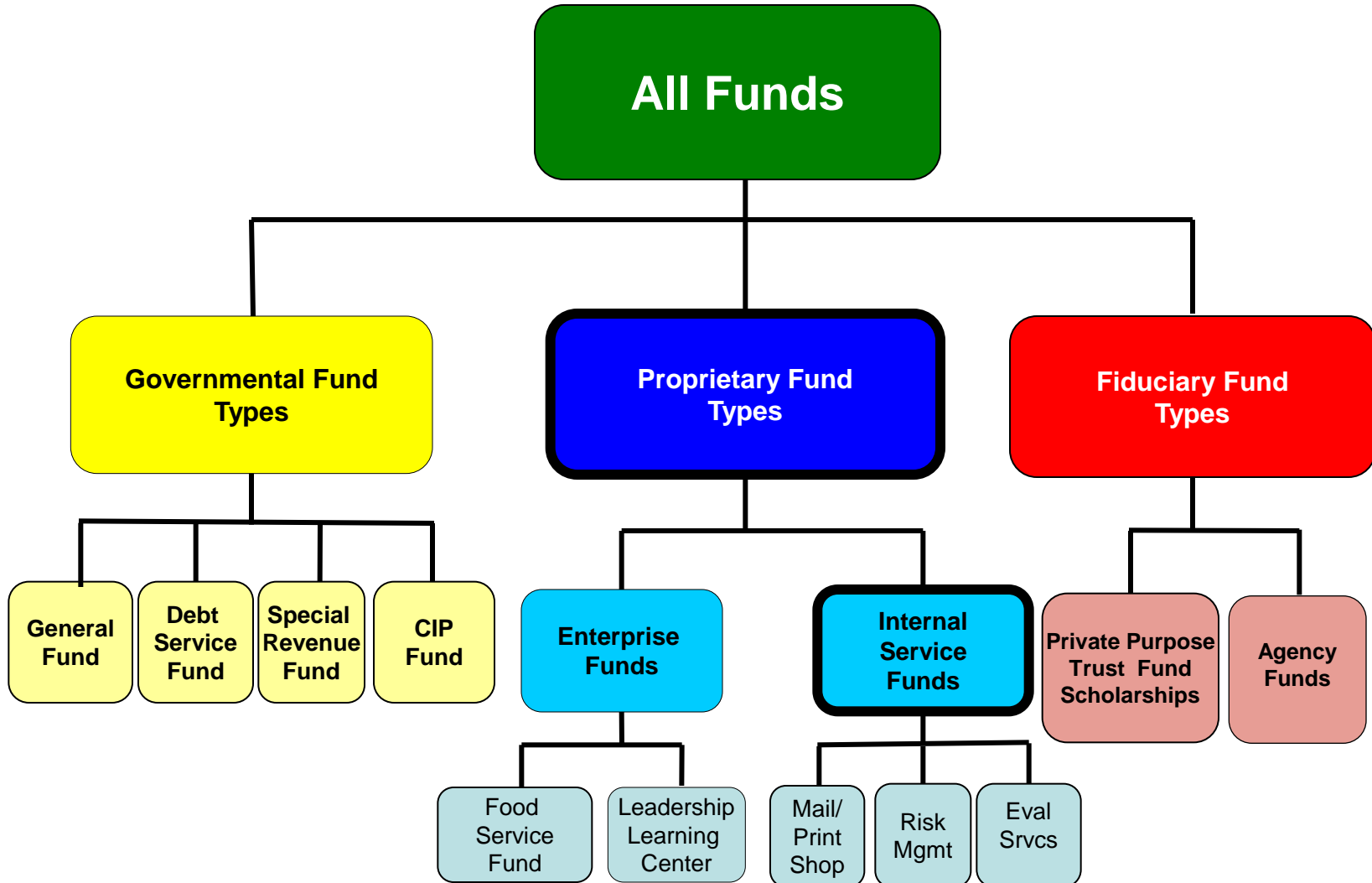
Projected Expenditures by Function and Major Object - Leadship Learning Center
2015-16 Budget

Expenditures	Salaries (6100)	Contracted Services (6200)	Supplies and Materials (6300)	Other Operating Expenses (6400)	Debt Service (6500)	Capital Outlay (6600)	Other Uses (8900)	Total
11 Instruction	-	-	-	-	-	-	-	-
12 Instruction Resources & Media	-	-	-	-	-	-	-	-
13 Curriculum & Staff Development	-	-	-	-	-	-	-	-
21 Instructional Administration	-	-	-	-	-	-	-	-
23 School Administration	-	-	-	-	-	-	-	-
31 Guidance & Counseling Services	-	-	-	-	-	-	-	-
32 Social Work Services	-	-	-	-	-	-	-	-
33 Health Services	-	-	-	-	-	-	-	-
34 Student Transportation	-	-	-	-	-	-	-	-
35 Food Services	-	-	-	-	-	-	-	-
36 Cocurricular/Extracurricular	-	-	-	-	-	-	-	-
41 General Administration	-	-	-	-	-	-	-	-
51 Plant Maintenance & Operations	2,500	20,750	6,200	-	-	-	-	29,450
52 Security & Monitoring Services	-	-	-	-	-	-	-	-
53 Data Processing Services	-	-	-	-	-	-	-	-
61 Community Services	-	21,250	17,000	21,000	-	26,300	-	85,550
71 Debt Service	-	-	-	-	-	-	-	-
81 Facilities Acquisition & Constr.	-	-	-	-	-	-	-	-
95 Payments to JJAEP	-	-	-	-	-	-	-	-
97 Tax Increment Financing	-	-	-	-	-	-	-	-
99 Intergovernmental Charges	-	-	-	-	-	-	-	-
Total Expenditures	2,500	42,000	23,200	21,000	0	26,300	0	115,000



Structure of All Funds

Fort Worth Independent School District

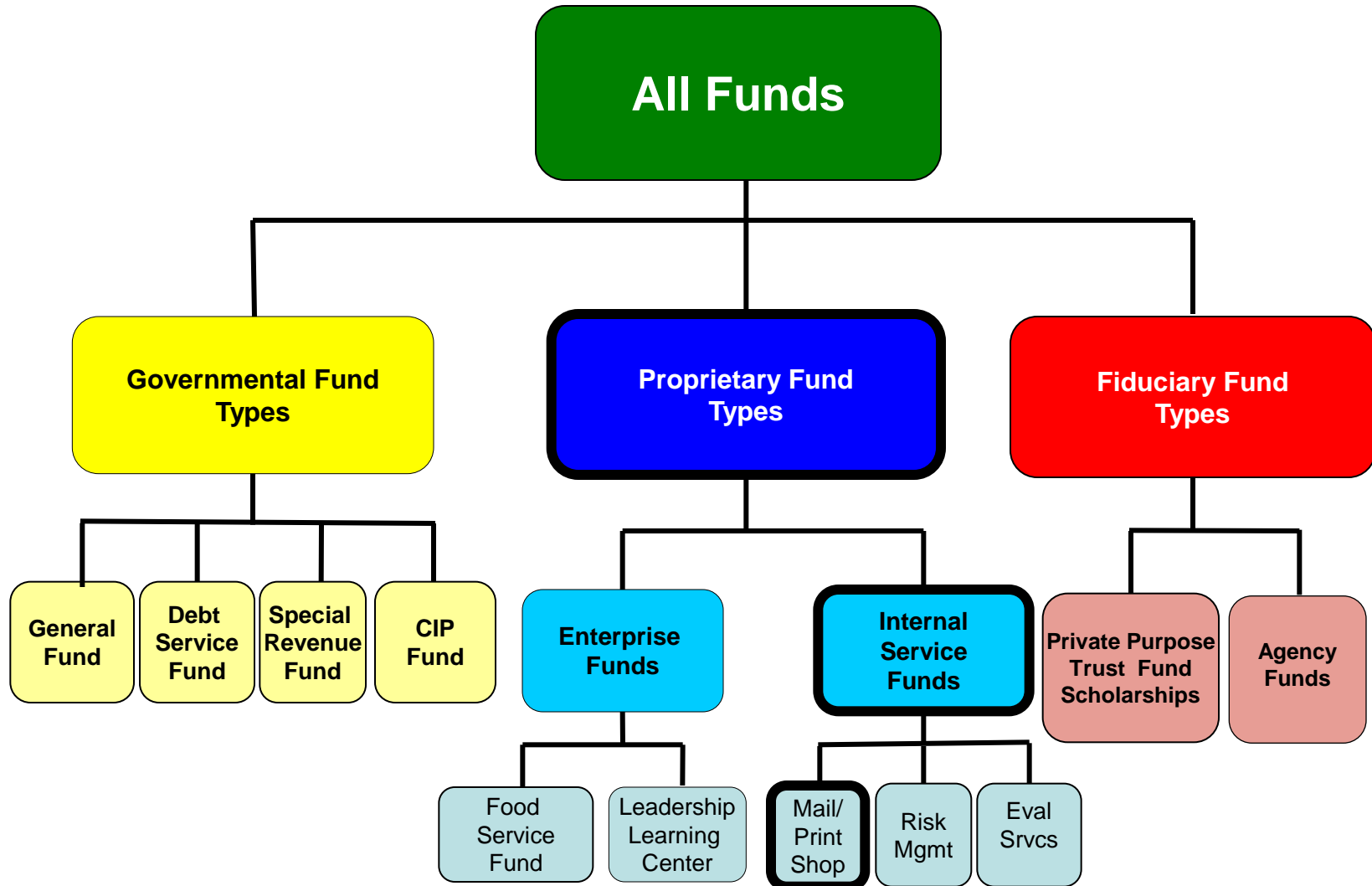


Budget Summary -Internal Service Funds
For the Years Ended June 30, 2012 - June 30, 2016 (*Actual, Estimated, Budgeted*)

	<u>2011-12</u> <u>Actual</u> <u>Rev/Exp</u>	<u>2012-13</u> <u>Actual</u> <u>Rev/Exp</u>	<u>2013-14</u> <u>Actual</u> <u>Rev/Exp</u>	<u>2014-15</u> <u>Estimated</u> <u>Rev/Exp</u>	<u>2015-16</u> <u>Original</u> <u>Budget</u>
Operating Revenues					
5700 Charges for services	\$ 8,225,940	\$ 9,590,449	\$ 3,169,834	\$ 6,433,558	\$ 8,891,243
Total Operating Revenues	8,225,940	9,590,449	3,169,834	6,433,558	8,891,243
Operating Expenditures					
6100 Payroll	779,078	757,430	997,923	1,858,060	1,732,977
6200 Contracted Services	8,961,041	3,582,642	9,304,523	4,944,655	6,631,280
6300 Supplies and Materials	318,462	212,554	239,849	239,025	439,500
6400 Other Operating Costs	30,862	51,423	59,228	88,497	87,486
Total Expenditures	10,089,443	4,604,049	10,601,523	7,130,237	8,891,243
Operating Transfers Out	(511,358)	(434,142)	(472,210)	10,153,758	
Total Operating Expenditures	9,578,085	4,169,907	10,129,313	17,283,995	8,891,243
Net Income	(1,352,145)	5,420,542	(6,959,479)	(10,850,437)	
Net Assets-Beginning	26,308,744	24,956,599	30,377,141	23,417,662	12,567,225
Net Assets-Ending	\$ 24,956,599	\$ 30,377,141	\$ 23,417,662	\$ 12,567,225	\$ 12,567,225

Structure of All Funds

Fort Worth Independent School District

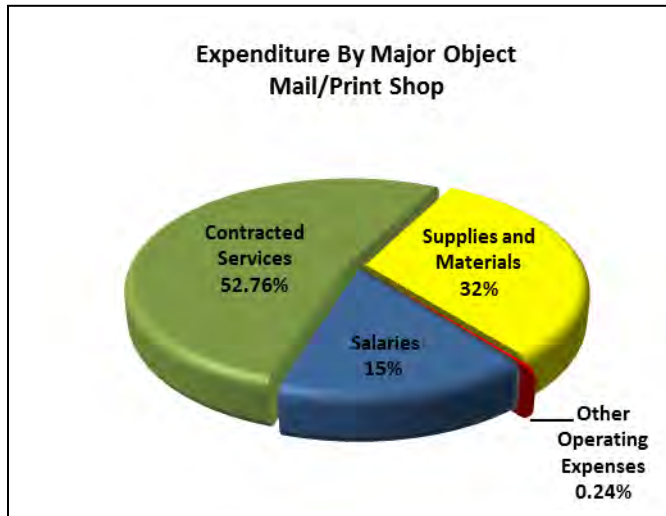
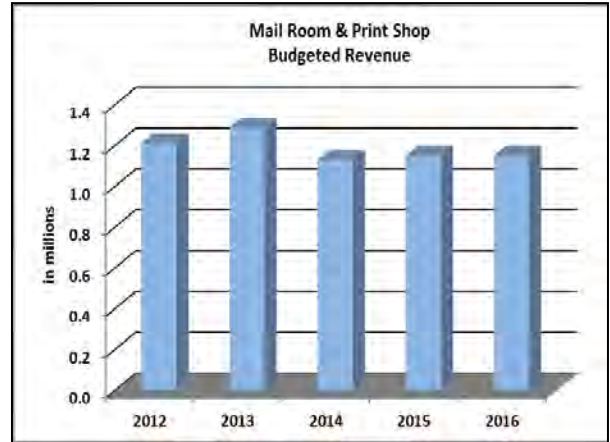


Proprietary Fund Types:
Internal Service Funds
Mail Room/Print Shop Overview

The *Mail Room and Print Shop* is responsible for the District's incoming and outgoing mail and printing services.

Revenue Trends and Assumptions

Revenue for the Mail Room and Print Shop are generated from user fees. Revenue for the 2015-16 fiscal year is expected to be \$1,150,418.



Expenditure Summary

The primary costs for the Mail Room and Print Shop are for contracted services. 52.76% of funds budgeted in 2015-16 are for contracted services. 32% are for supplies and materials, with only 15% budgeted for payroll and less than 1% for other operating. The total expenditure budget for 2015-16 is expected to be \$1,150,418.

Fund Balance Impact

The Mail Room and Print Shop do not maintain a fund balance.

Budget Summary - Mail Room and Print Shop
For the Years Ended June 30, 2012 - June 30, 2016 (*Actual, Estimated, Budgeted*)

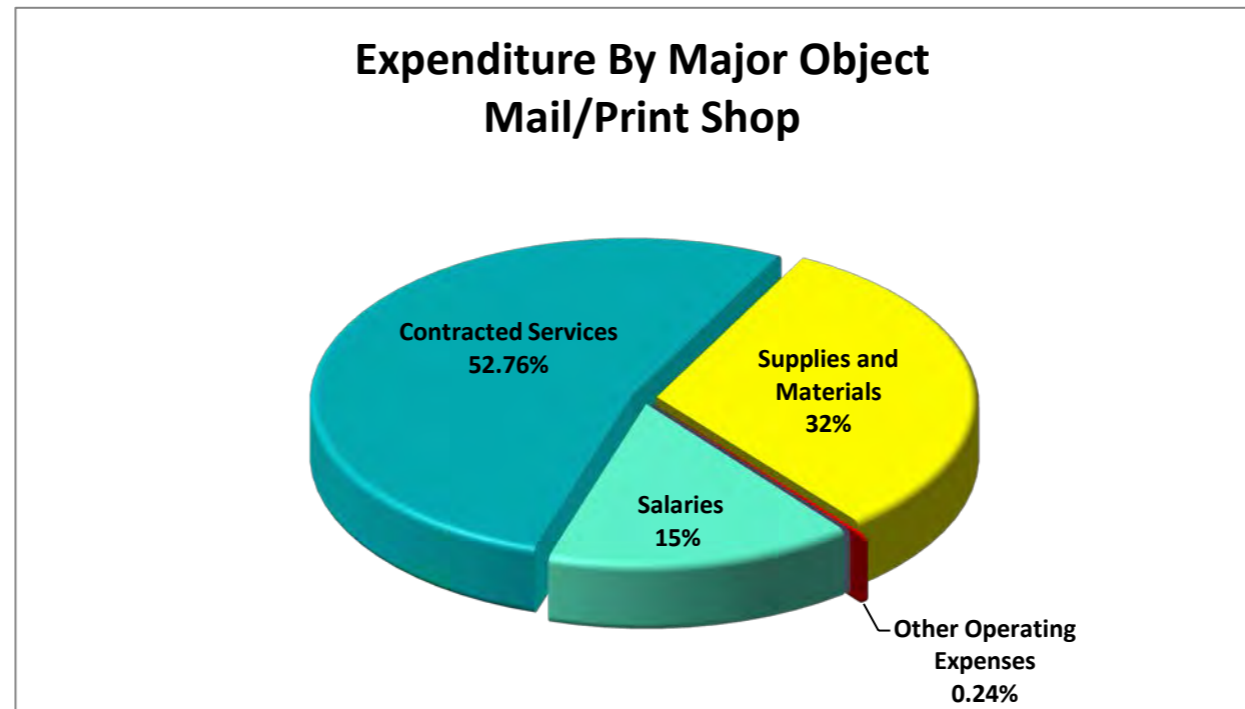
	<u>2011-12</u> <u>Actual</u> <u>Rev/Exp</u>	<u>2012-13</u> <u>Actual</u> <u>Rev/Exp</u>	<u>2013-14</u> <u>Actual</u> <u>Rev/Exp</u>	<u>2014-15</u> <u>Estimated</u> <u>Rev/Exp</u>	<u>2015-16</u> <u>Original</u> <u>Budget</u>
Operating Revenues					
5700 Charges for services	\$ 563,219	\$ 525,343	\$ 798,158	\$ 629,333	\$ 1,150,418
Total Operating Revenues	563,219	525,343	798,158	629,333	1,150,418
Operating Expenditures					
6100 Payroll	157,303	162,364	162,987	170,194	177,918
6200 Contracted Services	610,571	606,472	583,728	607,719	607,000
6300 Supplies and Materials	306,224	190,069	216,286	197,222	363,000
6400 Other Operating Costs	479	580	7	440	2,500
Total Operating Expenditures	1,074,577	959,485	963,008	975,575	1,150,418
Operating Income (Loss)	(511,358)	(434,142)	(164,850)	(346,242)	-
7915 Transfer in	511,358	434,142	164,850	346,242	
Change in Net Assets	-	-	-	-	-
Net Assets-Beginning	-	-	-	-	-
Net Assets-Ending	\$ -	\$ -	\$ -	\$ -	\$ -

Budget Summary - Mail Room and Print Shop
Comparison with Actual Revenues/Expenditures

	<u>2013-14</u>		<u>2014-15</u>		<u>2015-16</u>	
	Actual Rev/Exp	Original Budget	Amended Budget	Estimated Rev/Exp	Original Budget	Percent Incr/(Decr)
Operating Revenues						
5700 Charges for services	\$ 798,158	\$ 1,149,918	\$ 1,149,918	\$ 629,333	\$ 1,150,418	82.8%
Total Operating Revenues	798,158	1,149,918	1,149,918	629,333	1,150,418	82.8%
Operating Expenditures						
6100 Payroll	162,987	180,018	180,018	170,194	177,918	4.5%
6200 Contracted Services	583,728	606,500	606,500	607,719	607,000	-0.1%
6300 Supplies and Materials	216,286	362,500	362,500	197,222	363,000	84.1%
6400 Other Operating Costs	7	900	900	440	2,500	468.2%
Total Operating Expenditures	963,008	1,149,918	1,149,918	975,575	1,150,418	17.9%
Operating Income (Loss)	(164,850)	-	-	(346,242)	-	0.0%
7915 Transfers In	164,850			346,242		0.0%
Change in Net Assets	-	-	-	-	-	0.0%
Net Assets-Beginning	-	-	-	-	-	0.0%
Net Assets-Ending	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%

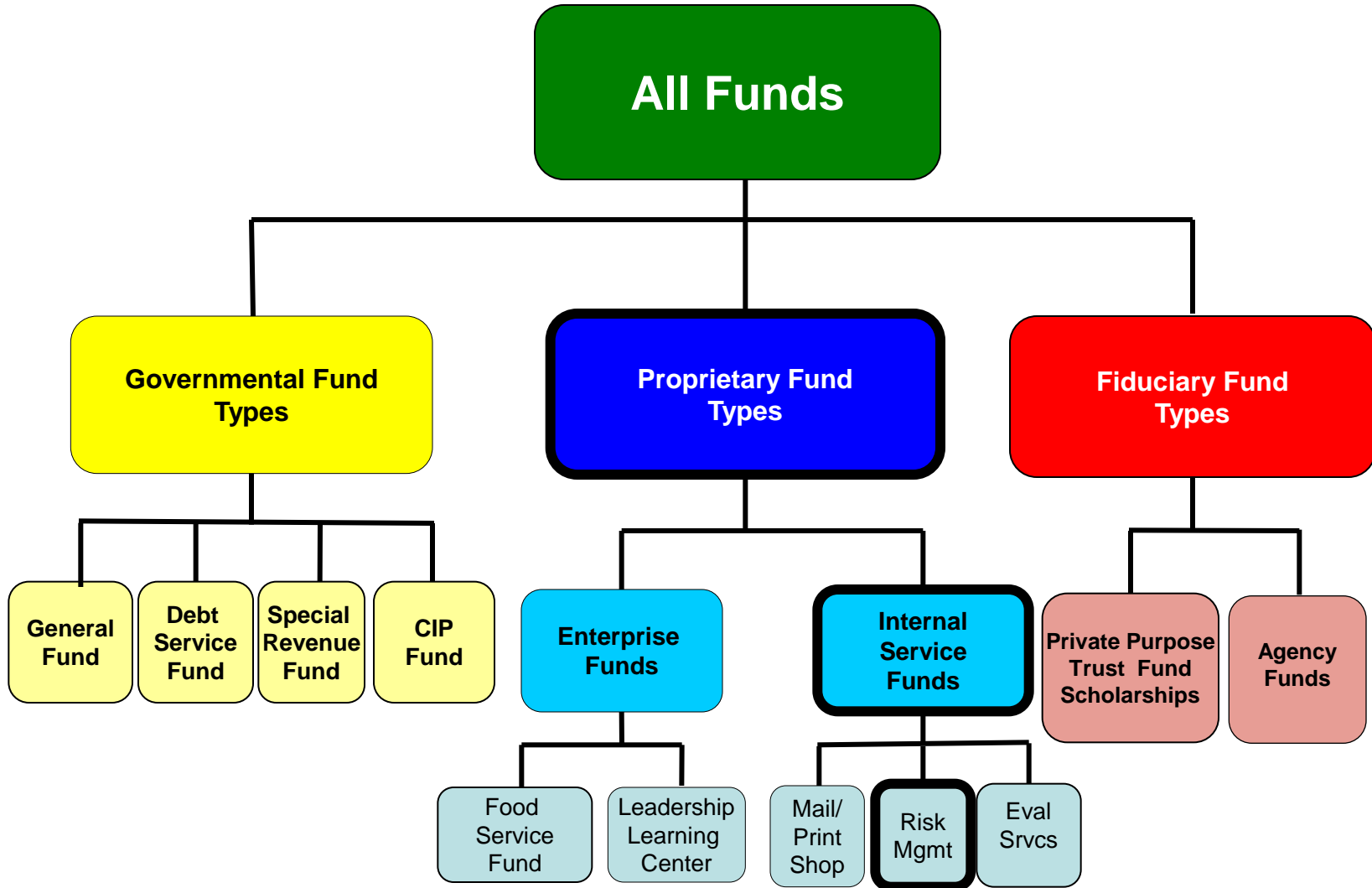
Projected Expenditures by Function and Major Object - Mail/Print Shop
2015-16 Budget

Expenditures	Salaries (6100)	Contracted Services (6200)	Supplies and Materials (6300)	Other Operating Expenses (6400)	Debt Service (6500)	Capital Outlay (6600)	Other Uses (8900)	Total
11 Instruction	-	-	-	-	-	-	-	-
12 Instruction Resources & Media	-	-	-	-	-	-	-	-
13 Curriculum & Staff Development	-	-	-	-	-	-	-	-
21 Instructional Administration	-	-	-	-	-	-	-	-
23 School Administration	-	-	-	-	-	-	-	-
31 Guidance & Counseling Services	-	-	-	-	-	-	-	-
32 Social Work Services	-	-	-	-	-	-	-	-
33 Health Services	-	-	-	-	-	-	-	-
34 Student Transportation	-	-	-	-	-	-	-	-
35 Food Services	-	-	-	-	-	-	-	-
36 Cocurricular/Extracurricular	-	-	-	-	-	-	-	-
41 General Administration	177,918	607,000	363,000	2,500	-	-	-	1,150,418
51 Plant Maintenance & Operations	-	-	-	-	-	-	-	-
52 Security & Monitoring Services	-	-	-	-	-	-	-	-
53 Data Processing Services	-	-	-	-	-	-	-	-
61 Community Services	-	-	-	-	-	-	-	-
71 Debt Service	-	-	-	-	-	-	-	-
81 Facilities Acquisition & Constr.	-	-	-	-	-	-	-	-
95 Payments to JJAEP	-	-	-	-	-	-	-	-
97 Tax Increment Financing	-	-	-	-	-	-	-	-
99 Intergovernmental Charges	-	-	-	-	-	-	-	-
Total Expenditures	177,918	607,000	363,000	2,500	0	0	0	1,150,418



Structure of All Funds

Fort Worth Independent School District



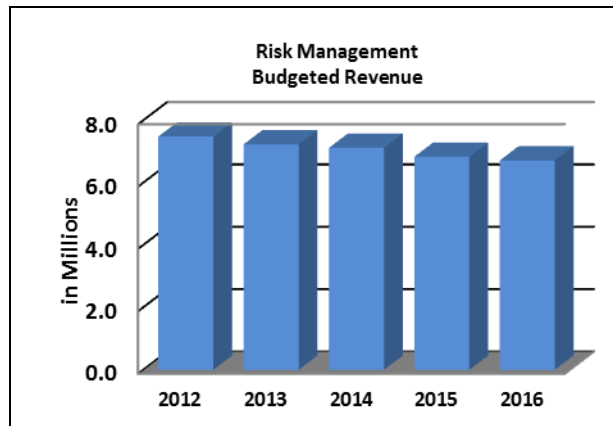
Proprietary Fund Types:
Internal Service Funds
Risk Management Overview

The *Risk Management* policies and practices incorporate all the functions of a sound risk management program. Included are surveys identifying potential risks, actions to address and correct those risks, and an overall plan to coordinate risk retention and risk transfer. Ongoing attention is paid to the complex changes in health and workers' compensation benefits.

The District is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets, errors and omissions; and natural disasters for which the District is insured. This exposure is in property and general liability, health insurance, workers' compensation, and unemployment insurance.

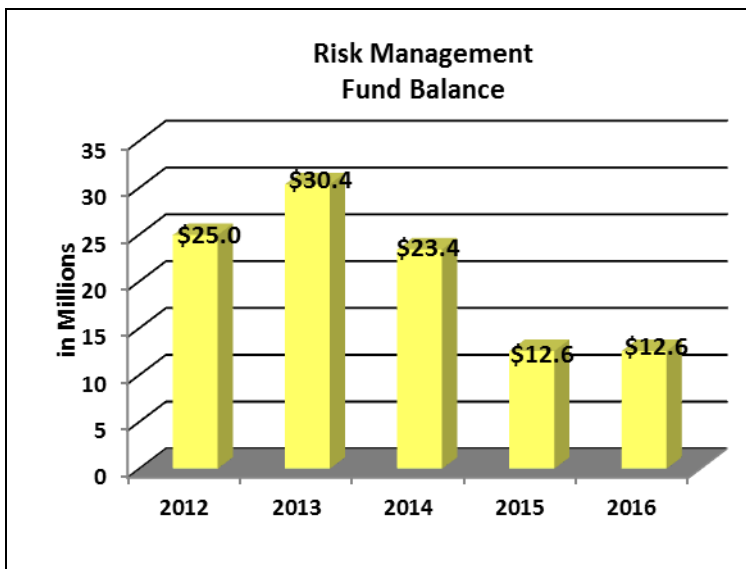
Revenue Trends and Assumptions

Revenue for Risk Management is generated from charges for services, primarily health insurance. Eligible employees and eligible dependents are offered a choice of medical plans provided through the Teachers Retirement System of Texas.



Expenditure Summary

The primary costs for the Risk Management are for contracted services. 89% of funds budgeted in 2015-16 are for contracted services. The total expenditure budget for 2015-16 is projected to be \$6,710,457.



Fund Balance Impact

In 2014-15 the net assets of the Risk Management Fund were decreased by \$10,850,437. A School Board Resolution authorized a transfer of \$10.5M from the Risk Management Fund to Committed Fund Balance in the General Fund for the installation of artificial turf fields at eleven traditional high schools. The anticipated net assets at the end of the 2015-16 fiscal year are \$12,567,225. The District has built its net assets to insure sufficient funding for future liabilities.

