

# Memphis-Shelby County Schools 2022-2023 Adopted Budget



Prepared by:

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[www.scsk12.org](http://www.scsk12.org)



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## Format and Organization of the District's Budget

As the Table of Contents illustrates, this book divides the budget information into four major sections: Executive Summary, Organizational, Financial, and Informational.

The **Executive Summary Section** includes a list of District officials, a financial summary and general information about Shelby County Schools.

The second section, the **Organizational Section**, presents information on the financial structure of the District, District-wide organizational charts, and financial policies and laws affecting this budget.

The **Financial Section** includes major revenue sources, trends, and expenditure categories. Financial statements are presented both combined (all funds) and by individual funds. The fund types include are the General Fund, the Capital Improvement Plan or CIP Fund, Special Revenue Funds, and Internal Service Funds.

The *General Fund* includes a presentation of each department supported by General Fund dollars including details on how departments present their specific missions and goals, issues and trends, prior year performance highlights and significant budgetary issues in the current year. The General Fund 01 section is organized by major operational unit such as the Board of Education, Superintendent, General Counsel, Communications or Academics. The Academics organizational unit, for example, is further broken down into many departments while the Board of Education is represented by a single department.

The District illustrates this information by departmental budgets which include a description of the departments and information on program changes. Most budgets provide information on the function's goals, objectives, and measures. Staffing levels indicate the full-time equivalent (FTE) number of permanent full-time positions for that program. Part-time and temporary position information is not necessarily included. Some departmental budgets may appear to have a budget that is inconsistent with the staffing level. This is attributable to the department having budgeted dollars associated with part-time personnel, stipends, supplements, or overtime costs.

The Financial Section also includes departmental overviews and budgets, which organized by executives who are responsible for the respective budgets.

The *Capital Projects* or CIP section includes descriptions and other relevant information on major capital projects. The Capital Projects Fund 07 accounts for the financial resources obtained and used for the acquisition, construction or improvement of capital facilities or infrastructure.

The *Special Revenue* section lists grants and positions which account for District funding from various agencies that are to be spent for specific sources. The District's Special Revenue funds include: Non-Federal Programs Fund 08 (local or state funding), Federal Programs Fund 12 (Federal Government funding) and the Food Services Fund 10 (United States Department of Agriculture funding). The Food Services Fund also includes a Departmental Overview.

The *Internal Service Funds* includes information on our business-like activities that the District provides. These funds are considered self-supporting in that the services rendered by them are generally financed through user charges or on a cost reimbursement basis. The District manages three Internal Service Funds.

The **Information Section** presents supplemental information about Shelby County Schools and the County of Shelby, Tennessee. The District does not levy taxes; however, data on assessed values, tax rates, collections, and the impact of taxes on taxpayers have been included for informational purposes. We have provided detailed information at the school level, departmental position control and relevant demographic and statistical information. A glossary of terms and acronyms is included which will assist the reader in understanding the document.

# Memphis-Shelby County Schools

FISCAL Year 2022-23

## FAST FACTS

### District Facts

**211**

School Location Sites



Elementary Schools	76
Middle Schools	37
<u>High Schools</u>	27
Total Schools	140
Alternative Programs	8
Career & Technology Centers	4
Charter Schools	54
Special Education	3
Adult	1
Virtual	1

### Student Facts



National Board Certified Teachers



**110,384**

Student Enrollment  
(projected for 22-23)  
MSCS (90,505) Charters (19,879)



### Educators



Teachers	6,272
Principals	155
Assistant Principals	211



### Students' Ethnic Distribution 2022-2023 School Year

**21**

2022 National Merit Scholarship Program Recipient	African-American	82,462
	Caucasian	8,830
	Hispanic	16,941
	Asian-Pacific Islander	2,151

FY 2022 ALL FUNDS

**\$2.09 Billion**

**\$19,941** per pupil expenditures





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June 14, 2021

Citizens and Board Members  
Memphis-Shelby County Schools  
Shelby County, TN

The Memphis-Shelby County Board of Education (“Memphis-Shelby County Schools”, “MSCS” or the “District”) is pleased to present the fiscal year 2022-23 adopted budget that upholds our commitment to improving learning and academic achievement for students. The budget reflects the investment of educating future leaders of tomorrow. In fiscal year 2022-23, the District plans to improve the lives of Memphians by investing resources in our schools, educators, students, and communities.

During the budgeting process, the District has conducted the following initiatives:

- Increased transparency around resource allocation at the school level.
- Engaged parents, students, educators, and community stakeholders to identify potential investments to enhance high quality learning; and
- Focused on the best learning for all students.

Despite the unique and unprecedented challenges with the current COVID-19 pandemic, the District remains committed to supporting our schools now and in the future. This includes presenting a balanced general fund budget which is aligned with our *Reimagining 901* vision with focuses on significant investments in Early (k-2) and continuing literacy, recruitment and retention, and creating equitable choices to prepare our scholars for the global workforce. To allow for the instructional and student support investments, we’ve made efficiencies including eliminating non-mission-critical spending, reducing the amount of contracted services, eliminating vacant positions, and leveraging grant opportunities.

In our budget planning process, the District strives to identify operational efficiencies and spend smarter with a focus on the highest academic return on investment. In fiscal year 2021-22, the MSCS combined all funds budget is \$2.21 billion dedicated to the education of our students, which reflects an approximately \$435 million (or 24%) increase in our total operations relative to the previous year’s budget. This increase is primarily driven by our Federal Funds budget which received substantial funding from the Emergency and Secondary School Emergency Relief (ESSER) 3.0 funds. The General Fund budget totals \$1.1 billion and is \$3.8 million (or -0.3%) less than the prior years amended budget. The fiscal year 2021-22 Capital Funds budget is \$51 million. This is \$1.4 million greater (or 2.9%) than the fiscal year 2020-21 amended budget. The capital budget will address maintenance needs such as HVAC and roofing, and construction design for new schools and complete construction costs for new schools that will replace older schools in the FY 22 or 23 fiscal year. The other major fund of note is the Federal Fund which is budgeted at \$956 million which is \$444 million (or 86.8%) greater than the prior years amended budget. With the federal funds MSCS will make strategic investments academics, student readiness, educators, and technology.

We appreciate your support of public education and Memphis-Shelby County Schools.

## Acknowledgments

The preparation of this document was accomplished through the commitment and dedication of the Department of Finance. We would also like to thank all parents, students, Board members, community partners, teachers, principals, and employees who informed in the budget process and assisted with this effort.

Superintendent





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**ASSOCIATION OF  
SCHOOL BUSINESS OFFICIALS  
INTERNATIONAL**

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This Meritorious Budget Award is presented to

# MEMPHIS-SHELBY COUNTY SCHOOLS

for excellence in the preparation and issuance of its budget  
for the Fiscal Year 2021-2022.

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



A handwritten signature in black ink, reading 'William A. Sutter'. The signature is written in a cursive style.

---

**William A. Sutter**  
President

A handwritten signature in black ink, reading 'David J. Lewis'. The signature is written in a cursive style.

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**David J. Lewis**  
Executive Director

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# EXECUTIVE SUMMARY



FY 2023 District Adopted Budget





## Executive Summary

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This section includes the following information:

- I. Memphis-Shelby County Board of Education
- II. Administration
- III. Profile of Memphis-Shelby County Schools - The School District
- IV. Profile of Shelby County, Tennessee
- V. Executive Highlights
  - i. MSCS Strategic Beliefs, Priorities and Goals
  - ii. Awards and Recognitions
  - iii. Budgetary Highlights: Our Overall Budget Aligned with Destination 2025
  - iv. Budget Development and Administration
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    - G. Capital Projects Fund
    - H. Internal Service Funds
    - I. Tax Rates and Trends
  - ix. Budget Forecast



Pictures taken prior to COVID-19





# Executive Summary

## I. MEMPHIS-SHELBY COUNTY BOARD OF EDUCATION

The Memphis-Shelby County Board of Education (MSCBE) governs the business operations of Memphis-Shelby County Schools (MSCS or District) which is comprised of nine elected Board members representing Shelby County, excluding six municipalities that have created independent school districts. The legal basis for education in Tennessee is expressed in the State Constitution and State statutes, as interpreted by the courts. Boards are instruments of the State, and members of the Board are State officers representing local citizens and the State in the management of the public schools. MSCBE serves residents within the boundaries of the District and non-residents under conditions specified by State law and the Board.





## Executive Summary

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BOARD MEMBER	DISTRICT
Ms. Michelle Robinson McKissack	I
Ms. Althea Greene – Chair	II
Ms. Stephanie P. Love	III
Mr. Kevin Woods	IV
Ms. Shaleah Harris-Vice Chair	V
Mr. Keith Williams	VI
Mr. Frank Johnson	VII
Ms. Amber Huett-Garcia	VIII
Ms. Joyce Dorse Coleman	IX

Regular Business Meetings of the Memphis-Shelby County Board of Education are held at the Francis E. Coe Administration Building, 160 S. Hollywood Street, at 5:30 p.m. on the final Tuesday of each month. The Board holds Work Sessions on Tuesdays one week prior to all regular business meetings. All Memphis-Shelby County Board of Education Work Sessions and Business Meetings are open to the public, and both sessions are televised on the District’s cable channel C19 and radio station 88.5 FM.

***In the spring of 2020, due to the prohibition by governmental agencies to meet in gatherings of ten or more people to lessen the spread of COVID-19 (Coronavirus), virtual online meetings were livestreamed via cable channel C19 or broadcast live via radio station 88.5 FM. The District resumed in-person meetings in March 2021.***



## Executive Summary

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### II. ADMINISTRATION

Superintendent	Dr. Joris Ray
Chief Internal Auditor	Leon Pattman
General Counsel and Chief Legal Officer	Kenneth M. Walker II
Chief of Staff	Patrice Thomas
Deputy Superintendent of Finance and Operations	Dr. John Barker
Chief of Academics	Jaron Carson
Deputy Superintendent of Schools and Academic Support	Dr. Angela Whitelaw
Chief of Academic Operations and School Support	Shawn Page
Chief of Business Operations	Genard Phillips
Chief of Communications	Cathryn Stout
Chief Financial Officer	Tutional Williams
Chief of Human Resources	Dr. Yolanda Martin
Chief Information Officer	Lakshmi Visvanathan
Chief of Student, Family and Community Affairs	Dr. Lori Phillips
Chief of Safety & Security	Carolyn Jackson

### III. PROFILE OF MEMPHIS-SHELBY COUNTY SCHOOLS – THE SCHOOL DISTRICT

Memphis-Shelby County Schools is the largest school district in Tennessee and one of the top 25 largest districts in the nation, predicting to serve 110,384 students in school year 2022-23. The District encompasses a portfolio of school options for students and parents, including traditional schools, charter schools, optional schools and programs, college, career, and technology education (CCTE) centers, special education (SPED) centers, and alternative schools. For School year 2022-2023, MSCS increased early childhood settings to include 285 classrooms inside 83 schools, 5 head starts, and 19 community partner centers.



The history of Memphis-Shelby County Schools is unique in terms of the significant structural changes that occurred to shape the District into its current form. In 2010, the United States Court of Appeals ruled that the City of Memphis must fund Memphis City Schools. In December 2010, Memphis City Schools Board of Education voted to surrender its school charter. In March 2011, voters across the City of Memphis approved the surrender of the school district's charter. In July 2011, Memphis City Schools Board of Education voted to delay the school year due to the continued dispute with the City of Memphis. In August 2011, the United States Court ruled that Memphis City Schools would cease to exist at the end of school year 2012-13. Consequently, Memphis City Schools became a part of Shelby County Schools and operated under Shelby County Schools' charter. In April 2013, Governor Bill Haslam approved House Bill 1288, which paved the way for a segment of a larger school district to break away and form its own school district.





## Executive Summary

In July 2013, six suburban cities in Shelby County approved the creation of their own municipal school districts independent of Shelby County Schools. The consequence of the merger between Memphis City Schools and Shelby County Schools and the demerger among Shelby County Schools and six municipal school districts created the current Memphis-Shelby County Schools. The educational ecosystem within and surrounding Shelby County Schools is competitive with multiple public-school operators. In 2013, Tennessee Department of Education launched the Achievement School District (ASD) to turn around schools ranked in the bottom 5% of academic achievement and growth. For school year 2022-23, based on historical trends ASD schools are projected to serve approximately 8,021 students in Shelby County. There were 57 charter schools authorized by Memphis-Shelby County Schools in school year 2021-22; that number is projected to decline to 54 schools due to school closure and non-renewal for school year 2022-23. COVID has created some challenges in projecting the number of students to be served. In January 2022, Shelby County School Board voted to rebrand the school district as Memphis-Shelby County Schools (MSCS). With more than 80 percent of students living in the city limits of Memphis, changing our name will reflect the District's geographic location and the families we serve. Rebranding is one of several strategies as we reimagine education, schools, and communities while raising the national profile of our District.

With the robust public-school competition from Charter Schools and suburban municipal schools, the District is continuously transforming to provide an array of quality school options to students and parents. MSCS enrollment is expected to be 90,505 in school year 2022-23. In school year 2022-23 MSCS-authorized Charter School enrollment is estimated to be 19,879 students. Projected Pre-K enrollment is estimated to be 5,617 students. Therefore, MSCS anticipates an overall projected enrollment, which includes Traditional, Charter, and Pre-K of 110,384.



Picture taken prior to COVID-19





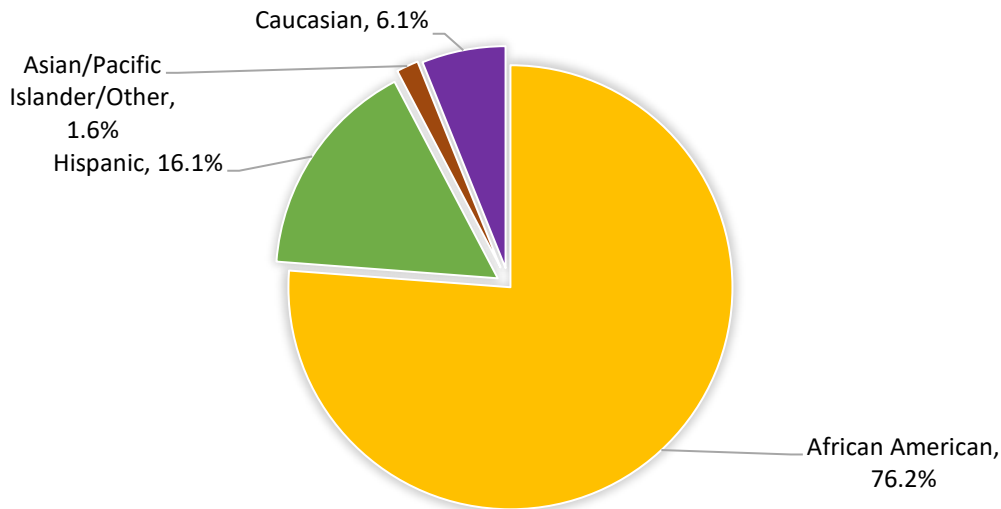
## Executive Summary

The District’s academic indicators for school year 2020-21 are not reported. The District met the criteria for 80% participation on the TCAP , therefore, the District was Held Harmless for 2020-21. The absence of this data is explained on the Tennessee Department of Education’s Report Card website, “As a result of COVID-19 and subsequent school closures, very few tests were completed across the state during the 2019-20 school year. Any assessment data collected prior to closures has been returned to each school district to support their instructional planning. However, due to the extraordinary circumstances from the previous school year, and due to the United States Department of Education and the Tennessee General Assembly waiving the federal and state assessment and accountability requirements for the data from the 2019-20 school year, this data will not be made publicly available.”

However, the Tennessee Department of Education Report Card website also reported in part, “Finance data, enrollment information, and basic school and district information are still available to view on the 2021 Report Card.

Based upon enrollment figures as reported by the Tennessee State Department of Education, the District’s student demographics during school year 2020-21 is 76.2% African American, 6.1% Caucasian, 16.1% Hispanic and 1.6% other races and nationalities.

The chart below represents the District’s student demographics for school year 2020-21. <sup>1</sup>



Source: Tennessee State Report Card data FY2021-22

<sup>1</sup> FY 2021-22 is the most recent data available at this time.  
2023 Fiscal Year



## Executive Summary

The below chart offers a three-year comparison with other large urban school districts across Tennessee.

MEASURE	SHELBY COUNTY SCHOOLS			DAVIDSON COUNTY SCHOOLS			HAMILTON COUNTY SCHOOLS			KNOX COUNTY SCHOOLS		
	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21	2018-19	2019-20	2020-21
Enrollment*	106,377	107,272	106,988	81,407	82,214	78,224	43,376	44,248	43,273	59,224	59,880	57,991
Number of Schools	200	202	215	159	160	160	79	79	79	82	84	84
Charter Schools	54	57	57	29	28	28	4	5	5	1	1	1
Economically Disadvantaged Students (%)	60,529 (56.9%)	64,149 (59.8%)	65,584 (61.3%)	38,180 (46.9%)	36,433 (44.3%)	32,228 (41.2%)	15,312 (35.3%)	15,664 (35.4%)	15,362 (35.5%)	15,813 (26.7%)	16,527 (27.6%)	15,310 (26.4%)
English Language Learners (%)	8,191 (7.7%)	7,938 (7.4%)	12,625 (11.8%)	13,676 (16.8%)	13,812 (16.8%)	20,495 (26.2%)	2,646 (6.2%)	2,743 (6.2%)	4,284 (9.9%)	2,784 (4.7%)	2,843 (4.8%)	4,581 (7.9%)
Students with Disabilities (%)	12,233 (11.5%)	12,233 (11.5%)	12,304 (11.5%)	10,746 (13.2%)	10,688 (13%)	9,700 (12.4%)	5,509 (12.7%)	5,664 (12.8%)	5,539 (12.8%)	8,351 (14.1%)	8,204 (13.7%)	8,235 (14.2%)
Chronically Out of School	18.4%	18.6%	19%	18.0%	16.0%	16.0%	12.7%	11.4%	19.7%	15.8%	16.1%	16.6%
Suspension Rate	11.2%	12.5%	12.5%	9.7%	9.3%	9.3%	7.8%	7.6%	7.6%	6.3%	6.6%	6.6%
TVAAS Literacy	Level 5	Level 1	Level 1	Level 2	Level 4	Level 4	Level 5	Level 5	Level 5	Level 1	Level 5	Level 5
TVAAS Numeracy	Level 1	Level 1	Level 1	Level 1	Level 5	Level 5	Level 1	Level 5	Level 5	Level 3	Level 1	Level 1
Graduation Rate	79.2%	79.3%	77.7%	80.2%	82.4%	82.3%	86.6%	86.9%	87%	89.8%	91.2%	91%
Average ACT Score	17.8	17.8	17.8	19.0	18.9	18.9	19.9	19.9	19.9	21.1	21.4	21.4

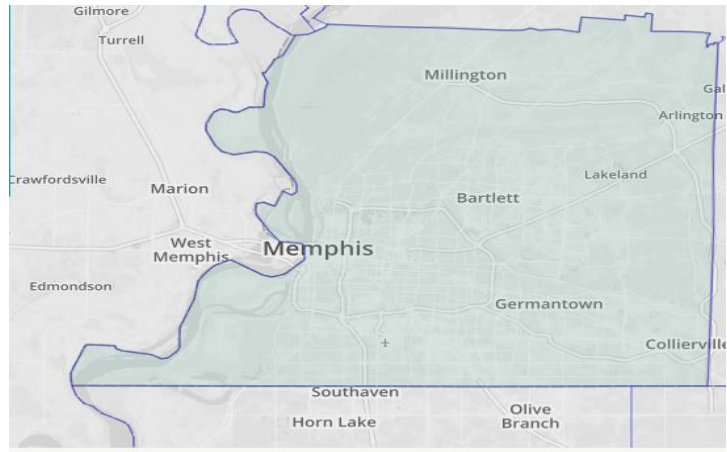
\*Data Source: TN Department of Education, State Report Card. TN Department of Education Charter Schools [www.reportcard.tnedu.gov](http://www.reportcard.tnedu.gov)



## Executive Summary

### IV. PROFILE OF SHELBY COUNTY, TENNESSEE

Memphis-Shelby County Schools serves students across a diverse array of urban, rural, and suburban areas in Shelby County. It is the State’s largest, with the City of Memphis as the county seat. The county was incorporated in 1819. Its corporate limits contain 785 square miles and includes seven incorporated municipalities: Arlington, Bartlett, Collierville, Germantown, Lakeland, Memphis, and Millington. The County’s 2010 population was 927,644 with the 2020 population estimated at 936,611 according to the U.S. Census Bureau. The County is empowered to levy, without limit, a property tax on both real and personal property located within its boundaries.



Government, trade, healthcare services, hospitality, warehousing, transportation, and utilities are all prominent in the regional economy. Shelby County is located on the southwest corner of Tennessee at the east bank of the Mississippi River, which is within 600 miles of most major cities and commercial markets in the United States. The county is a major hub for national distribution because of its central location and access to the interstate, Mississippi River, rail, and airport. Federal Express Corporation, Methodist Le Bonheur Healthcare, Wal-Mart Stores Incorporated, and Shelby County Schools are major employers in Shelby County.

Shelby County’s demographics are diverse with a growing population of Hispanics and Asians. The population is predominantly African American and Caucasian with respective estimated percentages of 54.3% and 35% in 2020, the latest data available from the U.S. Census Bureau. The Hispanic population was estimated to be approximately 6.6% in 2020. More than 38 languages such as Spanish, Vietnamese, and Arabic are spoken throughout Shelby County, which represents vast ethnic and cultural diversity. According to Census data, disparities between Shelby County, the State of Tennessee and the United States exist. In the case of per capita and median household income, Shelby’s income levels are lower than the state and the US. In 2021, Shelby’s overall poverty rate exceeded the state and the US. Additionally, Shelby’s child poverty rate of 24% was 6 percentage points higher than the US at 18% and 7 percentage points higher than Tennessee at 17%.

<b>KEY ECONOMIC INDICATOR 2020</b>	<b>Shelby County</b>	<b>Tennessee</b>	<b>US</b>
Per Capita Income	\$34,374	\$33,904	\$38,382
Median Household Income	\$54,841	\$59,695	\$69,717
Children below Poverty Line (%)	24%	18%	17%

- US Census Bureau (2021)

Source: <https://censusreporter.org/profiles/05000US47157-shelby-county-tn/>



## Executive Summary

Below are additional key economic measures for Shelby County, the City of Memphis, and the State of Tennessee, which serve as long-term markers in educating our children to drive the future workforces and economies in the County and the City. The below chart encompasses data through 2021 and the unemployment chart reflects 2022 data.

KEY ECONOMIC INDICATOR	SHELBY COUNTY		CITY OF MEMPHIS		STATE OF TENNESSEE	
	2010	2021	2010	2021	2010	2021
High School Graduates (%)	84.9%	89.6%	81.2%	86.5%	82.5%	89.7%
College Degree Graduates (%)	27.8%	21%	22.5%	25.6%	22.7%	19%
People below Poverty Line (%)	19.7%	17.9%	25.4%	17.3%	16.5%	13.6%

\*Data Source: Bureau of Labor Statistics, Tennessee Department of Education, US Census, 2010-2021,

KEY ECONOMIC INDICATOR	SHELBY COUNTY		CITY OF MEMPHIS		STATE OF TENNESSEE	
	2010	2022	2010	2022	2010	2022
Unemployment Rate (%)	9.75%	5.3%	10.90%	6.2%	9.68%	3.5%

<https://www.homefacts.com/unemployment/Tennessee/Shelby-County.html>

Note that the economic well-being of students and families in our communities is strongly correlated with educational attainment. In Shelby County, the percentage of high school graduates at 89.6% was 3.1% higher than that of the City of Memphis(86.5%) in 2021. In the same year, the percentage of Shelby's residents who are college graduates was at 21% or 4.6 percentage points lower than that of the City of Memphis. The Covid-19 pandemic has brought about changes in the unemployment sector. Compared to 2010, the Shelby County unemployment rate has dropped to 5.3% from 9.75%, while the City of Memphis rate has decreased to 6.2% as compared to 10.90% in 2010.



## Executive Summary

### V. EXECUTIVE HIGHLIGHTS

#### i. MSCS Strategic Beliefs, Priorities and Goals



Reimagining 901 is the current strategic plan for Memphis-Shelby County Schools as envisioned and led by Superintendent Dr. Joris M. Ray and his cabinet. It was announced and presented to the Memphis and Shelby County community on Friday, April 16, 2021.

The Reimagining 901 plan has three pillars-Reimagining Education, Reimagining Schools, and Reimagining Communities.

As noted during the **2021 MSCS State of the District address**, Memphis-Shelby County Schools has identified some serious inequities that are impacting achievement in schools and growth in communities. The Reimagining 901 plan aims to create equitable access to programs and services, providing the best conditions for learning in every building, eliminating barriers, and aligning community resources to create more pathways to success for students than ever before.

#### #REIMAGINING901 AT A GLANCE

**Reimagining Education.** Creating relevant and equitable academic choices and learning environments to ensure MSCS scholars are prepared for the global workforce. Reimagining901 is expanding his horizon with manifestation of dreams:

- Expanding tutoring programs with services before, during and after school tutoring as well Saturday tutoring
- Teacher Bridge provides enhanced professional development and accountability measures for teachers
- Launched New Teacher Academy (NTA)
- Advance Academics Expansion
- Pre-K Expansion
- World Language Expansion





## Executive Summary

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**Reimagining Schools.** Creating state-of-the-art buildings and school additions, improving learning conditions through strategic combinations, renovating stadiums and playing surfaces to ensure student-athlete safety, and repairing or upgrading existing infrastructures.

- Medical District HS partners with UTHSC Nursing Program which allows students immediate access upon graduation
- Students on track to receive HS and associate degree simultaneously (Southwest Tennessee Community College)
- Bolton HS transformed into A World-Class AgriSTEM School
- \$171M in HVAC building/gym additions, stadium/paving improvements, and fire safety systems

**Reimagining Communities.** Building and enhancing strategic partnerships focused on students, developing stronger relationships with the Chamber of Commerce to improve workforce development, creating schools to serve as community hubs, and improving adult literacy and support for families.

- Superintendent CEO Circle
- Overall certified MWBE spend increased from 18% (FY 20) to 24% (FY 21)
- A top finalist for the Mid-South Minority Business Continuum (MMBC) 2021 Corporation of the Year Award
- Increased MWBE participation with some of the District's largest supply, service and constructions contracts
- Power 1000

The Reimagining 901's strategic plan is as follows:

- Priority 1: Strengthen Early Literacy
- Priority 2: Improve Post-Secondary Readiness
- Priority 3: Develop Teachers, Leaders and Central Office to Drive Student Success
- Priority 4: Expand High Quality School Options
- Priority 5: Mobilize Family & Community Partners

### Benchmarks and Performance Results

#### GUIDING PRINCIPLES

- Community Input / Buy-In
- Grounded in Student Achievement
- Embracing Values and Beliefs
- Continuous Improvement
- System-Wide Equity
- Commitment
- Respect
- Effective Communication and Transparency
- Collective Action with Stakeholder Input



# Executive Summary

## #REIMAGINING901 INITIATIVES

What does Reimagining 901 look like? Here are some of the initiatives included in the plan.

Reimagining Education.	Reimagining Schools.	Reimagining Community.
Reduce adult-to-student class ratio	Repair and upgrade existing infrastructure	Build and enhance strategic partnerships for students
Provide Pre-K for all 4-year-olds, regardless of economic status	Build school additions to facilitate school combinations	Improve adult literacy and support for families
Offer visual/performing arts and theatre in all schools	Renovate stadiums and playing surfaces	Connect students, teachers, and parents to key support programs
Create service-learning projects for all students	Invest strategically to ensure efficiency and safety	Create an Agri-STEM program to serve the area
Expand access to honors and AP courses		Stimulate community growth by strategically using surplus buildings and properties
Help students to develop emotional intelligence		Establish a Superintendent CEO Advisory Council
Update teacher compensation model		Develop stronger relationship with the Chamber of Commerce to improve workforce development
Foster a positive culture and climate at Central Office		
Open a Medical District high school		

### Priority 1: Strengthen Early Literacy

#### Key Findings

- 46% of Kindergarteners entering the District in 2020-21 were considered Kindergarten ready based on Fall Fastbridge Illuminate results, and 39% met the benchmarks for kindergarten readiness in both Reading and math
- 69% of Kindergarteners who attended an MSCS Pre-K program in 2019-20 were considered Kindergarten ready in reading compared to only 40% of students who did not attend an MSCS Pre-K program
- 84% of MSCS Pre-K students enrolled in 2019-2020 cohort re-enrolled in MSCS in 2020-2021—down 2 percentage points from the 2018-2019 cohort
- 25% of MSCS Pre-K students enrolled in 2018-2019 either did not enroll or enrolled in Charter School in the 2019-2020 School year
- 73% of exiting Pre-K students in 2020 met the iStation Literacy Benchmark for Kindergarten readiness—down 11% from 2019 but flat with previous years

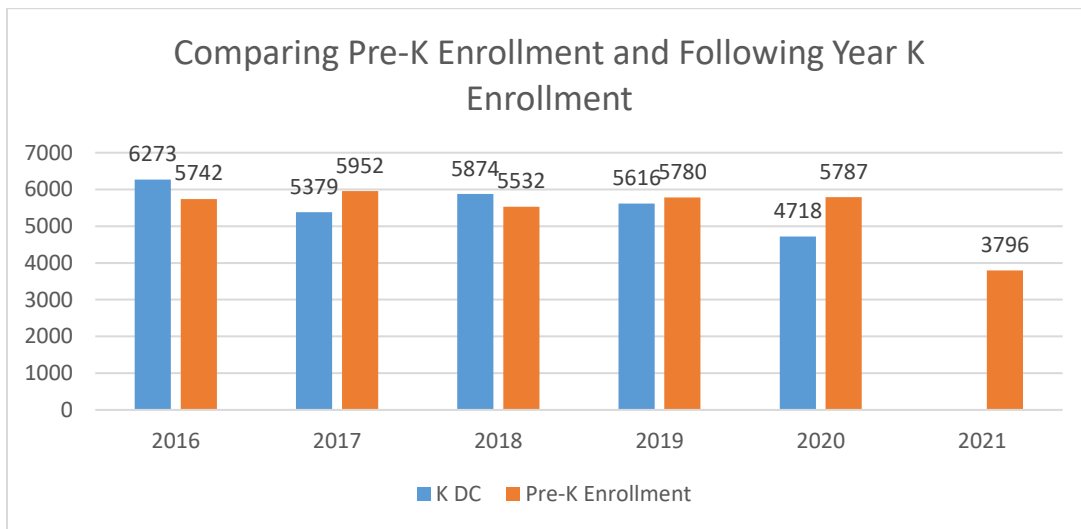


## Executive Summary

### Prior Enrollment in a Pre-K Program

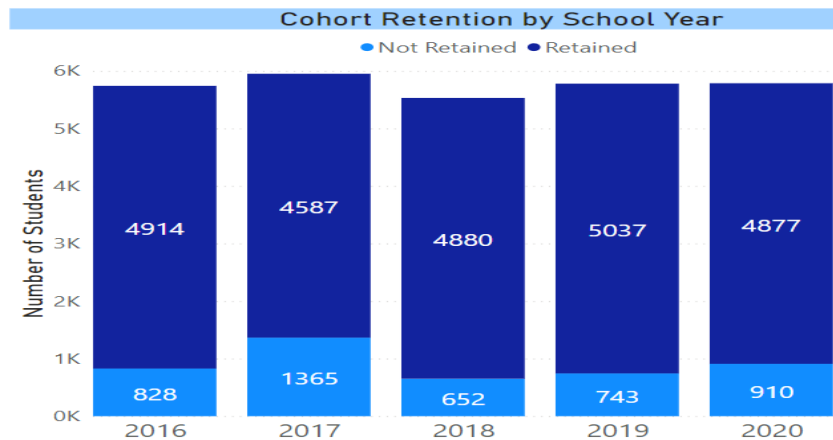
In April 2021, MSCS Pre-K programs supported Priority 1 of Destination 2025 to strengthen early literacy. MSCS Pre-K enrollment has the potential to bridge an opportunity gap for District students with the most need. The 2020-2021 cohort of Pre-K had a total of 3,796 students enrolled, a decrease likely due to the pandemic. When we compare the Pre-K enrollment to the 4,718 Kindergarteners enrolled in 2019-2020 receiving direct certified services (Figure 1), the level of service potentially matches the need of this Kindergarten cohort. This means that MSCS filled enough Pre-K seats in 2019-20 to potentially have had a seat available for all incoming Kindergarteners who were eligible. When excluding Pre-K seats for the three-year-old cohort, the number of Pre-K seats for the four-year-old cohort in 19-20 still exceeded the number of Direct Certified Kindergarteners in 20-21.

Figure 1



As we look at the number of students from each Pre-K cohort who were subsequently retained in MSCS (Figure 2), 4,877 of the 5,787 (84%) Pre-K students in 2019-20 enrolled in MSCS in 2020-2021. The 84% retention rate for 2019-20 is trending down from previous years retention of 87% and 88% respectively. This decrease follows a national trend of decreased enrollment rates linked to COVID-19.

Figure 2





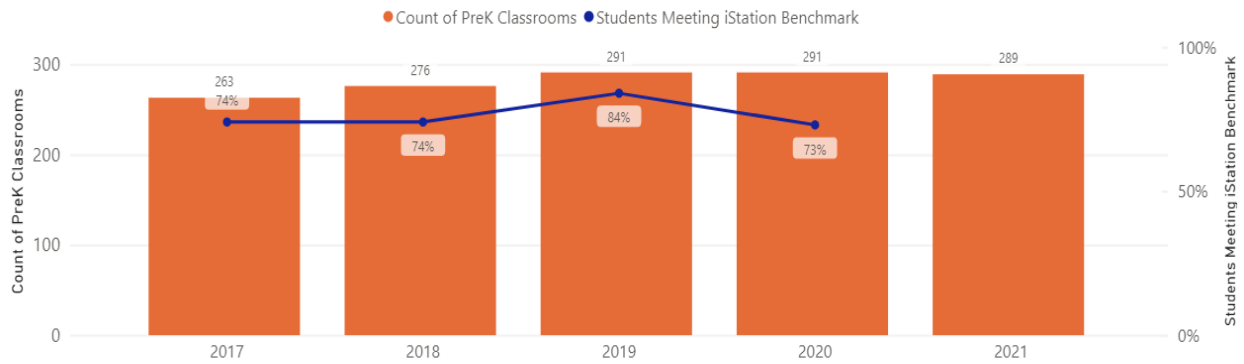
# Executive Summary

## iStation

MSCS Pre-K programs use iStation as a measurement for literacy and as an indirect indicator of readiness for incoming Kindergarteners. In spring 2019-20, 73% of Pre-K students reached the benchmark for literacy (Figure 3). The percentage of exiting Pre-K students meeting the literacy benchmark on iStation decreased by 11 points from 2019 to 2020. The Department of Early Childhood Programs has set a target of 82% and the program decreased slightly from 291 classrooms in 2019-20 to 289 classrooms in 2020-21.

Figure 3

Number of Pre-K classrooms vs. Percentage of Students Kindergarten Ready - iStation Benchmark

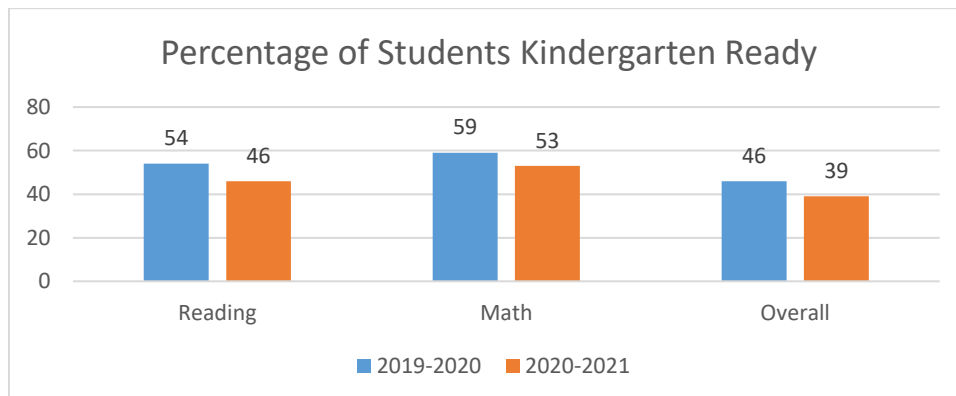


## Evaluating Kindergarten Readiness

In 2019-20, the District began using the Fastbridge Early Reading and Early Math Assessments to measure academic levels for Kindergarten and First Grade Students. Fastbridge uses national comparison data to rank student scores on each assessment, and MSCS uses the 50<sup>th</sup> percentile rank on Early Reading as a benchmark for students to be considered *Kindergarten ready*. The same 50<sup>th</sup> Percentile rank is also used as a benchmark for math. Understanding the readiness level of students entering Memphis-Shelby County Schools allows District decision makers to take actions; not only to increase early identification for intervention pathways, but also to support MSCS Pre-K rigor and enrollment. Schools receiving fewer students prepared for Kindergarten will need greater support for targeted intervention.

With the Kindergarten Readiness benchmarks for 2019 being measured with the Fastbridge assessments (Figure 4), a direct comparison can be drawn to the Kindergarten Ready results between fall 2019 and fall 2020. Overall, Kindergarten readiness is down about seven percentage points. 46% of entering Kindergarten students met 2020 reading readiness benchmarks. 53% met 2020 math benchmarks, and 39% met both Reading and Math benchmarks (50<sup>th</sup> Percentile and above).

Figure 4



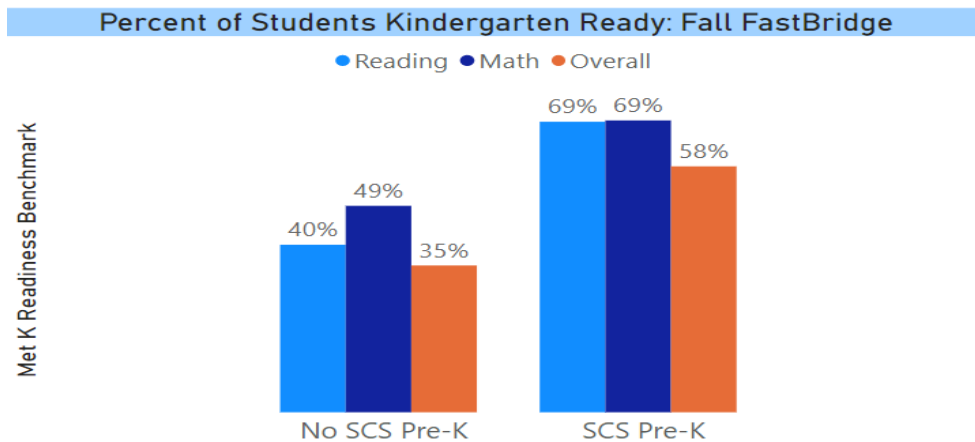


## Executive Summary

### Pre-K and Kindergarten Readiness

Kindergarten readiness can also be used as an indicator of MSCS Pre-K effectiveness. When Kindergarten students who participated in a MSCS Pre-K program are compared with those who did not, we find that a higher percentage of students with MSCS Pre-K participation are considered Kindergarten ready (Figure 5). 69% of students with MSCS Pre-K achieved the reading benchmark for Kindergarten readiness compared to 40% of students who did not participate in MSCS Pre-K. For students achieving both math and reading benchmarks, 58% of students with MSCS Pre-K met both benchmarks versus 35% of students without MSCS Pre-K.

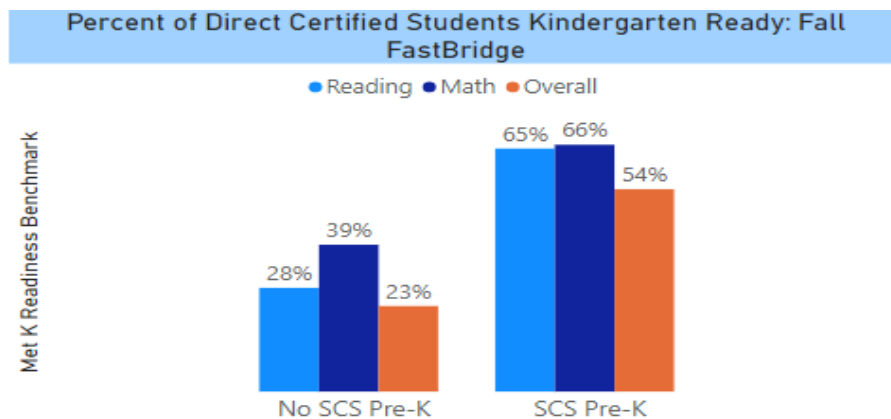
Figure 5



### Pre-K and Economic Status

Kindergarten students of varying economic backgrounds consistently show a gap in performance on measures of Kindergarten readiness. Filling Pre-K seats with students that have the most need has been employed as an effective strategy to close the gap. In 2020 Kindergarten students receiving Federal Direct Certified services who attended MSCS Pre-K (Economically Disadvantaged) were Kindergarten ready at twice the rate than students who did not attend MSCS Pre-K (23%) (Figure 6). Economically disadvantaged students with Pre-K also outperformed their non-economically disadvantaged peers that did not attend Pre-K (40%).

Figure 6





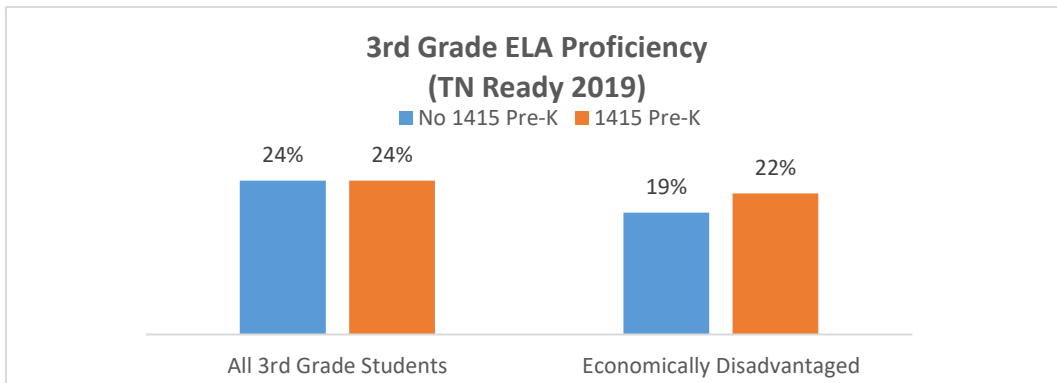


## Executive Summary

### Pre-K and 3<sup>rd</sup> Grade Reading

Pre-K can affect academic achievement and close gaps at the Kindergarten level. When students matriculate to 3<sup>rd</sup> grade the effect of having attended Pre-K becomes dramatically less pronounced compared to earlier grades. The results of the TNReady ELA assessment of Spring 2019 shows no advantage for students that attended MSCS Pre-K in 2014-2015 when comparing all 3<sup>rd</sup> grade students. However, there is still a difference in achievement for economically disadvantaged students (Figure 7) with 22% of the 14-15 Pre-K students achieving proficiency versus 19% of their peers who were not a part of the 14-15 Pre-K cohort.

Figure 7

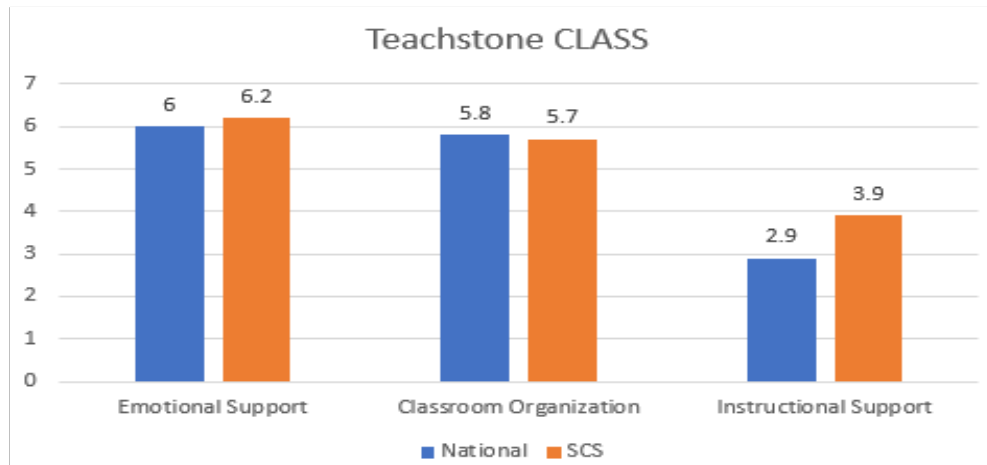


Of the 3,965 students that participated in the 2014-2015 Pre-K cohort, 2,385 (60%) were successfully matched to 3<sup>rd</sup> grade TNReady ELA Scores.

### Division of Early Childhood Program Outlook

The Division of Early Childhood is working to continuously improve quality while expanding its reach. Research has shown that quality interactions between teachers and children are critical to a child’s achievement and development in all areas. The Division of Early Childhood utilizes the Classroom Assessment Scoring System (CLASS) by Teachstone to measure the quality of teacher-child interactions in the following domains: Emotional Support, Classroom Organization, and Instructional Support. MSCS Early Childhood classrooms have exceeded or maintained comparable scores to the 2019 Office of Head Start national average (Figure 8). MSCS Early Childhood classrooms are leading the national average by a full point in Instructional Support.

Figure 8





## Executive Summary

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Quality improvement efforts are also taking shape in the form of new initiatives for community engagement and partnerships, Kindergarten transition, Family Support, and student enrichment. The Division of Early Childhood strengthened relationships within the community by hosting community fairs throughout the county with an objective of supporting Kindergarten transition. The Real Men Read Program engaged 115 community volunteers as readers to nearly 1,000 students, and partnered with local Barbershops to offer family furnishings and reading corners at their establishments. Community partnerships with Homewood Suites by Hilton and Studio institute provided the funds and resources to create Pre-K libraries and introduce Pre-K classrooms to visual arts. Family support and Kindergarten transition programs were implemented to assist families of Pre-K students experiencing homelessness, incarceration, or other forms of family crisis. Purchasing of school materials, Adult learning, and on-site early childhood program registration were a few of the support services offered to families.

The Division of Early Childhood Programs has introduced other improvement efforts to expand program reach and quality. One of these efforts is to make student enrichment more accessible by starting to collaborate with the CLUE department to identify Pre-K students that may be eligible. Another is collaborating with the Early Literacy department to create a summer enrichment packet promoting early literacy and foundational skills. In addition, Pre-K screening and recruitment has been made available online. Parents are able to complete applications and select individual appointments to bring required documents. Parents without online access can visit the designated screening site (Knight Road) to get assistance completing the application.

The Division of Early Childhood Programs has also made a large investment in professional learning and leadership. Over 100 teachers participated in after school professional development sessions (New Teacher Monday and Toolbox Tuesday) provided to strengthen learning strategies to achieve high-quality instruction. The Education Director has worked with the instructional support team focusing on best practices in Early Childhood by engaging in book studies, data digs, and weekly focused meetings regarding foundational skills, social- emotional learning, and effective teaching strategies. All Advisors, specialists, and coaches are Classroom Assessment Scoring System (CLASS) certified.





## Executive Summary

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### Priority 1: Strengthen Early Literacy and Priority 2: Improve Secondary Readiness

#### Key Findings

- 21.2% of students are currently chronically absent—1.9 points more than the previous school year 2019-20
- 2020-21 attendance rates started the year lower than the previous year, but the overall rate through the 6<sup>th</sup> 20-day period matches the rate of the previous year (93.8%)
- African American students, students with disabilities, and economically disadvantaged students have chronic absenteeism rates consistently above the District average
- COVID-19 and remote learning dramatically reduced the number of suspensions for the 2020-21 school year
- African American students and economically disadvantaged students' exclusionary suspension rates are higher than the District average year over year
- 85% of secondary students show low to medium graduation risk overall—an increase of nine percentage points from March 2020

#### Overview

May 2021 key performance indicators (KPIs) are aligned to District Priorities 1 and 2. Note that the analyses presented in this report reflect both charter and District-managed schools. Due to the COVID-19 pandemic District closure, 2019-20 end of year data stop at 3/12/2020 unless otherwise noted.



Picture taken prior to COVID-19



## Executive Summary

### Attendance

Student attendance rates are displayed at the end of the 6<sup>th</sup> 20-day period for five school years (2016-17 through 2020-21). Since 2017-18, each school year has trended downward in attendance rate through the close of the 6<sup>th</sup> 20-day period.

In 2020-21, Memphis-Shelby County Schools opened with all virtual instruction in response to the ongoing COVID-19 global pandemic. As seen below, the District attendance rate for the beginning 20-day periods lagged below the previous year. At the end of the 1<sup>st</sup> 20-day period, the 2020-21 attendance rate was 0.8 points lower than 2019-20 (96.2% compared to 97.0%). This trend continued until the 5<sup>th</sup> 20-day period when 2020-21 attendance rates matched previous performance in 2019-20. At the end of the 6<sup>th</sup> 20-day period, the 2020-21 District attendance rate matched the rate from 2019-20 (93.8%).

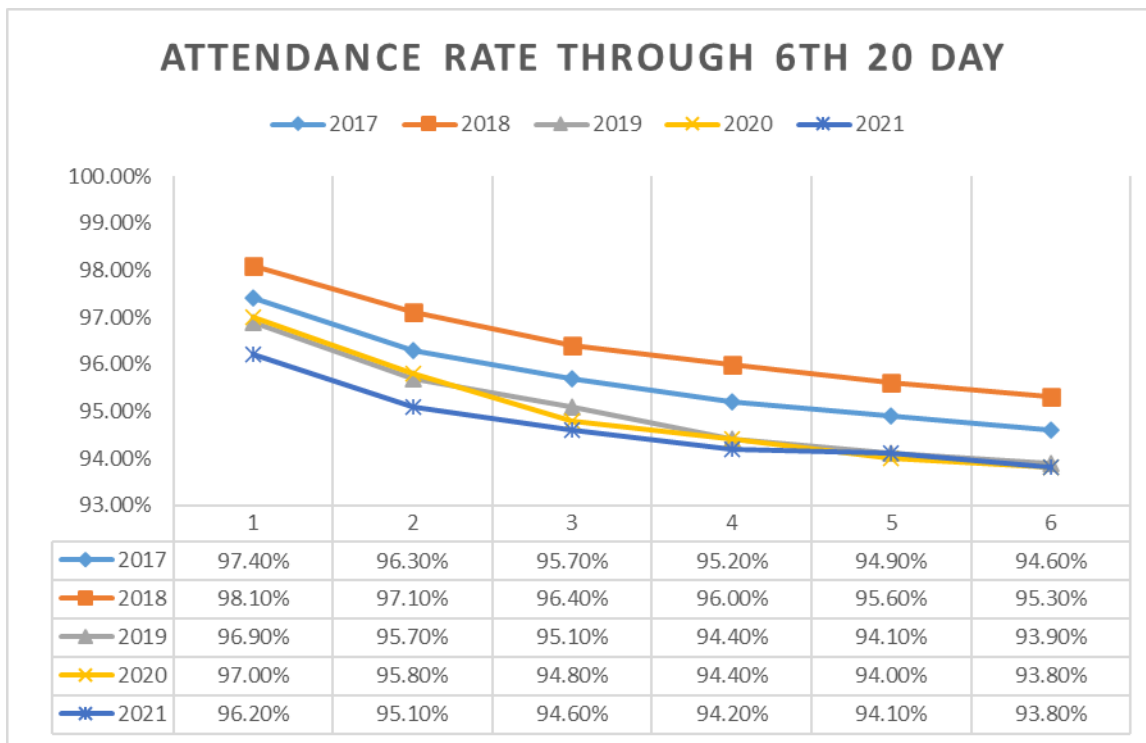


Figure 9 - Attendance Rates by 20-day Reporting Period. This multi-series line chart shows the pattern of attendance year over year by 20-days. 2017-18 (red line) sits highest on the chart while 2020-21 (dark blue line) runs slightly below the previous year (2019-20, yellow line) until meeting at period 5 and 6.

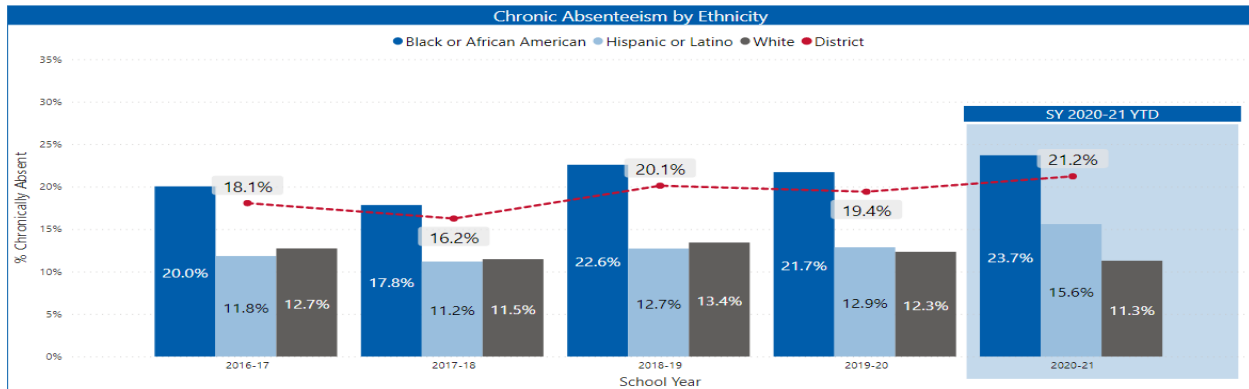




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## Chronic Absenteeism

Chronic absenteeism is defined by the TN Department of Education as *missing 10% or more of school days for any reason (excused, unexcused, suspended/expelled)*. Note that in State end of year calculations, students enrolled less than 50% of the school year are removed from both the numerator and the denominator. Here, chronic absenteeism includes students with 10% or more days absent during the current year regardless of the enrollment criteria. Historical school years exclude students not meeting the 50% enrollment criteria.



In 2020-21, Memphis-Shelby County Schools students are exhibiting higher levels of chronic absenteeism: 21.2% of students are currently chronically absent compared to 19.4% in 2019-20. Students with disabilities, economically disadvantaged students, and African American students have higher rates of chronic absenteeism than the District average.

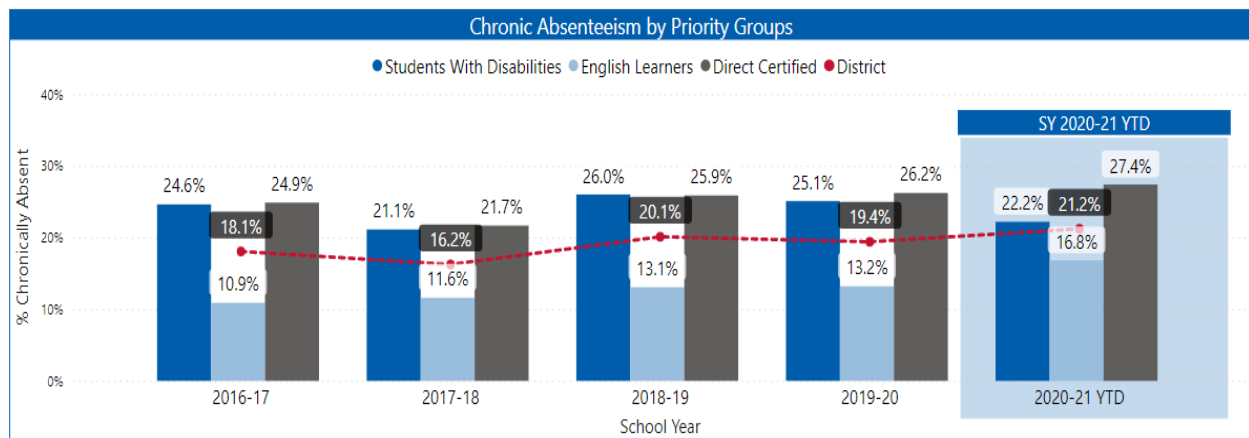


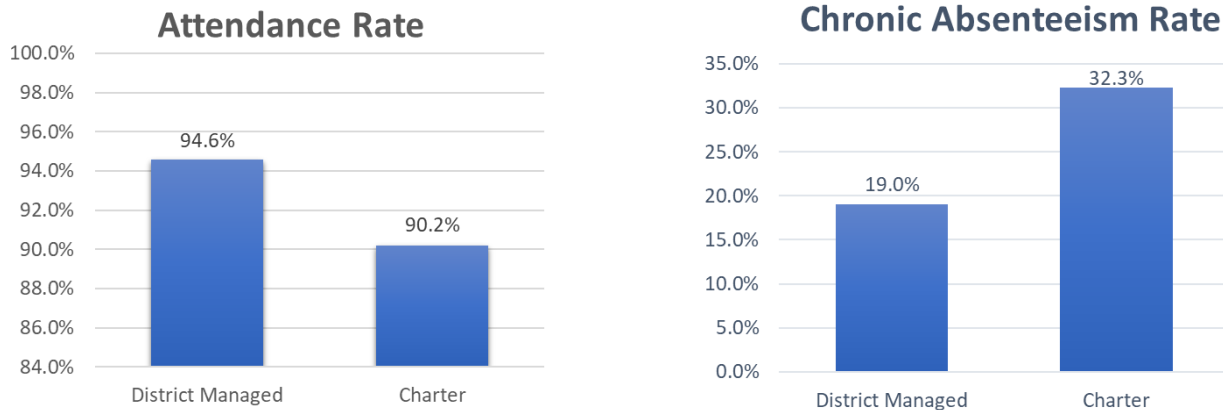
Figure 11 - Chronic Absenteeism by Priority Group over Time. This clustered column chart shows the District calculation of Chronic Absenteeism (as opposed to the State rate) by selected subgroups with the District rate as the dashed red line across the series.

Group	Chronic Absenteeism Rate	Difference from District Rate
Students with Disabilities	22.2%	+ 1.0 point
Economically Disadvantaged (Direct Certified)	27.4%	+ 6.2 points
African American	23.7%	+ 2.5 points



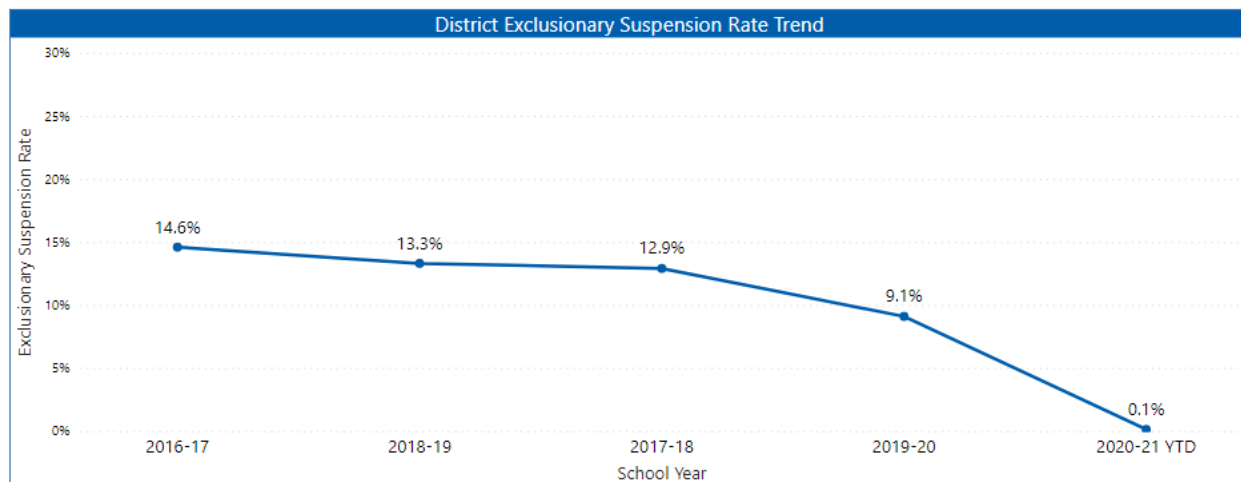
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In the 2020-21 school year, MSCS' charter sector has experienced lower attendance rates and higher chronic absenteeism rates than District-managed schools. Because charter schools had the autonomy to develop their own continuous learning plans (CLPs) on how to deliver instruction and what criteria to use to define student absences in remote or hybrid learning environments, many charter schools used more stringent criteria for attendance than District-managed schools.



### Exclusionary Suspensions

The exclusionary suspension rate is the count of students with one or more out of school suspension (OSS, expulsion, or remand) divided by total student enrollment. Total student enrollment is considered all unique students who enrolled at least one day excluding Pre-K. District exclusionary suspension rates have decreased year over year, but 2020-21 suspension rates are not directly comparable to previous years due to the remote learning environment for most of this school year.

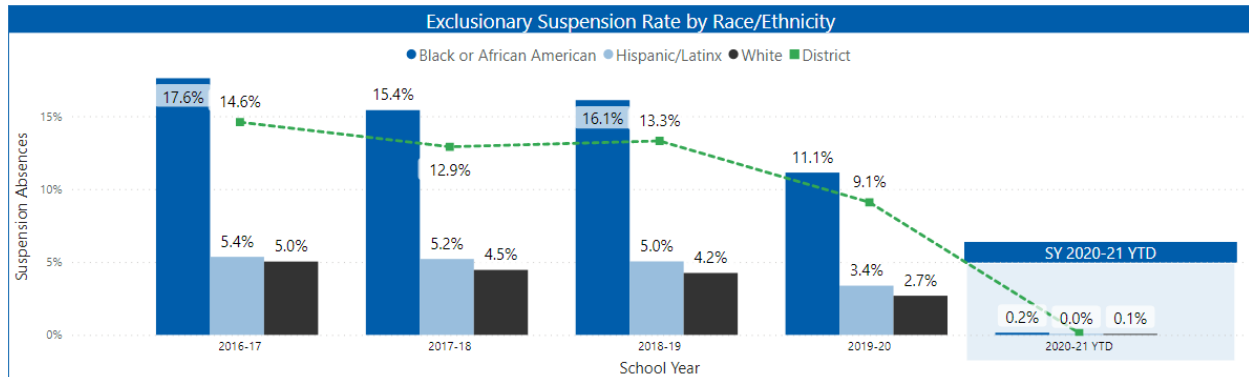


**Figure 12 Overall Suspension Rate Trend from 2016-17 through 2020-21 Year To Date**

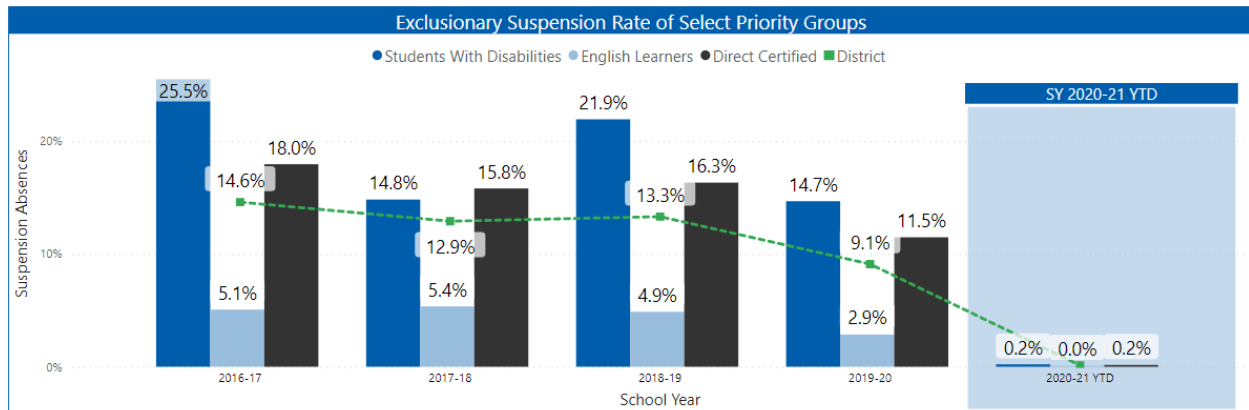
The remote learning environment for 2020-21 resulted in almost a complete elimination of suspensions. There are too few data to make prior year comparisons. African American and Direct Certified students have historically had higher suspension rates than the overall District rate but have received very few suspensions so far in 2020-21, similar to overall trends.



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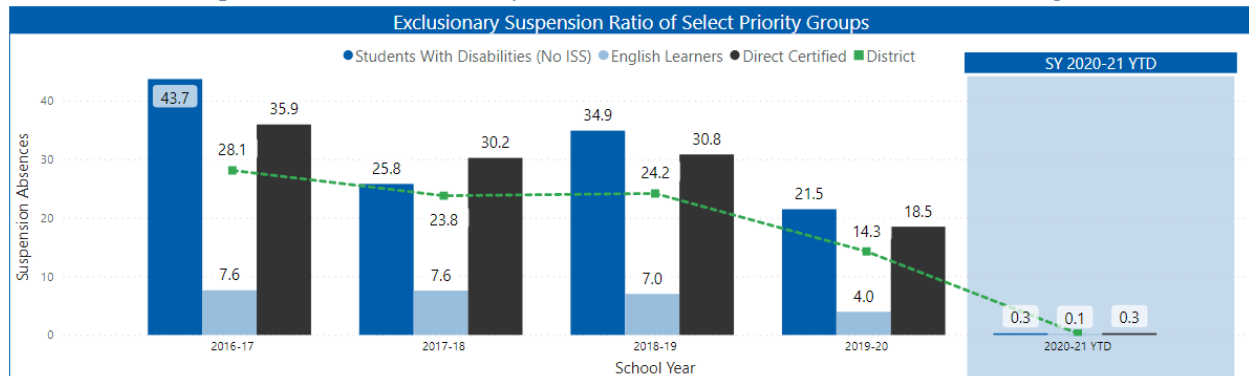


**Figure 13 - Exclusionary Suspension Rate for African American, Hispanic/Latinx, and White student populations over time.**



**Figure 4 - Exclusionary Suspension Rate for Students with Disabilities, English Learners, and Direct Certified Student Populations over time.**

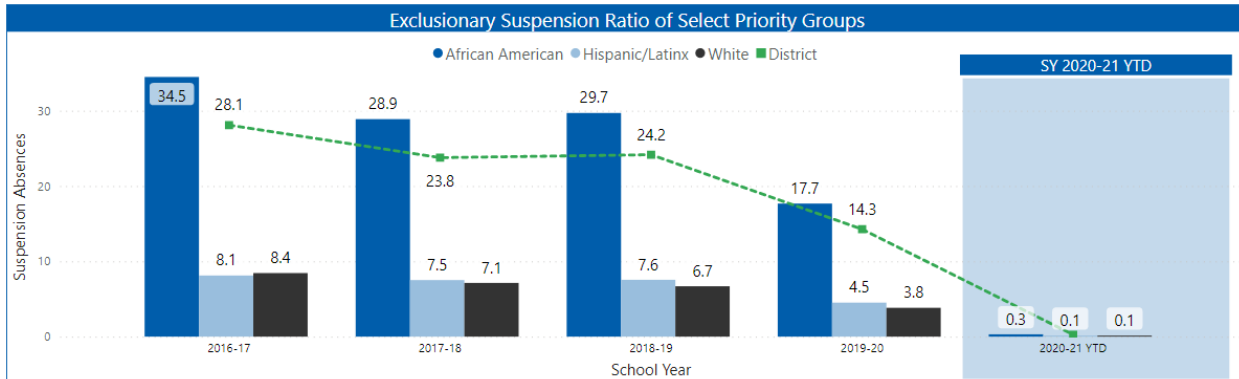
The exclusionary suspension ratio is used to show the frequency of exclusionary practices within a student population and is presented as the number of suspensions per 100 students. The calculation is the total count of exclusionary practices (OSS, expulsion, and remands) divided by total student enrollment. Similar to suspension rate trends, the suspension ratio has been very low so far in 2020-21 due to the virtual learning environment.



**Figure 15 - Exclusionary Suspension Ratio for Students with Disabilities, English Learners, and Direct Certified student populations over time.**



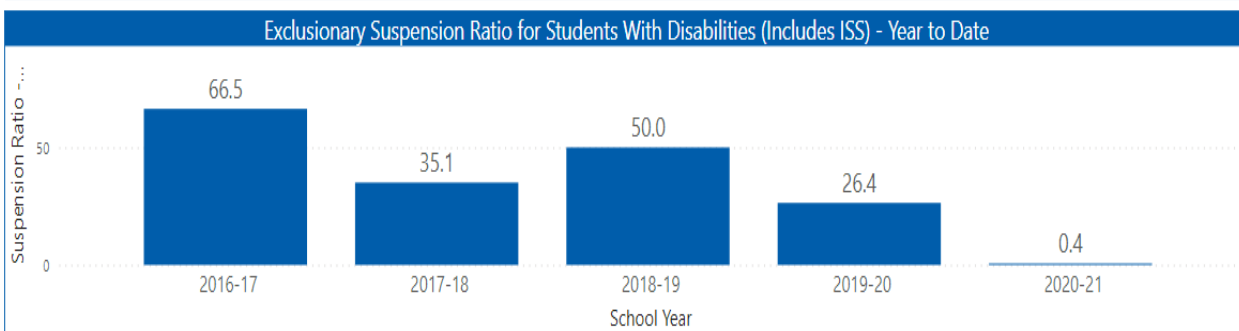
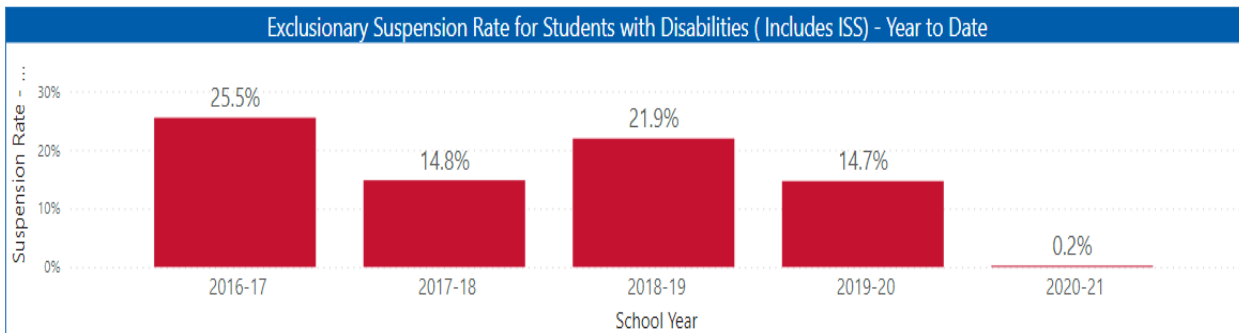
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**Figure 16 - Exclusionary Suspension Rate over time for African American, Hispanic/Latinx and White student populations overtime**

### Students with Disabilities Suspensions

In this context, the students with disabilities (SWD) suspension rate and ratio are similar calculations with the addition of in-school suspensions (ISS) to align with State accountability standards. Due to the inclusion of ISS in the SWD calculation, this measure cannot be compared to the overall District ratio and must be evaluated as a standalone metric. The year-to-date suspension rate and ratio for students with disabilities is 0.2% with a suspension ratio of 0.4 suspension events per 100 students in 2020-21.



**Figure 17 - Students with Disabilities Suspension Rate and Ratio over time. This metric includes ISS which is not normally included in the Exclusionary Suspension definition.**





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### Instruction Days Lost due to Exclusionary Suspension

Instructional days lost due to exclusionary suspensions in 2020-21 have also been influenced by the remote learning environment. Student instructional days lost due to exclusionary suspension absences total for 287 days in 2020-21: a gain of over 48,000 instructional days for students compared to the same point in time in 2019-20.

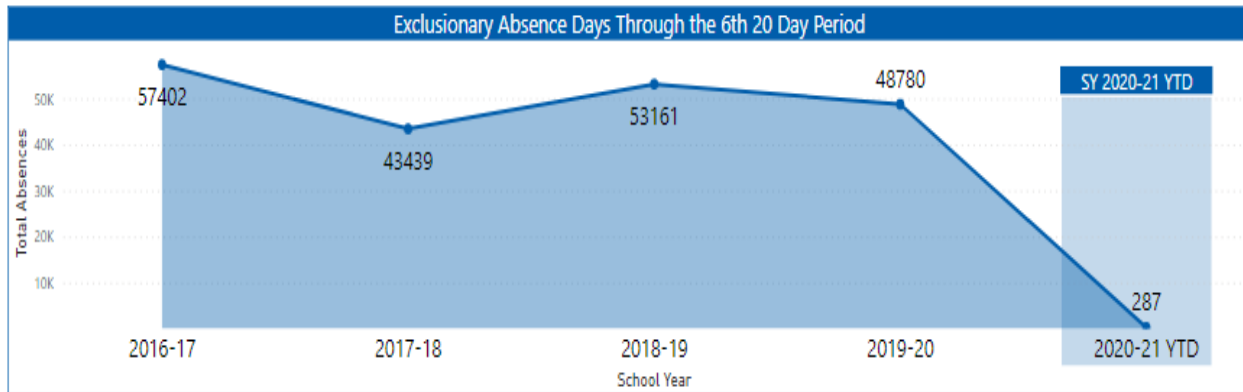
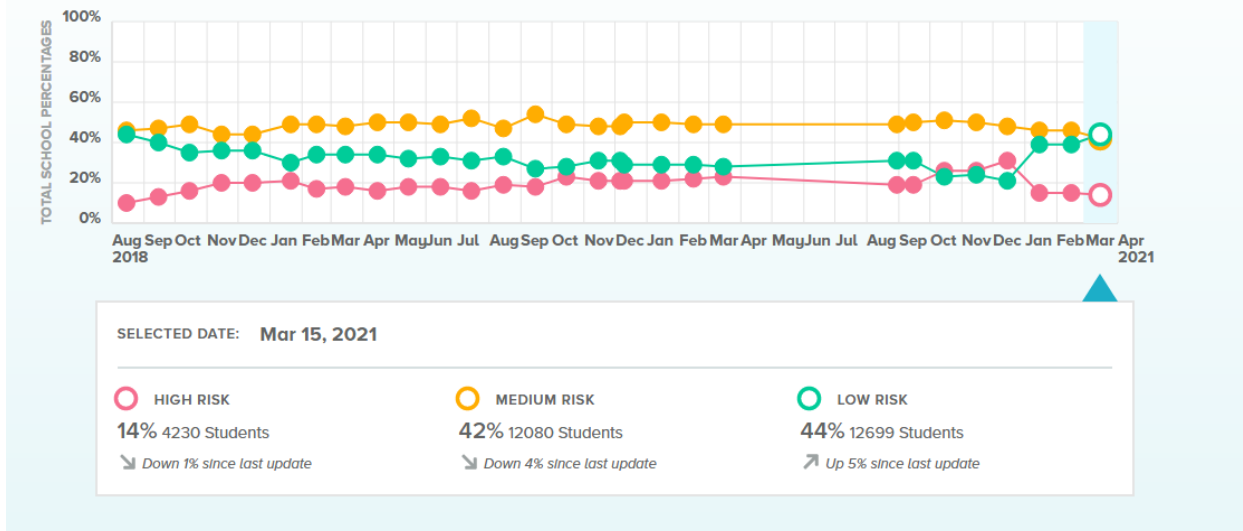


Figure 18 - Lost Instructional Days Due to Exclusionary Suspensions by 6th 20-Day Reporting Period. This line graph indicates year over year number of days assigned to suspensions by the 6th 20-day reporting period.

### On-Time Graduation Risk

14% of secondary students are High Risk for On-Time Graduation compared to 23% in March 2020.



On-track to graduate is measured using the BrightBytes Clarity platform's Progress to Graduation predictive risk indicator. The at-risk student identification system uses predictive analytics to identify when students are exhibiting traits that place them at risk for not graduating based on 31 indicators across attendance, discipline, and academic performance for students in first through twelfth grade.

The predictive risk model uses historical Memphis-Shelby County Schools' data and computes the probability of current students' on-time graduation based on the trajectory of previous students. BrightBytes Clarity provides District, school, and student level risk ratings to quickly and holistically determine the area most greatly impacting Progress to Graduation and Post-Secondary Readiness probability.



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Risk is updated monthly within the platform so that decision makers within in the District—teachers, counselors, principals, and District staff—can determine the trends in risk over the course of the school year and understand the impact of efforts on graduation risk for students.

### District Strategies

- **Attendance Supports-** District-wide PD specifically aimed to support school attendance teams to review all attendance, discipline & truancy processes each month. Targeted Summer supports, with wraparound services for parents of chronically truant students, will be provided as an intervention.
- **PD for Newly Hired Teachers** - Memphis-Shelby County Schools teachers will receive ACEs Awareness training. ACEs Awareness training is available to all staff each month. A make-up ACEs DLD opportunity will be held in the Spring.
- **Monthly RTI2-B Meetings-** Monthly and quarterly meetings will be held by zone to review district trends and how individual schools compare to norms for exclusionary behavior consequences and Office Discipline Referrals. Data and best practices will be shared with the principals, ILDs, and Assistant Superintendents to ensure implementation of progressive disciplinary practices prior to exclusionary consequences.
- **SEL/ACEs Supports-** Increase utilization of interventions among K12 students across all support tiers to decrease exclusionary consequences (out-of-school suspensions and expulsions) and provide behavioral supports. Implement SEL curriculum districtwide for 2021 school year.
- **Naviance-** Utilize Naviance platform to monitor and support students for graduation requirements and postsecondary opportunities and enrollment.

### Key Findings

- On average, both instructional school-based employees and administrative certified school-based employees were present 95% of contracted days, missing an average of 6-8 days this school year
- On average, non-school-based administrative employees were present 93% of contracted days, missing an average of 11-14 days this school year
- The percentage of school-based employees that missed 10% or more of contracted days doubled since the 2018-19 school year
- The number of long-term substitutes decreased by 29 (nearly half) since the 2019-20 school year
- The total number of teachers on waiver increased from eight in 2019-20 to 45 in 2020-21

### Employee Absences

In June 2021, data provided by the Department of Human Resources for fiscal years 2020 and 2021 were analyzed to determine the degree of absenteeism among Memphis-Shelby County Schools employees. Instructional staff, school administrators, and central office administrators comprised the employee sample population.<sup>2</sup> Other staff classified by Human Resources as Class Instructional Support, Clerical, Food Service, Plant Maintenance, and Transportation were not included in this analysis. Charter schools were excluded from

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\* Data provided by the MSCS Department of Human Resources

<sup>2</sup> Administrative Certified Employees defined as “EmployeeType” = Admin Certified  
Administrative Non-Certified Employees defined as “EmployeeType” = Admin Non-Certified  
Instruction Staff defined as “EmployeeType” = Instruction  
School-based Staff defined as “LOCATION TYPE” = School-based  
Non-School-based Staff defined as “LOCATION TYPE” = Non-School-based



## Executive Summary

these analyses because teacher staffing is not managed by the District for these schools. Attendance rates and reasons for absence were examined. Data were grouped according to school-based and non-school-based instructional and administrative employees.

The attendance rates for all groups were consistently above 92% for all employee groups in 2020-21. The average attendance rate for school-based staff was slightly higher (94.65%) than non-school-based staff (94.15%). The group with the highest attendance rate was school-based certified administrators (95.86%) and the group with the lowest attendance rate was school-based non-certified staff (92.57%). The full breakdown of attendance rates per group is below.

Employee Type	Work Base	Employees	Average Contract Days	Average Days Absent	Average Attendance Rate
All Groups	Non-School-based	1,100	185	10.87	94.15%
	School-based	5,383	164	8.74	94.65%
Admin Certified	Non-School-based	168	190	11.06	94.16%
	School-based	419	179	7.67	95.86%
Admin Non-Certified	Non-School-based	871	208	13.59	93.40%
	School-based	290	167	12.35	92.57%

The most frequent reasons for absences for all groups in 2021 were illness (68.72%), vacation (19.69%), and Board Approved absences (4.75%). The tables below show the comparison of school-based, non-school-based, administrative, and instructional staff. Illness was the most frequent reason for absence for all school-based staff (54.91%, 86.61%) and non-school-based instructional staff (76.39%). Vacation was the most frequent reason for absence for non-school-based administrative staff (56.09%).

All Employees	
Type	% of Total
Sick	68.72%
Vacation	19.69%
Board Approved	4.75%
Personal	4.71%
Professional	0.36%
Unpaid	0.56%

School-based Administrators	
Type	% of Total
Sick	54.91%
Vacation	29.17%
Board Approved	12.15%
Personal	2.65%
Professional	0.09%
Unpaid	0.17%

School-based Instructional	
Type	% of Total
Sick	86.61%
Vacation	0.21%
Board Approved	3.16%
Personal	7.16%
Professional	0.46%
Unpaid	0.80%

Non-School-based Instructional	
Type	% of Total
Sick	76.39%
Vacation	18.14%
Board Approved	0.00%
Personal	5.15%
Professional	0.00%
Unpaid	0.00%

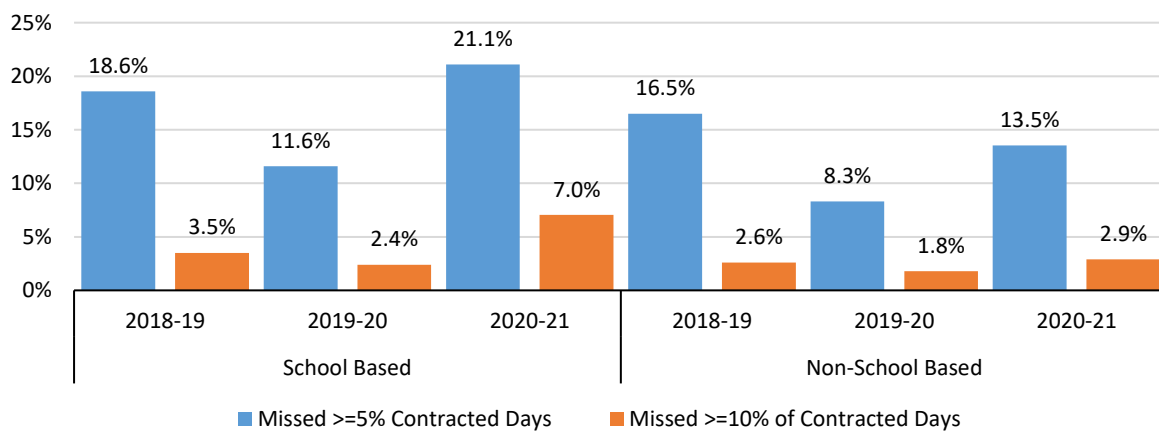
Non-School-based Admin	
Type	% of Total
Sick	37.60%
Vacation	56.09%
Board Approved	4.62%
Personal	0.56%
Professional	0.31%
Unpaid	0.29%



## Executive Summary

The following chart shows how many employees may be at risk for absenteeism based on the percentage of sick days taken during the year. The percentage of employees missing contracted days due to illness was notably lower during the 2019-20 school year than the 2018-19 school year, but returned closer to normal levels in 2020-21.<sup>3</sup> The percentage of school-based employees who missed 5% of contracted days due to illness is notably higher than non-school-based employees. The percentage of employees missing 10% of contracted days doubled since 2018-19 for school-based staff but remained relatively stable for non-school-based staff.

Employee Risk of Chronic Absenteeism due to Illness



### Long-term Substitutes

Long-term substitute positions for K-12 regular classroom teachers were included in the analysis. Specialist positions such as counselors, librarians and special education staff were not included since they serve the whole school instead of a subset of students. The number of long-term substitutes decreased notably during the 2020-21 school year, particularly at the elementary level. The graph below displays the portion of the District that was affected by long-term substitutes.<sup>4</sup>

Grade Band	Year	Long-Term Substitutes
Elementary	2018-19	49
Elementary	2019-20	50
Elementary	2020-21	25
Middle	2018-19	3
Middle	2019-20	9
Middle	2020-21	7
High	2018-19	8
High	2019-20	7
High	2020-21	5

<sup>3</sup> Potentially due to the COVID-19 pandemic and shortened school year.

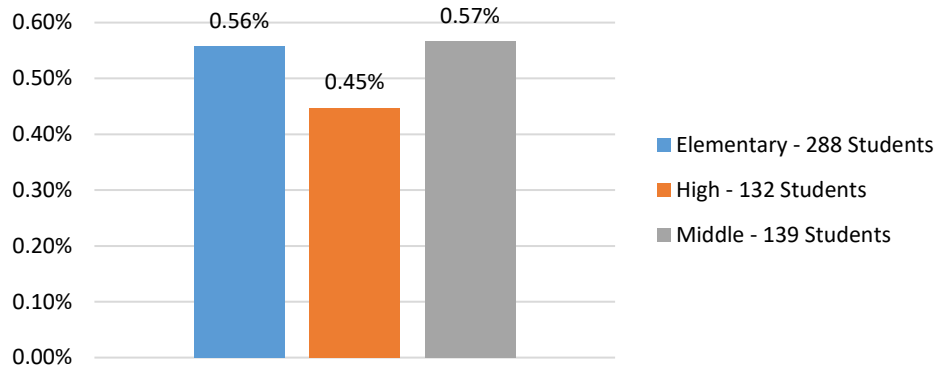
<sup>4</sup> Thirteen out of 25 long-term substitute classroom teachers were not listed as teachers in PowerSchool and have been excluded in these student counts.





## Executive Summary

Portion of District Affected by Long Term Substitutes



### Teachers on Waiver

In 2020-21, MSCS employed more teachers on waiver than in 2019-20. All three grade bands had an increase in teachers on waivers, though they make up less than 1% of all active MSCS teachers. The total number of teachers on waiver increased from eight in 2019-20 to 45 in 2020-21. Teachers on waiver were assigned most frequently to elementary schools but served the highest percentage of students at the middle school level (5.22%, 1,281 students).<sup>5</sup>

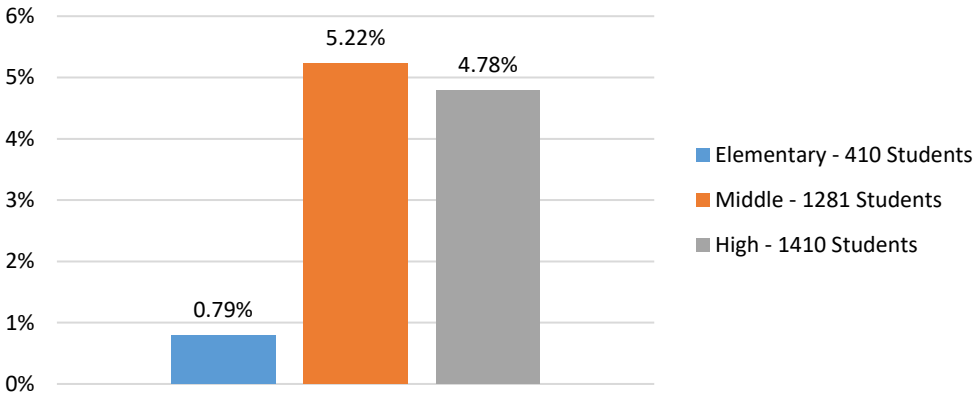
Grade Band	Year	Teachers on Waiver
Elementary	2018-19	9
Elementary	2019-20	3
Elementary	2020-21	25
Middle	2018-19	3
Middle	2019-20	1
Middle	2020-21	11
High	2018-19	4
High	2019-20	4
High	2020-21	9

<sup>5</sup> Four teachers on waiver were either not listed as a teacher in PowerSchool or were listed in PowerSchool at a school that did not match HR data and have therefore been excluded in student counts.



## Executive Summary

### Portion of District Affected by Teachers on Waiver



#### District Strategies – HR Staffing and Retention Updates

- Created a taskforce aimed at recruiting and retaining a more diverse instructional staff
- Broadened Aspiring Teachers Program supports to retain and develop MSCS employees seeking to earn or maintain their TN teacher license. Supports include Praxis Tutoring, Online Study Guides, Relay Graduate School of Education Residency Program, Grow Your Own partnerships with University of Tennessee Knoxville and Tennessee State University, Licensure Requirement Check Ins, and immigration sponsorship for hard-to-staff subject teachers
- Launched a virtual platform for teacher and principal interviews via Microsoft Teams due to COVID-19 Pandemic
- Hosted (11) successful virtual hiring events via Microsoft Teams to facilitate Teacher and Principal interviews
- More than (1,126) candidate RSVP's to all (11) MSCS sponsored hiring events
- Over (414) successful principal recommendations made at (11) MSCS sponsored hiring events
- Over (300) principal or designee RSVP's to attend and represent their individual school at the (11) MSCS hiring events
- Implemented paperless student perceptions survey for all students across the District
- Established the Non-Instructional Evaluation certification program for supervisors
- Re-launched professional online learning platform for supervisors via STAR12
- Designed off-boarding process to be used by hiring managers
- More than 1,160 teacher vacancies (internal & external) filled
- Seamless opening of school with employees appropriately on-boarded and compensated on time during first pay run in a virtual environment
- Restructured ATS workflow to streamline the applicant onboarding process
- Implemented Virtual Orientation for all MSCS new hires
- Implemented vacancy management for compliance assurance



## Executive Summary

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### Strategies to Address Culture and Climate

- Created a telework agreement for MSCS employees to set new work expectations and facilitated training due to the COVID-19 pandemic
- Background check project implemented within full compliance with state guidelines
- 100% compliance with federal programs background compliance
- Provided Microsoft TEAMS training for substitute teachers to ensure a quality and consistent virtual instruction
- Fingerprinting and Background Checks for MSCS employees implemented within full compliance and state guidelines
- Restructured the CNC HR Department for an enhanced strategic partnership with MSCS Nutrition Services
- Panorama Employee Engagement Survey
- Ensured MSCS Employees and members of their household had access to free counseling sessions through the Methodist Employee Assistance Program (EAP)
- Collaborative Conferencing with Union Reps
- Separation of Duties involving Investigation Team and Review Team
- Implemented virtual benefits sessions to educate employees on regular basis
- Refreshed of the Omada program which is a digital lifestyle change program that promotes eating healthy and weight management
- Refreshed the Tuition I.O. program that provides one-on-one counseling to employees, help employees manage student loans, optimize loan payoffs and provide additional resources to help understand options that are available
- Families First Coronavirus applications submitted from 4/1/2020 – 12/31/2020 – total of 593 applications received, reviewed and processed
- District communications submitted weekly to employees regarding health improvement
- Successfully implemented and offered STD/LTD benefits to employees with lower premiums
- Flexible spending account balances are allowed to rollover into the next year
- Retirement and employee recognition incentives offered 2020-21 school year
- Open Enrollment (OE) – virtual sessions and OE drive-thru
- Redesigned the Department of Human Resources website to serve the needs of MSCS employees. This was especially significant due to the pandemic for employees to have a self-service website to service MSCS employees
- Implemented the MSCS Cares platform to increase MSCS staff morale
- Developed MSCS Superheroes to recognize and reward employees who exceed expectations
- Created MSCS Fitness in the Park to promote employee physical, emotional and social well-being
- Developed fitness challenges to keep employees engaged in health and wellness activities
- Implemented virtual recognitions to celebrate MSCS Breast Cancer Survivors
- Implemented virtual recognitions to celebrate MSCS Veteran's on Veteran's Day
- District Teacher Advisory Council (DTAC)- selected MSCS teachers provide authentic teacher feedback and solutions to help drive student success in the district's decision-making process and empower the Superintendent with teachers' insights, suggestions, and perspectives on critical educational issues
- Created the MSCS (10 Day) Countdown to the Holidays to celebrate and reward MSCS employees during the holidays which included 2-nights at Starry Nights, Slim & Husky's Pizza, MSCS virtual holiday party and social media contests



## Executive Summary

### Priority 2: Improve Post-Secondary Readiness

#### Key Findings

Key Performance Indicators (KPIs) for the month of July are aligned with District Strategic Priority 2 as it relates to improvements in post-secondary readiness. These indicators include the percentage of ninth graders completing Algebra I and English I on time, and the percent of ninth graders failing one or more core course. Examining final grades from the 2019-2020 school year, the following has been observed:

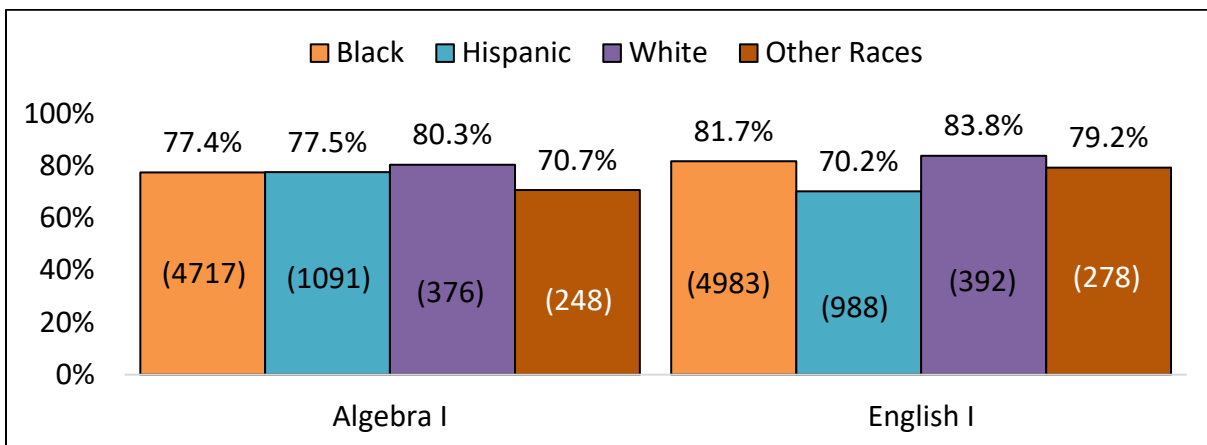
- 77.4% of students successfully completed Algebra I by ninth grade
- 80.0% of ninth graders successfully completed English I
- 24.4% of ninth graders failed one or more core courses

#### On-Time Algebra I and English I Completion

In July 2021, on-time course completion was calculated by taking the number of students with a passing grade in a core course and dividing by the total number of active ninth grade students for the school year. For Algebra I, this also included students completing the course during their eighth-grade year.

Completion rates in Algebra I were consistent across race with white students having a slightly higher percentage than Black, Hispanic, and students of other races. White and Hispanic students scored above the overall District completion rate of 77.4%. In English I, Hispanic students had the lowest on time completion rate, while white and Black students had the highest. All groups except for Hispanic and students of other races (Asian, Native American, Pacific Islander, and students who identify as multiracial) outperformed the District average of 80.0% in English I.

**Figure 1. Algebra I & English I On-Time Completion by Race**  
 Note: Number in Parentheses = *n*



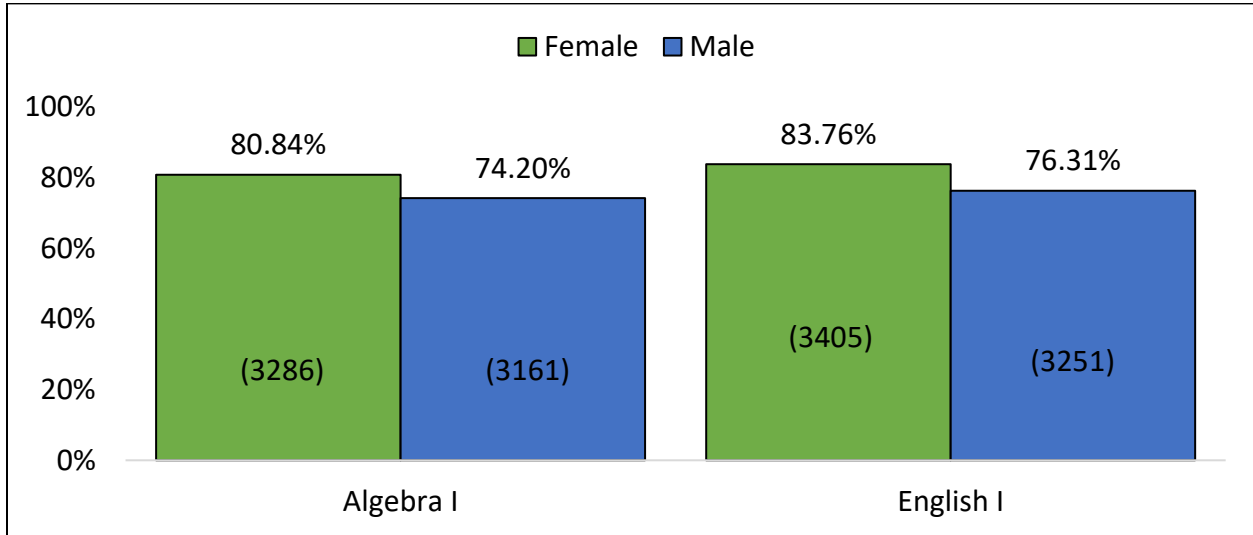
In both Algebra I and English I, female students had a higher on-time completion rate than their male counterparts. Female students had completion rates six to seven points higher in each case.





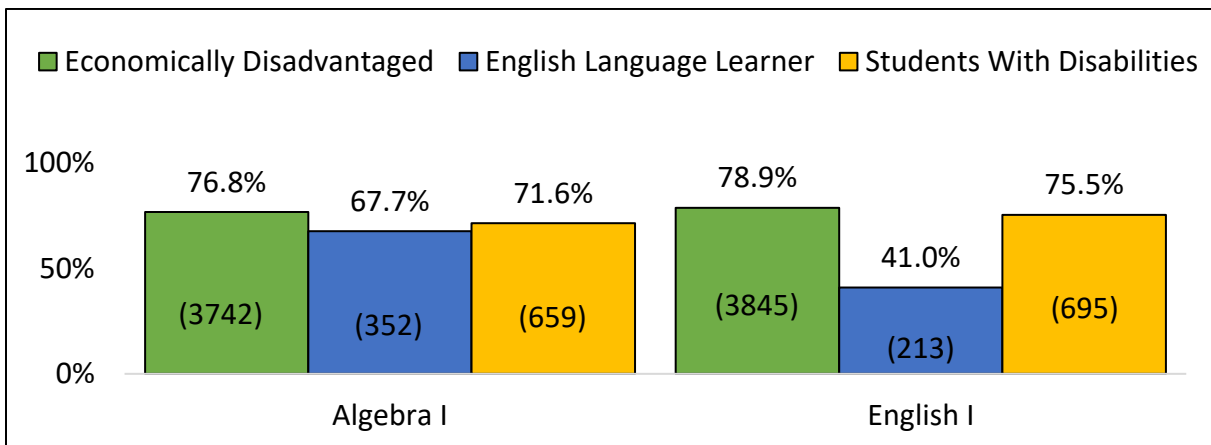
## Executive Summary

**Figure 2: Algebra I & English I On-Time Completion by Sex**  
 Note: Number in Parentheses = *n*



By key demographic groups, all fell short of the District average on core course completion, with economically disadvantaged students scoring closest to the District average. Economically disadvantaged denotes those students classified as Direct Certified. These students make up 73% of the ninth grade student population.

**Figure 3: Algebra I & English I On-Time Completion by Demographic Group**  
 Note: Number in Parentheses = *n*



The biggest gap between the District average and a key demographic subgroup is with English I for English Learner (EL) students. EL students had a completion rate over 39 percentage points lower than the District average. However, an additional 217 EL students completed their 9<sup>th</sup> grade ESL course, meaning over 80% of English Learners completed English I or ESL.



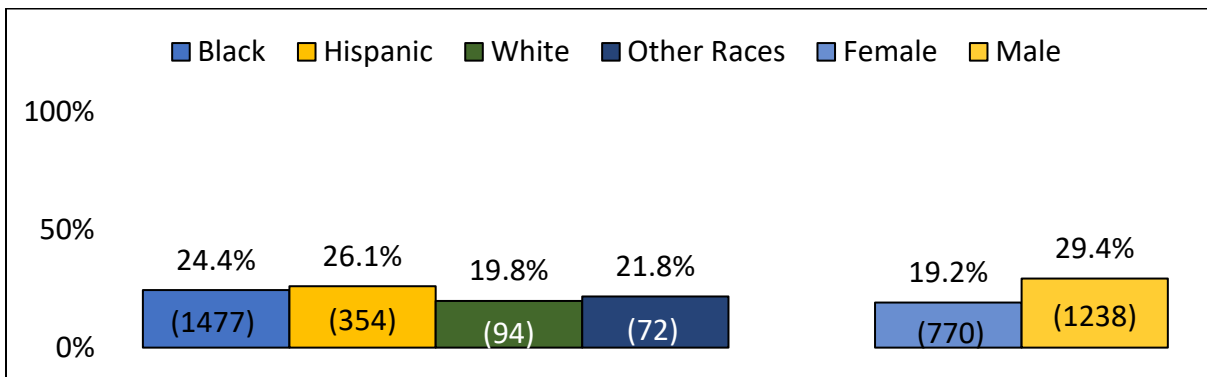
## Executive Summary

### Core Course Failures

Core Courses are identified as those courses a student needs to graduate. In addition to English I and Algebra I, for ninth graders, this includes: Algebra II, Geometry I, Biology I, US Government, US History/Geography, and World History/Geography. Failure rates are calculated by the number of students with at least one failure in these courses over the total number of students enrolled in those courses. Overall, MSCS students had a core course failure rate of 24.4% for the 2020-21 school year. Failure rates are noticeably higher than 2019-20. This is likely due to that school year being cut short due to the COVID-19 pandemic. Final grades were calculated up through the 3<sup>rd</sup> Quarter of that year.

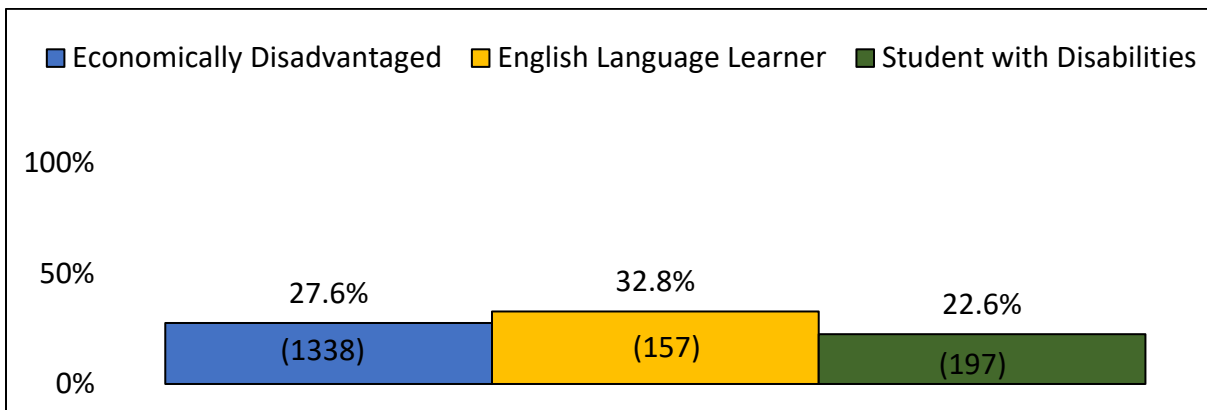
Breaking the failure rate down by race, Black and Hispanic students had higher course failure rates compared to their peers. Additionally, when looking at gender, male students exceeded the District average by 5 percentage points.

**Figure 4: Core Course Failure by Race & Gender**  
 Note: Number in Parentheses = *n*



By subgroup, English learners had the highest percentage of core course failures.

**Figure 5: Core Course Failure by Demographics**  
 Note: Number in Parentheses = *n*

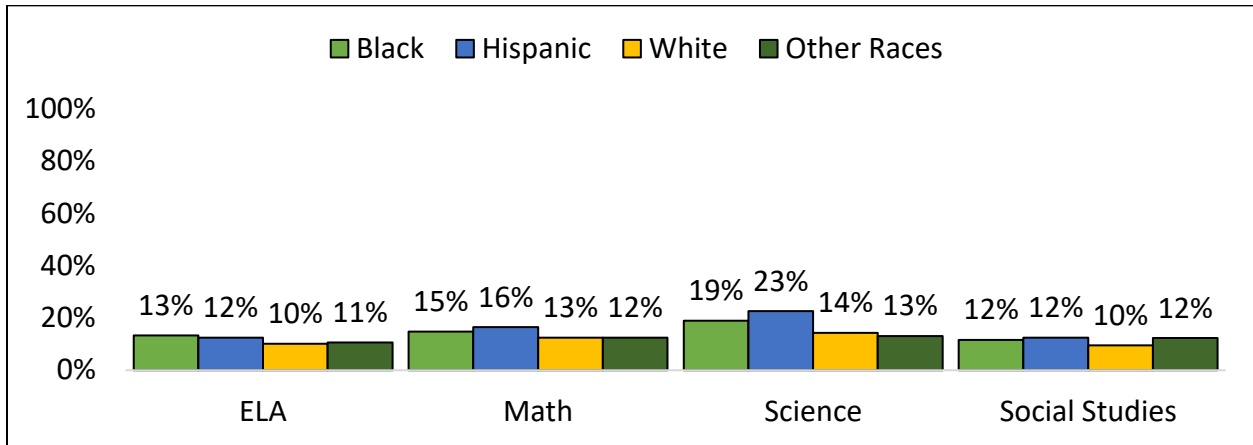


Across subject areas, by race, failure rates remained consistent. Black students had the highest failure rate in ELA, while Hispanic students had the highest failure rates in Math, and Science. The largest failure rate was present for Hispanic students in Science.



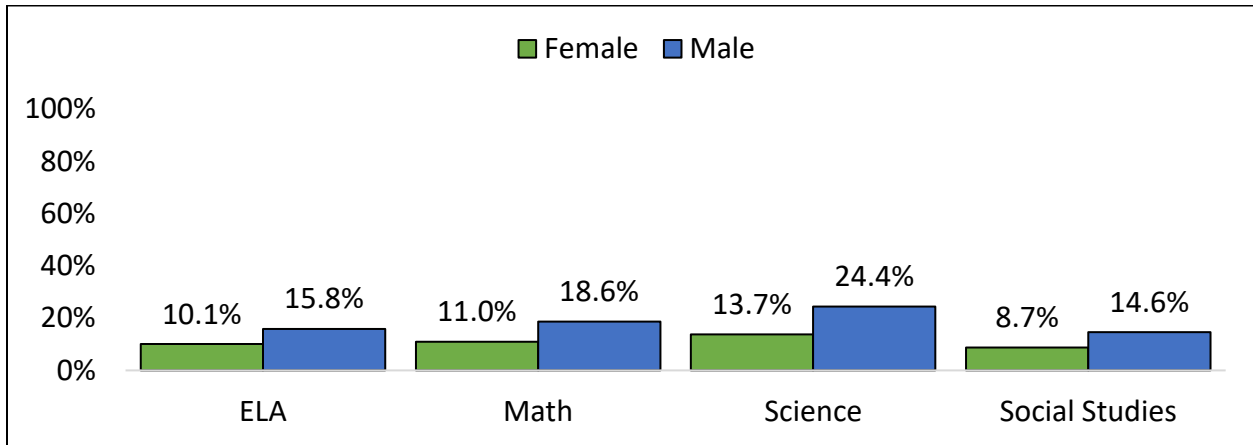
## Executive Summary

**Figure 6: Core Course Failures by Subject & Race**



Looking at subject area breakdowns by gender, male students consistently showed higher failure rates than female students. Science had the highest failure rate for both males and females. By contrast, students in Social Studies courses had the lowest failure rates.

**Figure 7: Core Course Failures by Subject & Gender**  
 Note: Number in Parentheses = *n*

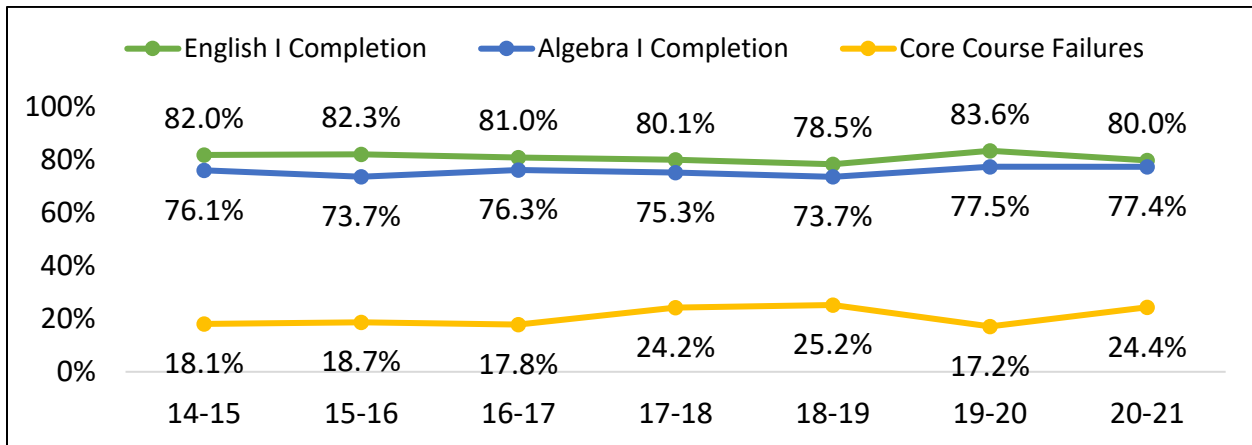




# Executive Summary

Examining trends in ninth grader course completion over the last seven years, English I has shown some fluctuations but has remained within 5 percentage points, while Algebra I has remained within 3 percentage points. Both rates are lower than last year which is likely due COVID-19 ending the year in March. While the core course failure rate is also higher than the rate in 2019-20, it is consistent with prior years.

**Figure 8: Trends in Ninth Grade Performance**





## Executive Summary

### District Strategies

MSCS will implement the following ongoing high school support strategies with fidelity:

1. Consistent Grading Protocols
2. Grade Repair and Credit Recovery Opportunities
3. Project Graduation
4. Sharing Timely Grade Failure Data/Student Lists with Schools to Intervene
5. Required Afterschool Tutoring for Priority Students in EOC Subjects

### Summer School

In 2021, there are 1,191 student enrollments in Algebra I (Part I & II) and 1,135 enrollments in English I (Part I & II). Enrollments increased by 200+ in both subjects compared to the previous two years of summer school.

Shelby County Schools				
	Course	# Students Enrolled		
		2018-2019	2019-2020	2020-2021
<b>Program Type: Summer School</b>				
	SS Algebra I (Part I)	435	512	609
	SS Algebra I (Part II)	434	433	582
	SS English I (Part I)	403	488	617
	SS English I (Part II)	402	325	518

### Office of Equity and Access

1. Ask the question of all incoming freshmen, Which of the Black and Brown male freshman will need us the most? Review all rising Freshmen cumulative files and tier each Black and Latino Male student by name and need prior to scheduling.
2. Ensure that all Algebra I and English I teachers are the highest effective teachers in the building by evaluation and Value add score.
3. We must rely on assessment process that provides multiple people on the school site with frequent and timely information about the learning.
4. FOCUS ON WRITTEN EXPRESSION for Black and Brown Boys in ENGLISH 1 - It counts for 30% of EOC.
  - a. 9-10.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.
  - b. 9-10.W.TTP.2, Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
  - c. 9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.





## Executive Summary

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### English as a Second Language

The ESL Department's approach in the upcoming school year is multifaceted and aims to address any disparities found in the English Learner data through:

1. Increased accountability through monitoring of all ELs, including those at risk for failure of core courses at the mid-point and end of each quarter to ensure:
  - a. General education teachers are providing appropriate scaffolds and language supports within Tier I instruction as required by the ILP for all subject areas
  - b. Parents are provided with opportunities to give input and are notified of student progress
  - c. Monitoring forms are accurately completed by teachers of core courses every 4.5 weeks
  - d. Ensuring ELs are appropriately scheduled in core English courses
  - e. Proactive approach with School Leaders, Master Schedulers, and School Counselors
2. Professional Development opportunities for ESL and Core Content teachers serving ELs:
  - a. Revision of ESL SafeSchools training (required for all teachers)
  - b. PD/Training for General Education teachers around updated WIDA ELD Standards, which align with TN State Content Standards in ELA, Math, Science, Social Studies
3. Deploy resources for:
  - a. ELs in need of added support through afterschool tutoring program
  - b. ELlevation Strategies platform, providing scaffolded support and strategies for English Learners\*
  - c. WIDA Model to benchmark and appropriately schedule ELs with missing WIDA ACCESS data, as well as benchmark mid-year progress in English Language Acquisition\*
4. Increase Parental Involvement through combined zone meetings targeting specific grade level groups 4 times annually
5. Collaboration between ESL Counselor and High School Counselors utilizing the Naviance platform to:
  - a. Create EL subgroups
  - b. Monitor key indicators of success
  - c. Ensure Multilingual families can access and navigate the platform to monitor student progress

**Priority 3: Develop Teachers, Leaders, and Central Office to Drive Student Success and**

**Priority 4: Expand High Quality School Options**

### **Key Findings**

Key Performance Indicators (KPIs) for the month of September are aligned with District Strategic Priorities 3 and 4 as it relates to developing school staff and expanding high quality school options. These indicators include student satisfaction with school climate (via Panorama survey), teacher ratings of principals (via Insight survey) and the number of teacher vacancies present on the first day of school. Examination of the data from the sources listed above has led to the following findings:

- Grades 8, 9, and 11 had the lowest average percentage of favorable responses compared to all other grade levels, with Grade 11 responses being less favorable than all other grade levels on all survey topics. Eighth grade Classroom Engagement had the lowest percent favorability of all grades and all survey topics
- Survey questions showed that Pedagogical Effectiveness and Rigorous Expectations most frequently received favorable responses from students. Classroom Engagement and Learning Strategies most frequently received unfavorable responses



## Executive Summary

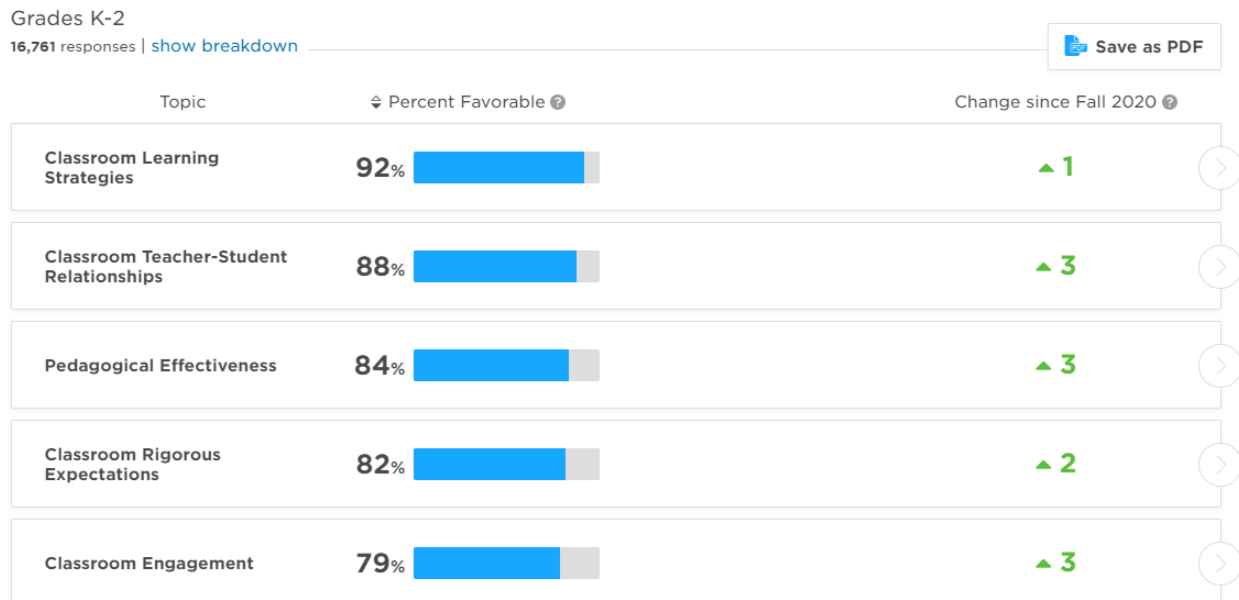
- Spring 2021 Insight survey results indicated that 86.8% of teachers agreed with the statement “My school is a good place to teach and learn,” and 86.6% of teachers agreed with the statement “My school has effective instructional leadership.”
- As of August 9<sup>th</sup>, MSCS had a total of 217 vacant teacher positions, up from 63 at the same point the previous year. This excludes 76 hiring recommendations that were in process at that time

### Student Survey

In September 2021, the Panorama Student Survey<sup>1</sup> gathers student perceptions about:

- Classroom Engagement - How attentive and invested students are in class
- Classroom Learning Strategies - How well students deliberately use strategies to manage their own learning processes in class
- Rigorous Expectations - How much students feel that a specific teacher holds them to high expectations around effort, understanding, persistence and performance in class
- Teacher-Student Relationships - How strong the social connection is between teachers and students within and beyond the classroom
- Pedagogical Effectiveness - Perceptions of the quality of teaching and amount of learning students experience from a particular teacher

In Spring 2021, 16,761 students were surveyed in Grades K-2; 31,935 students were surveyed in Grades 3-5; 27,917 students were surveyed in Grades 6-8, and 30,407 students were surveyed in Grades 9-12. Overall, Grades 9-12 had fewer favorable responses than Grades K-8. Grades K-5 increased their favorability responses in all survey topics since Fall 2020. Grades 3-5 fell into the 80-99<sup>th</sup> percentile nationally in terms of favorable responses.<sup>6</sup>



<sup>6</sup> National percentiles are unavailable for Grades K-2



# Executive Summary

## Grades 3-5

31,935 responses | [show breakdown](#)

[Save as PDF](#)

Topic	Percent Favorable	Compared to others nationally	Change since Fall 2020
Pedagogical Effectiveness	86%	80th-99th percentile	▲ 1
Classroom Rigorous Expectations	83%	80th-99th percentile	▲ 3 Greatest increase
Classroom Teacher-Student Relationships	83%	80th-99th percentile	▲ 1
Classroom Learning Strategies	82%	80th-99th percentile	▲ 1
Classroom Engagement	73%	80th-99th percentile	▲ 1

Grades 6-8 decreased favorability responses in Rigorous Expectations, Pedagogical Effectiveness, and Learning Strategies and remained stable in Teacher-Student Relationships and Classroom Engagement since Fall 2020. Favorable responses fell between the 40<sup>th</sup> and 79<sup>th</sup> percentiles nationally for this grade band.

## Grades 6-8

27,917 responses | [show breakdown](#)

[Save as PDF](#)

Topic	Percent Favorable	Compared to others nationally	Change since Fall 2020
Classroom Rigorous Expectations	75%	40th-59th percentile	▼ 1
Pedagogical Effectiveness	75%	40th-59th percentile	▼ 1
Classroom Teacher-Student Relationships	68%	60th-79th percentile	0
Classroom Learning Strategies	64%	60th-79th percentile	▼ 1
Classroom Engagement	46%	40th-59th percentile	0



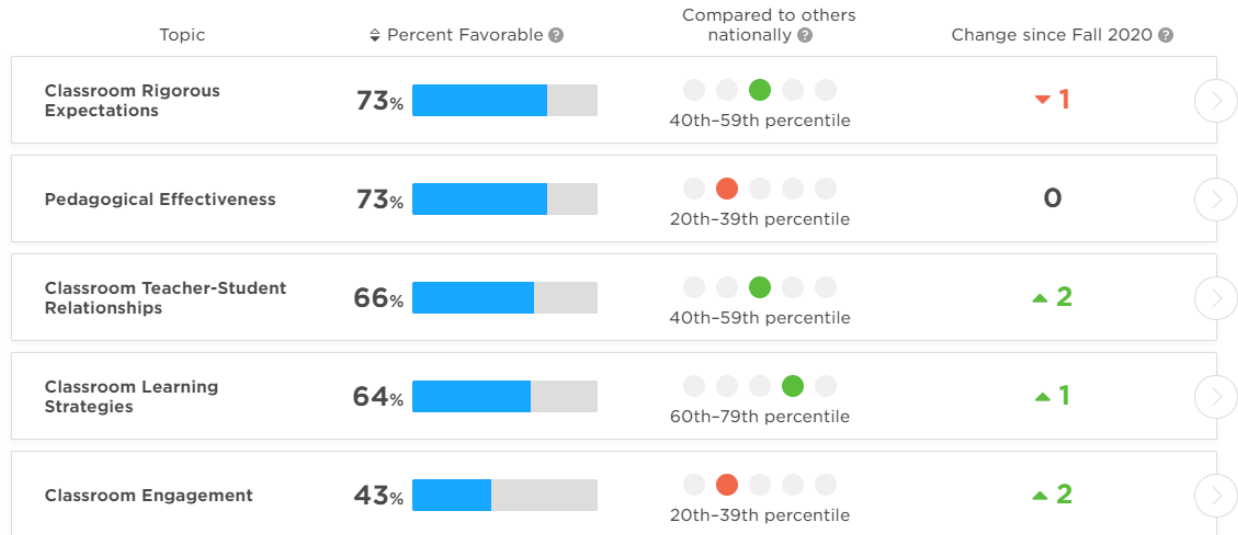
## Executive Summary

Grades 9-12 increased their favorable responses in Teacher-Student Relationships, Learning Strategies, and Classroom Engagement, decreased their favorable responses for Rigorous Expectations, and maintained favorability in Pedagogical Effectiveness. Grades 9-12 favorability responses fell between the 20<sup>th</sup> and 79<sup>th</sup> percentiles nationally.

Grades 9-12

30,407 responses | [show breakdown](#)

Save as PDF



Grades 8, 9, and 11 had the lowest average percentage of favorable responses compared to all other grade levels, with Grade 11 responses being less favorable than all other grade levels on all survey topics. Eighth grade Classroom Engagement had the lowest percent favorability of all grades and all survey topics.

Percent Favorable Responses For Each Survey Topic By Grade Level													
	K	1	2	3	4	5	6	7	8	9	10	11	12
Classroom Engagement	87	78	74	78	73	69	51	46	41	42	43	42	45
Classroom Learning Strategies	95	91	91	84	82	80	67	65	61	62	64	64	68
Classroom Rigorous Expectations	88	81	76	83	82	83	76	76	74	72	73	72	74
Teacher-Student Relationships	91	87	86	85	83	82	71	68	65	65	66	64	67
Pedagogical Effectiveness	92	83	77	88	86	84	77	75	73	73	74	71	74

\*For each survey topic, the lowest three percentages of favorable responses are outlined and highlighted in orange

Analysis of responses to individual survey questions showed that Pedagogical Effectiveness and Rigorous Expectations most frequently received favorable responses from students. Classroom Engagement and Learning Strategies most frequently received unfavorable responses.

Most and Least Favorable Responses by Survey Topics and Grade Range



## Executive Summary

Grade Level		Question	Topic	% Favorable
Grades K-2	Most Favorable	Does your teacher care about you?	Teacher-Student Relationships	95
		Does your teacher help you do your best in class?	Learning Strategies	93
		When something is hard does your teacher help your class understand?	Rigorous Expectations	92
	Least Favorable	Do students help create the rules in this class?	Classroom Engagement	60
		Do students behave in this class?	Rigorous Expectations	72
		When your teacher is teaching, do you understand them?	Pedagogical Effectiveness	78
Grades 3-5	Most Favorable	How much have you learned from this teacher?	Pedagogical Effectiveness	91
		How respectful is this teacher towards you?	Teacher-Student Relationships	90
		During class, how good is this teacher at making sure students do not get out of control?	Pedagogical Effectiveness	90
	Least Favorable	When you are not in class, how often do you talk about ideas from class?	Classroom Engagement	51
		How often does this teacher make you explain your answers?	Rigorous Expectations	72
		In this class, how excited are you to participate?	Classroom Engagement	76
Grades 6-8	Most Favorable	How much does this teacher know about the topic of his/her class?	Pedagogical Effectiveness	91
		How respectful is this teacher towards you?	Teacher-Student Relationships	87
		During class, how good is this teacher at making sure students do not get out of control?	Pedagogical Effectiveness	83
	Least Favorable	When you are not in class, how often do you talk about ideas from class?	Classroom Engagement	29
		How often do you get so focused on class activities that you lose track of time?	Classroom Engagement	43
		In this class, how eager are you to participate?	Classroom Engagement	47
Grades 9-12	Most Favorable	How much does this teacher know about the topic of his/her class?	Pedagogical Effectiveness	89
		During class, how good is this teacher at making sure students do not get out of control?	Pedagogical Effectiveness	81
		How often does this teacher take time to make sure you understand the material?	Rigorous Expectations	79
	Least Favorable	When you are not in class, how often do you talk about ideas from class?	Classroom Engagement	32
		How often do you get so focused on class activities that you lose track of time?	Classroom Engagement	42
		How excited are you about going to this class?	Classroom Engagement	43
		In this class, how eager are you to participate?	Classroom Engagement	43





## Executive Summary

### School Climate: Instructional Culture Insight Survey

The Instructional Culture Insight survey gathers teachers' feedback on multiple domains. Over the past three spring administrations, response rates have averaged around 79%. In the spring of 2021, approximately 85% of teachers (5,187) participated. The two main survey domains related to principals and school climate are Learning Environment and Leadership.<sup>7</sup>

Insight Survey Participation				
	# Teachers Listed on Roster	# Survey Respondent	Survey Response Rate	# of Schools
Spring 2019	6,038	4,231	70%	156
Top Quartile 2019	1,607	1,142	71%	45
Spring 2020	5,882	4,779	81%	159
Top Quartile 2020	1,306	1,039	80%	40
Spring 2021	6,206	5,187	85%	160
Top Quartile 2021	1,246	1,224	98%	40



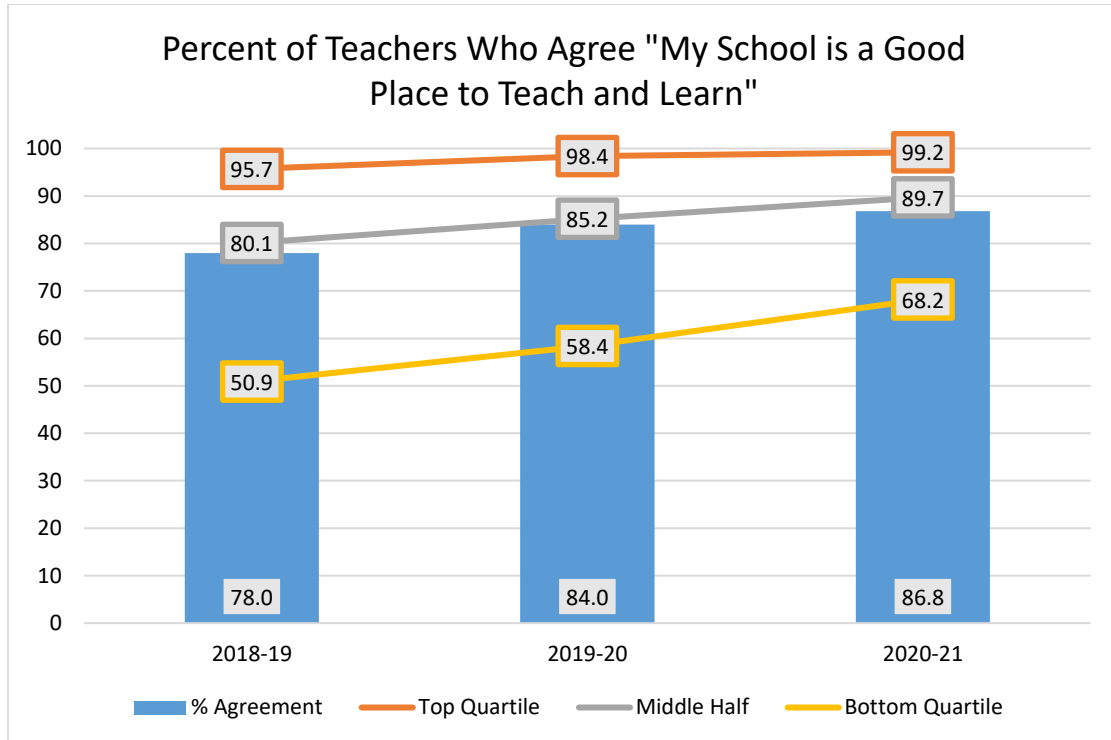
<sup>7</sup> The domain titles and survey questions indicated in this report are proprietary to TNTP, Inc., and may not be replicated without written permission.



## Executive Summary

### Learning Environment

In the Learning Environment domain, a key statement related to school climate is: My school is a good place to teach and learn. The results for the District Average increased by 2.8 percentage points from 2019-20 to 2020-21 to 86.8%. Results were consistent across the last three years for the top quartile. The middle quartile increased by 9.6 percentage points in the last three years. The bottom quartile increased by 9.8 percentage points from 2019-20 to 2020-21. Schools in the top quartile ranged from 97%-100% agreement on this statement and schools in the bottom quartile ranged from 44%-79%.

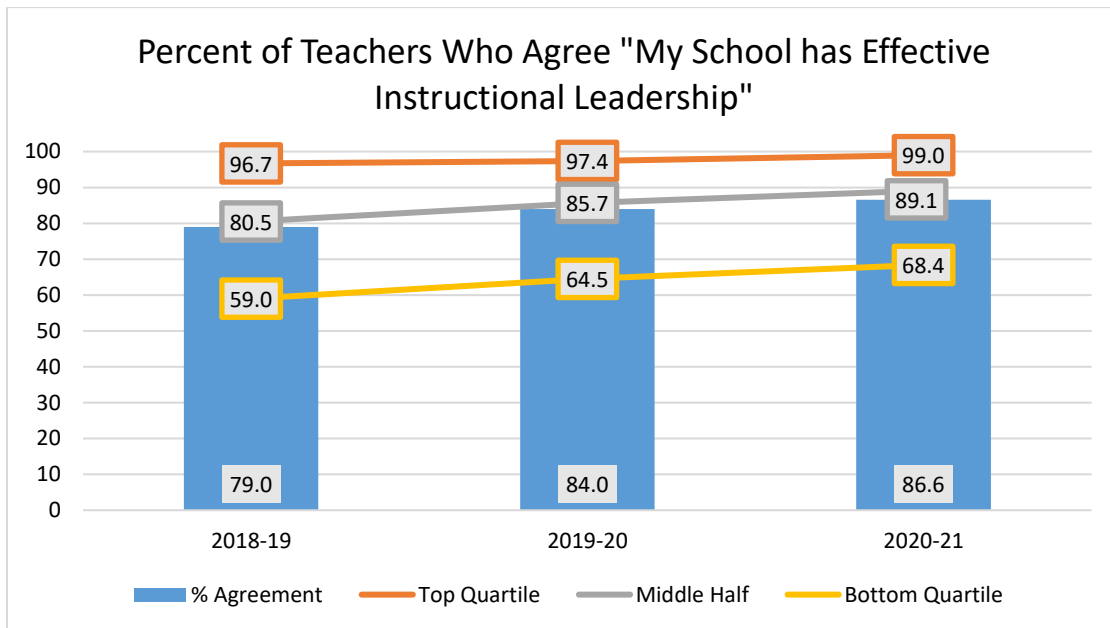




## Executive Summary

### Leadership

In the Leadership domain, a key statement related to school climate is: My school has effective instructional leadership. The results for the District Average increased by 2.6 percentage points from 2019-20 to 2020-21. Results were consistent across the last three years for the top quartile. The middle quartile increased by 8.6 percentage points since 2018-19. The bottom quartile increased by 9.4 percentage points from 2018-19 to 2020-21. The top quartile ranged from 96%-100% agreement and the bottom quartile ranged from 29% to 80% agreement.



The Spring 2021 Insight survey included the following domains related to leadership climate: Learning Environment, Instructional Planning for Student Growth, Observation and Feedback, Professional Development, Evaluation, Peer Culture, Leadership, and Family and Community Engagement. The percentages reported are District averages across teachers who participated in the survey. The three highest-rated items across these domains in the District are:

Indicator	Annual % Agreement
<b>Evaluation</b> - I know the criteria that will be used to evaluate my performance as a teacher.	2019: (93%) 2020: (94%) 2021: (94%)
<b>Peer Culture</b> - At my school, teachers use a common vocabulary to discuss effective teaching practice.	2019: (84%) 2020: (88%) 2021: (92%)
<b>Peer Culture</b> - There are many teachers at my school who set an example of what highly effective teaching looks like.	2019: (79%) 2020: (83%) 2021: (92%)



## Executive Summary

The three lowest-rated items across these domains in the District are:

Indicator	Annual % Agreement
<b>Evaluation</b> - I agree with the criteria that will be used to evaluate my performance as a teacher.	2019: (63%) 2020: (70%) 2021:(73%)
<b>Evaluation</b> - At my school, evaluation ratings are accurate reflections of teacher effectiveness.	2019: (67%) 2020: (72%) 2021: (73%)
<b>Instructional Planning for Student Growth</b> - An instructional leader at my school regularly reviews student work from my classes.	2019: (66%) 2020: (72%) 2021: (73%)

### Teacher Vacancies

As of May 31, 2021, there were approximately 405 vacant teacher positions. There have been 367 teacher type resignations since May 2021. Seven (7) virtual hiring fairs were held to hire teachers for the SY 2021-22. From these events, 398 teachers were employed.

Month	# Teacher Type Resignations
May	16
June	224
July	64
August	63

As of August 9<sup>th</sup>, MSCS had a total of 217 vacant teacher positions, up from 63 at the same point the previous year. This excludes 76 hiring recommendations that were in process at that time.



## Executive Summary

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### **District Strategies**

In an effort to support principals, teachers, students, and the broader school community on culture and climate, several departments are leading implementation of the strategies below:

#### **Office of Leadership Development:**

- Office of Leadership Development will continue to provide on-going learning sessions conducted by principals who have scored in the top 25% of the Insight
- Office of Leadership Development will continue to conduct instructional walks focusing on the learning environment for schools who have scored in the top 25%
- Office of Leadership Development will continue to use the "Spotlight Schools" site to display videos, as well as share leadership strategies across the district

#### **ILDs**

- ILDs will coach and model for leaders how to convey clear and consistent expectations for staff during Zone professional development sessions
- ILDs will continue to use RELAY coaching methods and strategies that focus on learning environment, teaching and learning, and observation
- ILDs will continue to collaborate and work closely with the HR department to ensure that leaders complete the TEM training
- ILDs will continue to model the alignment of TEMs and the expectations for descriptors

#### **Leaders**

- Leaders will model and share the expectations with teachers during In-service week
- Leaders will use SEL strategies to improve the interactions between students and adults
- Leaders will model the evaluation criteria for teachers to ensure that teachers are fully aware of the expectations

### **Human Resources**

We are implementing a newly designed recruitment/retention plan which offers varied opportunities to secure teachers and instructional staff. These best practices will drive the work throughout the year-round strategic staffing/retention plan:

#### **Recruitment/Staffing:**

1. Tracking and analyzing data (Data Driven Talent Management (DDTM) with a focus on accountability and customer service)
2. Developing a strategic calendar and starting early (collaboration with key departments)
3. Enhanced Online Marketing
4. Pipeline Programs- Teach for America, Memphis Teacher Residency, River City Partnership (University of Memphis), & Relay Graduate School of Education
5. Approaching job fairs as a strategic gateway to building candidate pools
6. Refining HR Processes and candidate cultivation strategy
7. Targeted recruitment efforts with Student Teachers in collaboration with the Induction & Development Team

#### **Initiatives:**

- Recruitment Incentives: Hard to Staff Stipends, Relocation allowances, I-Zone Stipends, etc.
- Virtual/In-person Hiring Events
- Virtual College and University Recruitment Webinars
- Recruitment Marketing Blitz (Billboard, Television, Radio, Job Boards, and Social Media ads)
- Subway to Teach Hiring Event
- Special Education Teacher Transition Initiative
- MSCS Preview Day
- Mid-Year Hiring Event for December Graduates
- Why MSCS Why 901 Webinars
- Educational Preparation Partners





## Executive Summary

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- Grow Your Own Partnerships
- Aspiring Teacher Program (Praxis support for Educational Assistants, Permit Teachers, Substitute Teachers)
- AA Male Task Force
- Retention Task Force established to support with transformation strategy (Collaboration with Academics, PD and HR)
- ICIMS Applicant Tracking System (ATS) Redesign
- Race to 2021-2022 Incentive
- Rehire Review Committee
- Staffing Dashboards
- MSCS Cares Initiative (Employee Engagement and Wellness)
- Strategic Compensation Strategy (Step/Lane implementation, 2% raise and multiple bonus)
- Online Praxis Support using 240 Tutoring and PCG education platforms
- MSCS Teacher-Led Praxis Support Sessions
- Face-to-face praxis sessions led by MSCS teachers
- Strategic Staffing Meetings with ILDs and Principals
- Support for schools with >30% attrition rate (Partnership with Academics and PD)
- Comprehensive New Teacher Induction Program with 1:1 Mentors

### Partner Programs

- Memphis Teacher Residency (MTR)
- Teach for America (TFA)
- TDOE Grow Your Own Grant Programs: University of Tennessee Knoxville (UTK), Tennessee State University (TSU), and the Relay Graduate School of Education partnered with MSCS to apply for Grow Your Own (GYO) grants from the Tennessee Department of Education (TDOE)
- Aspiring Teachers Program in partnership with Relay Graduate School of Education
- Mandatory Permit, Waiver, and License Check Ins hosted quarterly by Licensure



Picture taken prior to COVID-19



## Executive Summary

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### **Priority 3: Develop Teachers, Leaders and Central Office to Drive Student Success District Strategies**

- Provide ACT workshops to help high school students master more rigorous content
- Continue to deploy high school literacy coaches to students needing ELA support
- Continue to support Senior Reading Advisors in select high schools (Booker T. Washington, Craigmont, Douglass, East T-STEM, Kirby, Oakhaven)
- Continue to utilize curriculum implementation data from the District IPG (Instructional Practice Guides) Walkthroughs conducted by C & I and PD
- Improve monitoring and support for ATSI schools with large achievement gaps between student groups
- Continue to improve access to advanced coursework and early postsecondary opportunities for African American male students
- Increase monitoring and updates for English Learner ILPs in upper grades
- Continue to work closely with the Equity Office to build capacity with teachers and central office
- Utilize and monitor implementation of credit recovery, grade repair, Project Graduation (1,911 courses were completed in these areas in 2020-21)
- Narrow instructional leadership focus to monitor and support the four instructional practices.
- Implement a coaching model for instructional leadership focused on observing, modeling, follow-up, and in the moment feedback
- Completion of 90-day plans focused on big capacity around three “Big Rock” to improve academic achievement
- Implementation of Reading and Mathematics Prescriptions that are aligned to the cognitive demand of standards
- Implement a delivery of instruction model to reinforce the gradual release of responsibility process
- Implementation and tracking of the Naviance scope and sequence to ensure course selection matches with graduation requirements

### **Key Findings**

November’s 2021 Key Performance Indicators (KPIs) are aligned with District Strategic Priority 3 as it relates to developing teachers, leaders, and Central Office. These indicators include overall and new teacher turnover rates for the past 5 years, the percentage of teachers by TEM level, teacher observation ratings, and Central Office evaluation ratings. One thing to note is that observation data from 2019-2020 is unavailable due to the COVID-19 pandemic and Memphis-Shelby County Schools utilizing virtual instruction for much of the school year. Examining employee data from the 2020-2021 school year, the following has been observed:

- Mean teacher observation scores have remained relatively constant with slight increases in the percentage of teachers scoring 5s and decreases in the percentage of teachers scoring 4s from previous years
- Over 89% of school administrators received either a Level 3 or Level 4 on the TEAM observation rubric
- 99.2% of supervisors and 98.0% of non-supervisors met or exceeded expectations on Non-Instructional Evaluation metrics
- For the 2020-21 school year, the one-year retention rate was 88.63% compared to 89.49% the previous year
- The overall turnover rate for teachers was 10.87% in 2020-2021, while the rate was 19.92% for new teachers, up from the previous school year

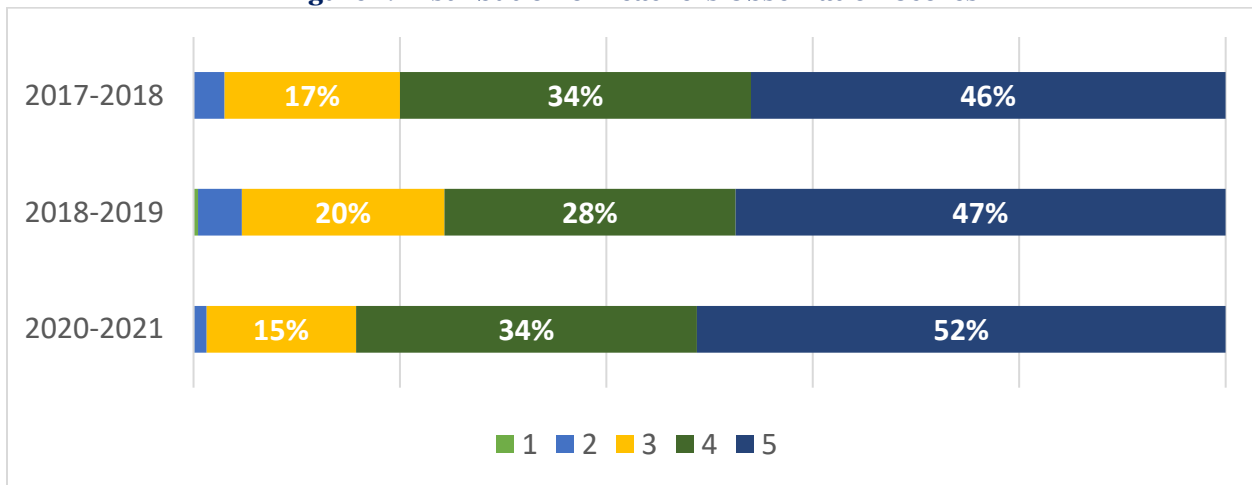


## Executive Summary

### Teacher Observation Scores

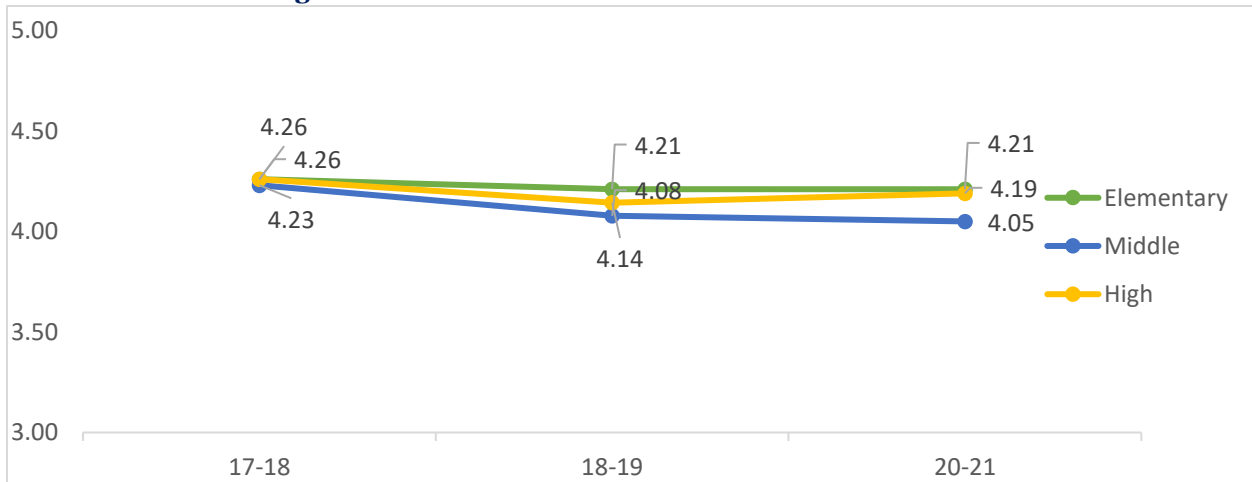
Observation scores from the past three academic years have generally remained constant. In 2020-21, teachers receiving an overall observation rating of 5 increased by five percentage point from 2018-2019. At the same time, teachers scoring a 2 decreased by three percentage points, and those scoring a 3 decreased by five percentage points.

**Figure 1. Distribution of Teachers Observation Scores**



The mean observation scores across elementary, middle, and high schools have been consistent across the last three years. Elementary schools had the same average score of 4.21 since 2018-19, while middle schools saw a slight decrease and high schools saw a slight increase.

**Figure 2. Mean Observation Scores Across Grade Bands**



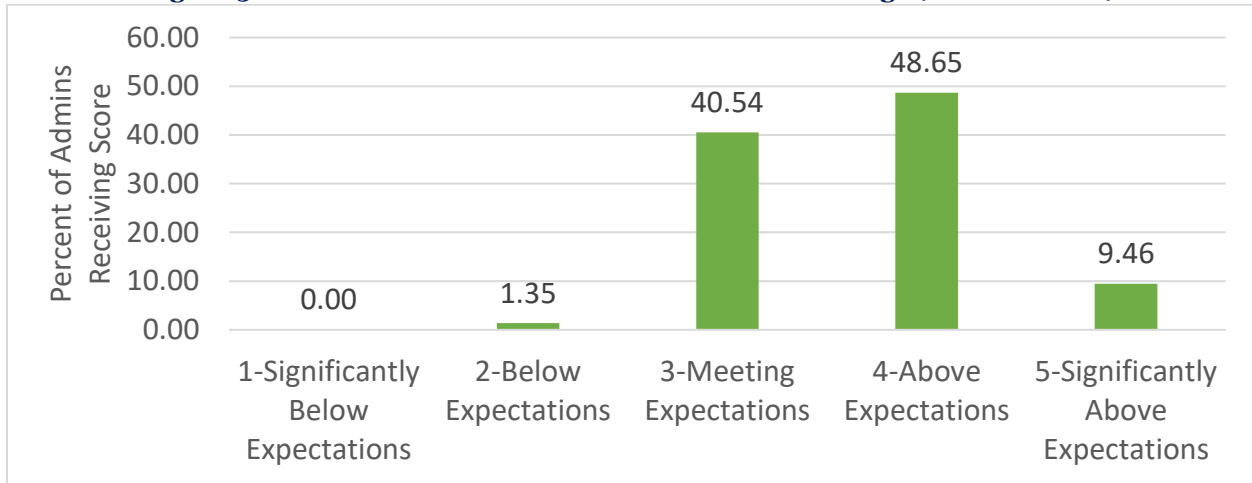


## Executive Summary

### School Administrator Effectiveness

For the 2020-21 school year, over 89% of school administrators received either a Level 3 or Level 4 on the TEAM observation rubric. Less than 10% of administrators received a Level 5. State Level of Effectiveness scores were unavailable at the time of reporting.

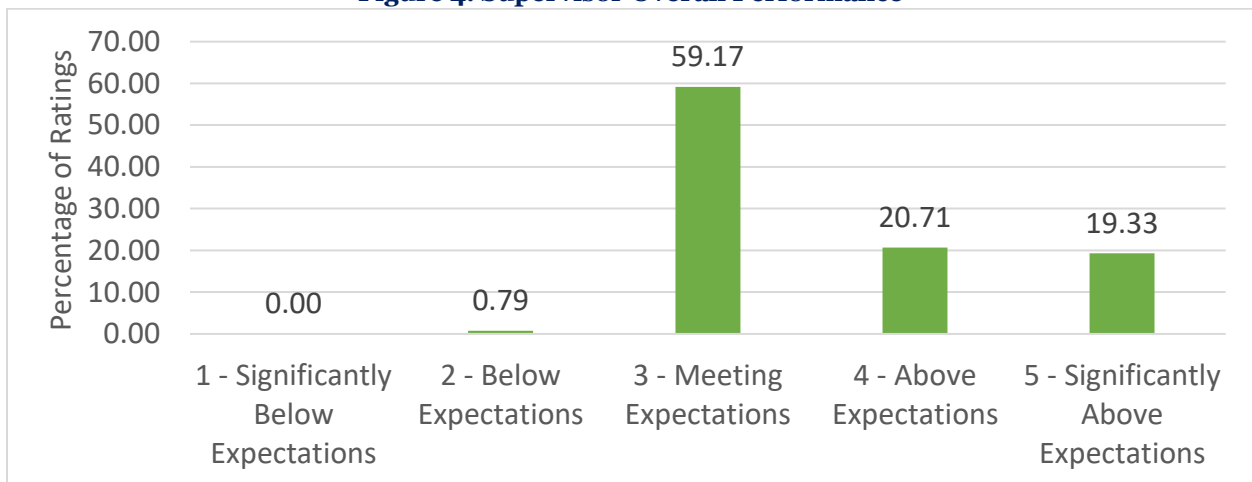
**Figure 3. School Administrator TEAM Observation Ratings (SY 2020-2021)**



### 2020-2021 Non-Instructional Employee Evaluations

99.2% of supervisors and 98.0% of non-supervisors met or exceeded expectations. District report scores clustered around a score of five, while supervisor scores clustered around a score of three, which is consistent with score reporting from previous years.

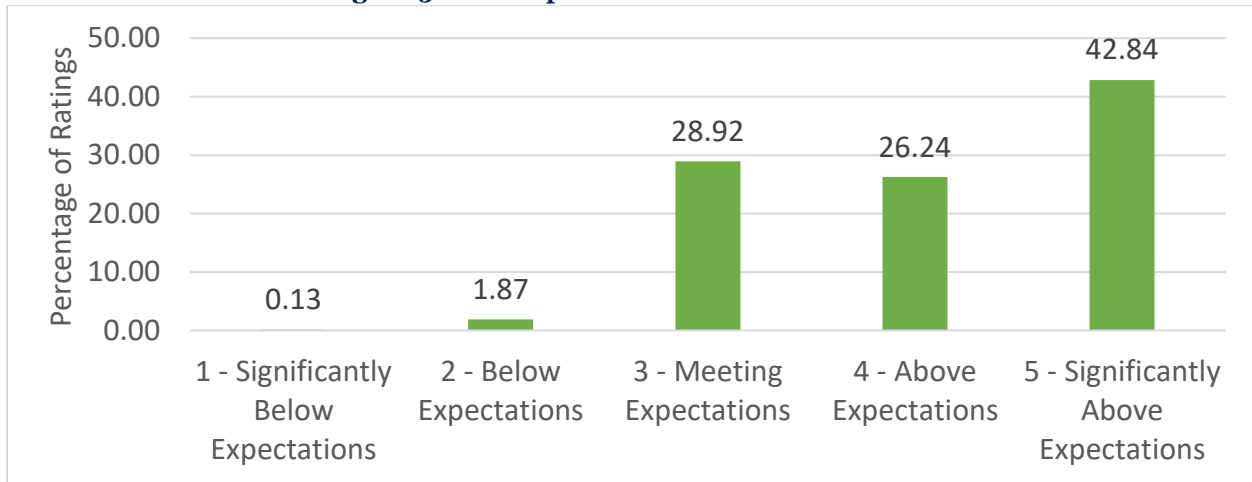
**Figure 4. Supervisor Overall Performance**





## Executive Summary

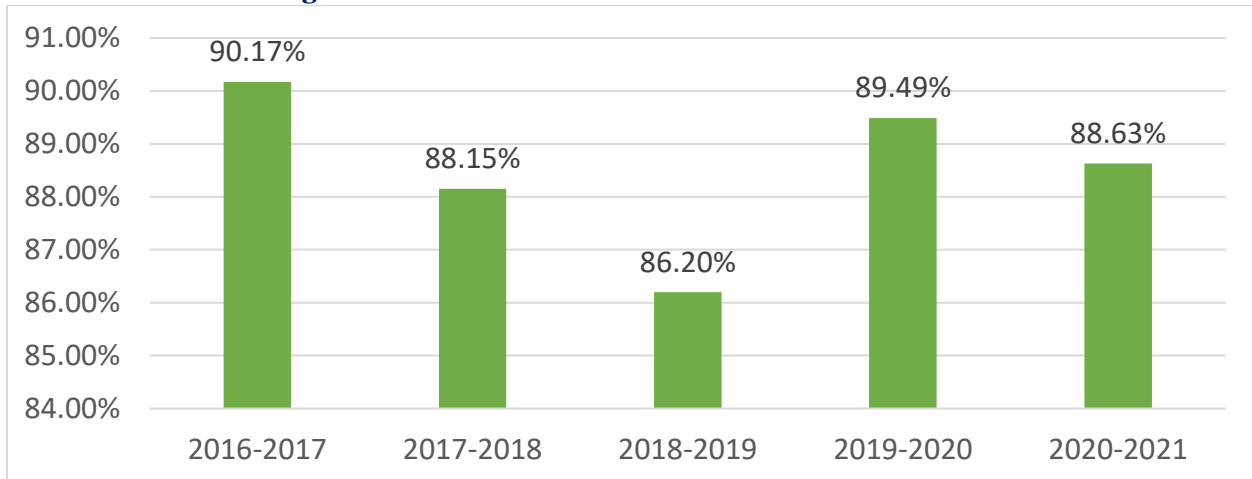
**Figure 5. Non-Supervisor Overall Performance**



### Teacher Retention

In terms of one-year retention rates for teachers who were active at the end of 2020-21 versus active in the current school year, the highest retention rate was for teachers originally hired in 2016-17 (90.2%) while the lowest retention rate was for teachers hired in 2018-19 (86.2%).

**Figure 6. Teacher\* Retention Across the Last Five Year**



\*Teacher is teacher-type (classroom teachers, ROTC, librarians)

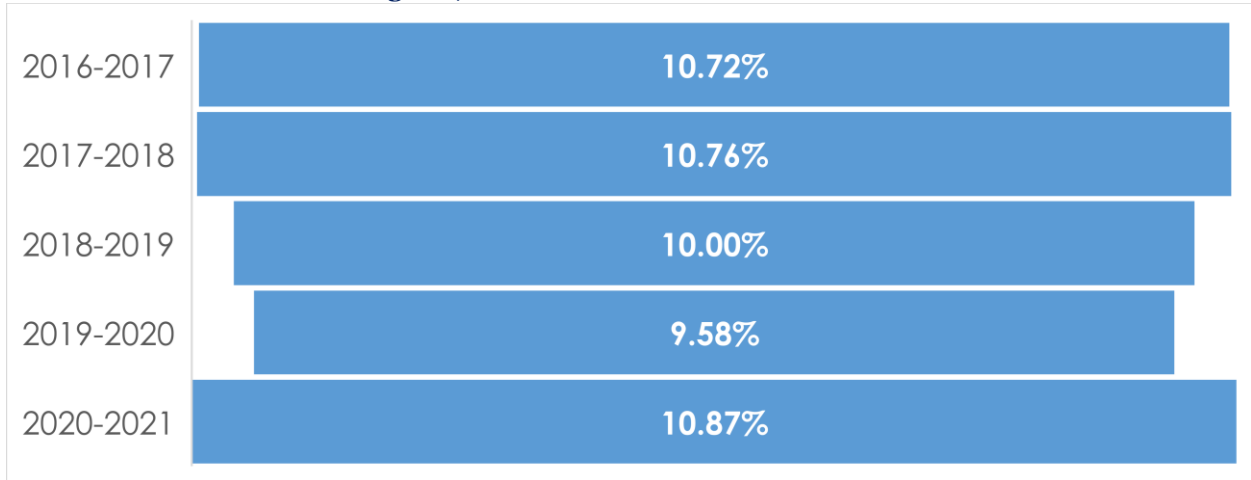




## Executive Summary

Prior to the 2020-2021 school year, the teacher turnover rate was declining, with a peak in 2017-2018 at 10.76% and a low of 9.58% during the 2019-2020 school year. The turnover rate increased during the 2020-2021 school year to 10.87%.

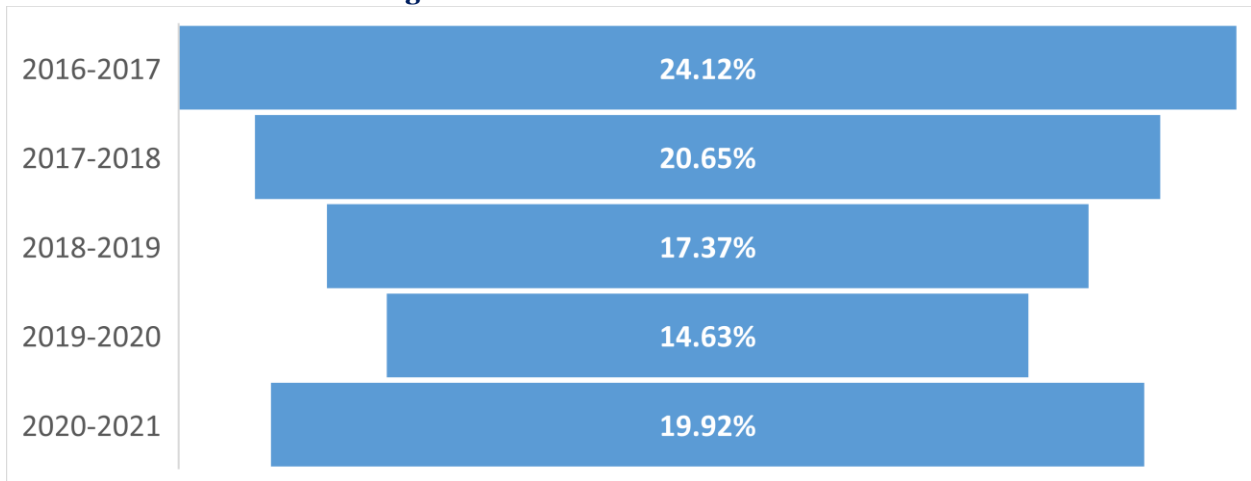
**Figure 7. Overall Teacher\* Turnover Rate**



\*Teacher is teacher-type (classroom teachers, ROTC, librarians)

The peak was 24.12% in 2016-2017 with a low of 14.63% during the 2019-2020 school year. Although the turnover did increase during the 2020-2021 school year, that rate is still below the rates for 2016-2017 & 2017-2018.

**Figure 8. New Teacher\* Turnover Rate**



\*Teacher is teacher-type (classroom teachers, ROTC, librarians)



## Executive Summary

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### District Strategies

#### Performance Strategies:

##### Teacher Performance

- Facilitate TEM norming sessions for new and struggling principals to reinforce understanding of the rubric and accuracy of ratings
- Deploy a cadre of external observers to support the observation process

##### Non-Instructional Performance

- Provide an NIE certification course for all supervisors to take a deep dive to better understand the components of the rubric and scoring
- Propose a new multiple measures model for calculating overall non-instructional employee performance to include District growth and achievement data

##### Office of Schools/ILDs

- Continue norming sessions with Deputy Supt., Assistant Supts., and ILDs
- Continue to norm/align student performance to evaluations
- Collaborate with Employee Performance to support school-based leaders in providing ongoing professional learning for teachers on the TEM instructional evaluation model and its impact on teaching and learning
- Conduct co-observations with principals and norm with school teams utilizing the TEM instructional evaluation model to guide scoring and feedback to effectively coach teachers
- Coach school-based leaders to schedule and conduct regular informal and form observations to enhance teacher support and growth
- Connect student performance data to teacher appraisals by developing performance goals to support student growth and achievement
- Collaborate with school-based leaders to evaluate the effectiveness of PBIS plans to improve school climate that impacts working conditions for teachers and leaders
- Collaborate with HR to assist school-based leaders to routinely recognize faculty and staff successes and contributions to positively impact the learning environments

#### Retention Strategies:

##### HR

- New Teacher Permit Check Ins - HR works closely with new teachers (2 times per year) and provides in person check ins to support new teachers as they work to obtain TN licensure
- New Teacher Induction Initiative - HR has worked to implement a research based comprehensive teacher induction program that includes new teacher orientation, induction guide, induction PD for principals, monthly induction guidance for mentors and mentees (1:1 mentor/mentee ratio). Upon the release of ESSER 3.0 funds, new teachers and mentors will have one release day per quarter for intensive mentor support (or may be implemented via paid time after school/Saturdays to engage in support activities)
- Teacher/School Recognition Programs – HR has expended its offering of employee recognitions for attendance and exemplary service to include (but not limited to): MSCS Superheroes, Attendance awards, New Teacher Bright Spots, etc.
- EAP Support Expansion - We currently offer virtual EAP sessions (one monthly for teachers and one monthly for Principals) via the Office of Professional Standards and are planning to provide more on-site support in collaboration with the Total Rewards team to create employee resource centers in schools and establishing wellness champions/advocates who can coordinate on-site support for staff as needed
- New Memphis Collaboration – HR has established a partnership with New Memphis to help acclimate new residents into the Memphis Community



## Executive Summary

	Instructional Components of New Teacher Experience	Non-Instructional Components of New Teacher Experience
<b>Professional Development Department</b>	The role of the PD Department is to maximize the tools to help facilitate system- and school-level supports for new teachers, and provide resources at their disposal to positively support and impact new teacher experience.	
	<ul style="list-style-type: none"> <li>- Creates tools, resources, &amp; PD to support instruction across schools</li> <li>- Develops instructional staff that support new teachers (e.g., Mentors, ILT Team)</li> <li>- Plans and hosts district-wide Welcome and New Teacher Orientation in collaboration with other central offices</li> <li>- Creates and monitors plan for differentiating induction based on new teacher needs</li> <li>- Facilitates the mentoring process (e.g., selection of mentors)</li> <li>- Checks in on all new teachers hired over the course of the year</li> <li>- Checks in with all principals with new teachers for feedback</li> <li>- Develops learning opportunities for school leaders on new teacher experience</li> </ul>	<ul style="list-style-type: none"> <li>- Ensures adequate supplies and budget available to support new teachers</li> <li>- Notifies all offices of any changes to policies or procedures that may impact new teachers</li> </ul> <p>Tracks and helps align all of the “stuff” new teachers receive and when – so as to not overwhelm them – collaborating with others, as needed</p>

	Instructional Components of New Teacher Experience	Non-Instructional Components of New Teacher Experience
<b>Principal &amp; School Leadership Team</b>	The Principal & School Leadership Team’s role is to create an environment that grows and retains great new teachers committed to the school & community.	
	<ul style="list-style-type: none"> <li>- Limits assignment of new teachers in high needs classrooms</li> <li>- Designs and implements school-level induction experience, including ongoing mentoring. Evaluates and makes adjustments, as needed</li> <li>- Aligns new teachers’ professional development to their individual needs</li> <li>- Facilitates a new teachers’ ability to observe high-performing teachers</li> <li>- Provides feedback to new teachers on their performance</li> <li>- Retains high performers and supports low performers to meet their best potential</li> </ul>	<ul style="list-style-type: none"> <li>- Welcomes new teachers to the school building and community</li> <li>- Provides supplies for first day in role – and gives tips on how things work in the school (e.g., taking attendance, lesson plans for subs)</li> <li>- Introduces new teachers to other teachers in school and grade level/ subject</li> <li>- Sets aside adequate time to support any and all new teacher needs</li> </ul>



## Executive Summary

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### Priority 4: Expand High-Quality School Options

#### Key Findings

- In middle schools, honors course offerings varied with school size. Larger schools were more likely to offer 11 or more honors courses than small or mid-size schools
- Similarly, high school enrollment was strongly and positively correlated with the number of advanced course offerings (Pearson correlation coefficient = .84)
- Asian students had by far the highest rate of Advanced Placement (AP) participation, followed by White students and then by Multiracial, Latinx, and African American students, respectively
- Over the past three years, most AP exams taken by Asian and White students scored at least a 3 (the “passing” score), while most AP exams taken by Latinx and African American students fell below that threshold
- There was a substantial decline in AP exam passing rates in every racial/ethnic group from 2019–20 to 2020–21, indicating a possible pandemic effect
- Both economically disadvantaged (ED) and non-ED students’ AP exam performance eroded substantially in 2020–21, the first pandemic school year. However, the performance gap between ED and non-ED students has narrowed from 30 percentage points in 2018–19 to 26 percentage points in 2020–21
- Students at District-managed schools outperformed their charter-attending counterparts on AP exams by wide margins: 15, 19, and 21 percentage points among African American, Latinx, and ED students, respectively
- Participation in Dual Enrollment and Statewide Dual Credit has generally increased over time but has decreased between the 2019–20 and 2020–21 school years
- According to their performance on the ACT, MSCS graduates were more prepared for college in English and reading than in science and math
- The percentage of graduates with an ACT composite of 21 or above has declined by 4 percentage points over the past three years
- There has been a 9 percentage-point increase in the number of graduating students earning professional certifications and a substantial increase in the number of certifications these students earned between 2018 and 2020

#### Overview

January’s key performance indicators (KPIs) are aligned to District priorities 2 and 4. The KPIs under Priority 2 covered in this report are: 7 – Advanced Placement (AP) course participation rates and scores by subgroup; 8 – Dual Enrollment (DE) participation; 10 – percentage of students meeting ACT college-readiness benchmarks; and 11 – number and percentage of students who graduated with professional certifications. The KPI covered under Priority 4 is 4 – advanced course options available by school.

Note that the analyses presented in this report reflect both charter and District-managed schools, unless specified otherwise.

#### Advanced Course Options Available by School

Memphis-Shelby County Schools (MSCS) offers its students several options for advanced courses. Both Dual Enrollment (DE) and Statewide Dual Credit (SDC) afford students the opportunity to earn college credits while still in high school. DE courses are early college courses taught on the college campus, the technology center, at the high school, or online by a college professor or a secondary teacher who is credentialed under SACS as an adjunct professor. Conversely, SDC classes are taught by trained high-school teachers. Other options include Honors, Advanced Placement (AP), International Baccalaureate (IB)<sup>8</sup>, Local Dual Credit (LDC), and Quality Point (QP) courses. In the middle grades, the honors program is the only option available.

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<sup>8</sup> MSCS also offers CLUE and APEX courses, designed for students identified as intellectually gifted, but these programs are outside the purview of this report.



## Executive Summary

Several factors affect schools' ability to offer advanced courses: student interest and ability to handle the increased rigor of advanced coursework, and the availability of teachers with the required subject-area knowledge and teaching skills. Additionally, school size is a major determinant of advanced course availability. Smaller schools are often unable to offer multiple sections of many courses (a regular section and an advanced section) because they do not have the flexibility that larger schools may have in student-staff ratio to offer these advanced courses. Figures 1 and 2 show the number of advanced course offerings by school size for middle and high schools, respectively. The relationship between school size and advanced course offerings is clear. School size is based on the number of students in the respective grades. For example, if an elementary school serves up to eighth grade, the school size only reflects the number of students in grades six through eight. The same is true for the high school chart. The enrollment figure only refers to the grades relevant to the chart.

Figure 1. Number of Honors Courses Offered in Middle Schools 2021–22

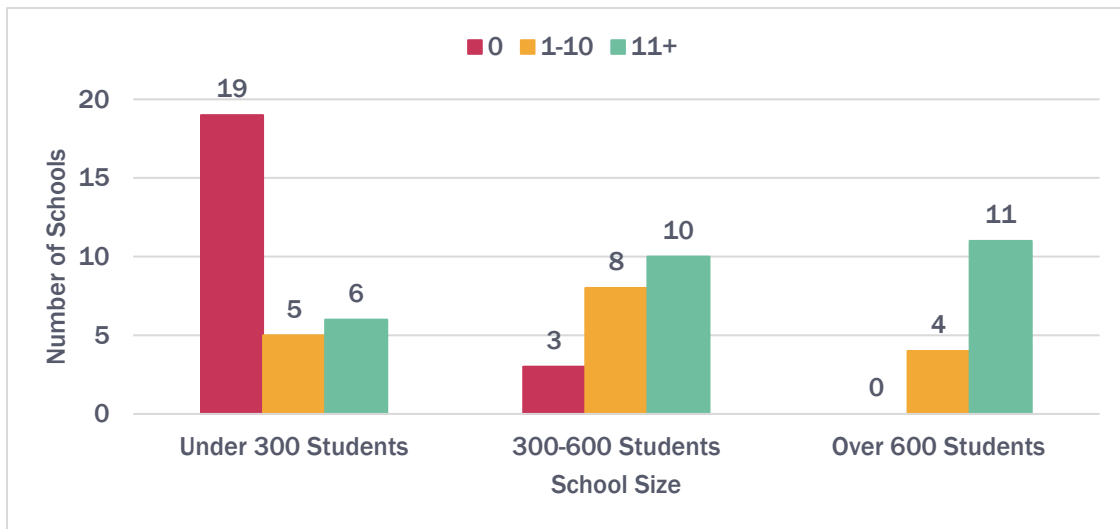
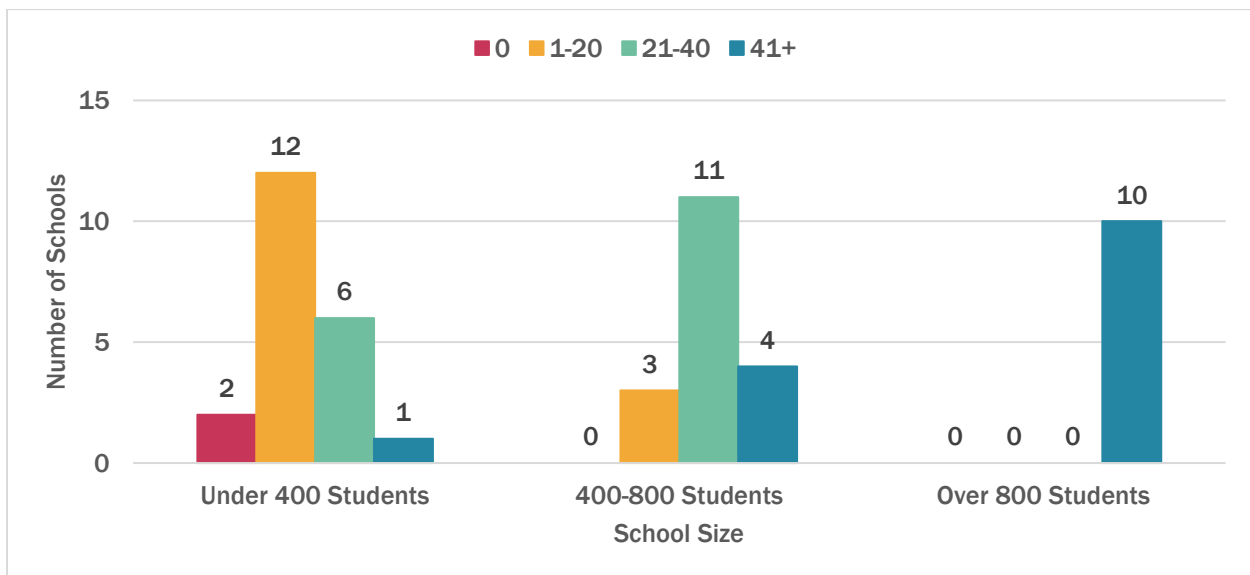


Figure 2. Number of Advanced Courses Offered in High Schools 2021–22







## Executive Summary

Of the District's 66 schools that serve sixth through eighth graders, Colonial Middle offers the highest number of honors courses (36). Forty-one percent (27) of middle schools offer 11 or more honors courses; 26% (17) offer 1–10 honors courses. Thirty-three percent (22) of middle schools do not offer any honors courses. Nineteen of these are charters, and 3 are District-Managed alternative schools. However, it is important to note that some charter schools use their own student schedule platforms and may offer honors courses that are not reported centrally to the District.

Note that in tables 1 and 2, the number of courses offered refers to the number of unique advanced courses that are available at a given school, not the number of times/sections the same course is offered for different groups of students. This analysis is meant to convey how many different types of courses an individual student could access at each school. For example, a high school may offer Algebra I Honors five times a day to different sections of students, but that course would only be counted as one course offering that a single student would consider taking. Table 1 presents a list of honors courses at each school that serves sixth through eighth graders. School names in **bold** font are charters and those listed in *ALL CAPS AND ITALICS* are alternative schools.



Picture taken prior to COVID-19



## Executive Summary

Table 1. Number of Honors Courses Offered in Middle Schools 2021–22

Honors Courses ->	0	1-10	11+
School	Honors	School Size	
A. Maceo Walker Middle	12	698	
AIRWAYS ACHIEVEMENT ACADEMY MS	0	14	
American Way Middle	12	715	
B. T. Washington High (M.S.)	5	166	
Barret's Chapel School	4	138	
<b>Believe Memphis Academy Charter School</b>	6	314	
Bellevue Middle	19	547	
Chickasaw Middle	4	314	
<b>City University School Girls Preparatory</b>	0	101	
Colonial Middle	36	992	
<b>Compass Community School Berclair</b>	0	83	
<b>Compass Community School Binghampton</b>	0	80	
<b>Compass Community School Frayser</b>	0	72	
<b>Compass Community School Hickory Hill</b>	0	88	
<b>Compass Community School Orange Mound</b>	0	67	
Cordova Middle	16	659	
Craigmont Middle	13	487	
Cummings School	12	108	
Dexter Middle	1	368	
Douglass School	14	166	
E.E. Jeter School	1	99	
<b>Freedom Prep Academy Brownlee</b>	0	234	
<b>Freedom Prep Academy Flagship</b>	0	328	
Geeter School	12	379	
Georgian Hills Middle	12	318	
Germantown Middle	15	799	
GORDON ACHIEVEMENT ACADEMY MS	0	21	
Grandview Heights Middle School	8	414	
<b>Granville T. Woods Academy of Innovation</b>	0	141	
Hamilton School	1	307	
Havenvue Middle	17	750	
Hickory Ridge Middle	12	758	
Highland Oaks Middle	7	629	
IDA B. WELLS ACADEMY	0	66	
J. P. Freeman School	17	255	
Kate Bond Middle School	15	1069	



## Executive Summary

Kingsbury Middle	7	609
KIPP Memphis Academy Middle	0	245
KIPP Memphis Collegiate Middle School	0	235
Leadership Preparatory Charter School	4	74
Lowrance School	11	326
Maxine Smith STEAM Academy	20	353
Memphis Academy of Health Sciences	0	197
Memphis Academy of Science & Engineering	17	198
Memphis Business Academy	15	397
Memphis Business Academy Hickory Hill Middle School	0	38
Memphis Grizzlies Preparatory Charter School	1	312
Memphis Rise Academy	2	326
Memphis School of Excellence	0	262
Memphis School of Excellence Cordova	0	153
Memphis Virtual School	7	339
Mt. Pisgah Middle	12	527
Oakhaven Middle	12	325
Power Center Academy	0	437
Power Center Academy Middle - Southeast	0	256
Raleigh-Egypt Middle	12	437
Ridgeway Middle	15	660
Riverview School	12	196
Sherwood Middle	1	800
Snowden School	17	610
The Soulsville Charter School	0	303
Treadwell Middle School	8	612
University Middle School	14	237
Veritas College Preparatory	0	139
White Station Middle	22	1085
Woodstock Middle School	8	278



## Executive Summary

Table 2 presents the advanced course offerings among the District’s 53 high schools. For high schools, advanced courses include Advanced Placement (AP), Honors, Dual Enrollment (DE), State and Local Dual Credit (SDC & LDC), Quality Points (QP) courses and International Baccalaureate (IB). White Station provides the most at 158. Thirty-one percent of the schools (15) offer 41 or more advanced courses, 35% (17) offer 21-40 courses, and 31% (15) offer 1–20. Four percent (2) of the schools offer no advanced courses; both are alternative schools. Southwest Career & Technology Center also provides 15 quality point courses to students but is not listed on the table or chart because it is not a standalone school with its own enrollment.