Budget Summary - Risk Management
For the Years Ended June 30, 2012 - June 30, 2016 (*Actual, Estimated, Budgeted*)

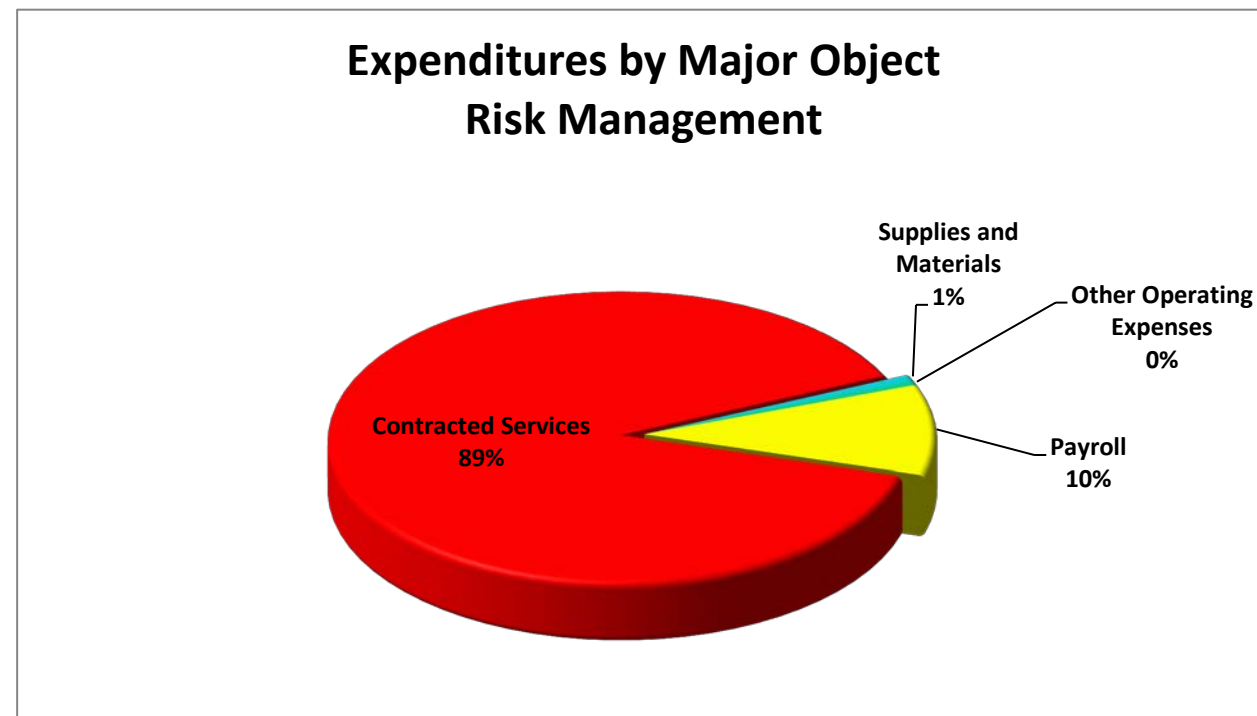
	<u>2011-12</u> <u>Actual</u> <u>Rev/Exp</u>	<u>2012-13</u> <u>Actual</u> <u>Rev/Exp</u>	<u>2013-14</u> <u>Actual</u> <u>Rev/Exp</u>	<u>2014-15</u> <u>Estimated</u> <u>Rev/Exp</u>	<u>2015-16</u> <u>Original</u> <u>Budget</u>
Operating Revenues					
5700 Charges for services	\$ 7,662,721	\$ 9,065,106	\$ 2,371,676	\$ 4,677,904	\$ 6,710,457
Total Operating Revenues	7,662,721	9,065,106	2,371,676	4,677,904	6,710,457
Operating Expenditures					
6100 Payroll	621,775	595,066	527,576	697,276	676,177
6200 Contracted Services	8,350,470	2,976,170	8,720,795	4,267,149	5,954,280
6300 Supplies and Materials	12,238	22,485	23,563	15,354	45,000
6400 Other Operating Costs	30,383	50,843	59,221	48,562	35,000
Total Expenditures	9,014,866	3,644,564	9,331,155	5,028,341	6,710,457
Operating Transfers Out				10,500,000	
Total Operating Expenditures	9,014,866	3,644,564	9,331,155	15,528,341	6,710,457
Net Income	(1,352,145)	5,420,542	(6,959,479)	(10,850,437)	
Net Assets-Beginning	26,308,744	24,956,599	30,377,141	23,417,662	12,567,225
Net Assets-Ending	\$ 24,956,599	\$ 30,377,141	\$ 23,417,662	\$ 12,567,225	\$ 12,567,225

Budget Summary - Risk Management
Comparison with Actual Revenues/Expenditures

	<u>2013-14</u>		<u>2014-15</u>		<u>2015-16</u>	
	<u>Actual</u>	<u>Original</u>	<u>Amended</u>	<u>Estimated</u>	<u>Original</u>	<u>Percent</u>
	<u>Rev/Exp</u>	<u>Budget</u>	<u>Budget</u>	<u>Rev/Exp</u>	<u>Budget</u>	<u>Incr/(Decr)</u>
Operating Revenues						
5700 Charges for services	\$ 2,371,676	\$ 6,831,185	\$ 6,831,185	\$ 4,677,904	\$ 6,710,457	43.5%
Total Operating Revenues	2,371,676	6,831,185	6,831,185	4,677,904	6,710,457	43.5%
Operating Expenditures						
6100 Payroll	527,576	676,177	676,177	697,276	676,177	-3.0%
6200 Contracted Services	8,720,795	6,097,008	6,097,008	4,267,149	5,954,280	39.5%
6300 Supplies and Materials	23,563	40,000	40,000	15,354	45,000	193.1%
6400 Other Operating Costs	59,221	18,000	18,000	48,562	35,000	-27.9%
Total Expenditures	9,331,155	6,831,185	6,831,185	5,028,341	6,710,457	33.5%
Operating Transfers Out				10,500,000		-100.0%
Total Operating Expenditures	9,331,155	6,831,185	6,831,185	15,528,341	6,710,457	-56.8%
Net Income	(6,959,479)	-	-	(10,850,437)	-	-100.0%
Net Assets-Beginning	30,377,141	23,417,662	23,417,662	23,417,661	12,567,224	-46.3%
Net Assets-Ending	\$ 23,417,662	\$ 23,417,662	\$ 23,417,662	\$ 12,567,224	\$ 12,567,224	0.0%

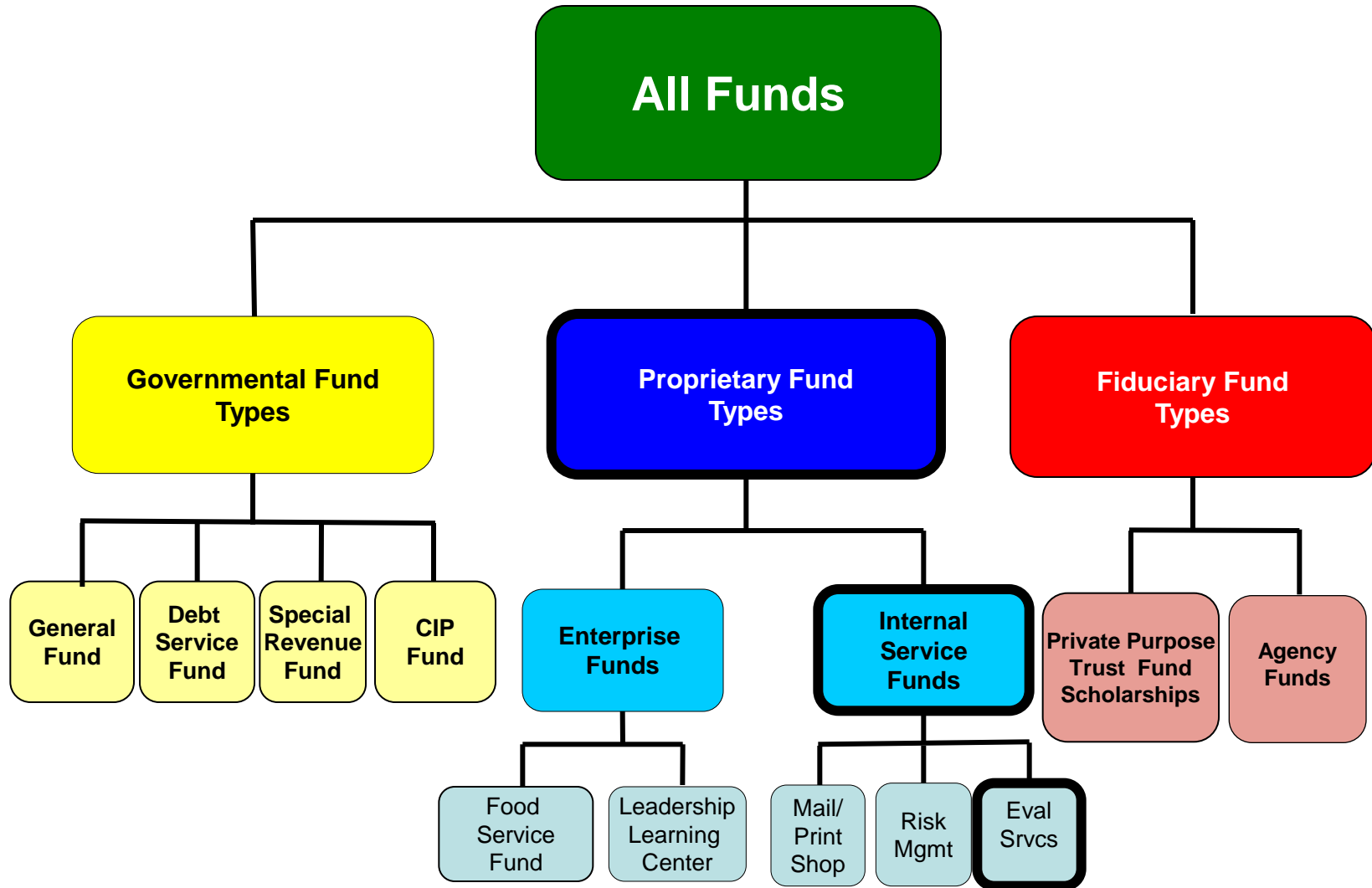
Projected Expenditures by Function and Major Object - Risk Management
2015-16 Budget

Expenditures	Salaries (6100)	Contracted Services (6200)	Supplies and Materials (6300)	Other Operating Expenses (6400)	Debt Service (6500)	Capital Outlay (6600)	Other Uses (8900)	Total
11 Instruction	-	-	-	-	-	-	-	-
12 Instruction Resources & Media	-	-	-	-	-	-	-	-
13 Curriculum & Staff Development	-	-	-	-	-	-	-	-
21 Instructional Administration	-	-	-	-	-	-	-	-
23 School Administration	-	-	-	-	-	-	-	-
31 Guidance & Counseling Services	-	-	-	-	-	-	-	-
32 Social Work Services	-	-	-	-	-	-	-	-
33 Health Services	-	-	-	-	-	-	-	-
34 Student Transportation	-	-	-	-	-	-	-	-
35 Food Services	-	-	-	-	-	-	-	-
36 Cocurricular/Extracurricular	-	-	-	-	-	-	-	-
41 General Administration	676,177	5,954,280	45,000	35,000	-	-	-	6,710,457
51 Plant Maintenance & Operations	-	-	-	-	-	-	-	-
52 Security & Monitoring Services	-	-	-	-	-	-	-	-
53 Data Processing Services	-	-	-	-	-	-	-	-
61 Community Services	-	-	-	-	-	-	-	-
71 Debt Service	-	-	-	-	-	-	-	-
81 Facilities Acquisition & Constr.	-	-	-	-	-	-	-	-
95 Payments to JJAEP	-	-	-	-	-	-	-	-
97 Tax Increment Financing	-	-	-	-	-	-	-	-
99 Intergovernmental Charges	-	-	-	-	-	-	-	-
Total Expenditures	676,177	5,954,280	45,000	35,000	0	0	0	6,710,457



Structure of All Funds

Fort Worth Independent School District



Proprietary Fund Types: Internal Service Funds Evaluation Services Fund Overview

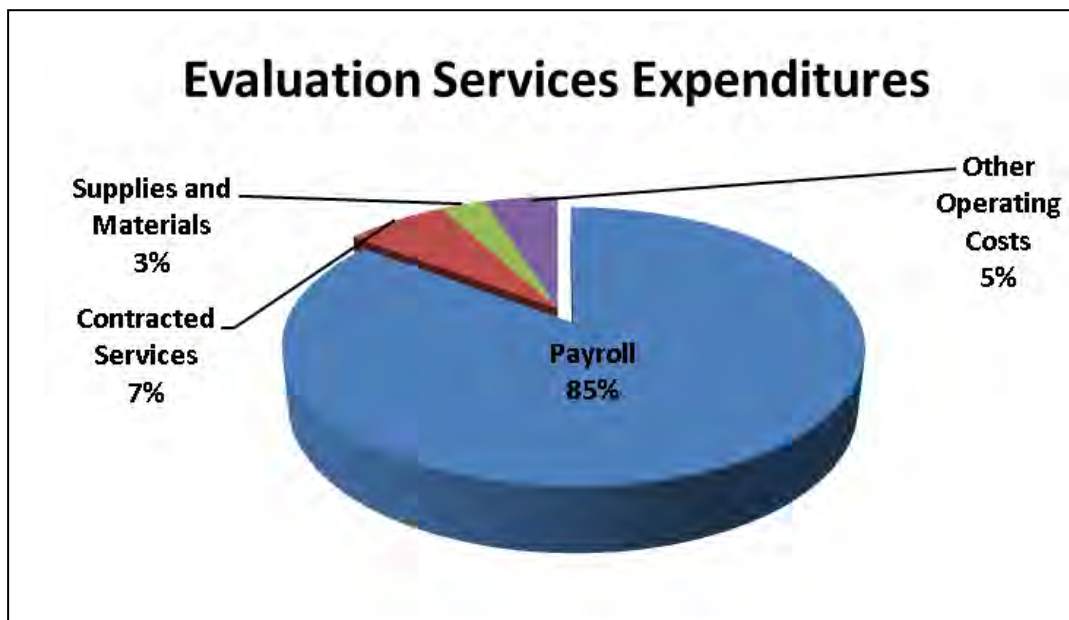
The *Evaluation Services Fund* accounts for the activities that provide research and evaluation services to various departments and programs of the district. The creation of this fund and the practice of charging user fees for services was started in the 2013-14 school year. The District established the Research and Evaluation Services Fund to account for the financing of goods and services to provide research and evaluation services to the various programs, departments and campuses as needed. The expenses of the fund are recouped through charging fees for services.

Revenue Trends and Assumptions

All revenue for this fund is generated from user fees. Revenue for 2015-16 is projected to be \$1,030,368, which is a \$95,956 or 8.5% decrease from the 2014-15 projected revenue. This fund is a relatively new fund to the District and trends and assumptions are still being developed. While the revenues and expenditures were originally budgeted at a decrease over prior year, it is more likely that both revenue and expenditures will be amended to reflect budgets that reflect the District's actual projections.

Expenditure Summary

The evaluation services budgeted expenditures are primary payroll costs of 85%. Contracted services, supplies and materials and other operating expenses combined are 15% of the budget. The 2015-16 budgeted expenditures are \$1,030,368, which is also a \$95,956 or 8.5% decrease from the 2014-15 projected expenditures. As stated above, analysis is still being completed to determine budget amendments that will more closely reflect the anticipated expenditures of this fund to meet its service needs.



Fund Balance Impact

The evaluation services fund does not maintain a fund balance. In the event its user fees do not reimburse the full cost of operations, the General Operating Fund will be responsible for transferring funds to equal expenses.

Budget Summary - Research and Evaluations Services
For the Years Ended June 30, 2012 - June 30, 2016 (*Actual, Estimated, Budgeted*)

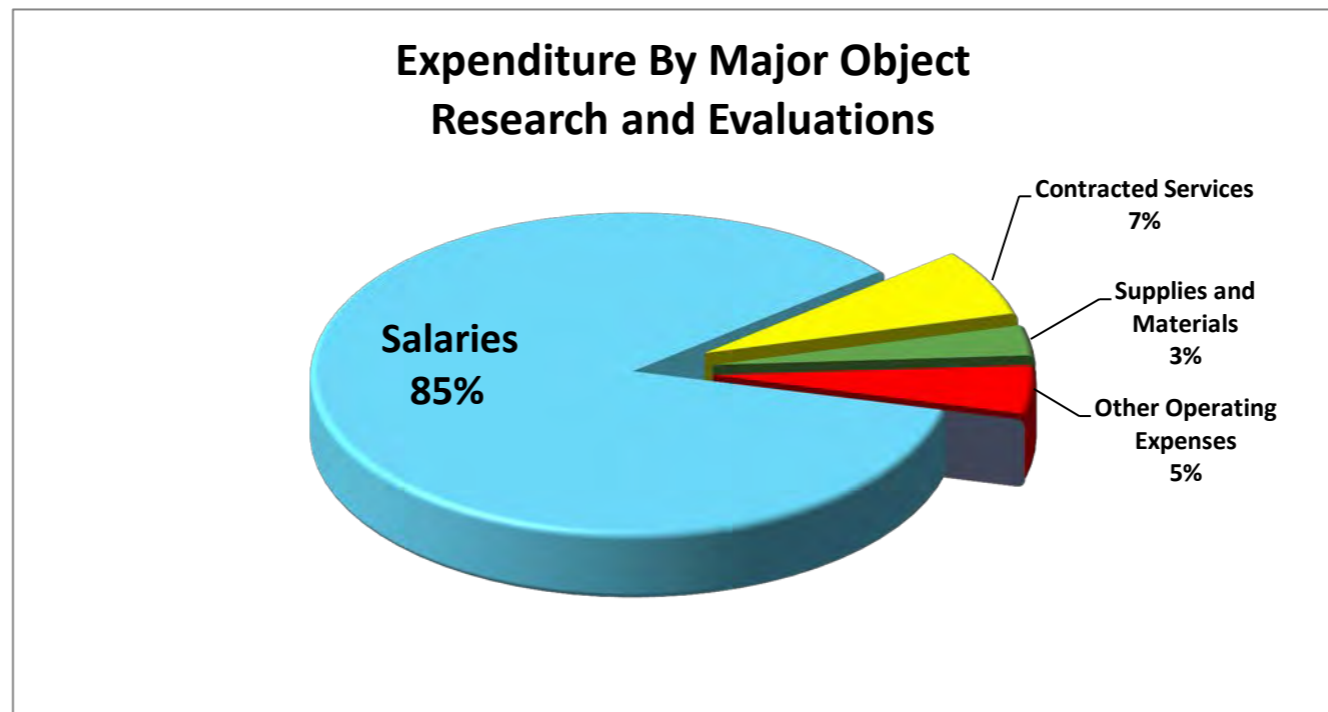
	<u>2011-12</u> <u>Actual</u> <u>Rev/Exp</u>	<u>2012-13</u> <u>Actual</u> <u>Rev/Exp</u>	<u>2013-14</u> <u>Actual</u> <u>Rev/Exp</u>	<u>2014-15</u> <u>Estimated</u> <u>Rev/Exp</u>	<u>2015-16</u> <u>Original</u> <u>Budget</u>
Operating Revenues					
5700 Charges for services	\$ -	\$ -	\$ -	\$ 1,126,321	\$ 1,030,368
Total Operating Revenues	0	0	0	1,126,321	1,030,368
Operating Expenditures					
6100 Payroll			307,360	990,590	878,882
6200 Contracted Services				69,787	70,000
6300 Supplies and Materials				26,449	31,500
6400 Other Operating Costs				39,495	49,986
Total Operating Expenditures	0	0	307,360	1,126,321	1,030,368
Operating Income (Loss)	-	-	(307,360)	-	-
7915 Transfer in			307,360		
Change in Net Assets	-	-	-	-	-
Net Assets-Beginning	-	-	-	-	-
Net Assets-Ending	\$ -	\$ -	\$ -	\$ -	\$ -

Budget Summary - Research and Evaluations Services
Comparison with Actual Revenues/Expenditures

	<u>2013-14</u>		<u>2014-15</u>		<u>2015-16</u>	
	Actual Rev/Exp	Original Budget	Amended Budget	Estimated Rev/Exp	Original Budget	Percent Incr/(Decr)
Operating Revenues						
5700 Charges for services	\$ -	\$ 878,882	\$ 878,882	\$ 1,126,321	\$ 1,030,368	-8.5%
Total Operating Revenues	0	878,882	878,882	1,126,321	1,030,368	-8.5%
Operating Expenditures						
6100 Payroll	307,360	878,882	878,882	990,590	878,882	-11.3%
6200 Contracted Services				69,787	70,000	0.3%
6300 Supplies and Materials				26,449	31,500	19.1%
6400 Other Operating Costs				39,495	49,986	26.6%
Total Operating Expenditures	307,360	878,882	878,882	1,126,321	1,030,368	-8.5%
Operating Income (Loss)	(307,360)	-	-	-	-	0.0%
7915 Transfer in	307,360					0.0%
Change in Net Assets	-	-	-	-	-	0.0%
Net Assets-Beginning	-	-	-	-	-	0.0%
Net Assets-Ending	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%

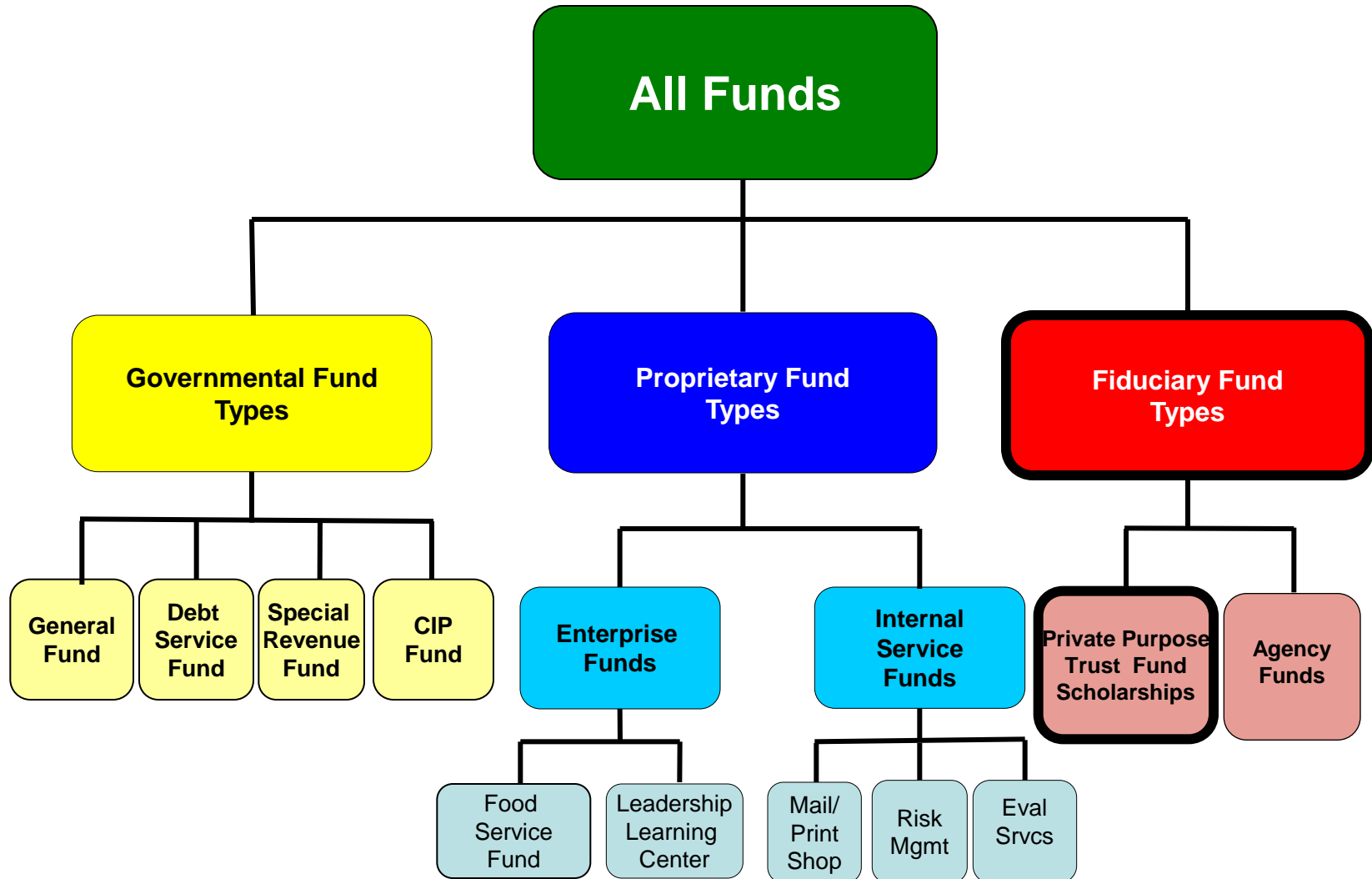
Projected Expenditures by Function and Major Object - Research and Evaluations
2015-16 Budget

Expenditures	Salaries	Contracted	Supplies and	Other Operating	Debt	Capital	Other	Total
	(6100)	Services	Materials	Expenses	Service	Outlay	Uses	
	(6200)	(6300)	(6400)	(6500)	(6600)	(6700)	(6800)	
11 Instruction	-	-	-	-	-	-	-	-
12 Instruction Resources & Media	-	-	-	-	-	-	-	-
13 Curriculum & Staff Development	-	-	-	-	-	-	-	-
21 Instructional Administration	-	-	-	-	-	-	-	-
23 School Administration	-	-	-	-	-	-	-	-
31 Guidance & Counseling Services	878,882	70,000	31,500	49,986	-	-	-	1,030,368
32 Social Work Services	-	-	-	-	-	-	-	-
33 Health Services	-	-	-	-	-	-	-	-
34 Student Transportation	-	-	-	-	-	-	-	-
35 Food Services	-	-	-	-	-	-	-	-
36 Cocurricular/Extracurricular	-	-	-	-	-	-	-	-
41 General Administration	-	-	-	-	-	-	-	-
51 Plant Maintenance & Operations	-	-	-	-	-	-	-	-
52 Security & Monitoring Services	-	-	-	-	-	-	-	-
53 Data Processing Services	-	-	-	-	-	-	-	-
61 Community Services	-	-	-	-	-	-	-	-
71 Debt Service	-	-	-	-	-	-	-	-
81 Facilities Acquisition & Constr.	-	-	-	-	-	-	-	-
95 Payments to JJAEP	-	-	-	-	-	-	-	-
97 Tax Increment Financing	-	-	-	-	-	-	-	-
99 Intergovernmental Charges	-	-	-	-	-	-	-	-
Total Expenditures	878,882	70,000	31,500	49,986	0	0	0	1,030,368



Structure of All Funds

Fort Worth Independent School District



Proprietary Fund Types: Internal Service Funds **Private Purpose Trust Fund –Scholarships Overview**

The Private Purpose Trust Fund-Scholarships is used to account for the trust fund-scholarship arrangements under which the principal and income benefit a specific school or group of students. The scholarship funds are received to be awarded to current and former students for postsecondary education purposes. 2014-15 was the first year that these scholarships were reported in this fund.

Revenue Trends and Assumptions

The primary source of revenue for the trust fund scholarships is donations from local sources. The amount budgeted for revenue reflects the total amount of donations received and the interest generated from the fund balance. The actual amount of donations and interest for 2014-15 is anticipated at \$16,199.

Expenditure Summary

The budgeted expenditures for 2015-16 are \$540,252 representing the total amount available for scholarships awards. The only expense for this fund is for the award of the scholarships which falls under the category of contracted services. The estimated actual expenditures for 2014-15 were \$44,200 or 7.8% of the budget.

Fund Balance Impact

The school year 2014-15 was the first fiscal year for the Private Purpose Trust Scholarships to be accounted for in this budgeted fund. Previously the scholarships were accounted for in a fiduciary fund where budgets were not required. The actual expenses or scholarships awarded for 2014-15 were \$28,000 over the amount of donations received. This resulted in a decrease to the fund balance and amounts available for award in the following budget years.

Budget Summary - Private Purpose Trust-Scholarships
For Years Ended June 30, 2012 - June 30, 2016 (*Actuals, Estimated, Budgeted*)

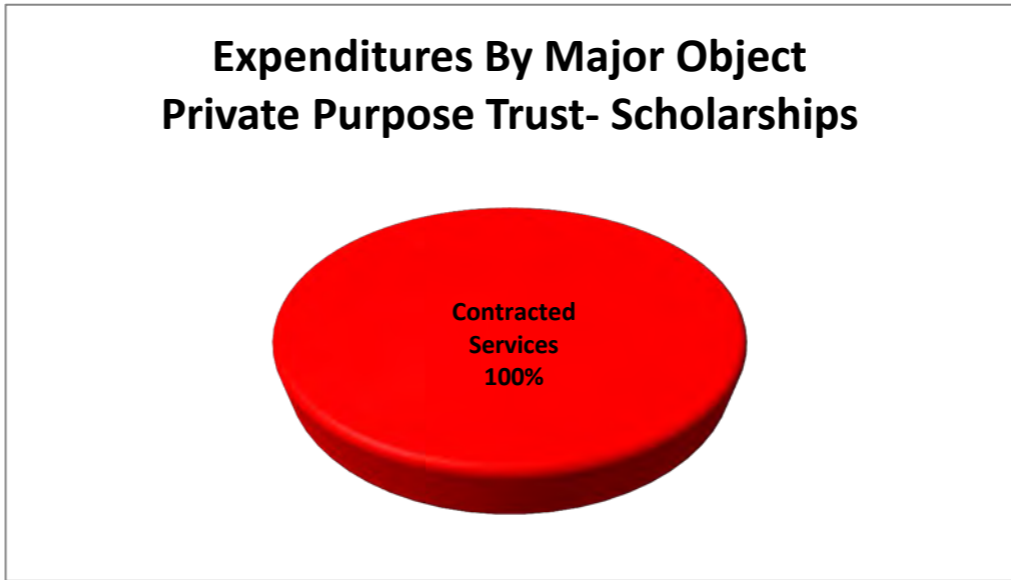
	<u>2011-12</u> Actual Rev/Exp	<u>2012-13</u> Actual Rev/Exp	<u>2013-14</u> Actual Rev/Exp	<u>2014-15</u> Estimated Rev/Exp	<u>2015-16</u> Original Budget
Revenues					
5700 Miscellaneous local revenue	\$ -	\$ -	\$ -	\$ 16,199	\$ 540,262
Total Revenues	0	0	0	16,199	540,262
Expenditures					
6100 Payroll					
6200 Contracted Services				44,200	540,262
6300 Supplies and Materials					
6400 Other Operating Costs					
6500 Debt Service					
6600 Captial Outlay					
Total Expenditures	0	0	0	44,200	540,262
Net	-	-	-	(28,001)	-
Net Assets-Beginning				1,043,461	1,015,460
Net Assets-Ending	\$ -	\$ -	\$ -	\$ 1,015,460	\$ 1,015,460

Budget Summary - Private Purpose Trust-Scholarships
Comparison with Actual Revenues/Expenditures

	<u>2013-14</u>		<u>2014-15</u>		<u>2015-16</u>	
	Actual Rev/Exp	Original Budget	Amended Budget	Estimated Rev/Exp	Original Budget	Percent Incr/(Decr)
Revenues						
5700 Miscellaneous local revenue	\$ -	\$ 567,513	\$ 568,263	\$ 16,199	\$ 540,262	3235.2%
Total Revenues	0	567,513	568,263	16,199	540,262	3235%
Expenditures						
6100 Payroll						
6200 Contracted Services		567,513	568,263	44,200	540,262	1122%
6300 Supplies and Materials						
6400 Other Operating Costs						
6500 Debt Service						
6600 Captial Outlay						
Total Expenditures	0	567,513	568,263	44,200	540,262	1122%
Net	-	-	-	(28,001)	-	-100%
Net Assets-Beginning		1,043,461	1,043,461	1,043,461	1,015,460	
Net Assets-Ending	\$ -	\$ 1,043,461	\$ 1,043,461	\$ 1,015,460	\$ 1,015,460	0%

Projected Expenditures by Function and Major Object - Private Purpose Trust-Scholarships
2015-16 Budget

Expenditures		Salaries (6100)	Contracted Services (6200)	Supplies and Materials (6300)	Other Operating Expenses (6400)	Debt Service (6500)	Capital Outlay (6600)	Other Uses (8900)	Total
11	Instruction		540,262	-	-	-	-	-	540,262
12	Instruction Resources & Media	-	-	-	-	-	-	-	-
13	Curriculum & Staff Development	-	-	-	-	-	-	-	-
21	Instructional Administration	-	-	-	-	-	-	-	-
23	School Administration	-	-	-	-	-	-	-	-
31	Guidance & Counseling Services	-	-	-	-	-	-	-	-
32	Social Work Services	-	-	-	-	-	-	-	-
33	Health Services	-	-	-	-	-	-	-	-
34	Student Transportation	-	-	-	-	-	-	-	-
35	Food Services	-	-	-	-	-	-	-	-
36	Cocurricular/Extracurricular	-	-	-	-	-	-	-	-
41	General Administration	-	-	-	-	-	-	-	-
51	Plant Maintenance & Operations	-	-	-	-	-	-	-	-
52	Security & Monitoring Services	-	-	-	-	-	-	-	-
53	Data Processing Services	-	-	-	-	-	-	-	-
61	Community Services	-	-	-	-	-	-	-	-
71	Debt Service	-	-	-	-	-	-	-	-
81	Facilities Acquisition & Constr.	-	-	-	-	-	-	-	-
95	Payments to JJAEP	-	-	-	-	-	-	-	-
97	Tax Increment Financing	-	-	-	-	-	-	-	-
99	Intergovernmental Charges	-	-	-	-	-	-	-	-
Total Expenditures		0	540,262	0	0	0	0	0	540,262



Long Range Financial Forecasts Governmental Fund Types

The following financial forecasts are used to estimate the impact of current financial decisions on subsequent fiscal years. The models are updated, reviewed, and evaluated frequently as circumstances and goals change. Review and evaluation of these plans, in conjunction with the budget development process, ensures that short-term financial decisions are made only after consideration of the long-term consequences. Subsequently, long term plans have a direct impact on short term financial decisions.

Projection Model Summary

Throughout this model, we use projected amounts for the current fiscal year (2014-2015) and budgeted amounts for the next budget year (2015-2016) to assist in projecting the subsequent three fiscal years.

We will discuss each component of the projection model in the following section.

Projection Model Components

Summary

The summary sheet is a composite of all the calculations performed on each of the other worksheets described below. The summary section of the financial forecast consolidates planned bond sales, enrollment projections, taxable value estimates, state aid estimates, expenditure estimates and many other factors into a single comprehensive financial plan, and calculates the effect on the projected tax rate for each subsequent fiscal year.

Assumptions

The assumptions section is used to consolidate the variables needed in other sections and to input other data required in the computations of future year expenditures and revenues. Many of the parameters are directly input in this section – taxable value, collection percentage, and salary increases. Other values, such as enrollment, ADA, and bond sale amounts are linked from other worksheets.

Following are the Assumptions for Developing the 2015-2016 Budget:

Unassigned Fund Balance	District Goal 12-20%
New Taxable Property	Estimated 3% increase in taxable property
Tax Collection Rate	98%
Tax Rate	M&O 1.04, I&S .312
Implementation of 2015-2016 approved goals and priorities; Singleness of Purpose	
Enrollment	Increase of 1,281 students
ADA	Increase of 334
Compensation	3% General Increase
Campus Non Staff Allocations	\$80-HS/75-MS/70-ES/\$265-AS

Enrollment

Enrollment projections are one of the most significant factors in the budget development and long-range financial planning process. Enrollment projections are designed to predict the student enrollment of the District based on geographic data, student data, migration data, and historical data of student populations. The District used two models to produce enrollment projections. The first method, Cohort Survival, uses historical data to project the number of students based on a survival rate.

This survival rate is based on three key elements:

- Progressors – Students who are promoted to the next grade level within the District.
- Retained – Students who are retained at their current grade within the District.
- Migrants – Students who are new, first time students in the District.

The other model used to predict enrollment growth is Linear Regression Trend Analysis. This method uses historical data (ten years) to determine a best-fit trend line per grade level. This model projects an even growth rate based on this trend line and is very effective when growth patterns are somewhat consistent.

The average of these two models forms the basis for our enrollment projections. By using both models, the District is considering the “trend”, yet realizing other survival factors which affect the enrollment growth.

In addition to these statistical algorithms, the District also contracts with Templeton Demographics who works with our staff to monitor the growth of every subdivision and apartment complex within the District. Information regarding the age and number of units, along with the number of students, allows us to develop profiles on these developments. Utilizing these profiles, we can anticipate enrollment trends of new developments as well as changes, such as renovations to aging apartment complexes. The combination of statistical trends and detailed development information allows the District to forecast trends, as well as prepare for exceptions. With the aggressive growth of the Fort Worth Metroplex area, the District has engaged Templeton Demographics to provide an in depth analysis not only of Fort Worth Independent School District, but surrounding districts as well to identify needs that should be incorporated into long range planning.

On the enrollment worksheet, ADA is projected by converting enrollment into full-time equivalents and multiplying by the average attendance rate for the last three years. These ADA figures are an important component of state revenue projections.