Table 2. Number of Advanced Courses Offered in High Schools 2021–22

Advanced Courses ->							0	1-20	21-40	41+
School	AP	Honors	DE	SDC	QP	LDC	IB	Total Advanced Courses	Enrollment	
ADOLESCENT PARENTING PROGRAM	0	0	0	2	0	0	0	2	23	
B. T. Washington High	1	12	4	6	0	0	0	23	311	
Bolton High	6	13	14	5	8	0	0	46	632	
Central High	20	75	26	5	3	0	0	129	1,316	
City University	0	3	6	0	0	0	0	9	229	
City University School of Independence	0	1	2	0	0	0	0	3	14	
Compass Community School Midtown	1	14	0	3	1	0	0	19	293	
Cordova High School	13	44	10	4	17	0	0	88	2,150	
Craigmont High	4	26	9	4	8	0	0	51	712	
Crosstown High School	11	29	4	0	2	0	0	46	479	
Douglass High	2	21	8	5	2	0	0	38	622	
East High	7	60	23	1	6	0	0	97	573	
Freedom Prep Academy Flagship	4	7	0	0	0	0	0	11	479	
G.W. CARVER COLLEGE & CAREER ACADEMY	0	0	1	2	2	0	0	5	74	
Germantown High	6	39	4	4	11	0	25	89	1,854	
Hamilton High	3	11	6	3	7	0	0	30	686	
Hollis F. Price Middle College	0	14	11	0	0	0	0	25	82	
Kingsbury High	10	20	15	4	15	0	0	64	1,380	
KIPP Memphis Collegiate High	3	0	0	0	0	0	0	3	433	
Kirby High	4	27	14	7	11	0	0	63	813	
Manassas High	0	11	11	3	3	0	0	28	360	
Medical District High School	0	7	1	0	1	0	0	9	75	
Melrose High	1	20	5	2	6	0	0	34	739	
Memphis Academy of Health Sciences High	0	6	1	0	3	0	0	10	381	
Memphis Academy of Science & Engineering	7	15	0	0	4	0	0	26	311	
Memphis Business Academy High	9	17	0	0	8	0	0	34	563	
Memphis Rise Academy	11	26	0	0	2	0	0	39	435	
Memphis School of Excellence	5	13	0	0	2	0	0	20	292	





## Executive Summary

Advanced Courses ->							0	1-20	21-40	41+
School	AP	Honors	DE	SDC	QP	LDC	IB	Total Advanced Courses	Enrollment	
<b>Memphis School of Excellence Cordova</b>	0	0	0	0	1	0	0	1	46	
Memphis Virtual School	6	22	4	0	2	0	0	34	497	
Middle College High	13	37	21	3	4	0	0	78	306	
Mitchell High	1	9	6	6	0	0	0	22	405	
NEWCOMER INTERNATIONAL CENTER	0	0	0	0	0	0	0	0	88	
NORTHEAST PREP ACADEMY	0	0	0	0	0	0	0	0	43	
NORTHWEST PREP ACADEMY	0	0	3	0	0	0	0	3	98	
Oakhaven High	1	16	4	5	5	0	0	31	394	
Overton High	11	61	7	3	2	0	0	84	1,378	
<b>Power Center Academy High</b>	6	23	6	1	0	0	0	36	653	
Raleigh-Egypt High	1	15	2	7	1	0	0	26	669	
Ridgeway High	4	37	9	4	8	0	17	79	859	
Sheffield High	1	8	2	6	3	0	0	20	492	
Southwest Career & Technology Center	0	0	0	0	15	0	0	15	NA	
Southwind High	5	40	18	5	7	0	0	75	1,450	
<b>The Soulsville Charter School</b>	5	12	0	2	1	0	0	20	360	
Trezevant High	7	12	11	3	5	0	0	38	471	
Westwood High	1	15	7	6	3	0	0	32	324	
White Station High	33	101	14	5	5	0	0	158	1,858	
Whitehaven High	8	50	10	6	10	0	0	84	1,582	
Wooddale High	2	19	6	7	6	0	0	40	662	







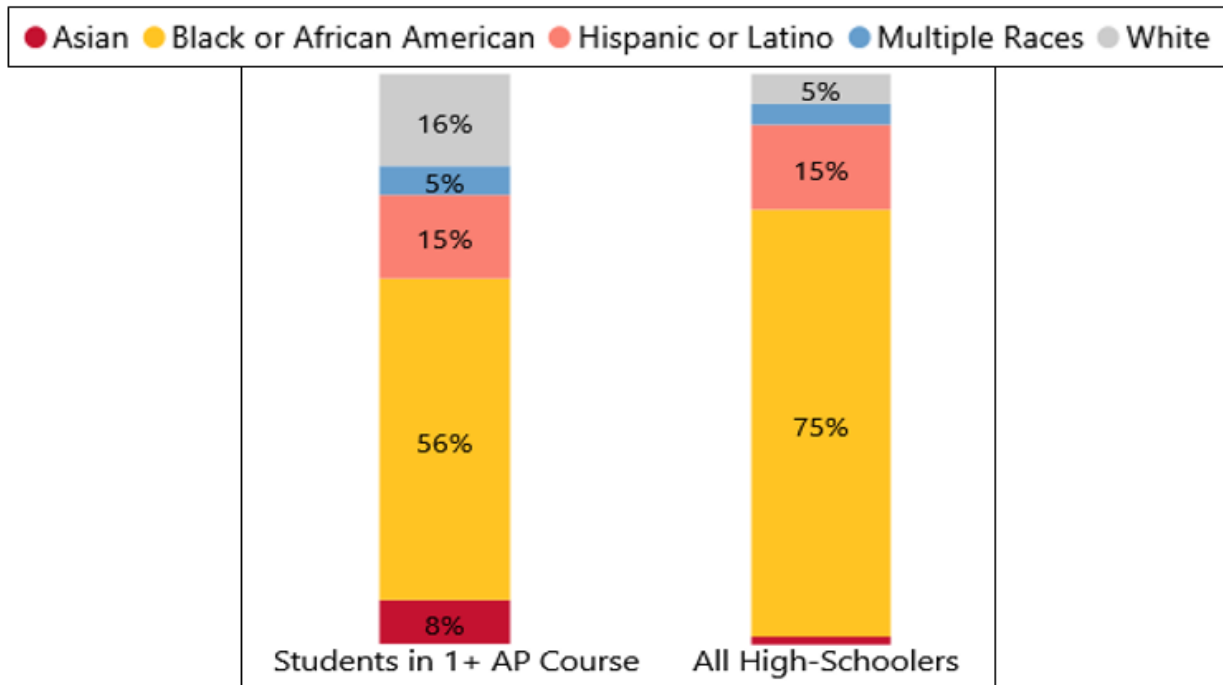
## Executive Summary

### Advanced Placement Participation by Subgroup

One method of enhancing college-readiness is through rigorous college-preparatory coursework, such as Advanced Placement (AP). Students can begin taking AP courses as early as ninth grade, though the bulk of AP courses are taken in 11th and 12th grade. Increasing AP participation among disadvantaged groups can help close achievement gaps, as well as gaps in different groups' college-readiness, college enrollment, and college success.

Figure 3 displays the 2020–21 racial/ethnic breakdown of AP participants compared to all students in grades 9–12. White and Asian students were overrepresented in AP courses, while African American students were underrepresented. Latinx students, on the other hand, were at parity. (Students with racial/ethnic designations not listed in the chart legend were excluded, because they constituted less than one percent of both AP participants and high schoolers in general.)

**Figure 3. 2020–21 Racial/Ethnic Composition of AP Participants Compared to All 9th–12th Graders**



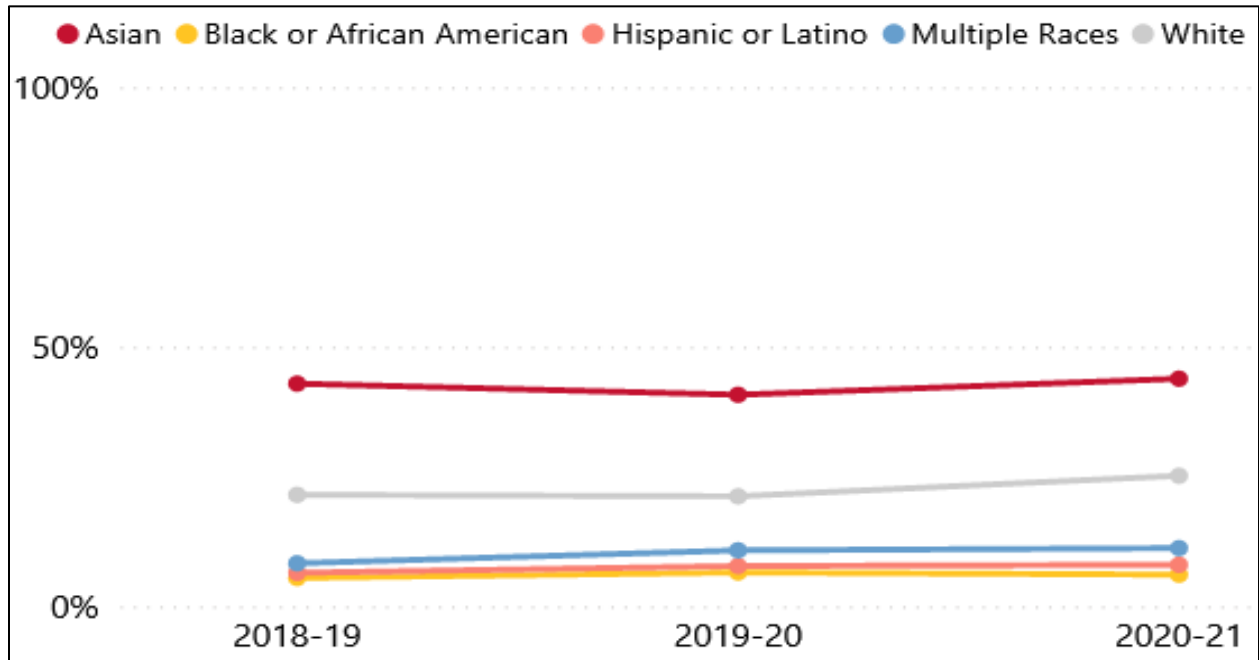
*AP participants are defined as any 9th–12th graders at District-managed or charter schools who were enrolled in at least one AP course in 2020–21.*

While Figure 3 gives a good overview of the racial/ethnic composition of AP participants, it is important to look also at AP participation rates *within* each racial/ethnic group to get a real sense of the equitability of AP participation. Thus, Figure 4 presents this information for the past three years. As the figure reveals, Asian students have had by far the highest rate of AP participation, followed by White students, and trailed by Multiracial, Latinx, and African American students, respectively.



## Executive Summary

**Figure 4. AP Participation Rates by Race/Ethnicity**



Race/Ethnicity	2018-19	2019-20	2020-21
Asian	43%	41%	44%
Black or African American	6%	7%	6%
Hispanic or Latino	6%	8%	8%
Multiple Races	8%	11%	11%
White	22%	21%	25%
<b>Overall</b>	<b>7%</b>	<b>8%</b>	<b>8%</b>

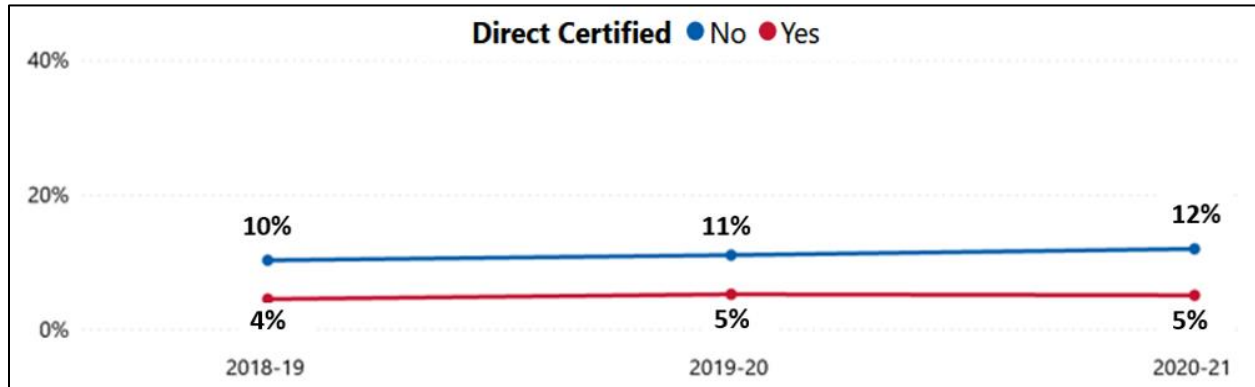
*For each year, AP participation rates reflect the percentage of 9th–12th graders at District-managed and charter schools who were enrolled in at least one AP course.*



## Executive Summary

Figure 5 presents AP participation by economic status from 2018–19 through 2020–21. As shown, direct-certified (DC) students have lower AP participation than non-DC students. The two groups’ participation rates, and thus the gap between them (6–7 percentage points), have remained relatively stable over time.

**Figure 5. AP Participation by Economic Status**



*For each year, AP participation rates reflect the percentage of 9th–12th graders at District-managed and charter schools who were enrolled in at least one AP course.*

### Subgroup Performance on Advanced Placement Exams

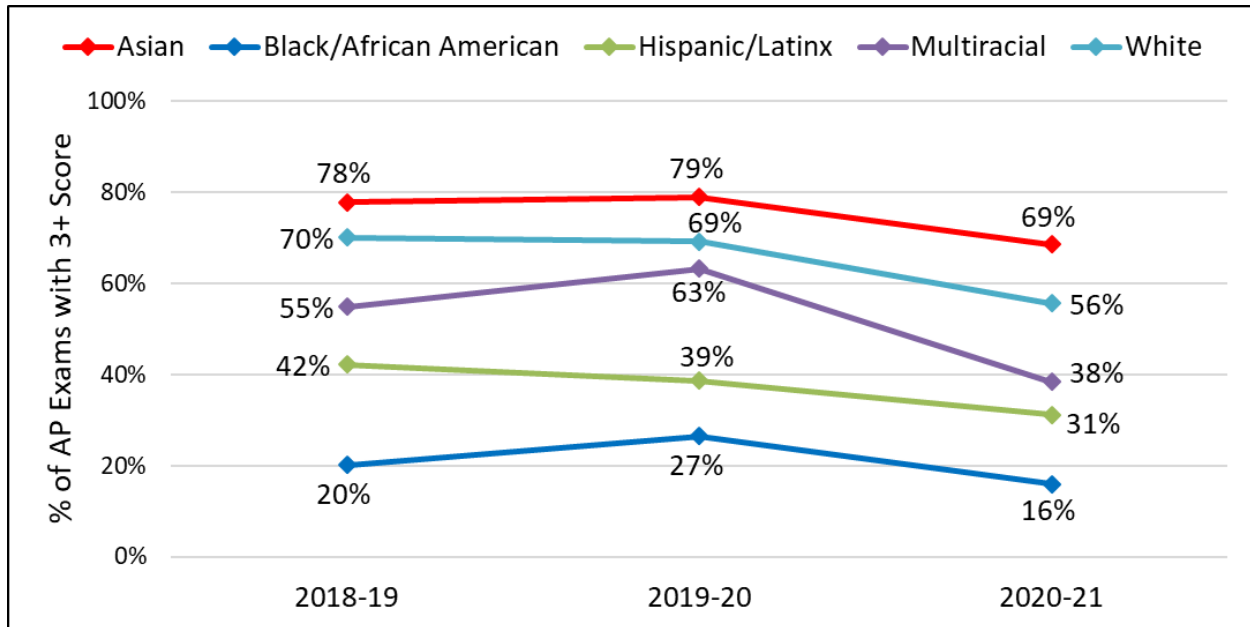
While participation in AP courses is a very valuable way to prepare for college, performance on AP exams determines whether students can get college credit for their AP participation. A score of 3 or higher (on a scale of 1 to 5) on an AP exam is the minimum score required to obtain college credit at most postsecondary institutions. Figure 6 presents the percentage of AP exams with scores of 3 or higher, by race/ethnicity for the past three years. As shown in the figure, there was a substantial decline in exam passing rates in every racial/ethnic group from 2019–20 to 2020–21, signaling a possible pandemic effect. As for group differences in performance, most AP exams taken by Asian and White students scored at least a 3, while most AP exams taken by Latinx and African American students fell below that threshold.

The performance gaps seen in Figure 6 were driven in part by a disparity in AP exam performance between students in charter and District-managed schools. Figure 7 displays the 2020–21 AP exam performance of African American and Latinx students in charter versus District-managed schools. (There were not enough students in the other racial/ethnic categories attending charter schools to allow for meaningful comparison.) Both African American and Latinx students in District-managed schools outperformed their counterparts in charter schools by wide margins.



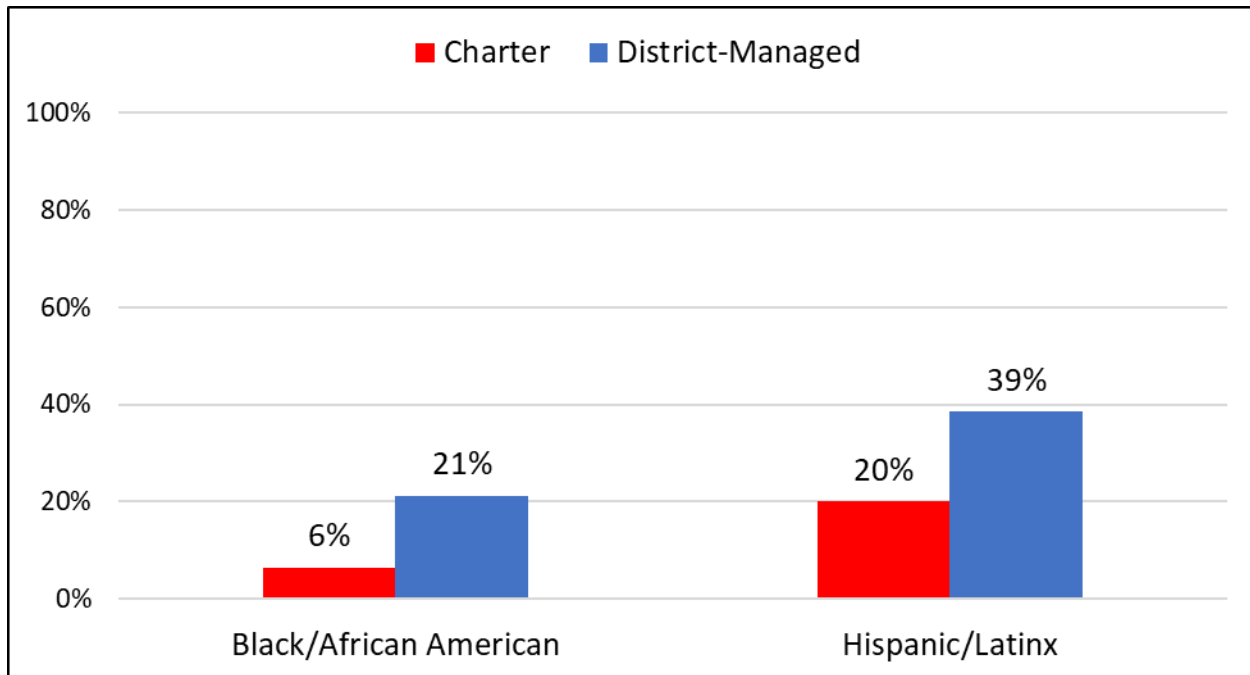
## Executive Summary

**Figure 6. Percentage of AP Exams with 3+ Score, by Race/Ethnicity**



*Chart includes both District-managed and charter schools.*

**Figure 7. Percentage of 2020–21 AP Exams with 3+ Score, by Race/Ethnicity**

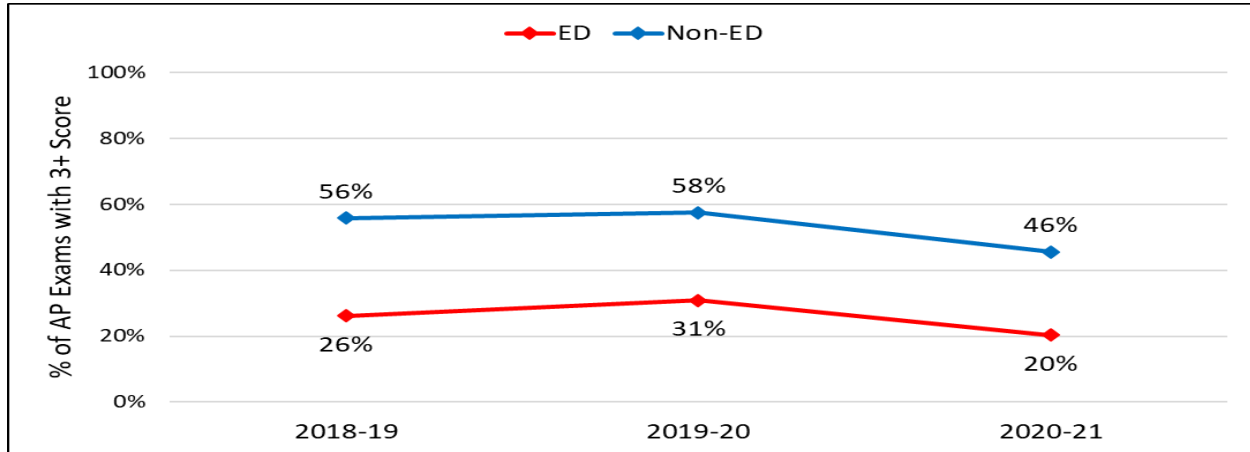




## Executive Summary

As for economic status, Figure 8 presents economically disadvantaged (ED) and non-ED students' AP exam performance over the past three years. After an improvement in 2019–20, both ED and non-ED students' AP exam performance declined substantially in 2020–21, the first pandemic school year. However, the performance gap between ED and non-ED students has narrowed from 30 percentage points in 2018–19 to 26 percentage points in 2020–21.

**Figure 8. Percentage of AP Exams with 3+ Score, by Economic Status**

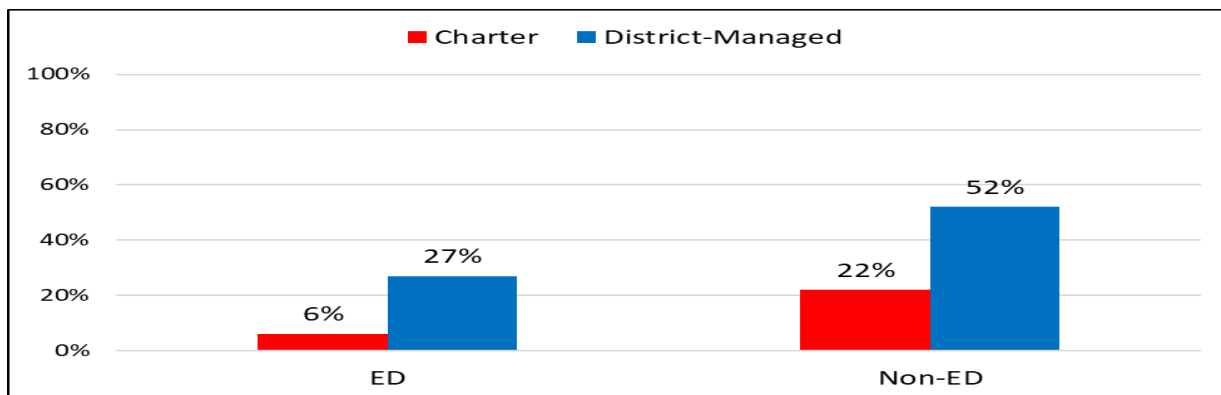


*Chart includes both District-managed and charter schools.*

However, breaking down ED/non-ED AP exam performance by school sector (i.e., charter versus District-managed) reveals some interesting results, as shown in Figure 9. Last year, both ED and non-ED students attending District-managed schools performed much better on their AP exams than did their counterparts at charter schools. Notably, ED students at District-managed schools outperformed non-ED students at charter schools.

One reason for this disparity between school sectors may be that the AP participation rate at charter schools (16%) was higher than at District-managed schools (7%). If charter schools prioritize giving more students exposure to AP instead of limiting participation to just those who meet prerequisites, the performance gap may be (at least partly) an artifact of differences between the two sectors' approaches to structuring AP participation.

**Figure 9. Percentage of 2020–21 AP Exams with 3+ Score, by Economic Status**







## Executive Summary

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### **Dual-Enrollment (DE) and Statewide Dual Credit (SDC) Participation**

Memphis-Shelby County Schools (MSCS) has DE partnerships with seven local postsecondary institutions:

- Bethel University
- Baptist Health Sciences University
- Christian Brothers University
- LeMoyne Owen College
- Southwest Tennessee Community College
- Tennessee College of Applied Technology
- University of Memphis
- William Moore College of Technology (Moore Tech)

Students participating in MSCS's DE program earn high school credit as well as college credit at one of the above partnership institutions. Students participating in SDC who pass the course challenge exam earn credit that can be applied to any public postsecondary institution in Tennessee. The intended benefits of DE and SDC include the following:

- Reduce the financial burden of paying for college
- Shorten the time required to complete an undergraduate degree
- Provide a wider range of course offerings for high-school students
- Improve general academic preparedness for college
- Create a "college mentality" versus "high-school mentality"
- Instill the desire and ambition to attend college in students who might not have previously seen college as a viable option (as is often the case with economically disadvantaged students and students from non-college-educated families)
- Create a seamless transition from high school to college
- Eliminate the duplication of courses taken in high school and college, and provide access to college resources, facilities, libraries, etc.

MSCS employs four DE Advisors to administer its program. They liaise with the District's college partners, the staff at participating high schools, and current and potential program participants. They educate high-school staff and students about the benefits of DE and SDC and how to navigate the process. This includes eligibility requirements, funding parameters, course offerings, required paperwork, and deadlines. They also speak with potential students about the differences between high-school and college expectations to give them a better understanding of what participating in the program will entail.

Although all eligible high school students can participate in the program, DE and SDC is primarily aimed at 11th and 12th grade students, with the exception of two schools: Middle College High School and Hollis F. Price. Unlike other schools, Middle College High offers ninth- and tenth-grade students funding to participate in the program. At Hollis F. Price, DE participation is a requirement for all students. Consequently, Figure 10 reflects 11th and 12th grade student participation, as well as 9th and 10th grade participation in the aforementioned schools. Participation has increased over time, although growth dipped in the 2020-21 school year, likely due to pandemic.



## Executive Summary

**Figure 10. DE and SDC Participation: 11th–12th + Hollis F. Price & Middle College High 9th–12th Grade**

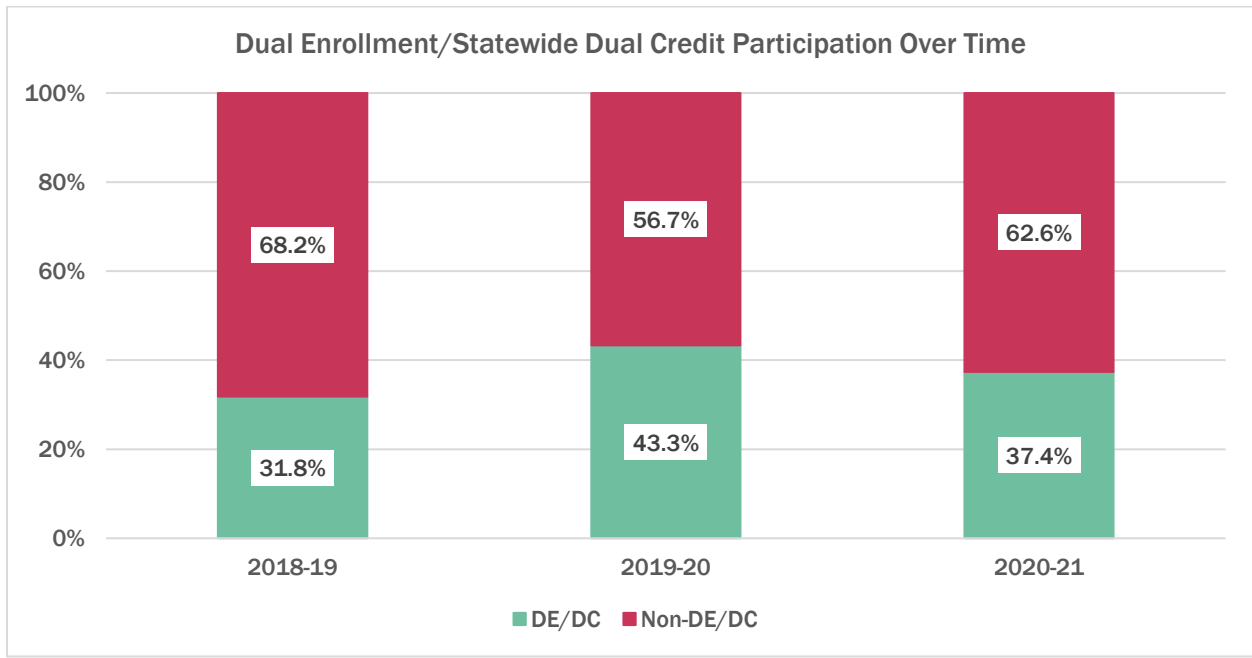
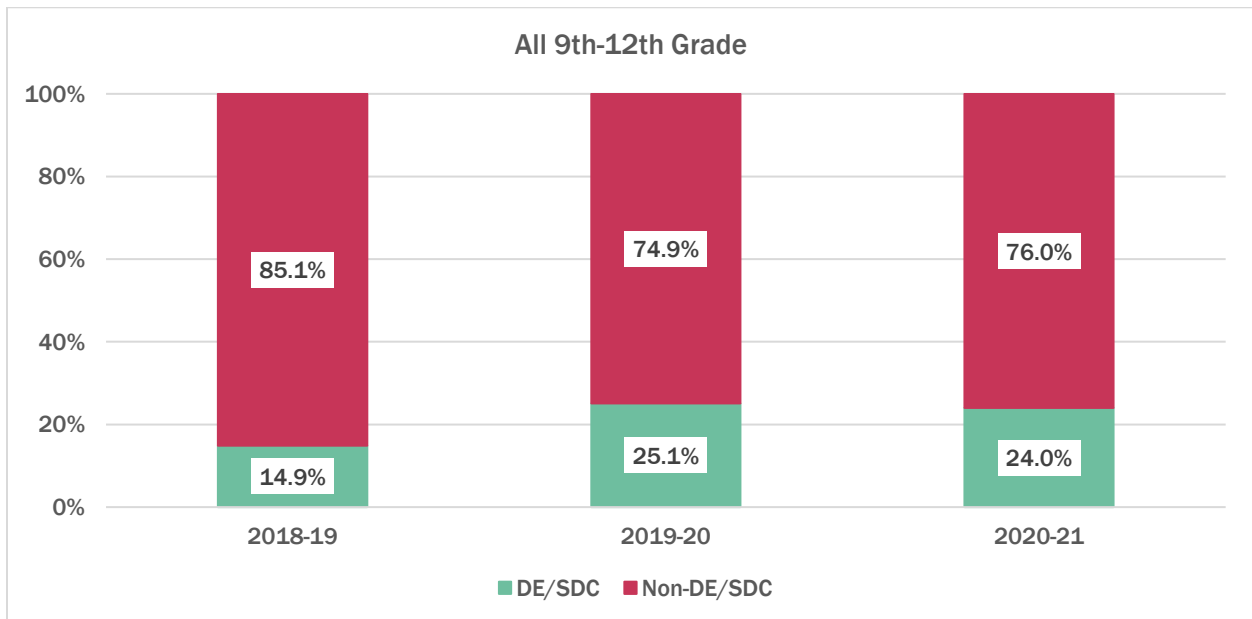


Figure 11 provides a more comprehensive view of DE and SDC by presenting the percentage of all eligible high school students participating in the program.

**Figure 11. DE & SDC Participation: All 9th–12th Grade**





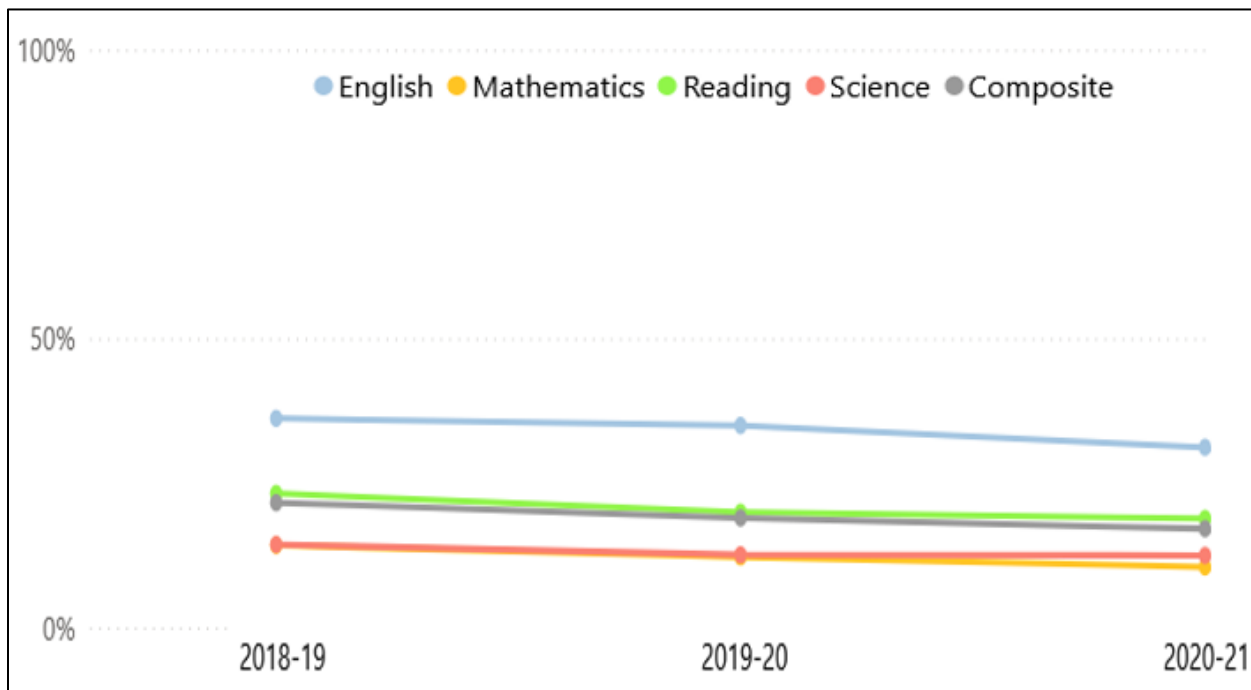
## Executive Summary

### College-Readiness

ACT, Inc. conducts research examining the relationship between high-school students' performance on the ACT subject tests and their subsequent performance in various college courses. Using this information, ACT, Inc. formulates college-readiness benchmarks for each ACT subject-area test. Every year, MSCS administers the ACT to all 11th-graders, and many students retake the test at least once by the time they graduate.

The Tennessee Department of Education (TDOE) calculates and tracks the ACT performance of on-time graduates for accountability purposes, using each student's highest score earned. Figure 12 presents the ACT performance of the District's on-time graduates for the past three graduating cohorts. The highest college-readiness rate was in English, then reading, followed by very low readiness levels in science and math. TDOE designates students who score an ACT composite of 21 or higher as *on track*. By this definition, 18% of the class of 2021 were on track, down 4 percentage points as compared to the class of 2019.

**Figure 12. Percentage of On-Time Graduates Meeting ACT College-Readiness Benchmarks**



Graduation Year	English	Mathematics	Reading	Science	Composite
2018-19	36%	14%	23%	14%	22%
2019-20	35%	13%	20%	13%	19%
2020-21	32%	11%	20%	13%	18%

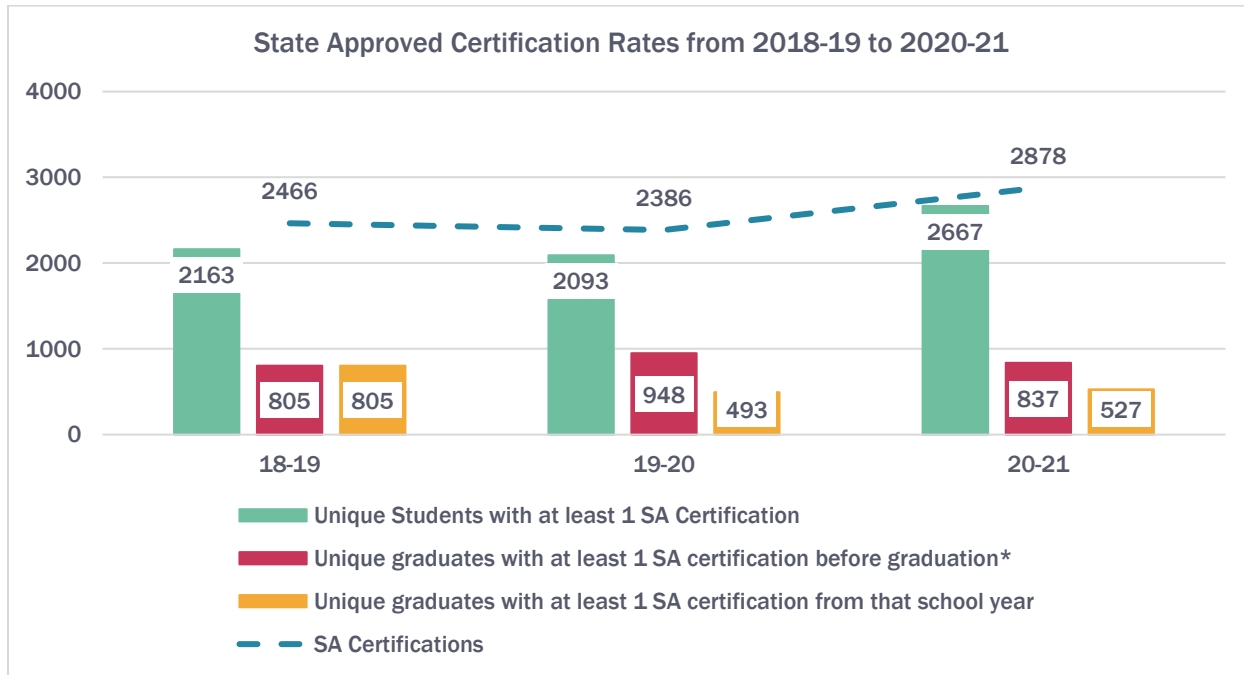
Score Benchmarks: Composite - 21; English - 18; Mathematics - 22; Reading - 22; Science - 23.



Students with State Approved Certifications

Figure 13 shows the number of state approved certifications over the past three years. State approved certifications increased between the 19-20 and 20-21 school year, as well as unique students who received them.

Figure 13. State Approved Certification Rates from 2018–19 to 2020–21



\*Records used to calculate these numbers go back to the 18-19 school year. This is the reason that both unique graduate figures are the same for the 18-19 school year.



Picture taken prior to COVID-19



## Executive Summary

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### District Strategies

#### **Office of Optional Schools & Advanced Academics**

##### **Current Strategies**

- Collaborated with high schools to develop Advanced Academics Expansion Plans to increase access to advanced courses districtwide and ensured that each high school offered at least two Pre-AP or Honors courses
- Provided professional development and specialized training to support theme-based program teachers, IB teachers, and Honors/Pre-AP/AP teachers in providing high-quality learning experiences for students
- Facilitated the administration of the PSAT 9 assessment to 9th graders to identify potential students for advanced academics coursework earlier and strengthen the pipeline of ready students
- Facilitated Saturday academic sessions for AP students and summer learning experiences for Honors/AP/IB students
- Partnered with college and university stakeholders to host student academic support sessions and provide training for MSCS adjunct faculty

##### **New Strategies**

- Expand Creative Learning in a Unique Environment (CLUE) opportunities to increase student readiness for advanced courses
- Implement a master-schedule check-out to ensure execution of Advanced Academics Expansion Plan (AAEP) ILDs will oversee the execution of AAEPs
- Establish a minimum of two AP courses at every MSCS-managed high school and one honors course at every MSCS-managed middle school by 2020-21
- Provide training to develop leadership competencies that better align with advanced academic programmatic offerings
- Implement staffing exceptions for schools trying to build Advanced Academics programs
- Hire teachers with master's degrees in content areas or provide incentives to teachers who pursue their master's degree in their content area
- Increase teacher retention by offering competitive remuneration
- Provide additional funding for Statewide Dual Credit textbooks
- Compensate specialized teachers with competitive wages

#### **Office of College & Career Technical Education**

- Maximize strategic Enrichment opportunities for grades 6-12
- Increase professional development opportunities for current CTE teachers
- Recruit and Retain teachers in Big Six high-wage, high-demand occupations
- Provide a rigorous curriculum and resources for CTE Courses
- Facilitate highly functional content specific CTE PLCs
- Supplement classroom instruction with experiences provided by Industry Professionals and Postsecondary Partners
- Provide stipends for hard to staff Big Six high-wage, high-demand vacancies

#### **Office of Academics**

- Expand Naviance from 8-12th to 6-12th grade
- Establish metrics that induce 80% or more participation in all Naviance activities versus baseline year
- Implement College, Career, and Life Readiness framework and planning tool to ensure the synergy between all programs is intentional and efficient
- Increase school-level flexibility to administer Naviance activities versus exclusively managed by Professional School Counselors
- Implement a Naviance relaunch to ensure all students and families are clear on the expectations and outcomes of participation in Naviance activities
- Increase precision of student-driven course-selection activities



## Executive Summary

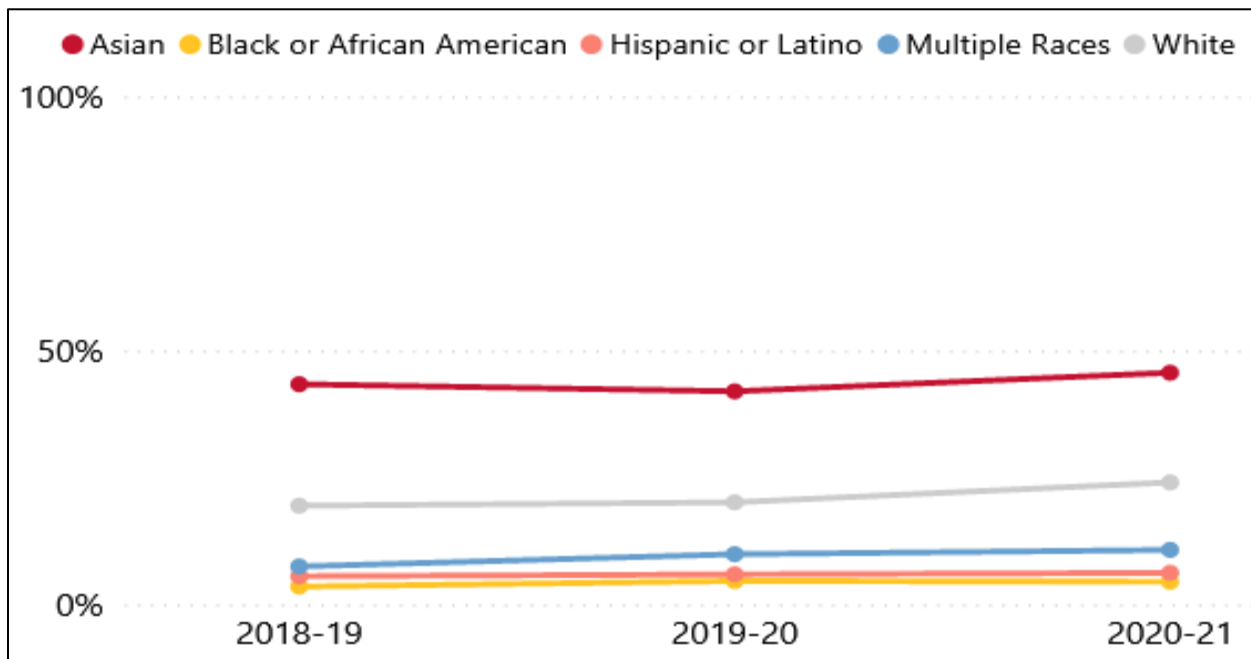
### Research & Performance Management

- Provides school and District leaders with Ready Graduate dashboard access and user support
- Prepares high school principals and ILDs for quarterly Data Week review sessions on Ready Graduates
- Supports a subset of high schools on meeting Ready Graduate goals for Black, Latinx and ED students through continuous improvement practices in partnership with the Equity Office

### Appendix

Advanced Placement (AP) participation rates by race/ethnicity for just the District-managed schools look very similar to the overall District rates when charter schools are included (see Figure A1).

**Figure A1. AP Participation Rates by Race/Ethnicity for District-Managed Schools Only**



Race/Ethnicity	2018-19	2019-20	2020-21
Asian	43%	42%	46%
Black or African American	4%	5%	5%
Hispanic or Latino	6%	6%	6%
Multiple Races	8%	10%	11%
White	19%	20%	24%
<b>Overall</b>	<b>6%</b>	<b>7%</b>	<b>7%</b>





## Executive Summary

For each year, AP participation rates reflect the percentage of 9th–12th graders at District-managed schools who were enrolled in at least one AP course.

### Priority 4: Expand High Quality School Options

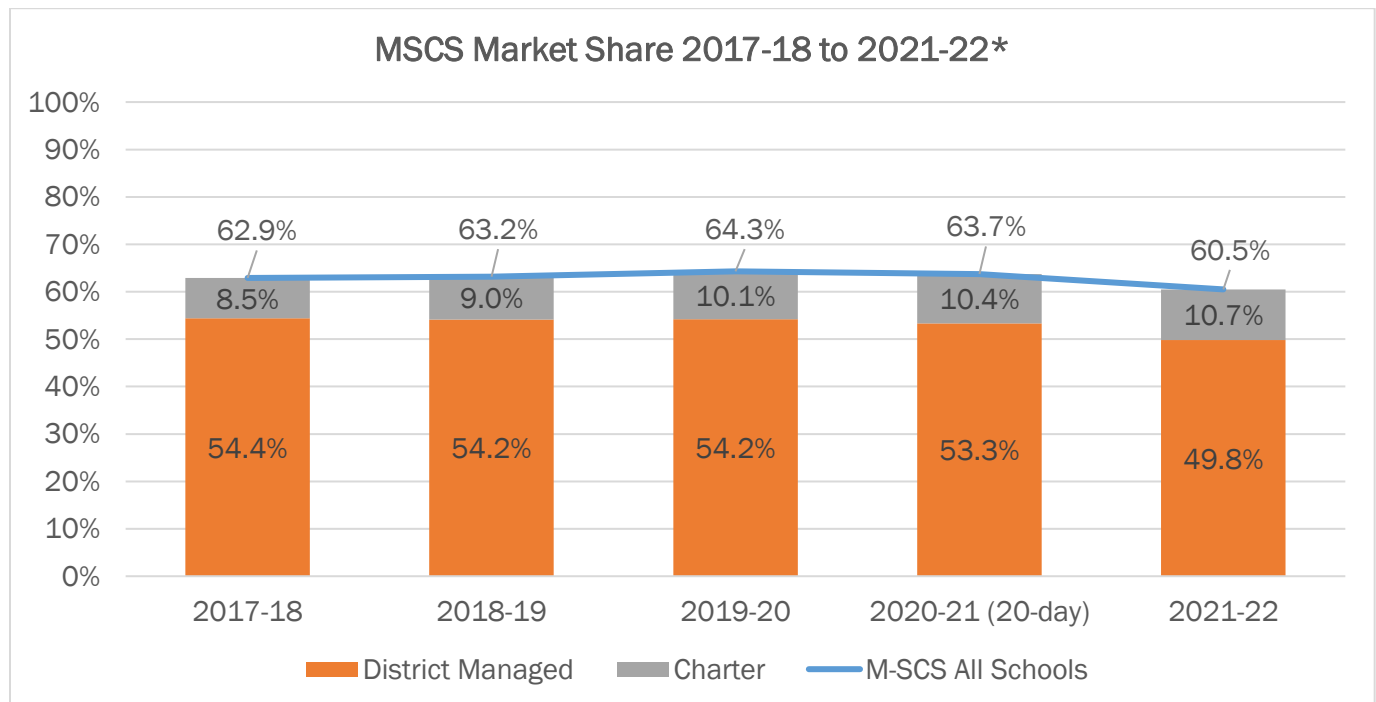
#### Key Findings

February’s 2021 Key Performance Indicators (KPIs) are aligned to District Strategic Priority 4: Expand High Quality School Options. The KPIs are the market share of school-aged students, change in student enrollment, percentage of students attending their neighborhood/zoned school, and the percentage of students enrolled in one of their top two transfer choices.

- Based on the 2019 Census 5-year Estimates and 2021-22 MSCS enrollment, an estimated **60.5%** of the school-aged population in Shelby County attend an MSCS school (charters included)
- The District experienced a decrease in enrollment when comparing 2021-22 40-day enrollment to 2020-21 40-day enrollment
- As of January 3, 2022, **62.9%** of students are attending their neighborhood/zoned school
- **92%** of students who applied for a general choice transfer were approved for one of their top two school transfer choices for the 2021-22 school year
- **46.0%** of students who applied for an optional school were approved for one of their top two optional school choices for the 2021-22 school year

#### Estimated Market Share of School-Aged Population

Using the 2021-22 40-day enrollment counts and 5-year census estimates\* **60.5%** of the school-aged population is enrolled in Memphis-Shelby County Schools. This is a **3.2** percentage point decrease from 2020-21.



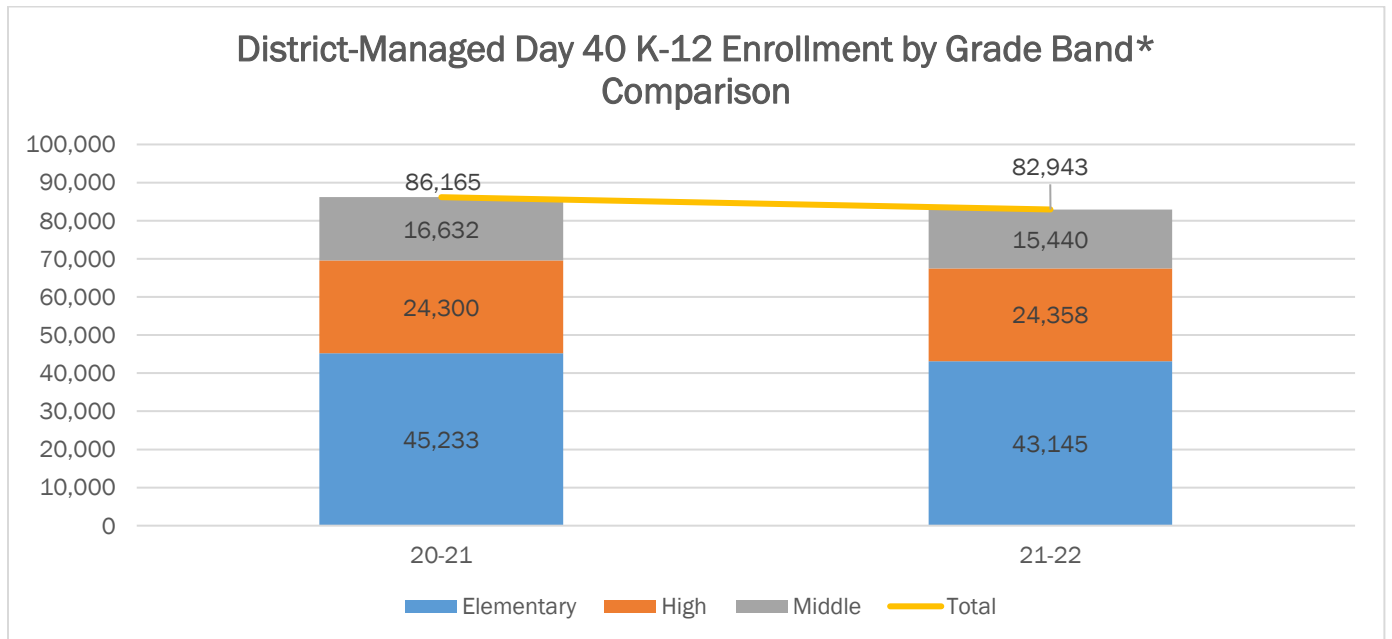
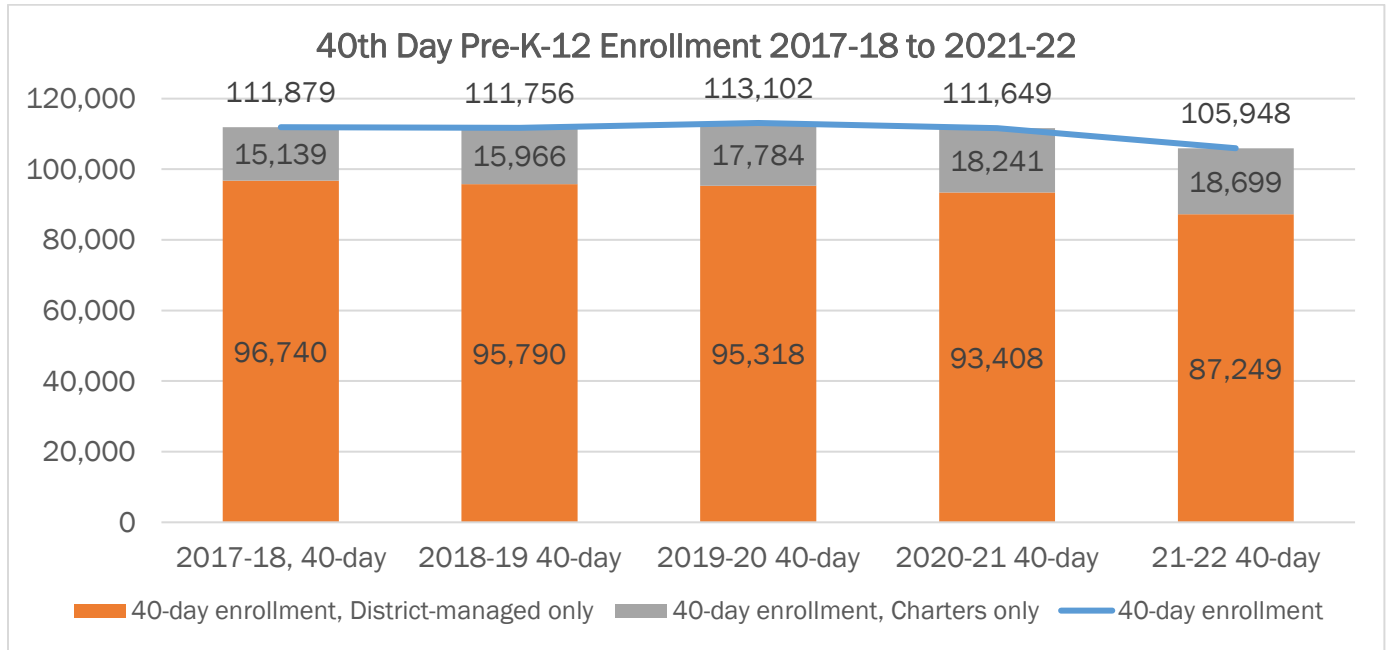
\*Note: American Community Survey 5-year estimates are subject to change after the date of publication, which means market share is an approximation based on the best available data at a given time. Due to the pandemic, updated 2020 ACS estimates are not available by county and 2020-21 calculations have been adjusted to reflect the 2019 5-year estimate. See Appendix A for references.



## Executive Summary

### Change in Student Enrollment Over Time (40-day enrollment counts)

Using October 4, 2021 enrollment counts (2021-22 40th day), Memphis-Shelby County Schools (including charter schools) experienced another decrease in overall enrollment this year from **111,649** to **105,948**. Following the trend of the past five years, district-managed schools experienced another decrease in enrollment, while the charter sector's enrollment has increased.

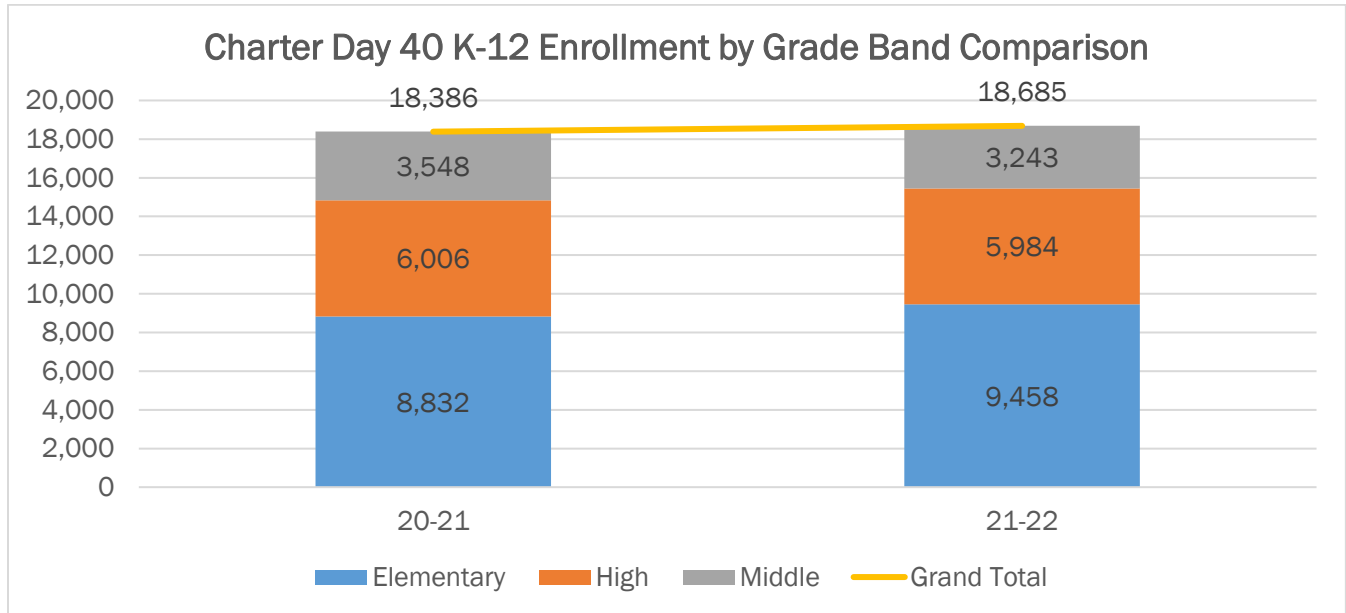




## Executive Summary

*\*\*K-8 schools are coded as elementary schools. Special case schools are excluded from K-12 enrollment counts. Due to the significant increase in enrollment at Memphis Virtual School for the 2021-22 school year, we have included their enrollment numbers in this analysis. See Appendix B for list of special case schools.*

Repeating the trend of the previous school year, the charter sector’s enrollment saw an overall increase across all grade bands when comparing 40-day enrollment counts from 2020-21 to 2020-22. However, unlike previous years, the charter elementary school grade band had the highest enrollment increase, with an additional **626** students enrolling in 21-22. Other grade bands experienced a **decrease** in enrollment.



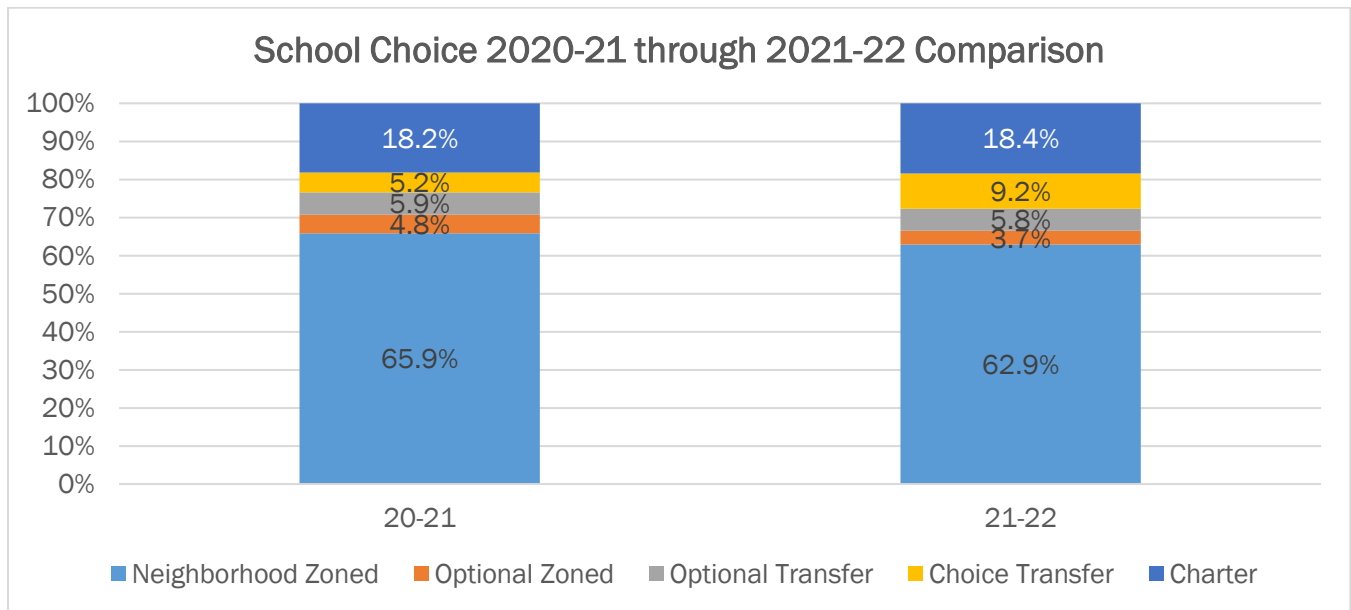
Picture taken prior to COVID-19



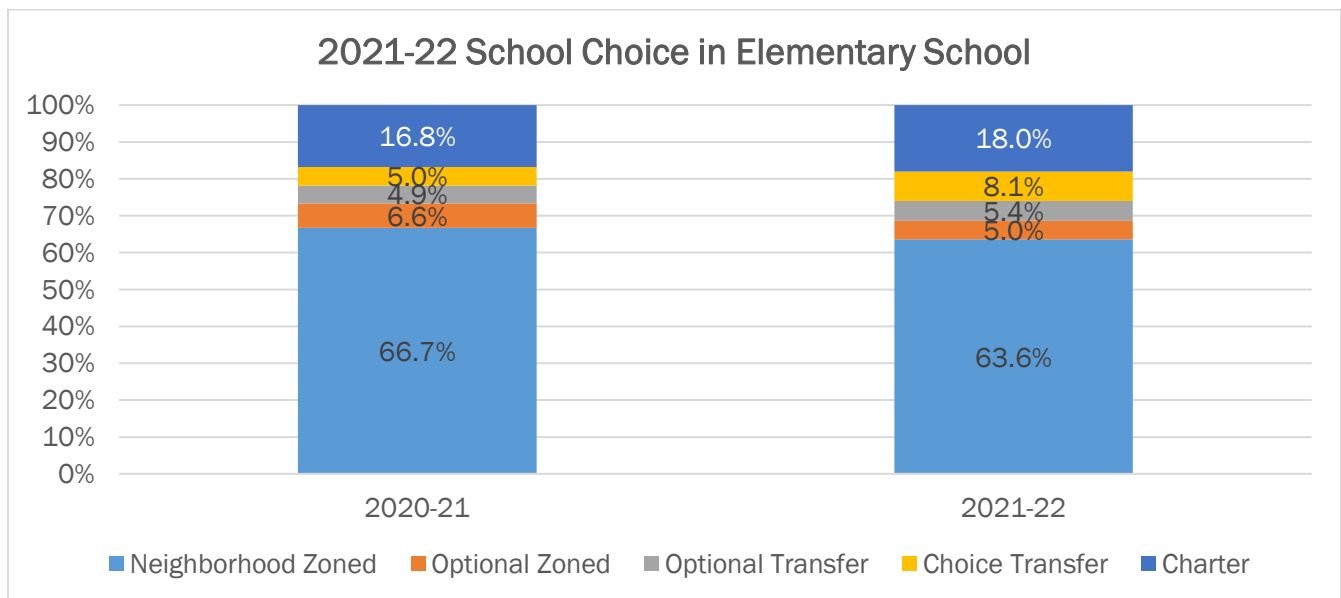
# Executive Summary

## School Choice

Using the 40-day enrollment report, **62.9%** of students in the District are attending their neighborhood/zoned school for the 2021-22 school year compared to **65.9%** in 2020-21. Both the charter and general choice sectors saw an increase in enrollment. However, the general choice transfer sector saw the greatest increase in its share of District enrollment – **4 percentage points** from **5.2%** in 20-21 to **9.2%** in 21-22.



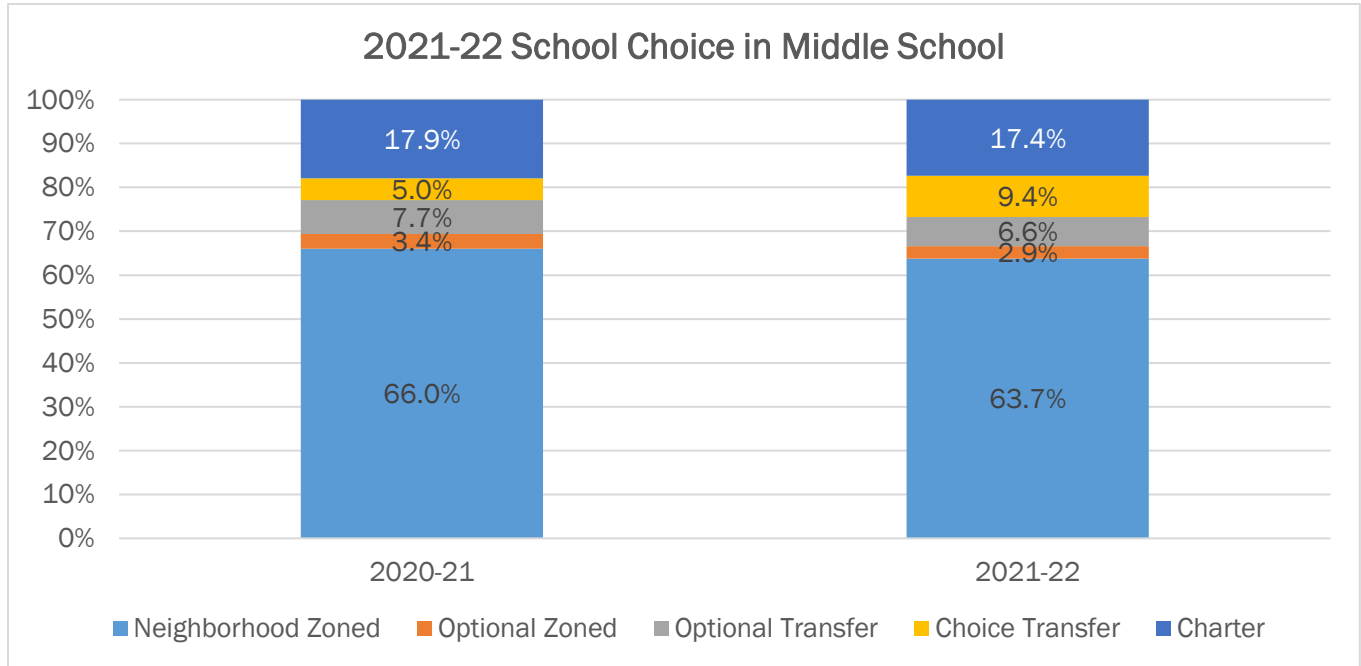
The elementary grade band saw an increase across charter, choice transfer, and optional transfer sectors. With **18.0%** of students attending a charter school, up from last year's **16.8%**, the elementary grade band has the second highest percentage of students enrolled in the charter sector. There was a decrease in the neighborhood zoned and optional zoned sectors, from **66.7%** and **6.6%** respectively in the 2020-21 school year to **63.6%** and **5.0%** in the 2021-22 school year.



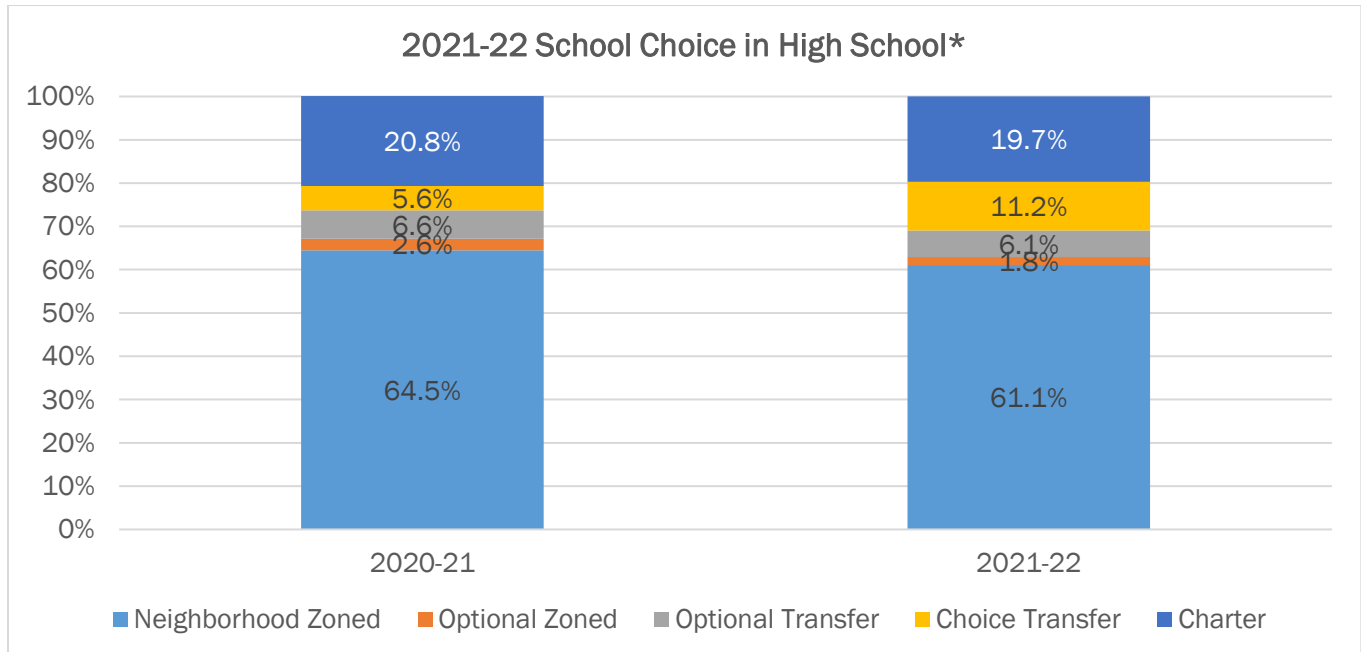


## Executive Summary

The middle school grade band has the highest percentage of students attending their neighborhood zoned school although there was a decrease **from 66.0% to 63.7%** for the 21-22 school year. Similar to the elementary grade band, there was 4 percentage point increase in students taking advantage of the choice transfer option from **5.0%** in 20-21 to **9.4%** in 21-22.



For the second consecutive year, the high school grade band has the highest percent (**19.7%**) of students attending a charter school. There was a decrease across all sectors aside from the general choice transfer option. The high school grade band had the highest increase from **5.6%** in 20-21 to **11.2%** in 21-22 – more than 5 percentage points.





## Executive Summary

*\*K-8 Optional schools are included in the elementary counts for optional/optional zoned enrollment.*

### General Choice Transfer

Each year, families participating in the General Choice Transfer process are given the opportunity to identify their top two school choices when applying online. **92%** of the students applying for choice transfers were approved/accepted to one of their top two (2) choice transfer options for the 2021-22 school year, a 24 percentage point increase from the 20-21 school year. The total number of applications received increased from 8,127 in 20-21 to 9,526 in 21-22.

**Table 1: 2021-22 General Choice Transfer Summary\***

<b>15,604</b>	<b>9,526</b>	<b>8,771 – 92%</b>
<b>New general choice transfer seats available at 136 schools for the 21-22 school year.</b>	<b>Number of new unique student applications received for the 21-22 available seats.</b>	<b>Number and percent of unique student applicants that were granted a general choice transfer for 21-22.</b>

*\*The numbers above do not include renewal applications – the students who were approved in prior years. In prior years, systems were not in place to accurately and efficiently capture the number of approved general choice transfer students who enrolled in their approved transfer placement.*

### Optional School Choice

Each year, families that participate in the Optional Schools process are given the opportunity to identify their top two school choices when applying. Approximately **46.0%** of students who applied were approved for one of their top two (2) optional school choices for the 2021-22 school year, down from 49.3% in 2020-21. The total number of applications received decreased from 7,018 in 20-21 to 5,922 in 21-22.

**Table 2: 2021-22 Optional Schools Application Summary**

<b>5,627</b>	<b>5,922</b>	<b>2,725 – 46.0%</b>
<b>New optional school transfer seats available* at 46 schools for the 21-22 school year.</b>	<b>Number of new unique student applications^ received for the 21-22 available seats.</b>	<b>Number and percent of unique student applicants that were granted an optional placement for 21-22. 2,338 students were approved for their first choice.</b>

*\*The total number of new optional seats fluctuates each year based on the number of students who are zoned to an optional school.*

*^The numbers above do not include renewal applications – the students who were approved in prior years.*





## Executive Summary

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### Charter School Expansion Summary

#### 2021-2022

- 9 charter schools expanded by adding a new grade level in accordance with their original application (Natural Expansion)

#### 2022-2023

- 7 charters will add a new grade level through natural expansion
- 2 charters will increase their overall cap on enrollment beyond their initial application as approved by the Board
  - 3 total charters approved to increase their enrollment beyond their initial application over the past 2-years

### District Strategies

Below are current strategies the district plans to implement in response to declining market-share along with department achievements in retaining student enrollment.

### Student Equity, Enrollment & Discipline (SEED)

- Launched Online Registration earlier: January 10, 2022
- Provide more program offerings for parents through General Choice transfers (Memphis Medical District, Middle College, Hollis F. Price and Mt. Pisgah High)
- Provide on-site registration support at the four ASD schools
- Target 5th grade students zoned for ASD (middle) with direct marketing campaign
- Provide on-site registration assistance at FedEx hub, Nike and Amazon warehouses, and Juvenile Court through Summer, 2022
- Provide live virtual sessions for parents to register/enroll

### Student Recruitment

- 901 Retain, Reclaim: Weekly withdrawal monitoring to understand why students are exiting and to relay additional MMCS school options available to reclaim families
- Feeder Pattern Push Window: Preview Day for transitioning grades (PreK, Grades 5 and 8)
- "It's Done 901" Campaign: Empowering each school to retain students and encourage early registration
- MSCS School Ops. Survey (PreK, Grades 5 and 8)
- Collaborate with District departments such as Truancy, SEED, Homeless and Displaced, Student Affairs to decrease student dropout occurrences
- Community Childcare Providers Symposium/Survey Distribution (PreK recruitment)

### Optional Schools

- Re-implementing in-person recruitment events and activities
- Leveraging the SEM Advancement Act to provide increased access to advanced courses to middle and high school students
- Over the past two years, there have been 37 National Merit Semi-finalists in MSCS Optional programs
- John P. Freeman, William H. Brewster, Maxine Smith, Whitehaven Elementary, East T-STEM are all STEM Designated Schools from the Tennessee Department of Education
- There are five Optional students who are candidates for the U. S. Presidential Scholars Program



## Executive Summary

### Appendix A: Census Data for Estimates

US Census Data (Shelby County)	2016 ACS, 5YR	2017 ACS, 5YR	2018 ACS, 5YR	2019 ACS, 5YR	2019 ACS, 5YR
Total Population	936,990	937,847	937,005	936,374	936,374
Under 5 Years	67,684	67,140	66,676	66,253	66,253
18+ Years	698,020	700,242	700,758	701,193	701,193
Ages 5 - 17	171,286	170,465	169,571	168,928	168,928
15 - 19 Years	65,545	64,295	63,264	62,215	62,215
Per Year Average (estimates)	13,109	12,859	12,653	12,443	12,443
50% of 18 Year Olds (estimate)	6,555	6,430	6,326	6,222	6,222
Total School Age Estimate (5-18)	<b>177,841</b>	<b>176,895</b>	<b>175,897</b>	<b>175,150</b>	<b>175,150</b>

MSCS Enrollment Data (K-12)	2017-18 40-day	2018-19 40-day	2019-20 40-day	2020-21 40-day	2021-22 40-day
40-day enrollment	111,879	111,756	113,102	111,649	105,948
40-day enrollment, Charters only	15,139	15,966	17,784	18,241	18,699
40-day enrollment, District-managed only	96,740	95,790	95,318	93,408	87,249

Market Share Percentages	2017-18	2018-19	2019-20	2020-21	2021-22
MSCS All Schools	62.9%	63.2%	64.3%	64.4%	60.5%
District Managed	54.4%	54.2%	54.2%	53.8%	49.8%
Charter Schools	8.5%	9.0%	10.1%	10.5%	10.7%



## Executive Summary

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**Appendix B: Special Case Schools** – These schools have been excluded from KPI reporting for enrollment by grade band and school choice.

- Adolescent Parenting Program
- Airways Achievement Academy ES
- Airways Achievement Academy MS
- Avon School
- Early Childhood Programs
- G.W. Carver College & Career Academy
- Gordon Achievement Academy ES
- Gordon Achievement Academy MS
- Hope Academy
- Ida B. Wells Academy
- Newcomer International Center
- Northeast Prep Academy
- Northwest Prep Academy
- Ridgeway Early Learning Center
- Shrine School
- The Excel Center





## Executive Summary

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### Key Findings

- Median achievement percentiles in both reading and math were lower in winter 2022 than winter 2020 for students at all grade levels, except for Kindergarten students in math. Median achievement percentiles for that group remained the same
- The median achievement percentiles for all grade levels in both reading and math scored below the national median percentile (50th percentile)
- In reading, the median achievement percentiles for MSCS students in grades 1 and 2 was notable at the 14th and 19th percentiles, respectively. The median achievement percentiles for students in grades K and 3 was the 27th and 28th percentiles, respectively
- In math, MSCS students in grades 2 and 3 have lower median achievement percentiles (29th and 25th percentiles, respectively) than students in grades K and 1 (49th and 42nd percentiles, respectively)
- In reading, the majority of MSCS K-3 students scored in the bottom quartile ( $\leq 25$ th percentile). Almost half the students in grades K (49%) and 3 (48%) scored in the bottom quartile, as did 63% of grade 1 students and 55% of grade 2 students
- In math, a higher percentage of students scored in the bottom quartile in winter 2022 for all grade levels compared to winter 2020. Percentages across grade levels ranged from 28% to 51% of students scoring in the bottom quartile
- Despite low achievement percentiles, median growth percentiles show that, generally, students are progressing in reading and math at the same rate this year as in 2019-20. Additionally, many median growth percentiles are near the national median percentile (50th percentile). The most marked exceptions are the median growth percentiles for MSCS students in grades K-1 in reading, which are the 31st percentile and 17th percentile, respectively
- Median Lexile scores from winter 2022 show that MSCS students in all grades 2-5 scored below the mid-year national average for each grade level
- A median Lexile score of 25L for grade 2 indicates that almost half of these students tested at the beginning reader level



# Executive Summary

## Introduction

The Key Performance Indicators (KPIs) for March focus on academic progress of MSCS students enrolled in Kindergarten through third grade and Lexile scores for students in all grades. Data for these KPIs are from the Illuminate FastBridge suite of assessments that are administered to all students in grades K-5. Students in grades K-1 take the earlyReading and earlyMath assessments, while students in grades 2-5 complete aReading and aMath.

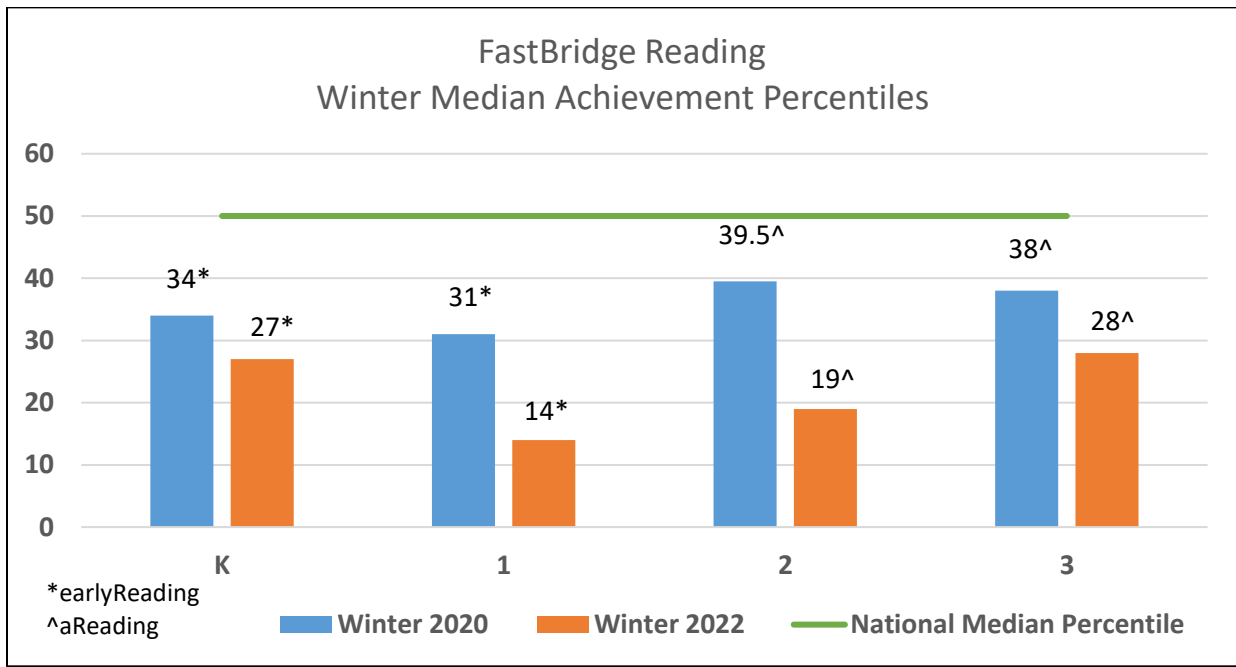
Measures of academic progress reported for K-3 students include median achievement percentiles, percentage of students scoring in the bottom quartile, and median growth percentile. Additionally, analyses of Lexile scores are presented for students in grades 2-5. Each metric is discussed in more detail in the sections below. Generally, analyses were conducted on student scores from the winter assessment window, although growth measures analyze student progress from fall to winter.

To examine trends in the data, results from the 2021-22 analyses were compared to results from two years ago, the 2019-20 school year. Data from the Illuminate FastBridge assessments from the 2020-21 school year were not included in the analyses due to several pandemic related factors making comparisons not possible.

## Achievement Percentiles

### Median Achievement Percentiles

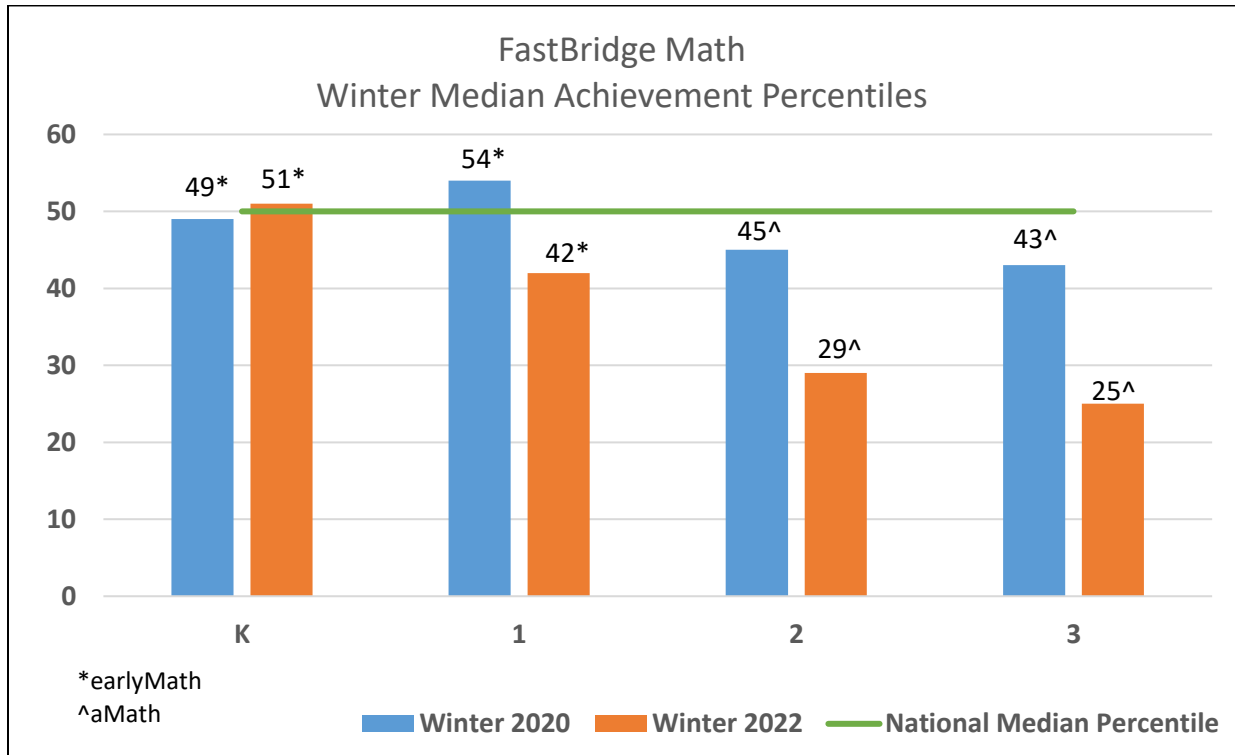
The first set of analyses examined the median achievement percentiles for student scores from the winter assessment in 2020 and 2022 by grade level. Median achievement percentiles provide the cut point at which half the MSCS students scored above for each grade level. A median achievement percentile of 50 indicates that, as a group, the MSCS students are scoring on par with the national average. The graph below displays the reading median achievement percentiles. For all grade levels, students scored lower than the national average (50th percentile) and scored lower in 2022 compared to 2020. The most notable declines were in grades 1 and 2 which dropped by 17 and 20.5 percentile points, respectively. The declines across all grade levels could reflect how COVID disruptions and changes to learning and instruction impacted academic progress in reading.





## Executive Summary

The next graph shows the median achievement percentiles for math. Again, student scores declined for all grade levels from 2020 to 2022, with the exception of Kindergarten where students scored at the 49th percentile both years. For students in grades 1, 2, and 3, their median math achievement scores dropped by 12, 16, and 18 percentile points, respectively.



### Percentage of Students in Bottom Quartile

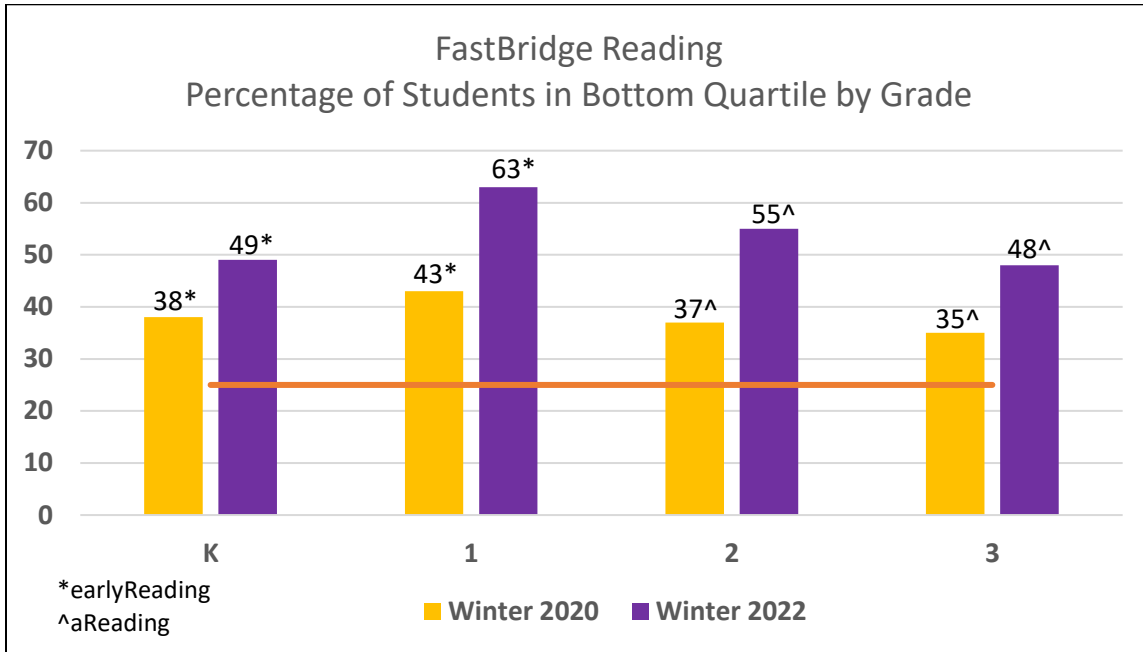
The next analysis compared the percentage of students who scored in the bottom quartile (at or below the 25th percentile) in winter 2020 and winter 2022. Ideally, if MSCS students matched the national comparison group, there would only be 25% of the students in the bottom quartile. Fewer students in the bottom quartile would mean that MSCS students are performing better than the national comparison group, whereas more students in the bottom quartile would mean that MSCS students are performing lower than the national comparison group.

The chart below shows the percentage of students in the bottom quartile by grade level for reading. For reference, the orange line marks 25% of students. To match the national comparison sample, no group of students represented by the gold or purple bars would exceed this line. However, the percentage of MSCS students in the bottom quartile is greater than 25%. Further, the percentage of students in the bottom quartile increased from winter 2020 to winter 2022 for all grade levels. The most notable increases are in grades 1 and 2, which increased by 20 and 18 percentile points, respectively. The change in percentages of students in the bottom quartile for the two time periods is consistent with the decreases in median achievement percentiles presented above. Also notable is that almost half the students in grades K (49%) and 3 (48%) are in the bottom quartile, and 63% of grade 1 students and 55% percent of grade 2 students scored in the bottom quartile.

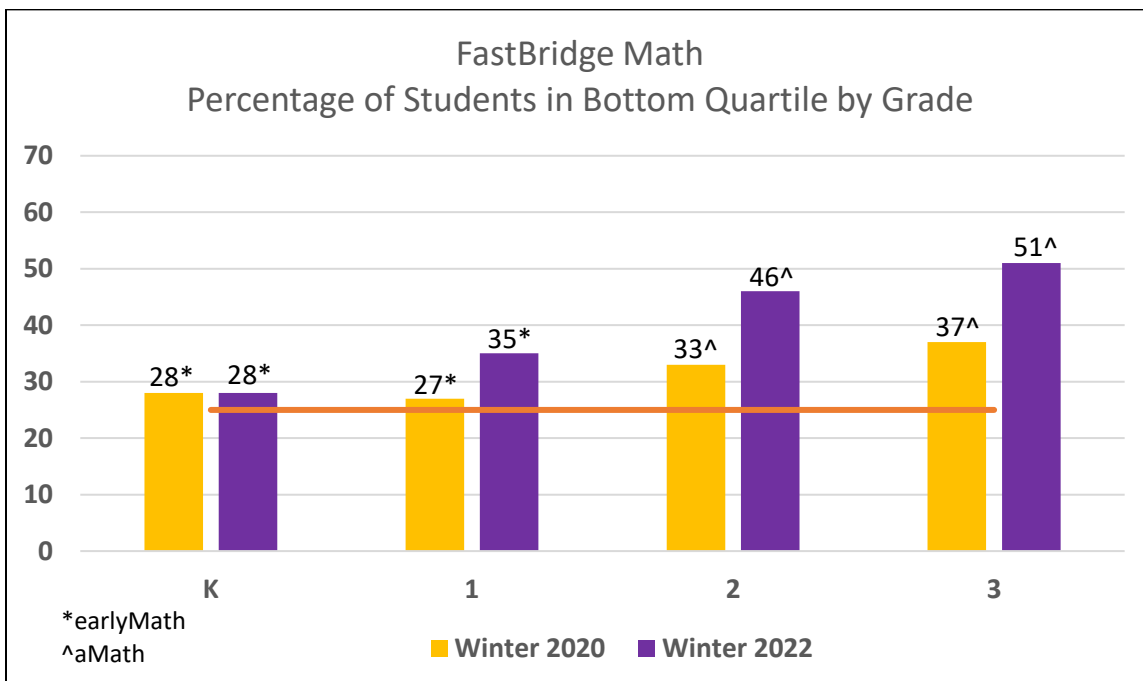




## Executive Summary



The percentage of students in the bottom quartile in math are presented in the graph below. As with reading, the percentage of students in the bottom quartile exceeds 25% of the students (orange line) and percentages increased from winter 2020 to winter 2022 for all grade levels. The two largest increases were in grades 2 and 3, which increased by 13 and 14 percentage points, respectively. Additionally, approximately half the students in each of those grades scored in the bottom quartile this year (46% of grade 2 and 51% of grade 3).



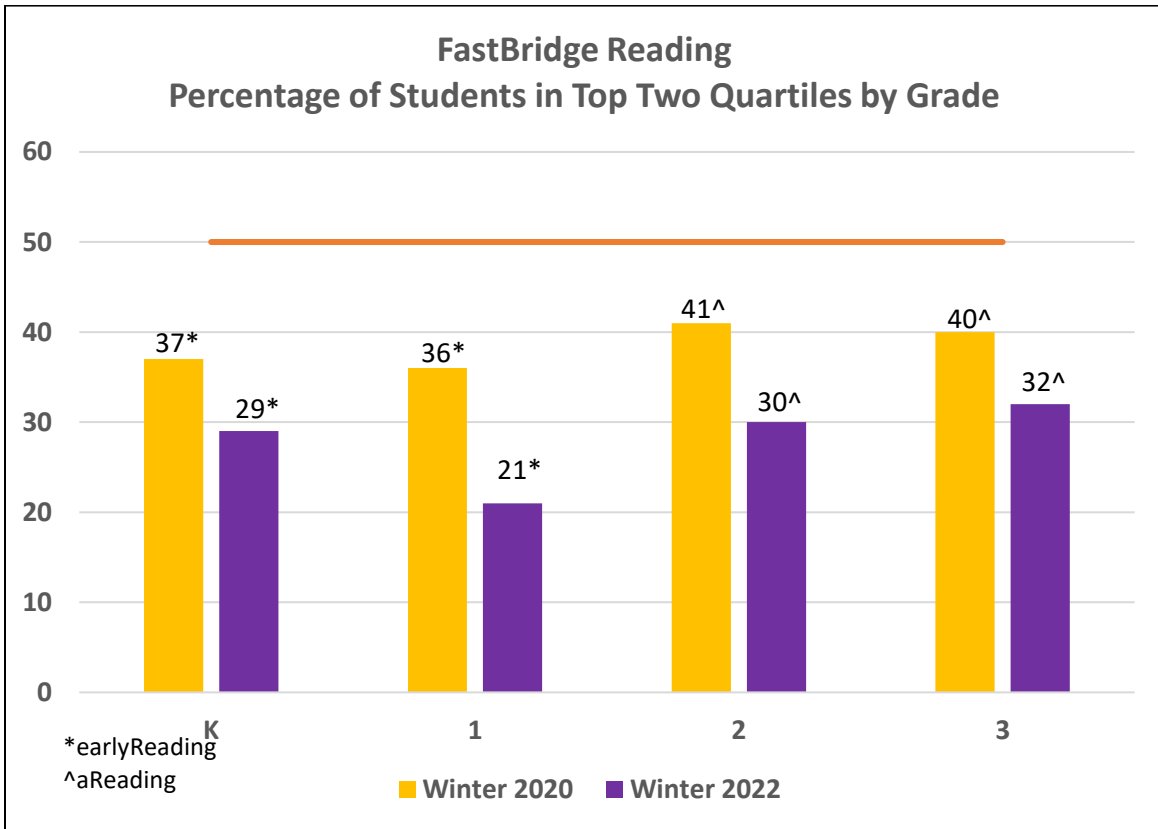


## Executive Summary

### Percentage of Students above the 50<sup>th</sup> Percentile

The next analysis compared the percentage of students who scored above the 50<sup>th</sup> achievement percentile in winter 2020 and winter 2022. Ideally, if MSCS students matched the national comparison group, there would be at least 50% of the students at or above the 50<sup>th</sup> percentile.

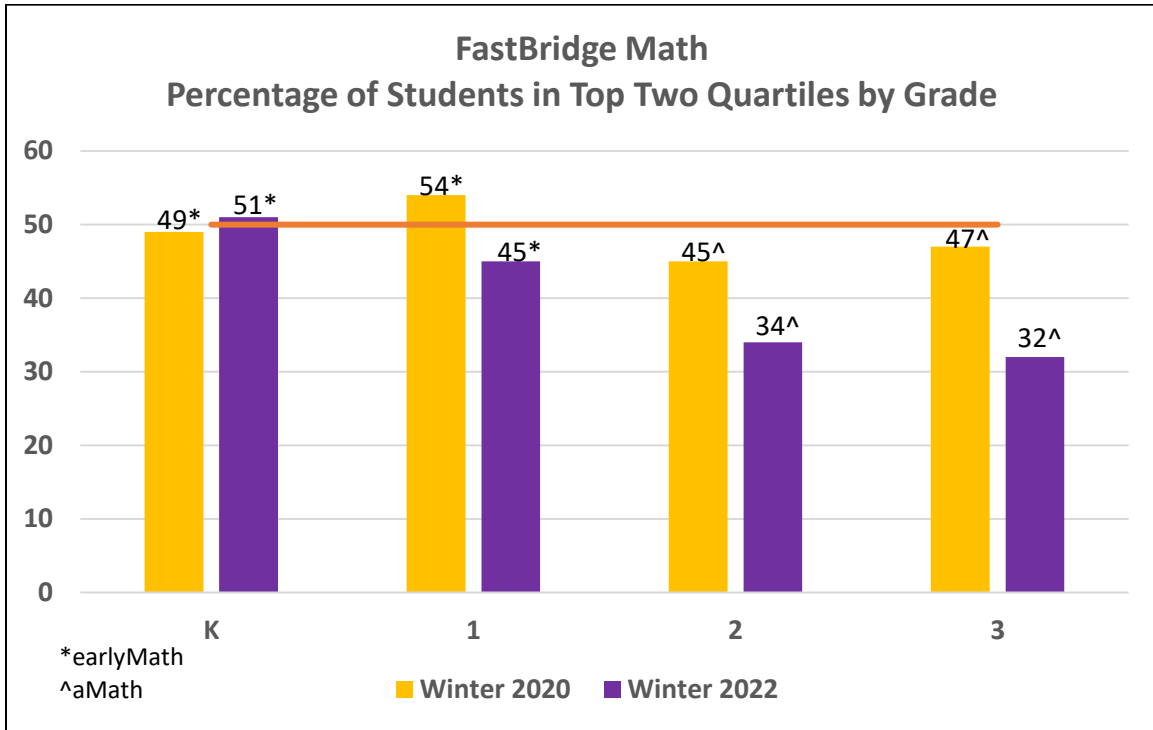
The chart below shows the percentage of students above the 50<sup>th</sup> percentile by grade level for reading. For reference, the orange line marks the national average at 50. Similar to other achievement percentile trends, the percentage of students meeting the national average declined when comparing pre-pandemic results in winter 2020 to the most recent assessment in winter 2022. For most early grades, about 30% of students were at or above the 50<sup>th</sup> percentile. In grade 1, only 21% of students met this benchmark.





## Executive Summary

In math, students in K-1 are performing near the national average as a group, as about half of students were at or above the 50<sup>th</sup> achievement percentile on the winter 2022 FastBridge assessment. Of note, a higher percentage of kindergarten students met this benchmark in 2022 compared to pre-pandemic in 2020. The percentage of students in grades 2 and 3 above the 50<sup>th</sup> percentile showed the most decline of all early grades, perhaps because they had more exposure to learning loss during the pandemic compared to younger students.



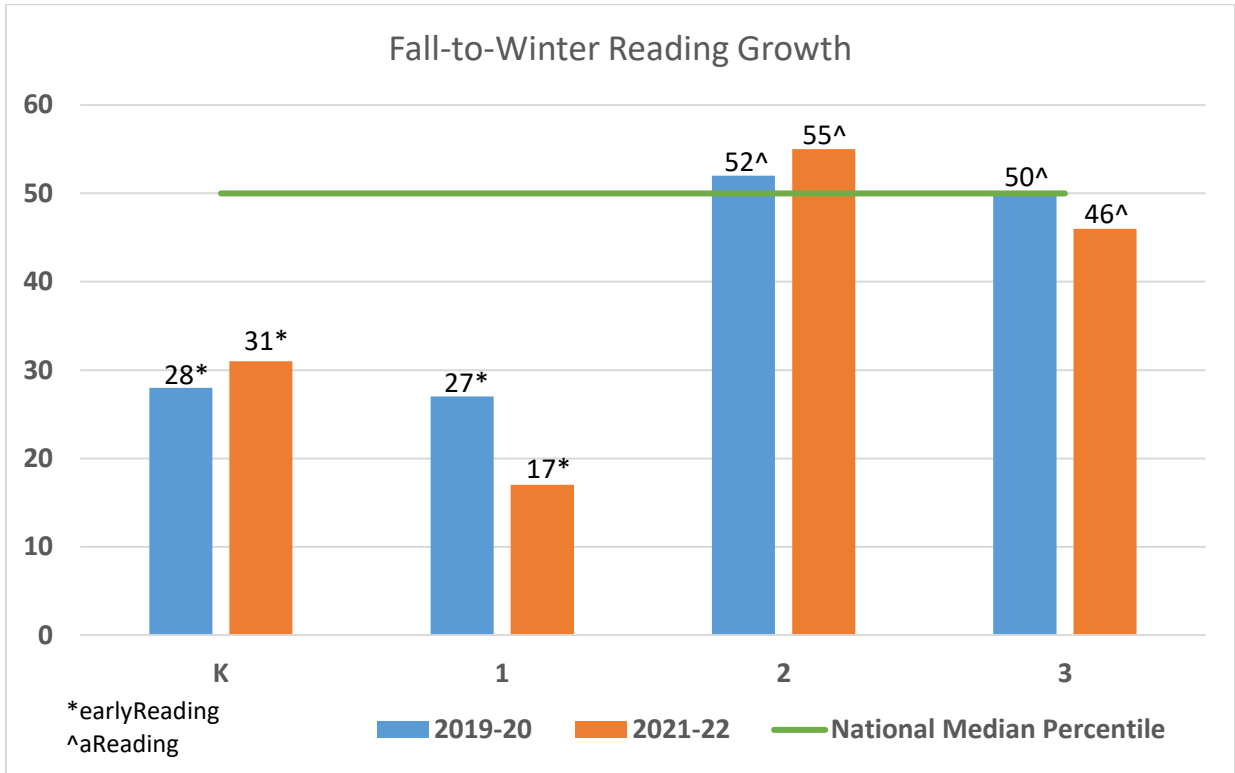
### Growth Percentiles

The next set of analyses compared student growth from fall to winter. FastBridge provides a growth percentile for each student who was assessed in both fall and winter. By examining the median growth percentiles, it is possible to determine how the growth of MSCS students compares to national growth. The national median growth percentile is the 50th percentile. Median percentiles below the 50th percentile indicate that MSCS students, as a group, are growing at a slower rate than the national average. Median percentiles above the 50th percentile indicate that MSCS students are growing at a faster pace.

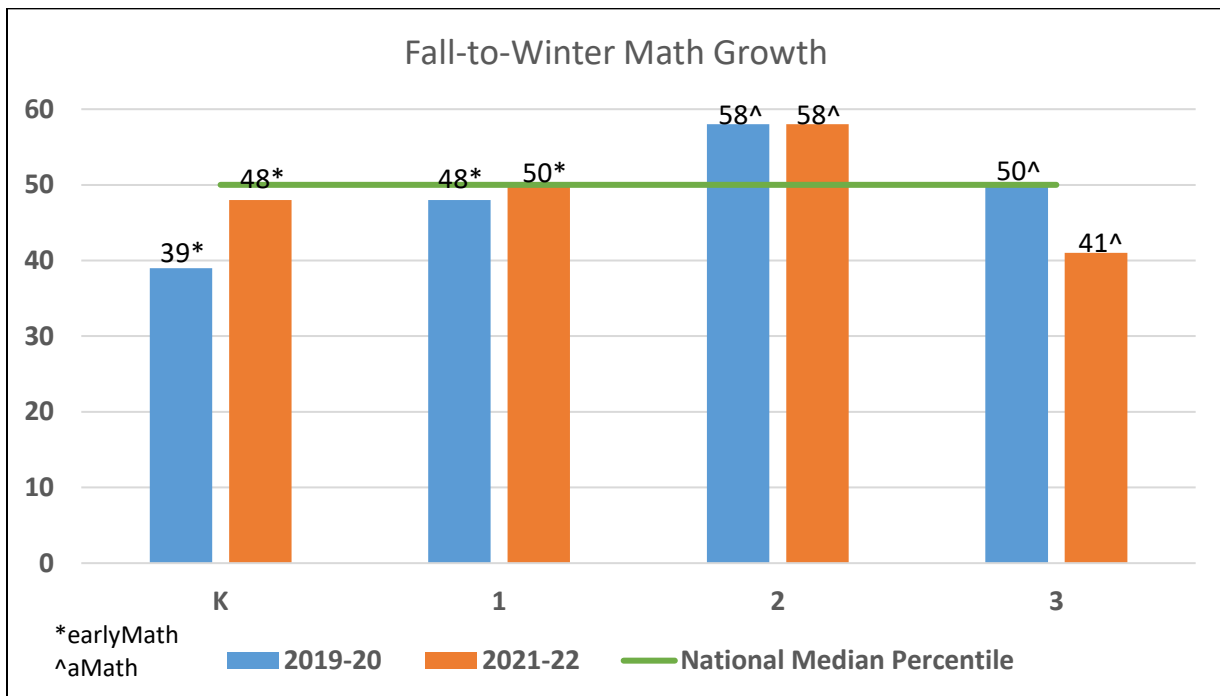
The graph below displays the median fall-to-winter growth percentiles for students by grade level in reading. Compared to 2019-20, students in grades K and 2 had a higher median growth percentile for 2021-22 (31st percentile and 55th percentile, respectively), however students in grades 1 and 3 had lower median growth percentiles in 2021-22, with grade 1 declining by 10 percentile points to a median growth percentile of 17. Students in grades K and 1 scored below the 50th percentile for reading growth, meaning that as a group these two grade levels were making progress at a slower pace than the national average. Students in grades 2 and 3 are making reading progress close to the national growth average, with grade 2 student performing slightly better at the 55th percentile for the 2021-22 school year.



## Executive Summary



In math (graph below), MSCS students demonstrated more progress from fall-to-winter compared to reading. This year (2021-22) students are showing faster or comparable gains versus the 2019-2020 school year in all grade levels except for grade 3. Third-grade students scored 9 percentile points lower than in 2019-20. Additionally, students in all grade levels, except grade 3, are close to or exceeding the national average progress rate in math this year.



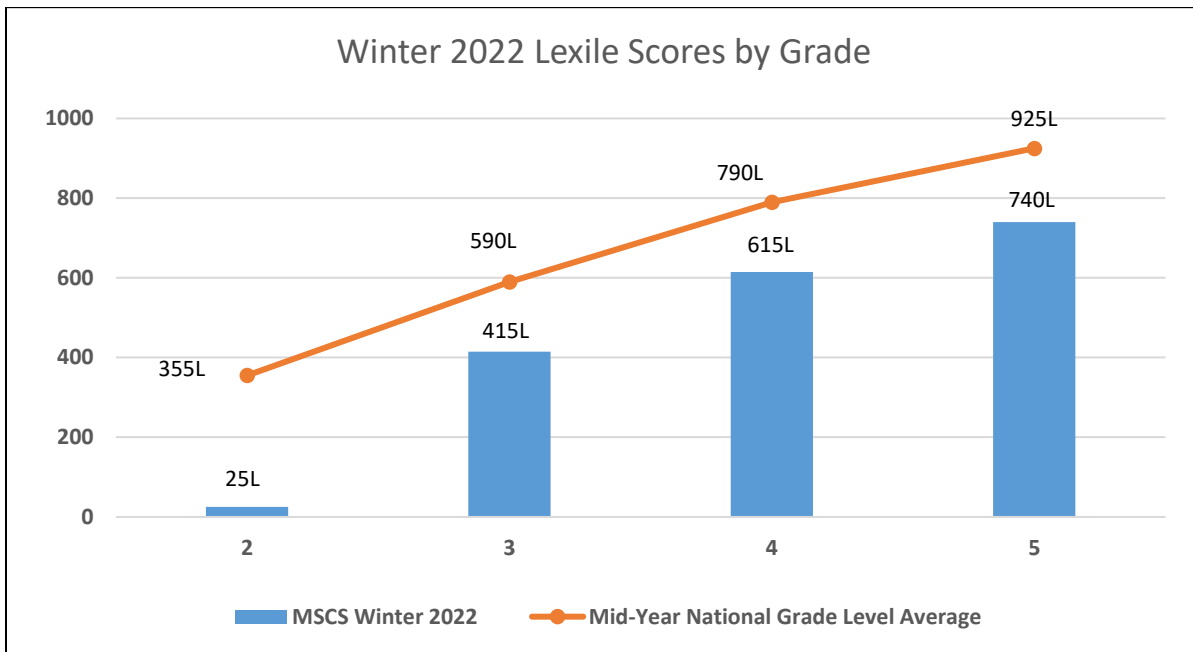


# Executive Summary

## Lexile Scores

The final graph depicts MSCS students’ median Lexile scores by grade level. Lexile scores are calculated by FastBridge for students who completed the aReading assessment (grades 2-5). They are not provided for students assessed with early Reading. Lexile scores identify the level of text complexity students can be expected to comprehend and master when reading on their own.

MSCS median Lexile scores are represented by the blue bars in the graph below. The orange line represents mid-year national average Lexile scores for each grade level, which were compiled by the Lexile Framework (<https://lexile.com/>). Because of changes in how FastBridge calculates Lexile scores, year-over-year comparisons are not possible with this metric. MSCS students at all grade levels scored below the national average for mid-year Lexile scores. The gap between the MSCS median score for grade 2 and the national average is particularly notable. A median score of 25L indicates that almost half of the MSCS grade 2 students are scoring as Beginning Readers on the Lexile measure with a score below 0. This is consistent with the median reading achievement percentile for grade 2 at the 19th percentile and 55% of grade 2 MSCS students scoring in the bottom quartile for the winter assessment window (both reported above).



### District Strategies and Updates

The data show that many MSCS students are still struggling with the academic challenges and disruptions caused by the COVID pandemic. Many of the ESSER strategies the District has implemented this year are designed to address the academic needs of elementary students. These strategies include reducing the student-to-adult ratio for K-2 students with the addition of a specialized educational assistant (SEA) in each K-2 classroom. SEAs’ work focuses on supporting small group instruction and interventions. In addition, the District is emphasizing more time for academics through extended learning opportunities, such as fall/spring break academies and Summer Learning Academy, and through high dosage/low ratio academic tutoring. MSCS also continues to provide curricular and PD resources for teachers to improve learning outcomes through Foundational Literacy Laureates (FLLs), instructional practice walkthroughs for regular feedback, and reading prescriptions for grades 3-10 to ensure they meet the cognitive demands of all grade-level standards.



## Executive Summary

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### Priority 5: Mobilize Family & Community Partners

#### Key Findings

- The percentage of stakeholders who agree the District is on track to improve student achievement decreased slightly to 87% though remains the second-highest rating to date
- The percentage of stakeholders who agree schools are on track to improve student achievement decreased slightly from 92% in 2020 to 90% in 2021
- Parents who believe their child's school is on track increased by 1 percentage point to 92%, the highest rating in five years.
- The percentage of stakeholders who believe MSCS is of similar or higher quality than neighboring districts decreased 2 percentage points from 73% in 2020 to 71% in 2021
- The majority of MSCS parents (87%) plan to re-enroll their children for the 2021–22 school year, up from 80% in 2020. Parents who are considering other schooling options cited virtual learning, both frustrations with 2020–21 and lack of availability in 2021–22, health and safety protocols, and negative experiences with school staff and teachers as reasons they may not return to MSCS
- The response rate was 12% higher than average, though still behind the 2020 rate.
- Most Priority schools had one to four community partners

#### Overview

The three key performance indicators (KPIs) addressed in this report are aligned to Strategic Priority 5: mobilize family and community partners. This month's KPIs are:

- Priority 5, KPI 1: community survey data; stakeholder confidence and perceptions
- Priority 5, KPI 2: parent survey data; parents' intent to re-enroll students
- Priority 5, KPI 3: community/business partnerships with Priority schools

In June and July of 2021, MSCS administered English and Spanish versions of the 2020–21 District Confidence Survey. Both versions were available for MSCS parents, MSCS employees, and community members.<sup>9</sup> This report combines the results of the shared questions in the surveys. To include all the 2020–21 respondents and align respondent grouping over the past four years, we report the results for three groups: MSCS parents, MSCS employees (school and District staff), and community members.<sup>10</sup>

The total number of respondents was 5,336, with 3,123 MSCS parents, 1,858 MSCS employees, and 355 community members.<sup>11</sup> The number of respondents in 2021 decreased from last year (6,934 in 2020) in all three categories, resulting in a 23% decrease in total responses. However, this was a 12% increase compared to the average survey response rate since the data was collected (4,755 across 2017–2020). Appendix A shows the response rate broken down by Board district.

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<sup>9</sup> The 2018 Spanish version was only available for MSCS parents. The 2017 and 2019–21 Spanish versions were available for MSCS parents, MSCS staff, and community members. In 2021, the majority (88%) of the respondents who took the Spanish survey were parents.

<sup>10</sup> Respondents could select multiple categories. In order to not overweight responses, each response was placed into a single category. The parent category took priority, followed by staff, then community member, (i.e., an MSCS parent who also works at MSCS would be placed only in the parent category for the analysis and results).

<sup>11</sup> Based on the number of respondents who answered more than the relationship to MSCS question.



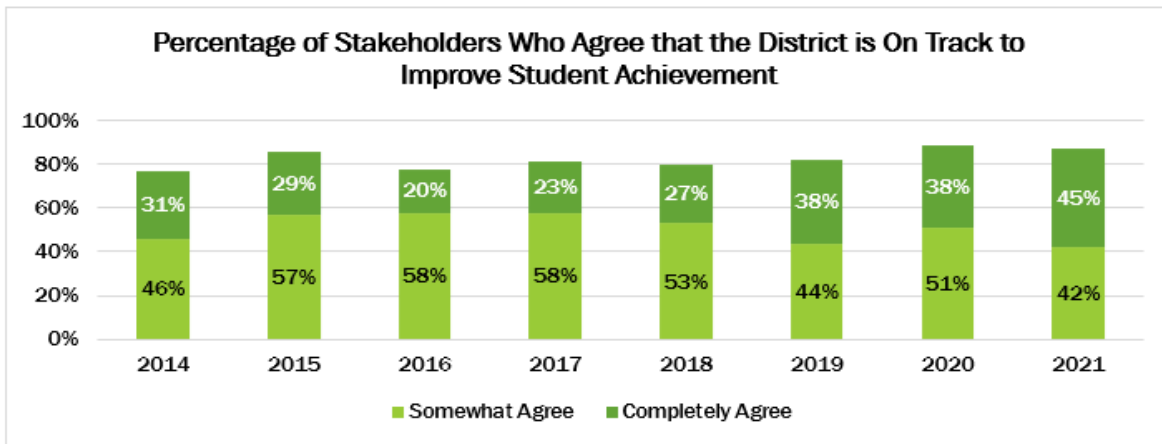


# Executive Summary

## Stakeholder Confidence and Perceptions of MSCS

### On Track to Improve Student Achievement

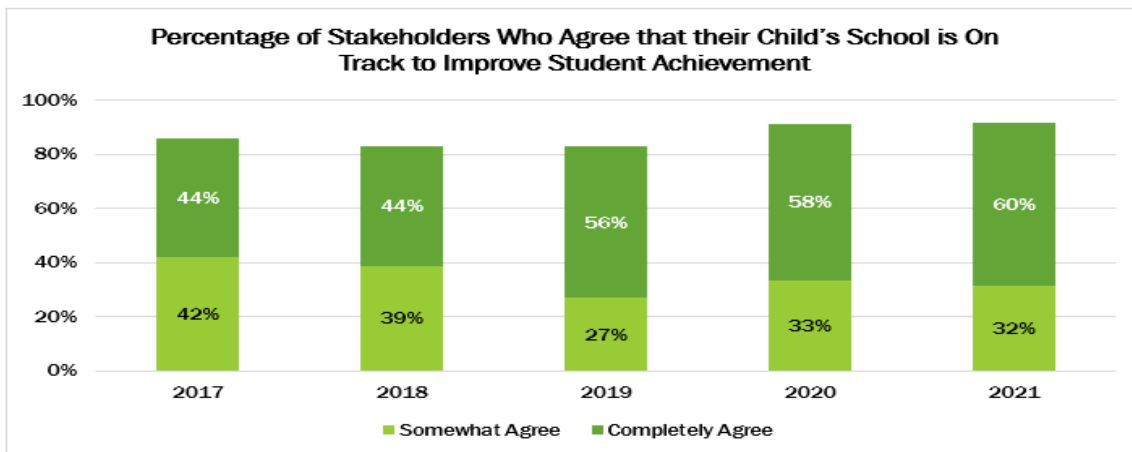
The percentage of stakeholders who agree that the District is on track to improve student achievement decreased slightly from 89% in 2020 to 87% in 2021. However, the percent of people who “completely agreed” increased 7 points compared to last year. This year saw the second highest level of agreement in eight years (see Figure 1). The District’s rating includes responses about the Central Office and Superintendent.



**Figure 1**

Eighty-nine percent (89%) of respondents agree that the Superintendent, Dr. Joris Ray, is on track to improve student achievement, a 2-point decrease from 2020. However, the percentage of stakeholders who “completely agree” rose 7 points to 45% in 2021. Employees reported the highest level of agreement (91%). Stakeholder’s rated Central Office with an 85% agreement rating on the same question, also a 2-point decrease from the previous year.

There was a slight decrease in the percentage of stakeholders who agree that schools are on track to improve student achievement from 92% in 2020 to 90% in 2021 (see Figure 2). The percentage of stakeholders who completely agree rose from 43% in 2020 to 45% in 2021.



**Figure 2**



## Executive Summary

The 2017-2021 surveys asked MSCS parents for their level of agreement on whether **their child’s school** is on track to improve student achievement. Overall, there was a 1-point increase from 2020, setting a new record of 92% agreement (see Figure 2).<sup>12</sup> While those who “somewhat agree” decreased to 32%, stakeholders who “completely agreed” increased by 2 points to 60%.

### MSCS Quality Compared to Neighboring Districts

Across all stakeholders, 26% report that MSCS is of higher quality, 46% report that MSCS is of similar quality, and 29% report that MSCS is of lower quality than neighboring school districts. The percentage of respondents reporting that MSCS is of higher or similar quality (71%) decreased from 73% in 2020. Opposite of 2020, the higher quality rating saw an uptick (23% in 2020 to 26% in 2021), while the similar quality rating decreased (50% in 2020 to 46% in 2021). By group, parents and staff perceive the quality of MSCS as lower than MSCS community members (see Figure 3).

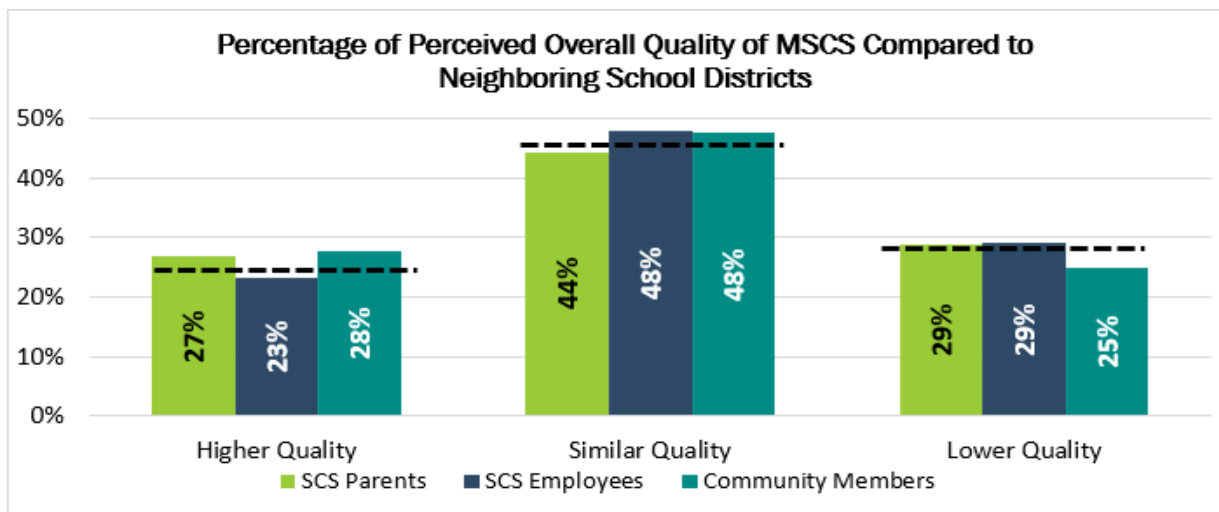


Figure 3

### Parent’s Intent to Re-enroll Students

The majority (87%) of MSCS parents report that they will re-enroll their school-age children next year (see Figure 4). Parents’ plans for re-enrollment increased since last year (80%).

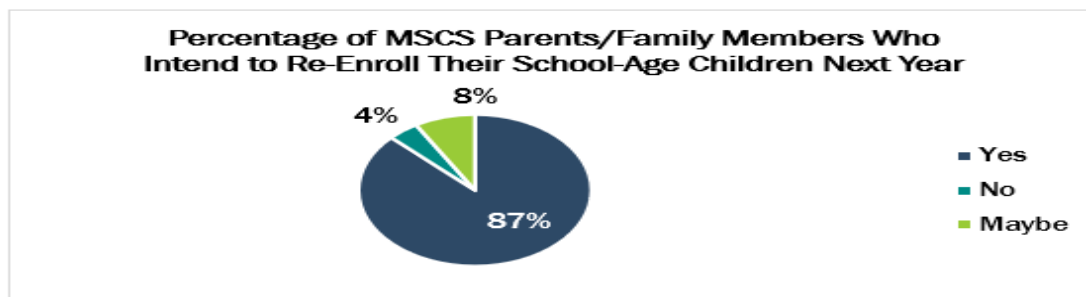


Figure 4

<sup>12</sup> Parents had the ability to rate up to three of their children’s schools for this item.  
2023 Fiscal Year



## Executive Summary

In 2021, approximately 95% of the parents completing the Spanish version said that they would re-enroll their children compared to 85% of the parents completing the English version. Ninety-four percent (94%) of parents who considered not re-enrolling left a reason in the optional open-ended response section. A primary reason parents considered not re-enrolling was concerns about virtual learning, both frustrations with how 2020–21 went and lack of virtual options available in 2021–22 were cited, and decisions about how the 2020–21 school year was handled. **Appendix A** provides complete themes and a sample of related comments based on qualitative analyses of the responses.

### Priority Schools’ Community/Business Partnerships

MSCS currently has 17 schools (14 District-managed, 3 charter) on the State Priority List because they are in the bottom 5% for student achievement across Tennessee. Based on 2020–21 school reports to Family and Community Engagement, District-managed Priority schools had a range of one to seven community/business partnerships. Most Priority schools (85%; 11) had one to four partnerships (see Figure 5). <sup>13</sup>



Figure 5

<sup>13</sup> The charter schools and one District-managed school did not report their number of partnerships.  
2023 Fiscal Year



## Executive Summary

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### Recommendations

#### Improve School Level-Experiences

- Continue training and monitoring on customer service with Customer Service WORKS program
- Continue to utilize school-based Communications PROs to increase social media presence and positive story-telling at the school level
- Strengthen collaboration between FACE and Schools & Leadership Office to support feeder patterns
- Increase focus on SEL and discipline practices along with parental involvement in these processes
- Continue deploying communications tool kits for principals to share important information and updates with parents

#### Improve District Level-Experiences

- Continue utilizing Spotlight 901 webpage to share best practices and successes of schools
- Strengthen cross-collaboration between teams to provide families with resources to assist with recovery and re-entry efforts
- Continue to host Family Forums to share important District information/resources and gather ongoing feedback
- Provide ongoing support from the Parent Welcome Center
- Expanding outreach efforts on District social media platforms (e.g., Facebook, Twitter, Instagram) and outlets (e.g., 88.5FM, C19TV, website) to keep all stakeholders informed

#### Improve Community Perceptions

- Utilize Multicultural Services to expand partnerships with key providers of multicultural and multilingual supports within the community to ensure open communication channels for families and other stakeholders
- Involve community leaders in planning and feedback efforts

#### Memphis-Shelby County Schools partnered with the Harvard Government Performance Lab and:

- Met monthly with two high-priority student support providers to troubleshoot and find solutions to challenges encountered in the schools and align on district, school and providers' initiatives
- Presented academic performance and attendance data by school, grade, and subject to two high-priority student providers for the first time this year.
- This work informed provider's decision to add tutors to support lowest performing schools and subjects
- Developed tools to capture data on contracted services, provider performance, and school needs to align students' needs with wraparound services contracted

### APPENDIX A: Parents' Explanations for Why They May Not or Will Not Re-Enroll Students in MSCS Next Year<sup>14</sup>

#### Key Themes

- Concerns about virtual learning and health and safety guidelines
  - Frustrations about the 2020–21 school year
  - Lack of virtual options in the 2021–22 school year
- Issues with teachers and school leadership and staff
- Considering alternative school options

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<sup>14</sup> Ninety-four percent ( $n = 334$ ) of parents who responded "maybe" or "no" to the re-enrollment questions provided an explanation.



## Executive Summary

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### **Virtual Learning and Health and Safety Guidelines 2020–21 School Year Decisions**

Roughly 10% of respondents cited frustrations over virtual learning and/or the health and safety protocols during the 2020–2021 school year. Parents felt that their children fell behind academically and did not have their needs met in the virtual setting.

- “MSCS did not return to school until March, while other local school systems returned on time in fall. MSCS was unprepared and unable or unwilling to adapt to CDC recommendations to get kids back in the classroom, while other schools did so.”
- “Very disappointed at how this year was handled.”
- “We transferred our oldest- rising 7th grader- to a private school partly [because] we did not want to take a chance on having no opportunity for in person learning and/or participation in extra-curricular activities.”
- “Virtual has set many kids behind and I am worried they will not catch up...”
- “Tired of abuse heaped upon the kids with mask nonsense. Last district back to school is a joke.”
- “I want them to stay in MSCS, but only if the in-person learning means a true return to switching classes & being taught with their teachers in the classrooms, NOT sitting in front of devices learning through Microsoft Teams. If that can’t happen I will enroll them elsewhere.”
- “My child fell behind in virtual school. Nobody cared. He went through three home room teachers. My former straight A student/99th percentile tester was rejected from all optional schools, and again nobody cared. I’m so disappointed in MSCS.”
- “It was ridiculous how my child was virtual for most of the year. He fell behind along with I am sure a lot of other kids. Shelby County should have followed what other schools around the city/county were doing and succeeding by allowing kids to be in person [if] that was their choice. I was highly unimpressed with the leadership [initiative] and thought process on that. Now my kid is in summer school because of this mistake.”

### **2021–22 School Year Decisions**

Roughly 13% of respondents voiced concerns about the lack of virtual options offered in 2021–22 or are waiting on more information about how the District will implement health and safety protocols next year.

- “I really want to continue my children virtual due to this new strain of the Delta covid and RSV disease that affects children; we already lost too many to these diseases. I just want my children to be safe in my care until we have vaccine for the younger children.”
- “If the dithering indecisiveness of in-person vs. virtual learning continues to be an issue, then we must make choices that will most benefit our children.”
- “It depends on covid precautions.”
- “I want my kids to be online its safer.”
- “Do not believe my children will be safe in the school with the COVID-19 still here and a new one that is out now and that our students are still in uniform, and the other Shelby County students are not that's making a difference in our children really don't like that because all of the children should be treated equal.”
- “I am not truly sure what I want to do because of the covid; people still not taking it seriously.”
- “COVID strains are getting worse if virtual is not offered I might home school.”



## Executive Summary

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### Issues with School Staff and Teachers

Parents also reported experiences with school administration, staff, and teachers as a reason for considering other schooling options. Some comments were related to teaching in a virtual setting though the majority focused on teaching practices and interactions parents had with school staff and principals.

- “Teachers just don’t seem to care enough. Instead of going above and beyond to actually teach they just blame it on the child and/or try to remove them from their class when they don’t catch on as quickly as others.”
- “The teachers have too many mundane assignments to complete instead of focusing on my child's education.”
- “[T]hey ... actively target and single out students who are in any way problems for them. They refused to learn my child's name or pronounce it correctly, did not follow through on providing information or instructional materials to children, and refused to take any action to stop bullying other than punishing the child being bullied.”
- “Teachers lack care and concern for children at this school. Teachers are unwilling to go the extra mile. Principal is not visible.”
- “School leadership and staff is inadequate.”
- “Staff is rude and dismissive towards parents and their concerns. Contact District office with same results.”
- “The teachers are not vested; their attendance is just as poor as some of the students.”

### Considering Alternative Options

About 15% of parents are considering another public school system, private schools, charters, or homeschooling their child for the next academic year. The reasons given varied greatly, while many did not indicate what caused them to look outside of MSCS.

- “I am concerned about the school system as a whole and I looking into moving into county school districts before school starts in the fall if possible.”
- “I am exploring other options for my child including neighboring districts, private and charter schools.”
- “I am considering switching school districts. Memphis-Shelby County Schools system doesn’t seem to care about high quality education. “
- “Debating on other schools with more advanced curriculums and activities.”
- “Moving out of town to better school district.”
- “Comparing alternatives.”





## Executive Summary

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### ii. Awards and Recognitions

- White Station High Students Win National Arts Awards
- MSCS Recognized for ESSER in Action Campaign Implementation and Initiatives
- MSCS HR Leaders Honored With Memphis Business Journal's HR Impact Award
- MSCS Named 'Best For All' District by the Tennessee Department of Education
- Two MSCS Teachers Receive Presidential Award for Excellence in Mathematics and Science Teaching
- MSCS Named Among More Than 60 Schools in the U.S. to Pilot Advanced Placement Course Focused on African American Studies
- CTE Awarded \$45,000 Grant to Improve Southwind High Work-Based Learning Programs
- Superintendent Dr. Joris M. Ray Named to 2022 MBJ Power 100 List for Third Consecutive Year
- MSCS Deputy Superintendent Recognized for Leadership and Service with Delta Sigma Theta Sorority, Incorporated 2022 Moving MAC (Memphis Alumni Chapter) Forward Award
- MSCS Schools Recognized For Successful Implementation of TN Behavioral Prevention and Intervention System
- Memphis-Shelby County Schools Board Member Stephanie Love Named A School Board Partners Fellow
- Several MSCS Students Win Prizes in 2022 Mid-South Scholastic Art Awards
- Dr. Joris M. Ray Named A Superintendent To Watch By National School Public Relations Association
- MSCS Health Services Director Receives Mayor's Shining Star Award
- MSCS Employees Recognized with Spark Awards for Their Impact in Education During the Pandemic
- Idlewild Elementary Chess Program Among National Scholarship Winners
- School Board Vice-Chair Althea Greene Named TCSC 2021 Local Policy Champion of the Year
- MSCS Named Finalist for 2021 Robert R. Church, Sr. Corporation of the Year Award
- MSCS recognized as a HIREVETS awardee by the U.S. Department of Labor
- MSCS Middle Schools Ranked Among the Top in Tennessee



## Executive Summary

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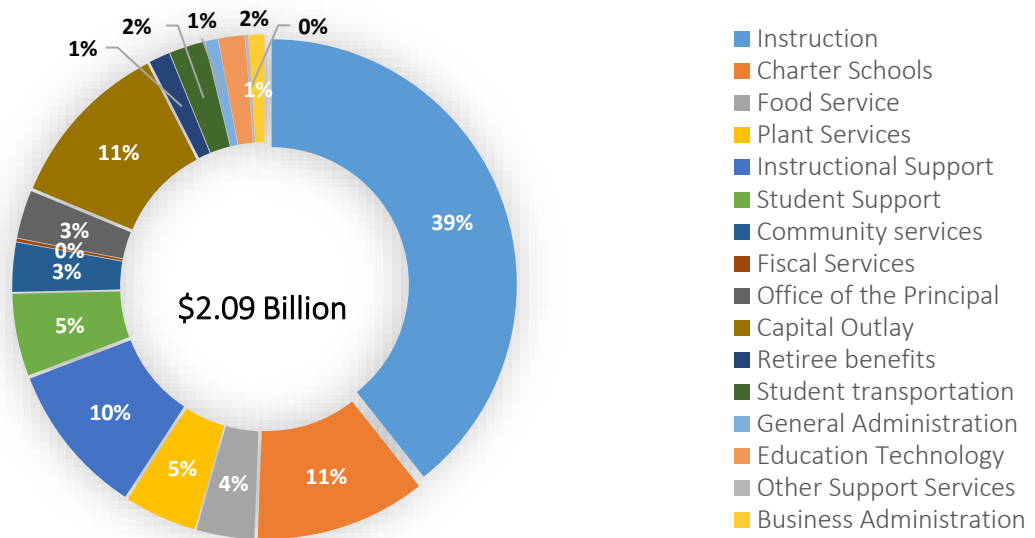
- The Memphis Business Journal selected MSCS Chief of Staff Patrice Williamson-Thomas for its 2021 *Women Who Lead* series
- White Station High Senior Alice Yuan and White Station Elementary first-grader Cooper Walter win Best in Show at the 2021 Mid-South Fair Student Art Contest
- The MSCS Human Resources Department was honored with the 2021 Cigna Employee Well Being Award for making significant progress in establishing, growing, and expanding health engagement for the district
- The Memphis Business Journal selected Health Services Director, Dr. Patricia Bafford, as an honoree for the publication's 2021 Health Care Heroes
- Board Member Miska Clay Bibbs was selected as a finalist for the Green Garner Award-Urban School Board Memphis of the Year
- The Memphis-Shelby County Board of Education was selected as the 2021 CUBE School Board of the Year
- Parkway Village Elementary was named the 'Project of the Year' by the Memphis Business Journal's Building Memphis Awards
- Shavonne Bragg of Double Tree Elementary and Erica Stephens of John P. Freeman Optional School were selected as winners of the 2021 Shell Urban Science Educator Development Award by Shell Oil Company and the National Science Teaching Association
- Superintendent Dr. Joris M. Ray was selected as the recipient of the 2021 Distinguished Administrator Award by the Tennessee Education Association
- Chief Financial Officer, Tutonial Williams was named among the Memphis Business Journal's top 40 under 40
- MSCS Named a Level 5 School District, which is the highest distinction available on TVAAS composite scores



## Executive Summary

### iii. Budgetary Highlights: Our All-Funds Budget

Memphis-Shelby County Schools continues to make great academic strides, while becoming more efficient and being a prudent steward of public funds. The combined and adopted All Funds budget is \$2.1 billion dedicated to the education of our students. The adopted budget reflects a \$197.9 million decrease in our total operations in fiscal year 2022-23 relative to the previous year's amended budget. Approximately \$1.5 billion, or 73% of the adopted fiscal year 2022-23 total All Funds budget, is focused on educational services to our students. The \$1.5 billion excludes Student Transportation, Instructional Support, Food Services, and Capital Outlay. The chart below provides a breakdown of the fiscal year 2022-23 combined All Funds budget expenditures.



<b>Instruction:</b> \$822 million Activities directly linked to teaching students	<b>Charter Schools:</b> \$235.1 million State, local, and federal payments to charter schools	<b>Food Services:</b> \$79.6 million Preparation, delivery, and services of breakfasts, lunches, snacks, and other meals
<b>Plant Services:</b> \$99.7 million School maintenance, including grounds, buildings, equipment, and utilities	<b>Instructional Support:</b> \$209.5 million. Activities to facilitate and enhance instruction, including content and professional development	<b>Student Support:</b> \$113.3 million Library, guidance, health, and technical services to students, including school safety
<b>Community Services:</b> \$67.7 million. Community development programs such as early childhood development and innovation and planning	<b>Office of the Principal:</b> \$66.2 million. Activities performed by principals and assistant principals, includes school office staff	<b>Capital Outlay:</b> \$234.4 million Capital improvements and construction for the District's schools
<b>Retiree Benefits:</b> \$28.8 million. District's contribution to 'pay as you as go' retiree benefit costs	<b>Student Transportation:</b> \$49.4 million. Transportation for regular, vocational, and special education instruction	<b>General Administration:</b> \$17.2 million Commission fees, legal services, communications, and others
<b>Education Technology:</b> \$36.1 million Accounts for school and district level technology expenditures, which includes telecommunication, LAN, and WAN	<b>Other Support Services:</b> \$4.2 million. Non-instructional services to students and staff by Human Resources and Information Technology Division	<b>Business Administration:</b> \$21.8 million Accounting, budgeting, financial reporting, payroll, purchasing, and internal auditing



## Executive Summary

All Funds expenditure bridge from 2021-2022 to 2022-2023 is as follows:

### Memphis-Shelby County Schools Bridging the gap between FY 22 - FY23

<b>Fund</b>	<b>2021 - 2022 Amended Budget</b>	<b>2022 - 2023 Adopted Budget</b>	<b>Variance</b>	<b>% Change</b>
General	\$ 1,138,568,703	\$ 1,109,132,637	\$ (29,436,066)	-2.6%
Capital Project	53,159,922	56,918,888	3,758,966	7.1%
Non-Federal	20,528,567	19,813,896	(714,671)	-3.5%
Food Service	78,992,139	79,580,955	588,816	0.7%
Federal	990,285,203	819,078,595	(171,206,608)	-17.3%
Internal Service Funds	5,589,837	4,685,536	(904,301)	-16.2%
<b>All Funds Expenditures Total</b>	<b>\$ 2,287,124,371</b>	<b>\$ 2,089,210,507</b>	<b>\$ (197,913,865)</b>	<b>-8.7%</b>



Picture taken prior to COIVD-19



## Executive Summary

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### iv. Budget Development and Administration

Budgets are developed to support District goals, priorities, and strategic objectives. Budgets are prepared annually on a basis consistent with generally accepted accounting principles for the General Fund, Capital Projects Fund, Categorically Aided Funds and Food Service Fund. The adopted annual budget serves as the foundation for the District's financial planning and control. Enrollment projections drive staffing and expenditure allocations for schools and are developed in October to begin the budgeting process.

The budget process consists of the following factors:

**Planning and Compilation:** The Superintendent and Internal Budget Committee involve appropriate staff members in the budget planning process. Budget planning is related to the District's goals, objectives, and programs. It includes an assessment of existing programs and an examination of alternative program possibilities.

**Requests:** Based upon the educational plan, as approved by the Board, estimates of the appropriations needed to finance the educational program are made. These budgetary estimates are then summarized, supported, and recommended to the Board.

**Priorities:** An integral part of the budget preparation procedure is projecting revenues. If the program needs or requests are in excess of the funds available, priorities must be determined by the Board and Superintendent.

**Presentation to the Board and Publication:** The budget must be submitted to the Board and then the Shelby County Board of County Commissioners along with a statement describing the major objectives of the educational programs to be undertaken by the District during the fiscal year.

**Hearings:** A review or hearing of the budget takes place at a Board meeting and at a Shelby County Commission meeting. At the meetings, the Board or Commission reviews the budget and elicits from the citizenry constructive suggestions for improving the budget or hears any objections to the budget prior to its final adoption.

**Responsibility for Administering:** The budget is managed by the Superintendent.

**Methods and Procedures:** The Superintendent is guided in the responsibility of budget management by the limitations as established by State law, budgetary restrictions and the policies as established by the Board. Management is responsible for maintaining budgetary controls to ensure that budgets comply with the legal provisions of the State of Tennessee and within the annual appropriations adopted by the Board. Detailed line item budgetary reports are provided to the appropriate managers who have been delegated the responsibility for monitoring and controlling their respective budget allocations. The District's financial accounting system allows budget managers online access to their budget, expenditure, and encumbrance information. An encumbrance system is utilized to measure the uncommitted funds available. Budgets are revised throughout the year to appropriately address variances that occur in enrollment, revenues, expenditures, and unforeseen events. Budget revisions that increase the balance of a fund are taken by resolution before the Board and the Shelby County Board of Commissioners.

To be fiscally accountable, the budget development process focuses on the re-engineering of processes and realignment of functional assignments for greater efficiency and improved performance. Functional cost centers are charged with implementing measures for continuous improvement and seeking new revenue generators. A prudent review of alternative funding sources is emphasized to maximize and consolidate all resources.





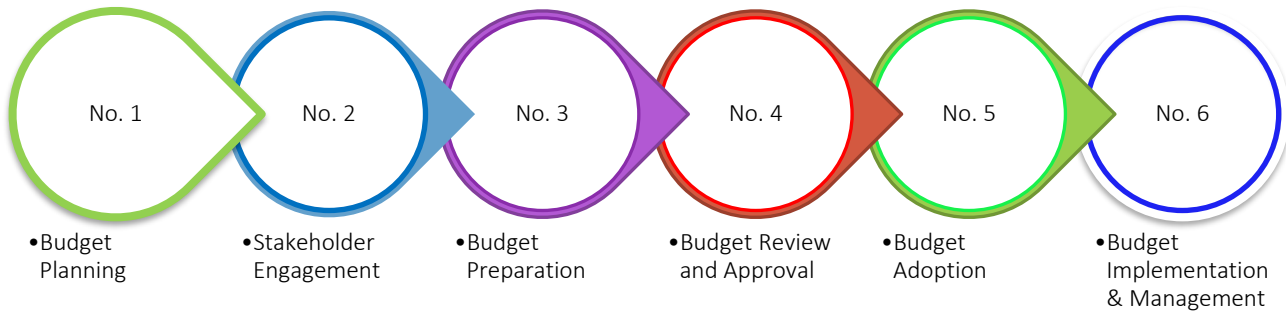
## Executive Summary

Funding levels are reviewed to ensure compliance with Federal and State maintenance of effort requirements. An activist approach is taken in the budget development process. Typically, a thorough mid-year review is performed on each function’s current year expenditures and operations to guide the development of the budget. Management then determines if funds should be realigned or redirected to another area. All line-item costs are substantiated as adding value to the District or meeting State and Federal mandates. Each budget is scrutinized for potential cost savings. Additional dollars to support the academic agenda are approved in certain cost centers whenever offset by efficiency savings in another cost center.

### v. BUDGET PROCESS AND CALENDAR

The budget process is a year-round process, which includes budget development, adoption, and management. The budget development process starts in September by preparing a roadmap that jumpstarts the District-wide budget discussion. Departments, schools, parents, and community begin in October to shape the District’s budget for the upcoming fiscal year.

Specifically, the budget process includes the six steps listed below.



#### No. 1: Budget Planning

The budget planning phase has two key components. First, a refinement of financial projections for the upcoming fiscal year is conducted. The preliminary budget projections including assumptions are presented to the Board at a Board Work Session and/or Committee Meeting. Actual financial figures from prior years are used in modeling revenue and expenditure trends. Also, potential legislative and enrollment changes are incorporated in the budget projections. Second, a budget calendar is developed that aligns with the four budget guiding principles. Feedback is solicited from the Cabinet and the Board on concerns and priorities. After revisions, the calendar is presented to the Board at a Board Work Session and implemented by the Budget staff. The budget calendar serves as a roadmap of the process, which is continually updated when date changes occur.





## Executive Summary

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### **Memphis-Shelby County Schools BUDGET CALENDAR FISCAL YEAR 2022-2023**

#### **Presentation of Adopted Budget Calendar**

- |                                  |   |
|----------------------------------|---|
| <b>Monday, October 18, 2021</b>  | <b>Present Budget Calendar to the Board – Audit, Budget Finance Committee</b> |
| <b>Tuesday, October 19, 2021</b> | <b>Present Budget Calendar and Strategic Priorities at Board Work session</b> |

#### **Development of Budget priorities and Community Engagement**

- |   |   |
|---|---|
| Monday November 1, 2021                                   | Begin Collaborations with Communications and FACE to develop Community Engagement Strategy  |
| Tuesday, December 14, 2021                                | Share community engagement plan around a collaborative budget process for board approval in Audit, Budget, Finance. The plan should include information regarding workshops, focus groups, panel discussions with teachers, parents, students, and community partners                                       |
| Tuesday, December 14, 2021<br>To<br>Friday, March 4, 2022 | Implement a community engagement plan around a collaborative budget development process; Hold budget various workshops, focus groups, panel discussions with teachers, parents, students, and community partners. Budget Engagement will be aligned with Reimagining 901 Our Schools Our Community Sessions |

#### **Internal Budget Development**

- |  |   |
|--|---|
| Monday, October 11, 2021<br>To<br>Friday, October 29, 2021 | Begin school strategic planning sessions assessing student/teacher needs, budget development with School Leaders and Central Office support teams |
| Monday, November 8, 2021                                   | Present General, Federal, CIP, and Special Revenue Funds budget guidelines to Chiefs  |



## Executive Summary

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### **Memphis-Shelby County Schools BUDGET CALENDAR continued FISCAL YEAR 2022-2023**

Monday, December 13, 2021	Provide initial draft budget to Supt; MSCS Cabinet reviews departmental budgets and alignment to priorities and needs assessments
Monday, February 7, 2022	Present initial budget to Cabinet
Saturday, February 19, 2022	Deliver initial budget to Shelby County Board of Education- Retreat
February 28-March 11, 2022	Budget Checkout – Schools (Subject to change)
<b><u>Budget Review and Approval Process</u></b>	
Tuesday, April 19, 2022	Deliver proposed budget to Shelby County Board of Education *
Tuesday, April 26, 2022**	Present proposed budget to Shelby County Board of Education for approval
Wednesday, May 4, 2022**	Present Shelby County Board of Education’s FY2022-23 proposed budget for approval before Shelby County Board of Commissioners Education Committee*
Wednesday, May 9, 2022**	Present Shelby County Board of Education’s FY2022-23 proposed budget for approval before Shelby County Board of Commissioners*
Monday, May 23, 2022**	Present final budget to Shelby County Board of Education for approval as adopted budget * ( <i>Special Call</i> )
Wednesday, June 1, 2022**	Present final budget to Shelby County Board of Commissioners Education Committee for approval as adopted budget *
Monday, August 1, 2022	Submit budget to State of Tennessee

***\*To decrease the spread of COVID-19, the District’s planning and execution of interactive and physical community budget meetings involving Stakeholders, Board members and District staff will adhere to the most recent guidelines, for in person engagement, from medical officials that are adopted by MSCS’ administration and Board.***

***\*\*Dates are subject to change as the MSCS Board may adjust, and this document has been prepared before the Shelby County Commission’s FY23 budget process and dates finalization which will occur in November 2021***



## Executive Summary

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### vi. Enrollment

The District's projected enrollment for school year 2022-23 is listed below. The District projects to serve 110,384 students in grades Pre-kindergarten through grade 12.

Grade	Traditional Enrollment	Charter Enrollment	Total Enrollment
PK	5,617	-	5,617
K	7,421	1,585	9,006
1	7,033	1,590	8,623
2	6,325	1,560	7,885
3	6,815	1,578	8,393
4	7,046	1,524	8,570
5	6,949	1,579	8,528
6	6,432	1,770	8,202
7	5,904	1,775	7,679
8	5,799	1,691	7,490
9	7,621	1,497	9,118
10	6,701	1,492	8,193
11	5,762	1,189	6,951
12	5,080	1,049	6,129
<b>Totals</b>	<b>90,505</b>	<b>19,879</b>	<b>110,384</b>

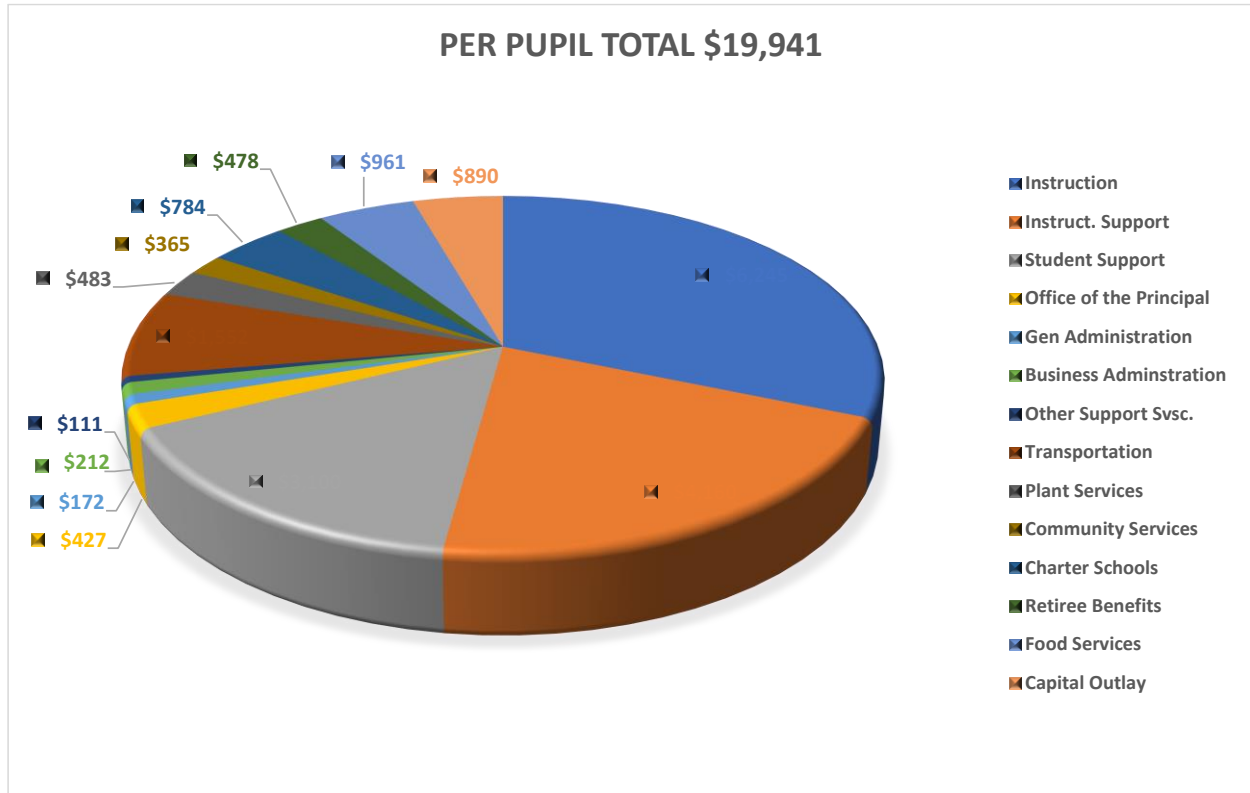
\* Chart includes PK Enrollment

Note that the projected enrollment includes students with disabilities needs such as learning disabilities, health impairments, serious emotional problems, physical disabilities, deafness, blindness, and intellectual disabilities. To ensure the academic success of all students, school districts are required by law to provide services for students with special needs.



## Executive Summary

In fiscal year 2022-23, the per-pupil amount of the combined All Funds budget is \$19,941 as shown in the chart below. Per pupil total includes multi-years funding.



Of the total \$2.09 billion District Budget All Funds expenditure budget in fiscal year 2022-23, the General Fund consists of about \$1.11 billion (or 53%). The General Fund serves as the primary operating fund for the District. The fiscal year 2022-23 Adopted District General Fund expenditures budget reflects a \$40 million 3.6% decrease compared with the prior year amended budget.



## Executive Summary

### vii. Staffing Levels

	2018 -2019	2019 -2020	2020 -2021	2021 -2022	2022 -2023	Change from 2022	Percentage
	Actual Budget	Actual Budget	Actual Budget	Amended Budget	Adopted Budget	Adopted Budget	Change from 2022
						to 2023	Budget to 2023
						Budget	Budget
<b>Full-Time Employees</b>							
Officials/Administration/Management	215.00	256.05	253.00	318.00	312.00	(6.00)	-1.89%
Principals	157.00	157.00	154.00	156.00	155.00	(1.00)	-0.64%
Assistant Principals, Non-Teachers	194.00	203.00	201.00	207.00	212.00	5.00	2.42%
Elementary Classroom Teachers	2,472.16	2,368.00	2,264.00	2,218.00	2,217.00	(1.00)	-0.05%
Secondary Classroom Teachers	1,911.65	1,892.85	1,816.00	1,772.00	1,791.00	19.00	1.07%
Other Classroom Teachers	2,168.50	2,197.12	2,188.00	2,356.00	2,264.00	(92.00)	-3.90%
Guidance	313.00	299.00	280.00	278.00	285.00	7.00	2.52%
Psychological	76.00	79.00	74.00	74.00	73.00	(1.00)	-1.35%
Librarian/Audio/Visual	166.00	145.00	138.00	130.00	134.00	4.00	3.08%
Consultants/Supervisors	120.00	153.00	147.00	173.00	167.00	(6.00)	-3.47%
Other Professional	600.08	747.20	786.00	1,090.00	1,075.00	(15.00)	-1.38%
Teachers' Aides	1,674.89	1,749.00	1,927.00	3,149.00	3,059.00	(90.00)	-2.86%
Technicians	134.00	171.00	150.00	142.00	142.00	-	0.00%
Clerical/Secretarial	729.20	688.64	696.00	696.00	691.00	(5.00)	-0.72%
Service Workers	1,062.75	1,211.20	1,666.00	1,614.00	1,601.00	(13.00)	-0.81%
Skilled Crafts	119.00	111.00	117.00	117.00	117.00	-	0.00%
Laborers Unskilled	258.00	260.00	276.00	277.00	277.00	-	0.00%
Professional Instructional	53.00	5.00	1.00	3.00	3.00	-	0.00%
<b>Total</b>	<b>12,424.23</b>	<b>12,693.06</b>	<b>13,134.00</b>	<b>14,770.00</b>	<b>14,575.00</b>	<b>(195.00)</b>	<b>-1.32%</b>
<b>Part-Time Staff Employees</b>							
All Other	59.00	17.00	46.00	65.00	72.00	7.00	10.77%
Part-Time	7.00	8.00	12.00	-	-	-	0.00%
<b>Total</b>	<b>66.00</b>	<b>25.00</b>	<b>58.00</b>	<b>65.00</b>	<b>72.00</b>	<b>7.00</b>	<b>10.77%</b>
<b>Total Full-Time &amp; Part-Time Staff</b>	<b>12,490.23</b>	<b>12,718.06</b>	<b>13,192.00</b>	<b>14,835.00</b>	<b>14,647.00</b>	<b>(188.00)</b>	<b>-1.27%</b>

\*Source: Budgeted Positions Mapped to Elementary-Secondary Staff Information (EEO-5) Report

The chart above reports the District Budget All Funds budgeted staffing levels for fiscal years 2019 through 2023. The District does not budget all part-time positions, but does budget an amount for part-time salaries, particularly in the Nutrition Services Fund staffing. Budget Center Managers are responsible for restricting expenditures to remain within the allocated part-time budget.

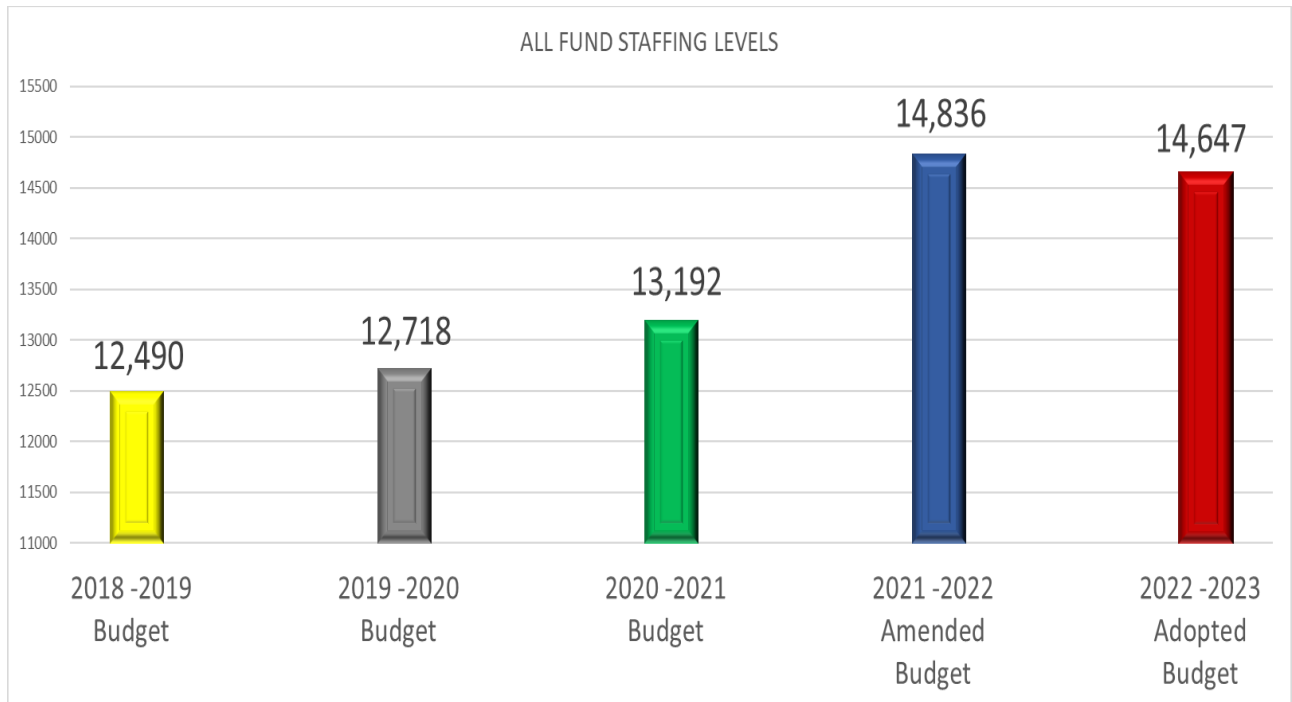


# Executive Summary

## ALL FUNDS STAFFING LEVELS

For fiscal year 2022-23, the District has a budget of 14,647 positions, as noted in the graphic below. School staffing position needs are calculated with a staffing formula, which determines the needs based upon changes in enrollment/Average Daily Membership (ADM), the opening/closing of schools and other relevant factors.

Personnel costs account for 44% of the District’s expenditures for the All Funds budget and 60% of the General Fund budget. The District projects a net decrease of 188 positions in the fiscal year 2022-23 budget. The decrease is attributed to declining enrollment.







# Executive Summary

## viii. Financial Overview

Memphis-Shelby County Schools is the largest school district in the state of Tennessee. The All Funds \$2.09 billion District Budget for fiscal year 2022-23 reflects the academic support and operations needed to serve the projected number of 110,384 students (including charter schools and Pre-K). This section provides details about the District's primary operations; federal, state, and local-sponsored programs; nutrition service operations; capital projects; and operations supported internally.

### A. Combined Funds

The District's combined or All Funds budget is approximately \$2.09 billion for fiscal year 2022-23. The total expenditures for all funds reflect a \$197.9 million (or a 8.7%) decrease from the prior year budget. Most of the decrease is due to expenditures associated with federal funding, the Elementary and Secondary School Emergency Relief grant (ESSER) 2.0 and ESSER 3.0.

Below is the 2022-23 financial statement of functional activities for all funds, at the state function level.

#### FISCAL YEAR 2022-23 DISTRICT ALL FUNDS BUDGET

	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Amended Budget	2022-23 Adopted Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 1,529,071	\$ 1,452,256	\$ 1,333,333	\$ 1,333,335	\$ 1,333,335	\$ -	0.0%
Shelby County	533,808,695	560,343,540	526,514,124	530,177,227	555,769,709	25,592,482	4.8%
State of Tennessee	536,497,711	550,352,588	575,057,731	618,749,993	601,572,471	(17,177,522)	-2.8%
Federal Government	228,326,630	193,001,471	580,864,873	1,083,653,116	907,842,968	(175,810,148)	-16.2%
Other Local Sources	27,690,212	24,446,470	24,941,897	22,187,228	17,889,065	(4,298,163)	-19.4%
<b>Total Revenues</b>	<b>\$ 1,327,852,319</b>	<b>\$ 1,329,596,325</b>	<b>\$ 1,708,711,958</b>	<b>\$ 2,256,100,899</b>	<b>\$ 2,084,407,549</b>	<b>\$(171,693,351)</b>	<b>-7.6%</b>
<b>Expenditures</b>							
Instructions	\$ 581,357,898	\$ 562,863,226	\$ 816,398,882	\$ 866,415,828	\$ 822,043,433	\$ (44,372,395)	-5.1%
Instructional Support	75,598,615	100,256,865	148,838,312	250,477,580	209,459,110	(41,018,470)	-16.4%
Student Support	80,211,040	71,861,552	85,430,124	146,766,768	113,271,146	(33,495,622)	-22.8%
Office of the Principal	64,531,113	63,522,590	63,338,657	62,743,237	66,246,943	3,503,706	5.6%
General Administration	17,122,132	17,100,303	18,464,098	18,820,573	17,215,301	(1,605,272)	-8.5%
Educational Technology	21,654,731	-	38,316,778	46,326,252	36,116,389	(10,209,863)	-22.0%
Fiscal Services	7,799,900	-	-	4,940,998	4,098,058	(842,940)	-17.1%
Business Administration	-	16,879,959	18,974,173	23,152,000	21,788,591	(1,363,409)	-5.9%
Other Support Services	9,432,726	264,806	220,945	5,078,408	4,190,906	(887,502)	-17.5%
Student Transportation	28,583,313	20,261,262	41,020,437	46,574,574	49,411,717	2,837,143	6.1%
Plant Services	107,938,188	97,385,563	97,933,874	125,871,337	99,729,501	(26,141,836)	-20.8%
Community Services	62,620,216	56,754,467	65,611,793	73,176,493	67,653,626	(5,522,867)	-7.5%
Charter Schools	143,041,477	158,835,991	184,945,609	270,979,371	235,137,865	(35,841,506)	-13.2%
Retiree Health	28,599,681	28,084,559	28,830,403	28,830,403	28,830,403	-	0.0%
Food Service	78,686,205	65,181,209	81,790,493	78,992,139	79,580,955	588,816	0.7%
Capital Outlay	75,560,959	83,882,221	82,975,010	237,978,410	234,436,565	(3,541,845)	-1.5%
<b>Total Expenditures</b>	<b>\$ 1,382,738,194</b>	<b>\$ 1,343,134,573</b>	<b>\$ 1,773,089,590</b>	<b>\$ 2,287,124,371</b>	<b>\$ 2,089,210,509</b>	<b>\$(197,913,862)</b>	<b>-8.7%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ (54,885,875)</b>	<b>\$ (13,538,248)</b>	<b>\$ (64,377,632)</b>	<b>\$ (31,023,472)</b>	<b>\$ (4,802,960)</b>		
<b>Approved use of Fund balance</b>	<b>54,885,875</b>	<b>13,538,248</b>	<b>64,377,632</b>	<b>31,023,472</b>	<b>4,802,960</b>		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		
<b>Beginning Fund Balance</b>							
Increase (decrease) in revenue for encumbrances	249,056,849	217,507,453	203,969,238	256,817,699	342,877,767	-	-
Transfers To/(From)Other Funds	(40,096,222)	(11,117,201)	30,860,971	85,526,230	-	-	-
Insurance Recovery	7,402,841	(3,057,961)	(4,731,055)	(3,035,713)	-	-	-
Sale of Capital Assets	546,785	554,780	89,509	389,825	-	-	-
Ending Fund Balance	<b>\$ 217,507,483</b>	<b>\$ 203,969,238</b>	<b>\$ 236,768,187</b>	<b>\$ 342,877,767</b>	<b>\$ 342,877,767</b>		
<b>Fund Balance Categories</b>							
Nonspendable	10,185,984	11,044,734	12,167,513	12,313,616	12,313,616		
Restricted	86,584,278	72,738,818	67,416,325	104,604,715	104,604,715		
Assigned	34,907,258	35,635,185	14,607,226	40,139,673	40,139,673		
Committed	1,073,244	769,670	660,211	1,030,340	1,030,340		
Unassigned	84,756,719	83,780,831	141,916,912	184,789,423	184,789,423		
<b>Total Ending Fund Balance</b>	<b>\$ 217,507,483</b>	<b>\$ 203,969,238</b>	<b>\$ 236,768,187</b>	<b>\$ 342,877,767</b>	<b>\$ 342,877,767</b>		



## Executive Summary

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### Revenues

Overall, the District combined All Funds revenues stand at \$2.09 billion for fiscal year 2022-23. Total expenditures for all funds reflect a \$197.9 million (or an 8.7%) decrease from the FY22 amended budget. The largest cause of this decrease is due to Federal Programs revenues, which are projected to decrease by approximately \$175.8 million due to funds spent in fiscal year 2022 of \$115.7 million of the Elementary and Secondary School Emergency Relief (ESSER) 2.0 grant award, and the \$166.2 million ESSER 3.0 grant.

### Expenditures

The total budget for all funds shows a decrease reflecting budgeted expenditures associated with ESSER revenues as noted above. All other funds (excluding Federal Funds) show moderate changes from the fiscal year 2021-2022 amended budget. The Non-Federal Funds budget is projected to decrease by \$714.7 thousand (or 3.5%) due to the end of the Urban strategies grant and a true-up of the Sped Medicaid project. The Nutrition Services Fund is expected to decrease by \$588.8 thousand (or-0.7%) due to one-time purchases for expansion and renovations of Nutrition sites. Additional information relative to the respective funds is presented with the budget fund information following this all-funds discussion.



Picture taken prior to COVID-19



## Executive Summary

Below is the 2022-23 District Budget for All Funds financial statement of activities by object spending category.

### FISCAL YEAR 2022-23 DISTRICT ALL FUNDS BUDGET BY SPENDING CATEGORY

	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Amended Budget	2022-23 Adopted Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 1,529,071	\$ 1,452,256	\$ 1,389,544	\$ 1,333,335	\$ 1,333,335	\$ -	0.0%
Shelby County	533,808,695	560,343,540	523,536,133	530,177,227	555,769,708	25,592,481	4.8%
State of Tennessee	536,497,711	550,352,588	578,232,353	618,749,993	601,572,471	(17,177,522)	-2.8%
Federal Government	228,326,630	193,001,471	264,124,984	1,083,653,119	907,842,968	(175,810,151)	-16.2%
Other Local Sources	27,690,212	24,446,470	24,664,175	22,187,228	17,889,065	(4,298,163)	-19.4%
<b>Total Revenues</b>	<b>\$ 1,327,852,319</b>	<b>\$ 1,329,596,325</b>	<b>\$ 1,391,947,188</b>	<b>\$ 2,256,100,899</b>	<b>\$ 2,084,407,547</b>	<b>\$ (171,693,355)</b>	<b>-7.6%</b>
<b>Expenditures</b>							
Salaries	\$ 655,717,461	\$ 644,962,501	\$ 623,229,381	\$ 857,560,452	\$ 813,787,518	\$ (43,772,934)	-7.0%
Benefits	187,449,052	187,787,962	179,612,300	254,317,533	219,816,975	(34,500,558)	-19.2%
Contracted Services	143,519,252	84,019,949	93,975,151	354,855,217	429,376,474	74,521,258	79.3%
Professional Services	3,215,234	48,277,690	42,822,374	66,408,054	43,195,740	(23,212,314)	-54.2%
Property Maintenance Services	14,313,617	33,469,728	33,688,177	44,985,246	40,531,341	(4,453,905)	-13.2%
Travel	1,773,836	1,062,835	174,137	1,110,239	918,197	(192,042)	-110.3%
Supplies and Materials	100,948,948	50,325,847	63,749,652	149,401,243	110,818,400	(38,582,844)	-60.5%
Capital Outlay	107,052,879	110,627,322	97,597,870	65,318,550	67,391,530	2,072,981	2.1%
Other Charges	26,821,622	23,764,748	27,916,171	88,599,284	75,636,499	(12,962,785)	-46.4%
Debt Services	-	-	-	-	-	-	0.0%
Charter Schools	143,041,477	158,835,991	188,739,454	404,568,554	287,737,834	(116,830,720)	-61.9%
<b>Total Expenditures</b>	<b>\$ 1,382,738,194</b>	<b>\$ 1,343,134,573</b>	<b>\$ 1,351,504,668</b>	<b>\$ 2,287,124,371</b>	<b>\$ 2,089,210,508</b>	<b>\$ (197,913,864)</b>	<b>-8.7%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ (54,885,875)</b>	<b>\$ (13,538,248)</b>	<b>\$ 40,442,520</b>	<b>\$ (31,023,472)</b>	<b>\$ (4,802,960)</b>		
<b>Approved use of Fund balance</b>	<b>54,885,875</b>	<b>13,538,248</b>	<b>-</b>	<b>31,023,472</b>	<b>4,802,960</b>		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 40,442,520</b>	<b>\$ -</b>	<b>\$ -</b>		
<b>Beginning Fund Balance</b>	<b>249,056,819</b>	<b>217,507,453</b>	<b>203,969,238</b>	<b>256,817,699</b>	<b>342,877,767</b>		
Increase (decrease) in revenue for encumbrances	(40,096,222)	(11,117,201)	30,860,971	85,526,230	-		
Transfers To/(From)Other Funds	7,402,841	(3,057,961)	(4,731,055)	(3,035,713)	-		
Insurance Recovery	546,785	554,780	89,509	389,825	-		
Sale of Capital Assets	597,230	82,167	6,579,524	3,179,726	-		
<b>Ending Fund Balance</b>	<b>\$ 217,507,453</b>	<b>\$ 203,969,238</b>	<b>\$ 236,768,187</b>	<b>\$ 342,877,767</b>	<b>\$ 342,877,767</b>		
<b>Fund Balance Categories</b>							
Nonspendable	10,185,984	11,044,734	12,167,513	12,313,616	12,313,616		
Restricted	86,584,278	72,738,818	67,416,325	104,604,715	104,604,715		
Assigned	34,907,258	35,635,185	14,607,226	40,139,673	40,139,673		
Committed	1,073,244	769,670	660,211	1,030,340	1,030,340		
Unassigned	84,756,719	83,780,831	141,916,912	184,789,423	184,789,423		
<b>Total Ending Fund Balance</b>	<b>\$ 217,507,483</b>	<b>\$ 203,969,238</b>	<b>\$ 236,768,187</b>	<b>\$ 342,877,767</b>	<b>\$ 342,877,767</b>		







## Executive Summary

### B. Fund Balance

Memphis-Shelby County Schools projects to start fiscal year 2022-23 with a fund balance of \$342,877,767 for all funds, which is a \$86 million increase when compared with fiscal year 2020-2021. MSCS projects to start fiscal year 2022-2023 without a fund balance for the General Funds. The District recognizes the importance of maintaining a healthy unassigned General Fund Balance by refraining from using the unassigned balance for recurring expenditures. The remainder of the General Fund balance is non-spendable, restricted, committed, or assigned to indicate that it is (1) not in spendable form, (2) restricted for specific purposes, or (3) assigned for specific purposes. During fiscal year 2022-2023, SCS isn't planning to use Fund Balance to balance the budget as there is no fund balance.

#### Fiscal Years 2021 and 2022 Fund Balances

Fund Name	Actual Balance 6/30/2021	Projected Balance 6/30/2022	FY21-22 % Change
<b>General Fund</b>			
Nonspendable	\$ 6,833,851	\$ 6,459,743	-5.47%
Restricted	35,557,540	45,950,792	29.23%
Assigned	14,607,227	40,139,673	174.79%
Unassigned	141,104,972	184,789,422	30.96%
	<u>198,103,590</u>	<u>277,339,630</u>	<u>40.00%</u>
<b>Capital Projects Fund</b>	7,005,273	7,725,555	10.28%
<b>Special Revenue Funds</b>			
Categorically-Aided Non-Federal	1,090,656	1,651,102	51.39%
Categorically-Aided Federal	-	-	0.00%
Food Service Fund	29,756,728	37,981,754	27.64%
<b>Internal Service Funds</b>			
Printing Services	811,940	18,179,725	2139.05%
Supply Chain Management	226,296	1,813,609	701.43%
ASD	493,265	419,396	-14.98%
	<u>92,379</u>	<u>15,946,720</u>	<u>17162.28%</u>
<b>Total All Funds</b>	<u>\$ 236,768,187</u>	<u>\$ 342,877,766</u>	<u>44.82%</u>

At the end of fiscal year 2021-2022, the total fund balance from all funds is forecasted to be \$342,877,767. The unassigned Fund balance is projected to be \$184 million or 16% of General Fund budgeted expenditures. According to Standard & Poor's, a strong available fund balance is 8-15% of expenditures. Based on the anticipated actual use of fund balance in fiscal year 2021-22, the District anticipates returning a portion of the planned use back to the unassigned fund balance at year-end that will maintain the unassigned balance between the 8-15% level.

	Available Fund Balance as % of Expenditures
1 (Very Strong)	>15%
2 (Strong)	8-15%
3 (Adequate)	4-8%
4 (Weak)	1-4%
5 (Very Weak)	<1%



## Executive Summary

### C. General Fund

The General Fund serves as the District's primary operating fund, which includes school personnel salaries and benefits, academic programs, extra-curricular and enrichment programs, special education services, transportation, and charter school payments. The MSCS General Fund budget is approximately \$1.109 billion in fiscal year 2022-23, which for FY23 makes up about 53.1% of the District's total budget across all funds. The adopted General Fund expenditure budget for fiscal year 2022-23 reflects a \$29.4 million or a 2.6% decrease relative to the fiscal year 2021-22 budget. The decrease is attributed to the reduction of \$26.5 million in a planned use of fund balance. There was also a reduction of \$23.5 million in expenditures in the general fund of which \$14 million was transferred to ESSER. This was offset by an increase for new investments for teacher steps and lanes, non-instructional raises and a 70/30% split for medical insurance that employees will benefit from. The previous split was 66/34. There were also inflationary fixed costs that increased. These notable investments and others along with the increases fixed cost totaled approximately \$25 million.

The adopted budgeted financial statement of activities for the General Fund budget is shown below.

#### FISCAL YEAR 2022-23 DISTRICT GENERAL FUND BUDGET

	2018-2019 Actual	2019-2020 Actual	2020-2021 Actual	2021-2022 Amended Budget	2022-2023 Adopted Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 1,415,209	\$ 1,452,256	\$ 1,333,333	\$ 1,333,335	\$ 1,333,335	\$ -	0.0%
Shelby County	478,876,282	479,015,603	478,409,181	483,167,305	502,279,082	\$ 19,111,777	4.0%
State of Tennessee	522,449,938	538,524,350	565,224,285	606,549,437	590,577,603	\$ (15,971,834)	-2.6%
Federal Government	10,672,473	16,650,234	16,128,066	15,373,361	10,590,180	\$ (4,783,181)	-31.1%
Other Local Sources	9,777,517	9,893,866	7,284,251	5,675,736	4,352,437	\$ (1,323,299)	-23.3%
<b>Total Revenues</b>	<b>\$1,023,191,419</b>	<b>\$1,045,536,309</b>	<b>\$ 1,068,379,116</b>	<b>\$ 1,112,099,174</b>	<b>\$ 1,109,132,637</b>	<b>\$ (2,966,536)</b>	<b>-0.3%</b>
<b>Expenditures</b>							
Instruction	\$ 527,285,036	\$ 515,406,734	\$ 550,301,090	\$ 492,218,120	\$ 505,220,513	\$ 13,002,393	2.6%
Instructional Support	35,591,791	58,359,480	66,781,773	89,959,061	66,793,963	\$ (23,165,098)	-25.8%
Student Support	72,693,000	63,924,512	62,374,936	72,629,680	65,660,930	\$ (6,968,750)	-9.6%
Office of the Principal	64,491,098	63,502,084	62,961,679	62,743,237	66,130,622	\$ 3,387,385	5.4%
General Administration	17,122,133	17,100,303	18,314,098	18,353,405	16,960,762	\$ (1,392,643)	-7.6%
Education Technology	21,654,731	-	-	-	-	\$ -	0.0%
Fiscal Services	7,799,900	-	-	-	-	\$ -	0.0%
Busiess Aministration	-	16,879,959	18,974,174	23,152,000	21,788,591	\$ (1,363,409)	-5.9%
Other Support Services	9,367,804	207,583	155,494	285,910	302,708	\$ 16,798	5.9%
Transportation	25,964,424	20,021,220	18,412,552	35,518,630	32,392,419	\$ (3,126,211)	-8.8%
Plant Services	105,292,766	94,929,821	90,871,131	124,590,606	96,820,277	\$ (27,770,329)	-22.3%
Community Services	8,808,326	10,408,639	9,942,690	12,642,735	13,003,807	\$ 361,072	2.9%
Charter Schools	143,041,477	158,835,991	173,293,941	177,644,917	195,227,642	\$ 17,582,725	9.9%
Retiree Benefits	28,599,681	28,084,559	28,830,403	28,830,403	28,830,403	\$ -	0.0%
<b>Total Expenditures</b>	<b>\$1,067,712,167</b>	<b>\$1,047,660,886</b>	<b>\$ 1,101,213,961</b>	<b>\$ 1,138,568,704</b>	<b>\$ 1,109,132,637</b>	<b>\$ (29,436,066)</b>	<b>-2.6%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>(44,520,748)</b>	<b>(2,124,577)</b>	<b>(32,834,845)</b>	<b>(26,469,530)</b>	<b>0</b>		
<b>Approved use of Fund Balance</b>	<b>44,520,748</b>	<b>2,124,577</b>	<b>32,834,845</b>	<b>26,469,530</b>	<b>(0)</b>		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		
<b>Beginning Fund Balance</b>	<b>198,790,057</b>	<b>158,256,797</b>	<b>156,132,220</b>	<b>256,817,699</b>	<b>-</b>		
Increase (decrease) in revenue for encumbrances	(47,936,101)	856,290	47,032,809	23,557,644	-		
Transfers To/(From)Other Funds	7,402,841	(3,057,994)	(5,061,439)	(3,035,713)	-		
Sale of Capital Assets	-	77,127	-	-	-		
<b>Ending Fund Balance</b>	<b>\$ 158,256,797</b>	<b>\$ 156,132,220</b>	<b>\$ 198,103,590</b>	<b>\$ 277,339,630</b>	<b>\$ -</b>		
<b>Fund Balance Categories</b>							
Nonspendable	5,467,117	5,447,434	6,833,851	\$ 6,459,743	\$ -		
Restricted	34,250,522	31,750,326	35,557,540	45,950,792	-		
Assigned	34,907,258	35,635,185	14,607,226	40,139,673	-		
Unassigned	83,631,900	83,299,275	141,104,973	184,789,422	-		
<b>Total Ending Fund Balance</b>	<b>\$ 158,256,797</b>	<b>\$ 156,132,220</b>	<b>\$ 198,103,590</b>	<b>\$ 277,339,630</b>	<b>\$ -</b>		



## Executive Summary

### D. Revenues

The general fund budget is balanced. Revenues are budgeted at \$1.109 billion. State Basic Education Program (BEP) funds, county property tax revenues, and county sales tax revenues are the major sources of funding. Each is driven by the District's enrollment. State and Shelby County revenues make up 98% of the District General Fund budgeted revenues for fiscal year 2022-23. At the time this document was prepared, the state's estimates were not available but will be updated with the adopted budget. The narratives below indicate the assumptions for the major revenue drivers of the fiscal year 2022-23 General Fund revenue budget.



*Basic Education Program (BEP):* MSCS is estimated to receive \$651.8 million in BEP funds from the State of Tennessee for fiscal year 2023. The BEP allocation for Memphis-Shelby County Schools (shown below) includes funding for the ASD, State Board of Education, Charter Schools, and the District's schools. Tennessee Code Annotated (T.C.A.) § 49-1-614 (d) (1) states the ASD shall receive from the LEA, as appropriate, an amount equal to the per student state and local funds received by the LEA for the students enrolled in the ASD. State funding is decreasing \$16.37

million compared to the amended budget revenues for the following: decrease of average daily membership for schools (KIPP, Freedom Prep, and Compass) that transitioned to MSCS in fiscal year 2021, an increase in state instructional salaries that are shared with both ASD and charter schools, and state insurance premium increases. At the time of this documents preparation the States estimates were not readily available and updated revenue state estimates will be included in the adopted FY2023 budget



*County Property Tax Revenues:* County property tax revenues for education are distributed among the District and the six municipal school districts. MSCS is budgeting to receive \$502.2 million in total county taxes which includes property tax, local sales taxes, and mixed drink taxes. The county property tax revenue is approximately 59.7% of the \$502.2 million. The District's share is determined by its current year weighted full time equivalent average daily attendance (WFTEADA) relative to the other school districts in Shelby County. The District's WFTEADA allocation for fiscal year 2023 is approximately 76.5%.

*County Sales Tax:* Like the county property tax revenues, county sales tax revenues are distributed among the District and the six municipal schools based on current year WFTEADA. Sales taxes reflect approximately 34.1% of the \$502.2 million received in county taxes.

Overall County revenues increased by \$19.1 million primarily due to estimated local sales tax increases.





## Executive Summary

### FISCAL YEAR 2022-23 DISTRICT GENERAL FUND BUDGET BY SPENDING CATEGORY

	2018-2019 Actual	2019-2020 Actual	2020-2021 Actual	2021-2022 Amended Budget	2022-2023 Adopted Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 1,415,209	\$ 1,452,256	\$ 1,333,333	\$ 1,333,335	\$ 1,333,335	\$ -	0.0%
Shelby County	478,876,282	479,015,603	478,409,181	483,167,305	502,279,082	19,111,777	4.0%
State of Tennessee	522,449,938	538,524,350	565,224,285	606,549,437	590,577,603	(15,971,834)	-2.6%
Federal Government	10,672,473	16,650,234	16,128,066	15,373,361	10,590,180	(4,783,181)	-31.1%
Other Local Sources	9,777,517	9,893,866	7,284,251	5,675,736	4,352,437	(1,323,299)	-23.3%
<b>Total Revenues</b>	<b>\$1,023,191,419</b>	<b>\$1,045,536,309</b>	<b>\$ 1,068,379,116</b>	<b>\$ 1,112,099,174</b>	<b>\$ 1,109,132,637</b>	<b>\$ (2,966,537)</b>	<b>-0.3%</b>
<b>Expenditures</b>							
Salaries	\$ 554,021,079	\$ 551,222,879	\$ 554,661,541	\$ 550,659,849	\$ 564,710,380	\$ 14,050,531	2.6%
Benefits	164,717,885	165,368,545	158,471,911	173,762,379	174,078,292	315,913	0.2%
Contracted Services	93,276,849	63,955,584	73,507,285	95,808,298	70,010,172	(25,798,126)	-26.9%
Professional Services	2,758,140	28,044,709	27,362,747	41,790,206	32,817,309	(8,972,897)	-21.5%
Property Maintenance Services	13,094,616	32,358,678	36,105,341	41,774,202	37,477,310	(4,296,892)	-10.3%
Travel	1,330,424	858,965	129,908	671,074	541,215	(129,859)	-19.4%
Supplies and Materials	54,702,295	14,680,093	30,167,209	24,677,470	15,113,796	(9,563,674)	-38.8%
Capital Outlay	26,283,509	17,046,710	29,735,041	14,796,202	4,521,477	(10,274,725)	-69.4%
Other Charges	14,777,893	15,288,732	17,779,038	20,019,819	14,635,045	(5,384,774)	-26.9%
Charter Schools	143,041,477	158,835,991	173,293,941	174,609,204	195,227,642	20,618,438	11.8%
<b>Total Expenditures</b>	<b>\$1,068,004,167</b>	<b>\$1,047,660,886</b>	<b>\$ 1,101,213,961</b>	<b>\$ 1,138,568,704</b>	<b>\$ 1,109,132,637</b>	<b>\$ (29,436,065)</b>	<b>-2.6%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>(44,812,748)</b>	<b>(2,124,577)</b>	<b>(32,834,845)</b>	<b>(26,469,530)</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Approved use of Fund balance</b>	<b>44,812,748</b>	<b>2,124,577</b>	<b>32,834,845</b>	<b>26,469,530</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>-</b>
<b>Beginning Fund Balance</b>	<b>198,790,057</b>	<b>158,256,797</b>	<b>156,132,220</b>	<b>256,817,699</b>	<b>-</b>	<b>-</b>	<b>-</b>
Increase (decrease) in revenue for encumbrances	(47,936,101)	856,290	47,032,809	23,557,644	-	-	-
Transfers To/(From)Other Funds	7,402,841	(3,057,994)	(5,061,439)	(3,035,713)	-	-	-
Sale of Capital Assets	-	77,127	-	-	-	-	-
<b>Ending Fund Balance</b>	<b>\$ 158,256,797</b>	<b>\$ 156,132,220</b>	<b>\$ 198,103,590</b>	<b>\$ 277,339,630</b>	<b>\$ -</b>	<b>\$ -</b>	<b>-</b>
<b>Fund Balance Categories</b>							
Nonspendable	5,467,117	5,447,434	6,833,851	6,459,743	-	-	-
Restricted	34,250,522	31,750,326	35,557,540	45,950,792	-	-	-
Assigned	34,907,258	35,635,185	14,607,226	40,139,673	-	-	-
Unassigned	83,631,900	83,299,275	141,104,972	184,789,422	-	-	-
<b>Total Ending Fund Balance</b>	<b>\$ 158,256,797</b>	<b>\$ 156,132,220</b>	<b>\$ 198,103,590</b>	<b>\$ 277,339,630</b>	<b>\$ -</b>	<b>\$ -</b>	<b>-</b>

### E. Expenditures

General Fund expenditures are expected to decrease 2.6% or \$29.4 million relative to the prior year. Salaries and Benefits increased primarily due to strategic compensation modifications for all employees. The Charter Schools expenditure category is increasing due to projected enrollment growth from 18,653 to 19,879 for fiscal school year 2022-23. This change will cause the charter portfolio cost to increase by \$20.6 million or 11.8% from fiscal school year 2022. Contracted Services will experience a 26.9% reduction or \$25.8 million with the streamline of operations through multiple departments and transferring allowable contracts to other funding sources while continuing to support schools. Supplies and Materials are projected to decrease by 38.8% or \$9.5 million which is largely attributed to the purchase of instructional resources being leveraged to the ESSER 2.0 grant for fiscal school year 2022-23. The reduction in Other Charges is largely due to decreased planned expenditures for staff's professional development. Property maintenance services are projected to slightly increase. Grant allocations were reduced largely due to the reduction of one-time costs including the: Non-Recurring Safe Schools Grant; demolitions of Vance and the Kansas Career and Technology Education (CTE) buildings; cost of Parkway Village's furniture, fixtures, and equipment; costs associated with CTE Labs at Overton and Whitehaven high schools; costs of cabling and network switches and camera purchases.



## Executive Summary

### F. Special Revenue Fund

#### Special Revenue Funds: Non-Federal Programs

The Non-Federal Program Fund is self-supporting, and the resources are generated from grants, donations, and fees from the state of Tennessee and the local community. The fund consists of resources that are spent on cognitive, social, emotional, student achievement and instructional supports. Some of the resources supplement the District's student support and operational services. Evening Reporting Center, Lottery for Education Afterschool Programs, Memphis Education Fund, Project Graduation, and other grants/fees have been used to address student achievement by improving instructional support and development.

#### FISCAL YEAR 2022-23 DISTRICT NON-FEDERAL FUND

	2018-2019 Actual	2019-2020 Actual	2020-2021 Actual	2021-2022 Amended Budget	2022-2023 Adopted Budget	Variance	% Change
<b>Revenues</b>							
State of Tennessee	\$ 13,412,272	\$ 11,173,191	\$ 11,811,847	\$ 11,570,556	\$ 10,474,868	\$ (1,095,688)	-9.5%
Other Local Sources	10,507,615	9,584,150	9,305,446	8,892,237	7,964,330	(927,907)	-10.4%
<b>Total Revenues</b>	<b>\$ 23,919,887</b>	<b>\$ 20,757,341</b>	<b>\$ 21,117,293</b>	<b>\$ 20,462,793</b>	<b>\$ 18,439,198</b>	<b>\$ (2,023,595)</b>	<b>-9.9%</b>
<b>Expenditures</b>							
Instruction	\$ 1,464,912	\$ 1,643,754	\$ 1,396,283	\$ 822,688	\$ 1,309,746	\$ 487,058	59.2%
Instructional Support	823,414	366,703	565,205	575,941	767,608	191,667	33.3%
Student Support	32,168	86,354	166,949	457,534	564,061	106,527	23.3%
Office of the Principal	40,015	20,506	-	-	-	-	0.0%
General administration	-	-	375,000	77,360	-	(77,360)	0.0%
Plant Services	549,820	555,919	391,290	349,000	552,696	203,696	58.4%
Community services	20,703,754	21,791,413	22,631,535	18,246,046	16,619,785	(1,626,261)	-8.9%
<b>Total Expenditures</b>	<b>\$ 23,614,083</b>	<b>\$ 24,464,649</b>	<b>\$ 25,526,263</b>	<b>\$ 20,528,569</b>	<b>\$ 19,813,896</b>	<b>\$ (714,673)</b>	<b>-3.5%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ 305,804</b>	<b>(\$ 3,707,308)</b>	<b>(\$ 4,408,970)</b>	<b>(\$ 65,776)</b>	<b>(\$ 1,374,698)</b>		
<b>Approved use of Fund balance</b>		<b>3,707,308</b>	<b>4,408,970</b>	<b>65,776</b>	<b>\$ 1,374,698</b>		
<b>Net Change</b>	<b>\$ 305,804</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		
<b>Beginning Fund Balance</b>							
	10,266,411	10,214,640	6,507,332	1,063,495	1,651,102		
Increase (decrease) in revenue for encumbrance	(51,771)	(3,707,308)	(5,416,676)	587,607	(1,374,698)		
Sale of Capital Assets	-	-	-	-	-		
<b>Ending Fund Balance</b>	<b>\$ 10,214,640</b>	<b>\$ 6,507,332</b>	<b>\$ 1,090,656</b>	<b>\$ 1,651,102</b>	<b>\$ 276,404</b>		
<b>Fund Balance Categories</b>							
Restricted	9,141,397	5,737,662	430,445	620,762	-		
Committed	1,076,857	769,670	660,211	1,030,340	-		
<b>Total Ending Fund Balance</b>	<b>\$ 10,218,254</b>	<b>\$ 6,507,332</b>	<b>\$ 1,090,656</b>	<b>\$ 1,651,102</b>	<b>\$ -</b>		

The Non-Federal Programs expenditures budget is expected to be \$19.8 million as well. This is a decrease of \$714.6 thousand (or 3.5%) less than the prior year's amended budget.

The Non-Federal Funds' expenditures budget will decrease by \$714.6 thousand. A decrease can be attributed to the Urban Strategies Grant ending in 2021-22 for \$321 thousand. This grant was in partnership with HUD to provide support for the South City community. The other primary decrease of \$77 thousand for the coalition of Large School districts where we partner with districts around the state to pay for legal services. The decreases are offset by increases of \$541 thousand for SCIAA Dues. We returned to playing sports in fiscal year 2021-22 that allowed us to receive more revenues. There was also an increase during fiscal 2021-22 for YMCA before and after care for \$280 thousand. Although in fiscal year 2022-23 we will no longer have our traditional before and after schools in house, we will lease facilities to the YMCA to carry out those services.



## Executive Summary

### Special Revenue Funds: Federal Programs

The Federal Programs Fund budget includes several major federal grants such as Title I, IDEA Part B (Individuals with Disabilities Education Act), Head Start, and Carl Perkins. Title I funds aim to bridge the gap between low-income students and other students by providing each child with fair and equal opportunities to achieve an exceptional education. IDEA ensures students living with disabilities receive a free appropriate public education. Head Start is a comprehensive program designed to foster the healthy development of young children. The Federal Programs Fund budget stands at \$819.7 million for fiscal year 2022-23, which represents a \$171 million budget decrease compared to the prior fiscal year's budget. Several factors caused the net decrease in federal funds. In fiscal year 2021-2022, the District was awarded the Elementary and Secondary School Emergency Relief 2.0 and 3.0 grant awards for \$727 million. These funds were used to fund over 1,000 positions to address learning loss and social emotional supports due to COVID-19. ESSER 1.0, which was initially 24 million, ends September 2022. (There are no positions budgeted in ESSER 1.0) The following were one-time awards for fiscal year 2021-22, thereby are considered decreases for fiscal year 2022-23: the Technology Connectivity Grant for \$2.4 million, CARES (ESSER 1.0) for \$24 million ends September 2022, the Remote Learning Technology Grant for \$9.5 million, LEA Reopening and Programmatic Supports for \$125,000 and the City of Memphis CARES award for \$5.0 million. In addition, the larger grants for ESSER 2.0 and 3.0 are multiyear grants. They were fully budgeted in fiscal year 2021-2022 and the projected spend is being reduced going forward. ESSER 2.0 will have one year remaining while ESSER 3.0 will have two years left to spend.

Below is the Federal Programs Fund's budget for fiscal year 2022-23.

### FISCAL YEAR 2022-23 DISTRICT FEDERAL PROGRAMS FUND

	2018-2019 Actual	2019-2020 Actual	2020-2021 Actual	2021-2022 Amended Budget	2022-2023 Adopted Budget	Variance	% Change
<b>Revenues</b>							
Federal Government	\$ 136,057,758	\$ 119,286,786	\$ 512,162,808	\$ 990,285,203	\$ 819,078,595	\$ (171,206,608)	-17.3%
<b>Total Revenues</b>	<b>\$ 136,057,758</b>	<b>\$ 119,286,786</b>	<b>\$ 512,162,808</b>	<b>\$ 990,285,203</b>	<b>\$ 819,078,595</b>	<b>\$ (171,206,607)</b>	<b>-17.3%</b>
<b>Expenditures</b>							
Instruction	\$ 48,604,364	\$ 45,393,729	\$ 264,533,487	\$ 395,413,195	\$ 315,076,285	\$ (80,336,910)	-20.3%
Instructional Support	39,363,619	41,524,359	81,486,277	163,460,265	141,889,111	(21,571,154)	-13.2%
Educational Technology	-	-	22,555,073	39,622,375	36,116,389	(3,505,986)	-8.8%
Business Administration	-	-	38,468,756	-	-	-	100.00%
Student Support	7,046,750	7,785,061	22,800,359	82,687,553	46,899,689	(35,787,864)	-43.3%
Transportation	2,190,802	27,628	4,193,774	11,334,577	16,931,277	5,596,700	49.4%
Plant Services	-	-	33,037,568	2,782,364	2,356,528	(425,836)	-15.3%
Community Services	31,353,325	24,554,415	33,435,846	42,261,911	38,030,034	(4,231,877)	-10.0%
Charter Schools	7,498,092	-	11,651,668	47,210,296	40,047,228	(7,163,068)	-15.2%
Capital Outlay	-	-	-	200,418,288	177,517,677	(22,900,611)	-11.4%
Food Services	807	1,594	-	-	-	-	0.0%
Fiscal Services	-	-	-	4,978,059	4,098,058	(880,001)	-17.7%
Office of Principal	-	-	-	116,321	116,321	-	0.0%
<b>Total Expenditures</b>	<b>\$ 136,057,758</b>	<b>\$ 119,286,786</b>	<b>\$ 512,162,808</b>	<b>\$ 990,285,203</b>	<b>\$ 819,078,595</b>	<b>\$ (171,206,608)</b>	<b>-17.3%</b>



## Executive Summary

### Special Revenue Funds: Nutrition Services

The Nutrition Services Fund receives limited state or local governmental funding for nutrition services, except for USDA flow-through funds and payments for services rendered to private schools. The Nutrition Services Fund resembles an enterprise fund in which revenues are volume generated and expenses are optimized to maintain appropriate contingency funds and quality customer satisfaction. Revenues for Nutrition Services are budgeted to increase by \$588.8 thousand (or 0.7%) to \$79.6 million, while expenditures are budgeted to increase by the same amount for fiscal year 2022-23. The primary reason for the increase in projected revenues is attributed to the return of in-person services. The expenditure increase is for the return of in-person services as well.

The chart below is the Nutrition Services Fund budget for fiscal year 2022-23 by object category.

### FISCAL YEAR 2022-23 DISTRICT NUTRITION SERVICE FUND

	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Amended Budget	2022-23 Adopted Budget	Variance	% Change
<b>Revenues</b>							
State of Tennessee	\$ 635,501	\$ 655,047	\$ 528,000	\$ 630,000	\$ 520,000	\$ (110,000)	-17.5%
Federal Government	81,596,399	57,064,452	52,573,999	77,994,555	78,174,193	179,638	0.2%
Other Local Sources	4,013,397	2,214,821	1,865,173	367,584	886,762	519,178	141.2%
<b>Total Revenue</b>	<b>\$ 86,245,297</b>	<b>\$ 59,934,319</b>	<b>\$ 54,967,172</b>	<b>\$ 78,992,139</b>	<b>\$ 79,580,955</b>	<b>\$ 588,816</b>	<b>0.7%</b>
<b>Expenditures</b>							
Food Services	\$ 78,685,187	\$ 65,179,616	\$ 81,790,493	\$ 78,992,139	\$ 79,580,955	\$ 588,816	0.7%
<b>Total Expenditures</b>	<b>\$ 78,685,187</b>	<b>\$ 65,179,616</b>	<b>\$ 81,790,493</b>	<b>\$ 78,992,139</b>	<b>\$ 79,580,955</b>	<b>\$ 588,816</b>	<b>0.7%</b>
<b>Excess (deficiency) of revenues</b>							
Debt Services	\$ 7,560,110	\$ (5,245,296)	\$ (26,823,321)	\$ -	\$ -		
Approved Use of Fund Balance		5,245,296	26,823,321		-		
<b>Net Change</b>	<b>\$ 7,560,110</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		
<b>Beginning Fund Balance</b>							
Beginning Fund Balance	37,195,739	45,757,186	40,511,890	29,756,728	37,981,754		
Increase (decrease) in revenue for encumbrance	8,561,447	(5,250,336)	(10,755,162)	8,225,026	-		
Sale of Capital Assets	-	5,040	-	-	-		
<b>Endind Fund Balance</b>	<b>\$ 45,757,186</b>	<b>\$ 40,511,890</b>	<b>\$ 29,756,728</b>	<b>\$ 37,981,754</b>	<b>\$ 37,981,754</b>		
<b>Fund Balance Categories</b>							
Nonspendable	4,718,867	5,597,299	5,333,661	5,824,974	5,824,974		
Restricted	41,038,318	34,914,591	24,423,067	32,156,780	32,156,780		
<b>Total Ending Fund Balance</b>	<b>\$ 45,757,185</b>	<b>\$ 40,511,890</b>	<b>\$ 29,756,728</b>	<b>\$ 37,981,755</b>	<b>\$ 37,981,755</b>		



## Executive Summary

### G. Capital Projects Fund

The Capital Projects Fund budget is defined to account for financial resources used for the acquisition or construction of major capital facilities as well as major repairs of existing facilities. The total cost to complete a project is appropriated at the time the individual project is approved by the Memphis-Shelby County Board of Education and Shelby County Commission.

#### FISCAL YEAR 2022-23 CAPITAL PROJECTS FUND

	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Amended Budget	2022-23 Adopted Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 113,862	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
Shelby County	54,932,413	81,327,937	48,104,943	47,009,922	53,490,626	6,480,704	13.8%
Other Local Sources	286,313	736,482	1,034,216	1,661,834	-	(1,661,834)	0.0%
<b>Total Revenues</b>	<b>\$ 55,332,588</b>	<b>\$ 82,064,419</b>	<b>\$ 49,139,159</b>	<b>\$ 48,671,756</b>	<b>\$ 53,490,626</b>	<b>\$ 4,818,870</b>	<b>9.9%</b>
<b>Expenditures</b>							
Capital Outlay	\$ 75,560,959	\$ 83,882,221	\$ 49,539,164	\$ 53,159,922	\$ 56,918,888	\$ 3,758,966	7.1%
<b>Total Expenditures</b>	<b>\$ 75,560,959</b>	<b>\$ 83,882,221</b>	<b>\$ 49,539,164</b>	<b>\$ 53,159,922</b>	<b>\$ 56,918,888</b>	<b>\$ 3,758,966</b>	<b>7.1%</b>
Excess (deficiency) of revenues over expenditure	(20,228,371)	(1,817,802)	(400,005)	(4,488,166)	(3,428,262)		
Approved use of Fund balance	20,228,371	1,817,802	400,005	4,488,166	3,428,262		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		
<b>Beginning Fund Balance</b>	1,665,284	2,154,042	336,240	7,005,273	7,725,555		
Increase (decrease) in revenue for encumbrances	(655,257)	(2,372,582)	-	-	-		
Insurance Recovery	546,785	554,780	89,509	-	-		
Sale of Capital Assets	597,230	-	6,579,524	720,282	-		
<b>Ending Fund Balance</b>	<b>\$ 2,154,042</b>	<b>\$ 336,240</b>	<b>\$ 7,005,273</b>	<b>\$ 7,725,555</b>	<b>\$ 7,725,555</b>		
<b>Fund Balance Categories</b>							
Restricted	2,154,042	336,240	7,005,273	7,725,555	-		
<b>Total Ending Fund Balance</b>	<b>\$ 2,154,042</b>	<b>\$ 336,240</b>	<b>\$ 7,005,273</b>	<b>\$ 7,725,555</b>	<b>\$ -</b>		

For fiscal year 2022-23, the Capital projects adopted budget totals approximately \$56.9 million, which is an increase of \$3.8 million more than the prior year's amended budget. Utilizing \$3.4 million of fund balance, projected expense is \$56.9 million resulting in a variance for FY23 compared to FY22 of \$3.8 million. The primary increase is related to the increase of \$6.5 million from the Shelby County Government request. The offset is due to increased tax collections with the decrease of COVID-19 restrictions on restaurants and bars. See Section 4.3 Financial Capital Fund Section for additional capital budget details.



## Executive Summary

### H. Internal Service Funds

The District's Internal Service Funds are maintained to account for intragovernmental and intergovernmental services. The rates for Internal Service Funds are reviewed periodically throughout the year to ensure alignment with operating and designated reserves. Memphis-Shelby County Schools has the following three appropriated Internal Service Funds: Printing Services, Warehouse (or Supply Chain), and Achievement School District (ASD). The schedule below is the combined activity at the functional level for fiscal year 2022-23.

#### FISCAL YEAR 2022-23 DISTRICT INTERNAL SERVICE FUNDS

	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Amended Budget	2022-23 Adopted Budget	Variance	% Change
<b>Revenues</b>							
Other Local Sources	\$ 3,076,008	\$ 2,017,148	\$ 3,697,973	\$ 5,589,837	\$ 4,685,536	\$(904,301)	-16.2%
<b>Total Revenues</b>	<b>\$ 3,076,008</b>	<b>\$ 2,017,148</b>	<b>\$ 3,697,973</b>	<b>\$ 5,589,837</b>	<b>\$ 4,685,536</b>	<b>\$(904,301)</b>	<b>-16.2%</b>
<b>Expenditures</b>							
Instruction	\$ 475,672	\$ 419,008	\$ 725,299	\$ 299,884	\$ 299,884	-	0.0%
Instructional Support	12,814	6,323	-	8,428	8,428	-	0.0%
Student Support	86,796	65,625	-	146,466	146,466	-	0.0%
Other Support Services	64,922	57,222	65,451	4,792,498	3,888,197	(904,301)	-18.9%
Student Transportation	324,125	212,414	389,637	88,021	88,021	-	0.0%
Plant Services	2,155,582	1,899,823	2,457,906	254,539	254,539	-	0.0%
Charter Schools			59,680				
<b>Total Expenditures</b>	<b>\$ 3,119,911</b>	<b>\$ 2,660,414</b>	<b>\$ 3,697,973</b>	<b>\$ 5,589,837</b>	<b>\$ 4,685,536</b>	<b>\$(904,301)</b>	<b>-16.2%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>(43,903)</b>	<b>(643,266)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Approved use of Fund balance</b>	<b>43,903</b>	<b>643,266</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>-</b>
<b>Beginning Fund Balance</b>	<b>1,139,328</b>	<b>1,124,788</b>	<b>481,556</b>	<b>\$ 811,940</b>	<b>18,179,725</b>		
Increase (decrease) in revenue for encumbrances	-	(643,265)	330,384	17,367,785	-		
Transfers To/(From)Other Funds	(14,540)	33	-	-	-		
<b>Ending Fund Balance</b>	<b>\$ 1,124,788</b>	<b>\$ 481,556</b>	<b>\$ 811,940</b>	<b>\$ 18,179,725</b>	<b>\$ 18,179,725</b>		
<b>Fund Balance Categories</b>							
Unassigned	1,124,788	481,556	811,940	18,179,725	18,179,725		
<b>Total Ending Fund Balance</b>	<b>\$ 1,124,788</b>	<b>\$ 481,556</b>	<b>\$ 811,940</b>	<b>\$ 18,179,725</b>	<b>\$ 16,476,569</b>		

In fiscal year 2022-23, the combined Internal Service Fund budgeted revenues are expected to decrease to approximately \$4.7 million compared to 2021-2022 amended budget revenues. The combined Internal Service Fund budgeted expenditures are expected to decrease to approximately \$4.7 million, which is \$904,301 less than fiscal year 2021-2022 amended budget expenditures. This decrease in expenditures occurred due to a reduction in additional support costs in the warehouse funds for the delivery of books and materials.





## Executive Summary

### I. Tax Rates and Trends

#### Tax Rates per \$100 Assessed Value

<u>Fiscal Year</u>	<u>City</u>	<u>County</u>	<u>Total</u>	<u>City Allocation to School District</u>	<u>County Allocation to Schools</u>
2001	\$ 3.37	\$ 3.54	\$ 6.91	\$ 0.895	\$ 1.68
2002	3.23	3.79	7.02	0.858	2.03
2003	3.23	3.79	7.02	0.858	2.03
2004	3.23	4.04	7.27	0.858	2.03
2005	3.23	4.04	7.27	0.858	2.03
2006	3.43	4.04	7.47	0.827	2.02
2007	3.43	4.04	7.47	0.827	2.02
2008	3.43	4.04	7.47	0.827	2.02
2009	3.25	4.04	7.29	0.190	2.02
2010	3.20	4.02	7.29	0.190	1.98
2011	3.20	4.02	7.22	0.190	1.90
2012	3.19	4.02	7.21	0.190	1.91
2013	3.11	4.02	7.13	0.190	1.91
2014	3.40	4.38	7.78	-	2.14
2015	3.40	4.37	7.77	-	2.14
2016	3.40	4.37	7.77	-	2.14
2017	3.40	4.37	7.77	-	2.14
2018	3.27	4.11	7.38	-	1.99
2019	3.20	4.05	7.25	-	1.94
2020	3.20	4.05	7.25	-	1.96
2021	2.71	3.45	6.16	-	1.64



## Executive Summary

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### ix. Budget Forecast

#### ALL Funds 3-Year Projections

The Memphis-Shelby County School System (MSCS) has developed a 3 - year financial plan for all funds. The 3-year plan is a conservative projection of future revenues and expenditures that may occur over the 3-year forecast period. As learned from the COVID- 19 pandemic many variables can affect future operations. This plan cannot and does not reflect any specific impact from the COVID-19 recovery and conversely the plan does not anticipate any specific external events that may arise.

The compilation of the following numbers provides an opportunity to align current funding decisions with longer term economic conditions while affording management a projection of the ongoing impact of policy decisions. For this 3-year outlook policies impacting enrollment and their impact on our primary funding sources of State and Local revenue are closely aligned with the status quo as State and Local funding decisions for future periods are yet to be concluded. The 3-year forecast essentially demonstrates to management and policy makers the impact of known financing decisions on MSCS's longer-term financial capacity.

In preparing this plan, the Budget and Fiscal Planning Office considers historical experience, economic uncertainties underlying the revenue outlook, and potential expenditure growth. For most of the forecast numbers, future forecasts have been held flat.

In the Federal Programs MSCS has received ESSER funding. The last ESSER grant (3.0) allows spending until FY24. The MSCS FY22 budget reflects a spend plan that would exhaust the funding in FY22. If spending does not occur in FY22, then funds will be carried forward until exhausted (FY24 is the maximum time allowed to spend ESSER 3.0). The future forecasts for federal funds show that in FY23, 24 and 25 revenues and expenditures return to the average levels, however this will most likely change if the FY22 ESSER funds are not exhausted. In this case ESSER funding will be rolled forward to future years where the spend will occur. A link for ESSER funding is provided in the federal program discussion and numbers following this overview.

Financial data, regarding future forecast does not represent an approved financial plan, and it does not represent a plan that was approved by the MSCS board of directors. This is just a high-level look at future periods that does not consider future grant awards, tax rate implications, and the impact of new service delivery strategies.



## Executive Summary

### Memphis-Shelby County Schools All Funds 3 Year Projections

	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Amended Budget	2022-23 Adopted Budget	2023 - 24 Forecast Budget	2024 - 25 Forecast Budget	2025 - 26 Forecast Budget
<b>Revenues</b>								
City of Memphis	\$ 1,529,071	\$ 1,452,256	\$ 1,333,333	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ 1,333,333	\$ 1,333,333
Shelby County	533,808,695	560,343,540	526,514,124	530,177,227	555,769,709	592,984,993	594,694,200	594,694,200
State of Tennessee	536,497,711	550,352,588	575,057,731	618,749,993	601,572,471	655,531,745	664,892,658	664,892,658
Federal Government	228,326,630	193,001,471	580,864,873	1,083,653,116	907,842,968	788,433,723	753,970,754	753,970,754
Other Local Sources	27,690,212	24,446,470	24,941,897	22,187,228	17,889,065	22,071,880	21,806,563	21,806,563
Planned Use of Fund Balance	54,885,875	13,538,248	64,377,632	31,023,472	4,802,960			
<b>Total Revenues</b>	<b>\$ 1,382,738,194</b>	<b>\$ 1,343,134,573</b>	<b>\$ 1,773,089,590</b>	<b>\$ 2,287,124,371</b>	<b>\$ 2,089,210,507</b>	<b>\$ 2,060,355,676</b>	<b>\$ 2,036,697,508</b>	<b>\$ 2,036,697,508</b>
<b>Expenditures</b>								
Instructions	\$ 581,357,898	\$ 562,863,226	\$ 816,398,882	\$ 866,415,828	\$ 822,043,433	\$ 810,689,898	\$ 801,381,098	\$ 801,381,098
Instructional Support	75,598,615	100,256,865	148,838,312	250,477,580	209,459,110	206,566,196	204,194,286	204,194,286
Student Support	80,211,040	71,861,552	85,430,124	146,766,768	113,271,146	111,706,718	110,424,038	110,424,038
Office of the Principal	64,531,113	63,522,590	63,338,657	62,743,237	66,246,943	65,331,983	64,581,804	64,581,804
General Administration	17,122,132	17,100,303	18,464,098	18,820,573	17,215,301	16,977,534	16,782,589	16,782,589
Educational Technology	21,654,731	-	38,316,778	46,326,252	36,116,389	35,617,573	35,208,592	35,208,592
Fiscal Services	7,799,900	-	-	4,940,998	4,098,058	4,041,458	3,995,052	3,995,052
Business Administration	-	16,879,959	18,974,173	23,152,000	21,788,591	21,487,661	21,240,928	21,240,928
Other Support Services	9,432,726	264,806	220,945	5,078,408	4,190,906	4,133,024	4,085,566	4,085,566
Student Transportation	28,583,313	20,261,262	41,020,437	46,574,574	49,411,717	48,729,274	48,169,737	48,169,737
Plant Services	107,938,188	97,385,563	97,933,874	125,871,337	99,729,501	98,352,101	97,222,767	97,222,767
Community Services	62,620,216	56,754,467	65,611,793	73,176,493	67,653,626	66,719,238	65,953,130	65,953,130
Charter Schools	143,041,477	158,835,991	184,945,609	270,979,371	235,137,865	231,890,292	229,227,597	229,227,597
Retiree Health	28,599,681	28,084,559	28,830,403	28,830,403	28,830,403	28,432,216	28,105,741	28,105,741
Food Service	78,686,205	65,181,209	81,790,493	78,992,139	79,580,955	78,481,834	77,580,661	77,580,661
Capital Outlay	75,560,959	83,882,221	82,975,010	237,978,410	234,436,565	231,198,678	228,543,924	228,543,924
<b>Total Expenditures</b>	<b>\$ 1,382,738,194</b>	<b>\$ 1,343,134,573</b>	<b>\$ 1,773,089,590</b>	<b>\$ 2,287,124,371</b>	<b>\$ 2,089,210,507</b>	<b>\$ 2,060,355,678</b>	<b>\$ 2,036,697,508</b>	<b>\$ 2,036,697,508</b>



## Executive Summary

### General Fund 3-Year Projections

Financial forecasts assist the organization in progressing towards our goals with the strategically planned management of resources. These forecasts must consider the increasing enrollment of charter and state-designated Achievement School District (ASD) schools as the District's enrollment declines. Shelby County Schools has evolved from its fiscal year 2014 merger and fiscal year 2015 demerger of municipal districts within the past several years and can now strategically evaluate its operations to improve academic outcomes.

The district engages in long range planning where practical. Forecasted budgets are presented below for FY23-FY25. These forecasts largely hold revenues and expenditures, in the general fund, close to the FY22 Adopted Budget. The variables of enrollment, which drive State and Local revenues, along with the associated calculations of the State Basic Education Plan (BEP) formula, which is currently being evaluated for appropriating education funds differently, by the Governor, cannot be used to project long range trends accurately at this time. As it relates to expenditures, please note that Education Technology and Instructional support functions have been combined for FY20 going forward, and Fiscal Services was moved to Business Administration.

The District is continuing to evaluate its structure, both financially and operationally, to address operations variable and fixed cost to match funding.

### Shelby County Schools General Fund 3 Year Projections

REVENUES	2018-19 Actual	2019-20 Actual	2020-21 Actual Budget	2021-22 Amended Budget	2022-23 Adopted Budget	2023 - 24 Forecast Budget	2024 - 25 Forecast Budget	2025 - 26 Forecast Budget
CITY OF MEMPHIS	\$ 1,415,209	\$ 1,452,256	\$ 1,389,544	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ 1,333,333	\$ 1,333,333
SHELBY COUNTY	478,876,282	479,015,603	498,964,693	483,167,305	502,279,082	505,666,895	509,122,464	509,122,464
STATE OF TENNESSEE	522,449,938	538,524,350	567,229,761	606,549,437	590,577,603	644,756,774	649,833,198	649,833,198
FEDERAL GOVERNMENT	10,672,473	16,650,234	8,092,129	15,373,361	10,590,180	29,990,181	10,696,083	10,696,083
OTHER LOCAL SOURCES	9,777,517	9,893,866	8,308,177	5,675,736	4,352,437	8,805,985	8,805,985	8,805,985
PLANNED USE OF FUND BALANCE	-	-	-	-	-	-	-	-
<b>TOTAL REVENUES</b>	<b>\$ 1,023,191,419</b>	<b>\$ 1,045,536,309</b>	<b>\$ 1,083,984,304</b>	<b>\$ 1,112,099,174</b>	<b>\$ 1,109,132,637</b>	<b>\$ 1,190,553,170</b>	<b>\$ 1,179,791,063</b>	<b>\$ 1,179,791,063</b>
<b>EXPENDITURES</b>								
INSTRUCTION	\$ 527,285,036	\$ 515,406,734	\$ 504,226,534	\$ 492,218,120	\$ 505,220,513	\$ 544,424,761	\$ 539,503,386	\$ 539,503,386
INSTRUCTIONAL SUPPORT	35,591,791	58,359,480	59,391,774	89,959,061	66,793,963	\$ 71,697,254	\$ 71,049,141	71,049,141
STUDENT SUPPORT	72,693,000	63,924,512	58,621,149	72,629,680	65,660,930	\$ 70,481,046	\$ 69,843,927	69,843,927
OFFICE OF THE PRINCIPAL	64,491,098	63,502,084	62,447,119	62,743,237	66,130,622	\$ 70,985,218	\$ 70,343,541	70,343,541
GENERAL ADMINISTRATION	17,122,133	17,100,303	16,673,421	18,353,405	16,960,762	\$ 18,205,838	\$ 18,041,265	18,041,265
EDUCATION TECHNOLOGY	21,654,731	-	-	-	-	-	-	-
FISCAL SERVICES	7,799,900	-	-	-	-	-	-	-
BUSINESS ADMINISTRATION	-	16,879,959	17,792,657	23,152,000	21,788,591	\$ 23,388,074	\$ 23,176,655	23,176,655
OTHER SUPPORT SERVICES	9,367,804	207,583	156,434	285,910	302,708	\$ 324,930	\$ 321,992	321,992
STUDENT TRANSPORTATION	25,964,424	20,021,220	13,869,438	35,518,630	32,392,419	\$ 34,770,320	\$ 34,456,011	34,456,011
PLANT SERVICES	105,292,766	94,929,821	85,150,221	124,590,606	96,820,277	\$ 103,927,776	\$ 102,988,311	102,988,311
COMMUNITY SERVICES	8,808,326	10,408,639	9,314,353	12,642,735	13,003,807	\$ 13,958,406	\$ 13,832,228	13,832,228
CHARTER SCHOOLS	143,041,477	158,835,991	178,899,836	177,644,917	195,227,642	\$ 209,559,146	\$ 207,404,203	207,404,203
RETIREE BENEFITS	28,599,681	28,084,559	27,250,035	28,830,403	28,830,403	\$ 28,830,403	\$ 28,830,403	28,830,403
<b>TOTAL EXPENDITURES</b>	<b>\$ 1,067,712,167</b>	<b>\$ 1,047,660,886</b>	<b>\$ 1,033,792,972</b>	<b>\$ 1,138,568,703</b>	<b>\$ 1,109,132,637</b>	<b>\$ 1,190,553,170</b>	<b>\$ 1,179,791,063</b>	<b>\$ 1,179,791,063</b>



## Executive Summary

### Capital Fund 3-Year Projections

The Capital Fund is largely based on funding from Shelby County Government. Funding for the county's portion of the CIP Budget is generally obtained through a short-term borrowing program or the issuance of long-term general obligation debt. Shelby County Government has developed a five-year Capital Improvement Plan (CIP) and allocates a portion for Shelby County Schools and the municipal districts. The three-year forecasts are based on the 2021 Shelby County Government Five-Year Capital Improvement Plan budget for all municipal districts multiplied by 77.00%, which is the SCS Weighted Full-Time Equivalent Average percentage. Weighted full-time equivalency average daily attendance or "WFTEADA", serves as the basis for allocation of education funds within the county. This is a calculation of the average of the highest two months of the first three months of attendance for grades K-12, multiplied times a unique weight for each grade level as provided by the State Department of Education. Other local sources - collection of rent and interest income- are projected at zero dollars at this time.

#### Shelby County Schools Capital Fund 3 Year Projections

	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Amended Budget	2022-23 Adopted Budget	2023 - 24 Forecast Budget	2024 - 25 Forecast Budget	2025 - 26 Forecast Budget
<b>Revenues</b>								
City of Memphis	\$ 113,862	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Shelby County	54,932,413	81,327,937	24,571,440	47,009,922	53,490,626	87,318,098	85,571,736	85,571,736
Other Local Sources	286,313	736,482	6,044,493	1,661,834	-	-	-	-
Planned Use of Fund Balance	-	-	-	4,488,166	3,428,262	-	-	-
<b>Total Revenues</b>	<b>\$ 55,332,588</b>	<b>\$ 82,064,419</b>	<b>\$ 30,615,933</b>	<b>\$ 53,159,922</b>	<b>\$ 56,918,888</b>	<b>\$ 87,318,098</b>	<b>\$ 85,571,736</b>	<b>\$ 85,571,736</b>
<b>Expenditures</b>								
Capital Outlay	\$ 75,560,959	\$ 83,882,221	\$ 23,946,900	\$ 53,159,922	\$ 56,918,888	\$ 87,318,098	\$ 85,571,736	\$ 85,571,736
<b>Total Expenditures</b>	<b>\$ 75,560,959</b>	<b>\$ 83,882,221</b>	<b>\$ 23,946,900</b>	<b>\$ 53,159,922</b>	<b>\$ 56,918,888</b>	<b>\$ 87,318,098</b>	<b>\$ 85,571,736.00</b>	<b>\$ 85,571,736</b>



## Executive Summary

### Non-Federal Programs Fund 3-Year Projections

The Non-Federal Program Fund is self-supporting. The resources are generated from grants, donations, and fees from the State of Tennessee and the local community. The fund consists of resources that are spent on cognitive, social, emotional, student achievement, and instructional supports. Some of the resources supplement the District's student support and operational services. The District projects a decrease based on a 1 to 2 percent decline in enrollment.

#### Shelby County Schools Non-Federal Programs Fund 3 Year Projections

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 - 24 Forecast	2024 - 25 Forecast	2025 - 26 Forecast
	Actual	Actual	Actual	Amended Budget	Adopted Budget	Budget	Budget	Budget
<b>Revenues</b>								
State of Tennessee	\$ 13,412,272	\$ 11,173,191	\$ 10,475,438	\$ 11,570,556	\$ 10,474,868	\$ 10,265,371	\$ 10,060,063	\$ 10,060,063
Other Local Sources	10,507,615	9,584,150	6,950,929	8,892,237	7,964,330	7,805,043	7,648,943	7648943
Planned Use of Fund Balance	-	-	-	65,776	1,374,698	-	-	-
<b>Total Revenues</b>	<b>\$ 23,919,887</b>	<b>\$ 20,757,341</b>	<b>\$ 17,426,367</b>	<b>\$ 20,528,569</b>	<b>\$ 19,813,896</b>	<b>\$ 18,070,414</b>	<b>\$ 17,709,006</b>	<b>\$ 17,709,006</b>
<b>Expenditures</b>								
Instruction	\$ 1,464,912	\$ 1,643,754	\$ 889,395	\$ 822,688	\$ 1,309,746	\$ 1,194,498	\$ 1,170,608	\$ 1,170,608
Instructional Support	823,414	366,703	517,813	575,941	767,608	700,064	686,063	686,063
Student Support	32,168	86,354	125,273	457,534	564,061	514,428	504,139	504,139
Office of the Principal	40,015	20,506	-	-	-	-	-	-
General administration	-	-	75,000	77,360	-	-	-	-
Plant Services	549,820	555,919	197,526	349,000	552,696	504,063	493,981	493,981
Community services	20,703,754	21,791,413	21,065,198	18,246,046	16,619,785	15,157,362	14,854,215	14,854,215
<b>Total Expenditures</b>	<b>\$ 23,614,083</b>	<b>\$ 24,464,649</b>	<b>\$ 22,870,204</b>	<b>\$ 20,528,569</b>	<b>\$ 19,813,896</b>	<b>\$ 18,070,414</b>	<b>\$ 17,709,006</b>	<b>\$ 17,709,006</b>





## Executive Summary

### Nutrition Fund 3-Year Projections

MSCS Nutrition Services - or Nutrition Fund - operations provided approximately 40,355 free reimbursable breakfast meals and 60,178 free reimbursable lunches daily across the District during school year 2021-22. The ratio of about 2 breakfast meals to 3 lunch meals is aligned with the national goal promulgated by the Food Research & Action Center, a national anti-hunger organization. The number of meals served by MSCS aligns with enrollment. As mentioned previously the transition of students to charter schools will have an impact on revenues and costs.

#### Shelby County Schools Nutrition Fund 3 Year Projections

	2018-19	2019-20	2020-21	2021-22	2022-23	2023 - 24 Forecast	2024 - 25 Forecast	2025 - 26
	Actual	Actual	Actual	Amended Budget	Adopted Budget	Budget	Budget	Forecast Budget
<b>Revenues</b>								
State of Tennessee	\$ 635,501	\$ 655,047	\$ 527,153	\$ 630,000	\$ 520,000	\$ 509,600	\$ 499,408	\$ 499,408
Federal Government	81,596,399	57,064,452	44,684,267	77,994,555	78,174,193	\$ 76,610,709	\$ 75,078,495	75078495
Other Local Sources	4,013,397	2,214,821	518,118	367,584	886,762	\$ 869,027	\$ 851,646	851646
<b>Total Revenue</b>	<b>\$ 86,245,297</b>	<b>\$ 59,934,319</b>	<b>\$ 45,729,539</b>	<b>\$ 78,992,139</b>	<b>\$ 79,580,955</b>	<b>\$ 77,989,336</b>	<b>\$ 76,429,549</b>	<b>\$ 76,429,549</b>
<b>Expenditures</b>								
Food Services	\$ 78,685,187	\$ 65,179,616	\$ 57,215,439	\$ 78,992,139	\$ 79,580,955	\$ 77,989,336	\$ 76,429,549	\$ 76,429,549
<b>Total Expenditures</b>	<b>\$ 78,685,187</b>	<b>\$ 65,179,616</b>	<b>\$ 57,215,439</b>	<b>\$ 78,992,139</b>	<b>\$ 79,580,955</b>	<b>\$ 77,989,336</b>	<b>\$ 76,429,549</b>	<b>\$ 76,429,549</b>



## Executive Summary

### Federal Fund 3-Year Projections

The Federal Programs Fund budget includes several major federal grants such as Title I, IDEA Part B (Individuals with Disabilities Education Act), Head Start, and Carl Perkins. Title I funds aim to bridge the gap between low-income students and other students by providing each child with fair and equal opportunities to achieve an exceptional education. IDEA ensures students living with disabilities receive a free appropriate public education. Head Start is a comprehensive program designed to foster the healthy development of young children. The Federal Programs Fund budget stands at \$819 million for fiscal year 2022-23, which represents approximately a 17.3% budget decrease compared to the FY 2021-22 amended budget. The primary factors for this decrease include the spend down of Elementary and Secondary School Emergency Relief Funds (ESSER) – (as part of the CARES Act or the Coronavirus Aid, Relief and Economic Security Act). Future funds for Federal grants are difficult to project for a couple of reasons: 1) ESSER funding may roll into future years until its conclusion for ESSER 3.0 in FY2024 and 2) Federal Funds will decrease in future years as grants roll off, however, it is unclear which new grants will become available. Therefore, future forecasts for FY24, 25 and 26 represent averages prior to ESSER. Additional information regarding ESSER can be found at this link:

<http://www.scsk12.org/esser/files/2021/ESSER%20Plan%20Book%20-%20Final-v2.pdf>

### Shelby County Schools Federal Fund 3 Year Projections

REVENUES	2018-19 Actual	2019-20 Actual	2020-21 Actual Budget	2021-22 Adopted Budget	2022-23 Adopted Budget	2023 - 24 Forecast Budget	2024 - 25 Forecast Budget	2025 - 26 Forecast Budget
FEDERAL GOVERNMENT	\$ 136,057,758	\$ 119,286,786	\$ 512,162,808	\$ 990,285,200	\$ 819,078,595	\$ 681,832,833	\$ 668,196,176	\$ -
<b>TOTAL REVENUES</b>	<b>\$ 136,057,758</b>	<b>\$ 119,286,786</b>	<b>\$ 512,162,808</b>	<b>\$ 990,285,200</b>	<b>\$ 819,078,595</b>	<b>\$ 681,832,833</b>	<b>\$ 668,196,176</b>	<b>\$ -</b>
<b>EXPENDITURES</b>								
INSTRUCTION	\$ 48,604,363	\$ 42,078,268	\$ 264,533,487	\$ 373,075,136	\$ 315,213,290	\$ 261,331,356	\$ 256,104,729	\$ 256,104,729
INSTRUCTIONAL SUPPORT	39,363,619	41,524,359	81,486,277	159,934,150	141,889,111	131,222,850	\$ 128,598,393	\$ 128,598,393
STUDENT SUPPORT	7,046,750	7,785,061	22,800,359	73,533,088	46,899,689	40,408,098	\$ 39,599,936	\$ 39,599,936
EDUCATION TECHNOLOGY	-	-	22,555,073	46,326,252	36,116,389	24,799,451	\$ 24,303,462	\$ 24,303,462
OFFICE OF THE PRINCIPAL	-	-	-	-	116,321	116,321	\$ 113,995	\$ 113,995
FISCAL SERVICES	-	-	-	4,940,998	4,098,058	4,062,349	\$ 3,981,102	\$ 3,981,102
BUSINESS ADMINISTRATION	-	-	38,468,756	-	-	-	\$ -	\$ -
STUDENT TRANSPORTATION	2,190,802	27,628	4,193,774	10,967,923	16,931,277	13,450,186	\$ 13,181,182	\$ 13,181,182
PLANT SERVICES	-	-	33,037,568	1,067,000	2,356,528	1,010,888	\$ 990,670	\$ 990,670
COMMUNITY SERVICES	31,353,325	24,554,415	33,435,846	42,287,712	38,030,034	38,030,034	\$ 37,269,433	\$ 37,269,433
CHARTER SCHOOLS	7,498,092	3,315,462	11,651,668	93,334,454	39,910,223	35,369,645	\$ 34,662,252	\$ 34,662,252
CAPITAL OUTLAY	-	-	-	184,818,488	177,517,677	132,031,655	\$ 129,391,022	\$ 129,391,022
FOOD SERVICE	807	1,594	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 136,057,758</b>	<b>\$ 119,286,786</b>	<b>\$ 512,162,808</b>	<b>\$ 990,285,200</b>	<b>\$ 819,078,595</b>	<b>\$ 681,832,833</b>	<b>\$ 668,196,176</b>	<b>\$ 668,196,176</b>



## Executive Summary

### Internal Service Fund 3-Year Projections

The District’s Internal Service Funds, which accounts for intragovernmental and intergovernmental services, are designed to be self-supporting. The rates for Internal Service Funds are reviewed periodically to ensure alignment with operating and designated reserves. Memphis-Shelby County Schools has the following three appropriated Internal Service Funds: Printing Services, Warehouse (or Supply Chain), and Achievement School District (ASD). In FY2022-23, the warehouse will not receive a 15% mark-up as a result of delivering new textbooks to all schools. The new textbooks were a part of the ESSER 2.0 spending plan, but that spend will not occur in FY2022-23. For the three year budget forecast, the District projects a 2 percent decline from the baseline year of fiscal year 2022-23.

#### Shelby County Schools Internal Service Fund 3 Year Projections

	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Amended Budget	2022-23 Adopted Budget	2023 - 24 Forecast Budget	2024 - 25 Forecast Budget	2025 - 26 Forecast Budget
<b>Revenues</b>								
Other Local Sources	\$ 3,076,008	\$ 2,017,148	\$ 2,842,458	\$ 5,589,837	\$ 4,685,536	4,591,825	4,499,989	4,499,989
<b>Total Revenues</b>	<b>\$ 3,076,008</b>	<b>\$ 2,017,148</b>	<b>\$ 2,842,458</b>	<b>\$ 5,589,837</b>	<b>\$ 4,685,536</b>	<b>\$ 4,591,825</b>	<b>\$ 4,499,989</b>	<b>\$ 4,499,989</b>
<b>Expenditures</b>								
Instruction	\$ 475,672	\$ 419,008	\$ 142,489	\$ 299,884	\$ 299,884	\$ 293,887	\$ 288,009	\$ 288,009
Instructional Support	12,814	6,323	7,802	8,428	8,428	\$ 8,260	\$ 8,095	\$ 8,095
Student Support	86,796	65,625	113,209	146,466	146,466	\$ 143,537	\$ 140,666	\$ 140,666
Other Support Services	64,922	57,222	1,412,731	4,792,498	3,888,197	\$ 3,810,433	\$ 3,734,224	\$ 3,734,224
Student Transportation	324,125	212,414	85,352	88,021	88,021	\$ 86,261	\$ 84,535	\$ 84,535
Plant Services	2,155,582	1,899,823	568,982	254,539	254,539	\$ 249,448	\$ 244,459	\$ 244,459
<b>Total Expenditures</b>	<b>\$ 3,119,911</b>	<b>\$ 2,660,414</b>	<b>\$ 2,330,565</b>	<b>\$ 5,589,837</b>	<b>\$ 4,685,536</b>	<b>\$ 4,591,825</b>	<b>\$ 4,499,989</b>	<b>\$ 4,499,989</b>

# ORGANIZATIONAL



Picture taken prior to COVID-19

## FY 2023 District Adopted Budget



## Organizational

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This section includes the following information:

- I. Financial Structure and Environment of the District
  - i. Legal Status and Authority
  - ii. Description of Reporting Entity
  - iii. Geographical Area Served
  - iv. Education Landscape of Shelby County
  - v. School Options
  - vi. Academic Innovations
  - vii. Basis of Accounting and Budgeting
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- II. Administrative Organizational Chart
- III. Mission, Vision, Goals and Priorities
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# Organizational

## I. FINANCIAL STRUCTURE AND ENVIRONMENT OF THE DISTRICT

### i. Legal Status and Authority

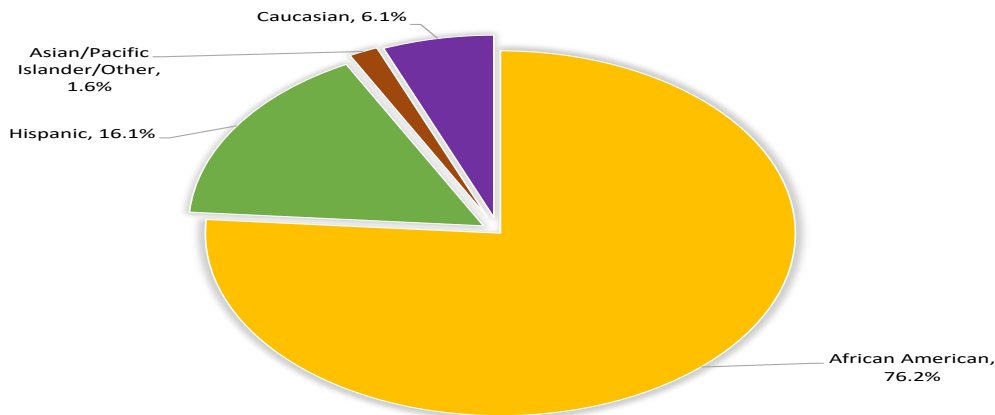
Memphis-Shelby County Schools (MSCS or District) is a component unit of Shelby County Government, which is defined as the oversight entity by Governmental Accounting Standards Board (GASB) Codification Section 2100. Reporting for the District follows the criteria established by GASB. The District is governed by a nine-member Board of Education (Board). The legal basis for education in Tennessee is expressed in the State Constitution and State statutes, as interpreted by the courts. Boards are instruments of the State, and members of the Board are State officers representing local citizens and the State in the management of the public schools. The governing body is the Board of Education, serving residents within the boundaries of the District and non-residents under conditions specified by State law and the Board.

### ii. Description of Reporting Entity

Memphis-Shelby County Schools is the largest school system in the state of Tennessee and is within the top 25 largest districts in the nation. For Fiscal Year 2022-2023, the District budget enrollment is for 104,767 students in grades kindergarten through grade 12: including Pre-K 5,617 to total 110,384.

Shelby County Government was incorporated in 1819. The county is located on the southwest corner of Tennessee, at the east bank of the Mississippi River. Shelby is the State’s largest county with the City of Memphis as the county seat. The County’s 2019 population is estimated at 937,166 according to the U.S. Census Bureau. The County is empowered to levy, without limit, a property tax on both real and personal property located within its boundaries.

Based upon enrollment figures as last reported by the Tennessee State Department of Education, the District’s student demographics during school year 2020-21 is 76.2% African American, 6.1% Caucasian, 16.1% Hispanic and 1.6% other races and nationalities. The chart below represents the district’s student demographics for school year 2020-21<sup>1</sup> per the Tennessee Department of Education Report Card.



Source: Tennessee State Report Card Data FY2020-21

<sup>1</sup> FY 2020-21 is the most recent data available at this time.





## Organizational

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The District encompasses 211 schools, including regular schools, charter schools, career and technology centers (CTC), special education centers (SPED) and alternative schools. Forty-five schools are Optional Schools or offer Optional Programs that provide parents choices in selecting a public education that best suits their child. In school year 2020-21, MSCS had 289 pre-kindergarten classrooms; 30 of which were within community partner locations.

The District has budgeted for approximately 6,300 teachers in Fiscal Year 2022-23, with more National Board-Certified Teachers than any other district in the State. National Board-Certified Teachers are teachers who have earned the highest certification standard a teacher can attain. Government, trade, healthcare services, hospitality, warehousing, transportation, and utilities are all prominent in the regional economy. Shelby County is located within 600 miles of most major cities and commercial markets in the United States. As a result of its central location and access to the interstate, Mississippi River, rail and airport, the County is a major hub for distribution.



Picture taken prior to Covid-19



# Organizational

## iii. Geographical Area Served

Effective July 15, 2014 the District moved to serving geographical areas by Instructional Leadership Director (ILD) zone. The zones below are effective for the 2022-23 school year and are subject to reassignment during the school year.

### Zone 1

Cordova ES  
Delano ES  
Egypt Es  
Germanshire ES  
Grahamwood ES  
Highland Oaks ES  
Keystone ES  
Lucy ES  
Northaven ES  
Richland ES  
Riverwood ES  
Ross ES  
Scenic Hills ES  
Southwind ES  
Springdale ES  
Windridge Es

### Zone 2

Berclair ES  
Brownsville Rd ES  
Campus School  
Chimneyrock ES  
Germantown ES  
Jackson ES  
KateBond ES  
Kingsbury ES  
Macon-Hall ES  
Oak Forest ES  
Raleigh-Bartlett Meadows ES  
Shelby Oaks ES  
Vollentine ES  
Wells Station ES  
Westside ES  
White Station ES

### Zone 3

Balmoral/Ridgeway ES  
Belle Forest ES  
Bruce ES  
Cromwell ES  
Evans ES  
Fox Meadows ES  
Idlewild ES  
Lucie E. Campbell Δ  
Newberry ES  
Oakhaven ES  
Parkway Village ES Δ  
Peabody ES  
Rozelle ES  
Sharpe ES  
Sherwood ES  
South Park ES  
Treadwell ES Δ

### Zone 4

Bethel Grove ES  
Cherokee ES Δ  
Crump Es  
Double Tree ES  
Downtown ES  
Ford Road ES Δ  
Gardenview ES  
Hickory Ridge ES  
Holmes Road ES Δ  
Levi ES  
Oakshire ES ∞  
Robert R Church ES ∞  
Sea Isle ES  
Westhaven ES Δ  
Whitehaven ES  
William H. Brewster ES  
Willow Oaks ES

### Zone 5

A Maceo Walker MS ∞  
Bellevue MS  
Chickasaw MS Δ  
Colonial MS  
Cordova MS  
Germantown MS  
Havenvue MS Δ  
Highland Oaks MS  
Kate Bond MS  
Hickory Ridge MS  
Kingsbury MS  
Maxine Smith STEAM MS  
Mt. Pisgah MS  
Oakhaven MS  
Ridgeway MS  
Sherwood MS Δ  
Treadwell MS Δ  
University MS  
White Station MS

### Zone 6

Barrets Chapel K-8  
Cummings K-8  
Dexter K-8  
Douglass K-8 Δ  
E.E. Jeter K-8  
Geeter K-8 ∞  
Hamilton K-8 Δ  
J.P. Freeman k-8  
Lowrance k-8  
Snowden K-8

### Zone 7

Avon Lenox HS  
Central HS  
Douglass HS Δ  
East HS  
Germantown HS  
Kirby HS  
Mitchell HS Δ  
Overton HS  
Raleigh Egypt HS Δ  
Ridgeway HS  
White Station HS

### Zone 8

Bolton HS  
Cordova HS  
Craigmont HS  
Hollis Price HS  
Kingsbury HS  
Medical District HS  
Melrose HS Δ  
Middle College HS  
Shrine School  
Southwind HS  
Whitehaven HS ∞

### Zone 9

Alcy ES  
Dunbar ES  
Frayser-Corning ES  
Georgian Hills ES  
Hawkins Mill ES  
Sheffield ES  
Whitney ES



# Organizational

### Zone 10

American Way MS  
Craigmont MS  
Georgian Hills MS  
Grandview Heights MS  
Raleigh Egypt MS  
Woodstock MS

### Zone 11

BT Washington 6-12  
Manassas HS  
Oakhaven HS  
Trezevant HS  
Westwood HS  
Wooddale HS

### Zone 12

AB Hill ES  
Getwell ES  
LaRose ES  
Winchester ES  
Riverview K-8  
Hamilton HS  
Sheffield HS

### Zone 13

Adolescent Parenting Program  
Airways Achievement Academy  
Gordon Achievement Academy  
G.W. Carver Career Academy  
Hope Academy (6-12)  
Ida B. Wells Academy  
New Comers International Ctr  
Northeast Prep Academy  
Northwest Prep Academy

### Zone 14 (CCTE)

Kingsbury CCTE  
Sheffield CCTE  
Southwest CCTE  
Trezevant CCTE

### Zone 15

Memphis Virtual Schools

### Zone 16

Ridgeway Early Center

### WEZ ∞

A Maceo Walker  
Geeter K-8  
Havenview MS  
Holmes Road ES  
Robert R. Church  
Whitehven HS

### CIZ Δ

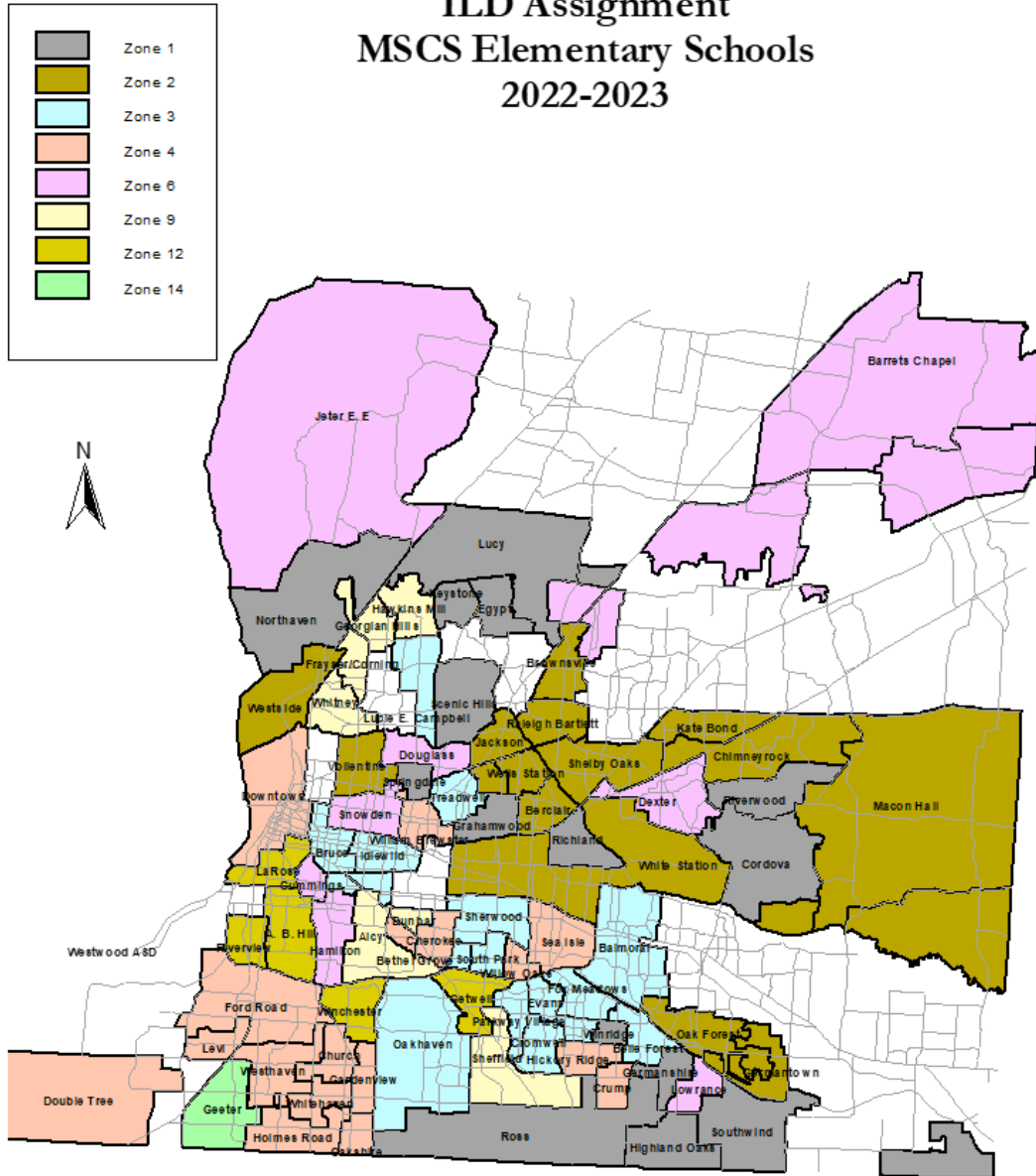
Cherokee ES Δ  
Chickasaw MS Δ  
Douglass HS Δ  
Douglass K-8 Δ  
Ford Road ES Δ  
Hamilton K-8 Δ  
Melrose HS Δ  
Mitchell HS Δ  
Parkway Village ES Δ  
Sherwood MS Δ  
Treadwell ES Δ  
Treadwell MS Δ  
Raleigh Egypt HS Δ  
Westhaven ES Δ

Note: Δ Continuous Improvement (CIZ)  
∞ Empowerment Zone (WEZ)



# Organizational

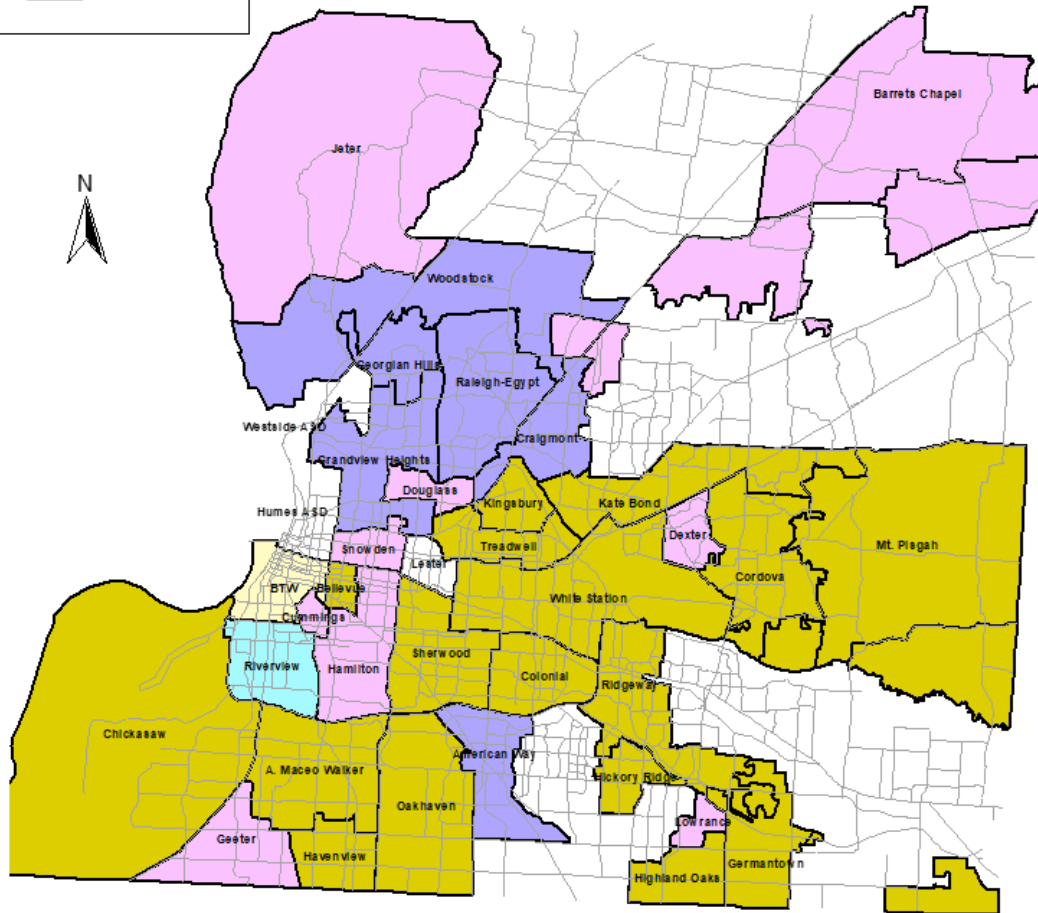
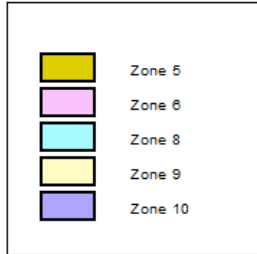
## ILD Assignment MSCS Elementary Schools 2022-2023





# Organizational

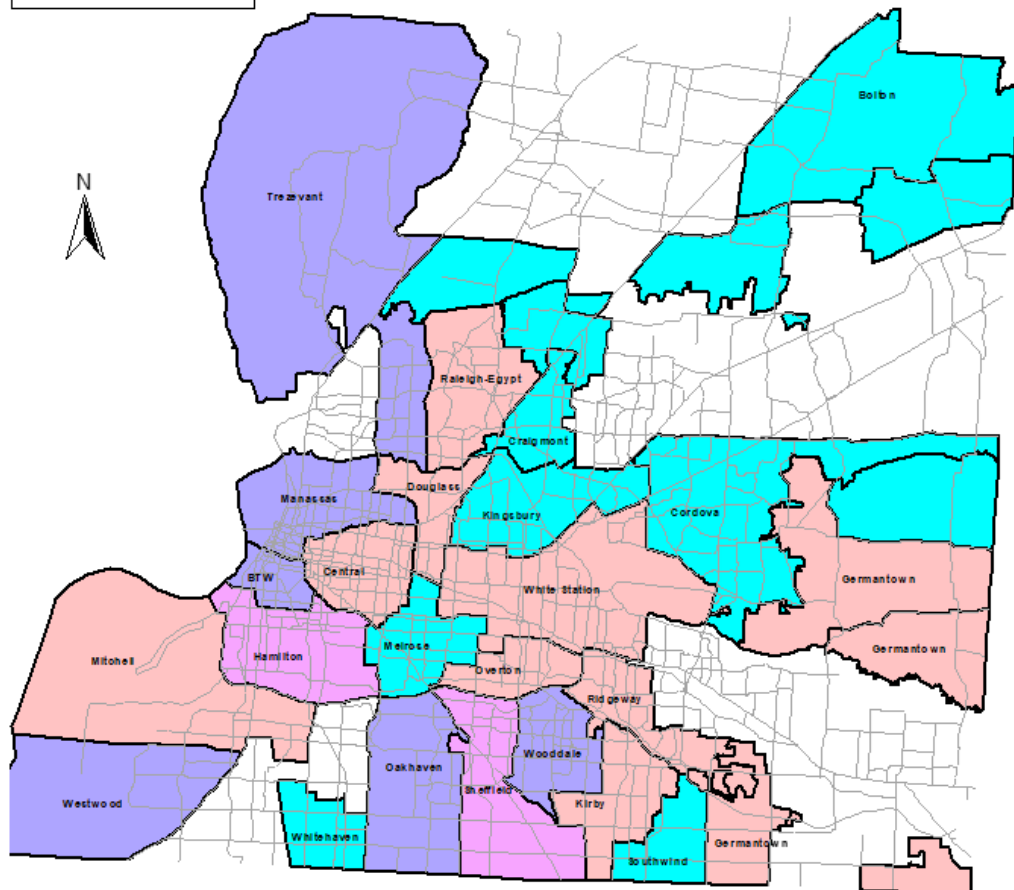
## ILD Assignment MSCS Middle Schools 2022-2023





# Organizational

## ILD Assignment MSCS High Schools 2022-2023





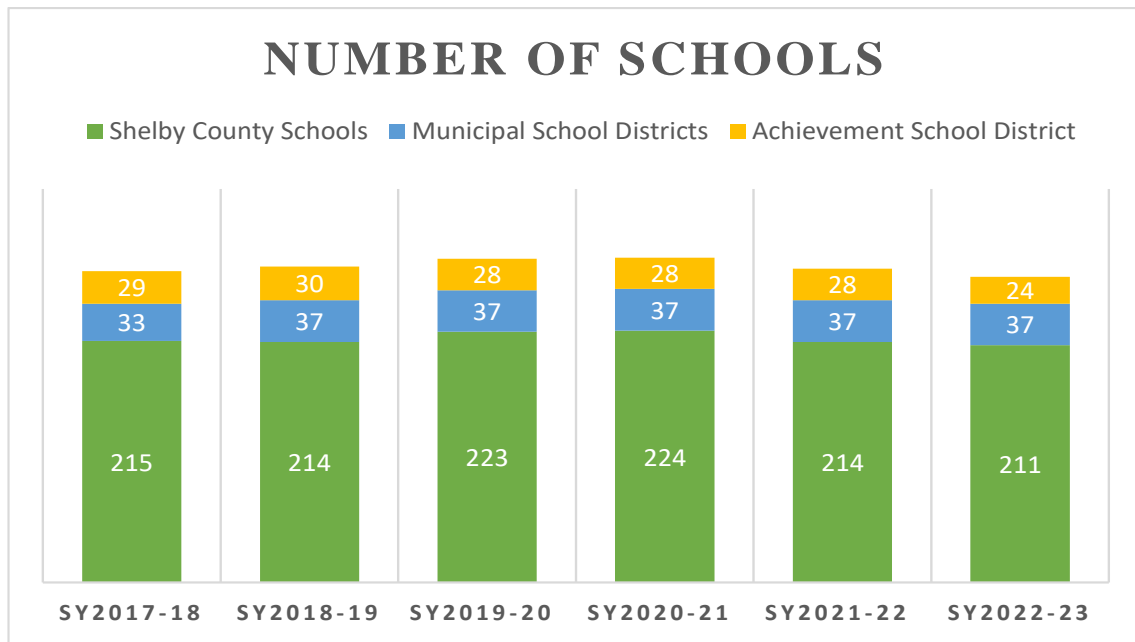


## Organizational

### iv. Education Landscape of Shelby County

Memphis-Shelby County Schools is part of a unique education landscape that includes eight local education agencies (LEAs) within Shelby County. The eight LEAs include: Memphis-Shelby County Schools; six municipal school districts located in Arlington, Bartlett, Collierville, Germantown, Lakeland and Millington; and the Achievement School District (ASD).

Memphis-Shelby County Schools has the largest educational footprint in Shelby County with 211 schools in school year 2022-23. Since school year 2016-17, the number of MSCS schools has declined for three reasons. First, the creation of 6 municipal districts caused a loss of 33 schools. Although, ASD has taken over 28 schools in the past, some have returned. Lastly, since 2013-14, the District has closed several schools in the past but has remodel two state of art 21<sup>st</sup> century schools (New Alcy and Parkway Village). There has been an uptick in the number of schools over the past couple of years due to the growth of Charter Schools.



Data Source: TN Department of Education, State Report Card; SY 2017-2018; SY 2019 & 2020 Actual

The New Alcy school opened for the 2020-21 school year, which encompasses all students from Charjean and Magnolia. ASD did not initiate any changes regarding acquiring additional schools for 2020-21 year.

With the competition of neighboring school districts and ASD school takeovers, Memphis-Shelby County Schools has experienced significant student enrollment attrition over the last several years. MSCS student enrollment stands at 108,772 in school year 2021-22. That number also includes Charter School enrollment. Projected enrollment for school year 2022-23, including Charter School enrollment, is 110,384. On the following page, the graphic of total Shelby County student enrollment since school year 2016-17 includes Memphis-Shelby County Schools with charter schools, the six municipal school districts and the Achievement School District.



## Organizational

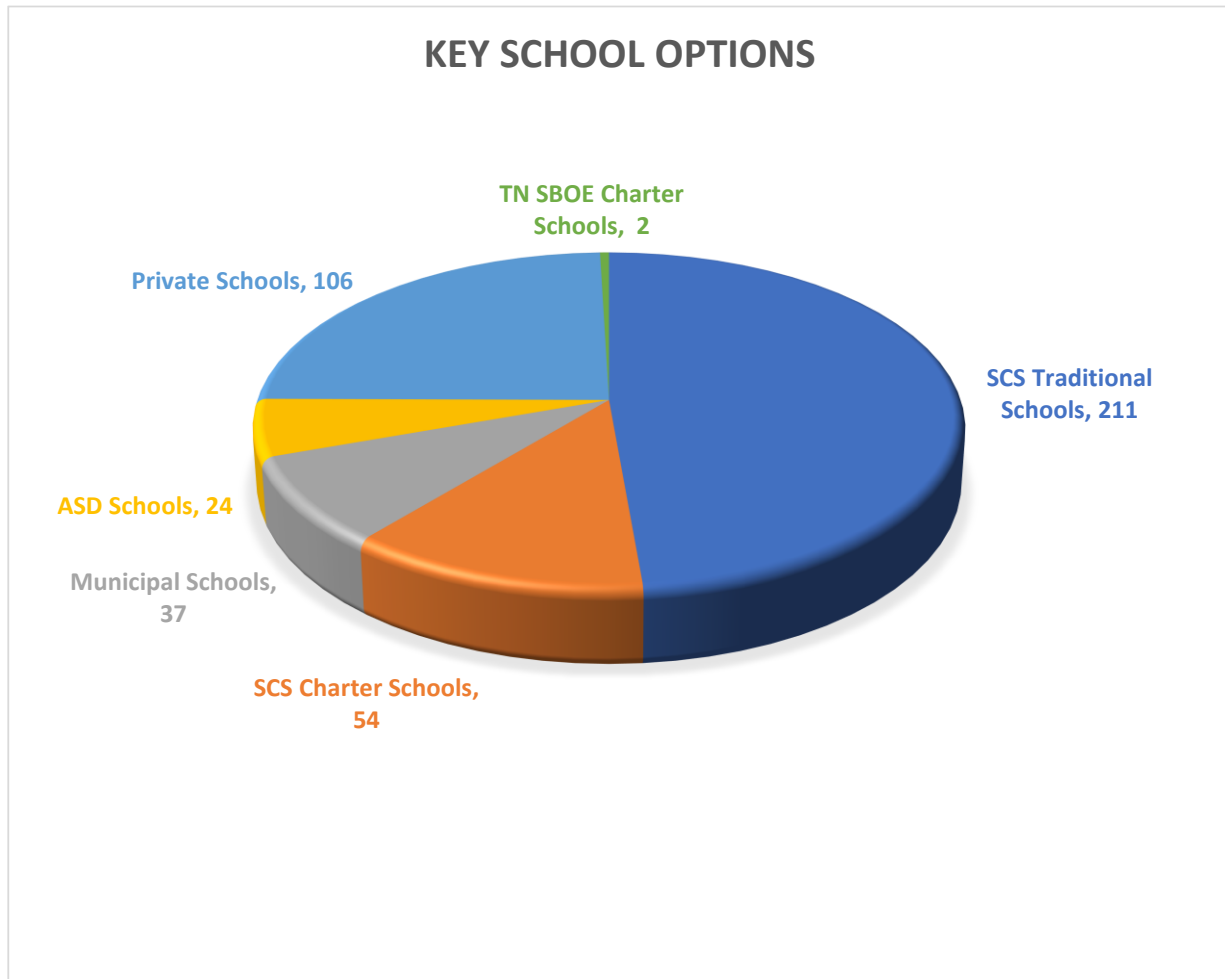


The education landscape in Shelby County has changed significantly over the past six years. Memphis-Shelby County Schools has evolved from a school district with minimal competition to a school district embedded in a unique landscape of educational options for students and parents. Few school districts have been sparked by competition and innovation as Memphis-Shelby County Schools. Within the education ecosystem in Shelby County, MSCS traditional and charter schools, six municipal school districts, Achievement School District, private schools, and two TN State Board authorized charter schools serve as options for students in Shelby County.



## Organizational

The chart below illustrates the number of all school options in Shelby County.



- **Memphis-Shelby County Schools:** Memphis-Shelby County Schools is the largest school district in the State of Tennessee. The District has the largest educational footprint in Shelby County with 211 schools. There are several high-quality school choices that exist for parents and students which include Optional Schools, Career and Technical Education Programs, Schools for Exceptional Children, Specialty Schools that focus on obtaining college credits, Alternative Schools and a STEM (Science, Technology, Engineering and Math) High School, and Charter Schools.
- **Municipal School Districts:** Municipal School Districts were created after the merger of Shelby County Schools and Memphis City Schools. State legislature passed a law that lifted the statewide ban on forming new school districts. The six incorporated municipalities held elections in which voters chose to establish their own independent school districts. In July 2014, the following school districts were created - Arlington Community Schools, Bartlett City Schools, Collierville Schools, Germantown Municipal School District, Lakeland School System, and Millington Municipal Schools.



## Organizational

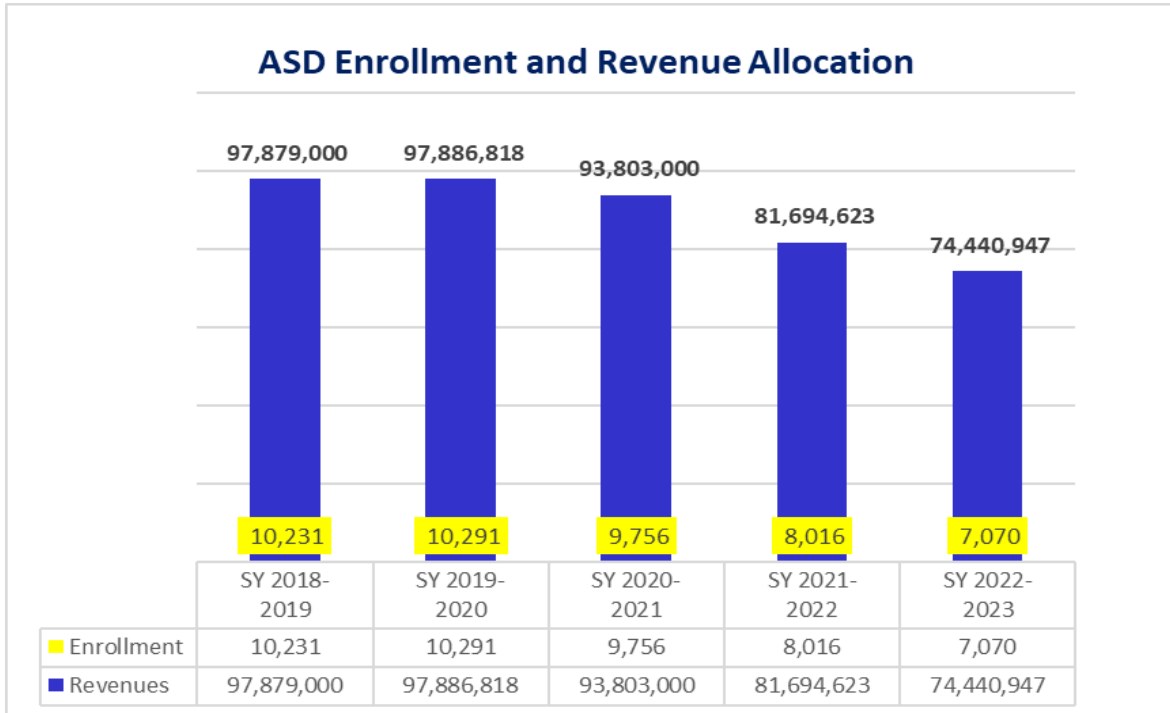
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- **TN State Board of Education:** TN State Board of Education can authorize charter applicants seeking to establish a school in a district with at least one priority school. In July 2016, Memphis-Shelby County Board of Education (MSCBOE) voted not to approve the charter school application of Green Dot Public Schools Tennessee (Bluff City High School). Green Dot appealed the decision with TN State Board of Education (TN MSCBOE). The MSCBOE ruling was overturned by TN MSCBOE but an agreement between Green Dot and MSCS was not reached. Consequently, TN MSCBOE authorized Green Dot's Bluff City High School. The TN MSCBOE which is projected to have 200 students in its second year. This was the first school the state board oversees in Memphis and one of three that TN State Board of Education has authorized. KIPP Antioch College Prep Elementary and KIPP Antioch College Prep Middle are both located in Davidson County.
- **Private Schools:** Private schools do not receive education funding from the state and tend to charge tuition. Private schools are typically run by an independent body. Because private schools are exempt from direct state oversight and testing, they can choose their own standards and educational approach. The Memphis Association of Independent Schools (MAIS) and the Catholic Diocese of Memphis represent several private schools in Memphis.
- **Achievement School District (ASD):** The State of Tennessee established the ASD to turn around "persistently" low performing or Tier 1 schools across the state. Specifically, the ASD was charged with the mission to move schools from the bottom five percent in the state to the top 25% in the state within five years. Students who are zoned to a school in the ASD or a school in the bottom five percent are qualified to attend an ASD school. The ASD has charter school authorizing power, meaning they may match failing schools that once belonged to the school district with charter operators.

With the entry of the Achievement School District, MSCS enrollment has declined significantly. In school year 2012-13, the ASD had six schools. In school year 2013-14, the ASD had 3,748 students. The ASD experienced the closure of two schools in school year 2017-18 and one in school year 2018-19. However, the number of ASD schools increased to 30 in school year 2019-20. By school year 2019-20, its enrollment was projected for 10,291 by year end but expected to decline to due closure (Aster College Preparatory & Grad Academy). However, ASD (KIPP) schools transition back to MSCS (Charter) in fiscal year 2021. Fiscal year 2023, ASD has four schools transitioning back to MSCS. The enrollment is projected to be 7,070 for school year 2022-23.



## Organizational



TN House Bill 921 defines when state takeovers occur. House Bill 921 prohibits the placement of a priority school in the ASD if, after the school is identified as a priority school but before the education commissioner determines that the school should be assigned to the ASD, the school demonstrates student achievement growth at a level of “above expectations” or greater, as represented by TVAAS.

The State of Tennessee provides a share of Memphis-Shelby County Schools’ local and state funds to the ASD as a direct allocation from the Basic Education Program (BEP). State law requires that charter schools, including those authorized by ASD, receive state and local funding based on current year enrollment. In school year 2020-21, the ASD revenue allocation was \$93.8 million. For 2021-22, ASD revenue allocation was \$81.6 million. For 2022-23, the ASD revenue allocation was projected as \$74.4 million.



Picture taken prior to COVID-19





## Organizational

	ASD School	Former School	School Type	Operator	Opening Year	SY 2022-23 Enrollment
<b>COHORT #1</b>	Cornerstone Prep — Lester	Lester ES	ES	Capstone	2012	366
	Corning Achievement	Corning ES	ES	ASD Direct-Run	2012	Closed
	Frayser Achievement	Frayser ES	ES	ASD Direct-Run	2012	Closed
	Humes Prep Academy	Humes MS	MS	Gestalt	2012	212
	Westside Achievement	Westside MS	MS	ASD Direct-Run	2012	330
<b>COHORT #2</b>	Aspire Hanley #1	N/A	MS	Aspire	2013	617
	Aspire Hanley #2	Hanley ES	ES/MS	Aspire	2013	0
	Georgian Hills Achievement	Georgian Hills ES	ES	ASD Direct-Run	2013	Closed
	Grad Academy	South Side MS	High	New Tech Network	2013	Closed 2018
	KIPP: Memphis Academy Elementary	Shannon ES	ES	KIPP Memphis	2013	237
	KIPP: Memphis Prep Middle	Corry MS	MS	KIPP Memphis	2013	Closed
	Whitney Achievement	Whitney ES	ES	ASD Direct-Run	2013	Closed
<b>COHORT #3</b>	Aspire Coleman ES	Coleman ES	ES	Aspire	2014	613
	Fairley HS	Fairley High	High	Green Dot	2014	299
	Freedom Prep	Westwood	ES	Freedom Prep	2014	Closed
	Lester Prep	Lester MS	MS	Capstone	2014	260
	MLK College Prep HS	Frayser High	High	Frayser Community Schools	2014	537
	Pathways in Education — Frayser	N/A	MS/High	Pathways in Education	2014	91
	Pathways in Education — Whitehaven	N/A	MS/High	Pathways in Education	2014	172
	Promise Spring Hill	Spring Hill ES	ES	Promise Academy	2014	316
<b>COHORT #4</b>	Cornerstone Prep, Denver	Denver ES	ES	Capstone	2015	577
	KIPP: Memphis Prep Elementary	N/A	ES	KIPP Memphis	2015	Closed
	Libertas School	Brookmeade ES	ES	Libertas	2015	386
	Memphis Scholars	Florida-Kansas ES	ES	Scholar Academies	2015	175
	Wooddale MS	Wooddale MS	MS	Green Dot	2015	537
<b>COHORT #5</b>	Hillcrest HS	Hillcrest HS	High	Green Dot	2016	364
	Kirby MS	Kirby MS	MS	Green Dot	2016	455
	Memphis Scholars Caldwell Guthrie	Caldwell Guthrie ES	ES	Scholar Academies	2016	286
	Memphis Scholars Raleigh MS	Raleigh Egypt MS	MS	Scholar Academies	2016	86
	Westside MS	Westside MS	MS	Green Dot	2016	330

\*Data Source: ASD 7<sup>th</sup> period enrollment





## Organizational

### v. School Options



#### Optional Schools and Programs

Optional Programs provide enhanced educational opportunities through theme-based programs, accelerated classes, cutting-edge methodologies, and real-world applications that promote success beyond the classroom. Optional programs educate thousands of students in a total of 45 elementary, middle, and high schools, providing equity and access to families throughout Shelby County.

Below are 45 Optional schools and Optional programs in traditional schools in school year 2021-2022.

Optional School	Program
1. Balmoral Ridgeway Elementary (1-5)	International Baccalaureate (IB) World School Primary Years Programme (PYP)
2. Bellevue Middle (6-8)	Enriched Academics / College Preparatory
3. William H. Brewster Elementary (1-5)	Science, Technology, Engineering, Arts and Math (STEAM)
4. Brownsville Road Elementary (1-5)	Enriched Academics / International Studies
5. Central High (9-12)	College Preparatory
6. Colonial Middle (6-8)	Arts & Academics
7. Cordova Elementary (1-5)	Enriched Academics
8. Cordova Middle (6-8)	Enriched Academics / College Preparatory
9. Craigmont High (9-12)	College Preparatory / International Studies
10. Craigmont Middle (6-8)	Enriched Academics / International Studies
11. Cummings School (1-8)	Enriched Academics
12. Delano Elementary (1-5)	Information Technology
13. Double Tree Elementary (K-5)	Montessori-Inspired / Community Service
14. Douglass High (9-12)	Public Service and Communication Arts
15. Douglass School (K-8)	Public Service and Communication Arts
16. Downtown Elementary (1-5)	Enriched Academics / Social Studies
17. East High (9-12)	T-STEM / Diesel Technology
18. John P. Freeman School (1-8)	Enriched Academics / College Preparatory
19. Germantown Elementary (1-5)	Enriched Academics / International Studies
20. Germantown Middle (6-8)	Enriched Academics / College Preparatory
21. Germantown High (9-12)	International Baccalaureate / Creative and Performing Arts
22. Grahamwood Elementary (1-5)	Enriched Academics



## Organizational

Optional School	Program
Havenview Middle (6-8)	Science, Technology, Engineering, Arts and Mathematics (STEAM)
23. Idlewild Elementary (K-5)	Science / Technology
24. Keystone Elementary (1-5)	Science, Engineering, and Technology (SET)
25. Kingsbury High (9-12)	Global Health Studies: Applied Health Science & Health Science Policy
26. Oak Forest Elementary (1-5)	International Baccalaureate (IB) World School Primary Years Programme (PYP)
27. Overton High (9-12)	Creative and Performing Arts (CAPA)
28. Peabody Elementary (1-5)	Enriched Academics / International Studies
29. Ridgeway High (9-12)	International Baccalaureate (IB) World School
30. Ridgeway Middle (6-8)	International Baccalaureate (IB) World School Middle Years Programme (MYP)
31. Riverwood Elementary (1-5)	Environmental Science and Community Service
32. Rozelle Elementary (K-5)	Creative and Performing Arts (CAPA)
33. Sherwood Elementary (1-5)	Enriched Academics through the Arts
34. Maxine Smith Steam Academy (6-8)	Science, Technology, Engineering, Arts, and Mathematics (STEAM)
35. Snowden School (1-8)	Enriched Academics / College Preparatory
36. Springdale Elementary (K-5)	Exploratory Learning
37. Treadwell Elementary (K-5)	Dual Language Immersion
38. Vollentine Elementary (K-5)	Science Exploration Stars – Scholars Tackling Academic Rigor Scientifically
39. White Station Middle (6-8)	Enriched Academics / College Preparatory
40. White Station High (9-12)	College Preparatory
41. Whitehaven Elementary (1-5)	Science, Technology, Engineering, and Mathematics (STEM)
42. Whitehaven High (9-12)	Business and Finance / College Preparatory
43. Willow Oaks Elementary (1-5)	Enriched Academics through Arts and Technology
44. Wooddale High (9-12)	College Preparatory



## Organizational

### College Career & Technical Education



The Division of College, Career, and Technical Education (CCTE) offers a diverse array of programs to give students the necessary skills and credentials to excel. By creating pathways that lead to further education and training and high-skill, high-wage jobs in high-demand industries, the CCTE division aligns three stages of learning—secondary, post-secondary, and the workplace. Phases I and II of the CCTE redesign has propelled the District in its efforts to achieve these goals using strategies such as dual enrollment and work-based learning. Phase III of the CCTE redesign prioritizes expanding access to high-wage, high-demand pathways, increasing access to post-secondary opportunities, and upgrading infrastructure.

In today's career landscape, preparing for success after graduation isn't one-size-fits-all. We offer a diverse array of programs to give our students the skills and credentials to excel after senior year. Whether it be industry certifications, internships, or college credits, we can provide the experience to make any student a #ReadyGrad.



Pictures taken prior to COVID-19



## Organizational

MSCS currently offers over 40 Pathways and Programs. All programs can be categorized within the “Big Six” Cluster Areas:

Cluster	Program of Study	Course Name
Advanced Manufacturing	Machining Technology	Principles of Manufacturing
		Principles of Manufacturing
	Welding	Welding I
		Welding II
		Manufacturing Practicum
Architecture & Construction	Mechanical, Electrical, & Plumbing (MEP) Systems	Fundamentals of Construction
		MEP Systems
		HVAC
		Construction Practicum
	Residential & Commercial Construction	Fundamentals of Construction
		Residential & Commercial Construction I
		Residential & Commercial Construction II
		Construction Practicum
	Structural Systems	Fundamentals of Construction
		Structural Systems I
		Structural Systems II
		Construction Practicum
Health Science	Diagnostic Services	Health Science Education
		Anatomy & Physiology
		Diagnostic Medicine
		Clinical Internship
	Nursing Services	Health Science Education
		Anatomy & Physiology
		Medical Therapeutics
		Clinical Internship
	Sport and Human Performance	Health Science Education
		Anatomy & Physiology
		Medical Therapeutics
		Exercise Science
	Therapeutic Services	Health Science Education
		Anatomy & Physiology
		Medical Therapeutics
		Clinical Internship



## Organizational

Cluster	Program of Study	Course Name
Information Technology	Coding	Computer Science Foundations
		Coding I
		Coding II
	Cybersecurity	Coding Practicum
		Computer Science Foundations
		Cybersecurity I
		Cybersecurity II
	Web Design	Cybersecurity Practicum
		Computer Science Foundations
		Web Design Foundations
		Web Site Development
		Web Design Practicum
STEM	Advanced STEM Applications	STEM I: Foundation
		STEM II: Applications
		STEM III: STEM in Context
		STEM IV: STEM Practicum
	BioSTEM	BioSTEM I
		BioSTEM II
		BioSTEM III
	Engineering	BioSTEM Practicum
		Principles of Engineering and Technology
		Engineering Design I
		Engineering Design II
	STEM Information Systems	Engineering Practicum
		STEM I: Foundation
		STEM II: Applications
		Introduction to Data Science
Transportation	Automotive Maintenance and Light Repair	STEM IV: STEM Practicum
		Maintenance and Light Repair I
		Maintenance and Light Repair II
		Maintenance and Light Repair III
	Aviation Flight	Maintenance and Light Repair IV
		Introduction to Aerospace
		Aviation I: Principles of Flight
		Aviation II: Advanced Flight
		Unmanned Aircraft Systems Pilot

The General Fund and the Carl D. Perkins Federal Grant are the two major funding sources for CTE. The Carl D. Perkins Federal grant is used to develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs. Approximately \$2.7 million is budgeted for the Carl Perkins Federal Grant in fiscal year 2022-2023. The General Fund is the largest contributor to the CTE program with \$21.3 million budgeted in fiscal year 2022-2023.



## Organizational

Ready Grad partners support over 14,000+ MSCS students and 200+ teachers by:

- Advising & collaborating on CTE curriculum
- Providing equipment & materials for student programs
- Providing work-based learning opportunities and connections with industry experts
- Conducting seminars, workshops & providing in-class support for students
- Offering student internships & mentoring
- Facilitating training & externship opportunities for teachers



### Partners

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Allstate Insurance</li> <li>• Action JPS</li> <li>• Atlantic Track</li> <li>• All World Project Management</li> <li>• Barnhart Crane &amp; Rigging</li> <li>• Boys &amp; Girls Club of Greater Memphis Technical Training Center</li> <li>• Caissa Public Strategy</li> <li>• Church Health YMCA</li> <li>• City of Memphis</li> <li>• CodeCrew</li> <li>• Crowne Plaza Downtown Hotel</li> <li>• Cummins</li> <li>• Custom Medical Solutions</li> <li>• FedEx</li> <li>• FLEX</li> <li>• Ford Motor Company</li> <li>• Greater Memphis Chamber of Commerce</li> <li>• Greater Memphis Medical Device Council</li> </ul> | <ul style="list-style-type: none"> <li>• Jordan Aluminum</li> <li>• KQ Communications</li> <li>• Memphis and Shelby County Airport Authority</li> <li>• Memphis Christian Pastors Network</li> <li>• Memphis Police Bluepath Program</li> <li>• Memphis Public Library/JobLINC</li> <li>• Memphis Tomorrow</li> <li>• Memphis Zoo</li> <li>• Memphis Light, Gas, and Water (MLGW)</li> <li>• National Guard Products</li> <li>• Passport Health</li> <li>• Peabody Hotel</li> <li>• Phillip Ashley Chocolates</li> <li>• ServiceMaster Clean</li> <li>• Sheet Metal Workers Union</li> <li>• Shelby County Board of Commissioners</li> <li>• Shelby County Clerk's Office</li> <li>• Shelby County Government</li> <li>• Smith &amp; Nephew</li> <li>• Snap-On, Inc.</li> </ul> | <ul style="list-style-type: none"> <li>• Spence Law Firm</li> <li>• St. Jude Children's Research Hospital</li> <li>• TechEd2go</li> <li>• The Redwing Group</li> <li>• Unistar-Sparco Computers, Inc.</li> <li>• View Glass</li> <li>• Wells and Associates Law Firm</li> <li>• West TN Home Builders Association</li> </ul> |
|---|---|--|

### Post-Secondary Institutions

- Christian Brothers
- Bethel University
- Lemoyne-Owen College
- Moore Tech
- Southwest Community College
- TN College of Applied Technology - Memphis
- University of Memphis





## Organizational

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### Exceptional Children Schools

Avon Lenox High School and Shrine School are dedicated to assisting students to achieve their maximum potential for effective independent living and functioning in a diverse society. Both schools strive to ensure that students with disabilities have the educational opportunities needed to develop the skills necessary for a successful transition into postgraduation. Whether preparing for college, pursuing a career, or entering a Life Skills program, the goal of each school is to provide students with individualized instruction and innovative learning techniques which will enable them to successfully transition into the real world.



While every student's experience is different, many attend Avon and Shrine for most of their school career, in which they work with specially trained teachers who assess a student's needs and create an individualized plan catered specifically to the way each student processes information. Rather than memorizing or simply fulfilling a set of core academic standards, each student learns to analyze information and hone problem-solving skills and leave these programs with not only an academic education, but with a personalized technique for negotiating the world.

Both Shrine and Avon boast superior technological provisions, from cutting edge computer labs, tablet availability and SMART Boards in every classroom. Specially trained instructors take every effort to incorporate technology within their lessons. These schools offer speech therapy, occupational/physical therapy, and psychological services to any student who needs them and believes that when teachers and therapists modify their instructional methods based on a student's needs, the student will thrive and grow. In addition to customized lessons, the school offers a myriad of specially designed activities, such as art, drama, music, and athletics, which enhance a student's overall development of outside interests, self-confidence, and leadership skills.



### Specialty Schools



Middle College High School is an innovative and academic collaboration between Memphis-Shelby County Schools and Christian Brothers University. Its goals are to ensure that students graduate from high school with positive self-concept, improved career options, and realistic college opportunities. By placing a high school in close proximity to a viable college environment and providing personalized support for academic and career preparation, Middle College enables capable students to complete their high school education, access college course work and credits before completing high school and meet the challenges of the 21<sup>st</sup> century.



## Organizational

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Hollis F. Price Middle College High, an early college high school, is an innovative and academic collaboration between Shelby County Schools and Lemoyne-Owen College, with the support of the Middle College National Consortium. Its goal is to provide a seamless integration and transition between high school and college to ensure that students earn both a high school diploma and two years of college credit within a five-year period. The school provides a small learning environment of personalized academic rigor and extensive support for those students who have great academic potential but may not fulfill that promise under the traditional high school setting.

### Campus Schools

The University of Memphis and Memphis-Shelby County Schools contracted to operate the Campus School, which is a laboratory school that promotes excellence in teaching and enthusiasm for learning. Through integration of research into an innovative curriculum, the school can offer its best to aspiring teachers and to the urban community it serves. A diverse school population allows for valuable relationships and collaborations - educational, cultural, social, and personal - among the stakeholders who are involved. Teachers, students, and parents working together can maximize outcomes to the benefit of all involved.

### University Middle

The Board approved a “model laboratory school” for the 2019-20 school year. University Middle enrolled one class a year starting with the 6<sup>th</sup> grade of 60-65 students (3 classrooms). Each subsequent class will include 80-90 students (4 classrooms). To achieve its diversity mission, the school began school year 2019-20 with 3 enrollment goals: (1) 1/3 children of faculty/staff and graduates of Campus Elementary school; (2) 1/3 neighborhood residents (2-mile radius); (3) 1/3 county-wide residents.

### University High

September 2021, the Board approved the addition of University High School expanding the educational offerings to K-12. The expansion will continue to prepare a diverse body of students with the knowledge, skills, and mindsets needed to thrive in the 21st century global community, through innovative and inclusive practices, transformational partnerships, and equitable access to opportunities that lead to success in college and in life. University High will have the capacity to enroll up to 318 students.

What does 21st century learning look like:

- One-to-One device-to-student ratio
- High tech Maker Space
- Student developed Schedules
- Hands on, project-based learning
- Community Engagement
- University Coursework & Support
- Mentorship, job shadowing, employment
- Advanced electives & robust STEM instruction
- College courses, on a college campus



## Organizational

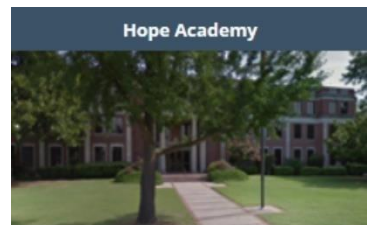
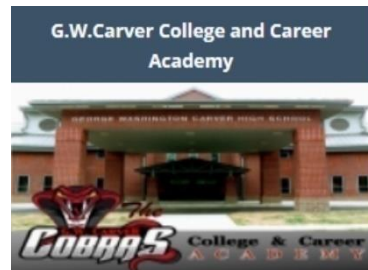
### Alternative Schools

Alternative Schools educate over 7,500 students annually in nine K-8, high, and specialty schools. MSCS has 9 alternative schools, they are: Airways Achievement Academy; Gordon Achievement Academy; Ida B. Wells Academy; G.W. Carver College and Career Academy; Northeast Prep Academy; Northwest Prep Academy; Adolescent Parenting Program; Hope Academy and Newcomer International Center. Alternative schools accommodate the comprehensive needs of students that are not adequately or consistently addressed in the traditional school environment. These students include:

- Students on long-term suspensions from all traditional MSCS, Charter, and ASD schools
- Students transitioning from incarceration
- Overage-for-grade students
- Students with behavioral challenges
- Students in need of a specialized learning environment
- High school students in need of accelerated graduation
- High school students desiring a career and technical path

Students are offered an opportunity to continue their education, as opposed to being absent from the education process, and benefit from smaller, more structured and non-traditional environments. Programming includes high quality, personalized instruction in core curriculum areas, individualized intervention plans, behavioral intervention, and development of life skills including coping, anger, and behavioral management. With each school, behavioral adjustment techniques are utilized to provide sustained behavioral and academic improvement. Staff are actively engaged in ongoing professional development to support strategic implementations and continuous improvement. After the completion of suspension, students may transition to home schools in the following ways:

- Students may transition upon completion of the suspension but are encouraged to remain enrolled until the end of each quarter
- Home schools are encouraged to end non state-mandated suspension on the date that correlates with the issuing of report cards. Per Tennessee Code Annotated Title 49-6-3402, attendance in Alternative Schools is not mandated. Students are eligible to re-enroll at the end of their expulsion term at their home school
- Seniors who are no longer under suspension have the right to participate in commencement exercises
- Seniors who are still under suspension on the day of commencement may participate at the principal's discretion
- School re-entry support which includes academic and behavior monitoring services are also provided







## Organizational



Adolescent Parenting Program (APP) provides support to first-time pregnant and parenting teens. For the school year 2022-2023, the Adolescent Parenting Program will combine with Northwest Prep Academy. The two schools will now operate as one entity under the leadership of one principal, and now parenting mothers and fathers will have an accelerated school option. The teen parents will also have an in-house daycare facility for their infants and toddlers.



Newcomer International Center (NIC)  
The Newcomer program is designed to meet the needs of students at the Secondary school level with little or no English proficiency and limited or no formal education in their native country.  
For the school year 2022-2023, Newcomer International Center will expand to include two additional satellite centers to increase the enrollment of high school students new to the country. We will offer coursework to assist the students in navigating the English language and high school. Students and families will be able to have in-house support, social and emotional assistance, ESL supports, and increased academic availability.



Picture taken prior to COVID-19



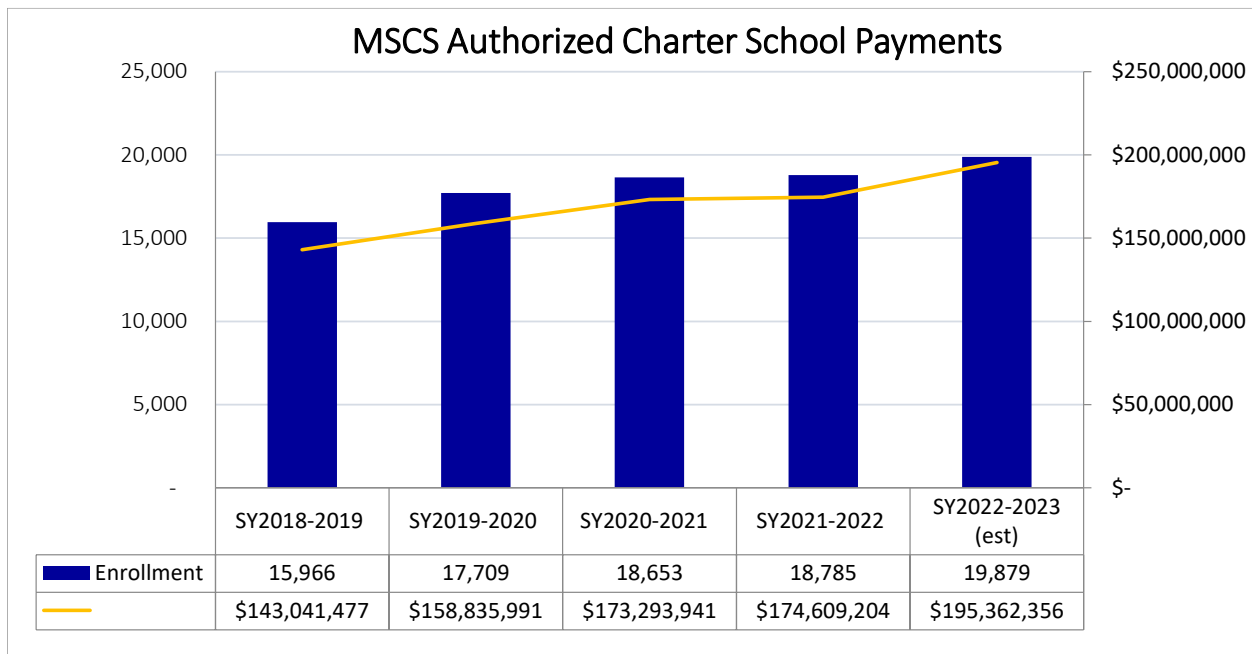
## Organizational

### MSCS Authorized Charter Schools

A charter school is a public school that is established and operates under the terms of a charter agreement and in accordance with the Tennessee Public Charter Schools Act of 2002 (T.C.A. § 49-13). Governed by independent operators, charters are publicly funded, and as such, subject to the same performance standards outlined by the Tennessee State Board of Education as traditional public schools. Charter operators have flexibility to set their own hours, school calendar and hiring process; however, teachers must be state-certified.

With the amendment of TCA/§/49-13-113 in January 2011 (effective SY2011-12), any child may attend a charter school in Tennessee, regardless of family income or the status of the child’s home school. There are no longer caps on the number of charter schools permitted in any given district. Local boards of education, the Achievement School District (ASD), and the State Board of Education (SBE) serve as charter school authorizers in Tennessee.

An agreement must be entered into between the sponsor of the charter school and the Board. The charter is approved for an initial period of ten years but can be revoked by the Board or the State if the school violates certain requirements of the Act. Tennessee State Board of Education reviews appeals from charter school applicants who have been denied by their local boards of education and can choose to uphold or overturn a district’s denial. Charter schools may be closed if they demonstrate poor academic performance, violate their charter agreement, or engage in practices of fiscal mismanagement.



The next chart lists the MSCS authorized charter schools, including grades served in school year 2019-20, overall TVAAS, and projected enrollment and payments in school years 2020-21 and 2021-22. The chart below includes charter schools operating since school year 2013-14, including charter schools no longer operating in school year 2020-21 and projected not to operate in school year 2022-23.



## Organizational

Charter Schools	SY 2022-23 Projected Grades Served	2022 Overall TVASS	SY 2021-22 Actual Enrollment	FY 2021-22 Actual Payment	SY 2022-23 Projected Enrollment	FY 2022-23 Projected Payment
Arrow Academy K-2	K-4	4	118	1,038,636.00	102	983,549.73
Aurora Collegiate K-5	K-5	5	353	3,107,106.00	344	3,317,528.86
Beacon College Prep	K-1	N/A	127	1,117,854.00	152	1,515,622.70
Believe Memphis Academy	4-7	5	386	3,397,572.00	408	4,068,392.16
Circles of Success K-5	K-5	3	204	1,795,608.00	230	2,215,588.88
City University Girls Prep 6-7	6-7	1	262	2,306,124.00	95	945,111.31
City University Liberal Arts 9-12	9-12	N/A	112	985,824.00	249	2,486,347.82
City University School of Independence 9	9	5	28	246,456.00	15	150,701.12
Compass Berclair	7-12	N/A	208	1,830,816.00	233	2,247,593.28
Compass Binghamton	K-8	N/A	196	1,725,192.00	223	2,149,238.30
Compass Frayser	K-8	N/A	183	1,610,766.00	208	2,001,445.65
Compass Hickory Hill	7-12	N/A	254	2,238,708.00	268	2,585,851.12
Compass Midtown	K-8	N/A	227	1,998,054.00	307	2,954,291.97
Compass Orange Mound	K-8	N/A	211	1,857,222.00	228	2,195,033.21
Crosstown High School	9-12	1	528	4,647,456.00	499	4,807,131.06
Freedom Prep 6-12	6-12	3	291	2,561,382.00	868	8,364,730.36
Freedom Preparatory Academy Elementary	K-5	3	540	4,753,080.00	554	5,338,115.74
Freedom Prep Academy 4	K-5	5	848	7,464,096.00	297	2,862,572.06
Freedom Preparatory Academy Sherwood	K-8	5	561	4,937,922.00	564	5,437,490.69
Granville T. Woods Academy K-8	K-8	3	383	3,371,166.00	429	4,271,012.92
Journey Community School Inc	K-5	3	429	3,776,058.00	402	3,874,873.71
KIPP #2 Memphis Academy Md 5-7	K-12	2	396	3,485,592.00	330	3,289,845.29
KIPP Memphis Collegiate Elementary K-2	K-12	5	430	3,784,860.00	386	3,849,875.41
KIPP Memphis Collegiate High 9-12	K-12	2	511	4,497,822.00	443	4,417,806.58
KIPP Memphis Collegiate Md 5-8	K-12	2	350	3,080,700.00	345	3,435,985.55
Kaleidoscope	K-5	N/A	52	457,704.00	-	
Leadership Prep K-2	K-5	1	392	3,450,384.00	373	3,591,926.75





## Organizational

Charter Schools	SY 2022-23 Projected Grades Served	2022 Overall TVASS	SY 2021-22 Actual Enrollment	FY 2021-22 Actual Payment	SY 2022-23 Projected Enrollment	FY 2022-23 Projected Payment
Memphis Academy Health Sciences	6-8	N/A	218	1,918,836.00	399	3,840,527.53
Memphis Academy Health Sciences High	9-12	N/A	367	3,230,334.00	211	2,029,547.07
MASE 6-12	6-12	4	592	5,210,784.00	538	5,185,232.56
Memphis Business Academy Elem. K-5	K-5	3	472	4,154,544.00	291	2,900,458.35
Memphis Business Academy High 9-12	9-12	2	286	2,517,372.00	573	5,712,648.90
Memphis Business Academy Middle 6-8	6-8	1	109	959,418.00	400	3,989,812.16
Memphis Business Academy Hickory Hill Elem	K-3	N/A	43	378,486.00	94	905,490.23
Memphis Business Academy Hickory Hill Middle	6-8	5	660	5,809,320.00	46	447,541.15
Memphis College Prep K-4	K-5	1	283	2,490,966.00	309	3,080,761.48
Memphis Delta Preparatory K-4	K-5	3	375	3,300,750.00	420	4,187,338.28
Memphis Grizzlies 6-8	6-8	3	269	2,367,738.00	334	3,326,080.30
Memphis Merit Academy	K-8	N/A	242	2,130,084.00	247	2,383,416.81
Memphis Rise Academy 6	6-12	5	785	6,909,570.00	788	7,853,674.79
Memphis School of Excellence 6-12	6-12	3	204	1,795,608.00	582	5,805,571.21
Memphis School of Excellence Elementary	K-5	2	572	5,034,744.00	412	4,104,452.66
Memphis School of Excellence Cordova	K-5	N/A	199	1,751,598.00	200	1,990,662.77
Memphis School of Excellence Cordova 6-12	6-12	2	374	3,291,948.00	274	2,726,613.84
Memphis STEM Academy K-1	K-5	N/A	313	2,755,026.00	258	2,574,836.29
Perea Elementary	K-2	N/A	453	3,987,306.00	263	2,620,046.62
Power Center Academy Elem Southeast (formerly Nexus STEM Elem)	K-5	1	299	2,631,798.00	305	3,043,624.41
Power Center Academy K-1	K-5	1	708	6,231,816.00	759	7,569,501.99
Power Center Academy High 9-12	9-12	4	729	6,416,658.00	683	6,810,309.58
Power Center Academy Middle Southeast (formerly Nexus STEM Academy)	6-8	N/A	280	2,464,560.00	276	2,751,488.14
Power Center Academy 6-8	6-8	3	302	2,659,134.00	463	4,609,839.63
Promise Academy K-5	K-5	1	317	2,790,234.00	286	2,850,404.05
Soulsville (formerly Stax) 6-12	6-12	3	383	3,371,166.00	702	6,760,670.03
Southern Avenue K-5	K-5	1	638	5,615,676.00	353	3,521,177.97
STAR Academy K-5	K-7	1	144	1,267,488.00	314	3,021,423.15
Veritas 5-8	6-8	3	416	3,661,632.00	155	1,493,538.48
Vision Prep K-1	K-5	3	225	1,980,450.00	392	3,908,002.98
<b>Charter School</b>			<b>19,837</b>	<b>174,609,204.00</b>	<b>19,879</b>	<b>195,362,355.61</b>



## Organizational

### vi. Academic Innovations

Memphis-Shelby County Schools is dedicated to fostering academic innovation across the District. Currently, there are four major innovations within the District: Innovation Zone (iZone), Empowerment Zone, Virtual Schools, and T-STEAM Design. iZone has been the most established academic innovation with proven success in improving the academic performance of our students.

#### Innovation Zone (iZone 2.0)



MSCS Innovation Zone (iZone) was created in 2012 to improve MSCS priority schools ranked in the bottom five percent. Our charge is to provide the turnaround support critically needed to move 50% of the MSCS managed schools off the Tennessee Department of Education’s State Priority List. The iZone has been one of Memphis-Shelby County Schools’ most successful initiatives since being established in 2012. Since its establishment, 11 of the iZone schools have attained double-digit test score gains, and seven have moved off the state’s priority list. Unlike MSCS traditional schools, iZone schools earn autonomy in relation to the academic programs available for their school based on academic results.

In 2019, the iZone was reimagined and became known as iZone 2.0; the iZone team was restructured and a new vision was collaboratively developed. This vision continues to serve as the through-line for all programs and initiatives. iZone 2.0 aligns all work through the following Five Key Levers of School Turnaround: Teaching and Learning, Culture and Climate, Aligned Staff, Systems and Operations, and Personal Leadership.

*Hire Highly Effective Talent:* Highly effective school leaders, teachers and support staff are hired to ensure ambitious student achievement goals are met. Principals have the autonomy to select their own staff to improve student outcomes. The Zone is supported by the Department of Human Resources to engage in Priority Hiring which enables early selection and hiring processes to begin one week earlier than the District. In addition, iZone 2.0 has partnered with Teach 901 to increase its candidate pool.

*Empowered Principals:* Empowerment in human capital, time and resources gives school leaders the leverage to greatly impact achievement. To successfully lead turnaround schools, principals and school leaders require stamina and specific competencies to effectively impact student academic achievement with urgency. iZone 2.0 principals have been trained by vendors with research-proven results; specifically: The University of Virginia/Partnership for Leaders in Education (UVA/PLE), Data Wise, and the National Center for Urban School Transformation (NCUST), *Central-Level Instructional Support Team:* Teachers, grades K-12, receive weekly support and coaching in ELA, Mathematics, and Science from the centralized support team comprised of content managers and coaches who have been trained in coaching best practices from Learning Forward. The centralized support team provides differentiated support to teachers, school content leads, and administrators through one-on-one coaching, planning support, unit and module studies, decomposing of standards through Know/Show charts, modeling of lessons, co-teaching, and monthly Learning Clinics.



*Extended Learning Day:* Students are educated for one additional hour per day to provide more time for core instruction, intervention, and enrichment. Each principal has the autonomy to extend the day or core subject learning blocks innovatively to meet the needs of their students.

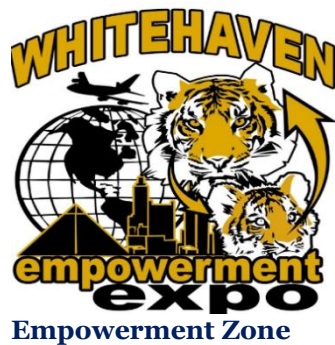


## Organizational

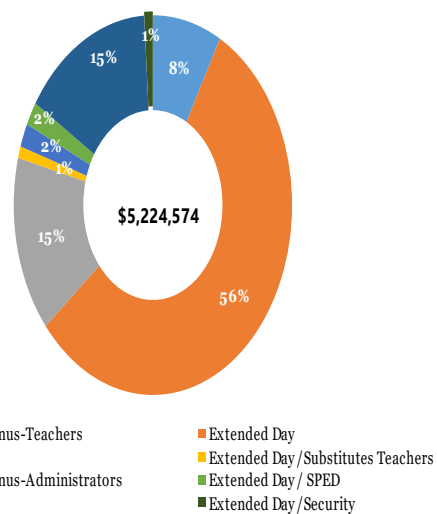
*Student Support:* Resources and wraparound services are provided to support student learning and to ensure that the whole child needs are addressed. All iZone schools have received Adverse Childhood Experiences training (ACES) and many have been trained in Trauma Informed School practices. Resources have been used to provide reset rooms in schools, hire a behavior specialist or additional counselors, and a Zone graduation coach. In addition, iZone will invest in a daily Social-Emotional Learning curriculum (SEL), In Focus, that engages students and teachers in daily strategies to work through feelings and emotional triggers that malign many of our students.

In school year 2022-23, an estimated 10,736 students will be part of the iZone 2.0. The iZone 2.0 will serve the following twenty-six schools comprised of eleven elementary, seven middle, and eight high schools: A. B. Hill Elementary, Alcy Elementary, Dunbar Elementary, Frayser-Corning Elementary, Georgian Hills Elementary, Getwell Elementary, Hawkins Mill Elementary, LaRose Elementary, Sheffield Elementary, Whitney Elementary, Winchester Elementary, American Way Middle, Craigmont Middle, Georgian Hills Middle, Grandview Heights Middle, Raleigh-Egypt Middle, Riverview K-8, Woodstock Middle, Booker T. Washington 6-12, Hamilton High, Manassas High, Oakhaven High, Sheffield High, Trezevant High, Westwood High, and Wooddale High.

Schools within the iZone receive additional funding through Federal and Discretionary Grants. Funding is used for additional class time for students and signing and retention bonuses for teachers and administrators. Tailored vendor services are used to provide additional support and build capacity of school leaders and centralized team members to construct models of continuous learning that will yield a lasting and sustainable return on investments. The entire iZone team analyzes multiple data sources and reflects on the impact of resources, implementations, and innovations to ensure that the return on investment positively impacts our students.



iZone 2.0 Intervention Costs

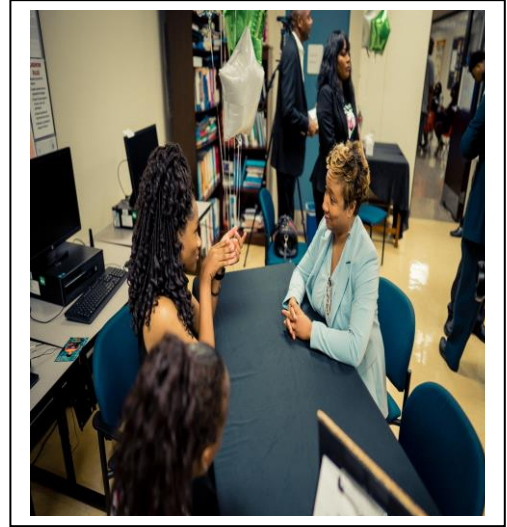


In school year 2016-17, the District launched a new turnaround model for schools that were at risk of being placed in Priority status by the state and recognized the need to be more aggressive and intentional about how we are supporting our struggling schools. The Empowerment Zone model is an innovative and proactive strategy designed to provide strategic interventions to students who need them most through improved school culture, climate and curriculum. Most of the schools in the Whitehaven area are in, or currently at risk of being placed in Priority status; the model began with Havenview Middle School in school year 2016-17.



## Organizational

The unique driver of success in the Empowerment Zone is total vertical alignment across all schools in terms of academics, particularly in the core subject areas of math, language arts, science, and social studies, as well as best teaching practices and school operational procedures. Vertical alignment means teachers can collaborate and interact with students across the Empowerment Zone, providing more access to diverse and competitive courses - such as world languages, business, and technology - that will prepare them for college and careers. Parents, educators and community stakeholders formed a unified leadership council and PTSA to ensure they have an active voice in decisions that impact students across the Empowerment Zone and are good for the community. The proactive intervention strategy targets schools in the southwest area of the District, specifically the Whitehaven community, zip codes 38116 and 38109. Schools in the Empowerment zone receive additional support (Coaches, Interventionists, Facilitators, Family Specialists, etc.) and resources.



Picture taken prior to COVID-19

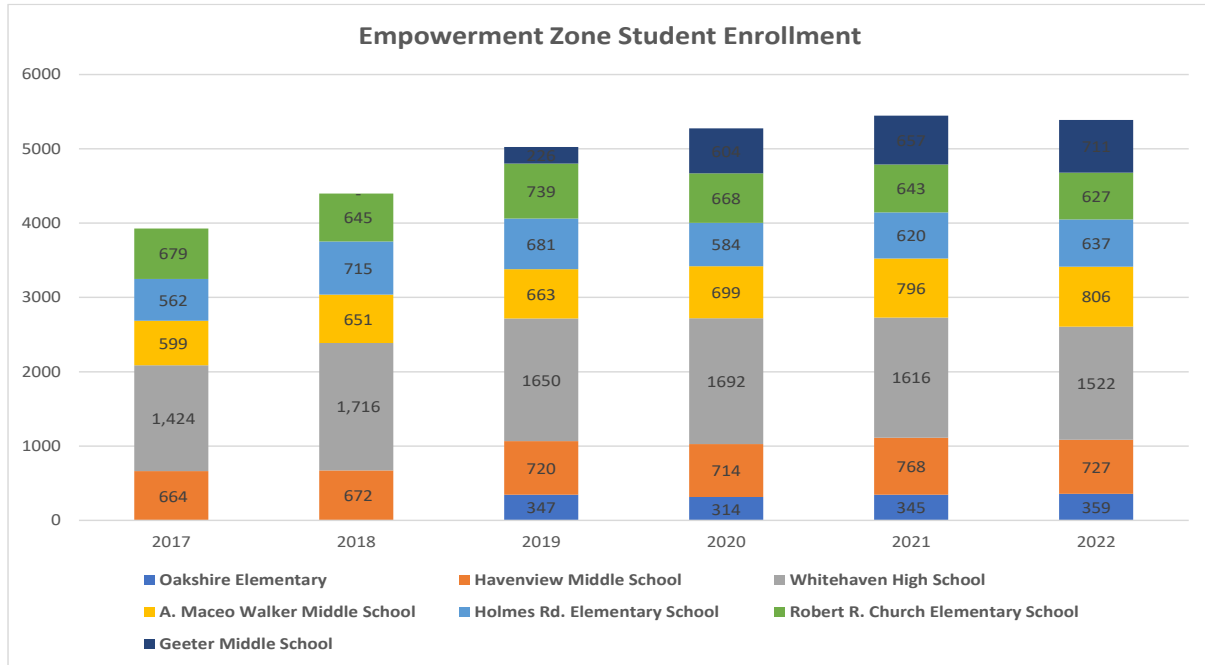


Student enrollment is listed in the below chart for the Empowerment Zone.





## Organizational



### Empowerment Zone Progress

Prior to becoming part of the Whitehaven Empowerment Zone (WEZ), Havenview Middle was a TVAAS 1 for three years in a row. After one year of being totally immersed in the academic treatment and safety nets of the Whitehaven Empowerment Zone, Havenview Middle is now a TVAAS 3 and not on any state identified list. Holmes Road Elementary was a TVAAS 1 for two years prior to entering the Whitehaven Empowerment Zone. After one year of being totally immersed in the academic treatment and safety nets of the Whitehaven Empowerment Zone, Holmes Road Elementary is now a TVAAS 5 and Reward School. Robert R. Church is a truly bright star in our community. Robert R. Church was a 2019 Priority Exit School and a TVAAS 5 Reward School. Since coming into the WEZ, Geeter K-8 is now Shelby County Schools’ first fully implemented and functioning Trauma Informed School for students battling social and emotional challenges.

Throughout the development of the Whitehaven Empowerment Zone and the academic support of schools entering the Whitehaven Empowerment Zone, Whitehaven High has maintained a TVAAS 5 rating for three years in a row and earned Reward School Status, managed to be in the top 5% of traditional high schools’ graduation rate rankings in Shelby County Schools and has earned over 500 million dollars in scholarships the past five years! This is not prevalent among high schools across this country that match our demographics.

### Continuous Improvement Zone (CIZ)

Providing effective, standards-aligned, high-quality, and equitable instruction is one of the primary objectives of the CIZ School's instructional leadership model.



## Organizational

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The academic leaders of MSCS have partnered with Leadership Networks (New Leaders) to amplify the impact of strong instructional leadership practices across the Continuous Improvement Zone. This partnership developed innovative approaches to building school leaders' capacity to support the implementation of high-quality, standards-aligned instructional practices.

Through job embedded coaching, CIZ leaders, principal supervisors, principals, instructional leadership team members, and teacher leaders engaged in targeted professional development to align instructional leadership structures, language, and practices across all 13 schools. The CIZ has provided a unique environment in which innovative strategies and systems are implemented to build the capacity of teachers and foster student success. CIZ consist of the following schools: Cherokee ES, Douglass K-8, Ford Road ES, Lucie E. Campbell, Treadwell ES, Westhaven ES, Chickasaw MS, Hamilton K-8, Sherwood MS, Treadwell MS, Douglass HS, Melrose HS, and Mitchell HS.







## Organizational

### Virtual Schools

MSCS Virtual School's mission is to create 21st century educational connections that open doors and provide equity for all learners. MVS seeks to increase and improve student success in the areas of academic growth, and graduation through rigorous online classes and constant and consistent student assistance. MVS offers several avenues for students to earn new credits or recover failed credits. The MVS staff is responsible for the providing instruction, along with IT service management for two online platforms. The platforms offer students 24-hour access to over 50 different courses, along with a certified teacher to facilitate their learning.



The first online platform provides virtual classrooms for the two primary classifications of students. The first classification is the full-time virtual student that completes all their courses online and is supported by the MVS staff for their entire comprehensive high school needs. The second classification of student is the part-time student that takes a maximum of two classes with the virtual school staff each year. These students are located at one of 30 high schools in the District and take advantage of the ability to either take additional courses or courses that are not offered at their home schools.

The second online platform provides opportunities for students that are seeking to recover credits or repair a quarterly grade in all the District high schools. MVS provides the training, platform architecture, and reporting necessary to assist high school teams with an online option for failing students. The platform has the capability to assess the students' needs and create prescriptive learning modules to facilitate the recovery of a credit or grade.

### Medical District High School Mission & Vision



- **Mission Statement**

Medical District High School will graduate college and career-ready critical thinkers who are emotionally conscious, socially responsible, and prepared to embrace their role in the global community

- **Vision Statement**

Memphis Medical District High School vision is to develop independent, well-rounded students who will excel academically, socially, and emotionally through the collaborative efforts from staff, parents, and community partners. Students will complete all requirements for high school graduation while pursuing an associate degree

- **School-Wide Student Outcomes**

Medical District High School will prepare its graduates to be global-minded and forward thinkers who exemplify Integrity, Intelligence, and Innovation



## Organizational

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### vii. Basis of Accounting and Budgeting



The accrual basis of accounting is used in the government-wide financial statements. Under the accrual basis of accounting, revenues are recognized when earned, and expenses are recorded when the liability is incurred, or economic asset is used. Revenues, expenses, gains, losses, assets and liabilities resulting from exchange and exchange-like transactions are recognized when the exchange takes place.

The fund financial statements, the General Fund, Special Revenue Funds and Capital Projects Funds, are prepared on the modified accrual basis of accounting. Under this basis of accounting, revenues are recognized in the accounting period in which they become susceptible to accrual, which is defined as being both measurable and available to finance expenditures of the current fiscal period. In determining availability, the government considers property taxes associated with the current fiscal year to be available if they are collected within one month of the end of the current fiscal year. The government considers sales taxes to be available if collected within two months of the end of the current fiscal year. Expenditures are recognized on the accrual basis. Revenues susceptible to accrual under the modified accrual basis are principally:

- a. Property taxes collected by Shelby County Government, but not yet remitted to the Board
- b. Grants and subsidies from other governments to the extent measurable and available
- c. Interest earned on investments as of year-end

Federal, state and local grants are recognized as revenues when eligibility requirements imposed by grantors have been met and as long as they are measurable and available within the appropriate time frame of the respective fiscal year.

The proprietary funds utilize the accrual basis of accounting. Under the accrual basis of accounting, revenues are recognized when earned and expenses are recorded when the liability is incurred, or economic assets used. Operating revenues and expenses generally result from providing services in connection with a proprietary fund's principal ongoing operations. All other revenue is considered non-operating revenue.

When both restricted and unrestricted resources are available for use, it is the Board's policy to use restricted resources first, then unrestricted resources as they are needed.

For budgetary reporting purposes, the encumbrance method of accounting for expenditures is used for the General, Special Revenue and Capital Projects Funds. Under this method, commitments represented by purchase orders, contracts and repair authorizations, except for those related to inventory purchases, are recorded as expenditures in addition to actual expenditures incurred.



## Organizational

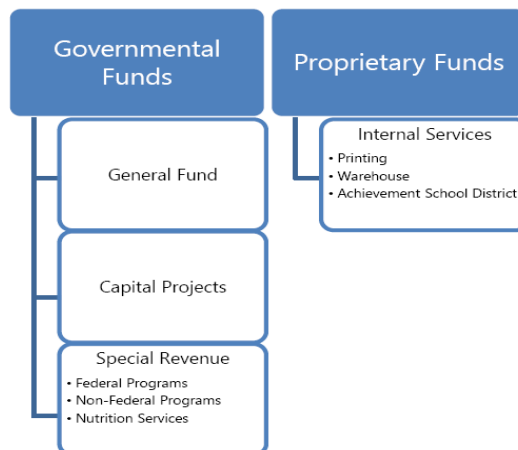
Unexpended funds in the General Fund and Internal Service Funds revert to the fund balance at the close of a fiscal year. Unexpended capital and special revenue categorical non-federal funds are carried forward from year to year until projects are completed.

### viii. Fund Structure

The District’s financial structure is established to reflect the use of funds for distinctive operations. The District’s accounts are maintained in accordance with the principles of fund accounting to ensure observance of limitations and restrictions on the resources available. The principles of fund accounting require that resources be classified for accounting and reporting purposes into funds in accordance with the activities or objectives specified for those resources.

Each fund is considered a separate accounting entity, and its operations are accounted for in a separate set of self-balancing accounts that comprise its assets, liabilities, fund equity, revenues and expenditures. Funds are categorized as major or non-major based upon factors that include relative size, impacts of the fund on other programs and services, and significance of the fund to the public.

The graphic below categorizes individual fund types as Governmental or Proprietary based upon how funds are appropriated.



Descriptions of the different fund types used by the District are as follows:

The **General Fund** accounts for funds to operate and maintain all public schools in MSCS. It is used to account for all financial resources except those required to be accounted for in another fund.

The **Capital Projects** Fund accounts for transactions related to resources obtained and used for the acquisition, construction, or improvement of capital facilities.

The **Special Revenue** Fund accounts for the proceeds of specific revenue sources legally restricted to expenditures for specified purposes in the following funds:

The **Federal and Non-Federal Programs** represent funds that the Board receives from various agencies, which are to be spent for specified purposes based upon contractual agreements. The funds are restricted or committed for specific purposes. The Non-Federal Programs Fund is local, or state funding and the Federal Programs Fund is federal government funding.



## Organizational

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The **Nutrition Services** Fund accounts for the financial operations of preparing and serving regular and incidental meals, lunches and snacks in connection with school functions. Revenue is provided primarily from the U.S. Department of Agriculture and is to be spent specifically for cafeterias. Thus, these funds are restricted, and the Nutrition Services Fund is used to ensure these funds are segregated from other funds.

The **Internal Services Funds** account for goods or services provided to one department or agency by another on a cost-reimbursement basis. These funds include the Achievement School District, Printing and Warehouse Funds.

Note that the District's self-insurance health and unemployment benefits (Proprietary Fund) as well as the Local Pensioner's Retirement investment accounts (Fiduciary Fund) are not appropriated.







## Organizational

### ix. Classification of Revenues and Expenditures

Revenues of the District are classified by source within a fund. Revenues are grouped into major categories. The major categories, along with the specific revenue sources, are:

#### Shelby County Government:

- Current property tax
- Delinquent property tax
- Exempt property in lieu of tax
- Alcoholic beverage tax
- In lieu of tax Memphis Light, Gas & Water
- Privilege tax
- Wheel tax
- Transfer in - uptown re-development

#### State of Tennessee:

- Basic education program
- Career teacher program
- Extended contract (career ladder)
- Mental health - alcohol and drug services
- Other

#### Federal Government:

- Adult basic education
- Indirect costs
- Reserve Officers' Training Corps (J.R.O.T.C.) reimbursement

#### Other Local Sources:

- County sales tax
- Earnings from investments
- Judgment recovery
- Miscellaneous
- Rental of facilities
- Stadium receipts
- Tuition

Expenditures of the District are classified by fund, state function, object, department, location, and project. The primary presentation in this document is by department and object. The Account Code Structure was designed for State of Tennessee compliance reporting as well as to provide district financial information to users.

Department structure is based upon the District's Organization. For example, for the Department 100000 Academic Office, all General Education Staffing for Schools and School Leadership falls under this Cabinet Head, such as 1025XX for Librarians, 106XXX for School Leadership and 19XXXX for General Education.

Expenditures, by state function and object code, include:

#### Functions

- Instruction
- Instructional support
- Student support
- Education Technology
- Business Administration
- Office of principal
- General administration
- Fiscal services
- Other support services
- Student transportation
- Plant services
- Community service

- Charter schools
- Retiree benefits
- Food service
- Capital outlay

#### Object Codes

- Salaries
- Employee benefits
- Contracted services
- Supplies & materials
- Other Charges
- Debt Service
- Capital Outlaw



# Organizational

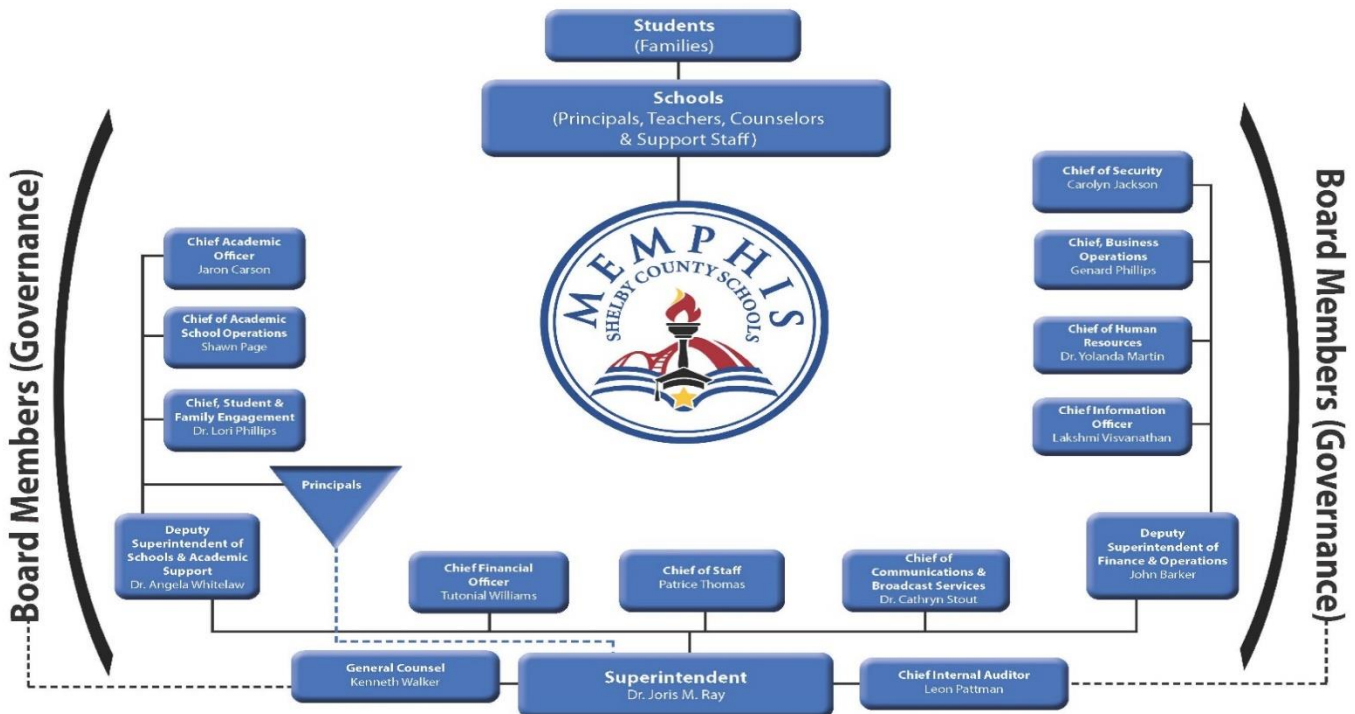
## II. ADMINISTRATIVE ORGANIZATIONAL CHART

Memphis-Shelby County Schools prepares our students by providing resources and support to facilitate high quality learning. Central office and general administrative functions range from creating a safe and secure learning environment to placing the best possible teachers and school leaders in front of our students each day. The organizational structure below outlines the various departments of Memphis-Shelby County Schools that help to drive progress toward the District’s Destination 2025 goals.

The Shelby County Board of Education (SCBE) governs the business operations of Memphis-Shelby County Schools (MSCS or District) which is comprised of nine elected Board members representing Shelby County, excluding six municipalities that have created independent school districts. The legal basis for education in Tennessee is expressed in the State Constitution and State statutes, as interpreted by the courts. Boards are instruments of the State, and members of the Board are State officers representing local citizens and the State in the management of the public schools. SCBE serves residents within the boundaries of the District and non-residents under conditions specified by State law and the Board. The MSCS Board Members listed below are as of June 2020.

### MSCS Board Members:

- |                          |                                |                                 |
|--------------------------|--------------------------------|---------------------------------|
| Ms. Althea Greene, Chair | Ms. Sheleah Harris, Vice-Chair | Ms. Michelle Robinson McKissack |
| Mr. Keith Williams       | Mr. Kevin Woods                | Ms. Joyce Dorse Coleman         |
| Ms. Stephanie P. Love    | Ms. Amber Garcia               | Mr. Frank Johnson               |







## Organizational

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### III. MISSION, VISION, GOALS AND PRIORITIES

#### *MISSION*

Preparing all students for success in learning, leadership, and life.

#### *VISION*

Our District will be the premier school district attracting a diverse student population and effective teachers, leaders, and staff all committed to excellence.

#### *GOALS AND PRIORITIES*

We are reimagining 901. Our goals are:

- To strengthen Early (K-2) and Continuing Literacy (3-12)
- To recruit and retain the best district leaders and teachers in the nation, immerse them in professional development to embrace and teach foundational literacy skill concepts, and entrench them in the community and classroom
- To create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce

### IV. FINANCIAL MANAGEMENT GOALS

The Board recognizes that money and money management constitute the foundational support of the entire schools' program. To ensure that support is utilized as effectively as possible, the Board intends:

- to engage in advance planning, with broad-based staff and community involvement
- to establish levels of funding which will provide quality education for the District's students
- to use available techniques for budget development and management
- to provide timely and appropriate information to all staff with fiscal management responsibilities
- to establish efficient procedures for accounting, reporting, purchasing and delivery, payroll, payment of vendors and contractors and all other areas of fiscal management

### V. FINANCIAL POLICIES AND LAW REQUIREMENTS

The following eight Board policies and financial reporting law requirements related to financial reporting help to ensure appropriate and efficient internal fiscal controls around fiscal management.

#### **i. Annual Operating Budget and Balanced Budget**

According to Annual Operating Budget Policy (SCBE policy 2001), the Board shall adopt a budget and appropriate funds for each fiscal year prior to the beginning of the fiscal year. The approval of the annual operating budget by the Board provides authorization to the Superintendent and the administrative staff to expend any or all the amounts appropriated to the limit of each separate fund for the specific budget year. In accordance with state law, regulations and Board Policy, the Superintendent and Chairman of the Board of Education will submit a budget to the State of Tennessee.

According to State law and Board policy, the school district is required to operate under an annual balanced budget approved by resolution of the SCBE and the Shelby County Commission. The Board defines a "balanced budget" as when the sum of estimated revenues and appropriated fund balance is equal to expenditure appropriations. Revenues and expenditures are defined in accordance with generally accepted accounting principles. Annual Operating Budget Policy provides details about the operating budget and the requirement for a "balanced" budget.



### **ii. Procurement**

The Division of Procurement Services is responsible for issuing purchase orders for all approved purchases requiring a purchase order under this policy and for ensuring appropriate Board approval procedures are followed. The Superintendent is responsible for making recommendations to the Board to approve the purchase of goods and the acquisition of all services meeting the requirements for Board approval. The Procurement Services Reference Manual provides details about the bids and purchasing policy.

### **iii. Internal Accounting Controls**

MSCS has established a comprehensive internal control framework designed to protect the District's assets from loss, theft, or misuse. In addition, the District manages its accounting system to provide reasonable assurance regarding the reliability of financial records for preparing financial statements and maintaining accountability for assets. "Reasonable assurance" recognizes that the cost of a control should not exceed the benefits likely to be derived; and the evaluation of costs and benefits requires estimates and judgments by management. Our external auditors test the District's compliance with its Internal Controls annually.

### **iv. Risk Management**

The Risk Management Office has the overall responsibility for the health, comfort and learning environment of students and staff. The Risk Management Office objectives include preserving the assets of MSCS from the consequences of accidental or other losses that are financially catastrophic and could impair the Board's ability to provide educational and community services. The Risk Management Office ensures risks that are likely to have a significant impact on the achievement of key Board objectives are identified and effectively mitigated.

### **v. Debt Limits**

Memphis-Shelby County Schools does not issue general obligation debt and relies upon Shelby County Government for financing its capital needs. Shelby County Government conducts its finances so that the amount of general obligation debt does not exceed twelve percent of the County's taxable assessed valuation. Decisions regarding the use of debt will be based in part on the long-term needs of the County versus the amount of funds dedicated in a given year to capital outlay on a "Pay-As-You-Go" basis. The County also includes "Pay- As-You-Go" funding in their Operating Budget for smaller asset acquisitions and improvements each year rather than in the Capital Improvement Budget with funding from tax dollars.

### **vi. Fund Balance**

Memphis-Shelby County Schools' sound financial management principles require that sufficient funds be retained by the District to always provide a stable financial base. To retain this stable financial base, the District will maintain a General Fund Balance sufficient to fund all cash flows of the District, to provide financial reserves for unanticipated expenditures and/or revenue shortfalls of an emergency nature, and to provide funds for all existing encumbrances.

In order to maintain and protect the long-term financial capacity of Memphis-Shelby County Schools, total Fund Balance and reserves in the General Fund will be maintained at a level not less than required by Tennessee Code Annotated § 49-3-352. Should the Fund Balance amount fall below the required level, the Board must approve and adopt a plan to restore this balance to the required level within 24 months. If restoration of the reserve cannot be accomplished within such period without severe hardship to the District, the Board will establish a different time period. The Chief Financial Officer is responsible for monitoring the General Fund Balance in accordance with this policy.



**vii. Investments**

The Board supports and authorizes a safe and sound investment program, critical for securing a maximum yield to supplement other District revenues for the support of educational programs. Investments must comply with the policy and follow compliance of State and Federal laws. Per the policy, District investments shall be made with sound judgment and at a minimum, meet the following standards of: (1) Safety – investments shall be made in a manner that ensures the protection and preservation of investment principal; (2) Liquidity – investments shall be made in a manner to secure the highest investment return while managing liquidity requirements of debt service and other financial obligations of the District and (3) Return on investment – investments shall be made in a manner that maximizes returns considering aforementioned standards, applicable state and local restrictions, and reasonable levels of risk.

**viii. Financial Reporting and Audit Requirements**

The Superintendent shall submit financial reports to the Board and to State and Federal agencies, as required. Principals are responsible for submitting monthly financial reports to the central office and to State and Federal agencies, as required. Summary financial statements consisting of the various fund balance sheets will be prepared monthly to ensure the monitoring of controls and financial status.

The Superintendent will also require revenue and expenditure budget projections for the General Fund monthly. If the projections indicate a significant over or under-expenditure condition by June 30, corrective action or budget amendments will be initiated by the budget center manager.

An independent audit of all fiscal accounts, including accounts and records of each school’s student activity funds, shall be made by a certified public accountant selected by the Board following the end of each fiscal year. The results of this audit, including a management letter, will be made available to the Shelby County Board of Education. The Superintendent shall furnish or make copies of the audit available to the proper authorities as prescribed by law.



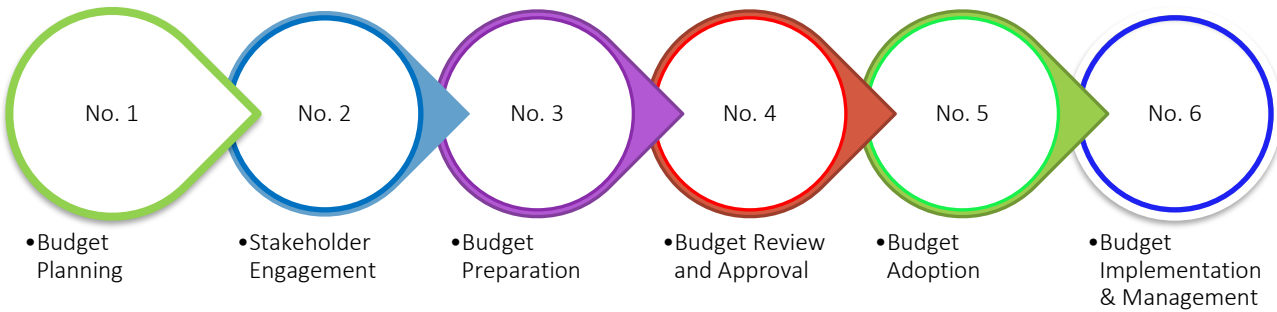




**VI. BUDGET PROCESS AND CALENDAR**

The budget process is a year-round process, which includes budget development, adoption, and management. The budget development process starts in September by preparing a roadmap that jumpstarts the District-wide budget discussion. Departments, schools, parents, and community begin in October to shape the District’s budget for the upcoming fiscal year.

Specifically, the budget process includes the six steps listed below.



No. 1: Budget Planning

The budget planning phase has two key components. First, a refinement of financial projections for the upcoming fiscal year is conducted. The preliminary budget projections including assumptions are presented to the Board at a Board Work Session and/or Committee Meeting. Actual financial figures from prior years are used in modeling revenue and expenditure trends. Also, potential legislative and enrollment changes are incorporated in the budget projections. Second, a budget calendar is developed that aligns with the four budget guiding principles. Feedback is solicited from the Cabinet and the Board on concerns and priorities. After revisions, the calendar is presented to the Board at a Board Work Session and implemented by the Budget staff. The budget calendar serves as a roadmap of the process, which is continually updated when date changes occur.



Picture taken prior to COVID-19



**Memphis-Shelby  
County Schools  
BUDGET CALENDAR  
FISCAL YEAR 2022-2023**

**Presentation of Adopted Budget Calendar**

**Monday, October 18, 2021**

**Present Budget Calendar to the Board – Audit, Budget Finance Committee**

**Tuesday, October 19, 2021**

**Present Budget Calendar and Strategic Priorities at Board Work session**

**Development of Budget priorities and Community Engagement**

Monday November 1, 2021

Begin Collaborations with Communications and FACE to develop Community Engagement Strategy

Tuesday, December 14, 2021

Share community engagement plan around a collaborative budget process for board approval in Audit, Budget, Finance. The plan should include information regarding workshops, focus groups, panel discussions with teachers, parents, students, and community partners

Tuesday, December 14, 2021  
To  
Friday, March 4, 2022

Implement a community engagement plan around a collaborative budget development process; Hold budget various workshops, focus groups, panel discussions with teachers, parents, students, and community partners. Budget Engagement will be aligned with Reimagining 901 Our Schools Our Community Sessions

**Internal Budget Development**

Monday, October 11, 2021  
To  
Friday, October 29, 2021

Begin school strategic planning sessions assessing student/teacher needs, budget development with School Leaders and Central Office support teams

Monday, November 8, 2021

Present General, Federal, CIP, and Special Revenue Funds budget guidelines to Chiefs



**Memphis-Shelby  
County Schools  
BUDGET CALENDAR continued  
FISCAL YEAR 2022-2023**

Monday, December 13, 2021	Provide initial draft budget to Supt; MSCS Cabinet reviews departmental budgets and alignment to priorities and needs assessments
Monday, February 7, 2022	Present initial budget to Cabinet
Saturday, February 19, 2022	Deliver initial budget to Shelby County Board of Education- Retreat
February 28-March 11, 2022	Budget Checkout – Schools (Subject to change)
<b><u>Budget Review and Approval Process</u></b>	
Tuesday, April 19, 2022	Deliver proposed budget to Shelby County Board of Education *
Tuesday, April 26, 2022**	Present proposed budget to Shelby County Board of Education for approval
Wednesday, May 4, 2022**	Present Shelby County Board of Education’s FY2022-23 proposed budget for approval before Shelby County Board of Commissioners Education Committee*
Wednesday, May 9, 2022**	Present Shelby County Board of Education’s FY2022-23 proposed budget for approval before Shelby County Board of Commissioners*
Monday, May 23, 2022**	Present final budget to Shelby County Board of Education for approval as adopted budget * ( <i>Special Call</i> )
Wednesday, June 1, 2022**	Present final budget to Shelby County Board of Commissioners Education Committee for approval as adopted budget *
Monday, August 1, 2022	Submit budget to State of Tennessee

***\*To decrease the spread of COVID-19, the District’s planning and execution of interactive and physical community budget meetings involving Stakeholders, Board members and District staff will adhere to the most recent guidelines, for in person engagement, from medical officials that are adopted by MSCS’ administration and Board.***

***\*\*Dates are subject to change as the MSCS Board may adjust, and this document has been prepared before the Shelby County Commission’s FY23 budget process and dates finalization which will occur in November 2021.***





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### No. 2: Stakeholder Engagement

After completing the budget planning phase, the public engagement of school leaders, teachers, parents, community leaders and department leaders usually serves as a critical step in ensuring multiple views and needs are reflected in the budget process. However, in the spring of calendar year 2020, governmental mandates have prohibited gatherings of ten or more people to decrease the spread of COVID-19 (Coronavirus). Therefore, the District's planning and execution of interactive and physical community budget hearings involving stakeholders, Board members and District staff have not been determined at this time.

### No. 3: Budget Preparation

Formulation of the budget begins with enrollment projections. Enrollment projections drive staffing and expenditure allocations for local schools. In addition, they are based on the second twenty-day attendance count and are finalized annually in December.

#### *A. Expenditures*

Expenditure allocations for each school are based on per-pupil allocations, instructional and administrative staffing allocations and other required Operating and Maintenance (O&M) service levels. Per pupil allocations help determine how much O&M funds each school will receive. The allocations to each school are considered discretionary funds and are accounted for separately by way of school-based budgets.

Each school's discretionary fund can be used for O&M services, such as professional services, repairs and maintenance, equipment rental, printing and binding, postage, telecommunications, telephone, supplies, materials, books, travel, equipment, computers, furniture, membership dues and related fees and other related instructional expenditures. Decisions concerning the use of these funds are at the principals' discretion. Other costs such as salaries and benefits include incremental increases. Benefits are calculated according to the required Board matching rates plus projected insurance premium increases.

Costs that are fixed and static do not fluctuate depending upon the quantity or level of input. Most staffing positions are fixed but can be static depending on location. For example, in most cases, there is always one principal per school, whereas the number of teacher positions is variable depending on student enrollment in each class and grade level at each site. Each program is held at the same level of staffing unless approved by the Board or Superintendent. Other costs, such as utilities, gasoline, postage, and other contracts, are considered market driven.

As a part of the fiscal year 2020-21 budget process, school leaders had enhanced flexibility around their school staffing in compliance with state and federal regulations. Instead of providing schools with their staff allocations, school leaders had the options to repurpose a position for another one to address a greater academic need. The greater flexibility around school staffing allowed school leaders to be more responsive to their particular school needs.

The budget is developed using the zero/goal-based budgeting method. Reengineering of processes and realignment of functional assignments for efficiency and improved performances are the next steps in the budget development process. Program managers are responsible for implementing measures for continuous improvement.

Each department is responsible for preparing supporting documentation. Before any budgets are submitted to the Budget and Fiscal Planning team, a line-item justification must be completed which aligns to District goals and priorities. The supporting documents enable the Budget and Fiscal Planning team to determine if all cost allocations are justifiable and accurate. These documents also help the District determine where cost savings can be maximized.



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### *B. Revenues*

The estimation of revenues begins in October and is based upon enrollment projections which are developed by school and grade level. The enrollment projections consider mobility factors such as birth rates and housing changes. In such a competitive educational ecosystem, enrollment projections consider enrollment changes in charter schools, Achievement School District, municipal school districts, and charter school authorized by TN State Board of Education.

For the General Fund, Basic Education Program (BEP) funds and County tax revenues are the major sources of funding. State law requires that local funding bodies adhere to the maintenance of effort rule; whereby, their budgets for education must be maintained, at a minimum, at the same budget level as the previous year. By ordinance, Shelby County has capped the property tax revenues allocated to education. Educational revenues from various County taxes, including sales taxes, are shared between the school districts based on the Weighted Full-Time Equivalent Average Daily Attendance (WFTEADA) formula.

State revenue estimates are generated through State sales tax collections and are calculated using the Basic Education Program (BEP) formula. BEP revenues are a funding plan and not a spending plan. However, certain requirements must be met when using the funds. BEP estimates are not finalized until the State of Tennessee calculates Average Daily Membership (ADM) and finalize its budget, which has typically occurred in April.

New and existing grant opportunities are evaluated to determine potential funding or revenue loss. Most grants have restrictions in terms of what the funds can be used for and how they are used.

### *C. Capital Budget*

The budget development process for the Capital Projects Fund budget is prepared concurrently with the foregoing process for the development of the General Fund and Special Revenue Funds' budgets.

Each year, the Department of Facilities Planning & Property works with the Department of Facility Management to update the District's Five-Year Deferred Maintenance Plan and determine which projects from the previously approved five years are most needed. Projects are prioritized based upon safety matters, compliance with State and Federal statutes, maintenance of existing facilities and improvement to District buildings. Memphis-Shelby County Schools submits the identified projects to the Shelby County Board of Commissioners for approval of funding. After the Shelby County Board of Commissioners approves funding for a project, the projects are re-submitted to the Shelby County Board of Education to appropriate the expenditures.

### No. 4: Budget Review and Approval

Once the initial budget is prepared, it is submitted to the Budget & Finance Committee for review. During the committee hearings, executives of selected programs are given the opportunity to review their programs with the Board and justify their budgets. The review of the programs is guided by metrics required by the Budget & Finance Committee. After the committee meetings, revisions - by reconciliation - are made to the budget before the proposed document is prepared and presented to the Board. The Board reviews the proposed budget during the review meetings with members of the community. The Board approves the proposed budget, which is submitted to the legislative body - the Shelby County Board of Commissioners.



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### No. 5: Budget Adoption

Once the Shelby County Board of Commissioners approves the proposed budget, the Board adopts the budget. The adopted budget is submitted to the State of Tennessee as the official budget document. The Board adopts a budget and an appropriating resolution for each fiscal year prior to the beginning of that fiscal year. The Board recognizes that the annual adopted budget is a legal document required by statute and, therefore, directs that the Superintendent develop such a budget for the operation of MSCS annually. The Board further recognizes that the budget provides the framework for both expenditures and revenues for the year and translates into financial terms for the educational programs and priorities of the District. MSCS must provide a budget by major function and by major object to the Board. The approval of the annual budget by the Board provides authorization to the Superintendent and the administrative staff to expend any or all the amounts appropriated to the limit of each separate fund for the specific budget year. The annual budget is the most concise expression of the educational goals of the District because the budget expresses the services the District plans to provide during the period covered by the budget. Because the responsibilities of the District are continuous, the annual budget should be controlled to the optimum extent by policies that are compatible with the long-range plans of the District.

The State requires that a line-item budget by functional category be entered into ePlan on the State Department of Education's website. State law requires the District to submit its operating budget to the State of Tennessee Department of Education by August 1.

In the event the District does not adopt a budget for operation by July 1, the budget for the year just ended shall continue in effect until a new school budget has been adopted. A continuation budget is not valid beyond October 1 of the current fiscal year for purposes of the District's eligibility to receive State school funds.

### No. 6: Budget Implementation and Management

The Budget and Fiscal Planning department loads the adopted budget into the financial system once the final budget has been approved. As the budget is expended, department leaders, Accounting and Reporting, and the Budget and Fiscal Planning team conduct monthly meetings to monitor the budget.

#### *A. Budget Management*

Each month, financial reports are shared with department leaders to evaluate annual spend relative to the annual budget. Quarterly financial reports are presented to the Audit, Finance, & Budget Subcommittee of SCBE and Shelby County Board of Commissioners. Also, monthly financial projections are conducted to track spend against the budget across the District. The District uses the monthly financial projections to inform investment decisions throughout the fiscal years. Access to budget reports and financial audits are available online (<http://www.scsk12.org/finance/reports?PID=604>).

#### *B. Budget Administration*

When unforeseen circumstances arise during the fiscal year that require an amendment to the final adopted operating budget, adjustments can be accomplished in the following manner. The Superintendent or his designee is authorized to transfer budget amounts between state functions when approval has been provided by the Board and Shelby County Board of Commissioners. Budget revisions that increase the balance of a fund are taken by resolution before the Board and the Shelby County Board of Commissioners.

The monitoring of expenditures and revenues is a crucial component of the management of the budget. In the event of an unexpected decline in revenue, certain non-essential expenses would be the first to be



## Organizational

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identified and frozen to ensure a balanced budget at year-end. Monthly financial meetings with department leaders help to foster effective discussions around financial performance and unanticipated expenses. Also, the monthly financial projections ensure regular analyses of the District's revenues and expenditures are performed and timely actions are taken.

### *C. Position Control*

An integral part of the District's adopted budget is position control, which defines the approved budgeted positions. The purpose of the position control is to ensure that the District's staffing does not exceed its authorized positions. The Budget and Fiscal Planning team maintains the position control budget.

Human Resources must first approve any salary increase that is requested for an employee by a department administrator for purposes of reclassification, equity, or other circumstances. The department administrator must identify funding for the increase as the department or division's budget must remain budget neutral. The Budget and Fiscal Planning team check that sustained funding is available. Savings realized through vacancies cannot be used to fund salary increase requests.



Picture taken prior to COVID-19





## Organizational

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### VII. ANNUAL OPERATING BUDGET POLICY

According to Annual Operating Budget Policy (SCBE policy 2001), the Board shall adopt a budget and appropriate funds for each fiscal year prior to the beginning of the fiscal year. The approval of the annual operating budget by the Board provides authorization to the Superintendent and the administrative staff to expend any or all the amounts appropriated to the limit of each separate fund for the specific budget year. In accordance with state law, regulations and Board Policy, the Superintendent and Chairman of the Board of Education will submit a budget to the State.

Specifically, the Superintendent is responsible for developing an annual budget, submitting it to the Board for adoption and managing the budget after adoption. The Board is responsible for annually adopting the budget for the operation of the District and for submitting it to the Shelby County Commission. The Superintendent is responsible for filing a copy of the budget with the Commissioner of Education within the time limits mandated by the State. The Superintendent will also establish a time schedule for the preparation of the budget, to be known as the “budget planning and preparation calendar.”

According to State law and Board policy, the school district is required to operate under an annual balanced budget approved by resolution of the SCBE and the Shelby County Commission. The Board defines a “balanced budget” as when the sum of estimated revenues and appropriated fund balance is equal to expenditure appropriations. Revenues and expenditures are defined in accordance with generally accepted accounting principles. The Annual Operating Budget Policy provides details about the operating budget and the requirement for a “balanced” budget.

### VIII. LAWS AFFECTING THIS BUDGET

#### i. Budget Approval

MSCS must submit its budget for approval each year to the following:

- Shelby County Board of Commissioners
- State of Tennessee – Pursuant to Tennessee Code Annotated (TCA) §49-3-316 the District has thirty days after the beginning of each fiscal year to submit to the Commissioner of Education a complete and certified copy of its entire school budget for the current school year. On or before August 1 of each year the District must submit to the Commissioner of Education a correct and accurate financial report of the receipts and expenditures for all public-school purposes of the District during the previous school year ending on June 30

In the event the local fiscal body has not adopted a budget for the operation of the public schools by July 1 of any year, the Tennessee Public Chapter 170, Acts of 2015 allows counties to operate under a continuation budget through August 31. Counties with extraordinary circumstances preventing the adoption of a budget resolution by August 31 may request approval from the Comptroller of the Treasury to operate until September 30. However, expenditures mandated by this part and implemented by rules, regulations and minimum standards of the State board shall be incorporated into this continuing budget. Any continuing budget adopted by the local fiscal body shall not be valid beyond October 1 of the current fiscal year for purposes of the local fiscal body’s eligibility to receive State school funds.



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### **ii. Teacher Supply**

According to TCA §49-3-359, there is included in the Tennessee Basic Education Program (BEP), an amount of money to pay \$200 to every teacher in kindergarten through grade twelve (K-12). The teachers shall use this money for instructional purposes. In a practical manner, the District must allocate this amount to the school for each teacher after the start of the school year.

### **iii. Charter Schools**

According to TCA §49-13-112 (a), the District must allocate to approved charter schools an amount equal to the per-student state and local funds received by the District and all appropriate allocations under federal law or regulation, including Title I funds. The allocation must be in accordance with rules and regulations as established by the Tennessee State Department of Education.

### **iv. Hold Harmless Laws**

Chapter 2 of the Public Acts of 2021 (PC 2), passed during the 1st Extraordinary Session of the 112th General Assembly, amended laws regarding educator, student, school, and school district accountability. In addition to other changes, this new law revised how statewide student assessment results may be used for determining student, school, and school district accountability.

For students, this new law provides local flexibility for determining student final grades. For school districts and schools, it removes the negative consequences associated with accountability, if TCAP participation rate conditions are met. This document outlines how this new law specifically impacts student final grades and school and district accountability. The Tennessee Department of Education has published separate documents regarding how the law amended educator evaluation.

### **v. Annual Charter School Authorizer Fees**

According to TCA §49-13-128, as the chartering authority of a charter school, the local board of education receives an annual authorizer fee that is a percentage of a charter school's per student state and local funding for the school year. Specifically, the annual authorizer fee shall be the lesser of 3% of the annual per student state and local allocations or \$35,000 per school.

### **vi. Statewide Charter School Authorizer**

A nine-member commission appointed by the Governor will take over the responsibility from the Tennessee State Board of Education regarding Charter schools and could bypass local school board decisions.

### **vii. Every Student Succeed Act (ESSA) Financial Transparency**

A key component of ESSA focuses on fiscal transparency and school-level financial reporting. Beginning in school year 2018-19, this shift from current reporting practices requires states and districts to provide per-pupil expenditures of federal, state, and local funds for each individual school. The new law includes a host of new transparency requirements that will give the feds, states, districts, educators, advocates and education reporters a much clearer picture of how different populations of kids are doing and what kinds of access they have toward resources, including money.





## Organizational

### viii. School Safety

Former Governor Bill Haslam devoted \$10 million annually towards the school safety grant fund. Governor Bill Lee is asking for another \$30 million investment - \$10 million of which would be recurring, in addition to a one-time \$20 million deposit – to bring the funding to \$40 million in the fiscal year 2019-20 Governor’s budget.

## IX. FISCAL SUSTAINABILITY

### i. Strategic Priorities

A long-term fiscal sustainability plan is critical. For FY2022 we have transitioned to Reimagining 901, a long-term plan that expands our initial Destination 2025 to Reimagining Education, Reimagining Schools, and Reimagining Communities.

The Reimagining 901 plan will provide a forward-looking view into our fiscal sustainability, identifying challenges, opportunities, and potential fiscal imbalances. Hence, a long-term fiscal sustainability plan is a planning document that includes historical information and financial projections. The plan serves as a cornerstone to proactively respond to enrollment and financial challenges.

The long-term fiscal sustainability process is currently guided by our Reimagining 901 goals. Below are the three strategic priorities that support the Reimagining 901:

- To strengthen Early (K-2) and Continuing Literacy (3-12)
- To recruit and retain the best district leaders and teachers in the nation, immerse them in professional development to embrace and teach foundational literacy skill concepts, and entrench them in the community and classroom
- To create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce



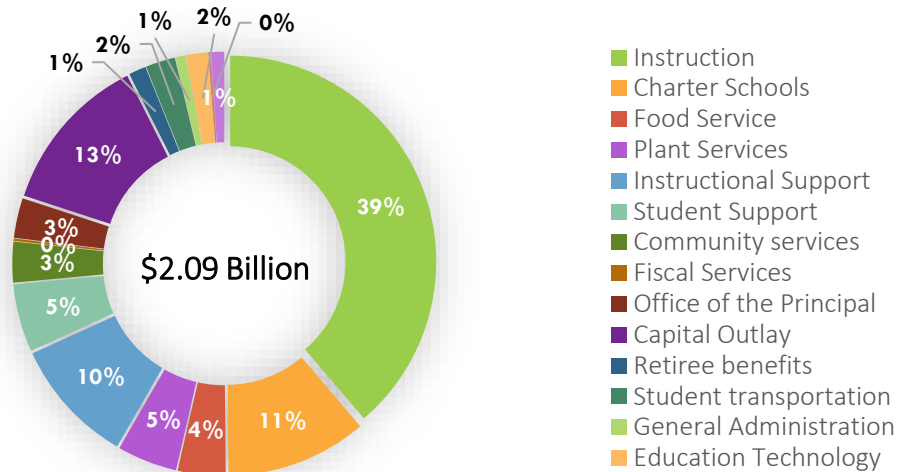
Picture taken prior to COVID-19



## Organizational

### ii. Budgetary Highlights: Our Overall Budget

Memphis-Shelby County Schools continues to make great academic strides, while becoming more efficient and being a prudent steward of public funds. The combined and adopted All Funds budget is \$2.09 billion dedicated to the education of our students. The adopted budget reflects a \$194.4 million decrease in our total operations in fiscal year 2022-23 relative to the previous year’s amended budget. Approximately \$1.51 billion, or 79% of the adopted fiscal year 2022-23 total All Funds budget, is focused on educational services to our students. The \$572.8 million excludes Student Transportation, Instructional Support, Food Services, and Capital Outlay. The chart below provides a breakdown of the fiscal year 2022-23 combined All Funds budget expenditures.