Debt Schedule

The repayment schedule for current long-term debt is based on our current repayment patterns. The total projected debt requirement for each fiscal year is then linked to the summary schedule discussed above.

Special Revenue Schedule

Special Revenue Funds play a significant role in funding various programs provided by the District. These programs would not be possible or as effective without the local, state and federal awards the District receives. By virtue of such a high economically disadvantaged population, the District qualifies to receive substantial federal assistance in entitlement programs designed to supplement the general operating fund in ensuring student’s success. The District also receives considerable state and local funds in the forms of grants designed to meet certain standards and objectives. FWISD is only able to offer the highest quality of instruction designed to prepare students for success through the collaborative efforts of all of our partners.

Financial Projection: Assumptions

	2013-14 Actual	2014-15 Estimated	2015-16 Budgeted	2016-17 Projected	2017-18 Projected	2018-19 Projected
<i>General Fund</i>						
Current - Taxable Value from Tarrant Appraisal District (TAD)	\$ 28,323,965,759	\$ 29,327,770,470	\$ 29,387,108,125	\$ 30,268,721,369	\$ 31,176,783,010	\$ 32,112,086,500
% Increase from Prior Year	2.81%	3.54%	0.20%	3.00%	3.00%	3.00%
\$ Increase from Prior Year	\$ 773,734,770	\$ 1,003,804,711	\$ 59,337,655	\$ 881,613,244	\$ 908,061,641	\$ 935,303,490
Collections %	98%	98%	98%	98%	98%	98%
Delinquent %	1.32%	1.32%	1.32%	1.32%	1.32%	1.32%
Penalty & Interest %	1.25%	1.25%	1.25%	1.25%	1.25%	1.25%
Projected Student Enrollment	84,588	85,975	87,256	88,446	89,361	90,096
Change from Prior Year	1,333	1,387	1,281	1,190	915	735
% Change from Prior Year	1.60%	1.64%	1.49%	1.36%	1.03%	0.82%
Student Average Daily Attendance (ADA)	77,394	79,153	79,487	80,554	81,636	82,733
Change from Prior Year	1,000	1,759	334	1,067	1,082	1,097
% Change from Prior Year	1.31%	2.27%	0.42%	1.34%	1.34%	1.34%
% Change in State Revenue	-4.18%	11.80%	5.39%	4.34%	4.34%	4.34%
Salary Increase-Teachers	3.00%	3.00%	3.00%	1.00%	2.00%	2.00%
Salary Increase-Other	2.00%	3.00%	3.00%	1.00%	2.00%	2.00%
Program and Student Growth Exp	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%
Inflation	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%

Financial Projection: Summary - All Governmental Fund Types

	2013-14 Actual	2014-15 Estimated	2015-16 Budget	2016-17 Projected	2017-18 Projected
Total Tax Rate	\$ 1.322	\$ 1.322	\$ 1.352	\$ 1.352	\$ 1.352
Revenues					
5710 Tax Collections	\$ 363,560,667	\$ 374,776,663	\$ 400,246,004	\$ 416,606,573	\$ 429,104,771
5730 Tuition and Fees	210,315	191,947	100,000	100,000	100,000
5740 Miscellaneous Local Revenue	16,435,714	15,258,952	20,595,193	21,096,874	21,463,605
5750 Extra/Cocurricular Activity	588,373	510,577	763,725	763,725	913,725
5760 Misc Revenue Intermediate Source	13,301	37,155	28,009	25,000	25,000
Total Local Revenues	380,808,370	390,775,294	421,732,931	438,592,172	451,607,101
5810 Foundation School Program	294,432,868	329,170,151	346,731,643	361,768,807	377,458,441
5829 Miscellaneous State Revenue	17,567,703	6,382,625	22,837,952	4,411,653	4,501,653
5831 Teacher Retirement On-behalf	26,129,927	30,014,161	33,673,924	30,446,549	31,337,446
Total State Revenues	338,130,498	365,566,937	403,243,519	396,627,009	413,297,539
59X9 Miscellaneous Federal Revenue	72,632,063	79,098,261	90,155,527	92,837,693	95,600,324
5931 School Health Related	6,636,147	8,269,529	8,750,000	8,750,000	8,750,000
Total Federal Revenues	79,268,210	87,367,790	98,905,527	101,587,693	104,350,324
7900 Other Sources	140,492,110	328,472,324	115,000,000	115,250,000	8,050,000
Total Other Sources	140,492,110	328,472,324	115,000,000	115,250,000	8,050,000
Total Revenues & Oth Srcs	938,699,188	1,172,182,345	1,038,881,977	1,052,056,874	977,304,964
Expenditures					
6100 Salaries and Benefits	589,905,404	634,015,405	672,334,224	683,366,223	700,705,352
6200 Contracted Services	59,622,315	59,407,950	66,288,266	68,018,677	69,281,845
6300 Supplies and Materials	51,389,865	68,332,611	100,576,240	86,912,350	117,968,724
6400 Other Operating Expenses	13,816,367	13,948,107	17,972,564	18,342,668	18,708,675
6500 Debt Service	77,128,375	293,789,502	95,966,471	96,913,208	99,811,701
6600 Capital Outlay	20,863,937	37,586,922	44,688,456	201,808,015	174,736,582
8900 Other Uses	4,925,745	346,242	-	-	-
Total Expenditures	817,652,007	1,107,426,739	997,826,222	1,155,361,141	1,181,212,880
Excess of Revenues Over (Under) Expenditures	121,047,181	64,755,606	41,055,755	(103,304,267)	(203,907,916)
Fund Balance-Beginning-Projected	219,735,711	340,782,892	392,225,569	433,281,324	329,977,057
Fund Balance-Ending-Projected	\$ 340,782,892	\$ 405,538,498	\$ 433,281,324	\$ 329,977,057	\$ 126,069,141

Financial Projection: Summary - General Fund

	2013-14 Actual	2014-15 Estimated	2015-16 Budget	2016-17 Projected	2017-18 Projected
Tax Rate	\$ 1.04	\$ 1.04	\$ 1.04	\$ 1.04	\$ 1.04
Revenues					
5710 Tax Collections	\$ 286,326,639	\$ 294,948,775	\$ 307,405,946	\$ 316,277,869.58	\$ 325,766,205.67
5730 Tuition and Fees	210,315	191,947	100,000	100,000	100,000
5740 Miscellaneous Local Revenue	4,155,163	4,539,227	3,702,500	3,702,500	3,702,500
5750 Extra/Cocurricular Activity	479,481	448,380	452,500	452,500	452,500
Total Local Revenues	291,171,598	300,128,329	311,660,946	320,532,870	330,021,206
5810 Foundation School Program	293,963,450	328,654,042	346,365,028	361,397,270	377,081,912
5820 Miscellaneous State Revenue	311,519	333,505	350,000	350,000	350,000
5830 Teacher Retirement On-behalf	25,701,420	29,273,350	29,402,524	29,696,549	30,587,446
Total State Revenues	319,976,389	358,260,897	376,117,552	391,443,819	408,019,357
5920 Miscellaneous Federal Revenue		1,336,984	750,000	750,000	750,000
5930 School Health Related	6,636,147	8,269,529	8,750,000	8,750,000	8,750,000
5940 Direct Federal revenue	3,555,653	2,164,000			
Total Federal Revenues	10,191,800	11,770,513	9,500,000	9,500,000	9,500,000
7910 Sale of Bonds/Land	75,767				
7915 Transfers In	4,453,536	10,500,000			
7950 Non-operating revenue		-		-	-
Total Other Sources	4,529,303	10,500,000	-	-	-
Total Revenues & Oth Srcs	625,869,090	680,659,739	697,278,498	721,476,689	747,540,563
Expenditures					
6100 Salaries and Benefits	531,671,144	571,868,947	601,703,549	612,720,584	629,974,996
6200 Contracted Services	51,011,628	50,162,170	56,130,395	57,814,307	59,548,736
6300 Supplies and Materials	25,585,871	27,707,517	37,173,138	59,770,554	84,123,803
6400 Other Operating Expenses	10,662,232	10,808,646	12,300,202	12,669,208	13,049,284
6500 Debt Service		-		-	-
6600 Capital Outlay	3,193,950	12,001,097	8,766,773	9,029,776	9,300,669
00 Other Uses	472,210	346,242	-	-	-
Total Expenditures	622,597,035	672,894,619	716,074,057	752,004,429	795,997,489
Excess of Revenues Over (Under) Expenditures	3,272,055	7,765,120	(18,795,559)	(30,527,740)	(48,456,926)
Fund Balance-Beginning-Projected	160,786,928	164,058,983	162,763,547	143,967,988	113,440,248
Fund Balance-Ending-Projected	\$ 164,058,983	\$ 171,824,103	\$ 143,967,988	\$ 113,440,248	\$ 64,983,321

Financial Projection: Summary - Debt Service Fund

		2013-14 Actual	2014-15 Estimated	2015-16 Budget	2016-17 Projected	2017-18 Projected
	Tax Rate	\$ 0.282	\$ 0.282	\$ 0.312	\$ 0.312	\$ 0.312
Revenues						
5710	Tax collections	\$ 77,234,028	\$ 79,827,888	\$ 92,840,058	\$ 100,328,704	\$ 103,338,565
5740	Investment Earnings	20,602	39,031	20,000	20,000	20,000
	Total Local Revenues	<u>77,254,630</u>	<u>79,866,919</u>	<u>92,860,058</u>	<u>100,348,704</u>	<u>103,358,565</u>
5820	Miscellaneous State Revenue	5,945,749	3,328,502	1,061,653	1,061,653	1,061,653
	Total State Revenues	<u>5,945,749</u>	<u>3,328,502</u>	<u>1,061,653</u>	<u>1,061,653</u>	<u>1,061,653</u>
7940	Other Sources	-	202,316,202	-	-	-
	Total Other Sources	<u>-</u>	<u>202,316,202</u>	<u>-</u>	<u>-</u>	<u>-</u>
	Total Revenues & Oth Srcs	83,200,379	285,511,623	93,921,711	101,410,357	104,420,218
Expenditures						
6511	Bond Principal	44,540,000	55,315,000	56,075,000	57,757,250	59,489,968
6521	Bond Interest	30,648,750	34,283,320	38,590,716	38,251,277	39,417,052
6599	Other Bond Fees/TIF	789,551	1,868,328	904,681	904,681	904,681
	Transfers Out		201,315,723			
	Total Expenditures	<u>75,978,301</u>	<u>292,782,371</u>	<u>95,570,397</u>	<u>96,913,208</u>	<u>99,811,701</u>
Excess of Revenues Over (Under)	Expenditures	7,222,078	(7,270,748)	(1,648,686)	4,497,149	4,608,518
Fund Balance-Beginning-Projected		39,734,052	46,956,130	40,271,883	38,623,197	43,120,346
Fund Balance-Ending-Projected		<u>\$ 46,956,130</u>	<u>\$ 39,685,382</u>	<u>\$ 38,623,197</u>	<u>\$ 43,120,346</u>	<u>\$ 47,728,864</u>

Financial Projection: Summary - Special Revenue

	<u>2013-14 Actual</u>	<u>2014-15 Estimated</u>	<u>2015-16 Budgeted</u>	<u>2016-17 Projected</u>	<u>2017-18 Projected</u>
Revenues					
5730 Tuition and Fees		\$ -		\$ -	\$ -
5740 Misc Local Revenue	10,793,626	10,532,511	16,722,693	17,224,374	17,741,105
5750 Extra/Cocurricular Activity	108,892	62,197	311,225	311,225	311,225
5760 Misc Revenue Intermediate Source	13,301	37,155	28,009	25,000	25,000
Total Local Revenues	<u>10,915,819</u>	<u>10,631,863</u>	<u>17,061,927</u>	<u>17,560,599</u>	<u>18,077,330</u>
5810 Foundation Entitlements	469,418	516,109	366,615	371,536	376,529
5820 Miscellaneous State Revenue	11,310,435	2,720,618	21,426,299	3,000,000	3,090,000
5830 Revenue Other Government Agency	428,507	740,811	4,271,400	750,000	750,000
Total State Revenues	<u>12,208,360</u>	<u>3,977,538</u>	<u>26,064,314</u>	<u>4,121,536</u>	<u>4,216,529</u>
5900 Miscellaneous Federal Revenue	69,076,410	75,597,277	89,405,527	92,087,693	94,850,324
Total Federal Revenues	<u>69,076,410</u>	<u>75,597,277</u>	<u>89,405,527</u>	<u>92,087,693</u>	<u>94,850,324</u>
Total Revenues & Oth Srcs	92,200,589	90,206,678	132,531,768	113,769,828	117,144,182
Expenditures					
6100 Salaries and Benefits	57,304,448	60,693,746	69,134,382	69,134,382	69,134,382
6200 Contracted Services	8,498,457	8,493,375	9,382,894	9,382,894	9,382,894
6300 Supplies and Materials	23,113,428	17,087,538	39,159,419	20,397,479	23,771,833
6400 Other Operating Expenses	3,143,448	3,121,689	5,654,057	5,654,057	5,654,057
6500 Debt Service	202,270	351,008			
6600 Capital Outlay			9,201,016	9,201,016	9,201,016
Total Expenditures	<u>92,262,051</u>	<u>89,747,356</u>	<u>132,531,768</u>	<u>113,769,828</u>	<u>117,144,182</u>
Excess of Revenues Over (Under) Expenditures	(61,462)	459,322	-	-	-
Fund Balance-Beginning-Projected	4,441,016	4,379,554		-	-
Fund Balance-Ending-Projected	<u>\$ 4,379,554</u>	<u>\$ 4,838,876</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

Financial Projection: Summary - Capital Improvement Projects

	<u>2013-14 Actual</u>	<u>2014-15 Estimated</u>	<u>2015-16 Budget</u>	<u>2016-17 Projected</u>	<u>2017-18 Projected</u>
Revenues					
5710 Tax Collections					
5730 Tuition and Fees					
5740 Miscellaneous Local Revenue	1,466,323	148,183	150,000	150,000	150,000
5750 Extra/Cocurricular Activity					
Total Local Revenues	<u>1,466,323</u>	<u>148,183</u>	<u>150,000</u>	<u>150,000</u>	<u>150,000</u>
5810 Foundation School Program					
5820 Miscellaneous State Revenue					
5830 Teacher Retirement On-behalf					
Total State Revenues	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
5920 Miscellaneous Federal Revenue					
5930 School Health Related					
5940 Direct Federal revenue					
Total Federal Revenues	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
7910 Sale of Bonds/Land	135,962,807	115,656,123	115,000,000	115,250,000	8,050,000
7915 Transfers In					
7950 Non-operating revenue		-		-	-
Total Other Sources	<u>135,962,807</u>	<u>115,656,123</u>	<u>115,000,000</u>	<u>115,250,000</u>	<u>8,050,000</u>
Total Revenues & Oth Srcs	137,429,130	115,804,306	115,150,000	115,400,000	8,200,000
Expenditures					
6100 Salaries and Benefits	929,812	1,452,712	1,496,293	1,511,256	1,595,973
6200 Contracted Services	112,230	752,405	774,977	821,476	350,215
6300 Supplies and Materials	2,690,566	23,537,557	24,243,683	6,744,317	10,073,088
6400 Other Operating Expenses	10,687	17,772	18,305	19,403	5,334
6500 Debt Service	947,804	656,123	396,074	-	-
6600 Capital Outlay	17,669,987	25,585,824	26,720,667	183,577,223	156,234,897
00 Other Uses	4,453,535				
Total Expenditures	<u>26,814,620</u>	<u>52,002,392</u>	<u>53,650,000</u>	<u>192,673,675</u>	<u>168,259,507</u>
Excess of Revenues Over (Under) Expenditures	110,614,510	63,801,914	61,500,000	(77,273,675)	(160,059,507)
Fund Balance-Beginning-Projected	14,773,715	125,388,225	189,190,139	250,690,139	173,416,463
Fund Balance-Ending-Projected	<u>\$ 125,388,225</u>	<u>\$ 189,190,139</u>	<u>\$ 250,690,139</u>	<u>\$ 173,416,463</u>	<u>\$ 13,356,957</u>



Fort Worth Independent School District

2015-16 Official Budget

Informational Section



2015-16 Budget

Informational Section

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Assessed and Estimated Value of Taxable Property

Fiscal Year Ended <u>June 30,</u>	Total Appraised Value of <u>Taxable Property</u>	Total Assessed Value of <u>Taxable Property</u>	Change over Previous Year	
			<u>Amount</u>	<u>%</u>
2011	33,520,886,147	25,904,294,507	186,549,707	0.73%
2012	34,561,453,068	26,569,371,350	665,076,843	2.57%
2013	35,878,543,542	27,550,230,989	980,859,639	3.69%
2014	36,974,195,850	28,323,965,759	773,734,770	2.81%
2015	38,278,125,092	29,327,770,470	1,003,804,711	3.54%
2016	38,946,229,708	29,387,108,125	59,337,655	0.20%
2017 (Projected)	40,114,616,599	30,268,721,369	881,613,244	3.00%
2018 (Projected)	41,318,055,097	31,176,783,010	908,061,641	3.00%
2019 (Projected)	42,557,596,750	32,112,086,500	935,303,490	3.00%

Property Tax Rates, Levies, and Collections
Last Ten Fiscal Years

Fiscal Year Ended <u>August 31,</u>	<u>Tax Rate</u>	<u>Tax Levy</u>	<u>Current Tax Collections</u>	<u>Delinquent Tax Collections</u>	<u>Total Tax Collections</u>
2006	1.6540	309,982,014	310,128,704	11,717,948	321,846,652
2007	1.5140	322,555,641	322,532,016	12,004,962	334,536,978
2008	1.1900	285,391,868	281,110,990	12,500,000	293,610,990
2009	1.2540	303,305,947	298,756,358	8,686,031	307,442,389
Year Ended June 30,					
2010	1.3220	342,775,191	329,528,539	4,781,021	334,309,560
2011	1.3220	326,963,336	320,200,227	10,672,420	330,872,647
2012	1.3220	335,782,368	325,646,841	9,935,136	335,581,977
2013	1.3220	346,420,677	338,075,265	12,403,796	350,479,061
2014	1.3220	353,116,718	350,655,293	9,381,424	360,036,717
2015	1.3220	373,710,199	362,227,286	7,520,594	369,747,880

Note: The tax rates are per \$100 of assessed value.

Budget's Effect on Taxpayer

	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>
Single Family Residence:					
Appraised Value	\$ 113,247	\$ 114,455	\$ 116,130	\$ 120,335	\$ 124,344
Homestead Exemption	<u>(15,000)</u>	<u>(15,000)</u>	<u>(15,000)</u>	<u>(15,000)</u>	<u>(25,000)</u>
Taxable Value	100,682	102,116	103,883	108,162	105,639
Tax Rate	<u>1.3220</u>	<u>1.3220</u>	<u>1.3220</u>	<u>1.3220</u>	<u>1.3520</u>
Tax Bill for FWISD	<u>\$ 1,331</u>	<u>\$ 1,350</u>	<u>\$ 1,373</u>	<u>\$ 1,430</u>	<u>\$ 1,428</u>
Tax Increase (Savings)	\$ 23	\$ 19	\$ 23	\$ 57	\$ (2)

Each year the Tarrant Appraisal District appraises property based on market conditions such as sales in the surrounding areas. The schedule above shows how market conditions affect the assessed value through 2015-16 based on the overall appraisal value trends in the District.

Student Enrollment History

		2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual
High Schools						
Carter-Riverside High School	001	1,088	1,155	1,152	1,199	1,272
Arlington Heights High School	002	1,769	1,689	1,758	1,822	1,831
South Hills High School	003	1,436	1,523	1,537	1,689	1,846
Diamond Hill-Jarvis High School	004	884	852	879	945	715
Paul Laurence Dunbar High School	005	814	761	787	810	858
Eastern Hills High School	006	1,294	1,284	1,244	1,273	1,215
North Side High School	008	1,478	1,494	1,497	1,609	1,673
Polytechnic High School	009	1,151	1,110	1,080	1,160	1,188
R. L. Paschal High School	010	2,457	2,584	2,725	2,666	2,610
Trimble Technical High School	011	1,785	1,792	1,840	1,833	1,799
Southwest High School	014	1,492	1,430	1,316	1,340	1,265
Western Hills High School	015	1,536	1,430	1,335	1,357	1,236
O. D. Wyatt High School	016	1,137	1,162	1,228	1,264	1,348
New Lives School	017	141	126	91	76	-
Middle Level Learning Center	018	113	105	90	53	48
Metro Opportunity	019	137	124	99	55	22
Success High School	021	203	239	240	210	243
Jo Kelly School	026	18	16	25	23	22
Biomedical Sciences	082	-	99	190	279	360
Marine Creek Collegiate	085	-	-	-	-	262
Boulevard Heights	104	36	28	33	40	29
Total High Schools		<u>18,969</u>	<u>19,003</u>	<u>19,146</u>	<u>19,703</u>	<u>19,842</u>
Middle Schools						
Horizons Alternative	041	-	-	-	-	-
E. M. Daggett Middle School	042	368	381	378	414	443
Wedgwood 6th Grade	043	455	439	452	474	447
J. P. Elder Middle School	044	1,146	1,163	1,169	1,186	1,193
Forest Oak Middle School	045	750	799	781	797	848
Dunbar-6th Grade Middle School	046	296	301	-	-	-
Handley Middle School	047	698	481	433	479	521
William James Middle School	048	1,241	1,126	1,102	1,077	1,022
Kirkpatrick Middle School	049	505	511	540	543	520
W. P. McLean Middle School	050	822	885	977	1,047	1,013
W. A. Meacham Middle School	051	701	687	744	698	724
Meadowbrook Middle School	052	882	659	571	545	584
William Monnig Middle School	053	627	590	556	498	490

Student Enrollment History

		2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual
<u>Middle Schools, continued</u>						
Morningside Middle School	054	670	743	720	716	741
Applied Learning Academy	055	330	380	344	329	299
Riverside Middle School	056	953	1,011	1,046	1,053	1,028
Rosemont Middle School	057	900	932	918	927	950
W. C. Stripling Middle School	058	540	524	666	675	690
Dunbar Middle School	059	520	526	767	726	736
Wedgwood Middle School	060	828	859	858	901	931
Leonard Middle School	061	748	777	758	750	741
International Newcomer Academy	062	404	346	314	379	449
Como Montessori	063	362	354	347	340	352
Glencrest-6th Grade	064	396	424	389	421	399
Rosemont 6th Grade	067	503	458	502	492	465
Leonard 6th Grade	068	412	-	-	-	-
McLean 6th Grade	069	458	503	514	501	471
Jean McClung Middle School	070	-	528	807	843	832
Benbrook Middle School	071	-	556	687	734	911
Young Women's Leadership Academy	081	144	205	259	286	312
Young Men's Leadership Academy	083	-	-	148	215	265
World Language Academy	084	-	-	-	-	148
Total Middle Schools		16,659	17,148	17,747	18,046	18,525
<u>Elementary Schools</u>						
Alice Carlson Learning Academy	101	394	394	388	392	395
Benbrook	103	539	535	550	568	581
West Handley	105	439	489	488	532	609
Burton Hill	107	473	530	527	536	551
Carroll Peak	110	528	526	526	535	607
Carter Park	111	591	656	681	651	602
Manuel Jara	114	690	715	651	679	687
George C. Clarke	115	462	436	421	433	470
Lily B. Clayton	116	519	516	536	538	547
Como	117	439	428	452	480	484
Hazel Harvey Peace	118	535	567	554	543	582
E.M. Daggett	119	770	775	798	798	792
Rufino Mendoza	120	443	461	466	488	504
De Zavala	121	397	390	402	404	358
Diamond Hill	122	624	633	564	558	597
S.S. Dillow	123	539	558	639	664	625
Maude I. Logan	124	505	530	498	449	457

Student Enrollment History

		2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual
<u>Elementary Schools, continued</u>						
Eastern Hills	125	563	608	581	588	644
East Handley	126	368	444	439	441	499
Christene C. Moss	127	441	435	405	406	435
John T. White	129	-	726	739	738	761
Harlean Beal	130	562	557	537	543	530
Rosemont Park	131	-	565	589	609	619
Glen Park	132	785	764	767	787	786
W.M. Green	133	686	741	706	741	773
Greenbriar	134	612	632	608	621	590
Van Zandt-Guinn	135	287	285	320	331	341
Hubbard	137	741	651	669	676	693
H.V. Helbing	138	650	617	577	564	554
Milton L. Kirkpatrick	139	440	432	427	455	435
Meadowbrook	141	895	728	733	728	723
D. McRae	143	820	834	723	675	673
Mitchell Boulevard	144	483	469	519	475	460
M.H. Moore	146	572	520	513	543	549
Morningside	147	577	669	733	728	699
Charles E. Nash	148	260	270	268	273	276
North Hi Mount	149	261	280	289	320	363
Oakhurst	150	697	701	698	673	668
Natha Howell	151	472	493	485	513	480
Oaklawn	152	526	543	576	567	566
A.M. Pate	153	576	551	521	504	496
Mary Louise Phillips	154	511	481	510	541	554
Ridglea Hills	156	701	707	667	638	666
Luella Merrett	157	649	636	626	641	629
Versia L. Williams	159	499	491	466	472	498
Maudrie M. Walton	160	474	479	500	446	476
Sam Rosen	161	541	522	536	548	562
Sagamore Hill	162	801	675	720	761	757
Bruce Shulkey	163	430	410	482	478	528
Richard Wilson	165	765	579	579	569	584
South Hi Mount	166	587	587	556	557	542
South Hills	167	894	877	889	843	835
Springdale	168	565	564	534	535	536
Sunrise	169	438	422	444	414	442

Student Enrollment History

		2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual
<u>Elementary Schools, continued</u>						
Tanglewood	171	690	722	771	733	749
W.J. Turner	172	518	554	556	575	576
Washington Heights	175	340	361	353	353	343
Waverly Park	176	788	816	795	794	810
Westcliff	177	497	506	507	543	554
Westcreek	178	847	828	787	745	722
Western Hills	180	803	813	770	802	821
Worth Heights	184	822	828	748	734	720
David K. Sellars	186	680	720	747	718	660
J.T. Stevens	187	343	347	330	328	451
Atwood McDonald	188	612	596	607	664	631
Riverside Applied	190	294	298	300	318	322
Daggett Montessori	194	552	555	555	523	507
Bill J. Elliott	206	669	701	581	600	650
Westpark	207	372	406	437	482	484
T.A. Sims	208	698	769	706	736	752
Edward J. Briscoe	209	396	408	394	405	473
Woodway	216	644	652	587	594	584
I.M. Terrell	217	297	291	291	280	265
Lowery Road	219	927	636	685	650	689
Alice D. Contreras	220	833	739	715	732	737
Western Hills Primary	221	573	618	600	550	585
Clifford Davis	222	588	691	707	711	776
Cesar Chavez	223	538	554	546	575	569
M.G. Ellis	224	485	471	455	462	457
Bonnie Brae	225	446	480	479	462	455
Seminary Hills	226	568	417	421	398	419
Dolores Huerta	227	591	603	643	615	607
Total Elementary Schools		<u>45,427</u>	<u>46,464</u>	<u>46,145</u>	<u>46,272</u>	<u>47,038</u>

Student Enrollment History

		<u>2010-11</u> <u>Actual</u>	<u>2011-12</u> <u>Actual</u>	<u>2012-13</u> <u>Actual</u>	<u>2013-14</u> <u>Actual</u>	<u>2014-15</u> <u>Actual</u>
<u>Disciplinary Alternative Schools</u>						
Tier 1 North Side High School	245					
Tier 1 Southwest High School	246					
Tier 1 Dunbar 6th Grade	247					
Tier 1 Kirkpatrick Middle School	248					
Tier 1 Leonard Middle School	249					
Tier 1 Rosemont Middle School	254					
Total Disc. Alternative Schools		<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total All Schools		<u>81,055</u>	<u>82,615</u>	<u>83,038</u>	<u>84,021</u>	<u>85,405</u>

Note: Enrollment for students who are sent to alternative schools remains at the student's home school.

Student Enrollment Forecasts

Enrollment projections are one of the most significant factors in the budget development and long-range financial planning process. Enrollment projections are designed to predict the student enrollment of the District based on geographic data, student data, migration data, and historical data of student populations. The District used two models to produce enrollment projections. The first method, Cohort Survival, uses historical data to project the number of students based on a survival rate.

This survival rate is based on three key elements:

- Progressors – Students who are promoted to the next grade level within the District.
- Retained – Students who are retained at their current grade within the District.
- Migrants – Students who are new, first time students in the District.

The other model used to predict enrollment growth is Linear Regression Trend Analysis. This method uses historical data (ten years) to determine a best-fit trend line per grade level. This model projects an even growth rate based on this trend line and is very effective when growth patterns are somewhat consistent.

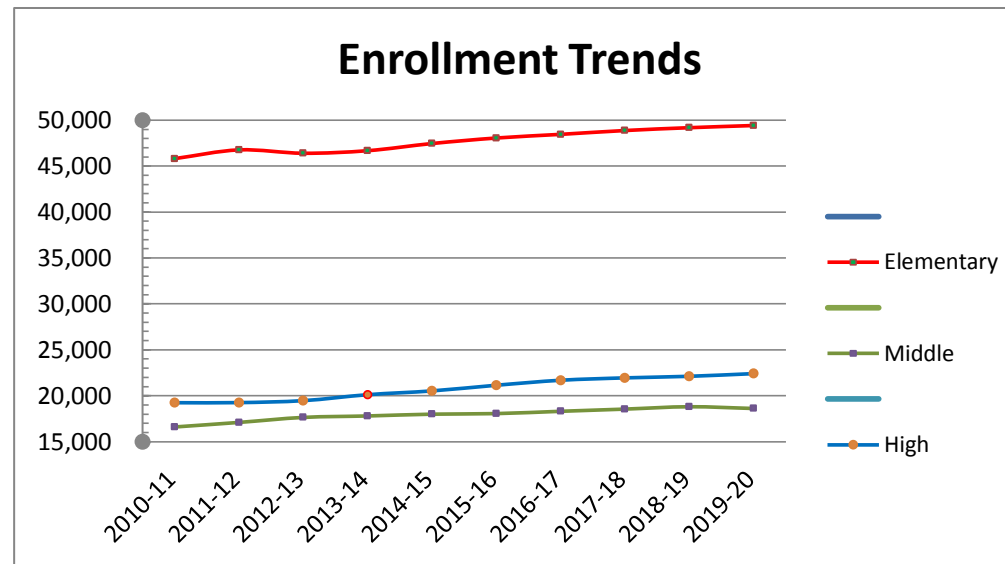
The average of these two models forms the basis for our enrollment projections. By using both models, the District is considering the “trend”, yet realizing other survival factors which affect the enrollment growth.

In addition to these statistical algorithms, the District also contracts with Templeton Demographics who works with our staff to monitor the growth of every subdivision and apartment complex within the District. Information regarding the age and number of units, along with the number of students, allows us to develop profiles on these developments. Utilizing these profiles, we can anticipate enrollment trends of new developments as well as changes, such as renovations to aging apartment complexes. The combination of statistical trends and detailed development information allows the District to forecast trends, as well as prepare for exceptions. With the aggressive growth of the Fort Worth Metroplex area, the District has engaged Templeton Demographics to provide an in depth analysis not only of Fort Worth Independent School District, but surrounding districts as well to identify needs that should be incorporated into long range planning.

On the enrollment worksheet, ADA is projected by converting enrollment into full-time equivalents and multiplying by the average attendance rate for the last three years. These ADA figures are an important component of state revenue projections.

Student Enrollment Trends

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Projected	2016-17 Projected	2017-18 Projected	2018-19 Projected	2019-20 Projected
Elementary										
Early Education	287	343	345	325	221	225	225	225	225	225
Pre-kindergarten	4,527	4,361	4,322	4,434	4,969	5,471	5,968	6,465	6,874	6,943
Kindergarten	7,098	7,314	7,048	6,991	7,025	7,045	7,065	7,085	7,105	7,125
Grade 1	7,409	7,657	7,681	7,550	7,411	7,490	7,511	7,532	7,554	7,575
Grade 2	6,970	7,084	7,217	7,390	7,417	7,135	7,211	7,231	7,252	7,272
Grade 3	6,910	6,870	6,837	6,983	7,104	7,156	6,884	6,957	6,977	6,997
Grade 4	6,525	6,694	6,549	6,582	6,859	6,864	6,915	6,652	6,723	6,742
Grade 5	6,085	6,438	6,397	6,420	6,449	6,669	6,674	6,723	6,468	6,536
Total Elementary Schools	45,811	46,761	46,396	46,675	47,455	48,055	48,453	48,870	49,178	49,415
Middle School										
Grade 6	5,844	5,829	6,096	6,033	6,066	6,095	6,303	6,308	6,354	6,113
Grade 7	5,446	5,808	5,780	6,027	6,007	6,019	6,048	6,254	6,259	6,305
Grade 8	5,309	5,459	5,765	5,739	5,921	5,943	5,956	5,984	6,189	6,194
Total Middle Schools	16,599	17,096	17,641	17,799	17,994	18,057	18,307	18,546	18,802	18,612
High School										
Grade 9	5,765	6,208	6,508	6,812	6,745	6,913	6,938	6,953	6,986	7,224
Grade 10	4,908	4,888	4,771	4,986	5,276	5,401	5,536	5,555	5,567	5,594
Grade 11	4,338	4,452	4,489	4,532	4,550	4,856	4,971	5,095	5,113	5,124
Grade 12	4,230	3,704	3,698	3,784	3,955	3,974	4,241	4,342	4,450	4,466
Total High Schools	19,241	19,252	19,466	20,114	20,526	21,144	21,686	21,945	22,116	22,408
Total All Campus	81,651	83,109	83,503	84,588	85,975	87,256	88,446	89,361	90,096	90,435



Student Dropout Rates - Grades 7 through 12

School Year	Number of Students	Number of Dropouts	Dropout %
2010-11	32,150	775	2.4%
2011-12	32,921	843	2.6%
2012-13	32,769	657	2.0%
2013-14	33,735	532	1.6%

Source: 2010-11 & 2011-12 TEA Academic Excellence Indicator System (AEIS).

Source: Starting in 2012-13 Texas Academic Performance Report (TARP)

NOTE:

Beginning in 2005-06, the definition of a dropout changed. Senate Bill (SB) 186 (Texas Education Code 39.051, 2004) required that dropout rates be computed according to the National Center for Education Statistics (NCES) dropout definition beginning with the 2005-06 school year. Under the NCES definition, a dropout is a student who is enrolled in public school in grades 7-12, does not return to public school the following fall, is not expelled, and does not graduate, receive a GED, continue school outside the public school system, begin college, or die. The total number of students in the denominator of the dropout rate is the cumulative number of students in attendance in the District at any time during the year.

Comparison of Five Largest Districts by Enrollment 2013-14

District	Total Students	Dropout Rate
Houston ISD	81,991	2.2%
Dallas ISD	63,603	1.6%
Cypress-Fairbanks ISD	51,699	0.8%
Northside ISD	47,971	0.6%
Fort Worth ISD	34,081	1.9%

TARRANT COUNTY ISD/SAT STATISTICS

School District	Enrollment	Mean SAT	District Rating
Arlington	63,882	977	Met Standard
Azle	6,156	962	Met Standard
Birdville	24,389	991	Met Standard
Carroll	7,884	1167	Met Standard
Castleberry	4,076	901	Met Standard
Crowley	14,985	917	Met Standard
Eagle Mountain /Saginaw	18,659	987	Met Standard
Everman	5,543	826	Met Standard
Fort Worth	85,975	892	Met Standard
Grapevine-Colleyville	13,748	1100	Met Standard
Hurst-Euless-Bedford	22,416	1000	Met Standard
Keller	33,619	1049	Met Standard
Kennedale	3,126	979	Met Standard
Lake Worth	3,195	849	Met Standard
Mansfield	33,410	978	Met Standard
Northwest	19,831	1014	Met Standard
White Settlement	6,664	936	Met Standard

Source: Texas Education Agency, 2014 - 2015 School Year

State of Texas Assessments of Academic Readiness (STAAR)

Fort Worth Independent School District

2014 and 2015 STAAR Results – All Grades by Subject Area and Student Group
Percentage Meeting Level II Phase-in 1 Satisfactory Standard

Group	Reading/ELA		Math		Writing		Science		Social Studies	
	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
All Students	66%	67%	67%	73%	61%	62%	75%	70%	69%	71%
African American	56%	58%	53%	64%	51%	52%	61%	59%	61%	62%
Hispanic	66%	68%	69%	74%	61%	62%	70%	70%	69%	70%
White	85%	86%	84%	86%	80%	80%	88%	89%	87%	89%
Econ. Dis.	63%	65%	64%	72%	58%	59%	67%	66%	64%	67%
Eng. Lang. Learners	55%	56%	62%	53%	49%	55%	51%	51%	35%	37%
Special Education	49%	33%	51%	33%	43%	17%	49%	39%	48%	37%

Fort Worth Independent School District

2014 and 2015 STAAR Results – All Grades by Subject Area and Student Group
Percentage Meeting Level II Final (College-Readiness) Standard

Group	Reading/ELA		Math		Writing		Science		Social Studies	
	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
All Students	32%	32%	27%	40%	23%	25%	32%	34%	31%	33%
African American	20%	21%	15%	26%	14%	15%	20%	21%	19%	24%
Hispanic	30%	30%	27%	39%	22%	24%	30%	32%	28%	31%
White	61%	63%	50%	63%	47%	47%	62%	65%	61%	61%
Econ. Dis.	27%	27%	23%	36%	19%	21%	27%	21%	27%	27%
Eng. Lang. Learners	21%	18%	19%	15%	18%	19%	15%	19%	15%	5%
Special Education	17%	8%	18%	7%	15%	4%	15%	10%	10%	11%

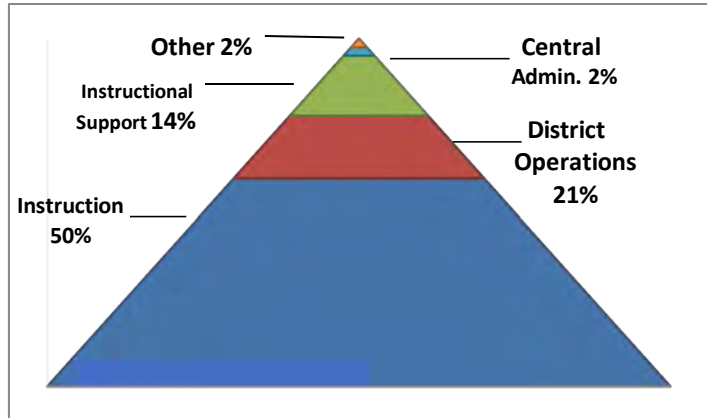
- **STAAR Percent at Phase-in I Level II or above.** This is the accountability indicator used to determine the state rating for campuses and districts. Note the following:
 - The first measure combines all subject and all grades.
 - The performance shown includes the outcomes on the STAAR tests given to grades 3-8 and the EOC performance and TAKS grade 11.
 - Performance includes the cumulative passing rate from the first and second administrations for grades 5 and 8 reading and mathematics.
 - Performance includes the STAAR, STAAR Modified, STAAR alternate, TAKS and TAKS Accommodated assessments.
 - Performance includes all STAAR Spanish versions.

- **STAAR Percent at Final Level II or above.** This indicator shows the percent of students who are sufficiently prepared for postsecondary success. Note the following:
 - The first measure combines all subjects and all grades.
 - The performance shown includes the outcomes on the STAAR tests given to grade 3-8 and the EOC performance and TAKS grade 11.
 - Performance includes the cumulative passing rate from the first and second administrations for grades 5 and 8 reading and mathematics.
 - Performance includes the STAAR, STAAR Modified, STAAR Alternate, TAKS, and TAKS Accommodate assessments.
 - Performance includes all STAAR Spanish versions.

Source: Texas Academic Performance Reports (TAPR) 2014 - 2015

IMPORTANT NUMBERS

2015-16 Operating Budget
\$716,074,057



Our District

ACCREDITATION

DISTRICT	TEXAS EDUCATION AGENCY
HIGH SCHOOLS	SOUTHERN ASSOC. OF COLLEGES & SCHOOLS
TEA DISTRICT RATINGS	MET STANDRAD

Our Schools 2015-16

TOTAL NUMBER OF SCHOOLS 144

ELEMENTARY SCHOOLS	83
MIDDLE SCHOOLS	26
HIGH SCHOOLS	20
ALTERNATIVE SCHOOLS	15

Transportation

NUMBER OF BUSES RUNNING DAILY	382
NUMBER OF BUSE ROUTES	1,668
NUMBER OF STUDENTS TRANSPORTED DAILY	16,727
NUMBER OF MILES DRIVEN IN 2013-14	4,188,786

Nutrition Services

BREAKFAST SERVED DAILY	31,147
LUNCHESSERVED DAILY	60,727
STUDENTS ELIGIBLE FOR FREE/REDUCED MEALS	66,810
PERCENTAGE OF FREE OR REDUCED PRICE MEALS	85%

Personnel Overview

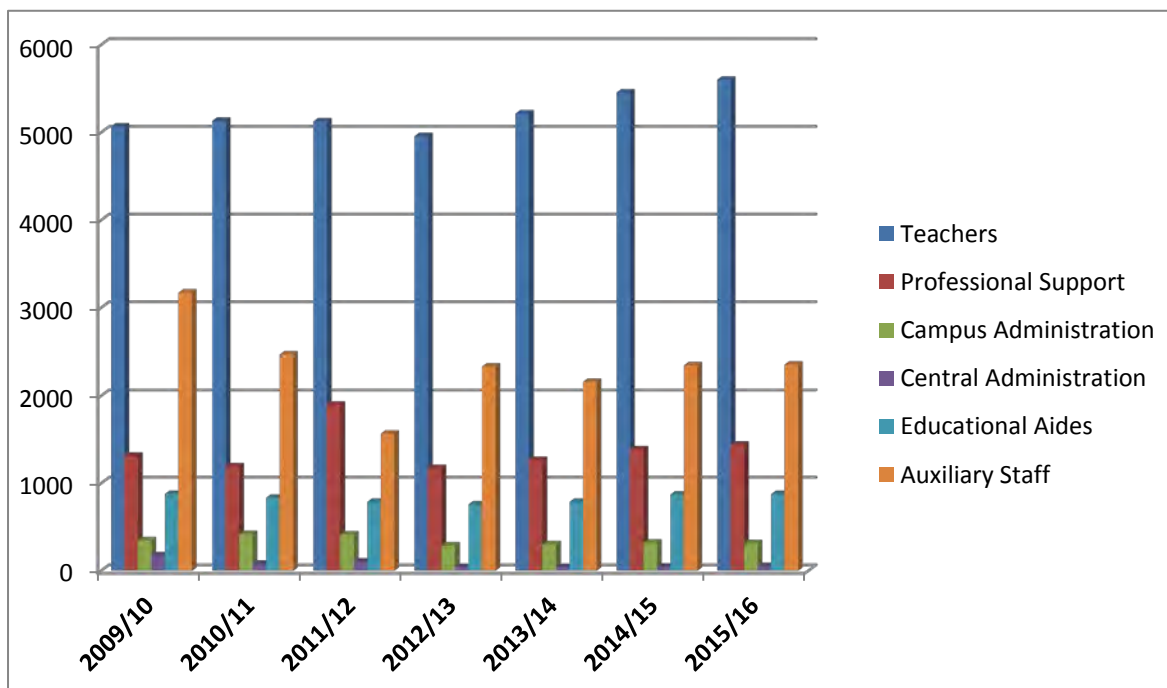
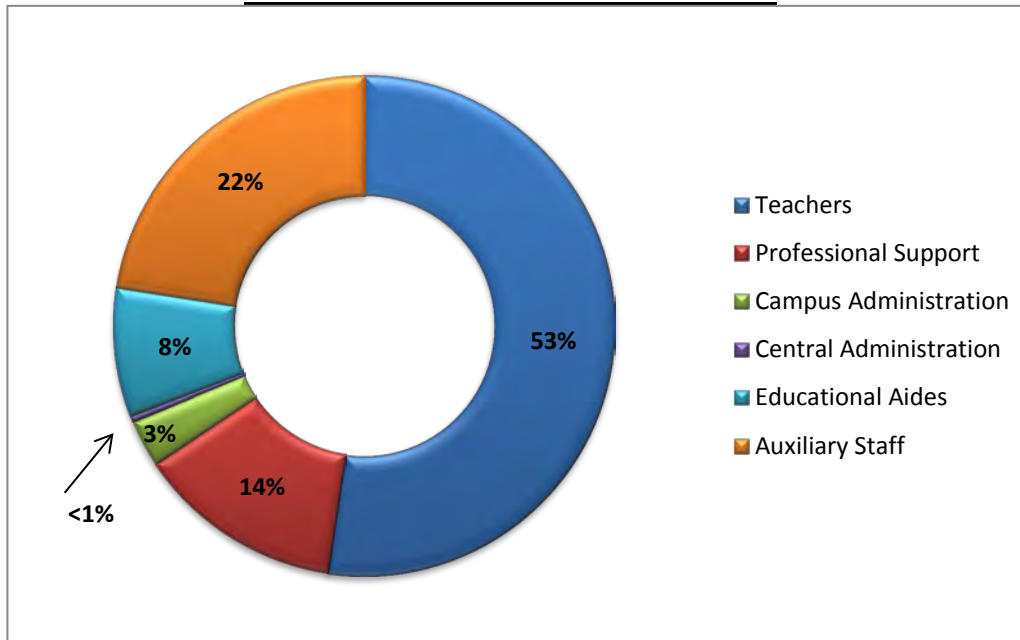
The following table and chart depicts the data included in the Texas Academic Performance Report for the last seven fiscal years (please note that prior to 2012/13 the report was called the Fall AEIS snapshot):

	<u>2009/10</u>	<u>2010/11</u>	<u>2011/12</u>	<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>
Teachers	5069	5132	5126	4958	5217	5457	5603
Professional Support	1314	1195	1899	1174	1268	1387	1440
Campus Administration	348	420	414	289	303	319	313
Central Administration	177	78	105	44	42	46	54
Educational Aides	879	835	787	758	787	871	876
Auxiliary Staff	3173	2472	1568	2334	2160	2347	2357
	<u>10960</u>	<u>10132</u>	<u>9899</u>	<u>9557</u>	<u>9777</u>	<u>10427</u>	<u>10643</u>

Number of Students (ADA)	74602	75439	76041	76394	77394	79153	79487
Student Teacher Ratio	14.72	14.70	14.83	15.41	14.83	14.50	14.19

Note: Increase in personnel for 2015/16 is due to program growth and student growth.

Our Employees 2015/16



2015 - 2016 Teacher Salary Schedule



<u>Year</u>	<u>Bachelor's</u>	<u>Master's</u>	<u>Doctorate</u>
0	\$50,000	\$51,000	\$53,000
1	\$50,463	\$51,484	\$53,766
2	\$50,926	\$51,968	\$54,075
3	\$51,389	\$52,452	\$54,562
4	\$51,852	\$52,936	\$54,822
5	\$52,315	\$53,420	\$55,720
6	\$52,782	\$53,907	\$57,198
7	\$53,039	\$54,128	\$57,471
8	\$53,581	\$54,703	\$57,712
9	\$53,937	\$55,154	\$58,026
10	\$54,509	\$55,732	\$58,327
11	\$55,083	\$56,345	\$59,681
12	\$55,441	\$56,689	\$59,986
13	\$55,790	\$57,034	\$60,211
14	\$56,139	\$57,384	\$60,310
15	\$56,486	\$58,211	\$60,400
16	\$56,843	\$58,350	\$61,147
17	\$57,323	\$58,593	\$61,449
18	\$57,688	\$59,000	\$61,594
19	\$58,269	\$59,760	\$61,778
20	\$58,943	\$60,355	\$61,985
21	\$60,324	\$61,455	\$65,194
22	\$61,156	\$62,571	\$66,093
23	\$61,764	\$63,097	\$66,276
24	\$62,615	\$63,954	\$66,480
25	\$63,574	\$65,503	\$66,732
26	\$65,632	\$66,782	\$70,529
27	\$65,744	\$67,534	\$70,642
28	\$66,223	\$67,703	\$70,753
29	\$67,232	\$68,551	\$71,394
30	\$67,705	\$69,463	\$71,411
31	\$69,764	\$70,867	\$74,773
32+	\$77,306	\$79,141	\$82,991

New hires are required to submit original service records for verification of prior teaching experience no later than June 30, 2016 for consideration in the 2015-2016 school year.

This salary schedule is based on 187 days for the 2015 – 2016 school year only and cannot be used to predict future salaries.

Fort Worth Independent School District
 Total Outstanding Debt Service

FYE	Principal	Interest	Total P+I
2016	56,075,000	33,261,054	89,336,054
2017	48,215,000	33,533,500	81,748,500
2018	47,445,000	31,274,750	78,719,750
2019	46,680,000	29,251,950	75,931,950
2020	48,865,000	27,068,025	75,933,025
2021	47,570,000	24,874,513	72,444,513
2022	44,205,000	22,810,788	67,015,788
2023	42,350,000	20,812,113	63,162,113
2024	44,300,000	18,908,888	63,208,888
2025	46,375,000	16,910,913	63,285,913
2026	48,575,000	14,743,488	63,318,488
2027	50,875,000	12,512,513	63,387,513
2028	51,365,000	10,123,300	61,488,300
2029	31,615,000	7,555,050	39,170,050
2030	19,895,000	6,052,400	25,947,400
2031	9,380,000	5,057,650	14,437,650
2032	9,865,000	4,588,650	14,453,650
2033	10,350,000	4,095,400	14,445,400
2034	10,860,000	3,615,800	14,475,800
2035	11,385,000	3,072,800	14,457,800
2036	11,905,000	2,575,700	14,480,700
2037	12,475,000	2,024,050	14,499,050
2038	13,065,000	1,445,700	14,510,700

**Fort Worth Independent School District
Outstanding Bond Issues**

Decription	Original Issue	Debt Outstanding
Unlimited Tax Refunding Bonds, Series 2006 Tax Refunding Bonds, Series 1999 were refunded- \$24,575,000 Tax Refunding Bonds, Series 2001 were refunded- \$46,300,000 Tax Refunding Bonds, Series 2001A were refunded- \$41,465,000	\$ 112,339,995	\$ 99,625,000
Unlimited Tax School Bldg Bonds, Series 2008 2007-Capital Improvement Program, Straight to the Classroom*	224,525,000	30,255,000
Unlimited Tax Refunding Bonds, Series 2008 Refund Maintence Tax Notes, Series 2004A, Series 2006	6,700,000	1,315,000
Unlimited Tax Qualified School Const Bonds, Series 2009 (Tax Credit Bond) 2007-Capital Improvement Program, Straight to the Classroom*	31,600,000	23,700,000
Unlimited Tax Refunding & School Bldg Bonds, Tax Series 2009 Unlimited Tax Sch Bldg Refunding and Improvements Bonds, Series 1999 were refunded- \$2,155,000 2007-Capital Improvement Program, Straight to the Classroom*- \$174,600,000	176,755,000	133,070,000
Unlimited Tax Qualified School Const Bonds, Series 2010 2007-Capital Improvement Program, Straight to the Classroom*	15,000,000	13,865,000
Unlimited Tax School Bldg Bonds, Series 2010 2007-Capital Improvement Program, Straight to the Classroom*	103,715,000	95,925,000
Unlimited Tax School Building Bonds, Series 2014 2013-Capital Improvement Program, Commitment to Classrooms**	122,825,000	114,195,000
Unlimited Tax Refunding & School Bldg Bonds, Series 2015 Unlimited Refunding Bonds, Series 2005 were refunded- \$48,445,000 Unlimited Tax School Building Bonds, Series 2008 were refunded- \$135,740,000 2013-Capital Improvement Program, Commitment to Classrooms**- \$86,355,000	270,540,000	270,540,000
	\$ 1,063,999,995	\$ 782,490,000
2007-Capital Improvement Program, Straight to the Classroom* <i>New schools , additional classrooms, bus replacement, student instruments and uniforms, technology refresh and athletic facilities upgrade</i>		
2013-Capital Improvement Program, Commitment to Classrooms** <i>New schools, additional pre-K classrooms, security and technology upgrades, bus replacements, compliance renovations and Wi-Fi study areas</i>		

Financial Allocation Study of Texas (FAST)

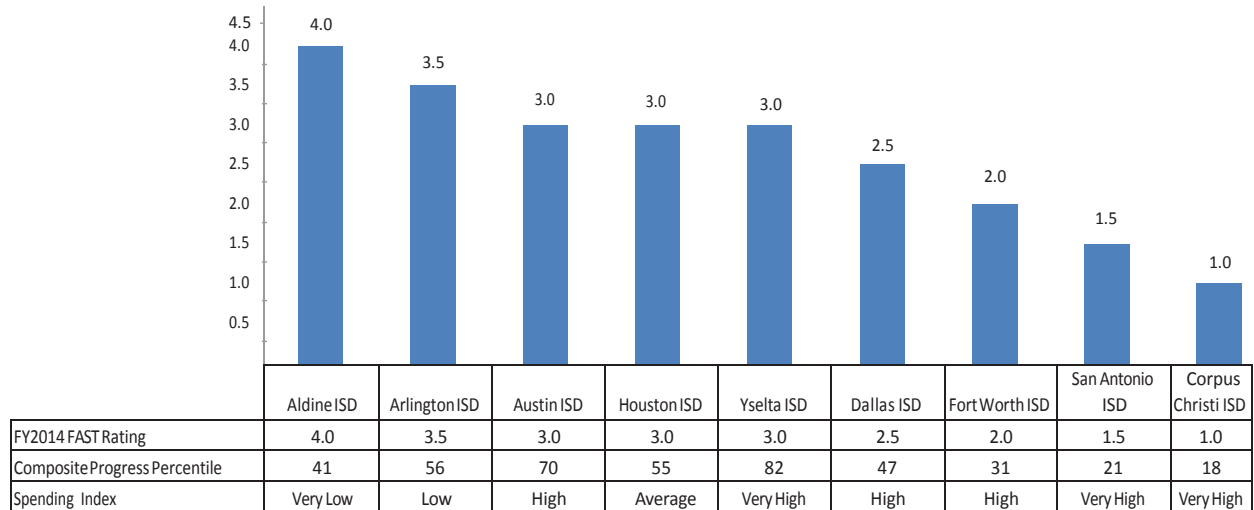
The Financial Allocation Study of Texas (FAST) measures how spending in every Texas public school district and campus translates to student academic progress. FAST looks at academic, financial and demographic data and identifies school districts and campuses that produce high academic achievement while maintaining cost-effective operations. FAST takes into account multiple academic indicators including TEA accountability ratings, STAAR results, dropout and completion and college readiness. FAST utilizes financial indicators such as spending, revenue, taxes, fund balance and debt. Finally, FAST also takes into account demographic indicators of both the students and staff.

Academic Progress Measure + Spending Index = FAST Ratings

Composite Academic Progress Percentile	Spending Index				
	Very High	High	Average	Low	Very Low
80-99 ■■■■■	3 STARS ★★★★☆	3½ STARS ★★★★☆	4 STARS ★★★★☆	4½ STARS ★★★★☆	5 STARS ★★★★☆
60-79 ■■■■□	2½ STARS ★★★★☆	3 STARS ★★★★☆	3½ STARS ★★★★☆	4 STARS ★★★★☆	4½ STARS ★★★★☆
40-59 ■■■□□	2 STARS ★★★★☆	2½ STARS ★★★★☆	3 STARS ★★★★☆	3½ STARS ★★★★☆	4 STARS ★★★★☆
20-39 ■■□□□	1½ STARS ★★★★☆	2 STARS ★★★★☆	2½ STARS ★★★★☆	3 STARS ★★★★☆	3½ STARS ★★★★☆
LESS THAN 20 ■□□□□	1 STAR ★★★★☆	1½ STARS ★★★★☆	2 STARS ★★★★☆	2½ STARS ★★★★☆	3 STARS ★★★★☆

Source: <http://www.fastexas.org/about/data.php>

Fort Worth Independent School District FY2014 FAST Rating Comparison to Urban Peers



Source: <http://www.fastexas.org>



Financial Integrity Rating System of Texas

2014-2015 RATINGS BASED ON SCHOOL YEAR 2013-2014 DATA - DISTRICT STATUS DETAIL

Name: FORT WORTH ISD(220905)	Publication Level 1: 8/20/2015 11:24:40 AM
Status: Passed	Publication Level 2: 8/20/2015 11:24:40 AM
Rating: Pass	Last Updated: 8/20/2015 11:24:40 AM
District Score: 30	Passing Score: 16

#	Indicator Description	Updated	Score
1	<u>Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?</u>	4/6/2015 3:18:07 PM	Yes
2	<u>Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)</u>	4/6/2015 3:18:08 PM	Yes
3	<u>Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)</u>	4/6/2015 3:18:08 PM	Yes
4	<u>Was the total unrestricted net asset balance (Net of the accretion of interest for capital appreciation bonds) in the governmental activities column in the Statement of Net Assets greater than zero? (If the school district's change of students in membership over 5 years was 10 percent or more, then the school district passes this indicator.)</u>	7/30/2015 12:32:25 PM	Yes
			1 Multiplier Sum
5	<u>Was the school district's administrative cost ratio equal to or less than the threshold ratio? (See ranges below.)</u>		10

		7/15/2015 12:06:11 PM	
6	<u>Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?</u>	8/17/2015 6:02:12 PM	10
7	<u>Did the external independent auditor report that the AFR was free of any instance (s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)</u>	4/6/2015 3:18:11 PM	10
			30 Weighted Sum
			1 Multiplier Sum
			30 Score

DETERMINATION OF RATING

A.	Did The District Answer 'No' To Indicators 1, 2, 3, Or 4? If So, The District's Rating Is Substandard Achievement .	
B.	Determine Rating By Applicable Range For Summation of the Indicator Scores (Indicators 5-7)	
	Pass	16-30
	Substandard Achievement	<16

Home Page: [Financial Accountability](#) | Send comments or suggestions to FinancialAccountability@tea.state.tx.us

THE **TEXAS EDUCATION AGENCY**
1701 NORTH CONGRESS AVENUE · AUSTIN, TEXAS, 78701 · (512) 463-9734

**Fort Worth ISD
Financial Integrity Rating System of Texas
2013-2014 REPORT (THREE YEAR COMPARISON)**

The district's financial management performance under each indicator for the current and previous years' financial accountability ratings is shown below:

Previous Indicators	Current Indicators	Indicator Description	2012 Result	2013 Result	2014 Result
4	1	Was the complete Annual Financial Report (AFR) and data submitted to TEA within 30 days of the November 27 or January 28 deadline depending upon the District's fiscal year end date of June 30 or August 31, respectively?	Yes	Yes	Yes
5	2	Was There An Unmodified Opinion in Annual Financial Report as a whole?	Yes	Yes	Yes
N/A	3	Was the District in compliance with the payment terms of all debt agreements at fiscal year end?	N/A	N/A	Yes
2	4	Was the Total Unrestricted Net Asset Balance (Net of Accretion of Interest on Capital Appreciation Bonds) in the Governmental Activities Column in the Statement of Net Assets Greater than Zero? (If the District's 5 year % Change in Students was 10% More)	Yes	Yes	Yes
15	5	Was The Administrative Cost Ratio Less Than The Threshold Ratio?	5	5	10
8	6	Did The Comparisons Of PEIMS Data To Like Information In Annual Financial Report Result In An Aggregate Variance Of Less Than 3 Percent Of Expenditures Per Fund Type (Data Quality Measure)?	5	5	10
6	7	Did the external independent auditor report the Annual Financial Reports was free of any material weakness in internal controls over financial reports and compliance for local, state, or federal funds?	Yes	Yes	10

Previous Indicators	Current Indicators	Indicator Description	2012 Result	2013 Result	2014 Result
1	Indicator Removed	Was The Total Fund Balance Less Non-Spendable and Restricted Fund Balance Greater Than Zero In The General Fund?	Yes	Yes	N/A
3	Indicator Removed	Were There No Disclosures In The Annual Financial Report And/Or Other Sources Of Information Concerning Default On Bonded Indebtedness Obligations?	Yes	Yes	N/A
7	Indicator Removed	Was The Three-Year Average Percent Of Total Tax Collections (Including Delinquent) Greater Than 98%?	5	5	N/A
9	Indicator Removed	Were Debt Related Expenditures (Net Of IFA And/Or EDA Allotment) < \$350.00 Per Student? (If The District's Five-Year Percent Change In Students = Or > 7%, Or If Property Taxes Collected Per Penny Of Tax Effort > \$200,000, Then Answer This Indicator Yes)	5	5	N/A
10	Indicator Removed	Was There No Disclosure In The Annual Audit Report Of Material Noncompliance?	5	5	N/A
11	Indicator Removed	Did The District Have Full Accreditation Status In Relation To Financial Management Practices? (e.g. No Conservator Or Monitor Assigned)	5	5	N/A
12	Indicator Removed	Was The Aggregate Of Budgeted Expenditures And Other Uses Less Than The Aggregate Of Total Revenues, Other Resources and Fund Balance In General Fund?	0***	0***	N/A
13	Indicator Removed	If The District's Aggregate Fund Balance In The General Fund And Capital Projects Fund Was Less Than Zero, Were Construction Projects Adequately Financed? (To Avoid Creating Or Adding To The Fund Balance Deficit Situation)	5	5	N/A
14	Indicator Removed	Was The Ratio Of Cash And Investments To Deferred Revenues (Excluding Amount Equal To Net Delinquent Taxes Receivables) In The General Fund = Or > 1:1? (If Deferred Revenues < Net	5	5	N/A

Previous Indicators	Current Indicators	Indicator Description	2012 Result	2013 Result	2014 Result
		Delinquent Taxes Receivable)			
16	Indicator Removed	Was The Ratio Of Students To Teachers Within the Ranges Shown Below According To District Size?	5	5	N/A
17	Indicator Removed	Was The Ratio Of Students To Total Staff Within the Ranges Shown Below According To District Size?	5	5	N/A
18	Indicator Removed	Was The Decrease In Undesignated Unreserved Fund Balance < 20% Over Two Fiscal Years?(If Total Revenues > Operating Expenditures In The General Fund, Then District Receives 5 Points)	0	0	N/A
19	Indicator Removed	Was The Aggregate Total Of Cash And Investments In The General Fund More Than \$0?	5	5	N/A
20	Indicator Removed	Were Investment Earnings In All Funds (Excluding Debt Service Fund and Capital Projects Fund) Meet or Exceed the 3-month Treasury Bill Rate?	5**	5**	N/A

****For the 2010-2011 reporting period, the criteria used for rating investment earnings performance changed. In previous years, investment earnings performance was determined by the amount of investment earnings per student (i.e. \$20.00). Beginning with the 2010-2011 reporting period, the investment earnings rating was measured against the 3-month Treasury Bill Rate and whether the District met or exceeded that rate.**

*****For the 2011-2012 reporting period, the district received zero points for Indicator 12 as the fall PEIMS submission indicated that budgeted expenditures exceeded the aggregated total of budgeted revenue, other resources and fund balance. The District appealed this rating demonstrating that this was a reporting error only resulting from an incorrect budget entry into the software system and not an actual failure to meet this indicator. Although the District provided evidence supporting this, the appeal was denied resulting in an "Above Standard Achievement" rating in lieu of a Superior rating.**

RESEARCH BRIEF

PROGRAM EFFICIENCY, EFFECTIVENESS AND SUSTAINABILITY

QUARTER NO. 4

September 24, 2015

Voice of the Customer: A longitudinal examination of trends over time

Abstract

Purpose – The purpose of this research brief is to provide an overview of FWISD Key Strategic Goals and Key Strategic Objectives through customer voice. Data from stakeholder surveys were used to frame district progress toward goals and objectives and to examine trends in stakeholder perceptions over time.

Design/methodology/approach – For the trend analyses, three years of survey data were used from 2011-12 through 2013-14 and included multiple stakeholder surveys (Elementary Student, Secondary Student, Senior Exit, Parent, Teacher, and Principal). Survey questions were reviewed, aligned to KSGs and KSOs, and used if data were available for all three years.

Findings – Overall, there were no significant trends across the three years. For Key Strategic Goals, significant differences emerged between stakeholders and in cases where stakeholders' perceptions were examined by school level, the differences were again significant. Generally, elementary students held the most positive perceptions towards District efforts to meet Key Strategic Goals. Conversely, principals and secondary students tended to be most critical of District efforts to meet Key Strategic Goals. In cases where stakeholder perceptions significantly changed over the 3 years, those changes universally declined.

Research limitations/implications – Not all surveys included questions that could be easily aligned to KSGs or KSOs limiting the ability to assess stakeholder perceptions in all areas. Additionally, there were changes in question format or scaling that created some issues in alignment of questions for year-to-year comparisons.

Practical implications – Overall, district stakeholders respond relatively the same each year.

Opportunities for Improvement – A few significant decreases in stakeholder perceptions at various school levels (elementary, middle, high, and other) warrant further study to determine why these decreases occurred.

Recommendations – Add 2014-2015 survey data to the longitudinal file to see if those areas experiencing significant decreases continue. Additionally, drilling down to campus level trends may help determine if the trends are isolated or district wide.

Key words – Stakeholder voice, Trend Analyses, Key Strategic Goals, Key Strategic Objectives, Student Voice, Teacher Voice, Parent Voice, Principal Voice

Voice of the Customer: A longitudinal examination of trends over time

The vision for Fort Worth ISD is “Igniting in every child a passion for learning.” Igniting this passion for learning first requires engaging students, teachers, parents, and principals in the learning process and creating an environment conducive to learning.

A recent report from Education Week (2013) reports “national initiatives to improve schools tend to focus heavily on curriculum, testing, and personnel. However, a growing consensus also recognizes that the elements that make up school climate—including peer relationships, students' sense of safety and security, and the disciplinary policies and practices they confront each day—play a crucial part in laying the groundwork for academic success. Those factors, along with resources and the ability of school staff members to meet students' needs, are seen as especially important for low-performing schools and at-risk students” (p. 1).