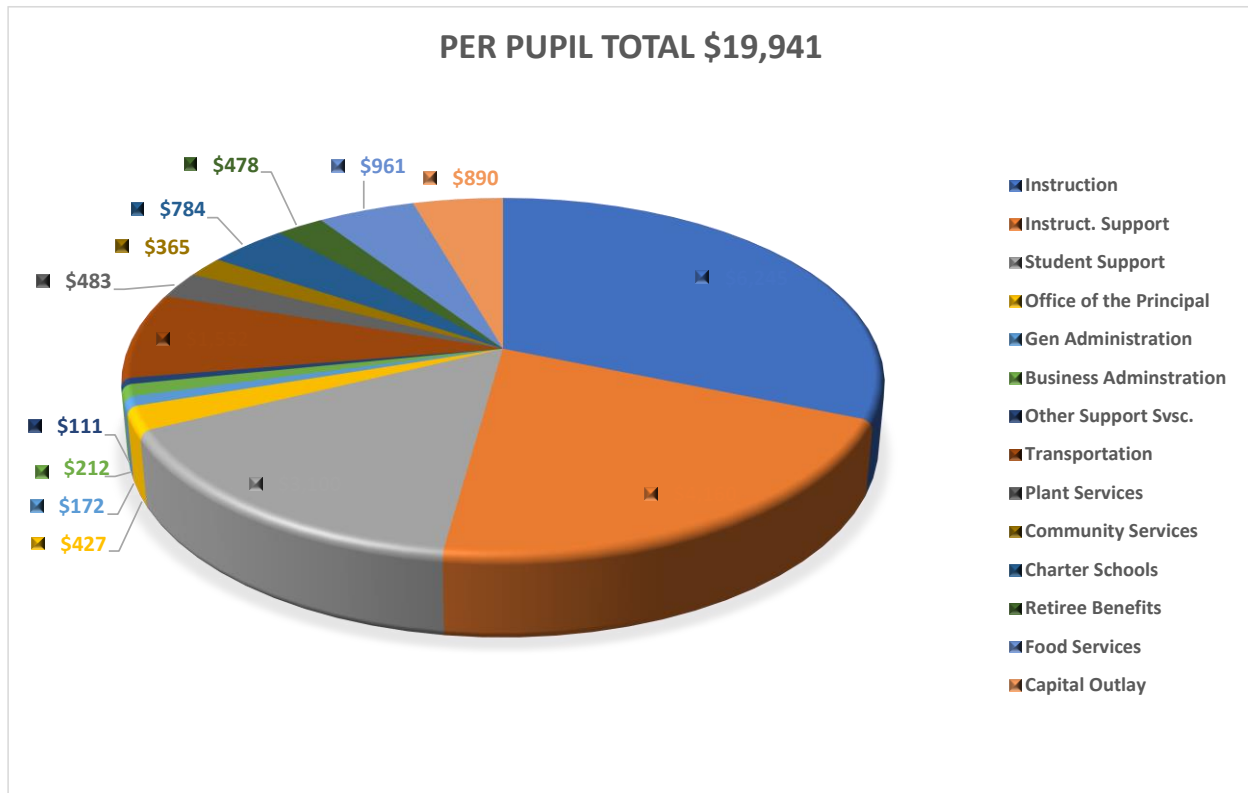


<b>Instruction:</b> \$822 million Activities directly linked to teaching students	<b>Charter Schools:</b> \$235 million State, local, and federal payments to charter schools	<b>Food Services:</b> \$79.5 million Preparation, delivery, and services of breakfasts, lunches, snacks, and other meals
<b>Plant Services:</b> \$99.7 million School maintenance, including grounds, buildings, equipment, and utilities	<b>Instructional Support:</b> \$209.4 million. Activities to facilitate and enhance instruction, including content and professional development	<b>Student Support:</b> \$113.2 million Library, guidance, health, and technical services to students, including school safety
<b>Community Services:</b> \$67.6 million. Community development programs such as early childhood development and innovation and planning	<b>Office of the Principal:</b> \$66.2 million. Activities performed by principals and assistant principals, includes school office staff	<b>Capital Outlay:</b> \$234 million. Capital improvements and construction for the District’s schools
<b>Retiree Benefits:</b> \$28.8 million. District’s contribution to ‘pay as you as go’ retiree benefit costs	<b>Student Transportation:</b> \$49.4 million. Transportation for regular, vocational, and special education instruction	<b>General Administration:</b> \$17.2 million Commission fees, legal services, communications, and others
<b>Education Technology:</b> \$36.1 million Accounts for school and district level technology expenditures, which includes telecommunication, LAN, and WAN	<b>Other Support Services:</b> \$4.2 million. Non-instructional services to students and staff by Human Resources and Information Technology Division	<b>Business Administration:</b> \$21.7 million Accounting, budgeting, financial reporting, payroll, purchasing, and internal auditing



## Organizational

In fiscal year 2021-22, the per-pupil amount of the combined All Funds budget is \$19,941 as shown in the chart below. Per pupil total consists of multi-years funding.



Of the total \$2.09 billion District Budget All Funds expenditure budget in fiscal year 2022-23, the General Fund consists of about \$1.1 billion (or 53%). The General Fund serves as the primary operating fund for the District. The fiscal year 2022-23 District Budget General Fund expenditures budget reflects a \$14.6 million decrease compared with the prior year budget.

### iii. Long Term Financial Drivers

MSCS revenue is generated primarily based on enrollment. MSCS financial drivers includes City of Memphis, Shelby County, State of Tennessee, Federal Government, and other local sources. While enrollment has shown a decline in prior years, it is unclear how the Covid-19 pandemic will affect future year enrollment projections. Historically, the education footprint in Shelby County has evolved greatly over the past few years with the growth of charter schools, ASD schools, TN State of Board authorized charter schools, and contract schools.

Below is a brief discussion of some of our major financial drivers:

*Enrollment* is the basis for our revenue and expense planning. Enrollment increases and decreases will cause proportional increases and decreases in our income as the State of TN and Shelby County funding is



## Organizational

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based on formulas that include enrollment projections. The COVID-19 pandemic has presented more variability than usual in the enrollment projections that drive our revenues.

As it relates to expenses, *personnel* cost (including health cost and retiree benefit cost) continues to put upward pressure on expenditures. As well-fixed cost, such as utilities, and transportation contribute to budgetary pressures and requires constant reevaluation of financial priorities and the implementation of efficiencies to create a balanced budget

### **iv. Fiscal Sustainability Initiatives**

Memphis-Shelby County Schools has been able to navigate financial risks and become financially stable. The District has implemented many initiatives to generate new revenues, avoid future costs, and achieve cost efficiencies. Below are updates on the progress of our long-term financial sustainability initiatives.

#### *Student Recruitment & Retention*

The Department of Student Affairs' Recruitment Plan oversees the Recruit, Retain, and Reclaim (R3) initiative, which continues to seek strategies, and solutions that will increase our District's footprint and student market share. Through these most difficult times, we work to maintain a laser-like focus with our ongoing commitment to students and families. MSCS believes in caring for the well-being of all children because we are Reimagining 901, and WE choose MSCS!

#### Support Strategies:

- \$11 million investment into our educators in the form of a \$1,500 retention bonus for teachers and teacher-types, plus a \$500 bonus for educational assistants
- Implementation of a new principal step progression scale will begin in the 2022-2023 school year
- More than \$25M invested in strategic compensation upgrades for existing employees
- Launched New Teacher Academy with more than 160 participants since January, 2022
- Starting in August 2022, all students in grades 7 through 12 who qualify will be automatically enrolled in honors courses, based on class availability
- Our Strategic Partners for Literacy partnership will construct a strategic framework and identify high-level options to meet the overall goal – ensure literacy success by third grade for all students
- The District has added 750 Specialized Education Assistant (SEAs) positions this school year, increasing the teacher pipeline
- MSCS invested \$5 million of ESSER funding to install filtered water bottle filling stations, removing 99.3% of lead from drinking water
- A new, hands-on internship program called Power 1000 will employ one thousand of our juniors and seniors
- Our partnerships with Minority and Women-Owned Small Business Enterprises increased from 18% in 2020 to 24% in 2021
- We are unveiling a new logo as part of our rebranding strategy, reflecting our geographic location and the families we serve



## Organizational

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### *Academics Transformation and Interventions*

To meet the needs of struggling schools with greater rigor and effectiveness, the Academic Office has undertaken significant changes within the IZone for the 2022-23 school year. Equity in Action laid out the transition plan for the schools moving both into and out of the IZone; however, this work is further supported by several key goals to ensure that IZone personnel are best positioned to serve stakeholders. IZone 2.0 will support 23 priority schools under the Assistant Superintendent of IZone and Priority Schools. Schools leaving the IZone will continue to receive support through the Continuous Improvement Zone structure before transitioning to a traditional school model after two years of proven stability.

Additionally, the IZone continues to embrace a robust program of professional development to ensure that IZone planning includes numerous initiatives aimed at principals, teachers, and instructional staff to build capacity specifically within schools that require innovative solutions for strong instruction. Perhaps most significantly, IZone 2.0 sets its sights on two key goals to drive learning and the deployment of support structures within its schools.

MSCS also introduced a second model called the Empowerment Zone in school year 2016-2017 which focused on schools between the 6th and 10th percentiles in the State. The District recognizes the need to be more aggressive and intentional about supporting struggling schools, particularly those at risk of being placed in Priority status by the State. The Empowerment Zone includes nine schools in the Whitehaven community – a community with several schools in the bottom 10 percent of schools in the State.

The District has also created a Continuous Improvement Zone. Continuous Improvement Zone (CIZ) – Supports 12 schools with sustained positive gains that have transitioned from the iZone and are no longer among the lowest-performing schools in the District. We want to still provide some additional support to these schools as they continuously improve. A one million donation was given to CIZ from Plough Foundation for continuance support of those schools under this umbrella.

### *The Third Grade Commitment*

The work of Early Literacy is among the most important underway in MSCS. With an emphasis on fewer, larger initiatives the Early Literacy team collaborates cross-functionally to ensure literacy growth in literacy for all. Supported in the coming year by the adoption of robust curriculum and community-based initiatives, Early Literacy will continue to make gains by leveraging policy, human capital, and quality resources. The cornerstone of the Memphis-Shelby County Schools Early Literacy initiative is embodied in the Third Grade Commitment. No other tactic in this document is as far reaching or as rich in potential. The commitment is simple: No student will be promoted to third grade without being able to read at grade level and will not promote students who we have not set up to be successful.

By revising existing policies governing student retention, our District moves to ensure that at the critical junction of learning to read and reading to learn, literacy is of utmost importance. Student success will be measured through a combination of assessments, with timely and continuous communication with parents around student progress.

Moreover, this process will be backed by key work in Kindergarten, First Grade, and Second Grade, cementing our commitment to students that begins when they first enter school. Specifically, each student in K12 will receive an additional 45 minutes of support each day, tailored to the skills that are most needed by the individual student.





## Organizational

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### *Benefits and Compensation*

Memphis-Shelby County Schools offers employees competitive healthcare plan to ensure they have the best options for themselves and their families. Medical, dental, vision and life insurance options are just a few benefits offered. Additionally, a wellness/fitness program and other fringe benefits are offered to our employees to address health and wellness holistically.

We currently administer insurance plans and employee support programs for over 20,000 active and retired employees. We strive to provide excellent customer service so that our teachers and staff can focus their efforts on student achievement. MSCS works diligently to support employees by managing the most cost-effective healthcare benefits. Methods and assumptions used in calculations of Actuarially Determined Contributions. The Actuarially Determined Contribution rates, as a percentage of payroll, used to determine the Actuarially Determined Contribution amounts in the Schedule of Employer Contributions (see page 126-127) are calculated as of the prior valuation date. The following actuarial methods and assumptions (from the June 30, 2019 actuarial valuation) were used to determine contribution rates reported in that schedule for the year ending June 30, 2020:

Actuarial cost method Entry Age Normal Amortization method Level percentage of payroll Amortization period 22 years, closed Asset valuation method Market value of assets Inflation 2.50 percent Real wage growth 1.00 percent Wage inflation 3.50 percent Salary increases, including wage inflation 3.71 percent to 8.97 percent Initial health care cost trend rates CIGNA plans Medicare supplement plans 7.00 percent 5.50 percent Ultimate health care cost trend rates CIGNA plans Medicare supplement plans 4.50 percent 4.50 percent Year of ultimate trend rates CIGNA plans Medicare supplement plans 2026 2023 Long-term investment rate of return, net of OPEB plan investment expense, including inflation 4.00 percent

June 30, 2020 (Valuation Date: June 30, 2020)

The SEIR was decreased from 4.07 percent to 2.85 percent to reflect the changes to the Municipal Bond Index Rate from 3.50 percent on the prior measurement date to 2.21 percent on the measurement date. Changes were made to the assumed initial per capita health care costs, rates of health care inflation used to project the per capita costs, and health care plan election rates based upon recent experience and current expectations.

Change of benefit terms: June 30, 2020 (Valuation Date: June 30, 2020) There were no changes in benefit terms since the prior measurement date.



# TEACHER COMPENSATION





## Organizational

### MSCS Presents Details of Teacher Compensation Proposal

During the Audit, Budget, and Finance Committee meeting in May 2021, Memphis-Shelby County Schools (MSCS) administrators shared a Teacher Compensation proposal update with the School Board as a follow-up to the announcement presented during the 2021 State of the District address. MSCS shared direct updates with educators one week prior to the meeting. The District will move to a step and lane schedule to offer stability in an ever-changing economy as we continue to recruit the most effective teachers in the nation.

The goals of the proposed compensations system are:

A presentation slide with a blue header and footer. The header contains the SCS logo and the title "What are the major goals of the new SCS teacher compensation system?". The main content area lists goals from two perspectives: Teacher/Educator and District/Leadership.

**What are the major goals of the new SCS teacher compensation system?**

***Teacher/Educator Perspective***

- *Employee Value (Comfortable Earning Potential for the work performed)*
- *Stability/Transparency (Published and Known Salary Schedule)*

***District/Leadership Perspective***

- *Competitive (Attract & Retain High Performing Teachers)*
- *Affordable/Sustainable*

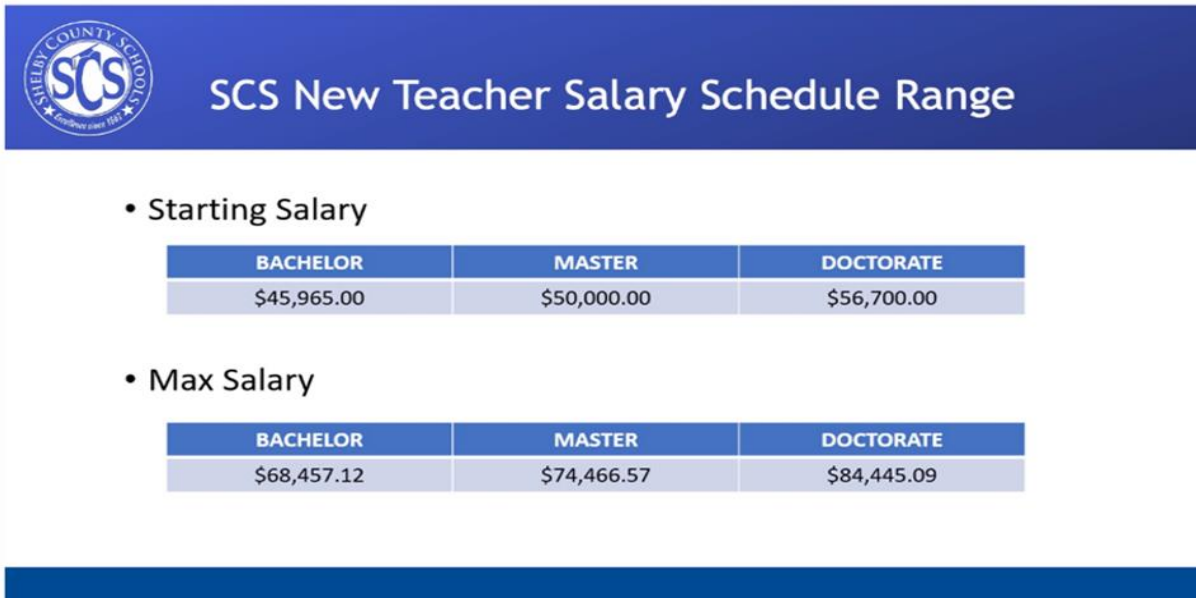


## Organizational

Dr. Ray continues to support educators with his zeal to compensate teachers for advanced degree and longevity (see quote).

“Teaching is the most noble profession known to man,” said Superintendent Dr. Joris M. Ray. “I am a superintendent, but I’m a teacher first, and I’m committed to REIMAGINING our teacher compensation. Although we currently pay our teachers above the state minimum, as promised during the State of the District, our pledge is to have the highest paid teachers in Tennessee!” The table below provides the competitive compensation schedules in surrounding area of Tennessee.

The District is proposing our teachers have a starting minimum salary of \$45,965 (currently \$43,000) and maximum salary of \$84,445.09. The new compensation schedule would take effect beginning in August 2021.



The graphic features the Memphis Shelby County Schools (SCS) logo on the left and the title "SCS New Teacher Salary Schedule Range" in white text on a dark blue background. Below the title, there are two bullet points: "Starting Salary" and "Max Salary". Each bullet point is followed by a table with three columns: BACHELOR, MASTER, and DOCTORATE. The starting salary table shows values of \$45,965.00, \$50,000.00, and \$56,700.00 respectively. The max salary table shows values of \$68,457.12, \$74,466.57, and \$84,445.09 respectively.

• Starting Salary		
BACHELOR	MASTER	DOCTORATE
\$45,965.00	\$50,000.00	\$56,700.00

• Max Salary		
BACHELOR	MASTER	DOCTORATE
\$68,457.12	\$74,466.57	\$84,445.09

Current and future teachers will be credited for their actual years of experience and no longer capped at receiving 10 years of credit. Teachers will be placed on the correct step that aligns to his or her degree and experience level, up to the step 30 equivalency on the new schedule.

The new steps and lanes model will replace advanced degree stipends, TEM bonuses and other performance-based incentives that were a part of the previously existing plan. Teachers at the max salary for his or her lane, will receive a bonus in lieu of an increase.

No teacher will experience a reduction in pay as part of this transition to steps and lanes.

While our economy was in crisis, Memphis-Shelby County Schools was one of a few employers in the State to honor our promise to give a much-deserved pay raise to all employees. In the Fall and Winter of 2020, employees received payouts for two insurance premium holidays. Later in May 2021, employees will receive two more insurance premium holidays.



## Organizational

### *Relocation*

The relocation payment is offered to incoming teachers who move to Memphis/Shelby County to teach with MSCS. Payout is contingent upon available District funding, and payment of this incentive may be discontinued at any time without prior notice. All new hires must relocate at least 200 miles to teach with MSCS to be eligible. Supplements are based on the following ranges:

<b>Recommended Mileage Ranges (mi)</b>	<b>Recommended Tiered Stipend Amount (\$)</b>
200.00-300.49	\$750
300.5-700.49	\$1000
700.5+	\$1250

### *Hard-to-Staff - SPED (Recruitment)*

The hard-to-staff SPED recruitment stipend recognizes teachers who teach special education. Any teacher hired in an identified hard-to-staff SPED classification is eligible for an incentive in the amount of \$2,500 regardless of experience or degree. Payout of this incentive is contingent upon available District funding, and payment of this incentive may be discontinued at any time without prior notice.

### *Steps and Lanes Initiative*

For the 2020-21 fiscal year, MSCS implemented a one percent increase district-wide for all teachers, teacher-type, and central office staff. For the 2021-22 fiscal year, MSCS implemented a new teacher compensation plan, the Steps and Lanes Initiative, that offers a new competitive salary plan for new and old teachers. The Steps and Lanes Initiative is a compensation model that honors experience up to 30 years and recognizes degree attainment for the following lanes that reflect a difference in pay: Bachelors, Masters, and Doctorate.

### *Reimagining 901*

Building a stronger 901 will heighten our ability to guarantee equity across all communities while delivering a strong academic foundation for all schools. This effort is based on a commitment to high-quality instruction, safe learning environments and empowering families and communities with support for academic achievement. The NEW Parkway Village Elementary School represents our vision for the future of MSCS! Our new 21st Century School embodies critical thinking, creativity and innovative instructional methods that support College and Career readiness in a collaborative and flexible environment. The facility features natural lighting, multi-use learning zones, flexible seating, mobile furniture, and so much more.

Seventeen MSCS high schools have improved graduation rates. Middle College High School earned a 100 percent grad rate for the sixth year in a row. Hollis F. Price Middle College High School earned a 100 percent grad for the third consecutive year and fifth time in six years

Our students earned over 2,800 career certifications through our Ready Grad College, Career & Technical Education (CCTE) programs. The Tennessee Department of Education (TDOE) recognized 22 MSCS managed schools as Reward schools.





## Organizational

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### *College Career & Technical Education*

Memphis-Shelby County School's College & Career and Technical Education (CCTE) program engages and prepares students for life success through career pathways to be successful in the future economy. Students learn in state-of the art classrooms with certified, professional instructors teaching rigorous, relevant lessons and applying practical application. In school year 2018-19, the CCTE program launched a new redesign with focused sets of Career Pathways. All CCTE programs are aligned to the National Career Clusters Framework that enables clear pathways to licensing, industry certification, and advanced degrees. The programs offer highly technical training that is aligned with business/industry standards for today's workforce. They promote career awareness and facilitate a smooth transition from high school to college.

Students have an opportunity to enter a post-secondary institution to further their education or enter the job market with a high-paying skill. Articulation and/or dual credit with neighboring post-secondary institutions are available. MSCS currently offers Programs of Study aligned with all 19 Career Clusters listed below: • Agriculture, Food Natural Resources • Architecture & Construction • Arts/Audio Visual Technology & Communications • Business Management & Administration • Education and Training • Finance • General CCTE • Health Sciences • Hospitality and Tourism • Human Services • Information Technology • Law, Public Safety, Corrections & Security • Advanced Manufacturing • Marketing

The General Fund and the Carl D. Perkins Federal Grant are the two major funding sources for CCTE. The Carl D. Perkins Federal grant is used to develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs.

### *Transportation*

MSCS transportation cost for FY2023 will be approximately \$32.3 million (unaudited). The break down for the total transportation cost is \$19.3 million for regular transportation and \$12.9 million for SPED transportation. This cost is restored to pre-pandemic transportation expenditures.

### *Information technology*

MSCS is transitioning to a new budget system. MSCS will eventually implement a system that will encompass (Budget, HR, Finance, Procurement, and Accounting). MSCS incurred cost for Fy21 in the amount of \$6.3 million. Future amounts are expected for the full implementation of the ERP system.

### *Custodial*

MSCS has taken precautionary measures to ensure the safety of all students, school personnel and district staff. Therefore, all MSCS facilities have undergone deep cleaning throughout the closure period due to Covid-19. The District has also made special consideration to ensure adherence to CDC guidelines.

Before the Covid-19 pandemic, preventing the spread of germs has always been a priority for schools and schools are accustomed to encouraging regularly scheduled and thorough handwashing, the use of hand sanitizer, disinfecting surfaces, and screening for sick children. Recommendations for increased handwashing, social/physical distancing, and the use of face masks are continued considerations for the 2022-23 school year. Even with school closures due to virtual learning to curb the spread of Coronavirus, there is always the potential that the District will face increases in the custodial contracts.

### *Staffing Flexibility*

Student-Based Budgeting (SBB): Student-based budgeting differs fundamentally from the traditional funding model, where the Central Office distributes resources to schools in the form of staff and dollars



## Organizational

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designated for specific purposes. With student-based budgeting, money is allocated to schools based on the number of enrolled students and funding “weight” based on needs, such as for gifted students, those with high mobility, and low academic performers. District-level budget planning also differs from school-budget planning. Decisions which typically occur at Central Office now shift to school leadership teams. Each school has the autonomy to focus their resources where it is most effective to increase student success.

SBB works to eliminate biases that could arise from unfair funding systems and organizational cultures. This relates directly to the first principle, “Equity exists when the biases derived from dominant cultural norms and values no longer predict or influence how one fares in society.

### *School Flexibility*

In concert with Student Based Budgeting, MSCS instituted school-based flexibility. All schools are given the autonomy of making decisions around their Strategic School Design Plans to meet the needs of their students. MSCS will phase-in flexibility for school leaders. Schools have been categorized into three groups: Cohorts, Early Adopters, and Traditional Schools. The level of flexibility school leaders receive will depend upon their group. Cohorts and Early Adopters will receive enhanced autonomy. Traditional schools will receive limited or restricted autonomy. For school year 2022-23, the district did not add any additional flexibility for school leaders and no additional schools were added to school-based budget model.

Guardrails (or Basic Expectations) regardless of the level of flexibility received, all schools first must demonstrate evidence that they are implementing the curriculum with 100% fidelity. School plans should first be based on resource decisions aligned with building an Instructional Leadership Team (ILT) whose members have proven expertise in the content area they support and ensuring that teachers have enough time for shared content and grade teams to learn and collaborate. Principals must utilize the ILT to develop effective collaborative lesson plans and to participate in the development of Cycles of Professional Learning. In addition, principals should utilize Instructional Practice Guides during informal observations to provide richer feedback and plan development for teachers.

In addition to these baseline guardrails, Early adopters and Cohort principals with their Instructional Leadership Directors (ILD) are expected to focus on securing expert support for Cycles of Professional Learning and Cycles of Observation and Coaching. They are also expected to ensure sufficient time exists for collaborative planning in Professional Learning Communities (PLC) (90 minutes per grade or content area weekly).

### *Traditional School Flexibility*

Traditional schools will have baseline flexibilities within the goal of implementing the curriculum with full fidelity. Traditional schools may make cost neutral trades in positions (e.g. an extra teacher in lieu of a librarian). These changes should be proposed during their Strategic Budget Session and discussed and approved by the Budget Manager and their respective Instructional Leadership Director (ILD).



# Organizational

## Partnership Program

Our Partnerships with the community evolved from the Adopt-A-School program which was created by legacy Memphis City Schools and the Volunteer Center of Memphis in 1979. The purpose of forming partnerships is to foster a better understanding of our public-school district and to establish a relationship between the Community and Memphis-Shelby County Schools. To date, our partners have grown to more than 1000 business/community partners.



## SCS PARTNERSHIP DEFINITIONS TYPES OF PARTNERSHIPS



### District Partner:

An organization/individual that provides a service, resource, or financial contribution which supports one or more strategic initiatives of the Shelby County School District throughout the school year.



### Campus Adopter:

An organization/individual that works with one school by providing resources and/or services at no cost during the school year.



### Community Adopter:

An organization/individual that works with two or more schools by providing resources and/or services at no cost during the school year.



### Sponsor:

An organization/individual that provides a one-time service, resource, or financial contribution to a school and/or the Shelby County School District during the school year.



## Organizational

### Adopt-A-School

The Adopt-A-School Partnership Program is a Memphis-Shelby County Schools District initiative that brings businesses, civic and faith-based organizations, individuals, or any other community-based group together with a school to form a partnership. During the partnership, adopters and school personnel commit themselves to specific goals, activities, resources (human/financial) all of which are intended to make a sustainable impact on student success.

### ACCESS FOR ALL



Picture taken prior to COVID-19

#### *1:1 Digital Device Plan*

Every MSCS student has access to a digital device in this school year. Our 1:1 digital device plan is part of our ongoing commitment to student equity and 21st century learning to prepare our students for college and careers. We believe the addition of modern technology into daily instruction will open amazing new learning possibilities!

Although we have returned to in person learning in FY2023, Memphis-Shelby County Schools recognizes that technology access and digital literacy is a necessary skill for student success in the 21st century. MSCS is preparing our students and classrooms for the future by providing devices to students and working to expand access to the Internet throughout the community. Use of the Internet must be supportive of and consistent with the educational objectives of the District. Users should always use the Internet, network resources, and online sites in a courteous and respectful manner.





## Organizational

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Users should recognize that among the valuable content online, there is also unverified, incorrect, or inappropriate content. Users should remember not to post anything online that they would not want students, parents, teachers, or future colleges or employers to see. Once something is online, it is out there and can sometimes be shared and spread in ways you never intended. The following guidelines and policies apply to

1. Students who use computer devices belonging to MSCS
2. Students who use hotspot devices belonging to MSCS
3. Students who access network resources available through the District

Our goal in providing network access and technological resources is to promote instruction and learning during distance learning and beyond. The District has taken precautions to restrict access to controversial materials.

### *Device Cost*

Driven by MSCS Board Policy #6047, liability and financial responsibilities are defined in the MSCS Digital Device Loaner Program agreement form that is signed when devices are distributed. In the event of loss or theft, a police report must be filed and provided to the school, and a school representative must be contacted within 24 hours after the occurrence. A charge of \$75 is assessed the first three times a student loses a device. The student is responsible for the full replacement cost of the device upon the fourth instance in losing the device. Direct certified economically disadvantaged students can request a fee waiver at any time.

### *Charter Schools*

A charter school is a public school that is established and operates under the terms of a charter agreement and in accordance with the Tennessee Public Charter Schools Act of 2002 (T.C.A. § 49-13). Governed by independent operators, charters are publicly funded, and as such, subject to the same performance standards outlined by the Tennessee State Board of Education as traditional public schools. Charter operators have flexibility to set their own hours, school calendar and hiring process; however, teachers must be state-certified.

With the amendment of TCA/§/49-13-113 in January 2011 (effective SY2011-12), any child may attend a charter school in Tennessee, regardless of family income or the No Child Left Behind (NCLB) status of the child's home school. There are no longer caps on the number of charter schools permitted in any given district. Local boards of education, the Achievement School District (ASD), and the State Board of Education (SBE) serve as charter school authorizers in Tennessee.

MSCS has experienced tremendous financial pressures from the increase of charter schools. Charter school enrollments have increased annually, manifesting in double-digit percentage increases in charter school growth over a five-year period. Charter schools' overall increase in enrollment and market share has become impactful. Therefore, MSCS consistently investigates cost effectiveness strategies, including an evaluation of operating costs versus administrative fees to determine the fiscal impact.



# FINANCIAL



## FY 2023 District Adopted Budget



## Financial

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The Financial Section of the budget includes the following information:

I. MAJOR REVENUE SOURCES AND TRENDS

- i. City of Memphis
- ii. Shelby County
- iii. Local Sales Tax
- iv. State of Tennessee
- v. Federal Government Funds
- vi. Local Funds

II. EXPENDITURE CATEGORIES

III. BUDGET ASSUMPTIONS AND PROJECTIONS

IV. ALL FUND TYPES

i. General Funds

A. Departmental Detail

ii. Capital Project Fund

- Budget for Capital Projects Fund
- Districts Deferred Maintenance Needs

iii. Special Revenue Fund

- Special Revenue Funds Revenues
- Special Revenue Funds Expenditures
- Special Revenue Funds by Function
- Special Revenue Funds by Object
- All Special Revenue Funds by Function (Non-Federal, Food Services, and Federal Programs)
- All Special Revenue Funds by Object (Non-Federal, Food Services, and Federal Programs)
- Special Revenue Funds Categorically Aided By Function (Non-Federal Programs and Federal Programs)
- Special Revenue Funds Categorically Aided By Object (Non-Federal Programs and Federal Programs)
- Federal Programs
  - I. Needs of Memphis-Shelby County Schools
    - a. Poverty
    - b. Special Learning Needs
  - II. Budget Summary of the Federal Programs Fund
  - III. Summary of Major Federal Grants
- Non-Federal Programs
  - I. Needs of Memphis-Shelby County School Students
  - II. Financial Summary of the Non-Federal Programs Fund
  - III. Summary of the Non-Federal Programs by Project Listing
  - IV. Non-Federal Grant Summary by Project
- Nutrition Services
  - I. Children's Nutritional Needs in Shelby County
  - II. Overview of Nutritional Services Department
  - III. Financial Summary of Nutritional Services Fund





## Financial

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### IV. Summary of Key Nutrition Services Fund Grants

#### V. PROPRIETARY FUNDS

##### i. Internal Service Funds



Picture taken prior to COVID-19



I. MAJOR REVENUE SOURCES AND TRENDS

MSCS has four major revenue sources:

- Local Taxes
- County Bonds
- State Equalization Assistance
- Federal, State and Local Grants and Reimbursements



The County of Shelby assesses a property tax rate that is earmarked for education. State law requires that local funding bodies adhere to the maintenance of effort rule; whereby, their budget must be maintained, at a minimum, to the same budget level as the previous year. If the budget is less, it cannot be reduced lower than the same per pupil funding as the previous year.

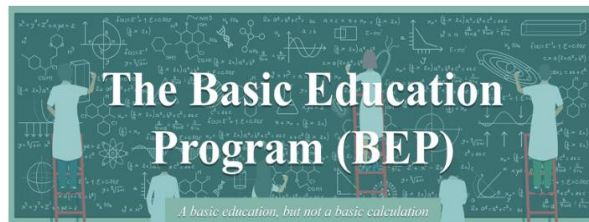
Educational revenues from the property tax distribution, is shared between MSCS and municipal school districts based on the weighted full-time equivalent average daily attendance

(WFTEADA) formula developed by the Tennessee Department of Education. The WFTEADA percentage varies each year between school districts according to their share of the County-wide enrollment.

Revenues are budgeted based on enrollment projections that are developed by school and grade level accounting for mobility factors, birth rates and housing changes. Budget estimates are built utilizing forecasts from the County Trustee’s Office, the State of Tennessee Commissioner of Finance and Administration and the Sparks Bureau of Business and Economic Research.

State equalization funding is calculated using the Basic Education Program (BEP) formula. The BEP formula for determining revenues is based on a funding plan and not a spending plan. However, certain requirements must be met when using the funds (i.e., class size and minimum teacher salaries), but for the most part, districts are allowed flexibility in spending the funds.

Funding is equalized among State school districts by using fiscal capacity indices based on the Tennessee Advisory Commission on Intergovernmental Relations (TACIR) index, Center for Business and Economic Research (CBER)/Fox index and a 50%/50% combination of both the TACIR and CBER indices. The TACIR index gauges the wealth of the County by using certain economic and poverty indicators. The CBER index measures the revenues generated by the County.



The Basic Education Program allocation has three components: 1) instructional funding, 2) classroom funding and 3) non-classroom funding. Each component has a different State share and required local matching percentage. Funding is based on average daily membership weighted on the 2<sup>nd</sup>, 3<sup>rd</sup>, 6<sup>th</sup>, and 7<sup>th</sup> twentieth day counts.

Formulas used to determine funding are total weighted student count multiplied by the per pupil allocation, per teacher allocation, staffing formulas and salary allocations, maintenance and operations square footage calculations, plus transportation allowances. Whenever a component in the funding formula changes which would cause a district to lose funds, a district may be “held harmless” until that funding level is reached by the district. If a school district’s enrollment drops, it may fall into a “stability” classification; whereby, the district’s allocation is maintained for one year at the previous year’s funding level.



## Financial

Federal and State grant funds are primarily funded based on the free and reduced nutrition count or entitlement basis. Some grants are competitive and based on the application. Grant funds are categorical, and the revenues are reimbursed based on expenditures that are restricted for specific purposes that cannot supplant the District's general operating fund. The National School Lunch Program reimburses the District based on entitlement and the number of meals served.

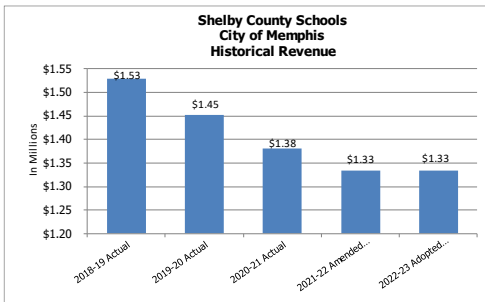
Local grants are revenues derived from outside sources other than the Federal or State governments. Revenues from local grants may be received through donations or a competitive application process. Expenditures are restricted for specific purposes.

Revenues of the District are classified by fund and source. Sources of revenues for all funds are described on the following pages.

### i. City of Memphis



These funds are based upon the settlement agreement between the City of Memphis and Shelby County Board of Education regarding prior year funding. The former Memphis City Schools obtained a judgment in the amount of \$57.4 million dollars from the City of Memphis in 2009. A settlement agreement was reached by both parties in January 2015.



The Board has deferred inflows remaining at the fund level of \$10.7 million based on the settlement agreement.

The settlement agreement also states the City will make available capital funding in an amount not to exceed \$3.8 million for qualifying capital expenditures in public educational facilities owned by the City or situated on property owned by the City.

The adopted budget for fiscal year 2022-23 of \$1.3 million remains the same as the amended budget for fiscal year 2021-22.

The above chart represents the categorical revenue allocations across All Funds. \*

### ii. Shelby County



**Exempt Property in Lieu of Tax:** These taxes are collected from businesses that have been granted tax relief by the Center City Commission and the Industrial Development Board due to site improvements, new construction or relocation that will add jobs to the City and/or County. Funds are distributed based on average daily attendance.

**In Lieu of Tax Memphis Light, Gas & Water:** The District's proration of money from the Light, Gas & Water Division is allocated on the same basis as the current property tax.

**Other:** These revenues are received from time-to-time from various sources other than taxes.

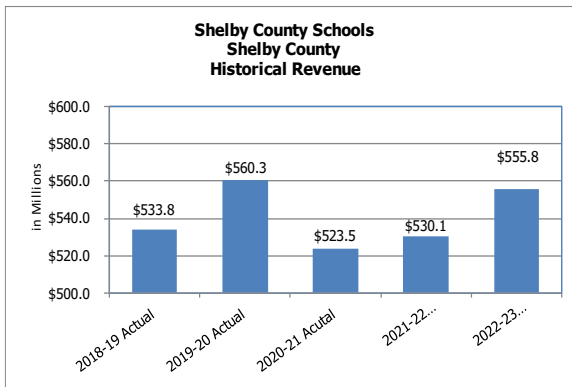
**Privilege Tax:** This tax is an annual business tax with allocation between City and County schools based upon average daily attendance.

**Wheel Tax:** 100% of the County's Wheel Tax has been designated for school operating costs for FY23. Prior to FY 17, up to 50% was designated for operations with the remainder used for repayment of school debt.





## Financial



The above chart represents the categorical revenue allocations across All Funds. \*

The chart to the left depicts all revenue received from **Shelby County Government**, including Local Sales Tax which is explained in item **iii.** of this section. Funds are traditionally distributed to the District based upon weighted full-time equivalent of average daily attendance (WFTEADA) in the General Fund. The overall Shelby County adopted budget revenue source will increase in fiscal year 2022-23 in comparison to fiscal year 2021-22 due to an increase in funds allocated for Capital Projects and the upward trend of County Sales Tax revenues received. Revenue from Shelby County represents 27.0% of total funding and is considered a major revenue source in the Governmental Funds.

### iii. Local Sales Tax

**County Sales Tax:** The first one-half of the \$0.0225 collected has been designated for education and is divided on a weighted full-time equivalent of average daily attendance basis between MSCS schools and municipal schools. Revenue estimates include Trustee’s commission.

### iv. State of Tennessee



**Basic Education Program (BEP)** - The State provides BEP funding to Local Education Agencies. BEP is a funding formula that determines the funding level required for each school system to provide a common, basic level of service for all students in the State of Tennessee. BEP was adopted by the state legislature in 1992 as part of the Education Improvement Act (EIA). The BEP formula contains 45 components that the legislature has deemed necessary for schools to succeed. The formula determines the actual state share of education funding by each county’s relative ability to pay or its “fiscal capacity”. School boards have broad flexibility in determining how to allocate state funds. The BEP component costs are recalculated and updated for inflation each year. Additional information about BEP can be found at the following link: <http://www.tn.gov/sbe/topic/bep>.

**State Grants** – These are grants provided to States and shared with LEAs to help stabilize State and local budgets in order to minimize and avoid reductions in education and other essential services in exchange for a State’s commitment to advance essential education reform in key areas.

**Career Teacher Program** – The "Career Ladder Program" revenues are restricted and must flow-through to teachers who are eligible to receive the funds. Expenditures are based upon those eligible and approved.

**Coordinated School Health** – The program promotes overall school health improvement goals.

**Extended Contract (Career Ladder)** – This funding is restricted as a flow-through for Extended Contract expenditures that support Elementary Summer School and various other district programs.

**Extended Contract Program** – The program provides various after-school and extended-year instructional programs to students.

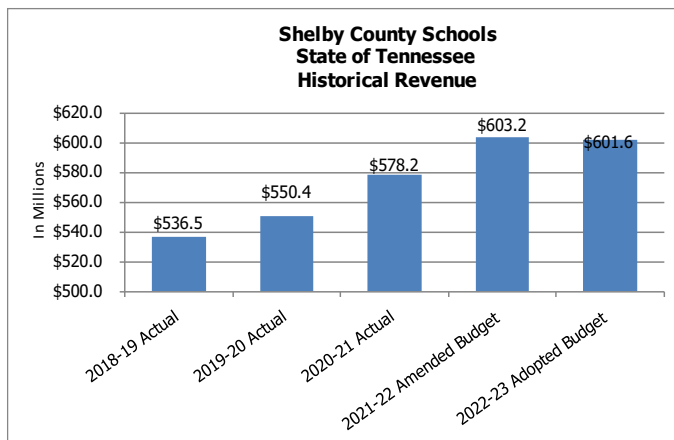
**Family Resource Centers** – The program provides information to families about resources, support and benefits available in the community and on developing a coordinated system of care for children in the community.

**Mental Health - Alcohol and Drug Services** – The Tennessee Department of Health provides funds for diagnostic and treatment services, early intervention and teacher training.



## Financial

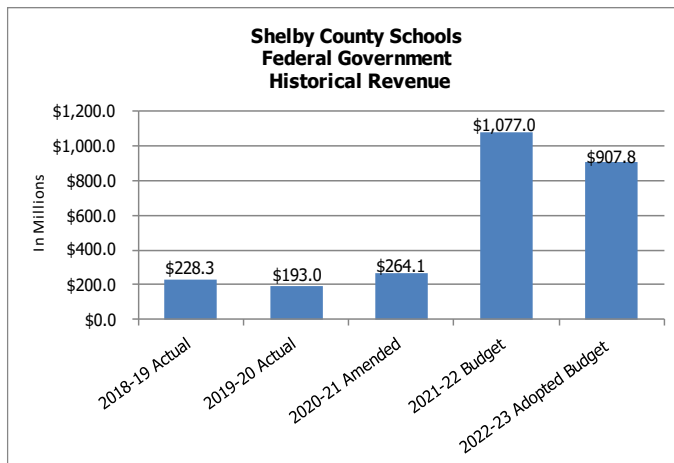
**Safe Schools** – Positive Behavior Intervention and Supports (PBIS) has been the underlying process to document needs and use data-based problem solving to develop interventions at universal, secondary, and tertiary levels. The program also includes emergency management and safety preparedness; violence and drug prevention; crisis prevention and conflict resolution; student leadership and engagement initiatives.



Total Revenues received from the **State of Tennessee** are illustrated in the chart to the left. The District estimates that it will receive \$601.6 million in fiscal year 2022-23. The largest source of revenue from the State is BEP, which is based upon average daily membership. The District receives additional funding from the State for Extended Contract, Coordinated School Health, Safe Schools and Family Resource Centers. Revenue from the State represents 28.80% of total funding and is considered a major revenue source in the Governmental Funds.

The above chart represents the categorical revenue allocations across All Funds. \*

### v. Federal Government Funds



**Indirect Costs:** Federal Programs reimburse the District for a portion of the administrative services provided to its programs.

**JROTC Reimbursement:** The Second Regions U.S. Army reimburses the District for conducting JROTC programs in secondary schools. This represents approximately 50 percent of the cost for military instructor pay budgeted expenditures.

**Other Federal Funds Flowed through the State:** These federal revenues are from various sources.

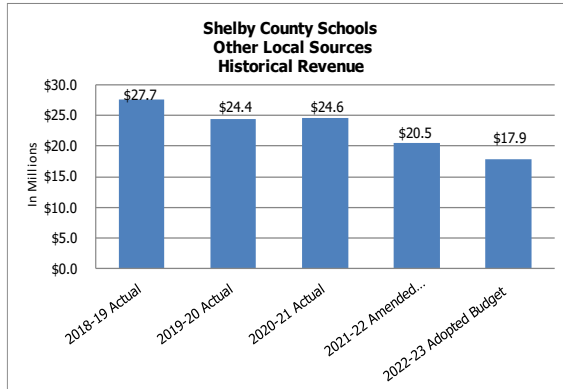
The above chart represents the categorical revenue allocations across All Funds. \*

Total Revenues received from the **Federal Government** are illustrated in the chart to the left. The District will receive a total of \$907.8 million which includes funding from the Elementary and Secondary School Emergency Relief Fund (ESSER 2.0 and 3.0). Revenue from the Federal Government is considered a major revenue source in the Governmental Funds. Funding from the Federal Government is primarily for grants and services.



vi. Local Funds

**Administrative Fees:** Service fees are charged to charter schools based on contractual agreements.



**Interest Earnings from Investments:** Revenues are earned from the District's short-term cash management activities.

**Judgment Recovery:** This revenue represents legal settlement proceeds that are infrequent in nature.

**Miscellaneous:** This revenue is generated from library fines, shop fees, sales of obsolete equipment, lost textbook collections, insurance recoveries, donations, etc.

The above chart represents the categorical revenue allocations across All Funds. \*

**Rental of Facilities:** This revenue is generated from the rental of facilities owned by the District.

**Sale of Property:** Income generated from the sale of vacant property.

**Stadium Receipts:** This revenue is produced from athletic ticket sales at Memphis-Shelby County Schools' stadiums.

**Tuition:** This revenue is generated from tuition fees for students to attend various educational programs.



Picture taken prior to COVID-19



## Financial

### II. EXPENDITURE CATEGORIES

Expenditures are classified by fund, function and object. Reporting and categorizing by functions are an SDE requirement. Examples of functions include instruction, instructional support and general administration. A description of functions and object codes follows.

#### Functions

**Instruction** - Activities designed to deal directly with the interaction between teachers and students.



**Instructional support** - Support services designed to provide administrative, supervisory, technical (such as guidance and health) and logistical support to facilitate and enhance instruction.

**Student support** - Services to promote attendance and health services.

**Office of principal** - Activities concerned with directing and managing the operation of a particular school. Such activities include those performed by the principal, assistant principals, and other assistants while they supervise all operations of the school, evaluate staff, assign duties to staff, supervise and maintain the records of the school and coordinate school instructional activities with those of the total school system. These activities also include the work of secretarial and clerical staff in support of the teaching and administrative duties.

**General administration** - Activities concerned with establishing and administering policy for the operation of the District.

**Education Technology** - Information technology activities which provide students and staff with effective tools, resources, business and data systems and infrastructure to manage and support student learning and development.

**Fiscal services** - Activities concerned with the financial operations of the District. This includes all aspects of budgeting and financial reporting (such as receipts and disbursements, financial and property accounting, payroll, inventory control and the managing of funds).

**Other support services** - Services to students in addition to attendance and health services. These include guidance services and evaluation and testing services for both regular education students, special education students and vocational education students.

**Student transportation** - Activities concerned with conveying students to and from school, as provided by State and Federal law. This includes trips between home and school and trips to school activities.



**Plant services** - Activities concerned with keeping the physical plant open, comfortable and safe for use, and keeping the grounds, buildings and equipment in effective working condition and state of repair. These include the activities of maintaining safety in buildings, on the grounds and in the vicinity of schools.

**Community service** - Activities concerned with providing community services to students, staff or community participants. This includes expenditures for District staff participating in community organizations such as leadership, family resource centers, Families First, pre-kindergarten programs, extended school programs and community-sponsored activities.



**Charter schools** - Activities concerned with the operation of the District's charter schools.

**Retiree benefits** - Amounts paid by the District on behalf of employees for the purpose of retirement.





## Financial



**Food service** - Activities concerned with providing meals to students and staff in a school or school system. This service area includes the supervision of a staff whose responsibility is to prepare and serve regular and incidental meals, lunches or snacks in connection with school activities and food delivery.

**Debt service** - Servicing the debt of the District, including payments of both principal and interest.

**Capital outlay** - Amounts paid for acquiring land and buildings, remodeling buildings, constructing buildings, additions to buildings, initially installing or extending service systems and other built-in equipment and improving sites.

### Object Codes



**Salaries** - Amounts paid to both permanent and temporary District employees, including personnel substituting for those in permanent positions. This includes gross salary for personnel services rendered while on the payroll of the District.

**Employee benefits** - Amounts paid by the District on behalf of employees. These amounts are not included in the employees' gross salary but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, are part of the cost of personnel services.



**Contracted services** - Amounts paid for services rendered by individuals and/or companies. These activities would include utility services, communication services, repair and maintenance services, rentals, cleaning services, transportation expenses, etc.

**Supplies & materials** - Amounts paid for items that are consumed, worn out or items that lose their identity through fabrication or incorporation into different or more complete units or substances.

**Capital Outlay** – Expenditures for furniture, furnishings, athletic and playground equipment, and other equipment such as computers. The purchase of land, buildings, or anything that would be attached to a building or structure such as boilers, are also included.



**Other Charges** – Amounts paid for goods and services not otherwise classified above. In-Service/Staff Development is included in this category for: contracted services if a facilitator is brought in to teach a session, travel when staff members travel to/from training and any supplies or materials that are a part of the cost of providing the training.

**Debt Service** – Amounts paid for principal and interest required for capital outlay notes, bonds, and capitalized lease agreements.





## Financial

The charts on the next several pages depict the expenditure (1) *Relationship between State Functions and Financial Structure* and the (2) *Relationship between MSCS Departmental Units and Funding Sources* based on the Budget for 2022-2023.

Relationship Between State Functions and Financial Structure						
	General Fund Fund 01	Capital Projects Fund Fund 07	Special Revenue Fund Non-Federal Fund 08	Special Revenue Fund Nutrition Services Fund 10	Special Revenue Fund Federal Programs Fund 12	Internal Service Funds
71100-Regular Instruction Program	X		X		X	X
71150-Alternative Instruction Program	X		X		X	X
71200-Special Education Program	X		X		X	X
71300-Vocational Education Program	X				X	
71900 Other	X					
72110-Attendance	X				X	X
72120-Health Services	X		X		X	X
72130-Other Student Support	X		X		X	
72210-Regular Instruction Program Support	X		X		X	
72215-Alternative Instruction Program Support	X					
72220-Special Education Program Support	X		X		X	X
72230-Vocational Education Program Support	X				X	
72250 - Education Technology	X				X	
72260-Adult Programs Support	X		X			
72310-Board of Education	X					
72320-Director of Schools	X					
72410-Office of the Principal	X				X	
72510-Fiscal Services	X				X	
72520-Human Services/Personnel	X					
72610-Operation of Plant	X		X		X	X
72620-Maintenance of Plant	X		X		X	
72710-Transportation	X				X	X
72810-Central and Other	X					X
73100-Food Service				X		
73300-Community Services	X		X		X	
73400-Early Childhood Education	X		X		X	
76100 Regular Capital Outlay					X	
91300-Education Capital Projects		X				
99000-Other Uses	X					
99100-Transfers Out	X		X		X	X



# Financial

Relationship Between MSCS Departmental Units and Funding Sources						
Department or Project Description	General Fund Fund 01	Capital Projects Fund Fund 7	Special Revenue Fund Non-Federal Fund 8	Special Revenue Fund Nutrition Services Fund 10	Special Revenue Fund Federal Programs Fund 12	Internal Service Funds
010000-BOARD OF EDUCATION	X					
020000-SUPERINTENDENT	X					
020100-CHIEF OF STAFF	X					
020200-MWBE DEPARTMENT	X					
030000-GENERAL COUNSEL	X					
030100-LABOR RELATIONS	X					
030200-POLICY	X					
040000-INTERNAL AUDIT	X					
100000-ACADEMIC OFFICE	X		X		X	
100200-DEPARTMENT OF SCHOOLS & LEADERSHIP	X				X	
100210-INSTRUCTIONAL LEADERSHIP DIRECTORS	X					
100220-TEACHER LEADER EFFECTIVENESS & EVALUATION	X					
100230-LEADERSHIP DEVELOPMENT & CAPACITY BUILDING	X					
100300-ASSISTANT SUPERINTENDENT OF OPERATIONS	X				X	
100400-SCHOOL CULTURE & CLIMATE	X				X	
102000-CURRICULUM	X				X	
102001-NEW COMERS PROGRAM	X					
102002-RESPONSE TO INTERVENTION (RTI)	X					
102010-ENGLISH SECOND LANGUAGE	X				X	
102011-ENGLISH SECOND LANGUAGE ELEMENTARY	X				X	
102012-ENGLISH SECOND LANGUAGE MIDDLE	X					
102013-ENGLISH SECOND LANGUAGE K8	X					
102014-ENGLISH SECOND LANGUAGE HIGH	X					
102030-LITERACY	X					
102040-MATHEMATICS	X					
102050-SCIENCE	X					
102060-SOCIAL STUDIES	X					
102071-ELEMENTARY MUSIC AND ART	X		X			
102081-SUMMER SCHOOL	X					
102084-HEAD START- IN-KIND/MATCH DISTRICT			X			
102085-HEAD START PROGRAM DESIGN					X	
102086-HEAD START CHILD HEALTH &DEVELOPMENT					X	
102087-HEAD START FAMILY COMMUNITY PARTNERSHIP					X	
102088-HEAD START OTHER FACILITIES					X	
102089-HEAD START TRAINING AND TECH ASSISTANCE					X	
102090-PRE-K	X		X		X	
102091-ELEMENTARY PHYSICAL EDUCATION	X					
102100-TEXTBOOKS	X					
102200-WORLD LANGUAGES	X					
102300-BAND AND STRINGS	X		X			
102400-SUBSTITUTES	X					
102500-LIBRARIANS	X					
102501-LIBRARIANS-ELEMENTARY	X					
102502-LIBRARIANS-MIDDLE	X					
102503-LIBRARIANS-K8	X					
102504-LIBRARIANS-HIGH	X				X	
102600-EDUCATIONAL SUPPORT	X				X	
103000-CAREER AND TECHNICAL EDUCATION	X				X	
103010-PROJECT GRADUATION			X			
104000-EXCEPTIONAL CHILDREN	X		X		X	X



# Financial

Relationship Between MSCS Departmental Units and Funding Sources						
Department or Project Description	General Fund Fund 01	Capital Projects Fund Fund 7	Special Revenue Fund Non-Federal Fund 8	Special Revenue Fund Nutrition Services Fund 10	Special Revenue Fund Federal Programs Fund 12	Internal Service Funds
104001-EXCEPTIONAL CHILDREN-ELEMENTARY					X	
104005-EXCEPTIONAL CHILDREN-COMPENSATORY SERVICES					X	
104010-EXCEPTIONAL CHILDREN-HOMEBOUND & HOSPITAL	X					
104020-EXCEPTIONAL CHILDREN-GIFTED	X					
104030-EXCEPTIONAL CHILDREN SCHOOLS ADMIN	X					
104040-EXCEPTIONAL CHILDREN ADMINISTRATION	X		X		X	
105000-FEDERAL PROGRAMS			X		X	
105100-PRIVATE SCHOOLS					X	
106061-SCHOOL LEADERSHIP-ELEMENTARY	X					
106062-SCHOOL LEADERSHIP-MIDDLE	X					
106063-SCHOOL LEADERSHIP-K8	X					
106064-SCHOOL LEADERSHIP-HIGH	X					
107000-OPTIONAL SCHOOLS/ Advanced Academics	X				X	
108000-Project Stand (only 8907-9907)	X				X	X
108010-ADOLESCENT PARENTING	X		X			
108020-MCS PREP NORTHWEST	X					
108030-MCS PREP NORTHEAST	X					
108040-G.W. CARVER COLLEGE & CAREER ACADEMY	X					
108060-IDA B WELLS ACADEMY	X					
190000-SCHOOLS includes Goodwill Excel Adult Learning Center	X				X	
190001-GENERAL EDUCATION - ELEMENTARY only Campus School 71100-39900-190001-2070	X				X	X
190002-GENERAL EDUCATION - MIDDLE	X				X	
190003-GENERAL EDUCATION - K8	X				X	
190004-GENERAL EDUCATION - HIGH	X				X	
190100-HOLLIS F PRICE	X					
190200-MIDDLE COLLEGE	X					
190300-CAREER LADDER	X					
190500-GENERAL EDUCATION- OTHER					X	
200000-STUDENT SERVICES ADMINISTRATION	X					
201000-ATTENDANCE & DISCIPLINE	X		X		X	
202000-SAFETY & SECURITY	X		X		X	
202100-SAFE SCHOOLS	X					
202200-SAFE SCHOOLS NON-RECURRING	X					
203000-STUDENT SUPPORT	X		X		X	
203010-ATHLETICS	X		X			
203011-STUDENT SUPPORT SBB	X					
203020-JROTC	X					
203040-GUIDANCE COUNSELING	X		X			
203041-GUIDANCE COUNSELING-ELEMENTARY	X					
203042-GUIDANCE COUNSELING-MIDDLE	X					
203043-GUIDANCE COUNSELING-K8	X					
203044-GUIDANCE COUNSELING-HIGH	X					
203100-MONEY DUE BOARD (SCHOOL REIMBURSEMENT)	X					
204000-COORDINATED SCHOOL HEALTH	X					X
204100-FAMILY RESOURCE CENTER	X					
204200-BEHAVIOR & MENTAL HEALTH SERVICES	X				X	
204300-HEALTH PROMOTIONS	X					
210000-STRATEGY AND PERFORMANCE MANAGEMENT	X				X	
211000-CHARTER SCHOOLS	X				X	
211100-CHARTER SCHOOLS ADMIN	X					
212010-VIRTUAL SCHOOLS	X					
212030-Virtual Education & Logistics	X		X			
215000-IZONE	X				X	
215500-Chief of Schools	X				X	
215503-Continuous Improvement Zone (CIZ)	X					
215504-EQUITY OFFICE	X					



# Financial

Relationship Between MSCS Departmental Units and Funding Sources						
Department or Project Description	General Fund Fund 01	Capital Projects Fund Fund 7	Special Revenue Fund Non-Federal Fund 8	Special Revenue Fund Nutrition Services Fund 10	Special Revenue Fund Federal Programs Fund 12	Internal Service Funds
215505-Ezone	X					
220000-PLANNING AND ACCOUNTABILITY	X					
221000-STUDENT INFO MANAGEMENT	X					X
222000-ASSESSMENT AND ACCOUNTABILITY	X				X	
223000-RESEARCH PLANNING AND IMPROVEMENT	X		X		X	
300000-Deputy Superintendent of Schools & Academic Support	X					
301000-COMMUNICATIONS	X		X			
301010-INSTRUCTIONAL TELEVISION (GHS TV)	X					
302000-COMMUNITY OUTREACH AND PARENTAL ENGAGEMENT	X		X		X	
302100-FAMILY AND COMMUNITY ENGAGEMENT	X				X	
303000-VOICE OF SCS	X		X			
311000-PERFORMANCE MANAGEMENT	X				X	
312000-PROFESSIONAL DEVELOPMENT	X				X	
313000-RECRUITMENT AND STAFFING	X				X	
314000-EMPLOYEE SERVICES	X					
315000-HUMAN RESOURCES/COMPENSATION	X					
320000-FINANCE	X					
321000-ACCOUNTING AND REPORTING	X					
322000-BUDGET AND FISCAL PLANNING	X					
323000-PAY ROLL	X					
324010-ACCOUNTS PAYABLE	X					
325010-BENEFITS - RETIREES	X					
330000-RISK MANAGEMENT	X					X
331000-BUSINESS OPERATIONS ADMIN	X					
332000-TRANSPORTATION	X					X
332010-SPECIAL EDUCATION TRANSPORTATION	X					X
333000-PROCUREMENT	X					
333100-ASSET MANAGEMENT	X					
334000-FACILITIES	X		X			X
334100-CUSTODIAL AND GROUNDS	X		X			
334200-UTILITIES	X		X			X
334300-GENERAL SERVICES	X					
334400-ZONE 4 MAINTENANCE	X					
334500-ZONE 2 MAINTENANCE	X					
334600-ZONE 1 MAINTENANCE	X					
334700-ZONE 3 MAINTENANCE	X					
334800-Plant Services	X					
335000-FACILITIES PLANNING AND PROPERTY	X					
336000-NUTRITION SERVICES				X		
336110-SCHOOL OPERATIONS CENTRAL				X		
336120-CENTRAL KITCHEN				X		
336130-MENU PLANNING				X		
336140-EQUIPMENT OPERATIONS				X		
336210-DISTRIBUTION				X		
336220-SUPPLY CHAIN MANAGEMENT				X		
336310-TRAINING				X		
336320-QUALITY ASSURANCE				X		
336410-NUTRITION SERVICES FINANCE				X		
336420-NUTRITION SERVICES HUMAN RESOURCES				X		
336430-NUTRITION SERVICES INFORMATION TECHNOLOGY				X		
337000-WAREHOUSING						X
340000-INFORMATION TECHNOLOGY	X					
341000-USER SUPPORT SERVICES	X					
343000-INFRASTRUCTURE AND SYSTEMS SUPPORT SERVICES	X					
344000-PROJECT MANAGEMENT OFFICE	X					
345000-ERP	X					
346000-ENTERPRISE RESOURCE PLANNING	X					
349000-Student Technology	X				X	
349010-SPED Student Technology	X					
350000-Strategic Operations	X				X	
560000-OTHER USES	X					



# Financial

Relationship Between MSCS Departmental Units and Funding Sources						
Department or Project Description	General Fund Fund 01	Capital Projects Fund Fund 7	Special Revenue Fund Non-Federal Fund 8	Special Revenue Fund Nutrition Services Fund 10	Special Revenue Fund Federal Programs Fund 12	Internal Service Funds
600000-REGULAR CAPITAL OUTLAY / FUND 7 CIP		X			X	
0016-Consolidated Administration					X	
0055-Coordinated School Health	X					
0088-Safe Schools Nonrecurring Carryover	X					
0136-ATSI 2021 Designation					X	
0915-ARP IDEA PART B					X	
0920-ARP IDEA Pre-School					X	
1005-Title I, Part A, Improving Academic Achievement					X	
1006-Title 1 A, Neglected					X	
1450-Title I, Part C					X	
1505-Title I, Part D, Subpart 1, Neglected/Delinquent					X	
1906-Avant Strategic School Allocations	X					
2005-Title II, Part A, Training & Recruiting					X	
3005-Title III, Part A, English Language Acquisition					X	
3105-Title III, Part A, ELA, Discretionary	X					
3740-Literacy Training Teacher Stipend Grant					X	
3741-HQIM Literacy Implementation Network Grant					X	
3742-Early Literacy Networks					X	
5011-Title IV					X	
5013-Title IV- 21st Century Community Learning FY19					X	
5022-21st CCLC/MASE Charter Schools					X	
5023-Title IV- 21st Century Community Learning					X	
5515-Stem in the Library					X	
5520-IAL Libraries in the Blend					X	
6901-General Deferred Maintenance		X				
6904-Emergencies		X				
7006-Title IX Homeless					X	
7056-ARP Homeless 1.0					X	
7057-ARP Homeless 2.0					X	
8003-Family Resource Center	X					
8005-Carl Perkins					X	
8053-Turnaround Action Grant (TAG)					X	
8054-School Turnaround Pilot Program Grant					X	
8709-STOP Sch Violence Threat Assessment					X	
8710-STOP Sch Violence Prev and Mental Health Training					X	
8764-Civic Seal Grant					X	
9005-IDEA, Part B					X	
9017-Substance Abuse Prevention & Treatment					X	
9030-Transition School to Work (FY 21)					X	
9105-IDEA, Preschool					X	
9110-IDEA Partnership for Systematic Change (K-12)					X	
9216-Innovative High School Grant					X	
9421-Head Start					X	
9422-Head Start					X	
9520-Head Start CARES					X	
9521-Head Start CRRSA - Cares					X	
9522-American Rescue Plan					X	
9708-CDCP HIV/STD Prevention					X	
9709-CDCP HIV/STD Prevention					X	
9710-CDCP HIV/STD Prevention (FY 2022)					X	
9790-CDC Mental Health Supplement 2					X	
9907-Project Stand	X					
9917-Comprehensive School Safety Initiative					X	
9930-Pre-Disaster Mitigation Grant					X	
9940-TN All Corps					X	
9983-ESSER 1.0					X	
9984-ESSER 2.0					X	
9985-ESSER 3.0					X	
9986-Epidemiology and Laboratory Capacity					X	





# Financial

Relationship Between MSCS Departmental Units and Funding Sources						
Department or Project Description	General Fund Fund 01	Capital Projects Fund Fund 7	Special Revenue Fund Non-Federal Fund 8	Special Revenue Fund Nutrition Services Fund 10	Special Revenue Fund Federal Programs Fund 12	Internal Service Funds
9987-ESSER Planning Grant					X	
9988-Emergency Connectivity Fund					X	
C734-21st Century Alcy School Construction		X				
C735-New Construction Goodlett ES		X				
C760-Oakhaven ES Fire Alarm		X				
C764-Avon Lenox Paving		X				
C771-New Frayser HS New Construction		X				
C772-New Orange Mound Pre-K-8 New Construction		X				
C773-New Treadwell Pre- K-8 New Construction		X				
C774-Central HS Fire Alarm		X				
C775-Lucie E. Campbell ES Fire Alarm		X				
C776-Bolton HS Fire Alarm		X				
C778-Cummings K8 Fire Alarm		X				
C823-Bayer Building/Associated Capital Expenses		X				
C936-Cummings K-8 Gym		X				
C968-Kingsbury HS Classroom Addition		X				
C969-Kingsbury MS/HS HVAC Replacement		X				
C973-Belle Forest ES K-8 Gym/Safe Building		X				
C977-Egypt ES Roof Replacement		X				
C984-Whitehaven HS STEM building Addition		X				
C985-Mitchell HS Painting		X				
C986-Delano ES Gym Addition		X				
C987-Mitchell High School Fire Safety Upgrades		X				
C988-Halle Stadium upgrade		X				
C989-WhiteHaven HS Stadium Upgrade		X				
C990-Raleigh Egypt HS Stadium Upgrade		X				
Do45-Security-Ancillary Services			X			
Do65-TVA ENERNOC Demand Response Program			X			
Do75-Facility Rental			X			
Do90-YMCA Before and After Care			X			
Do95-Very Special Arts Festival			X			
Di25-Telecommunications Center US			X			
D205-Adopt a School Seminar			X			
D240-Class Piano Program			X			
D398-Gear Up 3.0 2020					X	
D415-Homeless Children & Youth Program			X			
D465-Mental Health Records			X			
D485-SCIAA Dues & Fines			X			
D525-Pre-K			X			
D526-First 8.1			X			
D555-Research & Evaluation			X			
D570-Colonial Hearing & Vision Center			X			
D670-Adolescent Parenting Program			X			
D730-SOTA Music Program Support			X			
D766-Shelby County Government Pre-K			X			
D777-Evening Reporting Center			X			
D795-SPED Medicaid Reimbursement			X			
D907-Project Stand			X			
D957-Project Graduation			X			
D960-Lottery for Education Afterschool Programs (LEAPS)			X			
D963-Sponsorships and Donations			X			
D966-Bolton High School & TN State Univ Agri-STEM Grant			X			
D968-Trauma Intensive Parenting (TIP)			X			



### III. BUDGET ASSUMPTIONS AND PROJECTIONS

#### BUDGET ASSUMPTIONS

##### General

1. Enrollment projections were developed by school site while factoring in the return to in-person learning and the decrease in cases for Covid-19.
2. For Fiscal Year 2022-23, the number of authorized charters will be decline to 54.
3. The District continues to recruit, train, and retain highly effective teachers to accelerate student achievement, which requires redeployment of resources and adjustments to various practices and procedures within SCS.

##### Revenue

1. The Basic Education Program (BEP) allocation for Memphis-Shelby County Schools, including the Achievement School District (ASD) and the State Board of Education is projected to decrease in fiscal year 2022-23 compared to fiscal year 2021-22 budgeted. The state is not expected to hold the district harmless as opposed to prior year.
2. The County Property Tax revenues for education are distributed among the District and the six Municipal school districts. The District's share is determined by its current year weighted full time equivalent average daily attendance (WFTEADA) relative to the other school districts in Shelby County. The fiscal year 2022-23 General Fund budget assumes that Shelby County's total education budget will be funded at lower level as compared to prior year.
3. The County Sales Tax revenues for the District are budgeted to increase slightly in fiscal year 2022-23 based on an upward trend of taxes being received. In a similar fashion to the county Property tax revenues, county sales tax revenues are distributed among the District and the six Municipal school districts based on current year WFTEADA. The WFTEADA serves as the basis for allocation of education funds within the county. This is a calculation of the average of the highest two months of the first three months of attendance for grades K-12, multiplied times a unique weight for each grade level as provided by the State Department of Education.
4. The indirect cost rate for fiscal year 2022-2023 is 14.56% for non-restricted programs (Nutrition) and 3.87% for restricted programs (Federal Grants).
5. The budget is being balanced by enacting expenditure controls for efficient, economical, and effective use of resources. Tradeoffs and reprioritized resources are the strategic methods to get to the balanced budget.

##### Expenditures

1. Budget development is focused on the District's strategic plan, academic goals and improvements as identified by the Superintendent, Shelby County Board of Education and stakeholders.
2. Emphasis is placed on identification of efficiencies, re-engineering of operations, revenue sources, and prudent review of alternative funding sources to maximize resources. Efficiencies and investments are being identified and tracked separately.
3. The budget is being built to fund: fixed and mandated costs, grant matching requirements and substantiated costs for current programs; less efficiencies or cost savings; plus, initiatives required to reach the goals of high academically performing schools, safe schools, improved graduation rates, and fiscal accountability.
4. Budget development for staffing has not resulted in revised teacher and support staff formulas for Fiscal Year 2022-23. The formulas used will comply with State requirements.



## Financial

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Picture taken prior to COVID-19



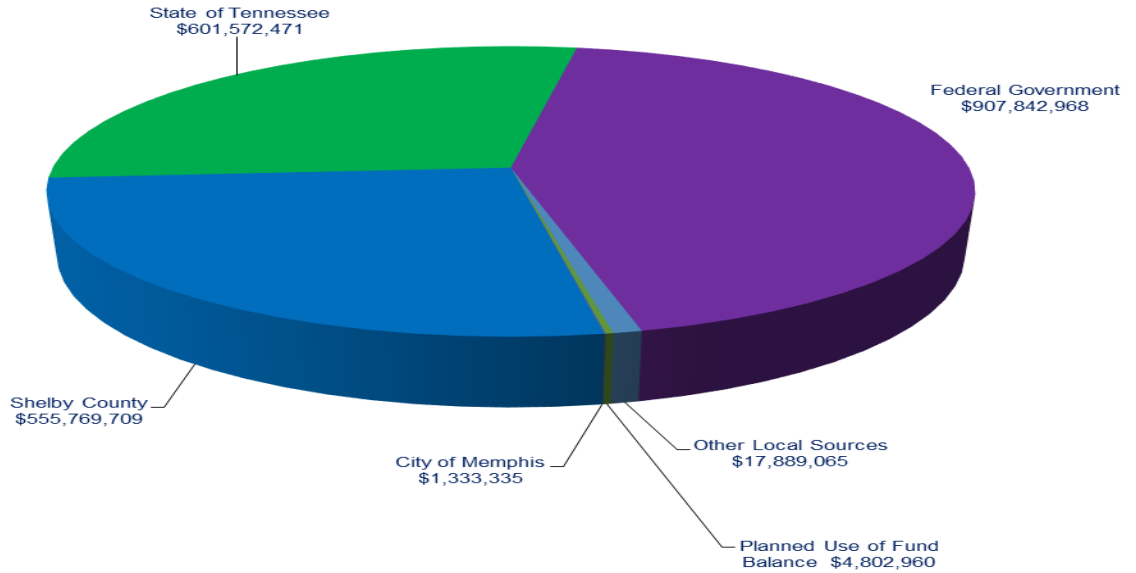


IV. ALL FUND TYPES

**Memphis-Shelby County Schools  
Highlights of the 2022-23 Budget  
All Funds**

The District’s total expenditure for the FY 2022-23 budget across all funds is approximately \$2.09 billion. The total budgeted expenditures for all funds reflect a \$-197.9 million or a 9% decrease from the FY22 amended budget.

Where the Money Comes From...



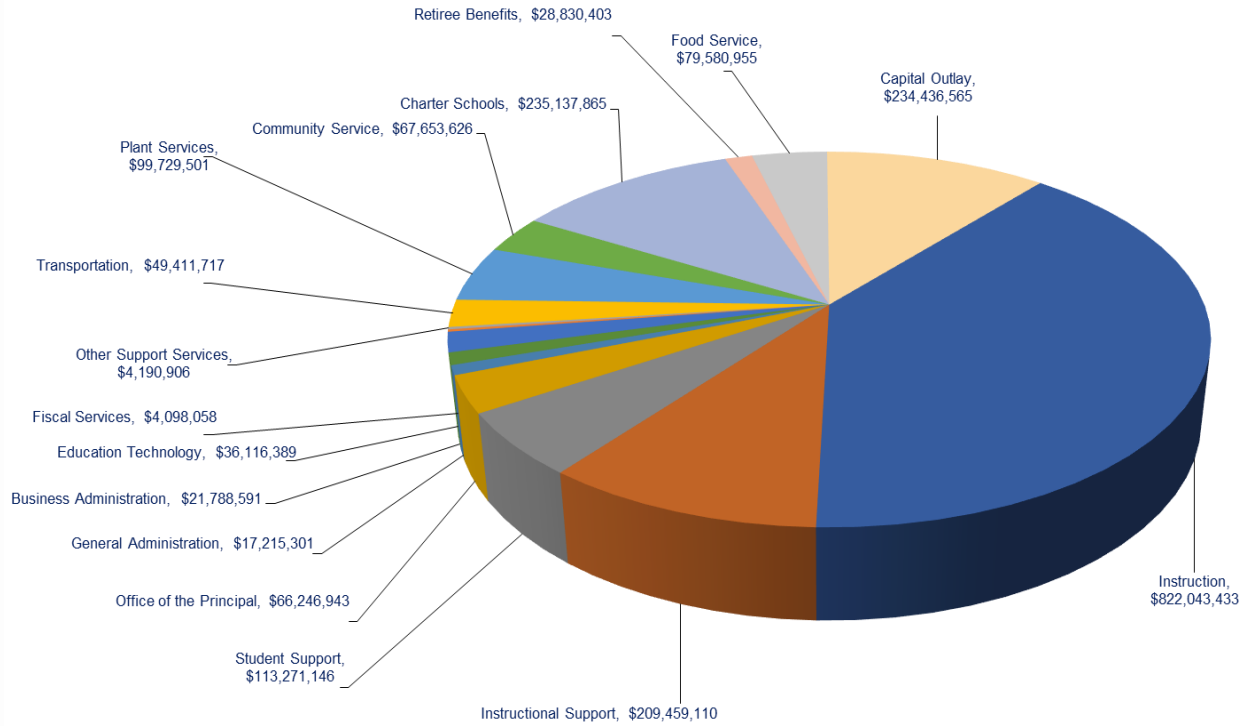
SOURCE OF FUNDS

REVENUES	2021-22 Amended Budget	2022-23 Adopted Budget	Variance	% Change
CITY OF MEMPHIS	\$ 1,333,335	\$ 1,333,335	-	0%
SHELBY COUNTY	530,177,227	555,769,709	25,592,482	5%
STATE OF TENNESSEE	618,749,993	601,572,471	(17,177,522)	-3%
FEDERAL GOVERNMENT	1,083,653,116	907,842,968	(175,810,148)	-19%
OTHER LOCAL SHARES	22,187,228	17,889,065	(4,298,163)	-24%
PLANNED USE OF FUND BALANCE	31,023,472	4,802,960	(26,220,512)	-546%
<b>TOTAL REVENUES</b>	<b>\$ 2,287,124,371</b>	<b>\$ 2,089,210,508</b>	<b>\$ (197,913,863)</b>	<b>-9%</b>



# Financial

## ....and Where the Money Goes



## Use of Funds

EXPENDITURES	2021-22 Amended Budget	2022-23 Adpoted Budget	Variance	% Change
INSTRUCTION	\$ 866,415,828	\$ 822,043,433	(44,372,395)	-5%
INSTRUCTIONAL SUPPORT	250,477,580	209,459,110	(41,018,470)	-16%
STUDENT SUPPORT	146,766,768	113,271,146	(33,495,622)	-23%
OFFICE OF THE PRINCIPAL	62,743,237	66,246,943	3,503,706	6%
GENERAL ADMINISTRATION	18,820,573	17,215,301	(1,605,272)	-9%
EDUCATIONAL TECHNOLOGY	46,326,252	36,116,389	(10,209,863)	-22%
FISCAL SERVICES	4,940,998	4,098,058	(842,940)	-2%
BUSINESS ADMINISTRATION	23,152,000	21,788,591	(1,363,409)	-6%
OTHER SUPPORT SERVICES	5,078,408	4,190,906	(887,502)	-17%
STUDENT TRANSPORTATION	46,574,574	49,411,717	2,837,143	6%
PLANT SERVICES	125,871,337	99,729,501	(26,141,836)	-21%
COMMUNITY SERVICES	73,176,493	67,653,626	(5,522,867)	-8%
CHARTER SCHOOLS	270,979,371	235,137,865	(35,841,506)	-13%
FOOD SERVICE	78,992,139	79,580,955	588,816	1%
CAPITAL OUTLAY	237,978,410	234,436,565	(3,541,845)	-1%
Retiree Benefits	28,830,403	28,830,403	-	0%
<b>TOTAL EXPENDITURES</b>	<b>\$ 2,287,124,371</b>	<b>\$ 2,089,210,509</b>	<b>\$ (197,913,862)</b>	<b>-9%</b>





# Financial

## SUMMARY OF BUDGETS – ALL FUNDS BY FUNCTION FISCAL YEAR 2022-23 ADOPTED BUDGET

### With Comparative Information for Fiscal Years 2018-19 through 2022-23

	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Amended Budget	2022-23 Adopted Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 1,529,071	\$ 1,452,256	\$ 1,333,333	\$ 1,333,335	\$ 1,333,335	\$ -	0.0%
Shelby County	533,808,695	560,343,540	526,514,124	530,177,227	555,769,709	25,592,482	4.8%
State of Tennessee	536,497,711	550,352,588	575,057,731	618,749,993	601,572,471	(17,177,522)	-2.8%
Federal Government	228,326,630	193,001,471	580,864,873	1,083,653,116	907,842,968	(175,810,148)	-16.2%
Other Local Sources	27,690,212	24,446,470	24,941,897	22,187,228	17,889,065	(4,298,163)	-19.4%
<b>Total Revenues</b>	<b>\$ 1,327,852,319</b>	<b>\$ 1,329,596,325</b>	<b>\$ 1,708,711,958</b>	<b>\$ 2,256,100,899</b>	<b>\$ 2,084,407,549</b>	<b>\$ (171,693,351)</b>	<b>-7.6%</b>
<b>Expenditures</b>							
Instructions	\$ 581,357,898	\$ 562,863,226	\$ 816,398,882	\$ 866,415,828	\$ 822,043,433	\$ (44,372,395)	-5.1%
Instructional Support	75,598,615	100,256,865	148,838,312	250,477,580	209,459,110	(41,018,470)	-16.4%
Student Support	80,211,040	71,861,552	85,430,124	146,766,768	113,271,146	(33,495,622)	-22.8%
Office of the Principal	64,531,113	63,522,590	63,338,657	62,743,237	66,246,943	3,503,706	5.6%
General Administration	17,122,132	17,100,303	18,464,098	18,820,573	17,215,301	(1,605,272)	-8.5%
Educational Technology	21,654,731	-	38,316,778	46,326,252	36,116,389	(10,209,863)	-22.0%
Fiscal Services	7,799,900	-	-	4,940,998	4,098,058	(842,940)	-17.1%
Business Administration	-	16,879,959	18,974,173	23,152,000	21,788,591	(1,363,409)	-5.9%
Other Support Services	9,432,726	264,806	220,945	5,078,408	4,190,906	(887,502)	-17.5%
Student Transportation	28,583,313	20,261,262	41,020,437	46,574,574	49,411,717	2,837,143	6.1%
Plant Services	107,938,188	97,385,563	97,933,874	125,871,337	99,729,501	(26,141,836)	-20.8%
Community Services	62,620,216	56,754,467	65,611,793	73,176,493	67,653,626	(5,522,867)	-7.5%
Charter Schools	143,041,477	158,835,991	184,945,609	270,979,371	235,137,865	(35,841,506)	-13.2%
Retiree Health	28,599,681	28,084,559	28,830,403	28,830,403	28,830,403	-	0.0%
Food Service	78,686,205	65,181,209	81,790,493	78,992,139	79,580,955	588,816	0.7%
Capital Outlay	75,560,959	83,882,221	82,975,010	237,978,410	234,436,565	(3,541,845)	-1.5%
<b>Total Expenditures</b>	<b>\$ 1,382,738,194</b>	<b>\$ 1,343,134,573</b>	<b>\$ 1,773,089,590</b>	<b>\$ 2,287,124,371</b>	<b>\$ 2,089,210,509</b>	<b>\$ (197,913,862)</b>	<b>-8.7%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ (54,885,875)</b>	<b>\$ (13,538,248)</b>	<b>\$ (64,377,632)</b>	<b>\$ (31,023,472)</b>	<b>\$ (4,802,960)</b>		
<b>Approved use of Fund balance</b>	<b>54,885,875</b>	<b>13,538,248</b>	<b>64,377,632</b>	<b>31,023,472</b>	<b>4,802,960</b>		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		
<b>Beginning Fund Balance</b>	<b>249,056,849</b>	<b>217,507,453</b>	<b>203,969,238</b>				
Increase (decrease) in revenue for encumbrances	(40,096,222)	(11,117,201)	30,860,971				
Transfers To/(From)Other Funds	7,402,841	(3,057,961)	(4,731,055)				
Insurance Recovery	546,785	554,780	89,509				
Sale of Capital Assets	597,230	82,167	6,579,524				
<b>Ending Fund Balance</b>	<b>\$ 217,507,483</b>	<b>\$ 203,969,238</b>	<b>\$ 236,768,187</b>	<b>\$ -</b>	<b>\$ -</b>		
<b>Fund Balance Categories</b>							
Nonspendable	10,185,984	11,044,734	12,167,513				
Restricted	86,584,278	72,738,818	67,416,325				
Assigned	34,907,258	35,635,185	14,607,226				
Committed	1,073,244	769,670	660,211				
Unassigned	84,756,719	83,780,831	141,916,912				
<b>Total Ending Fund Balance</b>	<b>\$ 217,507,483</b>	<b>\$ 203,969,238</b>	<b>\$ 236,768,187</b>	<b>\$ -</b>	<b>\$ -</b>		



# Financial

## SUMMARY OF BUDGETS – ALL FUNDS BY OBJECT

### FISCAL YEAR 2022-23 ADOPTED BUDGET

#### With Comparative Information for Fiscal Years 2018-19 through 2022-23

	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Amended Budget	2022-23 Adopted Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 1,529,071	\$ 1,452,256	\$ 1,389,544	\$ 1,333,335	\$ 1,333,335	\$ -	0.0%
Shelby County	533,808,695	560,343,540	523,536,133	530,177,227	555,769,708	25,592,481	4.8%
State of Tennessee	536,497,711	550,352,588	578,232,353	618,749,993	601,572,471	(17,177,522)	-2.8%
Federal Government	228,326,630	193,001,471	264,124,984	1,083,653,119	907,842,968	(175,810,151)	-16.2%
Other Local Sources	27,690,212	24,446,470	24,664,175	22,187,228	17,889,065	(4,298,163)	-19.4%
<b>Total Revenues</b>	<b>\$ 1,327,852,319</b>	<b>\$ 1,329,596,325</b>	<b>\$ 1,391,947,188</b>	<b>\$ 2,256,100,899</b>	<b>\$ 2,084,407,547</b>	<b>\$ (171,693,355)</b>	<b>-7.6%</b>
<b>Expenditures</b>							
Salaries	\$ 655,717,461	\$ 644,962,501	\$ 623,229,381	\$ 857,560,452	\$ 813,787,518	\$ (43,772,934)	-7.0%
Benefits	187,449,052	187,787,962	179,612,300	254,317,533	219,816,975	(34,500,558)	-19.2%
Contracted Services	143,519,252	84,019,949	93,975,151	354,855,217	429,376,474	74,521,258	79.3%
Professional Services	3,215,234	48,277,690	42,822,374	66,408,054	43,195,740	(23,212,314)	-54.2%
Property Maintenance Services	14,313,617	33,469,728	33,688,177	44,985,246	40,531,341	(4,453,905)	-13.2%
Travel	1,773,836	1,062,835	174,137	1,110,239	918,197	(192,042)	-110.3%
Supplies and Materials	100,948,948	50,325,847	63,749,652	149,401,243	110,818,400	(38,582,844)	-60.5%
Capital Outlay	107,052,879	110,627,322	97,597,870	65,318,550	67,391,530	2,072,981	2.1%
Other Charges	26,821,622	23,764,748	27,916,171	88,599,284	75,636,499	(12,962,785)	-46.4%
Debt Services	-	-	-	-	-	-	0.0%
Charter Schools	143,041,477	158,835,991	188,739,454	404,568,554	287,737,834	(116,830,720)	-61.9%
<b>Total Expenditures</b>	<b>\$ 1,382,738,194</b>	<b>\$ 1,343,134,573</b>	<b>\$ 1,351,504,668</b>	<b>\$ 2,287,124,371</b>	<b>\$ 2,089,210,508</b>	<b>\$ (197,913,864)</b>	<b>-8.7%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ (54,885,875)</b>	<b>\$ (13,538,248)</b>	<b>\$ 40,442,520</b>	<b>\$ (31,023,472)</b>	<b>\$ (4,802,960)</b>		
<b>Approved use of Fund balance</b>	<b>54,885,875</b>	<b>13,538,248</b>	<b>-</b>	<b>31,023,472</b>	<b>4,802,960</b>		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 40,442,520</b>	<b>\$ -</b>	<b>\$ -</b>		
<b>Beginning Fund Balance</b>	<b>249,056,819</b>	<b>217,507,453</b>	<b>203,969,238</b>	<b>-</b>	<b>-</b>		
Increase (decrease) in revenue for encumbrances	(40,096,222)	(11,117,201)	30,860,971	-	-		
Transfers To/(From)Other Funds	7,402,841	(3,057,961)	(4,731,055)	-	-		
Insurance Recovery	546,785	554,780	89,509	-	-		
Sale of Capital Assets	597,230	82,167	6,579,524	-	-		
<b>Ending Fund Balance</b>	<b>\$ 217,507,453</b>	<b>\$ 203,969,238</b>	<b>\$ 236,768,187</b>	<b>\$ -</b>	<b>\$ -</b>		
<b>Fund Balance Categories</b>							
Nonspendable	10,185,984	11,044,734	12,167,513	-	-		
Restricted	86,584,278	72,738,818	67,416,325	-	-		
Assigned	34,907,258	35,635,185	14,607,226	-	-		
Committed	1,073,244	769,670	660,211	-	-		
Unassigned	84,756,719	83,780,831	141,916,912	-	-		
<b>Total Ending Fund Balance</b>	<b>\$ 217,507,483</b>	<b>\$ 203,969,238</b>	<b>\$ 236,768,187</b>	<b>-</b>	<b>-</b>		

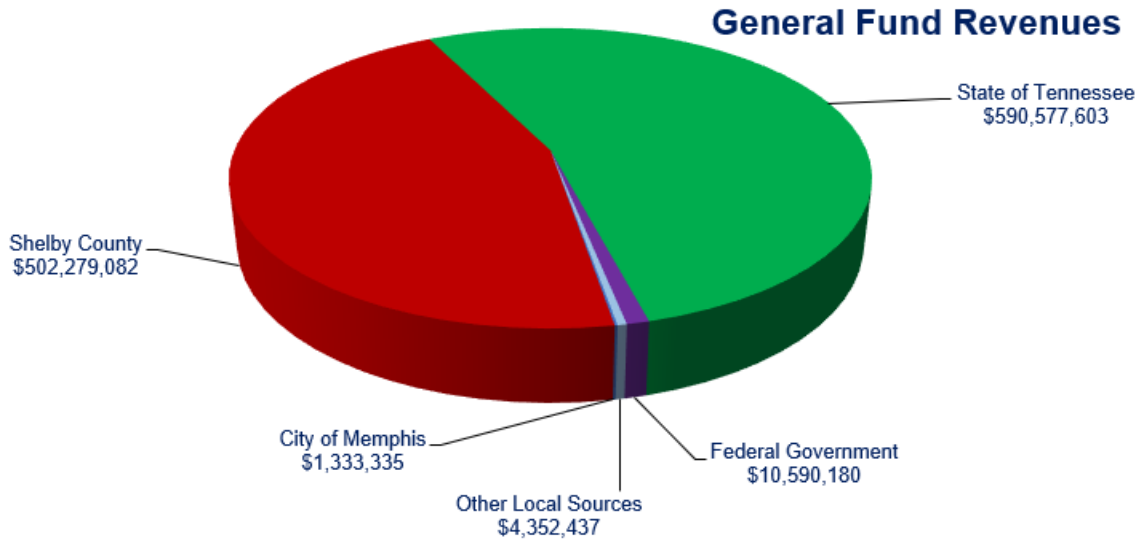


# Financial

## i. General Fund

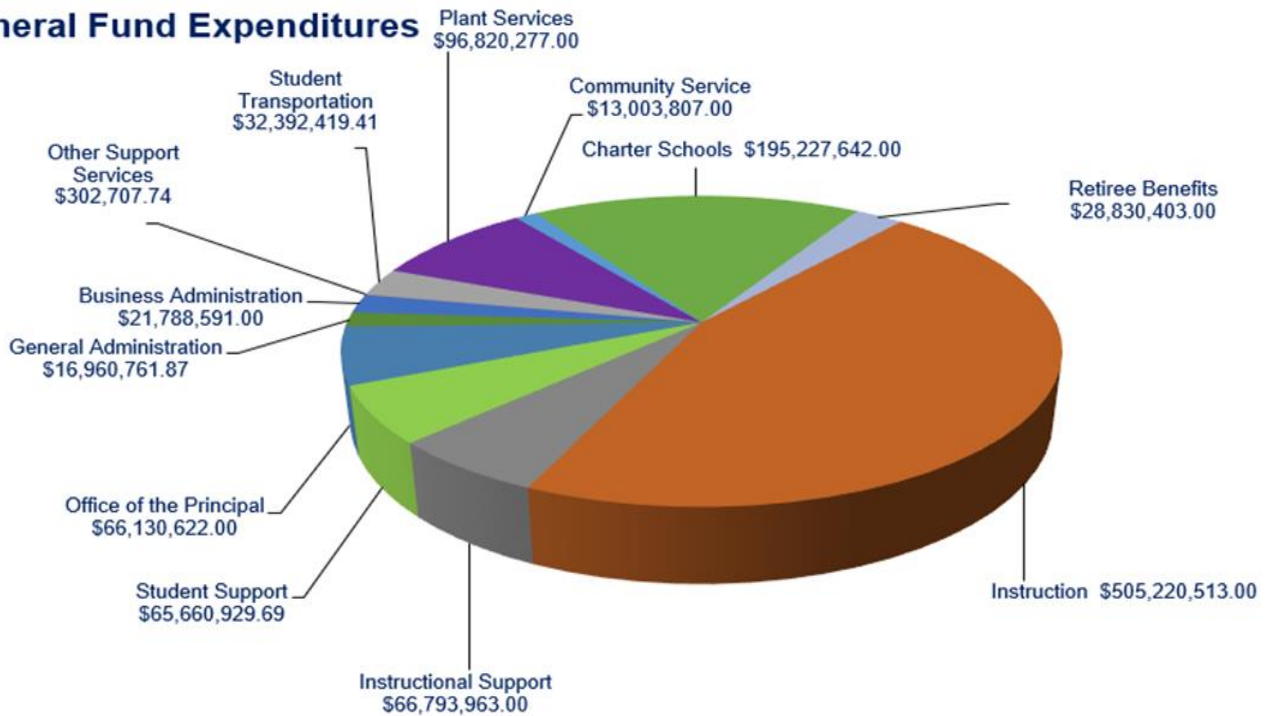
### 2022-23 ADOPTED GENERAL FUND SOURCE OF FUNDS AND EXPENDITURES

Source of Funds



Use of Funds

General Fund Expenditures





# Financial

## GENERAL FUND BY FUNCTION FISCAL YEAR 2022-23 GENERAL FUND BUDGET

With Comparative Information for Fiscal Years 2018-19 through 2022-23

	2018-2019 Actual	2019-2020 Actual	2020-2021 Actual	2021-2022 Amended Budget	2022-2023 Adopted Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 1,415,209	\$ 1,452,256	\$ 1,389,544	\$ 1,333,335	\$ 1,333,335	\$ -	0.0%
Shelby County	478,876,282	479,015,603	498,964,693	483,167,305	502,279,082	19,111,777	4.0%
State of Tennessee	522,449,938	538,524,350	567,229,761	606,549,437	590,577,603	(15,971,834)	-2.6%
Federal Government	10,672,473	16,650,234	8,092,129	15,373,361	10,590,180	(4,783,181)	-31.1%
Other Local Sources	9,777,517	9,893,866	8,308,177	5,675,736	4,352,437	(1,323,299)	-23.3%
<b>Total Revenues</b>	<b>\$1,023,191,419</b>	<b>\$1,045,536,309</b>	<b>\$ 1,083,984,303</b>	<b>\$ 1,112,099,174</b>	<b>\$ 1,109,132,637</b>	<b>\$ (2,966,536)</b>	<b>-0.3%</b>
<b>Expenditures</b>							
Instruction	\$ 527,285,036	\$ 515,406,734	\$ 504,226,534	\$ 492,218,120	\$ 505,220,513	\$ 13,002,393	2.6%
Instructional Support	35,591,791	58,359,480	59,391,774	89,959,061	66,793,963	(23,165,098)	-25.8%
Student Support	72,693,000	63,924,512	58,621,149	72,629,680	65,660,930	(6,968,750)	-9.6%
Office of the Principal	64,491,098	63,502,084	62,447,119	62,743,237	66,130,622	3,387,385	5.4%
General Administration	17,122,133	17,100,303	16,673,421	18,353,405	16,960,762	(1,392,643)	-7.6%
Education Technology	21,654,731	-	-	-	-	-	0.0%
Fiscal Services	7,799,900	-	-	-	-	-	0.0%
Business Administration	-	16,879,959	17,792,657	23,152,000	21,788,591	(1,363,409)	-5.9%
Other Support Services	9,367,804	207,583	156,434	285,910	302,708	16,798	5.9%
Transportation	25,964,424	20,021,220	13,869,438	35,518,630	32,392,419	(3,126,211)	-8.8%
Plant Services	105,292,766	94,929,821	85,150,221	124,590,606	96,820,277	(27,770,329)	-22.3%
Community Services	8,808,326	10,408,639	9,314,353	12,642,735	13,003,807	361,072	2.9%
Charter Schools	143,041,477	158,835,991	178,899,836	177,644,917	195,227,642	17,582,725	9.9%
Retiree Benefits	28,599,681	28,084,559	27,250,035	28,830,403	28,830,403	-	0.0%
<b>Total Expenditures</b>	<b>\$1,067,712,167</b>	<b>\$1,047,660,886</b>	<b>\$ 1,033,792,972</b>	<b>\$ 1,138,568,704</b>	<b>\$ 1,109,132,637</b>	<b>\$ (29,436,066)</b>	<b>-2.6%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>(44,520,748)</b>	<b>(2,124,577)</b>	<b>50,191,332</b>	<b>(26,469,530)</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Approved use of Fund balance</b>	<b>44,520,748</b>	<b>2,124,577</b>	<b>-</b>	<b>26,469,530</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 50,191,332</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>-</b>



# Financial

## GENERAL FUND BY OBJECT FISCAL YEAR 2022-23 BUDGET

With Comparative Information for Fiscal Years 2018-19 through 2022-23

	2018-2019 Actual	2019-2020 Actual	2020-2021 Actual	2021-2022 Amended Budget	2022-2023 Adopted Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 1,415,209	\$ 1,452,256	\$ 1,389,544	\$ 1,333,335	\$ 1,333,335	\$ -	0.0%
Shelby County	478,876,282	479,015,603	498,964,693	483,167,305	502,279,082	19,111,777	4.0%
State of Tennessee	522,449,938	538,524,350	567,229,761	606,549,437	590,577,603	(15,971,834)	-2.6%
Federal Government	10,672,473	16,650,234	8,092,129	15,373,361	10,590,180	(4,783,181)	-31.1%
Other Local Sources	9,777,517	9,893,866	8,308,177	5,675,736	4,352,437	(1,323,299)	-23.3%
<b>Total Revenues</b>	<b>\$1,023,191,419</b>	<b>\$1,045,536,309</b>	<b>\$ 1,083,984,303</b>	<b>\$ 1,112,099,174</b>	<b>\$ 1,109,132,637</b>	<b>\$ (2,966,537)</b>	<b>-0.3%</b>
<b>Expenditures</b>							
Salaries	\$ 554,021,079	\$ 551,222,879	\$ 524,280,622	\$ 550,659,849	\$ 564,710,380	\$ 14,050,531	2.6%
Benefits	164,717,885	165,368,545	156,793,511	173,762,379	174,078,292	315,913	0.2%
Contracted Services	93,276,849	63,955,584	56,929,942	95,808,298	70,010,172	(25,798,126)	-26.9%
Professional Services	2,758,140	28,044,709	22,864,231	41,790,206	32,817,309	(8,972,897)	-21.5%
Property Maintenance Services	13,094,616	32,358,678	32,784,320	41,774,202	37,477,310	(4,296,892)	-10.3%
Travel	1,330,424	858,965	134,534	671,074	541,215	(129,859)	-19.4%
Supplies and Materials	54,702,295	14,680,093	22,775,525	24,677,470	15,113,796	(9,563,674)	-38.8%
Capital Outlay	26,283,509	17,046,710	21,881,333	14,796,202	4,521,477	(10,274,725)	-69.4%
Other Charges	14,777,893	15,288,732	17,649,496	20,019,819	14,635,045	(5,384,774)	-26.9%
Charter Schools	143,041,477	158,835,991	177,699,457	174,609,204	195,227,642	20,618,438	11.8%
<b>Total Expenditures</b>	<b>\$1,068,004,167</b>	<b>\$1,047,660,886</b>	<b>\$ 1,033,792,972</b>	<b>\$ 1,138,568,704</b>	<b>\$ 1,109,132,637</b>	<b>\$ (29,436,065)</b>	<b>-2.6%</b>
Excess (deficiency) of revenues over expenditures	(44,812,748)	(2,124,577)	50,191,332	(26,469,530)	-	-	
Approved use of Fund balance	44,812,748	2,124,577	-	26,469,530	-	-	
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 50,191,332</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	





**2022 - 2023 GENERAL FUND BUDGET  
EXPENDITURE SUMMARY BY CABINET & DEPARTMENT**

	2018-19 Actuals	2018-19 Positions	2019-20 Actuals	2019-20 Positions	2020-21 Actuals	2020-21 Positions	2021-22 Amended Budget	2021-22 Amended Positions	2022-23 Adopted Budget	2022-23 Adopted Positions	2023 vs 2022 Budget Variance	2023 vs 2022 Positions Variance
<b>Superintendent</b>												
020000 Superintendent	\$ 857,627	3	\$ 684,434	4	\$ 713,758	4	\$ 836,044	4	\$ 652,127	4	\$ (183,917)	0
<b>Total Superintendent</b>	<b>\$ 857,627</b>	<b>3</b>	<b>\$ 684,434</b>	<b>4</b>	<b>\$ 713,758</b>	<b>4</b>	<b>\$ 836,044</b>	<b>4</b>	<b>\$ 652,127</b>	<b>4</b>	<b>\$ (183,917)</b>	<b>0</b>
<b>Deputy Superintendent of Finance &amp; Operations</b>												
010000 Board of Education	\$ 1,599,175	0	\$ 1,767,457	14	\$ 1,778,100	12	\$ 2,768,454	12	\$ 2,092,355	12	\$ (676,099)	0
350000 Strategic Operations	-	0	877,805	5	798,429	4	1,046,549	4	669,063	4	(377,486)	0
<b>Total Strategic Operations</b>	<b>\$ 1,599,175</b>	<b>0</b>	<b>\$ 2,645,262</b>	<b>19</b>	<b>\$ 2,576,529</b>	<b>16</b>	<b>\$ 3,815,004</b>	<b>16</b>	<b>\$ 2,761,418</b>	<b>16</b>	<b>\$ (1,053,586)</b>	<b>0</b>
<b>Deputy Superintendent of Schools and Academic Support</b>												
210000 Strategy	\$ 477,179	3	\$ 341,096	3	\$ 364,541	5	\$ 137,217	1	\$ 67,634	1	\$ (69,583)	0
211100 Charter Schools Administration	913,052	6	-	0	-	12	-	0	-	0	-	0
220000 Planning and Accountability	171,929	2	174,095	1	175,156	1	261,369	2	294,633	2	33,264	0
221000 Student Info Management	1,643,642	17	1,706,063	22	1,516,450	20	1,600,093	21	1,512,775	30	(87,317)	9
222000 Assessment and Accountability	1,928,805	8	1,517,295	7	1,508,507	7	1,955,484	7	1,798,816	7	(156,668)	0
223000 Research Planning and Improvement	124,215	1	187,671	2	224,343	3	217,158	3	341,918	3	124,760	0
300000 Deputy Superintendent of Schools & Academic Support	-	0	-	0	50,535	0	1,564,728	5	775,743	4	(788,985)	-1
311000 Performance Management	1,628,905	6	1,690,606	13	1,613,788	14	1,635,697	12	1,156,429	12	(479,268)	0
<b>Total Strategy and Performance Management</b>	<b>\$ 6,887,727</b>	<b>43</b>	<b>\$ 5,616,826</b>	<b>48</b>	<b>\$ 5,453,320</b>	<b>62</b>	<b>\$ 7,371,745</b>	<b>51</b>	<b>\$ 5,947,948</b>	<b>59</b>	<b>\$ (1,423,797)</b>	<b>8</b>
<b>Chief of Staff</b>												
020100 Chief of Staff	\$ 1,089,269	5	\$ 450,881	3	\$ 400,711	3	\$ 595,846	5	\$ 656,244	5	\$ 60,398	0
215504 Equity Office	-	0	-	0	-	0	426,651	6	603,544	3	176,893	-3
020200 MWBE Department	-	0	219,452	3	306,243	4	781,179	4	388,359	4	(392,820)	0
<b>Total Chief of Staff</b>	<b>\$ 1,089,269</b>	<b>5</b>	<b>\$ 670,333</b>	<b>6</b>	<b>\$ 706,954</b>	<b>7</b>	<b>\$ 1,803,676</b>	<b>15</b>	<b>\$ 1,648,147</b>	<b>12</b>	<b>\$ (155,528)</b>	<b>-3</b>
<b>General Counsel</b>												
030000 General Counsel	\$ 4,454,754	10	\$ 5,379,968	18	\$ 4,656,205	17	\$ 4,080,222	25	\$ 3,981,663	24	\$ (98,560)	-1
030200 Policy	201,802	4	192,663	3	191,828	2	204,915	2	201,884	2	(3,031)	0
330000 Risk Management	1,809,322	4	1,861,729	4	1,647,857	4	3,809,311	4	3,932,773	4	123,461	0
<b>Total General Counsel</b>	<b>\$ 6,465,878</b>	<b>18</b>	<b>\$ 7,434,360</b>	<b>25</b>	<b>\$ 6,495,890</b>	<b>23</b>	<b>\$ 8,094,449</b>	<b>31</b>	<b>\$ 8,116,320</b>	<b>30</b>	<b>\$ 21,871</b>	<b>-1</b>



**2022 - 2023 GENERAL FUND BUDGET  
EXPENDITURE SUMMARY BY CABINET & DEPARTMENT**

	2018-19 Actuals	2018-19 Positions	2019-20 Actuals	2019-20 Positions	2020-21 Actuals	2020-21 Positions	2021-22 Amended Budget	2021-22 Amended Positions	2022-23 Adopted Budget	2022-23 Adopted Positions	2023 vs 2022 Budget Variance	2023 vs 2022 Positions Variance
<b>Academic Admin Office</b>												
100000 Academic Office	\$ 1,414,799	26	\$ 2,086,037	19	\$ 2,367,237	47	\$ 2,471,015	30	\$ 2,318,791	15	\$ (152,224)	-15
100100 Assistant Superintendent	178,241	3	162,537	3	-	0	-	0	-	0	-	0
100230 Leadership Development and Capacity Building	-	0	1,225,283	7	944,821	7	696,954	6	759,329	6	62,375	0
102000 Curriculum	2,878,686	16	6,971,271	16	5,761,053	16	1,741,599	17	1,784,178	17	42,579	0
102002 Response to Intervention	754,794	0	840,313	9	838,045	9	886,479	9	-	0	(886,479)	-9
102010 English As a Second Language	-	0	1,354,651	28	947,234	12	1,938,727	14	1,561,472	14	(377,255)	0
102011 English As a Second Language Elementary	-	0	12,137,163	189	11,389,045	178	11,703,036	171	12,137,949	167	434,913	-4
102012 English As a Second Language Middle	-	0	2,371,099	40	2,093,929	39	2,264,908	40	2,512,172	40	247,264	0
102013 English As a Second Language K8	-	0	408,670	5	433,884	7	441,119	6	473,814	6	32,696	0
102014 English As a Second Language High	-	0	2,676,222	39	2,610,767	39	2,827,727	49	3,454,891	49	627,164	0
102020 STEM	239,533	2	245,731	3	245,996	8	-	0	-	0	-	0
102030 Literacy	142,861	0	109,019	1	56,305	0	29,547	0	26,323	0	(3,224)	0
102040 Mathematics	148,189	1	120,991	1	110,718	11	129,945	1	123,539	1	(6,406)	0
102050 Science	185,671	1	133,356	1	138,965	16	284,120	3	275,759	3	(8,361)	0
102060 Social Studies	224,811	0	197,831	0	13,082	0	34,421	0	11,129	0	(23,292)	0
102086 Head Start In-Kind Match	462,131	0	28,142	0	12,431	0	-	0	-	0	-	0
102090 Pre-K	5,185,106	39	5,859,532	72	4,729,816	85	7,213,603	106	7,975,522	106	761,918	0
102100 Textbooks	11,749,453	1	1,520,636	2	9,080,287	7	2,476,217	2	219,064	2	(2,257,153)	0
102200 World Languages	1,321,539	20	1,334,104	20	1,307,496	30	1,317,688	20	1,411,301	19	93,613	-1
102300 Band and Strings	2,768,825	18	2,376,025	21	1,950,975	23	2,235,894	23	2,071,265	23	(164,629)	0
102500-Library Services	452,945	2	355,414	2	363,536	2	445,455	2	412,982	2	(32,474)	0
102600 Educational Support	292,166	5	288,362	4	290,224	14	304,433	4	303,526	4	(908)	0
102800 Stipends	-	0	823,682	0	-	0	-	0	-	0	-	0
103000 Career and Technical Education	-	0	19,583,190	233	17,566,033	217	19,053,418	249	20,206,430	225	1,153,012	-24
103010 Project Graduation	-	0	948,669	4	911,226	4	3,554,778	4	-	1	(3,554,778)	-3
104003 Exceptional Children K8	-	0	-	0	-	0	-	0	-	0	-	0
108000 Project Stand/ Alternative Schools (only 8907-9907)	-	0	6,701,081	0	6,514,697	3	7,469,921.7	0	6,238,984	0	(1,230,939)	0
212010 Virtual School	-	0	1,802,285	14	1,752,246	19	2,877,919	18	2,830,375	18	(47,544)	0
212020 K-16 Innovations	-	0	-	0	-	0	220,311	0	-	0	(220,311)	0
212030 Virtual Education & Logistics	-	-	-	-	-	-	947,802	7	676,163	7	(271,639)	0
215000 iZone	4,263,364	33	-	0	-	27	-	0	-	0	-	0
301010 Instructional Television (GHS TV)	-	0	509,842	6	507,938	6	545,108	6	543,062	6	(2,046)	0
312000 Professional Development	2,998,383	18	2,260,224	24	2,109,394	27	3,062,492	16	1,608,819	13	(1,453,673)	-3
349000 Student Technology	-	-	-	-	12,105,887	-	3,052,181	20	2,098,854	20	(953,327)	0
349020 Pre-K technology	-	-	-	-	35,439	-	-	0	-	-	-	-
<b>Total Academic Admin</b>	<b>\$ 35,661,498</b>	<b>185</b>	<b>\$ 75,431,362</b>	<b>762</b>	<b>\$ 87,188,709</b>	<b>853</b>	<b>\$ 80,226,820</b>	<b>823</b>	<b>\$ 72,035,695</b>	<b>764</b>	<b>\$ (8,191,128)</b>	<b>-59</b>



**2022 - 2023 GENERAL FUND BUDGET  
EXPENDITURE SUMMARY BY CABINET & DEPARTMENT**

	2018-19 Actuals	2018-19 Positions	2019-20 Actuals	2019-20 Positions	2020-21 Actuals	2020-21 Positions	2021-22 Amended Budget	2021-22 Amended Positions	2022-23 Adopted Budget	2022-23 Adopted Positions	2023 vs 2022 Budget Variance	2023 vs 2022 Positions Variance
<b>Academic Operations and Student Support</b>												
100300 Assistant Superintendent of Operations	\$ 12,447,974	24	\$ 4,080,458	24	\$ 3,169,702	25	\$ 5,437,938	27	\$ 3,024,054	27	\$ (2,413,885)	0
102010 English As a Second Language	1,438,912	6	-	0	-	0	-	0	-	0	-	0
102011 English As a Second Language Elementary	12,510,327	184	-	0	-	0	-	0	-	0	-	0
102012 English As a Second Language Middle	2,464,762	37	-	0	-	0	-	0	-	0	-	0
102013 English As a Second Language K8	421,247	8	-	0	-	0	-	0	-	0	-	0
102014 English As a Second Language High	2,386,836	27	-	0	-	0	-	0	-	0	-	0
102001 New Comers Program	883,426	11	877,030	15	953,584	14	968,673	12	1,623,952	12	655,279	0
102081 Summer School	2,292,833	0	2,474,961	0	1,749,436	0	3,742,280	0	2,600,000	0	(1,142,280)	0
102095 Summer Learning Camps	-	0	-	0	1,293,993	0	12,039,270	0	7,696,253	0	(4,343,017)	0
102096 STREAM Mini Camps	-	0	-	0	517,723	0	2,991,494	0	2,198,929	0	(792,564)	0
102097 Learning Loss Bridge Camps	-	0	-	0	48,535	0	2,310,286	0	2,866,524	0	556,238	0
103010 Project Graduation	924,334	32	-	0	-	4	-	0	-	0	-	0
100400 School Culture and Climate	585,989	7	450,448	5	498,334	5	460,436	5	381,994	4	(78,441)	-1
104000 Exceptional Children	-	0	75,038,676	1,122	70,498,699	1,124	70,204,814	1,136	65,125,505	1,071	(5,079,309)	-65
104001 Exceptional Children-Elementary	-	0	1,079,892	0	772,214	6	859,604	9	-	9	(859,604)	0
104040 Exceptional Children Administration	-	0	7,342,717	85	6,995,613	87	7,298,793	83	7,558,534	83	259,741	0
104030 Exceptional Children Schools Admin	-	0	627,958	6	525,829	5	545,604	6	510,451	6	(35,153)	0
104020 Exceptional Children-Gifted	-	0	9,037,882	115	8,735,632	114	9,439,795	129	10,261,101	128	821,306	-1
104010 Exceptional Children-Homebound & Hospital	-	0	1,424,607	17	1,320,826	17	1,454,376	17	1,408,875	17	(45,501)	0
107000 Optional Schools	6,921,412	74	5,878,719	71	5,285,330	68	5,572,661	70	5,697,590	67	124,929	-3
108000 Alternative Schools	6,355,942	77	-	83	-	83	-	81	-	74	-	-7
108010 Adolescent Parenting	1,339,013	21	1,232,364	21	1,213,229	21	1,247,198	21	1,280,168	17	32,970	-4
108020 Prep Northwest	2,164,143	26	2,160,734	27	2,058,215	34	2,122,030	25	1,998,319	23	(123,711)	-2
108030 Prep Northeast	1,840,688	25	1,870,956	24	1,833,849	24	1,897,501	24	1,907,544	24	10,043	0
108040 Carver High School	1,747,287	25	1,628,603	24	1,632,367	24	1,520,766	24	1,809,715	24	288,950	0
108050 Prep Southeast	-	0	-	0	-	0	-	0	-	0	-	0
108060 Ida B Wells Academy	1,595,192	23	1,583,497	21	1,457,559	20	1,581,914	21	1,706,465	21	124,551	0
190500 Student Residential Mental/ Health General Education Other	361,044	0	292,052	0	374,652	0	485,856	0	500,000	0	14,144	0
200100 School and Student Support	-	0	-	0	-	0	-	0	-	0	-	0
201000 Attendance & Discipline	5,982,843	52	6,105,376	64	6,495,412	74	7,212,472	83	7,294,930	93	82,458	10
203000 Student Support	4,896,168	97	1,866,654	86	1,292,332	19	1,432,344	8	693,956	7	(738,387)	-1
203010 Athletics	3,153,788	5	2,750,398	4	1,995,982	4	2,767,008	4	2,242,824	3	(524,184)	-1
203020 JROTC	2,754,173	47	2,636,512	46	3,053,020	43	3,525,354	43	3,379,822	43	(145,532)	0
203040 Guidance Counseling	341,280	3	342,245	3	342,563	3	341,645	3	342,532	3	887	0
204000 Coordinated School Health	-	0	2,227,647	24	1,264,067	21	3,787,919	21	3,941,516	18	153,597	-3
204200 Behavior and Mental Health Services	8,161,146	92	7,516,250	112	6,727,192	98	6,711,324	81	6,834,106	78	122,782	-3
204300 Health Promotions	-	0	-	0	-	0	772,827	15	349,605	6	(423,222)	-9
212010 Virtual School	2,198,287	13	-	0	-	0	-	0	-	0	-	0
349010 SPED Student Technology	-	0	-	0	3,820,423	0	80,802	0	-	0	(80,802)	0
<b>Total Academic Operations and Student Support</b>	<b>\$ 86,169,046</b>	<b>916</b>	<b>\$ 140,526,638</b>	<b>1,999</b>	<b>\$ 135,926,314</b>	<b>1,937</b>	<b>\$ 158,812,983</b>	<b>1,948</b>	<b>\$ 145,235,265</b>	<b>1,858</b>	<b>\$ (13,577,719)</b>	<b>-90</b>



**2022 - 2023 GENERAL FUND BUDGET  
EXPENDITURE SUMMARY BY CABINET & DEPARTMENT**

	2018-19 Actuals	2018-19 Positions	2019-20 Actuals	2019-20 Positions	2020-21 Actuals	2020-21 Positions	2021-22 Amended Budget	2021-22 Amended Positions	2022-23 Adopted Budget	2022-23 Adopted Positions	2023 vs 2022 Budget Variance	2023 vs 2022 Positions Variance
<b>Chief of Schools</b>												
100200 Department of Schools and Leadership	\$ 1,107,808	9	\$ 1,176,696	6	\$ 781,652	6	\$ 734,309	7	\$ 877,823	6	\$ 143,513	-1
100210 Instructional Leadership Directors	1,611,511	18	2,077,677	13	2,078,597	13	1,396,790	9	1,298,996	8	(97,794)	-1
100230 Leadership Development and Capacity Building	1,113,369	5	-	0	-	0	-	0	-	0	-	0
103000 Career and Technical Education	22,438,274	302	-	0	-	0	-	0	-	0	-	0
104000 Exceptional Children	72,637,738	1,092	-	0	-	0	-	0	-	0	-	0
104001 Exceptional Children Administration	-	0	-	0	-	0	-	0	-	0	-	0
104040 Exceptional Children Administration	7,887,092	76	-	0	-	0	-	0	-	0	-	0
104030 Exceptional Children Schools Admin	689,241	6	-	0	-	0	-	0	-	0	-	0
104020 Exceptional Children-Gifted	8,828,894	115	-	0	-	0	-	0	-	0	-	0
104010 Exceptional Children-Homebound & Hospital	1,377,716	17	-	0	-	0	-	0	-	0	-	0
106010 Instructional & Directors	-	0	-	0	-	0	-	0	-	0	-	0
204000 Coordinated School Health	2,724,545	45	-	0	-	0	-	0	-	0	-	0
211100 Charter Schools Administration	-	0	1,324,467	17	1,646,193	17	1,970,961	19	2,019,510	19	48,549	0
215000 iZone	-	0	5,579,790	30	3,167,157	24	3,388,224	30	5,224,574	26	1,836,350	-4
215500 Chief of Schools	1,964,197	139	3,171,928	10	3,837,815	7	3,210,210	7	652,135	3	(2,558,075)	-4
215503 School Improvement & Accountability	-	0	-	0	-	0	775,965	3	466,482	3	(309,483)	0
215505 eZone	-	0	-	0	-	0	1,824,538	37	1,203,560	12	(620,978)	-25
215501 Critical Focus Schools	-	0	438	0	-	0	-	0	-	0	-	0
<b>Total Chief of Schools</b>	<b>\$ 122,380,385</b>	<b>1,824</b>	<b>\$ 13,330,996</b>	<b>76</b>	<b>\$ 11,511,414</b>	<b>68</b>	<b>\$ 13,300,997</b>	<b>112</b>	<b>\$ 11,743,080</b>	<b>77</b>	<b>\$ (1,557,917)</b>	<b>-35</b>
<b>Academics School Based</b>												
101100 East High School Redesign	\$ 13,006	0	\$ 267	0	\$ -	0	\$ -	0	\$ -	0	\$ -	0
102071 Elementary School Music and Art	15,315,821	215	15,468,982	199	14,789,390	178	15,047,424	209	15,388,770	209	341,346	0
102091 Elementary School Physical Education	9,822,893	131	9,422,183	128	9,091,056	113	9,347,902	124	9,497,372	125	149,470	1
102501 Librarians-Elementary	6,390,302	83	6,071,710	77	5,318,648	71	5,288,388	65	5,681,354	69	392,966	4
102502 Librarians-Middle	2,225,293	32	2,279,084	26	2,279,238	28	2,267,714	26	2,111,582	27	(156,131)	1
102503 Librarians K8	2,275,137	42	2,178,936	25	2,158,265	25	2,149,354	25	2,180,723	24	31,369	-1
102504 Librarians-High	1,225,953	11	1,141,049	11	1,151,089	12	1,178,732	12	1,085,382	12	(93,350)	0
106060 School Leadership	2,009	0	897	0	-	0	-	0	-	0	-	0
106061 School Leadership-Elementary	26,169,928	313	25,586,721	327	23,853,696	308	24,288,708	301	23,744,221	301	(544,487)	0
106062 School Leadership-Middle	11,809,095	147	12,231,618	154	11,822,692	156	11,983,539	151	11,481,808	157	(501,731)	6
106063- School Leadership-K8	13,813,867	187	12,973,948	173	12,495,579	149	12,522,439	149	13,415,274	147	892,835	-2
106064 School Leadership-High	5,805,764	47	6,701,431	79	7,011,553	104	6,968,837	101	7,193,008	104	224,171	3
190001 General Education - Elementary	153,739,037	2,275	152,500,446	2,335	143,380,279	2,214	138,981,911	1,945	144,426,876	1,968	5,444,965	23
190002 General Education - Middle	52,923,419	732	55,324,628	795	54,313,659	801	51,205,389	730	52,138,729	788	933,339	58



**2022 - 2023 GENERAL FUND BUDGET  
EXPENDITURE SUMMARY BY CABINET & DEPARTMENT**

	2018-19 Actuals	2018-19 Positions	2019-20 Actuals	2019-20 Positions	2020-21 Actuals	2020-21 Positions	2021-22 Amended Budget	2021-22 Amended Positions	2022-23 Adopted Budget	2022-23 Adopted Positions	2023 vs 2022 Budget Variance	2023 vs 2022 Positions Variance
<b>Academics School Based</b>												
190003 General Education K8	14,348,036	189	13,233,566	195	12,576,219	187	13,214,710	187	19,542,108	180	6,327,398	-7
190004 General Education - High	72,561,779	1,017	72,169,884	1,044	69,361,215	974	68,972,237	963	72,648,816	970	3,676,579	7
190100 Hollis F Price	1,489,476	18	1,481,744	17	1,470,334	17	1,463,629	17	1,564,162	17	100,533	0
190200 Middle College	1,726,766	22	1,839,356	22	1,753,363	22	1,828,517	22	1,868,983	22	40,466	0
190000 Goodwill Adult Learning Center	-	0	5,292,436	0	5,168,400	0	8,088,907	0	10,971,921	0	2,883,015	0
203011 Student Support SBB	631,853	0	2,051,101	99	2,278,202	91	1,713,203	70	2,077,793	71	364,590	1
203041 Guidance Counseling-Elementary	8,917,798	86	8,716,565	117	8,058,217	106	7,792,438	97	8,428,173	103	635,735	6
203044 Guidance Counseling-High	4,003,481	29	3,511,635	40	3,348,109	41	3,294,843	38	3,410,564	39	115,721	1
203043 Guidance Counseling-K8	5,411,995	75	4,541,873	54	4,106,227	49	3,675,836	41	3,946,252	45	270,416	4
203042 Guidance Counseling-Middle	4,691,227	39	4,589,047	55	4,527,298	56	4,038,031	47	4,280,209	56	242,177	9
<b>Total Academic School Based</b>	<b>\$ 415,313,935</b>	<b>5,690</b>	<b>\$ 419,309,109</b>	<b>5,970</b>	<b>\$ 400,312,726</b>	<b>5,654</b>	<b>\$ 395,312,686</b>	<b>5,320</b>	<b>\$ 417,084,079</b>	<b>5,434</b>	<b>\$ 21,771,393</b>	<b>114</b>
<b>Communications</b>												
301000 Communications	\$ 2,252,434	22	\$ 1,880,518	17	\$ 1,706,491	16	\$ 1,864,370	18	\$ 1,826,201	18	\$ (38,169)	0
301010 Instructional Television (GHS TV)	477,730	7	-	0	-	0	-	0	-	0	-	0
303000 Voice of SCS	439,069	0	914,116	10	782,049	9	780,937	10	769,594	10	(11,344)	0
<b>Total Communications</b>	<b>\$ 3,169,233</b>	<b>29</b>	<b>\$ 2,794,634</b>	<b>27</b>	<b>\$ 2,488,540</b>	<b>25</b>	<b>\$ 2,645,307</b>	<b>28</b>	<b>\$ 2,595,795</b>	<b>28</b>	<b>\$ (49,513)</b>	<b>0</b>
<b>Business Operations</b>												
331000 Business Operations Admin	\$ 9,111,823	5	\$ 7,328,848	5	\$ 437,554	4	\$ 521,980	3	\$ 501,304	3	\$ (20,676)	0
332000 Transportation	15,185,936	10	11,085,389	9	8,663,880	9	21,892,198	9	21,365,184	9	(527,014)	0
332010 Special Education Transportation	10,780,276	0	8,941,693	0	4,792,738	0	13,040,477	0	12,993,016	0	(47,461)	0
333000 Procurement	1,146,151	11	868,569	15	905,713	11	1,023,976	11	971,562	11	(52,413)	0
333100 Asset Management	349,359	4	339,606	4	303,095	4	454,584	5	643,876	5	189,291	0
334000 Facilities	16,075,839	359	14,070,532	178	12,471,112	170	16,195,758	170	15,137,922	170	(1,057,836)	0
334100 Custodial and Grounds	34,563,728	0	35,749,519	199	33,317,512	192	36,432,085	197	42,741,032	197	6,308,948	0
334200 Utilities	25,377,056	0	23,700,971	0	23,494,980	0	30,143,668	0	25,958,311	0	(4,185,357)	0
334300 General Services	3,038,568	0	1,591,407	0	1,531,565	0	2,237,114	0	280,300	0	(1,956,814)	0
334400 Zone 4 Maintenance	-	0	113	0	801,456	0	1,730,529	0	850,000	0	(880,529)	0
334500 Zone 2 Maintenance	3,524	0	1,293,534	0	1,125,645	0	2,213,977	0	833,682	0	(1,380,295)	0
334600 Zone 1 Maintenance	875,521	0	1,505,587	0	1,307,133	0	3,677,765	0	722,082	0	(2,955,683)	0
334700 Zone 3 Maintenance	2,403,989	0	1,285,604	0	1,208,221	0	5,340,815	0	771,000	0	(4,569,815)	0
334800 Plant Services	25,485	0	1,997,622	0	2,846,336	0	2,022,344	0	1,381,661	0	(640,683)	0
335000 Facilities Planning and Property	414,392	3	578,406	6	546,699	5	547,200	5	568,688	5	21,488	0
<b>Total Business Operations</b>	<b>\$ 119,351,647</b>	<b>392</b>	<b>\$ 110,337,401</b>	<b>416</b>	<b>\$ 93,753,640</b>	<b>395</b>	<b>\$ 137,474,469</b>	<b>400</b>	<b>\$ 125,719,621</b>	<b>400</b>	<b>\$ (11,754,848)</b>	<b>0</b>





**2022 - 2023 GENERAL FUND BUDGET  
EXPENDITURE SUMMARY BY CABINET & DEPARTMENT**

	2018-19 Actuals	2018-19 Positions	2019-20 Actuals	2019-20 Positions	2020-21 Actuals	2020-21 Positions	2021-22 Amended Budget	2021-22 Amended Positions	2022-23 Adopted Budget	2022-23 Adopted Positions	2023 vs 2022 Budget Variance	2023 vs 2022 Positions Variance
<b>Finance Office</b>												
105000 Federal Programs	\$ -	0	\$ -	0	\$ 30,737	1	\$ 202	0	\$ -	0	\$ (202)	
320000 Finance	1,051,203	13	1,533,631	8	1,199,263	8	1,345,435	11	1,241,556	9	(103,879)	-2
321000 Accounting and Reporting	777,158	9	785,533	11	950,674	10	1,309,841	12	1,436,749	9	126,907	-3
322000 Budget and Fiscal Planning	814,119	15	910,440	10	1,028,241	12	1,742,232	13	1,804,765	13	62,533	0
323000 Payroll	845,238	10	811,920	12	791,001	12	902,418	12	814,807	10	(87,611)	-2
324010 Accounts Payable	513,238	7	663,787	8	676,896	9	746,913	9	710,906	9	(36,007)	0
349000 Student Technology	-	0	-	0	-	0	-	0	-	0	-	0
349010 SPED Student Technology	-	0	-	0	-	0	-	0	-	0	-	0
349020 Pre-K Technology	-	0	-	0	-	0	-	0	-	0	-	0
<b>Total Finance Office</b>	<b>\$ 4,000,956</b>	<b>54</b>	<b>\$ 4,705,312</b>	<b>49</b>	<b>\$ 4,676,812</b>	<b>51</b>	<b>\$ 6,047,042</b>	<b>57</b>	<b>\$ 6,008,782</b>	<b>50</b>	<b>\$ (38,260)</b>	<b>-7</b>
<b>Human Capital and Talent Management</b>												
030100 Labor Relations	\$ 460,721	4	\$ 546,143	7	\$ 775,220	7	\$ 738,077	8	\$ 802,319	8	\$ 64,242	0
100220 Teacher and Leader Effectiveness and Evaluation	1,353,896	15	1,182,868	9	1,219,958	9	1,218,118	8	1,159,231	8	(58,887)	0
102400 Substitutes	6,966,249	5	5,113,650	3	2,329,098	0	5,635,196	0	9,228,519	0	3,593,323	0
190300 Career Ladder	1,142,538	0	981,640	0	874,544	0	1,212,612	0	839,002	0	(373,610)	0
313000 Recruitment and Staffing	2,254,904	28	2,233,753	27	3,282,847	23	4,089,136	21	4,859,101	19	769,965	-2
314000 Employee Services	1,201,291	19	1,007,389	15	729,118	15	1,033,755	13	950,844	11	(82,911)	-2
315000 Human Resources	1,818,985	0	1,154,277	7	1,026,617	7	2,037,334	7	1,837,996	7	(199,338)	0
325000 Benefits	-	0	29,571	0	1,228,985	0	33,939	0	-	0	(33,939)	0
<b>Total Human Capital and Talent Management</b>	<b>\$ 15,198,584</b>	<b>71</b>	<b>\$ 12,249,291</b>	<b>68</b>	<b>\$ 11,466,387</b>	<b>61</b>	<b>\$ 15,998,167</b>	<b>57</b>	<b>\$ 19,677,012</b>	<b>53</b>	<b>\$ 3,678,846</b>	<b>-4</b>
<b>Information Technology</b>												
340000 Information Technology	\$ 7,311,685	6	\$ 4,582,958	3	\$ 7,008,459	4	\$ 10,101,026	3	\$ 8,491,817	3	\$ (1,609,208)	0
341000 User Support Services	5,614,212	76	8,729,721	70	8,899,469	67	4,399,510	70	6,140,291	70	1,740,781	0
343000 Infrastructure and Systems support Services	8,227,519	35	7,397,597	34	5,365,934	30	5,919,357	39	7,146,572	38	1,227,215	-1
344000 Project Management Office	501,324	6	391,665	7	183,485	0	99,528	3	291,232	3	191,704	0
345000 ERP	-	0	-	0	-	0	1,500,000	0	-	0	-	0
346000 Enterprise Resource Planning	-	0	-	9	-	13	393,823	7	-	6	(393,823)	-1
<b>Total Information Technology</b>	<b>\$ 21,654,740</b>	<b>123</b>	<b>\$ 21,101,941</b>	<b>123</b>	<b>\$ 21,457,347</b>	<b>114</b>	<b>\$ 22,413,243</b>	<b>122</b>	<b>\$ 22,069,913</b>	<b>120</b>	<b>\$ 1,156,669</b>	<b>-2</b>
<b>Internal Audit</b>												
040000 Internal Audit	\$ 1,262,314	13	\$ 1,118,118	14	\$ 1,072,786	12	\$ 1,183,513	12	\$ 1,181,546	12	\$ (1,967)	0
020200 MWBE Department	154,236	0	-	0	-	0	-	0	-	0	-	0
<b>Total Internal Audit</b>	<b>\$ 1,416,550</b>	<b>13</b>	<b>\$ 1,118,118</b>	<b>14</b>	<b>\$ 1,072,786</b>	<b>12</b>	<b>\$ 1,183,513</b>	<b>12</b>	<b>\$ 1,181,546</b>	<b>12</b>	<b>\$ (1,967)</b>	<b>0</b>



**2022 - 2023 GENERAL FUND BUDGET  
EXPENDITURE SUMMARY BY CABINET & DEPARTMENT**

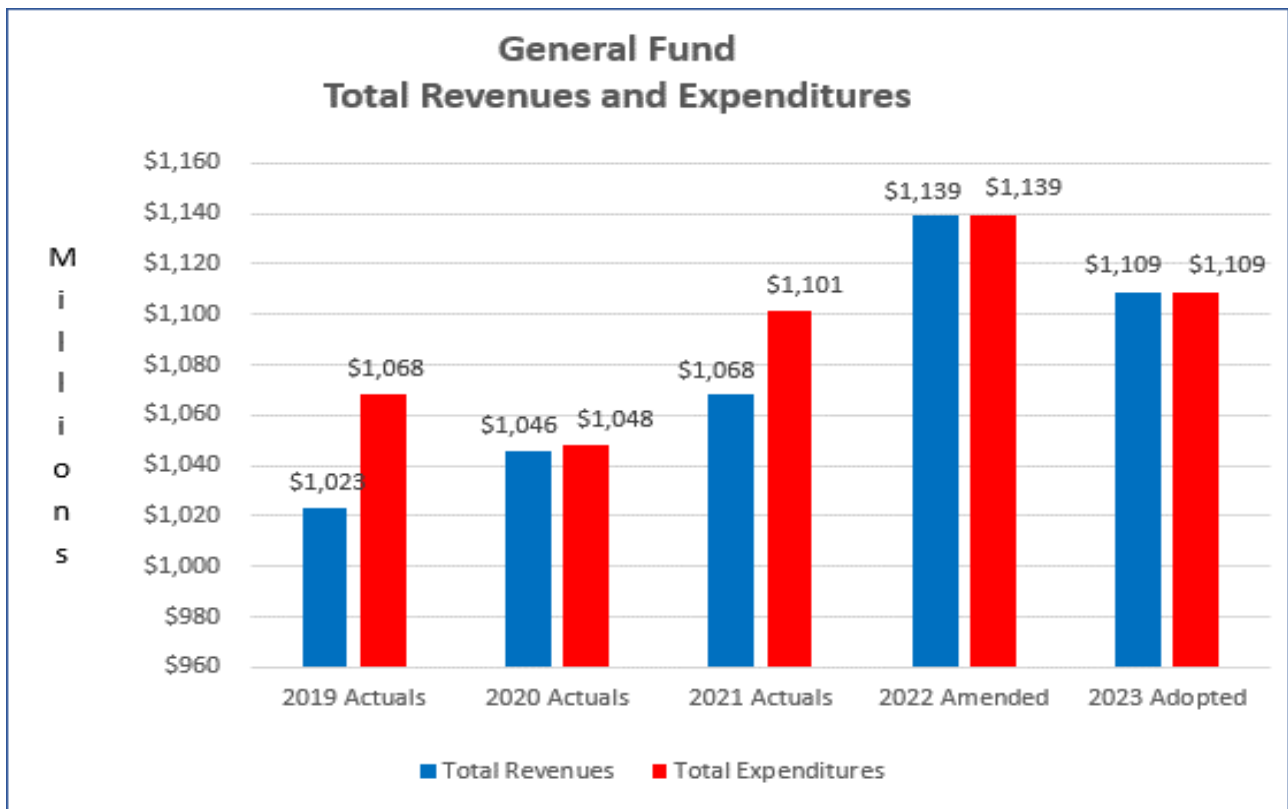
	2018-19 Actuals	2018-19 Positions	2019-20 Actuals	2019-20 Positions	2020-21 Actuals	2020-21 Positions	2021-22 Amended Budget	2021-22 Amended Positions	2022-23 Adopted Budget	2022-23 Adopted Positions	2023 vs 2022 Budget Variance	2023 vs 2022 Positions Variance
<b>Student Family and Community Affairs</b>												
204100 Family Resource Health	\$ 145,703	2	\$ 102,259	2	\$ 86,973	2	\$ 150,000	2	\$ 150,000	2	\$ (0)	0
302000 Community Outreach	481,431	5	500,296	6	525,361	6	546,982	7	451,171	5	(95,811)	-2
302100 Parent Engagement	2,470,785	46	3,889,828	46	3,995,038	43	4,533,187	48	4,140,759	42	(392,427)	-6
<b>Total Student Family and Community Affairs</b>	<b>\$ 3,097,919</b>	<b>53</b>	<b>\$ 4,492,383</b>	<b>54</b>	<b>\$ 4,607,373</b>	<b>51</b>	<b>\$ 5,230,169</b>	<b>57</b>	<b>\$ 4,741,931</b>	<b>49</b>	<b>\$ (488,238)</b>	<b>-8</b>
<b>Safety and Security</b>												
200000 Student Services Administration	\$ 288,310	3	\$ 291,889	2	\$ 296,415	6	\$ 320,644	2	\$ 279,879	2	\$ (40,765)	0
202000 Safety & Security	17,912,127	181	14,906,204	181	12,228,793	191	16,144,379	185	13,015,621	192	(3,128,758)	7
202100 Safe Schools	934,408	2	917,300	2	2,626,793	2	3,324,175	8	3,891,525	8	567,350	0
202200 Safe Schools: Non-Recurring	1,590,113	30	1,398,935	30	308,236	0	-	0	124,800	0	124,800	0
<b>Total Safety and Security</b>	<b>\$ 20,724,958</b>	<b>216</b>	<b>\$ 17,514,328</b>	<b>215</b>	<b>\$ 15,460,236</b>	<b>199</b>	<b>\$ 19,789,198</b>	<b>195</b>	<b>\$ 17,311,826</b>	<b>202</b>	<b>\$ (2,477,372)</b>	<b>7</b>
<b>Other</b>												
010000 Trustee Commission	\$ 7,439,979	0	\$ 7,486,763	0	\$ 7,727,633	0	\$ 7,607,077	0	\$ 7,500,927	0	\$ (106,150)	0
190000 Schools / Fee Waiver	675,257	0	190,742	0	212,596	0	287,547	0	-	0	(287,547)	0
203100 Money Due Board (School Reimbursement)	983,152	0	255,922	6	230,073	0	497,749	0	1,318,776	0	821,027	0
211000 Charter Schools	143,041,477	0	-	0	177,713,306	0	176,358,573	0	195,227,642	0	18,869,070	0
325010 Benefits - Retirees	28,599,681	0	31,142,553	0	30,311,474	0	31,910,706	0	28,830,403	0	(2,999,999)	0
560000 Other Potential Uses	21,994,404	0	9,786,191	0	11,729,153	0	32,433,743	0	9,324,387	0	(23,109,356)	0
560016 SCORP	-	0	-	0	-	0	8,276,054	0	2,400,000	0	(5,876,054)	0
934702 CCTE Internships	-	0	-	0	-	0	841,743	0	-	0	-	0
<b>Total Other</b>	<b>\$ 202,733,950</b>	<b>0</b>	<b>\$ 48,862,171</b>	<b>6</b>	<b>\$ 227,924,236</b>	<b>0</b>	<b>\$ 258,213,191</b>	<b>0</b>	<b>\$ 244,602,134</b>	<b>0</b>	<b>\$ (12,689,011)</b>	<b>0</b>
<b>Total Expenditures</b>	<b>\$ 1,067,773,075</b>	<b>9,635</b>	<b>\$ 888,824,899</b>	<b>9,880</b>	<b>\$ 1,033,792,972</b>	<b>9,522</b>	<b>\$ 1,138,568,703</b>	<b>9,248</b>	<b>\$ 1,109,132,637</b>	<b>9,168</b>	<b>\$ (27,014,024)</b>	<b>-80</b>



**REVENUE AND EXPENDITURE TRENDS**

The fiscal year 2022-23 General Fund revenue budget totals \$1.109 billion representing a 0.3% decrease from the fiscal year 2021-22 amended budget of \$1.139 billion. State and Shelby County revenues make up 98.5% (or \$1.093 billion) of General Fund budgeted revenues in fiscal year 2022-23. State Basic Education Program (BEP) funds, county property tax, and county sales tax revenues are the major sources of revenues, and each is driven by the District’s enrollment.

The fiscal year 2022-23 General Fund expenditure budget totals \$1.109 billion representing a 2.6% decrease from the fiscal year 2021-22 amended appropriation of \$1.139 billion. The change is primarily related to a decrease of \$27.8 million in Plant Services and \$23.2 million in Instructional Support. These reductions are offset by an increase of \$17.6 million for Charter Schools and an increase of \$13 million for Instruction.





## Financial

### A. DEPARTMENTAL DETAIL

#### DEPARTMENTS

This section includes the following information:

- Introduction
- Departmental Financial Summary
- Departmental Budget Narratives

#### INTRODUCTION

Memphis-Shelby County Schools strives to improve its operations, reduce administrative costs, and secure more resources for classrooms and schools. The fiscal year 2022-23 General Fund budget stands at \$1.084 billion.

Despite our budget size, the needs of our students and schools demand even more investments. To maintain the best leaders and teachers in the nation we have invested \$12.4 million in recruitment, retention, and development of staff to teach foundational literacy skills concepts.

In general, central office serves as the school support office that provides resources and guidance for operational and academic plans. Decisions for curriculum, school schedules, school hiring, and budgets are coordinated centrally, so that consistent academic standards are implemented throughout the District. With the continued implementation of Student Based Budgeting (SBB) for school year 2022-23, MSCS will



Picture taken prior to COVID-19

continue to direct more funding back into our schools and provide principals with greater flexibility over their school schedule, staffing, school program and school level budgets. MSCS' Theory of Action is managed performance with a gradual movement towards empowerment. The strategic school design component reflects the belief that some academic decisions are most effectively made at the school level. With an understanding of their students, school leaders can craft academic plans that are aligned, yet continue to meet the unique needs of the students.

#### SCHOOL SUPPORT PROVIDED BY DEPARTMENT

Over the past several years, Memphis-Shelby County Schools continues to improve its operational efficiencies and reduce administrative costs, which pushes more funding into our classrooms and schools. In general, the District provides central office support and guidance to schools around operational and academic plans. Decisions for curriculum, school schedules, school hiring, and budgets are centralized to ensure that consistent academic standards are implemented throughout the District and each student has an opportunity to receive a high-quality education.



# Financial

## STAFFING LEVELS

The District's Fiscal Year 2022-23 budget for General Fund includes 9,168 full time positions, and 35 part-time and other positions. Staffing requirements for schools are determined by a staffing model based on projected enrollment, the opening/closing of schools and other relevant factors. The chart below represents budgeted positions by staffing level for fiscal years 2018-19 thru 2021-22 and for the 2022-23 adopted budget; the chart on the next page shows total full time and part-time positions for the same periods. The District does not budget for all part-time positions but does budget an amount for part-time salaries. Departments are responsible for restricting expenditures to remain within the allocated part-time budget. The District projects a net decrease of 106 positions in the General Fund for fiscal year 2022-23. The decrease is attributed to declining enrollment. It is important to note that the decrease in positions largely represents vacant positions. Incumbents will have the opportunity to be reassigned to fill approximately 400 vacant positions for FY23.

	2018 -2019 Actual Budget	2019 -2020 Actual Budget	2020 -2021 Actual Budget	2021 -2022 Amended Budget	2022 -2023 Adopted Budget	Change from 2022 Adopted Budget to 2023 Budget	Percentage Change from 2022 Adopted Budget to 2023 Budget
<b>Full-Time Staff</b>							
Officials/Administration/Management	167.00	202.05	200.00	212.00	203	(9.00)	-4.25%
Principals	157.00	157.00	154.00	156.00	155	(1.00)	-0.64%
Assistant Principals, Non-Teachers	194.00	202.00	196.00	199.00	205	6.00	3.02%
Elementary Classroom Teachers	2,310.16	2,226.00	2,162.00	2,017.00	2,019	2.00	0.10%
Secondary Classroom Teachers	1,823.95	1,885.85	1,814.00	1,770.00	1,789	19.00	1.07%
Other Classroom Teachers	1,971.50	1,974.81	1,910.66	1,986.00	1,911	(75.00)	-3.78%
Guidance	308.00	278.00	263.00	240.00	259	19.00	7.92%
Psychological	46.00	48.00	44.40	43.00	42	(1.00)	-2.33%
Librarian/Audio/Visual	166.00	144.00	138.00	130.00	134	4.00	3.08%
Consultants/Supervisors	83.00	89.00	82.80	78.00	65	(13.00)	-16.67%
Other Professional	429.64	523.44	516.14	599.00	571	(28.00)	-4.67%
Teachers' Aides	759.75	812.00	775.00	639.00	634	(5.00)	-0.78%
Technicians	101.00	127.00	113.00	104.00	104	-	0.00%
Clerical/Secretarial	646.00	632.64	605.00	596.00	591	(5.00)	-0.84%
Service Workers	129.00	145.00	134.00	136.00	136	-	0.00%
Skilled Crafts	118.00	110.00	109.00	116.00	116	-	0.00%
Laborers Unskilled	178.00	178.00	195.00	199.00	199	-	0.00%
Professional Instructional	-	-	-	1.00	-	(1.00)	(1.00)
Totals	9,588.00	9,734.79	9,412.00	9,221.00	9,133.00	(88.00)	-0.95%
<b>Part-Time Staff</b>							
All Others	44.00	16.00	21.00	27.00	35.00	8.00	29.63%
Part-time	3.00	129.23	89.26	-	-	-	-
Totals	47.00	145.23	110.26	27.00	35.00	8.00	29.63%
<b>Total Full-Time &amp; Part-Time Staff</b>	<b>9,635.00</b>	<b>9,880.02</b>	<b>9,522.26</b>	<b>9,248.00</b>	<b>9,168.00</b>	<b>(80.00)</b>	<b>-0.87%</b>

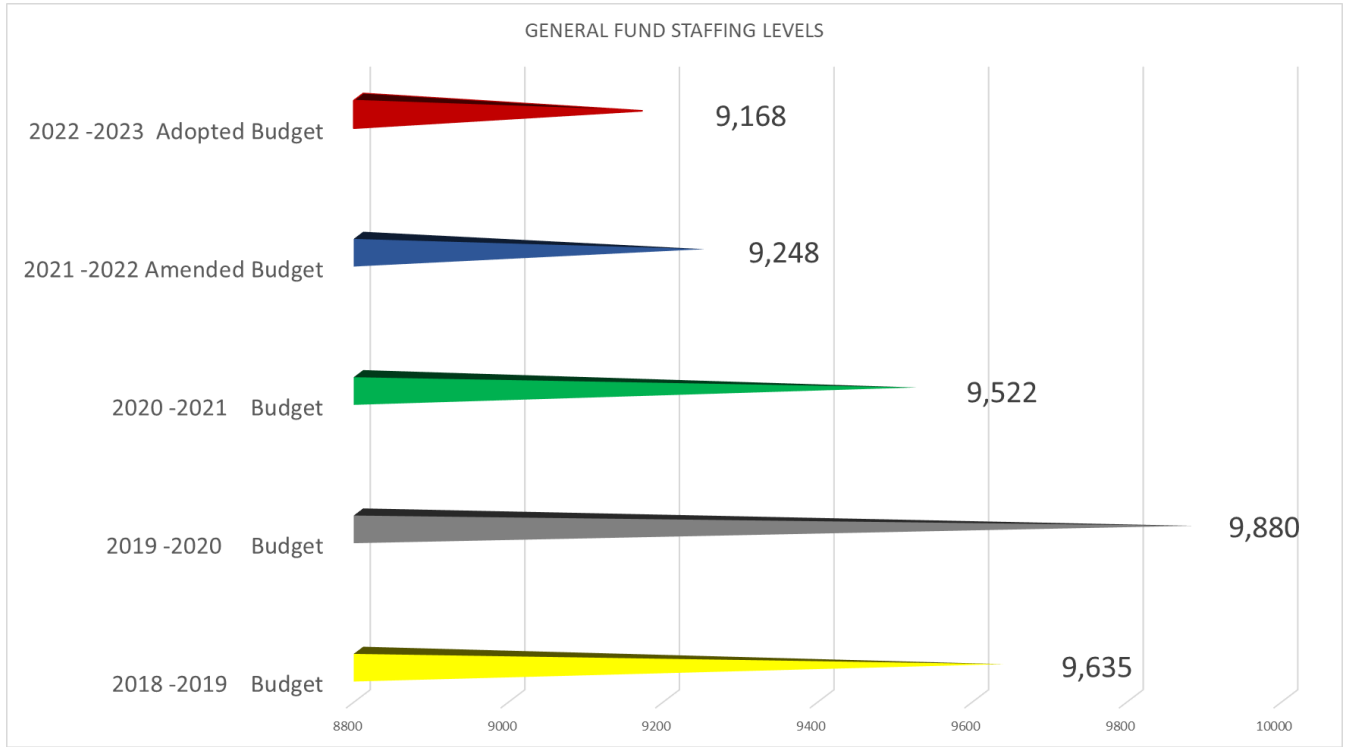
\*Source: Budgeted Positions Mapped to Elementary-Secondary Staff Information (EEO-5) Report

Personnel costs account for 44% of the District's expenditures for All Funds and 60% of the District's General Fund expenditures.





GENERAL FUND STAFFING LEVELS



Picture taken prior to COVID-19



## Financial

### DEPARTMENTAL FINANCIAL SUMMARY

The fiscal year 2022-23 Memphis-Shelby County Schools General Fund budget is \$1.109 billion which includes high impact investments. Below are the individual departmental budgets for fiscal year 2022-23. The Executive/Administrative Level budget is \$436.4 million which is 23.2 million less than the prior year's budget. The reason for the decrease will be discuss throughout this section.

Department	FY2021-22 Amended Budget	FY 2022-2023 Adopted Budget	Variance	Percent Change
Academic Operations and Student Support	158,812,983	145,235,265	-13,577,717	8.5%
Board of Education	2,768,454	2,092,355	-676,099	24.4%
Chief of Academic	80,226,820	72,035,696	-8,191,125	10.2%
Chief of Communications	2,645,307	2,595,795	-49,513	1.9%
Chief of Schools	13,300,997	11,743,080	-1,557,918	11.7%
Chief of Staff	1,803,676	1,648,147	-155,528	8.6%
Deputy Superintendent	7,371,745	5,947,948	-1,423,797	19.3%
Finance	6,047,042	6,008,782	-38,260	0.6%
General Counsel	8,094,449	8,116,320	21,871	-0.3%
Human Capital and Talent Management	15,998,167	19,677,012	3,678,846	-23.0%
Information Technology	22,413,243	22,069,913	-343,331	1.5%
Internal Audit	1,183,513	1,181,546	-1,967	0.2%
Operations	137,474,469	125,719,621	-11,754,848	8.6%
Safety and Security	19,789,198	17,311,826	-2,477,372	12.5%
Strategic Operations	1,046,549	669,063	-377,486	36.1%
Student Family and Community Affairs	5,230,169	4,741,931	-488,238	9.3%
Superintendent	836,044	652,127	-183,917	22.0%
<b>Total</b>	<b>\$ 485,042,825</b>	<b>\$ 447,446,425</b>	<b>\$ (37,596,401)</b>	<b>7.8%</b>



## Financial

Below are the individual components of the combined Other Uses and Charter Schools budget for fiscal year 2022-23. This budget is projected to be at \$244.6 million, which is a decrease of \$13.6 million compared to the prior year. The Other Uses Department, also known as District Initiatives, is projected to decrease by \$24.2 million due to realignment of strategic compensation initiatives. The proposed Retiree Benefits cost is projected to decrease from the prior year's amended budget.

Department	FY2021-22 Amended Budget	FY 2022-2023 Proposed Budget	Variance	Percent Change
Money Due Board	497,749	1,318,776	821,027	-164.9%
Other Uses District Initiatives	33,563,033	9,324,387	-24,238,646	72.2%
Retiree Benefits	28,874,993	25,330,403	-3,544,590	12.3%
Trustee Commission	7,607,077	7,500,927	-106,150	1.4%
OPEB	3,035,713	3,500,000	464,287	-15.3%
SCORP	8,276,054	2,400,000	-5,876,054	71.0%
Charter Schools	176,358,573	195,227,642	18,869,070	-10.7%
<b>Total</b>	<b>\$ 258,213,192</b>	<b>\$ 244,602,134</b>	<b>\$ (13,611,058)</b>	<b>5.3%</b>

In fiscal year 2022-23, 9,168 positions are included in the General Fund budget. Each department is responsible for staying within its allocated part-time staffing budget. The chart below represents budgeted positions by department. Each department is responsible for staying within its allocated part-time staffing budget.

Department	FY2021-22			FY2022-23			2022 vs 2023 Variance	
	Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	% Change
Superintendent	4	-	4	4	-	4	-	-
Board of Education	12	-	12	12	-	12	-	0%
Deputy Superintendent of Finance & Operations	4	-	4	4	-	4	-	-
Deputy Superintendent of Schools & Academic Suppc	47	4	51	46	13	59	8	
Chief of Staff	11	4	15	11	1	12	(3)	-20%
General Counsel	19	12	31	19	11	30	(1)	-3%
Chief of Schools	85	21	106	60	15	75	(31)	-29%
Academic Office	697	126	823	656	108	764	(59)	-7%
Academic Operations and Student Support	1,626	324	1,950	1,584	272	1,856	(94)	-5%
Business Operations	353	47	400	353	47	400	-	0%
Information Technology	98	24	122	98	22	120	(2)	-2%
Internal Audit	12	-	12	12	-	12	-	0%
Chief of Communications	25	3	28	25	3	28	-	0%
Finance	50	7	57	45	5	50	(7)	-12%
Human Capital and Talent Management	47	10	57	46	7	53	(4)	-7%
Student Family and Community Affairs	45	12	57	41	8	49	(8)	-14%
Safety and Security	183	12	195	183	19	202	7	4%
Academic Office-School Based Formula	5,006	318	5,324	4,849	589	5,438	114	2%
<b>Total</b>	<b>8,324</b>	<b>924</b>	<b>9,248</b>	<b>8,048</b>	<b>1,120</b>	<b>9,168</b>	<b>(80)</b>	<b>-1%</b>



DEPARTMENTAL BUDGET NARRATIVES

For each department, including the Board of Education and the Office of the Superintendent, a narrative has been provided to highlight the mission, strategic priorities, budget, and structural changes.

BOARD OF EDUCATION

The Memphis-Shelby County Board of Education (MSCBE) governs the business operations and budget of Memphis-Shelby County Schools (MSCS.) MSCBE is comprised of nine (9) elected board members representing a geographical district of Shelby County, excluding municipalities that have created their own school districts.

Mission Statement

The Office of the Memphis-Shelby County Board of Education provides administrative support to the Board relating to its legal duties and obligations in the governance of Memphis-Shelby County Schools, including coordinating policy development, budget review, and constituent services.

Departmental Goals



Picture taken prior to COVID-19

- Coordinate and assist the Board in providing governance through the exercise of its legal authority to conduct required functions, which includes but is not limited to, providing financial resources and oversight by developing and adopting a budget; developing and evaluating Board policy; employing and evaluating the Superintendent; overseeing educational planning; and authorizing the employment and dismissal of tenured teachers
- Develop and implement a system of accountability that ensures Board Members and the Superintendent are accessible and responsive to addressing the needs of constituents

in an efficient and effective manner, Board calendars, Board Member trainings, and other Board related administrative services

- Coordinate and facilitate Board meetings

Major Services Provided

Board Administrative Services

- Coordinate and attend Board meetings, including compiling and managing agendas; meeting locations; and compiling, reporting and archiving meeting minutes
- Coordinate with Board Committee Chair(s) through scheduling meetings, managing the agendas, and maintaining meeting records
- Assist in coordinating and maintaining Board calendar, coordinating Board travel and trainings.
- Facilitator for Board/Board members' requests for information from the Administration; and local, state, and federal governmental entities/organizations
- Compose Board Resolutions/Proclamations
- Coordinate with Office of General Counsel to schedule teacher tenure process and to appeal hearings



## Financial

### Constituent Services

- Ensure proper routing of constituent concerns addressed to Board members, Superintendent and/or Chief of Staff to appropriate departments
- Distribute reports pertaining to constituent requests and/or concerns received from Board members and the District

### Fiscal Year 2022-23 Priorities

- Coordinate and assist the Board in providing governance through exercise of its legal authority to conduct required functions, which includes but is not limited to, providing financial resources and oversight by developing and evaluating Board policy; employing and evaluating the Superintendent; overseeing academic planning; and authorizing the employment and dismissal of tenured teachers
- Develop and implement a system of accountability that ensures Board Members and the Superintendent are accessible and responsive to addressing the needs of constituents
- Manage and facilitate efficient and effective logistics for Board Meetings, the Board Calendar, Board Member Trainings, Board Intergovernmental Affairs, and other Board related administrative services

### Divisional Budget

In fiscal year 2022-23, the budget for the Board Office is \$2.1 million which is \$676,099 less than the prior year's amended budget. The variance is largely due to a reduction in contracted services which was for one time board office renovations. Board member allocations are spread across several non-salaried categories in fiscal year 2022-23. The reallocation also contributes to the variances in supplies and materials, capital outlay, and other charges compared to the 2021-22 amended budget. The allocations will again be reallocated based on the needs of schools in fiscal year 2022-2023.

Board of Education	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Adopted Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
10000 Salaries	\$ 365,947	\$ 410,895	\$ 429,007	\$ 437,892	437,842	\$ (50)	0%
20000 Employee Benefits	57,056	79,013	72,314	98,144	88,022	(10,122)	-10%
30000 Contracted Services	533,175	761,916	808,117	1,372,995	214,191	(1,158,803)	-84%
40000 Supplies and Materials	37,079	78,745	183,929	145,345	1,325,300	1,179,955	812%
50000 Other Charges	123,939	96,731	45,641	416,923	27,000	(389,923)	-94%
70000 Capital Outlay	481,979	340,157	239,091	297,155	-	(297,155)	-100%
<b>Grand Total</b>	<b>\$ 1,599,175</b>	<b>\$ 1,767,457</b>	<b>\$ 1,778,100</b>	<b>\$ 2,768,454</b>	<b>\$ 2,092,355</b>	<b>\$ (676,099)</b>	<b>-24%</b>

Board of Education	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Adopted Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
010000 Board of Education	\$ 1,599,175	\$ 1,767,457	\$ 1,778,100	\$ 2,768,454	\$ 2,092,355	\$ (676,099)	-24%
<b>Total Board of Education</b>	<b>\$ 1,599,175</b>	<b>\$ 1,767,457</b>	<b>\$ 1,778,100</b>	<b>\$ 2,768,454</b>	<b>\$ 2,092,355</b>	<b>\$ (676,099)</b>	<b>-24%</b>





## Financial

### SUPERINTENDENT

The Superintendent is responsible for the strategic direction of Memphis-Shelby County Schools as the Chief Executive Officer of the Memphis-Shelby County Board of Education. The Superintendent oversees the development of procedures for implementation of policies adopted by the Board. In addition, the Superintendent is responsible for the following District objectives:



- To accelerate the academic performance of all students
- To establish a holistic accountability system that evaluates the academic, operational, and financial performance of the school district
- To build and strengthen family and community partnerships to support the academic and character development of all students
- To create a school community that listens to student input and promotes student leadership and healthy youth development
- To maintain a positive, safe, and respectful environment for all students and staff
- To create a school community that is sensitive and responsive to the needs of an increasingly diverse population

### Fiscal Year 2021-22 Accomplishments

Continuing another unprecedented year under the Superintendent's leadership, students and staff returned to in person learning stronger. Students began the year wearing masks and safety was prioritized during the pandemic. Despite the ongoing pandemic, the Superintendent still managed to excel with the following:

- Tutoring was offered in the form of before/after school and during the day
- Recognized for Successful Implementation of TN Behavioral Prevention and Intervention System
- Superintendent Named to 2022 MBJ Power 100 List
- Superintendent named A Superintendent to Watch by National School Public Relations Association
- MSCS Named "Best for ALL" District by Tennessee Department of Education
- Early Childhood – MSCS Pre-K students consistently outperformed on kindergarten readiness
- Superintendent selected as the recipient of the 2021 Distinguished Administrator Award
- Parkway Village named the "Project of the Year" by MBJ
- MSCS Named among 60 Schools in the U.S to Pilot Advanced Placement Course focused on African American Studies
- MSCS Middle schools Ranked Among Top in Tennessee

### Fiscal Year 2022-23 Priorities

Under the leadership of the Superintendent, continued goals are to create new learning opportunities and environments for all students through the work of Reimagining 901.



## Financial

### *Reimagining Education, Schools, and Communities*

A new District Initiative – Reimagining 901 will be launched in FY2021-2022. Some of the new innovated changes that will take place are listed below:

- Reimagining the Brand – incorporating Memphis into the name from Shelby County Schools
- Reimagining Education District-Wide–includes implanting INNOVATIVE AND TRANSFORMATIONAL PROGRAMS designed by the school community; providing a DEVICE FOR EVERY STUDENT AND TEACHER with digital pedagogy and professional development; expanding or creating NEW CHOICE PROGRAMS in every middle and high school; and creating SIGNATURE PARTNERSHIPS to ensure that students have the opportunity to participate in job-embedded learning
- Reimagining Education also includes establishing a medical district high school; enhancing STEM programs; establishing a FedEx Logistics Academy; reducing student to adult ratios; increasing honors courses, coding, and robotics activities; expanding outdoor learning spaces; creating a theatre or visual/performing arts programs; developing emotional intelligence, and creating service-learning projects, and increasing the number of students prepared to compete in the global economy

### **Divisional Budgets**

The fiscal year 2022-23 budget for the Office of the Superintendent is \$652,127 which is \$183,917 lower than the prior year’s budget.

	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
<b>Superintendent</b>							
10000 Salaries	\$ 698,383	\$ 532,115	\$ 563,833	\$ 610,020	\$ 531,648	\$ (78,371)	-13%
20000 Employee Benefits	97,997	118,643	121,502	167,609	94,019	(73,591)	-44%
30000 Contracted Services	36,451	24,498	15,460	24,944	15,460	(9,484)	0%
40000 Supplies and Materials	3,605	4,170	3,618	10,354	735	(9,618)	-93%
50000 Other Charges	21,191	5,007	3,994	20,177	10,265	(9,912)	-49%
70000 Capital Outlay	-	-	5,351	2,941	-	(2,941)	0%
<b>Grand Total</b>	<b>\$ 857,627</b>	<b>\$ 684,434</b>	<b>\$ 713,758</b>	<b>\$ 836,044</b>	<b>\$ 652,127</b>	<b>\$ (183,917)</b>	<b>-22%</b>

	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
<b>Superintendent</b>							
020000 Superintendent	\$ 857,627	\$ 684,434	\$ 713,758	\$ 836,044	\$ 652,127	\$ (183,917)	-22%
<b>Total Superintendent</b>	<b>\$ 857,627</b>	<b>\$ 684,434</b>	<b>\$ 713,758</b>	<b>\$ 836,044</b>	<b>\$ 652,127</b>	<b>\$ (183,917)</b>	<b>-22%</b>



## STRATEGIC OPERATIONS

### Mission Statement

The purpose of the Strategic Operations Department is to provide direction, planning, coordination, and support for mission-critical areas of the organization’s operational functions (Business Operations, Human Resources, Safety & Security as well as Information Technology) and direct support services through our small team of “internal consultants”.

### Departmental Goals

For the current and next fiscal year, our goal is to:

1. Stabilize and develop our team
2. Provide excellent service
3. Improve organizational efficiency and effectiveness

### Major Services Provided

- Provide support to Cabinet-level leaders who direct Business Operations, Human Resources, Safety & Security, and Information Technology
- Manage strategic relationships with vendor-partners (e.g., executive leadership coaches) to address organizational needs and enhance performance
- Provide support to district-wide initiatives including Reimagining 901, Student-Based Budgeting, Real Men Read, Construction Project Management, etc.

### Fiscal Year 2022-23 Priorities

- Improved efficiency and effectiveness across the entire organization.
- Stabilize and develop our team, provide excellent service, and improve organizational efficiency and effectiveness.



# Financial

## Divisional Budgets

In fiscal year 2022-23, the budget for the Strategic Operations Department is \$669,063 which is \$377,486 less than the prior year's amended budget. The largest decrease is in contracted services related to consultants. There is also a removal of one-time carry forward purchase orders from the prior year. This department was created after the adopted budget was finalized in fiscal year 2018-19 and became fully operational during the 2019-20 fiscal year.

	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
<b>Deputy Superintendent of Finance &amp; Operations</b>							
10000 Salaries	\$ -	\$ 532,868	\$ 445,271	\$ 539,379	\$ 529,674	\$ (9,706)	-2%
20000 Employee Benefits	-	89,235	74,120	136,603	98,316	(38,287)	-28%
30000 Contracted Services	-	255,467	258,992	326,958	25,081	(301,877)	-92%
40000 Supplies and Materials	-	235	7,126	13,878	6,316	(7,562)	-54%
50000 Other Charges	-	-	11,017	25,084	8,958	(16,126)	-64%
70000 Capital Outlay	-	-	1,901	4,647	719	(3,928)	-85%
<b>Grand Total</b>	<b>\$ -</b>	<b>\$ 877,805</b>	<b>\$ 798,429</b>	<b>\$ 1,046,549</b>	<b>\$ 669,063</b>	<b>\$ (377,486)</b>	<b>-36%</b>

	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
<b>Deputy Superintendent of Finance &amp; Operations</b>							
350000 Strategic Operations	\$ -	\$ 877,805	\$ 798,429	\$ 1,046,549	\$ 669,063	\$ (377,486)	-36%
<b>Total Deputy Superintendent of Finance &amp; Operations</b>	<b>\$ -</b>	<b>\$ 877,805</b>	<b>\$ 798,429</b>	<b>\$ 1,046,549</b>	<b>\$ 669,063</b>	<b>\$ (377,486)</b>	<b>-36%</b>



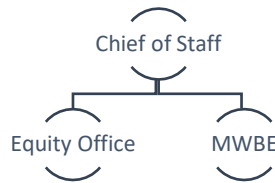




**CHIEF OF STAFF**

**Mission Statement**

The Office of the Chief of Staff works to improve outstanding academic performance for all SCS students by serving as the headquarters for effective problem solving and crisis management. The Office ensures that all directives of the Superintendent are accomplished and executes efficient management and operation of the Board.



**Departmental Goals**

- Coordinate the performance indicators for the Superintendent’s major initiatives, as defined in the Seven Next Steps and Evaluation Tools.
- Effectively and efficiently support and manage Board meetings.

**Major Services Provided**

- Serves as a liaison to governmental funding bodies, division chiefs, employee organizations, other schools districts, public agencies, community groups and the public, as directed
- Ensures all major projects initiated by the Superintendent are properly resources, prioritized and ultimately accomplished
- Facilitate collaborative services delivery methods by designing and developing effective cross-functional teams to assure coordinated efforts to address various problems and emergencies
- Provide administrative support to the Board relating to governance of Shelby County Schools, including coordinating board action development, budget review and constituent services

**Fiscal Year 2020-21 Performance Highlights**

- Executed the 1:1 Device Initiative
- Spearheaded drive to ensure all District employees had access to the COVID-19 vaccination
- Established twice-weekly communication effort to Board, Cabinet, and managers
- Coordinated the performance indicators for the Superintendent’s 90-day plan

**Fiscal Year 2021-22 Priorities**

- Coordinate the performance indicators for the Superintendent’s major initiatives, as defined in the Superintendent Evaluation Tool
- Effectively and efficiently support and manage Board meetings





# Financial

## Divisional Budgets

In fiscal year 2022-23, the Chief of Staff's budget is \$1.6 million, which is \$155,528 less than the prior year's budget. This decrease is being driven by a \$176,893 change in the Equity Office for the African American Male district initiative that lives throughout various departmental budgets.

Chief of Staff	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
10000 Salaries	\$ 629,451	\$ 423,250	\$ 515,353	\$ 963,783	\$ 1,053,467	\$ 89,684	9%
20000 Employee Benefits	109,847	73,408	86,775	258,498	234,038	(24,459)	-9%
30000 Contracted Services	275,685	122,972	75,813	519,207	173,561	(345,645)	-67%
40000 Supplies and Materials	44,435	28,753	7,144	20,685	138,586	117,901	570%
50000 Other Charges	28,089	20,876	19,016	28,224	5,000	(23,224)	-82%
70000 Capital Outlay	1,762	1,073	2,852	13,279	43,494	30,215	228%
<b>Grand Total</b>	<b>\$ 1,089,269</b>	<b>\$ 670,333</b>	<b>\$ 706,954</b>	<b>\$ 1,803,676</b>	<b>\$ 1,648,147</b>	<b>\$ (155,528)</b>	<b>-9%</b>

Chief of Staff	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
020100 Chief of Staff	\$ 1,089,269	\$ 450,881	\$ 400,711	\$ 595,846	\$ 656,244	\$ 60,398	10%
215504 Equity Office	-	-	-	426,651	603,544	176,893	41%
020200 MWBE Department	-	219,452	306,243	781,179	388,359	(392,820)	-50%
<b>Total Chief of Staff</b>	<b>\$ 1,089,269</b>	<b>\$ 670,333</b>	<b>\$ 706,954</b>	<b>\$ 1,803,676</b>	<b>\$ 1,648,147</b>	<b>\$ (155,528)</b>	<b>-9%</b>



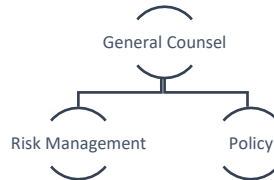
Picture taken prior to COVID-19  
2023 Fiscal Year



**General Counsel**

**Mission Statement**

The Office of the General Counsel strives to provide, manage, and coordinate all legal services for Shelby County Schools in a professional and ethical manner to support and advance the District’s mission and goals.



**Departmental Goals**

For the current and coming year, our office seeks to provide effective and impactful legal advice and representation of Shelby County Schools administrative and staff regarding legal issues effecting all levels of district operations.

**Major Services Provided**

The Office of the General Counsel provides a variety of legal services to the administration and staff of Shelby County Schools. The primary function of this department is to provide legal advice, consultation and representation regarding legal issues impacting all levels of district operations. The Office of the General Counsel provides services primarily in the following areas:

- School Board Operations
- Open Meetings Act Compliance
- Open Records Act Compliance
- Litigation Management and Tort Claims
- Due Process Hearings
- Facilities and Capital Projects
- Contracting and Procurement
- District and School Operations
- Policy and Procedure Compliance
- Legislative Monitoring and Analysis
- Labor and Employment Issues
- Educational Operations Issues
- Special Education
- General Student Issues
- Student Records and Privacy Compliance
- Risk Management (Risk and Loss Prevention)
- Subpoena Responses
- District Safety and Security
- Constitutional Issues



# Financial

## Divisional Budgets

In fiscal year 2022-23, the budget for the Office of General Counsel is \$8.1 million, which is \$21,871 more than the prior year's amended budget. The addition is for an increase related to the district's insurance policy.

Chief Legal Officer & General Counsel	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
10000 Salaries	\$ 1,094,469	\$ 1,573,293	\$ 1,515,237	\$ 1,756,296	\$ 2,402,366	\$ 646,070	37%
20000 Employee Benefits	326,936	299,313	318,065	416,605	541,912	125,307	30%
30000 Contracted Services	2,618,660	3,975,540	2,611,735	2,518,743	1,674,878	(843,865)	-34%
40000 Supplies and Materials	8,480	12,917	35,937	42,117	32,200	(9,917)	-24%
50000 Other Charges	2,092,955	1,378,800	1,973,220	2,838,421	3,173,118	334,698	12%
70000 Capital Outlay	324,378	194,497	41,696	522,266	291,845	(230,421)	-44%
<b>Grand Total</b>	<b>\$ 6,465,878</b>	<b>\$ 7,434,360</b>	<b>\$ 6,495,890</b>	<b>\$ 8,094,449</b>	<b>\$ 8,116,320</b>	<b>\$ 21,871</b>	<b>0%</b>

General Counsel	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
030000 General Counsel	\$ 4,454,754	\$ 5,379,988	\$ 4,656,205	\$ 4,080,222	\$ 3,981,663	\$ (98,560)	-2%
030200 Policy	201,802	192,663	191,828	204,915	201,884	(3,031)	-1%
330000 Risk Management	1,809,322	1,861,729	1,647,857	3,809,311	3,932,773	123,461	3%
<b>Total General Counsel</b>	<b>\$ 6,465,878</b>	<b>\$ 7,434,360</b>	<b>\$ 6,495,890</b>	<b>\$ 8,094,449</b>	<b>\$ 8,116,320</b>	<b>\$ 21,871</b>	<b>0%</b>





# Financial

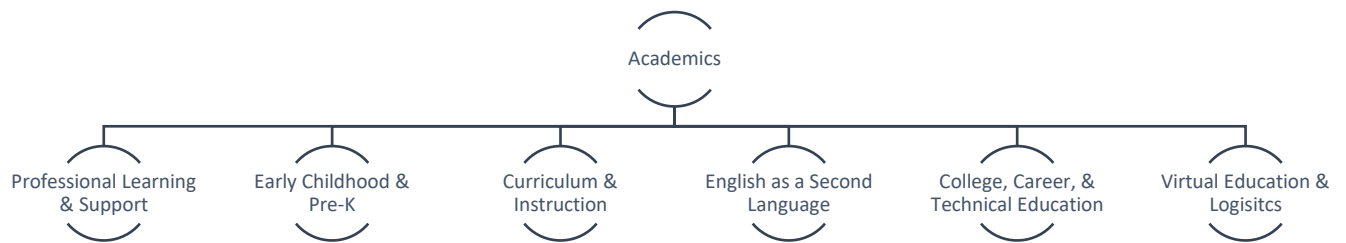
## ACADEMICS

### Mission:

Every day, Memphis-Shelby County Schools (MSCS) students will experience high levels of success with challenging content in our classrooms and show consistent academic growth and achievement each year.

### Vision:

We envision Memphis-Shelby County Schools (MSCS) becoming a transformational district that provides opportunities for innovation to meet the needs of all scholars.