Research on school climate focuses on safety, relationships, teaching and learning, and environment (Center for Social and Emotional Education, 2010); emphasizes the critical role that school climate plays in the development of student achievement; and relates that schools with higher climate ratings experience lower achievement gaps (Shindler, Jones, Williams, Taylor, & Cadenas, 2009). Multiple factors are associated with broader concepts including student/adult relationships, physical environment, school safety and size, feelings of trust and respect, academic performance, and students' perception of their campus (Marshall, 2004).

Fort Worth Independent School District believes that customer voice is important in assessing the quality of the teaching and learning environment. To that end, annual surveys are administered to students (elementary, secondary, and seniors), parents, teachers, and principals. This report examines trends in stakeholder responses organized within the District's Key Strategic Goals and Objectives to assess change over time and differences among stakeholders.

Methodology

For the trend analyses, three years of survey data were utilized from the following school years: 2011-2012, 2012-2013, and 2013-2014. Analyses covered survey responses from six District stakeholders: elementary students in Grades 3-5, secondary students in Grades 6-11, senior students (Grade 12), parents (all grade levels), principals (all grade levels), and teachers (all grade levels). Survey response rates across the 3 years ranged from 25% (parent) to 100% (principal), as shown in Table 1 below.

Table 1. Survey Response Rates, by Year and Stakeholder

Stakeholder	Survey Year					
	2011-2012		2012-2013		2013-2014	
	N	Response Rate (%)	N	Response Rate (%)	N	Response Rate (%)
Elementary Student	11,818	90	11,407	88	17,575	92
Secondary Student	24,131	75	23,266	70	21,946	73
Senior Student	3,121	85	3,000	81	2,579	73
Parent	14,613	28	21,854	39	1,699	25*
Principal	129	100	125	95	105	81
Teacher	2,748	53	3,443	67	3,737	70
All stakeholders	56,560	53	63,095	57	47,641	73

* Parents were sampled using a randomized, stratified sample. Campuses also received paper copies to bolster response rates.

The initial analyses included review of all survey questions across stakeholders. Questions were only included if they met the following criteria: data were available for all 3 years, questions had to clearly align with one of the District’s Key Strategic Objectives (KSO), and the scale had to remain consistent across all 3 years of the data. For instance, while parents have responded to questions regarding bullying every year, the questions changed from a level of agreement that students are bullied (four-point scale) to the frequency in which their own children are bullied at school (five-point scale). In this example, the questions regarding bullying were dropped from consideration. The final questions used in the trend analyses and their mean values for each year can be found in the Appendices on pages 21-26.

In order to keep the analyses consistent, all results reflect positive perceptions. In cases where a higher level of agreement reflects a negative response, such as principals responding to the degree in which they consider a particular factor a roadblock to student success, the inverse of that response was coded and utilized in the analyses instead of the original response. All but one set of questions utilized a four-point, Likert scale; one set of questions in the Senior Exit Survey employed a three-point scale. The impact of including the three-point scale was negligible in the analyses, since Senior Exit data were used only for one KSG (1), specifically one KSO (1.1), and seniors accounted for 5% of all stakeholders.

Analyses of stakeholder perceptions also included school level comparisons: Overall, KSG, and KSO trends were examined in terms of stakeholders overall, school level overall, and stakeholder by school level. Schools were grouped as elementary, middle, high, or other. Other schools included all those campuses that are organized in non-traditional instructional settings, and included Daggett and Como Montessori campuses and the two single-gender campuses, Young Men’s and Young Women’s Leadership Academies, all four of which serve multiple school levels; International Newcomer Academy, which serves recent immigrant middle and high school students; and the alternative campuses in operation during the survey years.

Interpreting Mean Values

A mean rating of “4.00” indicates the stakeholder strongly agrees with a statement, is very satisfied, perceives something/someone as highly effective, or that something occurs at a daily or very frequent rate. A rating of “3.00-3.99” indicates a lower, but still positive rating with a given item, compared with a “4.00.” A mean rating of “2.00-2.99” indicates that the stakeholder disagrees, is unsatisfied, sees something/someone as ineffective, or something occurs at an infrequent rate. Finally, a rating of “1.00-1.99” indicates strong disagreement, high degree of dissatisfaction or ineffectiveness, or something never or almost never occurring.

About the Trend Analyses

Trend analysis is a method of examining repeated measures to determine if there are consistent, significant changes in the data over time. Specifically, in this study, survey responses are reviewed over the 3 school years to see if stakeholders’ perceptions changed over time for a given KSG or KSO (i.e., if teachers’ perceptions of District efforts to develop a student and customer-centered staff changed over time). As a secondary consideration, survey responses are reviewed to see if stakeholder perceptions differed over the 3 years for a given KSG or KSO (i.e., if elementary and secondary students’ perceptions of District efforts to engage and communicate with their parents were similar across the 3 years).

Effects in trend analyses tend to emerge most clearly when patterns in data are consistent. Consequently, data that show declines in a subsequent year, but increases two years later will not show a significant trend, even if the declines and increases are easy to see. Conversely, data that decline in Years 2 and 3 might show a significant trend, even if the actual decreases are seemingly small.

For reporting, only statistically significant differences between either years or stakeholders are discussed in this report.

Results

Overall Trends

Across the 3-year period, stakeholder perceptions did not significantly change overall, although there is evidence of changes in perceptions for some stakeholders, in areas related to one or more KSGs. As shown in Table 2 below, overall mean perceptions increased in Year 2 of the study (2012-2013), and then declined slightly in Year 3 (2013-2014).

Table 2. Overall Mean Stakeholder Perceptions, by Survey Year

	Survey Year		
	2011-2012	2012-2013	2013-2014
	Mean Rating		
All Stakeholders and KSGs	2.67	3.07	2.99

An examination of overall perceptions by school level found no significant differences by school level or any overall changes over the 3-year period within each school level. Stakeholders significantly differed from one another across the 3-year period. The significant differences are

discussed within KSG and KSO findings, detailed in the sections below. No stakeholder perceptions significantly changed over the 3 years. Table 3 provides the overall mean response, by stakeholder for each year.

Table 3. Overall Mean Stakeholder Perceptions, by Stakeholder Survey and by Survey Year

Stakeholder	Survey Year		
	2011-2012	2012-2013	2013-2014
Elementary Survey	3.29	3.34	3.24
Secondary Survey	2.35	3.00	2.93
Senior Exit Survey	2.78	2.76	2.76
Parent Survey	3.24	3.14	2.90
Teacher Survey	3.18	3.13	3.05
Principal	2.97	2.84	2.83

Examination of overall perceptions by stakeholder in each of the four school levels found significant differences by stakeholder in all school levels, consistent with differences in overall stakeholder perceptions found above. For one school level, other schools, parents’ perceptions significantly declined over 3 years.

Key Strategic Goal Trends

For Key Strategic Goals, significant differences emerged between stakeholders and in cases where stakeholders’ perceptions were examined in terms of school level, the differences were again significant. Generally, elementary students held the most positive perceptions towards District efforts to meet Key Strategic Goals. Conversely, principals and secondary students tended to be most critical of District efforts to meet Key Strategic Goals.

A second finding regarding the trend analyses: In cases where stakeholder perceptions significantly changed over the 3 years, those changes universally declined. Specific findings regarding stakeholders and campus levels are presented below and organized by each Key Strategic Goal and its associated Key Strategic Objectives.

Key Strategic Goal 1: Increase Student Achievement

Table 4. KSG 1 mean rating across all stakeholders by year

Key Strategic Goal		
Goal 1: Increase Student Achievement		
2011-2012	2012-2013	2013-2014
Mean	Mean	Mean
2.52	3.06	3.01

- No significant change in mean rating in KSG 1 was observed over the 3 years.

Table 5. KSG 1 mean rating by stakeholder and school year

Stakeholder Survey	Key Strategic Goal		
	Goal 1: Increase Student Achievement		
	2011-2012	2012-2013	2013-2014
	Mean	Mean	Mean
Elementary Student	3.30	3.28	3.27
Secondary Student	2.27	3.02	2.95
Senior Exit	2.78	2.76	2.76
Parent	3.31	3.15	2.98
Teacher	3.28	3.25	3.20
Principal	2.95	2.75	2.74

- The trends, among stakeholder perceptions regarding KSG1: Increase Student Achievement, were significantly different across the 3-year period.
- While all stakeholders' perceptions significantly differed from one another, overall, only one stakeholder trend was significantly different across time. Parents' perceptions of District efforts to increase student achievement significantly declined over the 3-year period. This change in perceptions may be, in part, due to the change in surveying, starting in the 2013-2014 school year and the subsequent shift in the demographics of the Parent Survey respondents.
- In addition to the trend analyses, ANOVA results indicated Elementary students reported significantly higher perceptions on efforts to increase student achievement, compared with all other stakeholders. Conversely, secondary students reported significantly lower perceptions on efforts to increase student achievement, compared with all other stakeholders.

Trends across stakeholders were also examined by school level. Table 6 provides the mean ratings for Goal 1 by school level, stakeholder, and school year. Only one significant trend was observed across school level and stakeholder for Goal 1.

- Elementary parents' perceptions of District efforts to improve student achievement significantly declined over 3 years. Although this trend occurred at nearly all school types, no other trend was significant.

Table 6. KSG 1 mean rating by campus level, stakeholder, and school year

Campus Level	Stakeholder Survey	Key Strategic Goal		
		Goal 1: Increase Student Achievement		
		2011-2012	2012-2013	2013-2014
		Mean	Mean	Mean
Elementary School	Elementary Student	3.30	3.28	3.27
	Secondary Student			
	Senior Exit			
	Parent	3.31	3.14	3.00
	Teacher	3.31	3.31	3.23
	Principal	2.93	2.71	2.74
Middle School	Elementary Student			
	Secondary Student	2.20	3.06	2.98
	Senior Exit			
	Parent	3.32	3.15	2.87
	Teacher	3.29	3.16	3.14
	Principal	2.98	2.80	2.67
High School	Elementary Student			
	Secondary Student	2.38	2.95	2.89
	Senior Exit	2.78	2.76	2.76
	Parent	3.18	3.26	2.95
	Teacher	3.18	3.16	3.16
	Principal	2.92	2.58	2.83
Other School	Elementary Student	3.24	3.15	3.20
	Secondary Student	2.17	3.13	3.00
	Senior Exit	2.82	2.71	2.77
	Parent	3.41	3.27	3.29
	Teacher	3.27	3.30	3.17
	Principal	3.00	3.12	2.87

Next, data were examined by related Key Strategic Objectives 1.1 and 1.2. Tables 7 and 8 display mean ratings by school year and by school year and stakeholder. Established in the finding for all parents, elementary parents' perceptions significantly declined over 3 years regarding the District's efforts to increase student achievement through ensuring that all children are prepared for accelerated learning to compete in a global economy (KSO 1.1) (Table 9). Table 9 provide mean ratings for objectives by year; stakeholder and year; and school type, stakeholder, and year.

Key Strategic Objectives

1.1	Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to complete in a global economy
1.2	Ensure that all FWISD employees are prepared to meet the academic and social/emotional/physical health needs of our students

Table 7. KSG 1 Key Strategic Objective mean ratings by school year

		School Year		
		2011-2012	2012-2013	2013-2014
		Mean	Mean	Mean
Key Strategic Objective	1.1	2.72	3.06	3.01
	1.2	2.25	3.06	3.01

Table 8. KSG 1 Key Strategic Objectives by stakeholder and school year

Stakeholder	Key Strategic Objective					
	1.1			1.2		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
	Mean	Mean	Mean	Mean	Mean	Mean
Elementary Student	3.28	3.25	3.23	3.36	3.39	3.40
Secondary Student	2.49	3.02	2.95	2.03	3.02	2.95
Senior Exit	2.09	1.99	1.99	3.12	3.14	3.14
Parent	3.31	3.15	2.98			
Teacher	3.28	3.26	3.20	3.28	3.24	3.20
Principal	3.01	2.74	2.78	2.85	2.76	2.69

- Parents’ perceptions regarding KSO 1.1 significantly declined over the 3 years (Table 8).
- Teachers’ perceptions regarding KSO 1.2 significantly declined over the 3 years (Table 8).
- Established in the finding for all parents, elementary parents’ perceptions significantly declined over 3 years regarding the District’s efforts to increase student achievement through ensuring that all children are prepared for accelerated learning to compete in a global economy (KSO 1.1) (Table 9).

Table 9. KSG 1 Key Strategic Objectives by campus level, stakeholder, and school year

		Key Strategic Objective					
		1.1			1.2		
		2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
		Mean	Mean	Mean	Mean	Mean	Mean
Elementary School	Elementary Student	3.29	3.25	3.23	3.36	3.39	3.40
	Secondary Student						
	Senior Exit						
	Parent	3.31	3.14	3.00			
	Teacher	3.30	3.31	3.22	3.37	3.35	3.26
	Principal	3.01	2.71	2.78	2.82	2.71	2.68
Middle School	Elementary Student						
	Secondary Student	2.43	3.03	2.96	1.93	3.09	3.01
	Senior Exit						
	Parent	3.32	3.15	2.87			
	Teacher	3.30	3.17	3.15	3.22	3.11	3.12
	Principal	3.03	2.75	2.72	2.90	2.88	2.58
High School	Elementary Student						
	Secondary Student	2.57	2.99	2.92	2.15	2.89	2.86
	Senior Exit	2.09	1.99	1.99	3.12	3.14	3.14
	Parent	3.18	3.26	2.95			
	Teacher	3.21	3.18	3.18	3.06	3.06	3.07
	Principal	2.94	2.64	2.83	2.87	2.50	2.81
Other School	Elementary Student	3.21	3.12	3.16	3.36	3.28	3.36
	Secondary Student	2.40	3.09	3.01	1.92	3.17	3.00
	Senior Exit	2.02	1.91	2.03	3.19	3.06	3.08
	Parent	3.41	3.27	3.29			
	Teacher	3.26	3.31	3.16	3.30	3.25	3.24
	Principal	3.00	3.07	2.78	3.00	3.21	3.00

Key Strategic Goal 2: Improve Operational Effectiveness and Efficiency

Table 10. KSG 2 mean rating across all stakeholders by year

Key Strategic Goal		
Goal 2: Improve Operational Effectiveness and Efficiency		
2011-2012	2012-2013	2013-2014
Mean	Mean	Mean
2.86	3.03	2.91

- No significant change in KSG over 3 years

Table 11. KSG 2 mean rating by stakeholder and school year

Stakeholder Survey	Key Strategic Goal		
	Goal 2: Improve Operational Effectiveness and Efficiency		
	2011-2012	2012-2013	2013-2014
	Mean	Mean	Mean
Elementary Student	3.20	3.37	3.16
Secondary Student	2.72	2.92	2.84
Senior Exit			
Parent	3.31	3.27	3.05
Teacher	3.13	3.02	2.84
Principal	2.94	2.83	2.59

- As with KSG 1, perceptions among stakeholders regarding KSG 2: Improve Operational Effectiveness and Efficiency significantly differed over the 3-year period, with the exception of principals and secondary students, who similarly viewed District efforts to improve efficiency and effectiveness.
- Parents reported significantly higher perceptions of District efforts to operate efficiently and effectively, compared with all other stakeholders.
- Principals and secondary students reported significantly lower perceptions of District efforts to operate efficiently and effectively, compared with all other stakeholders.
- No stakeholder perceptions significantly changed over time.

Table 12. KSG 2 mean rating by campus level, stakeholder, and school year

Campus Level	Stakeholder Survey	Key Strategic Goal		
		Goal 2: Improve Operational Effectiveness and Efficiency		
		2011-2012	2012-2013	2013-2014
		Mean	Mean	Mean
Elementary School	Elementary Student	3.20	3.37	3.16
	Secondary Student			
	Senior Exit			
	Parent	3.35	3.30	3.21
	Teacher	3.24	3.14	2.92
	Principal	2.99	2.90	2.57
Middle School	Elementary Student			
	Secondary Student	2.69	2.96	2.88
	Senior Exit			
	Parent	3.25	3.19	2.91
	Teacher	3.12	2.92	2.79
	Principal	3.00	2.79	2.62
High School	Elementary Student			
	Secondary Student	2.75	2.84	2.78
	Senior Exit			
	Parent	2.95	3.08	2.84
	Teacher	2.87	2.77	2.69
	Principal	2.55	2.38	2.42
Other School	Elementary Student	3.27	3.39	3.26
	Secondary Student	2.70	2.98	2.83
	Senior Exit			
	Parent	3.42	3.37	3.26
	Teacher	3.05	3.04	2.83
	Principal	2.90	3.03	3.14

- Middle school principals' perceptions of District efforts to improve operational efficiency and effectiveness significantly declined over 3 years.
- Middle school teachers' perceptions of District efforts to improve operational efficiency and effectiveness significantly declined over 3 years.
- High school teachers' perceptions of District efforts to improve operational efficiency and effectiveness significantly declined over 3 years.

Key Strategic Objectives

2.1	Establish a district wide support system that encompasses all the operating needs of FWISD
2.2	Leverage technology to automate routine practices and increase efficiencies
2.3	Establish a communication system that involves all stakeholders
2.4	Ensure a safe, secure environment for students and employees
2.5	Ensure budget supports the district priorities

Table 13. KSG 2 Key Strategic Objective mean ratings by school year

		School Year		
		2011-2012	2012-2013	2013-2014
Key Strategic Objective		Mean	Mean	Mean
	2.1	3.19	3.15	3.09
	2.2	3.31	3.25	3.15
	2.3	3.03	2.88	2.62
	2.4	2.84	3.03	2.91
2.5	3.25	3.24	3.21	

Table 14. KSG 2 Key Strategic Objective mean ratings by stakeholder and school year

Stakeholder			Elementary Student	Secondary Student	Senior Exit	Parent	Teacher	Principal
Key Strategic Objective	2.1	2011-2012	Mean				3.30	2.73
		2012-2013	Mean				3.24	2.67
		2013-2014	Mean				3.20	2.33
	2.2	2011-2012	Mean				3.32	3.02
		2012-2013	Mean				3.27	2.58
		2013-2014	Mean				3.18	2.09
	2.3	2011-2012	Mean				3.03	3.15
		2012-2013	Mean				2.88	2.98
		2013-2014	Mean				2.62	2.99
	2.4	2011-2012	Mean	3.20	2.72		3.31	
		2012-2013	Mean	3.37	2.92		3.27	
		2013-2014	Mean	3.16	2.84		3.05	
2.5	2011-2012	Mean				3.28	3.03	
	2012-2013	Mean				3.26	3.07	
	2013-2014	Mean				3.24	2.70	

- Principals' perceptions regarding KSO 2.2 significantly declined over the 3 years.
- Teachers' perceptions regarding KSO 2.5 significantly declined over the 3 years.

Table 15. KSO mean ratings for 2.1, 2.2, and 2.3 by campus level, stakeholder, and school year

		Key Strategic Objective								
		2.1			2.2			2.3		
		2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
		Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
Elementary School	Elementary Student									
	Secondary Student									
	Senior Exit									
	Parent									
	Teacher	3.38	3.37	3.29	3.37	3.37	3.27	3.16	3.01	2.69
	Principal	2.81	2.76	2.30	3.05	2.56	1.95	3.12	3.01	2.95
Middle School	Elementary Student									
	Secondary Student									
	Senior Exit									
	Parent									
	Teacher	3.34	3.15	3.11	3.35	3.19	3.09	3.00	2.77	2.58
	Principal	2.82	2.63	2.46	3.00	2.75	2.06	3.26	2.89	3.10
High School	Elementary Student									
	Secondary Student									
	Senior Exit									
	Parent									
	Teacher	3.05	2.92	3.06	3.16	3.06	3.03	2.72	2.62	2.45
	Principal	2.03	2.03	1.90	2.92	2.15	2.50	3.15	2.79	3.03
Other School	Elementary Student									
	Secondary Student									
	Senior Exit									
	Parent									
	Teacher	3.31	3.36	3.24	3.26	3.32	3.18	2.90	2.86	2.57
	Principal	2.69	2.90	2.93	2.91	2.90	3.67	3.16	3.23	3.33

Table 16. KSO mean ratings for 2.4 and 2.5 by campus level, stakeholder, and school year

		Key Strategic Objective					
		2.4			2.5		
		2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
		Mean	Mean	Mean	Mean	Mean	Mean
Elementary School	Elementary Student	3.20	3.37	3.16			
	Secondary Student						
	Senior Exit						
	Parent	3.35	3.30	3.21			
	Teacher				3.33	3.34	3.28
	Principal				3.16	3.19	2.78
Middle School	Elementary Student						
	Secondary Student	2.69	2.96	2.88			
	Senior Exit						
	Parent	3.25	3.19	2.91			
	Teacher				3.29	3.18	3.18
	Principal				2.94	3.02	2.36
High School	Elementary Student						
	Secondary Student	2.75	2.84	2.78			
	Senior Exit						
	Parent	2.95	3.08	2.84			
	Teacher				3.10	3.07	3.15
	Principal				2.46	2.54	2.44
Other School	Elementary Student	3.27	3.39	3.26			
	Secondary Student	2.70	2.98	2.83			
	Senior Exit						
	Parent	3.42	3.37	3.26			
	Teacher				3.30	3.36	3.32
	Principal				2.91	3.00	3.00

- Elementary principals' perceptions regarding District efforts to leverage technology to automate practices and increase efficiencies (KSO 2.2) significantly declined over 3 years.
- Middle school principals' perceptions regarding District efforts to establish a district-wide support system for operating needs (KSO 2.1) significantly declined over 3 years.
- Middle school teachers' perceptions regarding District efforts to establish a communication system for all stakeholders significantly declined over 3 years.

Key Strategic Goal 3: Enhance Family and Community Engagement

Table 17. KSG 3 mean ratings by school year

Key Strategic Goal		
Goal 3: Enhance Family & Community Engagement		
2011-2012	2012-2013	2013-2014
Mean	Mean	Mean
3.08	3.02	2.74

- No significant change in KSG over 3 years

Table 18. KSG 3 mean ratings by stakeholder and school year

Stakeholder Survey	Key Strategic Goal		
	Goal 3: Enhance Family & Community Engagement		
	2011-2012	2012-2013	2013-2014
	Mean	Mean	Mean
Elementary Student	3.03	2.89	2.86
Secondary Student	2.55	2.55	2.57
Senior Exit			
Parent	3.18	3.07	2.79
Teacher	3.04	3.00	2.86
Principal	2.93	2.89	2.97

- For KSG 3: Enhance Family & Community Engagement, stakeholders significantly differed in their perceptions across the 3 years.
- Parents reported significantly higher perceptions of the District efforts to engage and communicate with parents, compared with all other stakeholders.
- Secondary students reported significantly lower perceptions of the District efforts to engage and communicate with parents, compared with all other stakeholders.
- Elementary students' perceptions of District efforts to engage and communicate with parents significantly declined over the 3-year period.

Table 19. KSG 3 mean ratings by campus level, stakeholder, and school year

Campus Level	Stakeholder Survey	Key Strategic Goal		
		Goal 3: Enhance Family & Community Engagement		
		2011-2012	2012-2013	2013-2014
		Mean	Mean	Mean
Elementary School	Elementary Student			
	Secondary Student			
	Senior Exit			
	Parent	3.22	3.11	2.92
	Teacher	3.13	3.12	2.97
	Principal	3.01	2.94	3.00
Middle School	Elementary Student			
	Secondary Student	2.41	2.66	2.70
	Senior Exit			
	Parent	3.06	2.95	2.63
	Teacher	2.99	2.86	2.75
	Principal	2.81	2.76	2.87
High School	Elementary Student			
	Secondary Student	2.77	2.33	2.33
	Senior Exit			
	Parent	2.83	2.88	2.64
	Teacher	2.81	2.77	2.69
	Principal	2.75	2.83	2.88
Other School	Elementary Student	3.04	2.88	3.11
	Secondary Student	2.21	2.92	2.95
	Senior Exit			
	Parent	3.21	3.08	2.97
	Teacher	3.09	3.01	2.78
	Principal	2.76	2.86	2.87

- Elementary students' perceptions of District efforts to engage and communicate with parents significantly declined over 3 years.
- Middle school teachers' perceptions of District efforts to engage and enhance communication with parents significantly declined over 3 years.
- Perceptions of parents of students who attend "Other" schools significantly declined over 3 years with regard to District efforts to engage and communicate with parents.

Key Strategic Objectives

3.1	Empower parents and the community to be full partners in students' educational success
3.2	Promote FWISD image
3.3	Instill the belief that learning improves life

Table 20. KSO mean ratings by school year

		School Year		
		2011-2012	2012-2013	2013-2014
		Mean	Mean	Mean
Key Strategic Objective	3.1	3.07	3.01	2.74
	3.2			
	3.3	2.48	2.61	2.66

Table 21. KSO mean ratings by stakeholder and school year

Stakeholder	Key Strategic Objective								
	3.1			3.2			3.3		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
Elementary Student	3.03	2.89	2.86						
Secondary Student	2.55	2.55	2.57						
Senior Exit									
Parent	3.18	3.07	2.79						
Teacher	3.04	3.00	2.86						
Principal	3.04	2.96	3.04				2.48	2.61	2.66

- Elementary students' perceptions regarding KSO 3.1 significantly declined over 3 years.

Table 22. KSO mean ratings by campus level, stakeholder, and school year

		Key Strategic Objectives								
		3.1			3.2			3.3		
		2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
		Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
Elementary School	Elementary Student	3.03	2.89	2.86						
	Secondary Student									
	Senior Exit									
	Parent	3.22	3.11	2.92						
	Teacher	3.13	3.12	2.97						
	Principal	3.13	3.03	3.08				2.54	2.58	2.70
Middle School	Elementary Student									
	Secondary Student	2.41	2.66	2.70						
	Senior Exit									
	Parent	3.06	2.95	2.63						
	Teacher	2.99	2.86	2.75						
	Principal	2.92	2.79	2.92				2.38	2.63	2.67
High School	Elementary Student									
	Secondary Student	2.77	2.33	2.33						
	Senior Exit									
	Parent	2.83	2.88	2.64						
	Teacher	2.81	2.77	2.69						
	Principal	2.79	2.90	3.00				2.58	2.54	2.38
Other School	Elementary Student	3.04	2.88	3.11						
	Secondary Student	2.21	2.92	2.95						
	Senior Exit									
	Parent	3.21	3.08	2.97						
	Teacher	3.09	3.01	2.78						
	Principal	2.91	2.83	2.92				2.18	3.00	2.67

- Elementary students' perceptions regarding District efforts to empower parents and the community to be full partners in student success (KSO 3.1) significantly declined over 3 years.
- Middle school teachers' perceptions regarding District efforts to empower parents and the community to be full partners in student success (KSO 3.1) significantly declined over 3 years.

Key Strategic Goal 4: Develop a Workforce that is Student and Customer-Centered

Table 23. KSG 4 mean ratings by school year

Key Strategic Goal		
Goal 4: Develop a Workforce that is Student and Customer Centered		
2011-2012	2012-2013	2013-2014
Mean	Mean	Mean
2.40	3.25	3.17

- No significant change in KSG over 3 years

Table 24. KSG 4 mean ratings by stakeholder and school year

Stakeholder Survey	Key Strategic Goal		
	Goal 4: Develop a Workforce that is Student and Customer Centered		
	2011-2012	2012-2013	2013-2014
	Mean	Mean	Mean
Elementary Student	3.49	3.54	3.50
Secondary Student	1.88	3.18	3.10
Senior Exit			
Parent	3.40	3.37	3.21
Teacher	3.11	3.10	3.09
Principal	2.71	2.54	3.12

- Consistent with the other KSGs, stakeholders significantly differed in their perceptions of District efforts to meet KSG 4: Develop a Workforce that is Student and Customer-Centered.
- Elementary students' perceptions regarding District efforts to develop student and customer-centered staff were significantly higher than all other stakeholders' perceptions.
- Secondary students' perceptions regarding District efforts to develop student and customer-centered staff were significantly lower, compared with all other stakeholders' perceptions.
- Teachers' perceptions regarding District efforts to develop student and customer-centered staff significantly declined over the 3-year period.

Table 25. KSG 4 mean ratings by campus level, stakeholder, and school year

Campus Level	Stakeholder Survey	Key Strategic Goal			
		Goal 4: Develop a Workforce that is Student and Customer Centered			
		2011-2012	2012-2013	2013-2014	
		Mean	Mean	Mean	
Elementary School	Elementary Student		3.49	3.54	3.50
	Secondary Student				
	Senior Exit				
	Parent		3.41	3.38	3.28
	Teacher		3.16	3.17	3.14
	Principal		3.10	2.96	3.08
Middle School	Elementary Student				
	Secondary Student		1.76	3.27	3.16
	Senior Exit				
	Parent		3.38	3.33	3.13
	Teacher		3.21	3.03	3.02
	Principal		3.08	2.90	3.18
High School	Elementary Student				
	Secondary Student		2.03	3.03	3.00
	Senior Exit				
	Parent		3.20	3.28	3.09
	Teacher		2.88	2.91	2.98
	Principal		2.85	2.59	3.18
Other School	Elementary Student		3.58	3.49	3.44
	Secondary Student		1.76	3.34	3.14
	Senior Exit				
	Parent		3.50	3.48	3.41
	Teacher		3.11	3.25	3.20
	Principal		3.13	3.02	3.40

- There were no significant changes among stakeholders' perceptions regarding KSG 4 within any school level, across the 3 years.

Key Strategic Objectives

4.1	Develop a strong recruitment, selection, leadership, and continuous training model which acknowledges students as our core mission
4.2	Define, develop, and implement methods to provide an exceptional customer-centered culture
4.3	Establish a culture in all departments and campuses that attracts, develops, retains, and values employees who provide high level service

Table 26. KSO mean ratings by school year

		School Year		
		2011-2012	2012-2013	2013-2014
		Mean	Mean	Mean
Key Strategic Objective	4.1	3.05	3.05	3.09
	4.2	2.32	3.27	3.19
	4.3	3.16	3.13	3.09

- Overall, stakeholders' perceptions regarding KSO 4.3: Establish a culture in all departments and campuses that attracts, develops, retains, and values employees who provide high level services significantly declined over 3 years.

Table 27. KSO mean ratings by stakeholder and school year

Stakeholder	Key Strategic Objective								
	4.1			4.2			4.3		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
Elementary Student				3.49	3.54	3.50			
Secondary Student				1.88	3.18	3.10			
Senior Exit									
Parent				3.40	3.37	3.21			
Teacher	3.06	3.06	3.09				3.16	3.14	3.09
Principal	2.58	2.39	2.39	3.13	3.05	3.18	3.09	2.82	3.17

Table 28. KSO mean ratings by campus level, stakeholder, and school year

		Key Strategic Objectives								
		4.1			4.2			4.3		
		2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
		Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
Elementary School	Elementary Student				3.49	3.54	3.50			
	Secondary Student									
	Senior Exit									
	Parent				3.41	3.38	3.28			
	Teacher	3.14	3.14	3.16				3.18	3.21	3.13
	Principal	2.52	2.41	2.29	3.15	3.09	3.16	3.14	2.88	3.12
Middle School	Elementary Student									
	Secondary Student				1.76	3.27	3.16			
	Senior Exit									
	Parent				3.38	3.33	3.13			
	Teacher	3.15	2.98	3.03				3.27	3.08	3.02
	Principal	2.71	2.50	2.56	3.16	3.04	3.24	3.03	2.76	3.22
High School	Elementary Student									
	Secondary Student				2.03	3.03	3.00			
	Senior Exit									
	Parent				3.20	3.28	3.09			
	Teacher	2.76	2.85	2.96				3.00	2.97	3.01
	Principal	2.33	1.85	2.38	2.96	2.72	3.28	2.80	2.54	3.18
Other School	Elementary Student				3.58	3.49	3.44			
	Secondary Student				1.76	3.34	3.14			
	Senior Exit									
	Parent				3.50	3.48	3.41			
	Teacher	3.02	3.20	3.19				3.20	3.29	3.21
	Principal	3.00	2.70	3.00	3.19	3.15	3.23	3.07	2.90	3.73

- Elementary principals' perceptions regarding District efforts to develop a strong model for providing effective educators who place educating students as the core mission (KSO 4.1) significantly declined over 3 years.

Summary of Findings

Three years of analyses of perceptions from major District stakeholders provided three major findings:

- In most cases, stakeholder perceptions showed from the baseline year of 2011-2012 one of two patterns: either a pattern of increase (2012-2013), then decline (2013-2014), or a pattern of decline, then increase over the 3-year period, allowing for no significant, consistent upward or downward trends. However, in instances where stakeholders' perceptions significantly changed for a given Key Strategic Goal or Key Strategic Objective, the changes always indicated declining or lowered perceptions.
- For all KSGs and KSOs, analyses showed significant differences among stakeholders' perceptions. Generally, elementary students held the most positive perceptions, while secondary students and principals held the least positive perceptions.
- Reviews of the survey instruments clearly show that stakeholder perceptions regarding multiple KSOs have not been widely gathered to date, at least over a 3-year period.