### DEPARTMENTAL GOALS:

- By 2024, **82%** of MSCS students will graduate on time. (Baseline data: 77.7%)
- By 2024, **45%** of MSCS students will earn Tennessee’s Ready Graduate designation. (Baseline data: 20.9%)
- By 2024, **40%** of grade 3-5 students will read on grade level before entering middle school. (Baseline data: 24.1%)
- By 2024, **50%** of grade 3-5 students’ math skills will be on grade level before entering middle school. (Baseline data:34.2%)

### Major Services Provided

- Provide resources, professional learning, and support to increase teacher and leader capacity to ensure support exists in every school to provide high quality instruction daily
- Ensure the highest rated curriculum and materials are available to students
- Provide high quality Early Childhood experiences that lead to kindergarten readiness
- CCTE creates industry and postsecondary partnerships to support student learning in career pathways, and provides students with intellectually demanding, real-world curricula that includes integration of academic and technical skills, as well as employability
- Provide high quality English language instruction that leads to proficiency growth and academic achievement
- Deploy support to schools to support blended learning and 1:1 initiative
- Increase equity through programs such as:
  - Naviance College, Career, and Life Readiness platform,
  - ACT Program and the ACT Field Guide,
  - 1:1 Program and Blended Learning,





## Financial

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### **Fiscal Year 2022-23 Performance Highlights**

#### ***Curriculum & Instruction 2021-22 Highlights***

- Reading Prescriptions: The Reading Prescriptions were developed and provided quarterly in an effort to better align selected texts to the standards they address and to ensure that our instructional materials meet the cognitive demand required by the standards. These documents work to align the literacy materials and resources at our disposal to best meet the needs of our students while providing educators with the tools they will need to be successful
- Implementation of Instructional Practices: C&I created and provided Professional Learning Guides weekly for teachers across content areas to support the effective implementation of the Instructional Practices during the delivery of instruction
- Blended Learning: C&I developed and provided two station rotation lessons per week for teachers across content areas through the PLC Guides in order to provide teachers with a model of and a starting point for the implementation of Blended Learning in the classroom
- Reteach Do Now Calendar: C&I developed and provided teachers with a Reteach Do Now calendar that ensured teachers were provided with standards aligned Do Nows to assist with the review of standards leading into the TNReady assessment
- Standards Aligned Question Bank: C&I provided a standard aligned question bank for math teachers to ensure that teachers had a substantial resource for standards aligned questions when developing lesson plans and CFAs
- Supplemental Instructional Materials: Ready Read and Ready Math text resources were provided to students in grades K-8 as a supplemental resource for instruction that is aligned to the academic demands of the standards
- Memphis-Shelby County Schools was awarded the Literacy Implementation Network Grant in the amount of \$364,000 to support improved implementation of district's current ELA curricula, increase students' literacy skills, and enhance school and district leader ability to build teacher capacity through participation in the Literacy Implementation Network cohort

#### ***Professional Learning & Support 2021-22 Highlights***

- Implementation of Blended Learning. Blended Learning is a term that is used widely to refer to a variety of learning experiences where students engage in learning through a combination of a brick-and-mortar school and online. In MSCS, Blended Learning consists of any formal education program in which a student learns at least in part through online learning, with some element of student control over four components of: time, place, path and/or, pace. PL&S provided professional learning to over 6,000 teachers, 165 principals, ILDS and other district office staff
- Implementation of Instructional Practices. PL&S delivered professional learning to teachers, leaders, and central offices on the 4 instructional practices and direct teaching model. Instructional Practices ensures access to high-quality rigorous instruction that is aligned to the expectation of the standards. Intended to provide teachers with a method for delivering instruction that provides students access to the content as we move through the phases. IP I: Starts with the PBO (Performance-Based Objectives) so that students have a clear understanding of what they should know and be able to do at the conclusion of the lesson. IP II focuses on content-driven opportunities for students to determine the meaning of general and domain-specific words before and during reading (7 strategies). IP III focuses on the GRR during the progression of a lesson. As the lesson progresses through the four phases of gradual release, the cognitive load shifts from the teacher to the student. This moves the student closer to a conceptual understanding of each phase. IP4 in ELA deals with curriculum-driven opportunities for students to compose original informational texts from sources and/or curriculum-driven opportunities to compose original narratives. IP4 in Math deals with curriculum opportunities for students to use manipulatives to understand abstract math concepts





## Financial

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- Provides professional development for Central Office. Central Office Friday Professional Learning Sessions allows all academic departments to collaborate and plan support for schools resulting in schools receiving one message and intentional layers of support
- Implementation of Aspiring Leadership Pipeline. This leadership pipeline was designed to support aspiring assistant principals and aspiring principals within our district. Partnering with the University of Memphis, fellows will gain pedagogical knowledge as well as leadership experience to prepare them for school leadership

### ***Early Childhood 2021-22 Highlights***

- The Istation literacy results showed, 74% of our Pre-K students were academically ready for Kindergarten at Tier 1 in Literacy as of the June 2021 assessment
- The Division of Early Childhood strengthened relationships with our families through Heard's Homeroom family meetings. These homeroom sessions have provided parents with insight, strategies, and tips on how to work with their children at home
- Over 150+ teachers participated in after-school professional development provided by the Division of Early Childhood to strengthen learning strategies and received additional tools for achieving high-quality instruction
- The Real Men Read (MSCS Central Office Male Staff) has continued to promote literacy in the classroom helping students develop a lifelong love for reading. During the 2021-22-school term, the men of MSCS have read to over nineteen hundred students in twenty-five schools
- A partnership was established with the Excel Adult Learning Center and fully implemented this school term. The Division of Early Childhood worked closely with the organization and referred pre-kindergarten parents to the program to further their education and work skills
- In its efforts to support families experiencing homelessness and other family crises, the Division of Early Childhood provided numerous services to the Salvation Army Purdue Residential Facility, such as on-site registration for early childhood services (Pre-K/Head Start). This partnership is vital to the services for families enrolled in the Pre-K/Head Start program and community outreach and support to many families in Memphis and Shelby County communities
- During this school year, the Division of Early Childhood provided family support to the Shelby County Division of Corrections for families of pre-kindergarten students. We increased the number of referrals for enrollment of children of incarcerated parents in Memphis-Shelby County Schools Early Childhood Program. The families received case management support from the intake phase of Shelby County Government (CSA) Pretrial Services until the students were enrolled in the program
- All Pre-K Advisors are Classroom Assessment Scoring System (CLASS) certified
- Early Childhood Pre-K has expanded the health services team to include skilled and certified behavior specialists and health services advisors. The experienced staff has allowed us to provide more direct support to students with mental health concerns in the classroom. This team teaches social and emotional learning skills to students, classroom management techniques to teachers, and provides strategies/resources to parents to use at home

### ***Early Literacy 2021-22 Highlights***

- Through the application submission of the Early Literacy Department, Memphis-Shelby County Schools was awarded the Early Literacy Networks Grant in the amount of \$100,000 to support foundational literacy teaching and learning
- One Early Literacy Advisor was selected as a member of the Governor's Early Literacy Foundation's Educator Advisory Council. The aim of the GELF Educator Advisory Council is to provide students and families with the tools they need to strengthen early literacy and combat learning loss
- The Early Literacy Senior Manager and Advisors facilitated sessions during Literacy Mid-South's Lit Families quarterly literacy webinars. The webinars are open to all **community members** and are accessed via the Facebook pages of Stand for Children TN and Literacy Mid-South's Facebook



## Financial

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- The Foundational Literacy Laureates engaged in 7 monthly professional learning sessions centered on literacy best practices, curriculum implementation, and coaching strategies. Laureate's session attendance exceeds 85% per session
- Senior Reading Advisors, a group of educators employed in middle and high schools, provided explicit foundational literacy instruction to over 700 students in 6th or 9th grades. Delivered in a small class size setting, this intensive, targeted basic literacy instruction assists in closing the literacy gaps of middle and high school students
- Senior Reading Advisors designed and facilitated a mini-series of professional learning sessions to equip all teachers in grades 6-12, across subject areas, with the skills needed to effectively integrate content literacy practices and strategies into their disciplines. The professional learning sessions were facilitated at both the school level and district level
- Over 600 K-2 Specialized Education Assistants were employed to provide instructional support to students in the classroom throughout the 120-minute comprehensive literacy block, as well as during RTI2 and pull-out settings
- K-2 Specialized Education Assistants engage in monthly professional learning sessions aligned to the literacy skills in the Wonders curriculum. The K-2 Specialized Education Assistants attend their specific professional learning sessions at a rate of approximately 75%

### ***College, Career, and Technical Education 2021-22 Highlights***

- CTE Industry Certifications: As a part of its 2021-2022 annual goals, the Division of College, Career and Technical Education will support CTE students in grades 6-12 to earn 5,000 industry certifications – 4,500 for high school and 500 middle school certifications. To date, CTE is on target to meet and exceed its goals with over 4,100 industry certifications earned in over 150 courses at 29 high schools and 34 middle schools
- Redesign of Bolton High School: As we reimagine 901 at Memphis-Shelby County Schools, we are reimagining careers in AgriSTEM for students as Bolton High School transforms into a world-class AgriSTEM school. The district will invest millions of dollars to renovate and architecturally landscape internal and external learning spaces while providing students access to multiple work-based learning opportunities, dual enrollment classes, as well as job shadowing internships and apprenticeships in the innovative industry of AgriSTEM
- Expansion of Medical District High School: During its inaugural year, Medical District High School's partnership with the University of Tennessee Health Science Center (UTHSC) Nursing Program will allow students immediate access into UTHSC's program upon graduation from MDHS. During the first semester, 100% of students have earned college credit, as well as an overall Dual Enrollment GPA of 4.72 on a 5-point scale and 3.72 on a 4-point scale

### ***English as a Second Language 2021-22 Highlights***

- Expanded on a partnership with Union University to create an ESL teacher certification pipeline to meet the district-wide need for certified ESL teachers
- An increase in our support for our Multilingual Family engagement resulted in us creating and distributing monthly multilingual family newsletters in the district's 5 most spoken languages
- Hosted an expert led Conference Style District Learning Day for all ESL teachers to provide professional development on the latest researched based practices in the ESL field
- Held quarterly training courses for Bilingual Mentors to inform them of the best practices for interpretation of meetings, registering students from other countries and/or with home languages other than English, addressing students who also are identified with disabilities and mental health concerns, etc.
- Increased the number of schools with Families Connect program that educates parents on American culture and education standards and expectations from the 2020-21 school year
- Expanded the Families Connect program to include first ever cohort of parents at a high school
- An ESL Peer Coach team of 5 current expert ESL teachers provided support for new ESL teachers



## Financial

- Led a departmental Retention Prevention initiative to examine current practices and communication around the retention of English Learners, identify students at risk for failure each quarter beginning in Q1, and meet with parents, school leaders, and stakeholders for each student at risk for retention to address student academic needs or other contributing factors affecting academic performance
- Hosted ESL Monthly Meetings to provide professional development and support to all ESL Teachers
- Provided additional funding for ESL teachers to purchase instructional supplies, materials, and resources tailored to the needs of English learners
- Provided licenses and access to the following programs to support English Language Development and Acquisition:
  - IXL
  - Lexia English
  - ELlevation Instructional Strategies
  - Footsteps2Brilliance

### Fiscal Year 2022-23 Priorities

- Strengthen Early (K-2) and Continuing Literacy (3-12). Continue Literacy Laureates, Specialized Education Assistants and 3rd Grade commitment supports and services
- Recruit and retain the best district leaders and teachers in the nation, immerse them in professional development to embrace and teach foundational literacy skill concepts, and entrench them in the community and classroom. Continue teacher and leadership pipeline, leadership symposium, and professional learning and support services and efforts
- Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce. Continue Instructional Practices training and observations/walks and continue to train on implementing high quality curriculum materials within day-to-day instruction



Picture taken prior to COVID-19



# Financial

## Divisional Budgets

The Office of Academics' budget is \$72.0 million for fiscal year 2022-23, which is a decrease of \$8.1 million compared to the prior year's budget. The decreases are largely attributed to a reduction in shipping for textbook and a re-organization of student technology expenditures compared to the prior year' budget.

	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
<b>Chief Academic Officer</b>							
10000 Salaries	\$ 13,408,003	\$ 47,352,956	\$ 47,335,509	\$ 53,668,292	\$ 50,733,289	\$ (2,935,006)	-5%
20000 Employee Benefits	385,754	11,599,145	11,320,418	14,174,675	12,906,814	(1,267,860)	-9%
30000 Contracted Services	6,889,102	10,408,357	9,380,041	4,381,787	4,660,578	278,790	6%
40000 Supplies and Materials	13,858,451	3,247,748	10,237,187	4,802,873	1,571,144	(3,231,729)	-67%
50000 Other Charges	814,817	948,824	381,191	1,289,483	1,375,057	85,573	7%
70000 Capital Outlay	305,371	1,874,332	8,534,363	1,909,710	788,814	(1,120,896)	-59%
<b>Grand Total</b>	<b>\$ 35,661,498</b>	<b>\$ 75,431,362</b>	<b>\$ 87,188,709</b>	<b>\$ 80,226,820</b>	<b>\$ 72,035,696</b>	<b>\$ (8,191,128)</b>	<b>-10%</b>

	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
<b>Academic Admin Office</b>							
100000 Academic Office	\$ 1,414,799	\$ 2,086,037	\$ 2,367,237	\$ 2,471,015	\$ 2,318,790	\$ (152,227)	-6%
100100 Assistant Superintendent	178,241	162,537	-	-	-	\$ -	0%
100230 Leadership Development and Capacity Building	-	1,225,283	944,821	696,954	759,329	62,375	9%
102000 Curriculum	2,878,686	6,971,271	5,761,053	1,741,599	1,784,178	42,579	2%
102002 Response to Intervention	754,794	840,313	838,045	886,479	-	(886,479)	-100%
102010 English As a Second Language	-	1,354,651	947,234	1,938,727	1,561,473	(377,255)	-19%
102011 English As a Second Language Elementary	-	12,137,163	11,389,045	11,703,036	12,137,949	434,913	4%
102012 English As a Second Language Middle	-	2,371,099	2,093,929	2,264,908	2,512,172	247,264	11%
102013 English As a Second Language KS	-	408,670	433,884	441,119	473,814	32,696	7%
102014 English As a Second Language High	-	2,676,222	2,610,767	2,827,727	3,454,891	627,164	22%
102020 STEM	239,533	245,731	245,996	-	-	-	0%
102030 Literacy	142,861	109,019	56,305	29,547	26,323	(3,224)	-11%
102040 Mathematics	148,189	120,991	110,718	129,945	123,539	(6,406)	-5%
102050 Science	185,671	133,356	138,965	284,120	275,759	(8,361)	-3%
102060 Social Studies	224,811	197,831	13,082	34,421	11,129	(23,292)	-68%
102084 Head Start In-Kind Match	462,131	28,142	12,431	-	-	-	0%
102090 Pre-K	5,185,106	5,859,532	4,729,816	7,213,603	7,975,522	761,918	11%
102100 Textbooks	11,749,453	1,520,636	9,080,287	2,476,217	219,064	(2,257,152)	-91%
102200 World Languages	1,321,539	1,334,104	1,307,496	1,317,688	1,411,301	93,613	7%
102300 Band and Strings	2,768,825	2,376,025	1,950,975	2,235,894	2,071,265	(164,629)	-7%
102500 Library Services	452,945	355,414	363,536	445,455	412,982	(32,474)	-7%
102600 Educational Support	292,166	288,362	290,224	304,433	303,526	(907)	0%
102800 Stipends	-	823,682	-	-	-	-	0%
103000 Career and Technical Education	-	19,583,190	17,566,033	19,053,418	20,206,430	1,153,012	6%
103010 Project Graduation	-	948,669	911,226	3,554,778	-	(3,554,778)	-100%
108000 Project Stand (only 8907-9907) formerly Alternative Schools)	-	6,701,081	6,514,697	7,469,922	6,238,984	(1,230,938)	-16%
212010 Virtual School	-	1,802,285	1,752,246	2,877,919	2,830,375	(47,544)	-2%
212020 K-16 Innovations	-	-	-	220,311	-	(220,311)	-100%
212030 Visual Education & Logistics	-	-	-	947,802	676,163	(271,638)	-29%
215000 iZone	4,263,364	-	-	-	-	-	0%
301010 Instructional Television (GHS TV)	-	509,842	507,938	545,108	543,062	(2,046)	0%
312000 Professional Development	2,998,383	2,260,224	2,109,394	3,062,492	1,608,819	(1,453,673)	-47%
349000 Student Technology	-	-	12,105,887	3,052,181	2,098,854	(953,327)	-31%
349020 Pre-K technology	-	-	35,439	-	-	-	0%
<b>Total Academic Admin</b>	<b>\$ 35,661,498</b>	<b>\$ 75,431,362</b>	<b>\$ 87,188,709</b>	<b>\$ 80,226,820</b>	<b>\$ 72,035,696</b>	<b>\$ (8,191,128)</b>	<b>-10%</b>



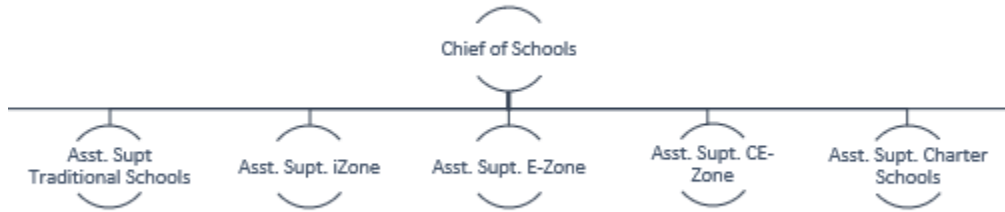


# Financial

## SCHOOLS

**VISION STATEMENT:** We envision Memphis-Shelby County Schools (MSCS) becoming a transformational district that provides opportunities for innovation to meet the needs of all scholars.

**MISSION STATEMENT:** Preparing all students for success in learning, leadership, and life.



The Office of Schools drives educational excellence across all schools, establishes clear vision and strategic direction for instructional leadership, school culture and school improvement initiatives, ensures significant student achievement gains, and works in close collaboration with Cabinet Chiefs to meet the Reimagining 901 goals. The Office of Schools supervises, coaches and supports principals and oversees teacher coaching, oversees the functions of schools and school leadership, and Exceptional Children. The Office of Schools and its major divisions work to act strategically, leverage resources effectively, improve individual and system learning, and build capacity to support, accelerate, and sustain significant school improvement district wide.

### Purpose of the Chief of Schools Department

The Chief of Schools is charged with managing The Office of Schools and Leadership, which includes the district’s schools and school leaders. The Chief of Schools is dedicated to ensuring that schools are implementing effective strategies that are significant for student growth and achievement.

In partnership with The Office of Schools and Academic Support and other essential departments within the district, the Chief of Schools Department works to analyze and use multiple sources of data to guide the continuous improvement of all schools district wide.

The major divisions operating under the Chief of Schools are highlighted below:

- Assistant Superintendents
- Instructional Leadership Directors
- Innovation Zone, Empowerment Zone, C-Zone, Charter and Contract schools, and Alternative schools





## Financial

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### **DEPARTMENTAL GOALS:**

- Our goals are directly aligned to our District's Three Strategic Initiatives:
  - Strategic Initiative 1 -Strengthen early (PK-2) and Continuing Literacy (3-12)
  - Strategic Initiative 2 - Recruit and retain the best district leaders and teachers in the nation, immerse them in professional development to embrace and teach foundational literacy skill concepts, and entrench them in the community and classroom
  - Strategic Initiative 3 - Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce
- Ensure at least 85% of teachers will effectively implement high quality instruction everyday
- Utilize the Cornerstones of the Four Instructional Practices to ensure that the Gradual Release of Responsibility (GRR) stays at the forefront of student learning
- Equip leaders by providing continuous impactful coaching and development that create diverse transformational and turn-around school leadership
- Provide leadership to schools in preparing and implementing programs and services to ensure the Reimagining 901 goals are met

### **MAJOR SERVICES PROVIDED:**

- **Chief of Schools:** Provides direction by establishing departmental standards to effectively select, train, motivate, delegate, monitor and evaluate performance to ensure goals for school improvement are met
- **Assistant Superintendents:** The Assistant Superintendents are responsible for creating and modeling a culture of high expectations as well as developing an exceptional team of instructional leaders. The Assistant Superintendent will serve as the primary connection point between a team of Instructional Leadership Directors, the Office of Schools, and the Office of Academics, helping to ensure departmental alignment with the long-term strategic plan of the district
- **Instructional Leadership Directors (ILDs):** ILDs will provide professional development, coaching and support to help principals improve areas of opportunity using the improvement plan developed by the Chief
- **Innovation Zone, Empowerment Zone, C-Zone, Alternative Schools:** The purpose of these zones is to provide intensive and systemic attention to students by way of promoting high academic success utilizing academic vertical alignment, and the use of feeder patterns as a conduit to implement enriched academics through linear transition pathways. They also engage in continuous improvement work to improve outcomes for students
- **Charter and Contract Schools:** The Shelby County Schools, Office of Charter Schools mission is to support the accountability of performance in each of its charter schools through academics, operations, and finance, to ensure that SCS Charters are in the top 25% of schools in Tennessee

### **ISSUES & TRENDS:**

- An effective communication plan to create a stronger alignment for all initiatives, programs, and departmental changes
- ESSER accountability standards will impact schools and the District for students with disabilities. Funding allocations must be aligned to learning loss and tutoring initiatives; and be aligned with both standards-based grade level instruction and skill-based IEP goals to increase growth and proficiency
- RTI2: State eligibility requirements for students with specific learning disabilities have impacted the number of identified students. This has implications for the overall SPED population, staffing and funding



# Financial

## FISCAL YEAR 2021-22 PERFORMANCE HIGHLIGHTS:

- Established strategies to inform parents of students’ Third-Grade Commitment (3GC) status
- Regularly scheduled AFSS meetings were held - designed to give progress monitoring updates from essential departments on how they supported the work of schools
- A process was established to norm school walkthroughs
- Targeted and focused structures and strategies were established to provide intentional supports to high schools around (Ex: Curricula implementation, ACT strategies)
- Memphis-Shelby County Schools was recognized as a Best for All District by the Tennessee Department of Education

## FISCAL YEAR 2022-23 PRIORITIES:

- Coaching Portal to support Assistant Superintendents, Instructional Leadership Directors, and Instructional Support Advisors to log coaching hours in a designated portal
- Coaching support to strengthen principals’ capacity with the following: Observation and Feedback, Culture and Climate, Instructional Leadership, and Data Analysis

## Driving Pillars

### Ready Graduates



### Third Grade Commitment



### Naviance

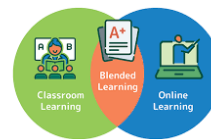


### Improving ACT Focus



### Blended Learning

#### Blended Learning



*Together, we MUST BELIEVE  
 Together, we WILL ACHIEVE  
 Together, we ARE REIMAGINING 901*



# Financial

## Divisional Budgets

In fiscal year 2022-23, the Chief of Schools Department budget is \$11.7 million, which is \$1.6 million less than the prior year's budget. The decrease is being driven by a \$2.1 million change in contracted services that were reduced from the general fund but transferred to ESSER to continue to support schools. An additional factor that helped drive the decrease was a \$1.9 million reduction to the general fund that transferred eZone expenditures to ESSER to allow continued success within eZone. The contracts include freshman success and ACT initiatives to name a few.

Chief of Schools	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
10000 Salaries	\$ 83,926,789	\$ 8,716,577	\$ 7,595,798	\$ 8,478,534	\$ 8,858,396	\$ 379,862	4%
20000 Employee Benefits	21,879,926	1,867,659	1,603,079	1,964,362	2,024,997	60,635	3%
30000 Contracted Services	10,248,008	2,634,439	2,107,331	2,650,849	520,887	(2,129,962)	-80%
40000 Supplies and Materials	1,926,155	105,272	154,025	111,899	253,657	141,757	127%
50000 Other Charges	442,357	6,500	30,759	84,308	85,143	835	1%
70000 Capital Outlay	3,957,150	549	20,422	11,045	-	(11,045)	-100%
<b>Grand Total</b>	<b>\$ 122,380,385</b>	<b>\$ 13,330,996</b>	<b>\$ 11,511,414</b>	<b>\$ 13,300,997</b>	<b>\$ 11,743,080</b>	<b>\$ (1,557,918)</b>	<b>-12%</b>

Chief of Schools	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
100200 Department of Schools and Leadership	\$ 1,107,808	\$ 1,176,696	\$ 781,652	\$ 734,309	\$ 877,823	\$ 143,514	20%
100210 Instructional Leadership Directors	1,611,511	2,077,677	2,078,597	1,396,790	1,298,996	(97,794)	-7%
100230 Leadership Development and Capacity Building	1,113,369	-	-	-	-	-	0%
103000 Career and Technical Education	22,438,274	-	-	-	-	-	0%
104000 Exceptional Children	72,637,738	-	-	-	-	-	0%
104040 Exceptional Children Administration	7,887,092	-	-	-	-	-	0%
104030 Exceptional Children Schools Admin	689,241	-	-	-	-	-	0%
104020 Exceptional Children-Gifted	8,828,894	-	-	-	-	-	0%
104010 Exceptional Children-Homebound & Hospital	1,377,716	-	-	-	-	-	0%
204000 Coordinated School Health	2,724,545	-	-	-	-	-	0%
211100 Charter Schools Administration	-	1,324,467	1,646,193	1,970,961	2,019,510	48,549	2%
215000 iZone	-	5,579,790	3,167,157	3,388,224	5,224,574	1,836,350	54%
215500 Chief of Schools	1,964,197	3,171,928	3,837,815	3,210,210	652,135	(2,558,075)	-80%
215501 Critical Focus Schools	-	438	-	-	-	-	0%
215503 School Improvement & Accountability	-	-	-	775,965	466,482	(309,483)	-40%
215505 eZone	-	-	-	1,824,538	1,203,560	(620,978)	-34%
<b>Total Chief of Schools</b>	<b>\$ 122,380,385</b>	<b>\$ 13,330,996</b>	<b>\$ 11,511,414</b>	<b>\$ 13,300,997</b>	<b>\$ 11,743,080</b>	<b>\$ (1,557,918)</b>	<b>-12%</b>

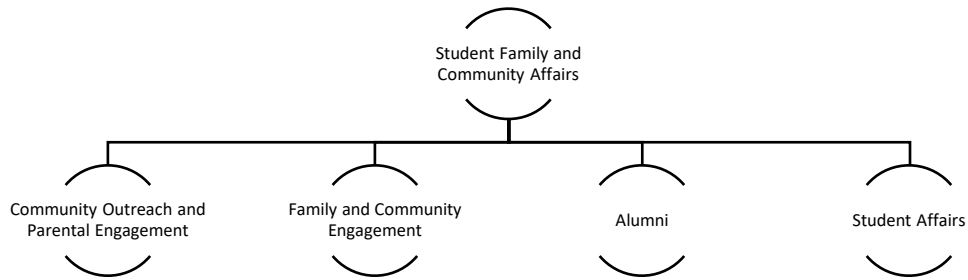




STUDENT FAMILY AND COMMUNITY AFFAIRS

Mission Statement

The purpose of the Student Family and Community Affairs Division is to build stronger relationships with families and communities through partnerships to ensure that families are well-equipped, communities are resourceful, and students have what they need to receive the education in an environment they deserve.



Vision

Through transformed communities and partners, we will work to address the needs of families and students both at school and at home We will work to address the whole child in order for academic and social success to improve at a strategic and aggressive pace.

Departmental Goals

- Build the capacity of Family Engagement Specialist to authentically engage families and community partners in ways that build trust and positively impact student learning.
- Implement components of the community school model in two identified hub schools that will serve as a prototype to decrease non-school factors that negatively impact student performance and attendance.
- Foster community confidence to a 90% positive perception rate.
- Provide optimal opportunities for students to partner in shaping their foundational experiences in education through capturing student voice.
- Ensure the community is aware of school needs (adopters and partners)
- Align partnerships with services and schools
- Remove the bottleneck when it comes to partnerships
- Continue to create a non-threatening approach to the volunteer process
- Continue to survey and capture parent voice
- Support the long-term sustainability of SCS by yielding a positive return on investment (ROI) through retaining and reclaiming students

Major Services Provided

Constituent Service:

- Customer Services
- Graduation Services
- Central Office Directory
- District Concern Communications



## Financial

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### Family and Community Engagement:

- Family Resources
- Community Partners
- Parental Engagement
- Multicultural Services
- Alumni Affairs
- Engagement and Support Specialists

### Student Affairs:

- Recruit, Retain, Reclaim
- Student Voice, Engagement, & Academic Equity
- Student Leadership, Internship & Mentorship
- Multicultural Engagement (School Level)

### Constituent Services

- Maintain District Directory to ensure access to contact information and resources to address inquiries
- Address, document and analyze customer inquiries to monitor and support improvement
- Train employees district-wide on customer service WORKS expectations and framework
- Plan recognition of 5 Star Service Award
- Plan, coordinate and execute components of all high school graduation commencement ceremonies

### Develop Family and Community Affairs (FACE)

- Ensure that families are equal participants in their child's education and empowered to foster positive outcomes for themselves and others
- Build capacity of school leaders to engage parents how to support education at home
- Provide mutual communication between school, home, and district level
- Promote collaboration between the District, schools, and community partners to assist school teams with developing and sustaining strong partnerships to provide holistic supports
- Support school-based specialist operating through feeder patterns, collaboratively bridging the pipeline with family and community engagement in schools
- Family Engagement Specialist Role (School-based and District-based):
  - Facilitate parent group meetings in various schools, establishes collaborative school support groups, and serves as conduits to strengthen communication links between FACE, school administrators, school staff, school partners, and families
  - Participate in and facilitate personal development opportunities for families and peers
  - Support neighborhood communities through school feeder patterns - centrally deployment to a specific assigned cluster of elementary, middle, or high schools
  - Support efforts around student recruitment and outreach program services

### Engagement Priorities

- Integrated Student Support – School-Based Specialists will create support schools on all 3 levels (e.g. Cohort, Targeted Group and Whole School)
- Chronic Absenteeism – Focus on reducing the chronic absentee rate for cohort level students
- Welcoming Walks – Focus on creating welcoming environments through assessment and participation in the “Great Works” program.
- Parent Capacity – Focus on building the capacity of parents to the support the achievement of their students.





## Financial

### Fiscal Year 2021-22 Performance Highlights



- Created customer service WORKS expectations and framework for all district employees
- Developed a recognition program for 5-Star Customer Service Award
- Coordinated the 901 School Showcase – providing an opportunity to learn about the District’s vast array of school choices (over 7,000 families and stakeholders attended)
- Expanded the Families Connect Program to include elementary schools to help parents engage effectively with their assigned schools in English, Spanish, and Arabic
- Developed a web-based school adopter management system for data collection and management
- Expanded the multi-tiered approach to support schools in higher need by piloting the placement of 18 School Family Based Specialist to serve high-needs school feeder patterns
- Hosted the 901 Homecoming Safe-Summer Block Parties (6 Regional locations)
- Coordinated the “Lift Every Voice” High School Survey
- Hosted Student Congress Night at the Board
- Held the Holistic Hispanic Experience

### Fiscal Year 2022-23 Priorities

- Expand family and community engagement opportunities programmatically to meet the goals of Destination 2025 and ESSA by 5 % from 2021-22
- Broaden strategic community partnerships to serve more schools and/or students
- Streamlining contracted partners and ensuring accountability in schools through quarterly data reports and a metric with school leader feedback
- Develop systems and structures to inform and engage families and community partners about district strategies and progress through multi-lingual sources and print media as well as social
- Increase and redefine parental involvement and create avenues for more parental participation for the disengaged
- Merge Team Read and Arise to Read with an authentic non-educator approach around kindergarten and first grade literacy that provides a lift and enables tutors to give positive impact towards the third-grade guarantee
- Enhance district-embedded collaborator roles that provide stakeholders with opportunities to be a part of the strategy design and planning process





## Financial

### Divisional Budget

In fiscal year 2022-23, the budget for the Student Family and Community Affairs department is \$4.7 million, which is a decrease of \$488,238 compared to the prior year's amended budget. The decrease is a reduction in parent engagement specialists in the general fund that will now be funded by ESSER.

Chief of Student & Family Engagement	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
10000 Salaries	\$ 2,073,890	\$ 3,133,621	\$ 3,082,602	\$ 2,961,589	\$ 3,014,815	\$ 53,226	2%
20000 Employee Benefits	433,778	685,593	688,489	738,082	729,088	(8,994)	-1%
30000 Contracted Services	480,411	590,804	734,103	945,130	880,580	(64,550)	-7%
40000 Supplies and Materials	44,319	38,383	56,543	59,048	57,069	(1,979)	-3%
50000 Other Charges	45,804	19,967	40,440	92,380	40,378	(52,002)	-56%
70000 Capital Outlay	19,717	24,015	5,196	433,939	20,000	(413,939)	-95%
<b>Grand Total</b>	<b>\$ 3,097,919</b>	<b>\$ 4,492,383</b>	<b>\$ 4,607,373</b>	<b>\$ 5,230,169</b>	<b>\$ 4,741,931</b>	<b>\$ (488,238)</b>	<b>-9%</b>

Student Family and Community Affairs	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
204100 Family Resource Health	\$ 145,703	\$ 102,259	\$ 86,973	\$ 150,000	\$ 150,000	\$ (0)	0%
302000 Community Outreach	481,431	500,296	525,361	546,982	451,171	(95,811)	-18%
302100 Parent Engagement	2,470,785	3,889,828	3,995,038	4,533,187	4,140,759	(392,427)	-9%
<b>Total Student Family and Community Affairs</b>	<b>\$ 3,097,919</b>	<b>\$ 4,492,383</b>	<b>\$ 4,607,373</b>	<b>\$ 5,230,169</b>	<b>\$ 4,741,931</b>	<b>\$ (488,238)</b>	<b>-9%</b>



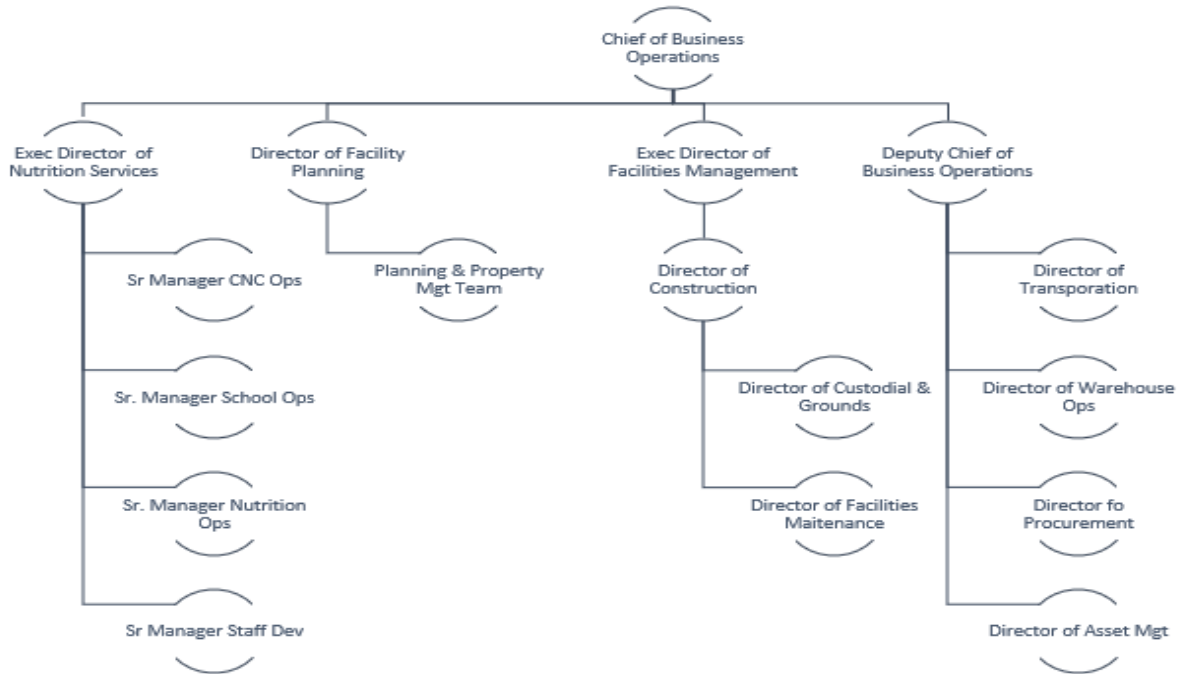


# Financial

## BUSINESS OPERATIONS

### Mission Statement

The mission and purpose of Business Operations is to provide support services and deliverables to the District in the most efficient and cost-effective manner to enable the District to focus on its core competency of providing the best education possible for students.



### Departmental Goals

- Achieve Inventory variance of < 0.05% as measured in the Year-End Warehouse Audit
- Complete CIP and ESSER funded projects scheduled for completion in FY23 to be 90% on time and 95% within budget
- Improve service, efficiency, and responsiveness of Facilities by reducing work order Avg. time to completion by 10% compared to YOY
- Reduce Vacant Property inventory of the District's Portfolio in FY23 by 10%
- Improve FY23 meal participation across the district by 5% compared to YOY
- Improve Procurement customer service as measured in customer surveys by 5% YOY
- Improve on time arrival of Pupil Transportation buses by 5% YOY



## Financial

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### **Major Services Provided**

#### *Asset Management Services*

- Identification, tagging, and systemic tracking services of all inventoried District assets
- Asset transfer and disposition management and transaction processing services
- Asset management inventory database administration and management
- Coordination of physical inventory activities of new and existing fixed assets

#### *Construction Services*

- New construction and building addition project management
- Deferred maintenance capital projects management
- Construction, alterations, and modifications cost estimates
- Building/facility plans, permits, and design guidelines

#### *Custodial and Grounds Services*

- Vendor management of custodial service providers
- First response building support, maintenance, and work order management
- Outdoor grounds, lawns, and stadiums maintenance
- Pest control and herbicide maintenance

#### *Facility Planning and Property Management Services*

- Mapping, geographic, enrollment, and capacity analyses
- Regional planning and residential development monitoring
- Real estate portfolio, property sales, leasing, and facility rental management
- Space capacity planning and usage assignment

#### *Facilities Maintenance Services*

- Corrective, preventive, and emergency repair & maintenance of district infrastructure
- Remodeling and renovation of building space
- Facilities condition and deferred maintenance needs assessments
- Environmental, health, fire & life safety compliance management
- Corrective, preventive, and emergency repair & maintenance of district vehicles

#### *Nutrition Services*

- Year around nutritious meals service to all students and children of Shelby County
- Breakfast, lunch, breakfast in classrooms, grab n' go lunch, snack and supper meals
- Drive-up, multi-day bulk meals distribution of all meal types
- Meal services to various community centers, organizations, and programs
- Menu planning, procurement and inventory of food, supplies, and equipment

#### *Procurement Services*

- Purchasing of all District goods and services for schools, offices, teachers, and staff
- Negotiation of value price, delivery, terms, and conditions of all purchases





## Financial

- Preparation, execution, and completion of all District bids and solicitations
- Purchasing and bid practices offering all vendors open and fair competition

### *Transportation Services*

- Vendor management of transportation service providers
- Safe, dependable transportation services to and from school to all eligible students
- Bus routing logistics analyses and management
- Bus passes and other alternative pupil transportation services administration



### *Warehouse and Fulfillment Services*

- Receiving, storage, and distribution services for all District materials, supplies, and equipment
- Fuel, inventory control, operations, and systems management
- Inventory control, distribution, and physical disposal of district assets
- Mail room operations and distribution services
- Print Shop operations and fulfillment services

### **Issues & Trends**

- Staffing shortages due to the “Great Resignation”, pandemic related labor competition, wage competition, retirements, and background check requirements
- Recruiting / hiring challenges due to wage / salary competition in the market for similar positions and job requirements / credentials
  - Custodial service level challenges due to pandemic related labor shortages and competitive market for wages in this category of labor
- Compromised construction and project completion dates due to pandemic related supply chain delays, labor shortages, and long material lead times

### **Fiscal Year 2021-22 Performance Highlights**

- Execution and completion of over \$15M in (22) CIP projects:
  - 2 Schools – Intercom System Replacements
  - 7 Schools – HVAC Systems Equipment Replacement
  - 10 Schools – Pedestrian / Traffic Safety Improvements
  - 1 School – Roof Replacement
  - 1 School – Paving Restoration/Replacement
  - 1 Stadium – Track Replacement
- Solicitation and launching of over \$188M in (38) ESSER funded projects
- Asset entry and database tracking for over 15,000 new District assets
- Completion of over 50,000 Business Operations service request work orders
- Completed sale of (11) District properties and/or vacant land parcels
- Achievement of a 0.0% variance from year end audit of CNC Warehouse inventory
- Completion of over 15,000 purchase orders for District goods and services
- Completion of over 120 competitive bids/solicitations for District purchases
- Registration of over 530 new vendors (incl. MWBE’s) to do business with the District
- Achievement of a 0.08% variance from year end audit of Central Warehouse inventory
- Completion of over 1,200 deliveries of PPE items to schools from Central Warehouse
- Completion of over 300 print jobs from District and other requests





## Financial

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### Fiscal Year 2022-23 Priorities

- Asset Management –
  - Adjust org structure to centralize asset management staff and activities across funds and programs into one department
- Construction –
  - Manage major capital projects using contract construction and project management services where needed
- Custodial & Grounds –
  - Continue implementation of new Grounds Keeping Improvement Initiative including reassignment of Grounds crewmen and plant managers' duties
  - Manage custodial vendors through staffing shortages for cleaning performance
  - Implement 1:1 Plant Manager Model (21 positions) to improve custodial cleaning performance and buildings appearance
- Facilities Maintenance –
  - Continue recruitment and compensation adjustments for hard to fill positions and market competitiveness to retain and attract technical resources
  - Reduce staffing of limited vacant positions to meet FY23 Budget reduction requirements (6 positions)
  - Continue utility cost saving measures through energy saving modifications and building closures, demolitions, etc. (\$3M cost savings)
- Facility Planning –
  - Continue aggressive review of competitive offers and property sale activities
  - Manage district space needs through standards, department and building consolidations where possible
  - Manage Reimagining 901 vision for schools through data and district strategy
- Nutrition Services –
  - Launch / open 901 Café to provide Central Office meal services
  - Increase student meal participation through innovative methods and programs
- Procurement –
  - Purchase all district goods and services through management of bids/solicitations
- Transportation –

Manage pupil transportation needs for the entire school calendar, including summer programs and potential bell time changes
- Warehouse –
  - Adjust org structure to support Academics and Operations needs (1 position)
  - Continue recruitment and compensation adjustments for hard to fill positions and market competitiveness to retain and attract CDL resources



# Financial

## Divisional Budgets

In fiscal year 2022-23, the budget for the Business Operations division is \$125.7 million, a decrease of \$11.7 million when compared to the prior year's budget. The increase is primarily due to an increase in Custodial and Grounds costs of \$6.3 million. The budget variances within both departments reflect post pandemic related expenditures in operational cost (return to in person instruction, higher building sanitation maintenance and occupancy, etc.) as well as the effort to reduce transportation cost by implementing more efficient routes.

	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
<b>Chief of Business Operations</b>							
10000 Salaries	\$ 21,017,602	\$ 19,147,527	\$ 18,601,549	\$ 21,365,372	\$ 21,281,828	\$ (83,544)	0%
20000 Employee Benefits	4,786,289	4,517,871	4,374,561	5,018,159	5,404,604	386,445	8%
30000 Contracted Services	54,880,005	74,527,047	40,850,731	71,843,676	66,413,136	(5,430,539)	-8%
40000 Supplies and Materials	31,712,405	5,820,005	29,092,594	38,088,476	32,075,114	(6,013,362)	-16%
50000 Other Charges	126,197	134,440	100,182	135,919	147,092	11,173	8%
70000 Capital Outlay	6,829,149	6,190,510	734,024	1,022,868	397,847	(625,021)	-61%
<b>Grand Total</b>	<b>\$ 119,351,647</b>	<b>\$ 110,337,401</b>	<b>\$ 93,753,640</b>	<b>\$ 137,474,469</b>	<b>\$ 125,719,621</b>	<b>\$ (11,754,848)</b>	<b>-9%</b>

	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
<b>Business Operations</b>							
331000 Business Operations Admin	\$ 9,111,823	\$ 7,328,848	\$ 437,554	\$ 521,980	\$ 501,304	\$ (20,676)	-4%
332000 Transportation	15,185,936	11,085,389	8,663,881	21,892,198	21,365,184	(527,014)	-2%
332010 Special Education Transportation	10,780,276	8,941,693	4,792,738	13,040,477	12,993,016	(47,461)	0%
333000 Procurement	1,146,151	868,569	905,713	1,023,976	971,562	(52,413)	-5%
333100 Asset Management	349,359	339,606	303,095	454,584	643,876	189,291	42%
334000 Facilities	16,075,839	14,070,532	12,471,112	16,195,758	15,137,922	(1,057,836)	-7%
334100 Custodial and Grounds	34,563,728	35,749,519	33,317,512	36,432,085	42,741,032	6,308,948	17%
334200 Utilities	25,377,056	23,700,971	23,494,980	30,143,668	25,958,311	(4,185,357)	-14%
334300 General Services	3,038,568	1,591,407	1,531,565	2,237,114	280,300	(1,956,814)	-87%
334400 Zone 4 Maintenance	-	113	801,456	1,730,529	850,000	(880,529)	-51%
334500 Zone 2 Maintenance	3,524	1,293,534	1,125,645	2,213,977	833,682	(1,380,295)	-62%
334600 Zone 1 Maintenance	875,521	1,505,587	1,307,133	3,677,765	722,082	(2,955,683)	-80%
334700 Zone 3 Maintenance	2,403,989	1,285,604	1,208,221	5,340,815	771,000	(4,569,815)	-86%
334800 Plant Services	25,485	1,997,622	2,846,336	2,022,344	1,381,661	(640,683)	-32%
335000 Facilities Planning and Property	414,392	578,406	546,699	547,200	568,688	21,488	4%
<b>Total Business Operations</b>	<b>\$ 119,351,647</b>	<b>\$ 110,337,401</b>	<b>\$ 93,753,640</b>	<b>\$ 137,474,469</b>	<b>\$ 125,719,621</b>	<b>\$ (11,754,848)</b>	<b>-9%</b>

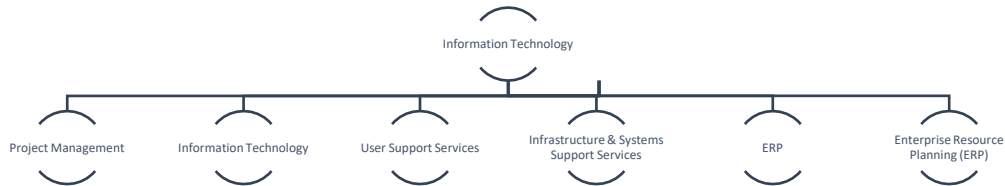




INFORMATION TECHNOLOGY

Mission Statement

The mission of the Information Technology Department is to provide secure, reliable, and integrated technology solutions in alignment with academic and administrative goals, while delivering excellence in customer service.



Departmental Goals

- Infrastructure Availability of 99.99%
- Application Availability of 95% or higher
- First call resolution of 75% or higher
- High/Medium priority Field incident response time of 4 hours
- Evaluate and assess enterprise and operational risk management technology applications which will provide recommendations for creation of Technology framework, controls, and processes

Major Services Provided

- Provide technical support, assistance and response/resolution to Students, Teachers, Academic staff and Central office staff members through call center and field support
- Customization and development of data integrations, and robust reporting on Learning, content and Educational Software that meets the needs of administrators, teachers, and students that are specific to our district
- Provide support to back office systems and central office operations to ensure timely, cost-effective, and quality delivery of technology support to internal customers and business partners
- Underlying technology and Data Storage- Wide-area networking (WAN) and telephone services (including cellphones and wireless networking) and data center operations
- IT security team ensures the protection of the IT systems, data and user’s identity from harmful threats and theft 24/7/365 through continuous monitoring, upgrade of protection systems

Issues & Trends

- Stand up Technology Advisory Group for the district to Identify standards for all enterprise systems and application development
- Identify system consolidation opportunities and remove duplications wherever permissible
- Collaborate with vendors and departmental resources on standardization that lead to secure solutions that move the district forward
- Improving Cybersecurity awareness and training for all employees and enhanced training for IT security team
- Remediation of known security vulnerabilities with consistent environment monitoring
- The development, maintenance, and sustainability and modernization of IT infrastructure
- Creation of Vendor Assessment Questionnaire to ascertain the security posture of new vendors



## Financial

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### Fiscal Year 2021-22 Performance Highlights

- Effectively used ESSER funding to refresh all Teacher laptops to robust device. 6,500 Devices refreshed throughout the district
- Completion of rollout of Diverse WAN Project in 14 months ahead of schedule – Carrier diverse fiber links at each school, increasing network capacity, reliability, scalability, while lowering costs
- Continued to standardize Mobile Devices Management solution for Digital 1:1 Program
- Implemented mobile device management tool for the district's 1:1 devices
- Implemented Multi-Factor Authentication (MFA) for a phased approach starting with IT, Cabinet, and Principals have been completed
- Cybersecurity Training was implemented district-wide
- Completed Diverse WAN Project
- Optimized E-Rate Category 2 opportunities for network cabling
- Completed upgrade of 60 schools to new fiber optic
- Increased infrastructure stability at MSCS Headquarters in regards to system and application access
- IT rolled out automated Leave of Absence process
- Stood up the provisioning workbench to Virtual and Educational Learning (VEL) for student devices
- Supported Summer Learning Initiatives
- Improve Internal IT processes through ITIL practices of Change Management, Incident Management and Root Cause Review meeting for SCS IT critical incidents. Entire Department training in industry standard ITIL V4 program and 60% of employees have earned ITIL4 Foundations Certification
- Implemented full Change Management process for approving & tracking changes to reduce downtime and maximize efficiency
- Continuous Improvement team stood up to capture and evaluate Improvement opportunities throughout IT
- Evaluated new deployment vendor for support of district technology. Selected Arey Jones as the new vendor
- Service Desk opened 25,901 Tickets with a First Call Closure Rate of 80% through 1Q 21/22
- Answered 27,006 Calls for an average wait time of 2 mins 37 sec

### Fiscal Year 2021-22 Priorities

- Manage, monitor, support digital 1:1 program
- Support to summer learning and summer learning academy
- Grade write-back from Canvas to PowerSchool and enhanced controls. Simplifying Single sign on login process for online learning
- Implementation of data & location protection with network segmentation
- Standardization on SCS Cloud storage application
- SCS employee identity protection with the use of multifactor authentication
- Cybersecurity training program for employees and students
- Data and business continuity protection with automated server cloud backups
- Engage in removal of outdate operating systems removal from the SCS environment
- Continue 36-month rollout of Diverse WAN Project – Carrier diverse fiber links at each school, increasing network capacity, reliability, scalability, while lowering costs
- Optimizing E-Rate Category 2 opportunities with the start of new funding period



# Financial

## Divisional Budgets

In fiscal year 2022-23, the IT Department's budget is \$22.0 million, which is \$334,331 less than prior year's budget. The primary reason for the reduction is a strategy change to stop a hardware & software implementation to evaluate additional alternatives.

	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
<b>Chief Information Officer</b>							
10000 Salaries	\$ 6,966,559	\$ 7,215,555	\$ 6,648,811	\$ 6,682,232	\$ 8,142,048	\$ 1,459,816	22%
20000 Employee Benefits	1,527,093	1,618,753	1,448,485	1,572,067	1,952,043	379,976	24%
30000 Contracted Services	13,075,479	9,301,854	9,898,735	13,828,945	11,836,217	(1,992,727)	-14%
40000 Supplies and Materials	44,164	9,390	10,822	55,346	53,204	(2,142)	-4%
50000 Other Charges	41,445	5,570	44,992	78,705	41,400	(37,305)	-47%
70000 Capital Outlay	-	2,950,818	3,405,501	195,948	45,000	(150,948)	-77%
<b>Grand Total</b>	<b>\$ 21,654,740</b>	<b>\$ 21,101,941</b>	<b>\$ 21,457,347</b>	<b>\$ 22,413,243</b>	<b>\$ 22,069,913</b>	<b>\$ (343,331)</b>	<b>-2%</b>

	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
<b>Information Technology</b>							
340000 Information Technology	\$ 7,311,685	\$ 4,582,958	\$ 7,008,459	\$ 10,101,026	\$ 8,491,817	\$ (1,609,208)	-16%
341000 User Support Services	5,614,212	8,729,721	8,899,469	4,399,510	6,140,291	1,740,781	40%
343000 Infrastructure and Systems support Services	8,227,519	7,397,597	5,365,934	5,919,357	7,146,572	1,227,215	21%
344000 Project Management Office	501,324	391,665	183,485	99,528	291,232	191,704	193%
345000 Enterprise Resource Planning (ERP)	-	-	-	1,500,000	-	(1,500,000)	-100%
346000 Enterprise Resource Planning	-	-	-	393,823	-	(393,823)	-100%
<b>Total Information Technology</b>	<b>\$ 21,654,740</b>	<b>\$ 21,101,941</b>	<b>\$ 21,457,347</b>	<b>\$ 22,413,243</b>	<b>\$ 22,069,913</b>	<b>\$ (343,331)</b>	<b>-2%</b>



Pictures taken prior to COVID-19

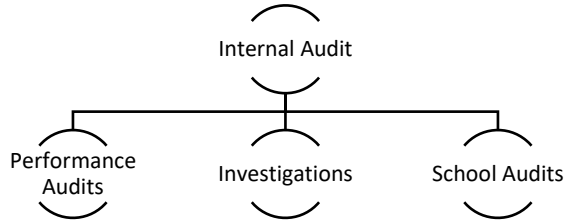




**INTERNAL AUDIT**

**Mission Statement**

The Office of Internal Audit’s mission is to assist Memphis-Shelby County Schools with the efficient, effective, and economical delivery of high-quality educational services to all students and to enhance and protect organizational value by providing risk-based and objective assurance, advice, and insight regarding operations, compliance, and other unspecified activities.



**Departmental Goals**

- Complete all school audits by September 30<sup>th</sup> annually
- Increase awareness of fraud, waste, and abuse within MSCS
- Deliver high quality audit reports to stakeholders

**Major Services Provided**

- Professional consultation regarding management control systems to increase organizational efficiency, effectiveness, compliance, equity, and economical operations
- Professional assurance services regarding the management of internal school funds at all schools
- Administer the District’s fraud, waste, and abuse program
- Conduct administrative investigations pertaining to potential fraud

**Issues & Trends**

- Compliance and monitoring pertaining to school support organizations will require significant investment in business process improvement to achieve satisfactory compliance with state requirements
- Continue to receive reports of fraud, waste, and abuse despite our increase in fraud awareness training
- School internal school fund audits are positively improving and the incident of external auditor comments substantially down

**Fiscal Year 2021-22 Performance Highlights**

- Completed the quality control review of 100% of school audits prior to September 1st
- Provided fraud, waste, and abuse training to individual schools and the majority of the SCIAA fall, winter, and spring coaches, and to new principals
- Initiated the process to acquire enterprise risk assessment capability to identify District financial, compliance and operation risks more effectively
- Implemented TeamMate audit administration software with increased automated functionality to save District over \$187K



# Financial

## Fiscal Year 2022-23 Priorities

- Continue to gain audit efficiency and utilize audit hours on grants compliance
- Conduct annual risk assessment utilizing the TeamMate software to prioritize and focus audit activities on key risks identified within the District
- Creatively provide 40 continuing professional education training hours for each team member to comply with professional standards and to maintain a highly competent professional audit staff

## Divisional Budget

In fiscal year 2022-23, the combined budget for the Internal Audit department is \$1.2 million, which is \$1,967 less than the prior year's budget.

	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
<b>Chief Internal Auditor</b>							
10000 Salaries	\$ 1,026,580	\$ 876,226	\$ 855,482	\$ 857,956	\$ 885,824	\$ 27,868	3%
20000 Employee Benefits	232,357	187,572	174,106	212,708	209,217	(3,491)	-2%
30000 Contracted Services	92,632	20,942	36,954	23,406	31,005	7,599	32%
40000 Supplies and Materials	10,953	1,780	584	67,478	55,000	(12,478)	-18%
50000 Other Charges	40,208	31,598	5,660	17,077	500	(16,577)	-97%
70000 Capital Outlay	13,820	-	-	4,888	-	(4,888)	-100%
<b>Grand Total</b>	<b>\$ 1,416,550</b>	<b>\$ 1,118,118</b>	<b>\$ 1,072,786</b>	<b>\$ 1,183,513</b>	<b>\$ 1,181,546</b>	<b>\$ (1,967)</b>	<b>0%</b>

	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
<b>Internal Audit</b>							
040000 Internal Audit	\$ 1,262,314	\$ 1,118,118	\$ 1,072,786	\$ 1,183,513	\$ 1,181,546	\$ (1,967)	0%
020200 MIWBE Department	154,236	-	-	-	-	-	0%
<b>Total Internal Audit</b>	<b>\$ 1,416,550</b>	<b>\$ 1,118,118</b>	<b>\$ 1,072,786</b>	<b>\$ 1,183,513</b>	<b>\$ 1,181,546</b>	<b>\$ (1,967)</b>	<b>0%</b>



Picture taken prior to COVID-19



COMMUNICATIONS

Mission Statement

The Department of Communications and Broadcast Services provides strategic and innovative support for all schools and District departments in alignment with the goals and priorities of Reimagining 901. We strive to inform and engage internal and external stakeholders, while promoting the accomplishments of our teachers, students, and staff to build trust in the District and support for student success.



Major Services Provided

- Strategic planning
• Media relations
• Marketing and promotions
• Internal communications
• Social media
• Bilingual communications
• Graphic design
• Web development
• Broadcast services (TV and Radio)
• Executive communications

Fiscal Year 2021-22 Performance Highlights

- Launched year two of School PRO training and expanded the Central Office PRO training
• Our team has increased the overall reach and effectiveness of District communications channels
• Our team received two Golden Achievement Awards by the National School Public Relations Association
• Our team received the Tennessee Education Association School Bell Award
• Our team launched a new mass communications program (call/text/web/app) for all schools and employees

Fiscal Year 2022-23 Priorities

- We will increase engagement on our social channels by 10%
• We will maintain a 63% open rate on District Publications and a 60% "very informed" rate among employees
• We will ensure our media tonality for the year has an average of 85% positive/ neutral
• We will track, prioritize, and improve response time for media inquiries by 50%
• We will develop at least three new channels and improve relationships with reporters
• We will increase the profile of the SCS Newsroom and increase views by 5%
• Strengthen school-based marketing skills and capacity by ensuring there is a "certified" PRO in 75% of schools
• Strengthen District branding by providing resources to employees and PROs



## Financial

- 70% of web users say the District website is “very easy” or “somewhat easy” to navigate
- Ensure that 100% of identified high-priority District-wide initiatives have a bilingual component
- Establish at least two dedicated communication channels for Hispanic families
- We will increase engagement on our social channels by 10%
- We will maintain a 63% open rate on District Publications and a 60% “very informed” rate among employees
- We will ensure our media tonality for the year has an average of 85% positive/neutral
- We will track, prioritize, and improve response time for media inquiries by 50%
- We will develop at least three new channels and improve relationships with reporters
- We will increase the profile of the SCS Newsroom and increase views by 5%
- Strengthen school-based marketing skills and capacity by ensuring there is a “certified” PRO in 75% of schools
- Strengthen District branding by providing resources to employees and PROs
- 70% of web users say the District website is “very easy” or “somewhat easy” to navigate
- Ensure that 100% of identified high-priority District-wide initiatives have a bilingual component

### Divisional Budgets

In fiscal year 2022-23, the Office of Communications has a \$2.6 million budget, which is \$49,513 less than the prior year’s budget. The change is due to a reduction in contracted services which includes Blackboard expenditures, Travel, Furniture and Equipment and Year-Round Campaigns.

Chief of Communications	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
10000 Salaries	\$ 2,020,636	\$ 1,843,844	\$ 1,763,651	\$ 1,899,650	\$ 2,043,074	\$ 143,424	8%
20000 Employee Benefits	429,806	398,298	381,981	476,352	474,712	(1,640)	0%
30000 Contracted Services	502,204	448,696	211,130	126,934	64,544	(62,390)	-49%
40000 Supplies and Materials	34,903	8,431	23,488	15,621	5,000	(10,621)	-68%
50000 Other Charges	100,214	38,393	88,465	87,467	8,463	(79,004)	-90%
70000 Capital Outlay	81,470	56,972	19,823	39,282	-	(39,282)	-100%
<b>Grand Total</b>	<b>\$ 3,169,233</b>	<b>\$ 2,794,634</b>	<b>\$ 2,488,540</b>	<b>\$ 2,645,307</b>	<b>\$ 2,595,795</b>	<b>\$ (49,513)</b>	<b>-2%</b>

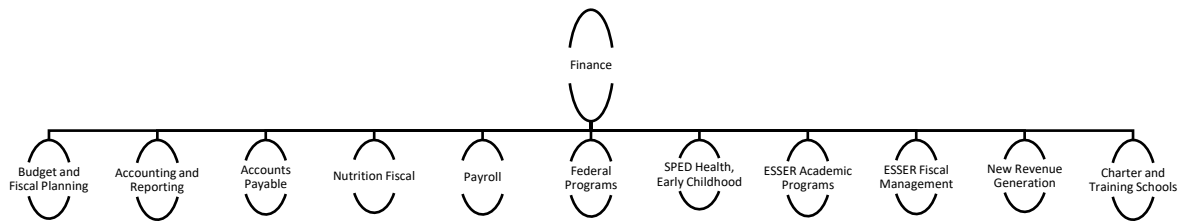
Communications	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
301000 Communications	\$ 2,252,434	\$ 1,880,518	\$ 1,706,491	\$ 1,864,370	\$ 1,826,201	\$ (38,169)	-2%
303000 Voice of MSCS	439,069	914,116	782,049	780,937	769,594	(11,344)	-1%
<b>Total Communications</b>	<b>\$ 3,169,233</b>	<b>\$ 2,794,634</b>	<b>\$ 2,488,540</b>	<b>\$ 2,645,307</b>	<b>\$ 2,595,795</b>	<b>\$ (49,513)</b>	<b>-2%</b>



FINANCE

Mission Statement

The mission of the Finance Office is to be a collaborative and exceptional strategic leader around how to create the greatest academic value with our resources (i.e., people, time, capital, money, and effort) and to support educational innovation and effectiveness that nurture the whole child and prepare all students for post-secondary readiness, particularly addressing potential resource inequities in meeting our students’ needs.



Major Services Provided

The Finance Office is responsible for managing the overall budget development, accounting, treasury, financial reporting, payroll, student activity fund accounting, grant management & compliance, financial services operation, and position control for the District. This includes managing internal controls to mitigate risk; creating and presenting financial status and financial condition reports to internal and external parties; ensuring that the official accounting records of the District are complete and accurate; safeguarding the assets of the District to minimize risk of financial loss; and creating tools to provide high-quality financial information that support the District’s strategic priorities.

Fiscal Year 2021-22 Accomplishments

- Obtained an unmodified “clean” opinion on the FY 2020-21 external audit
• No significant deficiencies or material weaknesses for the FY 2020-21 audit of the major federal award programs
• Received the Association of School Business Officials and the Government Finance Officers Association awards for the FY 2020-21 Annual Financial Report
• Received the Association of School Business Officials Meritorious Budget Award for the FY 2021-22 Budget Book
• Received ESSER in Action Award
• Received “Best for All” District award for ESSER Funds
• The District received the Association of School Business Officials International (ASBOI) Certificate of Excellence for the FY2020 Annual Financial Report on May 2021
• The District received the ASBOI Meritorious Budget Award in March 2021 and March 2022

Fiscal Year 2022-23 Priorities

- Create a long-term sustainability plan for the highest ranked Initiatives based on ROI
• Increase internal customer satisfaction rating with the Financial Department across the District
• Manage ESSER Fund 2.0, and 3.0 to ensure alignment with federal, state, and compliance standards for the allocation for the entire LEA including charters
• Improve efficiency and better utilization of resources within the Department





# Financial

## Divisional Budgets

In fiscal year 2022-23, the budget for the Division of Finance is \$6.0 million, which is a \$38,260 less compared to the prior year. The Division of Finance year over year budget variance, can be attributed to the reduction of part-time salaries primarily allocated in Finance (320000) and Payroll (323000). In addition, the division in its entirety experienced a cut to travel for FY23. These reductions total \$260,463 however, this amount is not fully realized due to an increase of \$126,907 in the department of Accounting and Reporting. This increase is due to the reallocation of Brink Armored services, previously funded out of District Initiatives.

Chief Financial Officer	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
10000 Salaries	\$ 3,116,507	\$ 3,224,982	\$ 3,603,886	\$ 3,884,069	\$ 3,964,541	\$ 80,472	2%
20000 Employee Benefits	592,844	639,264	744,598	895,184	852,360	(42,825)	-5%
30000 Contracted Services	187,994	774,115	248,297	1,027,708	1,117,369	89,661	9%
40000 Supplies and Materials	15,256	36,461	28,936	101,320	64,118	(37,202)	-37%
50000 Other Charges	77,037	16,956	32,662	79,456	595	(78,861)	-99%
70000 Capital Outlay	11,318	13,534	18,433	59,307	9,800	(49,507)	-83%
<b>Grand Total</b>	<b>\$ 4,000,956</b>	<b>\$ 4,705,312</b>	<b>\$ 4,676,812</b>	<b>\$ 6,047,042</b>	<b>\$ 6,008,782</b>	<b>\$ (38,260)</b>	<b>-1%</b>

Finance Office	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
320000 Finance	\$ 1,051,203	\$ 1,533,631	\$ 1,199,262	\$ 1,345,435	\$ 1,241,556	\$ (103,879)	-8%
321000 Accounting and Reporting	777,158	785,533	950,674	1,309,841	1,436,749	126,907	10%
322000 Budget and Fiscal Planning	814,119	910,440	1,028,241	1,742,232	1,804,765	62,533	4%
323000 Payroll	845,238	811,920	791,001	902,418	814,807	(87,611)	-10%
105000 Federal Programs	-	-	30,737	202	-	(202)	-100%
324010 Accounts Payable	513,238	663,787	676,896	746,913	710,906	(36,007)	-5%
<b>Total Finance Office</b>	<b>\$ 4,000,956</b>	<b>\$ 4,705,312</b>	<b>\$ 4,676,812</b>	<b>\$ 6,047,042</b>	<b>\$ 6,008,782</b>	<b>\$ (38,260)</b>	<b>-1%</b>



Picture taken prior to COVID-19



HUMAN CAPITAL AND TALENT MANAGEMENT

Mission Statement

The Human Resources Department will be a strategic partner maximizing the potential of our greatest asset, our employees, and positioning Memphis-Shelby County Schools (MSCS) as an employer of CHOICE. We are committed to delivering quality customer service; recruiting, retaining, and rewarding a talented workforce; and contributing to the improvement of student achievement



Departmental Goals

- Implement Human Resources (HR) best practices to attract qualified applicants, motivate the existing workforce, inspire long-term commitment resulting in 99% of vacancies filled by June 15, 2022 (100% by the first day of school)
MSCS HR will improve diversity of the candidate pool every year by 5% to reflect and align with student population (Latino and African American Male) through the implementation of a comprehensive recruitment plan
The MSCS Human Resources Department will provide high quality customer service resulting in an overall 90% customer satisfaction rating based on accuracy, timeliness, and courtesy measures on an ongoing basis
Retain high performing, talented teachers, and staff throughout the District via a comprehensive induction and development program
Increase organizational capacity, diversity, and inclusion
Ensure customers understand basic HR processes and procedures, through an efficient, streamlined, multi-tiered service delivery system
Develop strategic partnerships and pipelines to ensure candidate pools for instructional, non-instructional, and central office positions are comprised of candidates who meet (or exceed) minimum qualifications

Major Services Provided

Talent Management

- Talent Management is committed to recruit, hire, retain, and develop the human capital required for Memphis-Shelby County Schools to not only meet but exceeds our goals. This includes innovative, responsive, fair, and consistent processes and systems that are related to retaining and developing a superior workforce for MSCS.



## Financial

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### *Employee Performance Support*

- The Employee Performance and Support (EPS) Department's work is divided into five critical branches: design, implementation, stakeholder investment, data management and systems management. Our goal is to build systems and processes that both support and enhance employee job performance and development, ultimately impacting employee engagement and job satisfaction.
- The EPS team offers the following services: 1) Provides TNDOE and District process updates regarding employee evaluations to all stakeholders; 2) Develops and leads evaluator training and support systems to expand support options for all staff members; 3) Maintains user-friendly and easy-to-navigate training and employee performance data systems, such that these tools and processes clearly align to and reinforce the District's strong vision for excellence; and 4) Ensures employee performance data are accurate—reflecting true MSCS employee effectiveness.

### *Office of Benefits*

- The Office of Benefits is responsible for providing a comprehensive, flexible benefits package for our Memphis-Shelby County Schools employees, retirees and eligible dependents (including medical, dental, vision and life insurance). A primary focus is to effectively communicate and ensure that employees are educated on the tools and resources available to create a positive impact on mental and physical well-being.

### *Business Strategy & Total Rewards*

- The Business Strategy & Total Rewards team is committed to ensuring MSCS employees are rewarded, valued and know that their overall health and wellness is a priority. This will equip our employees better to serve our ultimate customers, parents and students. When employees feel valued, they are more likely to remain loyal to the organization and produce positive outcomes. Our Customer Service team is committed to helping employees navigate through our MSCS resources and departments by providing the level of support needed to ensure all employees receive excellent customer care.

### *Office of Professional Standards*

- The Office of Professional Standards supports collaborative relationships between management, employees, and employee organizations, by ensuring fair and consistent treatment of all employees; aiding in resolving workplace conflicts, providing guidance on managing performance and conduct issues; and cultivating a work environment of employee engagement.

### *Office of Compensation*

- The Office of Compensation is committed to providing a fair and competitive compensation program that promotes an atmosphere that will attract, motivate, retain, and reward high-performing employees at all levels. This is achieved through establishing clear and transparent compensation policies and applying administrative best practices that ensure all district pay programs are administered in a consistent and equitable manner for all employees.

### *Office of Induction and Development*

- The Office of Induction and Development provides targeted, intentional support to new teachers, mentor teachers, and central office staff designed to increase employee performance, satisfaction, and retention.



## Financial

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### Issues & Trends

- Providing the operational foundational structure for Human Resources to succeed
- Identifying and creating opportunities to collaborate with employees to increase organizational effectiveness with tools such as new process and transaction automation (Self-Service interactive website, ICIMs, APECS, Electronic Form Submission, etc.)
- Improving the climate and culture for instructional and non-instructional positions
- Improving the employee experience through quality and consistent customer service

### Fiscal Year 2021-22 Performance Highlights

- Teacher Pay Transition to Equitable Step/Lane –conducted individual validation of approximately 6,200 teachers/teacher types work experience and education, implemented the step and lane transition for all teachers/teacher types. This transition allowed MSCS to have one of the highest teacher pay scales in the state and region. This has been critical in recruiting and retaining teachers (who have already been experiencing a shortage prior to the pandemic)
- Implemented the 2% pay raises for all non-instructional positions to support in recruitment and retention of high-quality employees
- Implemented Comp Analyst (salary survey system) to support with offering equitable, more competitive salaries
- Covid Vaccination Support – Provided compensation/incentive pay structure for Nurses and all Title Realignment spreadsheet for Director title changes - This realignment defines and refines MSCS structure, pay model and job titles to eliminate duplication of roles and ensure equity across titles and pay
- Job Level Guide - A job level guide was created to assist in clearly articulating to staff and management the requirements for each of the job and pay levels within the District. This established transparency and understanding of the minimum qualifications for each position level
- Supplemental Earnings Request-SOP - A more intuitive process was developed for creating supplements designed to incentivize teachers and other staff, as well as offer additional compensation for work completed above/beyond normal duties and responsibilities. Through this process, 111 new unique supplements were created
- Processed National Board Payments for more than 100 National Board-Certified Teachers and established FAQs to ensure applying for certification/re-certification during the pandemic was seamless
- Reviewed and made efforts to align district Truck Drivers to the appropriate pay structure according to the CDL/non-CDL requirement to be more market competitive as well as establish career progression
- Completed a district-wide stipend audit and established key categories for supplemental pay for tracking purposes as well as future incentive pay alignment
- Partnered with Athletics and leadership to establish criteria for supporting coaches and offering continued supplemental pay during the pandemic for those coaches/athletic director/sponsors that provided virtual and/or other supports to students
- Continuation of title re-alignment throughout the district: phased approach to be completed for Central Office by June 30<sup>th</sup>
- Revised position and pay structure for Mobile Security Officers/Sergeants (impact of more than 150 incumbents/positions)
- Revised position and pay structure for LPN's and RN's (impact of more than 70 incumbents/positions)
- Aligned and increased pay across the District for Educational Assistants according to tiers by role requirements and job complexity



## Financial

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- Processed Career Ladder payments for more than 650 and aligned our current eligibility and criteria for payout to the State guidelines
- Partnered with Academics leadership to provide support with proposing and completing cost projections for various initiatives related to learning loss to include:
  - Summer School rate increases (in the form of a bonus) for Promotional Summer School and Summer Learning Camps
  - SPED Assistant Base Rate Increases (starting pay will be \$17/hr. to be more competitive with local districts)
  - Specialized Ed Assistants (assisted with development of JD and cost projections for implementation and over a 5-year period)
- Implemented a Teacher Comprehensive Induction and Support Program to address teacher retention needs
- Implemented concise compensation strategy to broaden the Aspiring Teachers Program supports to retain and develop MSCS employees seeking to earn or maintain their TN teacher license. Supports include Praxis Tutoring, Online Study Guides, Relay Graduate School of Education Residency Program, Grow Your Own partnerships with University of Tennessee Knoxville and Tennessee State University, Licensure Requirement Check Ins, and immigration sponsorship for hard-to-staff subject teachers
- Launched the New Teacher Academy to support all new employees throughout the first school year and beyond
- Implemented the Panorama Employee Engagement Survey
- Ensured MSCS employees and members of their household had access to free counseling sessions through the Methodist Employee Assistance Program (EAP)
- Implemented virtual benefits sessions to educate employees on regular basis
- Launched the Total Rewards and Benefits department to ensure ongoing employee engagement and wellness supports are provided for MSCS employees

### **Fiscal Year 2022-23 Priorities**

- Enhance and expand strategic partnerships internally and externally for pipelines & GYO efforts
- Enhance strategic recruitment strategy that includes the integration of Artificial Intelligence, Geo Mapping for targeted marketing, and targeted social marketing
- Implement a reimaged strategic Staffing and Retention Plan to meet current needs
- Implement Teacher Comprehensive Induction Program to address teacher retention needs
- Refine HR and school-based processes to ensure strong accountability regarding talent pool creation time to recommendation and recommendation to hire
- Revise, update and implement compensation programs that aligns with the competitive pay market to ensure the District leads the rankings as an employer of choice





# Financial

## Divisional Budgets

The Office of Human Resources budget is \$19.7 million in fiscal year 2022-23, which is a \$3.7 million increase compared to the prior year's budget. The increase is due to a strategic compensation offering for certified and non-certified substitutes.

	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
<b>Chief of Human Resources</b>							
10000 Salaries	\$ 11,267,526	\$ 9,575,333	\$ 7,517,832	\$ 11,262,512	\$ 16,185,211	\$ 4,922,699	44%
20000 Employee Benefits	1,374,166	1,302,274	1,207,858	1,674,917	1,414,193	(260,724)	-16%
30000 Contracted Services	2,345,634	1,202,117	1,412,904	2,785,976	1,785,458	(1,000,519)	-36%
40000 Supplies and Materials	24,616	25,447	34,952	58,415	32,509	(25,906)	-44%
50000 Other Charges	164,947	59,216	1,241,277	159,798	172,248	12,450	8%
70000 Capital Outlay	21,695	84,905	51,563	56,549	87,393	30,845	55%
<b>Grand Total</b>	<b>\$ 15,198,584</b>	<b>\$ 12,249,291</b>	<b>\$ 11,466,387</b>	<b>\$ 15,998,167</b>	<b>\$ 19,677,012</b>	<b>\$ 3,678,846</b>	<b>23%</b>

	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
<b>Human Capital and Talent Management</b>							
030100 Labor Relations	\$ 460,721	\$ 546,143	\$ 775,220	\$ 738,077	\$ 802,319	\$ 64,242	9%
100220 Teacher and Leader Effectiveness and Evaluation	1,353,896	1,182,868	1,219,959	1,218,118	1,159,231	(58,887)	-5%
102400 Substitutes	6,966,249	5,113,650	2,329,097	5,635,196	9,228,519	3,593,323	64%
190300 Career Ladder	1,142,538	981,640	874,544	1,212,612	839,002	(373,610)	-31%
313000 Recruitment and Staffing	2,254,904	2,233,753	3,282,847	4,089,136	4,859,101	769,965	19%
314000 Employee Services	1,201,291	1,007,389	729,118	1,033,755	950,844	(82,911)	-8%
315000 Human Resources	1,818,985	1,154,277	1,026,617	2,037,334	1,837,996	(199,338)	-10%
325000 Benefits	-	29,571	1,228,985	33,939	-	(33,939)	-100%
<b>Total Human Capital and Talent Management</b>	<b>\$ 15,198,584</b>	<b>\$ 12,249,291</b>	<b>\$ 11,466,387</b>	<b>\$ 15,998,167</b>	<b>\$ 19,677,012</b>	<b>\$ 3,678,846</b>	<b>23%</b>





# Financial

## SCHOOLS & ACADEMIC SUPPORT

### Vision

We envision Memphis-Shelby County Schools (MSCS) becoming a transformational district that provides opportunities for innovation to meet the needs of all scholars.

### Mission Statement

Preparing all students for success in learning, leadership, and life.



### District Priorities

Our departmental goals are aligned to our District’s three Strategic Initiatives.

- Strengthen Early (K-2) and Continuing Literacy (3-12)
- Recruit and retain the best district leaders and teachers in the nation, immerse them in professional development to embrace and teach foundational literacy skill concepts, and entrench them in the community and classroom
- Create relevant and equitable choices and learning environments to ensure scholars are prepared for the global workforce

### Departmental Goals

- Increase Literacy Subgroup Performance
- Reduce student to adult ratio (K-12)
- Utilize Learning Loss Coaches district-wide to support standards-based instruction
- Accelerate academic growth and achievement through adoption of standards-based and skill-based instructional materials
- Implement a comprehensive digital pedagogical model that integrates standards-aligned blended learning into classrooms
- Build teacher capacity by providing multi-tiered professional development (Content Academy - K-12, Instructional Practices, Foundational Skills) to support teachers, school leaders and parents/guardians in their individual and collective effort to promote early literacy (K-2) and continuing literacy (grades 3-12) development
- Strengthen student and parent knowledge of the foundational tools of literacy through engagement in quarterly parent sessions
- Ensure literacy-rich environments are viable in K-2 classrooms to stimulate all students to participate in authentic language and literacy activities
- Implement/offer a 1:10 tutor/student ratio for before and after school tutoring for grades K-12
- Implement high dosage/low ratio tutoring during the school day (offer a 1:3 tutor/student ratio)
- Implement Summer Learning Academy by providing a minimum of 4 weeks of additional reading instruction as well as intervention



## Financial

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### Major Services Provided

- **Chief Academic Officer:** The Office and its major departments work to act strategically, leverage resources effectively, improve individual and system learning and build capacity to support, accelerate and sustain significant school improvement district-wide.  
**Department of Schools and Leadership:** Assistant Superintendents guide and coach Instructional Leadership using the improvement plan developed by Chiefs to support principals. Instructional Leadership Directors provide professional development, coaching and support to help principals improve areas of opportunity using the improvement plan developed by Chiefs.
- **Chief of Operations and School Support:** Academic Operations and Student Support creates safe learning environments and a climate of success by: providing support for schools, growing the trust of all stakeholders through strong customer service, helping principals focus on instruction by eliminating operational barriers, establishing clear operational procedures, and supporting the overall district academic goals and strategic plan.
- **Chief of Student, Family and Community:** Through transformed communities and partners, FACE works to address the needs of families and students both at school and at home. We will work to address the whole-child in order for academic and social success to improve at a strategic and aggressive pace.

### Issues & Trends

#### Key Findings:

- The number of students who are On-Track Plus Mastered are lower than historical norms
- The largest performance decreases occurred in the lower grade bands
- The largest performance decreases have occurred in the Math content area
- Grades 9-12 increased proficiency in Social Studies; had the lowest percentage drop in English Language Arts & Math proficiency
- Math saw the largest decline in proficiency across all grade levels

### Fiscal Year 2021 - 22 Performance Highlights

#### SCS TCAP Data Summary

##### Some positive comparison data points were achieved:

- The 9-12 ELA Below Rate decreased by 1.4 percentage points
- The English I OTM Rate increased by 0.1 percentage point
- The English I Below Rate decreased by 0.5 percentage point
- The English II Below Rate decreased by 1.9 percentage points
- The Grade Seven ELA Below Rate decreased by 3.5 percentage points
- The Grade Seven Social Studies Below Rate decreased by 4.2 percentage points

##### On-Track Plus Mastered for ELA and Math Combined:

- In 3rd – 5th grade, results indicated a substantial decrease of 17.0 from 28.4% in 2019 to 11.4% in 2021
- In 6th – 8th grade, results indicated a decrease of 10.2 from 19.5% in 2019 to 9.3% in 2021
- In 9<sup>th</sup> – 12<sup>th</sup> grade, results indicated a decrease of 5.6 from 15.7% in 2019 to 10.1% in 2022

#### SCS TVAAS Results for the 2020-21 School Year

The district's overall TVAAS performance in 2020-21 indicated that student growth was substantially below average.

- The district earned a 1 for the overall TVAAS Composite, Literacy, and Numeracy measures in 2020-21, the same scores that were earned for these measures in 2018-19



# Financial

## Fiscal Year 2022 - 23 Priorities

Our departmental goals are aligned to our District's three Strategic Initiatives.

- Strengthen Early (K-2) and Continuing Literacy (3-12)
- Recruit and retain the best district leaders and teachers in the nation, immerse them in professional development to embrace and teach foundational literacy skill concepts, and entrench them in the community and classroom
- Create relevant and equitable choices and learning environments to ensure scholars are prepared for the global workforce

## Divisional Budgets

In fiscal year 2022-23, the budget for the Deputy Superintendent of Schools and Academic Support is \$5.9 million which is \$1.4 million less compared to last year's amended budget. The reduction is primarily due to one-time carry forward purchase orders coupled with consultant service reductions in the general fund.

	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
<b>Deputy Superintendent of Schools &amp; Academic Support</b>							
10000 Salaries	\$ 3,794,513	\$ 3,102,571	\$ 3,104,517	\$ 3,539,387	\$ 3,743,029	\$ 203,642	6%
20000 Employee Benefits	784,395	658,533	635,861	832,632	827,255	(5,376)	-1%
30000 Contracted Services	1,128,293	1,130,242	1,055,563	1,663,323	288,798	(1,374,525)	-83%
40000 Supplies and Materials	64,140	28,520	20,662	62,896	84,996	22,100	35%
50000 Other Charges	1,069,456	684,614	622,308	1,245,213	997,714	(247,499)	-20%
70000 Capital Outlay	46,930	12,346	14,409	28,294	6,157	(22,138)	-78%
<b>Grand Total</b>	<b>\$ 6,887,727</b>	<b>\$ 5,616,826</b>	<b>\$ 5,453,320</b>	<b>\$ 7,371,745</b>	<b>\$ 5,947,948</b>	<b>\$ (1,423,797)</b>	<b>-19%</b>

	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
<b>Deputy Superintendent of Schools &amp; Academic Support</b>							
210000 Strategy	477,179	341,096	\$ 364,541	\$ 137,217	\$ 67,634	\$ (69,582)	-51%
220000 Planning and Accountability	171,929	174,095	175,156	261,369	294,633	33,264	13%
221000 Student Info Management	1,643,642	1,706,063	1,516,450	1,600,093	1,512,775	(87,317)	-5%
222000 Assessment and Accountability	1,928,805	1,517,295	1,508,507	1,955,484	1,798,816	(156,668)	-8%
223000 Research Planning and Improvement	124,215	187,671	224,343	217,158	341,918	124,760	57%
311000 Performance Management	1,628,905	1,690,606	1,613,788	1,635,697	1,156,429	(479,268)	-29%
300000 Deputy Superintendent of Schools & Academic Support	-	-	50,535	1,564,728	775,743	(788,985)	-50%
<b>Total Strategy and Performance Management</b>	<b>\$ 6,887,727</b>	<b>\$ 5,616,826</b>	<b>\$ 5,453,320</b>	<b>\$ 7,371,745</b>	<b>\$ 5,947,948</b>	<b>\$ (1,423,797)</b>	<b>-19%</b>



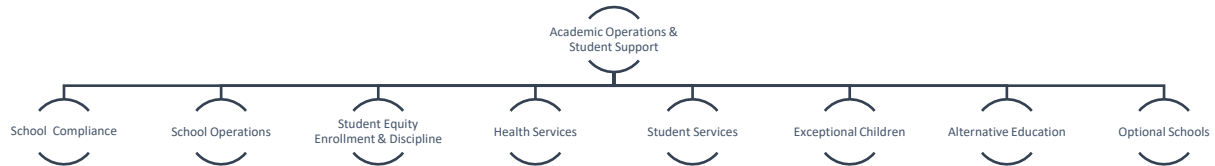




ACADEMIC OPERATIONS AND SCHOOL SUPPORT

Mission Statement

The mission of Academic Operations and School Support is to create safe learning environments and a climate of success by providing support for schools, growing the trust of all stakeholders through strong customer service, helping principals focus on instruction by eliminating operational barriers, establishing clear operational procedures, and supporting the overall district academic goals and strategic plan.



Departmental Goals

- To improve district-wide culture, climate, and operational performance, AOSS staff will provide training and ongoing support to school administrators regarding MSCS protocols and procedures
Increase the enrollment of traditionally under-represented students enrolled in Advanced Academics (Honors, AP, IB, Dual Enrollment) coursework
Improve learning outcomes and supports for exceptional students and their families
Ensure compliance with IDEA and provide identified students with special needs supports and services
To provide leadership and a high degree of ingenuity, creativity, resourcefulness, and competency in developing and implementing appropriate Social Emotional Learning and behavioral support plans to meet the identified needs of schools and students
Provide academic and school supports for students and families

Major Services Provided

- Provides a conduit for parents and constituents to voice concerns and seek resolution
Supports school administrators with Professional Development-related Operational functions of schools
Collaborates with Central office departments and act as liaisons between the central office and school administrators
Provides collaborative leadership over a cross-functional team to develop the following calendars: District Instructional Calendar, Principal's Accountability Calendar, and the Professional Development Calendar for School Leaders
Utilize District policies, local, state, and federal law, and research best practices to update and refine the Academic Operations and School Support's Protocol and Procedures manual and provide related professional development for principals
Provide supports and enrichment opportunities through athletics; JROTC; before, during, and afterschool and summer programs; and health promotions
Establish and communicate consistent processes to ensure equitable access to education through the S.E.E.D. office
Organize and supervise the School Operations' Situation Room to provide immediate support and problem resolutions for school administrators
Provide an immediate response to school administrators during emergency and crisis situations
Provide Honors, IB, AP, Dual Enrollment, and Statewide Dual Credit courses that increase the opportunity to complete academically challenging coursework and strengthen their preparation for post-secondary success





## Financial

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- Provide continuous education services to students through Alternative Schools program who have experienced behavioral or academic challenges in a traditional school setting
- Provide programming and services for our exceptional learners and their families

### Issues & Trends

- Support the academic and social and emotional needs of all students
- Implement state requirements for ACEs, progressive discipline, and trauma-informed best practices for students
- Increase enrollment for MSCS-managed schools for 2022-23 school year
- Improve attendance and decrease chronic absenteeism and truancy
- Increased scrutiny of on-time school and district compliance with federal, state, and local polices and laws (EX: Fire Marshall, Emergency Management Drills, Immunizations, Transcripts & etc.)

### Fiscal Year 2021-22 Performance Highlights

- Advanced Academics: EPSOs are offered at 100% of MSCS-managed high schools; 170 AP courses are offered in 26 MSCS-managed high schools and 60 Pre-AP courses were offered in 24 MSCS-managed high schools for 2021-22; MSCS-managed high schools had a 93% Dual Enrollment pass rate; 13 National Merit Semi-Finalists, 12 National Merit Finalists, seven perfect ACT scores (composite score of 36), and 228 AP Scholar awards in MSCS-managed schools; Statewide Dual Credit (SDC) course offerings increased from 91 to 124 courses in 26 MSCS-managed high schools
- Academic Supports: In-person Summer School enrollment 2021: 3,882; Virtual Summer School enrollment 2021: 5,263; Summer Learning Academy 2021: 8,476; Fall Break Academy 2021: 1,011; Spring Break Academy 2022: 1,300
- S.E.E.D.- Over 40,000 social and emotional student supports documented in BrightBytes by school-based counselors, social workers, RTI-B behavior specialists, and ReSet room assistants. Implemented districtwide Social and Emotional Learning (SEL) ReThink curriculum for all students in grades K-12. Opened Evening Family Wellness Centers at Cordova MS, BTW, and Manassas to provide student and family counseling and mental health services after school hours
- Student Supports: Health Promotions screened 40,254 students for state mandated health screenings for school year 2021-2022
- Provided before, during and after school tutoring to 9,000 students; recognized as a TDOE Best for All District for tutoring supports; Recognized by U S Department of Education for tutoring and extended learning opportunities
- MSCS issued an unmodified ("clean") opinion on the individual school financial statements based on the regulatory basis of accounting for the year ended June 30, 2021 from the independent auditors Watkins Uiberall, PLLC and Banks, Finley, White & Co

### Fiscal Year 2022-23 Priorities

- Increase Honors and Advanced Academic offerings to students in grades 7 through 12 with automatic enrollment in Honors for qualifying students and class availability
- Implement Enriched (Honors) section in all elementary schools
- Support students' behavioral and social and emotional needs through targeted curriculum, direct and wrap around services, and supports to students and families
- Decrease student absences and chronically absent students through professional development, implementation of attendance best practices, and collaboration with school and community resources
- Provide continued tutoring and extended learning opportunities through before, during and after school tutoring; Saturday programs; spring and fall break academies; summer school; and Summer Learning Academy initiatives



# Financial

## Divisional Budgets

In fiscal year 2022-23, the budget for the Academic Operations and School Support is \$145 million which is \$13.5 million less compared to the prior year's budget. The reductions are based on \$4.3 million reduction for Summer Learning Camps, \$1.1 million in Summer School and a \$5.1 million reduction to maintenance of effort for Exceptional Children. The calculation is done based on enrollment. With enrollment down, the fund will be reduced in the general fund. No services will be impacted as the District will continue to use the IDEA federal grant to support students with disabilities. There is also an American Rescue Plan in federal funds to support.

	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
<b>Chief of Academic Operations &amp; School Support (AOSS)</b>							
10000 Salaries	\$ 63,951,854	\$ 103,720,000	\$ 94,967,315	\$ 108,627,131	\$ 108,543,849	\$ (83,282)	0%
20000 Employee Benefits	14,700,511	25,357,909	23,792,972	27,156,672	27,159,098	2,426	0%
30000 Contracted Services	11,865,555	16,819,559	9,729,096	17,141,532	6,122,895	(11,018,636)	-64%
40000 Supplies and Materials	2,189,763	1,287,343	2,162,548	4,087,652	2,680,864	(1,406,788)	-34%
50000 Other Charges	548,585	427,837	595,919	959,917	575,422	(384,494)	-40%
70000 Capital Outlay	1,073,924	430,240	4,678,464	840,079	153,136	(686,942)	-82%
<b>Grand Total</b>	<b>\$ 94,330,192</b>	<b>\$ 148,042,888</b>	<b>\$ 135,926,314</b>	<b>\$ 158,812,983</b>	<b>\$ 145,235,265</b>	<b>\$ (13,577,718)</b>	<b>-9%</b>

	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
<b>Academic Operations and Student Support</b>							
100300 Assistant Superintendent of Operations	\$ 12,447,974	\$ 4,080,458	\$ 3,169,702	\$ 5,437,938	\$ 3,024,054	\$ (2,413,884)	-44%
102001 New Comers Program	883,426	877,030	953,584	968,673	1,623,952	655,279	68%
102081 Summer School	2,292,833	2,474,961	1,749,436	3,742,280	2,600,000	(1,142,280)	-31%
102095 Summer Learning Camps	-	-	1,293,993	12,039,270	7,696,253	(4,343,017)	-36%
102096 STREAM Mini Camps	-	-	517,723	2,991,494	2,198,929	(792,564)	-26%
102097 Learning Loss Bridge Camps	-	-	48,535	2,310,286	2,866,524	556,238	24%
100400 School Culture and Climate	585,989	450,448	498,334	460,436	381,994	(78,441)	-17%
104000 Exceptional Children	-	75,038,676	70,498,699	70,204,814	65,125,505	(5,079,309)	-7%
104001 Exceptional Children-Elementary	-	1,079,892	772,214	859,604	-	(859,604)	-100%
104040 Exceptional Children Administration	-	7,342,717	6,995,613	7,298,793	7,558,534	259,741	4%
104030 Exceptional Children Schools Admin	-	627,958	525,829	545,604	510,451	(35,153)	-6%
104020 Exceptional Children-Gifted	-	9,037,882	8,735,632	9,439,795	10,261,101	821,306	9%
104010 Exceptional Children-Homebound & Hospital	-	1,424,607	1,320,826	1,454,376	1,408,875	(45,501)	-3%
107000 Optional Schools	6,921,412	5,878,719	5,285,330	5,572,661	5,697,590	124,929	2%
108010 Adolescent Parenting	1,339,013	1,232,364	1,213,229	1,247,198	1,280,168	32,970	3%
108020 Prep Northwest	2,164,143	2,160,734	2,058,215	2,122,030	1,998,319	(123,711)	-6%
108030 Prep Northeast	1,840,688	1,870,956	1,833,849	1,897,501	1,907,544	10,043	1%
108040 Carver High School	1,747,287	1,628,603	1,632,367	1,520,766	1,809,715	288,950	19%
108060 Ida B Wells Academy	1,595,192	1,583,497	1,457,559	1,581,914	1,706,465	124,551	8%
190500 Student Residential Mental/ Health General Education Other	361,044	292,052	374,652	485,856	500,000	14,144	3%
201000 Attendance & Discipline	5,982,843	6,105,376	6,495,412	7,212,472	7,294,930	82,458	1%
203000 Student Support	4,896,168	1,866,654	1,292,332	1,432,344	693,956	(738,387)	-52%
203010 Athletics	3,153,788	2,750,398	1,995,982	2,767,008	2,242,824	(524,185)	-19%
203020 JROTC	2,754,173	2,636,512	3,053,020	3,525,354	3,379,822	(145,532)	-4%
203040 Guidance Counseling	341,280	342,245	342,563	341,645	342,532	887	0%
204000 Coordinated School Health	-	2,227,647	1,264,067	3,787,919	3,941,516	153,597	4%
204200 Behavior and Mental Health Services	8,161,146	7,516,250	6,727,192	6,711,324	6,834,106	122,782	2%
204300 Health Promotions	-	-	-	772,827	349,605	(423,222)	-55%
212010 Virtual School	2,198,287	-	-	-	-	-	0%
349010 SPED Student Technology	-	-	3,820,423	80,802	-	(80,802)	-100%
<b>Total Academic Operations and Student Support</b>	<b>\$ 86,169,046</b>	<b>\$ 140,526,638</b>	<b>\$ 135,926,314</b>	<b>\$ 158,812,983</b>	<b>\$ 145,235,265</b>	<b>\$ (13,577,718)</b>	<b>-9%</b>

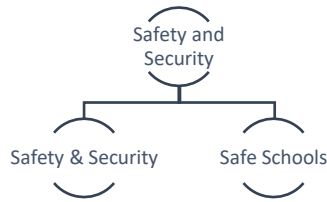


**SAFETY AND SECURITY**

**Mission Statement**

The mission of the Department of Safety and Security is to provide a school culture and climate that is safe for students, staff and visitors by maintaining an efficient program of safety and security as well as a safe, secure and nurturing learning environment that is conducive to education.

This will be achieved by promoting good attendance and discipline, safety, and security, before and after school programs, and supporting schools with various concerns.



**Departmental Goals**

The major goals of the Department of Safety and Security is to continue the best level of safety for our students, staff and visitors, and maintain an efficient program of safety and security through the following:



environment

- Continue to provide routine patrols, surveillance, and timely response to calls for services on all properties when schools are in session, when schools are not in session and on weekends and holidays
- Provide cost effective security surveillance technology to provide enhanced interior and exterior camera coverage
- Continue district-wide surveillance upgrades to unify district on the Milestone system
- Continue to provide concise, effective information between MSCS and other agencies (i.e. law enforcement and fire department) as needed to maintain a safe learning

- Continue to ensure Memphis-Shelby County Schools is complying with Tennessee Code Annotated (49-5-413) regarding background checks
- Continue to provide Gang Reduction program using Safety Special Project Coordinators along with training in Trauma-Informed Decision-Making Skills and Adverse Childhood Experiences (ACES)
- Continue to increase the number of Principals participating in the Trust Pays Program
- Continue to participate in the School Based Probation Liaison Program
- Increase the number of lawyers volunteering to work with the Youth Court Program
- Maintain 100% compliance of all MSCS Schools through continued monitoring of the Online Emergency Management plans and drill logs as required by State Law
- Continue to provide lifesaving training to employees within the department (CPR, First Aid, etc.)



## Financial

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### Major Services Provided

The Department of Safety and Security essential programs and services include:

- Gang Reduction Assistance for Saving Society's Youth (GRASSY), gang intervention and prevention program in identified schools
- Fingerprinting/ Background Check and Analysis as required by State Law
- CCTV (Cameras, Card Access, and Airphone installation – Central Offices/All Schools)
- Intrusion Alarms
- 24-hour Dispatch service/7 days a week, including holidays)
- MSCS Officers in Schools (125 officers)
- MSCS Safety Special Project Coordinators (15)
- CCTV Monitors (4)
- Emergency Management
- School House Adjustment Program Enterprise (SHAPE)
- School Based Probation Liaison (SBPL)
- TipSoft
- Youth Court
- Raptor System

### Fiscal Year 2021-22 Performance Highlights

- Successful completion of 40 school locations with video surveillance upgrades
- Installation of new intrusion alarm system at 10 school locations
- Installed 76 metal detectors in MSCS schools
- Decreased number of student contact to Juvenile Court
- Implemented the SHAPE program during the summer months
- Restructured School Based Probation Liaison informational exchange with Juvenile Court
- The graduation rate from the School Based Probation Liaison program increased
- Decrease of incident-based occurrences by 29.0% (Selected schools under ESSER)
- Decrease of incident-based occurrences by 34.7% (Overall Safety Data)
- Completed all MSCS Officers 40 hours of In-service training as required by state law
- Continue 100% compliance of all MSCS Schools through monthly monitoring of the Online Emergency Management plans and all drill logs as required by State Law

### Fiscal Year 2022-23 Priorities

- Provide for students and schools a safe, secure, and nurturing learning environment district-wide that is conducive to education
- Provide cost effective security surveillance technology to provide enhanced upgrades to interior and exterior camera coverage
- Continue district-wide surveillance upgrades to unify district on the Milestone system
- Continue to provide concise, effective information between MSCS and other agencies (i.e. law enforcement and fire department) as needed to maintain a safe learning environment
- Continue to provide prevention/intervention programs
- Reimagining a New Safety and Security Department for 2022-23



# Financial

## Divisional Budgets

In fiscal year 2021-22, the Safety and Security Department's budget is \$17 million, which is a decrease of \$2.4 million as compared to the prior fiscal year's budget. The overall budget increased due to purchases of other equipment and a 2% departmental pay raise.

Chief of Security	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
10000 Salaries	\$ 9,717,453	\$ 10,991,848	\$ 9,564,362	\$ 13,084,064	\$ 10,583,097	\$ (2,500,967)	-19%
20000 Employee Benefits	2,074,106	2,446,873	2,175,869	2,681,909	2,561,421	(120,489)	-4%
30000 Contracted Services	1,669,334	1,385,226	1,076,835	1,506,375	1,190,251	(316,124)	-21%
40000 Supplies and Materials	572,796	369,585	308,479	545,671	269,160	(276,511)	-51%
50000 Other Charges	519,346	186,623	12,448	95,656	30,627	(65,029)	-68%
70000 Capital Outlay	6,171,923	2,134,173	2,322,243	1,875,523	2,677,270	801,747	43%
<b>Grand Total</b>	<b>\$ 20,724,958</b>	<b>\$ 17,514,328</b>	<b>\$ 15,460,236</b>	<b>\$ 19,789,198</b>	<b>\$ 17,311,826</b>	<b>\$ (2,477,372)</b>	<b>-13%</b>

Safety and Security	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
200000 Student Services Administration	\$ 288,310	\$ 291,889	\$ 296,415	\$ 320,644	\$ 279,879	\$ (40,765)	-13%
202000 Safety & Security	17,912,127	14,906,204	12,228,793	16,144,379	13,015,621	(3,128,758)	-19%
202100 Safe Schools	934,408	917,300	2,626,793	3,324,175	3,891,525	567,350	17%
202200 Safe Schools: Non-Recurring	1,590,113	1,398,935	308,236	-	124,800	124,800	0%
<b>Total Safety and Security</b>	<b>\$ 20,724,958</b>	<b>\$ 17,514,328</b>	<b>\$ 15,460,236</b>	<b>\$ 19,789,198</b>	<b>\$ 17,311,826</b>	<b>\$ (2,477,372)</b>	<b>-13%</b>







# Financial

## ACADEMIC - SCHOOL BASED BUDGETS

SBB budget variance is indicative of declining projections from FY 2022 vs FY 2023. Our projected enrollment for FY2022 was 84,029 and Fiscal year 2023 projected enrollment is 83,087 which demonstrates a variance of approximately \$3.0 million decline in BEP funding.

	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
<b>Academic Office-School Based Formula (SBB)</b>							
10000 Salaries	\$ 319,875,979	\$ 320,524,302	\$ 307,797,749	\$ 295,838,576	\$ 317,624,019	\$ 21,785,443	7%
20000 Employee Benefits	84,508,023	83,988,454	79,033,272	81,623,174	84,155,280	2,532,106	3%
30000 Contracted Services	2,776,741	7,885,565	9,438,717	13,393,938	15,304,780	1,910,841	14%
40000 Supplies and Materials	3,358,369	3,947,711	2,698,391	2,919,533	-	(2,919,533)	-100%
50000 Other Charges	1,009,696	285,440	281,009	319,506	-	(319,506)	-100%
70000 Capital Outlay	3,785,127	2,677,636	1,063,588	1,217,959	-	(1,217,959)	-100%
<b>Grand Total</b>	<b>\$ 415,313,935</b>	<b>\$ 419,309,109</b>	<b>\$ 400,312,726</b>	<b>\$ 395,312,686</b>	<b>\$ 417,084,079</b>	<b>\$ 21,771,392</b>	<b>6%</b>

	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
<b>Academics School Based</b>							
102071 Elementary School Music and Art	15,315,821	15,468,982	\$ 14,789,390	\$ 15,047,423.80	\$ 15,388,769.76	\$ 341,346	2%
102091 Elementary School Physical Education	9,822,893	9,422,183	9,091,056	9,347,902	9,497,372	149,470	2%
102501 Librarians-Elementary	6,390,302	6,071,710	5,318,648	5,288,388	5,681,354	392,966	7%
102502 Librarians-Middle	2,225,293	2,279,084	2,279,238	2,267,714	2,111,582	(156,131)	-7%
102503 Librarians K8	2,275,137	2,178,936	2,158,265	2,149,354	2,180,723	31,368	1%
102504 Librarians-High	1,225,953	1,141,049	1,151,089	1,178,732	1,085,382	(93,350)	-8%
106061 School Leadership-Elementary	26,169,928	25,586,721	23,853,696	24,288,708	23,744,221	(544,487)	-2%
106062 School Leadership-Middle	11,809,095	12,231,618	11,822,692	11,983,539	11,481,808	(501,731)	-4%
106063- School Leadership-K8	13,813,867	12,973,948	12,495,579	12,522,439	13,415,274	892,835	7%
106064 School Leadership-High	5,805,764	6,701,431	7,011,553	6,968,837	7,193,008	224,171	3%
190001 General Education - Elementary	153,739,037	152,500,446	143,380,279	138,981,911	144,426,876	5,444,965	4%
190002 General Education - Middle	52,923,419	55,324,628	54,313,659	51,205,389	52,138,729	933,339	2%
190003 General Education K8	14,348,036	13,233,566	12,576,219	13,214,710	19,542,108	6,327,398	48%
190004 General Education - High	72,561,779	72,169,884	69,361,215	68,972,237	72,648,816	3,676,579	5%
190100 Hollis F Price	1,489,476	1,481,744	1,470,334	1,463,629	1,564,162	100,533	7%
190200 Middle College	1,726,766	1,839,356	1,753,363	1,828,517	1,868,983	40,466	2%
190000 Goodwill Adult Learning Center/Schools	-	5,292,436	5,168,400	8,088,907	10,971,921	2,883,015	36%
203011 Student Support SBB	631,853	2,051,101	2,278,202	1,713,203	2,077,793	364,590	21%
203041 Guidance Counseling-Elementary	8,917,798	8,716,565	8,058,217	7,792,438	8,428,173	635,735	8%
203044 Guidance Counseling-High	4,003,481	3,511,635	3,348,109	3,294,843	3,410,564	115,721	4%
203043 Guidance Counseling-K8	5,411,995	4,541,873	4,106,227	3,675,836	3,946,252	270,415	7%
203042 Guidance Counseling-Middle	4,691,227	4,589,047	4,527,298	4,038,031	4,280,209	242,177	6%
<b>Total Academic School Based</b>	<b>\$ 415,313,935</b>	<b>\$ 419,309,109</b>	<b>\$ 400,312,726</b>	<b>\$ 395,312,686</b>	<b>\$ 417,084,079</b>	<b>\$ 21,771,392</b>	<b>6%</b>



## Financial

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### OTHER USES

#### Benefits – Retirees

Retired employee Health and Life insurance is responsible for providing the best care to retired employees at the best cost possible to the district and the retired employee. This provides the district contribution (cost) towards retired employees' health and life insurance.

#### Charter Schools

This function records the local and state revenue allocations transferred to the 54 charter schools approved by the SCS Board Members in accordance with T.C.A. §49-13-106 through 130. Allocations are generated based on the Weighted Full-Time Equivalent Average Daily Membership (WFTEADM) of students reported in 2<sup>nd</sup>, 3<sup>rd</sup>, 6<sup>th</sup>, and 7<sup>th</sup> twenty-day periods.

#### Money Due Board (School Reimbursement)

The Money Due Board account is used as a line of credit to the MSCS schools. The schools reimburse Memphis-Shelby County Schools with money received from fundraisers and/or donations for supplies, equipment, and after school activities.

#### Trustee Commissions

T. C. A. § 8-11-104 mandates that the Trustee accounts for, allocates, and disburses funds received by the county. The Trustee is required to adopt a system of bookkeeping and accounting that meets the standards outlined in the TCA. State law also specifies that the Trustee reports and makes settlements for all taxes collected during the preceding month by the tenth day of the new month. According to Shelby County Government adopted FY-2021 budget, schools receive approximately 30 percent of every dollar of the Tax Rate Distribution set by the Shelby County Board of Commissioners (using the 2020 Tax Rate). The amount is further allocated based upon the Weighted Full Time Equivalent Average Daily Attendance (WFTEADA). The WFTEADA is calculated by the State of Tennessee Department of Education and certified by the Superintendent of Memphis-Shelby County Schools. The WFTEADA is certified annually in March or April. The Trustee collects a commission of 1% for Local Sales Taxes and 2% for Property Taxes.

#### District Initiatives

This function accounts for the District's contribution to teacher salary increases; Other Post-Employment Benefits (OPEB); adjustments to the retirement rate and lapse time (vacancy) savings.



# Financial

## Divisional Budgets

The total budget for Other Uses decreased by \$13.6 million when compared to the FY22 amended budget. This is largely due to decrease in Other-Potential Uses, Retiree Benefits and SCORP.

Specialty Schools	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
10000 Salaries	\$ 9,068,939	\$ 8,324,710	\$ 8,164,023	\$ 14,182,103	\$ 4,152,363	\$ (10,029,740)	-71%
20000 Employee Benefits	30,417,001	29,440,704	28,535,420	33,014,728	32,350,904	(663,824)	-2%
30000 Contracted Services	151,660,142	465,268	177,454,825	189,663,452	198,611,230	8,947,779	5%
40000 Supplies and Materials	813,311	(370,569)	715,664	3,047,834	1,986,710	(1,061,125)	-35%
50000 Other Charges	7,511,611	10,941,107	12,331,890	12,044,973	7,500,927	(4,544,047)	-38%
70000 Capital Outlay	3,262,946	60,953	722,413	6,260,100	-	(6,260,100)	-100%
<b>Grand Total</b>	<b>\$ 202,733,950</b>	<b>\$ 48,862,171</b>	<b>\$ 227,924,236</b>	<b>\$ 258,213,191</b>	<b>\$ 244,602,134</b>	<b>(13,611,057)</b>	<b>-5%</b>

Other	2018-19 Actuals	2019-20 Actuals	2020-21 Actuals	2021-22 Amended Budget	2022-23 Adopted Budget	2022 vs 2023 Budget Variance	2022 vs 2023 % Change
010000 Trustee Commission	\$ 7,439,979	\$ 7,486,763	\$ 7,727,633	\$ 7,607,077	\$ 7,500,927	\$ (106,150)	-1%
190000 Schools / Fee Waiver	675,257	190,742	212,596	287,547	-	(287,547)	-100%
934702 CTE Internships				841,743	-	(841,743)	-100%
203100 Money Due Board (School Reimbursement)	983,152	255,922	230,073	497,749	1,318,776	821,027	165%
211000 Charter Schools	143,041,477	-	177,713,306	176,358,573	195,227,642	18,869,070	11%
325010 Benefits - Retirees	28,599,681	31,142,553	30,311,474	31,910,706	28,830,403	(3,080,303)	-10%
560000 Other Potential Uses	21,994,404	9,786,191	11,729,153	32,433,742	9,324,387	(23,109,355)	-71%
560016 SCORP	-	-	-	8,276,054	2,400,000	(5,876,054)	-71%
<b>Total Other</b>	<b>\$ 202,733,950</b>	<b>\$ 48,862,171</b>	<b>\$ 227,924,236</b>	<b>\$ 258,213,191</b>	<b>\$ 244,602,134</b>	<b>(13,611,057)</b>	<b>-5%</b>

Picture taken prior to COVID-19





## Financial

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# CAPITAL PROJECTS FUND



FY2023 District Adopted Budget





## Financial

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This section includes the following information:

- Budget for Capital Projects Fund
- District's Deferred Maintenance Needs

### ii. CAPITAL PROJECTS FUND

The Capital Projects Fund budget is defined to account for financial resources used for the acquisition or construction of major capital facilities as well as major repairs of existing facilities. The total cost to complete a project is appropriated at the time the individual project is approved by the Memphis-Shelby County Board of Education and Shelby County Commission.

Memphis-Shelby County Schools ensures that students have the appropriate learning environment to excel by maintaining and repairing 156 school buildings. With appropriate and timely capital investments, disruptions to student learning can be prevented and a culture of excellence and care can be reinforced. The District is dedicated to examining our portfolio of school buildings in ensuring our footprint promotes quality education, efficiency, and equity.

### BUDGET FOR CAPITAL PROJECTS FUND

The Capital Projects Fund has various prior year projects that will carry over into fiscal year 2022-23 from fiscal year 2020-21 and FY2021-22 appropriations. The notable carry forward projects include Kingsbury Gymnasium, Germantown multipurpose fields and various HVAC and boiler replacements.

In addition to the prior year appropriation, the Capital Projects Fund includes proposals of upcoming projects to be funded through capital. These specific projects-listed further below- do not have specific locations at this time and will need to be vetted and prioritized based on the funding received.

The highlights of the new allocation include the following projects:

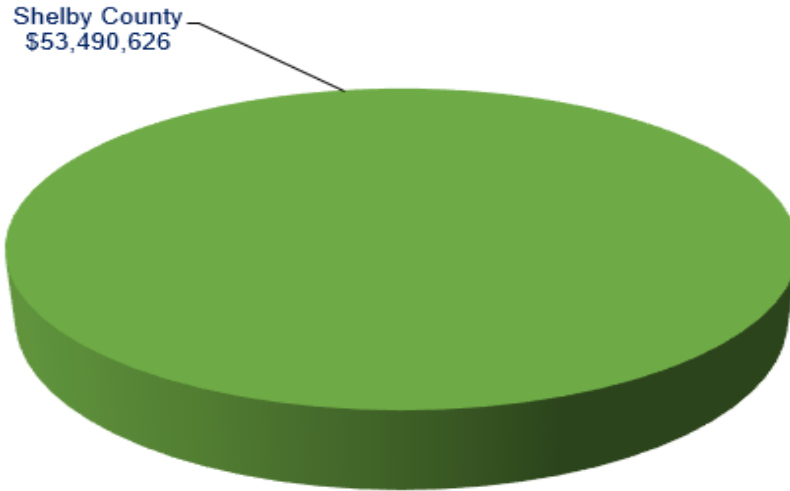
- |                                      |               |
|--------------------------------------|---------------|
| • Intercom Systems Replacements      | \$5.1 million |
| • SnowdenK-8 Systems Replacement     | \$5.1 million |
| • Peabody ES Roof Replacement        | \$3.1 million |
| • Outdoor Lighting Various Locations | \$3.0 million |
| • Bolton HS STEM Improvements        | \$1.8 million |



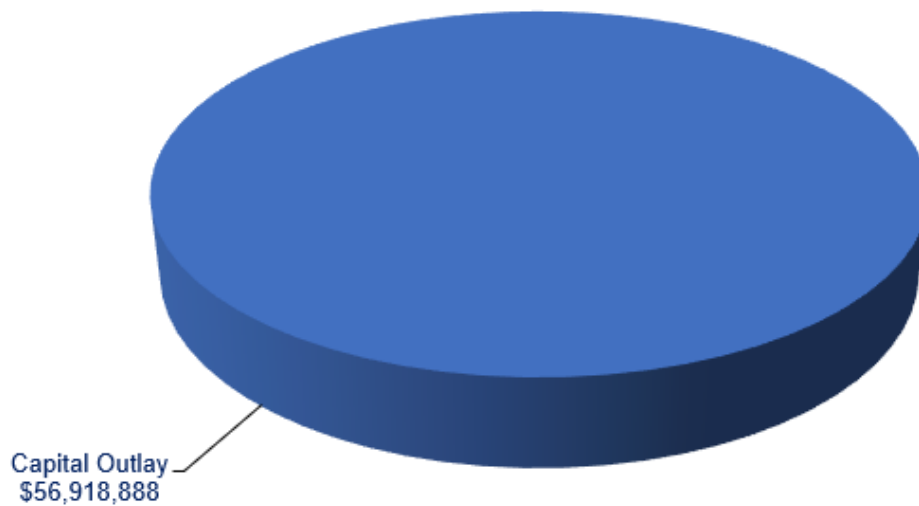
## Financial

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### Where the Money Comes From



### ....and Where the Money Goes





## Financial

Below is the Adopted Capital Projects Fund Budget by function for fiscal year 2022-23.

### FISCAL YEAR 2022-23 CAPITAL PROJECTS FUND BY FUNCTION

	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Amended Budget	2022-23 Adopted Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 113,862	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
Shelby County	54,932,413	81,327,937	48,104,943	47,009,922	53,490,626	6,480,704	13.8%
Other Local Sources	286,313	736,482	1,034,216	1,661,834	-	(1,661,834)	0.0%
<b>Total Revenues</b>	<b>\$ 55,332,588</b>	<b>\$ 82,064,419</b>	<b>\$ 49,139,159</b>	<b>\$ 48,671,756</b>	<b>\$ 53,490,626</b>	<b>\$ 4,818,870</b>	<b>9.9%</b>
<b>Expenditures</b>							
Capital Outlay	\$ 75,560,959	\$ 83,882,221	\$ 49,539,164	\$ 53,159,922	\$ 56,918,888	\$ 3,758,966	7.1%
<b>Total Expenditures</b>	<b>\$ 75,560,959</b>	<b>\$ 83,882,221</b>	<b>\$ 49,539,164</b>	<b>\$ 53,159,922</b>	<b>\$ 56,918,888</b>	<b>\$ 3,758,966</b>	<b>7.1%</b>
Excess (deficiency) of revenues over expenditure	(20,228,371)	(1,817,802)	(400,005)	(4,488,166)	(3,428,262)		
Approved use of Fund balance	20,228,371	1,817,802	400,005	4,488,166	3,428,262		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		
<b>Beginning Fund Balance</b>	1,665,284	2,154,042	336,240	7,005,273	3,428,262		
Increase (decrease) in revenue for encumbrances	(655,257)	(2,372,582)	-	(4,488,166)	-		
Insurance Recovery	546,785	554,780	89,509	-	-		
Sale of Capital Assets	597,230	-	6,579,524	911,155	-		
<b>Ending Fund Balance</b>	<b>\$ 2,154,042</b>	<b>\$ 336,240</b>	<b>\$ 7,005,273</b>	<b>\$ 3,428,262</b>	<b>\$ 3,428,262</b>		
<b>Fund Balance Categories</b>							
Restricted	2,154,042	336,240	7,005,273	3,428,262	-		
<b>Total Ending Fund Balance</b>	<b>\$ 2,154,042</b>	<b>\$ 336,240</b>	<b>\$ 7,005,273</b>	<b>\$ 3,428,262</b>	<b>\$ -</b>		



# Financial

Below is the Adopted Capital Projects Fund Budget by object for fiscal year 2022-23.

## FISCAL YEAR 2022-23 CAPITAL PROJECTS FUND BY OBJECT

	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Amended Budget	2022-23 Adopted Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 113,862	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
Shelby County	54,932,413	81,327,937	48,104,943	47,009,922	53,490,626	6,480,704	13.8%
Other Local Sources	286,313	736,482	1,034,216	1,661,834	-	(1,661,834)	0.0%
<b>Total Revenues</b>	<b>\$ 55,332,588</b>	<b>\$ 82,064,419</b>	<b>\$ 49,139,159</b>	<b>\$ 48,671,756</b>	<b>\$ 53,490,626</b>	<b>\$ 4,818,870</b>	<b>9.9%</b>
<b>Expenditures</b>							
Salaries	\$ -	\$ -	\$ -	\$ 44,958	\$ -	(44,958)	-100.0%
Contracted Services	5,260,320	-	-	-	-	-	0.0%
Professional Services	-	3,222,828	3,290,269	7,875,946	-	(7,875,946)	-100.0%
Supplies and Materials	64,450	-	-	-	-	-	0.0%
Capital Outlay	70,236,189	80,659,392	46,248,895	45,239,019	56,918,888	11,679,869	25.8%
<b>Total Expenditures</b>	<b>\$ 75,560,959</b>	<b>\$ 83,882,221</b>	<b>\$ 49,539,164</b>	<b>\$ 53,159,922</b>	<b>\$ 56,918,888</b>	<b>\$ 3,758,966</b>	<b>7.1%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>(20,228,371)</b>	<b>(1,817,802)</b>	<b>(400,005)</b>	<b>(4,488,166)</b>	<b>(3,428,262)</b>		
<b>Approved use of Fund balance</b>	<b>20,228,371</b>	<b>1,817,802</b>	<b>400,005</b>	<b>4,488,166</b>	<b>3,428,262</b>		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		
<b>Beginning Fund Balance</b>	<b>\$ 1,665,284</b>	<b>\$ 2,154,042</b>	<b>\$ 336,240</b>	<b>\$ 7,005,273</b>	<b>\$ 3,428,262</b>		
Increase (decrease) in revenue for encumbrances	(655,257)	(2,372,582)	-	(4,488,166)	(3,428,262)		
Insurance Recovery	546,785	554,780	89,509	-	-		
Sale of Capital Assets	597,230	-	6,579,524	911,155	-		
<b>Ending Fund Balance</b>	<b>\$ 2,154,042</b>	<b>\$ 336,240</b>	<b>\$ 7,005,273</b>	<b>\$ 3,428,262</b>	<b>\$ -</b>		
<b>Fund Balance Categories</b>							
Restricted	2,154,042	336,240	7,005,273	3,428,262	-		
<b>Total Ending Fund Balance</b>	<b>\$ 2,154,042</b>	<b>\$ 336,240</b>	<b>\$ 7,005,273</b>	<b>\$ 3,428,262</b>	<b>\$ -</b>		



# Financial

## SUMMARY OF THE CAPITAL PROJECTS FUND BY PROJECT

The charts below provide a comparison of the FY 2021-2022 Budget to the FY 2022-2023 Budget for each project.

FY 2021-2022 CARRY-OVER PROJECTS					
Project	Project Name	FY2021-22 Amended Budget	FY2022-23 Adopted Budget	Variance	% Change
C735	New Construction Goodlett ES	299,572	118,117	(181,455)	-60.6%
C734	21st Century Alcy School Construction	1,196,520	1,165,518	(31,001)	-2.6%
C823	Bayer Building/Associated Capital Expenses	66,366	-	(66,366.29)	-100.0%
C968	Kingsbury HS Classroom Addition	8,608,477	-	(8,608,477)	-100.0%
C936	Cummings K-8 Gym	4,895,053	1,512,333	(3,382,720)	-69.1%
C938	Germantown ES (14 Classrooms)	23,287	-	(23,287)	-100.0%
C967	Riverview MS Cooling Tower Replacement	144,524	-	(144,524)	-100.0%
C969	Kingsbury MS/HS HVAC Replacement	2,042,625	158,920	(1,883,705)	-92.2%
C970	Kingsbury MS/HS Int/Ext Campus Improv AE Servi	103,866	-	(103,866)	-100.0%
C971	Willow Oaks ES Annex Boiler/Chiller Replacement	78,074	-	(78,074)	-100.0%
C972	Germantown HS Chiller/Boiler	557,289	-	(557,289)	-100.0%
C973	Belle Forest ES K-8 Gym/Safe Building	3,154,346	1,064,887	(2,089,459)	-66.2%
C975	Sherwood ES Boilers/Pumps	162,908	-	(162,908)	-100.0%
C976	Winchester ES Boiler/Pumps	912,729	-	(912,729)	-100.0%
C977	Egypt ES Roof Replacement	1,298,297	-	(1,298,297)	-100.0%
C979	Germantown MS Multipurpose Fields	28,216	-	(28,216)	-100.0%
C980	Alton ES Chiller Replacement	212,869	-	(212,869)	-100.0%
C981	Germantown HS Intercom Replacement	35,306	-	(35,306)	-100.0%
C982	Southwind HS Track Replacement	218,054	-	(218,054)	-100.0%
C983	Traffic Control Sign Installation	89,793	-	(89,793)	-100.0%
C764	Avon Lenox Paving	400,000	386,270	(13,730)	-3.4%
C765	Craigmont MS Paving	149,480	-	(149,480)	-100.0%
C766	Maxine Smith Paving	158,570	-	(158,570)	-100.0%
C767	Mallory Warehouse Paving	163,872	-	(163,872)	-100.0%
C768	Sheffield HS Paving	240,865	-	(240,865)	-100.0%
C769	Shrine Sheffield Paving	363,750	-	(363,750)	-100.0%
C770	Wooddale HS Paving	314,000	-	(314,000)	-100.0%
C968	Kingsbury HS New Gym Safe Building	2,173,628	9,830,669.00	7,657,041	352.3%
C986	Delano ES Gym Addition	5,446,195	5,022,544	(423,651)	-7.8%
C771	New Frayser HS New Construction	2,763,719	3,053,677	289,958	10.5%
C772	New Orange Mound Pre-K-8 New Construction	750,000	750,000	-	0.0%
C773	New Treadwell Pre- K-8 New Construction	2,000,000	2,000,000	-	0.0%
C989	WhiteHaven HS Stadium Upgrade	2,000,000	1,972,000	(28,000)	-1.4%
C988	Halle Stadium upgrade	2,500,000	2,421,250	(78,750)	-3.2%
C990	Raleigh Egypt HS Stadium Upgrade	333,103	253,245	(79,858)	-24.0%
C985	Mitchell HS Painting	120,425	66,971	(53,454)	-44.4%
C987	Mitchell High School Fire Safety Upgrades	139,912	139,912	-	0.0%
C760	Oakhaven ES Fire Alarm	312,846	155,875	(156,971)	-50.2%
C774	Central HS Fire Alarm	312,847	404,952	92,105	29.4%
C775	Lucie E. Campbell ES Fire Alarm	312,846	130,397	(182,449)	-58.3%
C776	Bolton HS Fire Alarm	312,846	333,428	20,582	6.6%
C778	Cummings K8 Fire Alarm	312,846	131,257	(181,589)	-58.0%
C984	Whitehaven HS STEM building Addition	1,300,000	-	(1,300,000.00)	-100.0%
6403	Board office Renovations	-	150,000	150,000.00	100.0%
6404	Superintendent Office Renovation	-	200,000	200,000.00	100.0%
6405	Central Office Cafeteria Renovation	-	233,521	233,521.00	100.0%
1226-6904	Bayer Building Automation	-	194,868	194,868.00	100.0%
1000-6904	COE HVAC Replacement	-	1,138,325	1,138,325	100.0%
2108-6904	Chicksaw Gym Floor Replacement	-	501,250	501,250	100.0%
2345-6904	Humes Middle School Freeze Damage	-	101,086	101,086	100.0%
2612-6904	Ridgeway Middle Chiller Replacement	-	267,855	267,855	100.0%
8220-6904	Farmville Sprinkler Repair	-	34,919	34,919	100.0%
8905-6904	Maxine Smith HVAC	-	528,765	528,765	100.0%
6904	Emergencies	6,150,000	144,038.00	(6,005,962)	-97.7%
<b>Total</b>		<b>\$ 53,159,922</b>	<b>\$ 34,566,849</b>	<b>\$ (18,593,073)</b>	<b>-35.0%</b>





# Financial

FY 2022-2023 NEW PROJECTS					
Project	Project Name	FY2021-22 Amended Budget	FY2022-23 Adopted Budget	Variance	% Change
	Frayser HS New Build	-	-	-	100.0%
	Various Schools Replace Intercom Systems	-	5,148,000	5,148,000	100.0%
	Shrine/Sheffield ES Replace Firm Alarm Systems	-	267,300	267,300	100.0%
	Sherwood ES Replace Fire Alarm System, Flooring	-	623,700	623,700	100.0%
	Various Schools Replace / Upgrade Exterior Doors	-	831,600	831,600	100.0%
	Various Schools Increase Outdoor Lighting	-	3,029,400	3,029,400	100.0%
	Bolton HS Blue Oval STEM Improvements	-	1,782,000	1,782,000	100.0%
	Richland ES Gym/ Safe Building	-	-	-	100.0%
	Peabody ES Roof Replacement	-	3,100,000	3,100,000	100.0%
	White Station HS Replace (4) Boilers	-	1,400,000	1,400,000	100.0%
	Snowden K-8 Replace Split Systems, FCU's & Pipe	-	5,150,000	5,150,000	100.0%
	Kate Bond MS Replace RTU's & Plumbing	-	-	-	100.0%
	Raleigh Egypt HS Stadium Improvements	-	1,020,039	1,020,039	100.0%
	Tobey Park Stadium Construction	-	-	-	100.0%
<b>Total \$</b>		<b>-</b>	<b>\$ 22,352,039</b>	<b>\$ 22,352,039</b>	<b>100.0%</b>
<b>Grand Total \$</b>		<b>53,159,922</b>	<b>\$ 56,918,888</b>	<b>\$ 3,758,966</b>	<b>7.1%</b>



Picture taken prior to COVID-19



## Financial

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The following list highlights the estimated start date that begins with design, completion date, and annual project costs for the fiscal year 2022-23 Memphis-Shelby County Schools' adopted capital projects.

<b>Project Number:</b>	C734
<b>Project Name:</b>	21st Century Alcy School Construction
<b>Start Date:</b>	August 2020
<b>Estimated Completion Date:</b>	August 2022
<b>Description:</b>	Design & Construction
<b>FY20-21 Project Costs:</b>	\$304,923
<b>Project Number:</b>	C735
<b>Project Name:</b>	New Construction Goodlett ES
<b>Start Date:</b>	August 2020
<b>Estimated Completion Date:</b>	August 2022
<b>Description:</b>	Design & Construction
<b>FY20-21 Project Costs:</b>	\$97,823
<b>Project Number:</b>	C823
<b>Project Name:</b>	Bayer Building
<b>Start Date:</b>	August 2020
<b>Estimated Completion Date:</b>	August 2022
<b>Description:</b>	Design & Construction
<b>FY20-21 Project Costs:</b>	\$45,128
<b>Project Number:</b>	C968
<b>Project Name:</b>	Kingsbury HS Classroom Addition
<b>Start Date:</b>	August 2021
<b>Estimated Completion Date:</b>	August 2022
<b>Description:</b>	Design & Construction Services Classroom
<b>FY20-21 Project Costs:</b>	\$8,892,442
<b>Project Number:</b>	C936
<b>Project Name:</b>	Cummings K-8 Gym/ Safe Space
<b>Start Date:</b>	August 2020
<b>Estimated Completion Date:</b>	August 2022
<b>Description:</b>	Design & Construction of a new Gym/Safe Space
<b>FY20-21 Project Costs:</b>	\$941,450



## Financial

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<b>Project Number:</b>	C969
<b>Project Name:</b>	Kingsbury Middle/High School HVAC Replacement
<b>Start Date:</b>	August 2020
<b>Estimated Completion Date:</b>	December 2021
<b>Description:</b>	Design & Construction for a complete HVAC Replacement
<b>FY20-21 Project Costs:</b>	\$28,013
<b>Project Number:</b>	C973
<b>Project Name:</b>	Belle Forest Elementary School Gym/ Safe Space
<b>Start Date:</b>	August 2020
<b>Estimated Completion Date:</b>	August 2022
<b>Description:</b>	Design & Construction Services for a K-8 Gym/Safe Building
<b>FY20-21 Project Costs:</b>	\$947,854
<b>Project Number:</b>	C977
<b>Project Name:</b>	Egypt Elementary School Roof Replacement
<b>Start Date:</b>	August 2020
<b>Estimated Completion Date:</b>	September 2021
<b>Description:</b>	Design & Construction Services for a Roof Replacement
<b>FY20-21 Project Costs:</b>	\$1,859
<b>Project Number:</b>	C764
<b>Project Name:</b>	Avon Lenox High School Civil/ Paving
<b>Start Date:</b>	August 2021
<b>Estimated Completion Date:</b>	June 2022
<b>Description:</b>	Design/ Build Services for Civil/Paving
<b>FY20-21 Project Costs:</b>	\$386,270
<b>Project Number:</b>	C986
<b>Project Name:</b>	Delano Elementary School Gym/ Safe Space
<b>Start Date:</b>	August 2021
<b>Estimated Completion Date:</b>	June 2022
<b>Description:</b>	Design/ Build Services for a new ES Gym/ Safe Space
<b>FY20-21 Project Costs:</b>	\$4,258,652



## Financial

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**Project Number:** C771  
**Project Name:** New Frayser Area High School  
**Start Date:** August 2021  
**Estimated Completion Date:** June 2022  
**Description:** Design Services Only for a new high school campus in the Frayser area  
**FY20-21 Project Costs:** \$3,036,177

**Project Number:** C772  
**Project Name:** New Orange Mound Area Pre-K-8 School  
**Start Date:** August 2021  
**Estimated Completion Date:** June 2022  
**Description:** Design Services Only for a new K-8 campus in the Orange Mound area  
**FY20-21 Project Costs:** \$750,000

**Project Number:** C773  
**Project Name:** New Treadwell Pre-K-8 School  
**Start Date:** August 2021  
**Estimated Completion Date:** June 2022  
**Description:** Design Services Only for a K-8 campus in the Treadwell area  
**FY20-21 Project Costs:** \$2,000,000

**Project Number:** C989  
**Project Name:** Whitehaven High School Stadium Upgrades & Improvements  
**Start Date:** August 2021  
**Estimated Completion Date:** June 2022  
**Description:** Design/ Build Services for Stadium Upgrades & Improvements  
**FY20-21 Project Costs:** \$1,972,000

**Project Number:** C988  
**Project Name:** Halle Stadium Upgrades & Improvements  
**Start Date:** August 2021  
**Estimated Completion Date:** June 2022  
**Description:** Design/ Build Services for Stadium Upgrades & Improvements  
**FY20-21 Project Costs:** \$2,351,250



## Financial

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**Project Number:** C990  
**Project Name:** Raleigh-Egypt High School Track Repair & Resurfacing  
**Start Date:** August 2021  
**Estimated Completion Date:** June 2022  
**Description:** Construction Services for Track Repair & Resurfacing  
**FY20-21 Project Costs:** \$25,001

**Project Number:** C985  
**Project Name:** Mitchell High School Painting  
**Start Date:** August 2021  
**Estimated Completion Date:** June 2022  
**Description:** Construction services for a limited painting scope  
**FY20-21 Project Costs:** \$425

**Project Number:** C984  
**Project Name:** Whitehaven HS STEM building Addition  
**Start Date:** August 2022  
**Estimated Completion Date:** June 2022  
**Description:** Design/ Build Services  
**FY20-21 Project Costs:** \$1,300,000

**Project Number:** C987  
**Project Name:** Mitchell High School Fire Alarm Replacement  
**Start Date:** August 2021  
**Estimated Completion Date:** June 2022  
**Description:** Design & Construction Services for Fire/Safety Upgrades  
**FY20-21 Project Costs:** \$139,912





## Financial

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**Project Number:** C760  
**Project Name:** Oakhaven Elementary School Fire Alarm Replacement  
**Start Date:** May 2022  
**Estimated Completion Date:** December 2022  
**Description:** Design & Construction Services for Fire/Safety Upgrades  
**FY20-21 Project Costs:** \$108,851

**Project Number:** C774  
**Project Name:** Central High School Fire Alarm Replacement  
**Start Date:** June 2022  
**Estimated Completion Date:** December 2022  
**Description:** Design & Construction Services for Fire/Safety Upgrades  
**FY20-21 Project Costs:** \$344,720

**Project Number:** C775  
**Project Name:** Lucie E. Campbell Elementary School Fire Alarm Replacement  
**Start Date:** May 2022  
**Estimated Completion Date:** December 2022  
**Description:** Design & Construction Services for Fire/Safety Upgrades  
**FY20-21 Project Costs:** \$80,460

**Project Number:** C776  
**Project Name:** Bolton High School Fire Alarm Replacement  
**Start Date:** June 2022  
**Estimated Completion Date:** December 2022  
**Description:** Design/ Build Services for Stadium Upgrades & Improvements  
**FY20-21 Project Costs:** \$284,949

**Project Number:** C778  
**Project Name:** Cummings K8 School Fire Alarm Replacement  
**Start Date:** May 2022  
**Estimated Completion Date:** December 2022  
**Description:** Construction Services for Track Repair & Resurfacing  
**FY20-21 Project Costs:** \$99,549



## Financial

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**Project Name:** Various Schools Intercom System Replacement  
**Start Date:** July 2023  
**Estimated Completion Date:** June 2024  
**Description:** Design & Construction Services for Intercom Upgrades  
**FY20-21 Project Costs:** \$5,148,000

**Project Name:** Shrine/Sheffield Elementary School Fire Alarm Replacement  
**Start Date:** July 2023  
**Estimated Completion Date:** June 2024  
**Description:** Design & Construction Services for Fire/Safety Upgrades  
**FY20-21 Project Costs:** \$267,300

**Project Name:** Sherwood Elementary School Fire Alarm Replacement  
**Start Date:** July 2023  
**Estimated Completion Date:** June 2024  
**Description:** Design & Construction Services for Fire/Safety Upgrades  
**FY20-21 Project Costs:** \$623,700

**Project Name:** Various Schools Upgrade Exterior Doors and Locks  
**Start Date:** July 2023  
**Estimated Completion Date:** June 2024  
**Description:** Design & Construction Services for Safety Upgrades  
**FY20-21 Project Costs:** \$831,600

**Project Name:** Various Schools Outdoor Lighting  
**Start Date:** July 2023  
**Estimated Completion Date:** June 2024  
**Description:** Design & Construction Services for Lighting Upgrades  
**FY20-21 Project Costs:** \$3,029,400

**Project Name:** Bolton High School Blue Oval STEM Improvements  
**Start Date:** July 2023  
**Estimated Completion Date:** June 2024  
**Description:** STEM Improvements Via Blue Oval  
**FY20-21 Project Costs:** \$1,782,000



## Financial

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**Project Name:** Peabody Elementary School Roof Replacement  
**Start Date:** July 2023  
**Estimated Completion Date:** June 2024  
**Description:** Design/ Build Services for Roof Replacement  
**FY20-21 Project Costs:** \$3,100,000

**Project Name:** White Station High School HVAC Improvements  
**Start Date:** July 2023  
**Estimated Completion Date:** June 2024  
**Description:** Design/ Build Services for HVAC Improvements  
**FY20-21 Project Costs:** \$1,400,000

**Project Name:** Snowden K8 School HVAC Improvements  
**Start Date:** July 2023  
**Estimated Completion Date:** June 2024  
**Description:** Design/ Build Services for HVAC Improvements  
**FY20-21 Project Costs:** \$5,150,000

**Project Name:** Raleigh-Egypt High School Stadium Improvements  
**Start Date:** July 2023  
**Estimated Completion Date:** June 2024  
**Description:** Design/ Build Services for Stadium Improvements  
**FY20-21 Project Costs:** \$1,500,000



### **DISTRICT'S DEFERRED MAINTENANCE NEEDS**

In fiscal year 2015-16, the District engaged Fleming-Marshall JV and Self Tucker Architects to conduct a capital deferred maintenance study that evaluated the condition of facilities owned and operated by the District. The review included a comprehensive assessment of existing physical conditions that identified, inventoried, and quantified physical deficiencies and hazards that require critical maintenance and corrective action. After the evaluation of the facility conditions was completed, deferred maintenance projects were ranked based on needs, enrollment changes, work order history, risk, and utilization. Also, the District consulted with subject matter experts about the prioritization, which included engineers, school principals, and the strategic planning team. The prioritization of the deferred maintenance projects was reviewed by the facility planning staff, the Superintendent, Memphis-Shelby County School Board of Education, and the Shelby County Board of Commissioners. Approximately \$476.5 million of capital deferred maintenance costs over five years were identified as top priorities.

The \$476.5 million in critical deferred maintenance indicates that aged buildings and equipment are deteriorating at a rapid rate. Of the District's 176 buildings, 143 are 40 years old or older. The average life expectancy of boilers and chillers is 25-30 years and many of the District's buildings still have the original units. Also, many of the heating and cooling ventilation systems exceed their average life expectancy, which is approximately 15 – 20 years. The U.S. Department of Energy indicates that a school building over 40 years old will begin to deteriorate rapidly and that most schools should be abandoned after 60 years old.

Importantly, the \$476.5 million in critical deferred maintenance does not indicate infrastructure abuse but it represents deterioration due to age and usage. The District's maintenance efforts and skilled team keep buildings and systems functional on an interim basis to minimize disruptions to classroom learning. Our Facilities Management team conducts need assessments, categorizes capital needs, and maintains a detailed database of deficiencies, priorities and projected costs. This process provides a system-wide comparison of deferred maintenance projects and systematic plans to correct deficiencies.

As of Fiscal Year 2021-22, about 41% of the original \$476.5 million in critical deferred maintenance projects were either addressed or budgeted. The FY 2022-2023 Capital budget includes approximately \$16 million in proposed critical deferred maintenance projects.

On Dec. 27, 2020, the ESSER Fund 2.0 under the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021, Public Law 116-260, was enacted providing additional economic stimulus. The District along with MSCS and Charter Schools were awarded \$224 million.

The Elementary and Secondary School Emergency Relief (ESSER) Fund under the American Rescue Plan Act (ARPA) of 2021, Public Law 117-2, enacted on March 11, 2021. ARPA ESSER Funding provides a total of nearly \$122 billion to states and local educational agencies (LEAs) to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students. In addition to ARPA ESSER Funding, ARPA includes \$3 billion for special education, \$850 million for the Outlying Areas, \$2.75 billion to support non-public schools, and additional funding for homeless children and youth, Tribal educational agencies, Native Hawaiians, and Alaska Natives. The final application for state review was due August 1, 2021. The District along with MSCS and Charter Schools were awarded \$503 million.

Both ESSER 2.0 and 3.0 include provisions to address Facility Needs and Deferred Maintenance: such as school facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. Additionally, the inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement.



## Financial

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The District has pursued the following deferred maintenance projects for ESSER-funded renovations at MSCS-owned buildings using ESSER 2.0 and ESSER 3.0 appropriations of \$158 million:

- Heating, ventilation, and air conditioning (HVAC) units (~\$128M)
- Needlepoint Bipolar Ionization units (~\$25M)
- Water quality/access improvement (~\$5M)

To promote social distancing, the District has pursued the following projects for ESSER-funded building construction using ESSER 3.0 appropriations of \$48 million:

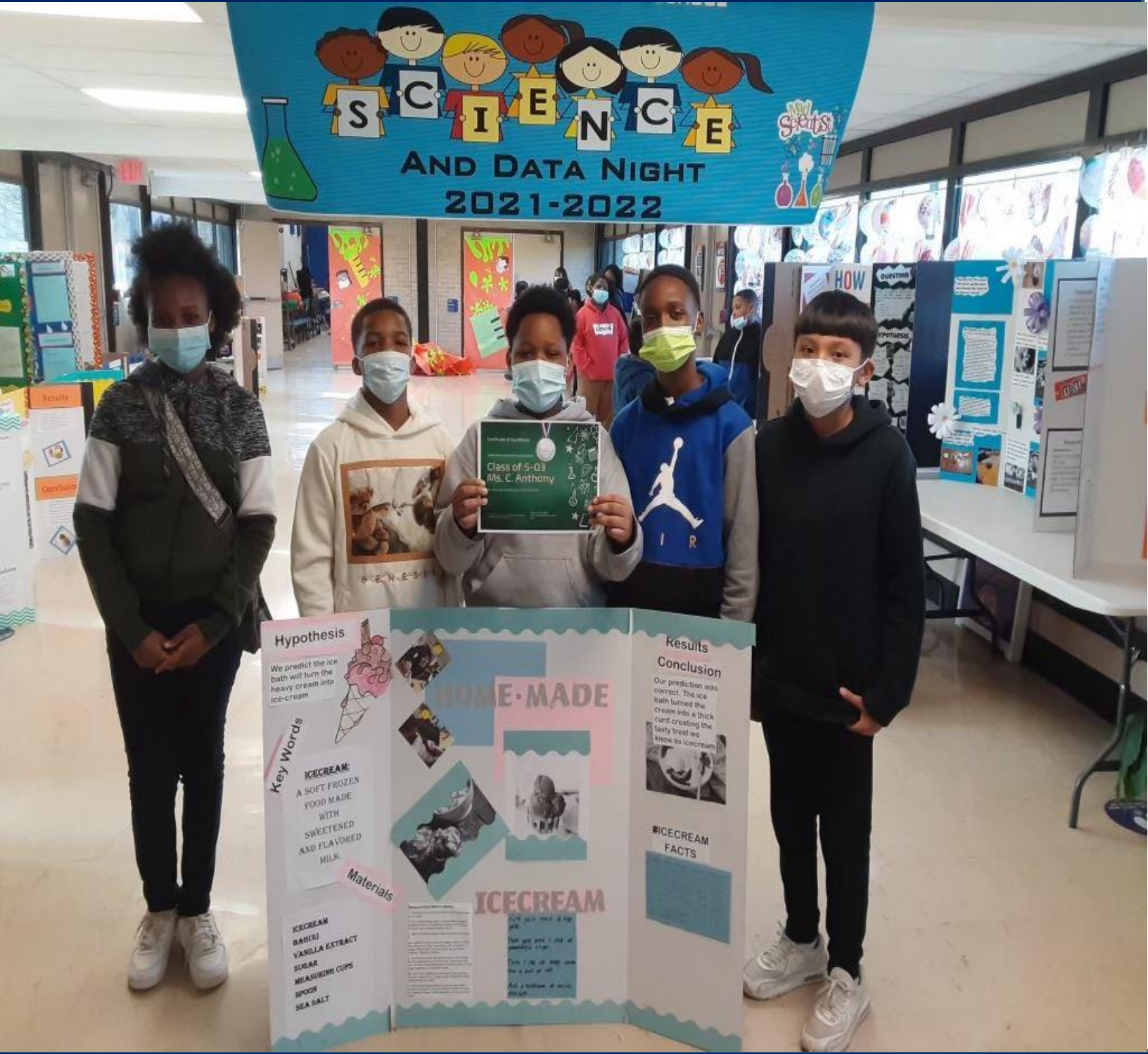
- Eight (8) new additions:
  - Brownsville Road Elementary (increase space)
  - Geeter K-8 (increase space)
  - Macon Hall Elementary (increase space)
  - Melrose High (increase space for center of excellence in teacher preparation)
  - Mt. Pisgah Middle (increase space to expand to serve grades 6-12)
  - Sheffield Elementary (increase space and replace portables)
  - Westhaven Elementary (increase space)
  - Willow Oaks Elementary (increase space and replace portables)

With completion of these projects, deferred maintenance could potentially be reduced from the original \$476.5 million to \$280 million by fiscal year 2025.





# SPECIAL REVENUE FUND



## FY 2023 District Adopted Budget



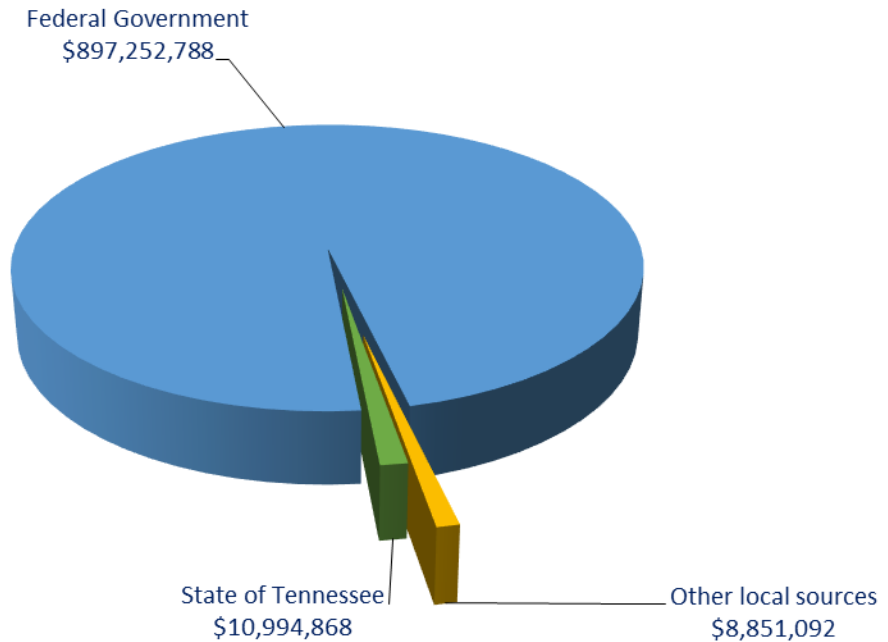
This section includes the following information for Special Revenue Funds:

- Special Revenue Funds Revenues
- Special Revenue Funds Expenditures
- Special Revenue Funds By Function
- Special Revenue Funds By Object
- All Special Revenue Funds by Function (Non-Federal, Food Services, and Federal Programs)
- All Special Revenue Funds by Object (Non-Federal, Food Services, and Federal Programs)
- Special Revenue Funds Categorically Aided By Function (Non-Federal Programs and Federal Programs)
- Special Revenue Funds Categorically Aided By Object (Non-Federal Programs and Federal Programs)

**iii. SPECIAL REVENUE FUNDS**

**2022-23 SPECIAL REVENUE FUNDS**

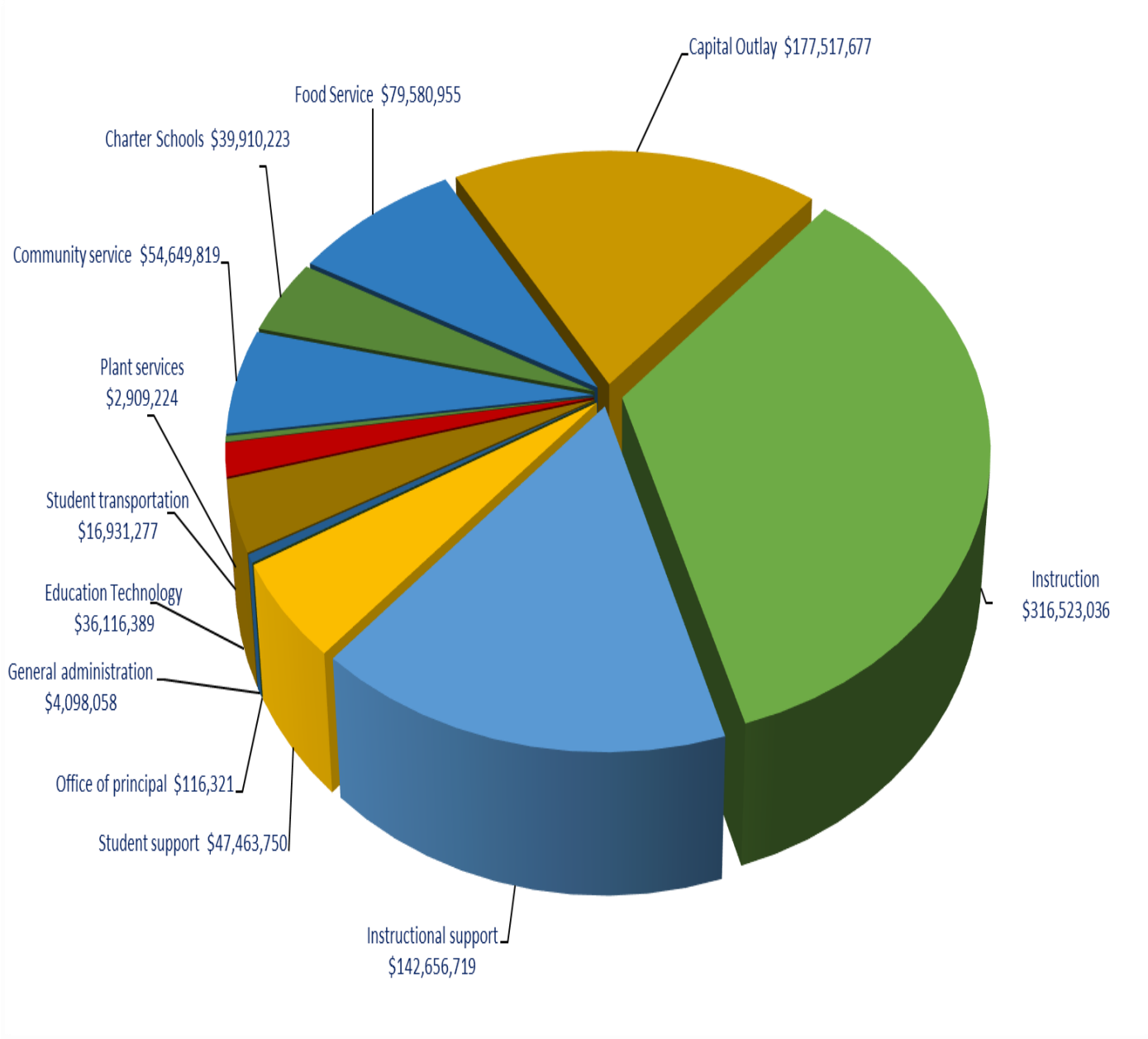
**Revenues**





2022-23 SPECIAL REVENUE FUNDS

Expenditures





## Financial

### SPECIAL REVENUE FUNDS BY FUNCTION FISCAL YEAR 2022-23 BUDGET

#### ALL FUND TYPES

#### With Comparative Information for Fiscal Years 2018-19 through 2022-23

	2018-2019 Actual	2019-2020 Actual	2020-2021 Actual	2021-2022 Amended Budget	2022-2023 Adopted Budget	Variance	% Change
<b>Revenues</b>							
State of Tennessee	\$ 14,047,773	\$ 11,828,238	\$ 11,002,591	\$ 12,200,556	\$ 10,994,868	(1,205,688)	-9.9%
Federal Government	217,654,157	176,351,238	556,847,075	1,068,279,755	897,252,788	(171,026,967)	-16.0%
Other local sources	14,521,012	11,798,971	7,469,047	9,259,821	8,851,092	(408,729)	-4.4%
<b>Total Revenues</b>	<b>\$ 246,222,942</b>	<b>\$ 199,978,447</b>	<b>\$ 575,318,713</b>	<b>\$1,089,740,132</b>	<b>\$ 917,098,748</b>	<b>(\$ 172,641,384)</b>	<b>-15.8%</b>
<b>Expenditures</b>							
Instruction	\$ 50,069,276	\$ 47,037,483	\$ 265,422,882	\$ 373,897,824	\$ 316,523,036	(57,374,788)	-15.3%
Instructional Support	40,187,033	41,891,062	82,004,090	160,510,091	142,656,719	(17,853,372)	-11.1%
Student Support	7,078,918	7,871,415	22,925,632	73,990,622	47,463,750	(26,526,872)	-35.9%
Office of the Principal	40,015	20,506	-	-	116,321	116,321	100.0%
General administration	-	-	38,543,756	5,018,358	4,098,058	(920,300)	-18.3%
Education Technology	-	-	35,478,455	46,326,252	36,116,389	(10,209,863)	100.0%
Student transportation	2,190,802	27,628	4,193,774	10,967,923	16,931,277	5,963,354	54.4%
Plant Services	549,820	555,919	33,235,094	1,416,000	2,909,224	1,493,224	105.5%
Charter Schools	7,498,092	-	11,651,668	93,334,454	39,910,223	(53,424,231)	-57.2%
Community services	52,057,079	46,345,828	54,501,044	60,533,758	54,649,819	(5,883,939)	-9.7%
Food Service	78,685,994	65,181,210	57,215,439	78,992,139	79,580,955	588,816	0.7%
Capital Outlay	-	-	-	184,818,488	177,517,677	(7,300,811)	100.0%
<b>Total Expenditures</b>	<b>\$ 238,357,033</b>	<b>\$ 208,931,051</b>	<b>\$ 605,171,833</b>	<b>\$1,089,805,909</b>	<b>\$ 918,473,447</b>	<b>(\$ 171,332,461)</b>	<b>-15.7%</b>
<b>Excess (deficiency) of revenues</b>							
Debt service	\$ 7,865,911	(\$ 8,952,604)	(\$ 29,853,120)	(\$ 65,776)	\$ (1,374,698)		
Approved use of fund balance	-	8,952,604	\$ 29,853,120	-	\$ 1,374,698		
<b>Net Change</b>	<b>\$ 7,865,911</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		



## Financial

### SPECIAL REVENUE FUNDS BY OBJECT FISCAL YEAR 2022-23 BUDGET ALL FUND TYPES With Comparative Information for Fiscal Years 2018-19 through 2022-23

	2018-2019 Actual	2019-2020 Actual	2020-2021 Actual	2021-2022 Amended Budget	2022-2023 Adopted Budget	Variance	% Change
<b>Revenues</b>							
State of Tennessee	14,047,773	11,828,238	11,002,591	12,200,556	10,994,868	(1,205,688)	-9.9%
Federal Government	217,654,159	176,351,238	556,847,075	1,068,279,755	897,252,788	(171,026,967)	-16.0%
Other local sources	14,521,012	11,798,971	7,469,047	9,259,821	8,851,092	(408,729)	-4.4%
<b>Total Revenues</b>	<b>\$ 246,222,944</b>	<b>\$ 199,978,447</b>	<b>\$ 575,318,713</b>	<b>\$ 1,089,740,132</b>	<b>\$ 917,098,748</b>	<b>\$ (172,641,384)</b>	<b>-15.8%</b>
<b>Expenditures</b>							
Salaries	100,082,903	92,227,520	164,569,537	305,099,810	247,187,297	(57,912,513)	-19.0%
Benefits	22,380,340	22,103,102	39,078,663	80,155,462	45,260,592	(34,894,870)	-43.5%
Contracted Services	44,585,623	19,998,818	136,193,046	259,006,704	358,837,088	99,830,384	38.5%
Professional Services	457,094	16,797,739	20,376,292	16,653,881	10,290,410	(6,363,471)	-38.2%
Property Maintenance Services	1,219,002	1,081,760	2,191,669	3,175,913	2,828,900	(347,013)	-10.9%
Travel	443,412	203,870	176,250	439,165	376,982	(62,183)	-14.2%
Supplies and Materials	45,724,006	35,291,429	110,158,127	124,407,612	94,644,442	(29,763,170)	-23.9%
Furniture, equipment & building improvements	4,269,558	2,915,297	6,111,691	4,179,700	4,902,896	723,196	17.3%
Capital Outlay	6,064,918	9,931,059	80,798,292	1,098,629	943,269	(155,360)	-14.1%
Other Charges	13,130,177	8,380,456	45,518,268	65,629,681	60,691,378	(4,938,303)	-7.5%
Charter Schools	-	-	-	229,959,350	92,510,192	(125,856)	-59.8%
<b>Total Expenditures</b>	<b>\$ 238,357,033</b>	<b>\$ 208,931,051</b>	<b>\$ 605,171,833</b>	<b>\$ 1,089,805,906</b>	<b>\$ 918,473,446</b>	<b>\$ (33,883,304)</b>	<b>-3.1%</b>
<b>Excess (deficiency) of revenues</b>							
Debt service	\$ 7,865,911	\$ (8,952,604)	\$ (29,853,118)	\$ (65,776)	\$ (1,374,698)		
Approved use of fund balance	-	8,952,604	29,853,118	-	1,374,698		
<b>Net Change</b>	<b>\$ 7,865,911</b>	<b>-</b>	<b>-</b>	<b>\$ (65,776)</b>	<b>\$ -</b>		





## Financial

### ALL SPECIAL REVENUE FUNDS BY FUNCTION FISCAL YEAR 2022-23 BUDGET

	Non-Federal Programs	Food Services	Federal Programs	Total Special Revenue
<b>Revenues</b>				
State of Tennessee	\$ 10,474,868	\$ 520,000	-	\$ 10,994,868
Federal Government	-	78,174,193	819,078,595	897,252,788
Other local sources	7,964,330	886,762	-	8,851,092
<b>Total revenues</b>	<b>\$ 18,439,198</b>	<b>\$ 79,580,955</b>	<b>\$ 819,078,595</b>	<b>\$ 917,098,748</b>
<b>Expenditures</b>				
Instruction	\$ 1,309,746	-	\$ 315,213,290	\$ 316,523,036
Instructional support	767,608	-	141,889,111	142,656,719
Student support	564,061	-	46,899,689	47,463,750
Office of the Principial	-	-	116,321	116,321
General Administration	-	-	4,098,058	4,098,058
Education Technology	-	-	36,116,389	36,116,389
Student transportation	-	-	16,931,277	16,931,277
Plant services	552,696	-	2,356,528	2,909,224
Community service	16,619,785	-	38,030,034	54,649,819
Charter schools	-	-	39,910,223	39,910,223
Food Service	-	79,580,955	-	79,580,955
Capital Outlay	-	-	177,517,677	177,517,677
<b>Total expenditures</b>	<b>\$ 19,813,896</b>	<b>\$ 79,580,955</b>	<b>\$ 819,078,596</b>	<b>\$ 918,473,447</b>



## Financial

### ALL SPECIAL REVENUE FUNDS BY OBJECT FISCAL YEAR 2022-23 BUDGET

	Non-Federal Programs	Food Services	Federal Programs	Total Special Revenue
<b>Revenues</b>				
State of Tennessee	\$ 10,474,868	\$ 520,000	-	\$ 10,994,868
Federal Government	-	78,174,193	819,078,595	897,252,788
Other local sources	7,964,330	886,762	-	8,851,092
<b>Total revenues</b>	<b>\$ 18,439,198</b>	<b>\$ 79,580,955</b>	<b>\$ 819,078,595</b>	<b>\$ 917,098,748</b>
<b>Expenditures</b>				
Salaries	\$ 8,643,342	\$ 35,003,118	\$ 203,540,837	\$ 247,187,297
Benefits	2,506,351	8,341,159	34,413,082	45,260,592
Contracted services	4,796,438	1,521,300	352,519,350	358,837,088
Professional services	1,500	64,169	10,224,741	10,290,410
Property maintenance services	3,710	511,500	2,313,690	2,828,900
Travel	10,119	53,420	313,443	376,982
Supplies & materials	1,058,058	25,795,862	67,790,522	94,644,442
Capital Outlay	-	-	-	-
Furniture, equipment & building improvements	943,269	4,902,896	-	5,846,165
Other objects	1,851,109	3,387,531	55,452,738	60,691,378
Charter Schools	-	-	92,510,192.00	92,510,192
<b>Total expenditures</b>	<b>\$ 19,813,896</b>	<b>\$ 79,580,955</b>	<b>\$ 819,078,595</b>	<b>\$ 918,473,446</b>
	\$ -	\$ -	\$ -	\$ -
<b>Approved use of fund balance</b>	<b>1,374,698</b>	<b>-</b>	<b>-</b>	<b>1,374,698</b>
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>



## Financial

### SPECIAL REVENUE FUNDS CATEGORICALLY AIDED BY FUNCTION FISCAL YEAR 2022-23 BUDGET

	Non-Federal Programs	Federal Programs	Total Categorically Aided Funds
<b>Revenues</b>			
State of Tennessee	\$ 10,474,868	\$ 520,000	\$ 10,994,868
Federal Government	-	897,252,788	897,252,788
Other local sources	7,964,330	886,762	8,851,092
<b>Total revenues</b>	<b>\$ 18,439,198</b>	<b>\$ 898,659,550</b>	<b>\$ 917,098,748</b>
<b>Expenditures</b>			
Instruction	\$ 1,309,746	\$ 315,213,290	\$ 316,523,036
Instructional support	767,608	141,889,111	142,656,719
Student support	564,061	46,899,689	47,463,750
Office of the Principal	-	116,321	116,321
Education Technology	-	36,116,389	36,116,389
General Administration	-	4,098,058	4,098,058
Student transportation	-	16,931,277	16,931,277
Plant services	552,696	2,356,528	2,909,224
Community service	16,619,785	38,030,034	54,649,819
Charter schools	-	39,910,223	39,910,223
Food service	-	79,580,955	79,580,955
Capital Outlay	-	177,517,677	177,517,677
<b>Total expenditures</b>	<b>\$ 19,813,896</b>	<b>\$ 898,659,551</b>	<b>\$ 918,473,447</b>



## Financial

### SPECIAL REVENUE FUNDS CATEGORICALLY AIDED BY OBJECT FISCAL YEAR 2022-23 BUDGET

	Non-Federal Programs	Federal Programs	Total Categorically- Aided Funds
<b>Revenues</b>			
State of Tennessee	\$ 10,474,868	\$ 520,000	\$ 10,994,868
Federal Government	-	897,252,788	897,252,788
Other local sources	7,964,330	886,762	8,851,092
<b>Total revenues</b>	<b>\$ 18,439,198</b>	<b>\$ 898,659,550</b>	<b>\$ 917,098,748</b>
<b>Expenditures</b>			
Salaries	\$ 8,643,342	\$ 238,543,955	\$ 247,187,297
Benefits	2,506,351	42,754,241	45,260,592
Contracted services	4,796,438	354,040,650	358,837,088
Professional services	1,500	10,288,910	10,290,410
Property maintenance services	3,710	2,825,190	2,828,900
Travel	10,119	366,863	376,982
Supplies & materials	1,058,058	93,586,384	94,644,442
Capital Outlay	-	-	-
Furniture, equipment & building improvements	943,269	4,902,896	5,846,165
Other objects	1,851,109	58,840,269	60,691,378
Charter schools	-	92,510,192	92,510,192
<b>Total expenditures</b>	<b>\$ 19,813,897</b>	<b>\$ 898,659,550</b>	<b>\$ 918,473,446</b>
<b>Excess (deficiency) of revenues</b>			
Debt service	\$ (1,374,698)	-	-
Approved use of fund balance	1,374,698	-	1,374,698
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>



## Financial

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# FEDERAL PROGRAMS



## FY 2023 District Adopted Budget



**FEDERAL PROGRAMS**

This section includes the following information:

- I. Needs of Memphis-Shelby County Schools Students
  - a. Poverty
  - b. Special Learning Needs
- II. Budget Summary of the Federal Programs Fund
- III. Summary of Major Federal Grants

Memphis-Shelby County Schools provides quality educational learning opportunities to a population of students who often face significant challenges such as intergenerational poverty, inner city violence, and limited access to basic life necessities. The needs of our students have continued to grow. Federal grants provide additional resources to minimize the impact of the many hurdles our students face on their journey towards academic achievement. In general, federal grants are not provided to supplant academic services funded by local and state funds. Instead, they are used to supplement current academic services.

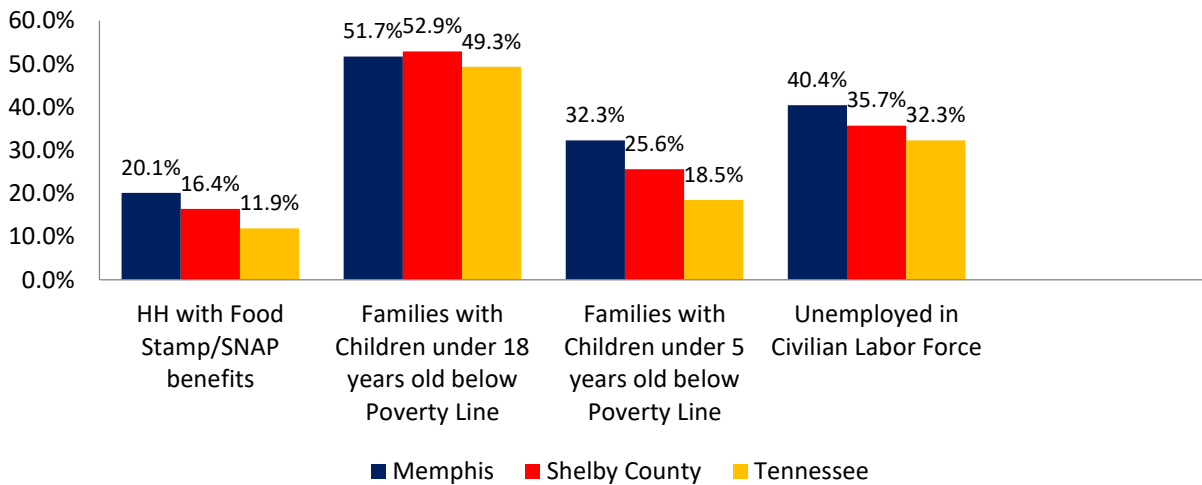
**I. NEEDS OF MEMPHIS-SHELBY COUNTY SCHOOLS STUDENTS**

Most of the District’s federal grants are dedicated to the provision of additional support to students who live in poverty and have special learning needs. This section highlights the obstacles that our families and students must overcome to reach their full academic potential.

**a. Poverty**

Memphis-Shelby County Schools serves some of the most vulnerable students in the State. Nearly 80% of all MSCS students live within the city of Memphis, which is one of the poorest major US metropolitan cities. According to the latest US Census estimates, over 50% of the children under 18 years old in Memphis lived below the poverty line in 2021.

In the chart below, several socio-economic measures showcase higher levels of poverty in Shelby County and Memphis relative to that of Tennessee.



Source: 2021 Estimates from US Census Bureau, 2021 American Community Survey



## Financial

Specifically, almost one-quarter of households in Memphis and a fifth of households in Shelby County relied on the Supplemental Nutrition Assistance Program (SNAP) benefits in 2021. Also, a third of families with children under 5 years old lived below the poverty line. Unemployment in Memphis and Shelby County outpaced that of Tennessee in 2021. TN Department of Education (TDOE) has redefined 'economically disadvantaged' to differentiate needs, particularly under the Community Eligibility Provision. Previously, the term 'economically disadvantaged' was defined as students from families who met the eligibility requirements for free or reduced school meals. In school year 2016-17, the definition changed to reflect students who are direct-certified to receive free lunches based on their families receiving certain government assistance. Migrant, homeless, runaway, and foster students also are directly certified as economically disadvantaged. Under the new definition of 'economically disadvantaged,' 56.9% of students in Shelby County Schools were considered economically disadvantaged in school year 2018-19.

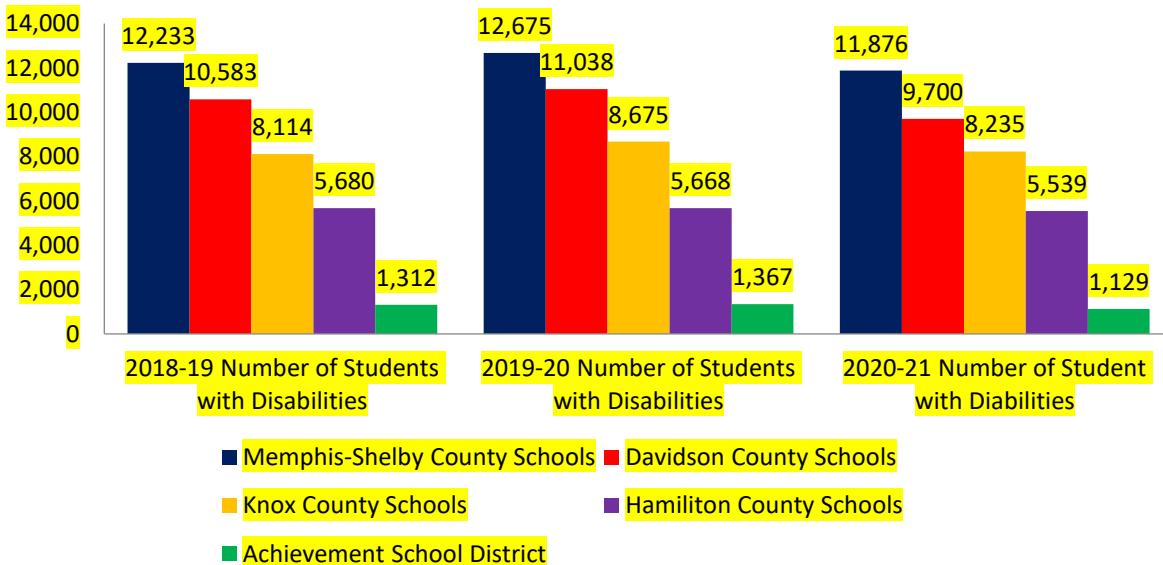
### b. Special Learning Needs

Our students arrive at our schools with different needs. On a daily basis, Memphis-Shelby County Schools serves students who have physical, emotional, mental, and behavioral disabilities; students who speak English as a second language, and younger students who lack the wraparound services and academic support to establish a strong educational foundation.

#### Students with Disabilities

Memphis-Shelby County Schools provides a quality education to all students, regardless of socio-economic status, race, ethnicity, nationality, and disability. Each child with a disability must have an Individualized Education Plan (IEP) to ensure that their unique needs are being met. Specifically, an IEP is a legal document that outlines the child's learning needs, the services that the district will provide, and how progress will be measured.

The District served approximately 11,876 students with disabilities in the school year 2020-21, which was 799 less than that in school year 2019-20. This is the largest number of students with disabilities among the large urban school districts in Tennessee, which is illustrated in the below chart.



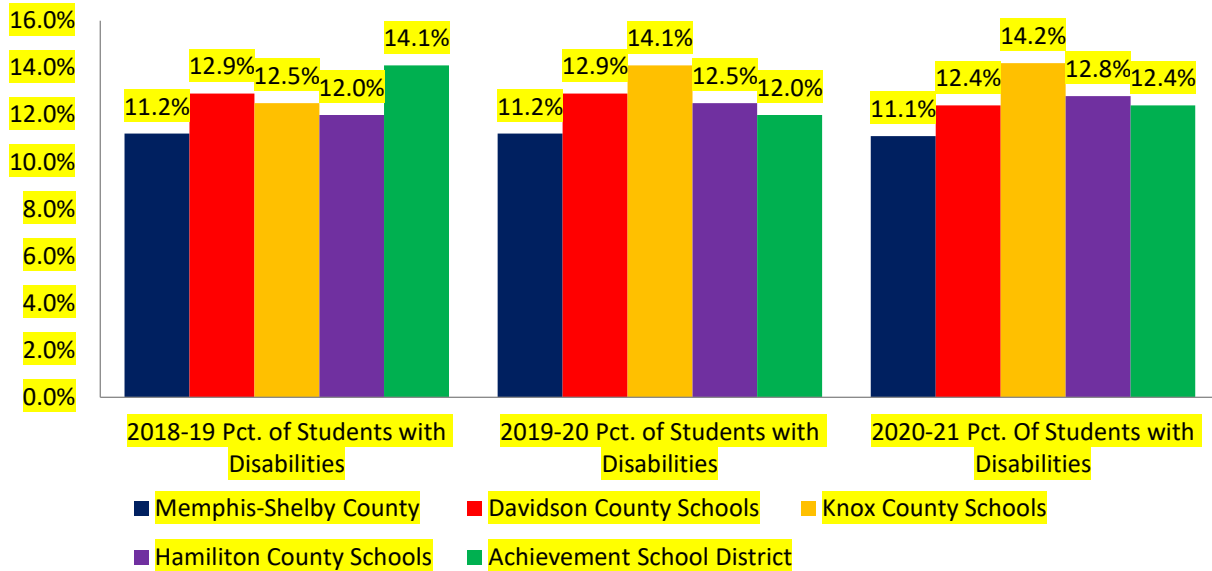
\*Data Source: State Report Card, School Years 2018-19, 2019-20, and 2020-21. URL: [www.tn.gov/education/topic/report-card](http://www.tn.gov/education/topic/report-card)





## Financial

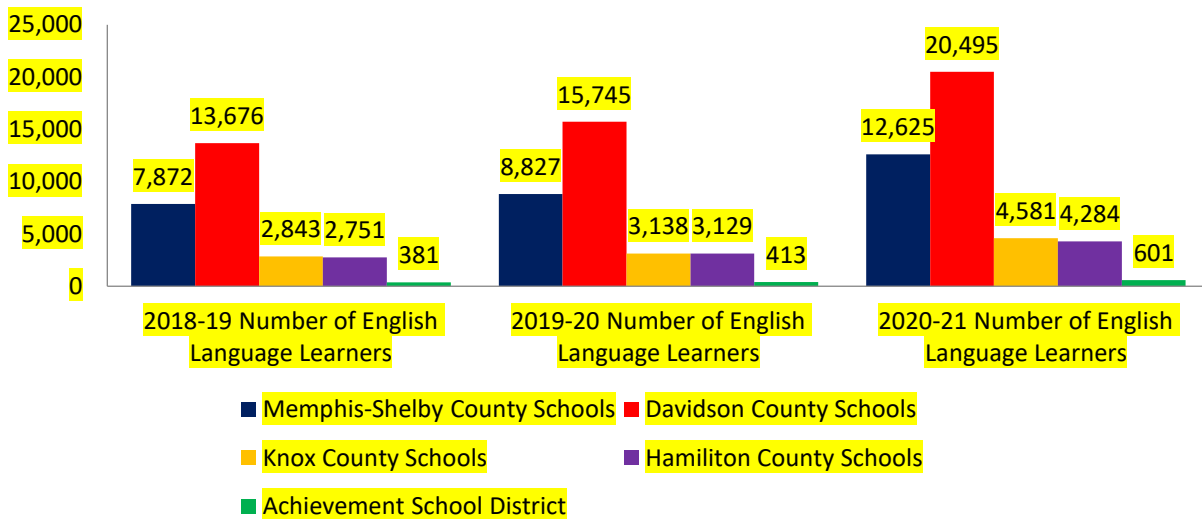
On a relative basis, slightly over 11% of the District’s student population had at least one disability in school year 2020-21. In the chart below, Memphis-Shelby County Schools serves a similar population of students with disabilities as compared to other major school districts across the state.



\*Data Source: State Report Card, School Years 2018-19, 2019-20, and 2020-21. URL: [www.tn.gov/education/topic/report-card](http://www.tn.gov/education/topic/report-card)

## English Language Learners

In school year 2021-22, Memphis-Shelby County Schools had nearly 12,625 English Language Learners, which is 3,798 students more than that in the previous school year. Memphis-Shelby County Schools had the second largest share of English Language Learners (ELL) among the large urban school districts in Tennessee. Fifty languages were represented among these students.

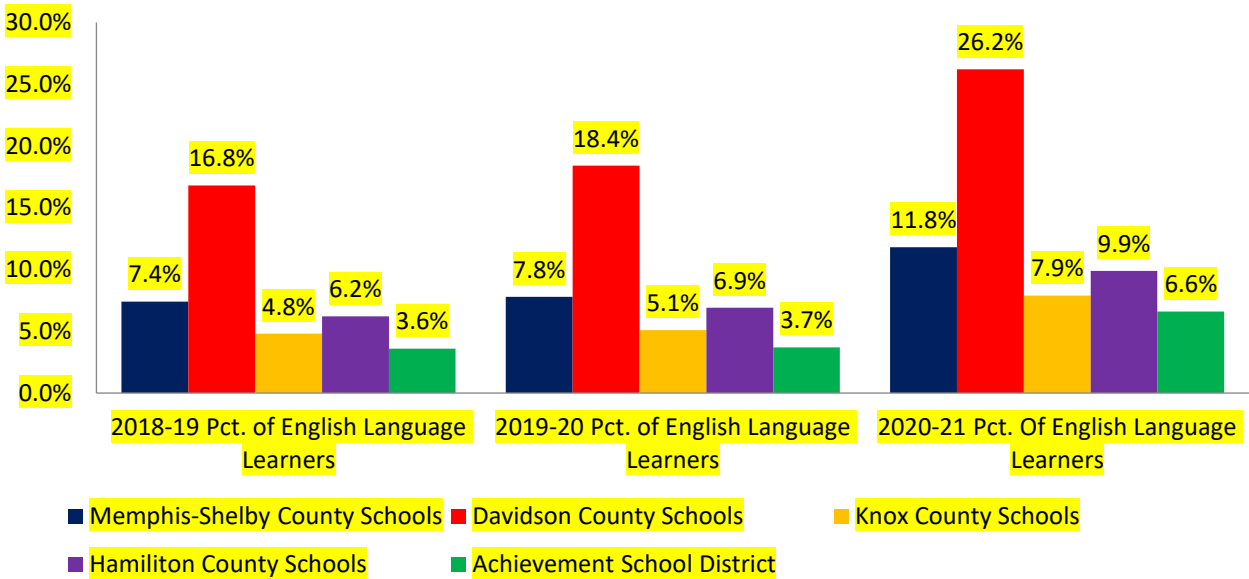


\*Data Source: State Report Card, School Years 2018-19, 2019-20, and 2020-21. URL: [www.tn.gov/education/topic/report-card](http://www.tn.gov/education/topic/report-card)



## Financial

The relative share of ELL students continued to grow, standing at 11.8% in school year 2020-21. MSCS continues to invest in the ELL program to maintain a 1:35 teacher-to-student ratio and to provide sufficient program capacity.