Opportunities for Improvement

- District stakeholder surveys have remained largely consistent to provide District and campus leaders with reliable sources of information. While recognizing that stakeholder perceptions are integral resources for decision makers, efforts to revise survey instruments to capture current District initiatives have to date been subject to leaders' reluctance to lose access to familiar information.
- Three-year trends show, for the most part, stakeholder perceptions are either shifting or declining, both of which highlight the need for District and campus leaders to concert efforts to align programs and instruction to Key Strategic Goals and Objectives.

Recommendations

- Engage in a thorough review of all stakeholder survey questions and eliminate or revise current questions to better support current Key Strategic Goals and Objectives.
- Identify and measure the impact of District and campus programs strictly in terms of the District's Key Strategic Goals and Objectives, and explicitly determine how any given program or service impacts every District stakeholder. If a direct impact can be delineated, a measure of program or service effectiveness should include each stakeholder's perceptions.




Appendices





















1.1	Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to complete in a global economy
1.2	Ensure that all FWISD employees are prepared to meet the academic and social/emotional/physical health needs of our students

Legend	
Over 3 years, mean responses:	
	Increased
	Did not change/Inconsistent change
	Decreased

Key Strategic	Key Strategic Objective	Stakeholder	Question	Mean Response			3-Year Change
				2012	2013	2014	
Improving Student Achievement	1.1	Elementary Student	My teachers talk to me about what good work looks like.	3.36	3.26	3.24	
	1.1	Elementary Student	My teachers expect me to do my best all the time.	3.73	3.75	3.75	
	1.1	Elementary Student	My teachers talk to me about college.	2.79	2.83	2.81	
	1.1	Elementary Student	My teachers ask me to share my ideas in class.	3.25	3.15	3.13	
	1.2	Elementary Student	My teachers make me believe I can do anything when I grow up.	3.36	3.39	3.40	
	1.1	Secondary Student	All students are encouraged to go to college.	1.92	3.14	3.02	
	1.1	Secondary Student	My classes prepare me to be successful in college.	1.89	3.16	3.00	
	1.1	Secondary Student	My teachers make sure that all students are planning for life after graduation.	2.25	2.87	2.78	
	1.1	Secondary Student	My teachers expect everyone to work hard.	1.63	3.40	3.34	
	1.1	Secondary Student	How often: Do you find the work difficult?	2.81	2.79	2.70	
	1.1	Secondary Student	How often: Does the teacher ask difficult questions on tests?	2.76	2.75	2.73	
	1.1	Secondary Student	How often: Does the teacher ask difficult questions in class?	2.74	2.71	2.68	
	1.1	Secondary Student	How often: Do you have to work hard to do well?	3.41	3.41	3.35	
	1.1	Secondary Student	How often: Are you challenged?	2.96	2.96	2.93	
	1.2	Secondary Student	I receive recognition for doing good work.	2.11	2.94	2.83	
	1.2	Secondary Student	My teachers encourage me to share my ideas and opinions.	2.03	2.98	2.91	
	1.2	Secondary Student	My classes really make me think.	2.03	2.99	2.92	
	1.2	Secondary Student	My teachers expect me to do my best all the time.	1.62	3.41	3.34	
	1.2	Secondary Student	Teachers work hard to make sure all students are learning.	1.81	3.25	3.15	
	1.2	Secondary Student	People at my school are like family to me.	2.27	2.82	2.78	
	1.2	Secondary Student	People at my school care if I am absent.	2.26	2.81	2.73	
	1.2	Secondary Student	There are people at my school that I can talk to about personal matters.	2.10	2.97	2.93	
	1.1	Senior	Please answer the following questions on preparation for your college/career: <i>How well prepared were you to plan your high school course selections?*</i>	2.21	2.08	2.02	
	1.1	Senior	Please answer the following questions on preparation for your college/career: <i>How well prepared are you to meet your college and career goals?*</i>	2.16	2.05	2.06	
	1.1	Senior	Please answer the following questions on preparation for your college/career: <i>How well prepared were you for the college/technical/vocational school application process?*</i>	1.90	1.82	1.86	
	1.1	Senior	Please answer the following questions on preparation for your college/career: <i>How well informed are/were you about obtaining financial aid for education after high school (whether or not you plan to go to college)?*</i>	2.09	2.00	2.01	
	1.2	Senior	Please tell us how satisfied you have been with the quality of your high school course instruction, regardless of how much you like the teachers: <i>English/Writing</i>	3.27	3.29	3.26	
	1.2	Senior	Please tell us how satisfied you have been with the quality of your high school course instruction, regardless of how much you like the teachers: <i>Mathematics</i>	2.98	3.00	3.08	
	1.2	Senior	Please tell us how satisfied you have been with the quality of your high school course instruction, regardless of how much you like the teachers: <i>Science</i>	3.06	3.06	3.06	
	1.2	Senior	Please tell us how satisfied you have been with the quality of your high school course instruction, regardless of how much you like the teachers: <i>Social Studies</i>	3.28	3.28	3.25	
	1.2	Senior	Please tell us how satisfied you have been with the quality of your high school course instruction, regardless of how much you like the teachers: <i>Computer/Technology</i>	3.12	3.13	3.09	
	1.2	Senior	Please tell us how satisfied you have been with the quality of your high school course instruction, regardless of how much you like the teachers: <i>World Languages</i>	2.99	3.01	3.04	
1.2	Senior	Please tell us how satisfied you have been with the quality of your high school course instruction, regardless of how much you like the teachers: <i>Performing/Fine Arts</i>	3.15	3.16	3.18		
1.2	Senior	Please tell us how satisfied you have been with the quality of your high school course instruction, regardless of how much you like the teachers: <i>Health/Physical Education</i>	3.13	3.15	3.16		

1.1	Ensure that regardless of socioeconomic factors every child is prepared for accelerated learning to complete in a global economy
1.2	Ensure that all FWISD employees are prepared to meet the academic and social/emotional/physical health needs of our students

Legend	
Over 3 years, mean responses:	
	Increased
	Did not change/Inconsistent change
	Decreased

Key Strategic	Key Strategic Objective	Stakeholder	Question	Mean Response			3-Year Change
				2012	2013	2014	
	1.1	Parent	The teachers/staff encourage my child to go to college.	3.34	3.17	3.03	
	1.1	Parent	My child's classes prepare him/her to be successful in college.	3.28	3.14	2.94	
	1.1	Principal	The curriculum prepares students for college and/or career.	2.94	2.65	2.68	
	1.1	Principal	Teachers take time to help students make sense of what they are learning.	3.17	2.94	3.03	
	1.1	Principal	Instruction focuses on higher-order thinking skills.	2.91	2.64	2.65	
	1.2	Principal	Teachers differentiate instruction to meet all students' learning needs.	2.84	2.59	2.73	
	1.2	Principal	I see the "It's Not Okay" program having a direct impact on my students' behavior.	2.86	2.93	2.64	
	1.1	Teacher	I use multiple sources of student data to modify/enhance instruction in my classroom.	3.53	3.42	3.40	
	1.1	Teacher	The teachers at my campus are committed to providing quality instruction for our students.	3.50	3.48	3.38	
	1.1	Teacher	<i>During the school year, how effective is the principal at ensuring the school: Advocates that all students are accountable for achieving high levels of performance in both</i>	3.37	3.30	3.25	
	1.1	Teacher	<i>During the school year, how effective is the principal at ensuring the school: Challenges faculty who do not hold all students accountable for achieving.</i>	3.18	3.15	3.12	
	1.1	Teacher	<i>During the school year, how effective is the principal at ensuring the school: Uses the most effective teachers to instruct students at risk of failure.</i>	3.17	3.17	3.14	
	1.1	Teacher	<i>During the school year, how effective is the principal at ensuring the school: Monitors the quality of instruction for students at risk of failure.</i>	3.28	3.25	3.22	
	1.1	Teacher	I expect most students in this school to either go to college or attend post-secondary training.	2.94	3.17	3.11	
	1.1	Teacher	I help students plan for college/career-readiness outside of class time.	2.82	2.86	2.74	
	1.1	Teacher	I feel it is part of my job to prepare students to succeed in college.	3.63	3.50	3.44	
	1.1	Teacher	I help my students with school work outside of class time.	3.27	3.16	3.15	
	1.2	Teacher	I am comfortable assigning students to tiered interventions, as a response to their learning and needs.	3.30	3.26	3.23	
	1.2	Teacher	I am comfortable assigning students to tiered interventions, as a response to their behavioral needs.	3.18	3.17	3.04	
	1.2	Teacher	<i>During the school year, how effective is the principal at ensuring the school: Implements programs and practices to hold faculty accountable to reach the highest levels of</i>	3.31	3.27	3.26	

* Question will be combined with similar question for analyses.

** Question was based on a 3-point scale.









2.1	Establish a district wide support system that encompasses all the operating needs of FWISD
2.2	Leverage technology to automate routine practices and increase efficiencies
2.3	Establish a communication system that involves all stakeholders
2.4	Ensure a safe, secure environment for students and employees
2.5	Ensure budget supports the district priorities

Legend	
Over 3 years, mean responses:	
	Increased
	Did not change/Inconsistent change
	Decreased

Key Strategic	Key Strategic	Stakeholder	Question	Mean Response			3-Year Change
				2012	2013	2014	
Improve Operational Effectiveness and Efficiency	2.4	Elementary Student	I feel safe at my school.	3.39	3.40	3.36	
	2.4	Elementary Student	I know a student who has been bullied at my school.	2.67	3.40	2.71	
	2.4	Elementary Student	I am comfortable talking to most adults at my school.	3.10	3.07	3.01	
	2.4	Elementary Student	I know who to talk to if I am bullied.	3.65	3.59	3.55	
	2.4	Secondary Student	How safe do you feel: Outside around the school?	3.11	3.04	3.06	
	2.4	Secondary Student	How safe do you feel: Traveling between home and school?	3.16	3.13	3.13	
	2.4	Secondary Student	How safe do you feel: In the hallways, stairwells, and bathrooms of the school?	3.16	3.12	3.12	
	2.4	Secondary Student	How safe do you feel: In your classes?	3.40	3.39	3.32	
	2.4	Secondary Student	I worry about crime or violence in school.**	2.54	2.42	2.67	
	2.4	Secondary Student	I know of at least one person at my school who has been bullied physically.	2.53	2.55	2.60	
	2.4	Secondary Student	I know of at least one person at my school who has been bullied verbally.	2.41	2.46	2.78	
	2.4	Secondary Student	I know of at least one student who has been bullied electronically (text/internet).	2.61	2.58	2.55	
	2.4	Secondary Student	I know what to do if someone at my school is being bullied.	1.87	3.24	3.07	
	2.4	Secondary Student	I feel safe when security is present.	2.06	3.10	2.97	
	2.4	Secondary Student	I sometimes stay home because I don't feel safe at school.**	3.13	3.06	1.90	
	2.4	Parent	The school is a safe place for my child to stay.	3.36	3.32	3.12	
	2.4	Parent	School rules are enforced fairly at this school.	3.27	3.22	2.97	
	2.1	Principal	To what extent could the following be considered a roadblock or obstacle to school improvement at your campus: Poor conditions of building**	3.02	3.03	2.71	
	2.1	Principal	To what extent could the following be considered a roadblock or obstacle to school improvement at your campus: Lack of instructional space**	3.20	3.04	2.56	
	2.1	Principal	To what extent could the following be considered a roadblock or obstacle to school improvement at your campus: Lack of time for you to spend on school improvement**	2.57	2.46	2.10	
	2.1	Principal	To what extent could the following be considered a roadblock or obstacle to school improvement at your campus: lack of coordination among central office staff**	2.53	2.34	2.32	
	2.1	Principal	To what extent could the following be considered a roadblock or obstacle to school improvement at your campus: Difficulty removing poor teachers**	2.32	2.48	1.96	
	2.2	Principal	To what extent could the following be considered a roadblock or obstacle to school improvement at your campus: Inadequate technology**	3.02	2.58	2.09	
	2.3	Principal	To what extent could the following be considered a roadblock or obstacle to school improvement at your campus: Lack of time for teacher planning*	2.83	2.42	2.19	
	2.3	Principal	The Principal Packet is an effective way for me to receive information.	3.36	3.24	3.35	
	2.3	Principal	I utilize my school's website as a way of communicating with all stakeholders.	3.18	3.02	3.14	
	2.3	Principal	The Communications Department is helpful in crisis communications.	3.23	3.24	3.29	
	2.5	Principal	To what extent could the following be considered a roadblock or obstacle to school improvement at your campus: Inability to allocate funds to address the school's biggest needs.**	2.70	2.76	2.32	
2.5	Principal	To what extent could the following be considered a roadblock or obstacle to school improvement at your campus: Inadequate basic supplies**	3.37	3.39	3.07		

2.1	Establish a district wide support system that encompasses all the operating needs of FWISD
2.2	Leverage technology to automate routine practices and increase efficiencies
2.3	Establish a communication system that involves all stakeholders
2.4	Ensure a safe, secure environment for students and employees
2.5	Ensure budget supports the district priorities

Legend	
Over 3 years, mean responses:	
	Increased
	Did not change/Inconsistent change
	Decreased

Key Strategic	Key Strategic	Stakeholder	Question	Mean Response			3-Year Change
				2012	2013	2014	
	2.1	Teacher	<i>During the school year, how effective is the principal at ensuring the school: implements procedures to protect instructional time.</i>	3.30	3.24	3.20	
	2.2	Teacher	<i>During the school year, how effective is the principal at ensuring the school: utilizes technology to improve teaching and learning.</i>	3.32	3.27	3.18	
	2.3	Teacher	I can reach my principal when I need to.	3.46	3.36	3.39	
	2.3	Teacher	<i>So far this school year, how often have the following events occurred: I discussed my teaching with my principal or an assistant principal.</i>	2.70	2.55	1.85	
	2.3	Teacher	<i>So far this school year, how often have the following events occurred: My principal or an assistant principal provided me with feedback to improve my instruction after observing my teaching.</i>	2.79	2.50	1.87	
	2.3	Teacher	The District Employee Relations Council (DERC) provides an effective way to share my concerns.	2.68	2.66	2.60	
	2.3	Teacher	I have a planning period at the same time as most of the other teachers in my department/grade level.	3.48	3.36	3.30	
	2.5	Teacher	<i>During the school year, how effective is the principal at ensuring the school: allocates instructional resources to maximize the quality of instruction.</i>	3.28	3.26	3.24	

* Question will be combined with similar question for analyses.

** Scale item will be reversed for analyses for consistency in reporting.

3.1	Empower parents and the community to be full partners in students' educational success
3.2	Promote FWISD image
3.3	Instill the belief that learning improves life

Legend	
Over 3 years, mean responses:	
	Increased
	Did not change/Inconsistent change
	Decreased

Key Strategic Goal	Key Strategic Objective	Stakeholder	Question	Mean Response			3-Year Change
				2012	2013	2014	
Enhance Family and Community Engagement	3.1	Elementary Student	My teachers talk to my parents.	3.03	2.89	2.86	
	3.1	Secondary Student	My parents know most of my teachers.	2.55	2.55	2.57	
	3.1	Parent	I have opportunities to communicate with teachers as I need.	3.37	3.34	3.16	
	3.1	Parent	The teachers communicate with me about my child's success.	3.26	3.21	2.83	
	3.1	Parent	The teacher contacts me in a timely manner on my child's academic problems.	3.22	3.17	2.74	
	3.1	Parent	The teacher contacts me in a timely manner on my child's behavioral problems.	3.28	3.25	2.96	
	3.1	Parent	The school provides me with clear information on how to interpret assessments and reports.	3.23	3.18	2.82	
	3.1	Parent	The school provides me with information on how to monitor and discuss schoolwork at home.	3.08	3.05	2.68	
	3.1	Parent	The school provides me with information on how to help my child plan for college.	2.92	2.79	2.61	
	3.1	Parent	The school provides me with information about financial resources for college.	2.66	2.47	2.47	
	3.1	Parent	I am informed in a timely manner when there is a school event/activity.	3.30	3.24	2.89	
	3.1	Parent	The time of school events or activities fits my schedule.	3.23	2.94	2.68	
	3.1	Principal	Parents are involved in this school.	2.75	2.68	2.79	
	3.1	Principal	Teachers at this school provide information to parents about how they can support students' work at home.	3.09	2.94	3.00	
	3.1	Principal	Parents are actively recruited to participate in school activities.	3.05	3.03	3.16	
	3.1	Principal	Parents can be involved at the school in multiple ways.	3.27	3.18	3.22	
	3.3	Principal	Parents at this school have different expectations for their students than the school does.**	2.48	2.61	2.66	
	3.1	Teacher	I work closely with my students' parents to meet my students' needs.	2.95	2.95	2.84	
3.1	Teacher	This school regularly communicates with parents about how they can help their children learn.	3.13	3.05	2.88		

* Question will be combined with similar question for analyses.

** Scale item will be reversed for analyses for consistency in reporting.

4.1	Develop a strong recruitment, selection, leadership, and continuous training model which acknowledges students as our core mission
4.2	Define, develop, and implement methods to provide an exceptional customer-centered culture
4.3	Establish a culture in all departments and campuses that attracts, develops, retains, and values employees who provide high level service

Legend	
Over 3 years, mean responses:	
	Increased
	Did not change/Inconsistent change
	Decreased

Key Strategic Goal	Key Strategic Objective	Stakeholder	Question				3-Year Change
				2012	2013	2014	
Develop a Workforce that is Student and Customer-Centered	4.2	Elementary Student	My teachers pay attention to all students.	3.48	3.52	3.45	
	4.2	Elementary Student	My teachers treat me with respect.	3.50	3.56	3.55	
	4.2	Secondary Student	My parents are welcome at my school.	1.69	3.34	3.33	
	4.2	Secondary Student	There are people at this school who will help me if I need it.	1.84	3.19	3.17	
	4.2	Secondary Student	My teachers treat me with respect.	1.86	3.22	3.09	
	4.2	Secondary Student	My teachers treat other students with respect.	1.91	3.16	3.05	
	4.2	Secondary Student	My teachers pay attention to all students, not just the top students.	2.04	3.05	2.94	
	4.2	Secondary Student	My teachers work hard to make sure that all students stay in school.	1.96	3.12	2.99	
	4.2	Parent	I feel welcome at this school.	3.40	3.37	3.19	
	4.2	Parent	I am treated with respect at this school.	3.41	3.37	3.23	
	4.1	Principal	To what extent could the following be considered a roadblock or obstacle to school improvement at your campus: Lack of teacher knowledge and skills**	2.58	2.39	2.39	
	4.2	Principal	To what extent could the following be considered a roadblock or obstacle to school improvement at your campus: Faculty resistance to change**	2.50	2.49	2.38	
	4.2	Principal	Division as customer-centered/satisfaction: Business & Finance	3.25	3.18	3.27	
	4.2	Principal	Division as customer-centered/satisfaction: Communications	3.30	3.21	3.31	
	4.2	Principal	Division as customer-centered/satisfaction: Leadership, Learning, and Student Support	3.26	3.21	3.31	
	4.2	Principal	Division as customer-centered/satisfaction: District Operations	3.14	3.07	3.21	
	4.2	Principal	Division as customer-centered/satisfaction: Division of Technology	3.24	3.23	3.27	
	4.2	Principal	Division as customer-centered/satisfaction: Legal Services	3.25	3.05	3.39	
	4.2	Principal	Division as customer-centered/satisfaction: Human Capital Management	3.20	2.95	3.40	
	4.3	Principal	I regularly receive recognition or praise for doing good work.	2.86	2.49	2.85	
	4.3	Principal	I am valued and cared about as a person.	3.10	2.83	3.39	
	4.3	Principal	I am provided with ongoing feedback and guidance.	3.10	2.70	3.37	
	4.3	Principal	Professional development activities provide me with the opportunity to learn and grow as a school leader.	3.16	3.09	3.45	
	4.1	Teacher	My school administrators provide me with ongoing feedback and guidance.	3.00	3.00	3.09	
	4.1	Teacher	My school administrators encourage my professional growth and development.	3.16	3.18	3.22	
	4.1	Teacher	My school administrators have spoken with me about my progress so far this year.	2.90	2.92	3.04	
	4.1	Teacher	Professional development activities provide me with the opportunity to learn and grow as a professional educator.	3.16	3.13	3.03	
	4.3	Teacher	I regularly receive recognition/praise for doing good work.	2.84	2.86	2.77	
	4.3	Teacher	My school administrators care about me as a person.	3.22	3.24	3.21	
	4.3	Teacher	At my campus, I have the opportunity to do what I do best every day.	3.40	3.31	3.26	
4.3	Teacher	My school administrators respect diverse professional opinions at my school.	3.18	3.16	3.11		

** Scale item will be reversed for analyses for consistency in reporting.



Fort Worth

General Information



Get to know Fort Worth, Texas

Fort Worth has laid out the welcome mat for businesses throughout the nation and across the globe. We invite you to take a few minutes to learn more about Fort Worth and what the city can offer your business.

A premier business destination

Texas and the North Texas region are consistently ranked as one of the top places to conduct business.

- For seven consecutive years, *CEO Magazine* has named Texas the top state for doing business.
- Texas ranked first among states on *Site Selection's* annual list of "Top U.S. Business Climates" in 2011.
- Texas was ranked by CNBC as the second best state in the nation for business in 2011.

The North Texas business environment attracts the world's most recognized companies.

- Dallas/Fort Worth has the 4th highest concentration of FORTUNE 500 headquarters in the United States. Of the 20 FORTUNE 500 headquarters based in North Texas, three are in Fort Worth.
- Texas ranks third among states with the most FORTUNE 500 company headquarters with a total of 51. New York has 57 and California has 53.



Notable Headquarters in Fort Worth

- Acme Brick
- Alcon Laboratories (U.S. Headquarters)
- Allied Electronics
- American Airlines
- Bell Helicopter Textron
- Ben E. Keith
- BNSF Railway Company
- D.R. Horton
- Healthpoint
- Justin Brands
- RadioShack
- Pier 1 Imports
- TTI, Inc.
- Williamson-Dickie Manufacturing
- XTO Energy, a subsidiary of ExxonMobil



Driving the national and global economy

- Texas surpassed \$1.2 trillion in annual economic output, replacing New York as the nation's second-largest economy. The state only trails California, which has an economic output of \$1.9 trillion.
- The Texas economy is the 15th largest in the world, which is most comparable with the GDP of Russia.
- The State of Texas is the largest exporter of goods in the United States, grossing more than \$1 billion annually in trade with other nations.

Fastest-growing region in the nation

As companies realize the benefits of conducting business in Texas, the population continues to dramatically increase. Over 1.2 million residents were added to the Dallas/Fort Worth area from 2000 – 2009, and it is estimated that 9.2 million will live in the region by 2030.

- If the Dallas/Fort Worth region were a state, it would rank as the 17th largest in the United States with a population of 6,371,773, putting it between Arizona and Tennessee.
- The U.S. Census Bureau named Fort Worth the fastest-growing major metropolitan area in the U.S. in 2011.
- The Fort Worth region is home to two of the top three fastest-growing communities in the United States – the City of Haslet and the City of Keller.

Population

Area	2000	2010
Dallas-Fort Worth-Arlington MSA	5,221,801	6,371,773
Tarrant County	1,446,219	1,809,034
Fort Worth	534,694	741,206

North Texas' FORTUNE 500 headquarters

- AMR
- Atmos Energy
- AT&T
- Celanese
- Commercial Metals
- Dean Foods
- D.R. Horton
- Dr Pepper Snapple Group
- Energy Future Holdings
- Energy Transfer Equity
- ExxonMobil
- Flour
- GameStop
- Holly
- JCPenney
- Kimberly-Clark
- RadioShack
- Southwest Airlines
- Tenet Healthcare
- Texas Instruments

Workforce

The workforce in North Texas represents one of the most educated talent pools in the country.

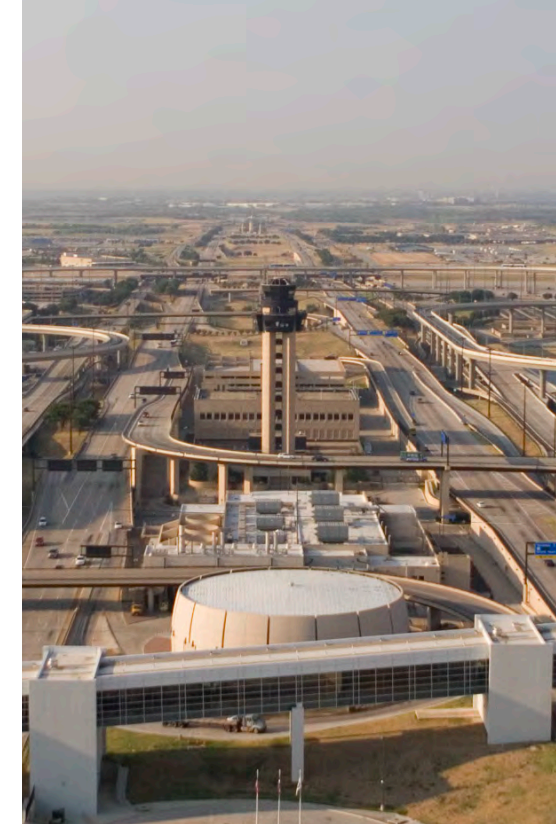
- 81.4 percent of Dallas/Fort Worth residents have a high school degree or higher.
- More than 850,000 individuals have a bachelor's degree and nearly 400,000 have a graduate or professional degree.
- More than half of Dallas/Fort Worth's workers aged 25 and over have at least some college education.

Higher Education

College/University	Enrollment
Tarrant County College	49,108
Texas Christian University	9,142
Texas Wesleyan University	3,378
University of North Texas Health Science Center	1,395

Civilian Labor Force

Area	Civilian Labor Force	Employed	Unemployment Rate
Dallas-Fort Worth-Arlington MSA	3,264,500	3,031,300	7.1%
Tarrant County	922,557	857,593	7.0%
Fort Worth	342,699	317,744	7.3%



Gateway to the World

All roads lead to Fort Worth. The city's central location combined with convenient access to rail, air and land transportation options make Fort Worth an attractive business destination.

- Dallas/Fort Worth International airport is the 4th busiest airport in the world. It offers 145 daily, nonstop domestic flights and 48 daily international flights for 57 million passengers annually.
- Fort Worth Alliance Airport, the world's first industrial airport, consecutively ranks as #1 among the U.S. general purpose Foreign Trade Zones in foreign merchandise admitted to the zone.
- BNSF Railway, one of the nation's largest freight railroad companies, is headquartered in Fort Worth.
- Fort Worth offers easy access to a number of major interstate highways, including I-20, I-30, I-45 and I-35.



POINTS OF INTEREST

- Billy Bob's Texas
- Cultural District
 - Amon Carter Museum
 - Cattle Raisers Museum
 - Fort Worth Museum of Science and History
 - Kimbell Art Museum
 - Modern Art Museum of Fort Worth
 - National Cowgirl Museum
 - Will Rogers Memorial Center
- Fort Worth Botanic Gardens
- Fort Worth Convention Center/Water Gardens
- Fort Worth Nature Center and Refuge
- Fort Worth Stockyards
- Fort Worth Zoo
- Medical District
- Naval Air Station/Joint Reserve Base Fort Worth
- Southwest Parkway/Chisholm Trail Sundance Square/Bags Performance Hall
- Tarrant County College
- Texas Wesleyan University
- Texas Motor Speedway
- Texas Christian University (TCU)
- Trinity River Vision
- UNT Health Science Center
- Walsh Ranch
- West 7th Street

COMPANIES

- Alcon Laboratories
- American Airlines
- Bell Helicopter
- BNSF Railway Company
- Chesapeake Energy
- D.R. Horton
- Lockheed Martin
- Pier 1
- Radio Shack
- Williamson Dickie
- XTO Energy

AIRPORTS

- Alliance Airport
- DFW International Airport
- Love Field (Dallas)
- Meacham International Airport
- Spinks Airport

INDUSTRIAL PARKS

- Alliance Texas
- Centre Port
- Fossil Creek
- Carter
- Mark IV
- Mercantile
- Railhead
- Riverbend

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REGIONAL POINTS OF INTEREST

- American Airlines Center
- Atmos Energy (Dallas)
- The Ballpark at Arlington
- Commercial Metals (Irving)
- Cowboy's Stadium
- Dallas Arts District
- Dean Foods (Dallas)
- Dr Pepper Snapple Group (Plano)
- Energy Future Holdings (Dallas)
- Energy Transfer Equity (Dallas)
- Fair Park
- Flour (Irving)
- Galleria
- Gaylord Texan
- GameStop (Grapevine)
- General Motors in Arlington
- Grapevine Mills
- Holly (Dallas)
- Hurricane Harbor
- J.C. Penny (Plano)
- Kimberly-Clark (Irving)
- Las Colinas
- Lone Star Park/Verizon Theater
- Six Flags Over Texas
- Southern Methodist University (University Park)

REGIONAL POINTS OF INTEREST

- Southwest Airlines (Dallas)
- Tenant Healthcare (Dallas)
- Texas Instruments (Dallas)
- Texas Woman's University
- University of North Texas
- University of Texas at Arlington
- University of Texas at Dallas



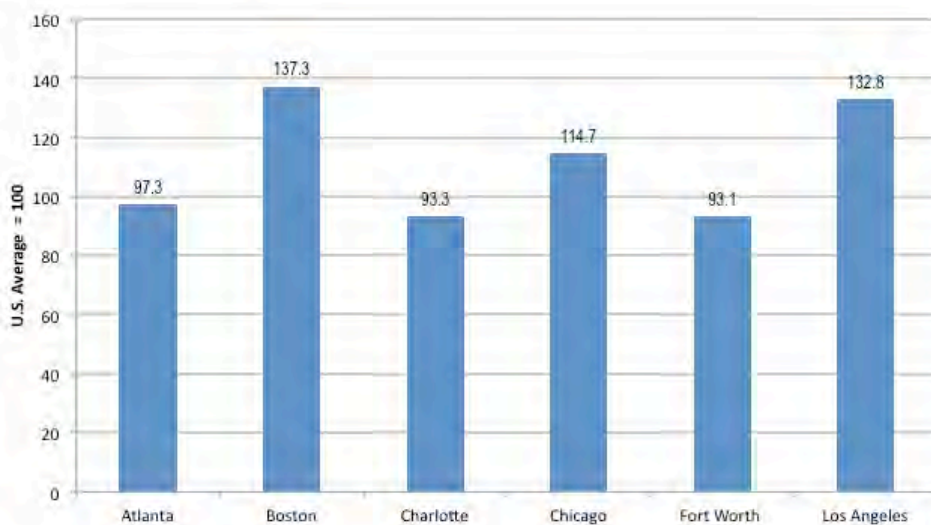


Low cost of living

Fort Worth businesses and residents get more for their money due to the low cost of living in the North Texas region.

- *Forbes Magazine* has named Fort Worth the “Most Cost Effective Region in Which to Live.”
- The Brookings Institution has named Fort Worth one of the top three housing markets in the country.

Cost of Living Index – 2011 Composite Index



Source: C2ER, 2011 Annual Average Data (January 2012)

High quality of life

Fort Worth is known as a livable city. There are a variety of cultural, entertainment and recreational opportunities to enhance the quality of life for citizens and visitors.

- Fort Worth received the All-America City Award from the National Civic League in 1964, 1993 and 2011. The award is presented to only 10 cities each year.
- Downtown Fort Worth was named one of the Top 10 downtowns by Livability.com in 2011.
- Dallas/Fort Worth residents have more buying power. The average Fort Worth household salary is \$63,570.

Fort Worth businesses represent a diverse range of industries.

Top Fort Worth Industry Sectors

Life Sciences

Manufacturing

Construction

Logistics

Energy

Retail

Professional Services

Finance, Insurance and Real Estate



For more information, contact:
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To find out more about why Fort Worth is a great place to live and work, visit www.fortworthchamber.com/eco/.



Fort Worth | Workforce Development



Working together to develop highly skilled employees

Dallas/Fort Worth has added 1.2 million residents since 2000, making it one of the fastest-growing regions in the nation. The Metroplex’s nucleus of quality higher education institutions, a substantial active and retired military population and proactive partnerships between Fort Worth’s business and education communities further augment this talent pool.

A continuous supply of qualified workers

North Texas benefits from one of the most educated talent pools in the country. There are more than 850,000 individuals with a bachelor’s degree and nearly 400,000 with a graduate or professional degree residing in the region.*

With over 60 colleges and universities and a combined enrollment of more than 325,000 students, exceeding 35,000 graduates annually, North Texas also provides a continuous supply of highly qualified employees. Institutions such as Texas Christian University and the University of North Texas (UNT) Health Science Center have established global reputations for producing innovative leaders whose research has changed the world and will continue to do so.