\*Data Source: State Report Card, School Years 2018-19, 2019-20, and 2020-21. URL: [www.tn.gov/education/topic/report-card](http://www.tn.gov/education/topic/report-card)

### Early Childhood Intervention

Early learning and early literacy are critical for a child’s long-term success. In a 2011 study, children who do not read on grade level by 3rd grade are four times more likely to not have a high school diploma by age 19. Also, 3rd grade reading proficiency is a stronger predictor of high school dropouts than poverty. Hence, when a low-income student can read by 3rd grade, the student has approximately a 90% chance of graduating from high school.



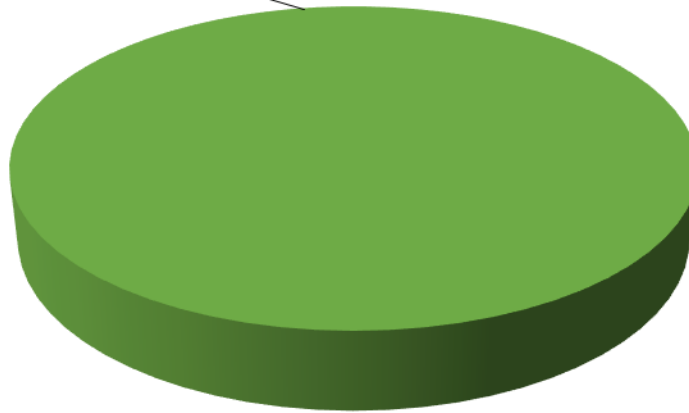




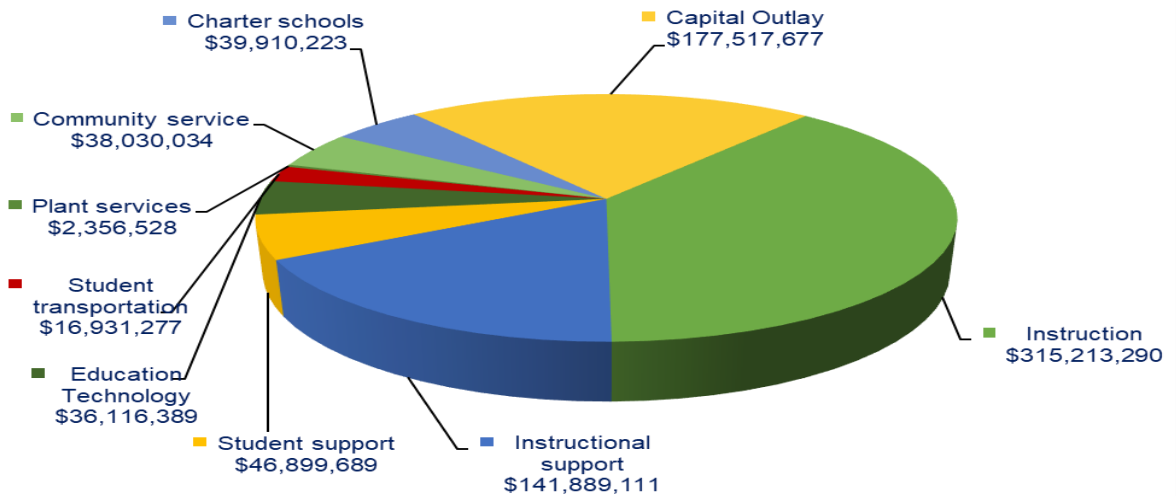
II. BUDGET SUMMARY OF THE FEDERAL PROGRAMS FUND

### Where the Money Comes From ...

Federal Government  
\$819,078,595



### ...And Where the Money Goes





## Financial

The financial statement below represents the adopted Federal Programs Fund budget by state function.

	2018-2019 Actual	2019-2020 Actual	2020-2021 Actual	2021-2022 Amended Budget	2022-2023 Adopted Budget	Variance	% Change
<b>Revenues</b>							
Federal Government	\$ 136,057,758	\$ 119,286,786	\$ 512,162,808	\$ 990,285,203	\$ 819,078,595	\$ (171,206,608)	-17.3%
<b>Total Revenues</b>	<b>\$ 136,057,758</b>	<b>\$ 119,286,786</b>	<b>\$ 512,162,808</b>	<b>\$ 990,285,203</b>	<b>\$ 819,078,595</b>	<b>\$ (171,206,607)</b>	<b>-17.3%</b>
<b>Expenditures</b>							
Instruction	\$ 48,604,364	\$ 45,393,729	\$ 264,533,487	\$ 395,413,195	\$ 315,213,290	\$ (80,199,905)	-20.3%
Instructional Support	39,363,619	41,524,359	81,486,277	163,460,265	141,889,111	(21,571,154)	-13.2%
Educational Technology	-	-	22,555,073	39,622,375	36,116,389	(3,505,986)	-8.8%
Business Administration	-	-	38,468,756	-	-	-	100.00%
Student Support	7,046,750	7,785,061	22,800,359	82,687,553	46,899,689	(35,787,864)	-43.3%
Transportation	2,190,802	27,628	4,193,774	11,334,577	16,931,277	5,596,700	49.4%
Plant Services	-	-	33,037,568	2,782,364	2,356,528	(425,836)	-15.3%
Community Services	31,353,325	24,554,415	33,435,846	42,261,911	38,030,034	(4,231,877)	-10.0%
Charter Schools	7,498,092	-	11,651,668	47,210,296	39,910,223	(7,300,073)	-15.5%
Capital Outlay	-	-	-	200,418,288	177,517,677	(22,900,611)	-11.4%
Food Services	807	1,594	-	-	-	-	0.0%
Fiscal Services	-	-	-	4,978,059	4,098,058	(880,001)	-17.7%
Office of Principal	-	-	-	116,321	116,321	-	0.0%
<b>Total Expenditures</b>	<b>\$ 136,057,758</b>	<b>\$ 119,286,786</b>	<b>\$ 512,162,808</b>	<b>\$ 990,285,203</b>	<b>\$ 819,078,595</b>	<b>\$ (171,206,608)</b>	<b>-17.3%</b>

The Federal Programs Fund budget includes several major federal grants such as Title I, IDEA Part B (Individuals with Disabilities Education Act), Head Start, and Carl Perkins. Title I fund's aim to bridge the gap between low-income students and other students by providing each child with fair and equal opportunities to achieve an exceptional education. IDEA ensures students living with disabilities receive a free appropriate public education. Head Start is a comprehensive program designed to foster the healthy development of young children.

The Federal Programs Fund budget stands at \$819 million for fiscal year 2022-23, which represents a \$171 million budget decrease compared to the prior fiscal year's budget. Below are the factors that resulted in the net decrease in federal funds:

- Elementary and Secondary School Emergency Relief 1.0, 2.0 and 3.0 grant awards for \$714 million were decreased by expenditures in the amount of \$12.3, \$61.5, and \$68.6 million, respectively
- The Epidemiology and Laboratory Capacity Grant for \$29.8 had related expenses of \$20.5 million, for fiscal year 2021-22
- Also, the American Rescue Plan had program expenditures of \$2.6 million

To address the impact of COVID-19, Congress has provided financial support for districts through the Elementary and Secondary School Emergency Relief (ESSER) Fund. Districts have the flexibility to use the ESSER funds on instructional materials, assessments, software, computer hardware, professional development, connectivity, summer-school activities, learning loss and other approved activities. Additional details are included below in the ESSER section.



## Financial

The financial statement below represents the adopted Federal Programs Fund budget by object.

	2018-2019 Actual	2019-2020 Actual	2020-2021 Actual	2021-2022 Amended Budget	2022-2023 Adopted Budget	Variance	% Change
<b>Revenues</b>							
Federal Government	\$ 136,057,758	\$ 119,286,786	\$ 512,162,808	\$ 990,285,203	\$ 819,078,595	\$ (171,206,608)	-17.3%
<b>Total Revenues</b>	<b>\$ 136,057,758</b>	<b>\$ 119,286,786</b>	<b>\$ 512,162,808</b>	<b>\$ 990,285,203</b>	<b>\$ 819,078,595</b>	<b>\$ (171,206,607)</b>	<b>-17.3%</b>
<b>Expenditures</b>							
Salaries	\$ 62,583,604	\$ 55,138,449	\$ 63,333,616	260,180,431	\$ 203,540,837	\$ (56,639,594)	-21.8%
Benefits	15,171,009	14,388,086	15,357,196	68,600,293	34,413,082	(34,187,211)	-49.8%
Contracted Services	26,748,016	12,746,430	32,766,413	252,560,330	352,519,350	99,959,020	39.6%
Professional Services	16,500	16,574,907	17,331,702	16,624,706	10,224,741	(6,399,965)	-38.5%
Property Maintenance Services	831,561	683,670	534,839	2,519,943	2,313,690	(206,253)	-8.2%
Travel	339,199	125,039	10,200	390,621	313,443	(77,178)	-19.8%
Supplies and Materials	8,167,642	6,970,343	12,948,078	98,032,504	67,790,522	(30,241,982)	-30.8%
Capital Outlay	5,348,355	7,206,346	50,836,148	-	-	-	0.0%
Other Charges	9,353,782	5,453,518	7,190,399	61,417,023	55,452,738	(5,964,285)	-9.7%
Debt Services	-	-	-	-	-	-	0.0%
Charter Schools	7,498,092	-	11,039,996	229,959,350	92,510,192	(137,449,158)	0.0%
<b>Total Expenditures</b>	<b>\$ 136,057,760</b>	<b>\$ 119,286,786</b>	<b>\$ 211,348,588</b>	<b>\$ 990,285,203</b>	<b>\$ 819,078,595</b>	<b>\$ (171,206,605)</b>	<b>-17.3%</b>

The change in salaries and benefits is related to positions that were closed and funding reallocated for other strategies. Supplies and Materials decreased with projects closing (ESSER1.0 and the Priority School Improvement Grant). Contracted Services increased to cover prior year purchase orders.





# Financial

## III. Summary of Major Federal Grants

Below is the Federal Programs adopted budget by project, for fiscal year 2022-23.

PROJECT	PROJECT NAME	FY2021-22 AMENDED BUDGET	FY2022-23 ADOPTED BUDGET	BUDGET VARIANCE CHANGE
0016	Consolidated Administration	\$ 3,834,200	3,834,200	-
0130	ATSI 2018 Designation	310,179	-	(310,179)
0135	ATSI 2019 Designation	114,207	-	(114,207)
0136	ATSI 2021 Designation	375,000	375,000	-
0915	ARP IDEA PART B	6,733,758	6,733,758	-
0920	ARP IDEA Pre-School	448,952	448,952	-
1005	Title I, Part A, Improving Academic Achievement	95,886,155	95,500,000	(386,155)
1450	Title I, Part C	2,375	2,375	-
1006	Title 1 A, Neglected	898,453	598,453	(300,000)
1505	Title I, Part D, Subpart 1, Neglected	248,803	200,000	(48,803)
2005	Title II, Part A, Training & Recruiting	9,710,222	8,310,222	(1,400,000)
3005	Title III, Part A, English Language Acquisition	1,771,863	1,493,538	(278,325)
3740	Literacy Training Teacher Stipend Grant	800,000	800,000	-
3741	HQIM Literacy Implementation Network Grant	83,000	83,000	-
3742	Early Literacy Networks	100,000	100,000	-
5008	Principal Pipeline	33,521	-	(33,521)
5011	Title IV	8,822,735	6,870,863	(1,951,872)
5013	Title IV- 21st Century Community Learning FY19	1,268,350	1,268,349	-
5520	IAL Libraries in the Blend	685,872	1,154,343	468,471
5022	21st CCLC MASE Charter Schools	350,806	350,806	-
5023	Title IV- 21st Century Community Learning	560,407	560,407	-
5515	Stem in the Library	926,223	658,000	-
7006	Title IX Homeless	200,616	200,616	-
7056	ARP Homeless 1.0	450,000	400,000	-
7057	ARP Homeless 2.0	1,939,072	1,939,073	-
8053	Turnaround Action Grant (TAG)	2,135,516	2,135,516	-
8054	School Turnaround Pilot Program Grant	250,000	250,000	-
8055	Turnaround Action Grant (TAG)	4,861,251	4,861,251	-
8005	Carl Perkins	2,733,918	2,733,918	-
8709	STOP Sch Violence Threat Assessment	135,892	422,006	286,114
8710	STOP Sch Violence Prev and Mental Health Training	140,569	439,793	299,224
8764	Civic Seal Grant	19,000	19,000	-
9005	IDEA, Part B	35,435,652	35,435,652	-
9017	Substance Abuse Prevention & Treatment	207,884	75,600	(132,284)
9030	Transition School to Work (FY21)	178,417	-	(178,417)
9031	Transition School to Work (FY22)	180,478	180,478	-
9105	IDEA, Preschool	702,709	702,709	-
9110	IDEA Partnership for Systematic Change (K-12)	4,243	4,243	-
9118	Priority School Improvement Grant	1,418,260	-	(1,418,260)
9216	Innovative High School Grant	2,000,000	2,000,000	-
9421	Head Start	14,034,708	-	(14,034,708)
9422	Head Start	14,034,608	27,019,158	12,666,328
9520	Head Start CARES	967,400	967,400	-
9521	Head Start CRRSA - Cares	963,101	352,787	(610,314)
9522	American Rescue Plan	3,828,800	1,265,488	(2,563,312)
9708	CDCP HIV/STD Prevention	64,136	21,777	(42,359)
9709	CDCP HIV/STD Prevention	299,329	207,979	(91,350)
9710	CDCP HIV/STD Prevention (FY2022)	360,000	95,000	(265,000)
9711	CDCP HIV/STD Prevention (FY2023)	-	360,000	360,000
9790	CDC Mental Health Supplement 2	358,697	358,697	-
9908	Priority Exit	48,603	-	(48,603)
9917	Comprehensive School Safety Initiative	30,000	30,000	-
9930	Pre-Disaster Mitigation Grant	1,847,531	1,847,531	-
9940	TN All Corps	6,671,000	8,480,500	1,809,500
9983	ESSER 1.0	13,943,005	1,610,167	(12,332,838)
9984	ESSER 2.0	197,150,808	135,635,595	(61,515,213)
9985	ESSER 3.0	503,145,855	434,505,186	(68,640,669)
9986	Epidemiology and Laboratory Capacity	29,877,866	\$ 9,286,899	(20,590,967)
9987	ESSER Planning Grant	-	\$ 200,000	200,000
9988	Emergency Connectivity Fund	15,101,600	\$ 15,101,600	-
9989	Best For All Grant	410,000	\$ 410,000	-
D398	Gear Up 3.0 2020	189,597	\$ 180,710	(8,887)
<b>Grand Total</b>		<b>\$990,285,203</b>	<b>\$819,078,595</b>	<b>(171,206,607)</b>



## Financial

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Below are details for federal grants with a budget of \$1 million or greater in the FY2022-23 budget.

Every Student Succeeds Act (ESSA) Title I, Part A, Improving Academic Achievement: Title I Part A grants provide financial assistance to local educational agencies and schools with high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Title I Part A funds are also used for activities designed to increase the achievement of low-achieving students and ensure all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Title I Part A funds also support teacher professional development by providing an Instructional Support Advisor team dedicated to support teachers in core content areas.

Title I Part A funds supplement state and local funds and are allocated through statutory formulas based on census poverty estimates and the cost of education in Tennessee. Each school conducts a comprehensive needs assessment and implements a school plan. Additional details regarding Title I Part A can be found on the website: <https://www2.ed.gov/documents/essa-act-of-1965.pdf>

- *Participating Schools in FY2021-22:* All, except for eight of the District run schools, are Title I eligible schools. The District also provides Title I services for eligible students who attend participating private schools
- *Estimated number of students served in FY2021-22:* 107,000

Individuals with Disabilities Education Act (IDEA), Part B: IDEA Part B provides funds to state educational agencies which flow to local educational agencies. These funds assist in ensuring that children with disabilities, including children ages three through five, have access to a free appropriate public education to meet each child's unique needs and prepare each child for further education, employment, and independent living. The grant supplements state and local funds for special education services. Additional details regarding IDEA, Part B can be found on the website:

<https://www2.ed.gov/programs/osepgts/index.html>

- *Participating Schools in FY2021-22:* All Schools
- *Estimated number of students served in FY2021-22:* 15,286

ESSA Title II, Part A, Preparing, Training & Recruiting High Quality Teachers, Principals and School Leaders Supporting Effective Instruction: Title II, Part A, Training and Recruiting grants provide supplemental funding to improve student achievement. The funds are used to develop and implement initiatives to prepare, train, and recruit effective teachers, principals, and school leaders. The program uses professional development, interventions, and holds districts and schools accountable for improvements in student academic performance. Additional details regarding Title II, Part A can be found on the website: <https://www2.ed.gov/documents/essa-act-of-1965.pdf>

- *Participating Schools in FY2021-22:* All SCS District run schools, charter schools, and participating non-public/private schools
- *Estimated number of teachers and school leaders affected:* All teachers and school leaders in District run MSCS schools, charter schools, and participating private schools

Carl D. Perkins Career and Technical Education Basic Grants: Carl D. Perkins Career and Technical Education grants support secondary and postsecondary programs that build the academic, career, and technical skills of young people and adults. The funds can be used to support critical components of career pathways initiatives, including curriculum development, program development, and support services. Federal funding is distributed through Title I or Perkins IV, which supports career and technical education (CTE) activities for both youth and adults. Additional details about the Perkins grants can be found on the website: <http://www2.ed.gov/policy/sectech/leg/perkins/index.html>

- *Participating Schools in FY2021-22:* 50 schools
- *Estimated number of students served in FY2021-22:* 17,654





## Financial

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Consolidated Administration: Consolidated Administration is the administrative portion of several federal grants, which are used to support the grant.

- *Participating Schools in FY2021-22: Not Applicable*
- *Estimated number of students served in FY2021-22: Not Applicable*

Title III, Part A, Language Instruction for English Learners and Immigrant Students: Title III, Part A aims to ensure that English Language Learners (ELL) and immigrant students attain English language proficiency and meet the state's challenging academic achievement standards. The funds are used by schools to implement language instruction educational programs designed to help Limited English Proficient (LEP) students achieve these standards. Title III funds must be used for effective approaches and methodologies for teaching ELL. Local Educational Agencies (LEA) may develop and implement new language instruction programs and expand or enhance existing programs. LEAs also may implement school-wide programs within individual schools or implement system-wide programs to restructure, reform, or upgrade all programs, activities, or operations related to the education of their LEP students. Additional details about the Title III, Part A grants can be found on the website: <https://www2.ed.gov/documents/essa-act-of-1965.pdf>

- *Participating Schools in FY2021-22: 103 Schools*
- *Estimated number of students served in FY2021-22: 8,150*

Head Start: The main objective of Head Start is to promote school readiness by enhancing the social and cognitive development of low-income children through the provision of comprehensive health, educational, nutritional, social and other services. Another objective is to involve parents in their child's learning and to help parents make progress toward their educational, literacy and employment goals. Head Start supports the District's first strategic priority under its Destination 2025 plan, Strengthen Early Literacy, by encouraging family engagement and early childhood reading and development. Data reveals a need for strong early learning programs to strengthen literacy and numeracy skills in young children. Additional details about Head Start can be found on the website: <http://www.acf.hhs.gov/programs/ohs>

- *Participating Schools in FY2021-22: 50 school-based sites, 14 center-based sites*
- *Estimated number of students served in FY2021-22: 3,200*

ESSA Title IV, Part A, Student Support and Academic Enrichment: Title IV grants provide supplemental funds to improve students' academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students. Additional details about Title IV, Part A can be found on the website: <https://www2.ed.gov/documents/essa-act-of-1965.pdf>

- *Participating Schools in FY2021-22: All District managed schools and participating non-public/private schools*
- *Estimated number of students served in FY2021-22: 92,000*

Priority School Improvement Grant: Priority School Improvement Grant provides resources to enable districts with the greatest capacity to turnaround the state's lowest-performing schools. The grant is designed to support a set of common high-leverage school improvement strategies across all Priority schools.

- *Participating Schools in FY2021-22: A. B. Hill ES, Dunbar ES, Getwell ES, Hawkins Mills ES, Holmes Rd. ES, LaRose ES, Lucie E. Campbell ES, Magnolia ES, Robert R. Church ES, Sheffield ES, Winchester ES, Woodstock MS, American Way MS, Craigmont MS, Geeter MS, Georgian Hill MS, Riverview MS, Sherwood MS, A. Maceo Walker MS, Grandview Heights MS, Douglass HS,*



## Financial

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Hamilton HS, Manassas HS, Melrose HS, Raleigh Egypt HS, Sheffield HS, Trezevant HS, Westwood HS, Wooddale HS, MCS Northwest Prep

- *Estimated number of students served in FY2021-22: 15,240*

Head Start C.A.R.E.S.: The COVID-19 one-time funding grant provides funding and support to the head start classrooms to prepare and support school readiness during the pandemic. This includes virtual support for technology devices to enhance cognitive and social services while also providing personal protected equipment (PPE) for Teachers and students.

- *Participating Schools in FY2022: 50 school-based sites, 13 center-based sites*

Elementary and Secondary School Emergency Relief Funding (ESSER 1.0) The grant was awarded as a part of the CARES Act. The purpose of ESSER 1.0 is to address the impact that the Coronavirus has had, and continues to have, on the elementary and secondary schools. The six areas of focus include purchasing education technology (including hardware, software, and connectivity), providing summer learning and supplemental afterschool programs (including online learning), planning for long-term closures, addressing the unique needs of special populations, providing mental health services, and conducting other activities necessary to maintain operation of services. <https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/>

- *Participating Schools in FY2021-22: All SCS District run schools, charter schools, and non-publics*
- *Estimated number of students served in FY2021-22: All MSCS students*

Elementary and Secondary School Emergency Relief Funding (ESSER 2.0) The grant was awarded as a part of the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act. The purpose of ESSER 2.0 is to support reopening of schools, facilitate continuity of learning, and measure and address the learning loss caused by a lack of in-person learning. The three areas of focus include: Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care; School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and support student health needs; and addressing learning growth among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care. <https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/>

- *Participating Schools in FY2021-22: All MSCS District run schools and charter schools*
- *Estimated number of students served in FY2021-22: All MSCS students*

Elementary and Secondary School Emergency Relief Funding (ESSER 3.0) The grant was awarded as a part of the American Rescue Plan Act. The purpose of ESSER 3.0 is to help safely reopen and sustain the safe operations of schools and address the impact of the Coronavirus pandemic on the nation's students. The three focus areas include addressing learning loss through the implementation of evidence-based interventions, ensuring that those interventions respond to students' social, emotional, and academic needs, and addressing the disproportionate impact of COVID-19 on underrepresented student subgroups. This reservation is for the regular school year, summer learning, extended day, or extended school year programs. <https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/>

- *Participating Schools in FY2021-22: All MSCS District run schools and charter schools*
- *Estimated number of students served in FY2021-22: All MSCS students*



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ARP IDEA authorizes assistance to Local Education Agencies (LEAs) to support the provision of special education and related services to children with disabilities ages 3-21 disabilities and their families, respectively.

- *Participating Schools in FY2021-22: All Schools*
- *Estimated number of students served in FY2021-22: 15,286*

The Epidemiology and Laboratory Capacity (COVID Testing) Grant is intended to support the reopening and in-person instruction of K-12 schools through supporting comprehensive screening testing for K-12 schools (public, including charter schools, and non-public).

- *Participating Schools in FY2021-22: All MSCS District run schools and charter schools*
- *Estimated number of students served in FY2020-21: All MSCS students*

The Head Start American Rescue Plan Act one-time funding will be used for the intended purpose to support staff, children, and families during an unprecedented time due to the pandemic, which was caused by the outbreak of the coronavirus.

- *Participating Schools in FY2021-22: 50 school-based sites, 14 center-based sites*
- *Estimated number of students served in FY2021-22: 3,200*

TN All Corps tutoring program ensures students have access to high dosage low student/adult ratio tutoring. Tutor to student ratio in grades 1-5 is 1:3 and 1:4 for students in grades 6-8. Students received tutoring sessions 3 times per week. Each session was for 30 to 45 mins.

- *Participating Schools in FY2021-22: All school-based sites*

Emergency Connectivity Funding grant supports off-campus learning by providing digital devices and broadband access for students. Major goals include a) providing 100% of MSCS students who would otherwise not be able to pay with an operable digital device necessary to access digital curriculum, online tools and resources, b) increasing student engagement, and c) closing the digital divide by engaging in instruction and completing homework and other assignments outside of regular school hours.

- *Participating Schools in FY2021-22: All school-based sites*

Innovative High School Grant: Bolton AgriSTEM High school with increased academic rigor, post-secondary access, career exposure, and work-based learning experiences. This innovative model expands student exposure to careers typically not available in schools such as data analytics, national experts, and university-based educators. The model provides students with handheld sensors, collaborative workspaces, access to post-secondary certifications, updated laboratories, and outdoor learning spaces. The grant supports more than 650 enrolled students.

- *Participating School in FY2022: 1 school-based site*

Innovative Approaches to Literacy (IAL) Libraries in the Blend is designed to support the Memphis-Shelby County School's literacy improvement initiatives by increasing students' and educators' access to current and diverse library resources. It is intended to 1) provide more than 19,000 K-8 students access to current and engaging diverse literacy materials (i.e. promoting greater representations of race, ethnicity, culture, disability status, language development, and gender in digital and print); (2) integrate school librarians in the design of high-quality English Language Arts (ELA) and literacy-infused classroom resources for blended learning in schools with high numbers of fragile students (including support for new digital resources that will be made available to all of the District's 75,000+ Pre-K-8 students), and (3) increase the percentage of students on-track for readiness in ELA in 27 high-need elementary and middle schools. Schools identified for this grant include:



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- *Participating Schools in FY2021-22: Brownsville Road, Bruce, Chimneyrock, Crump, Egypt, Ford Road, Fox Meadows, Oakhaven, Ross, Shelby Oaks, Sherwood, Treadwell, Wells Station, Westhaven, and Willow Oaks, A. Maceo Walker, Bellevue, Colonial, Craigmont, Hickory Ridge, Highland Oaks, Kate Bond, Kingsbury, Sherwood, and Treadwell, Lowrance and Snowden*
- *Estimated number of students served in FY2021-22: 75,000+ Pre-K – 8 students*

### DISTRICT-WIDE COVID RELIEF FUNDS

In recognition of the impact COVID-19 has had—and will continue to have—on public education, school districts nationwide are receiving historic levels of federal relief funding through the Elementary and Secondary School Emergency Relief Fund.

ESSER funds are provided to state educational agencies and school districts to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation’s students.



In fiscal year 2021, Congress set aside approximately \$13.2 billion to the Education Stabilization Fund through CARES Act for the Elementary and Secondary School Emergency Relief Fund (ESSER). The purpose of this grant was to provide local educational agencies including charter schools with emergency relief funds to address the impact that COVID-19 has had and continues to have on elementary and secondary schools across the Nation.



On December 27, 2020, the ESSER Fund 2.0 under the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021, Public Law 116-260, was enacted providing additional economic stimulus. The CRRSAA provides an additional \$54.3 billion for the Elementary and Secondary School Emergency Relief Fund (ESSER II). Allowable expenditures under the CRRSAA are similar to eligible uses under the Coronavirus Aid, Relief, and Economic Security (CARES) Act (i.e., ESSER I), however this additional round of funding also allows for expanded uses and timing.



On March 11, 2021, The Elementary and Secondary School Emergency Relief (ESSER) Fund under the American Rescue Plan Act (ARPA) of 2021, Public Law 117-2, was enacted. ARPA ESSER Funding provides a total of nearly \$122 billion to states and local educational agencies (LEAs) to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation’s students. In addition to ARPA ESSER Funding, ARPA includes \$3 billion for special education, \$850 million for the Outlying Areas, \$2.75 billion to support non-public schools, and additional funding for homeless children and youth, Tribal educational agencies, Native Hawaiians, and Alaska Natives.





# ESSER

## MISSION & VISION

**MISSION:** Shelby County Schools will use allocated Elementary and Secondary School Emergency (ESSER) Relief funds to prepare all students for success in learning, leadership, and life. As our commitment to transparency and community engagement, District staff will inform the community of how the funds can be utilized to support students and schools, under State guidance.

**VISION:** As we reimagine education, schools, and communities, Shelby County Schools will use Elementary and Secondary School Emergency (ESSER) Relief funds to become a premier school district attracting a diverse student population and effective teachers, leaders, and staff all committed to excellence.

Memphis-Shelby County Schools (MSCS) received reimbursable allocations in the total amount of \$776 million from the CARES Act (ESSER 1.0), Coronavirus Response and Relief Supplemental Appropriations Act (ESSER 2.0), and American Rescue Plan Act (ESSER 3.0). These three allocations will be referred to throughout this document as ESSER 1.0, ESSER 2.0, and ESSER 3.0. These funds are one-time allocations that must be spent respectively by June 30, 2022 (ESSER 1.0), June 30, 2023 (ESSER 2.0), and June 30, 2024 (ESSER 3.0).

Program	ESSER 1.0 (CARES)	ESSER 2.0 (CRRSA)	ESSER 3.0 (ARP)
Federal Funding	\$13.2 billion	\$54.3 billion	\$122 billion
State Funding	\$260 million	\$1.1 billion	\$2.48 billion
SEA Spending Requirements	None	None	\$120 million for interventions to address learning loss \$24 million for summer enrichment programs \$24 million comprehensive afterschool programs
Funding Amount to LEAs (90%)	\$233 million	\$996 million	\$2.2 billion
Purpose	To address the impact that the Coronavirus has had, and continues to have, on elementary and secondary schools.	To support reopening of schools, facilitate continuity of learning, and measure and address the learning loss caused by a lack of in-person learning.	To help safely reopen and sustain the safe operations of schools and address the impact of the Coronavirus pandemic on the nation's students.





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Starting last winter, Memphis-Shelby County Schools began holding community events to gather feedback related to the 2021-22 school year budget and ESSER funding. Stakeholders were asked to share ideas for how MSCS spends these dollars in accordance with federal and Tennessee state guidelines.

MSCS has engaged and provided opportunities for students, teachers, board members, and community stakeholders to provide input on the use of funds that will address the needs of students and addressing recovery from the pandemic. A needs assessment has been completed and included in the section “Needs Assessment”.

Spending proposals were developed with consideration of stakeholder feedback, needs assessments, administration input and include but not limited to instructional resources, indoor air quality improvements, summer school to support learning loss, providing additional learning opportunities for students, reducing the adult-to-student ratio, and more discussed throughout this document.



**NEEDS ASSESSMENT**



Along with information collected from engagement with community and stakeholder groups, Memphis-Shelby County Schools conducted a comprehensive Needs Assessment to guide our strategic planning and inform the District’s ESSER funding investments.

Using the data and information identified in the Needs Assessment, Memphis-Shelby County Schools considered investments across several areas:

- Investments in areas where additional support, resources, or attention would positively benefit students
- Investments in areas needing strengthening as a result of the pandemic
- ESSER 1.0 and ESSER 2.0 investment areas that needed revision or re-allocation to align investments with the needs identified through the assessment
- Existing District focus areas that were impacted due to the pandemic, where additional investments would be beneficial

As a result of this work, Memphis-Shelby County Schools identified and named the top three investment priorities across four focus areas (Academics, Student Readiness, Educators, and Foundational Elements). ESSER funding investments will be made in these areas to address the Needs Assessment with data, community, and stakeholder feedback to accelerate academic achievement.

**Identified Key Investment Priorities**

<b>ACADEMICS</b>	
1	Interventionists
2	Tutoring Programs
3	High Quality Materials and Curriculum
<b>STUDENT READINESS</b>	
1	Mental Health
2	Transformative School Models and Family Engagement Supports
3	High School Innovation
<b>EDUCATORS</b>	
1	Adult to Student Ratio
2	Strategic Teacher Retention
3	Teacher Recruitment
<b>FOUNDATIONAL ELEMENTS</b>	
1	Academic Space - Facilities
2	Technology & High Speed
3	Auditing and Reporting; Indirect Cost in support of sustainability of academic initiatives



### COMMUNITY ENGAGEMENT

Memphis-Shelby County Schools devised community engagement plans to meaningfully consult with stakeholders about how ESSER funds will directly impact students, families, as well as all stakeholders in the school district. Memphis-Shelby County Schools released a comprehensive ESSER Community/Stakeholder Feedback Survey, aligned to the components of the ESSER application via email, text message, posted to all social media channels, and through school-to-home communications (see results below). MSCS also held several events both in-person and virtually in which stakeholders could participate and provide feedback.

These events included but were not limited to:

- County and City Commission Meetings
- Community Meetings
- Board Work Sessions
- Board Committee Meetings
- Board Business Meetings
- Back-to-School Virtual Town Hall
- Parent Ambassador Orientation







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Opportunities were shared in both English and Spanish across social media and the district website. Feedback was solicited and documented for each event. As data were collected from surveys and events, the

MSCS Research and Performance management team organized the feedback into categories aligned to the categories within the ESSER application.

**Return STRONGER**  
for the 2021-22 school year!  
**Back-to-School Virtual Town Hall with the Deputies**

- ESSER 3.0 Funding
- Health Updates
- Back-to-School Information

Join us online!  
Monday, August 2, 2021  
5:00 p.m.  
[bit.ly/SCSBacktoSchool21](https://bit.ly/SCSBacktoSchool21)

E-mail questions to [BacktoSchool@scsk12.org](mailto:BacktoSchool@scsk12.org)

**RE IMAGINING 901**



Dr. John Barker  
Deputy Superintendent of Strategic Operations & Finance



Dr. Angela Whitelaw  
Deputy Superintendent of Schools & Academic Support

In this way, MSCS was able to determine the extent to which stakeholders had prioritized needs within each category and/or were out of alignment with the original proposed priorities. We used that information to have several priority re-set conversations ensuring that all decisions were driven by a compelling dataset related to student performance and need. In cases where we received narrative feedback, the MSCS Research and Performance team performed a text analysis to align topics to the ESSER application categories.

Memphis-Shelby County Schools also developed an ESSER information page, housed on the MSCS website. The MSCS ESSER webpage (<http://www.scsk12.org/esser/>) provides the dates of community engagement events, key findings of the ESSER Community/Stakeholder Feedback Survey, samples of outreach documents, and links to presentations that were shared with the community for stakeholder input.

We believe there is strong alignment between what our stakeholders prioritized and what we had anticipated. For stakeholder groups in which we were unable to engage a meaningful representative sample, we have plans to ensure engagement each quarter as we share achieved outcomes, fine-tune implementation of strategies that are achieving appropriate traction, and reallocate to budget areas. Our stakeholders will determine a need based on data from the return to in-person instruction, such as student diagnostic and universal screener data, formative assessment data, social and emotional needs data, mental health and behavioral data, absenteeism data, COVID-related data, and educator/staff data.

**RE IMAGINING 901 Program**  
Wednesday, August 4, 2021 at 5:30p.m.  
Memphis Botanic Garden

- Welcome & Icebreaker - Chemberly Forbes, Family & Community Partnerships Advisor
- Greetings - Stephanie P. Love, Board Member- District 3
- Purpose - Dr. Lori Phillips, Chief of Student, Family, & Community Affairs
- Reimagining 901 - Dr. Joris M. Ray, Superintendent
- ESSER Overview - Toni Williams, Chief Financial Officer
- Motivation - Dr. Karren Todd, Empowerment Coach
- Your Voice Matters - Sunya Payne, Director of Family & Community Engagement
- Book Chat - Precious Hallman, Author- Parents • Children • Home: Creating A Supportive Learning Environment During A Pandemic & Beyond
- Parent Ambassador Program Overview - Dr. Erin Y. Luster, Community Outreach Team Manager
- Closing - Sunya Payne, Director of Family & Community Engagement

Reimagining Education. Reimagining Schools. Reimagining Communities.

**Return STRONGER August 2021**

## TEACHER WEEKLY

### Top 5 things to know

- Welcome back, teachers! As we embark on a new school year, please familiarize yourself with these COVID-19 safety reminders.
- We want to hear from you! How should SCS put Elementary and Secondary School Emergency Relief (ESSER) funds to work for our students? Share your feedback on [this survey](#).
- Are you a fully licensed teacher interested in earning up to \$7,500 and FREE tuition to add on a SPED endorsement to teach Special Education at your school? Please complete [this brief form!](#) More info [here](#).
- Congratulations to Shavonne Bragg of Double Tree ES and Erica Stephens of John P. Freeman for winning the 2021 SCS Urban Science Educator Development Award! Read more about their accomplishment at the [SCS Newsroom](#).
- Thank you to everyone that participated in the 2021 SCS Summer Fitness Challenge! To view all winners and important information about the prizes, [click here](#).

**COMMUNITY MEETINGS**  
Hosted by the School Board  
**2021-22 Budget Proposal, ESSER Funding & Third Grade Commitment**

- Budget Proposal** - presenting the proposed 2021-22 budget designed to improve academic achievement
- ESSER Funding (COVID-19 Relief)** - will inform the community of how the Shelby County Board of Education will be hosting community meetings to discuss the Budget, ESSER Funding (COVID-19 Relief), and the Third Grade Commitment plan
- Third Grade Commitment** - will allow members to make new families understand the policy and maximum of access for children

Join Us In-Person (Limited seating) or Virtually

**Date: Monday, April 26**  
Hosted by Board Members: Stephanie Love  
Address: Science (1000 UAS), and Nichols H. Middle  
Time: 5:00 PM  
Location: Raleigh-Spigel High School, 4115 State Ave, District 3

**Date: Wednesday, April 28**  
Hosted by Board Members: Kevin Smith, Deborah Kline, and  
William "Woody" Orger  
Time: 5:00 PM  
Location: Germantown Elementary School, 2730 Crest Court Dr, 38118

**Date: Thursday, April 29**  
Hosted by Board Members: Miki Clay Bibbs (Chair),  
Sharon R. Acant, and Joyce Diane Coleman  
Time: 5:00 pm  
Location: Walker College High School, 750 L Parkway S, 38104

Streamed Live: [voiceofscs.com](https://voiceofscs.com) & [scsk12.org/board](https://scsk12.org/board)



## Financial

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### Summer/Fall 2021 Community Survey

Memphis-Shelby County Schools disseminated a Summer/Fall community survey to all stakeholders, including students, employees, families, and community partners, to gather feedback related to the allocation of ESSER dollars.

**Additional surveys were also completed throughout January 2021-August 2021.**

Some key findings of the Summer/Fall Community Survey are as follows:

- 4,957 people provided feedback on how the ESSER funds should be spent
- Academic needs were overwhelmingly selected as the top issue facing students
- Parents (56.4%) and teachers (33.5%) represented the two largest response groups
- For student academic support strategies early literacy and interventions for students in need were ranked highest overall
- To support educators a reduction in class size is essential. Teachers felt that additional planning time would help them as well
- In other student support strategies, mental health and more school counselors, nurses, and psychologist were ranked highest (3.7 weighted average out of 5)

<b>Top Issues Facing SCS students Related to the Pandemic</b>		
<b>Issues</b>	<b>%</b>	<b>N</b>
<b>Academic needs</b>	<b>42.00%</b>	<b>2,021</b>
<b>Social-emotional needs</b>	<b>15.92%</b>	<b>766</b>
<b>Opportunities for social connection</b>	<b>5.76%</b>	<b>277</b>
<b>Mental health needs</b>	<b>9.08%</b>	<b>437</b>
<b>Family economic challenges</b>	<b>15.75%</b>	<b>758</b>
<b>Other</b>	<b>11.49%</b>	<b>553</b>



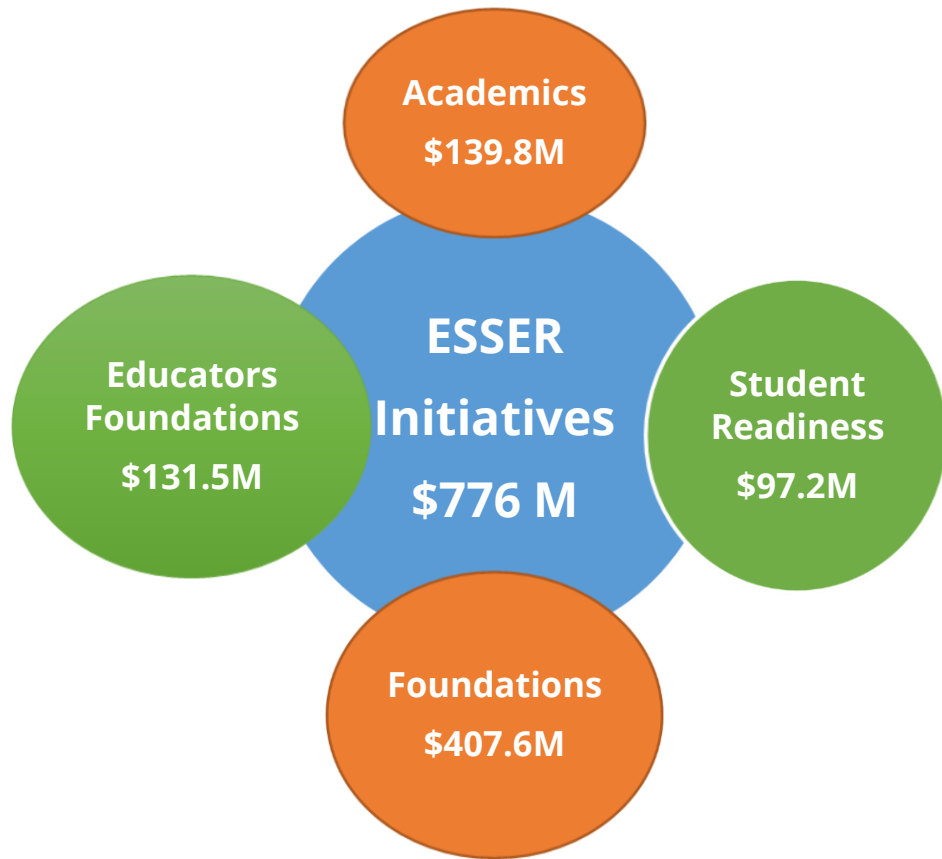




OUTCOMES/MEASURES

The federal relief funding (ESSER 1.0, ESSER 2.0 and ESSER 3.0) is a significant opportunity for Memphis-Shelby County Schools to accelerate student achievement. Though these are one-time funds, outcomes achieved over the next four years will set a foundation with a need for fiscal sustainability for years to come. In order to demonstrate strong growth, MSCS has invested in several high-impact strategies that are aligned to the four main state provided categories:

1. **Academics-** *All TN students will have access to a high-quality education... by learning to read and reading to learn with high-quality materials.*
2. **Student Readiness-** *TN schools will be equipped to serve the academic and non-academic needs of all students... by developing robust career pathway opportunities and connecting students to real-time support.*
3. **Educators Foundations-** *TN will set a new path for the education profession...*
4. **Foundations-** *Strengthen Structural Expectations to ensure that all our students have the technology and safe environments needed in order to succeed in school.*







## Financial

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**These categories are directly aligned with the Board Adopted MSCS priorities and three initiatives:**

**MSCS Initiative 1:** Strengthen Early (K-2) and Continuing Literacy (3-12).

**→State Focus: Academics**

**MSCS Initiative 2:** Recruit and retain the best district leaders and teachers in the nation, immerse them in professional development to embrace and teach foundational literacy skill concepts, and entrench them in the community and classroom.

**→State Focus: Educators Foundations**

**MSCS Initiative 3:** Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce

**→State Focus: Student Readiness**





## Financial

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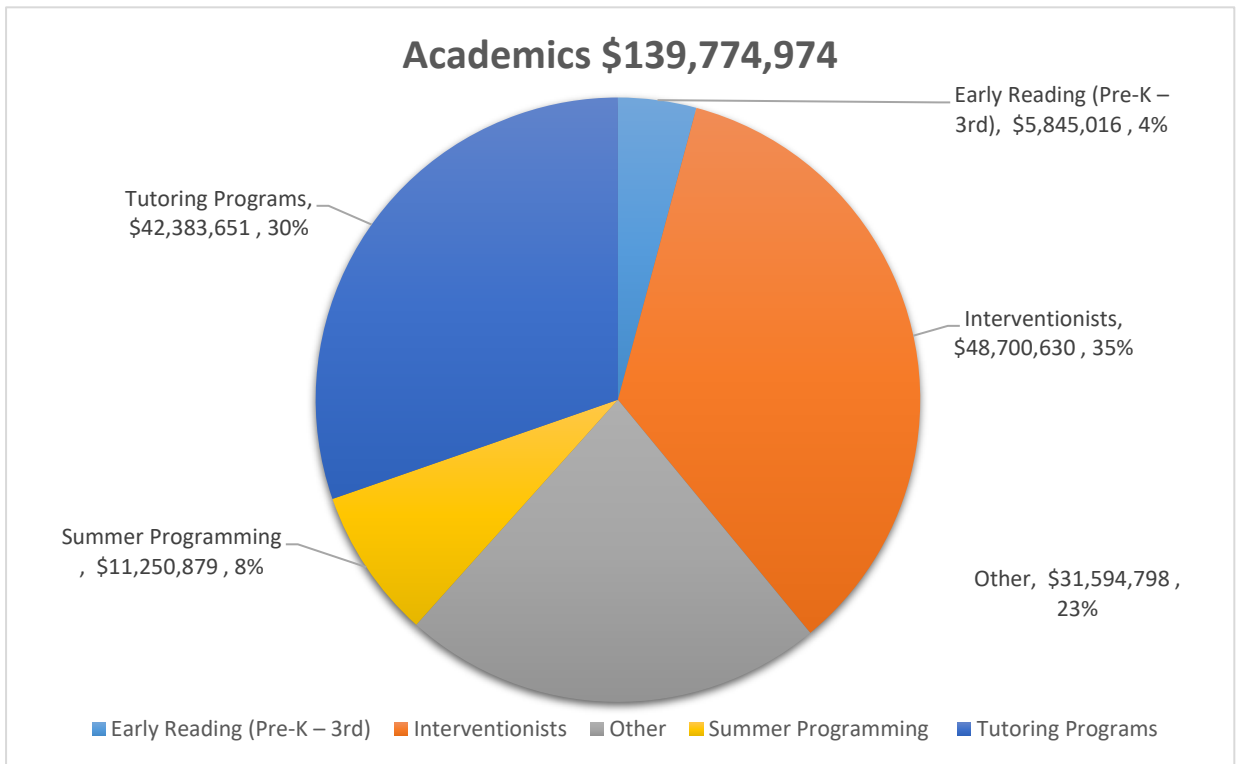




**ACADEMICS**

Memphis-Shelby County Schools is putting a strong focus on the academic achievement of our students through investing in educators, tutoring, supplemental curriculum, and other positions in support of student academic achievement. Through our need’s assessment and stakeholder feedback, we determined that it was critical to intensify our tutoring programs, increase the number of interventionists serving our students, and reinforce our efforts toward early reading.

The district will use these allocations towards supporting these needs and grow the academic achievement of our students. Our specific academic strategies include: high dosage, low ratio tutoring offered before, during, and after school; summer programming; elementary academic initiatives in support of early literacy instruction, foundational literacy skills, championing our teachers through reading academies; middle school academic initiatives that that reinforce student literacy skills; high school academic initiatives to bolster literacy; additional English Language Arts and math supports and virtual education and logistics.







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Below are **some** key Academic strategies of the total \$139,774,974.

<b>High Dosage, Low Ratio Tutoring</b>	
<b>Total Investment: \$42,383,650</b>	
<p>Students below a specified academic threshold will receive instructional support in English Language Arts and/or math via high dosage/low ratio tutoring. Memphis-Shelby County Schools will offer a 1:10 tutor/student ratio for before and after school tutoring at grades K - 12, and a 1:3 or 1:4 tutor/student ratio for tutoring taking place during the school day at grades K - 8.</p>	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• Student achievement growth</li> <li>• Close learning gaps created by COVID school closures</li> <li>• Differentiated instruction to ensure individual students needs are met</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
Elementary school students in the bottom 20% who have a 95% participation rate will show a 5% increase on pre and post assessment results	Using the fall, winter, and spring iReady diagnostics, we will review and analyze window to window results, particularly for those students who attended tutoring versus those who did not
Middle school students in the bottom 20% who have a 95% participation rate will show a 5% increase on pre and post assessment results	Using the fall, winter, and spring iReady diagnostics, we will review and analyze window to window results, particularly for those students who attended tutoring versus those who did not
High school students in the bottom 20% who have a 95% participation rate will show a 5% increase on pre and post assessment results	We will review and analyze end of course exam results to measure effectiveness, particularly reviewing growth between students who attended tutoring versus those who did not



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<b>Summer Learning Academy</b>	
<b>Total Investment: \$11,250,878</b>	
<p>The Summer Learning Academy is a four-week summer educational program, as part of the learning loss remediation and student acceleration program, that is designed to support student academic needs and remediate student learning loss. The Summer Learning Academy provides four weeks of additional reading and math instruction as well as intervention and activity for identified students. Students also participate in a STREAM course. The STREAM course provides remediation and engagement through programming in which students participate in real-world experiences and problem solving across several content areas.</p>	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• Increased mastery of prerequisite skills</li> <li>• Reduced behavior challenges</li> <li>• Reduced dropouts</li> <li>• Increase in student, school, and district performance</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
<p>Student mastery will increase by 10% on the Summer Learning Academy pre and post assessment for students who attend at least 95% of the program</p>	<p>Using pre and post Summer Learning Academy assessment results, we will review student mastery increases, particularly looking at the performance of priority students</p>
	<p>We will review spring to fall percentile changes in Illuminate Fastbridge and iReady Assessments for students who attended the Summer Learning Academy, comparing them against the results of their student peers who did not attend</p>
<p>Reduce the number of students identified as Tier 3 by 7-10 percentage points, based on RTI diagnostic data, for students who attend at least 95% of the program</p>	<p>We will review diagnostic data for Tier 2 and Tier 3 students looking for increased scale score percentiles, comparing these results against the results of student peers who did not attend the summer learning academy</p>



## Financial

Foundational Literacy Skills	
<b>Total Investment: \$27,562,447</b>	
<p>Memphis-Shelby County Schools has invested significant funds in Foundational Literacy Skills Instruction.</p> <p>Links to Memphis-Shelby County Schools’ Foundational Literacy Skills Plan:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.scsk12.org/academic/files/2021/Shelby%20County%20Approved%20FLSP.pdf?PID=1981">http://www.scsk12.org/academic/files/2021/Shelby%20County%20Approved%20FLSP.pdf?PID=1981</a></li> <li>• <a href="http://www.scsk12.org/earlyliteracy/files/2021/Shelby%20County%20Approved%20FLSP%20(003).pdf?PID=19">http://www.scsk12.org/earlyliteracy/files/2021/Shelby%20County%20Approved%20FLSP%20(003).pdf?PID=19</a> (Spanish)</li> </ul> <p>The Foundational Literacy Skills plan has been approved by the Tennessee Department of Education and meets the requirements of the <i>Tennessee Literacy Success Act</i>.</p> <p>We are or plan to participate in the following:</p> <ul style="list-style-type: none"> <li>• Reading 360 Summer Teacher PD (elementary),</li> <li>• Reading 360 Advanced Literacy PD in Summer 2022 (secondary),</li> <li>• Reading 360 PK-12 Literacy Implementation Networks,</li> <li>• Reading 360 Early Reading Implementation Networks,</li> <li>• Ready4K with TDOE and the Governor’s Early Literacy Foundation,</li> <li>• Reading 360 Foundational Literacy Skills Curriculum Supplement and supports, Provided families with information on FREE at-home decodables,</li> <li>• Using the free universal screener provided to districts,</li> <li>• TDOE supplemental instructional materials for math (elementary),</li> <li>• TDOE math professional development, implementation support and networks.</li> </ul>	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> <li>• Increased mastery of prerequisite skills</li> <li>• Increase in student, school, and district performance</li> </ul>	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Increase the percentage of K-2 students “On Track” in ELA at least 5 percentage points on the universal screener benchmark from Fall 2021 to Spring 2022	We will review spring to fall percentile changes in Illuminate Fastbridge, iReady Assessments, diagnostic data for Tier 2 and Tier 3 students for increased scale score percentiles



## Financial

English Language Arts & Math Supports	
Total Investment: \$18,726,807	
<p>Investments in this area are a continuation of the implementation of robust standards-aligned materials to better support teachers and students in K-8 Math and English Language Arts curricula, as well as Algebra I and some Advanced Placement subjects.</p>	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> <li>• Increase in school, student, and district performance</li> <li>• Increased skills mastery</li> </ul>	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Accelerated academic growth and achievement through the adoption of standards-based and skill-based instructional materials in English Language Arts and Math	Increase in median student growth on English Language Arts and Math TCAP assessment results
	Increase in percentage of students achieving On-Track and Proficient performance on English Language Arts and Math TCAP assessments
Accelerated academic growth and achievement for students with disabilities	Increase in performance on ESSA accountability measures for students with disabilities who are identified as at-risk or below grade level





## Financial

<b>Virtual Education and Logistics</b>	
<b>Total Investment: \$3,316,000</b>	
<p>Memphis-Shelby County Schools will acquire and implement a comprehensive digital pedagogical model that integrates standards-aligned blended learning into classrooms.</p>	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• Increased equity of access to a diversity of coursework</li> <li>• Expanded online coursework reduces the impact of individual staff departures</li> <li>• Increased ready graduates and post-secondary attainment rates</li> <li>• Decreased future textbook costs</li> <li>• Increased student, school, and district performance</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
<p>Increase in student achievement by 5 percentage points in Reading Language Arts</p>	<p>Review of TNReady results (2021-22 results compared to historical averages)</p>
	<p>Review of K-8 assessments (annual window to window results for iReady, Illuminate Fastbridge aMath/aReading, CBM Math/CBM Reading)</p>
	<p>Review of 9-12 PSAT and ACT Results and student grades</p>





## Financial

<b>Continued: Virtual Education and Logistics</b>	
<b>Continued: Total Investment: \$3,316,000</b>	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Increased access to courses	Increase in the number of school support offerings for online coursework not physically offered at the enrolled school
	Increases in the number of schools who have blended learning 4 days a week by Dec. 15, 2021 and the number of schools who have personalized blended learning at least 3 days a week by May 15, 2022
	Increases in the number of middle school enrollments in online coursework



Picture taken prior to COVID-19



### STUDENT READINESS

Memphis-Shelby County Schools understands the importance of supporting the whole child, not just academic growth. Through analysis of our needs and our stakeholder feedback, the district has allocated ESSER funds in support of the needs of our faculty, staff, and students. We are investing in high school innovations, advanced placement and dual credit enrollment courses, academic advising, attendance, and truancy supports, community engagement supports, and social emotional and mental health supports. In addition, MSCS understands the need to have a strategic focus on our students that are within the special population's category. To that end, in multiple areas of our ESSER budgets, we are investing in our economically disadvantaged students, students with disabilities, students in foster care, students experiencing homelessness, migrant students, English as Second Language students, and the mental health of our entire student population.



Picture taken prior to COVID-19



## Financial

Below are **some** key Student Readiness strategies of the total \$97,143,941.

<b>AP and Dual Credit/Enrollment Courses</b>	
<b>Total Investment: \$6,196,415</b>	
<p>Through the expansion of advanced academic offerings, MSCS will increase the percentage of students who earn the state’s designation as a “Ready Graduate” by increasing the number of Honors, Dual Credit, Dual Enrollment, Advanced Placement, Pre-Advanced Placement, and Virtual Advanced Placement offerings and expanding access to these courses.</p>	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• Increased equity in learning and leading</li> <li>• Improved post-secondary readiness</li> <li>• More students earning Ready Graduate status</li> <li>• Increase in global ready graduates</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
<p>Increase the number of students participating in PSAT 8/9 Exam Administration (Target: 88% of 9th Grade students identified in baseline enrollment report take exam, increasing to 90% in following years; 85% of 8th grade students identified in baseline enrollment report take exam; increasing in subsequent years)</p>	<p>PSAT 8/9 Exam - # of 8th grade students participating (year over year or versus historical average)</p>
	<p>PSAT 8/9 Exam - # of 9th grade students participating (year over year)</p>
<p>Increase the percentage of students enrolled in Honors, AP, Pre-AP, Virtual AP, Dual Enrollment, and Dual Credit courses</p>	<p>Number of students enrolled in each type of course (DC, DE, AP, Pre-AP, Virtual AP, honors)</p>
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
<p>Continued: Increase the percentage of students enrolled in Honors, AP, Pre-AP, Virtual AP, Dual Enrollment, and Dual Credit courses</p>	<p>Number of DC/DE courses at each HS Number of AP/Pre-AP/Virtual AP courses available at each HS</p>
	<p>Number of students earning college credit (DE courses only)</p>
	<p>Percentage of students enrolled in advanced courses</p>
	<p>DC – EPSO credit attainment</p>
	<p>Increase the percentage of students meeting Ready Graduate criteria by 5 percentage points</p>



## Financial

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<b>High School Innovation</b>
<b>Total Investment: \$18,951,976</b>
<b>Transformative School Model</b>
<p>Beginning in the 2021-22 school year, MSCS will provide K-12 district managed schools who have completed the application for Transformational Models with the opportunity to engage in one of three Transformational School Models:</p> <ol style="list-style-type: none"><li>1. Social Justice</li><li>2. Environmental/Outdoor Learning</li><li>3. Leadership</li></ol> <p>Transformational School Models influence the culture of the school organization for the sake of its effectiveness and efficiency, particularly as it relates to student growth and achievement.</p>
<b>Expected Benefits as a Result of this Investment</b>
<ul style="list-style-type: none"><li>• The Social Justice Model will provide a lens and framework for educators to help create more equitable classroom environments</li><li>• Students will have a better understanding of our world, but also of the world of education</li><li>• The Environmental model and Outdoor Learning Spaces is designed to enhance appreciation of the natural and human-made environment</li><li>• Students will gain in-depth knowledge of environmental policies and decision-making processes</li></ul>
<ul style="list-style-type: none"><li>• The Leadership model will provide students with positive role models as facilitators so students can learn effective ways to manage, lead, communicate, and resolve conflict</li></ul>



## Financial

What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
<p>Schools will adopt one of the three models by the 2021-22 school year, implement at least one school-wide launch-event in September, identify at least one community partner to assist with implementation during the 2021-22 school year, and provide students with at least one service-learning opportunity associated with the adopted Transformational Model</p>	<p>Google or Survey Documents to capture information on community partners, verifying interaction with partners, identifying model, etc.</p>
<p>Improved school culture and climate</p>	<p>Increased Student Attendance</p> <p>Decreased Student Discipline/Behavior Referrals</p> <p>Increased Student Retention</p> <p>Improvements on select Insight Survey question responses (My school is a good place to teach and learn; Leaders at my school set clear expectations for family and community engagement)</p> <p>Improvements on selected Instructional Climate responses via the Panorama Survey (for environmental models only)</p> <p>Improvements on Diversity, Equity, and Inclusion question responses on the Panorama Survey (for social justice models only)</p>





## Financial



Picture taken prior to COVID-19

<b>Virtual Schools Expansion/1:1 Device Management</b>
Expand student access to a diverse selection of virtual course offerings
<b>Expected Benefits as a Result of this Investment</b>
<ul style="list-style-type: none"><li>• Increased equity in access to a diversity of coursework</li><li>• Community schools remain competitive as course offerings are universally available</li><li>• Expanded online coursework reduces the impact of individual staff departures</li><li>• Increased ready graduates and post-secondary attainment rates</li></ul>



Adjust 9-12 School Start/Bell Schedules	
<p>MSCS will adjust all high school start/bell schedules to a later time. This adjustment could support the improvement of student absenteeism, tardiness, and achievement rates.</p>	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> <li>• Decrease student tardiness</li> <li>• Increase in student attendance</li> <li>• Increase student achievement</li> </ul>	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
1 – 3% decrease in student tardy rates	Student tardy rates
1 – 3% Increase in student attendance	Average student attendance rates
Academic achievement improvement	TN Ready Results
	9-12 PSAT and ACT Results
	Student grades
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Increase in the number of enrollments in advanced online coursework for courses not physically offered at enrolled school	Student enrollments in advanced coursework not currently offered at enrolled school
Increase in the overall number of EPSOs obtained via advanced coursework	Number of EPSOs attained via advanced coursework
Increase in the # of Ready Graduates	# of Ready Graduates
Increase in the number of Middle School students engaging in online coursework	Number of MS enrollments in online coursework



ACT Preparation	
<p>This is a continuation (not an expansion) of our current partnership/caseload of schools where Peer Power provides tutoring for ACT skills/content.</p>	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> <li>Increased ready graduates and post-secondary attainment rates</li> </ul>	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
<p>Enhance student preparedness for and access to post-secondary opportunities through near-peer intervention delivery model</p>	<p>Increase in average ACT official exam scores compared to 21-22 baseline and ACT practice test scores (if accessible)</p>



## Financial

CCTE	
<p>Various programs, practices, and activities designed to provide students with relevant education and training that will lead to attainment of high-quality, in-demand post-secondary degrees and credentials. Some of the programs will include CCTE Apprenticeships, Certification and Coding Training, Robotics, Project Stand, Project Based Learning Modules, Agri Stem, and Southwest TN Community College.</p>	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> <li>• Provide students with relevant education and training that will lead to attainment of high-quality, in-demand post-secondary degrees and credentials</li> <li>• Prepare students for a career path in Information Technology; agriculture, digital autonomy (which provide students with a foundation in both conventional regenerative agricultural practices), technology, conservation science; college majors in Science, Engineering, Technology, and Mathematics</li> <li>• Provide school autonomy to Reimagine school wide programs to support engagement based on interest of students, teachers, and the community</li> </ul>	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Enhance student preparedness for and access to post-secondary opportunities	% of students meeting Ready Graduate criteria
Improve the culture and climate of schools	Improvements on the Culture and Climate section surveys via the Panorama/Insight surveys



## Financial

<b>Academic Advising:</b>	
<b>Total Investment: \$1,728,000</b>	
This is a continuation of the Naviance platform and services for middle and high school students to develop robust career pathway opportunities.	
<b>Expected Benefits as a Result of this Investment</b>	
Create relevant and equitable academic choices and learning environments to ensure students are prepared for the global workforce by providing support for college and career readiness.	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
Increase fidelity of implementation with key student planning and exploration tasks for college and career goals	% completion of Naviance assessments
	% completion of Naviance career favorites
	% completion of Naviance diagnostics
	% completion of Naviance college favorites
	% completion of Naviance course plans
	Student platform log-in metrics
Increase student attainment on Ready Graduate indicators	% of students meeting Ready Graduate criteria





## Financial

Academic Support for Homeless Students	
Total Investment: \$567,000	
<p>MSCS will increase support for homeless students and those with adverse childhood experiences.</p>	
Expected Benefits as a Result of this Investment	
<p>Increase the percent of homeless students who are served by Homeless Liaisons</p>	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
<p>Increase the percent of homeless students served by Homeless Liaisons and create safe spaces for students</p>	<p>Increase the percent of homeless students served by homeless liaison</p>
	<p>Increase in the academic achievement of homeless students</p>
	<p>Increase in attendance for homeless students</p>



Picture taken prior to COVID-19



## Financial

<b>English as Second Language (ESL) &amp; Special Populations</b>	
<b>Total Investment: \$14,792,449</b>	
<p><i>Student Readiness &amp; Academics</i>            MSCS will expand English Language instruction, ESL Summer School and before and after school tutoring utilizing programs, such as ELLevation Strategies, Learning A-Z, Lexia/Rosetta Stone, Word Heroes, picture books and IXL to address learning loss and assist students in being successful in the classroom and gain language proficiency by equipping the teacher with adequate resources.</p> <p><i>Multilingual Family Engagement</i>            MSCS will expand the ability to communicate with parents of English Learners by increasing Translation Service (RTT), onboarding 3 Bilingual Communications Specialists and a Multilingual Cultural Senior Advisor and engaging in multilingual activities to inform parents of department, community, and language resources.</p> <p><i>Educators</i>            MSCS will provide ESL Senior Advisor, tutors and peer coaches to increase academic performance of English Learners and build capacity of general education and ESL teachers. Additionally, SCS will pay for tuition of 50 educators to engage in ESL practicum at an accredited university to achieve in their ESL endorsement</p>	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• Increase language proficiency of English Learners (ELs)</li> <li>• Improve academic progress</li> <li>• Increase support of parents of English Learners by informing them of academic progress of their students, academic opportunities, and resources available to them to assist their children in school</li> <li>• Increase communication with parents in their native language</li> <li>• Build capacity of general education and ESL teachers to assist English Learners (ELs)</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
Improve academic grade level performance for ELs	Reduction in number of quarter/course failures
	Target: at least 10% decrease in quarter/course failures for each quarter Increase percentage of students that are showing growth on Mastery Connect and Illuminate Fast Bridge
Improved English proficiency growth through proficiency	WIDA Model Benchmarking
	WIDA ACCESS Target: increase percentage of students meeting growth standard to at least 35%
Improved parent engagement and participation at schools with the assistance of a translation service to discuss academic/proficiency progress and provide an opportunity to engage in communication with district staff	RTT Translation Service Usage
	Increase in number of parent meetings Target: at least 10% increase in RTT Translation Service usage
	Target: at least 90% of families of ELs contacted in their native language to participate in school/district activities



## Financial

Provided PD sessions to address instructional strategies for ELL student growth	Participant surveys from PLZ and provided by ESL Office
	Target: continue excellent participant survey results

Attendance & Truancy Supports	
<b>Total Investment: \$2,255,400</b>	
<p>MSCS will invest funds in this area to provide additional support in improving attendance and truancy rates. The following positions will be included in the investments to improve culture and climates as well as increase attendance rates and attendance accuracy:</p> <p>Discipline Registration Truancy Analysts Advisors</p> <ul style="list-style-type: none"> <li>Specialists</li> </ul>	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>Reduce negative behaviors and suspensions</li> <li>Reduce chronic absenteeism and truancy</li> <li>Better attendance = positive impacts on funding</li> </ul>	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Improve the culture and climate of schools	Increase in the use of progressive disciplinary practices (Re-Set Room, Counseling, etc.)
	Target: 3% reduction in OOS suspension in schools with RSRs; 5% in schools with RSRs and behavior specialists Increases in the culture/climate section of the Panorama/Insight Survey
Increase in attendance rates and attendance accuracy	100% of schools are completing attendance reconciliations daily
	Increase in documented SART teams in PowerSchool



## Financial

<b>Transformational Models</b>	
<b>Total Investment: \$10,282,120</b>	
<p>The World Language Expansion Program is a multi-year plan that will expand the world language offerings currently available. At least one language will be offered at 35 elementary schools. Implementation will start with Pre-K in the 2022-23 school year and additional grades will be added up to 2nd grade by the 2025-26 school year.</p>	
<b>Foreign Language Expansion</b>	
<b>Expected Benefits as a Result of this Investment</b>	
<p>Prepare MSCS students to develop into well-rounded citizens that are linguistically and culturally competent, successful, and who exhibit the ability to compete in a global economy</p>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
<p>Expand the number of elementary world language programs from 5 to 35</p>	<p>By 2022-23, the number of elementary schools (30) will be prepared to offer the world language program for Pre-K Students will grow from 5 to 35</p>
	<p>By 2022-23, all elementary schools offering world language programs (30) will be paired with a partner school and have a weekly schedule for assigned teachers</p>
	<p>By 2023-24, all elementary schools offering world language programs (30) have a Flex program for grades K-2</p>
	<p>Students are authentically engaged in the target language for 95% of the class period (Class Observations)</p>
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
<p>By 2025-2026, increase the number of 2nd grade students scoring novice-mid on the STAMP assessment</p>	<p>80% of grade 2 students will score Novice-Mid-on Stamp 4SE assessment by 2025-26</p>
<p>By 2029-30, increase the number of students enrolled and engaged in middle and high school world language programs</p>	<p>Increase in the number of students participating in the Seal of Biliteracy</p>
	<p>Increase the number of students participating in the Certificate of Multiliteracy</p>
	<p>Increased language course enrollment numbers – Middle School and High School</p>
	<p>Increased number of students taking the EOC test in Middle School</p>



## Financial

<b>Theatre and Performing Arts Expansion</b>	
<p>MSCS will implement a three-tiered performing arts expansion strategy by implementing successful afterschool opportunities at pilot schools, in addition to itinerant staffing models to enrich teaching strategies with Arts Integration and expanding engagement with cultural community arts opportunities.</p>	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• Cultivate nationally competitive arts programs</li> <li>• Students are empowered to actively participate in school culture and the community through the arts</li> <li>• School culture and climate are positively impacted</li> </ul> <p>Equitable access to K-8 Art and Music instruction</p> <ul style="list-style-type: none"> <li>• Students are nurtured through a sequential arts curriculum that addresses empathy, creativity, and self-expression</li> </ul>	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Increase student enrollment in performing arts courses and opportunities	Number of students enrolled in Dance Education (ES, MS, HS)
	Number of students enrolled in Theater (HS)
	Number of students enrolled in Instrumental Music (MS and HS)
	Overall fine arts course enrollment (District-wide), broken down by course
Expand quality offerings at pilot schools, increasing student access to dance and theatre classes and programs	Increase number of MSCS schools that offer the Elementary Dance Pilot
	Increase number of MSCS schools that participate in Arts Integration Pilot
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Improve school culture and climate	Increases in student attendance
	Increases in math and reading assessment scores
	Increase in on time graduation rate, beginning in 2024-25
	100% of students in Arts Integration Pilot attend a minimum of one extracurricular experience with a cultural institution/arts agency





<b>Elementary to Middle and Middle to High School Transition Program</b>	
<p>This program is designed to give students focused, intensive help in areas of need in order to springboard them into the next grade and to prepare them for successful performance in middle school and high school. The one-week Bridge Program will run daily from 8:00 AM to 3:00 PM.</p>	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• An effective transition program helps students move to a new school, become a part of the new school, and maintain their social and academic status</li> <li>• Assist students in becoming more acclimated to a new school environment</li> <li>• Create organizational structures for students as well as foster purposeful learning and meaningful relationships</li> <li>• Provides comprehensive guidance and support services to meet the needs of 6th grade and 9th grade students during their formative years</li> <li>• Presents the new school environment as inviting, safe, inclusive, and supportive of all</li> <li>• Incoming 6th graders and 9th graders will garner skills that will allow for academic and social success</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
<p>On-track readiness as evidenced by 80% of students having successfully passed core classes during their 6th &amp; 9th grade school year</p>	End-of-course midterm and final exam grades
	Quarterly and End-of-Year report card grades
	Promotion records
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
<p>No more than a 15% discipline referral rate of students in the 6th &amp; 9th grade cohort by the end of the academic school year</p>	Quarterly discipline referral records/logs
	End-of-Year discipline referral records/logs
<p>An expected 95% attendance rate will be demonstrated by the 6th &amp; 9th grade cohort of students by the end of the 6th &amp; 9th grade school year</p>	Quarterly attendance records
	End-of-Year attendance records
<p>Retention of 95% of the cohort of the 6th &amp; 9th grade students as they transition to 7th &amp; 10th grades</p>	Completed registration records for students entering 7th & 10th grades



## Financial

Expand Social-Emotional Learning & Attendance Supports	
Total Investment: \$19,903,850	
<p>MSCS will expand Social Emotional Learning and attendance supports to include Re-Set rooms, evening mental health care centers, universal screening for all students, additional behavior specialists, and additional support for students with adverse childhood experiences.</p>	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> <li>• Reduce negative behaviors and suspensions</li> <li>• Reduce chronic absenteeism and truancy</li> <li>• Increased support of homeless students and those with adverse childhood experiences</li> <li>• Better attendance = positive impacts on funding</li> </ul>	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Improve the culture and climate of schools	Increase in the use of progressive disciplinary practices (Re-Set Room, Counseling, etc.)
	Target: 3% reduction in OOS suspension in schools with RSRs; 5% in schools with RSRs and behavior specialists
	Increases on the culture and climate section scores on the Panorama/Insight Survey
Create safe spaces for students and adults	Increase in Tier 3 supports provided to students (restorative circles, behavior intervention plans, etc.). Target: 10% increase
	Increase in number of teletherapy sessions
	SEL hotline usage 100% of students are screened by the universal screening tool, with 100% of students identified assigned a student review team
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Increase in attendance rates and attendance accuracy	100% of schools are completing attendance reconciliations daily
	Increase in documented SART teams in PowerSchool



## Financial

<b>Community Engagement Supports</b>	
<b>Total Investment: \$7,622,640</b>	
<p>MSCS will invest funds to expand existing community schools and implement the model in new schools. Community Schools provide an integrated focus on academics, health and social services, youth and community development, and community engagement in effort to lead to improved student learning, stronger families, and healthier communities.</p>	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>Raise student achievement by ensuring that children are physically, emotionally, and socially supported to learn</li> <li>Serve as a community hub by providing access to such critical programs and services as health care, mentoring, expanded learning programs, adult education, and other services that support the whole child, engage families, and strengthen the entire community</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
Increased attendance and student engagement	Average attendance goal for Community School: 95% or higher
	Reported early chronic absenteeism
Greater connectedness to adults and classmates in their schools	Percent of students reporting stable relationships with supportive adults, including their teachers or afterschool staff
	Students report feeling supported by teachers and school administration
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
Development of social and emotional skills necessary for success	Percentage of students demonstrating CASEL
	% of Students report being self-aware
Improved academic performance	Standardized test scores
	Report of in-school and out-of-school suspensions
	Increases on scores in the culture and climate sections of the Panorama/Insight Survey
Families are more actively engaged in children's education	Number of parents who attend teacher-parent conferences or other events
	Percent of families who report positive interactions with teachers and other school



## Financial

<b>Community Engagement Supports: Student Recruitment/Student decline due to the Pandemic</b>	
MSCS will build a strategic focus on challenges and solutions for recruiting new students, retaining current students, and reclaiming students who have been lost to other educational service providers.	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• Increase student market share</li> <li>• Increase student enrollment, as well as enrollment trends within feeder pattern schools</li> <li>• Retain currently enrolled students</li> <li>• Market the myriad of programming options and support available within the MSCS district</li> </ul>	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Increased student enrollment percentages	Utilize Student Recruitment Coordinators at each school site (100%) to implement unique and customized recruit and retain strategies within the school community
	Deploy Student Recruitment Ambassadors at each school site (100%) to raise internal and external awareness of their school’s environment and programming options
	Collaborate with School-based Public Relations Organizers (PROs) to market and increase the school’s brand identity and connect with students and families
Increased visibility of MSCS as a premier school district through varied marketing mediums	Implement a digital marketing campaign targeting electronic methods for city and county-wide saturation
	Display positive imagery showcasing MSCS students, families, and alumni to increase awareness of the benefits of attending Memphis-Shelby County Schools
	Utilize program leads such as optional, arts, CCTE, athletics, and school-based contacts to assist with district-wide recruit, retain, and reclaim strategies
	Community based recruitment at various venues throughout the 901 community
Decreased student withdrawals to other educational providers	Create data jackets and trend reports for feeder pattern schools to better determine matriculation patterns for individual schools
	Monitor withdrawal data to identify and target district “hotspots” for immediate intervention



## Financial

<b>Community Engagement Supports: Expand Parent/Community Resource Center and Establish Multicultural Department</b>	
Provide academic and non-academic wraparound services to support students and families in under-resourced communities aiming to become a one-stop shop for students and families addressing factors such as: Parental Resilience, Parenting and Child Development, and Social and Emotional Competence.	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• Increased the feasibility for access to Resource Centers within high needs communities</li> <li>• Expansion of existing service areas for Resource Centers</li> <li>• Availability of educational support services targeted toward multicultural and multilingual families</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
Establish welcoming spaces that can be utilized by a mixture of diverse families and community members	Increased frequency of usage of Resource Centers and total number of families serviced annually
	Increased community perception rates
	Increased attendance/participation in family engagement programming
Provide services that are grounded in a strengths-based approach, are culturally sensitive and, when possible, linguistically competent, or offered in languages that reflect the families and communities being served	Increased availability of family support services delivered to non-English speaking families
	Increased service patterns and referrals to partner agencies for student and family case management for English learners
Establish Centers as integral parts of the community – serving as a link between families, schools, service partners, and the community – and sustain strong partnerships with a variety of other community-based providers, leaders, and key stakeholders in order to adequately address local needs	Increased numbers and types of referrals to wraparound service agencies (e.g., adult education, employment/job readiness, housing and utility assistance)
	Increased homework help and tutorial service participation among targeted students





## Financial

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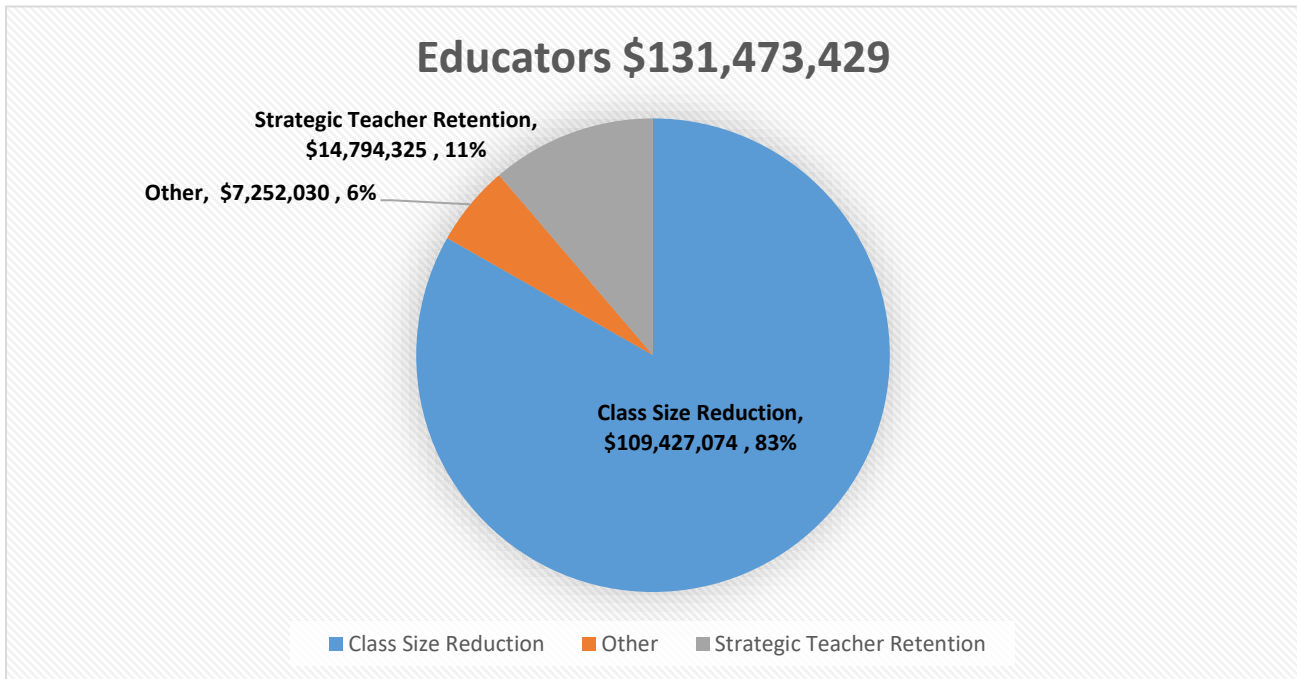


**EDUCATORS**

Memphis-Shelby County Schools understands that valuing and supporting our educators yields high-quality student academic performance and a well-rounded student body, not to mention a healthy culture and climate. Through analysis of our needs and stakeholder feedback related to the impact that COVID-19 has had on our educators, we have prioritized the following areas to support with ESSER funds:

- Increase in Adult to Student Ratio
- Strategically Recruiting and Retaining High-Quality Teachers
- Increasing the Number of Teacher Assistants

We believe that through these initiatives, by means of the ESSER funds, the district can help bolster our teachers as they take on the monumental task of supporting students with learning loss and prepare them to achieve the rigorous standards. Teachers are charged with tackling various learning styles all while preparing students for success in life. The initiatives in support of our educators include strategic teacher retention and establishing sustainable teacher recruitment models, increasing the adult to student ratio, increased student support, and initiating the leadership transformational model.





## Financial

Below are **some** key Educators strategies of the total \$131,473,429.

<b>Strategic Teacher Retention &amp; Establishing Sustainable Teacher Recruitment Models</b> <b>These initiatives are funded within the Strategic Teacher Retention and Other categories within the ESSER budget</b>	
<b>Total Investment: \$22,046,355</b>	
<p>The Human Resources team will implement and expand a variety of strategies designed to recruit and retain the best district leaders and teachers in the nation, immerse them in professional development to embrace and teach foundational literacy skill concepts, and entrench them in the community and classroom.</p>	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• Improved student achievement</li> <li>• Improved teacher/staff retention = greater effectiveness</li> <li>• Recruit more high-quality talent</li> <li>• Development of current staff = greater effectiveness</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
<p>Increased job applications and decreased vacancies</p> <ul style="list-style-type: none"> <li>• Relocation Bonus</li> <li>• Sign on Bonus for Early Contract Teachers</li> <li>• Hard to Staff Bonus for Hard to Staff</li> <li>• Relay Graduate School of Education</li> <li>• Teach for America (TFA)</li> <li>• Proximity Learning</li> <li>• Recruitment Agencies</li> <li>• Participate Learning – Foreign Language Recruitment</li> </ul>	Increase in percentage of applications coming from candidates
	Vacancies year over year (looking for reduction in number of vacancies at the start of the year, % staffed as opposed to # vacancies)
	Decrease in average days to fill position rates
	Increase in number of early hires
	Increase in percent of licensed workforces (teachers) vs. prior years
	Number of relocations, hard-to-staff, and early sign-on bonuses paid vs. previous years





## Financial

What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Increase teacher quality by increasing the number of licensed teachers <ul style="list-style-type: none"> <li>Praxis Reimbursement</li> </ul>	Percentage of teachers licensed (historical average Vs. Annual 2021-22 and beyond) Number of teachers reimbursed for passing Praxis assessment (increases year over year) Decrease in multi-year permit teachers
Increase staff retention via a reduction of the mentee/mentor ratio, Spot Awards (CO) and comprehensive induction program <ul style="list-style-type: none"> <li>Teacher Mentors</li> <li>Facilitator Fellows</li> <li>Technical Support/PD</li> <li>Spot Awards for Employee performance</li> </ul>	Decrease in the mentee/mentor ratio (baseline 1:12) Feedback from mentors and mentees (Beginning-of-year, mid-year, and end-of-year) Monthly mentee observation logs Teacher retention numbers; look at region over-all, but particularly at novice teacher retention and first year teacher retention, year over year Performance data (yearly evals and/or academic outcomes) for staff who have gone through the comprehensive induction program (vs. cohort data from previous years) Academic outcomes for mentored teachers who are remain in the program for 3 years (looking for possible academic outcome increases) % of mentee teachers who remain in the mentor/mentee program for 3 years



Picture taken prior to COVID-19



## Financial

Specifically reduce student to adult ratio and increase student support	
Total Investment: \$109,427,074	
All K-2 classrooms will receive a full-time specialized ed. assistant who will receive on-going, targeted professional development on foundational skills instruction and best instructional practices. These additional educators will support the implementation of small group instruction and interventions.	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> <li>• Reduce unemployment</li> <li>• Community investment</li> <li>• Poverty rate reduction</li> <li>• Market share increase</li> <li>• More students attending MSCS; more state/federal funding</li> </ul>	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
	iReady Diagnostic (Reading and Math) Median Percentile/Scale Score
	iReady Diagnostic (Reading and Math) % of students classified as “On Grade Level”
	Changes in median percentile on Illuminate Fastbridge assessment results
	Rate of students meeting or approaching CLUE qualifications (Currently based on Illuminate Fastbridge screener)
Increase in student mastery (Target: 10% increase in On Track/Mastery for students in 3 <sup>rd</sup> Grade on TN Ready by 2022-23)	Measure assessment outcomes from 2021-22 K-3 students who were persistent to determine impact of 1 year/2 year/3 year in smaller ratio classes
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Decrease in K-2 Teacher Vacancies (Target 5% reduction in teacher vacancies in 2022-23)	Number of yearly K-2 vacancies
	Teacher Retention, K-2; specialized education assistants’ retention, K - 2
	Insight Survey measures including workload sub score and overall culture scores
	CLP Report Measures - % of teachers who missed x # of days. Using a pre-pandemic year as a baseline
	Survey to determine how Ed Assistants are being used
Improved culture and climate	Historical OSS & ISS compared to current; ISS/OSS to progressive discipline ratio, historical and current
	Decrease in most prevalent coded teacher concern log prevalence
	Panorama student results historical to current



A photograph of a woman with long dark hair, wearing a white shirt with red floral embroidery and a pink face mask, leaning over a young girl. The girl is wearing a striped shirt, a pink face mask, and large orange headphones. They are sitting at a table with a floral tablecloth, looking at a laptop. The background is outdoors with greenery.

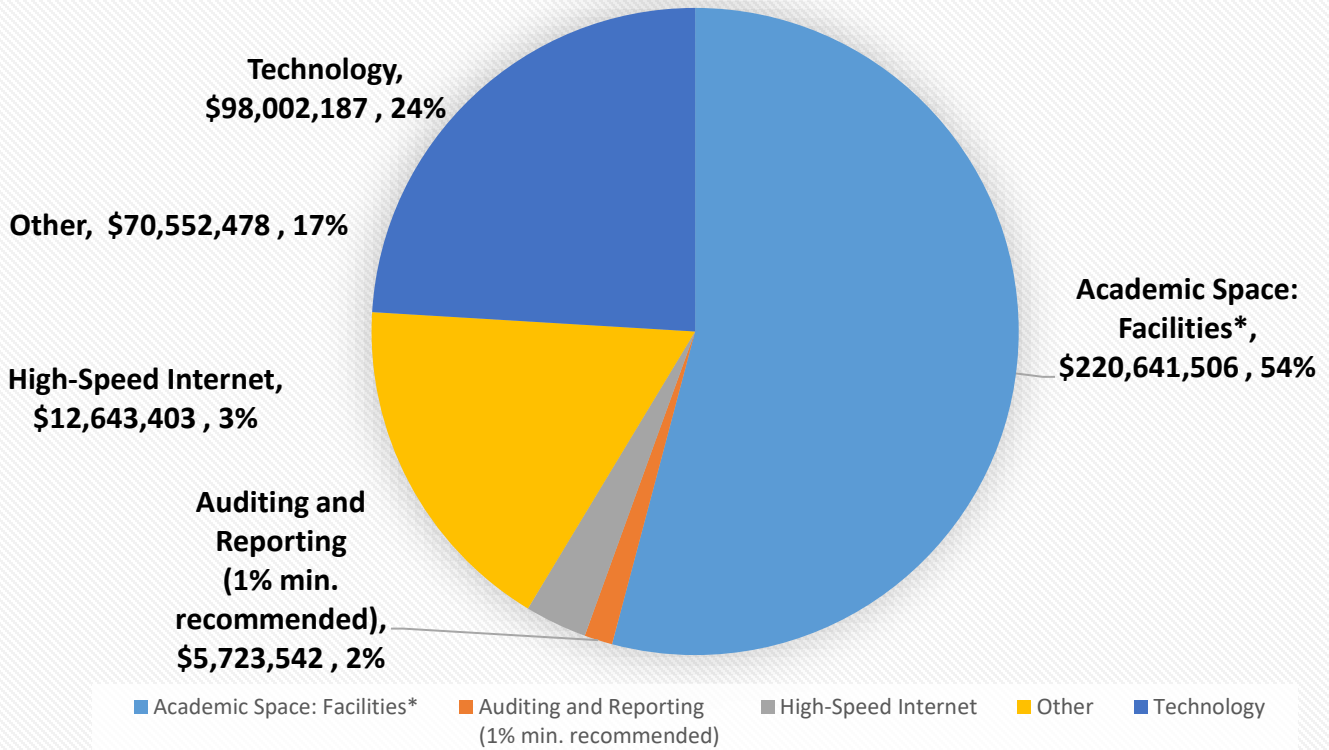
**ESSER STRATEGIES  
& PERFORMANCE MEASURES  
"FOUNDATIONS"  
ESSER  
CAPITAL**



**FOUNDATIONS**

Memphis-Shelby County Schools is committed to serving our students in the safest environment possible. Moreover, we will ensure that all our students have the technology needed in order to succeed in school. Through analyzing our needs assessment and stakeholder feedback, the district is investing in facilities to provide the safest teaching and learning environment possible. Our initiatives within the area of foundations include Technology, High-Speed Internet, Academic Space (Facilities), Monitoring Auditing and Data Collection and Reporting, and Indirect Cost which is detailed in the Fiscal Management and Long-Term Sustainability section of this document.

**Foundations \$407,563,116**





## Financial

Technology & Internet	
Total Investment: \$110,645,590	
<p>Memphis-Shelby County Schools will ensure that our students have the safest environment possible by providing every student with a device. To ensure continuity of learning, despite closures and quarantines, we will also invest in high-speed internet, device asset management, infrastructure upgrades &amp; IT Support. Investments will also be made in ensuring a high-quality online learning and virtual school experience through investments in virtual education and logistics supports.</p>	
Expected Benefits as a Result of this Investment	
Continuity of learning for students to learn virtually as well as throughout possible school/district closures and quarantines.	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Students do not experience lost learning time due to closures or quarantine	% of students with access to a device and internet connection
	% of teachers with access to a device
Increased academic achievement	As measured by state assessments and benchmarks



Picture taken prior to COVID-19





**DEFERRED MAINTENANCE & ACADEMIC FACILITIES**

In fiscal year 2015-16, the District engaged Fleming-Marshall JV and Self Tucker Architects to conduct a capital deferred maintenance study that evaluated the condition of facilities owned and operated by the District. The review included a comprehensive assessment of existing physical conditions that identified, inventoried, and quantified physical deficiencies and hazards that require critical maintenance and corrective action.

After the evaluation of the facility conditions was completed, deferred maintenance projects were ranked based on needs, enrollment changes, work order history, risk, and utilization. Also, the District consulted with subject matter experts about the prioritization, which included engineers, school principals, and the strategic planning team. The prioritization of the deferred maintenance projects was reviewed by the facility planning staff, the Superintendent, Memphis-Shelby County School Board of Education, and the Shelby County Board of Commissioners. Approximately \$476.5 million of capital deferred maintenance costs over five years were identified as top priorities; the cost is categorized below





## Financial

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Today, the \$476.5 million of deferred maintenance has been updated for additional cost that would have totaled in fiscal year 2015 \$633 million instead of \$476.5 million. The difference between the original \$476.5M in deferred maintenance costs and the newly estimated \$633M costs is the addition of design costs (A&E fees) and construction management costs.

Additionally, many projects had their construction cost estimates updated to represent present day costs prior to the projects being approved for capital funding and execution.

To date, the Shelby County Commission along with the Memphis-Shelby County School Board has invested and made decisions with facilities reducing deferred maintenance by \$231 million, ultimately reducing the balance to \$402 million.

### ESSER & CAPITAL PLANNING

Both ESSER 2.0 and 3.0 include provisions to address Facility Needs and Deferred Maintenance:

- Such as school facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs
- Additionally, the inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement

The District proposed the following deferred maintenance projects for ESSER-funded renovations at MSCS-owned buildings, including those used by Achievement School District (ASD) and charter schools plus needlepoint bipolar ionization from ESSER 2.0 and ESSER 3.0 of \$224 million:

- **HVAC Improvements / Replacements (\$124,591,724)**
  - IAQ (indoor air quality) issues
  - Airborne pathogens in buildings
  - Insufficient ventilation
- **Water Bottle Filling (\$5,000,000)**
  - Implement stations to minimize communicable disease transmission
- **Classroom Additions (\$71,500,000)**
  - Inadequate classroom space for social distancing
- **Playground Expansions (\$5,000,000)**
  - To promote social distancing and student social and emotional wellbeing

With these proposals, deferred maintenance could potentially be reduced from the remaining \$402 million to \$196 million by fiscal year 2025.





## Financial

<b>Academic Space: Facilities</b>	
<b>Total Investment: \$206,091,724</b>	
<p>The district will ensure the transmission of COVID and other transmissible diseases are decreased by increasing social distancing measures, improving indoor air quality, and reducing the deferred maintenance burden.</p>	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>Lower transmission of COVID and other transmissible air-borne diseases; Improved facilities; Reduced deferred maintenance burden; Improved air quality; Better student outcomes/academic growth; Safe drinking water</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
Improved air quality in all district buildings	Air Quality index measurements in buildings with improvements
	Categorized as acceptable on air-quality assessments
	Insight Survey perception increases (my building is maintained and clean)
Reduction of deferred maintenance burden	Reduction of deferred maintenance backlog
	% of projects completed on time/performance to schedule
Increase social distancing and other COVID mitigation strategies	All schools have water bottle filling station by Jan. 2022
	Measurements of lead in water supply every two years
	Increase in useable square footage in permanent buildings
	Square foot per student ratio increases
	Reduction in the number of portable buildings used as classroom space



## Financial

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### Reallocation Process for Capital Projects

Bids are sent out for each project, sometimes bids come back higher than the allocated amount. In the case where bids come back higher, a budget amendment is needed to reallocate funds. If additional funds are awarded for infrastructure or underspent on construction, the District will then prioritize those funds to support infrastructure needs as follows.

- Roof Improvements / Replacements
  - Roof leak water intrusion leads to AMG (apparent mold growth)
  - AMG leads to IAQ issues
  - IAQ issues lead to respiratory health issues in buildings
- Window Improvements / Replacements
  - Inadequate ventilation and limited use of outdoor fresh air



Picture taken prior to COVID-19



**CAPITAL PROJECTS**

Project Name	Grade Level	Type	Esser 2.0		Project 9984	
			2022-2023 Adopted Budget	Amendment	2022-2023 Amended Budget	Reallocation
Northaven ES	Elem School	HVAC	749,731	-	-	749,731
Lucie E. Campbell ES	Elem School	HVAC	1,416,830	-	-	1,416,830
Peabody ES	Elem School	HVAC	2,619,335	-	-	2,619,335
Vollentine ES	Elem School	HVAC	4,524,885	-	-	4,524,885
Westside ES	Elem School	HVAC	4,063,522	-	-	4,063,522
Woodstock MS	Middle School	HVAC	1,364,356	-	-	1,364,356
Cordova MS	Middle School	HVAC	5,140,615	-	-	5,140,615
Craigmont MS	Middle School	HVAC	2,745,689	-	-	2,745,689
Cummings K-8	Middle School	HVAC	2,384,955	-	-	2,384,955
Downtown ES	Middle School	HVAC	866,365	-	-	866,365
Grandview Heights MS	Middle School	HVAC	4,083,420	-	-	4,083,420
Bolton HS	High School	HVAC	2,202,975	-	-	2,202,975
East CTC	High School	HVAC	516,988	-	-	516,988
			<b>32,679,666</b>	-	-	<b>32,679,666</b>





# Financial

Esser 3.0 Project 9985						
Project Name	Grade Level	Type	2022-2023	Amendment	Reallocation	2022-2023
			Adopted Budget			Amended Budget
All Elem, K-8 Schools, & High Schools	All	General	1,565,081	-	-	1,565,081
All Elem, K-8 Schools, & High Schools	All	General	411,115	-	-	411,115
Peabody ES	Elem School	Playground	20,000	-	-	20,000
Shrine ES	Elem School	Playground	400,000	-	-	400,000
Macon Hall ES	Elem School	Bldg. Addition	6,500,308	-	-	6,500,308
Brownsville Road ES	Elem School	Bldg. Addition	6,451,151	-	-	6,451,151
Sheffield ES	Elem School	Bldg. Addition	5,872,964	-	-	5,872,964
Willow Oaks ES	Elem School	Bldg. Addition	6,582,070	-	-	6,582,070
Westhaven ES	Elem School	Bldg. Addition	6,442,906	-	-	6,442,906
Geeter K-8	Middle School	Bldg. Addition	5,920,296	-	-	5,920,296
Mt Pisgah MS	Middle School	Bldg. Addition	6,199,893	-	-	6,199,893
Crump ES	Elem School	HVAC	1,569,659	-	-	1,569,659
Fox Meadow ES	Elem School	HVAC	1,108,841	-	-	1,108,841
Whitehaven ES	Elem School	HVAC	2,292,918	-	-	2,292,918
Winridge ES	Elem School	HVAC	524,387	-	-	524,387
Southwind ES	Elem School	HVAC	3,709,893	-	-	3,709,893
Norris Rd ES	Elem School	HVAC	1,133,946	-	-	1,133,946
Geeter K-8	Middle School	HVAC	4,731,772	-	-	4,731,772
Hamilton K-8	Middle School	HVAC	4,573,064	-	-	4,573,064
Cummings K-8	Middle School	HVAC	1,953,319	-	-	1,953,319
Southwind HS	High School	HVAC	1,779,012	-	-	1,779,012
East HS	High School	HVAC	1,560,377	-	-	1,560,377
Kirby HS	High School	HVAC	3,865,760	-	-	3,865,760
Oakhaven HS	High School	HVAC	6,187,939	-	-	6,187,939
Westwood HS	High School	HVAC	2,981,634	-	-	2,981,634
Wooddale HS	High School	HVAC	3,920,402	-	-	3,920,402
Central HS	High School	HVAC	3,893,911	-	-	3,893,911
American Way MS	Middle School	HVAC	7783747.99	-	-	7,783,748
Havenview MS	Middle School	HVAC	3,559,844	-	-	3,559,844
G. W. Carver College & Career Academy	High School	HVAC	4,753,200	-	-	4,753,200
Kingsbury CTC	High School	HVAC	180,333	-	-	180,333
			<b>108,429,743</b>	-	-	<b>108,429,743</b>
<b>Total Projects</b>			<b>141,109,409</b>	-	-	<b>141,109,409</b>



# NON- FEDERAL PROGRAMS



FY 2023 District Adopted Budget





## Financial

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### FINANCIAL SUMMARY OF THE NON-FEDERAL PROGRAMS FUND

#### NON-FEDERAL PROGRAMS

This section includes the following information:

- I. Needs of Memphis-Shelby County Schools Students
- II. Financial Summary of the Non-Federal Programs Fund
- III. Summary of the Non-Federal Programs Project Listing
- IV. Non-Federal Grant Summary by Project

#### **I. Needs of Memphis-Shelby County Schools Students**

Memphis-Shelby County Schools supports students in becoming academic scholars and productive citizens. The District provides academic enrichment programs to complement academic learning in the classroom. Most of the special revenue funds are dedicated to enhancing academic learning and innovation. Nurturing and growing the whole child are a critical endeavor for the District, with a focus on four developmental areas to ensure our students are productive citizens: Cognitive, Physical, Social and Emotional.

In the 2015 book *Off to a Good Start*, the Urban Child Institute reported that for children to succeed into adulthood, “they must be able to problem solve, to develop resilience and handle stress, and to interact appropriately with peers and adults. While there is significant focus on the racial/ethnic and economic disparities in academic achievement and other cognitive outcomes, far less attention has been paid to the capacities that help build social and emotional skills.”<sup>1</sup> The Urban Child Institute and the RAND Corporation explored the social and emotional well-being of children in Memphis and Shelby County and determined these key findings:

- Social and emotional development is a child's growing understanding of who they are, what they feel, and how they interact with others
- In Shelby County, about 25 percent of one-year-olds show problem behaviors that are related to difficulties regulating their emotions
- Many children in Shelby County live in poverty and have mothers who are single, young, and have less than a high school education
- Both parent-child and provider-child interactions are important to the development of a child's social and emotional skills
- Shelby County has valuable assets that provide stimulating environments for young children at little to no expense to families. There may be opportunities to further leverage these resources on behalf of children

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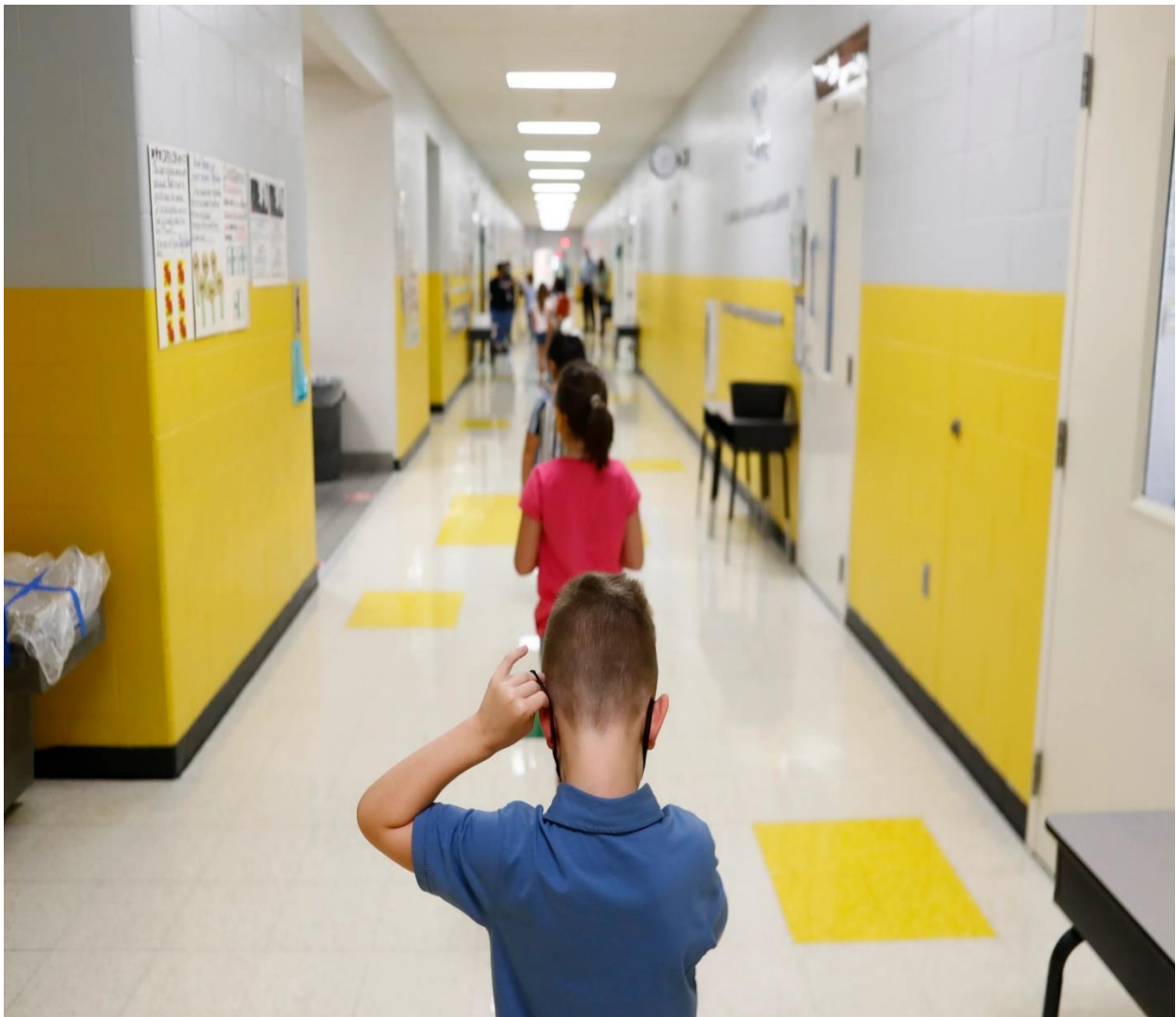
<sup>1</sup> *Off to a Good Start: Social and Emotional Development of Memphis Children*. The Urban Child Institute. URL: [www.urbanchildinstitute.org/resources/publications/off-to-a-good-start](http://www.urbanchildinstitute.org/resources/publications/off-to-a-good-start).



## Financial

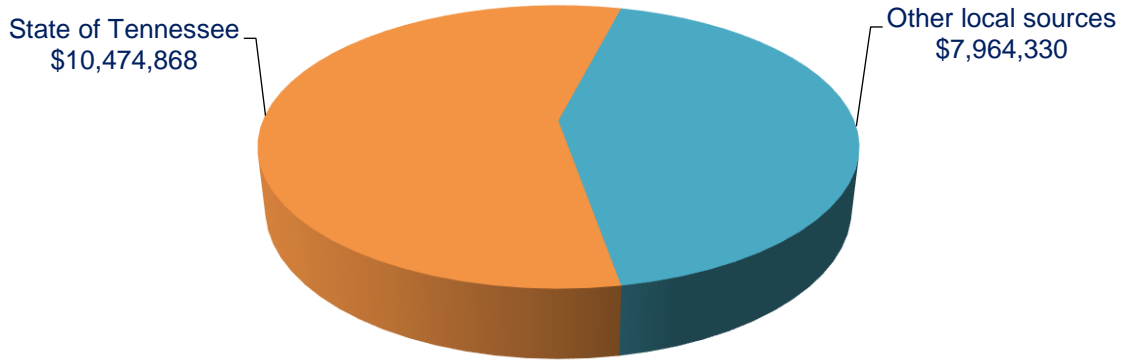
### II. Financial Summary of the Non-Federal Programs Fund

The Non-Federal Program Fund is self-supporting. The resources are generated from grants, donations, and fees from the state of Tennessee and the local community. The fund consists of resources that are spent on cognitive, social, emotional, student achievement and instructional supports. Some of the resources supplement the District's student support and operational services. Evening Reporting Center, Lottery for Education Afterschool Programs, Project Graduation, and other grants/fees have been used to address student achievement through the improvement of instructional support and development. The Non-Federal budget projects a marginal \$714.6 thousand decrease. A decrease can be attributed to the Urban Strategies Grant ending in 2021-22 for \$321 thousand. This grant was in partnership with HUD to provide support for the South City community. The other primary decrease of \$77 thousand for the coalition of Large School districts where we partner with districts around the state to pay for legal services. The decreases are offset by increases of \$541 thousand for SCIAA Dues. We returned to playing sports in fiscal year 2021-22 and saw an increase for YMCA before and after care (\$280 thousand), that allowed us to receive more revenues. Although in fiscal year 2022-23 we will no longer have our traditional before and after schools in house, we will lease facilities to the YMCA to carry out those services.

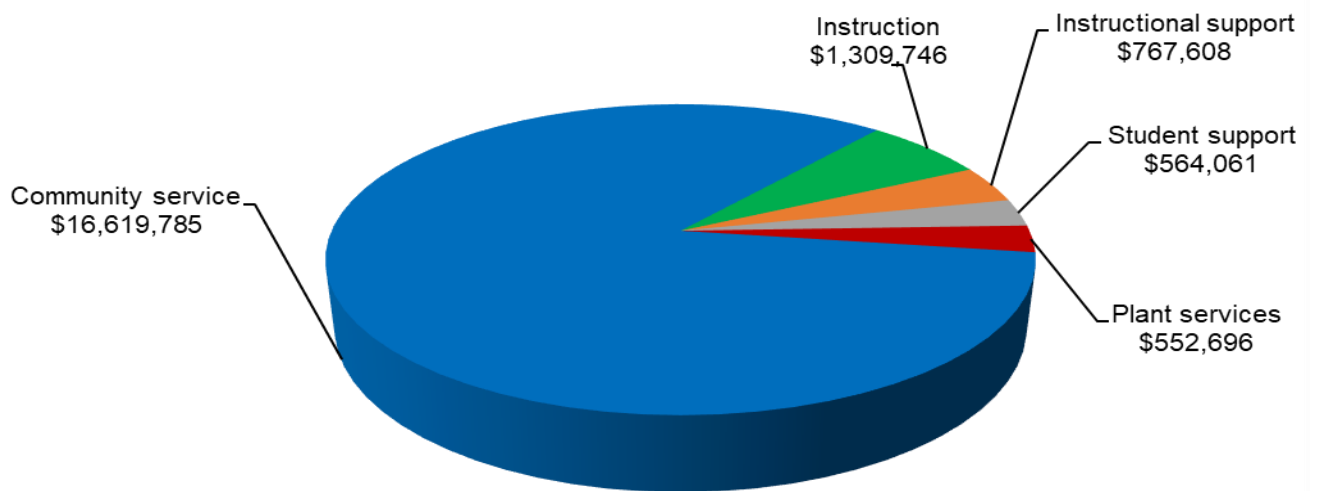




### Where the Money Comes From ...



### Where the Money Goes....





## Financial

Below is the Non-Federal Programs Fund Adopted budget for fiscal year 2022-23 by state function.

	2018-2019 Actual	2019-2020 Actual	2020-2021 Actual	2021-2022 Amended Budget	2022-2023 Adopted Budget	Variance	% Change
<b>Revenues</b>							
State of Tennessee	\$ 13,412,272	\$ 11,173,191	\$ 11,811,847	\$ 11,570,556	\$ 10,474,868	\$ (1,095,688)	-9.5%
Other Local Sources	10,507,615	9,584,150	9,305,446	8,892,237	7,964,330	(927,907)	-10.4%
<b>Total Revenues</b>	<b>\$ 23,919,887</b>	<b>\$ 20,757,341</b>	<b>\$ 21,117,293</b>	<b>\$ 20,462,793</b>	<b>\$ 18,439,198</b>	<b>\$ (2,023,595)</b>	<b>-9.9%</b>
<b>Expenditures</b>							
Instruction	\$ 1,464,912	\$ 1,643,754	\$ 1,396,283	\$ 822,688	\$ 1,309,746	\$ 487,058	59.2%
Instructional Support	823,414	366,703	565,205	575,941	767,608	191,667	33.3%
Student Support	32,168	86,354	166,949	457,534	564,061	106,527	23.3%
Office of the Principal	40,015	20,506	-	-	-	-	0.0%
General administration	-	-	375,000	77,360	-	(77,360)	0.0%
Plant Services	549,820	555,919	391,290	349,000	552,696	203,696	58.4%
Community services	20,703,754	21,791,413	22,631,535	18,246,046	16,619,785	(1,626,261)	-8.9%
<b>Total Expenditures</b>	<b>\$ 23,614,083</b>	<b>\$ 24,464,649</b>	<b>\$ 25,526,263</b>	<b>\$ 20,528,569</b>	<b>\$ 19,813,896</b>	<b>\$ (714,673)</b>	<b>-3.5%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ 305,804</b>	<b>(\$ 3,707,308)</b>	<b>(\$ 4,408,970)</b>	<b>(\$ 65,776)</b>	<b>(\$ 1,374,698)</b>		
<b>Approved use of Fund balance</b>		<b>3,707,308</b>	<b>4,408,970</b>	<b>65,776</b>	<b>1,374,698</b>		
<b>Net Change</b>	<b>\$ 305,804</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		

Below is the Non-Federal Programs Fund Adopted budget for fiscal year 2022-23 by major object.

	2018-2019 Actual	2019-2020 Actual	2020-2021 Actual	2021-2022 Amended Budget	2022-2023 Adopted Budget	Variance	% Change
<b>Revenues</b>							
State of Tennessee	\$13,412,272	\$11,173,191	\$ 11,811,847	\$ 11,570,556	\$ 10,474,868	\$ (1,095,688)	-9.5%
Other Local Sources	10,507,615	9,584,150	9,305,446	8,892,237	7,964,330	(927,907)	-10.4%
<b>Total Revenues</b>	<b>\$ 23,919,887</b>	<b>\$ 20,757,341</b>	<b>\$ 21,117,293</b>	<b>\$ 20,462,793</b>	<b>\$ 18,439,198</b>	<b>\$ (2,023,595)</b>	<b>-9.9%</b>
<b>Expenditures</b>							
Salaries	\$ 11,716,416	\$ 11,744,175	\$ 11,156,948	\$ 9,864,343	\$ 8,643,342	\$ (1,221,001)	-12.4%
Benefits	2,563,899	2,957,978	3,096,518	2,984,367	2,506,351	(478,016)	-16.0%
Contracted Services	6,453,807	5,205,993	4,135,335	4,501,534	4,796,438	294,904	6.6%
Professional Services	416,522	199,165	190,000	-	1,500	1,500	0.0%
Property Maintenance Services	2,960	48,703	12,920	12,920	3,710	(9,210)	-71.3%
Travel	36,949	19,216	13,385	10,830	10,119	(711)	-6.6%
Supplies and Materials	832,139	633,397	4,495,428	1,098,992	1,058,058	(40,934)	-3.7%
Capital Outlay	716,563	2,724,713	1,319,423	1,098,629	943,269	(155,360)	-14.1%
Other Charges	874,829	931,308	1,106,306	956,952	1,851,109	894,157	93.4%
<b>Total Expenditures</b>	<b>\$ 23,614,084</b>	<b>\$24,464,649</b>	<b>\$ 25,526,263</b>	<b>\$ 20,528,569</b>	<b>\$ 19,813,896</b>	<b>\$ (714,671)</b>	<b>-3.5%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ 305,803</b>	<b>(\$ 3,707,308)</b>	<b>(\$ 4,408,970)</b>	<b>(\$ 65,776)</b>	<b>(\$ 1,374,698)</b>		
<b>Approved use of Fund balance</b>		<b>3,707,308</b>	<b>4,408,970</b>	<b>65,776</b>	<b>1,374,698</b>		
<b>Net Change</b>	<b>\$ 305,803</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		



# Financial

## III. Summary of the Non-Federal Programs by Project Listing

The chart below provides a comparison of the FY 2021-2022 budget to the FY 2022-2023 Adopted Budget for each project. This chart categorizes the fiscal year 2022-23 budgeted projects as summarized by different foci. Cognitive, social, and emotional support is a key focus area in the Non-Federal Programs Fund.

CATEGORY	PROJECT	PROJECT NAME	FY2021-2022 AMENDED BUDGET	FY2022-2023 ADOPTED BUDGET	BUDGET VARIANCE	BUDGET VARIANCE PERCENTAGE CHANGE
Cognitive Social Emotional Support	D090	YMCA Before and After Care	282,885	280,279	(2,606)	-0.9%
	D095	Very Special Arts Festival	3,700	41,084	37,384	1010.4%
	D240	Class Piano Program	7,000	68,450	61,450	877.9%
	D485	SCIAA Dues & Fines	220,000	761,639	541,639	246.2%
	D525	Pre-K	10,221,869	9,792,042	(429,827)	-4.2%
	D526	First 8.1	5,207,000	5,248,000	41,000	0.8%
	D766	Shelby County Government Pre-K	1,270,000	1,280,000	10,000	0.8%
	D767	First 8.2 Wraparound Grant	300,000	750,000	450,000	150.0%
	D768	First 8.1 Coaches Support Grant	-	255,000	255,000	0.0%
	D960	Lottery for Education Afterschool Programs (LEAPS)	533,884	177,001	(356,883)	-66.8%
	D961	Urban Strategies	321,695	-	(321,695)	-100.0%
	D972	Middle School CCTE Start Up Grant FY21	8,264	-	(8,264)	-100.0%
	D973	Middle School CTE Career Exploration FY21	5,349	-	(5,349)	-100.0%
	D974	CCTE Middle School STEM Start-Up Grant	70,000	-	(70,000)	-100.0%
	D975	CCTE Kingsbury Middle School Career Exploration	30,000	-	(30,000)	-100.0%
	D976	STEM Classroom Grants	32,500	32,500	-	0.0%
	D977	Building a Future That Works	-	35,066	35,066	0.0%
	D996	Project Lead the Way Southwind	-	25,000	25,000	0.0%
	D997	Project Lead the Way Whitehaven	-	7,500	7,500	0.0%
Cognitive Social Emotional Support			\$ 18,514,146	\$ 18,753,561	\$ 239,415	1.3%
Operational Support	D045	Security-Ancillary Services	200,000	19,826	(180,174)	-90.1%
	D065	TVA ENERNOC Demand Response Program	136,000	465,409	329,409	242.2%
	D075	Facility Rental	13,000	67,461	54,461	418.9%
	D125	Telecommunications Center US	-	34,616	34,616	0.0%
	D275	Coalition of Large School Systems	77,360	-	(77,360)	-100.0%
	D956	Bolton College Trust	-	-	-	0.0%
Operational Support			\$ 426,360	\$ 587,312	\$ 160,952	37.8%
Student Achievement/Instructional Support	D555	Research & Evaluation	9,645	98,652	89,007	922.8%
	D730	SOTA Music Program Support	79,922	51,454	(28,468)	-35.6%
	D957	Project Graduation	21,701	31,852	10,151	46.8%
	D958	Verizon Innovative Award	11,370	-	(11,370)	-100.0%
	D964	Tennessee SCORE	16,416	-	(16,416)	-100.0%
	D966	Bolton High School & TN State Univ Agri-STEM Grant	113,550	74,941	(38,609)	-34.0%
Student Achievement/Instructional Support			\$ 252,604	\$ 256,899	\$ 4,295	1.7%
Student Support Services	D205	Adopt a School Seminar	136	136	-	0.0%
	D225	After-School Snacks	586,190	-	-	0.0%
	D415	Homeless Children & Youth Program	-	4,359	4,359	0.0%
	D490	Sports Matter	15,000	-	(15,000)	-100.0%
	D465	Mental Health Records	30,750	105,486	74,736	243.0%
	D570	Colonial Hearing & Vision Center	-	23,088	23,088	0.0%
	D606	Community in Schools	-	-	-	0.0%
	D670	Adolescent Parenting Program	10,000	9,322	(678)	-6.8%
	D770	Memphis Education Fund	-	-	-	0.0%
	D777	Evening Reporting Center	309,000	309,000	-	0.0%
	D795	SPED Medicaid Reimbursement	302,207	510,709	208,502	69.0%
	D907	Project Stand	5,175	6,125	950	18.4%
	D909	Project Big Green	2,000	-	(2,000)	-100.0%
	D963	Sponsorships and Donations	-	1,138	1,138	0.0%
	D968	Trauma Intensive Parenting (TIP)	75,000	75,000	-	0.0%
	Student Support Services			\$ 1,335,458	\$ 1,044,363	\$ 291,095
Grand Total			\$ 20,528,569	\$ 20,642,135	\$ 69,756	3.4%





### IV. Non-Federal Grant Summary by Project

The Non-Federal Programs Fund is comprised of state grants, local grants, tuition and fees. State grants are primarily funded based on the entitlement basis. Some grants are competitive and are based on the application. Grant funds are categorical; the revenues are reimbursed based on expenditures that are restricted for specific purposes that cannot supplant the District's general operating fund. Local grants, tuition or fees are derived from outside sources other than State governments. Revenues from local grants may be received through donations or a competitive application process. The project descriptions below are for projects with forecasted activity for fiscal year 2022-23.

D090 – YMCA Before and After Care: The Memphis-Shelby County School District receives daily rental fees based on a rental fee structure charge per day for days of operation on each site. Daily rental fees are set by SCBE in consideration of space allocated for licensed capacity. This revenue is then used to fund ELP snacks for various locations.

*Number of Students Served in FY2021-22:* All MSCS Students  
*Revenue Classification:* Local Fees and Billing  
Initiative 1:

FY2021-22 Participating Schools: All MSCS Schools

D045 - Security-Ancillary: The Memphis-Shelby County Schools District provides security services for school-sponsored events. Schools make a request for Security Officers to work these events, and they are billed for the security services provided. Money received from the schools and identification badge replacement costs are deposited to this fund as revenue. Funds collected as a result of fingerprint/background checks are also deposited into this account and invoiced as payment to the Idemia, a company that provides identity-related security services.

*Number of Students Served in FY2021-22:* All MSCS Students  
*Revenue Classification:* Local Fees and Billing for fingerprinting and background checks  
Initiative 1: Strengthen Early (K-2) and Continuing Literacy (3-12)

FY2021-22 Participating Schools: All MSCS Schools

D065 - TVA ENERNOC Demand Response Program: This is an incentive program offered by the Tennessee Valley Authority in which MSCS agrees to voluntarily reduce our demand for power when called upon. The incentive payments received are based on the electrical load shed during an event and dispersed quarterly. The program includes several energy efficiencies projects such as controls for lighting and HVAC systems, and the installation of higher efficiency mechanical equipment. These projects will contribute toward reduced utility costs and help guard against future rate increases.

*Number of Students Served in FY2021-22:* All MSCS Students  
*Revenue Classification:* Local Grant (TVA is a government-owned independent organization).  
Initiative 3: Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce

FY2021-22 Participating Schools: All MSCS Schools

D075 - Facility Rental: This project captures charge-back fees for facilities over-time and incurred due to various district property rentals to outside organizations. The revenue is received from several energy efficiency projects such as controls for lighting and HVAC systems, and the installation of higher efficiency mechanical equipment. These projects will contribute toward reduced utility costs and help guard against future rate increases.



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Initiative 3: Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce

*Number of Students Served in FY2021-22:* All MSCS Students

*Revenue Classification:* Local Rental Agreements

FY2021-22 Participating Schools: All MSCS Schools

D095 – Very Special Arts Festival: The Very Special Arts Festival is funded by private gifts awarded to the Exceptional Children department of Memphis-Shelby County Schools. This program is a national event offering our students with disabilities a means to participate, learn, and enjoy the arts on the local level.

Initiative 3: Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce

*Number of Students Served in FY2021-22:* All Students at participating schools

*Revenue Classification:* Private Donations

FY2021-22 Participating Schools: All MSCS Schools

D125 - Telecommunications Center UBS: The Telecommunications Center Underwriting & Broadcast Services (TTC-UBS) budget is funded through underwriting and broadcast services. The funds are used to provide a state-of-the-art broadcasting technology environment to educate and train students enrolled in TV and Radio Broadcasting at the Telecommunications Center. Also, the funds are used to recruit potential students from feeder schools to become graduates/completers of the A/V Production program. Moreover, funds are used to maintain the visibility and credibility of WQOX 88.5FM Radio and C19TV station brands throughout the District, to stakeholders, the community, and underwriting clients. Deposits are credited to this account as underwriting and broadcasting revenue is generated. Expenditures from this account are not to exceed line item budget balance at any time.

*Number of Students Served in FY2021-22:* 90

*Revenue Classification:* Local Donations & Fees from Work in the District

Initiative 3: Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce

FY2021-22 Participating Schools: Hamilton High, Overton High, Cordova High, Ridgeway High, Douglass High, Craigmont High, Middle College High, Southwind High and Wooddale High

D205 - Adopt A School: The Memphis-Shelby County Schools' Adopt-A-School program has funds that support programs, seminars and luncheons that generate support for Memphis-Shelby County Schools. The events supported by these funds are used to create a better understanding in the community of our public-school system and to establish one-on-one relationships between businesses, faith-based, religious organizations, government agencies, civic groups and the schools directly.

*Number of Students Served in FY2021-22:* All students at participating schools

*Revenue Classification:* Local Donations

Initiative 3: Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce

D240 - Class Piano Program: The Class Piano Program offers before and after-school group piano instruction to students in the District beginning in the second grade. Preparatory Piano classes are offered in designated locations for kindergarten and first grade depending upon the availability of time in the piano teacher's schedule. Class Piano offers 60 minutes of weekly instruction in the target content. Class enrollment is limited to twelve students per class. Fees are collected from the students to pay for instruction, equipment, materials and recital participation.



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*Number of Students Served in FY2021-22: 550*

*Revenue Classification: Local Tuition from Parents*

*Initiative 3: Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce*

FY2021-22 Participating Schools: Barrett's Chapel; Brownsville Road Elementary; Chimneyrock Elementary; Cordova Elementary; Double Tree Elementary; Downtown Elementary; Germantown Elementary; Grahamwood Elementary; Idlewild Elementary; John P. Freeman Optional School; Kate Bond Elementary; Macon-Hall Elementary; Oak Forest Elementary; Rozelle Elementary; Shady Grove Elementary; Shelby Oaks Elementary; Southwind Elementary; White Station Elementary; and Willow Oaks Elementary.

D415 - Homeless Children and Youth Program: MSCS Homeless Children and Youth Program provides uninterrupted and continuous resources and services to displaced children, youth and their families in Memphis-Shelby County Schools and meets all mandates consistent with the McKinney-Vento Homeless Education Act. This program is designed to address the problems that displaced children and youth face enrolling, attending, and succeeding in school. The goals of the program are to ensure that each displaced child and teenager has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. The following services are provided for displaced/formerly displaced children and youth: assistance with student enrollment, after school tutoring, distribution of school supplies, transportation to school of origin, referrals to other services and service providers, payment of school fees, payment of graduation fees, payment of college admission fees, and the provision of life skills and parenting training.

*Number of Students Served in FY2021-22: All displaced students and families*

*Revenue Classification: Local Donations*

*Initiative 1: Strengthen Early (K-2) and Continuing Literacy (3-12)*

FY2020-21 Participating Schools: All MSCS Schools

D465 - Mental Health Records: The program provides for the timely review and fulfillment of mental health records requests by external parties and agencies. One full-time staff member is designated for this purpose. D465 receives all proceeds from administrative fees collected from requesting agencies as permitted by policy and law. Funds from D465 are allocated in proportional yearly installments to meet the discretionary spending needs of Memphis-Shelby County Schools Mental Health Center (MSCSMHC), which operates under the direction of the Office of Student Equity, Enrollment, and Discipline (SEED).

*Number of Students Served in FY2021-22: 2,677*

*Revenue Classification: State of Tennessee Fees*

*Initiative 1: Strengthen Early (K-2) and Continuing Literacy (3-12)*

FY2021-22 Participating Schools: The Memphis-Shelby County Schools Mental Health Center (MSCSMHC) provides a range of multi-tiered social-emotional and behavioral health services to every District school.

D485 - SCIAA Dues and Fines: The Memphis-Shelby County Interscholastic Athletic Association (MSCIAA) Dues and Fines are to be used for SCIAA related athletic needs through the collection of money received from imposed fines or penalties for missed meetings by coaches, fines or forfeitures of games, and dues paid by all Middle and High Schools. This revenue covers the cost of athletic programming (i.e. in-services, game day hospitality, and coaches' clinics) and expenses associated with non-revenue sports i.e. track, soccer etc.

*Number of Students Served in FY2021-22: All student-athletes at MSCS Middle and High Schools*

*Revenue Classification: Local Fundraising Activities at the Schools*

*Initiative 3: Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce*



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FY2021-22 Participating Schools: All Memphis-Shelby County Middle and High Schools

D525 - Pre-K (VPK): The program aims to provide high quality early education to promote the cognitive, social, emotional, and physical development of young children by providing services that will maximize kindergarten readiness and empower children to begin their educational journey with an appropriate educational foundation. Major goals of the program include (a) data driven kindergarten readiness; (b) early foundational reading skills; (c) early foundational numeracy skills; (d) curricula and instruction that engages children as active learners; (e) well-trained teachers and ongoing staff supervision and training; and (f) development in areas of language and cognitive, social-emotional and physical well-being, addressed with a balance between direct instruction, group instruction, group activities, and choices of center-based activities.

*Number of Students Served in FY2021-22: 3,800*

*Revenue Classification: State of Tennessee Grant*

*Initiative 1: Strengthen Early (K-2) and Continuing Literacy (3-12)*

FY2021-22 Participating Schools: A. B. Hill Elementary, Alcy Elementary, Alton Elementary, Bethel Grove Elementary, Bruce Elementary, Cherokee Elementary, Crump Elementary, Cummings Elementary, Delano Elementary, Dexter Elementary, Double Tree Elementary, Douglass Elementary, Egypt Elementary, Evans Elementary, Ford Road Elementary, Fox Meadows Elementary, Gardenview Elementary, Geeter School, Getwell Elementary, Hamilton Elementary, Hickory Ridge Elementary, Holmes Road Elementary, Kate Bond Elementary School, Keystone Elementary, Larose Elementary, Levi Elementary, Lowrance Elementary, Lucie E. Campbell Elementary, Lucy Elementary, Northaven Elementary, Oakshire Elementary, Parkway Village, Ridgeway Middle, Scenic Hills Elementary, Sharpe Elementary, Sheffield Elementary, Sherwood Elementary, South Park Elementary, Springdale Elementary, Wells Station Elementary, Westhaven Elementary, White Station Elementary, Willow Oaks Elementary, Winchester Elementary

D526 - First 8.1 Memphis & D766 – First 8.2 Memphis: First 8 Memphis (a subsidiary of Seeding Success) has been selected as the fiscal agent responsible for coordinating the delivery of Pre-K services previously administered through the expired federal Preschool Development Grant, and the Memphis-Shelby County Government funded classrooms, previously administered through the Shelby County Education Foundation (County Commission). These funds afford Memphis-Shelby County Schools the opportunity to provide free, quality Pre-K instruction to economically disadvantaged families. First 8 Memphis programs provide 51 classrooms (1,020 seats) with developmentally appropriate instruction, as well as supplies, materials, and professional development opportunities for staff.

*Number of Students Served in FY2021-22: 1,020*

*Revenue Classification: Local Grant*

*Initiative 1: Strengthen Early (K-2) and Continuing Literacy (3-12)*

FY2021-22 Participating Schools D526 First 8.1: A. B. Hill, Belle Forest, Berclair, Chimneyrock, Cordova, Dexter, Doubletree, Downtown, Germanshire, Getwell, Highland Oaks, Holmes Road, Kingsbury, Lowrance, Oak Forest, Peabody, Raleigh-Bartlett Meadow, Ridgeway, Sea Isle, Sharpe, Shelby Oaks, Sherwood, Snowden, Southwind, Wells Station, Whitehaven, Winchester

FY2021-22 Participating Schools D766 First 8.2: Alcy, Alton, Berclair, Bethel Grove, Dunbar, Egypt, Evans, Riverview, Springdale, White Station

D555 – Research & Evaluation: This revenue comes from a variety of grants and external data and research requests. Sources include grants to provide evaluation support for the Youth Violence Intervention Initiative, Comprehensive School Safety Initiative, GEAR UP and Memphis Teacher Residency as well as application and data processing fees for those wishing to conduct research with Memphis-Shelby County Schools.

*Number of Students Served in FY2020-21: All MSCS Students*

*Revenue Classification: Various federal and local grants and fees*

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Initiative 1: Strengthen Early (K-2) and Continuing Literacy (3-12)

FY2021-22 Participating Schools: All MSCS Schools

D570 - Colonial Hearing and Vision Center: Colonial Hearing and Vision Center provides speech therapy, vision and audiology services to MSCS students and other students in the community. These services assist in providing quality education to students with these types of disabilities. Ear molds are necessary for hearing aids and the MSCS Audiologists fit those molds to MSCS students and other students in the community. Some students are members of state-run insurances. Fees are charged for the ear molds and the handling of hearing aid repair.

*Number of Students Served in FY 2021-22: 200*

*Revenue Classification: State of Tennessee Fees*

Initiative 3: Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce

FY2021-22 Participating Schools: Sea Isle Elementary, White Station Elementary, White Station Middle, White Station High.

D670 - Adolescent Parenting Program: Memphis-Shelby County Schools Adolescent Parenting Program is designed to provide a safe, healthy, educational environment to the student and their child. The program is preventing dropouts by meeting a primary need for teen mothers. Providing childcare will allow students to complete their education. The program offers 3 areas of focus including fashion merchandising, computer technology and childcare development. Students can continue their studies through our home bound program for six to eight weeks after the baby is born.

*Number of Students Served in FY2021-22: 200*

*Revenue Classification: Local Donations*

Initiative 1: Strengthen Early (K-2) and Continuing Literacy (3-12)

Initiative 3: Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce

FY2020-21 Participating Schools: All MSCS middle and high schools are eligible

D730 -SOTA Music Program Support Grant: MSCS was selected to receive funding as part of the Tennessee's 'State of the Arts' music grant in partnership with the Country Music Association (CMA) Foundation. This opportunity is focused on expanding students' access to high-quality music and arts education. In MSCS, the grant program will fund initiatives and best teaching strategies that will expand students' access to high-quality music education. Examples of the types of strategies include professional development for music teachers, support for principals and building leaders, and providing equipment to address school community equity challenges throughout the district.

*Number of Students Served in FY2021-22: All MSCS Students can participate*

*Revenue Classification: Grant Funding from TN SCORE and donations.*

Initiative 3: Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce

FY2021-22 Participating Schools: All MSCS schools.

D767 -First 8.1 Wrap Around: The Early Childhood department provides services that support the mental, social, and emotional development of children. This grant provides wraparound services for ten First 8 classrooms.

*Number of Students Served in FY2021-22: 1.020*

*Revenue Classification: Local Grant*

Initiative 1: Strengthen Early (K-2) and Continuing Literacy (3-12)





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FY2021-22 Participating Schools: All MSCS schools.

D777 - Evening Reporting Center Grant: The Evening Reporting Center, named The Pursuit Center, is a program designed by the Division of Alternative Education (DAE) to reduce the rate of recidivism for pre-adjudicated juveniles. The Pursuit Center will serve local youth who would otherwise be ordered to be held temporarily in the Juvenile Detention Center (JDC). The Center will provide parental support and structured, supervised group activities to cultivate participation, personal responsibility and pro-social skills in at-risk youth while diverting them from substance use and other destructive behaviors. While attending the program, youth are engaged in educational activities, recreational programming and life development workshops. Special guests and other individuals with specific expertise in such focus areas Victim Impact Panels, Violence Prevention, Gang Violence, Art Therapy, Conflict Resolution, Drug Use Education, Health and Hygiene Education, and HIV/AIDS Education and Prevention are frequently used.

*Number of Students Served in FY2021-22: 90*

*Revenue Classification: Shelby Count Government*

Initiative 3: Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce

FY2020-21 Participating Schools: All MSCS Schools

D795 - SPED Medicaid Reimbursement: The District's Exceptional Children Department bills TennCare (Medicaid) to receive reimbursements for related services provided to students with individualized education programs (IEPs). Related services provided to students with IEPs currently include audiological services including testing and repairs of hearing aids, speech and language therapy, occupational therapy, and physical therapy. However, we are presently engaged in conversations with TennCare, in hopes of obtaining reimbursement for nursing services as well. The program is managed by one employee who works with Public Consulting Group (PCG) to implement TennCare fee for services for the provision of related services for students with IEPs.

*Number of eligible Students in FY2021-22: 1,553*

*Number of Therapists in FY2021-22: 148*

*Revenue Classification: State of Tennessee*

Initiative 3: Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce

FY2020-21 Participating Schools: All MSCS Schools

D907 – Project STAND: Memphis-Shelby County Schools, Division of Alternative Education's Project STAND is a juvenile justice program that provides mentor-based support focused on building relationships with youth and their families to reduce recidivism. Project STAND creates a culture of mentorship and serves as positive role models for students supporting transition and post-secondary outcomes. This program supports the District's goal to provide equity, education and empowerment to African American Males involved in the juvenile justice system. Project STAND would like to partner with you to allow students to take advantage of life coaching, mentoring, job shadowing and job training options as a positive alternative to violence in the city.

*Number of eligible Students in FY2020-21: 2,000*

*Number of Therapists in FY2020-21: 148*

*Revenue Classification: Local Donations*

Initiative 3: Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce

FY2021-22 Participating Schools: All MSCS Schools



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D957 - MSCS Project Graduation: is an initiative to increase graduation rates and strengthen college and career readiness in students grades 9-12 by providing an opportunity to extend the school day by taking classes in the evenings. An alternative to taking online courses, Project Graduation classes offer the teacher-student interaction that many students need for academic success. Students can earn up to four credits in a single semester through participation in Project Graduation for any of the following reasons: to earn credit in a course previously failed (Course Recovery), to complete new coursework (Accelerated Graduation), or to pursue college and career interests that would not regularly fit in the student's schedule (dual-track CTE focus and college-readiness). Major goals of the program include (a) promotion and support of individual school and district graduation data; (b) data driven college academic readiness; and (c) curricula and instruction that engages students as active and learners.

*Number of Students Served in FY2021-22: 1,824*

*Revenue Classification: Local Donations*

*Initiative 1: Strengthen Early (K-2) and Continuing Literacy (3-12)*

FY2021-22 Participating Schools: Adolescent Parenting Program, Bolton High School, Booker T. Washington, Central High School, Cordova High School, Craigmont High School, Douglass High School, East High School, Freedom Preparatory Academy High, George W. Carver College & Career Academy, Germantown High School, Hamilton High School, Hollis F. Price Middle High School, Kingsbury High School, Kirby High School, MLK College Preparatory High School, Manassas High School, Melrose High School, Memphis Academy of Health Sciences, Memphis Academy of Science and Engineering, Memphis Business Academy High School, Memphis School of Excellence, Memphis Virtual School, Middle College High School, Mitchell High School, Northwest Prep Academy, Oakhaven High School, Overton High School, Power Center Academy High School, Raleigh Egypt High School, Ridgeway High School, Sheffield High School, Southwind High School, Trezevant High School, Westwood High School, White Station High School, Wooddale High School

D960 – Lottery for Education After-school Programs (LEAPs): LEAPs address student achievement, improving student behavior, involving parents in the learning process, providing quality professional development and establishing community learning centers. LEAPs focus on reading and math through a variety of materials, resources, and support activities including tutoring and mentoring. Enrichment projects, field trips and recreational activities ensure that the 'total' child is addressed. Resources are research-based with appropriate professional development for teachers and paraprofessionals. Community partners such as the Memphis Museums and community based cultural arts programs provide a variety of opportunities for field trips and supplemental enrichment/academic activities. LEAPs were established at eight schools, which were identified by the State as having the greatest academic need. LEAPs Grants are funded from uncollected lottery winnings. More details about LEAPs can be found on the website: <https://www.tn.gov/education/topic/extended-learning>.

*Number of Students Served in FY2021-22: 560 (allotted by grant)*

*Revenue Classification: State of Tennessee Grant*

*Initiative 1: Strengthen Early (K-2) and Continuing Literacy (3-12)*

FY2021-22 Participating Schools: Aspire Public School, Cherokee Elementary, Douglass School, Goodlett Elementary, Hickory Ridge Elementary, Kingsbury Elementary, Larose Elementary, Raleigh Egypt Middle, Treadwell Middle, and Vollentine Elementary.

FY2021-22 Participating Schools: Bolton High School

D968 – Trauma Intensive Parenting: This grant award from the State of Tennessee Department of Children's Services builds parent awareness of Adverse Childhood Experiences (ACEs) and provides needed assistance to help mitigate the effects of ACEs. This grant improves home-school communication and family-school staff relationships. The aim of the grant is to not only increase parents' knowledge of ACEs and the impact of ACEs on brain architecture, the grant also aims for parents to better understand the importance of self-care.

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*Number of Students Served in FY2021-22: 3,200*

*Revenue Classification: State of Tennessee Grant*

*Initiative 3: Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce*



Picture taken prior to COVID-19



# NUTRITION SERVICES



## FY 2023 District Adopted Budget





This section includes the following information:

- Children’s Nutritional Needs in Shelby County
- Overview of Nutritional Services Department
- Financial Summary of Nutritional Services Fund
- Summary of Key Nutrition Services Fund Grants

**INTRODUCTION**

Memphis-Shelby County Schools places healthy children in front of educators ready-to-learn with nutritious meals that support healthy minds and bodies. The District seeks to maximize the number of nutritious meals served to children throughout the year, while operating as a self-supporting operation that relies almost exclusively on US Department of Agriculture (USDA) funds. The District prepares healthy meals not only for our schools, but also for private schools, charter schools, and Achievement School District (ASD) schools.

**CHILDREN’S NUTRITIONAL NEEDS IN SHELBY COUNTY**

According to Save the Children, hunger, something that more than 1 in 6 children in America struggle with, is robbing too many children of the childhood they deserve. Among the nation’s poorest counties, alarmingly large numbers of children miss meals and go to bed hungry on a regular basis. And while we know **this is unacceptable**, food insecurity rates for children across America remain high. 17% of all children live in households that lack access to adequate food sometime during the year - households that don't have enough nutritious food for every family member.

Hunger and food insecurity among children are significant challenges in Shelby County. Many children skip basic meals, have limited access to healthy food options, and are uncertain when they will eat their next meal. Both hunger and food insecurity are by-products of the significant poverty in the county. When a student has a basic need unmet, such as food, it is unreasonable to expect that the student will reach their fullest learning potential. Memphis-Shelby County Schools understands the importance of addressing these stifling by-products of poverty and guarantees that each student will have at least two healthy meals every school day.

<b>KEY ECONOMIC INDICATOR 2022</b>	<b>Shelby County</b>	<b>Davidson County</b>	<b>Hamilton County</b>	<b>Knox County</b>	<b>Tennessee</b>
Child Poverty	33.2%	25.4%	18.1%	15.2%	21.8%
Child Deaths	80	76.3	60.5	59.9	7.1
Child Hunger	20.8%	18.1%	17.6%	16.5%	18.9%
School Dropouts	19.7%	19.9%	15.4%	3.1%	10.2%
Teen Pregnancy	31.8	25.3	21.9	25	25.3
COVID-19 Vulnerability Score	0.78	0.54	0.41	0.43	N/A

Source: [i] <https://www.savethechildren.org/us/about-us/resource-library/us-childhood-report#>  
 [ii] 2020 U.S. Complement to the Global Childhood Report





Measure	Definition	Data Source
<sup>1</sup> Child Poverty	% of children (aged 0-18) living in poverty**	U.S. Census Bureau, SAIPE Program
<sup>2</sup> Child Mortality	Deaths among children under age 18 per 100,000	CDC WONDER morality data
<sup>3</sup> Child Food Insecurity	% of children (aged 0-18) who lack adequate access to food	Map the Meal Gap
<sup>4</sup> High School Dropouts	% of ninth-grade cohorts that fail to graduate in four years	County Health Rankings and Roadmaps
<sup>5</sup> Teen Births	Births per 1,000 females aged 15-19	National Center for Health Statistics
<sup>6</sup> COVID-19 Vulnerability	Social Vulnerability Index (SVI) Score	CDC Agency for Toxic Substances and Disease Registry

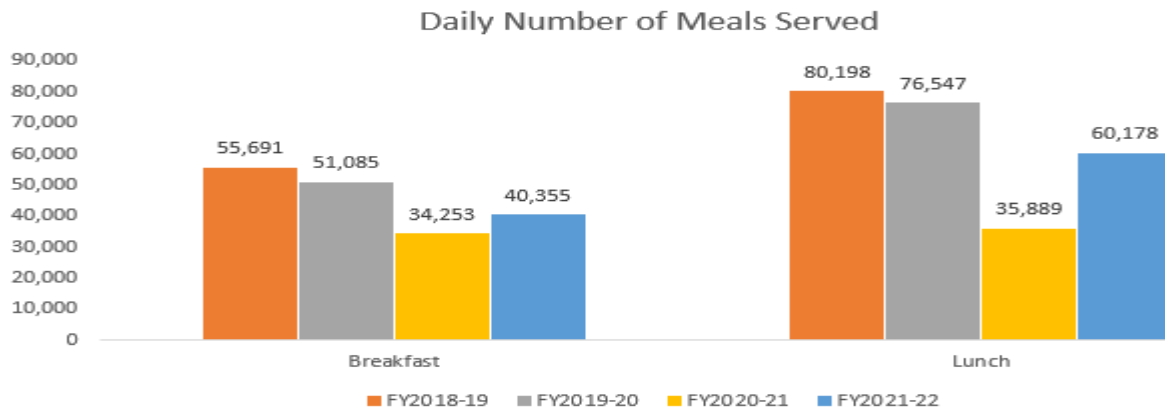
**OVERVIEW OF NUTRITION SERVICES DEPARTMENT**

Memphis-Shelby County Schools has provided breakfast and lunches to students under the Community Eligibility Provision (CEP) since school year 2014-15. CEP is a provision from the Healthy, Hunger-Free Kids Act of 2010 that allows schools and local educational agencies with high poverty rates to provide free breakfast and lunch to all students. CEP eliminates the burden of collecting household applications to determine eligibility for school meals and relies instead on information that meets one of several eligibility criteria:

- Families who participate in the Supplemental Nutrition Assistance Program (SNAP)
- Families who participate in Temporary Assistance for Needy Families (TANF)
- Students who are foster children or homeless
- Students who participate in Head Start

The US Department of Agriculture (USDA) through the Tennessee Department of Education School Nutrition Program reimburses fully the free meal rate for each eligible meal. CEP has significantly contributed to simplifying program administration and eliminating the stigma associated with free meals for our students. USDA National School Lunch Program (NSLP) and School Breakfast Program (SBP) are our key weapons in the fight against childhood hunger and for improved childhood nutrition. These two meal programs are the heart of Nutrition Services’ operations, directly and indirectly providing approximately 95% of the division’s revenue in the form of per meal reimbursements, USDA foods, and state matching funds that originate with the USDA.

MSCS Nutrition Services operations provides approximately 40,355 free reimbursable breakfast meals and 60,178 free reimbursable lunches daily across the District. The ratio of about two breakfast meals to three lunch meals is aligned with the national goal promulgated by the Food Research & Action Center, a national anti-hunger organization. The chart below highlights an overall declining trend of meals served to students over the past four years due to fewer students.

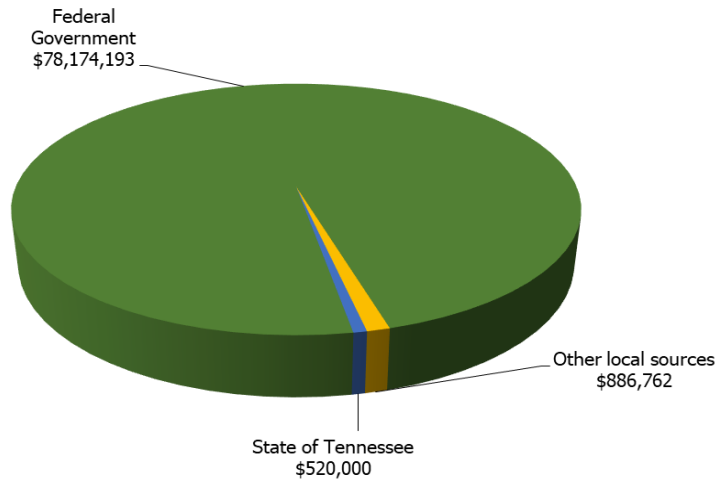




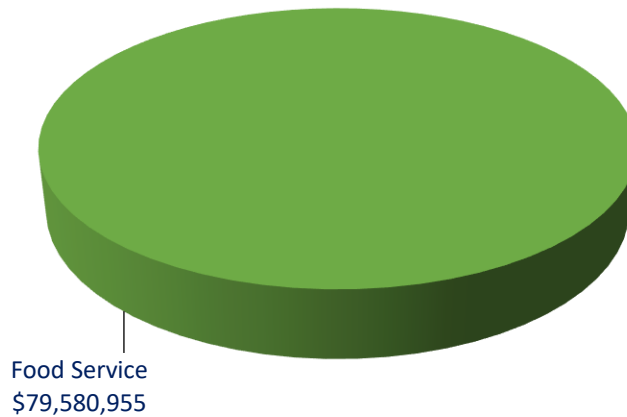
In school year 2022-23, the primary focus will be continuous improvement of both menu offerings and food presentation to increase student satisfaction and participation. The Nutrition Services Department will enhance operating efficiencies, quality, and service to students and schools through the following goals:

- Improve menu choices and minimize substitutions
- Improve efficiencies and accountability in inventory management
- Improve cafeteria surrounding and equipment

### Where the Money Comes From....



### Where the Money Goes...





**FINANCIAL SUMMARY OF THE NUTRITION SERVICES FUND**

The Nutrition Services Fund receives limited state or local governmental funding for nutrition services, except for USDA flow-through funds and payments for services rendered to private schools. The Nutrition Services Fund resembles an enterprise fund in which revenues are volume generated and expenses are optimized to maintain appropriate contingency funds and quality customer satisfaction.

Revenues for Nutrition Services are budgeted to increase by \$589 thousand (or 0.7%) to \$79.6 million, while expenditures are budgeted to increase by the same amount for fiscal year 2022-23. The primary reason for the increase in projected revenues is attributed to the return of in-person learning. Nutrition Services is not expected to utilize \$29 million of fund balance to increase efficiencies in operation.

The below chart is the Nutrition Services Fund budget for fiscal year 2022-23 by program activity.

	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Amended Budget	2022-23 Adopted Budget	Variance	% Change
<b>Revenues</b>							
State of Tennessee	\$ 635,501	\$ 655,047	\$ 527,153	\$ 630,000	\$ 520,000	\$ (110,000)	-17.5%
Federal Government	81,596,399	57,064,452	44,684,267	77,994,555	78,174,193	179,638	0.2%
Other Local Sources	4,013,397	2,214,821	518,118	367,584	886,762	519,178	141.2%
<b>Total Revenue</b>	<b>\$ 86,245,297</b>	<b>\$ 59,934,319</b>	<b>\$ 45,729,539</b>	<b>\$ 78,992,139</b>	<b>\$ 79,580,955</b>	<b>\$ 588,816</b>	<b>0.7%</b>
<b>Expenditures</b>							
Food Services	\$ 78,685,187	\$ 65,179,616	\$ 57,215,439	\$ 78,992,139	\$ 79,580,955	\$ 588,816	0.7%
<b>Total Expenditures</b>	<b>\$ 78,685,187</b>	<b>\$ 65,179,616</b>	<b>\$ 57,215,439</b>	<b>\$ 78,992,139</b>	<b>\$ 79,580,955</b>	<b>\$ 588,816</b>	<b>0.7%</b>
<b>Excess (deficiency) of revenues</b>							
Debt Services	\$ 7,560,110	\$ (5,245,296)	\$ (11,485,901)	\$ -	\$ -		
Approved Use of Fund Balance	\$ -	5,245,296	11,485,901	\$ -	\$ -		
<b>Net Change</b>	<b>\$ 7,560,110</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		
<b>Beginning Fund Balance</b>							
Beginning Fund Balance	37,195,739	45,757,186	40,511,890	29,025,989	29,025,989		
Increase (decrease) in revenue for encumbrance	8,561,447	(5,250,336)	(11,485,901)	-	-		
Transfer To/(From) Other Funds	-	-	-	-	-		
Insurance Recovery	-	-	-	-	-		
Sale of Capital Assets	-	5,040	-	-	-		
<b>Endind Fund Balance</b>	<b>\$ 45,757,186</b>	<b>\$ 40,511,890</b>	<b>\$ 29,025,989</b>	<b>\$ 29,025,989</b>	<b>\$ 29,025,989</b>		
<b>Fund Balance Categories</b>							
Nonspendable	4,718,867	5,597,299	5,333,662	5,333,662	5,333,662		
Restricted	41,038,318	34,914,591	23,692,327	23,692,327	23,692,327		
Assigned	-	-	-	-	-		
Committed	-	-	-	-	-		
Unassigned	-	-	-	-	-		
<b>Total Ending Fund Balance</b>	<b>\$ 45,757,185</b>	<b>\$ 40,511,890</b>	<b>\$ 29,025,989</b>	<b>\$ 29,025,989</b>	<b>\$ 29,025,989</b>		



The below chart is the Nutrition Services Fund budget for fiscal year 2022-23 by object category.

	2018-2019 Actual	2019-2020 Actual	2020-2021 Actuals	2021-2022 Actuals	2022-2023 Adopted Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	-	-	-	-	-		
State of Tennessee	635,501	655,047	528,000	630,000	520,000	(110,000)	-17.5%
Federal Government	81,596,399	57,064,452	52,573,999	77,994,555	78,174,193	179,638	0.2%
Other local sources	4,013,397	2,214,821	1,865,173	367,584	886,762	519,178	141.2%
<b>Total Revenues</b>	<b>\$ 86,245,297</b>	<b>\$ 59,934,319</b>	<b>\$ 54,967,172</b>	<b>\$ 78,992,139</b>	<b>\$ 79,580,955</b>	<b>588,816</b>	<b>0.7%</b>
<b>Expenditures</b>							
Salaries	25,782,883	25,344,898	31,603,851	35,055,036	35,003,118	(51,918)	-0.15%
Benefits	4,645,432	4,757,038	8,182,913	8,570,802	8,341,159	(229,643)	-2.68%
Contracted Services	3,885,708	2,046,395	674,509	1,944,840	1,521,300	(423,540)	-21.78%
Professional Services	24,072	23,667	24,575	29,175	64,169	34,994	119.95%
Property Maintenance Services	384,481	349,787	559,444	643,050	511,500	(131,550)	-20.46%
Travel	67,264	59,615	43,619	37,714	53,420	15,706	41.65%
Supplies and Materials	36,724,225	27,687,689	32,267,934	25,276,116	25,795,862	519,746	2.06%
Furniture, equipment & building improvements	4,269,558	2,915,297	6,111,691	4,179,700	4,902,896	723,196	17.30%
Other Charges	2,901,566	1,995,230	2,321,956	3,255,706	3,387,531	131,825	4.05%
<b>Total Expenditures</b>	<b>\$ 78,685,189</b>	<b>\$ 65,179,616</b>	<b>\$ 81,790,492</b>	<b>\$ 78,992,139</b>	<b>\$ 79,580,955</b>	<b>588,816</b>	<b>0.7%</b>
<b>Excess (deficiency) of revenues</b>							
<b>Debt service</b>	7,560,108	(5,245,296)	(26,823,320)	-	-		
<b>Approved use of fund balance</b>	-	5,245,296	26,823,320	-	-		
<b>Net Change</b>	<b>\$ 7,560,108</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>		
<b>Beginning Fund Balance</b>	37,096,729	45,658,176	45,658,176	45,658,176	45,658,176		
Increase (decrease) in revenue for encumbrance	8,561,447						
<b>Ending Fund Balance</b>	<b>\$ 45,658,176</b>	<b>\$ 45,658,176</b>	<b>\$ 45,658,176</b>	<b>\$ 45,658,176</b>	<b>\$ 45,658,176</b>		

In the above schedule, the largest budget increase for fiscal year 2022-23 \$723 thousand occurs in Furniture and equipment, due to the district authorizing updating serving lines in the schools to become more efficient. The largest budget decrease \$424 thousand for the fiscal year occurs in Contracted Services. The decrease resulted from the COVID-19 Pandemic, decreased student enrollment and the reduction in food supplies and materials purchases.

In fiscal year 2022-23, the total number of budgeted positions (including full and part-time) is expected to decrease by 11 FTE (or 0.4%), as compared to the amended PCN budget for fiscal year 2021-22.

	2019-20 Actual	2020-21 Actual	2021-22 Amended Budget	2022-23 Adopted Budget	Variance	% Change
Positions (FTE)	1,232.7	1,226	1,639	1,628	(-11)	0.4%



### SUMMARY OF KEY NUTRITION SERVICES FUND GRANTS

Unlike other federal grants, most Nutrition Services grant programs are not awarded an established amount for a particular objective. Instead, the Nutrition Services Division receives a reimbursement for each eligible meal served at an annually adjusted rate. Below are details about Nutrition Services grants that make up the fiscal year 2022-23 budget.

*USDA National School Lunch Program (NSLP) and School Breakfast Program (SBP):* These are two federally assisted meal programs, which directly and indirectly provide approximately 96% of the department's revenue in the form of per meal reimbursements, USDA food, and state matching funds which originate with the USDA. More details about USDA NSLP and SBP can be found at: <https://www.fns.usda.gov/nslp/national-school-lunch-program-nslp>

In school year 2014-15, the Nutrition Services Department expanded the number of children served in the CACFP Afterschool program by providing 'at risk' meals in community centers, nonprofit organizations, schools and receiving meal reimbursements directly through the Tennessee DHS. The program served an average of 5,160 suppers each day and an average of 5,139 snacks per day for the fiscal year 2020-2021.

*USDA Summer Food Service Program:* The USDA Summer Food Service Program provides breakfasts, lunches, suppers and snacks in high need communities during the summer. The Nutrition Services Department provides these meals at a wide variety of locations, including community centers, nonprofits and apartment complexes. The Department is reimbursed per meal through the Tennessee DHS.

In the summer of 2021, the District's Summer Food Service Program served 103,812 breakfasts, 126,270 lunches, 1,356 snacks. More details about the USDA Summer Food Service Program can be found at: <https://www.govinfo.gov/content/pkg/FR-1999-07-20/pdf/99-18433.pdf>

The Fresh Fruit and Vegetable Program (FFVP) is a federally assisted program providing free fresh fruits and vegetables to children at eligible elementary schools during the school day. The goal of the FFVP is to introduce children to fresh fruits and vegetables, to include new and different varieties, and to increase overall acceptance and consumption of fresh, unprocessed produce among children. The FFVP also encourages healthier school environments by promoting nutrition education.

To learn more, visit the FFVP webpage: <https://www.fns.usda.gov/ffvp/fresh-fruitand-vegetable-program>.

The Food and Nutrition Service of the United States Department of Agriculture administers the FFVP at the Federal level. At the State level, the FFVP is administered by State agencies, which operate the Program through agreements with local school food authorities. State agency contact information is available at: <https://www.fns.usda.gov/school-meals/school-meals-contacts>.

Elementary schools in all 50 States, the District of Columbia, and the territories of Guam, Puerto Rico, and the Virgin Islands are eligible to participate. Schools must operate the National School Lunch Program in order to operate the FFVP. Importantly, the FFVP prioritizes schools with the highest percentage of children certified as eligible for free and reduced-price meals. This is because children from low-income families generally have fewer opportunities to consume fresh produce on a regular basis.

Participating elementary schools are required to publicize the availability of the FFVP and must serve the fresh fruits and vegetables outside the National School Lunch Program and School Breakfast Program meal service times. Beyond these requirements, schools have flexibility in determining their implementation plan. Schools may select the type of produce served, decide the number of days per week to serve the produce (though schools are strongly encouraged to serve a minimum of two days per week), and choose the time outside the breakfast and lunch meal service to provide fresh fruits and vegetables to children. The Food and Nutrition Service encourages schools to serve a variety of fresh fruits and vegetables. Because the intent of the FFVP is to introduce children to new and different fresh fruits and vegetables, the produce must be served in a way that it is easily identifiable. This encourages children to enjoy fruits and vegetables "as they are." Schools may purchase produce through wholesalers, brokers, local grocery stores, or other retailers. Schools can also support local agricultural producers





by buying fresh produce at farmers' markets and orchards, or by purchasing directly from growers in their community. In all cases, schools must follow proper procurement procedures. Purchases must be made according to existing local, State, and Federal guidelines, including the Buy American provision.

Selected elementary schools receive \$50 to \$75 per student for each school year. The exact amount of per student funding is determined by the State agency and is based on the total funds allocated to the State and the student enrollment at participating schools. With these funds, schools purchase fresh fruits and vegetables to serve free of charge to children during the school day. Participating schools submit monthly claims for reimbursement, which are reviewed by the school food authority before payment is processed by the State agency. Schools are then reimbursed for the cost of fresh fruits and vegetables, as well as limited non-food costs.

For more information about the FFVP, please contact the State agency responsible for the administration of the Program in your State: <https://www.fns.usda.gov/schoolmeals/school-meals-contacts>.

*USDA CACFP Snacks for Head Start:* For our youngest students, morning and afternoon snacks enhance their educational experience. Recognizing this, Federal Head Start regulations require that these students receive these snacks. The District's Nutrition Services Department and Early Childhood Education Division work with the Tennessee School Nutrition Program, Tennessee DHS, and the USDA Southeast Regional Office. In school year 2020-21, the Nutrition Services Department provided afternoon snacks to Head Start students, averaging 367 snacks each afternoon. More details about the USDA CACFP Snacks for Head Start Program can be found at: <https://www.fns.usda.gov/cacfp/child-day-care-centers>

*USDA Farm to School:* MSCS is partnering with local, state, regional and national groups to implement and expand Farm-to-School opportunities in Shelby County. Farm-to-School connects schools (K-12) and local farms with the objectives of serving healthy meals in school cafeterias, improving student nutrition, providing agriculture, health and nutrition education opportunities, and supporting local and regional farmers. There are 144 gardens throughout the district. More details about the USDA Farm to School Program can be found at: <https://www.fns.usda.gov/farmtoschool/farm-school-grant-program>

*Other Revenue Sources:* Programs such as adult meals, a la carte items, meals provided to other school food authorities (3 private schools), and catering comprise 2% of total revenue.



# INTERNAL SERVICES



FY 2023 District Adopted Budget





V. PROPRIETARY FUNDS

i. Internal Services Fund

Memphis-Shelby County Schools has the following three appropriated Internal Service Funds:

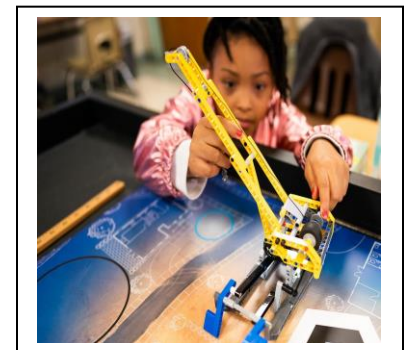
- **Printing Services:** Printing Services provide secure confidential and economical printing for the Memphis-Shelby County School District administrative offices as well as schools and other support divisions.
- **Warehouse (or Supply Chain):** Warehouse Fund provides for planning, implementing, and controlling the operations of the supply chain with the purpose of satisfying customer requirements as efficiently as possible. It encompasses all activities involved in requisitions, receiving, and distribution of needed inventory necessary for the functioning of Memphis-Shelby County Schools. The supplies/materials purchased and distributed includes testing materials; textbooks and workbooks; custodial supplies and chemicals (i.e. toilet paper, hand towels, floor wax); duplicating paper; vehicle fuel; and educational and vocational materials.
- **Achievement School District (ASD):** ASD fund accounts for special education, facilities, security operations (i.e., producing security badges), risk management, and transportation services the District either manages or provides to the ASD. MSCS has a Memorandum of Understanding (MOU) with the ASD, which outlines the responsibilities of both MSCS and the ASD as it relates to services and district-owned properties.



The ASD Fund is the largest internal services fund with Special Education services – sometimes in the form of Instruction, Instructional Support and medical services - driving the budget. Both Printing and Warehouse Funds

operate on a traditional fee and service model.

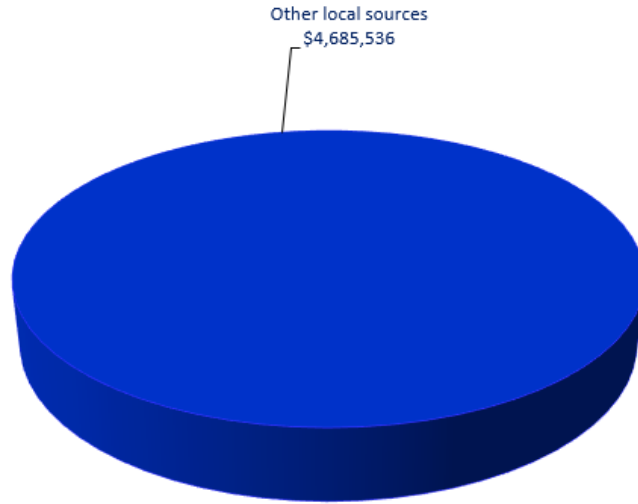
Budgeting practices for both Printing Services and Warehouse Funds are to ensure that expected revenues and expenditures are balanced for the current year. It is the District’s practice for the Printing and Warehouse Funds to have fund balances that include an operating reserve and a designated reserve. The operating reserve provides 90-day cash liquidity to sustain operations in case of an emergency. The designated reserve provides for a specific purpose such as replacing equipment, purchasing vehicles, or completing remodels. After the reserves in each fund are met, a rate is reviewed and adjusted accordingly to ensure funds are self-sustaining.



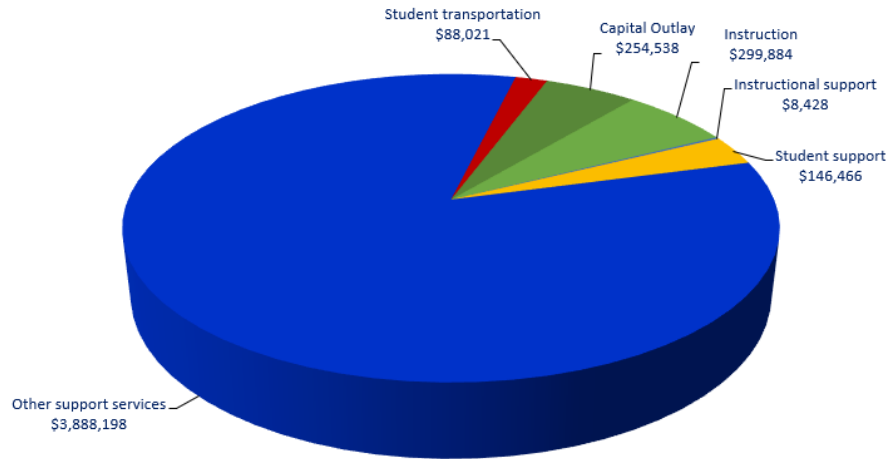
The combined Internal Services Fund budgeted revenues and expenditures are projected to decrease by 16.2% from \$5.6 million in fiscal year 2021-22 to \$4.7 million in fiscal year 2022-23.



### Where the Money Comes From...



### ...and Where the Money Goes





# Financial

Below is the fiscal year 2022-23 adopted budget for each of the three Internal Service Funds shown by program activity and functions.

## Fiscal Year 2022-23 Budget Internal Service Fund

REVENUES	ASD	PRINTING	WAREHOUSE	TOTAL INTERNAL SERVICE FUND
Other Local Sources	\$ 797,338	\$ 829,714	\$ 3,058,484	\$ 4,685,536
<b>TOTAL REVENUES</b>	<b>\$ 797,338</b>	<b>\$ 829,714</b>	<b>\$ 3,058,484</b>	<b>\$ 4,685,536</b>
<b>EXPENDITURES</b>				
Instruction	\$ 299,884	\$ -	\$ -	\$ 299,884
Instructional Support	8,428	-	-	8,428
Student Support	146,466	-	-	146,466
Other Support Services	-	829,714	3,058,484	3,888,198
Student Transportation	88,021	-	-	88,021
Capital Outlay	254,539	-	-	254,539
<b>TOTAL EXPENDITURES</b>	<b>\$ 797,338</b>	<b>\$ 829,714</b>	<b>\$ 3,058,484</b>	<b>\$ 4,685,536</b>
Excess (deficiency) of revenues ov	-	-	-	-
Approved use of Fund balance	-	-	-	-
Net Change	-	-	-	-
Beginning Fund Balance	92,379	478,167	422,904	993,449
Ending Fund Balance	<b>\$ 92,379</b>	<b>\$ 478,167</b>	<b>\$ 422,904</b>	<b>\$ 993,449</b>





## Financial

Below is the fiscal year 2022-23 budget for each of the three Internal Service Funds shown by program activity and objects.

Fiscal Year 2022-23 Budget  
Internal Service Fund

	ASD	Printing	Warehouse	Total Internal Service Fund
<b>Revenues</b>				
Other Local Sources	\$ 797,338	\$ 829,714	\$ 3,058,484	\$ 4,685,536
<b>Total Revenues</b>	<b>\$ 797,338</b>	<b>\$ 829,714</b>	<b>\$ 3,058,484</b>	<b>\$ 4,685,536</b>
<b>Expenditures</b>				
Salaries	\$ 359,909	\$ 452,624	\$ 1,031,318	\$ 1,843,851
Benefits	52,726	107,090	364,266	524,082
Contracted Services	92,235	25,000	500,000	617,235
Property Maintenance Services	34,131	190,000	1,000	225,131
Supplies and Materials	1,262	50,000	1,008,900	1,060,162
Capital Outlay	-	5,000	100,000	105,000
Other Charges	257,076	-	53,000	310,076
<b>Total Expenditures</b>	<b>\$ 797,338</b>	<b>\$ 829,714</b>	<b>\$ 3,058,484</b>	<b>\$ 4,685,536</b>
<b>Beginning Fund Balance</b>	92,379	478,167	422,904	993,449
<b>Ending Fund Balance</b>	92,379	478,167	422,904	993,449



## Financial

Below is the fiscal year 2022-23 budget by program activity and functions, with comparative year data.

In fiscal year 2022-23, the combined Internal Service Fund budgeted revenues are expected to decrease to approximately \$4.7 million compared to 2021-2022 amended budget revenues. The combined Internal Service Fund budgeted expenditures are also expected to decrease to approximately \$4.7 million, which is \$904,301 less than fiscal year 2021-2022 amended budget expenditures. This decrease in expenditures occurred due to a reduction in additional support costs in the warehouse funds for the delivery of books and materials.

### Fiscal Year 2022-23 Budget Internal Service Fund

	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Amended Budget	2022-23 Adopted Budget	Variance	% Change
<b>Revenues</b>							
Other Local Sources	\$ 3,076,008	\$ 2,017,148	\$ 2,842,458	\$ 5,589,837	\$ 4,685,536	\$ (904,301)	-16.2%
<b>Total Revenues</b>	<b>\$ 3,076,008</b>	<b>\$ 2,017,148</b>	<b>\$ 2,842,458</b>	<b>\$ 5,589,837</b>	<b>\$ 4,685,536</b>	<b>\$ (904,301)</b>	<b>-16.2%</b>
<b>Expenditures</b>							
Instruction	\$ 475,672	\$ 419,008	\$ 142,489	\$ 299,884	\$ 299,884	-	0.0%
Instructional Support	12,814	6,323	7,802	8,428	8,428	-	0.0%
Student Support	86,796	65,625	113,209	146,466	146,466	-	0.0%
Other Support Services	64,922	57,222	1,412,731	4,792,498	3,888,197	(904,301)	-18.9%
Student Transportation	324,125	212,414	85,352	88,021	88,021	-	0.0%
Plant Services	2,155,582	1,899,823	568,982	254,539	254,539	-	0.0%
<b>Total Expenditures</b>	<b>\$ 3,119,911</b>	<b>\$ 2,660,414</b>	<b>\$ 2,330,565</b>	<b>\$ 5,589,837</b>	<b>\$ 4,685,536</b>	<b>\$ (904,301)</b>	<b>-16.2%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	(43,903)	(643,266)	511,893	-	-		
<b>Approved use of Fund balance</b>	43,903	643,266	-	-	-		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 511,893</b>	<b>\$ -</b>	<b>\$ -</b>		
<b>Beginning Fund Balance</b>	1,139,328	1,124,788	481,556	993,449	993,449		
Increase (decrease) in revenue for encumbrances	-	(643,265)	511,893	-	-		
Transfers To/(From)Other Funds	(14,540)	33	-	-	-		
Insurance Recovery	-	-	-	-	-		
Sale of Capital Assets	-	-	-	-	-		
<b>Ending Fund Balance</b>	<b>\$ 1,124,788</b>	<b>\$ 481,556</b>	<b>\$ 993,449</b>	<b>\$ 993,449</b>	<b>\$ 993,449</b>		
<b>Fund Balance Categories</b>							
Nonspendable	-	-	-	-	-		
Restricted	-	-	-	-	-		
Assigned	-	-	-	-	-		
Committed	-	-	-	-	-		
Unassigned	1,124,788	481,556	993,449	993,449	993,449		
<b>Total Ending Fund Balance</b>	<b>\$ 1,124,788</b>	<b>\$ 481,556</b>	<b>\$ 993,449</b>	<b>\$ 993,449</b>	<b>\$ 993,449</b>		



## Financial

Below is the Internal Service Fund by program activity and object category, with comparative year data.