Fort Worth’s Workforce Development Leaders

Dallas – Fort Worth Regional Workforce Leadership Council

Fort Worth Chamber of Commerce

Fort Worth Independent School District

Tarleton State University

Tarrant County College

Texas Christian University

Texas Wesleyan University

Texas Wesleyan University School of Law

Texas Workforce Commission

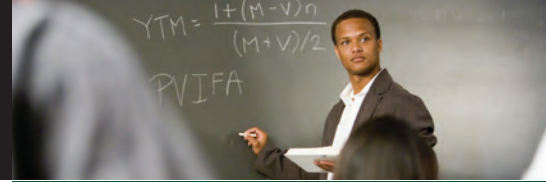
The College of Saint Thomas More

UNT Health Science Center

UT Arlington – Fort Worth Center

Workforce Solutions for Tarrant County

*Source: Texas Higher Education Coordinating Board, 2011



Major North Texas colleges and universities

College or University	Enrollment*	Location	Type
Tarrant County College (5 campuses)	49,108	Fort Worth	2 year public
Texas Christian University (TCU)	9,142	Fort Worth	4+ year private
Texas Wesleyan University	3,378	Fort Worth	4+ year private
Texas Wesleyan University School of Law	730	Fort Worth	Graduate school/ Law
University of North Texas (UNT) Health Science Center	1,395	Fort Worth	Graduate school/ Medical
Dallas Baptist University	5,470	Dallas	4+ year private
Dallas County Community College (7 campuses)	72,639	Dallas and surrounding communities	2 year public
Southern Methodist University (SMU)	10,813	Dallas	4+ year private
Southern Methodist University School of Law	976	Dallas	Graduate school/ Law
Texas Woman's University	14,179	Denton	4+ year private
University of Dallas	2,860	Irving	4+ year private
University of North Texas (UNT)	36,118	Denton	4+ year public
University of Texas at Arlington	32,956	Arlington	4+ year public
University of Texas at Dallas	17,128	Richardson	4+ year public
University of Texas Southwestern Medical Center	2,459	Dallas	Graduate school/ Medical

Community partnerships

A solid education is the foundation for a strong workforce. Fort Worth's business community and educational institutions have established numerous programs to support high school completion, college access and career preparation. Tarrant County College and Workforce Solutions for Tarrant County partner to offer training programs to provide students the skills necessary for "hot" industries such as energy, manufacturing, hospitality and transportation.

The Distinguished Employers of Fort Worth Teens program, administered by the Fort Worth Chamber, supports academic achievement by encouraging local employers to establish flexible employment practices that help teen employees balance work and school.

Regional partnerships include the Dallas-Fort Worth Regional Workforce Leadership Council. The Council is a driving force in cooperative efforts to address the employment, training and certification needs of companies within North Texas' primary industry clusters – Aerospace, Healthcare, Technology, Infrastructure and Logistics.

Notable Facts:

- Texas leads the country in job creation, according to data from the U.S. Bureau of Labor Statistics. The state gained 253,900 jobs between January 2010 and January 2011. California and Pennsylvania are the runners-up with respective increases of 89,400 and 70,300 jobs.
- Tarrant County College was awarded the 2010 Community Partner Award from Workforce Solutions of Tarrant County for its work with the organization to develop educational and training programs.
- Tarrant County College oversees nearly \$55 million in employment and training dollars annually to benefit businesses and training in North Texas. Past training partners include Lockheed Martin, Bell Helicopter and other world-renowned corporations.
- Texas Christian University's Neeley School of Business is ranked by U.S. News and World Report as one of the nation's best business programs, including a #4 ranking as the MBA program with the most financial value at graduation.

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Fort Worth | Corporate & Professional Operations



A top-tier business center for successful companies

Dallas/Fort Worth has the 4th highest concentration of Fortune 500 headquarters in the United States and subsequently is renowned for its pro-business culture, transportation infrastructure, highly skilled workforce, low cost of living and quality of life. The region's central location in the United States and proximity to Dallas/Fort Worth International Airport – the 4th busiest in the world – make Fort Worth a gateway city to the world.

Fort Worth is open for business

Fort Worth's reputation as an ideal place to live and work is attractive for companies looking to establish corporate and regional headquarters or expand their existing businesses and operations. Globally recognized companies such as Alcon Laboratories, American Airlines, Bell Helicopter, BNSF Railway, Pier 1 Imports, D.R. Horton and RadioShack are just some of the industry leaders with corporate headquarters in Fort Worth. A wide array of other renowned businesses in telecommunications, life sciences, logistics and distribution, aerospace and defense, professional services, energy and manufacturing also operate in Fort Worth.

Talented and accessible work-ready labor keeps businesses thriving

The workforce in North Texas represents one of the most educated talent pools in the country. The region benefits from more than 60 colleges and universities, with a combined enrollment exceeding 325,000 students, graduating in excess of 35,000 annually. There are more than 850,000 individuals with a bachelor's degree and nearly 400,000 with a graduate or professional degree in the North Texas region.*

Fort Worth's Corporate and Professional Operations Leaders

- Acme Brick
- Alcon Laboratories (a division of Novartis)
- Allied Electronics
- AMR/American Airlines
- Bell Helicopter Textron
- Ben E. Keith
- BNSF Railway Company
- Cash America International
- Daimler Financial Services
- D.R. Horton
- DynCorp International
- Fidelity Investments
- Freese and Nichols, Inc.
- General Motors Financial Company, Inc.
- Healthpoint Biotherapeutics
- Jacobs Engineering
- Justin Brands
- Pier 1 Imports
- RadioShack
- TTI, Inc.
- Williamson-Dickie Manufacturing

*Source: Texas Higher Education Coordinating Board, 2011



Incentives: Paving the way for business growth

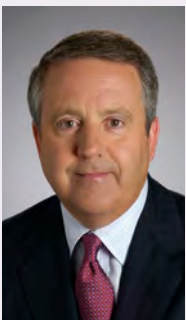
The City of Fort Worth, the Fort Worth Chamber of Commerce, Tarrant County, Tarrant County College and Workforce Solutions work collaboratively to identify financial incentives to support businesses relocating or expanding in the Fort Worth area.

The State of Texas offers incentive programs that are discretionary and based heavily on the number and types of jobs created as well as the amount of investment.

- The **Texas Enterprise Fund** is used primarily to attract new business to the state or assist with the substantial expansion of an existing business as part of competitive recruitment; it is the largest “deal closing” fund of its kind in the nation.
- The **Texas Emerging Technology Fund** is designed to help Texas create jobs and grow the economy over the long-term by expediting the development and commercialization of new technologies and attracting and creating jobs in technology fields that will propel us through the 21st century and beyond.
- The **Texas Enterprise Zone Program** is an economic development tool for local communities to partner with the State of Texas to promote job creation and capital investment in the state. This program offers businesses a state sales and use tax refund on qualified expenditures made at the business site.

Additional incentive opportunities include:

- Property tax abatements
- In-transit inventory exemptions (Triple Freeport)
- Workforce training funds
- Foreign Trade Zones
- Customs Port of Entry



“Fort Worth is a top-tier business center. It has the basic assets companies need for long-term success. That begins with a business-friendly environment in a pro-business state. Fort Worth is also home to a large, talented labor pool, a favorable cost of living and strong transportation infrastructure that provide easy access to national and international markets by rail, highway and air.”

Matt Rose - Chairman and CEO, BNSF Railway Company

Notable Facts:

- Fort Worth is home to more than 30,000 companies, including three FORTUNE 500 corporate headquarters.
- The world’s largest Foreign Trade Zone in terms of the value of goods processed, the Alliance Global Logistics Hub, is located in north Fort Worth.
- The cost of living in the region is approximately 10 percent lower than the national average.
- The Dallas/Fort Worth area has the 4th highest concentration of FORTUNE 500 headquarters in the United States.
- Texas ranks third among states with the most FORTUNE 500 headquarters with a total of 51. New York has 57 and California has 53.

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Lockheed Martin F-35

Fort Worth

Aviation & Aerospace



Reaching new heights in travel and defense



Fort Worth has played a significant role in the evolution of the global aviation and aerospace industry for over a century. The city's support of aviation ventures, which dates to 1911, and a large military presence established during World War II produced a thriving industry that serves both the travel and defense markets.

Fort Worth companies are at the center of the aviation industry, from the latest defense aircraft to the next generation of commercial jet liners. The city is also home to hundreds of aviation-related suppliers who provide the major manufacturers with everything they need to get their aircraft off the ground, including full-service maintenance, parts, paint, aircraft seats, electrical equipment, software and training.

Making the world a safer place

Fort Worth's role in the aviation and aerospace industry has soared since the World War II era with the establishment of Carswell Air Force Base. Today, the base is known as Naval Air Station/Joint Reserve Base Fort Worth, and it continues serving as the headquarters for various units of the Army, Navy, Air Force, Marines and the Texas Air National Guard.



Bell Helicopter Textron AH-1Z Viper

The presence of the Naval Air Station, and the availability of retired military personnel available for employment, makes Fort Worth an attractive destination for aviation companies. Fort Worth's most significant representatives of this sector are Lockheed Martin, American Airlines and Bell Helicopter Textron.

Fort Worth Area Aerospace and Defense Leaders

- 301st Fighter Wing Air Force Reserve
- AMR/American Airlines
- Bell Helicopter Textron
- DynCorp International
- Elbit Systems of America
- ExxonMobil Aviation
- Federal Aviation Administration SW Region
- Goodrich Corporation
- Leading Edge Aviation Services
- Lockheed Martin Aeronautics Co.
- Naval Air Station/Joint Reserve Base Fort Worth
- Raytheon
- RECARO Aircraft Seating Americas Inc.
- Triumph Aerostructures – Vought Aircraft Division



In 1975, General Dynamics (now known as Lockheed Martin Aeronautics Company) began manufacturing the F-16 from its Fort Worth location, and it will continue to produce this aircraft for the next decade. The company is currently manufacturing the F-35, which is part of the largest defense program in the nation's history and will likely have a lifespan of 50 years. The company employs approximately 15,000 in Fort Worth, and the division reported \$13.2 billion in sales in 2010.



Bell Helicopter Textron employs approximately 6,700 in the Fort Worth region. The company's military aircraft, which include the OH-58 Kiowa Warrior, the V-22 Osprey and the AH-1Z Viper attack helicopter, provide the most advanced defense air transportation and weaponry.

Let's fly away

The substantial regional presence of companies in the aerospace and aviation industry is further supported by several airports. Fort Worth is the headquarters of American Airlines, which has a significant presence at Dallas/Fort Worth International Airport – the 4th busiest airport in the world serving over 57 million passengers annually.

Fort Worth Alliance Airport is the world's first industrial airport. Alliance Airport is part of AllianceTexas, a 17,000-acre master-planned, mixed-use development in north Fort Worth. More than 240 air service companies have a presence at Alliance, including American Airlines, Bell Helicopter, Lockheed Martin and numerous aviation-related suppliers and manufacturers.



General aviation facilities in Fort Worth include Fort Worth Meacham International and Spinks Airport. Both airports offer full-service FBOs, flight schools and aviation maintenance facilities.

Workforce

The workforce in North Texas represents one of the most educated talent pools in the country. The region benefits from more than 60 colleges and universities, with a combined enrollment exceeding 325,000 students. There are more than 850,000 individuals with a bachelor's degree and nearly 400,000 with a graduate or professional degree in the North Texas region.*

A large volume of military personnel with substantial expertise in defense programs, engineering and avionics also support the region's aerospace workforce of over 22,000.

Critical to developing a skilled workforce, Tarrant County College offers specialized programs for FAA Airframe and Powerplant certification, as well as a certificate and degree program in avionics.

Notable Facts:

- Fort Worth is home to approximately 10 percent of the nation's total aerospace workers, and the North Texas region has the 3rd largest aviation-related employment base in the country.
- The first nonstop flight around the world originated in Fort Worth at Carswell Air Force Base (currently Naval Air Station/Joint Reserve Base Fort Worth) in 1948.
- A hangar at Fort Worth Meacham International for Leading Edge Aviation Services, the undisputed aircraft painting partner of choice for America's best-known airlines, is one of only a handful in the world capable of providing custom services for luxury aircraft, including the Boeing 787 Dreamliner.



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*Source: Texas Higher Education Coordinating Board, 2011



Fort Worth | Life Sciences



Revolutionizing global healthcare through local innovation and research



With an extensive and dynamic life sciences community, the Dallas-Fort Worth Metroplex is meeting the expanding healthcare needs of a fast-growing region, while fostering medical innovations that will solve our world's most critical life science challenges.

The region's healthcare infrastructure comprises more than 450 biomedical companies, 1,110 research, development and testing laboratories, world-class medical schools and hospitals and award-winning, nationally recognized healthcare systems such as Baylor Health Care System and Texas Health Resources. Fort Worth's John Peter Smith (JPS) Hospital is designated as a Level I Trauma Center by the Texas Department of State Health Services. This is the highest-level of accreditation and enables the hospital to address the most serious illnesses and injuries. In addition, Fort Worth's Texas Health Harris Methodist Hospital and Cook Children's Medical Center are designated as Level II Trauma Centers. This enables them to provide initial trauma care, regardless of the severity of the injury.

"Healthpoint has found that recruiting the top talent necessary for our biopharmaceutical organization is the least of our worries as the result of Fort Worth's culture, livability and the quality of life that our employees enjoy here."

Travis E. Baugh - President and Chief Operating Officer, Healthpoint Biotherapeutics

The University of North Texas (UNT) Health Science Center in Fort Worth is a major driver and collaborator in medical research and cutting-edge technologies that are gaining ground in the fight against major diseases. For example, UNT Health Science Center is partnering with a statewide consortium to identify genes and biomarkers associated with Alzheimer's disease, working with the Baylor Islet Research Lab to enable clinical research that could reduce Type I diabetes, and collaborating with the UT Southwestern Medical Center in Dallas to battle traumatic brain injuries, shock and sudden cardiac arrest.

Fort Worth's Life Science Leaders

- Alcon Laboratories, Inc.
- Avcor Health Care Products
- Cardinal Health Pts. LLC
- Caremark Rx Inc.
- Galderma Laboratories LP
- GlaxoSmithKline
- Healthpoint Biotherapeutics
- Medco Health Solutions
- Medtronic Powered Surgical Solutions
- Precision Rx Inc.
- Virbac Corporation
- ZS Pharma



Additionally, a new Institute of Applied Genetics has brought together experts from the Federal Bureau of Investigation, UNT Health Science Center and the University of Granada in Spain to establish a worldwide DNA database to help reunite missing children with their parents.

The convergence of research, technology, biology and a highly educated workforce has contributed to Fort Worth's success in attracting prominent life sciences companies. Alcon Laboratories (a division of Novartis), the world's largest specialized eye care company, is among many industry leaders located in Fort Worth, along with Galderma Laboratories, Healthpoint Biotherapeutics, Medtronic and US Oncology.

At the other end of the spectrum, Fort Worth is also driving growth among entrepreneurs and start-ups through regional initiatives, such as TECH Fort Worth and BioDFW, which serve as business incubators and provide resources to emerging biotech companies.

Area hospitals and research facilities include:

- Baylor All Saints Medical Center
- Cook Children's Health Care System
- Texas Health Harris Methodist Hospital of Fort Worth
- JPS Health Network
- Plaza Medical Center of Fort Worth
- The Center for Cancer & Blood Disorders
- Texas Oncology
- UT Southwestern Moncrief Cancer Center
- UNT Health Science Center



A sampling of Fort Worth's life sciences leaders:

Company	Description
Alcon Laboratories, Inc. (a division of Novartis)	Research and development of medical eye care products
Avcor Health Care Products	Development and manufacturing of elastic, cohesive compression dressings & bandages
Ferris Manufacturing	Manufacturing of wound care products
Galderma Laboratories LP	Manufacturing of pharmaceutical products related to skin care
Healthpoint Biotherapeutics	Manufacturing of specialty pharmaceuticals for the skin and related soft tissue
Medco Health Solutions	Pharmaceutical consultants
Medtronic Powered Surgical Solutions	Manufacturing of surgical tools
Sovereign Pharmaceutical	Wholesale pharmaceutical products
Well Point Next Rx	Full-service specialty pharmacy
US Oncology	Industry leading cancer research and treatment center
Virbac Corporation	Manufacturing of veterinary equipment and medicine
ZS Pharma	Development of proprietary technology related to kidney and liver disease

Notable Facts:

- There are over 222,700 jobs in the life sciences industry in Dallas/Fort Worth and over 915,000 in the State of Texas.
- There are three Nobel Laureates in the Dallas-Fort Worth region.
- In 2009, one out of every 19 U.S. biotechnology employees worked in Texas, while one out of every 15 U.S. biotechnology firms was located in Texas.^[1]
- Since 2003, the Texas Enterprise Fund (TEF) has awarded \$97.3 million to biotechnology-related projects.
- Since 2005, the Texas Emerging Technology Fund (TETF) has awarded more than \$230 million to biotechnology-related projects, commercializing start-up companies and funding universities or university-related consortiums.
- As of April 2011, Texas ranked second nationally in the number of clinical studies with a total of 12,435.^[2]

[1] U.S. Bureau of Labor Statistics

[2] NIH ClinicalTrials.Gov

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Fort Worth | Logistics



A transportation super hub that keeps people and goods moving

Four airports, a substantial rail network and an extensive highway system ensure that accessibility to any Fort Worth location in 30 minutes or less is a well-planned reality.

The need to move goods, materials and people quickly and efficiently is a prerequisite for business. Fort Worth has shown it is uniquely positioned to meet these needs both now and well into the future.

Whether you are here for business or pleasure, or moving goods to their final destination, you will find that local leaders paid attention to details when they planned Fort Worth's future as a transportation super hub.

Modern airports give Fort Worth a global address

A variety of aviation service providers combine to make Fort Worth one of the nation's most active inland ports.

Dallas/Fort Worth International Airport handles 60 percent of the cargo shipped in Texas and creates \$14.3 billion in revenue for North Texas annually. In addition, 57 million passengers pass through Dallas/Fort Worth International Airport's gates each year, making it the 4th busiest airport in the world.

The world's first industrial airport, Fort Worth Alliance Airport, is located in north Fort Worth and offers a range of amenities for global customers, including an on-site U.S. Customs Clearance and Centralized Examination Station and the top-ranked Foreign Trade Zone in the U.S. in terms of the value of foreign goods admitted.



Fort Worth's Major Industrial Parks

AllianceTexas – 17,000 acres;
Foreign Trade Zone and Customs Port
of Entry

Carter Distribution Center –
800 acres

Carter Industrial Park – 950 acres

CentrePort Business Park – 1,300
acres; Foreign Trade Zone

Fossil Creek – 1,150 acres; Foreign
Trade Zone

Mark IV Industrial Park – 1,000 acres

Mercantile Center – 1,500 acres;
Foreign Trade Zone

Railhead Industrial Park – 633 acres;
Foreign Trade Zone

Riverbend Business Park – 97 acres;
Foreign Trade Zone



Rounding out the area's airports are Fort Worth Meacham International, a general aviation facility established in 1925 and located just five miles from downtown Fort Worth, and Spinks Airport, a general aviation facility opened in 1988 just 13 miles south of downtown Fort Worth. Both airports offer full-service FBOs, flight schools and aviation maintenance facilities.

Ground transportation and easy access provide choices

An expansive rail network and major interstates put Fort Worth on the map when it comes to logistics and distribution.

BNSF Railway, which is headquartered in Fort Worth, is one of the nation's largest freight railroad companies and has a \$100-million, state-of-the-art intermodal hub at Fort Worth Alliance Airport. Union Pacific also has a significant presence in Fort Worth. Its location at Centennial Rail Yard is one of the largest freight classification facilities in the nation. Just south of downtown is Tower 55, one



of the busiest railroad intersections in the United States. Each day, nearly 100 trains move through Tower 55, transporting needed goods between the West Coast, the Midwest, the Gulf Coast, the Southeast, Canada and Mexico.

The Trinity Railway Express (TRE) provides commuter rail service between Fort Worth and Dallas in cooperation with the Fort Worth Transportation Authority (The T) and Dallas Area Rapid Transit (DART), the region's public transit services. The TRE serves 180,000 riders monthly from links at Fort Worth, Dallas and Dallas/Fort Worth International Airport.

Fort Worth offers easy access to a number of major interstate highways, including I-20, I-30, I-45 and I-35W, a major north-south route and North America Free Trade Agreement (NAFTA) corridor that links the United States to Mexico and Canada.

Notable Facts:

- Fort Worth Alliance Airport consecutively ranks #1 among U.S. general purpose Foreign Trade Zones in foreign merchandise admitted to the zone.
- Dallas/Fort Worth International Airport offers 145 daily domestic, non-stop flights and 48 daily international flights.
- I-35 bisects Dallas and Fort Worth. Just south of the Metroplex, the Interstate splits into an East section through Dallas and a West section through Fort Worth. The Interstate reconnects just north of the Metroplex.
- FedEx Express, the cargo airline division of FedEx Corporation, houses its Southwest Regional Sort Hub at Fort Worth Alliance Airport.

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Fort Worth | Manufacturing



A stamp of approval: "Made in Fort Worth"

Fort Worth is a "who's who" of leading manufacturers. Whether it's Lockheed Martin's F-35 or commercial airline jetways, green beans or contact lenses, a fuel-efficient locomotive or Western wear, Fort Worth manufacturers are making products that are used throughout the world on a daily basis. Local manufacturing companies represent all major sectors, including aerospace and aviation, biotechnology and pharmaceuticals, electronics and food processing, among others.

Take our central location, add an evolved transportation infrastructure and our highly skilled workforce, and the result is a core group of companies that take pride in putting a "Made in Fort Worth" stamp on their products.

Names you know, products you trust

Companies throughout the world are making manufacturing investments in Fort Worth. While other parts of the country are recording a reduction in manufacturing jobs, Fort Worth continues to post growth in this sector, a statistic that proves businesses will thrive and grow in the kind of healthy business environment that exists here.

One of Fort Worth's most iconic manufacturing companies is Justin Brands, the manufacturer of globally recognized Justin Boots. The company planted its heels in Fort Worth in 1925, and today is the brand of choice for country & western celebrities, international rodeo champions and anyone who enjoys the "cowboy" lifestyle.

Q-Edge is representative of the international manufacturers in Fort Worth. The Taiwanese company selected Fort Worth as the site for its North American electronics assembly and distribution facility for Apple laptop computers.

Fort Worth's Major Business and Industrial Parks

AllianceTexas

Carter Distribution Center

Carter Industrial Park

CentrePort Business Park

Fossil Creek

Mark IV Industrial Park

Mercantile Center

Railhead Industrial Park

Riverbend Business Park

Plenty of Room to Build & Grow

Fort Worth has laid out the welcome mat for manufacturing companies, and has a wide selection of buildings ready to be occupied. In addition, Fort Worth has plenty of shovel-ready land, with incentives that include foreign trade zones, customs port of entry, triple freeport inventory, rail spurs and tax abatements.



Fort Worth's newest manufacturing arrival is GE Transportation, a division of General Electric that manufactures locomotive engines. The company is building a 900,000-square-foot, state-of-the-art facility that will produce its signature Evolution® Series locomotive, an energy-efficient product that reduces fuel consumption by five percent while reducing emissions by 40 percent over the lifetime of the locomotive.



In addition to attracting new manufacturers, Fort Worth's existing companies are expanding their footprints in the community. Bell Helicopter Textron, an industry-leading producer of commercial and defense helicopter aircraft, is investing \$230 million to revitalize its corporate campus and training facility. The company employs approximately 6,700 in the Fort Worth region, and its military aircraft, such as the OH-58 Kiowa Warrior, the V-22 Osprey and the AH-1Z Viper attack helicopter, provide the most advanced air transportation and weaponry.

Fort Worth's leading manufacturing companies

Company	Products
Acme Brick Company	Masonry, bricks
Alcon Laboratories	Vision care products
Bell Helicopter Textron	Commercial and defense helicopter aircraft
CK Technologies	Components for commercial trucks and buses
Coaire Corporation	Heating, A/C, hot water and energy-producing units
The Dannon Corporation	Yogurt
Ferris Manufacturing	Wound care dressings
Galderma	Dermatological pharmaceuticals
General Mills	Various food products
GE Transportation	Locomotives
Green Bay Packaging	100 % recycled corrugated boxes and packaging
Justin Boots	Western boots, workforce boots
Lockheed Martin	Defense aircraft
MillerCoors	Domestic and craft beers
Motorola	Wireless communications technology
Suncome Holdings	Mattresses
Williamson-Dickie	Clothing
Q-Edge	Components for Apple laptop computers

Workforce

The workforce in North Texas represents one of the most educated talent pools in the country. The region benefits from more than 60 colleges and universities, with a combined enrollment exceeding 325,000 students, graduating in excess of 35,000 annually. There are more than 850,000 individuals with a bachelor's degree and nearly 400,000 with a graduate or professional degree in the North Texas region.*

*Source: Texas Higher Education Coordinating Board, 2011

Notable Facts:

- MillerCoors' Fort Worth brewery was the first to manufacture Miller Lite beer.
- Justin Brands, well-known maker of cowboy boots with roots back to 1879, settled in Fort Worth in 1925.
- Lockheed Martin's F-35, which is manufactured in Fort Worth, is part of the largest defense program in the nation's history and will likely have a lifespan of 50 years. It is the most technologically advanced, multi-role fighter aircraft in the world.
- GE Transportation's locomotive manufacturing facility in North Fort Worth is the division's first plant outside of Pennsylvania in more than 100 years.



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Fort Worth | Natural Gas



Fort Worth: 'The Shale Energy Capital'

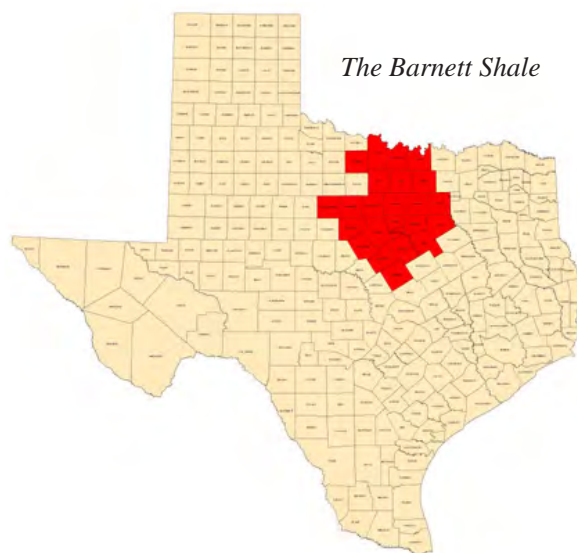
Energy has long served as a significant economic driver in Texas. For the past decade Fort Worth has been the focal point for energy production through natural gas exploration and drilling in the Barnett Shale. Sitting atop one of the largest natural gas resources in the nation, Fort Worth is the ideal location for gas drillers, pipeline investments and related operations.

The Barnett Shale currently covers over 5,000 square miles in 24 North Texas counties, including Tarrant, Wise, Denton and Johnson. These counties already have more than 16,000 producing wells in place, with thousands more permitted for future drilling; at any point, there are dozens of rigs in operation.

The Barnett Shale: A significant economic driver

Since 2001, this massive area has produced over 10 trillion cubic feet of natural gas, making drilling and related activity a notable economic driver for the region.

In 2011, Barnett Shale activity yielded an estimated \$11.1 billion economic impact to the region, including 100,268 jobs. The cumulative economic impact of the Barnett Shale since 2001 is estimated at \$65.4 billion and nearly 600,000 jobs. The overall economic contribution constitutes about 8.5 percent of the local business complex, and the activity is expected to continue generating economic stimulus for decades to come.



Fort Worth's Energy Leaders

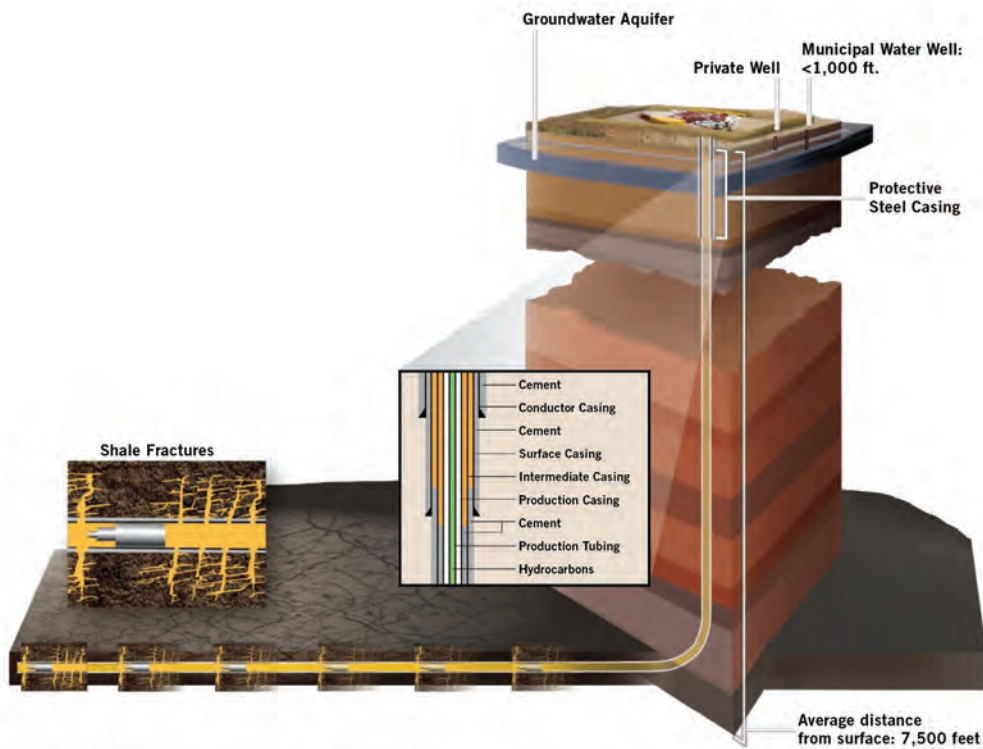
- Burnett Oil Company
- Carrizzo Oil & Gas Inc.
- Chesapeake Energy
- Dale Resources
- Devon Energy
- EOG Resources
- FTS International
- Halliburton
- Jetta Operating Company, Inc.
- Newark Energy
- Pioneer Natural Resources
- Quicksilver Resources
- Range Resources
- Schlumberger
- Titan Operating, LLP
- Weatherford International
- Western Production
- XTO Energy, a subsidiary of ExxonMobil



America's testing ground

In addition to its role as an economic driver, the Barnett Shale is a model for innovation. In fact, the now widely used technologies of horizontal drilling and hydraulic fracturing were introduced in the Barnett Shale in 2002.

Companies further pushed the boundaries by introducing new urban drilling practices related to royalties and leases, community relations and legislative relations in the Barnett Shale. As a result, these practices have been modeled and enhanced in other shale plays across the nation.



Workforce

The workforce in North Texas represents one of the most educated talent pools in the country. The region benefits from more than 60 colleges and universities in the Dallas-Fort Worth Metroplex, with a combined enrollment exceeding 325,000 students, that collectively graduate more than 35,000 students annually. There are more than 850,000 individuals with a bachelor's degree and nearly 400,000 with a graduate or professional degree in the North Texas region.*

Notable Facts:

- Barnett Shale production topped 1.9 trillion cubic feet in 2010.
- Companies operating in the Barnett Shale have donated substantial sums to various local entities. In 2010, these companies contributed at least \$9 million to local organizations in addition to providing financial and in-kind gifts to schools and scholarships.
- Barnett Shale activity benefits the entire State of Texas. From 2001 – 2011, the statewide economic impact of natural gas drilling and related activity in the Barnett Shale included \$80.7 billion in output and 710,319 person-years of employment.
- Approximately 38.5 percent of the growth in the Fort Worth region's economy from 2001 – 2011 has been the result of Barnett Shale activity. The overall economic contribution now constitutes about 8.5 percent of the local business complex.

For more information, contact:
 Fort Worth Chamber of Commerce
 P: 817.338.3392
 E: EcoDev@fortworthchamber.com

To find out more about why Fort Worth is a great place to live and work, visit www.fortworthchamber.com/eco/.

*Source: Texas Higher Education Coordinating Board, 2011



Fort Worth | Arts & Entertainment



Heritage and culture combine to cultivate creativity

Look anywhere in the world and you will find that arts and entertainment opportunities enhance a community. There is no better example of this than in Fort Worth with its colorful celebration of heritage coupled with a thriving cultural community.

With 109 acres of museum space, Fort Worth has the second-highest number of accredited museums within walking distance of each other, second only to Washington, D.C. **The Modern Art Museum** of Fort Worth is located within the city's celebrated Cultural District and offers the foremost collection of modern and contemporary art in the central United States. Just steps away you will find the **Kimbell Art Museum** and its collection that ranges from antiquity to the 20th century; the **National Cowgirl Museum and Hall of Fame**, which celebrates women who helped shape the American West; the **Amon Carter Museum of American Art**, one of the nation's finest collections by American artists such as Frederic Remington and Charles M. Russell; and the **Fort Worth Museum of Science and History**, an educational, interactive museum and home of the Omni Theater.

Our vibrant, 35-block **Sundance Square** in downtown is home to the \$67 million **Bass Performance Hall**, the venue for the **Van Cliburn International Piano Competition** and Cliburn Concerts, **Fort Worth Symphony Orchestra**, **Texas Ballet Theatre**, and **Fort Worth Opera**. The stunning hall is deservedly considered one of the top 10 opera halls in the world by *Travel + Leisure* magazine.