### Fiscal Year 2022-23 Budget Internal Service Fund

	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>Variance</u>	<u>% Change</u>
	<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	<u>Amended Budget</u>	<u>Adopted Budget</u>		
<b>Revenues</b>							
Other Local Sources	\$3,076,008	\$2,017,148	\$2,842,458	\$ 5,589,837	\$ 4,685,536	\$(904,301)	-16.2%
<b>Total Revenues</b>	<b>\$3,076,008</b>	<b>\$2,017,148</b>	<b>\$2,842,458</b>	<b>\$ 5,589,837</b>	<b>\$ 4,685,536</b>	<b>\$(904,301)</b>	<b>-16.2%</b>
<b>Expenditures</b>							
Salaries	\$1,613,482	\$1,512,100	\$1,378,881	\$ 1,755,834	\$ 1,889,841	\$ 134,007	7.6%
Benefits	350,828	316,315	253,899	399,692	478,091	78,400	19.6%
Contracted Services	396,461	65,547	40,115	40,214	529,214	489,000	1216.0%
Professional Services	-	212,414	85,352	88,021	88,021	-	0.0%
Property Maintenance Services	-	28,890	61,304	35,131	225,131	190,000	540.8%
Supplies and Materials	458,197	354,326	313,775	316,162	1,060,162	744,000	235.3%
Capital Outlay	198,694	74,863	92,366	5,000	105,000	100,000	2000.0%
Other Charges	102,249	95,959	104,871	2,949,783	310,076	(2,639,707)	-89.5%
<b>Total Expenditures</b>	<b>\$3,119,911</b>	<b>\$2,660,414</b>	<b>\$2,330,565</b>	<b>\$ 5,589,837</b>	<b>\$ 4,685,536</b>	<b>\$(904,301)</b>	<b>-16.2%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	(43,903)	(643,266)	511,893	-	-	-	
<b>Approved use of Fund balance</b>	43,903	643,266	-	-	-	-	
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 511,893</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>Beginning Fund Balance</b>	1,139,328	1,124,788	481,556	993,449	993,449		
Increase (decrease) in revenue for encumbrances	-	(643,265)	511,893	-	-	-	
Transfers To/(From)Other Funds	(14,540)	33	-	-	-	-	
<b>Ending Fund Balance</b>	<b>\$1,124,788</b>	<b>\$ 481,556</b>	<b>\$ 993,449</b>	<b>\$ 993,449</b>	<b>\$ 993,449</b>		
<b>Fund Balance Categories</b>							
Unassigned	1,124,788	481,556	993,449	993,449	993,449		
<b>Total Ending Fund Balance</b>	<b>\$1,124,788</b>	<b>\$ 481,556</b>	<b>\$ 993,449</b>	<b>\$ 993,449</b>	<b>\$ 993,449</b>		



## Financial

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# INFORMATIONAL



## FY 2023 District Adopted Budget





## Informational Section

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This section includes the following information:

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- X. RESOLUTION APPROVING THE MSCS FISCAL YEAR 2022-23 BUDGET
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## Informational Section

### I. DISTRICT ENROLLMENT TRENDS

#### i. Enrollment History and Projections by School

School/Building	2018	2019	2020	2021	2022	2023	2024	2025
A. B. Hill ES (1909)	226	226	212	293	348	543	535	514
A. Maceo Walker MS (2003)	665	702	716	796	806	654	645	601
Alcy ES (1970)	219	-	-	874	566	550	550	549
Alton ES (1969)	254	277	270	320	294	-	-	-
American Way MS (2003)	697	711	701	705	697	702	692	650
B.T. Washington HS (1949)	477	463	436	439	459	464	457	431
Barret's Chapel ES (1960)	587	466	457	403	380	324	319	296
Bellevue MS (1928)	559	567	560	598	1,047	548	540	500
Belle Forrest ES	1,169	1,138	1,144	1,017	601	936	923	868
Berclair ES (1953)	611	608	623	598	589	581	573	537
Bethel Grove ES (1932)	206	214	199	168	185	160	158	147
Bolton HS (1960)	1,029	889	848	620	678	562	554	514
Brownsville Rd ES (1966)	563	546	575	516	484	473	467	436
Bruce ES (1999)	432	443	441	522	530	462	455	426
Central HS (1915)	1,512	1,484	1,432	1,431	1,421	1,335	1,316	1,232
Charjean ES (1950)	363	299	307	-	404	-	-	-
Cherokee ES (1951)	483	438	436	429	-	356	351	333
Chickasaw MS (1970)	296	343	368	361	361	297	293	272
Chimneyrock (2011)	892	892	939	878	869	813	801	750
Colonial MS (1954)	1,075	1,122	1,097	1,121	1,100	963	949	886
Cordova ES (2002)	813	789	819	732	693	672	662	619
Cordova HS (1997)	2,302	2,241	2,268	2,198	2,244	2,028	1,999	1,870
Cordova MS (1993)	719	784	813	788	742	610	601	558
Craigmont HS (1978)	856	807	840	707	726	649	640	597
Craigmont MS (2001)	566	559	557	553	506	453	447	416
Cromwell ES (1963)	500	449	425	457	406	388	383	358
Crump ES (1999)	615	558	533	481	528	563	555	524
Cummings ES (1961)	512	519	543	428	381	275	271	248
Delano ES (1957)	237	269	273	225	247	227	223	209
Dexter ES (2002)	834	830	820	762	771	1,390	1,370	1,313
Dexter MS (2002)	400	372	378	372	384	-	-	-
Double Tree ES (1977)	333	378	369	368	400	341	336	314
Douglass ES (1964)	418	452	459	441	437	594	586	557
Douglass HS (2008)	525	540	557	612	621	358	352	321
Downtown ES (2003)	611	608	613	684	677	653	643	604
Dunbar ES (1955)	241	241	232	207	219	173	170	158
East HS (1948)	363	370	371	387	615	356	351	325
E.E. Jeter (1949)	377	408	431	506	329	606	598	569
Egypt ES (1964)	530	505	505	458	522	513	506	476
Evans ES (1965)	455	457	420	407	370	395	389	366
Ford Road ES (1952)	533	502	512	475	513	489	482	453
Fox Meadows ES (1965)	552	572	574	491	508	487	480	450
Frayser/Corning ES	-	-	-	-	-	339	339	338
Gardenview ES (1967)	249	242	230	298	288	272	268	252
Geeter MS (1961)	265	595	604	657	711	686	676	637
Georgian Hills Elementary School	-	-	-	-	-	246	246	245
Georgian Hills MS (1959)	249	289	274	309	296	311	307	289
Germanshire ES (2001)	779	786	766	788	718	660	651	607
Germantown ES (1975)	622	626	611	619	600	557	549	514
Germantown HS (1964)	1,992	1,939	1,883	1,971	1,947	1,765	1,740	1,628
Germantown MS (1979)	717	705	710	799	814	771	760	714
Getwell ES (2001)	305	334	438	411	421	439	433	407
Goodlett ES (1964)	453	420	900	808	-	-	-	-
Grahamwood ES (1953)	985	982	995	972	944	886	873	817
Grandview Hts. ES (1953)	445	464	486	358	394	377	372	348



## Informational Section

School/Building	2018	2019	2020	2021	2022	2023	2024	2025
Hamilton HS (1972)	602	620	611	578	625	655	646	609
Hamilton MS (1946)	257	232	202	498	601	597	589	560
Havenview MS (1960)	718	668	714	768	727	709	699	656
Hawkins Mill ES (1965)	321	327	311	302	286	256	252	235
Hickory Ridge ES (2001)	759	673	619	695	660	663	654	614
Hickory Ridge MS (2001)	828	870	876	852	803	726	716	668
Highland Oaks ES (1993)	847	776	825	817	745	713	703	657
Highland Oaks MS (2009)	687	725	715	589	622	619	610	572
Holmes Road ES (2001)	646	570	584	620	637	557	549	514
Idlewild ES (1903)	491	488	497	515	503	561	553	522
Jackson ES (1957)	327	300	274	303	256	259	255	239
John P. Freeman MS (1973)	590	622	662	630	656	610	601	563
Kate Bond ES (1993)	830	821	801	778	696	689	679	635
Kate Bond MS (2012)	1,123	1,156	1,090	1,122	1,120	1,011	997	932
Keystone ES (1991)	473	430	405	336	381	372	367	345
Kingsbury ES (1959)	546	496	453	517	495	475	468	439
Kingsbury MS (1955)	601	642	639	673	676	587	578	540
Kingsbury HS (1950)	1,357	1,265	1,232	1,332	1,347	1,376	1,356	1,277
Kirby HS (1980)	876	821	780	895	807	829	817	768
Knight Road ES (1959)	501	497	-	-	-	-	-	-
Larose ES (1963)	296	282	275	232	187	227	224	210
Levi ES (1992)	440	430	412	406	429	400	395	370
Lowrance K-8 (1995)	829	796	807	841	861	830	818	769
Lucie E. Campbell ES (2002)	486	514	503	483	509	474	467	438
Lucy ES (1921)	387	382	355	352	310	281	277	258
Macon Hall ES (1997)	1,157	1,160	1,164	1,199	1,084	1,036	1,021	955
Magnolia ES (1950)	282	354	361	-	-	-	-	-
Manassas HS-New (2007)	498	438	400	406	393	307	302	280
Manor Lake ES (1971)	314	-	-	-	-	-	-	-
Maxine Smith STEAM Academy (2015)	338	357	371	375	364	375	370	348
Melrose HS (1970)	578	569	803	691	752	747	736	692
Mitchell HS (1957,2002)	449	445	442	401	421	377	371	347
Mt. Pisgah Middle (2007)	476	487	569	568	555	629	620	585
Newberry ES (1970)	454	454	463	439	391	340	335	311
Northaven ES (1978)	295	303	313	305	315	299	295	276
Oak Forest ES (1994)	380	409	408	359	388	371	366	343
Oakhaven ES (1957)	628	582	545	530	482	460	453	424
Oakhaven HS (1956)	358	339	374	366	395	379	373	351
Oakhaven MS (1963)	317	293	313	323	322	301	297	278
Oakshire ES (1966)	368	347	314	350	339	383	378	357
Overton HS (1959)	1,162	1,101	1,097	1,260	1,339	1,411	1,391	1,315
Parkway Village (2019)	-	-	-	-	808	783	-	-
Peabody ES (1909)	336	368	367	356	332	318	313	293
Raleigh-Bartlett ES (1976)	453	464	462	477	453	395	389	363
Raleigh-Egypt HS (1969)	1,006	960	986	548	657	641	632	590
Raleigh-Egypt MS (1969)	-	-	-	464	476	441	441	440
Richland ES (1957)	798	835	836	866	802	842	830	780
Ridgeway/Balmoral ES (1970)	317	324	334	308	288	267	263	246
Ridgeway HS (1970)	1,273	1,161	1,124	938	852	813	801	746
Ridgeway MS (2001)	696	750	762	785	784	625	616	572
Riverview MS (1967)	411	403	368	404	404	316	312	290
Riverwood ES (2011)	939	948	949	844	864	861	849	797
Robert R. Church ES (2001)	726	707	668	643	627	497	490	454
Ross ES (1976)	702	659	608	537	545	508	501	468



## Informational Section

School/Building	2018	2019	2020	2021	2022	2023	2024	2025
Rozelle ES (1914)	238	239	232	234	215	188	186	173
Scenic Hills ES (1957)	316	279	280	207	265	268	264	249
Sea Isle ES (1955)	448	421	398	433	413	385	380	355
Shady Grove ES (1962)	392	376	379	386	371	-	-	-
Sharpe ES (1954)	292	298	264	289	286	284	280	263
Sheffield ES (1970)	576	574	437	536	488	508	501	472
Sheffield HS (1966)	745	661	604	511	537	454	448	417
Shelby Oaks ES (1990)	910	840	825	824	739	655	646	601
Sherwood ES (1950)	691	594	530	554	506	479	472	442
Sherwood MS (1957)	789	772	728	773	786	779	768	722
Snowden ES (1909)	1,369	1,288	1,255	1,226	1,272	1,261	1,243	1,169
South Park ES (1998)	565	490	468	453	451	441	435	408
Southwind ES (1990)	726	706	623	616	623	583	575	538
Southwind HS (2007)	1,501	1,610	1,667	1,549	1,463	1,407	1,387	1,297
Springdale ES (1940)	259	243	242	266	272	200	197	183
Treadwell ES (1985)	693	690	691	774	770	736	726	681
Treadwell MS (1948)	456	464	477	602	604	625	616	582
Trezevant HS (1960)	530	530	514	445	512	408	402	375
Vollentine ES (1930)	298	293	278	268	261	299	295	278
Wells Station ES (1954)	736	730	734	710	662	565	557	518
Westhaven ES (1956)	746	753	756	748	750	625	616	574
Westside ES (1952)	323	312	309	337	330	306	302	283
Westwood HS (1958)	346	348	333	345	357	274	270	251
White Station ES (1933)	626	618	617	646	608	602	593	557
White Station HS (1952)	2,199	2,135	1,836	2,035	1,998	1,939	1,911	1,796
White Station MS (1960,2007)	1,273	1,264	1,228	1,259	1,182	1,049	1,034	964
Whitehaven ES (1949)	427	470	459	418	400	371	366	341
Whitehaven HS (1931)	1,683	1,663	1,692	1,616	1,522	1,544	1,522	1,427
WhitneyElementary School	-	-	-	-	-	206	206	205
William H. Brewster ES (2006)	416	401	430	451	420	396	390	365
Willow Oaks ES (1951)	682	726	738	688	649	644	635	595
Winchester ES (1960)	546	606	599	544	549	376	371	340
Winridge ES (2001)	485	485	464	476	461	448	442	414
Wooddale HS (1967)	759	590	485	606	665	674	664	628
Woodstock Middle (1956)	260	292	301	325	313	266	262	244
<b>Total</b>	<b>87,498</b>	<b>85,801</b>	<b>84,886</b>	<b>84,843</b>	<b>83,859</b>	<b>79,695</b>	<b>77,817</b>	<b>73,046</b>



## Informational Section

School/Building	2018	2019	2020	2021	2022	2023	2024	2025
<b>Charter Schools</b>								
Arrow Academy	84	75	73	89	111	118	126	132
Aspire College Prep Academy	185	294	375	426	426	396	421	448
Aster College Prep	-	-	120	-	-	-	-	-
Aurora Collegiate Academy	337	335	343	327	340	346	368	390
Beacon College Prep	-	-	-	116	125	222	222	225
Believe Memphis Academy	-	110	167	247	387	437	465	487
Circles of Success Learning Academy	212	238	246	229	209	231	246	261
City Boys Prep	66	88	66	-	-	239	254	261
City Girls Prep	97	100	110	141	127	94	100	107
City University School of Independence	17	16	16	14	28	45	48	50
City University School of Liberal Arts	273	269	282	244	254	-	-	-
Compass Binghamton	-	-	180	175	201	223	237	250
Compass Berclair	-	-	180	172	210	232	247	260
Compass Frayser	-	-	180	162	181	221	235	248
Compass Hickory Hill	-	-	233	237	249	272	289	306
Compass Midtown	-	-	250	240	265	371	395	414
Compass Orange Mound	-	-	160	177	200	241	256	270
Crosstown High	-	149	294	399	528	511	543	573
Dubois Elem for Entrepreneurship	306	237	233	331	-	-	-	-
Dubois Middle for Entrepreneurship	-	-	-	-	-	-	-	-
Dubois High for Entrepreneurship	-	-	-	-	-	-	-	-
Dubois Elem Arts & Technology	244	206	195	-	-	-	-	-
Dubois High Arts & Technology	192	-	-	-	-	-	-	-
Dubois Middle Arts & Technology	160	128	135	-	-	-	-	-
Dubois High Leadership/Public Policy	143	-	-	-	-	-	-	-
Dubois Middle Leadership/Public Policy	190	127	132	-	-	-	-	-
The Excel Center	349	450	244	-	-	-	-	-
Freedom Prep Academy	793	656	869	1,054	2,189	262	279	339
Freedom Prep Elementary	239	353	394	493	-	516	549	574
Freedom Prep Academy Sherwood	-	171	288	341	-	859	914	944
Freedom Prep Academy Parkrose	-	-	-	-	-	396	396	401
Gateway University	115	158	229	-	-	-	-	-
Granville T. Woods Academy of Innovation	475	413	419	405	403	410	436	463
Grizzlies Academy	326	345	344	341	351	375	399	422
KIPP Academy at Cypress	881	1,578	1,682	1,531	1,695	225	239	309
KIPP Diamond (est. 2009)	846	-	-	-	-	362	362	367
KIPP Memphis Collegiate High	-	-	-	-	-	468	468	474
KIPP Memphis Collegiate Middle School	-	-	-	-	-	334	334	338
Kaleidoscope School of Memphis	44	71	96	74	61	-	-	-
Leadership Prep Charter School	197	265	254	346	394	424	451	475
Legacy Leadership Academy	37	-	-	-	-	-	-	-
Memphis Academy of Health Sciences MS	283	309	296	278	242	-	-	-
Memphis Academy of Health Sciences HS	439	423	435	448	372	-	-	-
Memphis Academy of Science & Engineering	503	605	622	550	596	510	542	579
Memphis Business Academy ES	406	305	272	304	277	281	299	317
Memphis Business Academy MS	452	479	483	480	481	367	390	419
Memphis Business Academy HS	460	468	510	523	565	613	652	689
Memphis Business Academy Hickory Hill ES	-	70	88	135	109	117	124	132
Memphis Business Academy Hickory Hill MS	-	26	54	89	63	57	61	65
Memphis College Preparatory	266	253	245	265	284	290	308	326
Memphis Delta Preparatory	286	334	341	409	392	406	432	457
Memphis Goodwill Excel Center	-	-	-	-	-	-	-	-





## Informational Section

School/Building	2018	2019	2020	2021	2022	2023	2024	2025
<b>Charter Schools</b>								
Memphis Merit Academy			120	191	244	247	263	276
Memphis Rise Academy	438	559	669	750	775	788	838	887
Memphis School of Excellence	618	689	742	1,256	1,306	582	619	677
Memphis Stem Elementary	122	185	231	198	292	258	274	291
Moving Ahead School of Scholars	-			-	-	-	-	-
Nexus STEM Academy	300			-	-	-	-	-
Memphis School of Excellence Cordova						582	582	589
Memphis School of Excellence Cordova Elementary						412	412	412
Memphis School of Excellence Elementary						200	200	200
Memphis School of Excellence	-			-	-	278	278	278
Omni Prep Academy - North Pointe Lower	-			-	-	-	-	-
Omni Prep Academy - North Pointe Middle	-			-	-	-	-	-
Perea Elementary		76	142	195	320	263	280	295
Power Center Academy	1,640	2,001	2,228	2,253	2,386	305	324	422
Power Center Academy Elementary - Southeast						759	365	370
Power Center Academy Elementary School						683	719	728
Power Center Academy High						276	729	738
Power Center Academy Middle - Southeast						463	246	249
Promise Academy	392	366	372	322	319	286	304	325
Soulsville Academy	647	658	690	662	634	702	747	791
Southern Avenue Elementary	437	364	346	375	383	353	375	399
Southwest Early College High	102	179	273	-	-	-	-	-
Star Academy	229	280	307	348	304	314	334	355
Thurgood Marshall High	-			-	-	-	-	-
Veritas College Preparatory	147	142	150	178	163	155	165	175
Vision Prep	287	363	397	388	396	392	417	443
Yo! Academy				-	-	-		
Unknown from Closing Schools	-			-	-	-		
<b>Total Charter School Enrollments</b>	<b>15,262</b>	<b>15,966</b>	<b>18,802</b>	<b>18,908</b>	<b>19,837</b>	<b>19,879</b>	<b>20,515</b>	<b>21,354</b>
<b>District Total Enrollment</b>	<b>102,760</b>	<b>101,767</b>	<b>103,688</b>	<b>103,751</b>	<b>103,696</b>	<b>99,574</b>	<b>98,332</b>	<b>94,400</b>



## Informational Section

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### ii. Enrollment Projection Methodology

Enrollment projections are conducted using a cohort survival methodology. This method involves moving students up from one grade to the next and applying survival ratios to capture an approximate rate of change. Survival ratios are developed using recent trend data to estimate the rate at which a full grade cohort will move from one grade to the next over the course of future years.

Live birth data is used to project kindergarten classes for future years. Birth data, provided by the Memphis and Shelby County Health Department, is available to Memphis-Shelby County Schools by zip code. As with other grades, a survival ratio called the birth-to-kindergarten ratio is developed. Birth-to-kindergarten ratios capture the rate to which births in each zip code will matriculate to kindergarten five years later. Trend data of births versus kindergarten enrollment over the course of several years assists with developing the birth-to-kindergarten ratio.

Classes entering new schools (for example, 6th grade for middle and 9th grade for high) are estimated by multiplying the total students from zones of feeder schools by a survival ratio developed by examining the likelihood that students from one feeder school will attend the next school in the feeder pattern and the average change in class size from one year to the next for each feeder school. Finally, a percentage of students who may attend from outside of the feeder school boundaries are added to the total to account for transfers.

Cohort survival enrollment projection methodology is the most common process for forecasting future school enrollment. This method is used by many school districts across the country, including some of the largest. New York City, Los Angeles, Chicago and Broward County, Florida are examples of school districts that employ this method. In fact, it is recommended for use by the New York State Education Department.

Use of the cohort analysis model began in the 1950s. However, in the 1970s, school districts began to commonly use this method. Many municipalities and regional governments use cohort survival analysis to forecast population for their respective political geographies.

Benefits to using cohort survival methodology are:

- It is relatively easy to use
- The method can account for numerous factors (such as migration, retention, population flux, dropouts, failures, etc.)
- It normally demonstrates a high degree of short-term accuracy

Drawbacks of the methodology are:

- Accuracy is lessened in areas of instability since it assumes that the future will be similar to the past
- It does not account for single, critical events (e.g., a major employer closing)
- Forecasts beyond roughly five years are less reliable than more short-term periods of time



## Informational Section

### II. STAFFING TRENDS

#### i. Staffing Formula

Below and on the following page are the District’s school staffing formulas for school year 2022-23. These staffing formulas are adhered to closely except for smaller schools that may need additional staffing for scheduling and otherwise as deemed necessary for academic progress.

#### *Classroom Teacher Allocations*

Grade Level	Teacher to Student Ratio
K - 3	1:20
4 - 5	1:24.75
6 - 8	1:24.95 (student enrollment 600 or fewer) 1:23.75 (student enrollment greater than 600)
9 - 12	1:26.05 (student enrollment 1,200 or fewer) 1:24.5 (student enrollment greater than 1,200)

Career and Technical staffing assignments are determined by the Career and Technical Education department. Generally, a high school receives one additional general classroom teacher for every four CTE teachers at their school location.

Based on the state average and maximum class size requirements, the District utilizes a smaller student-to-teacher ratio. The chart below reflects the state requirements.

#### State of Tennessee Class Size Requirements

Grade Level	Education Improvement Act Average	Education Improvement Act Maximum
Grades K-3	20	25
Grades 4-6	25	30
Grades 7-12	30	35
Career and Technical Education	20	25

Source: <https://www.tn.gov/assets/entities/tacir/attachments/InfraAppendixF.pdf>



## Informational Section

### ii. Staffing Levels

	2018 -2019	2019 -2020	2020 -2021	2021 -2022	2022 -2023	Change from 2022 Adopted Budget to 2023 Budget	Percentage Change from 2022 Adopted Budget to 2023 Budget
	Actual Budget	Actual Budget	Actual Budget	Amended Budget	Adopted Budget		
<b>Full-Time Employees</b>							
Officials/Administration/Management	215.00	256.05	253.00	318.00	312.00	(6.00)	-1.89%
Principals	157.00	157.00	154.00	156.00	155.00	(1.00)	-0.64%
Assistant Principals, Non-Teachers	194.00	203.00	201.00	207.00	212.00	5.00	2.42%
Elementary Classroom Teachers	2,472.16	2,368.00	2,264.00	2,218.00	2,217.00	(1.00)	-0.05%
Secondary Classroom Teachers	1,911.65	1,892.85	1,816.00	1,772.00	1,791.00	19.00	1.07%
Other Classroom Teachers	2,168.50	2,197.12	2,188.00	2,356.00	2,264.00	(92.00)	-3.90%
Guidance	313.00	299.00	280.00	278.00	285.00	7.00	2.52%
Psychological	76.00	79.00	74.00	74.00	73.00	(1.00)	-1.35%
Librarian/Audio/Visual	166.00	145.00	138.00	130.00	134.00	4.00	3.08%
Consultants/Supervisors	120.00	153.00	147.00	173.00	167.00	(6.00)	-3.47%
Other Professional	600.08	747.20	786.00	1,090.00	1,075.00	(15.00)	-1.38%
Teachers' Aides	1,674.89	1,749.00	1,927.00	3,149.00	3,059.00	(90.00)	-2.86%
Technicians	134.00	171.00	150.00	142.00	142.00	-	0.00%
Clerical/Secretarial	729.20	688.64	696.00	696.00	691.00	(5.00)	-0.72%
Service Workers	1,062.75	1,211.20	1,666.00	1,614.00	1,601.00	(13.00)	-0.81%
Skilled Crafts	119.00	111.00	117.00	117.00	117.00	-	0.00%
Laborers Unskilled	258.00	260.00	276.00	277.00	277.00	-	0.00%
Professional Instructional	53.00	5.00	1.00	3.00	3.00	-	0.00%
<b>Total</b>	<b>12,424.23</b>	<b>12,693.06</b>	<b>13,134.00</b>	<b>14,770.00</b>	<b>14,575.00</b>	<b>(195.00)</b>	<b>-1.32%</b>
<b>Part-Time Staff Employees</b>							
All Other	59.00	17.00	46.00	65.00	72.00	7.00	10.77%
Part-Time	7.00	8.00	12.00	-	-	-	0.00%
<b>Total</b>	<b>66.00</b>	<b>25.00</b>	<b>58.00</b>	<b>65.00</b>	<b>72.00</b>	<b>7.00</b>	<b>10.77%</b>
<b>Total Full-Time &amp; Part-Time Staff</b>	<b>12,490.23</b>	<b>12,718.06</b>	<b>13,192.00</b>	<b>14,835.00</b>	<b>14,647.00</b>	<b>(188.00)</b>	<b>-1.27%</b>

\*Source: Budgeted Positions Mapped to Elementary-Secondary Staff Information (EEO-5) Report

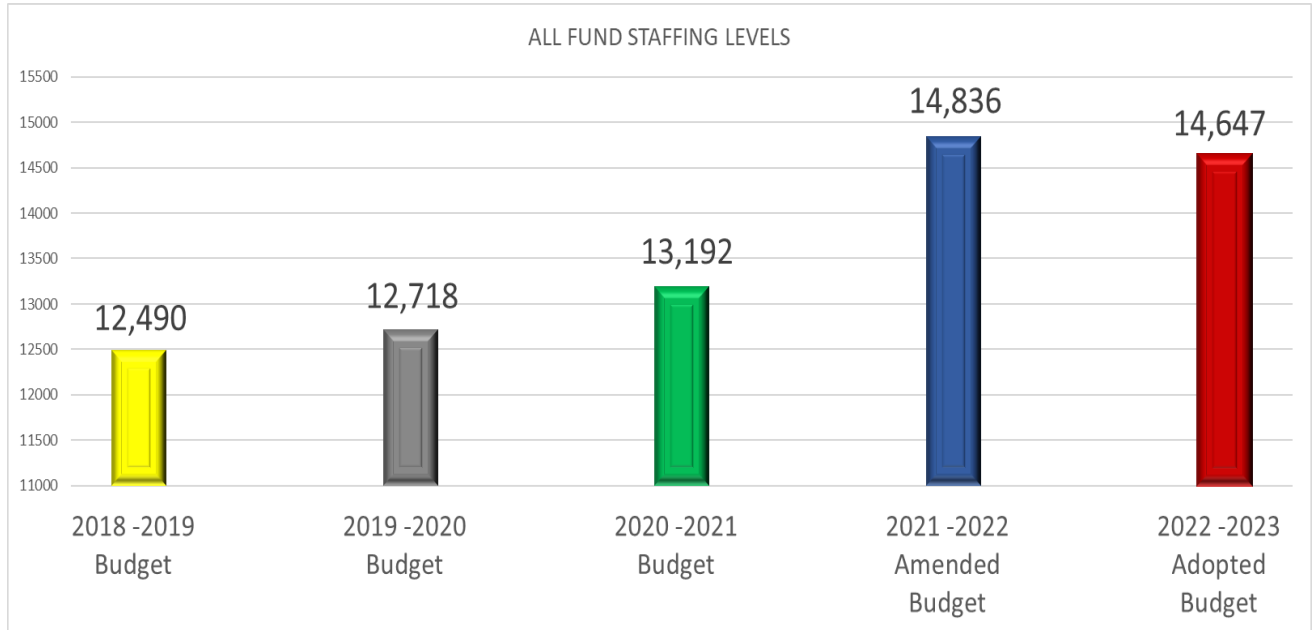
For fiscal year 2022-23, the District has a budget of 14,647 positions, as noted in the graphic below. School staffing position needs are calculated with a staffing formula, which determines the needs based upon changes in enrollment/Average Daily Membership (ADM), the opening/closing of schools and other relevant factors.

Personnel costs account for 44% of the District's expenditures for the All Funds budget and 60% of the General Fund budget. The District projects a net decrease of 188 positions in the fiscal year 2022-23 budget. The decrease is attributed to declining enrollment. It is important to note that the decrease in positions largely represents vacant positions. Incumbents will have the opportunity to be reassigned to fill approximately 400 vacant positions for FY23.



## Informational Section

### All Funds Staffing Levels



The chart above reports the District Budget All Funds budgeted staffing levels for fiscal years 2019 through 2023. The District does not budget all part-time positions, but does budget an amount for part-time salaries, particularly in the Nutrition Services Fund staffing. Budget Center Managers are responsible for restricting expenditures to remain within the allocated part-time budget.





## Informational Section

### III. SCHOOLS

This section includes the following information:

- i. Student Based Budgeting (SBB)
- ii. SBB Flexibility
- iii. Guide on Understanding School Level Information and School Data

Conventional practices tend to be focused on the District, compliance, and program fidelity. Conversely, strategic budgeting practices link resources to academic goals, ensure resources are used to improve student learning, and meet students' needs. Strategic budgeting practices track whether and how resources are used to improve academic achievement. Memphis-Shelby County Schools is providing school leaders with strategic budgeting practices and tools to improve student learning and meet students' needs. These practices are critical to achieving the District's Destination 2025 goals and strategic priorities. These practices will equip school leaders with the decision-making guidance to achieve high academic achievement with greater school decision flexibility and will enable school leaders to produce high-quality options throughout the District. MSCS Vision serves as our north star. Destination 2025 Strategic Goals and Priorities outline what is needed to realize our vision. Our Theory of Action (Managed Performance Empowerment) establishes a method to fulfill our Destination 2025 strategic goals and priorities.



As an enabler of our Theory of Action, MSCS launched Student Based Budgeting (SBB) to provide funding equity to students regardless of their ZIP codes, provide proven school leaders with greater flexibility for their academic goals, and foster high levels of innovation and continued success across the District in school year 2017-18. To learn more about SBB, you can access the SBB Principal Handbook on the website [back2students.com](http://back2students.com).

#### i. Student Based Budgeting (SBB)

In the school year 2018-19, MSCS implemented two initiatives – Strategic School Design and Student Based Budgeting (SBB). Both initiatives will serve as a mechanism to create more equity, transparency and flexibility. Student Based Budgeting and school redesign are major levers to transform the District into a nationally recognized model for educational innovation and effectiveness. Student Based Budgeting provides the equitable distribution of funds based upon student enrollment and need.

SBB is a funding model that allocates dollars (instead of staff) to schools based on the number of students enrolled. The model is weighted using objective, measurable facts about each individual student that drives education costs. In simpler terms, with SBB, dollars follow the student and are based on each student's needs. Furthermore, schools may be able to earn more flexibility in deciding what to do with those funds once they reach the school. We believe that schools, alongside their Instructional Leadership Directors (ILDs), will work from similar starting points to build increasingly diverse and customized plans. The purpose of a school's budget, then, is to support and reflect its academic plan.



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### *SBB Methodology & Policies*

In one sense, Student Based Budgeting is very simple: the money follows the student, period. But while this basic principle drives almost every aspect of our new school funding system, there are a handful of other details needed to fully understand how SBB works. In this section, a complete explanation of how Student Based Budgeting works in Memphis-Shelby County Schools will be provided.

### *SBB Pool vs. Non-SBB Pool (a.k.a. Locked and Special Fund Allocations)*

SBB is the District’s primary mechanism for allocating resources to schools, but it is not the only method. Each school will receive most of its dollars through Student Based Budgeting; empowered schools will have discretion to spend those dollars within a set of boundaries and non-empowered schools will use those dollars to purchase their staffing allocations dictated by district staffing ratios. In addition, as in the past, each school will also receive an additional set of staff Full Time Equivalents (FTEs) and supplies according to the District’s objectives (a.k.a. Locked Allocations) and may receive certain grant dollars (e.g. Title I, SIG Grant) according to the terms of the grant (a.k.a. Special Fund Allocations).

**SBB Pool:** The total dollar sum that goes directly through Student-Based Budgeting is known as the **SBB Pool**. How big is the pool? It’s the sum of all the resources that schools are responsible for budgeting.

*For example, if schools were only responsible for budgeting for teachers, secretaries, and pencils, and the total cost of teacher compensation was \$150M, secretaries \$15M, and pencils \$100K, the size of the SBB Pool would be \$150M + \$15M + \$100K = \$161.1M.*

Based on the set of resources that schools will budget in school year 2022-23, the size of the pool is \$402 million. Later in this section, more details on which resources are allocated and managed by schools and what makes up the SBB will be shared.

**Special Fund Allocations:** As in previous years, schools will continue to receive some dollars from state and federal grants (e.g. Title I Allocations, SIG Grants, etc.). These dollars are considered “outside of the pool” and do not “follow the student,” but schools often do have control over spending them, depending on the terms of the grant. Schools have the flexibility to seek additional grants.

**Locked Allocations:** As in previous years, schools will receive certain staff FTEs, equipment, and materials according to the District’s support plan (e.g. social workers, custodians, special education staff, etc.). Those staff, equipment, and materials that schools are not responsible for budgeting will be allocated to buildings according to the decisions made by their department.

Type of Resource	In the SBB Pool?	Follows the student?	Empowered schools choose how to spend?
<b>SBB Pool Dollars</b>	Yes	Yes	Yes
<b>Special Fund Allocations</b>	No	Depends on the grant terms	Sometimes
<b>Locked Allocations</b>	No	No	No



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### Weight Characteristics and Amounts

The dollars in the SBB Pool “follow the student.” At its most basic level, this would mean taking **the \$402 million in the SBB Pool, dividing by 83,087 students, and sending \$4,838 to each school for every single student on its roster.** But a key piece of our strategy is the belief that it costs a different amount of money to provide an appropriate education for different types of students. Although all students meet baseline funding, additional funds must meet qualifying criteria. SBB rubric indicating objective measurable criteria are used to target more resources for certain students who may need more help to learn. Therefore, more resources are provided to the schools with the exceptional populations. These dollars are assigned as *categorical weights*.

SBB funding starts with all schools receiving money on behalf of each student which is the sum of the “base weight”—an amount that each student receives—plus special categorical weights for which each student qualifies. In the example below, both students receive the base weight, and each receives a different set of need weights according to their respective attributes.

Student



1.4 = \$5,013

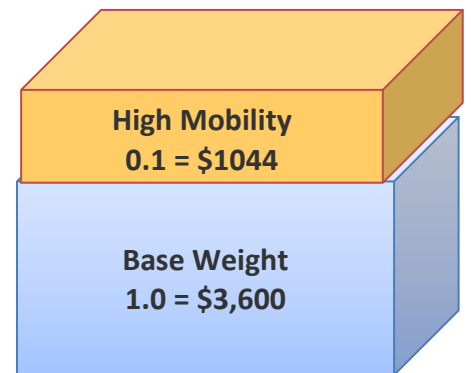
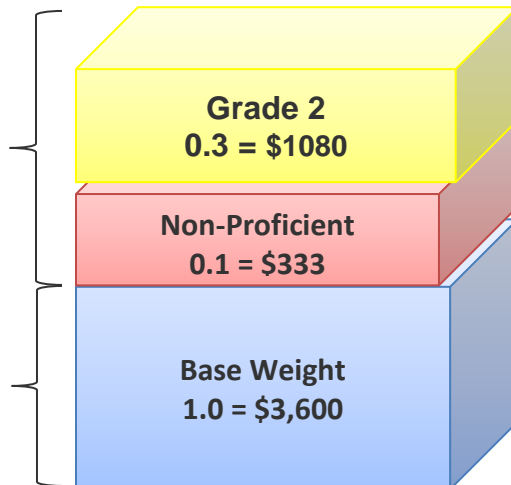
Student



1.1 = 4,644

Additional money is given to reflect the increased cost to meet certain student needs

Schools receive a base amount of money for each student served







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A set of student characteristics are recommended that the District should prioritize in directing extra resources to the highest need schools. MSCS looks for characteristics that were:

- **Relevant:** The characteristic must represent a real student need that demands more resources to educate.
- **Measurable:** The characteristic must be indisputably and objectively measurable, so we can all agree on which students qualify for it.
- **Student-Based:** The characteristic must be linked to an individual student, not a school's decisions, such that any student will trigger the same funding level regardless of which school he or she attends. For this reason, the District chose "incoming" student characteristics (*e.g. 8<sup>th</sup> grade performance for HS students*) when possible.



Picture taken prior to COVID-19



## Informational Section

Here are the characteristics chosen for the District’s SBB formula in **2022-23**

### **Student Need**

#### **Rationale**

#### **Base Weight**

Base Weight-- \$3,600 for all K12 General Education Setting Students

- Students with Disabilities (SWD) Increment-- \$825 or 0.24 for all SWD self-contained students -- These students do not receive the full base weight because their instructional resources are locked. This means that schools will continue to receive Special Ed teachers/TAs from the Special Ed department, and these students only need an “incremental” amount to cover their share of the school’s administrative, operational, and other schoolwide services

#### **Grade Weight:**

Grade Level-- \$1080 or 0.3 for K-2, \$720 or 0.2 for 3-5

#### **K-5 with emphasis on K-2**

- Based on the resources that have been unlocked to schools, ES need a slightly higher weight to cover their lower-class size requirements. Additionally, many of the locked resources (i.e., athletics, CTE, security, custodial, etc.) are places where Secondary schools are likely to get a higher share than Elementary schools
- K-2 is weighted more because literacy is critical district focus area and highly predictive of future outcomes

DATA USED: 21-22 Projected enrollments by grade

#### **Incoming Student Performance (High and Low)**

Incoming student performance (high and low) – \$360 or 0.1

- Student performance is one of the most important indicators of student need at a school
- Note that this will be calculated as incoming student performance (i.e., in MS/HS, we will look at the TNReady performance of its incoming 6th graders and 9th graders when they were 5th graders and 8th graders respectively, and use those %s to determine need)

DATA USED: ES/K-8 – Because incoming performance data is not available,

- Low Performance: 18-19 TNReady Below/Approaching Proficient % of 4<sup>th</sup> graders in 19-20 enrollment year
- High Performance: 18-19 TNReady Advanced % of 4<sup>th</sup> graders in 19-20 enrollment year

DATA USED: MS/HS/6-12

- Low Performance: 18-19 TNReady Below/Approaching Proficient % of Incoming 6th/9th graders in 19-20 enrollment year
- High Performance: 18-19 TNReady Advanced % of Incoming 6th/9th graders in 19-20 enrollment year

#### **Stand Mobility**

Mobility – \$1044 or 0.29

- Schools with highly mobile populations have greater levels of need. We will weight mobility instead of poverty because mobility is highly correlated to poverty but provides a more nuanced look at need

DATA USED: Mobility rate (defined by number of students who transferred into the school after 20th day divided by number of students who ever attended the school,





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excluding students who attended for less than 1 week) calculated using year-end SY18-19 data

### Poverty

Direct Certified - \$360 or .10

- ELL (English language learners)- \$90 or .03 (please note that you will continue to receive ELL resources (e.g. ESL or English as a Second Language Teachers) outside of SBB. This small weight is meant to alleviate imperfections in the measurement of poverty for the poverty weight)

DATA USED: The number of students eligible for the Poverty weight is calculated using the 2021-22 Direct Certified %

### *Enrollment Projections and Fall Adjustments*

Since school-by-school enrollment cannot be measured until the beginning of the school year but budget planning must begin the previous winter, we rely on *projected* enrollment figures to apply the aforementioned student weights and generate school budgets. The District puts a high premium on accurate projection numbers in order to give schools accurate preliminary budgets and enable targeted planning. But since it is nearly impossible to project school enrollments perfectly many months in advance, the District has also developed a policy for adjusting school budgets in a similar manner to how adjustments currently occur in the fall.

### *Baseline Services and Baseline Supplement*

Pursuant to the resource flexibility guidelines listed in this document, empowered schools have significant flexibility over what resources they choose to purchase. Outside of the guidelines outlined in the resource flexibility section, the District will not instruct empowered schools what to buy. Nonetheless, the District is committed to ensuring that, *should they choose*, schools have enough money to purchase a standard set of resources that has traditionally been present in most MSCS schools. We refer to that standard set of resources as “baseline services.” It is the minimum set of services that the SBB allocation will provide for all schools, regardless of their size and student characteristics. If a school’s initial SBB allocation (i.e. student enrollment multiplied by student weights) is not sufficient to pay for these services, the District will add money to the school’s allocation, bringing it up to the baseline. The Finance Department will hold a reserve from the SBB Pool sufficient to cover this “baseline supplement.” Very small schools are those most likely to fall short of being able to afford “baseline services” on their own, so the resources listed below should be considered appropriate in the context of a small school (<300 students). Resources that schools are not responsible for paying for are not included in “baseline services;” see resource flexibility section for more detail on which resources schools are responsible for paying.

Note that in the charts below, FTE means Full Time Equivalent or one position.

Position / Service	Grades K-8	Grades 9-12	Source
<b>General Education Teachers</b>	K-3rd: 20:1 4th-6th: 25:1 7th-8th: 30:1	30:1	TN Class Size Requirement
<b>Physical Ed. Teachers</b>	K-4th: 350:1 5th-6th: 265:1 7th-8th: N/A	N/A	TN Basic Education Program (BEP) funding formula
<b>Art &amp; Music Teachers</b>	K-6th: 525:1 7th-8th: N/A	N/A	TN BEP



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<b>Assistant Principals</b>	1 FTE: 550 to 1099 1.5 FTE: 1100 to 1319 2 FTE: 1320+	1 FTE: 1 to 649 2 FTE: 650 to 1249 3 FTE: 1250 to 1499 4 FTE: 1500 to 1749 5 FTE: 1750+	K-8th: BEP + MSCS Hybrid* 9th-12th: MSCS Staffing Formula**
<b>Librarians</b>	0.5 FTE: 1 to 264 1 FTE: 265+	0.5 FTE: 1 to 299 1 FTE: 300 to 999 2 FTE: 1000 to 2249 3 FTE: 2250 to 3000	TN BEP
<b>Clerical Assistants</b>	0.5 FTE: 1 to 224 1 FTE: 225 to 374 + 1 FTE: for every add'l 375 students		TN BEP
<b>Financial Secretaries</b>	1 per school		District Requirement
<b>Substitute Teachers</b>	\$45.78 per pupil (pp)		FY19 Short-term sub budget pp
<b>Instructional Supplies</b>	\$200 per teacher		District Requirement
<b>Guidance Counselor</b>	K-5th: 1:500 6th-12th: 1:350		TN SBOE Requirement

### *MSCS Staffing Supplement*

To ease the transition to Student Based Budgeting, in the first year of implementation (School Year or SY2018-19), MSCS ensured that all schools received the amount of funds equivalent to what they would have received under SY18-19 Staffing Ratios. If a school's initial SBB allocation AND baseline supplement were not sufficient to pay for these services, the District added additional money to the school's allocation, bringing it up to the amount required to repurchase MSCS SY17-18 staffing allocations associated with the SBB Pool. The Finance department held a reserve from the SBB Pool sufficient to cover this "MSCS Staffing Supplement." Again, outside of the guidelines outlined in the resource flexibility section, the District will not instruct empowered schools on what to buy.

### *Transition Hold Harmless Policy*

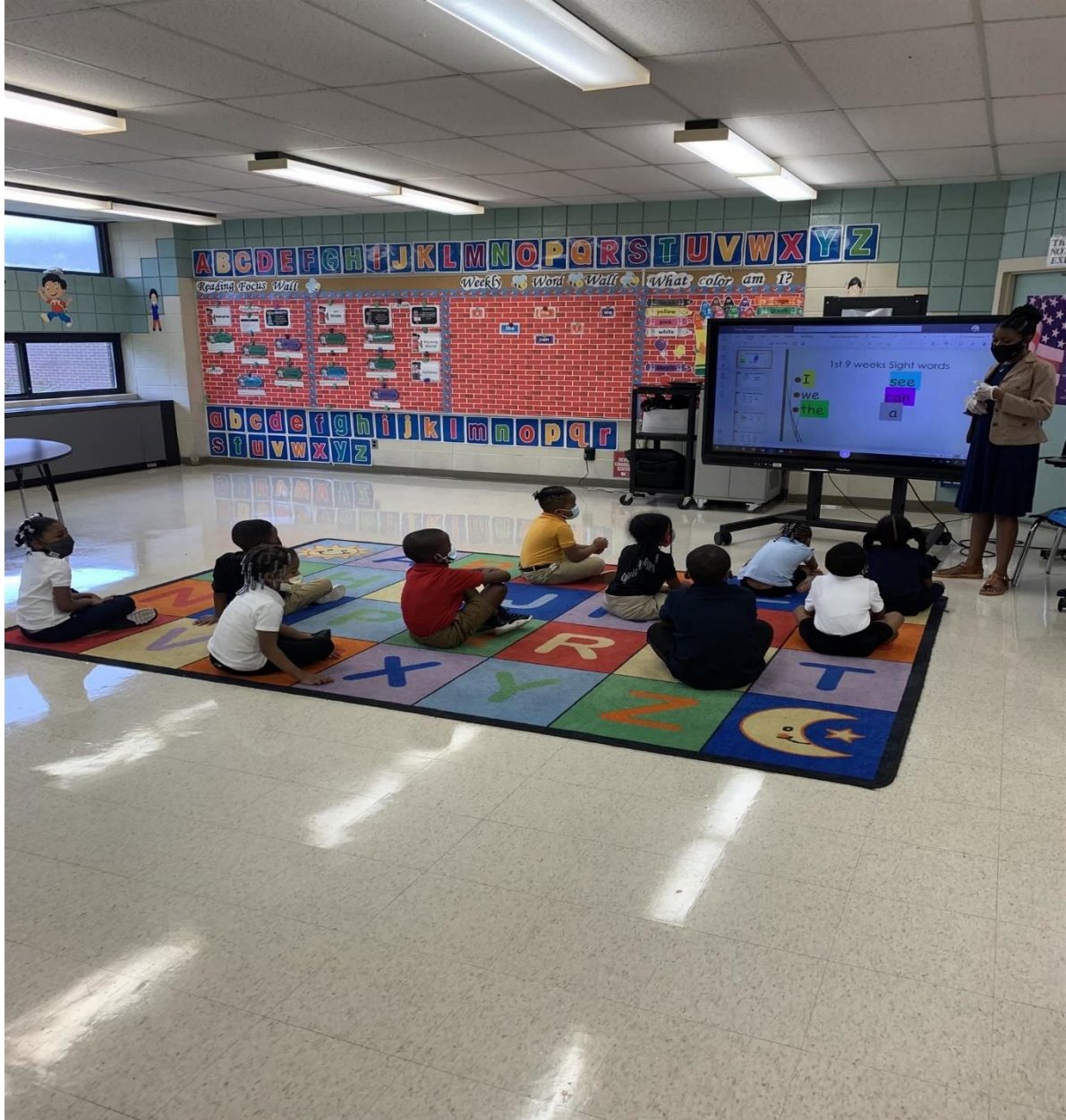
Student Based Budgeting is a very different method of allocating resources than the staffing allocation-based method that MSCS used in prior years. Prior to SBB, there was significant unplanned variation among different schools' per-pupil levels of funding. Small schools tended to receive more (per-pupil) than large schools; underutilized schools tended to receive more than those filled to capacity; and some schools simply received more because of years-old staffing decisions. Excluding temporary SIG grants, schools with higher student need did not necessarily receive more. Under SBB, a more equitable distribution of resources will see all schools funded at a more similar level to one another (on a per-pupil basis), with remaining differences directly tied to differences in student need.

This equitable distribution means, of course, that some schools will receive more than they did in prior years, while others will receive less. In the long term, the District is confident that this new method of apportioning resources will be effective and fair. In the short term, the District will take caution to ensure that schools don't experience swings in funding so dramatic as to disrupt the learning environments that teachers and staff build upon each year. MSCS's transition into SBB includes a **soft-landing** policy by which no school can gain more than 9% or lose more than 8%.



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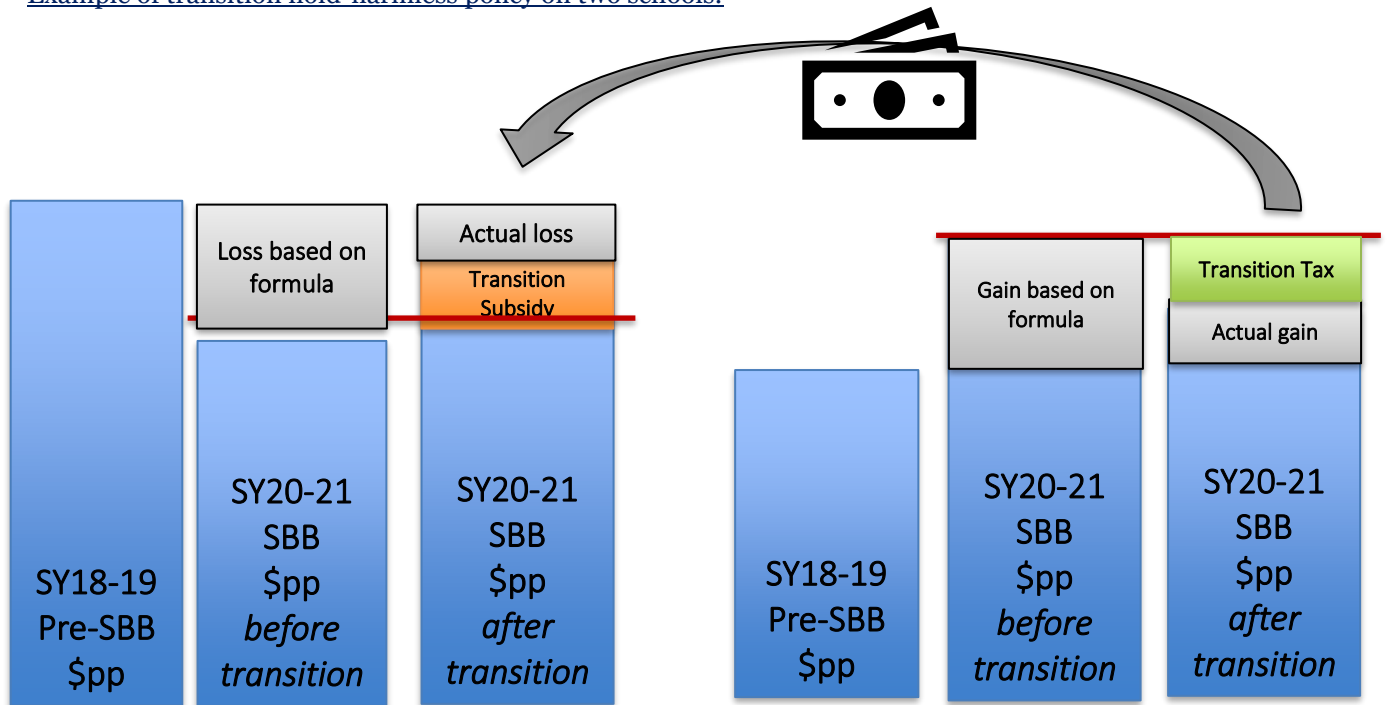
For example, a school may receive a “transition subsidy” to ease the transition to SBB. Alternatively, a school may be charged a “transition tax” levied so that the District may temporarily subsidize schools losing funds under SBB.





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Example of transition hold-harmless policy on two schools:



**School A** was overfunded relative to its enrollment/student need profile, so it will lose money in shift to SBB.

In SY22-23, it will receive a “transition subsidy” to limit its loss is not greater than 8%

**School B** was underfunded relative to its enrollment/student need profile, so it will gain money in shift to SBB.

In SY22-23, it will only experience a maximum gain of 9.0% because it will need to pay a “transition tax” to allow the District to subsidize all the “transition awards” at losing schools.

**Note: The transition hold-harmless policy applies to losses due to the SBB formula ONLY and does not apply to loss in funds due to declining enrollment.**

Q&A: Enrollment and Transition Policy under SBB

### How does enrollment impact my budget?

MSCS is anticipating declining enrollment next year. Because overall enrollment is declining, the District’s overall funding is decreasing and as a result, schools with declining enrollment will see a decrease in their funding. **This has nothing to do with the transition to SBB.** Even if the District were not moving to SBB, schools with declining enrollment would also be seeing a decrease in their funding.

**KEY TAKEAWAY:** Schools with declining enrollment will see a decrease in their funding that has nothing to do with the transition to SBB. They are losing this money due to enrollment changes NOT due to SBB funding changes.

### But what about the Transition Policy? Isn’t there a loss limit or gain limit?

Yes, but MSCS is only capping the losses and gains that come from the transition to SBB. MSCS is not capping gains and losses due to changes in a school’s enrollment. The -8%/+9.0% caps are calculated on a dollar per pupil (\$pp basis) and not on a total \$ basis, to isolate the change due to transition to SBB.





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<b>SBB Transition Gain Cap</b>	+9.0% on a \$pp basis
<b>SBB Transition Loss Cap</b>	Lesser of -8% or 4 Teacher FTEs on a \$pp basis

So, for example, in School A who is losing money under the new SBB formula:

<b>Total Enrollment</b>	500
<b>SY17-18 Unlocked Comparison \$pp</b>	\$5,000 pp
<b>SY18-19 SBB Allocations \$pp</b>	\$4,500 pp
<b>If no loss limit existed, School A would experience a loss due to the transition to SBB of ....</b>	-\$500 pp or -10% loss on \$pp basis
<b>But with the MSCS transition policy, School A's loss is limited to 2.5% ....</b>	School A will receive a "transition subsidy" of \$175,000 to limit its losses to just -\$150pp or -3% loss on \$pp basis

In School B who is gaining money under the new SBB formula:

<b>Total Enrollment</b>	500
<b>SY17-18 Unlocked Comparison \$pp</b>	\$5,000 pp
<b>SY18-19 SBB Allocations \$pp</b>	\$5,500 pp
<b>If no gain limit existed, School A would experience a gain due to the transition to SBB of ....</b>	+\$500 pp or +10% gain on \$pp basis
<b>But with the MSCS transition policy, School A's gain is capped at 7.0% ...</b>	School B will pay a "transition tax" of \$150,000 to cap its gains at +\$450pp or +9.0% gain on \$pp basis.

There are two exceptions to the gain limit cap:

- Cohort schools are exempt. If they are slated to gain money in the transition to SBB, they will be exempt from the gain limit and be allowed to experience their full gain in Year 1
- Six traditional schools are exempt in Year 1 because if the gain limit is imposed, they will be unable to meet the staffing formula requirements that is being applied to all traditional schools this year. This is a temporary exemption that will be revisited in Year 2

### **Why am I paying a "transition tax" or receiving a "transition subsidy"?**

The transition policy is another policy to ensure stability in the transition to SBB. Under the transition policy, schools will not gain or lose more than a certain % on a \$pp basis in Year 1. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.

**If you are receiving a transition subsidy**, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.

**If you are paying a transition tax**, this means that your school is supposed to gain more under SBB, but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools to limit their losses.





## Informational Section

### How does this all come together?

There are a few potential scenarios that your school could fall into:

#### School A: Increasing enrollment + gaining under SBB

<b>1. Change due to Enrollment</b>	+5%	School A's enrollment is increasing, and its funding is increasing under SBB because it has higher levels of student need relative to other schools in the District. This means School A will experience an increase in overall school funding.
<b>2. Change due to SBB Transition</b>	+5%	
<b>= Total Change to Budget</b>	<b>+10%</b>	

#### School B: Increasing enrollment + losing under SBB

<b>1. Change due to Enrollment</b>	+5%	School B's enrollment is increasing but its funding is decreasing under SBB because it has lower levels of student need relative to other schools in the District.
<b>2. Change due to SBB Transition</b>	-3%	
<b>= Total Change to Budget</b>	<b>+2%</b>	The overall school funding will depend on the relative size of the two factors. In School B, the impact of the change due to Enrollment is greater than the change due to SBB transition, so it will experience a net increase overall.

#### School C: decreasing enrollment + gaining under SBB

<b>1. Change due to Enrollment</b>	-10%	School C's enrollment is decreasing but its funding is increasing under SBB because it has higher levels of student need relative to other schools in the District.
<b>2. Change due to SBB Transition</b>	+5%	
<b>= Total Change to Budget</b>	<b>-5%</b>	The overall school funding will depend on the relative size of the two factors. School C is losing significant enrollment, so although it does gain under SBB, it's not enough to offset the impact of the budget change due to enrollment.

#### School D: decreasing enrollment + losing under SBB

<b>1. Change due to Enrollment</b>	-5%	School D's enrollment is decreasing, and its funding is decreasing under SBB because it has lower levels of student need relative to other schools in the District. This means School D will experience a decrease in overall school funding.
<b>2. Change due to SBB Transition</b>	-2.5%	
<b>= Total Change to Budget</b>	<b>-7.5%</b>	

#### School E: no enrollment change + losing under SBB

<b>1. Change due to Enrollment</b>	0%	School E's enrollment is not changing, and its funding is decreasing under SBB because it has lower levels of student need relative to other schools in the District. This means School E will experience a decrease in overall school funding that is entirely due to the SBB formula.
<b>2. Change due to SBB Transition</b>	-2.5%	
<b>= Total Change to Budget</b>	<b>-2.5%</b>	

### **Average Salary & Benefits – SBB Pool Only**

Salaries and benefits are calculated based on a District-wide average by position type. Salaries and benefits are not adjusted based on the actual person occupying the position. Therefore, schools are not penalized for higher salaries and schools cannot recoup funds for employees with a salary that's lower than the average salary. Similarly, schools will not recoup any portion of a position's benefits including employees not receiving benefits.



## Informational Section

<b>Position Title (SBB Pool Only)</b>	<b>Avg. Compensation used for Budgeting*</b>
<b>Classroom Teacher (General Ed)</b>	<b>\$75,241</b>
<b>Assistant Principal</b>	<b>\$104,396</b>
<b>Librarian</b>	<b>\$85,301</b>
<b>Educational Assistant (General Ed)</b>	<b>\$29,314</b>
<b>Financial Secretary</b>	<b>\$51,936</b>
<b>Clerical Assistant</b>	<b>\$41,177</b>
<b>In-School Suspension Assistant</b>	<b>\$28,662</b>
<b>Interventionist</b>	<b>\$82,643</b>
<b>Instructional Facilitator</b>	<b>\$87,325</b>
<b>Graduation Coach</b>	<b>\$81,630</b>
<b>Study Hall Monitor</b>	<b>\$29,364</b>

*\*Note: The District will continue to budget Title I allocations with actual salaries and benefits.*

### ii. SBB Flexibility

During school year 2019-20, MSCS instituted school-based flexibility. All schools began making decisions around their Strategic School Design Plans to meet the needs of their students. MSCS will phase-in flexibility for school leaders. Schools have been categorized into three groups: Cohorts, Early Adopters, and Traditional Schools. The level of flexibility school leaders receive will depend upon their group. Cohorts and Early Adopters will receive enhanced autonomy. Traditional schools will receive limited or restricted autonomy.

#### Guardrails (or Basic Expectations)

Regardless of the level of flexibility received, all schools must first demonstrate evidence that they are implementing the curriculum with 100% fidelity. School plans should firstly be based on resource decisions aligned with building an Instructional Leadership Team (ILT) whose members have proven expertise in the content area they support and ensuring that teachers have sufficient time for shared content and grade teams to learn and collaborate. Principals must utilize the ILT to develop effective collaborative lesson plans and to participate in the development of Cycles of Professional Learning. In addition, principals should utilize Instructional Practice Guides during informal observations to provide richer feedback and plan development for teachers.

In addition to these baseline guardrails, Early adopters and Cohort principals with their Instructional Leadership Directors (ILDs) are expected to focus on securing expert support for Cycles of Professional Learning and Cycles of Observation and Coaching. They are also expected to ensure sufficient time exists for collaborative planning in PLCs (90 minutes per grade or content area weekly).

#### Traditional School Flexibility

Traditional schools will have baseline flexibilities within the goal of implementing the curriculum with full fidelity. Traditional schools may make cost neutral trades in positions (e.g. an extra teacher in lieu of a librarian). These changes should be proposed during their Strategic Budget Session and discussed and approved by the Budget Manager and their respective Instructional Leadership Director (ILD). If extra funds remain above the school's staffing plan, principals must provide justifications and alignment to their 60-day plan in order to apply their resources to the following list.



## Informational Section

Level 1	Traditional Schools in Good Standing	Priority Schools/Critical Focus Schools
Trade-Offs	<ul style="list-style-type: none"> <li>Part-time staff</li> <li>Teachers</li> <li>Librarians</li> <li>Study Hall Monitors</li> <li>In-School Suspension (ISS)</li> <li>Educational Assistants</li> </ul>	<ul style="list-style-type: none"> <li>Part-time staff</li> <li>Teachers</li> <li>Librarians</li> <li>Study Hall Monitors</li> <li>In-School Suspension (ISS)</li> <li>Educational Assistants</li> </ul>
Other Budgets	<ul style="list-style-type: none"> <li>Substitute Budget</li> <li>Technology (with Chief Information Officer or CIO approval)</li> </ul>	<ul style="list-style-type: none"> <li>Substitute Budget</li> <li>Technology (with CIO approval)</li> </ul>
Special Fund Allocations	<ul style="list-style-type: none"> <li>Title I (for eligible schools)</li> </ul>	<ul style="list-style-type: none"> <li>Title I (for eligible schools)</li> </ul>
Supports	<ul style="list-style-type: none"> <li>Support for Intervention – Tier II and Tier III students (Teacher Assistants)</li> <li>Support for Before and After School Tutoring (with additional small group supports for accountability subgroups - ELL, SWD)</li> <li>Part-time Clerical Assistant for attendance only to address COOS</li> </ul>	<ul style="list-style-type: none"> <li>Support – Teacher on Assignment to support the process</li> <li>End of Course Support – Teacher Assistant</li> <li>Parental engagement</li> <li>Staffing bonuses</li> <li>ACT Prep teacher allocated to address Ready Graduate Indicator</li> <li>Full-time Family Specialist to address children out of school. The rates at many of these schools are significantly above the district average</li> <li>World-class instructional design and assessment prep materials/tutoring hours for ELL students</li> <li>Teacher-on-Assignment to assist with culture/climate issues</li> </ul>
Extra Funds Available	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teacher Assistants</li> <li>Assistant Principals</li> <li>Study Hall Monitor</li> <li>ISS Assistant</li> <li>Behavioral Specialist</li> <li>Part-time Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teacher Assistants</li> <li>Assistant Principals</li> <li>Study Hall Monitor</li> <li>ISS Assistant</li> <li>Behavioral Specialist</li> <li>Part-time Teachers</li> </ul>

Traditional schools must also meet baseline guardrail guidelines to implement the curriculum with 100% fidelity. School plans must show evidence to support a strong ILT, how the ILT develops effective collaborative lesson plans and how the ILT participates in the development of Cycles of Professional Learning. Principals should utilize Instructional Practice Guides during informal observations to provide richer feedback and plan development for teachers.



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### Early Adopter & Cohort Flexibility

Early Adopter and Cohort schools must use their flexibilities to improve expert support and to expand collaborative planning time to 90 minutes per grade or content area weekly. Since Early Adopter and Cohort principals and ILDs have participated in almost a year of Strategic School Design (SSD) professional learning, they have full discretion to use their flexibility to align with their SSD plans as previously developed with their school teams.

In keeping with the strategic focus of the District and expressed in the design sessions, schools can use their flexibility to improve expert support and to expand collaborative planning time to 90 minutes per grade or content area weekly. In the next chart are examples of the flexibility available to the principal of Early Adopter and Cohort schools if additional resources are available.

<b>Level 2</b>	<b>Cohorts</b>	<b>Early Adopters</b>
Trade-Offs	<ul style="list-style-type: none"> <li>Teachers</li> <li>Librarians</li> <li>Study Hall Monitors</li> <li>In-School Suspension</li> <li>Educational Assistants</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Librarians</li> <li>Study Hall Monitors</li> <li>In-School Suspension</li> <li>Educational Assistants</li> </ul>
Supports	<ul style="list-style-type: none"> <li>Support to improve GOOD FIRST TEACHING</li> <li>Support for Tier II and Tier III students (Teachers, TAs)</li> <li>Wrap-Around Services for High Schools (ACT Tutoring –1/2 credit)</li> <li>Support for Collaborative Planning</li> <li>Support for Parent Engagement (Parent Liaison, Parent Specialist, etc.)</li> <li>Stipends for additional support to support academics</li> <li>Administrative support</li> <li>EOC support</li> <li>Funds to support Speakers, field trips to improve Social Emotional Learning</li> </ul>	<ul style="list-style-type: none"> <li>Support to improve GOOD FIRST TEACHING</li> <li>Support for Tier II and Tier III students (Teachers, TAs)</li> <li>Wrap-Around Services for High Schools (ACT Tutoring –1/2 credit)</li> <li>Support for Collaborative Planning</li> <li>Support for Parent Engagement (Parent Liaison, Parent Specialist, etc.)</li> <li>Stipends for additional support to support academics</li> <li>Administrative support</li> <li>EOC support</li> <li>Funds to support Speakers, field trips to improve Social Emotional Learning</li> </ul>
Other Budgets	<ul style="list-style-type: none"> <li>Substitute Budget</li> </ul>	<ul style="list-style-type: none"> <li>Substitute Budget</li> </ul>
Special Fund Allocations	<ul style="list-style-type: none"> <li>Title I (for eligible schools)</li> </ul>	<ul style="list-style-type: none"> <li>Title I (for eligible schools)</li> </ul>
<b>Level 2</b>	<b>Cohorts</b>	<b>Early Adopters</b>
Personnel	<ul style="list-style-type: none"> <li>Create new positions</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>
Curriculum	<ul style="list-style-type: none"> <li>Criteria for selecting: Retention of teachers, ILT rating, 2-year trend of TVASS 4 or 5, 3.5 or higher on TEAM</li> </ul>	<ul style="list-style-type: none"> <li>Criteria for selecting: Retention of teachers, ILT rating, 2-year trend of TVASS 4 or 5, 3.5 or higher on TEAM</li> </ul>
Supplemental Materials	<ul style="list-style-type: none"> <li>Criteria for selecting: Retention of teachers, ILT rating, 2-year trend of TVASS 4 or 5, 3.5 or higher on TEAM, or Assistant Superintendent’s recommendations</li> </ul>	<ul style="list-style-type: none"> <li>Criteria for selecting: Retention of teachers, ILT rating, 2-year trend of TVASS 4 or 5, 3.5 or higher on TEAM, or Assistant Superintendent’s recommendations</li> </ul>



## Informational Section

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Cohort and Early Adopters must also meet baseline guardrail guidelines and must show evidence of securing expert support for Cycles of PLC of Observation and Coaching and ensuring sufficient time for collaborative planning in PLCs.

Examples of resource options that support expert support and collaborative planning time are as follows:

### Expert support

- School purchases a literacy specialist position to coach teachers and facilitate ELA PLCs (the ILD previously had an AP with science experience and a PLC coach with math experience; there were no other coaches)
- School exchanges current Assistant Principal position for an instructional leadership position that is targeted to address ELA or math needs
- School purchases an additional math teaching position to provide two math lead teachers release time to coach teachers, model lessons, and support PLC meeting, planning and facilitation

### Collaborative planning time

- School purchases additional instructional aide positions to cover lunch so that recess time can be added adjacent to weekly collaborative planning time. Additionally, instructional aides can be used to provide support at other times during day, provided that instructional time is preserved, to free teachers for planning
- School purchases additional support position(s) to double supports one day per week for all or targeted grades or content areas so that teachers have a double planning block
- School purchases time for substitutes to cover classes for two grades or content areas on Fridays every three weeks for 160 consecutive minutes. This time, which teams receive on a rotating basis, added to the 45 minutes per week of regular collaborative planning time equals an average of 90 minutes per week for deep collaborative planning time
- One of the PLC coaches, Assistant Principals, or other full-time non-teaching position is transformed to a half-time teaching position, thereby enabling changes to the schedule

### **iii. Guide on Understanding School Level Information and School Data**

In an effort to provide greater transparency of school level spending, the District is providing detailed information of how funds are allocated to individual schools. The District has expanded the level of detailed information provided for school level budgets. This is a continuation of the process started in previous fiscal years. The following pages contain school level information for each school such as academic progress measures, facility details, socio-economic indicators of our students, budgeted school-based position allocations, General Fund and Federal Fund grant allocations.

The school-level information provided is intended to provide an overview of the trajectory of individual schools over the past three years and provide details for projected budgets for the coming year. When reviewing school level details, it is important to note that the information provided includes actual results and data from school years 2017-2018 and 2018-2019, budget data from school year 2019-2020, as well as the adopted budgets for the upcoming 2020-2021 school year. Actual staffing, enrollment and spending at the school level for the actual 2022-23 school year may vary from the budget based upon demographics, enrollment, and staffing changes. The variance between school years 2018-2019 and 2019-2020 is not the actual year-over-year impact of financials or staffing by school. In future years, the District will continue to provide actual data as it becomes available.





## Informational Section

Below are definitions and details for school level data.

### Staffing Laws

**Teachers** - TN State Board of Education has established rules related to class size for K-12 grades in Chapter 0520-01-03 Minimum Requirements for the Approval of Public Schools (0520-01-03-.03 Administration of Schools, Requirement B (3)). According to these rules, local boards of education shall have policies providing for class sizes in grades kindergarten through twelve (K-12) as follows:

Grade Level	Average	Maximum
Grades K-3	20	25
Grades 4-6	25	30
Grades 7-12	30	35
Career and Technical Education	20	25

The average class size for a grade-level unit (e.g. K-3) shall not exceed the stated average, although individual classes within that grade-level unit may exceed the average. No class shall exceed the prescribed maximum size. Class size limits may be exceeded in such areas as typewriting, instrumental, and vocal music classes, provided that the effectiveness of the instructional program in these areas is not impaired.

H.B. 1569 enables any local education agency in the state to use the career academy or smaller learning community model to extend CTE class sizes in grades 9-12 through a waiver from the commissioner of education. Even with the waiver, CTE class sizes will not exceed the maximum class size set for general education classes in grades 7-12.

**Librarians** – the TN State Board of Education has established rules about Library Information Center personnel in Chapter 0520-01-03 Minimum Requirements for the Approval of Public Schools (0520-01-03-.07 Library Information Center, Requirement E (2)). According to the rules, schools including grades kindergarten through eight (K-8) or any combination thereof shall provide library information personnel as follows:

Enrollment	Librarian Allocation
< 400	None, faculty member shall serve as a library information coordinator.
0 – 549	0.5
= or > 500	1

For high schools, the following library information personnel shall be provided as follows:

### Enrollment Librarian Allocation

Enrollment	Clerical Staff Allocation
< 300	0.5
300 – 1,500	1
= or > 1,500	2



## Informational Section

**Guidance Counselors** – for school year 2022-23, the TN State Board of Education’s School Counseling Model & Standards Policy (5.103) will be effective. TN State Board of Education has recommended current student-to-counselor ratios as calculated in the Basic Education Program (BEP) formula as follows:

- Elementary (grades K – 5): 500:1
- Secondary (grades 6 – 12): 350:1

Recognizing the need for school counseling support, MSCS will use these ratios for guidance counselors.

### MSCS Staffing Formulas

Below are the District’s school staffing formulas for school year 2022-23. These staffing formulas are adhered to closely except for smaller schools that may need additional staffing for scheduling and otherwise as deemed necessary for academic progress.

### **Classroom Teacher Allocations**

Grade Level	Teacher to Student Ratio
K - 3	1:20
4 - 5	1:24.75
6 - 8	1:24.95 (student enrollment 600 or fewer) 1:23.75 (student enrollment greater than 600)
9 - 12	1:26.05 (student enrollment 1,200 or fewer) 1:24.5 (student enrollment greater than 1,200)

Career and Technical staffing assignments are determined by the Career and Technical Education department. Generally, a high school receives one additional general classroom teacher for every four CTE teachers at their school location.

### **Assistant Principal Allocations**

#### *Elementary*

Enrollment	Assistant Principal Allocation
1 - 549	0
550 - 1,099	1
= or > 1,110	2

#### *Middle and High Schools*

Enrollment	Assistant Principal Allocation
1 - 650	1
651 - 1,249	2
1,250 - 1,499	3
1,500 - 1,750	4
= or > 1,751	5



## Informational Section

### ***Librarian Allocations***

TN State Board of Education has established rules about Library Information Center personnel in Chapter 0520-01-03 Minimum Requirements for the Approval of Public Schools (*0520-01-03-.07 Library Information Center, Requirement E (2)*). According to the rules, schools including grades kindergarten through eight (K-8) or any combination thereof shall provide library information personnel as indicated below:

#### *Elementary & K-8 Schools*

<b>Enrollment</b>	<b>Librarian Allocation</b>
< 400	No faculty member shall serve as a library information coordinator.
400-549	0.5
= or > 500	1

#### *High Schools*

<b>Enrollment</b>	<b>Librarian Allocation</b>
< 300	0.5
300 – 1,500	1
= or > 1,500	2

### ***Clerical Staff Allocations***

#### *Elementary Schools*

<b>Enrollment</b>	<b>Clerical Staff Allocation</b>
1 – 749	2
750 – 1,099	3
= or > 1,100	4

#### *Middle and High Schools*

<b>Enrollment</b>	<b>Clerical Staff Allocation</b>
1 – 499	2
500 – 749	3
750 – 1,099	4
1,100 – 1,649	5
1,650 – 2,049	6
= or > 2,050	7



## Informational Section

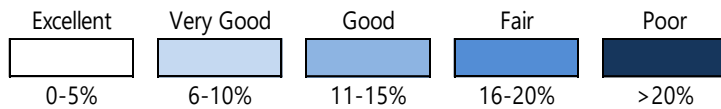
### School Information

**Grade Level** – indicates the grade specific published objectives for learning skill proficiency. Grade-level proficiency refers to reading, writing, math, oral communication, and group-process skills.

**School Type** – specifies the school type such as Alternative, CTE, Traditional, Early Adopter, Cohort, iZone, Optional and Empowerment.

### Facility Measures

**Facility Condition Index (FCI)** – a measure of a building’s condition. A higher index indicates worsening conditions of a building. This calculation is equal to *“Total Dollars of Building Repair + Upgrades + Renewal Needs / Current Replacement of the Facility”*. A FCI of 0 - 5% indicates a building in excellent condition; a 6-10% FCI indicates a building in very good condition; an 11-15% FCI indicates a building in good condition; a 16-20% FCI indicates a building in fair condition; and a FCI percentage greater than 20% indicates a building that is in poor condition. The following firms were used to determine FCI for all buildings: OT Marshall Architects, Fleming & Associates Architects, Self-Tucker Architects and All World Project Management.



**Utilization** – rate calculated by dividing the Baseline Enrollment by the Programmatic Capacity. Baseline enrollment includes Pre-K. The capacity utilization rate is a metric used to measure the rate at which potential output levels are being met or used. Displayed as a percentage, the capacity utilization level provides insight into the overall slack that exist in schools at a given point in time. If a school is operating at a 70% capacity utilization rate, it has room to increase production up to a 100% utilization rate without incurring the expensive costs of building a new plant or facility.

**Square Footage** – a measure of the length and width of the building only, including the boiler room and other usable space. This does not include portables and outside lands.

**Student Capacity** – refers to programmatic capacity, which is a measure of how many general education K-12

students will fit in a building. It includes all space utilized as SPED classrooms, Pre-K classrooms, art rooms, music rooms, PE rooms, computer labs, administrative uses, health professional uses, optional program uses, etc. If a building has a design capacity of 1,000, the assumption is that 1,000 students can fit into that building. However, it’s not the case. There are various uses that take up classroom space that cannot be used by general K-12 enrollment (baseline enrollment). This measures how many general-education students can fit into a school comfortably with all academic programs operating at their best. Comprehensive Development Classes (CDC) and Pre-K are included in the capacity formula due to differing class sizes, funding, and enrollment reporting methods. CDC and Pre-K are zoned in sections, not by address.

### Student Demographics

**Economically Disadvantaged Students** – for Tennessee school districts participating in Community Eligibility Provision, an alternate definition of “Economically Disadvantaged” (ED) was needed; only students who are direct certified are counted. Based on USDA guidelines, students are considered direct certified through any of the following measures: Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance to Needy Families (TANF), Homeless, Migrants, Runaways, certified foster children and students enrolled in Head Start or Even Start programs (those operated by the school system). Using the state Accountability and BEP Funding definition, 58.6% of the District’s student population are considered as Economically Disadvantaged.



## Informational Section

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***Students with Disabilities*** – students who have, have had or are currently regarded as having a physical or mental impairment which substantially impacts one or more major life activities including walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, or performing manual tasks.

***English Language Learners*** – Tennessee students speak more than 140 languages. For most of these students, English is not the first language they learned to speak, but it is the first language in which they have learned to read and write. ESL classes vary from district to district and from school to school and are designed to address such challenges.

### Achievement & Proficiency

***ACT 21%*** - percentage of students scoring 21 or above on the ACT test.

***Attendance Rate*** – student attendance is measured and reported by the department as a rate and is based on a comparison of the number of school days attended to the total possible days attended.

***Average ACT Composite Score*** – the ACT composite score or overall ACT score is the average of scores for each test (English, mathematics, reading and science) rounded to the nearest whole number. It ranges from 1 (low) to 36 (high).

***Graduation Rate*** – percentage of students who graduated from high school within four years, including a summer for those students who entered the ninth grade four years earlier. The District's graduation rate was 79.1% in school year 2017-18.

***TEM (Teacher Effective Measure)*** – teacher evaluation system implemented in the District during the 2015-16 school year. The purpose of the TEM evaluation system is to ensure that all educators receive honest feedback about their practice that will enable them to continue to improve their practice and ultimately better serve our students.

- TEM 1: Significantly Below Expectations
- TEM 2: Below Expectations
- TEM 3: Meeting Expectations
- TEM 4: Above Expectations
- TEM 5: Significantly Above Expectations

***TNReady*** – state student achievement assessment for reading, writing, and math in grades 3 – 11 designed to assess what is being taught in Tennessee's classrooms. TNReady was developed by Tennessee educators to better assess student knowledge, as well as critical thinking and problem-solving skills – in other words, all of the things a student will need to succeed following high school.

***TVAAS (Tennessee Value-Added Assessment System)*** – measures the impact schools and teachers have on their students' academic progress. For the 2017-18 school year, TVAAS components do **NOT** include grades 4-8 due to the suspension of testing in grades 3-8.

- TVAAS 1 (least effective) – schools whose students are making substantially less progress than the standard for academic growth (the school's index is less than -2).
- TVAAS 2 (approaching average effectiveness) – schools whose students are making less progress than the standard for academic growth (the school's index is equal to or greater than -2 but less than -1).
- TVAAS 3 (average effectiveness) – schools whose students are making the same amount of progress as the standard for academic growth (the school's index is equal to or greater than -1 but less than 1)
- TVAAS 4 (above average effectiveness) – schools whose students are making more progress than the standard for academic growth (the school's index is equal to or greater than 1 but less than 2)
- TVAAS 5 (most effective) – schools whose students are making substantially more progress than the standard for academic growth (the school's index is 2 or greater).





## Informational Section

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### Enrollment Data

**Enrollment** – the number of students enrolled at a school based on the 20th day attendance period.

**Pre-Kindergarten enrollment** – the number of pre-kindergarten students enrolled at a school based on the 20th day attendance period.

**K-12 enrollment** – the number of K-12 students enrolled at a school based on the 20th day attendance period.

### School Staff Position Allocations

**Assistant/Vice Principals** – responsible for the supervision, discipline, and monitoring of students. Under the direction of the Principal, the assistant/vice principal is responsible for executing and enforcing school board policies, administrative rules and regulations. There is no distinct difference between an assistant principal and a vice principal; the title is based upon the position HR has assigned to each school in the past.

**Classroom Teachers** – the role of the classroom teacher is to manage the classroom in a manner that meets the individual needs of each student in the class. This includes promoting learning and supplementing activities, coordinating, and collaborating with support staff, using a variety of teaching approaches, and adapting instruction to include all students. The classroom teacher is responsible for each student's overall academic program. Additionally, ESL, CTE and ROTC teachers are included as classroom teachers. The only teachers not included are those teachers not assigned to a classroom.

**Counselors** – renders services to individuals or groups of students by applying the principles, techniques, methods or procedures of the counseling profession, including appraisal activities (as defined by law), counseling, consulting and referral activities.

**Education Assistants** – provides additional instructional support in the classroom for teachers.

**Instructional Facilitators** – performs as an instructional specialist in selected schools to increase the effectiveness of onsite programs and to improve utilization of instructional materials. Additionally, the instructional facilitator promotes development, implementation, and coordination of the school's instructional goals.

**Librarians** – works professionally in the school's library to provide access to information. Also provides social or technical programming and instruction for information literacy. Librarians are allocated based upon rules established by the TN State Board of Education for Library Information Center personnel in Chapter 0520-01-03 Minimum Requirements for the Approval of Public Schools (0520-01-03-.07 Library Information Center, Requirement E (2)).

**Nutrition** – includes cafeteria nutrition technicians and managers that work in the school cafeteria.

**Other** – clerical and other student support personnel such as In-School Suspension and Study Hall Monitors.

**Principal** – each school has one principal position. Principals are responsible for implementing and enforcing school board policies and administrative rules.

**Special Skills** – teachers for Optional Schools; World Languages; Elementary Music, Art and Physical Education (MAPS); and Band & Strings.

**Student/Teacher Ratio** – the number of students assigned to a school divided by the number of teachers assigned to the school regardless of the funding source.



## Informational Section

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### **Financial Information**

**General Fund Expenditures** – the primary expenditure fund of the district which reflects discretionary salaries and other expenses.

**IDEA, Part B Federal Allocation** – Since the enactment of the original legislation – Individuals with Disabilities Education Act (<http://idea.ed.gov/>) in 1975, children and youth (ages 3-22) receive special education and related services under Part B of IDEA. Part B is so named because it is the second part of the law itself. Part B is Assistance for Education of All Children with Disabilities. <http://www.parentcenterhub.org/repository/partb/>

**Other Special Revenue & Federal Funds** – Other local and federal grants (Pre-K, Leap Program, Title III, etc.)

**Title I Allocation** – Federal Funds that supplement state and local funding for low-achieving children, especially in high-poverty schools. The program finances the additional academic support and learning opportunities that are often required to help disadvantaged students progress along with their classmates.

### ***Additional Considerations in Analyzing the Data***

Again, there are several considerations in reviewing the data, which are as follows:

- District budgets are prepared using actual salaries and benefits. Therefore, there may be significant variances in dollar amounts with little or no changes in positions.
- Not all IDEA and Pre-K federal funds are allocated to schools due to centralized programmatic decisions. Some funds are retained centrally to be used for all students across the District.
- Federal grants (e.g., Title I and IDEA Part B) allocation amounts reflect the amount in fiscal year 2020-21. The grant amounts for fiscal year 2021-22 are pending the final grant awards, which is determined in the early summer.
- Some schools such as E.E. Jeter receive additional teachers and school staffing to provide a full academic schedule. Some position decreases may not be directly linked to enrollment; they may be due to programs moved from one school to another school.

### **Rezoning Information:**

In the efforts of providing quality education to all students, MSCS has implemented some changes for FY 2022-23 such as school closures, mergers, and expansion as well as redesigning some programs. Alton Elementary, Shady Grove ES, Northwest Prep and Dexter ES are all part of school closure. ASD returning schools includes Georgian Hills Elementary, Corning/Frayser ES, and Whitney ES. Maxine Smith is now housed on East High Campus. Mt. Pisgah and Dexter MS are serving K8 students.



Elementary School Summary

FY 2022 -23 Student Demographics							FY2022-23 Financial Budget					
SCHOOL NAME	SCHOOL TYPE	FY2022-23 K-12 ENROLLMENT	ECONOMICALLY DISADVANTAGED	STUDENT WITH DISABILITIES	ENGLISH LANGUAGE LEARNERS	GENERAL FUND	TITLE I	IDEA	OTHER	TOTAL	PER PUPIL EXPENDITURE	
A B Hill Elementary School	iZone	543	72%	17%	-	3,885,823.74	250,162	163,277	136,855	4,436,118	8,170	
Balmoral-Ridgeway Elementary School	Optional	267	43%	4%	7%	1,930,076.40	162,837	24,293	-	2,117,206	7,930	
Belle Forest Elementary School	Traditional	936	52%	10%	10%	5,674,146.16	703,854	208,249	2,418,838	9,005,087	9,621	
Berclair Elementary School	Traditional	581	44%	10%	47%	4,017,888.75	359,088	107,153	364,118	4,848,249	8,345	
Bethel Grove Elementary School	Traditional	160	78%	24%	2%	1,768,605.15	138,082	91,911	160,468	2,159,066	13,494	
Brownsville Road Elementary	Optional	473	58%	10%	5%	3,414,324.08	342,990	61,135	20,926	3,839,375	8,117	
Bruce Elementary School	Traditional	462	59%	11%	10%	2,991,771.75	321,983	105,272	112,072	3,531,099	7,643	
Cherokee Elementary School	iZone	356	66%	8%	4%	2,033,481.39	291,878	-	130,492	2,455,851	6,898	
Chimneyrock Elementary School	Traditional	813	31%	11%	9%	4,798,743.59	381,092	79,381	127,428	5,386,645	6,626	
Cordova Elementary School	Optional	672	29%	13%	9%	4,520,055.91	329,002	125,809	122,159	5,097,026	7,585	
Cromwell Elementary School	Traditional	388	53%	15%	15%	2,898,353.23	339,486	92,355	63,221	3,393,415	8,746	
Crump Elementary School	Traditional	563	57%	9%	18%	3,790,743.35	357,262	24,376	148,786	4,321,167	7,675	
Delano Elementary School	Optional	227	70%	3%	0%	1,914,359.46	172,296	-	4,652,732	6,739,388	29,689	
Dexter Elementary School	Traditional	-	37%	-	11%	1,382,636.30	429,988	333,390	8,332,866	10,478,880	-	
Double Tree Elementary School	Optional	341	64%	10%	1%	2,190,672.31	263,461	-	208,122	2,662,255	7,807	
Downtown Elementary School	Optional	653	43%	5%	0%	3,904,963.16	371,399	-	133,184	4,409,546	6,753	
Dunbar Elementary School	Traditional	173	71%	11%	4%	1,742,440.70	151,301	-	147,937	2,041,679	11,802	
Egypt Central Elementary School	Traditional	513	61%	6%	16%	2,689,699.34	344,498	-	204,871	3,239,068	6,314	
Evans Elementary School	Traditional	395	56%	7%	19%	2,421,283.84	291,087	-	189,589	2,901,960	7,347	
Ford Road Elementary School	iZone	489	71%	13%	0%	2,955,970.18	396,986	161,460	126,627	3,641,043	7,446	
Fox Meadows Elementary School	Traditional	487	57%	15%	8%	3,412,480.39	381,903	286,641	98,395	4,179,419	8,582	
Corning/Frayer Elementary	iZone	339	0%	-	-	1,834,123.38	-	-	-	1,834,123	5,410	
Gardenview Elementary School	Traditional	272	68%	18%	-	1,915,550.21	208,509	135,383	130,473	2,389,916	8,786	
Georgian Hills Elementary	iZone	246	-	-	-	1,751,930.76	-	-	-	1,751,931	7,122	
Germanshire Elementary School	Traditional	660	36%	10%	11%	4,129,960.29	401,524	84,520	170,118	4,786,123	7,252	
Germantown Elementary School	Optional	557	28%	11%	6%	3,691,822.94	216,529	145,434	-	4,053,785	7,278	
Getwell Elementary School	Traditional	439	67%	18%	13%	3,162,179.86	322,207	246,198	388,897	4,119,481	9,384	
Grahamwood Elementary School	Optional	886	26%	11%	22%	6,256,911.48	376,241	98,146	31,295	6,762,593	7,633	
Hawkins Mill Elementary School	Traditional	256	79%	10%	-	2,009,686.43	187,168	67,689	-	2,264,544	8,846	
Hickory Ridge Elementary School	Traditional	663	59%	6%	19%	4,212,610.91	448,888	121,978	115,367	4,898,844	7,389	
Highland Oaks Elementary School	Traditional	713	40%	9%	6%	4,371,761.79	415,528	51,596	-	4,838,886	6,787	
Holmes Road Elementary School	Empowerment	557	59%	13%	1%	3,664,449.08	436,397	153,472	277,881	4,532,199	8,137	
Idlewild Elementary School	Optional	561	15%	5%	1%	3,865,939.09	120,369	-	-	3,986,308	7,106	
Jackson Elementary School	Traditional	259	43%	8%	46%	2,171,009.37	169,153	-	113,284	2,453,447	9,473	
Kate Bond Elementary School	Traditional	689	35%	10%	33%	4,583,589.05	335,317	176,486	151,259	5,246,651	7,615	
Keystone Elementary School	Optional	372	63%	24%	0%	2,910,372.16	272,782	166,030	96,504	3,445,688	9,263	
Kingsbury Elementary School	Traditional	475	48%	19%	50%	3,392,489.18	309,404	205,616	249,658	4,157,166	8,752	



Elementary School Summary

FY 2022 -23 Student Demographics							FY2022-23 Financial Budget				
SCHOOL NAME	SCHOOL TYPE	FY2022-23 K-12 ENROLLMENT	ECONOMICALLY DISADVANTAGED	STUDENT WITH DISABILITIES	ENGLISH LANGUAGE LEARNERS	GENERAL FUND	TITLE I	IDEA	OTHER	TOTAL	PER PUPIL EXPENDITURE
LaRose Elementary School	Traditional	227	77%	5%	0%	1,551,501.09	144,908	-	79,561	1,775,970	7,824
Levi Elementary School	Traditional	400	69%	12%	-	2,483,277.53	298,072	-	184,508	2,965,858	7,415
Lucie E. Campbell Elementary	iZone	474	70%	18%	1%	3,241,576.77	392,916	205,980	468,771	4,309,243	9,091
Lucy Elementary School	Traditional	281	53%	11%	4%	2,104,296.83	213,551	57,274	-	2,375,122	8,452
Macon-Hall Elementary School	Traditional	1,036	23%	11%	6%	6,756,769.54	348,432	54,312	-	7,159,513	6,911
Newberry Elementary School	Traditional	340	52%	9%	13%	2,249,335.37	258,468	86,163	-	2,593,966	7,629
Northaven Elementary School	Traditional	299	70%	12%	1%	2,423,425.33	219,073	87,670	-	2,730,168	9,131
Oakhaven Elementary School	Traditional	460	64%	5%	17%	2,921,810.19	335,610	-	330,365	3,587,785	7,800
Oakshire Elementary School	Traditional	383	59%	9%	1%	2,663,622.41	245,181	25,556	151,410	3,085,769	8,057
Parkway Village Elementary	Izone	783	-	-	-	4,973,458.40	587,253	119,979	334,469	6,015,159	7,682
Peabody Elementary School	Optional	318	44%	8%	1%	2,173,467.06	192,321	-	124,427	2,490,215	7,831
Richland Elementary School	Traditional	842	15%	15%	4%	5,460,219.27	-	36,528	-	5,496,747	6,528
Riverwood Elementary School	Optional	861	21%	9%	9%	5,825,367.27	266,963	54,784	-	6,147,114	7,140
Robert R. Church Elementary School	Traditional	497	63%	9%	5%	3,282,404.95	465,765	49,791	48,009	3,845,971	7,738
Ross Elementary School	Traditional	508	50%	10%	7%	4,015,155.12	390,717	-	9,524	4,415,397	8,692
Rozelle Elementary School	Optional	188	52%	11%	-	2,062,300.93	148,174	-	-	2,210,475	11,758
Scenic Hills Elementary School	Traditional	268	72%	11%	0%	2,106,878.18	195,134	84,363	187,142	2,573,518	9,603
Sea Isle Elementary School	Traditional	385	32%	21%	8%	3,665,638.30	237,992	137,127	96,960	4,137,717	10,747
Sharpe Elementary School	Traditional	284	52%	7%	47%	2,182,290.72	234,406	-	161,400	2,578,096	9,078
Sheffield Elementary School	Traditional	508	42%	5%	53%	3,571,419.33	309,842	-	155,196	4,036,458	7,946
Shelby Oaks Elementary School	Traditional	655	47%	9%	12%	4,169,541.64	477,168	27,423	331,000	5,005,132	7,641
Sherwood Elementary School	Optional	479	56%	8%	21%	3,154,813.49	366,239	24,533	231,830	3,777,416	7,886
South Park Elementary School	Traditional	441	52%	10%	46%	3,379,376.08	303,745	90,501	163,416	3,937,038	8,928
Southwind Elementary School	Traditional	583	35%	10%	7%	3,974,389.46	320,951	100,552	-	4,395,893	7,540
Springdale Elementary School	Optional	200	71%	9%	0%	1,791,759.46	175,223	-	184,841	2,151,824	10,759
Treadwell Elementary School	Optional	736	51%	4%	26%	4,900,817.09	502,180	-	88,224	5,491,221	7,461
Vollentine Elementary School	Optional	299	62%	19%	2%	2,274,902.25	203,650	290,792	992	2,770,336	9,265
Wells Station Elementary School	Traditional	565	38%	6%	55%	4,482,024.75	416,239	122,472	261,832	5,282,567	9,350
Westhaven Elementary School	iZone	625	65%	16%	0%	4,411,111.00	527,242	-	107,593	5,045,946	8,074
Westside Elementary School	Traditional	306	74%	7%	3%	2,060,089.21	236,894	-	3,849	2,300,832	7,519
White Station Elementary School	Traditional	602	23%	14%	9%	4,411,282.04	212,042	122,743	155,127	4,901,194	8,142
Whitehaven Elementary STEM School	Optional	371	54%	7%	2%	2,345,330.62	262,240	-	106,203	2,713,773	7,315
Whitney Elementary	iZone	206	0%	-	-	1,464,374.43	-	-	-	1,464,374	7,109
William H Brewster Elementary School	Optional	396	55%	15%	23%	2,751,611.41	286,654	88,798	34,425	3,161,488	7,984
Willow Oaks Elementary School	Optional	644	53%	6%	36%	3,740,791.86	430,656	-	114,460	4,285,909	6,655
Winchester Elementary School	Traditional	376	67%	6%	5%	2,584,721.98	329,223	-	423,648	3,337,593	8,877
Winridge Elementary School	Traditional	448	57%	14%	8%	3,028,254.55	365,267	162,412	79,831	3,635,765	8,116
<b>Elementary School Totals</b>		<b>34,710</b>	<b>38%</b>	<b>7%</b>	<b>9%</b>	<b>238,902,755</b>	<b>22,290,453</b>	<b>5,547,006</b>	<b>24,444,984</b>	<b>291,185,197</b>	<b>618,489</b>



Elementary School Summary

FY2022-23 STAFFING													
SCHOOL NAME	SCHOOL TYPE	FY2022-23 K-12 ENROLLMENT	GENERAL ED		CAREER AND TECHNOLOGY		OPTIONAL SCHOOL TEACHERS	WORLD LANGUAGE TEACHERS	BAND AND STRINGS	ESL TEACHERS	TOTAL TEACHERS	TEACHER TO STUDENT RATIO	TEACHERS WITH TEM 3 OR ABOVE
			CLASSROOM TEACHERS	SPED TEACHERS	TEACHERS	TITLE I TEACHERS							
A B Hill Elementary School	iZone	543	29	9	-	-	-	-	-	-	38	1:12	
Balmoral-Ridgeway Elementary School	Optional	267	13	1	-	-	1	1	-	1	17	1:16	
Belle Forest Elementary School	Traditional	936	50	5	-	-	-	-	-	3	58	1:18	
Berclair Elementary School	Traditional	581	30	4	-	-	-	-	-	8	42	1:14	
Bethel Grove Elementary School	Traditional	160	10	4	-	-	-	-	-	-	14	1:14	
Brownsville Road Elementary	Optional	473	24	5	-	-	1	-	-	1	31	1:17	
Bruce Elementary School	Traditional	462	26	4	-	-	-	-	-	2	32	1:13	
Cherokee Elementary School	iZone	356	19	2	-	-	-	-	-	1	22	1:22	
Chimneyrock Elementary School	Traditional	813	41	5	-	-	-	-	-	2	48	1:18	
Cordova Elementary School	Optional	672	33	5	-	-	1	-	-	3	42	1:18	
Cromwell Elementary School	Traditional	388	21	5	-	-	-	-	-	2	28	1:17	
Crump Elementary School	Traditional	563	30	2	-	-	-	-	-	3	35	1:16	
Delano Elementary School	Optional	227	14	-	-	-	1	-	-	-	15	1:18	
Dexter Elementary School	Traditional	-	6	10	-	-	-	-	-	3	19	1:16	
Double Tree Elementary School	Optional	341	20	2	-	-	1	-	-	-	23	1:18	
Downtown Elementary School	Optional	653	35	2	-	-	1	-	-	-	38	1:18	
Dunbar Elementary School	Traditional	173	13	2	-	-	-	-	-	-	15	1:18	
Egypt Central Elementary School	Traditional	513	26	1	-	-	-	-	-	2	29	1:16	
Evans Elementary School	Traditional	395	21	1	-	-	-	-	-	3	25	1:17	
Ford Road Elementary School	iZone	489	26	6	-	-	-	-	-	-	32	1:18	
Fox Meadows Elementary School	Traditional	487	26	5	-	-	-	-	-	2	33	1:16	
Corning/Fraser Elementary	iZone	339	16	-	-	-	-	-	-	-	16	1:07	
Gardenview Elementary School	Traditional	272	16	4	-	-	-	-	-	-	20	1:14	
Georgian Hills Elementary	iZone	246	12	3	-	-	-	-	-	-	15	1:27	
Germanshire Elementary School	Traditional	660	36	4	-	-	-	-	-	2	42	1:18	
Germantown Elementary School	Optional	557	26	3	-	-	1	1	-	1	32	1:16	
Getwell Elementary School	Traditional	439	26	7	-	-	-	-	-	1	34	1:14	
Grahamwood Elementary School	Optional	886	47	6	-	-	2	-	-	6	61	1:15	
Hawkins Mill Elementary School	Traditional	256	14	2	-	-	-	-	-	-	16	1:17	
Hickory Ridge Elementary School	Traditional	663	33	4	-	-	-	-	-	4	41	1:17	
Highland Oaks Elementary School	Traditional	713	39	5	-	-	-	-	-	2	46	1:19	
Holmes Road Elementary School	Empowerment	557	30	6	-	-	-	-	-	-	36	1:16	
Idlewild Elementary School	Optional	561	28	2	-	-	2	-	-	2	34	1:18	
Jackson Elementary School	Traditional	259	14	1	-	-	-	-	-	4	19	1:14	
Kate Bond Elementary School	Traditional	689	35	6	-	-	-	-	-	7	48	1:16	
Keystone Elementary School	Optional	372	20	7	-	-	1	-	-	-	28	1:16	
Kingsbury Elementary School	Traditional	475	25	6	-	-	-	-	-	7	38	1:13	





# Informational

## Elementary School Summary

SCHOOL NAME	SCHOOL TYPE	FY2022-23 STAFFING										
		FY2022-23 K-12 ENROLLMENT	GENERAL ED CLASSROOM TEACHERS	SPED TEACHERS	CAREER AND TECHNOLOGY TEACHERS	TITLE I TEACHERS	OPTIONAL SCHOOL TEACHERS	WORLD LANGUAGE TEACHERS	BAND AND STRINGS	ESL TEACHERS	TOTAL TEACHERS	TEACHER TO STUDENT RATIO
LaRose Elementary School	Traditional	227	12	1	-	-	-	-	-	-	13	1:15
Levi Elementary School	Traditional	400	22	2	-	-	-	-	1	-	25	1:17
Lucie E. Campbell Elementary	iZone	474	26	8	-	-	-	-	-	-	34	1:15
Lucy Elementary School	Traditional	281	17	4	-	-	-	-	-	-	21	1:14
Macon-Hall Elementary School	Traditional	1,036	57	6	-	-	-	-	-	2	65	1:18
Newberry Elementary School	Traditional	340	18	3	-	-	-	-	-	2	23	1:18
Northaven Elementary School	Traditional	299	17	5	-	-	-	-	-	-	22	1:15
Oakhaven Elementary School	Traditional	460	23	1	-	-	-	-	-	3	27	1:17
Oakshire Elementary School	Traditional	383	20	2	-	-	-	-	-	-	22	1:18
Parkway Village Elementary	iZone	783	39	6	-	1	-	-	-	9	55	1:41
Peabody Elementary School	Optional	318	17	1	-	-	2	1	-	-	21	1:17
Richland Elementary School	Traditional	842	44	6	-	-	-	-	-	1	51	1:17
Riverwood Elementary School	Optional	861	45	5	-	-	1	-	-	3	54	1:17
Robert R. Church Elementary School	Traditional	497	25	4	-	-	-	-	-	1	30	1:17
Ross Elementary School	Traditional	508	27	6	-	-	-	-	-	2	35	1:17
Rozelle Elementary School	Optional	188	13	1	-	-	2	-	-	-	16	1:16
Scenic Hills Elementary School	Traditional	268	17	3	-	-	-	-	-	-	20	1:14
Sea Isle Elementary School	Traditional	385	22	10	-	-	-	-	-	1	33	1:13
Sharpe Elementary School	Traditional	284	16	1	-	-	-	-	-	3	20	1:14
Sheffield Elementary School	Traditional	508	28	1	-	-	-	-	-	7	36	1:17
Shelby Oaks Elementary School	Traditional	655	34	3	-	-	-	-	-	4	41	1:17
Sherwood Elementary School	Optional	479	24	3	-	-	1	-	-	3	31	1:17
South Park Elementary School	Traditional	441	22	6	-	-	-	-	-	6	34	1:13
Southwind Elementary School	Traditional	583	34	5	-	-	-	-	-	2	41	1:17
Springdale Elementary School	Optional	200	14	1	-	-	1	-	-	-	16	1:14
Treadwell Elementary School	Optional	736	39	2	-	-	1	-	-	7	49	1:15
Vollentine Elementary School	Optional	299	15	6	-	-	1	-	-	-	22	1:12
Wells Station Elementary School	Traditional	565	31	4	-	-	-	-	-	11	46	1:13
Westhaven Elementary School	iZone	625	31	9	-	-	-	-	-	-	40	1:17
Westside Elementary School	Traditional	306	16	2	-	-	-	-	-	1	19	1:15
White Station Elementary School	Traditional	602	37	7	-	-	-	-	-	2	46	1:15
Whitehaven Elementary STEM School	Optional	371	20	2	-	-	1	-	-	1	24	1:18
Whitney Elementary	iZone	206	11	-	-	-	-	-	-	-	11	1:16
William H Brewster Elementary School	Optional	396	22	3	-	-	1	-	-	3	29	1:14
Willow Oaks Elementary School	Optional	644	33	1	-	-	1	-	-	6	41	1:16
Winchester Elementary School	Traditional	376	22	2	-	-	-	-	-	1	25	1:16
Winridge Elementary School	Traditional	448	22	5	-	-	-	-	-	2	29	1:15
<b>Elementary School Totals</b>		<b>34,710</b>	<b>1,862</b>	<b>283</b>	<b>-</b>	<b>1</b>	<b>24</b>	<b>3</b>	<b>1</b>	<b>155</b>	<b>2,329</b>	<b>1:36</b>



Elementary School Summary

SCHOOL NAME	SCHOOL TYPE	FY2022-23 K-12					PRINCIPALS	ASSISTANT/VICE-PRINCIPALS	GUIDANCE COUNSELORS	EDUCATIONAL ASSISTANTS	LIBRARIANS	INSTRUCTIONAL FACILITATOR
		ENROLLMENT	TEACHERS	SPECIAL SKILLS	OTHER	PRINCIPALS						
A B Hill Elementary School	iZone	543	38	3	8	1	1	2	17	1	2	
Balmoral-Ridgeway Elementary School	Optional	267	16	5	8	1	-	1	2	-	1	
Belle Forest Elementary School	Traditional	936	58	7	24	1	2	2	13	1	2	
Berclair Elementary School	Traditional	581	42	4	15	1	1	2	10	1	3	
Bethel Grove Elementary School	Traditional	160	14	2	8	1	-	1	9	1	1	
Brownsville Road Elementary	Optional	473	31	5	13	1	-	2	7	1	2	
Bruce Elementary School	Traditional	462	32	3	13	1	1	1	8	1	1	
Cherokee Elementary School	iZone	356	22	3	19	1	-	1	6	1	1	
Chimneyrock Elementary School	Traditional	813	48	6	14	1	2	2	11	1	2	
Cordova Elementary School	Optional	672	42	7	12	1	1	2	10	1	2	
Cromwell Elementary School	Traditional	388	28	3	19	1	1	1	12	1	1	
Crump Elementary School	Traditional	563	35	4	19	1	1	2	8	2	2	
Delano Elementary School	Optional	227	15	4	8	1	-	1	4	1	1	
Dexter Elementary School	Traditional	-	19	-	12	-	-	-	26	-	1	
Double Tree Elementary School	Optional	341	22	4	9	1	-	1	7	1	1	
Downtown Elementary School	Optional	653	38	6	13	1	1	2	10	1	2	
Dunbar Elementary School	Traditional	173	15	3	14	1	-	1	5	-	1	
Egypt Central Elementary School	Traditional	513	29	3	18	1	-	1	9	1	1	
Evans Elementary School	Traditional	395	25	3	13	1	-	1	8	1	2	
Ford Road Elementary School	iZone	489	32	3	13	1	1	1	13	1	3	
Fox Meadows Elementary School	Traditional	487	33	4	11	1	1	2	13	1	2	
Corning/Frayser Elementary	iZone	339	16	3	2	1	-	1	1	1	-	
Gardenview Elementary School	Traditional	272	20	3	9	1	-	1	11	-	1	
Georgian Hills Elementary	iZone	246	15	3	5	1	-	1	4	1	-	
Germanshire Elementary School	Traditional	660	42	5	12	1	1	1	7	1	2	
Germantown Elementary School	Optional	557	32	8	10	1	1	1	6	1	1	
Getwell Elementary School	Traditional	439	34	3	18	1	2	1	20	1	2	
Grahamwood Elementary School	Optional	886	61	8	15	1	1	2	7	1	2	
Hawkins Mill Elementary School	Traditional	256	16	3	9	1	-	1	6	1	1	
Hickory Ridge Elementary School	Traditional	663	41	6	22	1	1	2	12	1	2	
Highland Oaks Elementary School	Traditional	713	46	6	14	1	1	2	15	1	3	
Holmes Road Elementary School	Empowerment	557	36	5	13	1	2	2	19	1	2	
Idlewild Elementary School	Optional	561	34	5	11	1	1	1	5	1	1	
Jackson Elementary School	Traditional	259	19	3	10	1	-	1	5	1	1	
Kate Bond Elementary School	Traditional	689	48	6	11	1	1	2	10	1	2	
Keystone Elementary School	Optional	372	28	4	12	1	1	1	15	1	1	
Kingsbury Elementary School	Traditional	475	38	3	16	1	1	1	11	1	1	



Elementary School Summary

SCHOOL NAME	SCHOOL TYPE	FY2022-23 K-12 ENROLLMENT	TEACHERS	SPECIAL SKILLS	OTHER	PRINCIPALS	ASSISTANT/VICE-PRINCIPALS	GUIDANCE COUNSELORS	EDUCATIONAL ASSISTANTS	LIBRARIANS	INSTRUCTIONAL FACILITATOR
LaRose Elementary School	Traditional	227	13	3	14	1	-	1	6	-	1
Levi Elementary School	Traditional	400	24	4	13	1	1	1	6	1	1
Lucie E. Campbell Elementary	iZone	474	34	3	19	1	1	1	19	1	2
Lucy Elementary School	Traditional	281	21	3	11	2	-	1	10	-	2
Macon-Hall Elementary School	Traditional	1,036	65	10	17	1	2	3	15	1	1
Newberry Elementary School	Traditional	340	23	3	11	1	-	1	6	-	2
Northaven Elementary School	Traditional	299	22	3	8	1	-	1	7	1	1
Oakhaven Elementary School	Traditional	460	27	4	13	1	1	1	1	1	1
Oakshire Elementary School	Traditional	383	22	3	9	1	2	1	9	1	2
Parkway Village Elementary	iZone	783	55	6	25	1	2	2	11	1	2
Peabody Elementary School	Optional	318	20	6	8	1	-	1	2	1	1
Richland Elementary School	Traditional	842	51	6	11	1	2	2	13	1	-
Riverwood Elementary School	Optional	861	54	7	14	1	1	2	12	1	3
Robert R. Church Elementary School	Traditional	497	30	5	20	1	2	2	8	1	1
Ross Elementary School	Traditional	508	35	4	13	1	1	2	14	1	2
Rozelle Elementary School	Optional	188	15	5	7	1	-	1	3	1	1
Scenic Hills Elementary School	Traditional	268	20	3	12	1	-	1	10	1	1
Sea Isle Elementary School	Traditional	385	33	3	9	1	1	1	14	1	1
Sharpe Elementary School	Traditional	284	20	3	17	1	-	1	7	-	1
Sheffield Elementary School	Traditional	508	36	4	17	1	-	1	7	1	3
Shelby Oaks Elementary School	Traditional	655	41	6	15	1	1	2	11	1	2
Sherwood Elementary School	Optional	479	30	6	20	1	1	1	7	1	1
South Park Elementary School	Traditional	441	34	3	13	1	1	1	17	1	2
Southwind Elementary School	Traditional	583	41	4	11	1	-	1	19	1	4
Springdale Elementary School	Optional	200	15	4	12	1	-	1	5	1	1
Treadwell Elementary School	Optional	736	49	7	11	1	1	2	11	1	2
Vollentine Elementary School	Optional	299	21	4	19	1	1	1	18	-	1
Wells Station Elementary School	Traditional	565	46	5	20	1	1	2	10	1	1
Westhaven Elementary School	iZone	625	40	4	23	1	2	2	19	2	1
Westside Elementary School	Traditional	306	19	3	7	1	-	1	4	1	1
White Station Elementary School	Traditional	602	46	4	8	1	1	2	16	1	2
Whitehaven Elementary STEM School	Optional	371	23	4	10	1	-	1	5	-	2
Whitney Elementary	iZone	206	11	3	7	1	-	1	2	1	-
William H Brewster Elementary School	Optional	396	29	4	17	1	-	1	9	1	2
Willow Oaks Elementary School	Optional	644	41	5	18	1	1	2	5	1	2
Winchester Elementary School	Traditional	376	25	3	16	1	1	1	6	1	2
Winridge Elementary School	Traditional	448	29	4	15	1	1	1	9	1	3
<b>Elementary School Totals</b>		<b>34,710</b>	<b>2,320</b>	<b>317</b>	<b>982</b>	<b>74</b>	<b>54</b>	<b>100</b>	<b>715</b>	<b>66</b>	<b>114</b>



Middle School Summary

FY 2022 -23 Student Demographics								FY2022-23 Financial Budget				
SCHOOL NAME	SCHOOL TYPE	FY2022-23 K-12 ENROLLMENT	ECONOMICALLY DISADVANTAGED	STUDENT WITH DISABILITIES	ENGLISH LANGUAGE LEARNERS	GENERAL FUND	TITLE I	IDEA	OTHER	TOTAL	PER PUPIL EXPENDITURE	
A. Maceo Walker Middle School	Empowerment	654	65%	14%	2%	3,591,937	552,242	278,844	-	4,423,024	6,763	
American Way Middle School	Traditional	702	59%	13%	21%	4,367,494	479,333	106,501	77,910	5,031,238	7,167	
Barret's Chapel K-8 School	Traditional	324	40%	15%	2%	3,561,768	223,489	65,150	-	3,850,407	11,884	
Bellevue Middle School	Optional	548	47%	6%	1%	2,980,618	342,153	-	-	3,322,771	6,063	
Chickasaw Middle School	iZone	297	70%	18%	0%	1,826,866	231,681	59,003	501,250	2,618,800	8,818	
Colonial Middle School	Optional	963	47%	8%	12%	5,452,814	721,245	65,083	-	6,239,142	6,479	
Cordova Middle School	Optional	610	29%	14%	4%	3,397,553	323,942	79,786	-	3,801,281	6,232	
Craigmont Middle School	Optional	453	52%	15%	3%	3,131,929	421,527	24,533	-	3,577,989	7,898	
Cummings K-8 School	Optional	275	75%	10%	0%	2,662,605	283,050	-	1,642,318	4,587,973	16,684	
Dexter Middle School	Traditional	1390	37%	2%	4%	6,808,988	191,716	29,278	-	7,029,982	5,058	
Douglass K-8 School	iZone	358	71%	11%	3%	2,922,441	259,569	53,704	1,848	3,237,562	9,043	
E. E. Jeter K-8 School	Traditional	356	26%	13%	0%	2,949,665	118,776	-	-	3,068,441	8,619	
Geeter Middle School	iZone	686	69%	8%	0%	4,065,288	483,358	111,892	115,480	4,776,018	6,962	
Georgian Hills Middle School	Traditional	311	75%	18%	-	2,051,508	228,125	114,733	-	2,394,366	7,699	
Germantown Middle School	Optional	771	24%	11%	2%	4,161,365	331,129	226,124	-	4,718,619	6,120	
Grandview Heights Middle School	iZone	377	75%	17%	1%	2,678,468	292,128	167,143	-	3,137,738	8,323	
Havenview Middle School	Empowerment/OI	709	60%	8%	1%	3,886,273	530,900	53,861	-	4,471,034	6,306	
Hickory Ridge Middle School	Traditional	726	55%	11%	5%	3,911,778	551,953	58,458	-	4,522,188	6,229	
Highland Oaks Middle School	Traditional	619	40%	10%	4%	3,399,018	478,282	89,745	-	3,967,044	6,409	
Hollis F. Price Middle College High	Specialty	93	54%	1%	-	1,588,264	67,808	-	-	1,656,072	17,807	
John P. Freeman K-8 Optional School	Optional	610	35%	1%	-	3,773,096	316,052	-	-	4,089,148	6,704	
Kate Bond Middle School	Traditional	1011	38%	11%	9%	5,676,836	532,992	175,096	-	6,384,924	6,315	
Kingsbury Middle School	Traditional	587	49%	12%	25%	2,992,419	449,897	53,691	40,292	3,536,299	6,024	
Lowrance K-8 School	Traditional	830	40%	9%	7%	5,036,803	502,498	53,811	-	5,593,112	6,739	
Middle College High	Specialty	326	21%	2%	0%	2,195,811	88,948	-	-	2,284,759	7,008	
Mt Pisgah Middle School	Traditional	629	25%	5%	2%	3,363,502	188,021	24,604	-	3,576,128	5,685	
Oakhaven Middle School	Traditional	301	68%	10%	8%	1,663,873	215,653	24,533	19,200	1,923,259	6,390	
Raleigh Egypt Middle School	Traditional	441	71%	11%	4%	2,486,042	335,628	29,056	-	2,850,726	6,464	
Ridgeway Middle School	Optional	625	41%	8%	3%	3,253,434	434,856	87,787	267,855	4,043,932	6,470	
Riverview K-8 School	iZone	316	74%	16%	1%	2,832,564	263,609	56,630	74,753	3,227,557	10,214	
Sherwood Middle School	iZone	779	69%	13%	12%	4,115,047	588,584	229,209	-	4,932,841	6,332	
Snowden K-8 School	Optional	1261	40%	6%	5%	7,098,521	686,571	-	65,633	7,850,725	6,226	
Treadwell Middle School	iZone	625	52%	9%	22%	3,664,750	420,362	116,489	27,978	4,229,579	6,767	
White Station Middle School	Optional	1049	20%	9%	4%	6,354,177	347,657	293,830	-	6,995,664	6,669	
Woodstock Middle School	Traditional	266	64%	15%	1%	2,006,162	223,350	-	109,474	2,338,986	8,793	
<b>Middle Schools Total</b>		<b>20,878</b>	<b>18%</b>	<b>4%</b>	<b>2%</b>	<b>125,909,679</b>	<b>12,707,086</b>	<b>2,728,576</b>	<b>2,943,990</b>	<b>144,289,331</b>	<b>269,364</b>	



# Informational

## Middle School Summary

FY2022-23 STAFFING															
SCHOOL NAME	SCHOOL TYPE	FY2022-23 K-12 ENROLLMENT	GENERAL ED		CAREER AND TECHNOLOGY			TITLE I TEACHERS	OPTIONAL SCHOOL TEACHERS	WORLD LANGUAGE TEACHERS	BAND AND STRINGS	ESL TEACHERS	TOTAL TEACHERS	TEACHER TO STUDENT RATIO	TEACHERS WITH TEM 3 OR ABOVE
			CLASSROOM TEACHERS	SPED TEACHERS	TEACHERS	TEACHERS	TEACHERS								
A. Maceo Walker Middle School	Empowerment	654	29	9	-	-	-	-	-	-	-	1	39	1:18	
American Way Middle School	Traditional	702	32	8	1	-	-	-	-	-	-	4	45	1:17	
Barret's Chapel K-8 School	Traditional	324	27	4	1	-	-	-	-	-	-	1	33	1:16	
Bellevue Middle School	Optional	548	23	2	1	-	1	1	1	-	-	1	29	1:20	
Chickasaw Middle School	iZone	297	14	5	-	-	-	-	-	-	-	-	19	1:13	
Colonial Middle School	Optional	963	41	5	1	-	3	1	1	1	3	55	1:17		
Cordova Middle School	Optional	610	27	5	1	-	1	-	-	-	1	35	1:18		
Craigmont Middle School	Optional	453	19	6	-	-	1	1	1	1	1	29	1:15		
Cummings K-8 School	Optional	275	25	2	1	-	1	-	-	-	-	29	1:12		
Dexter Middle School	Traditional	1,390	63	3	1	-	-	-	-	-	1	68	1:16		
Douglass K-8 School	iZone	358	24	3	-	-	1	-	-	-	1	29	1:10		
E. E. Jeter K-8 School	Traditional	356	25	2	-	-	-	-	-	-	-	27	1:13		
Geeter Middle School	iZone	686	33	5	-	1	-	-	-	-	-	39	1:14		
Georgian Hills Middle School	Traditional	311	14	5	-	-	-	-	-	-	-	19	1:14		
Germantown Middle School	Optional	771	34	6	-	-	1	2	1	1	1	45	1:17		
Grandview Heights Middle School	iZone	377	16	7	-	-	-	-	-	-	-	23	1:12		
Havenview Middle School	Empowerment/Optional	709	30	5	1	-	1	-	-	-	-	37	1:17		
Hickory Ridge Middle School	Traditional	726	30	5	1	-	-	-	1	1	1	38	1:17		
Highland Oaks Middle School	Traditional	619	28	5	1	-	-	-	-	-	1	35	1:19		
Hollis F. Price Middle College High	Specialty	93	12	-	-	-	-	-	-	-	-	12	1:09		
John P. Freeman K-8 Optional School	Optional	610	30	-	-	-	2	1	2	-	-	35	1:17		
Kate Bond Middle School	Traditional	1,011	39	9	2	-	-	-	1	3	54	1:16			
Kingsbury Middle School	Traditional	587	23	5	-	-	-	-	-	-	6	34	1:16		
Lowrance K-8 School	Traditional	830	41	5	-	-	-	-	2	2	50	1:18			
Middle College High	Specialty	326	17	1	1	-	-	-	-	-	-	19	1:16		
Mt Pisgah Middle School	Traditional	629	26	3	1	-	-	-	1	-	31	1:19			
Oakhaven Middle School	Traditional	301	14	2	1	-	-	-	-	-	1	18	1:16		
Raleigh Egypt Middle School	Traditional	441	18	4	1	-	-	-	-	-	-	23	1:18		
Ridgeway Middle School	Optional	625	27	5	1	-	2	-	-	-	1	36	1:19		
Riverview K-8 School	iZone	316	21	4	-	-	-	-	-	-	-	25	1:14		
Sherwood Middle School	iZone	779	33	10	-	-	-	-	-	-	2	45	1:16		
Snowden K-8 School	Optional	1,261	59	3	-	-	2	1	1	2	68	1:18			
Treadwell Middle School	iZone	625	27	7	-	-	-	-	-	-	5	39	1:16		
White Station Middle School	Optional	1,049	47	11	-	-	1	3	1	1	64	1:17			
Woodstock Middle School	Traditional	266	14	3	1	-	-	-	-	-	-	18	1:15		
<b>Middle Schools Total</b>		<b>20,878</b>	<b>982</b>	<b>164</b>	<b>18</b>	<b>1</b>	<b>17</b>	<b>10</b>	<b>12</b>	<b>40</b>	<b>1,244</b>	<b>1:25</b>			





# Informational

## Middle School Summary

SCHOOL NAME	SCHOOL TYPE	FY2022-23 K-12					PRINCIPALS	ASSISTANT/VICE-PRINCIPALS	GUIDANCE COUNSELORS	EDUCATIONAL ASSISTANTS	LIBRARIANS	INSTRUCTIONAL FACILITATOR
		ENROLLMENT	TEACHERS	SPECIAL SKILLS	OTHER							
A. Maceo Walker Middle School	Empowerment	654	39	-	13	1	3	2	16	1	2	
American Way Middle School	Traditional	702	45	-	18	1	2	2	8	1	1	
Barret's Chapel K-8 School	Traditional	324	33	3	8	1	1	2	11	-	1	
Bellevue Middle School	Optional	548	28	2	14	1	1	2	1	1	1	
Chickasaw Middle School	iZone	297	19	-	8	1	1	1	3	-	1	
Colonial Middle School	Optional	963	51	6	21	1	2	3	2	1	2	
Cordova Middle School	Optional	610	35	1	11	1	1	2	7	1	1	
Craigmont Middle School	Optional	453	27	3	13	1	1	2	5	1	1	
Cummings K-8 School	Optional	275	28	2	12	1	1	2	4	1	2	
Dexter Middle School	Traditional	1,390	68	4	10	1	3	6	7	2	1	
Douglass K-8 School	iZone	358	29	4	17	1	2	2	9	-	1	
E. E. Jeter K-8 School	Traditional	356	27	3	7	1	1	2	3	1	2	
Geeter Middle School	iZone	686	39	3	26	1	2	2	10	1	2	
Georgian Hills Middle School	Traditional	311	19	-	8	1	1	1	11	-	1	
Germantown Middle School	Optional	771	42	4	13	1	2	2	11	1	1	
Grandview Heights Middle School	iZone	377	23	-	17	1	1	1	10	1	2	
Havenview Middle School	Empowerment/Optional	709	36	1	14	1	3	3	3	1	1	
Hickory Ridge Middle School	Traditional	726	38	1	16	1	2	3	6	1	3	
Highland Oaks Middle School	Traditional	619	35	-	12	1	1	2	5	1	1	
Hollis F. Price Middle College High	Specialty	93	12	-	5	1	1	1	-	-	-	
John P. Freeman K-8 Optional School	Optional	610	33	8	10	1	2	2	1	1	1	
Kate Bond Middle School	Traditional	1,011	54	1	20	1	3	4	15	1	1	
Kingsbury Middle School	Traditional	587	34	-	11	1	1	2	4	1	1	
Lowrance K-8 School	Traditional	830	50	7	14	1	3	2	15	1	2	
Middle College High	Specialty	326	19	-	5	1	1	1	1	1	-	
Mt Pisgah Middle School	Traditional	629	31	1	11	1	2	3	1	1	1	
Oakhaven Middle School	Traditional	301	18	-	5	1	1	1	1	-	1	
Raleigh Egypt Middle School	Traditional	441	23	-	16	1	1	2	3	1	1	
Ridgeway Middle School	Optional	625	35	2	14	1	1	2	2	1	2	
Riverview K-8 School	iZone	316	25	2	13	1	1	2	5	1	2	
Sherwood Middle School	iZone	779	45	-	17	1	2	3	11	1	2	
Snowden K-8 School	Optional	1,261	68	10	23	1	4	4	4	2	2	
Treadwell Middle School	iZone	625	39	-	28	1	2	2	6	1	1	
White Station Middle School	Optional	1,049	64	5	10	1	2	3	5	1	1	
Woodstock Middle School	Traditional	266	18	-	12	1	1	1	3	-	1	
<b>Middle Schools Total</b>		<b>20,878</b>	<b>1,229</b>	<b>73</b>	<b>472</b>	<b>35</b>	<b>59</b>	<b>77</b>	<b>209</b>	<b>30</b>	<b>46</b>	



# Informational

## High School Summary

		FY 2022 -23 Student Demographics					FY2022-23 Financial Budget				
SCHOOL NAME	SCHOOL TYPE	FY2022-23 K-12 ENROLLMENT	ECONOMICALLY DISADVANTAGED	STUDENT WITH DISABILITIES	ENGLISH LANGUAGE LEARNERS	GENERAL FUND	TITLE I	IDEA	OTHER	TOTAL	PER PUPIL EXPENDITURE
B T Washington High School	Traditional	464.00	78%	14%	1%	3,326,684	342,835	87,119	-	3,756,638	8,096
Bolton High School	Optional	562.00	38%	14%	1%	3,759,847	369,061	88,367	297,204	4,514,478	8,033
Central High School	Optional	1,335.00	42%	6%	2%	7,074,446	751,305	118,177	297,205	8,241,132	6,173
Cordova High School	Traditional	2,028.00	28%	12%	7%	11,724,927	1,004,155	144,317	25,582	12,898,981	6,360
Craigmont High School	Optional	649.00	49%	16%	3%	4,499,384	510,581	51,957	-	5,061,922	7,800
Douglass High School	iZone	594.00	69%	16%	9%	3,730,693	473,715	180,005	-	4,384,414	7,381
East High School	Optional	606.00	20%	2%	0%	3,893,692	165,143	-	7,000	4,065,835	6,709
Germantown High School	Optional	1,765.00	22%	7%	2%	10,028,289	570,692	209,733	-	10,808,714	6,124
Hamilton High School	iZone	655.00	72%	18%	2%	4,508,368	484,587	250,293	135,195	5,378,443	8,211
Hollis F. Price Middle College High	Specialty	93.00	54%	1%	-	1,588,264	67,808	-	-	1,656,072	17,807
Kingsbury High School	Optional	1,376.00	42%	13%	27%	7,320,600	856,778	201,208	9,715,039	18,093,625	13,149
Kirby High School	Traditional	829.00	50%	11%	7%	5,130,110	538,033	177,620	-	5,845,763	7,052
Manassas High School	Traditional	307.00	68%	16%	0%	2,749,909	276,692	188,046	109,473	3,324,120	10,828
Melrose High School	iZone	747.00	68%	12%	4%	3,909,337	550,934	34,043	-	4,494,314	6,016
Middle College High	Specialty	326.00	21%	2%	0%	2,195,811	88,948	-	-	2,284,759	7,008
Mitchell High School	iZone	377.00	68%	17%	0%	2,657,958	294,538	49,692	97,314	3,099,503	8,221
Oakhaven High School	Traditional	379.00	57%	11%	6%	2,234,328	280,940	-	10,300	2,525,568	6,664
Overton High School	Optional	1,411.00	47%	9%	18%	7,812,531	874,545	148,320	-	8,835,396	6,262
Raleigh Egypt High School	iZone	641.00	63%	17%	2%	4,030,663	486,042	135,709	166,552	4,818,966	7,518
Ridgeway High School	Optional	813.00	38%	10%	3%	4,681,800	502,239	237,801	-	5,421,840	6,669
Sheffield High School	iZone	454.00	54%	15%	27%	3,015,131	373,461	86,755	114,375	3,589,723	7,907
Southwind High School	Traditional	1,407.00	32%	10%	4%	7,961,658	727,057	116,764	-	8,805,480	6,258
Trezevant High School	iZone	408.00	68%	26%	-	2,869,866	345,154	150,399	109,273	3,474,692	8,516
Westwood High School	iZone	274.00	65%	25%	1%	2,505,075	252,882	147,706	32,888	2,938,551	10,725
White Station High School	Optional	1,939.00	18%	8%	3%	10,627,643	519,804	503,103	-	11,650,550	6,009
Whitehaven High School	Empowerment/Optiona	1,544.00	47%	8%	1%	8,624,645	1,105,950	38,102	3,220,000	12,988,697	8,412
Wooddale High School	Optional	674.00	51%	11%	14%	4,531,584	453,844	134,874	32,888	5,153,190	7,646
<b>High School Totals</b>		<b>22,657</b>	<b>13%</b>	<b>3%</b>	<b>1%</b>	<b>136,993,244</b>	<b>13,267,723</b>	<b>3,480,110</b>	<b>14,370,288</b>	<b>168,111,366</b>	<b>217,556</b>



# Informational

## High School Summary

FY2022-23 STAFFING													
SCHOOL NAME	SCHOOL TYPE	FY2022-23 K-12 ENROLLMENT	GENERAL ED CLASSROOM		CAREER AND TECHNOLOGY		OPTIONAL SCHOOL TEACHERS	WORLD LANGUAGE TEACHERS	BAND AND STRINGS	ESL TEACHERS	TOTAL TEACHERS	TEACHER TO STUDENT RATIO	TEACHERS WITH TEM 3 OR ABOVE
			TEACHERS	SPED TEACHERS	TEACHERS	TITLE I TEACHERS							
BT Washington High School	Traditional	464	26	5	2	-	-	-	-	-	33	1:14	
Bolton High School	Optional	562	24	6	7	-	-	-	-	1	38	1:19	
Central High School	Optional	1,335	54	6	2	-	3	1	1	2	69	1:20	
Cordova High School	Traditional	2,028	85	15	12	-	-	-	1	5	118	1:19	
Craigmont High School	Optional	649	28	8	5	-	1	-	-	1	43	1:19	
Douglass High School	iZone	594	23	7	3	-	1	-	-	2	36	1:17	
East High School	Optional	606	34	1	-	-	1	-	-	-	36	1:12	
Germantown High School	Optional	1,765	74	9	12	-	1	-	-	2	98	1:19	
Hamilton High School	iZone	655	28	10	4	-	-	-	-	1	43	1:17	
Hollis F. Price Middle College High	Specialty	93	12	-	-	-	-	-	-	-	12	1:09	
Kingsbury High School	Optional	1,376	51	12	-	-	1	-	-	10	74	1:19	
Kirby High School	Traditional	829	30	9	5	-	-	-	-	2	46	1:18	
Manassas High School	Traditional	307	16	6	2	-	-	-	-	-	24	1:18	
Melrose High School	iZone	747	26	8	5	-	-	-	-	-	39	1:18	
Middle College High	Specialty	326	17	1	1	-	-	-	-	-	19	1:16	
Mitchell High School	iZone	377	16	6	-	-	-	-	-	-	22	1:19	
Oakhaven High School	Traditional	379	17	2	2	-	-	-	-	1	22	1:17	
Overton High School	Optional	1,411	55	9	5	-	3	-	2	7	81	1:19	
Raleigh Egypt High School	iZone	641	27	8	-	-	-	-	-	1	36	1:15	
Ridgeway High School	Optional	813	33	6	4	-	-	-	-	1	44	1:20	
Sheffield High School	iZone	454	20	6	-	-	-	-	-	4	30	1:18	
Southwind High School	Traditional	1,407	60	11	10	-	-	-	-	2	83	1:18	
Trezevant High School	iZone	408	16	8	-	-	-	-	-	-	24	1:17	
Westwood High School	iZone	274	16	6	-	-	-	-	-	-	22	1:11	
White Station High School	Optional	1,939	78	15	4	-	3	2	1	2	105	1:20	
Whitehaven High School	Empowerment/Optional	1,544	63	10	10	-	1	1	1	1	87	1:20	
Wooddale High School	Optional	674	26	6	4	-	1	-	-	2	39	1:17	
<b>High School Totals</b>		<b>22,657</b>	<b>955</b>	<b>196</b>	<b>99</b>	<b>-</b>	<b>16</b>	<b>4</b>	<b>6</b>	<b>47</b>	<b>1,323</b>	<b>1:24</b>	



# Informational

## High School Summary

SCHOOL NAME	SCHOOL TYPE	FY2022-23 K-12 ENROLLMENT	TEACHERS	SPECIAL SKILLS	OTHER	PRINCIPALS	ASSISTANT/VICE-PRINCIPALS	GUIDANCE COUNSELORS	EDUCATIONAL ASSISTANTS	LIBRARIANS	INSTRUCTIONAL FACILITATOR
BT Washington High School	Traditional	464	33	-	20	1	2	2	7	1	1
Bolton High School	Optional	562	38	-	16	2	3	3	4	1	2
Central High School	Optional	1,335	65	6	22	1	5	5	3	2	1
Cordova High School	Traditional	2,028	118	1	31	1	6	7	21	2	1
Craigmont High School	Optional	649	43	1	21	1	2	2	9	1	2
Douglass High School	iZone	594	35	1	20	1	3	2	6	1	2
East High School	Optional	606	36	1	14	2	3	1	-	1	1
Germantown High School	Optional	1,765	98	1	28	1	5	6	9	2	2
Hamilton High School	iZone	655	43	-	21	1	3	2	15	1	3
Hollis F. Price Middle College High	Specialty	93	12	-	5	1	1	1	-	-	-
Kingsbury High School	Optional	1,376	74	1	33	1	5	5	14	1	3
Kirby High School	Traditional	829	46	-	24	1	4	4	13	1	2
Manassas High School	Traditional	307	24	-	14	1	1	1	10	1	2
Melrose High School	iZone	747	39	-	16	1	3	2	8	1	1
Middle College High	Specialty	326	19	-	5	1	1	1	1	1	-
Mitchell High School	iZone	377	22	-	17	1	1	2	7	1	1
Oakhaven High School	Traditional	379	22	-	13	1	1	1	1	1	1
Overton High School	Optional	1,411	77	6	23	1	4	4	6	2	2
Raleigh Egypt High School	iZone	641	36	-	21	1	2	2	7	1	1
Ridgeway High School	Optional	813	44	-	20	1	3	4	8	1	2
Sheffield High School	iZone	454	30	-	18	1	2	2	7	1	1
Southwind High School	Traditional	1,407	83	-	20	1	4	4	11	1	1
Trezevant High School	iZone	408	24	-	23	1	2	2	8	1	1
Westwood High School	iZone	274	22	-	11	1	1	1	8	1	1
White Station High School	Optional	1,939	102	6	25	1	5	6	15	2	3
Whitehaven High School	Empowerment/Optional	1,544	85	3	31	1	7	4	7	2	2
Wooddale High School	Optional	674	38	1	19	1	3	3	8	1	3
<b>High School Totals</b>		<b>22,657</b>	<b>1,308</b>	<b>28</b>	<b>531</b>	<b>29</b>	<b>82</b>	<b>79</b>	<b>213</b>	<b>32</b>	<b>42</b>



**Informational Section**

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# Informational

## A. B. Hill Elementary 345 E. Olive, Memphis, TN 38116

Grade Level: PreK-5	School Type iZone	Square Footage 79,293	Student Capacity 574	FY2021-22 Utilization 40	FCI: 7
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Enrollment					
PreK-5	212	293	348	543	195
Attendance Rate	94	94	-	-	

Student Demographics	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Economically Disadvantaged	74%	85%	72%	-	
Student with Disability	26%	25%	27%	-	
English Language Learners	0.3%	0.3%	-	-	

Key School Positions-All Funding Sources	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	0	1	1	1	-
Classroom Teacher	22	25	26	39	13
Special Skills	2	2	2	3	1
Counselors	1	1	1	2	1
Educational Assistant	12	23	26	29	3
Instructional Facilitator	1	1	1	2	1
librarian	1	-	-	1	1
Nutrition	3	-	-	-	-
other	2	4	9	25	16

School level Funds	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
General Fund	\$2,547,811	2,484,855	2,434,802	3,812,665	1,377,864
Title I	\$120,158	98,900	100,490	250,162	149,672
IDEA, Part 1	\$152,462	166,055	163,277	163,277	-
Other Special Revenue & Federal Funds	\$204,469	568,729	585,057	392,308	(192,748)
Total	\$3,024,901	3,318,538	3,283,625	4,618,412	1,334,788

Teacher Quality	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Teachers with TEM 3 or above (%)	100%	81%			
TEM 5	42%	4%			
TEM 4	46%	4%			
TEM 3	12%	74%			

Total SBB Allocation				\$3,012,183
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,012,183
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)		
		Last Year (2022) ...	\$1,556,769	
		This year (2023) ...	\$3,012,183	
		Total Difference	\$1,455,414	
		This comparison does not include "locked dollars"		
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...				
	Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$1,378,390	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$77,024	
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		\$220,100
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



Section B: Detailed Breakdown				
<b>1 SBB Allocations</b>				<b>\$3,012,183</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			
	All Students	1	\$3,600	543
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	116
	Grade 1	0.3	\$1,080	88
	Grade 2	0.3	\$1,080	90
	Grade 3	0.2	\$720	89
	Grade 4	0.2	\$720	80
	Grade 5	0.2	\$720	80
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	388
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	209
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	450
	Incoming High Proficiency	0.1	\$360	13
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	43
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			
	<b>SBB Allocations Total</b>			
				<b>\$0</b>
<b>2 SBB Transition Supplements</b>				<b>\$0</b>
<b>SCS Staffing Supplement</b>				
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				<b>\$0</b>
<b>Transition Policy Tax or Subsidy</b>			<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul>			\$5,547	\$5,405
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.				
			<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>
			2.60%	N/A - You are not gaining or losing enough to be affected by the transition policy
<b>SBB Transition Supplements TOTAL</b>				<b>\$0</b>



Balmoral/Ridgeway Elementary  
5905 Grosvenor, 38119

Grade Level: K-5	School Type Optional	Square Footage 38,940	Student Capacity 254	FY2021-22 Utilization 114	FCI: 27
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
K-5	334	308	288	267	(21)
Attendance Rate	96	97	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	41%	51%	43%	-	
Student with Disability	7%	6%	4%	-	
English Language Learners	6%	5%	7%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	--	-	-	-	- Classroom Teacher 19
	17	17	16	16	(1) Special Skills 6
	5		3	3	3 - Counselors 1
	1		1	1	1 - Educational Assistant 3
	4		6	6	6 - Instructional Facilitator
librarian	1	1	1	1	-
Nutrition	1	-	-	-	-
other	2	20	9	13	4
<b>School level Funds</b>					
General Fund	2,136,381	2,028,803	1,984,144	1,930,076	(54,068)
Title 1	136,866	117,752	91,339	162,837	71,498
IDEA, Part 1	7,333	24,067	24,293	24,293	-
Other Special Revenue & Federal Funds	-	348,690	201,579	93,768	(107,811)
Total	2,280,580	2,519,311	2,301,354	2,210,974	(90,380)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	96%	96%			
TEM 5	13%	8%			
TEM 4	63%	60%			
TEM 3	21%	28%			

<b>Total SBB Allocation</b>				<b>\$1,464,430</b>	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,464,430	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0	
How has my funding changed under SBB?		Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$1,476,319	
			This year (2023) ...	\$1,464,430	
		This comparison does not include "locked dollars"	Total Difference	(\$11,889)	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$63,498)	
		Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$51,609	
<b>Other Resources Outside of SBB</b>					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		\$125,240	
4 Locked Resources		Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.	



Section B: Detailed Breakdown					
1 SBB Allocations					\$1,464,430
	SBB Weights	Weight	Amount per Student	Enrollment	Total
	Base Weight				
	All Students	1	\$3,600	267	\$961,200
	Grade Weights	Weight	Amount per Student	Enrollment	Total
	Grade K	0.3	\$1,080	50	\$54,000
	Grade 1	0.3	\$1,080	44	\$47,520
	Grade 2	0.3	\$1,080	37	\$39,960
	Grade 3	0.2	\$720	45	\$32,400
	Grade 4	0.2	\$720	45	\$32,400
	Grade 5	0.2	\$720	46	\$33,120
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	115	\$41,437
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$1,698
	Mobility Weights				
	Mobility	0.29	\$1,044	29	\$30,381
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	225	\$81,154
	Incoming High Proficiency	0.1	\$360	13	\$4,634
	Increments for Locked Students				
	SWD Self-Contained	0.2	\$825	0	\$0
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$100,871
	<b>SBB Allocations Total</b>				<b>\$1,460,775</b>
2 SBB Transition Supplements					\$0
	<b>SCS Staffing Supplement</b>				
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$3,655
	Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		\$5,485	\$5,291	\$193
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
			3.70%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>				<b>\$3,655</b>



# Informational

**Barrets Chapel School**  
10280 Godwin Rd., Memphis, TN 38002

Grade Level:	School Type	Square Footage	Student Capacity	FY2021-22 Utilization	FY22-23 Adopted	FY22 vs. FY23 Variance
K-8	Traditional	87,165	640	98		FCI: 6
School Measures		FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Enrollment						
K-8		457	403	380	324	(56)
Attendance Rate		96	97	-	-	
Student Demographics						
Economically Disadvantaged		40%	51%	40%	-	
Student with Disability		12%	13%	13%	-	
English Language Learners		1%	2%	2%	-	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		2	1	1	1	-
Classroom Teacher		40	33	31	32	1
Special Skills		3	2	2	2	-
Counselors		2	2	2	2	-
Educational Assistant		6	9	13	13	-
Instructional Facilitator		1	1	-	2	2
librarian		1	1	1	-	(1)
Nutrition		3	-	-	-	-
other		4	22	13	26	13
School level Funds						
General Fund		\$3,513,697	3,256,694	3,335,374	3,561,768	226,394
Title I		\$187,012	114,518	127,031	223,489	96,458
IDEA, Part 1		\$75,137	76,973	65,150	65,150	-
Other Special Revenue & Federal Funds		-	365,026	286,814	102,947	(183,867)
Total		\$3,775,847	3,813,210	3,814,370	3,953,354	138,984
Teacher Quality						
Teachers with TEM 3 or above (%)		97%	76%			
TEM 5		28%	5%			
TEM 4		59%	39%			
TEM 3		10%	32%			

Total SBB Allocation				\$2,592,122	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,592,122	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0	
How has my funding changed under SBB?		Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$2,489,774	
			This year (2023) ...	\$2,592,122	
		This comparison does not include "locked dollars"		Total Difference	\$102,347
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$181,470)	
		Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$283,818	
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject		\$157,480	
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by		Not shown in this workbook.	





Section B: Detailed Breakdown					
1 SBB Allocations					\$2,592,122
	SBB Weights	Weight	Amount per Student	Enrollment	Total
	Base Weight				
	All Students	1	\$3,600	318	\$1,144,800
	Grade Weights	Weight	Amount per Student	Enrollment	Total
	Grade K	0.3	\$1,080	36	\$38,880
	Grade 1	0.3	\$1,080	37	\$39,960
	Grade 2	0.3	\$1,080	39	\$42,120
	Grade 3	0.2	\$720	40	\$28,800
	Grade 4	0.2	\$720	34	\$24,480
	Grade 5	0.2	\$720	35	\$25,200
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	128	\$46,215
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$604
	Mobility Weights				
	Mobility	0.29	\$1,044	36	\$37,070
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	287	\$103,171
	Incoming High Proficiency	0.1	\$360	2	\$743
	Increments for Locked Students				
	SWD Self-Contained	0.2	\$825	14	\$11,550
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
	<b>SBB Allocations Total</b>				<b>\$1,543,593</b>
2 SBB Transition Supplements					\$0
	<b>SCS Staffing Supplement</b>				
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$1,048,529
	Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		\$8,151	\$7,259	\$893
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
			12.30%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>				<b>\$1,048,529</b>



# Informational

## Belle Forest Community School

3135 Ridgeway Rd., Memphis, TN 38115

Grade Level: PreK-5	School Type Traditional	Square Footage 106,000	Student Capacity 913	FY2021-22 Utilization 123	FCI: 1
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
Prek-5	1,194	1,144	1,017	936	(81)
Attendance Rate	95	95	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	56%	66%	52%	-	
Student with Disability	8%	10%	10%	-	
English Language Learners	7%	7%	10%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	-	1	1	1	-
Vice/Assistant Principal	-	2	2	2	-
Classroom Teacher	-	59	58	57	(1)
Special Skills	-	6	6	6	-
Counselors	-	3	2	2	-
Educational Assistant	-	28	32	30	(2)
Instructional Facilitator	-	3	2	2	-
librarian	-	1	1	1	-
Nutrition	-	-	-	-	-
other	-	11	31	34	3
<b>School level Funds</b>					
General Fund	-	5,612,847	5,806,122	5,602,961	(203,160)
Title I	-	619,825	553,675	703,854	150,179
IDEA, Part 1	-	201,522	204,028	208,249	4,222
Other Special Revenue & Federal Funds	-	1,092,843	6,103,440	3,263,038	(2,840,402)
Total	-	7,527,036	12,667,265	9,778,103	(2,889,162)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	97%	94%			
TEM 5	28%	1%			
TEM 4	59%	72%			
TEM 3	10%	21%			

<b>Total SBB Allocation</b>			<b>\$4,927,309</b>
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$4,927,309
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0
	How has my funding changed	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ... \$4,614,148
			This year (2023) ... \$4,927,309
		This comparison does not include "locked dollars"	Total Difference \$313,161
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....	
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment (\$19,890)
		Estimated change to your budget due to SBB TRANSITION	Change from SBB \$333,051
<b>Other Resources Outside of SBB</b>			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$524,520
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.



Section B: Detailed Breakdown				
1 SBB Allocations				\$4,927,309
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			
	All Students	1	\$3,600	936
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	146
	Grade 1	0.3	\$1,080	153
	Grade 2	0.3	\$1,080	134
	Grade 3	0.2	\$720	155
	Grade 4	0.2	\$720	172
	Grade 5	0.2	\$720	176
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	490
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	198
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	872
	Incoming High Proficiency	0.1	\$360	9
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	23
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			
	<b>SBB Allocations Total</b>			
2 SBB Transition Supplements				\$0
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			
	\$0			
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul>	\$5,265	\$4,909	\$356
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
		<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	7.20%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>			
	\$0			



# Informational

## Berclair Elementary

810 N. Perkins, Memphis, TN 38122

Grade Level: PreK-5	School Type Traditional	Square Footage 76,722	Student Capacity 636	FY2021-22 Utilization 93	FCI: 28
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Enrollment					
PreK-5	623	598	589	581	(8)
Attendance Rate	95	95	-	-	

Student Demographics	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Economically Disadvantaged	50%	55%	44%	-	
Student with Disability	11%	9%	10%	-	
English Language Learners	36%	44%	47%	-	

Key School Positions-All Funding Sources	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	40	42	42	43	1
Special Skills	4	4	4	4	-
Counselors	1	2	2	2	-
Educational Assistant	8	14	21	21	-
Instructional Facilitator	2	3	2	3	1
Librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	6	17	26	39	13

School level Funds	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
General Fund	\$3,902,747	3,684,858	3,757,056	4,017,889	260,833
Title 1	\$341,574	301,756	272,214	359,088	86,874
IDEA, Part 1	\$100,536	103,370	107,153	107,153	-
Other Special Revenue & Federal Funds	\$266,255	804,498	771,377	491,752	(279,624)
Total	\$4,611,113	4,894,482	4,907,800	4,975,883	68,083

Teacher Quality	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Teachers with TEM 3 or above (%)	100%	96%			
TEM 5	57%	4%			
TEM 4	41%	35%			
TEM 3	2%	57%			

Total SBB Allocation					\$2,939,186
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,939,186
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$2,840,660	
			This year (2023) ...	\$2,939,186	
		This comparison does not include "locked dollars"	Total Difference	\$98,526	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$58,807)	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$157,333		
<b>Other Resources Outside of SBB</b>					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$272,800
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown				
<b>1 SBB Allocations</b>				\$2,939,186
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			
	All Students	1	\$3,600	558
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	96
	Grade 1	0.3	\$1,080	96
	Grade 2	0.3	\$1,080	100
	Grade 3	0.2	\$720	87
	Grade 4	0.2	\$720	83
	Grade 5	0.2	\$720	96
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	244
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	106
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	523
	Incoming High Proficiency	0.1	\$360	3
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	14
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
<b>SBB Allocations Total</b>				\$2,939,186
<b>2 SBB Transition Supplements</b>				\$0
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	\$5,265	\$4,984	\$282
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		5.70%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
<b>SBB Transition Supplements TOTAL</b>				\$0





# Informational

## Bethel Grove Elementary

2459 Arlington, Memphis, TN 38114

Grade Level: PreK-5	School Type Traditional	Square Footage 54,324	Student Capacity 398	FY2021-22 Utilization 59	FCI: 12
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	199	168	185	160	(25)
Attendance Rate	95	98	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	72%	83%	78%	-	
Student with Disability	20%	24%	21%	-	
English Language Learners	0%	1%	2%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	18	16	14	14	-
Special Skills	2	2	2	2	-
Counselors	1	1	1	1	-
Educational Assistant	5	13	15	14	(1)
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	2	-	-	-	-
other	2	3	11	11	-
<b>School level Funds</b>					
General Fund	\$1,860,372	1,732,144	1,805,019	1,702,446	(102,573)
Title 1	\$121,142	95,044	89,857	138,082	48,226
IDEA, Part 1	\$80,312	91,039	91,911	91,911	-
Other Special Revenue & Federal Funds	\$191,113	485,130	487,388	244,584	(242,804)
Total	\$2,252,941	2,403,357	2,474,174	2,177,023	(297,151)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	41%	0%			
TEM 4	55%	35%			
TEM 3	5%	65%			

Total SBB Allocation			\$1,155,924
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,155,924
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ... \$1,108,332
			This year (2023) ... \$1,155,924
		This comparison does not include "locked dollars"	Total Difference \$47,592
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...	
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment (\$40,060)
		Estimated change to your budget due to SBB TRANSITION	Change from SBB \$87,652
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$116,560
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.



Section B: Detailed Breakdown					
<b>1 SBB Allocations</b>					\$1,155,924
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Base Weight				
	All Students	1	\$3,600	160	\$576,000
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K	0.3	\$1,080	32	\$34,560
	Grade 1	0.3	\$1,080	21	\$22,680
	Grade 2	0.3	\$1,080	32	\$34,560
	Grade 3	0.2	\$720	25	\$18,000
	Grade 4	0.2	\$720	27	\$19,440
	Grade 5	0.2	\$720	23	\$16,560
	<b>Poverty Weight</b>				
	Poverty (Direct Certified)	0.1	\$360	124	\$44,700
	<b>ELL Weight</b>				
	ELL Weight	0.03	\$90	0	\$300
	<b>Mobility Weights</b>				
	Mobility	0.29	\$1,044	40	\$42,145
	<b>Academic Performance Weights</b>				
	Incoming Low Proficiency	0.1	\$360	131	\$46,998
	Incoming High Proficiency	0.1	\$360	6	\$2,136
	<b>Increments for Locked Students</b>				
	SWD Self-Contained	0.23	\$825	16	\$13,200
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
<b>SBB Allocations Total</b>					\$871,280
<b>2 SBB Transition Supplements</b>					\$0
	<b>SCS Staffing Supplement</b>				
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$284,644
	<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		\$7,225	\$6,677	\$548
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		8.20%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>				\$284,644



# Informational

## Brownsville Road Elementary

5292 Banbury, Memphis, TN 38134

Grade Level: K-5	School Type Optional	Square Footage 66,545	Student Capacity 654	FY2021-22 Utilization 88	FCI: 14
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
K-5	575	516	484	473	(11)
Attendance Rate	96	93	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	52%	64%	58%	-	
Student with Disability	10%	10%	10%	-	
English Language Learners	2%	4%	5%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	-	(1)
Classroom Teacher	34	31	32	32	-
Special Skills	5	5	3	3	-
Counselors	1	1	1	2	1
Educational Assistant	9	13	18	17	(1)
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	2	24	17	22	5
<b>School level Funds</b>					
General Fund	\$3,463,796	3,161,805	3,147,001	3,414,324	267,323
Title 1	\$298,354	206,197	235,053	342,990	107,937
IDEA, Part 1	\$58,569	60,533	61,135	61,135	-
Other Special Revenue & Federal Funds	\$30,070	527,119	445,823	144,801	(301,022)
Total	\$3,850,790	3,955,654	3,889,012	3,963,250	74,238
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	89%	76%			
TEM 5	5%	5%			
TEM 4	34%	12%			
TEM 3	50%	59%			

Total SBB Allocation					\$2,452,184
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,452,184
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$2,411,818	
			This year (2023) ...	\$2,452,184	
		This comparison does not include "locked dollars"	Total Difference	\$40,366	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$119,138)	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$159,504		
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$285,820
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown					
<b>1 SBB Allocations</b>					\$2,452,184
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Base Weight				
	All Students	1	\$3,600	473	\$1,704,240
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K	0.3	\$1,080	71	\$77,112
	Grade 1	0.3	\$1,080	70	\$75,600
	Grade 2	0.3	\$1,080	72	\$77,760
	Grade 3	0.2	\$720	83	\$59,760
	Grade 4	0.2	\$720	80	\$57,600
	Grade 5	0.2	\$720	97	\$69,840
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	272	\$97,994
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$2,219
	Mobility Weights				
	Mobility	0.29	\$1,044	66	\$68,559
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	429	\$154,431
	Incoming High Proficiency	0.1	\$360	10	\$3,769
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	4	\$3,300
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
<b>SBB Allocations Total</b>					\$2,452,184
<b>2 SBB Transition Supplements</b>					\$0
	<b>SCS Staffing Supplement</b>				
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>	
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	\$5,180	\$4,843	\$337	
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
		7.00%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
<b>SBB Transition Supplements TOTAL</b>					\$0



# Informational

## Bruce Elementary

581 South Bellevue Blvd., Memphis, TN 38104

Grade Level: PreK-5	School Type Traditional	Square Footage 68,491	Student Capacity 522	FY2021-22 Utilization 68	FCI: 6
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	441	522	530	462	(68)
Attendance Rate	95	94	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	62%	73%	59%	-	
Student with Disability	12%	9%	9%	-	
English Language Learners	8%	10%	10%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	0	1	1	1	-
Classroom Teacher	25	34	31	32	1
Special Skills	2	3	3	3	-
Counselors	1	1	2	1	(1)
Educational Assistant	4	16	17	17	-
Instructional Facilitator	1	2	1	2	1
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	3	17	14	26	12
<b>School level Funds</b>					
General Fund	\$3,313,397	3,151,081	3,152,528	2,991,772	(160,757)
Title 1	\$236,018	193,611	242,208	321,983	79,775
IDEA, Part 1	\$92,786	110,741	105,272	105,272	-
Other Special Revenue & Federal Funds	\$247,723	843,250	713,129	268,841	(444,288)
Total	\$3,889,925	4,298,684	4,213,138	3,687,868	(525,270)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	93%			
TEM 5	60%	2%			
TEM 4	37%	44%			
TEM 3	3%	46%			

Total SBB Allocation			\$2,470,360	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,470,360	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ... \$2,200,203	
			This year (2023) ... \$2,470,360	
		This comparison does not include "locked dollars"	Total Difference \$270,157	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$103,774
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$166,384	
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$285,200	
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.	





Section B: Detailed Breakdown					
<b>1 SBB Allocations</b>					\$2,470,360
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Base Weight				
	All Students	1	\$3,600	462	\$1,662,480
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K	0.3	\$1,080	79	\$85,104
	Grade 1	0.3	\$1,080	81	\$87,480
	Grade 2	0.3	\$1,080	68	\$73,440
	Grade 3	0.2	\$720	69	\$49,680
	Grade 4	0.2	\$720	89	\$64,080
	Grade 5	0.2	\$720	76	\$54,720
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	273	\$98,378
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$4,199
	Mobility Weights				
	Mobility	0.29	\$1,044	126	\$131,487
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	435	\$156,610
	Incoming High Proficiency	0.1	\$360	3	\$1,052
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	2	\$1,650
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
<b>SBB Allocations Total</b>					<b>\$2,470,360</b>
<b>2 SBB Transition Supplements</b>					<b>\$0</b>
	<b>SCS Staffing Supplement</b>				
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
	<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul>		\$5,349	\$4,989	\$360
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		7.20%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>				<b>\$0</b>



# Informational

**Cherokee Elementary**  
3061 Kimball, Memphis, TN 38114

Grade Level: PreK-5      School Type: iZone      Square Footage: 61,286      Student Capacity: 608      FY2021-22 Utilization: 78      FCI: 4

School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	436	429	404	356	(48)
Attendance Rate	94	90	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	71%	82%	66%	-	
Student with Disability	9%	9%	7%	-	
English Language Learners	2%	2%	4%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	31	24	22	22	-
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	5	9	13	11	(2)
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	3	18	25	31	6
<b>School level Funds</b>					
General Fund	\$2,200,626	2,287,814	2,031,892	2,033,481	1,589
Title 1	\$240,808	234,839	139,925	291,878	151,953
IDEA, Part 1	\$1,330	-	-	-	-
Other Special Revenue & Federal Funds	\$220,069	619,498	492,872	280,912	(211,960)
<b>Total</b>	<b>\$2,662,835</b>	<b>3,142,151</b>	<b>2,664,689</b>	<b>2,606,271</b>	<b>(58,418)</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	91%	43%			
TEM 5	17%	0%			
TEM 4	35%	13%			
TEM 3	39%	30%			

Total SBB Allocation			\$1,908,447	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,908,447	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ... \$1,783,163	
			This year (2023) ... \$1,908,447	
		This comparison does not include "locked dollars"	Total Difference \$125,284	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$6,530
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$118,754	
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$236,840	
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.	



Section B: Detailed Breakdown					
<b>1 SBB Allocations</b>					\$1,908,447
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Base Weight				
	All Students	1	\$3,600	356	\$1,282,680
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K	0.3	\$1,080	60	\$65,124
	Grade 1	0.3	\$1,080	64	\$69,120
	Grade 2	0.3	\$1,080	53	\$57,240
	Grade 3	0.2	\$720	63	\$45,360
	Grade 4	0.2	\$720	58	\$41,760
	Grade 5	0.2	\$720	58	\$41,760
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	237	\$85,290
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$1,416
	Mobility Weights				
	Mobility	0.29	\$1,044	90	\$93,636
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	347	\$125,061
	Incoming High Proficiency	0.1	\$360	0	\$0
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	0	\$0
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
<b>SBB Allocations Total</b>					<b>\$1,908,447</b>
<b>2 SBB Transition Supplements</b>					<b>\$0</b>
	<b>SCS Staffing Supplement</b>				
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>	
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul>	\$5,356	\$5,023	\$333	
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
		6.60%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
<b>SBB Transition Supplements TOTAL</b>					<b>\$0</b>



Chimneyrock Elementary School

8601 Chimneyrock Blvd., Memphis, TN 38016

Grade Level: PreK-5	School Type Traditional	Square Footage 105,775	Student Capacity 861	FY2021-22 Utilization 98	FCE: 11	
School Measures		FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>						
PreK-5		939	878	869	813	(56)
Attendance Rate		96	96	-	-	
<b>Student Demographics</b>						
Economically Disadvantaged		33%	41%	31%	-	
Student with Disability		8%	9%	10%	-	
English Language Learners		9%	9%	9%	-	
<b>Key School Positions-All Funding Sources</b>						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	2	1	2	1
Classroom Teacher		50	51	47	49	2
Special Skills		5	6	6	6	-
Counselors		1	2	1	2	1
Educational Assistant		14	21	28	30	2
Instructional Facilitator		2	1	1	2	1
librarian		1	1	1	1	-
Nutrition		5	-	-	-	-
other		4	15	23	27	4
<b>School level Funds</b>						
General Fund		\$5,314,115	4,959,713	4,992,426	4,798,744	(193,682)
Title 1		\$337,154	294,614	254,548	381,092	126,544
IDEA, Part 1		\$109,614	103,052	79,381	79,381	-
Other Special Revenue & Federal Funds		\$158,452	789,126	836,498	328,201	(508,298)
Total		\$5,919,336	6,146,504	6,162,853	5,587,418	(575,436)
<b>Teacher Quality</b>						
Teachers with TEM 3 or above (%)		88%	95%			
TEM 5		5%	2%			
TEM 4		46%	57%			
TEM 3		37%	36%			

<b>Total SBB Allocation</b>			<b>\$3,753,777</b>	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,753,777	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ... \$3,732,049	
			This year (2023) ... \$3,753,777	
		This comparison does not include "locked dollars"	Total Difference \$21,728	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$221,801)
		Estimated change to your budget due to SBB TRANSITION	Change from SBB \$243,529	
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$262,880	
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.	



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# Informational

**Cordova Elementary**  
750 Sanga Rd., Cordova, TN 38018

Grade Level:	School Type	Square Footage	Student Capacity	FY2021-22 Utilization	FCI:
PreK-5	Optional	104,994	837	97	3

School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	819	732	693	672	(21)
Attendance Rate	96	94	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	33%	41%	29%	-	
Student with Disability	12%	12%	13%	-	
English Language Learners	7%	7%	9%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	46	46	43	42	(1)
Special Skills	6	6	6	6	-
Counselors	1	2	2	1	(1)
Educational Assistant	12	17	23	26	3
Instructional Facilitator	2	1	1	2	1
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	3	20	22	25	3
<b>School level Funds</b>					
General Fund	\$4,974,344	4,460,890	4,608,764	4,424,846	(183,918)
Title 1	\$297,374	167,157	213,896	329,002	115,106
IDEA, Part 1	\$114,574	115,247	125,809	125,809	-
Other Special Revenue & Federal Funds	\$120,082	524,795	602,544	275,694	(326,850)
Total	\$5,506,377	5,268,090	5,551,012	5,155,350	(395,662)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	82%			
TEM 5	43%	4%			
TEM 4	33%	25%			
TEM 3	24%	53%			

Total SBB Allocation				\$3,439,324
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,439,324
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$3,265,870
			This year (2023) ...	\$3,439,324
		This comparison does not include "locked dollars"	Total Difference	\$173,454
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$52,598)
		Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$226,053
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		\$228,160
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



Section B: Detailed Breakdown				
1 SBB Allocations				\$3,439,324
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			Total
	All Students	1	\$3,600	672
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	129
	Grade 1	0.3	\$1,080	121
	Grade 2	0.3	\$1,080	90
	Grade 3	0.2	\$720	108
	Grade 4	0.2	\$720	122
	Grade 5	0.2	\$720	102
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	197
	ELL Weight			
	ELL Weight	0.03	\$90	0
	Mobility Weights			
	Mobility	0.29	\$1,044	101
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	582
	Incoming High Proficiency	0.1	\$360	20
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	19
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
SBB Allocations Total				\$3,439,324
2 SBB Transition Supplements				\$0
	SCS Staffing Supplement			\$0
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
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	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		7.00%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0



# Informational

## Cromwell Elementary

4989 Cromwell, Memphis, TN 38118

Grade Level: K-5	School Type Traditional	Square Footage 45,580	Student Capacity 593	FY2021-22 Utilization 86	FCL: 9
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Enrollment					
K-5	425	457	406	388	(18)
Attendance Rate	96	97	-	-	

Student Demographics	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Economically Disadvantaged	61%	73%	53%	-	
Student with Disability	14%	12%	15%	-	
English Language Learners	8%	11%	15%	-	

Key School Positions-All Funding Sources	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	29	27	28	27	(1)
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	9	10	19	19	-
Instructional Facilitator	2	1	1	1	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	3	27	23	26	3

School level Funds	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
General Fund	\$3,171,753	3,062,361	3,032,798	2,898,353	(134,444)
Title I	\$240,310	202,855	161,228	339,486	178,258
IDEA, Part I	\$84,609	100,874	92,355	92,355	-
Other Special Revenue & Federal Funds	\$37,148	455,895	460,345	276,170	(184,175)
Total	\$3,533,821	3,821,986	3,746,726	3,606,364	(140,362)

Teacher Quality	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Teachers with TEM 3 or above (%)	100%	86%			
TEM 5	38%	0%			
TEM 4	47%	34%			
TEM 3	16%	51%			

Total SBB Allocation			\$2,083,215	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,083,215	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)		
		Last Year (2022) ...	\$2,002,610	
		This year (2023) ...	\$2,083,215	
		This comparison does not include "locked dollars"	Total Difference	\$80,606
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$43,886)
Estimated change to your budget due to SBB TRANSITION			Change from SBB	\$124,492
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$231,260	
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.	



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% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars																																																																																																																						
6.40%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0																																																																																																																						
<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>																																																																																																																					



# Informational

**Crump Elementary**  
4405 Crump Rd., Memphis, TN 38141

Grade Level: PreK-5	School Type Traditional	Square Footage 60,483	Student Capacity 732	FY2021-22 Utilization 87	FCI: 25
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Enrollment					
PreK-5	533	481	528	563	35
Attendance Rate	96	95	-	-	

Student Demographics	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Economically Disadvantaged	64%	68%	57%	-	
Student with Disability	11%	12%	10%	-	
English Language Learners	14%	18%	18%	-	

Key School Positions-All Funding Sources	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	-	-	1	1
Classroom Teacher	40	34	35	35	-
Special Skills	4	4	4	4	-
Counselors	1	2	2	2	-
Educational Assistant	4	12	17	17	-
Instructional Facilitator	2	2	2	2	-
Librarian	1	1	1	1	-
Nutrition	6	-	-	-	-
other	5	16	32	36	4

School level Funds	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
General Fund	\$3,747,727	3,342,505	3,408,762	3,790,743	381,981
Title 1	\$300,807	285,981	294,472	357,262	62,789
IDEA, Part 1	\$18,971	24,277	24,376	24,376	-
Other Special Revenue & Federal Funds	\$236,653	720,862	676,279	301,059	(375,220)
Total	\$4,304,159	4,373,625	4,403,890	4,473,440	69,550

Teacher Quality	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Teachers with TEM 3 or above (%)	100%	97%			
TEM 5	21%	8%			
TEM 4	57%	58%			
TEM 3	21%	32%			

Total SBB Allocation					\$2,960,385
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,960,385
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$2,624,247	
			This year (2023) ...	\$2,960,385	
		This comparison does not include "locked dollars"	Total Difference	\$336,137	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$111,773	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$224,364		
<b>Other Resources Outside of SBB</b>					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$332,320
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.





Section B: Detailed Breakdown																																																																																																																							
1 SBB Allocations				\$2,960,385																																																																																																																			
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# Informational

## Delano Elementary

1716 Delano Rd., Memphis, TN 38127

Grade Level: K-5	School Type Optional	Square Footage 34,000	Student Capacity 234	FY2021-22 Utilization 115	FCI: 37
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
K-5	273	225	247	227	(20)
Attendance Rate	97	96	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	54%	63%	70%	-	
Student with Disability	1%	2%	3%	-	
English Language Learners	0%	0%	0%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	--	-	-	-	- Classroom Teacher 15
	16	15	15	15	- Special Skills 3
	3		3	3	3 - Counselors 1
	1		1	1	1 - Educational Assistant 1
	4	10	9	9	(1) Instructional Facilitator
	1	1	1	1	1 -
librarian	1	1	1	1	1 -
Nutrition	2	-	-	-	-
other	2	11	7	11	4
<b>School level Funds</b>					
General Fund	\$1,968,576	1,717,202	1,987,683	1,914,359	(73,323)
Title 1	\$143,337	118,679	82,038	172,296	90,258
IDEA, Part 1	-	-	-	-	- Other
Special Revenue & Federal Funds	\$0	271,376	217,012	5,166,076	4,949,064
Total	\$2,111,914	2,107,257	2,286,733	7,252,731	4,965,998
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	95%	100%			
TEM 5	-50%	11%			
TEM 4	40%	68%			
TEM 3	5%	21%			

Total SBB Allocation					\$1,385,820	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,385,820	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)		Last Year (2022) ...	\$1,330,829	
				This year (2023) ...	\$1,385,820	
		This comparison does not include "locked dollars"		Total Difference	\$54,991	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...				
		Estimated change to your budget due to ENROLLMENT CHANGES		Change from Enrollment	(\$90,365)	
Estimated change to your budget due to SBB TRANSITION		Change from SBB	\$145,356			
<b>Other Resources Outside of SBB</b>						
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$112,840	
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.	



Section B: Detailed Breakdown				
1 SBB Allocations				\$1,385,820
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	227
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	64
	Grade 1	0.3	\$1,080	39
	Grade 2	0.3	\$1,080	28
	Grade 3	0.2	\$720	40
	Grade 4	0.2	\$720	30
	Grade 5	0.2	\$720	26
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	158
	ELL Weight			
	ELL Weight	0.03	\$90	0
	Mobility Weights			
	Mobility	0.29	\$1,044	11
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	167
	Incoming High Proficiency	0.1	\$360	20
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	0
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
SBB Allocations Total				\$1,160,720
2 SBB Transition Supplements				\$0
	SCS Staffing Supplement			\$225,100
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$225,100
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	\$6,118	\$5,477	\$642
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		11.70%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$225,100



# Informational

## Double Tree Elementary 4560 Double Tree, Memphis, TN 38109

Grade Level: PreK-5	School Type Optional	Square Footage 51,144	Student Capacity 463	FY2021-22 Utilization 71	FCI: 15
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Enrollment					
PreK-5	369	368	400	341	(59)
Attendance Rate	95	91	-	-	

Student Demographics	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Economically Disadvantaged	62%	77%	64%	-	
Student with Disability	10%	11%	9%	-	
English Language Learners	0%	1%	1%	-	

Key School Positions-All Funding Sources	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	20	23	22	22	-
Special Skills	3	4	4	4	-
Counselors	1	1	1	1	-
Educational Assistant	7	11	16	13	(3)
Instructional Facilitator	1	1	2	1	(1)
Librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	2	25	23	26	3

School level Funds	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
General Fund	\$2,386,320	2,265,876	2,294,912	2,190,672	(104,239)
Title 1	\$163,999	106,043	116,230	263,461	147,231
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	\$283,098	1,586,097	502,275	315,148	(187,128)
Total	\$2,833,418	3,958,016	2,913,417	2,769,281	(144,136)

Teacher Quality	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Teachers with TEM 3 or above (%)	100%	74%			
TEM 5	12%	0%			
TEM 4	36%	4%			
TEM 3	52%	70%			

Total SBB Allocation				\$1,802,600
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,802,600
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$1,740,913
			This year (2023) ...	\$1,802,600
		This comparison does not include "locked dollars"	Total Difference	\$61,687
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$9,244
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$52,443	
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		\$223,820
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



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# Informational

## Downtown Elementary

10 N. Fourth, Memphis, TN 38103

Grade Level: PreK-5	School Type Optional	Square Footage 84,070	Student Capacity 702	FY2021-22 Utilization 92	FCI: 5
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	613	684	677	653	(24)
Attendance Rate	96	97	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	42%	51%	43%	-	
Student with Disability	5%	5%	5%	-	
English Language Learners	0%	1%	0%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	33	40	40	39	(1)
Special Skills	5	6	6	6	-
Counselors	0	2	1	2	1
Educational Assistant	4	16	23	23	-
Instructional Facilitator	1	2	2	2	-
Librarian	1	1	1	1	-
Nutrition	7	-	-	-	-
other	2	3	18	20	2
<b>School level Funds</b>					
General Fund	\$3,856,365	3,637,761	3,876,494	3,904,963	28,469
Title 1	\$195,603	253,960	279,906	371,399	91,493
IDEA, Part 1	-	#N/A	-	-	-
Other Special Revenue & Federal Funds	\$164,761	605,770	641,282	341,899	(299,383)
Total	\$4,216,730	#N/A	4,797,683	4,618,261	(179,421)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	92%			
TEM 5	57%	0%			
TEM 4	38%	45%			
TEM 3	5%	47%			

<b>Total SBB Allocation</b>					<b>\$3,327,221</b>
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$3,327,221
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$3,120,291	
			This year (2023) ...	\$3,327,221	
		This comparison does not include "locked dollars"	Total Difference	\$206,930	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$12,001	
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<b>Other Resources Outside of SBB</b>					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$312,480
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



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# Informational

## Dunbar Elementary

2606 Select, Memphis, TN 38114

Grade Level: PreK-5	School Type Traditional	Square Footage 56,155	Student Capacity 379	FY2021-22 Utilization 77	FCI: 33
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Enrollment					
PreK-5	232	207	219	173	(46)
Attendance Rate	94	93	-	-	

Student Demographics	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Economically Disadvantaged	62%	88%	71%	-	
Student with Disability	7%	9%	9%	-	
English Language Learners	0%	1%	4%	-	

Key School Positions-All Funding Sources	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	20	17	16	15	(1)
Special Skills	2	3	1	1	-
Counselors	1	1	1	1	-
Educational Assistant	3	6	9	8	(1)
Instructional Facilitator	1	1	1	1	-
Librarian	1	-	-	-	-
Nutrition	3	-	-	-	-
other	3	16	16	30	14

School level Funds	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
General Fund	\$1,848,505	1,671,122	1,834,848	1,742,441	(92,408)
Title 1	\$119,598	101,340	96,192	151,301	55,109
IDEA, Part 1	\$0	-	-	-	-
Other Special Revenue & Federal Funds	\$340,733	659,697	392,593	245,632	(146,961)
Total	\$2,308,837	2,432,158	2,323,634	2,139,374	(184,260)

Teacher Quality	FY 2019-20 Actuals	FY 2020-21 Actuals
Teachers with TEM 3 or above (%)	100%	100%
TEM 5	21%	9%
TEM 4	50%	61%
TEM 3	29%	30%

Total SBB Allocation					\$1,307,232
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,307,232
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$1,254,390	
			This year (2023) ...	\$1,307,232	
			Total Difference	\$52,842	
		This comparison does not include "locked dollars"		Total Difference	\$52,842
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$115,536)	
		Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$168,378	
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$120,900
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



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# Informational

**Egypt Elementary**  
4160 Karen Cove, Memphis, TN 38128

Grade Level: PreK-5	School Type Traditional	Square Footage 57,636	Student Capacity 598	FY2021-22 Utilization 87	FCI: 32
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	505	458	522	513	(9)
Attendance Rate	96	97	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	66%	74%	61%	-	
Student with Disability	5%	7%	6%	-	
English Language Learners	14%	16%	16%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	0	-	-	-	-
Classroom Teacher	35	30	28	28	-
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	5	11	15	19	4
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	4	19	41	41	-
<b>School level Funds</b>					
General Fund	\$2,548,872	2,529,072	2,686,992	2,689,699	2,707
Title 1	\$258,529	215,733	170,176	344,498	174,322
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	\$220,146	2,125,368	1,843,818	346,666	(1,497,152)
<b>Total</b>	<b>\$3,027,549</b>	<b>4,870,173</b>	<b>4,700,986</b>	<b>3,380,863</b>	<b>(1,320,123)</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	78%	50%			
TEM 5	14%	0%			
TEM 4	25%	0%			
TEM 3	39%	50%			

Total SBB Allocation				\$2,680,185
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,680,185
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)		
		Last Year (2022) ...	\$2,472,726	
		This year (2023) ...	\$2,680,185	
		Total Difference	\$207,459	
		This comparison does not include "locked dollars"		
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...				
	Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$35,674	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$171,785	
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		\$316,200
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.