Photo courtesy of the Texas Rangers

Fort Worth's Cultural and Entertainment Venues

- Amon Carter Museum of American Art
- Bass Performance Hall
- Billy Bob's Texas
- Botanical Research Institute of Texas (BRIT)
- Casa Mañana
- Circle Theatre
- Fort Worth Botanic Garden and Japanese Garden
- Fort Worth Community Arts Center
- Fort Worth Nature Center
- Fort Worth Museum of Science and History
- Fort Worth Water Gardens
- Fort Worth Zoo
- Jubilee Theatre
- Kimbell Art Museum
- Modern Art Museum of Fort Worth
- National Cowgirl Museum and Hall of Fame
- National Multicultural Western Heritage Museum and Hall of Fame
- Sid Richardson Museum of Western Art
- Stockyards Museum
- Stockyards National Historic District
- Sundance Square
- Trinity Trails



Sports fans have year-round opportunities to watch their favorite professional and college teams make winning plays. *The Sporting News* named Dallas-Fort Worth the “2011 Best Sports City” based on the **Dallas Mavericks’** NBA Championship, the **Texas Rangers’** American League pennant, **Texas Christian University’s** Rose Bowl win and the region’s hosting of **Super Bowl XLV** at Cowboys Stadium. Other local sports favorites include the **Dallas Cowboys**, the **Dallas Stars**, **FC Dallas** major league soccer, **NASCAR** and **Indy League** car racing and thoroughbred horse racing.

Fort Worth entertainment and recreational venues also honor its Western heritage. Daily cattle drives through the Stockyards National Historic District and the annual Fort Worth Stock Show and Rodeo are only a few ways the city reminds people how it earned the nickname “Cowtown.”

Fort Worth is known as a livable city. Our ongoing commitment to offering entertainment and recreational opportunities to our citizens and visitors is one of the many ways we ensure that our community is a desirable location where a diverse mixture of people live, work and play. These efforts have resulted in the city’s 10-year designation as one of America’s “Most Livable Communities” by the Partners for Livable Communities.

North Texas professional sports teams and venues

Team	Sports League	Venue
Dallas Cowboys	National Football League (NFL)	Cowboys Stadium
Dallas Mavericks	National Basketball Association (NBA)	American Airlines Center
Dallas Stars	National Hockey League (NHL)	American Airlines Center
FC Dallas	Major League Soccer (MLS)	Pizza Hut Park
Fort Worth Cats	American Association of Independent Baseball Leagues	LaGrave Field
Fort Worth Stock Show and Rodeo	Professional Rodeo Cowboys Association (PRCA)	Will Rogers Coliseum
IndyCar Series	Indy Racing League	Texas Motor Speedway
Lone Star Million Day	Thoroughbred Horse Racing	Lone Star Park
Nationwide Series	NASCAR	Texas Motor Speedway
Sprint Cup Series	NASCAR	Texas Motor Speedway
Texas Rangers	Major League Baseball (MLB)	The Ballpark at Arlington



“Our family has deep roots in Fort Worth and its business community. We began investing in our downtown over 30 years ago because we realized we could not grow a world class business organization without an attractive, livable, world class urban environment. We have developed Sundance Square first and foremost for the people of Fort Worth, but at the same time we are proud that it has become a destination for people from all around the world.”

Ed Bass - Fort Worth Sundance Square developer

Notable Facts:

- In 2011, Downtown Fort Worth was named one of the Top 10 downtowns by Livability.com.
- Fort Worth received the All America City Award from the National Civic League in 1964, 1993 and 2011. The award is only given to ten cities each year and recognizes communities whose citizens work together to identify and tackle community-wide challenges and achieve uncommon results.
- In 2011, the Kimbell Art Museum made one of the most important acquisitions in its history: French painter Nicolas Poussin’s *Sacrament of Ordination* (Christ Presenting the Keys to Saint Peter).
- The Fort Worth Zoo was rated by the Zagats survey as the number one attraction in the Dallas-Fort Worth area. It was rated by USA Travel Guide as the 5th best zoo in the nation. More than one million people visit the 100-year-old zoo annually.

For more information, contact:
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POPULATION			
Area	1990	2000	2013
Dallas-Fort Worth-Arlington MSA	4,111,750	5,309,277	6,810,913
Tarrant County	1,170,103	1,446,219	1,911,541
Fort Worth	447,619	534,694	792,727

Source: U.S. Census Bureau

CIVILIAN LABOR FORCE (in thousands)			
Fort Worth - Arlington MD	Aug-15	Aug-14	% Change
Total Labor Force	1,183.9	1,191.5	-0.6%
Employed	1,135.6	1,129.5	0.5%
Unemployed	48.2	62.0	-22.3%
Unemployment Rate	4.1%	5.2%	-21.2%

Source: Texas Workforce Commission

NON-FARM WAGE & SALARY EMPLOYMENT			
Fort Worth- Arlington MD	Aug-15	Aug-14	% Change
Total Nonagriculture	997,800	979,200	1.9%
Mining & Construction	68,100	74,100	-8.1%
Retail Trade	112,000	110,100	1.7%
Manufacturing	95,000	97,200	-2.3%
Trans., Warehousing & Utilities	76,800	72,300	6.2%
Information	12,800	13,200	-3.0%
Financial Activities	58,800	56,600	3.9%
Professional & Business Svcs.	116,600	112,700	3.5%
Education & Health Services	130,500	122,700	6.4%
Leisure & Hospitality	115,500	110,900	4.1%
Other Services	38,200	37,900	0.8%
Government	125,400	124,400	0.8%

Source: Texas Workforce Commission

RESIDENTIAL REAL ESTATE			
MLS Activity	Aug-15	Aug-14	% Change
Collin County Sales	1,781	1,690	5.4%
Collin County Median Sale Price	\$287,400	\$268,400	7.1%
Dallas Sales	6,676	5,925	12.7%
Dallas Median Sale Price	\$231,800	\$211,300	9.7%
Denton County Sales	1,136	1,015	11.9%
Denton County Median Sale Price	\$233,200	\$208,200	12.0%
Fort Worth Sales	1,298	1,143	13.6%
Fort Worth Median Sale Price	\$161,900	\$148,700	8.9%
NE Tarrant County Sales	1,114	998	11.6%
NE Tarrant County Median Sale Price	\$233,500	\$215,100	8.6%

Source: Texas A&M Real Estate Center

PERMIT ACTIVITY			
Fort Worth	Aug-15	Aug-14	% Change
Single Family	243	227	7.0%
Multi-Family	6	5	20.0%
Commercial	95	97	-2.1%

Source: City of Fort Worth

HOUSING STARTS			
Fort Worth	Aug-15	Aug-14	% Change
Residential Units	303	453	-33.1%
Single Family	245	321	-23.7%
Multi-Family Units	58	132	0.0%
2015 Residential Units YTD			3,025
2014 Residential Units			5,382

Source: City of Fort Worth

***North Texas Region** - The North Texas Region includes Collin, Dallas, Denton, Ellis, Erath, Hood, Hunt, Johnson, Kaufman, Navarro, Palo Pinto, Parker, Rockwall, Somervell, Tarrant, and Wise counties.

PASSENGERS			
Airport	Aug-15	Aug-14	% Change
DFW International Airport	5,839,500	5,787,037	0.9%
2015 YTD Passengers			42,962,323
2014 Total Passengers			63,522,823

Source: DFW Airport

NEW AUTO SALES			
DFW Area	Aug-15	Aug-14	% Change
Passenger Cars	20,379	19,187	6.2%
Trucks	15,072	10,528	43.2%
Total	35,451	29,715	19.3%

Source: "The Freeman Metroplex Recap"

CONSUMER PRICE INDEX - URBAN (CPI-U)			
Base 1982-84=100	CPI-U	CPI-U	Inflation Rate
	Aug-15	Aug-14	
DFW CMSA	218.676	219.543	-0.4%
U.S. City Average	238.316	237.852	0.2%

Source: Bureau of Labor Statistics

ACCRA COST OF LIVING		
Fort Worth	Second Quarter 2015	U.S.Average=100
Composite (All Items)		102.2
Grocery Items		92.5
Housing		97.0
Utilities		92.0
Transportation		103.0
Health Care		101.8
Misc. Goods & Services		114.0

Source: ACCRA

COMMERCIAL REAL ESTATE				
Dallas / Fort Worth		2ndQ -15	2ndQ-14	% Change
Office	Occupancy Rate	82.10%	81.3%	1.0%
	Rate/SF Class A	\$20.75	\$20.07	3.4%
Industrial	Occupancy Rate	92.6%	93.7%	-1.2%
	Rate/SF	\$4.11	\$4.07	1.0%
Retail	Occupancy Rate	93.9%	92.1%	2.0%
	Rate/SF	\$13.95	\$14.07	-0.9%
Fort Worth CBD	Occupancy Rate	87.50%	84.0%	4.2%
	Rate/SF	\$26.27	\$25.95	1.2%
	Net Rentable/SF	9,365,503	9,388,949	-0.2%
Dallas CBD	Occupancy Rate	76.30%	74.2%	2.8%
	Rate/SF	\$22.14	\$20.60	7.5%
	Net Rentable/SF	25,082,000	28,637,303	-12.4%

Source: CBRE (2Q2015)

DRILLING ACTIVITY			
Well Starts	Aug-15	Aug-14	% Change
Tarrant County	10	9	11.1%
* Barnett Shale	24	63	-61.9%
* 2015 Well Starts YTD			144
* 2014 Well Starts			810
Rig Counts	Aug-15	Aug-14	% Change
Tarrant County	2	4	-50.0%
* Barnett Shale	6	23	-73.9%

Source: RigData (* Barnett Shale represents everything in East Newark Field for purposes of this report - 23 counties)

***Dallas-Plano-Irving MD** - Dallas Metropolitan Division includes Collin, Dallas, Delta, Denton, Ellis, Hunt, Kaufman and Rockwall counties.

***Fort Worth-Arlington MD** - Fort Worth MD includes Johnson, Parker, Tarrant and Wise counties.

Information gathered and compiled by the Fort Worth Chamber of Commerce.

FORT WORTH CHAMBER OF COMMERCE

Economic Development Information Center

COST OF LIVING INDEX

City	Overall	Housing	Grocery
Fort Worth	97.4	86.2	93.8
Denver	104.2	116.3	93.7
New York	220.4	451.4	135.9
Chicago	115.3	136.2	98.4
Kansas City	99.2	92.3	95.8



Updated: February 20, 2015

FORT WORTH CHAMBER OF COMMERCE

Economic Development Information Center

2015 TARRANT COUNTY AVERAGE WAGES

Occupation	Average Hourly Wage (\$)
Accountant	21.61
Assembler	13.33
Billing Representative	14.01
Computer Operator	20.14
Customer Service Manager	27.22
Customer Service Rep.	12.35
Data Entry Clerk	12.06
Database Analyst	36.13
Electrician	22.68
Electronics Technician	16.74
Forklift Operator	16.12
Machinist	17.20
Maintenance Mechanic	16.05
Maintenance Supervisor	28.54
Material Handler	15.73
Network Administrator	32.86
Network Technician	24.83
Programmer	24.24
Quality Insurance Inspector	20.28
Secretary I	13.04
Stock Clerk	12.38
Warehouse Supervisor	23.16

Source: The Whitney Smith Company

FORT WORTH CHAMBER OF COMMERCE

Economic Development Information Center

DEMOGRAPHIC PROFILE

Category	Fort Worth	D/FW MSA
Population Est.	720,250	6,637,230
White	442,902	4,387,382
Black	122,477	876,979
American Indian	3,575	31,193
Asian	24,879	303,768
Other Race	71,921	567,111
Two or More Races	12,143	136,974
Hispanic (of any race)	236,314	1,732,974
Under Age 20	216,081	1,925,237
Age 20 - 24	48,647	405,090
Age 25 - 44	212,096	1,965,012
Age 45 - 64	143,394	1,481,830
Age 65+	57,679	526,238
Median Age	31.6	33.3
Total Households	287,898	2,567,298
Income per Capita	\$23,208	\$27,414
Income Ave. HH	\$63,014	\$78,445

*Source: North Central Texas Council of Governments & U.S. Census Bureau
(Population Est. 2009, Detailed Profile 2008)*

FORT WORTH INDEPENDENT SCHOOL DISTRICT 2015-2016 TRADITIONAL CALENDAR

AUGUST 2015

SU	M	T	W	TH	F	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
		STAFF DEVELOPMENT TEACHER PREP			Payroll Closes	
23	24 ((FIRST DAY OF SCHOOL	25	26	27 KS	28	29
	30	31		Payroll Due	Payday	

SEPTEMBER 2015

SU	M	T	W	TH	F	SA
		1 M	2	3	4	5
6	7	8	9	10	11	12
	Labor Day				Patriot Day	
13	14	15	16	17	18	19
	Rosh Hashanah	Semi-Payday			Payroll Closes	
20	21	22	23	24 KS	25	26
	College Night	Yom Kippur		Payroll Due		
27	28	29 M	30	HISPANIC HERITAGE MONTH September 15 - October 15		
	Payday	Semi-Payday				

OCTOBER 2015

SU	M	T	W	TH	F	SA
				1	2)	3
4	5 (	6	7	8	9	10
11	12	13	14	15	16	17
	Waiver Day (no students) State Fair Day Columbus Day		Report Cards	Semi-Payday	Payroll Closes	
18	19	20	21	22 KS	23	24
				Payroll Due		
25	26	27 M	28	29	30	31
		Payday	Semi-Payday			

NOVEMBER 2015

SU	M	T	W	TH	F	SA
1	2	3	4	5	6)	7
8	9 (	10	11	12	13	14
		Veteran's Day			Payroll Closes	
15	16	17	18 KS	19 M	20	21
			Report Cards Payroll Due	Payday		
22	23	24	25	26	27	28
	THANKSGIVING BREAK Thanksgiving					
29	30	NATIVE AMERICAN AND ALASKAN NATIVE HERITAGE MONTH				
	Semi-Payday					

DECEMBER 2015

SU	M	T	W	TH	F	SA
		1	2	3	4	5
					Payroll Closes	
6	7	8	9 KS	10 M	11	12
	Hanukkah		Payroll Due			
13	14	15	16	17	18)	19
		Semi-Payday	Payday			
20	21	22	23	24	25	26
	WINTER BREAK					
27	28	29	30	31		
				Christmas Day	Kwanzaa	

JANUARY 2016

SU	M	T	W	TH	F	SA
					1	2
					WINTER BREAK	New Year's Day
3	4	5 ((STUDENTS RETURN	6	7	8	9
	Teacher Prep Day (no students)					
10	11	12	13	14	15	16
			Report Cards		Payroll Closes	Semi-Payday
17	18	19	20	21 KS	22	23
	Martin Luther King, Jr. Day			Payroll Due		
24	25	26 M	27	28	29	30
		Payday	Semi-Payday			

FEBRUARY 2016

SU	M	T	W	TH	F	SA
	1	2	3	4	5	6
					Waiver Day (no students)	
7	8	9	10	11	12	13
14	15	16	17	18	19)	20
	Presidents Day	Semi-Payday			Payroll Closes	
21	22 (	23	24 KS M	25	26	27
			Payroll Due	Payday		
28	29	BLACK HISTORY MONTH				
	Semi-Payday					

MARCH 2016

SU	M	T	W	TH	F	SA
		1	2	3	4	5
			Report Cards			
6	7	8	9	10	11	12
					Semi-Payday	
13	14	15	16	17	18	19
	SPRING BREAK					
20	21	22	23	24 KS	25	26
				Payroll Closes	Waiver Day (no students)	
27	28	29 M	30	31		
	Easter	Payday	Semi-Payday			

APRIL 2016

SU	M	T	W	TH	F	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15)	16
						Semi-Payday
17	18 (	19	20	21	22	23
					Payroll Closes	
24	25	26	27	28 KS	29	30
			Report Cards	Payroll Due	Payday	Semi-Payday

MAY 2016

SU	M	T	W	TH	F	SA
1	2	3 M	4	5	6	7
8	9	10	11	12	13	14
					Semi-Payday	
15	16	17	18	19	20	21
					Payroll Closes	
22	23	24	25	26 KS	27	28
				Payroll Due	Payday	
29	30	31 M	ASIAN-PACIFIC AMERICAN HERITAGE MONTH			
	Memorial Day	Semi-Payday				

JUNE 2016

SU	M	T	W	TH	F	SA
				1	2)	3
					LAST DAY OF SCHOOL	Teacher Prep Day
5	6	7	8	9	10	11
	Teacher Prep Day (if needed)	Teacher Prep Day (if needed)				
12	13	14	15	16	17	18
			Report Cards		Payroll Closes	
19	20	21	22	23 KS	24	25
				Payroll Due		
26	27	28 M	29	30		
		Payday	Semi-Payday			

JULY 2016

SU	M	T	W	TH	F	SA
					1	2
3	4	5	6	7	8	9
	Independence Day					
10	11	12	13	14	15	16
						Semi-Payday
17	18	19	20	21	22	23
					Payroll Closes	
24	25	26	27	28 KS	29	30
				Payroll Due	Payday	Semi-Payday

AUGUST 2016

SU	M	T	W	TH	F	SA
	1	2 M	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
	Semi-Payday	STAFF DEVELOPMENT TEACHER PREP			Payroll Closes	
21	22 ((FIRST DAY OF SCHOOL	23	24	25 KS	26	27
				Payroll Due	Payday	
28	29	30 M	31			
		Semi-Payday				

CALENDAR KEY

- Holidays - No School
- ◆ Staff Development Days - No School
- ◆ Staff Development Waiver Days (no students)
- ★ Teacher Preparation Days - No School
- ✪ Snow Days - no school unless days used
- ◆ All contract employees work if snow day not used
- ⌚ 240-Day Employees Work
- ✪ 245-Day Employees Work
- (Six weeks begins
-) Six weeks ends
- { Semester begins
- } Semester ends
- M MUNIS Time and Attendance Due
- KS Kronos and Smartfind Verification Due



100 N. UNIVERSITY DRIVE
FORT WORTH, TX 76107
817.871.2000

HTTP://WWW.FWISD.ORG

NOTE: STAFF DEVELOPMENT WAIVER DAYS
ARE SUBJECT TO CHANGE

Glossary

This glossary contains definitions of terms and acronyms used in this guide and such additional terms as are necessary to common understandings concerning financial accounting procedures for schools. Several terms, which are not primarily financial accounting terms, have been included because of their significance for school financial accounting. The glossary is arranged alphabetically with appropriate cross-referencing where necessary.

ACT – American College Test.

ACP – Alternative Certification Program.

ADA – Average daily attendance (ADA) is the average number of students in daily attendance. A large component of state funding is based on ADA.

AEIS – Academic Excellence Indicator System.

ALC – The Alternative Learning Center (ALC) is a campus in the District that was designed to meet the needs of students from all grade levels with unique disciplinary and behavioral concerns.

AP – Advanced Placement (AP) Tests for various subjects can be taken by high school students in order to earn college credit.

ARRA – American Recovery and Reinvestment Act was passed in 2009 providing for nationwide stimulus package to various programs.

Abatement – A complete or partial cancellation of a levy imposed by a governmental unit. Abatements usually apply to tax levies, special assessments, and service charges. School accountants usually consider an abatement to be a reduction of a previously recorded expenditure or receipt by such things as refunds, rebates, and collections for loss or damage to school property.

Account – A descriptive heading for recording financial transactions that are similar in terms of a given frame of reference, such as purpose, object, or source.

Accounting Period – A period at the end of which and for which financial statements are prepared; for example, September 1 through August 31.

Administration – Those activities which have as their purpose the general regulation, direction and control of the affairs of the local education agency that are system-wide and not confined to one school, subject, or narrow phase of school activity.

Allocation – A part of a lump-sum appropriation which is designated for expenditure by specific organizational units and/or for special purposes, activities, or objects.

Appraisal – (1) The act of appraising. (2) The estimated value resulting from such action.

Appraise – To make an estimate of value, particularly of the value of property. Note: if the property is valued for purposes of taxation, the less-inclusive term “assess” is substituted for the above term.

Appropriation Account – A budgetary account set up to record specific authorization to spend. The account is credited with original and any supplemental appropriations and is charged with expenditures and encumbrances.

Assess – To value property officially for the purpose of taxation. Note: the term is also sometimes used to denote the levy of taxes, but such usage is not correct because it fails to distinguish between the valuation process and the tax levy process.

Assessed Valuation – A valuation set upon real estate or other property by a government as a basis for levying taxes.

Assets – Property owned by a local education agency which has a monetary value.

Arbitrage – The investment of the proceeds from the sale of bonds in a taxable instrument that yields a higher rate, resulting in interest revenue in excess of interest costs.

Bill – (1) A term used to denote a law or statute passed by certain legislative bodies. A bill has greater legal formality and standing than a resolution. (2) A statement of an amount owing for goods and services sold on open account.

Board of Education – The elected or appointed body which has been created according to state law and vested with responsibilities for educational activities in a given geographical area. These bodies are sometimes called school boards, governing boards, boards of directors, school committees, school trustees, etc. This definition relates to the general term and covers state boards, intermediate administrative unit boards, and local basic administrative unit boards.

Bond – A written promise, generally under seal, to pay a specified sum of money, called the face value, at a fixed time in the future, called the date of maturity, and carrying interest at a fixed rate, usually payable periodically. The difference between a note and a bond is that the latter usually runs for a longer period of time and requires greater legal formality.

Bonded Debt – The part of school district debt which is covered by outstanding bonds of the school district. It is sometimes called “Funded Debt or Bonded Indebtedness.”

Bonds Authorized and Unissued – Bonds which have been legally authorized but not issued and which can be issued and sold without further authorization.

Bonds Issued – Bonds sold.

Bonds Payable – The face value of bonds issued and unpaid.

Budget – A plan of financial operation which embodies an estimate of proposed expenditures for a given period or purpose and the proposed means of financing those expenditures. The budget usually consists of three parts. The first part contains a message from the budget-making authority together with a summary of the proposed expenditures and the means of financing the expenditures. The second part consists of schedules supporting the summary. These schedules show in detail the proposed expenditures and means of financing them, together with information as to past years’ actual revenues and expenditures and other data used in making the estimates. The third part is composed of drafts of the appropriation, revenue, and borrowing measures necessary to put the budget into effect.

Budgetary Accounts – Those accounts necessary to reflect budget operations and conditions, such as estimated revenues, appropriations, and encumbrances, the net balance, and other related information.

CIP – Capital Improvement Program

Capital Budget – A plan of proposed capital outlays and the means of financing them for the fiscal period. It is usually a part of the current budget. A capital program is sometimes referred to as a capital budget.

Capital Outlays – Expenditures which result in the acquisition of or addition to fixed assets.

Capital Program – A plan for capital expenditures to be incurred each year over a fixed period of years to meet capital needs arising from the long-term work program or otherwise. It sets forth each project or other contemplated expenditure in which the local education agency is to have a part and specifies the full resources estimated to be available to finance the projected expenditures.

Cocurricular Activities – Direct and personal services for public school pupils, such as interscholastic athletics, entertainments, publications, clubs, band, and orchestra, that are managed or operated by the student body under the guidance and direction of an adult, and are not part of the regular instructional program.

Community Services – Those services which are provided for the community as a whole, or some segment of the community, and which are not restricted to the public schools or adult education programs.

Consultant – A resource person who provides assistance to the regular personnel through conference, demonstration, research, or other means. There are two types of consultants; those retained on a temporary basis and those who are permanently employed.

Contracted Services – Labor, material, and other costs for services rendered by personnel who are not on the payroll of the local education agency.

Current – As used in this manual, the term has reference to the fiscal year in progress.

Current Budget – The annual budget prepared for and effective during the present fiscal year.

Current Expenditures per Pupil – Current expenditures for a given period of time divided by a pupil unit of measure (average daily membership, average daily attendance, etc.)

Current Year's Tax Levy – Taxes levied for the current fiscal period.

Debt – An obligation resulting from the borrowing of money or from the purchase of goods and services. Debts of local education agencies include bonds, warrants, and notes, etc.

Debt Limit – The maximum amount of gross or net debt which is legally permitted.

Debt Service Fund – A fund used to account for the accumulation of resources and payment of principal and interest on all bonds.

Deficit – The excess of the obligations of a fund over the fund's resources.

Delinquent Taxes – Taxes remaining unpaid on and after the date on which they become delinquent by statute.

EDA – The Existing Debt Allotment (EDA) provides additional state funding for existing debt.

Estimated Revenue – When the accounts are kept on an accrual basis, this term designates the amount of revenue estimated to accrue during a given period regardless of whether or not it is all to be collected during the period.

Expenditures – This includes total charges incurred, whether paid or unpaid, for current expense, capital outlay, and debt service. (Transfers between funds, encumbrances, and payments of cash in settlement of liabilities already accounted as expenditures are not considered as expenditures.)

Expenses – Charges incurred, whether paid or unpaid, for operation, maintenance, interest, and other charges which are presumed to benefit the current fiscal period. Note: legal provisions sometimes make it necessary to treat as expenses some charges whose benefits extend over future periods. For example, purchases of materials and supplies which may be used over a period of more than one year and payments for insurance which is to be in force for a period longer than one year frequently must be charged in their entirety to the appropriation of the year in which they are incurred and classified as expenses of that year even though their benefits extend also to other periods.

FAST – Financial Allocation Study of Texas.

FWISD – Fort Worth Independent School District.

Fiscal Year – A twelve-month period of time to which the annual budget applies and at the end of which a local education agency determines its financial position and the results of its operations.

Fixed Assets – Land, building, machinery, furniture, and other equipment which the school district intends to hold or continue in use over a long period of time. “Fixed” denotes probability or intent to continue use or possession, and does not indicate immobility of an asset.

Food Service – Those activities which have as their purpose the preparation and serving of regular and incidental meals, lunches, or snacks in connection with school activities.

Function – As applied to expenditures, this term has reference to an activity or service aimed at accomplishing a certain purpose or end; for example, Instruction, Instructional Administration, Plant Maintenance and Operations.

Fund – A sum of money or other resources set-aside for specific activities of a school district. The fund constitutes a complete entity and all of the financial transactions for the particular activity are recorded in the fund.

Fund Balance – The excess of assets of a fund over its liabilities and reserves. During the fiscal year prior to closing, it represents the excess of the fund’s assets and estimated revenues for the period over its liabilities, reserves, and appropriations for the period.

General Fund – A fund used to finance the ordinary operations of the local education agency. It is available for a legally authorized purpose and consists of money not specifically designated for some other particular purpose.

General Obligation Bonds – Bonds backed by the full faith and credit of the government.

IFA – The Instructional Facilities Allotment (IFA) Program was enacted during the 1997 Legislative Session and provides state funding for instructional school facilities; however, there is a limit on funding for each biennium so districts must apply for funding.

IMA – Instructional Materials Allotment (IMA) provides funding to school districts for textbooks and technology.

HCM – Human Capital Management

ISD – Independent School District.

Instruction – The activities dealing directly with the teaching of students or improving the quality of teaching.

I&S – Interest and sinking (I&S) is a term that is used interchangeably with debt service fund in discussing the components of the tax rate.

Interest – A fee charged a borrower for the use of money.

Interest and Sinking Rate – The portion of the tax rate used to fund debt service expenditures.

Inventory – A detailed list or record showing quantities, descriptions, values, units of measure, and unit prices of property on hand.

LLC – Leadership Learning Center

LEP – Limited English Proficiency.

Levy – (Verb) To impose taxes or special assessments. (Noun) The total of taxes or special assessments imposed by a governmental unit.

Long-Term Loan – A loan which extends for more than five years from the date the loan was obtained and is not secured by serial or term bonds. Such loans are not legal in Texas under general statutes.

M&O - Maintenance and operations (M&O) is a term that is used interchangeably with general fund in discussing the components of the tax rate.

Measurable and Available – Measurable and available is a term used to describe revenues. Revenues are recognized in the accounting period in which they become 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.

Object – As applied to expenditures, this term has reference to an article or service received; for example, payroll costs, purchased and contracted services, materials, and supplies.

Payroll – A list of individual employees entitled to pay, with the amounts due to each for personal services rendered.

Personal Property – Any property that is not real property and that is movable or not attached to the land.

Personnel, Full-Time – School employees who occupy positions with duties which require them to be on the job on school days throughout the school year, or at least the number of hours the schools in the system are in session.

Personnel, Part-Time – Personnel who occupy positions with duties which require less than full-time service. This includes those employed full-time for part of the school year, part-time

for all of the school year, or part-time for part of the school year. See also Personnel, Full-Time.

Plant Maintenance (Plant Repairs or Repairs/Replacements of Equipment) – Those activities which are concerned with keeping the grounds, buildings, and equipment at their original condition, completeness, or efficiency, either through repairs or by replacements of property (anything less than replacement of a total building).

Principal of a School – The administrative head of a school (not school district) to whom the major responsibility for the coordination and supervision of the activities of the school has been delegated.

Principal of Bonds – The face value of bonds.

Program – The definition of an effort to accomplish a specific objective or objectives consistent with funds or resources available. Budget, actual revenue, and expenditure records may be maintained per program.

Program Budget – A budget wherein expenditures are based primarily on programs of work and secondarily on character and object. A program budget is a transitional type of budget between the traditional charter and object number, on the one hand, and the performance budget on the other.

Real Property – Land together with all of the property on it that cannot be moved, together with any attached rights.

Refunding Bonds – Bonds issued to pay off bonds already outstanding.

Reimbursement – Cash or other assets received as a repayment of the cost of work or services performed, or of other expenditures made for, or on behalf of, another governmental unit or department, or for an individual, firm, or corporation.

Reserve – An amount set aside for a specified purpose, or an account which records a portion of the fund balance that is to be segregated for some future use and, therefore, is not available for further appropriation and expenditure.

STAAR – State of Texas Assessments of Academic Readiness.

SAT – Standardized Aptitude Test.

SFSF – State Fiscal Stabilization Fund is a component of the ARRA stimulus bill administered by the Department of Education. Its major intent is to prevent layoffs and cutbacks while providing additional funding to various programs administered by the Federal Government.

Salary – The total amount regularly paid, or stipulated to be paid, to an individual, before deductions, for personal services rendered while on the payroll of a school district. Payments for sabbatical leave are also considered as salary.

School – A division of the school system consisting of a group of pupils composed of one or more teachers to give instruction of a defined type, and housed in a school plant of one or more buildings. More than one school may be housed in one school plant, as is the case when the elementary and secondary programs are housed in the same school plant.

School, Elementary – A school classified as elementary by state and local practice and composed of any span of grades not above grade six. In Fort Worth ISD, the term includes kindergartens and pre-kindergartens if they are under the control of the local board of education.

School, High – A school offering the final years of high school work necessary for graduation; invariably preceded by a middle school in the same system.

School, Middle – A separately organized secondary school between elementary and high school. In Fort Worth ISD, middle schools include grades six through eight.

School, Public – A school operated by publicly elected or appointed school officials in which the program and activities are under the control of these officials and which is supported by public funds.

School, Secondary – In this manual, a secondary school comprises any span of grades beginning with the next grade following the elementary school and ending with or below grade 12, including middle schools, the different type of high schools, and alternative high schools.

School, Summer – The name applied to the school session taught during the period between the end of the regular school term and the beginning of the next regular school term.

Serial Bonds – Bonds whose principal is to be repaid in periodic installments over the life of the issue.

Special Revenue Funds – Funds that are used to account for funds awarded to the District for the purpose of accomplishing specific educational tasks as defined by grantors in contracts or other agreements.

State Aid for Education – Any grant made by a state government for the support of education.

Student Wealth – Assessed value of property divided by school enrollment.

Supplemental Taxes – Taxes levied subsequent to the initial levy to add property omitted from the original tax roll(s).

Supply – A material item of an expendable nature that is consumed, worn out, or deteriorated in use; or one that loses its identity through fabrication or incorporation into a different or n

TAAS – The Texas Assessment of Academic Skills (TAAS) Test was created by the State of Texas to measure high-order thinking skills and problem-solving abilities. Passing all parts of the TAAS-Exit Test was one of the state requirements for a high school diploma. The TAAS was replaced by the Texas Assessment of Knowledge and Skills (See TAKS).

TAD – Tarrant Appraisal District

TAKS – The Texas Assessment of Knowledge and Skills (TAKS) Test was created to replace the TAAS test for students.

TAPR – Texas Academic Performance Report

TEA – Texas Education Agency.

TEC – Texas Education Code.

TEKS – Texas Essential Knowledge and Skills.

TRS – The Teacher Retirement System (TRS) of Texas is a public employee retirement system (PERS) that is a multiple employer defined benefit pension plan. State law provides for a state contribution rate in addition to a member contribution rate.

Taxes – Compulsory charges levied by a governmental unit for the purpose of financing services performed for the common benefit. The term includes licenses and permits. It does not include special assessments.

Unencumbered Balance of Appropriation – That portion of an appropriation not yet expended or encumbered; the balance remaining after deducting from the appropriation the accumulated expenditures and outstanding encumbrances.

Unexpended Balance of Appropriation – That portion of an appropriation not yet expended; the balance remaining after deducting from the appropriation the accumulated expenditures.

Unit Cost – Expenditures for a function, activity, or service divided by the total number of units for which the function, activity, or service was provided.

WADA – Weighted Average Daily Attendance.

Zero-Based Budgeting – The process of preparing an operating plan or budget that starts with no authorized funds. In a zero-based budget, each activity to be funded must be justified every time a new budget is prepared.