Section B: Detailed Breakdown				
1 SBB Allocations				\$2,680,185
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			Total
	All Students	1	\$3,600	513
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	94
	Grade 1	0.3	\$1,080	89
	Grade 2	0.3	\$1,080	95
	Grade 3	0.2	\$720	81
	Grade 4	0.2	\$720	82
	Grade 5	0.2	\$720	72
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	316
	ELL Weight			
	ELL Weight	0.03	\$90	0
	Mobility Weights			
	Mobility	0.29	\$1,044	75
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	450
	Incoming High Proficiency	0.1	\$360	4
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	0
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
SBB Allocations Total				\$2,680,185
2 SBB Transition Supplements				\$0
SCS Staffing Supplement				
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
Transition Policy Tax or Subsidy			Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul>			\$5,221	\$4,887
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.			% Change in Dollar per Pupil	Transition Policy Type
			6.80%	N/A - You are not gaining or losing enough to be affected by the transition policy
				Transition Policy Dollars
				\$0
SBB Transition Supplements TOTAL				\$0



# Informational

**Evans Elementary**  
4949 Cottonwood, Memphis, TN 38118

Grade Level: PreK-5	School Type Traditional	Square Footage 67,246	Student Capacity 508	FY2021-22 Utilization 88	FCI: 14
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	420	407	370	395	25
Attendance Rate	96	92	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	57%	67%	56%	-	
Student with Disability	6%	6%	7%	-	
English Language Learners	18%	22%	19%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	--	-	-	-	- Classroom Teacher 29
	26	26	25	25	(1) Special Skills 5
	3		3	3	3 - Counselors 1
	1		1	1	1 - Educational Assistant 3
	10	13	14	14	
Instructional Facilitator	1	1	2	2	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	4	15	16	16	-
<b>School level Funds</b>					
General Fund	\$2,563,024	2,526,171	2,353,169	2,421,284	68,114
Title 1	\$254,331	211,562	183,009	291,087	108,078
IDEA, Part 1	\$0	-	-	-	-
Other Special Revenue & Federal Funds	\$277,510	715,047	589,331	344,029	(245,302)
Total	\$3,094,866	3,452,780	3,125,510	3,056,400	(69,110)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	97%	88%			
TEM 5	22%	0%			
TEM 4	53%	41%			
TEM 3	22%	47%			

Total SBB Allocation				\$2,037,973
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,037,973
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)		
		Last Year (2022) ...	\$1,870,306	
		This year (2023) ...	\$2,037,973	
		Total Difference	\$167,667	
		This comparison does not include "locked dollars"		
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...				
	Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$38,663	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$129,004	
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		\$231,260
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



Section B: Detailed Breakdown				
1 SBB Allocations				\$2,037,973
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			Total
	All Students	1	\$3,600	395
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	71
	Grade 1	0.3	\$1,080	63
	Grade 2	0.3	\$1,080	44
	Grade 3	0.2	\$720	89
	Grade 4	0.2	\$720	70
	Grade 5	0.2	\$720	58
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	222
	ELL Weight			
	ELL Weight	0.03	\$90	0
	Mobility Weights			
	Mobility	0.29	\$1,044	47
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	359
	Incoming High Proficiency	0.1	\$360	7
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	0
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
SBB Allocations Total				\$2,037,973
2 SBB Transition Supplements				\$0
	SCS Staffing Supplement			\$0
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	\$5,159	\$4,833	\$327
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		6.80%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0



# Informational

## Ford Road Elementary

3336 Ford Rd, Memphis, TN 38109

Grade Level: PreK-5	School Type iZone	Square Footage 78,213	Student Capacity 598	FY2021-22 Utilization 93	FCI: 12
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	512	475	513	489	(24)
Attendance Rate	95	92	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	76%	86%	71%	-	
Student with Disability	12%	17%	12%	-	
English Language Learners	0%	0%	0%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	-	-	1	1
Classroom Teacher	36	32	31	32	1
Special Skills	4	3	3	3	-
Counselors	1	2	1	1	-
Educational Assistant	6	14	21	19	(2)
Instructional Facilitator	1	3	3	3	-
librarian	1	1	1	1	-
Nutrition	6	-	-	-	-
other	5	12	14	28	14
<b>School level Funds</b>					
General Fund	\$3,017,864	2,663,789	2,741,877	2,817,819	75,941
Title 1	\$286,299	235,730	228,408	396,986	168,578
IDEA, Part 1	\$111,169	165,984	161,460	161,460	-
Other Special Revenue & Federal Funds	\$240,325	822,668	805,453	283,120	(522,332)
Total	\$3,655,658	3,888,171	3,937,199	3,659,385	(277,814)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	67%			
TEM 5	20%	0%			
TEM 4	57%	3%			
TEM 3	23%	63%			

Total SBB Allocation				\$2,654,192
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,654,192
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)		
		Last Year (2022) ...	\$2,331,194	
		This year (2023) ...	\$2,654,192	
		Total Difference	\$322,998	
		This comparison does not include "locked dollars"		
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...				
	Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$179,718	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$143,280	
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		\$314,960
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



Section B: Detailed Breakdown				
1 SBB Allocations				\$2,654,192
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			Total
	All Students	1	\$3,600	489
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	93
	Grade 1	0.3	\$1,080	83
	Grade 2	0.3	\$1,080	72
	Grade 3	0.2	\$720	67
	Grade 4	0.2	\$720	90
	Grade 5	0.2	\$720	84
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	347
	ELL Weight			
	ELL Weight	0.03	\$90	0
	Mobility Weights			
	Mobility	0.29	\$1,044	128
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	450
	Incoming High Proficiency	0.1	\$360	30
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	25
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
	SBB Allocations Total			\$2,654,192
2 SBB Transition Supplements				\$0
	SCS Staffing Supplement			\$0
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	\$5,428	\$5,135	\$293
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		5.70%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0





# Informational

## Fox Meadows Elementary

2960 Emerald, Memphis, TN 38115

Grade Level: PreK-5	School Type Traditional	Square Footage 93,872	Student Capacity 698	FY2021-22 Utilization 81	FCI: 5
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	574	491	508	487	(21)
Attendance Rate	94	94	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	62%	72%	57%	-	
Student with Disability	13%	11%	14%	-	
English Language Learners	6%	8%	8%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	-	1	1	-
Classroom Teacher	36	33	31	32	1
Special Skills	5	4	4	4	-
Counselors	1	1	1	2	1
Educational Assistant	9	19	24	23	(1)
Instructional Facilitator	1	2	2	2	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	2	17	15	19	4
<b>School level Funds</b>					
General Fund	\$3,628,722	3,166,425	3,466,410	3,341,570	(124,840)
Title I	\$240,156	295,178	239,951	381,903	141,951
IDEA, Part 1	\$148,816	266,148	269,241	286,641	17,400
Other Special Revenue & Federal Funds	\$326,516	957,182	814,825	240,636	(574,189)
Total	\$4,344,211	4,684,933	4,790,428	4,250,750	(539,678)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	60%			
TEM 5	36%	0%			
TEM 4	54%	14%			
TEM 3	10%	46%			

Total SBB Allocation			\$2,622,710
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,622,710
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ... \$2,306,154
			This year (2023) ... \$2,622,710
		This comparison does not include "locked dollars"	Total Difference \$316,556
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...	
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment \$163,205
		Estimated change to your budget due to SBB TRANSITION	Change from SBB \$153,352
<b>Other Resources Outside of SBB</b>			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$317,440
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.



Section B: Detailed Breakdown				
1 SBB Allocations				\$2,622,710
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			Total
	All Students	1	\$3,600	487
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	95
	Grade 1	0.3	\$1,080	82
	Grade 2	0.3	\$1,080	89
	Grade 3	0.2	\$720	85
	Grade 4	0.2	\$720	81
	Grade 5	0.2	\$720	55
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	277
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	135
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	428
	Incoming High Proficiency	0.1	\$360	15
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	22
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			
	<b>SBB Allocations Total</b>			
2 SBB Transition Supplements				\$0
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			
	<b>\$0</b>			
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	\$5,383	\$5,068	\$315
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		6.20%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>			
	<b>\$0</b>			



# Informational

**Gardenview Elementary**  
4075 Hartz Drive, Memphis, TN 38116

Grade Level: PreK-5	School Type Traditional	Square Footage 55,570	Student Capacity 419	FY2021-22 Utilization 69	FCI: 29
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	230	298	288	272	(16)
Attendance Rate	94	96	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	75%	85%	68%	-	
Student with Disability	16%	18%	17%	-	
English Language Learners	0%	0%	0%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	--	-	-	-	- Classroom Teacher 22
	21	21	20		(1) Special Skills 2
	3		3		3 - Counselors 1
	1		1		1 - Educational Assistant 9
	14	20	19		(1) Instructional Facilitator
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	2	6	13	17	4
<b>School level Funds</b>					
General Fund	\$2,315,260	2,004,225	1,822,854	1,828,991	6,137
Title 1	\$120,271	130,431	116,108	208,509	92,401
IDEA, Part 1	\$139,154	141,811	135,383	135,383	-
Other Special Revenue & Federal Funds	\$173,592	611,384	577,554	212,448	(365,106)
Total	\$2,748,279	2,887,851	2,651,899	2,385,332	(266,568)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	95%	80%			
TEM 5	10%	0%			
TEM 4	33%	4%			
TEM 3	52%	76%			

Total SBB Allocation				\$1,541,908	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,541,908	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$1,522,287	
			This year (2023) ...	\$1,541,908	
		This comparison does not include "locked dollars"	Total Difference	\$19,621	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$7,249)	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$26,870		
<b>Other Resources Outside of SBB</b>					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		\$179,800	
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.	



Section B: Detailed Breakdown				
1 SBB Allocations				\$1,541,908
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			Total
	All Students	1	\$3,600	272
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	50
	Grade 1	0.3	\$1,080	48
	Grade 2	0.3	\$1,080	36
	Grade 3	0.2	\$720	61
	Grade 4	0.2	\$720	42
	Grade 5	0.2	\$720	35
	Poverty Weight			Total
	Poverty (Direct Certified)	0.1	\$360	186
	ELL Weight			Total
	ELL Weight	0.03	\$90	0
	Mobility Weights			Total
	Mobility	0.29	\$1,044	60
	Academic Performance Weights			Total
	Incoming Low Proficiency	0.1	\$360	259
	Incoming High Proficiency	0.1	\$360	0
	Increments for Locked Students			Total
	SWD Self-Contained	0.23	\$825	26
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			
	SBB Allocations Total			
	\$1,466,098			
2 SBB Transition Supplements				\$0
	SCS Staffing Supplement			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			
	\$75,810			
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	\$5,675	\$5,576	\$99
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		1.80%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			
	\$75,810			



# Informational

## Germanshire Elementary

3965 S.Germantown Rd., Memphis, TN 38125

Grade Level: PreK-5	School Type Traditional	Square Footage 89,228	Student Capacity 717	FY2021-22 Utilization 114	FCI: 2
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Enrollment					
PreK-5	766	788	718	660	(58)
Attendance Rate	96	96	-	-	

Student Demographics	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Economically Disadvantaged	43%	49%	36%	-	
Student with Disability	10%	9%	9%	-	
English Language Learners	9%	11%	11%	-	

Key School Positions-All Funding Sources	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	46	43	44	43	(1)
Special Skills	5	6	5	5	-
Counselors	1	2	2	1	(1)
Educational Assistant	9	14	23	22	(1)
Instructional Facilitator	1	2	2	2	-
librarian	1	1	1	1	-
Nutrition	6	-	-	-	-
other	4	16	19	24	5

School level Funds	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
General Fund	\$4,676,035	4,367,896	4,448,254	4,129,960	(318,293)
Title 1	\$321,177	325,443	288,130	401,524	113,394
IDEA, Part I	\$79,417	79,060	84,520	84,520	-
Other Special Revenue & Federal Funds	\$226,018	747,919	719,151	306,993	(412,158)
Total	\$5,302,649	5,520,318	5,540,055	4,922,998	(617,057)

Teacher Quality	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Teachers with TEM 3 or above (%)	98%	94%			
TEM 5	58%	0%			
TEM 4	33%	62%			
TEM 3	8%	33%			

Total SBB Allocation			\$3,327,698	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,327,698	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)		
		Last Year (2022) ...	\$3,267,947	
		This year (2023) ...	\$3,327,698	
		This comparison does not include "locked dollars"	Total Difference	\$59,751
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
	Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$146,608)	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$206,359	
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$271,560	
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.	





# Informational

Section B: Detailed Breakdown																																																																																																																								
1 SBB Allocations					\$3,327,698																																																																																																																			
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# Informational

## Germantown Elementary

2730 Cross Country Dr., Germantown, TN 38138

Grade Level:	School Type	Square Footage	Student Capacity	FY2021-22 Utilization	FCI:
K-5	Optional	84,584	602	105	13

School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
K-5	611	619	600	557	(43)
Attendance Rate	97	97	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	29%	34%	28%	-	
Student with Disability	12%	12%	10%	-	
English Language Learners	5%	6%	6%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	40	36	33	32	(1)
Special Skills	6	7	7	7	-
Counselors	1	1	1	1	-
Educational Assistant	9	11	18	17	(1)
Instructional Facilitator	1	2	1	2	1
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	2	2	15	19	4
<b>School level Funds</b>					
General Fund	\$4,160,580	3,938,050	3,817,223	3,691,823	(125,400)
Title I	\$132,774	114,964	136,128	216,529	80,401
IDEA, Part 1	\$140,680	145,178	145,434	145,434	-
Other Special Revenue & Federal Funds	\$0	497,533	419,359	134,341	(285,018)
Total	\$4,434,035	4,695,725	4,518,142	4,188,127	(330,016)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	83%			
TEM 5	52%	2%			
TEM 4	38%	33%			
TEM 3	10%	48%			

Total SBB Allocation			\$2,866,378	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,866,378	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ... \$2,891,795	
			This year (2023) ... \$2,866,378	
		This comparison does not include "locked dollars"	Total Difference (\$25,418)	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$135,318)
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$109,900	
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$159,960	
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.	



Section B: Detailed Breakdown					
1 SBB Allocations				\$2,866,378	
	SBB Weights	Weight	Amount per Student	Enrollment	
	Base Weight				
	All Students	1	\$3,600	550	
	<b>Total</b>			<b>\$1,980,000</b>	
	Grade Weights	Weight	Amount per Student	Enrollment	
	Grade K	0.3	\$1,080	80	
	Grade 1	0.3	\$1,080	84	
	Grade 2	0.3	\$1,080	100	
	Grade 3	0.2	\$720	85	
	Grade 4	0.2	\$720	99	
	Grade 5	0.2	\$720	102	
	<b>Total</b>			<b>\$73,440</b>	
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	156	
	<b>Total</b>			<b>\$55,986</b>	
	ELL Weight				
	ELL Weight	0.03	\$90	0	
	<b>Total</b>			<b>\$2,902</b>	
	Mobility Weights				
	Mobility	0.29	\$1,044	58	
	<b>Total</b>			<b>\$60,082</b>	
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	414	
	Incoming High Proficiency	0.1	\$360	17	
	<b>Total</b>			<b>\$6,275</b>	
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	8	
	<b>Total</b>			<b>\$6,600</b>	
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$2,751,890</b>	
2 SBB Transition Supplements				\$0	
	SCS Staffing Supplement				
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$114,488
	Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul>		\$5,212	\$5,012	\$200
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		4.00%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
<b>SBB Transition Supplements TOTAL</b>				<b>\$114,488</b>	



# Informational

## Getwell Elementary

2795 Getwell Rd., Memphis, TN 38118

Grade Level: PreK-5	School Type Traditional	Square Footage 87,025	Student Capacity 683	FY2021-22 Utilization 48	FCI: 8
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	438	411	421	439	18
Attendance Rate	95	96	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	65%	80%	67%	-	
Student with Disability	15%	14%	19%	-	
English Language Learners	7%	10%	13%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	0	-	2	2	-
Classroom Teacher	27	32	32	33	1
Special Skills	2	2	2	2	-
Counselors	1	1	1	1	-
Educational Assistant	8	23	28	27	(1)
Instructional Facilitator	1	2	1	2	1
librarian	1	1	-	-	-
Nutrition	4	-	-	-	-
other	5	31	31	35	4
<b>School level Funds</b>					
General Fund	\$2,657,621	2,695,729	2,850,819	3,162,180	311,361
Title 1	\$159,448	119,636	135,360	322,207	186,846
IDEA, Part 1	\$182,278	194,948	246,198	246,198	-
Other Special Revenue & Federal Funds	\$591,475	1,126,796	995,648	556,197	(439,451)
Total	\$3,590,823	4,137,109	4,228,024	4,286,781	58,757
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	96%	83%			
TEM 5	8%	6%			
TEM 4	42%	17%			
TEM 3	46%	60%			

Total SBB Allocation					\$2,415,161
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,392,062
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$2,181,331	
			This year (2023) ...	\$2,392,062	
			Total Difference	\$233,830	
		This comparison does not include "locked dollars"		Total Difference	\$233,830
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$87,874	
		Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$145,956	
<b>Other Resources Outside of SBB</b>					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$274,660
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



# Informational

Section B: Detailed Breakdown																																																																																																																							
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# Informational

## Hawkins Mill Elementary

4295 Mountain Terrace, Memphis, TN 38127

Grade Level: PreK-5	School Type Traditional	Square Footage 67,350	Student Capacity 499	FY2021-22 Utilization 63	FCI: 11
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	311	302	286	256	(30)
Attendance Rate	95	93	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	79%	84%	79%	-	
Student with Disability	11%	13%	9%	-	
English Language Learners	0%	0%	0%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	20	19	17	16	(1)
Special Skills	2	2	2	2	-
Counselors	1	1	1	1	-
Educational Assistant	5	11	11	11	-
Instructional Facilitator	1	1	1	1	-
Librarian	1	-	-	1	1
Nutrition	3	-	-	-	-
other	6	2	10	28	18
<b>School level Funds</b>					
General Fund	\$2,122,050	1,920,991	1,995,369	2,009,686	14,317
Title 1	\$170,823	137,113	143,821	187,168	43,346
IDEA, Part 1	\$62,326	67,130	67,689	67,689	-
Other Special Revenue & Federal Funds	\$17,306	320,058	297,215	92,429	(204,786)
Total	\$2,372,506	2,445,292	2,504,095	2,356,973	(147,123)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	96%	92%			
TEM 5	24%	4%			
TEM 4	60%	25%			
TEM 3	12%	63%			

<b>Total SBB Allocation</b>					<b>\$1,464,298</b>	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,464,298	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$1,403,746		
			This year (2023) ...	\$1,464,298		
		This comparison does not include "locked dollars"	Total Difference	\$60,552		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...				
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$11,053		
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$49,499			
<b>Other Resources Outside of SBB</b>						
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$157,480	
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.	



Section B: Detailed Breakdown				
1 SBB Allocations				\$1,464,298
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			
	All Students	1	\$3,600	256
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	58
	Grade 1	0.3	\$1,080	47
	Grade 2	0.3	\$1,080	39
	Grade 3	0.2	\$720	42
	Grade 4	0.2	\$720	40
	Grade 5	0.2	\$720	30
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	202
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	68
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	248
	Incoming High Proficiency	0.1	\$360	0
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	0
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
	<b>SBB Allocations Total</b>			<b>\$1,390,686</b>
2 SBB Transition Supplements				\$0
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$73,612
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.	\$5,720	\$5,527	\$193
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		3.50%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>			<b>\$73,612</b>



# Informational

**Hickory Ridge Elementary**  
3890 Hickory Hill Rd., Memphis, TN 38115

Grade Level: K-5	School Type Traditional	Square Footage 83,060	Student Capacity 672	FY2021-22 Utilization 123	FCI: 4
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Enrollment					
K-5	619	695	660	663	3
Attendance Rate	95	94	-	-	

Student Demographics	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Economically Disadvantaged	58%	74%	59%	-	
Student with Disability	6%	6%	6%	-	
English Language Learners	15%	18%	19%	-	

Key School Positions-All Funding Sources	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	49	43	39	41	2
Special Skills	4	5	5	5	-
Counselors	1	1	2	2	-
Educational Assistant	10	16	21	25	4
Instructional Facilitator	1	2	2	2	-
librarian	1	1	1	1	-
Nutrition	7	-	-	-	-
other	4	27	36	40	4

School level Funds	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
General Fund	\$4,192,193	4,211,775	3,993,863	4,137,092	143,229
Title 1	\$361,982	289,538	292,572	448,888	156,316
IDEA, Part 1	\$106,627	111,568	121,978	121,978	-
Other Special Revenue & Federal Funds	\$206,451	842,347	825,780	312,943	(512,837)
Total	\$4,867,254	5,455,228	5,234,193	5,020,901	(213,291)

Teacher Quality	FY 2019-20 Actuals	FY 2020-21 Actuals
Teachers with TEM 3 or above (%)	98%	73%
TEM 5	36%	4%
TEM 4	44%	14%
TEM 3	18%	55%

Total SBB Allocation					\$3,474,932
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$3,474,932
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$3,019,852	
			This year (2023) ...	\$3,474,932	
		This comparison does not include "locked dollars"	Total Difference	\$455,080	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$188,741	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$266,339		
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$408,580
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown				
1 SBB Allocations				\$3,474,932
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			
	All Students	1	\$3,600	663
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	143
	Grade 1	0.3	\$1,080	136
	Grade 2	0.3	\$1,080	71
	Grade 3	0.2	\$720	91
	Grade 4	0.2	\$720	116
	Grade 5	0.2	\$720	106
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	392
	ELL Weight			
	ELL Weight	0.03	\$90	0
	Mobility Weights			
	Mobility	0.29	\$1,044	96
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	632
	Incoming High Proficiency	0.1	\$360	0
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	5
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
	<b>SBB Allocations Total</b>			<b>\$3,474,932</b>
2 SBB Transition Supplements				\$0
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.	\$5,241	\$4,840	\$402
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	8.30%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>



# Informational

## Highland Oaks Elementary 5252 Annandale Dr., Memphis, TN 38125

Grade Level: PreK-5	School Type Traditional	Square Footage 107,971	Student Capacity 941	FY2021-22 Utilization 89	FCI: 10
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Enrollment					
PreK-5	825	817	745	713	(32)
Attendance Rate	97	97	-	-	

Student Demographics	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Economically Disadvantaged	42%	50%	40%	-	
Student with Disability	8%	9%	9%	-	
English Language Learners	7%	8%	6%	-	

Key School Positions-All Funding Sources	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	46	46	47	44	(3)
Special Skills	7	6	6	6	-
Counselors	1	2	1	2	1
Educational Assistant	9	12	27	27	-
Instructional Facilitator	2	2	2	3	1
librarian	1	1	1	1	-
Nutrition	5	-	-	-	-
other	5	5	20	24	4

School level Funds	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
General Fund	\$4,225,293	4,489,435	4,166,161	4,279,364	113,203
Title I	\$197,116	250,696	308,955	415,528	106,573
IDEA, Part 1	\$39,633	39,331	51,596	51,596	-
Other Special Revenue & Federal Funds	\$208,531	673,199	749,072	347,798	(401,273)
Total	\$4,670,574	5,452,661	5,275,784	5,094,287	(181,497)

Teacher Quality	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Teachers with TEM 3 or above (%)	100%	77%			
TEM 5	24%	2%			
TEM 4	46%	12%			
TEM 3	30%	63%			

Total SBB Allocation			\$3,677,450
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,677,450
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ... \$3,545,927
			This year (2023) ... \$3,677,450
			Total Difference \$131,523
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...	
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$256,278
Other Resources Outside of SBB			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$319,300
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.





Section B: Detailed Breakdown				
1 SBB Allocations				\$3,677,450
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			Total
	All Students	1	\$3,600	713
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	136
	Grade 1	0.3	\$1,080	129
	Grade 2	0.3	\$1,080	88
	Grade 3	0.2	\$720	114
	Grade 4	0.2	\$720	118
	Grade 5	0.2	\$720	128
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	287
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	110
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	628
	Incoming High Proficiency	0.1	\$360	26
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	15
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			
	<b>SBB Allocations Total</b>			
				\$0
				\$3,677,450
2 SBB Transition Supplements				
				\$0
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	\$5,158	\$4,798	\$359
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		7.50%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
<b>SBB Transition Supplements TOTAL</b>				\$0



# Informational

## Holmes Road Elementary

1083 Holmes Rd., Memphis, TN 38116

Grade Level: PreK-5	School Type Empowerment	Square Footage 84,633	Student Capacity 642	FY2021-22 Utilization 111	FCI: 4
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	584	620	637	557	(80)
Attendance Rate	95	87	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	60%	74%	59%	-	
Student with Disability	11%	12%	11%	-	
English Language Learners	1%	2%	1%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	2	2	2	-
Classroom Teacher	48	41	35	37	2
Special Skills	5	5	5	5	-
Counselors	1	2	2	2	-
Educational Assistant	13	23	29	29	-
Instructional Facilitator	1	2	2	2	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	1	18	31	33	2
<b>School level Funds</b>					
General Fund	\$3,676,373	3,937,738	4,030,267	3,664,449	(365,818)
Title 1	\$244,787	154,123	241,592	436,397	194,805
IDEA, Part 1	\$104,771	115,901	153,472	153,472	-
Other Special Revenue & Federal Funds	\$437,843	862,135	986,775	430,098	(556,677)
Total	\$4,463,775	5,069,896	5,412,106	4,684,416	(727,690)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	98%	85%			
TEM 5	31%	0.051282051			
TEM 4	44%	0.102564103			
TEM 3	22%	0.692307692			

Total SBB Allocation			\$2,868,546
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,868,546
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ... \$2,754,908
			This year (2023) ... \$2,868,546
		This comparison does not include "locked dollars"	Total Difference \$113,638
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...	
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment \$20,257
		Estimated change to your budget due to SBB TRANSITION	Change from SBB \$93,381
<b>Other Resources Outside of SBB</b>			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$375,100
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.



Section B: Detailed Breakdown				
1 SBB Allocations				\$2,868,546
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			Total
	All Students	1	\$3,600	548
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	92
	Grade 1	0.3	\$1,080	92
	Grade 2	0.3	\$1,080	82
	Grade 3	0.2	\$720	112
	Grade 4	0.2	\$720	102
	Grade 5	0.2	\$720	68
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	326
	ELL Weight			
	ELL Weight	0.03	\$90	0
	Mobility Weights			
	Mobility	0.29	\$1,044	72
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	502
	Incoming High Proficiency	0.1	\$360	0
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	21
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
SBB Allocations Total				\$2,853,842
2 SBB Transition Supplements				\$0
	SCS Staffing Supplement			\$14,704
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	\$5,235	\$5,064	\$170
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		3.40%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$14,704



# Informational

## Idlewild Elementary 1950 Linden, Memphis, TN 38104

Grade Level: K-5	School Type Optional	Square Footage 65,025	Student Capacity 473	FY2021-22 Utilization 97	FCI: 28
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
K-5	497	515	503	561	58
Attendance Rate	97	99	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	16%	23%	15%	-	
Student with Disability	5%	5%	6%	-	
English Language Learners	1%	1%	1%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	--		1	1 - Classroom Teacher	
	26	26	26	32	6
Special Skills	5	5	5	5	-
Counselors	1	1	1	1	-
Educational Assistant	4	12	15	16	1
Instructional Facilitator	1	2	1	1	-
librarian	1	1	1	1	-
Nutrition	2	-	-	-	-
other	2	14	14	19	5
<b>School level Funds</b>					
General Fund	\$3,036,835	3,049,561	3,031,570	3,865,939	834,369
Title 1	\$78,092	74,617	70,826	120,369	49,543
IDEA, Part 1	\$29,103	29,627	-	-	-
Other Special Revenue & Federal Funds	\$0	209,012	181,475	119,594	(61,881)
Total	\$3,144,030	3,362,817	3,283,871	4,105,901	822,031
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	94%			
TEM 5	24%	9%			
TEM 4	61%	45%			
TEM 3	15%	39%			

Total SBB Allocation				\$2,337,930
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,337,930
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)		
		Last Year (2022) ...	\$2,174,729	
		This year (2023) ...	\$2,337,930	
		Total Difference	\$163,201	
		This comparison does not include "locked dollars"		
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...				
	Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$36,627	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$126,574	
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		\$0
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



Section B: Detailed Breakdown				
<b>1 SBB Allocations</b>				\$2,337,930
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			
	All Students	1	\$3,600	483
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	92
	Grade 1	0.3	\$1,080	86
	Grade 2	0.3	\$1,080	68
	Grade 3	0.2	\$720	81
	Grade 4	0.2	\$720	82
	Grade 5	0.2	\$720	74
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	71
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	17
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	255
	Incoming High Proficiency	0.1	\$360	75
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	0
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			
	<b>SBB Allocations Total</b>			
	\$2,337,930			
<b>2 SBB Transition Supplements</b>				\$0
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			
	\$0			
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	\$4,840	\$4,578	\$262
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	5.70%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>			
	\$0			





# Informational

## Jackson Elementary 3925 Wales, Memphis, TN 38108

Grade Level: K-5	School Type Traditional	Square Footage 44,568	Student Capacity 243	FY2021-22 Utilization 139	FCI: 37
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
K-5	274	303	262	259	(3)
Attendance Rate	96	95	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	51%	59%	43%	-	
Student with Disability	8%	8%	8%	-	
English Language Learners	36%	42%	46%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	25	20	19	19	-
Special Skills	2	2	2	2	-
Counselors	1	1	1	1	-
Educational Assistant	3	3	8	8	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	5	4	12	12	-
<b>School level Funds</b>					
General Fund	\$2,279,023	2,140,375	2,275,535	2,171,009	(104,525)
Title 1	\$138,883	119,451	121,267	169,153	47,887
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	\$109,228	2,157,452	369,639	246,802	(122,837)
Total	\$2,527,135	4,417,277	2,766,440	2,586,965	(179,475)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	95%	92%			
TEM 5	23%	4%			
TEM 4	45%	25%			
TEM 3	27%	63%			

Total SBB Allocation				\$1,389,165
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,389,165
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$1,507,287
			This year (2023) ...	\$1,389,165
		This comparison does not include "locked dollars"	Total Difference	(\$118,122)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$23,832)
		Estimated change to your budget due to SBB TRANSITION	Change from SBB	(\$94,377)
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		\$120,280
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



Section B: Detailed Breakdown				
<b>1 SBB Allocations</b>				\$1,389,165
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			
	All Students	1	\$3,600	249
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	44
	Grade 1	0.3	\$1,080	43
	Grade 2	0.3	\$1,080	34
	Grade 3	0.2	\$720	40
	Grade 4	0.2	\$720	52
	Grade 5	0.2	\$720	36
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	107
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	40
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	233
	Incoming High Proficiency	0.1	\$360	8
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	0
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			
	<b>SBB Allocations Total</b>			
	\$1,296,863			
<b>2 SBB Transition Supplements</b>				\$0
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			
	\$92,302			
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	\$5,579	\$5,958	(\$379)
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		-6.40%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>			
	\$92,302			



# Informational

## Kate Bond Elementary School

2727 Kate Bond Rd., Memphis, TN 38133

Grade Level: PreK-5	School Type Traditional	Square Footage 107,748	Student Capacity 811	FY2021-22 Utilization 120	FCI: 9
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	801	778	696	689	(7)
Attendance Rate	96	96	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	32%	42%	35%	-	
Student with Disability	11%	11%	10%	-	
English Language Learners	32%	30%	33%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	58	51	49	47	(2)
Special Skills	6	6	6	6	-
Counselors	2	2	2	2	-
Educational Assistant	10	13	23	25	2
Instructional Facilitator	2	2	2	2	-
Librarian	1	1	1	1	-
Nutrition	5	-	-	-	-
other	4	26	19	31	12
<b>School level Funds</b>					
General Fund	\$5,282,435	4,927,425	4,688,902	4,492,501	(196,401)
Title 1	\$281,461	216,622	202,783	335,317	132,534
IDEA, Part 1	\$161,182	169,874	176,486	176,486	-
Other Special Revenue & Federal Funds	\$137,986	1,037,613	689,966	328,408	(361,558)
Total	\$5,863,065	6,351,534	5,758,136	5,332,711	(425,425)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	97%	78%			
TEM 5	19%	3%			
TEM 4	42%	17%			
TEM 3	36%	58%			

Total SBB Allocation					\$3,489,210
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$3,489,210
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$3,341,573	
			This year (2023) ...	\$3,489,210	
		This comparison does not include "locked dollars"	Total Difference	\$147,637	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$89,675)	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$237,312		
<b>Other Resources Outside of SBB</b>					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$251,720
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown																																																																																																																							
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# Informational

**Keystone Elementary**  
4301 Old Allen Rd., Memphis, TN 38128

Grade Level: PreK-5      School Type: Optional      Square Footage: 84,641      Student Capacity: 522      FY2021-22 Utilization: 95      FCI: 20

School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	405	336	381	372	(9)
Attendance Rate	94	92	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	69%	80%	63%	-	
Student with Disability	22%	21%	24%	-	
English Language Learners	0%	1%	0%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	33	27	27	27	-
Special Skills	4	4	4	4	-
Counselors	1	1	1	1	-
Educational Assistant	12	16	20	20	-
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	2	3	16	20	4
<b>School level Funds</b>					
General Fund	\$2,795,883	2,746,440	2,749,608	2,840,921	91,313
Title 1	\$238,385	202,814	200,612	272,782	72,170
IDEA, Part 1	\$155,259	146,695	166,030	166,030	-
Other Special Revenue & Federal Funds	\$230,249	846,025	666,622	225,451	(441,171)
<b>Total</b>	<b>\$3,419,777</b>	<b>3,941,973</b>	<b>3,782,872</b>	<b>3,505,184</b>	<b>(277,688)</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	89%			
TEM 5	38%	0%			
TEM 4	41%	20%			
TEM 3	21%	69%			

Total SBB Allocation					\$1,912,456	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,912,456	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$1,833,720		
			This year (2023) ...	\$1,912,456		
		This comparison does not include "locked dollars"	Total Difference	\$78,735		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...				
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$70,239		
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$8,496			
<b>Other Resources Outside of SBB</b>						
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$259,780	
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.	





Section B: Detailed Breakdown				
1 SBB Allocations				\$1,912,456
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			
	All Students	1	\$3,600	355
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	64
	Grade 1	0.3	\$1,080	60
	Grade 2	0.3	\$1,080	68
	Grade 3	0.2	\$720	61
	Grade 4	0.2	\$720	54
	Grade 5	0.2	\$720	48
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	223
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	81
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	306
	Incoming High Proficiency	0.1	\$360	16
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	34
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
<b>SBB Allocations Total</b>				<b>\$1,912,456</b>
2 SBB Transition Supplements				\$0
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
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	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		0.40%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
<b>SBB Transition Supplements TOTAL</b>				<b>\$0</b>



# Informational

## Kingsbury Elementary

4055 Bayliss, Memphis, TN 38108

Grade Level: PreK-6	School Type Traditional	Square Footage 65,250	Student Capacity 358	FY2021-22 Utilization 152	FCI: 10
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Enrollment					
PreK-6	453	517	495	475	(20)
Attendance Rate	95	95	-	-	

Student Demographics	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Economically Disadvantaged	53%	60%	48%	-	
Student with Disability	15%	15%	18%	-	
English Language Learners	38%	48%	50%	-	

Key School Positions-All Funding Sources	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	45	36	38	37	(1)
Special Skills	4	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	11	18	22	22	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	3	37	24	30	6

School level Funds	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
General Fund	\$3,478,380	3,423,201	3,374,251	3,392,489	18,238
Title I	\$229,698	286,980	211,628	309,404	97,776
IDEA, Part I	\$190,492	206,147	205,616	205,616	-
Other Special Revenue & Federal Funds	\$313,609	3,720,934	845,920	377,530	(468,390)
Total	\$4,212,179	7,637,263	4,637,415	4,285,039	(352,376)

Teacher Quality	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Teachers with TEM 3 or above (%)	98%	100%			
TEM 5	26%	4%			
TEM 4	49%	68%			
TEM 3	23%	28%			

Total SBB Allocation			\$2,478,432
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,478,432
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ... \$2,275,849
			This year (2023) ... \$2,478,432
		This comparison does not include "locked dollars"	Total Difference \$202,583
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....	
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment \$48,943
		Estimated change to your budget due to SBB TRANSITION	Change from SBB \$153,640
Other Resources Outside of SBB			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$244,900
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.



# Informational

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# Informational

## LaRose Elementary

864 S. Wellington Street, Memphis, TN 38126

Grade Level: PreK-5	School Type Traditional	Square Footage 94,426	Student Capacity 503	FY2021-22 Utilization 73	FCI: 7
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Enrollment					
PreK-5	275	232	187	227	40
Attendance Rate	94	85	-	-	

Student Demographics	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Economically Disadvantaged	75%	89%	77%	-	
Student with Disability	9%	8%	6%	-	
English Language Learners	0%	1%	0%	-	

Key School Positions-All Funding Sources	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	26	14	13	13	-
Special Skills	2	2	2	2	-
Counselors	1	1	1	1	-
Educational Assistant	3	6	10	10	-
Instructional Facilitator	1	1	1	1	-
Librarian	1	-	-	-	-
Nutrition	3	-	-	-	-
other	2	12	21	25	4

School level Funds	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
General Fund	\$1,762,137	1,517,691	1,390,874	1,551,501	160,627
Title 1	\$144,788	127,002	106,357	144,908	38,552
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	\$139,672	355,317	275,219	178,887	(96,332)
Total	\$2,046,598	2,000,010	1,772,449	1,875,297	102,847

Teacher Quality	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Teachers with TEM 3 or above (%)	96%	88%			
TEM 5	78%	0%			
TEM 4	13%	6%			
TEM 3	4%	81%			

Total SBB Allocation					\$1,311,615	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,311,615	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$1,254,666		
			This year (2023) ...	\$1,311,615		
		This comparison does not include "locked dollars"	Total Difference	\$56,949		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...				
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$70,028		
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	(\$13,079)			
<b>Other Resources Outside of SBB</b>						
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$143,220	
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.	



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# Informational

## Levi Elementary

135 W. Levi Road, Memphis, TN 38109

Grade Level: PreK-5	School Type Traditional	Square Footage 71,179	Student Capacity 413	FY2021-22 Utilization 118	FCI: 16
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Enrollment					
PreK-5	412	443	429	400	(29)
Attendance Rate	94	90	-	-	

Student Demographics	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Economically Disadvantaged	74%	84%	69%	-	
Student with Disability	8%	10%	11%	-	
English Language Learners	0%	0%	0%	-	

Key School Positions-All Funding Sources	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	1	1	1	-
Classroom Teacher	32	24	24	24	-
Special Skills	3	4	4	3	(1)
Counselors	1	1	1	1	-
Educational Assistant	2	5	10	11	1
Instructional Facilitator	2	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	6	44	24	27	3

School level Funds	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
General Fund	\$2,676,741	2,445,217	2,591,406	2,483,278	(108,128)
Title 1	\$203,640	149,917	131,048	298,072	167,024
IDEA, Part 1	\$25,362	27,053	-	-	-
Other Special Revenue & Federal Funds	\$244,001	551,433	508,642	304,351	(204,291)
Total	\$3,149,745	3,173,620	3,231,096	3,085,701	(145,396)

Teacher Quality	FY 2019-20 Actuals	FY 2020-21 Actuals
Teachers with TEM 3 or above (%)	89%	97%
TEM 5	4%	3%
TEM 4	56%	83%
TEM 3	30%	10%

Total SBB Allocation				\$2,108,596
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,108,596
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$1,919,874
			This year (2023) ...	\$2,108,596
		This comparison does not include "locked dollars"	Total Difference	\$188,722
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$65,980
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$122,742	
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		\$256,680
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



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# Informational

**Lucie E. Campbell Elementary**  
3232 Birchfield, Memphis, TN 38118

Grade Level: PreK-5      School Type: iZone      Square Footage: 84,740      Student Capacity: 573      FY2021-22 Utilization: 84      FCI: 6

School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	503	483	509	474	(35)
Attendance Rate	94	95	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	74%	81%	70%	-	
Student with Disability	17%	18%	17%	-	
English Language Learners	0%	0%	1%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	2	1	1	-
Classroom Teacher	36	35	34	34	-
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	13	23	29	28	(1)
Instructional Facilitator	1	1	1	2	1
Librarian	1	1	1	1	-
Nutrition	7	-	-	-	-
other	5	22	26	39	13
<b>School level Funds</b>					
General Fund	\$3,469,307	3,177,709	3,180,290	2,989,586	(190,704)
Title 1	\$302,609	269,322	215,400	392,916	177,515
IDEA, Part 1	\$188,207	261,183	205,980	205,980	-
Other Special Revenue & Federal Funds	\$332,901	972,477	861,698	470,819	(390,879)
<b>Total</b>	<b>\$4,293,026</b>	<b>4,680,692</b>	<b>4,463,369</b>	<b>4,059,302</b>	<b>(404,067)</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	81%			
TEM 5	57%	2%			
TEM 4	32%	29%			
TEM 3	11%	50%			

Total SBB Allocation					\$2,588,369
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,588,369
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$2,348,072	
			This year (2023) ...	\$2,588,369	
		This comparison does not include "locked dollars"	Total Difference	\$240,297	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$92,687	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$147,610		
<b>Other Resources Outside of SBB</b>					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$342,240
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



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# Informational

## Lucy Elementary

6269 Amherst Rd., Millington, TN 38053

Grade Level: PreK-5	School Type Traditional	Square Footage 102,446	Student Capacity 768	FY2021-22 Utilization 51	FCI: 12
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Enrollment					
PreK-5	355	352	310	281	(29)
Attendance Rate	95	95	-	-	

Student Demographics	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Economically Disadvantaged	57%	67%	53%	-	
Student with Disability	10%	10%	10%	-	
English Language Learners	4%	5%	4%	-	

Key School Positions-All Funding Sources	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	28	22	22	19	(3)
Special Skills	2	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	4	12	17	14	(3)
Instructional Facilitator	2	1	2	2	-
Librarian	1	1	-	-	-
Nutrition	4	-	-	-	-
other	2	3	10	13	3

School level Funds	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
General Fund	\$2,335,407	2,046,166	2,036,276	2,038,744	2,468
Title 1	\$186,331	112,201	167,473	213,551	46,078
IDEA, Part 1	\$51,977	56,487	57,274	57,274	-
Other Special Revenue & Federal Funds	\$115,385	401,829	546,922	259,454	(287,468)
Total	\$2,689,101	2,616,683	2,807,945	2,569,024	(238,922)

Teacher Quality	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Teachers with TEM 3 or above (%)	94%	70%			
TEM 5	12%	0%			
TEM 4	52%	0%			
TEM 3	30%	70%			

Total SBB Allocation					\$1,542,879	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,542,879	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$1,552,280		
			This year (2023) ...	\$1,542,879		
		This comparison does not include "locked dollars"	Total Difference	(\$9,402)		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...				
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$112,707)		
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$103,305			
Other Resources Outside of SBB						
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$168,640	
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.	





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# Informational

**Macon-Hall Elementary**  
9800 Macon Rd., Cordova, TN 38018

Grade Level: PreK-5	School Type Traditional	Square Footage 93,481	Student Capacity 971	FY2021-22 Utilization 116	FCI: 13	
School Measures		FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Enrollment						
PreK-5		1,164	1,199	1,084	1,036	(48)
Attendance Rate		96	98	-	-	
Student Demographics						
Economically Disadvantaged		22%	28%	23%	-	
Student with Disability		7%	7%	11%	-	
English Language Learners		5%	6%	6%	-	
Key School Positions-All Funding Sources						
Principal		1	1	2	2	-
Vice/Assistant Principal		2	2	2	2	-
Classroom Teacher		63	60	66	64	(2)
Special Skills		7	8	8	8	-
Counselors		2	2	3	3	-
Educational Assistant		10	13	40	40	-
Instructional Facilitator		2	2	2	2	-
librarian		1	1	1	1	-
Nutrition		6	-	-	-	-
other		3	6	29	30	1
School level Funds						
General Fund		\$6,690,087	6,304,859	7,451,720	6,682,612	(769,108)
Title I		\$293,073	259,807	230,940	348,432	117,491
IDEA, Part I		\$52,810	53,798	54,312	54,312	-
Other Special Revenue & Federal Funds		-	1,176,477	515,733	247,284	(268,449)
Total		\$7,035,971	7,794,940	8,252,705	7,332,639	(920,065)
Teacher Quality						
Teachers with TEM 3 or above (%)		100%	88%			
TEM 5		66%	4%			
TEM 4		27%	48%			
TEM 3		7%	36%			

<b>Total SBB Allocation</b>			<b>\$5,104,372</b>	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$5,104,372	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)		
		Last Year (2022) ...	\$5,097,157	
		This year (2023) ...	\$5,104,372	
		Total Difference	\$7,215	
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
	Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$198,591)	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$205,806	
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$266,600	
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.	



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# Informational

## Newberry Elementary 5540 Newberry, Memphis, TN 38118

Grade Level: K-5	School Type Traditional	Square Footage 45,170	Student Capacity 308	FY2021-22 Utilization 143	FCL: 14	
School Measures		FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Enrollment						
K-5		463	439	391	340	(51)
Attendance Rate		96	96	-	-	
Student Demographics						
Economically Disadvantaged		55%	70%	52%	-	
Student with Disability		8%	10%	8%	-	
English Language Learners		10%	11%	13%	-	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		-	-	-	-	-
Classroom Teacher		25	24	23	23	-
Special Skills		3	3	3	3	-
Counselors		1	1	1	1	-
Educational Assistant		7	11	15	13	(2)
Instructional Facilitator		1	1	2	2	-
librarian		1	-	-	1	1
Nutrition		4	-	-	-	-
other		3	16	11	14	3
School level Funds						
General Fund		\$2,603,744	2,490,774	2,481,458	2,161,729	(319,729)
Title I		\$249,673	232,122	222,589	258,468	35,879
IDEA, Part I		\$80,555	88,950	86,163	86,163	-
Other Special Revenue & Federal Funds		\$414	2,614,567	447,263	153,755	(293,508)
Total		\$2,934,387	5,426,413	3,237,472	2,660,115	(577,357)
Teacher Quality						
Teachers with TEM 3 or above (%)		97%	87%			
TEM 5		29%	0%			
TEM 4		55%	29%			
TEM 3		13%	58%			

Total SBB Allocation			\$1,802,782	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,802,782	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)		
		Last Year (2022) ...	\$1,741,509	
		This year (2023) ...	\$1,802,782	
		This comparison does not include "locked dollars"	Total Difference	\$61,273
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$25,239)
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$86,512	
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$195,300	
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.	



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# Informational

**Northaven Elementary**  
5157 North Circle Rd., Memphis, TN 38127

Grade Level: PreK-5	School Type Traditional	Square Footage 70,350	Student Capacity 583	FY2021-22 Utilization 51	FCI: 15
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Enrollment					
PreK-5	313	305	315	299	(16)
Attendance Rate	94	92	-	-	

Student Demographics	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Economically Disadvantaged	75%	83%	70%	-	
Student with Disability	13%	13%	12%	-	
English Language Learners	2%	2%	1%	-	

Key School Positions-All Funding Sources	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	22	22	23	23	-
Special Skills	2	2	1	1	-
Counselors	1	1	1	1	-
Educational Assistant	3	9	13	14	1
Instructional Facilitator	1	2	1	1	-
Librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	2	2	9	13	4

School level Funds	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
General Fund	\$2,538,438	2,377,899	2,454,520	2,423,425	(31,095)
Title 1	\$164,051	115,690	117,686	219,073	101,387
IDEA, Part 1	\$52,680	85,538	87,670	87,670	-
Other Special Revenue & Federal Funds	\$88,397	402,733	411,670	45,704,147	45,292,477
Total	\$2,843,567	2,981,861	3,071,546	48,434,316	45,362,769

Teacher Quality	FY 2019-20 Actuals	FY 2020-21 Actuals
Teachers with TEM 3 or above (%)	80%	100%
TEM 5	0%	0%
TEM 4	60%	65%
TEM 3	20%	35%

Total SBB Allocation					\$1,732,214
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,732,214
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$1,615,591	
			This year (2023) ...	\$1,732,214	
		This comparison does not include "locked dollars"	Total Difference	\$116,623	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$55,903	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$60,720		
<b>Other Resources Outside of SBB</b>					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$195,300
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



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<table border="1"> <thead> <tr> <th colspan="5">SCS Staffing Supplement</th> </tr> </thead> <tbody> <tr> <td colspan="4">This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.</td> <td>\$130,586</td> </tr> <tr> <td colspan="2">Transition Policy Tax or Subsidy</td> <td>Dollar per Pupil Next Year (2021-2022)</td> <td>Dollar per Pupil This Year (2020-2021)</td> <td>Difference in Dollar per Pupil</td> </tr> <tr> <td colspan="2">The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.</td> <td rowspan="2">\$5,793</td> <td rowspan="2">\$5,590</td> <td rowspan="2">\$203</td> </tr> <tr> <td colspan="2"> <ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul>           If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.         </td> </tr> <tr> <td colspan="2">If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.</td> <td>% Change in Dollar per Pupil</td> <td>Transition Policy Type</td> <td>Transition Policy Dollars</td> </tr> <tr> <td colspan="2"></td> <td>3.60%</td> <td>N/A - You are not gaining or losing enough to be affected by the transition policy</td> <td>\$0</td> </tr> <tr> <td colspan="4"><b>SBB Transition Supplements TOTAL</b></td> <td><b>\$130,586</b></td> </tr> </tbody> </table>					SCS Staffing Supplement					This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$130,586	Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.		\$5,793	\$5,590	\$203	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars			3.60%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	<b>SBB Transition Supplements TOTAL</b>				<b>\$130,586</b>																																																																														
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# Informational

## Oak Forest Elementary

7440 Nonconnah View Cove, Memphis, TN 38119

Grade Level:	School Type	Square Footage	Student Capacity	FY2021-22 Utilization	FCI:
K-5	Optional	87,550	473	100	6

School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Enrollment					
K-5	408	359	388	371	(17)
Attendance Rate	96	96	-	-	

Student Demographics	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Economically Disadvantaged	37%	45%	34%	-	
Student with Disability	12%	15%	19%	-	
English Language Learners	11%	12%	10%	-	

Key School Positions-All Funding Sources	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	29	28	27	26	(1)
Special Skills	5	5	5	5	-
Counselors	1	1	1	1	-
Educational Assistant	10	15	20	18	(2)
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	2	8	16	19	3

School level Funds	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
General Fund	\$2,908,956	2,677,194	2,652,724	2,675,825	23,101
Title 1	\$189,695	126,192	185,905	206,793	20,888
IDEA, Part 1	\$127,375	132,443	137,204	137,204	-
Other Special Revenue & Federal Funds	\$256,390	629,765	700,698	348,882	(351,816)
Total	\$3,482,417	3,565,594	3,676,532	3,368,705	(307,827)

Teacher Quality	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Teachers with TEM 3 or above (%)	97%	94%			
TEM 5	10%	3%			
TEM 4	66%	26%			
TEM 3	21%	66%			

Total SBB Allocation			\$1,923,592
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,923,592
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ... \$1,803,256
			This year (2023) ... \$1,923,592
		This comparison does not include "locked dollars"	Total Difference \$120,336
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....	
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment \$31,125
	Estimated change to your budget due to SBB TRANSITION	Change from SBB \$89,211	
Other Resources Outside of SBB			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$152,520
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.



Section B: Detailed Breakdown					
1 SBB Allocations				\$1,923,592	
	SBB Weights	Weight	Amount per Student	Enrollment	Total
	Base Weight				
	All Students	1	\$3,600	371	\$1,336,680
	Grade Weights	Weight	Amount per Student	Enrollment	Total
	Grade K	0.3	\$1,080	72	\$78,084
	Grade 1	0.3	\$1,080	72	\$77,760
	Grade 2	0.3	\$1,080	44	\$47,520
	Grade 3	0.2	\$720	74	\$53,280
	Grade 4	0.2	\$720	59	\$42,480
	Grade 5	0.2	\$720	50	\$36,000
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	127	\$45,872
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$3,266
	Mobility Weights				
	Mobility	0.29	\$1,044	57	\$59,414
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	326	\$117,331
	Incoming High Proficiency	0.1	\$360	12	\$4,456
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	26	\$21,450
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
SBB Allocations Total					\$1,923,592
2 SBB Transition Supplements					\$0
	SCS Staffing Supplement				
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
	Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.		\$5,181	\$4,940	\$240
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
			4.90%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL					\$0



# Informational

## Oakhaven Elementary

3795 Bishops Bridge, Memphis, TN 38118

Grade Level: PreK-5	School Type Traditional	Square Footage 74,500	Student Capacity 562	FY2021-22 Utilization 111	FCI: 7
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	545	530	482	460	(22)
Attendance Rate	95	93	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	70%	77%	64%	-	
Student with Disability	8%	8%	5%	-	
English Language Learners	16%	16%	17%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	39	29	26	27	1
Special Skills	4	4	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	7	8	9	8	(1)
Instructional Facilitator	2	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	1	17	20	31	11
<b>School level Funds</b>					
General Fund	\$2,852,974	3,071,694	2,899,237	2,921,810	22,573
Title 1	\$229,279	217,941	212,979	335,610	122,631
IDEA, Part 1	\$0	-	-	-	-
Other Special Revenue & Federal Funds	\$34,084	460,277	452,907	319,616	(133,292)
<b>Total</b>	<b>\$3,116,338</b>	<b>3,749,912</b>	<b>3,565,123</b>	<b>3,577,036</b>	<b>11,912</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	93%	89%			
TEM 5	32%	0%			
TEM 4	27%	31%			
TEM 3	34%	57%			

<b>Total SBB Allocation</b>					<b>\$2,441,336</b>	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,441,336	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$2,276,785		
			This year (2023) ...	\$2,441,336		
			Total Difference	\$164,551		
		This comparison does not include "locked dollars"				
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...				
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$9,942		
		Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$154,609		
<b>Other Resources Outside of SBB</b>						
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$300,700	
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.	





Section B: Detailed Breakdown					
1 SBB Allocations				\$2,441,336	
	SBB Weights	Weight	Amount per Student	Enrollment	Total
	Base Weight				
	All Students	1	\$3,600	460	\$1,656,000
	Grade Weights	Weight	Amount per Student	Enrollment	Total
	Grade K	0.3	\$1,080	87	\$93,960
	Grade 1	0.3	\$1,080	97	\$104,760
	Grade 2	0.3	\$1,080	64	\$69,120
	Grade 3	0.2	\$720	72	\$51,840
	Grade 4	0.2	\$720	71	\$51,120
	Grade 5	0.2	\$720	69	\$49,680
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	295	\$106,039
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$6,886
	Mobility Weights				
	Mobility	0.29	\$1,044	92	\$95,764
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	434	\$156,167
	Incoming High Proficiency	0.1	\$360	0	\$0
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	0	\$0
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
SBB Allocations Total				\$2,441,336	
2 SBB Transition Supplements				\$0	
	SCS Staffing Supplement				
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil	
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.	\$5,307	\$4,971	\$336	
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	6.80%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL				\$0	



# Informational

**Oakshire Elementary**  
1765 E. Holmes, Memphis, TN 38116

Grade Level: PreK-5	School Type Traditional	Square Footage 51,892	Student Capacity 428	FY2021-22 Utilization 98	FCI: 30
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Enrollment					
PreK-5	314	350	339	383	44
Attendance Rate	96	94	-	-	

Student Demographics	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Economically Disadvantaged	73%	78%	59%	-	
Student with Disability	8%	9%	10%	-	
English Language Learners	1%	1%	1%	-	

Key School Positions-All Funding Sources	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	0	2	2	2	-
Classroom Teacher	26	21	21	22	1
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	4	9	15	16	1
Instructional Facilitator	1	2	2	2	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	2	17	15	19	4

School level Funds	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
General Fund	\$2,687,598	2,588,125	2,521,878	2,663,622	141,744
Title 1	\$195,267	145,443	152,284	245,181	92,898
IDEA, Part 1	\$22,974	31,513	25,556	25,556	-
Other Special Revenue & Federal Funds	\$256,705	646,667	534,503	282,922	(251,582)
Total	\$3,162,546	3,411,749	3,234,221	3,217,281	(16,940)

Teacher Quality	FY 2019-20 Actuals	FY 2020-21 Actuals
Teachers with TEM 3 or above (%)	92%	84%
TEM 5	20%	0%
TEM 4	48%	31%
TEM 3	24%	53%

Total SBB Allocation					\$2,021,650
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,021,650
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$1,794,217	
			This year (2023) ...	\$2,021,650	
		This comparison does not include "locked dollars"	Total Difference	\$227,433	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$114,631	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$112,802		
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$234,980
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown				
1 SBB Allocations				\$2,021,650
<b>SBB Weights</b>				
Base Weight	Weight	Amount per Student	Enrollment	Total
All Students	1	\$3,600	383	\$1,378,800
<b>Grade Weights</b>				
Grade K	0.3	\$1,080	68	\$73,440
Grade 1	0.3	\$1,080	70	\$75,600
Grade 2	0.3	\$1,080	62	\$66,960
Grade 3	0.2	\$720	68	\$48,960
Grade 4	0.2	\$720	61	\$43,920
Grade 5	0.2	\$720	54	\$38,880
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.1	\$360	224	\$80,685
<b>ELL Weight</b>				
ELL Weight	0.03	\$90	0	\$255
<b>Mobility Weights</b>				
Mobility	0.29	\$1,044	78	\$81,451
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.1	\$360	369	\$132,698
Incoming High Proficiency	0.1	\$360	0	\$0
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	0	\$0
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
<b>SBB Allocations Total</b>				\$2,021,650
2 SBB Transition Supplements				\$0
<b>SCS Staffing Supplement</b>				
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.		\$5,278	\$4,984	\$295
<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		5.90%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
<b>SBB Transition Supplements TOTAL</b>				\$0



# Informational

**Peabody Elementary**  
2086 Young Ave., Memphis, TN 38104

Grade Level: PreK-5      School Type: Optional      Square Footage: 53,997      Student Capacity: 383      FY2021-22 Utilization: 97      FCI: 21

School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	367	356	332	318	(14)
Attendance Rate	96	96	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	44%	54%	44%	-	
Student with Disability	5%	8%	7%	-	
English Language Learners	1%	1%	1%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	0	1	-	-	-
Classroom Teacher	21	18	20	20	-
Special Skills	6	6	6	6	-
Counselors	1	1	1	1	-
Educational Assistant	3	6	9	8	(1)
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	1	-	-	-	-
other	3	3	14	14	-
<b>School level Funds</b>					
General Fund	\$2,254,389	2,127,100	2,111,013	2,173,467	62,454
Title 1	\$184,965	135,537	142,207	192,321	50,114
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	\$122,739	339,926	349,643	219,926	(129,717)
<b>Total</b>	<b>\$2,562,094</b>	<b>2,602,563</b>	<b>2,602,863</b>	<b>2,585,714</b>	<b>(17,149)</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	96%	75%			
TEM 5	35%	0%			
TEM 4	46%	21%			
TEM 3	15%	54%			

Total SBB Allocation					\$1,724,956
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,724,956
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$1,668,099	
			This year (2023) ...	\$1,724,956	
		This comparison does not include "locked dollars"	Total Difference	\$56,856	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$40,935)	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$97,791		
<b>Other Resources Outside of SBB</b>					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$151,900
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



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# Informational

## Raleigh-Bartlett Meadows Elementary

5195 Twin Woods, Memphis, TN 38134

Grade Level: PreK-5	School Type Traditional	Square Footage 51,891	Student Capacity 348	FY2021-22 Utilization 130	FCI: 7
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	462	477	453	395	(58)
Attendance Rate	95	92	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	61%	72%	57%	-	
Student with Disability	7%	9%	7%	-	
English Language Learners	5%	5%	5%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	0	-	1	1	-
Classroom Teacher	25	26	23	24	1
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	4	8	11	11	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	-	-	-
Nutrition	3	-	-	-	-
other	2	18	15	28	13
<b>School level Funds</b>					
General Fund	\$2,840,632	2,719,822	2,650,130	2,472,085	(178,045)
Title 1	\$227,872	154,269	234,711	305,596	70,885
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	\$183,123	522,384	534,889	268,827	(266,062)
Total	\$3,251,627	3,396,474	3,419,730	3,046,508	(373,222)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	97%	59%			
TEM 5	15%	0%			
TEM 4	64%	9%			
TEM 3	18%	50%			

<b>Total SBB Allocation</b>			<b>\$2,096,016</b>	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,096,016	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ... \$1,998,396	
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		This comparison does not include "locked dollars"	Total Difference \$97,620	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$4,794)
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$102,414	
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$257,300	
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<table border="1"> <thead> <tr> <th colspan="5">SCS Staffing Supplement</th> </tr> </thead> <tbody> <tr> <td colspan="4">This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.</td> <td>\$0</td> </tr> <tr> <th>Transition Policy Tax or Subsidy</th> <th>Dollar per Pupil Next Year (2021-2022)</th> <th>Dollar per Pupil This Year (2020-2021)</th> <th colspan="2">Difference in Dollar per Pupil</th> </tr> <tr> <td>The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.</td> <td>\$5,306</td> <td>\$5,046</td> <td colspan="2">\$259</td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul>           If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.         </td> <td>% Change in Dollar per Pupil</td> <td>Transition Policy Type</td> <td colspan="2">Transition Policy Dollars</td> </tr> <tr> <td>If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.</td> <td>5.10%</td> <td>N/A - You are not gaining or losing enough to be affected by the transition policy</td> <td colspan="2">\$0</td> </tr> <tr> <td colspan="4"><b>SBB Transition Supplements TOTAL</b></td> <td><b>\$0</b></td> </tr> </tbody> </table>					SCS Staffing Supplement					This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil		The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.	\$5,306	\$5,046	\$259		<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars		If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	5.10%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0		<b>SBB Transition Supplements TOTAL</b>				<b>\$0</b>																																																																																
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<b>SBB Transition Supplements TOTAL</b>				<b>\$0</b>																																																																																																																			



# Informational

## Richland Elementary

5440 Rich Rd., Memphis, TN 38120

Grade Level: PreK-5	School Type Traditional	Square Footage 59,833	Student Capacity 512	FY2021-22 Utilization 156	FCI: 1
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	836	866	802	842	40
Attendance Rate	96	99	-	-	-
<b>Student Demographics</b>					
Economically Disadvantaged	11%	16%	15%	-	-
Student with Disability	14%	14%	16%	-	-
English Language Learners	4%	4%	4%	-	-
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	2	2	-
Classroom Teacher	49	48	50	51	1
Special Skills	5	5	5	5	-
Counselors	1	2	2	2	-
Educational Assistant	11	23	31	32	1
Instructional Facilitator	-	1	-	-	-
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	3	2	23	24	1
<b>School level Funds</b>					
General Fund	\$5,523,397	5,405,119	5,168,498	5,460,219	291,722
Title 1	-	#N/A	#N/A	#N/A	#N/A
IDEA, Part 1	\$46,516	51,330	36,528	36,528	-
Other Special Revenue & Federal Funds	-	181,379	172,056	157,138	(14,918)
Total	\$5,569,913	#N/A	#N/A	#N/A	#N/A
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	74%	50%			
TEM 4	26%	50%			
TEM 3	0%	0%			

<b>Total SBB Allocation</b>					<b>\$4,157,859</b>	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$4,157,859	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$3,815,287		
			This year (2023) ...	\$4,157,859		
		This comparison does not include "locked dollars"	Total Difference	\$342,572		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...				
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$150,727		
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$191,845			
<b>Other Resources Outside of SBB</b>						
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$0	
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.	



Section B: Detailed Breakdown					
1 SBB Allocations				\$4,157,859	
	SBB Weights	Weight	Amount per Student	Enrollment	Total
	Base Weight				
	All Students	1	\$3,600	842	\$3,031,200
	Grade Weights	Weight	Amount per Student	Enrollment	Total
	Grade K	0.3	\$1,080	169	\$182,520
	Grade 1	0.3	\$1,080	150	\$162,000
	Grade 2	0.3	\$1,080	132	\$142,560
	Grade 3	0.2	\$720	137	\$98,640
	Grade 4	0.2	\$720	139	\$100,080
	Grade 5	0.2	\$720	115	\$82,800
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	129	\$46,414
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$3,124
	Mobility Weights				
	Mobility	0.29	\$1,044	36	\$37,606
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	431	\$155,296
	Incoming High Proficiency	0.1	\$360	124	\$44,723
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	22	\$18,150
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$52,745
SBB Allocations Total					\$4,157,859
2 SBB Transition Supplements					\$0
	SCS Staffing Supplement				
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
	Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul>		\$4,938	\$4,710	\$228
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		4.80%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL					\$0



# Informational

## Riverwood Elementary School 1330 Stern Lane Cordova, TN 38016

Grade Level: PreK-5	School Type Optional	Square Footage 107,565	Student Capacity 786	FY2021-22 Utilization 124	FCI: 1
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	949	844	864	861	(3)
Attendance Rate	97	97	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	22%	28%	21%	-	
Student with Disability	10%	9%	9%	-	
English Language Learners	6%	7%	9%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	58	54	54	54	-
Special Skills	7	7	7	7	-
Counselors	1	2	2	2	-
Educational Assistant	14	12	31	29	(2)
Instructional Facilitator	2	3	3	3	-
librarian	1	1	1	1	-
Nutrition	5	-	-	-	-
other	3	28	26	28	2
<b>School level Funds</b>					
General Fund	\$5,973,445	5,384,344	5,542,872	5,825,367	282,495
Title 1	\$255,416	226,229	180,981	266,963	85,981
IDEA, Part 1	\$53,315	54,255	54,784	54,784	-
Other Special Revenue & Federal Funds	-	723,106	436,256	218,194	(218,062)
Total	\$6,282,176	6,387,933	6,214,893	6,365,307	150,414
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	95%			
TEM 5	71%	2%			
TEM 4	26%	67%			
TEM 3	3%	27%			

Total SBB Allocation				\$1,464,430	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,464,430	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0	
How has my funding changed under SBB?		Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$1,476,319	
			This year (2023) ...	\$1,464,430	
		This comparison does not include "locked dollars"	Total Difference	(\$11,889)	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$63,498)	
		Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$51,609	
<b>Other Resources Outside of SBB</b>					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		\$125,240	
4 Locked Resources		Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.	





Section B: Detailed Breakdown					
1 SBB Allocations					\$1,464,430
	SBB Weights	Weight	Amount per Student	Enrollment	Total
	Base Weight				
	All Students	1	\$3,600	267	\$961,200
	Grade Weights	Weight	Amount per Student	Enrollment	Total
	Grade K	0.3	\$1,080	50	\$54,000
	Grade 1	0.3	\$1,080	44	\$47,520
	Grade 2	0.3	\$1,080	37	\$39,960
	Grade 3	0.2	\$720	45	\$32,400
	Grade 4	0.2	\$720	45	\$32,400
	Grade 5	0.2	\$720	46	\$33,120
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	115	\$41,437
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$1,698
	Mobility Weights				
	Mobility	0.29	\$1,044	29	\$30,381
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	225	\$81,154
	Incoming High Proficiency	0.1	\$360	13	\$4,634
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	0	\$0
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$100,871
	<b>SBB Allocations Total</b>				<b>\$1,460,775</b>
2 SBB Transition Supplements					\$0
	SCS Staffing Supplement				\$3,655
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				
	Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul>		\$5,485	\$5,291	\$193
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		3.70%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>				<b>\$3,655</b>



# Informational

**Robert R. Church Elementary**  
4100 Mill Branch Rd. Memphis, TN 38116

Grade Level: PreK-5	School Type Traditional	Square Footage 81,500	Student Capacity 662	FY2021-22 Utilization 99	FCI: 7
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	668	643	627	497	(130)
Attendance Rate	95	95	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	75%	79%	63%	-	
Student with Disability	9%	8%	7%	-	
English Language Learners	5%	4%	5%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	2	2	2	-
Classroom Teacher	40	38	30	30	-
Special Skills	5	6	4	4	-
Counselors	1	2	3	2	(1)
Educational Assistant	8	14	18	18	-
Instructional Facilitator	2	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	5	-	-	-	-
other	3	52	32	37	5
<b>School level Funds</b>					
General Fund	\$4,054,571	3,757,803	3,823,414	3,282,405	(541,009)
Title 1	\$376,909	319,340	184,925	465,765	280,841
IDEA, Part 1	\$59,421	60,808	49,791	49,791	-
Other Special Revenue & Federal Funds	\$171,025	846,124	471,551	246,425	(225,126)
Total	\$4,661,928	4,984,075	4,529,681	4,044,386	(485,295)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	94%			
TEM 5	33%	0%			
TEM 4	50%	56%			
TEM 3	17%	38%			

Total SBB Allocation					\$2,609,944
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,609,944
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$2,416,780	
			This year (2023) ...	\$2,609,944	
		This comparison does not include "locked dollars"	Total Difference	\$193,164	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$14,677	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$178,487		
<b>Other Resources Outside of SBB</b>					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$332,940
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown				
1 SBB Allocations				\$2,609,944
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			
	All Students	1	\$3,600	497
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	78
	Grade 1	0.3	\$1,080	68
	Grade 2	0.3	\$1,080	76
	Grade 3	0.2	\$720	90
	Grade 4	0.2	\$720	84
	Grade 5	0.2	\$720	101
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	313
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	102
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	444
	Incoming High Proficiency	0.1	\$360	3
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	1
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
	<b>SBB Allocations Total</b>			<b>\$2,609,944</b>
2 SBB Transition Supplements				\$0
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	\$5,251	\$4,892	\$359
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		7.30%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>



# Informational

## Ross Elementary

4890 Ross Rd., Memphis, TN 38141

Grade Level: PreK-5	School Type Traditional	Square Footage 137,162	Student Capacity 1,097	FY2021-22 Utilization 70	FCI: 21
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Enrollment					
PreK-5	608	537	545	508	(37)
Attendance Rate	95	94	-	-	

Student Demographics	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Economically Disadvantaged	55%	63%	50%	-	
Student with Disability	11%	11%	10%	-	
English Language Learners	6%	6%	7%	-	

Key School Positions-All Funding Sources	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	48	36	33	35	2
Special Skills	5	5	5	3	(2)
Counselors	1	1	1	2	1
Educational Assistant	9	10	17	24	7
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	5	-	-	-	-
other	4	20	18	22	4

School level Funds	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
General Fund	\$4,024,039	3,594,358	3,866,135	4,015,155	149,020
Title 1	\$326,270	293,194	245,752	390,717	144,966
IDEA, Part 1	\$4,157	-	-	-	-
Other Special Revenue & Federal Funds	-	698,879	511,865	201,752	(310,113)
Total	\$4,354,467	4,586,430	4,623,752	4,607,625	(16,127)

Teacher Quality	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Teachers with TEM 3 or above (%)	98%	88%			
TEM 5	14%	2%			
TEM 4	53%	16%			
TEM 3	31%	70%			

Total SBB Allocation					\$2,715,561
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,715,561
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$2,504,075	
			This year (2023) ...	\$2,715,561	
		This comparison does not include "locked dollars"	Total Difference	\$211,486	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$45,164	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$166,322		
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$289,540
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



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# Informational

## Rozelle Elementary

993 Roland, Memphis, TN 38114

Grade Level:	School Type	Square Footage	Student Capacity	FY2021-22 Utilization	FCI:
K-5	Optional	58,750	379	65	38

School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
K-5	232	234	215	188	(27)
Attendance Rate	96	96	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	59%	64%	52%	-	
Student with Disability	10%	10%	9%	-	
English Language Learners	0%	0%	0%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	15	15	15	15	-
Special Skills	4	4	4	5	1
Counselors	1	1	1	1	-
Educational Assistant	2	2	7	7	-
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	2	-	-	-	-
other	2	11	16	18	2
<b>School level Funds</b>					
General Fund	\$2,014,013	1,948,207	1,968,752	2,062,301	93,549
Title 1	\$138,073	97,862	99,583	148,174	48,591
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	\$677	174,392	180,865	88,196	(92,669)
<b>Total</b>	<b>\$2,152,763</b>	<b>2,220,461</b>	<b>2,249,201</b>	<b>2,298,671</b>	<b>49,471</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	81%			
TEM 5	29%	0%			
TEM 4	48%	24%			
TEM 3	24%	57%			

Total SBB Allocation					\$1,383,233
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,383,233
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$1,326,143	
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		This comparison does not include "locked dollars"	Total Difference	\$57,091	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$65,637)	
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3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$110,360
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<table border="1"> <thead> <tr> <th colspan="5">SCS Staffing Supplement</th> </tr> </thead> <tbody> <tr> <td colspan="4">This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.</td> <td>\$419,798</td> </tr> <tr> <th>Transition Policy Tax or Subsidy</th> <th>Dollar per Pupil Next Year (2021-2022)</th> <th>Dollar per Pupil This Year (2020-2021)</th> <th colspan="2">Difference in Dollar per Pupil</th> </tr> <tr> <td>The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.</td> <td rowspan="2">\$7,350</td> <td rowspan="2">\$6,698</td> <td colspan="2" rowspan="2">\$652</td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul>                     If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.                 </td> </tr> <tr> <td>If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.</td> <td>% Change in Dollar per Pupil</td> <td>Transition Policy Type</td> <td colspan="2">Transition Policy Dollars</td> </tr> <tr> <td></td> <td>9.70%</td> <td>N/A - You are not gaining or losing enough to be affected by the transition policy</td> <td colspan="2">\$0</td> </tr> <tr> <td colspan="4"><b>SBB Transition Supplements TOTAL</b></td> <td><b>\$419,798</b></td> </tr> </tbody> </table>					SCS Staffing Supplement					This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$419,798	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil		The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.	\$7,350	\$6,698	\$652		<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars			9.70%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0		<b>SBB Transition Supplements TOTAL</b>				<b>\$419,798</b>																																																																															
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<b>SBB Transition Supplements TOTAL</b>				<b>\$419,798</b>																																																																																																																			



# Informational

**Sea Isle Elementary**  
5250 Sea Isle Road Memphis, TN 38117

Grade Level: PreK-5	School Type Traditional	Square Footage 79,703	Student Capacity 468	FY2021-22 Utilization 94	FCI: 16
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	398	433	413	385	(28)
Attendance Rate	96	95	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	36%	51%	32%	-	
Student with Disability	17%	17%	19%	-	
English Language Learners	6%	7%	8%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	33	34	33	32	(1)
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	13	18	24	23	(1)
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	4	3	12	17	5
<b>School level Funds</b>					
General Fund	\$3,767,273	3,734,587	3,593,308	3,665,638	72,330
Title 1	\$174,453	124,375	122,298	237,992	115,694
IDEA, Part 1	\$123,790	140,861	137,127	137,127	-
Other Special Revenue & Federal Funds	\$95,961	463,408	443,126	192,017	(251,108)
Total	\$4,161,479	4,463,230	4,295,858	4,232,774	(63,084)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	90%			
TEM 5	75%	0%			
TEM 4	23%	54%			
TEM 3	3%	37%			

Total SBB Allocation					\$2,061,918	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,061,918	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)		Last Year (2022) ...	\$1,999,540	
				This year (2023) ...	\$2,061,918	
		This comparison does not include "locked dollars"		Total Difference	\$62,378	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...				
		Estimated change to your budget due to ENROLLMENT CHANGES		Change from Enrollment	(\$60,440)	
Estimated change to your budget due to SBB TRANSITION		Change from SBB	\$122,818			
<b>Other Resources Outside of SBB</b>						
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$152,520	
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.	



Section B: Detailed Breakdown				
<b>1 SBB Allocations</b>				<b>\$2,061,918</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			
	All Students	1	\$3,600	385
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	70
	Grade 1	0.3	\$1,080	66
	Grade 2	0.3	\$1,080	58
	Grade 3	0.2	\$720	64
	Grade 4	0.2	\$720	62
	Grade 5	0.2	\$720	65
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	124
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	31
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	317
	Incoming High Proficiency	0.1	\$360	14
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	24
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			
	<b>SBB Allocations Total</b>			
	<b>\$1,951,987</b>			
<b>2 SBB Transition Supplements</b>				<b>\$0</b>
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			
	<b>\$109,931</b>			
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	\$5,356	\$5,037	\$319
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		6.30%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>			
	<b>\$109,931</b>			



# Informational

## Sharpe Elementary 3431 Sharpe, Memphis, TN 38111

Grade Level: PreK-5	School Type Traditional	Square Footage 47,130	Student Capacity 279	FY2021-22 Utilization 126	FCI: 40
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	264	289	286	284	(2)
Attendance Rate	95	93	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	57%	72%	52%	-	
Student with Disability	5%	4%	7%	-	
English Language Learners	29%	36%	47%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	--	-	-	-	- Classroom Teacher
Special Skills	28	24	19	19	-
Counselors	3	3	2	2	-
Educational Assistant	2	1	1	1	-
Instructional Facilitator	3	8	14	13	(1)
Librarian	1	1	1	1	-
Nutrition	1	1	-	-	-
other	4	-	-	-	-
	7	18	21	34	13
<b>School level Funds</b>					
General Fund	\$2,273,717	2,440,968	2,286,780	2,182,291	(104,490)
Title 1	\$79,665	112,956	171,951	234,406	62,454
IDEA, Part 1	\$0	-	-	-	-
Other Special Revenue & Federal Funds	\$305,321	520,780	624,722	284,346	(340,376)
Total	\$2,658,704	3,074,704	3,083,454	2,701,042	(382,412)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	50%	25%			
TEM 4	45%	63%			
TEM 3	5%	13%			

Total SBB Allocation				\$1,555,939
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,555,939
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)		
		Last Year (2022) ...	\$1,405,390	
		This year (2023) ...	\$1,555,939	
		Total Difference	\$150,549	
		This comparison does not include "locked dollars"		
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
	Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$71,831	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$78,718	
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		\$162,440
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.





Section B: Detailed Breakdown				
<b>1 SBB Allocations</b>				\$1,555,939
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			
	All Students	1	\$3,600	284
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	49
	Grade 1	0.3	\$1,080	50
	Grade 2	0.3	\$1,080	48
	Grade 3	0.2	\$720	47
	Grade 4	0.2	\$720	45
	Grade 5	0.2	\$720	45
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	148
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	105
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	277
	Incoming High Proficiency	0.1	\$360	3
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	2
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			
	<b>SBB Allocations Total</b>			
	\$1,555,939			
<b>2 SBB Transition Supplements</b>				\$0
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			
	<b>\$0</b>			
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	\$5,483	\$5,205	\$277
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		5.30%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>			
	\$0			



# Informational

## Sheffield Elementary 4290 Chuck, Memphis, TN 38118

Grade Level: PreK-5	School Type Traditional	Square Footage 47,000	Student Capacity 453	FY2021-22 Utilization 131	FCI: 22
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	437	536	488	508	20
Attendance Rate	96	94	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	41%	58%	42%	-	
Student with Disability	5%	5%	5%	-	
English Language Learners	46%	50%	53%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	-	(1)
Classroom Teacher	38	32	34	36	2
Special Skills	4	4	4	4	-
Counselors	1	1	1	1	-
Educational Assistant	3	8	14	15	1
Instructional Facilitator	1	2	2	3	1
librarian	1	1	1	1	-
Nutrition	5	-	-	-	-
other	7	18	23	27	4
<b>School level Funds</b>					
General Fund	\$3,538,087	3,323,570	3,083,829	3,571,419	487,591
Title 1	\$315,523	196,762	227,840	309,842	82,002
IDEA, Part 1	\$0	-	-	-	-
Other Special Revenue & Federal Funds	\$226,968	665,983	667,191	353,762	(313,428)
Total	\$4,080,580	4,186,315	3,978,859	4,235,024	256,165
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	32%	98%			
TEM 5	0%	7%			
TEM 4	7%	74%			
TEM 3	25%	17%			

Total SBB Allocation				\$2,699,369	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,699,369	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$2,514,605	
			This year (2023) ...	\$2,699,369	
			Total Difference	\$184,764	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$21,953	
Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$162,811			
<b>Other Resources Outside of SBB</b>					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		\$219,480	
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.	



Section B: Detailed Breakdown				
1 SBB Allocations				\$2,699,369
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			Total
	All Students	1	\$3,600	508
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	109
	Grade 1	0.3	\$1,080	85
	Grade 2	0.3	\$1,080	96
	Grade 3	0.2	\$720	76
	Grade 4	0.2	\$720	77
	Grade 5	0.2	\$720	65
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	213
	ELL Weight			
	ELL Weight	0.03	\$90	1
	Mobility Weights			
	Mobility	0.29	\$1,044	121
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	465
	Incoming High Proficiency	0.1	\$360	8
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	1
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			
	SBB Allocations Total			
				\$0
				\$2,699,369
2 SBB Transition Supplements				\$0
SCS Staffing Supplement				
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
Transition Policy Tax or Subsidy			Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul>			\$5,310	\$4,989
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.			% Change in Dollar per Pupil	Transition Policy Type
			6.40%	N/A - You are not gaining or losing enough to be affected by the transition policy
				Transition Policy Dollars
				\$0
SBB Transition Supplements TOTAL				\$0



# Informational

**Shelby Oaks Elementary**  
6053 Summer Avenue Memphis, TN 38134

Grade Level: PreK-5	School Type Traditional	Square Footage 74,069	Student Capacity 637	FY2021-22 Utilization 136	FCI: 11
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	825	824	739	655	(84)
Attendance Rate	96	95	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	50%	60%	47%	-	
Student with Disability	10%	9%	8%	-	
English Language Learners	10%	13%	12%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	50	47	42	41	(1)
Special Skills	5	6	6	6	-
Counselors	1	2	2	2	-
Educational Assistant	8	15	24	23	(1)
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	5	-	-	-	-
other	3	5	20	22	2
<b>School level Funds</b>					
General Fund	\$5,107,874	4,838,156	4,603,385	4,084,699	(518,685)
Title 1	\$329,705	277,856	350,608	477,168	126,560
IDEA, Part 1	\$26,698	27,135	27,423	27,423	-
Other Special Revenue & Federal Funds	\$229,146	740,831	814,618	423,096	(391,522)
Total	\$5,693,425	5,883,977	5,796,034	5,012,387	(783,648)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	88%	70%			
TEM 5	29%	0%			
TEM 4	35%	7%			
TEM 3	24%	63%			

Total SBB Allocation			\$3,386,877	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,386,877	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ... \$3,269,327	
			This year (2023) ... \$3,386,877	
		This comparison does not include "locked dollars"	Total Difference \$117,549	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$106,241)
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$223,790	
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$341,000	
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.	



Section B: Detailed Breakdown				
1 SBB Allocations				\$3,386,877
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			
	All Students	1	\$3,600	655
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	119
	Grade 1	0.3	\$1,080	116
	Grade 2	0.3	\$1,080	104
	Grade 3	0.2	\$720	106
	Grade 4	0.2	\$720	121
	Grade 5	0.2	\$720	89
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	306
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	89
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	614
	Incoming High Proficiency	0.1	\$360	14
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	0
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			
	<b>SBB Allocations Total</b>			
	\$3,386,877			
2 SBB Transition Supplements				\$0
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			
	\$0			
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	\$5,171	\$4,829	\$342
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		7.10%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>			
	\$0			



# Informational

**Sherwood Elementary**  
1156 Robin Hood Lane Memphis, TN 38111

Grade Level: PreK-5      School Type: Optional      Square Footage: 94,516      Student Capacity: 562      FY2021-22 Utilization: 116      FCI: 15

School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	530	554	506	479	(27)
Attendance Rate	96	92	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	61%	74%	56%	-	
Student with Disability	7%	7%	7%	-	
English Language Learners	14%	19%	21%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	38	32	30	30	-
Special Skills	6	6	5	5	-
Counselors	1	1	1	1	-
Educational Assistant	9	9	14	14	-
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	6	-	-	-	-
other	4	7	18	22	4
<b>School level Funds</b>					
General Fund	\$3,533,392	3,254,978	3,165,724	3,154,813	(10,910)
Title 1	\$288,893	231,207	289,114	366,239	77,125
IDEA, Part 1	\$51,300	54,648	24,533	24,533	-
Other Special Revenue & Federal Funds	\$266,362	1,471,458	1,129,483	484,938	(644,544)
Total	\$4,139,948	5,012,290	4,608,854	4,030,524	(578,329)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	96%	88%			
TEM 5	24%	2%			
TEM 4	45%	34%			
TEM 3	27%	51%			

Total SBB Allocation				\$2,526,888
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,526,888
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$2,421,607
			This year (2023) ...	\$2,526,888
		This comparison does not include "locked dollars"	Total Difference	\$105,281
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$68,768)
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$174,049	
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		\$299,460
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.





Section B: Detailed Breakdown					
1 SBB Allocations				\$2,526,888	
	SBB Weights	Weight	Amount per Student	Enrollment	Total
	Base Weight				
	All Students	1	\$3,600	479	\$1,724,400
	Grade Weights	Weight	Amount per Student	Enrollment	Total
	Grade K	0.3	\$1,080	102	\$110,160
	Grade 1	0.3	\$1,080	107	\$115,560
	Grade 2	0.3	\$1,080	62	\$66,960
	Grade 3	0.2	\$720	73	\$52,560
	Grade 4	0.2	\$720	60	\$43,200
	Grade 5	0.2	\$720	75	\$54,000
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	268	\$96,324
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$9,094
	Mobility Weights				
	Mobility	0.29	\$1,044	87	\$90,477
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	446	\$160,475
	Incoming High Proficiency	0.1	\$360	6	\$2,029
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	2	\$1,650
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
SBB Allocations Total				\$2,526,888	
2 SBB Transition Supplements				\$0	
	SCS Staffing Supplement			\$0	
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil	
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.	\$5,275	\$4,912	\$363	
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	7.40%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL				\$0	



# Informational

## South Park Elementary 1736 Getwell Road Memphis, TN 38111

Grade Level: PreK-5	School Type Traditional	Square Footage 77,075	Student Capacity 438	FY2021-22 Utilization 123	FCI: 4
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	468	453	451	441	(10)
Attendance Rate	95	93	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	58%	66%	52%	-	
Student with Disability	9%	10%	10%	-	
English Language Learners	35%	40%	46%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	49	35	34	32	(2)
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	15	24	24	23	(1)
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	5	-	-	-	-
other	5	10	14	19	5
<b>School level Funds</b>					
General Fund	\$3,821,147	3,272,428	3,231,538	3,379,376	147,839
Title 1	\$262,407	185,170	236,159	303,745	67,586
IDEA, Part 1	\$59,288	87,597	90,501	90,501	-
Other Special Revenue & Federal Funds	\$323,572	788,060	830,200	311,681	(518,520)
Total	\$4,466,415	4,333,256	4,388,398	4,085,303	(303,096)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	97%	86%			
TEM 5	28%	5%			
TEM 4	59%	11%			
TEM 3	10%	70%			

Total SBB Allocation			\$2,332,887
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,332,887
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ... \$2,077,977
			This year (2023) ... \$2,332,887
		This comparison does not include "locked dollars"	Total Difference \$254,910
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...	
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment \$93,558
		Estimated change to your budget due to SBB TRANSITION	Change from SBB \$161,352
<b>Other Resources Outside of SBB</b>			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$246,760
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.



Section B: Detailed Breakdown				
<b>1 SBB Allocations</b>				<b>\$2,332,887</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			
	All Students	1	\$3,600	441
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	93
	Grade 1	0.3	\$1,080	95
	Grade 2	0.3	\$1,080	51
	Grade 3	0.2	\$720	48
	Grade 4	0.2	\$720	71
	Grade 5	0.2	\$720	83
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	231
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	75
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	412
	Incoming High Proficiency	0.1	\$360	3
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	15
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			
	<b>SBB Allocations Total</b>			
	<b>\$2,332,887</b>			
<b>2 SBB Transition Supplements</b>				<b>\$0</b>
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			
	<b>\$0</b>			
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	\$5,290	\$4,924	\$366
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		7.40%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>			
	<b>\$0</b>			



# Informational

## Southwind Elementary

8155 Meadowvale Drive, Memphis, TN 38125

Grade Level: PreK-5	School Type Traditional	Square Footage 108,000	Student Capacity 937	FY2021-22 Utilization 78	FCL 15
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	623	616	623	583	(40)
Attendance Rate	96	96	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	38%	44%	35%	-	
Student with Disability	10%	10%	10%	-	
English Language Learners	4%	6%	7%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	-	-	-	-
Classroom Teacher	45	42	42	39	(3)
Special Skills	5	4	4	4	-
Counselors	1	1	1	1	-
Educational Assistant	12	17	28	28	-
Instructional Facilitator	1	2	3	4	1
librarian	1	1	1	1	-
Nutrition	6	-	-	-	-
other	4	5	18	21	3
<b>School level Funds</b>					
General Fund	\$3,815,907	3,647,492	3,907,799	3,974,389	66,590
Title 1	\$277,388	317,289	230,055	320,951	90,896
IDEA, Part 1	\$101,409	108,514	100,552	100,552	-
Other Special Revenue & Federal Funds	\$284,103	919,082	749,978	399,698	(350,280)
Total	\$4,478,808	4,992,377	4,988,384	4,795,590	(192,794)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	98%			
TEM 5	48%	0%			
TEM 4	35%	39%			
TEM 3	17%	59%			

Total SBB Allocation				\$3,071,611	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,071,611	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$2,950,065	
			This year (2023) ...	\$3,071,611	
		This comparison does not include "locked dollars"	Total Difference	\$121,546	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$59,497)	
		Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$181,043	
<b>Other Resources Outside of SBB</b>					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		\$447,640	
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.	



Section B: Detailed Breakdown				
1 SBB Allocations				\$3,071,611
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			Total
	All Students	1	\$3,600	583
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	105
	Grade 1	0.3	\$1,080	98
	Grade 2	0.3	\$1,080	91
	Grade 3	0.2	\$720	100
	Grade 4	0.2	\$720	88
	Grade 5	0.2	\$720	101
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	203
	ELL Weight			
	ELL Weight	0.03	\$90	0
	Mobility Weights			
	Mobility	0.29	\$1,044	68
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	405
	Incoming High Proficiency	0.1	\$360	44
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	17
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
SBB Allocations Total				\$2,947,622
2 SBB Transition Supplements				\$0
	SCS Staffing Supplement			\$123,989
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	\$5,269	\$4,958	\$311
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		6.30%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$123,989



# Informational

## Springdale Elementary 880 North Hollywood Memphis, TN 38108

Grade Level: PreK-5	School Type Optional	Square Footage 58,986	Student Capacity 279	FY2021-22 Utilization 92	FCI: 35
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	242	266	272	200	(72)
Attendance Rate	94	95	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	71%	86%	71%	-	
Student with Disability	8%	9%	6%	-	
English Language Learners	1%	1%	0%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	--	-	-	-	- Classroom Teacher
Special Skills	19	17	14	15	1
Counselors	3	4	3	3	-
Educational Assistant	1	1	1	1	-
Instructional Facilitator	1	5	9	9	-
librarian	1	1	1	1	-
Nutrition	1	1	1	1	-
other	3	-	-	-	-
	5	12	19	24	5
<b>School level Funds</b>					
General Fund	\$2,110,742	1,894,668	1,940,025	1,791,759	(148,265)
Title I	\$119,799	95,984	122,062	175,223	53,161
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	\$210,100	443,935	457,364	291,484	(165,880)
Total	\$2,440,642	2,434,588	2,519,451	2,258,467	(260,984)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	95%			
TEM 5	58%	5%			
TEM 4	38%	82%			
TEM 3	4%	9%			

Total SBB Allocation				\$1,384,511
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,384,511
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$1,256,615
			This year (2023) ...	\$1,384,511
		This comparison does not include "locked dollars"	Total Difference	\$127,896
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$36,600)
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$164,496	
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		\$125,240
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.





Section B: Detailed Breakdown				
1 SBB Allocations				\$1,384,511
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			Total
	All Students	1	\$3,600	200
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	33
	Grade 1	0.3	\$1,080	31
	Grade 2	0.3	\$1,080	29
	Grade 3	0.2	\$720	33
	Grade 4	0.2	\$720	37
	Grade 5	0.2	\$720	37
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	142
	ELL Weight			
	ELL Weight	0.03	\$90	0
	Mobility Weights			
	Mobility	0.29	\$1,044	41
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	159
	Incoming High Proficiency	0.1	\$360	0
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	0
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
	SBB Allocations Total			\$1,048,928
2 SBB Transition Supplements				\$0
	SCS Staffing Supplement			\$335,582
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	\$6,923	\$6,100	\$822
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		13.50%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$335,582



# Informational

**Treadwell Elementary**  
3538 Given Ave. Memphis, TN 38122

Grade Level: K-5      School Type: Optional      Square Footage: 55,512      Student Capacity: 618      FY2021-22 Utilization: 104      FCI: 36

School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
K-5	691	774	770	736	(34)
Attendance Rate	97	91	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	58%	64%	51%	-	
Student with Disability	6%	6%	4%	-	
English Language Learners	23%	34%	26%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	2	1	1	-
Classroom Teacher	90	44	47	48	1
Special Skills	15	7	7	7	-
Counselors	2	2	2	2	-
Educational Assistant	6	13	24	23	(1)
Instructional Facilitator	3	2	2	2	-
Librarian	2	1	1	1	-
Nutrition	-	-	-	-	-
other	9	19	31	35	4
<b>School level Funds</b>					
General Fund	\$4,406,554	4,489,291	4,511,102	4,805,810	294,708
Title 1	\$320,283	269,362	295,773	502,180	206,407
IDEA, Part 1	\$70,287	-	-	-	-
Other Special Revenue & Federal Funds	\$45,182	364,572	392,443	88,224	(304,219)
<b>Total</b>	<b>\$4,842,308</b>	<b>5,123,225</b>	<b>5,199,318</b>	<b>5,396,214</b>	<b>196,896</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	28%	4%			
TEM 4	46%	80%			
TEM 3	26%	17%			

Total SBB Allocation				\$3,821,363	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,821,363	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$3,450,922	
			This year (2023) ...	\$3,821,363	
			Total Difference	\$370,441	
		This comparison does not include "locked dollars"		Total Difference	\$370,441
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$172,300	
		Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$198,141	
<b>Other Resources Outside of SBB</b>					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		\$400,520	
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.	



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# Informational

## Vollentine Elementary

1682 Vollintine, Memphis, TN 38107

Grade Level: PreK-5	School Type Optional	Square Footage 75,100	Student Capacity 514	FY2021-22 Utilization 45	FCI: 14
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	278	268	261	299	38
Attendance Rate	96	95	-	-	-
<b>Student Demographics</b>					
Economically Disadvantaged	70%	81%	62%	-	-
Student with Disability	20%	22%	22%	-	-
English Language Learners	1%	2%	2%	-	-
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	1	-	1	1
Classroom Teacher	20	22	21	22	1
Special Skills	2	4	4	4	-
Counselors	1	1	1	1	-
Educational Assistant	10	18	24	21	(3)
Instructional Facilitator	1	1	2	1	(1)
Librarian	1	1	-	-	-
Nutrition	3	-	-	-	-
other	2	24	22	33	11
<b>School level Funds</b>					
General Fund	\$2,658,177	2,331,333	2,281,296	2,274,902	(6,394)
Title 1	\$181,127	135,652	204,783	203,650	(1,133)
IDEA, Part 1	\$291,384	307,650	290,792	290,792	-
Other Special Revenue & Federal Funds	\$29,870	2,870,567	708,475	154,555	(553,920)
Total	\$3,160,559	5,645,202	3,485,346	2,923,899	(561,447)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	81%			
TEM 5	44%	0%			
TEM 4	47%	63%			
TEM 3	9%	19%			

Total SBB Allocation				\$1,584,375
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,584,375
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$1,468,970
			This year (2023) ...	\$1,584,375
		This comparison does not include "locked dollars"	Total Difference	\$115,405
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$169,918
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	(\$54,513)	
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		\$200,880
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



Section B: Detailed Breakdown				
<b>1 SBB Allocations</b>				<b>\$1,584,375</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			
	All Students	1	\$3,600	299
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	58
	Grade 1	0.3	\$1,080	62
	Grade 2	0.3	\$1,080	37
	Grade 3	0.2	\$720	48
	Grade 4	0.2	\$720	54
	Grade 5	0.2	\$720	40
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	184
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	53
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	234
	Incoming High Proficiency	0.1	\$360	19
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	28
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			
	<b>SBB Allocations Total</b>			
	<b>\$1,584,375</b>			
<b>2 SBB Transition Supplements</b>				<b>\$0</b>
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			
	<b>\$0</b>			
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	\$5,299	\$5,481	(\$182)
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		-3.30%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>			
	<b>\$0</b>			



# Informational

## Wells Station Elementary

1610 Wells Station Road Memphis, TN 38108

Grade Level: PreK-5	School Type Traditional	Square Footage 100,258	Student Capacity 747	FY2021-22 Utilization 96	FCI: 12
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	734	710	662	565	(97)
Attendance Rate	95	95	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	47%	54%	38%	-	
Student with Disability	7%	7%	5%	-	
English Language Learners	43%	54%	55%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	56	53	48	46	(2)
Special Skills	3	5	5	5	-
Counselors	1	2	2	2	-
Educational Assistant	10	17	24	23	(1)
Instructional Facilitator	1	2	2	1	(1)
Librarian	1	1	1	1	-
Nutrition	5	-	-	-	-
other	7	18	30	34	4
<b>School level Funds</b>					
General Fund	\$5,312,785	4,972,579	4,818,071	4,482,025	(336,047)
Title 1	\$395,977	259,003	314,585	416,239	101,653
IDEA, Part 1	\$107,562	119,976	122,472	122,472	-
Other Special Revenue & Federal Funds	\$393,036	841,596	949,059	455,558	(493,501)
Total	\$6,209,363	6,193,153	6,204,187	5,476,293	(727,894)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	92%			
TEM 5	42%	2%			
TEM 4	53%	61%			
TEM 3	5%	29%			

<b>Total SBB Allocation</b>					<b>\$2,989,186</b>	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,989,186	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$2,871,020		
			This year (2023) ...	\$2,989,186		
		This comparison does not include "locked dollars"	Total Difference	\$118,166		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...				
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$2,790)		
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$120,956			
<b>Other Resources Outside of SBB</b>						
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$223,200	
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.	





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# Informational

## Westside Elementary

3347 Dawn Drive Memphis, TN 38127

Grade Level: PreK-5	School Type Traditional	Square Footage 49,474	Student Capacity 423	FY2021-22 Utilization 73	FCI: 17
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	309	337	330	306	(24)
Attendance Rate	94	96	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	76%	87%	74%	-	
Student with Disability	8%	10%	6%	-	
English Language Learners	2%	3%	3%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	21	19	19	19	-
Special Skills	2	3	2	2	-
Counselors	1	1	1	1	-
Educational Assistant	1	5	7	7	-
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	2	2	12	15	3
<b>School level Funds</b>					
General Fund	\$2,368,703	2,077,914	2,167,936	2,060,089	(107,847)
Title 1	\$166,829	127,772	132,928	236,894	103,966
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	\$2,400	264,469	277,843	86,353	(191,490)
Total	\$2,537,933	2,470,156	2,578,706	2,383,336	(195,370)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	92%			
TEM 5	39%	4%			
TEM 4	43%	50%			
TEM 3	17%	38%			

Total SBB Allocation					\$1,631,225
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,631,225
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$1,522,379	
			This year (2023) ...	\$1,631,225	
		This comparison does not include "locked dollars"	Total Difference	\$108,847	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$30,448	
		Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$78,399	
<b>Other Resources Outside of SBB</b>					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$183,520
4 Locked Resources		Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



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Grade 2	0.3	\$1,080	59	\$63,720																																																																																																																			
Grade 3	0.2	\$720	45	\$32,400																																																																																																																			
Grade 4	0.2	\$720	64	\$46,080																																																																																																																			
Grade 5	0.2	\$720	53	\$38,160																																																																																																																			
<b>Poverty Weight</b>																																																																																																																							
Poverty (Direct Certified)	0.1	\$360	227	\$81,843																																																																																																																			
<b>ELL Weight</b>																																																																																																																							
ELL Weight	0.03	\$90	0	\$691																																																																																																																			
<b>Mobility Weights</b>																																																																																																																							
Mobility	0.29	\$1,044	67	\$70,390																																																																																																																			
<b>Academic Performance Weights</b>																																																																																																																							
Incoming Low Proficiency	0.1	\$360	285	\$102,569																																																																																																																			
Incoming High Proficiency	0.1	\$360	3	\$1,148																																																																																																																			
<b>Increments for Locked Students</b>																																																																																																																							
SWD Self-Contained	0.23	\$825	1	\$825																																																																																																																			
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0																																																																																																																			
<b>SBB Allocations Total</b>				\$1,631,225																																																																																																																			
2 SBB Transition Supplements				\$0																																																																																																																			
<table border="1"> <thead> <tr> <th colspan="5">SCS Staffing Supplement</th> </tr> </thead> <tbody> <tr> <td colspan="4">This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.</td> <td>\$0</td> </tr> <tr> <th>Transition Policy Tax or Subsidy</th> <th>Dollar per Pupil Next Year (2021-2022)</th> <th>Dollar per Pupil This Year (2020-2021)</th> <th colspan="2">Difference in Dollar per Pupil</th> </tr> <tr> <td>The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.</td> <td rowspan="2">\$5,331</td> <td rowspan="2">\$5,075</td> <td colspan="2" rowspan="2">\$256</td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul>                     If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.                 </td> </tr> <tr> <td>If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.</td> <td>5.00%</td> <td>N/A - You are not gaining or losing enough to be affected by the transition policy</td> <td colspan="2">\$0</td> </tr> <tr> <td colspan="4"><b>SBB Transition Supplements TOTAL</b></td> <td>\$0</td> </tr> </tbody> </table>					SCS Staffing Supplement					This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil		The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.	\$5,331	\$5,075	\$256		<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	5.00%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0		<b>SBB Transition Supplements TOTAL</b>				\$0																																																																																				
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<b>SBB Transition Supplements TOTAL</b>				\$0																																																																																																																			



# Informational

## White Station Elementary

4840 Chickasaw Road Memphis, TN 38117

Grade Level: PreK-5	School Type Traditional	Square Footage 76,420	Student Capacity 562	FY2021-22 Utilization 113	FCI: 10
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	617	646	608	602	(6)
Attendance Rate	96	98	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	23%	32%	23%	-	
Student with Disability	13%	14%	13%	-	
English Language Learners	5%	11%	9%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	43	45	46	45	(1)
Special Skills	4	4	4	4	-
Counselors	1	2	2	2	-
Educational Assistant	10	18	30	29	(1)
Instructional Facilitator	1	2	2	2	-
Librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	2	43	16	19	3
<b>School level Funds</b>					
General Fund	\$4,275,135	4,324,655	4,551,876	4,275,982	(275,895)
Title 1	\$195,698	173,925	124,879	212,042	87,163
IDEA, Part 1	\$142,038	145,329	122,743	122,743	-
Other Special Revenue & Federal Funds	\$45,454	653,664	496,218	288,754	(207,464)
Total	\$4,658,326	5,297,572	5,295,717	4,899,521	(396,196)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	98%			
TEM 5	39%	8%			
TEM 4	50%	51%			
TEM 3	11%	40%			

Total SBB Allocation					\$3,037,647
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$3,037,647
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$2,914,101	
			This year (2023) ...	\$3,037,647	
		This comparison does not include "locked dollars"	Total Difference	\$123,546	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$24,406	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$99,140		
<b>Other Resources Outside of SBB</b>					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$148,800
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown					
1 SBB Allocations				\$3,037,647	
	SBB Weights	Weight	Amount per Student	Enrollment	Total
	Base Weight				
	All Students	1	\$3,600	602	\$2,167,200
	Grade Weights	Weight	Amount per Student	Enrollment	Total
	Grade K	0.3	\$1,080	117	\$126,360
	Grade 1	0.3	\$1,080	104	\$112,320
	Grade 2	0.3	\$1,080	99	\$106,920
	Grade 3	0.2	\$720	99	\$71,280
	Grade 4	0.2	\$720	83	\$59,760
	Grade 5	0.2	\$720	100	\$72,000
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	137	\$49,212
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$4,968
	Mobility Weights				
	Mobility	0.29	\$1,044	23	\$24,451
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	362	\$130,458
	Incoming High Proficiency	0.1	\$360	74	\$26,736
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	19	\$15,675
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
SBB Allocations Total					\$2,967,340
2 SBB Transition Supplements					\$0
	SCS Staffing Supplement				\$70,307
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				
	Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul>		\$5,046	\$4,881	\$165
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		3.40%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL					\$70,307



# Informational

## Whitehaven Elementary

4783 Elvis Presley Blvd. Memphis, TN 38116

Grade Level: PreK-5	School Type Optional	Square Footage 49,885	Student Capacity 433	FY2021-22 Utilization 106	FCI: 33
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	459	418	400	371	(29)
Attendance Rate	94	94	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	59%	67%	54%	-	
Student with Disability	7%	9%	7%	-	
English Language Learners	3%	3%	2%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	--	-	-	-	- Classroom Teacher 28
	23	23	22		(1) Special Skills 4
	4		4		4 - Counselors 1
	1		1		1 - Educational Assistant 3
	8	11	11		- Instructional Facilitator 1
	2		2		2 - librarian 1
	--		-		- Nutrition 3
	--		-		- other 2
	10	10	14	4	
<b>School level Funds</b>					
General Fund	\$2,930,073	2,370,208	2,398,278	2,345,331	(52,947)
Title 1	\$283,529	200,471	225,096	262,240	37,144
IDEA, Part 1	\$0	-	-	-	-
Other Special Revenue & Federal Funds	\$109,553	511,084	551,837	241,042	(310,796)
Total	\$3,323,155	3,081,763	3,175,211	2,848,612	(326,598)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	97%	81%			
TEM 5	10%	0%			
TEM 4	53%	7%			
TEM 3	33%	74%			

Total SBB Allocation				\$1,932,793
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,932,793
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$1,853,225
			This year (2023) ...	\$1,932,793
			Total Difference	\$79,568
		This comparison does not include "locked dollars"		
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
	Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$43,892)	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$123,460	
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		\$226,920
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.





Section B: Detailed Breakdown				
1 SBB Allocations				\$1,932,793
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			Total
	All Students	1	\$3,600	371
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	59
	Grade 1	0.3	\$1,080	70
	Grade 2	0.3	\$1,080	54
	Grade 3	0.2	\$720	54
	Grade 4	0.2	\$720	65
	Grade 5	0.2	\$720	69
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	199
	ELL Weight			
	ELL Weight	0.03	\$90	0
	Mobility Weights			
	Mobility	0.29	\$1,044	65
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	339
	Incoming High Proficiency	0.1	\$360	0
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	2
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
SBB Allocations Total				\$1,932,793
2 SBB Transition Supplements				\$0
	SCS Staffing Supplement			\$0
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.	\$5,210	\$4,877	\$333
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		6.80%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0



# Informational

## William Herbert Brewster Elementary School

2605 Sam Cooper Blvd. 38112

Grade Level: PreK-5	School Type Optional	Square Footage 95,220	Student Capacity 528	FY2021-22 Utilization 77	FCI: 1
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Enrollment					
PreK-5	430	451	420	396	(24)
Attendance Rate	96	98	-	-	

Student Demographics	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Economically Disadvantaged	62%	73%	55%	-	
Student with Disability	12%	14%	14%	-	
English Language Learners	14%	20%	23%	-	

Key School Positions-All Funding Sources	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	34	28	28	29	1
Special Skills	3	4	4	4	-
Counselors	1	1	1	1	-
Educational Assistant	8	14	18	17	(1)
Instructional Facilitator	1	2	2	2	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	6	21	26	28	2

School level Funds	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
General Fund	\$3,060,936	2,844,178	2,869,885	2,680,115	(189,770)
Title 1	\$218,887	163,945	226,601	286,654	60,053
IDEA, Part 1	\$86,156	87,965	88,798	88,798	-
Other Special Revenue & Federal Funds	\$67,324	451,443	538,316	246,064	(292,252)
Total	\$3,433,304	3,547,530	3,723,600	3,301,630	(421,969)

Teacher Quality	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Teachers with TEM 3 or above (%)	100%	89%			
TEM 5	49%	0%			
TEM 4	41%	35%			
TEM 3	10%	54%			

Total SBB Allocation			\$2,029,696
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,029,696
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ... \$1,882,428
			This year (2023) ... \$2,029,696
		This comparison does not include "locked dollars"	Total Difference \$147,267
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....	
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment \$24,704
	Estimated change to your budget due to SBB TRANSITION	Change from SBB \$122,563	
Other Resources Outside of SBB			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$230,020
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.



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# Informational

## Willow Oaks Elementary

4417 Willow Rd., Memphis, TN 38117

Grade Level: K-5	School Type Optional	Square Footage 71,759	Student Capacity 547	FY2021-22 Utilization 121	FCI: 3
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
K-5	738	688	649	644	(5)
Attendance Rate	96	94	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	56%	67%	53%	-	
Student with Disability	8%	8%	6%	-	
English Language Learners	28%	31%	36%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	43	42	41	41	-
Special Skills	5	5	5	5	-
Counselors	1	2	2	2	-
Educational Assistant	4	12	17	15	(2)
Instructional Facilitator	2	2	2	2	-
Librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	5	24	30	33	3
<b>School level Funds</b>					
General Fund	\$4,137,166	3,782,259	3,632,665	3,740,792	108,127
Title 1	\$344,048	283,405	323,973	430,656	106,684
IDEA, Part 1	\$0	-	-	-	-
Other Special Revenue & Federal Funds	\$123,019	1,436,983	1,084,513	261,418	(823,094)
Total	\$4,604,234	5,502,648	5,041,151	4,432,867	(608,284)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	95%	98%			
TEM 5	52%	0%			
TEM 4	36%	47%			
TEM 3	7%	51%			

Total SBB Allocation					\$3,312,676	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$3,312,676	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$3,061,517		
			This year (2023) ...	\$3,312,676		
			Total Difference	\$251,160		
		This comparison does not include "locked dollars"				
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...				
Estimated change to your budget due to ENROLLMENT CHANGES		Change from Enrollment	\$48,289			
Estimated change to your budget due to SBB TRANSITION		Change from SBB	\$202,871			
Other Resources Outside of SBB						
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$348,440	
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.	



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# Informational

## Winchester Elementary

3587 Boeingshire, Memphis, TN 38116

Grade Level: PreK-5	School Type Traditional	Square Footage 82,664	Student Capacity 462	FY2021-22 Utilization 143	FCI: 6
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-5	599	544	549	376	(173)
Attendance Rate	95	89	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	78%	86%	67%	-	
Student with Disability	6%	8%	4%	-	
English Language Learners	5%	5%	5%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	40	30	25	23	(2)
Special Skills	5	4	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	6	12	16	12	(4)
Instructional Facilitator	1	2	1	2	1
Librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	3	23	27	31	4
<b>School level Funds</b>					
General Fund	\$3,668,098	3,305,757	3,471,535	2,509,976	(961,559)
Title 1	\$330,314	253,229	259,674	329,223	69,549
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	\$244,682	4,163,130	3,357,434	455,789	(2,901,645)
Total	\$4,243,095	7,722,116	7,088,643	3,294,988	(3,793,655)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	95%	93%			
TEM 5	45%	7%			
TEM 4	41%	38%			
TEM 3	9%	48%			

Total SBB Allocation				\$2,031,790	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,031,790	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$2,074,476	
			This year (2023) ...	\$2,031,790	
			Total Difference	(\$42,686)	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$172,030)	
		Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$129,344	
<b>Other Resources Outside of SBB</b>					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		\$256,060	
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.	





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# Informational

## Winridge Elementary

3500 Ridgeway Road Memphis, TN 38115

Grade Level:	School Type	Square Footage	Student Capacity	FY2021-22 Utilization	FCI:
K-5	Traditional	84,214	638	81	3

School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Enrollment					
K-5	468	476	461	448	(13)
Attendance Rate	96	95	-	-	

Student Demographics	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Economically Disadvantaged	57%	74%	57%	-	
Student with Disability	15%	13%	14%	-	
English Language Learners	6%	8%	8%	-	

Key School Positions-All Funding Sources	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	35	27	27	29	2
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	12	16	19	20	1
Instructional Facilitator	1	3	3	3	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	6	31	27	41	14

School level Funds	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
General Fund	\$3,282,661	3,073,177	3,117,727	3,028,255	(89,472)
Title 1	\$223,445	197,326	197,276	365,267	167,991
IDEA, Part 1	\$100,273	102,891	162,412	162,412	-
Other Special Revenue & Federal Funds	\$88,077	507,088	561,282	222,505	(338,777)
Total	\$3,694,457	3,880,482	4,038,698	3,778,439	(260,258)

Teacher Quality	FY 2019-20 Actuals	FY 2020-21 Actuals
Teachers with TEM 3 or above (%)	97%	100%
TEM 5	43%	3%
TEM 4	41%	54%
TEM 3	14%	43%

Total SBB Allocation					\$2,389,391
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,389,391
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$2,078,276	
			This year (2023) ...	\$2,389,391	
		This comparison does not include "locked dollars"	Total Difference	\$311,115	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$165,261	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$145,854		
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$265,980
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.

Section B: Detailed Breakdown						
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		1	\$3,600	448	\$1,612,800	
		Weight	Amount per Student	Enrollment	Total	
		0.3	\$1,080	92	\$99,360	
		0.3	\$1,080	94	\$101,520	
		0.3	\$1,080	58	\$62,640	
		0.2	\$720	68	\$48,960	
		0.2	\$720	72	\$51,840	
		0.2	\$720	64	\$46,080	
		0.1	\$360	255	\$91,859	
		0.03	\$90	0	\$3,418	
		0.29	\$1,044	104	\$108,225	
		0.1	\$360	381	\$137,262	
		0.1	\$360	6	\$2,326	
		0.23	\$825	28	\$23,100	
		SBB Allocations Total				\$2,389,391
	2 SBB Transition Supplements					\$0
	SCS Staffing Supplement					
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0	
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil		
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.	\$5,333	\$5,008	\$326			
<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> <p>If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</p>	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars			
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	6.50%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0			
SBB Transition Supplements TOTAL				\$0		



# Informational

**A. Maceo Walker Middle**  
1900 East Raines Rd., Memphis, TN 38116

Grade Level: 6-8      School Type: Empowerment      Square Footage: 136,253      Student Capacity: 878      FY2021-22 Utilization: 75      FCI: 5

School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
6-8	716	796	806	654	
<b>Attendance Rate</b>					
6-8	92	91	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	71%	78%	65%	-	
Student with Disability	16%	14%	11%	-	
English Language Learners	2%	2%	2%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	3	3	3	-
Classroom Teacher	39	42	40	39	(1)
Special Skills	-	-	-	-	-
Counselors	2	3	3	2	(1)
Educational Assistant	8	18	15	16	1
Instructional Facilitator	1	2	1	2	1
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	4	39	25	43	18
<b>School level Funds</b>					
General Fund	\$4,003,792	4,073,989	4,158,188	3,591,937	(566,251)
Title 1	\$328,722	227,118	330,573	552,242	221,669
IDEA, Part 1	\$214,377	268,440	278,844	278,844	-
Other Special Revenue & Federal Funds	\$0	617,168	733,270	136,437	(596,833)
<b>Total</b>	<b>\$4,546,892</b>	<b>5,186,715</b>	<b>5,500,876</b>	<b>4,559,461</b>	<b>(941,415)</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	98%	84%			
TEM 5	51%	2%			
TEM 4	37%	36%			
TEM 3	10%	45%			

Total SBB Allocation					\$2,906,329	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,906,329	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$2,736,054		
			This year (2023) ...	\$2,906,329		
		This comparison does not include "locked dollars"	Total Difference	\$170,275		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....				
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$4,177)		
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$174,452			
<b>Other Resources Outside of SBB</b>						
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$449,500	
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.	



# Informational

Section B: Detailed Breakdown					
<b>1 SBB Allocations</b>					\$2,906,329
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Base Weight				
	All Students	1	\$3,600	654	\$2,354,400
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K	0.3	\$1,080	0	\$0
	Grade 1	0.3	\$1,080	0	\$0
	Grade 2	0.3	\$1,080	0	\$0
	Grade 3	0.2	\$720	0	\$0
	Grade 4	0.2	\$720	0	\$0
	Grade 5	0.2	\$720	0	\$0
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	425	\$153,053
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$1,172
	Mobility Weights				
	Mobility	0.29	\$1,044	141	\$147,037
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	601	\$216,285
	Incoming High Proficiency	0.1	\$360	6	\$2,207
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	39	\$32,175
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
	<b>SBB Allocations Total</b>				<b>\$2,906,329</b>
<b>2 SBB Transition Supplements</b>					\$0
	<b>SCS Staffing Supplement</b>				
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
	<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		\$4,444	\$4,177	\$267
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.				
			<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>
			6.40%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>				<b>\$0</b>



# Informational

## American Way Middle

3805 American Way, Memphis, TN 38118

Grade Level: 6-8	School Type Traditional	Square Footage 140,970	Student Capacity 878	FY2021-22 Utilization 79	FCI: 5
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
6-8	701	705	697	702	
Attendance Rate	93	96	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	66%	76%	59%	-	
Student with Disability	14%	14%	13%	-	
English Language Learners	18%	20%	21%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	42	43	44	45	1
Special Skills	-	-	-	-	-
Counselors	1	2	2	2	-
Educational Assistant	4	8	9	10	1
Instructional Facilitator	2	1	1	2	1
Librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	6	10	23	41	18
<b>School level Funds</b>					
General Fund	\$3,895,343	4,091,060	4,183,420	4,279,175	95,755
Title 1	\$408,350	380,532	386,805	479,333	92,528
IDEA, Part 1	\$94,980	106,085	106,501	106,501	-
Other Special Revenue & Federal Funds	\$87,396	701,216	673,846	224,745	(449,101)
Total	\$4,486,070	5,278,892	5,350,573	5,089,755	(260,818)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	84%	66%			
TEM 5	5%	0%			
TEM 4	25%	16%			
TEM 3	55%	50%			

Total SBB Allocation					\$3,206,130	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$3,206,130	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$2,896,747		
			This year (2023) ...	\$3,206,130		
		This comparison does not include "locked dollars"	Total Difference	\$309,383		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....				
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$120,340		
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$189,043			
<b>Other Resources Outside of SBB</b>						
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$416,640	
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.	





# Informational

Section B: Detailed Breakdown					
<b>1 SBB Allocations</b>					\$3,206,130
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Base Weight				
	All Students	1	\$3,600	702	\$2,527,200
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K	0.3	\$1,080	0	\$0
	Grade 1	0.3	\$1,080	0	\$0
	Grade 2	0.3	\$1,080	0	\$0
	Grade 3	0.2	\$720	0	\$0
	Grade 4	0.2	\$720	0	\$0
	Grade 5	0.2	\$720	0	\$0
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	413	\$148,575
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$13,329
	Mobility Weights				
	Mobility	0.29	\$1,044	237	\$247,822
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	655	\$235,973
	Incoming High Proficiency	0.1	\$360	3	\$1,056
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	39	\$32,175
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
	<b>SBB Allocations Total</b>				<b>\$3,206,130</b>
<b>2 SBB Transition Supplements</b>					\$0
	<b>SCS Staffing Supplement</b>				
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
	<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		\$4,567	\$4,298	\$269
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
			6.30%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>				<b>\$0</b>



# Informational

**Barrets Chapel School**  
10280 Godwin Rd., Memphis, TN 38002

Grade Level: K-8	School Type Traditional	Square Footage 87,165	Student Capacity 640	FY2021-22 Utilization 98	FCI:	6
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
K-8	457	403	380	324	
<b>Attendance Rate</b>	96	97	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	40%	51%	40%	-	
Student with Disability	12%	13%	13%	-	
English Language Learners	1%	2%	2%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	1	1	1	-
Classroom Teacher	40	33	31	32	1
Special Skills	3	2	2	2	-
Counselors	2	2	2	2	-
Educational Assistant	6	9	13	13	-
Instructional Facilitator	1	1	-	2	2
librarian	1	1	1	-	(1)
Nutrition	3	-	-	-	-
other	4	22	13	26	13
<b>School level Funds</b>					
General Fund	\$3,513,697	3,256,694	3,335,374	3,561,768	226,394
Title 1	\$187,012	114,518	127,031	223,489	96,458
IDEA, Part 1	\$75,137	76,973	65,150	65,150	-
Other Special Revenue & Federal Funds	\$0	365,026	286,814	102,947	(183,867)
<b>Total</b>	<b>\$3,775,847</b>	<b>3,813,210</b>	<b>3,814,370</b>	<b>3,953,354</b>	<b>138,984</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	97%	76%			
TEM 5	28%	5%			
TEM 4	59%	39%			
TEM 3	10%	32%			

Total SBB Allocation			\$2,592,122	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,592,122	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ... \$2,489,774	
			This year (2023) ... \$2,592,122	
		This comparison does not include "locked dollars"	Total Difference \$102,347	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$181,470)
		Change from SBB	\$283,818	
		Estimated change to your budget due to SBB TRANSITION		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$157,480	
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.	



# Informational

Section B: Detailed Breakdown					
<b>1 SBB Allocations</b>					\$2,592,122
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Base Weight				
	All Students	1	\$3,600	318	\$1,144,800
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K	0.3	\$1,080	36	\$38,880
	Grade 1	0.3	\$1,080	37	\$39,960
	Grade 2	0.3	\$1,080	39	\$42,120
	Grade 3	0.2	\$720	40	\$28,800
	Grade 4	0.2	\$720	34	\$24,480
	Grade 5	0.2	\$720	35	\$25,200
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	128	\$46,215
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$604
	Mobility Weights				
	Mobility	0.29	\$1,044	36	\$37,070
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	287	\$103,171
	Incoming High Proficiency	0.1	\$360	2	\$743
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	14	\$11,550
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
	<b>SBB Allocations Total</b>				<b>\$1,543,593</b>
<b>2 SBB Transition Supplements</b>					\$0
	<b>SCS Staffing Supplement</b>				
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$1,048,529
	<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		\$8,151	\$7,259	\$893
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
			12.30%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>				<b>\$1,048,529</b>



# Informational

**Bellevue Middle**  
575 S. Bellevue, Memphis, TN 38104

Grade Level: 6-8      School Type: Optional      Square Footage: 93,972      Student Capacity: 543      FY2021-22 Utilization: 96      FCI: 7

School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
6-8	560	598	601	548	
Attendance Rate	97	98	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	39%	54%	47%	-	
Student with Disability	4%	4%	5%	-	
English Language Learners	2%	2%	1%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	26	30	28	29	1
Special Skills	3	2	2	2	-
Counselors	1	2	2	2	-
Educational Assistant	2	2	2	1	(1)
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	4	33	38	42	4
<b>School level Funds</b>					
General Fund	\$3,253,680	3,115,627	3,227,640	2,980,618	(247,022)
Title 1	\$173,884	116,141	111,227	342,153	230,926
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	-	387,798	261,329	168,436	(92,893)
<b>Total</b>	<b>\$3,427,565</b>	<b>3,619,566</b>	<b>3,600,197</b>	<b>3,491,207</b>	<b>(108,990)</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	97%	82%			
TEM 5	9%	5%			
TEM 4	63%	26%			
TEM 3	26%	50%			

Total SBB Allocation					\$2,293,205	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,293,205	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$2,214,598		
			This year (2023) ...	\$2,293,205		
			Total Difference	\$78,606		
		This comparison does not include "locked dollars"				
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...				
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$35,783)		
		Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$114,390		
<b>Other Resources Outside of SBB</b>						
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$246,140	
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.	



# Informational

Section B: Detailed Breakdown					
<b>1 SBB Allocations</b>					\$2,293,205
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Base Weight				
	All Students	1	\$3,600	548	\$1,972,800
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K	0.3	\$1,080	0	\$0
	Grade 1	0.3	\$1,080	0	\$0
	Grade 2	0.3	\$1,080	0	\$0
	Grade 3	0.2	\$720	0	\$0
	Grade 4	0.2	\$720	0	\$0
	Grade 5	0.2	\$720	0	\$0
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	255	\$91,919
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$727
	Mobility Weights				
	Mobility	0.29	\$1,044	44	\$46,184
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	503	\$180,974
	Incoming High Proficiency	0.1	\$360	2	\$601
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	0	\$0
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
	<b>SBB Allocations Total</b>				<b>\$2,293,205</b>
<b>2 SBB Transition Supplements</b>					\$0
	<b>SCS Staffing Supplement</b>				
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
	<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		\$4,185	\$3,976	\$209
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
			5.30%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>				<b>\$0</b>



# Informational

**Chickasaw Middle**  
4060 Westmont, Memphis, TN 38109

Grade Level: 6-8      School Type: iZone      Square Footage: 138,044      Student Capacity: 623      FY2021-22 Utilization: 47      FCI: 7

School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
6-8	368	361	361	297	
<b>Attendance Rate</b>					
6-8	91	85	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	72%	84%	70%	-	
Student with Disability	14%	15%	14%	-	
English Language Learners	30%	30%	0%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	19	21	20	19	(1)
Special Skills	-	-	-	-	-
Counselors	1	1	1	1	-
Educational Assistant	1	6	5	3	(2)
Instructional Facilitator	1	1	1	1	-
librarian	1	-	-	-	-
Nutrition	3	-	-	-	-
other	4	4	15	18	3
<b>School level Funds</b>					
General Fund	\$1,915,981	1,907,187	1,877,529	1,741,974	(135,555)
Title 1	\$171,430	145,770	166,897	231,681	64,784
IDEA, Part 1	\$41,755	49,516	59,003	59,003	-
Other Special Revenue & Federal Funds	\$35,594	441,124	312,477	594,018	281,541
<b>Total</b>	<b>\$2,164,761</b>	<b>2,543,597</b>	<b>2,415,906</b>	<b>2,626,676</b>	<b>210,770</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	25%			
TEM 5	71%	0%			
TEM 4	29%	0%			
TEM 3	0%	25%			

Total SBB Allocation				\$1,412,029	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,412,029	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$1,433,805	
			This year (2023) ...	\$1,412,029	
		This comparison does not include "locked dollars"	Total Difference	(\$21,776)	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$34,609	
		Estimated change to your budget due to SBB TRANSITION	Change from SBB	(\$56,385)	
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		\$205,220	
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.	





# Informational

Section B: Detailed Breakdown					
<b>1 SBB Allocations</b>					\$1,412,029
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Base Weight				
	All Students	1	\$3,600	297	\$1,069,200
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K	0.3	\$1,080	0	\$0
	Grade 1	0.3	\$1,080	0	\$0
	Grade 2	0.3	\$1,080	0	\$0
	Grade 3	0.2	\$720	0	\$0
	Grade 4	0.2	\$720	0	\$0
	Grade 5	0.2	\$720	0	\$0
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	208	\$75,050
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$86
	Mobility Weights				
	Mobility	0.29	\$1,044	151	\$157,197
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	262	\$94,409
	Incoming High Proficiency	0.1	\$360	13	\$4,538
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	14	\$11,550
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
	<b>SBB Allocations Total</b>				<b>\$1,412,029</b>
<b>2 SBB Transition Supplements</b>					\$0
	<b>SCS Staffing Supplement</b>				
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
	<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		\$4,754	\$4,944	(\$190)
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
			-3.80%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>				<b>\$0</b>



# Informational

## Colonial Middle

1370 Colonial Rd., Memphis, TN 38117

Grade Level: 6-8	School Type Optional	Square Footage 153,438	Student Capacity 1,037	FY2021-22 Utilization 102	FCI: 1
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
6-8	1,097	1,121	1,100	963	
Attendance Rate	96	98	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	47%	58%	47%	-	
Student with Disability	8%	8%	7%	-	
English Language Learners	9%	9%	12%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	62	57	52	53	1
Special Skills	5	5	4	4	-
Counselors	3	4	3	3	-
Educational Assistant	8	5	6	2	(4)
Instructional Facilitator	2	2	2	3	1
Librarian	1	1	1	1	-
Nutrition	6	-	-	-	-
other	6	42	38	41	3
<b>School level Funds</b>					
General Fund	\$6,450,639	6,272,914	6,039,086	5,452,814	(586,272)
Title 1	\$371,252	316,897	288,056	721,245	433,189
IDEA, Part 1	\$19,867	66,073	65,083	65,083	-
Other Special Revenue & Federal Funds	\$0	756,402	521,730	192,135	(329,594)
Total	\$6,841,758	7,412,286	6,913,955	6,431,277	(482,678)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	91%	79%			
TEM 5	40%	14%			
TEM 4	43%	35%			
TEM 3	9%	30%			

Total SBB Allocation					\$4,061,423
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$4,061,423
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$3,852,580	
			This year (2023) ...	\$4,061,423	
			Total Difference	\$208,843	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$97,484)	
		Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$306,327	
<b>Other Resources Outside of SBB</b>					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$469,340
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown						
1 SBB Allocations					\$4,061,423	
	SBB Weights		Weight	Amount per Student	Enrollment	Total
	Base Weight					
	All Students		1	\$3,600	963	\$3,466,800
	Grade Weights		Weight	Amount per Student	Enrollment	Total
	Grade K		0.3	\$1,080	0	\$0
	Grade 1		0.3	\$1,080	0	\$0
	Grade 2		0.3	\$1,080	0	\$0
	Grade 3		0.2	\$720	0	\$0
	Grade 4		0.2	\$720	0	\$0
	Grade 5		0.2	\$720	0	\$0
	Poverty Weight					
	Poverty (Direct Certified)		0.1	\$360	451	\$162,506
	ELL Weight					
	ELL Weight		0.03	\$90	0	\$10,484
	Mobility Weights					
	Mobility		0.29	\$1,044	100	\$104,792
	Academic Performance Weights					
	Incoming Low Proficiency		0.1	\$360	853	\$307,226
	Incoming High Proficiency		0.1	\$360	6	\$2,189
	Increments for Locked Students					
SWD Self-Contained		0.23	\$825	9	\$7,425	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0	
<b>SBB Allocations Total</b>					<b>\$4,061,423</b>	
2 SBB Transition Supplements						
SCS Staffing Supplement						
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0	
Transition Policy Tax or Subsidy			Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.						
<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			\$4,217	\$3,899	\$318	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
			8.20%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
<b>SBB Transition Supplements TOTAL</b>					<b>\$0</b>	



# Informational

## Cordova Middle

900 Sanga Rd., Cordova, TN 38018

Grade Level: 6-8	School Type Optional	Square Footage 147,873	Student Capacity 1,160	FY2021-22 Utilization 59	FCI: 14
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
6-8	813	788	742	610	
Attendance Rate	97	95	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	28%	37%	29%	-	
Student with Disability	10%	10%	12%	-	
English Language Learners	4%	4%	4%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	1	(1)
Classroom Teacher	38	38	34	35	1
Special Skills	1	1	1	1	-
Counselors	2	3	2	2	-
Educational Assistant	5	7	7	7	-
Instructional Facilitator	1	2	2	1	(1)
Librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	5	11	18	36	18
<b>School level Funds</b>					
General Fund	\$3,989,720	3,845,557	3,719,241	3,327,306	(391,934)
Title 1	\$156,716	126,764	188,282	323,942	135,660
IDEA, Part 1	\$84,103	88,639	79,786	79,786	-
Other Special Revenue & Federal Funds	-	322,346	378,169	122,214	(255,954)
<b>Total</b>	<b>\$4,230,540</b>	<b>4,383,306</b>	<b>4,365,477</b>	<b>3,853,249</b>	<b>(512,228)</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	86%	54%			
TEM 5	12%	0%			
TEM 4	50%	8%			
TEM 3	24%	46%			

Total SBB Allocation					\$2,542,577
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,542,577
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$2,617,062	
			This year (2023) ...	\$2,542,577	
		This comparison does not include "locked dollars"	Total Difference	(\$74,485)	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$153,470)	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$78,984		
<b>Other Resources Outside of SBB</b>					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$195,300
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



# Informational

Section B: Detailed Breakdown					
<b>1 SBB Allocations</b>					\$2,542,577
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Base Weight				
	All Students	1	\$3,600	610	\$2,196,000
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K	0.3	\$1,080	0	\$0
	Grade 1	0.3	\$1,080	0	\$0
	Grade 2	0.3	\$1,080	0	\$0
	Grade 3	0.2	\$720	0	\$0
	Grade 4	0.2	\$720	0	\$0
	Grade 5	0.2	\$720	0	\$0
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	176	\$63,327
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$2,128
	Mobility Weights				
	Mobility	0.29	\$1,044	79	\$82,377
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	500	\$179,842
	Incoming High Proficiency	0.1	\$360	11	\$4,053
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	18	\$14,850
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
	<b>SBB Allocations Total</b>				<b>\$2,542,577</b>
<b>2 SBB Transition Supplements</b>					\$0
	<b>SCS Staffing Supplement</b>				
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
	<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		\$4,168	\$4,039	\$129
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
			3.20%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>				<b>\$0</b>



# Informational

## Craigmont Middle

3455 Covington Pike, Memphis, TN 38128

Grade Level: 6-8	School Type Optional	Square Footage 148,352	Student Capacity 855	FY2021-22 Utilization 69	FCI: 3
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
6-8	557	553	506	453	
Attendance Rate	96	100	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	58%	66%	52%	-	
Student with Disability	14%	15%	13%	-	
English Language Learners	3%	2%	3%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	1	1	1	-
Classroom Teacher	37	33	31	28	(3)
Special Skills	3	3	3	2	(1)
Counselors	1	2	2	2	-
Educational Assistant	9	5	5	5	-
Instructional Facilitator	1	2	1	1	-
librarian	1	1	1	1	-
Nutrition	5	-	-	-	-
other	4	3	16	30	14
<b>School level Funds</b>					
General Fund	\$3,731,804	3,539,969	3,324,270	3,131,929	(192,341)
Title 1	\$246,054	197,085	267,259	421,527	154,268
IDEA, Part 1	\$71,422	73,311	24,533	24,533	-
Other Special Revenue & Federal Funds	\$26,902	441,146	470,899	170,295	(300,605)
Total	\$4,076,184	4,251,511	4,086,961	3,748,283	(338,678)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	91%	53%			
TEM 5	9%	0%			
TEM 4	40%	21%			
TEM 3	43%	32%			

Total SBB Allocation					\$1,932,661	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,932,661	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$1,994,004		
			This year (2023) ...	\$1,932,661		
		This comparison does not include "locked dollars"	Total Difference	(\$61,343)		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...				
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$146,798)		
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$85,455			
<b>Other Resources Outside of SBB</b>						
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$244,900	
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.	





# Informational

Section B: Detailed Breakdown					
<b>1 SBB Allocations</b>					\$1,932,661
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Base Weight				
	All Students	1	\$3,600	453	\$1,630,800
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K	0.3	\$1,080	0	\$0
	Grade 1	0.3	\$1,080	0	\$0
	Grade 2	0.3	\$1,080	0	\$0
	Grade 3	0.2	\$720	0	\$0
	Grade 4	0.2	\$720	0	\$0
	Grade 5	0.2	\$720	0	\$0
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	236	\$84,909
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$1,095
	Mobility Weights				
	Mobility	0.29	\$1,044	54	\$56,337
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	401	\$144,428
	Incoming High Proficiency	0.1	\$360	3	\$1,067
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	17	\$14,025
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
	<b>SBB Allocations Total</b>				<b>\$1,932,661</b>
<b>2 SBB Transition Supplements</b>					\$0
	<b>SCS Staffing Supplement</b>				
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
	<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		\$4,266	\$4,078	\$189
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
			4.60%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>				<b>\$0</b>



# Informational

**Cummings School**  
1037 Cummings, Memphis, TN 38106

Grade Level: PreK-8      School Type: Optional      Square Footage: 120,729      Student Capacity: 640      FY2021-22 Utilization: 65      FCI: 19

School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-8	543	428	381	275	
Attendance Rate	96	93	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	76%	87%	75%	-	
Student with Disability	8%	7%	7%	-	
English Language Learners	0%	0%	0%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	35	30	29	28	(1)
Special Skills	3	2	2	2	-
Counselors	2	2	2	2	-
Educational Assistant	3	8	10	9	(1)
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	6	4	14	25	11
<b>School level Funds</b>					
General Fund	\$2,910,896	2,914,445	2,721,802	2,662,605	(59,197)
Title 1	\$189,224	221,461	209,464	283,050	73,586
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	\$207,151	4,379,736	5,699,769	1,952,289	(3,747,480)
<b>Total</b>	<b>\$3,307,272</b>	<b>7,515,641</b>	<b>8,631,035</b>	<b>4,897,944</b>	<b>(3,733,091)</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	74%	45%			
TEM 5	6%	0%			
TEM 4	35%	7%			
TEM 3	32%	38%			

Total SBB Allocation					\$2,447,684
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,447,684
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$2,417,915	
			This year (2023) ...	\$2,447,684	
		This comparison does not include "locked dollars"	Total Difference	\$29,768	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$184,183)	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$213,952		
<b>Other Resources Outside of SBB</b>					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$190,960
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



# Informational

Section B: Detailed Breakdown						
<b>1 SBB Allocations</b>					\$2,447,684	
	<b>SBB Weights</b>		<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Base Weight					
	All Students		1	\$3,600	275	\$991,080
	<b>Grade Weights</b>		<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K		0.3	\$1,080	34	\$37,044
	Grade 1		0.3	\$1,080	25	\$27,000
	Grade 2		0.3	\$1,080	25	\$27,000
	Grade 3		0.2	\$720	35	\$25,200
	Grade 4		0.2	\$720	31	\$22,320
	Grade 5		0.2	\$720	35	\$25,200
	Poverty Weight					
	Poverty (Direct Certified)		0.1	\$360	206	\$74,252
	ELL Weight					
	ELL Weight		0.03	\$90	0	\$0
	Mobility Weights					
	Mobility		0.29	\$1,044	43	\$44,662
	Academic Performance Weights					
	Incoming Low Proficiency		0.1	\$360	264	\$94,889
	Incoming High Proficiency		0.1	\$360	0	\$0
	Increments for Locked Students					
SWD Self-Contained		0.23	\$825	0	\$0	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0	
<b>SBB Allocations Total</b>					<b>\$1,368,647</b>	
<b>2 SBB Transition Supplements</b>						
<b>SCS Staffing Supplement</b>						
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$1,079,037	
<b>Transition Policy Tax or Subsidy</b>			<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.						
<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			\$8,891	\$8,114	\$777	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.			<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>	
			9.60%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
<b>SBB Transition Supplements TOTAL</b>					<b>\$1,079,037</b>	



# Informational

**Douglass School**  
1650 Ash St., Memphis, TN 38108

Grade Level: PreK-8      School Type: iZone      Square Footage: 93,447      Student Capacity: 556      FY2021-22 Utilization: 62      FCI: 15

School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-8	459	441	437	358	
Attendance Rate	94	91	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	73%	83%	71%	-	
Student with Disability	11%	10%	9%	-	
English Language Learners	2%	2%	3%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	2	1
Classroom Teacher	36	30	31	30	(1)
Special Skills	3	3	3	3	-
Counselors	2	2	2	2	-
Educational Assistant	5	11	13	11	(2)
Instructional Facilitator	1	1	1	1	-
Librarian	1	-	-	-	-
Nutrition	3	-	-	-	-
other	4	21	21	26	5
<b>School level Funds</b>					
General Fund	\$3,044,975	3,135,783	2,978,501	2,922,441	(56,060)
Title 1	\$190,524	162,699	191,253	259,569	68,316
IDEA, Part 1	\$52,469	53,420	78,719	53,704	(25,015)
Other Special Revenue & Federal Funds	\$39,277	453,092	486,494	190,864	(295,630)
<b>Total</b>	<b>\$3,327,247</b>	<b>3,804,994</b>	<b>3,734,968</b>	<b>3,426,578</b>	<b>(308,389)</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	63%			
TEM 5	59%	0%			
TEM 4	34%	0%			
TEM 3	7%	63%			

Total SBB Allocation					\$2,601,934	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,601,934	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$2,498,718		
			This year (2023) ...	\$2,601,934		
			Total Difference	\$103,215		
		This comparison does not include "locked dollars"				
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...				
		Estimated change to your budget due to ENROLLMENT CHANGES			Change from Enrollment	(\$30,716)
Estimated change to your budget due to SBB TRANSITION			Change from SBB	\$133,932		
<b>Other Resources Outside of SBB</b>						
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$238,700	
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.	



# Informational

Section B: Detailed Breakdown						
<b>1 SBB Allocations</b>					\$2,601,934	
	<b>SBB Weights</b>		<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Base Weight					
	All Students		1	\$3,600	358	\$1,287,180
	<b>Grade Weights</b>		<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K		0.3	\$1,080	41	\$43,794
	Grade 1		0.3	\$1,080	27	\$29,160
	Grade 2		0.3	\$1,080	38	\$41,040
	Grade 3		0.2	\$720	30	\$21,600
	Grade 4		0.2	\$720	32	\$23,040
	Grade 5		0.2	\$720	37	\$26,640
	Poverty Weight					
	Poverty (Direct Certified)		0.1	\$360	255	\$91,749
	ELL Weight					
	ELL Weight		0.03	\$90	0	\$1,092
	Mobility Weights					
	Mobility		0.29	\$1,044	75	\$78,696
	Academic Performance Weights					
	Incoming Low Proficiency		0.1	\$360	342	\$123,217
	Incoming High Proficiency		0.1	\$360	0	\$0
	Increments for Locked Students					
SWD Self-Contained		0.23	\$825	2	\$1,650	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0	
<b>SBB Allocations Total</b>					<b>\$1,768,858</b>	
<b>2 SBB Transition Supplements</b>					<b>\$0</b>	
<b>SCS Staffing Supplement</b>						
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$833,075	
<b>Transition Policy Tax or Subsidy</b>			<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.						
<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			\$7,277	\$6,903	\$375	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
			5.40%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
<b>SBB Transition Supplements TOTAL</b>					<b>\$833,075</b>	



# Informational

## E.E. Jeter School

7662 Benjestown Rd, Millington, TN 38053

Grade Level: K-8	School Type Traditional	Square Footage 70,058	Student Capacity 320	FY2021-22 Utilization 118	FCI: 9
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
K-8	431	387	329	356	
Attendance Rate	96	97	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	24%	32%	26%	-	
Student with Disability	12%	12%	14%	-	
English Language Learners	2%	2%	0%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	30	27	28	28	-
Special Skills	2	2	1	1	-
Counselors	2	2	2	2	-
Educational Assistant	4	8	9	9	-
Instructional Facilitator	-	-	1	2	1
Librarian	1	1	1	1	-
Nutrition	2	-	-	-	-
other	4	3	11	13	2
<b>School level Funds</b>					
General Fund	\$3,023,910	2,864,528	2,967,455	2,949,665	(17,790)
Title 1	\$104,884	31,756	29,399	118,776	89,377
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	-	138,013	140,784	124,982	(15,802)
<b>Total</b>	<b>\$3,128,794</b>	<b>3,034,296</b>	<b>3,137,638</b>	<b>3,193,423</b>	<b>55,785</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	93%	83%			
TEM 5	30%	3%			
TEM 4	43%	47%			
TEM 3	20%	33%			

Total SBB Allocation					\$2,594,187	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,594,187	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$2,561,836		
			This year (2023) ...	\$2,594,187		
		This comparison does not include "locked dollars"	Total Difference	\$32,351		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....				
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$43,917		
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	(\$11,566)			
<b>Other Resources Outside of SBB</b>						
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$96,100	
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.	





# Informational

Section B: Detailed Breakdown						
<b>1 SBB Allocations</b>					\$2,594,187	
	<b>SBB Weights</b>		<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Base Weight					
	All Students		1	\$3,600	356	\$1,281,600
	<b>Grade Weights</b>		<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K		0.3	\$1,080	43	\$46,440
	Grade 1		0.3	\$1,080	39	\$42,120
	Grade 2		0.3	\$1,080	37	\$39,960
	Grade 3		0.2	\$720	32	\$23,040
	Grade 4		0.2	\$720	55	\$39,600
	Grade 5		0.2	\$720	41	\$29,520
	Poverty Weight					
	Poverty (Direct Certified)		0.1	\$360	94	\$33,860
	ELL Weight					
	ELL Weight		0.03	\$90	0	\$91
	Mobility Weights					
	Mobility		0.29	\$1,044	19	\$19,561
	Academic Performance Weights					
	Incoming Low Proficiency		0.1	\$360	221	\$79,658
	Incoming High Proficiency		0.1	\$360	38	\$13,811
	Increments for Locked Students					
SWD Self-Contained		0.23	\$825	0	\$0	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0	
<b>SBB Allocations Total</b>					<b>\$1,649,262</b>	
<b>2 SBB Transition Supplements</b>					<b>\$0</b>	
<b>SCS Staffing Supplement</b>						
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$944,925	
<b>Transition Policy Tax or Subsidy</b>			<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.						
<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			\$7,287	\$7,320	(\$32)	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
			-0.40%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
<b>SBB Transition Supplements TOTAL</b>					<b>\$944,925</b>	



# Informational

**Georgian Hills Middle**  
3925 Denver Rd., Memphis, TN 38127

Grade Level: 6-8	School Type Traditional	Square Footage 87,069	Student Capacity 374	FY2021-22 Utilization 79	FCI: 9
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
6-8	274	309	296	311	
Attendance Rate	94	96	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	75%	85%	75%	-	
Student with Disability	22%	19%	19%	-	
English Language Learners	0%	0%	0%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	20	22	20	20	-
Special Skills	-	-	-	-	-
Counselors	1	1	1	1	-
Educational Assistant	4	10	10	11	1
Instructional Facilitator	1	1	1	1	-
librarian	1	-	-	-	-
Nutrition	1	-	-	-	-
other	4	4	11	24	13
<b>School level Funds</b>					
General Fund	\$2,215,672	2,104,185	2,077,938	2,051,508	(26,430)
Title 1	\$179,739	163,172	158,434	228,125	69,690
IDEA, Part 1	\$112,400	101,855	114,733	114,733	-
Other Special Revenue & Federal Funds	\$25,426	390,966	364,321	96,356	(267,964)
Total	\$2,533,238	2,760,178	2,715,426	2,490,722	(224,704)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	72%	71%			
TEM 5	0%	0%			
TEM 4	6%	25%			
TEM 3	67%	46%			

Total SBB Allocation					\$1,442,339
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,442,339
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$1,351,981	
			This year (2023) ...	\$1,442,339	
		This comparison does not include "locked dollars"	Total Difference	\$90,358	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$118,180	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	(\$27,822)		
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$211,420
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



# Informational

Section B: Detailed Breakdown					
<b>1 SBB Allocations</b>					\$1,442,339
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Base Weight				
	All Students	1	\$3,600	311	\$1,119,600
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K	0.3	\$1,080	0	\$0
	Grade 1	0.3	\$1,080	0	\$0
	Grade 2	0.3	\$1,080	0	\$0
	Grade 3	0.2	\$720	0	\$0
	Grade 4	0.2	\$720	0	\$0
	Grade 5	0.2	\$720	0	\$0
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	233	\$83,881
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$0
	Mobility Weights				
	Mobility	0.29	\$1,044	112	\$116,413
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	283	\$101,732
	Incoming High Proficiency	0.1	\$360	5	\$1,738
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	23	\$18,975
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
	<b>SBB Allocations Total</b>				<b>\$1,442,339</b>
<b>2 SBB Transition Supplements</b>					\$0
	<b>SCS Staffing Supplement</b>				
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
	<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		\$4,638	\$4,727	(\$89)
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
			-1.90%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>				<b>\$0</b>



# Informational

## Germantown Middle

7925 C.D. Smith Rd., Germantown, TN 38138

Grade Level: 6-8	School Type Optional	Square Footage 80,000	Student Capacity 807	FY2021-22 Utilization 78	FCI: 15
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
6-8	710	799	814	771	
Attendance Rate	98	96	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	26%	37%	24%	-	
Student with Disability	7%	8%	11%	-	
English Language Learners	2%	3%	2%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	37	44	43	43	-
Special Skills	3	4	4	4	-
Counselors	1	2	2	2	-
Educational Assistant	7	11	12	12	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	5	6	22	26	4
<b>School level Funds</b>					
General Fund	\$4,111,684	4,183,917	4,259,195	3,994,589	(264,606)
Title 1	\$151,929	115,995	148,244	331,129	182,886
IDEA, Part 1	\$215,896	220,480	226,124	226,124	-
Other Special Revenue & Federal Funds	-	1,847,425	526,250	129,448	(396,802)
Total	\$4,479,510	6,367,817	5,159,813	4,681,290	(478,522)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	98%	81%			
TEM 5	37%	10%			
TEM 4	33%	17%			
TEM 3	28%	54%			

Total SBB Allocation					\$3,308,711	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$3,308,711	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$3,176,367		
			This year (2023) ...	\$3,308,711		
		This comparison does not include "locked dollars"	Total Difference	\$132,344		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...				
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$24,528)		
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$156,872			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$197,160	
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.	



# Informational

Section B: Detailed Breakdown					
<b>1 SBB Allocations</b>					\$3,308,711
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Base Weight				
	All Students	1	\$3,600	771	\$2,775,600
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K	0.3	\$1,080	0	\$0
	Grade 1	0.3	\$1,080	0	\$0
	Grade 2	0.3	\$1,080	0	\$0
	Grade 3	0.2	\$720	0	\$0
	Grade 4	0.2	\$720	0	\$0
	Grade 5	0.2	\$720	0	\$0
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	187	\$67,213
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$1,480
	Mobility Weights				
	Mobility	0.29	\$1,044	37	\$38,613
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	610	\$219,728
	Incoming High Proficiency	0.1	\$360	10	\$3,441
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	31	\$25,575
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
	<b>SBB Allocations Total</b>				<b>\$3,131,650</b>
<b>2 SBB Transition Supplements</b>					\$0
	<b>SCS Staffing Supplement</b>				
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$177,061
	<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		\$4,291	\$4,088	\$203
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
			5.00%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>				<b>\$177,061</b>



# Informational

## Grandview Heights Middle School

2342 Clifton, Memphis, TN 38127

Grade Level: 6-8	School Type iZone	Square Footage 65,810	Student Capacity 623	FY2021-22 Utilization 79	FCI:	12
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
6-8	486	358	394	377	
Attendance Rate	91	91	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	78%	84%	75%	-	
Student with Disability	21%	17%	16%	-	
English Language Learners	0%	1%	1%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	70	26	25	25	-
Special Skills	-	-	-	-	-
Counselors	2	1	1	1	-
Educational Assistant	10	12	9	9	-
Instructional Facilitator	4	2	2	2	-
librarian	2	1	1	1	-
Nutrition	7	-	-	-	-
other	10	6	17	21	4
<b>School level Funds</b>					
General Fund	\$2,870,343	2,372,234	2,717,698	2,530,820	(186,878)
Title 1	\$256,001	216,919	170,742	292,128	121,386
IDEA, Part 1	\$178,796	170,858	167,143	167,143	-
Other Special Revenue & Federal Funds	\$0	590,098	537,799	221,342	(316,456)
Total	\$3,375,426	3,350,108	3,593,381	3,211,433	(381,949)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	98%	63%			
TEM 5	40%	7%			
TEM 4	30%	13%			
TEM 3	28%	43%			

Total SBB Allocation			\$1,718,775
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,718,775
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ... \$1,658,853
			This year (2023) ... \$1,718,775
		This comparison does not include "locked dollars"	Total Difference \$59,922
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....	
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment (\$4,388)
		Estimated change to your budget due to SBB TRANSITION	Change from SBB \$64,311
<b>Other Resources Outside of SBB</b>			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$255,440
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.





# Informational

Section B: Detailed Breakdown					
<b>1 SBB Allocations</b>					\$1,718,775
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Base Weight				
	All Students	1	\$3,600	377	\$1,357,200
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K	0.3	\$1,080	0	\$0
	Grade 1	0.3	\$1,080	0	\$0
	Grade 2	0.3	\$1,080	0	\$0
	Grade 3	0.2	\$720	0	\$0
	Grade 4	0.2	\$720	0	\$0
	Grade 5	0.2	\$720	0	\$0
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	283	\$102,043
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$253
	Mobility Weights				
	Mobility	0.29	\$1,044	104	\$108,791
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	341	\$122,641
	Incoming High Proficiency	0.1	\$360	6	\$2,272
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	31	\$25,575
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
	<b>SBB Allocations Total</b>				<b>\$1,718,775</b>
<b>2 SBB Transition Supplements</b>					\$0
	<b>SCS Staffing Supplement</b>				
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
	<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		\$4,559	\$4,388	\$171
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
			3.90%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>				<b>\$0</b>



# Informational

## Hamilton School

1478 Wilson St, Memphis, TN 38106

Grade Level: 6-8      School Type: iZone      Square Footage: 136,797      Student Capacity: 1,197      FY2021-22 Utilization: 22      FCI: 14

School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
6-8	257	202	498	597	
Attendance Rate	88	90	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	70%	86%	71%	-	
Student with Disability	17%	16%	19%	-	
English Language Learners	3%	2%	4%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	2	3	2	(1)
Classroom Teacher	18	38	34	36	2
Special Skills	-	2	2	2	-
Counselors	1	2	2	2	-
Educational Assistant	3	17	18	18	-
Instructional Facilitator	1	2	2	2	-
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	4	14	30	46	16
<b>School level Funds</b>					
General Fund	\$2,254,532	441,804	3,411,350	3,438,191	26,841
Title 1	\$0	157,982	143,687	465,258	321,571
IDEA, Part 1	\$0	84,897	142,326	142,326	-
Other Special Revenue & Federal Funds	\$367	399,107	562,019	392,108	(169,911)
Total	\$2,254,899	1,083,789	4,259,381	4,437,883	178,501
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	70%	44%			
TEM 5	10%	0%			
TEM 4	25%	5%			
TEM 3	35%	40%			

Total SBB Allocation					\$2,882,363
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,882,363
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$2,689,324	
			This year (2023) ...	\$2,882,363	
			Total Difference	\$193,039	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$311,660	
		Estimated change to your budget due to SBB TRANSITION	Change from SBB	(\$118,621)	
<b>Other Resources Outside of SBB</b>					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$403,620
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



# Informational

Section B: Detailed Breakdown					
<b>1 SBB Allocations</b>					\$2,882,363
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Base Weight				
	All Students	1	\$3,600	597	\$2,149,200
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K	0.3	\$1,080	67	\$72,360
	Grade 1	0.3	\$1,080	61	\$65,880
	Grade 2	0.3	\$1,080	55	\$59,400
	Grade 3	0.2	\$720	40	\$28,800
	Grade 4	0.2	\$720	55	\$39,600
	Grade 5	0.2	\$720	44	\$31,680
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	422	\$152,082
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$2,256
	Mobility Weights				
	Mobility	0.29	\$1,044	0	\$0
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	530	\$190,823
	Incoming High Proficiency	0.1	\$360	20	\$7,339
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	31	\$25,575
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
	<b>SBB Allocations Total</b>				<b>\$2,824,995</b>
<b>2 SBB Transition Supplements</b>					\$0
	<b>SCS Staffing Supplement</b>				
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$57,368
	Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		\$4,828	\$5,027	(\$199)
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
			-4.00%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>				<b>\$57,368</b>



# Informational

**Havenview Middle**  
1481 Hester, Memphis, TN 38116

Grade Level: 6-8	School Type Empowerment/Optional	Square Footage 104,745	Student Capacity 827	FY2021-22 Utilization 86	FCI: 7
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
6-8	714	768	727	709	
Attendance Rate	93	97	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	59%	72%	60%	-	
Student with Disability	11%	12%	8%	-	
English Language Learners	1%	1%	1%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	3	3	-
Classroom Teacher	41	37	38	36	(2)
Special Skills	1	1	1	1	-
Counselors	3	3	3	3	-
Educational Assistant	2	5	4	4	-
Instructional Facilitator	5	2	1	1	-
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	6	43	26	28	2
<b>School level Funds</b>					
General Fund	\$4,675,851	4,032,906	3,990,511	3,886,273	(104,238)
Title 1	\$331,558	205,822	232,949	530,900	297,951
IDEA, Part 1	\$52,413	53,347	53,861	53,861	-
Other Special Revenue & Federal Funds	\$9	445,915	415,063	131,101	(283,961)
Total	\$5,059,833	4,737,991	4,692,384	4,602,136	(90,249)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	86%	75%			
TEM 5	23%	6%			
TEM 4	41%	50%			
TEM 3	23%	19%			

Total SBB Allocation					\$3,079,359
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$3,079,359
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$3,030,139	
			This year (2023) ...	\$3,079,359	
		This comparison does not include "locked dollars"	Total Difference	\$49,220	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$138,660)	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$187,880		
<b>Other Resources Outside of SBB</b>					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$413,540
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



# Informational

Section B: Detailed Breakdown					
<b>1 SBB Allocations</b>					\$3,079,359
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Base Weight				
	All Students	1	\$3,600	709	\$2,552,400
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K	0.3	\$1,080	0	\$0
	Grade 1	0.3	\$1,080	0	\$0
	Grade 2	0.3	\$1,080	0	\$0
	Grade 3	0.2	\$720	0	\$0
	Grade 4	0.2	\$720	0	\$0
	Grade 5	0.2	\$720	0	\$0
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	426	\$153,366
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$926
	Mobility Weights				
	Mobility	0.29	\$1,044	119	\$124,208
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	663	\$238,765
	Incoming High Proficiency	0.1	\$360	2	\$620
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	11	\$9,075
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
	<b>SBB Allocations Total</b>				<b>\$3,079,359</b>
<b>2 SBB Transition Supplements</b>					\$0
	<b>SCS Staffing Supplement</b>				
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
	<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		\$4,343	\$4,078	\$265
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
			6.50%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>				<b>\$0</b>



# Informational

**Hickory Ridge Middle**  
3920 Ridgeway Rd., Memphis, TN 38115

Grade Level: 6-8      School Type: Traditional      Square Footage: 139,685      Student Capacity: 803      FY2021-22 Utilization: 108      FCI: 6

School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
6-8	876	852	803	726	
<b>Attendance Rate</b>					
6-8	95	90	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	55%	70%	55%	-	
Student with Disability	7%	5%	10%	-	
English Language Learners	5%	4%	5%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	50	42	38	38	-
Special Skills	1	1	1	1	-
Counselors	3	3	3	3	-
Educational Assistant	3	6	8	6	(2)
Instructional Facilitator	2	3	3	3	-
librarian	1	1	1	1	-
Nutrition	5	-	-	-	-
other	5	20	27	30	3
<b>School level Funds</b>					
General Fund	\$4,698,617	4,328,348	4,126,410	3,911,778	(214,632)
Title 1	\$313,135	268,310	420,165	551,953	131,788
IDEA, Part 1	\$50,880	53,182	58,458	58,458	-
Other Special Revenue & Federal Funds	\$7,505	475,198	638,934	178,447	(460,487)
<b>Total</b>	<b>\$5,070,138</b>	<b>5,125,038</b>	<b>5,243,966</b>	<b>4,700,635</b>	<b>(543,331)</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	98%	81%			
TEM 5	19%	2%			
TEM 4	51%	25%			
TEM 3	28%	54%			

Total SBB Allocation					\$3,139,739	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$3,139,739	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$3,032,249		
			This year (2023) ...	\$3,139,739		
			Total Difference	\$107,491		
		This comparison does not include "locked dollars"				
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....				
		Estimated change to your budget due to ENROLLMENT CHANGES			Change from Enrollment	(\$61,382)
Estimated change to your budget due to SBB TRANSITION			Change from SBB	\$168,872		
Other Resources Outside of SBB						
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$415,400	
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.	





# Informational

Section B: Detailed Breakdown					
<b>1 SBB Allocations</b>					\$3,139,739
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Base Weight				
	All Students	1	\$3,600	726	\$2,613,600
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K	0.3	\$1,080	0	\$0
	Grade 1	0.3	\$1,080	0	\$0
	Grade 2	0.3	\$1,080	0	\$0
	Grade 3	0.2	\$720	0	\$0
	Grade 4	0.2	\$720	0	\$0
	Grade 5	0.2	\$720	0	\$0
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	401	\$144,307
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$3,057
	Mobility Weights				
	Mobility	0.29	\$1,044	120	\$125,083
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	657	\$236,626
	Incoming High Proficiency	0.1	\$360	2	\$566
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	20	\$16,500
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
	<b>SBB Allocations Total</b>				<b>\$3,139,739</b>
<b>2 SBB Transition Supplements</b>					\$0
	<b>SCS Staffing Supplement</b>				
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
	<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		\$4,325	\$4,092	\$233
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
			5.70%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>				<b>\$0</b>



# Informational

## Highland Oaks Middle

5600 Meadowbriar Trail, Memphis, TN 38125

Grade Level: 6-8	School Type Traditional	Square Footage 120,000	Student Capacity 1,021	FY2021-22 Utilization 76	FCI: 1
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
6-8	715	589	622	619	
Attendance Rate	99	99	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	35%	51%	40%	-	
Student with Disability	12%	10%	9%	-	
English Language Learners	4%	4%	4%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	1	1	1	-
Classroom Teacher	41	35	35	35	-
Special Skills	3	-	-	-	-
Counselors	2	2	2	2	-
Educational Assistant	3	4	5	5	-
Instructional Facilitator	2	1	1	1	-
librarian	1	1	1	1	-
Nutrition	5	-	-	-	-
other	5	8	19	33	14
<b>School level Funds</b>					
General Fund	\$3,540,271	3,118,752	3,338,873	3,325,864	(13,009)
Title 1	\$255,572	242,396	200,308	478,282	277,974
IDEA, Part 1	\$55,301	88,730	89,745	89,745	-
Other Special Revenue & Federal Funds	-	460,096	406,832	127,938	(278,894)
Total	\$3,851,146	3,909,973	4,035,758	4,021,829	(13,929)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	98%	83%			
TEM 5	45%	0%			
TEM 4	39%	40%			
TEM 3	14%	43%			

Total SBB Allocation					\$2,662,400
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,662,400
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$2,531,836	
			This year (2023) ...	\$2,662,400	
		This comparison does not include "locked dollars"	Total Difference	\$130,564	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$59,901)	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$190,465		
<b>Other Resources Outside of SBB</b>					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$241,800
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



# Informational

Section B: Detailed Breakdown					
<b>1 SBB Allocations</b>					\$2,662,400
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Base Weight				
	All Students	1	\$3,600	619	\$2,228,400
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K	0.3	\$1,080	0	\$0
	Grade 1	0.3	\$1,080	0	\$0
	Grade 2	0.3	\$1,080	0	\$0
	Grade 3	0.2	\$720	0	\$0
	Grade 4	0.2	\$720	0	\$0
	Grade 5	0.2	\$720	0	\$0
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	249	\$89,636
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$1,964
	Mobility Weights				
	Mobility	0.29	\$1,044	129	\$134,231
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	536	\$192,916
	Incoming High Proficiency	0.1	\$360	10	\$3,703
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	14	\$11,550
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
	<b>SBB Allocations Total</b>				<b>\$2,662,400</b>
<b>2 SBB Transition Supplements</b>					\$0
	<b>SCS Staffing Supplement</b>				
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
	<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		\$4,301	\$3,993	\$308
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.				
		<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>	
		7.70%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
	<b>SBB Transition Supplements TOTAL</b>				<b>\$0</b>



# Informational

## J. P. Freeman School

5250 Tulane Rd., Memphis, TN 38109

Grade Level:	School Type	Square Footage	Student Capacity	FY2021-22 Utilization	FCI:
K-8	Optional	98,000	685	79	30

School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
K-8	662	630	656	610	
Attendance Rate	98	99	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	32%	46%	35%	-	
Student with Disability	1%	1%	1%	-	
English Language Learners	0%	0%	0%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	2	2	2	-
Classroom Teacher	31	37	35	34	(1)
Special Skills	5	6	6	6	-
Counselors	2	2	2	2	-
Educational Assistant	1	7	10	9	(1)
Instructional Facilitator	1	2	1	1	-
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	4	38	17	21	4
<b>School level Funds</b>					
General Fund	\$4,079,970	4,120,811	4,247,236	3,773,096	(474,140)
Title 1	\$221,101	160,661	163,646	316,052	152,406
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	\$2,688	474,468	273,882	123,327	(150,555)
Total	\$4,303,760	4,755,939	4,684,763	4,212,474	(472,289)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	95%	92%			
TEM 5	33%	6%			
TEM 4	60%	49%			
TEM 3	2%	37%			

Total SBB Allocation					\$3,068,217
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$3,068,217
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$2,901,847	
			This year (2023) ...	\$3,068,217	
		This comparison does not include "locked dollars"	Total Difference	\$166,371	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$114,250)	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$280,517		
<b>Other Resources Outside of SBB</b>					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$207,080
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



# Informational

Section B: Detailed Breakdown					
<b>1 SBB Allocations</b>					\$3,068,217
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Base Weight				
	All Students	1	\$3,600	610	\$2,196,000
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K	0.3	\$1,080	68	\$73,440
	Grade 1	0.3	\$1,080	54	\$58,320
	Grade 2	0.3	\$1,080	42	\$45,360
	Grade 3	0.2	\$720	67	\$48,240
	Grade 4	0.2	\$720	69	\$49,680
	Grade 5	0.2	\$720	56	\$40,320
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	213	\$76,605
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$0
	Mobility Weights				
	Mobility	0.29	\$1,044	4	\$4,024
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	435	\$156,459
	Incoming High Proficiency	0.1	\$360	22	\$7,991
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	0	\$0
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$82,931
	<b>SBB Allocations Total</b>				<b>\$2,839,370</b>
<b>2 SBB Transition Supplements</b>					\$0
	<b>SCS Staffing Supplement</b>				
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$228,847
	<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		\$5,030	\$4,570	\$460
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
			10.10%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>				<b>\$228,847</b>



# Informational

## Kate Bond Middle School

2737 Kate Bond Rd., Memphis, TN 38133

Grade Level: 6-8	School Type Traditional	Square Footage 165,749	Student Capacity 1,108	FY2021-22 Utilization 102	FCI: 2
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
6-8	1,090	1,122	1,120	1,011	
Attendance Rate	95	96	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	34%	43%	38%	-	
Student with Disability	11%	11%	10%	-	
English Language Learners	9%	8%	9%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	3	3	3	-
Classroom Teacher	68	60	57	53	(4)
Special Skills	1	1	1	1	-
Counselors	3	4	4	4	-
Educational Assistant	9	13	10	15	5
Instructional Facilitator	3	2	1	2	1
librarian	2	1	1	1	-
Nutrition	5	-	-	-	-
other	7	24	47	58	11
<b>School level Funds</b>					
General Fund	\$5,990,609	5,813,509	5,795,981	5,584,465	(211,516)
Title 1	\$402,537	355,977	334,373	532,992	198,619
IDEA, Part 1	\$173,895	205,166	175,096	175,096	-
Other Special Revenue & Federal Funds	\$0	727,656	678,644	185,591	(493,052)
Total	\$6,567,042	7,102,307	6,984,094	6,478,144	(505,950)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	97%	89%			
TEM 5	31%	4%			
TEM 4	54%	58%			
TEM 3	11%	26%			

Total SBB Allocation					\$4,249,883
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$4,249,883
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$4,160,123	
			This year (2023) ...	\$4,249,883	
		This comparison does not include "locked dollars"	Total Difference	\$89,759	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$143,041)	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$232,801		
<b>Other Resources Outside of SBB</b>					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$398,040
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.





# Informational

Section B: Detailed Breakdown					
<b>1 SBB Allocations</b>					\$4,249,883
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Base Weight				
	All Students	1	\$3,600	1011	\$3,639,600
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K	0.3	\$1,080	0	\$0
	Grade 1	0.3	\$1,080	0	\$0
	Grade 2	0.3	\$1,080	0	\$0
	Grade 3	0.2	\$720	0	\$0
	Grade 4	0.2	\$720	0	\$0
	Grade 5	0.2	\$720	0	\$0
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	385	\$138,749
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$8,116
	Mobility Weights				
	Mobility	0.29	\$1,044	117	\$122,398
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	882	\$317,497
	Incoming High Proficiency	0.1	\$360	8	\$2,897
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	25	\$20,625
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
	<b>SBB Allocations Total</b>				<b>\$4,249,883</b>
<b>2 SBB Transition Supplements</b>					\$0
	<b>SCS Staffing Supplement</b>				
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
	<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		\$4,204	\$3,973	\$230
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
			5.80%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>				<b>\$0</b>



# Informational

**Kingsbury Middle**  
1276 N. Graham, Memphis, TN 38122

Grade Level: 6-8      School Type: Traditional      Square Footage: 219,210      Student Capacity: 403      FY2021-22 Utilization: 152      FCI: 7

School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
6-8	639	673	676	587	
Attendance Rate	94	92	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	51%	59%	49%	-	
Student with Disability	11%	12%	11%	-	
English Language Learners	21%	23%	25%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	38	42	38	37	(1)
Special Skills	-	-	-	-	-
Counselors	1	2	2	2	-
Educational Assistant	2	4	4	4	-
Instructional Facilitator	2	1	1	2	1
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	4	17	28	41	13
<b>School level Funds</b>					
General Fund	\$2,885,295	3,245,460	3,311,032	2,925,688	(385,345)
Title 1	\$321,070	278,577	230,058	449,897	219,839
IDEA, Part 1	\$39,413	48,553	53,691	53,691	-
Other Special Revenue & Federal Funds	\$44,742	373,072	330,041	40,292	(289,749)
<b>Total</b>	<b>\$3,290,521</b>	<b>3,945,662</b>	<b>3,924,822</b>	<b>3,469,568</b>	<b>(455,255)</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	83%			
TEM 5	36%	3%			
TEM 4	48%	40%			
TEM 3	17%	40%			

Total SBB Allocation					\$2,495,662	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,495,662	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$2,324,534		
			This year (2023) ...	\$2,495,662		
		This comparison does not include "locked dollars"	Total Difference	\$171,127		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....				
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$2,777		
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$168,351			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$288,920	
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.	



# Informational

Section B: Detailed Breakdown						
<b>1 SBB Allocations</b>					\$2,495,662	
	<b>SBB Weights</b>		<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Base Weight					
	All Students		1	\$3,600	587	\$2,112,120
	<b>Grade Weights</b>		<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K		0.3	\$1,080	0	\$0
	Grade 1		0.3	\$1,080	0	\$0
	Grade 2		0.3	\$1,080	0	\$0
	Grade 3		0.2	\$720	0	\$0
	Grade 4		0.2	\$720	0	\$0
	Grade 5		0.2	\$720	0	\$0
	<b>Poverty Weight</b>					
	Poverty (Direct Certified)		0.1	\$360	286	\$102,996
	<b>ELL Weight</b>					
	ELL Weight		0.03	\$90	0	\$13,396
	<b>Mobility Weights</b>					
	Mobility		0.29	\$1,044	63	\$66,105
	<b>Academic Performance Weights</b>					
	Incoming Low Proficiency		0.1	\$360	522	\$188,037
	Incoming High Proficiency		0.1	\$360	2	\$632
	Increments for Locked Students					
SWD Self-Contained		0.23	\$825	15	\$12,375	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0	
<b>SBB Allocations Total</b>					<b>\$2,495,662</b>	
<b>2 SBB Transition Supplements</b>						
<b>SCS Staffing Supplement</b>						
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0	
<b>Transition Policy Tax or Subsidy</b>			<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.						
<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			\$4,254	\$3,967	\$287	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
			7.20%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
<b>SBB Transition Supplements TOTAL</b>					<b>\$0</b>	



# Informational

## Lowrance School

7740 Lowrance Rd., Memphis, TN 38125

Grade Level:	School Type	Square Footage	Student Capacity	FY2021-22 Utilization	FCI:
K-8	Traditional	112,145	839	97	12

School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
K-8	807	841	861	830	
Attendance Rate	96	97	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	42%	55%	40%	-	
Student with Disability	7%	9%	9%	-	
English Language Learners	5%	7%	7%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	3	3	3	-
Classroom Teacher	48	50	51	50	(1)
Special Skills	5	6	6	6	-
Counselors	2	2	2	2	-
Educational Assistant	6	17	24	23	(1)
Instructional Facilitator	1	1	1	2	1
Librarian	1	1	1	1	-
Nutrition	6	-	-	-	-
Other	6	5	22	36	14
<b>School level Funds</b>					
General Fund	\$4,932,150	4,878,803	4,948,584	5,036,803	88,219
Title 1	\$350,201	221,320	276,816	502,498	225,682
IDEA, Part 1	\$48,799	55,789	53,811	53,811	-
Other Special Revenue & Federal Funds	\$367,605	963,969	899,244	462,430	(436,815)
Total	\$5,698,757	6,119,881	6,178,455	6,055,542	(122,913)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	94%	84%			
TEM 5	13%	3%			
TEM 4	51%	33%			
TEM 3	30%	48%			

Total SBB Allocation					\$3,998,497
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$3,998,497
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$3,777,879	
			This year (2023) ...	\$3,998,497	
		This comparison does not include "locked dollars"	Total Difference	\$220,618	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$22,622)	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$243,240		
<b>Other Resources Outside of SBB</b>					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$330,460
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



# Informational

Section B: Detailed Breakdown					
<b>1 SBB Allocations</b>					\$3,998,497
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Base Weight				
	All Students	1	\$3,600	830	\$2,988,000
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K	0.3	\$1,080	81	\$87,480
	Grade 1	0.3	\$1,080	82	\$88,560
	Grade 2	0.3	\$1,080	89	\$96,120
	Grade 3	0.2	\$720	84	\$60,480
	Grade 4	0.2	\$720	101	\$72,720
	Grade 5	0.2	\$720	89	\$64,080
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	329	\$118,268
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$4,870
	Mobility Weights				
	Mobility	0.29	\$1,044	128	\$133,788
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	744	\$267,865
	Incoming High Proficiency	0.1	\$360	6	\$2,241
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	17	\$14,025
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
	<b>SBB Allocations Total</b>				<b>\$3,998,497</b>
<b>2 SBB Transition Supplements</b>					\$0
	<b>SCS Staffing Supplement</b>				
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
	<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		\$4,817	\$4,524	\$293
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.				
			<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>
			6.50%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>				<b>\$0</b>



# Informational

## Mt. Pisgah Middle/High

1444 Pisgah Rd, Cordova, TN 38016

Grade Level: 6-9	School Type Traditional	Square Footage 125,900	Student Capacity 1,197	FY2021-22 Utilization 42	FCI: 3
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
6-9	569	568	555	629	
Attendance Rate	96	97	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	22%	32%	25%	-	
Student with Disability	8%	7%	6%	-	
English Language Learners	1%	1%	2%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	3	2
Classroom Teacher	28	28	26	31	5
Special Skills	1	1	1	1	-
Counselors	1	2	2	3	1
Educational Assistant	0	1	1	2	1
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	3	3	15	20	5
<b>School level Funds</b>					
General Fund	\$2,593,177	2,676,355	2,604,625	3,294,051	689,427
Title 1	\$101,748	73,296	66,961	188,021	121,060
IDEA, Part 1	\$21,708	24,349	24,604	24,604	-
Other Special Revenue & Federal Funds	-	182,798	191,464	110,219	(81,245)
Total	\$2,716,634	2,956,799	2,887,654	3,616,897	729,242
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	86%	66%			
TEM 5	14%	6%			
TEM 4	50%	6%			
TEM 3	21%	53%			

Total SBB Allocation					\$2,579,541
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,579,541
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$2,065,829	
			This year (2023) ...	\$2,579,541	
		This comparison does not include "locked dollars"	Total Difference	\$513,712	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$395,168	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$118,544		
<b>Other Resources Outside of SBB</b>					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$135,160
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.





# Informational

Section B: Detailed Breakdown					
<b>1 SBB Allocations</b>					\$2,579,541
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Base Weight				
	All Students	1	\$3,600	629	\$2,264,400
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K	0.3	\$1,080	0	\$0
	Grade 1	0.3	\$1,080	0	\$0
	Grade 2	0.3	\$1,080	0	\$0
	Grade 3	0.2	\$720	0	\$0
	Grade 4	0.2	\$720	0	\$0
	Grade 5	0.2	\$720	0	\$0
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	160	\$57,468
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$1,287
	Mobility Weights				
	Mobility	0.29	\$1,044	64	\$66,570
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	523	\$188,382
	Incoming High Proficiency	0.1	\$360	4	\$1,434
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	0	\$0
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
<b>SBB Allocations Total</b>					<b>\$2,579,541</b>
<b>2 SBB Transition Supplements</b>					<b>\$0</b>
	<b>SCS Staffing Supplement</b>				
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
	<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		\$4,101	\$3,913	\$188
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
			4.80%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
<b>SBB Transition Supplements TOTAL</b>					<b>\$0</b>



# Informational

**Oakhaven Middle**  
3125 Ladbrook Rd., Memphis, TN 38118

Grade Level: 6-8      School Type: Traditional      Square Footage: 152,940      Student Capacity: 324      FY2021-22 Utilization: 98      FCI: 11

School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
6-8	313	323	322	301	
Attendance Rate	95	90	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	69%	79%	68%	-	
Student with Disability	10%	10%	9%	-	
English Language Learners	7%	6%	8%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	16	16	18	18	-
Special Skills	-	-	-	-	-
Counselors	1	1	1	1	-
Educational Assistant	1	1	1	1	-
Instructional Facilitator	1	1	1	1	-
librarian	1	-	-	-	-
Nutrition	-	-	-	-	-
other	6	5	9	23	14
<b>School level Funds</b>					
General Fund	\$1,569,973	1,609,795	1,620,517	1,663,873	43,356
Title 1	\$176,339	90,969	122,630	215,653	93,023
IDEA, Part 1	\$17,333	55,789	24,533	24,533	-
Other Special Revenue & Federal Funds	-	146,758	147,163	-	(147,163)
<b>Total</b>	<b>\$1,763,646</b>	<b>1,903,310</b>	<b>1,914,843</b>	<b>1,904,059</b>	<b>(10,784)</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	61%	82%			
TEM 5	0%	0%			
TEM 4	39%	6%			
TEM 3	22%	76%			

Total SBB Allocation					\$1,405,948	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,405,948	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$1,352,746		
			This year (2023) ...	\$1,405,948		
		This comparison does not include "locked dollars"	Total Difference	\$53,202		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....				
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$76,331)		
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$129,533			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$196,540	
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.	



# Informational

Section B: Detailed Breakdown					
<b>1 SBB Allocations</b>					\$1,405,948
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Base Weight				
	All Students	1	\$3,600	301	\$1,083,600
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K	0.3	\$1,080	0	\$0
	Grade 1	0.3	\$1,080	0	\$0
	Grade 2	0.3	\$1,080	0	\$0
	Grade 3	0.2	\$720	0	\$0
	Grade 4	0.2	\$720	0	\$0
	Grade 5	0.2	\$720	0	\$0
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	205	\$73,944
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$2,215
	Mobility Weights				
	Mobility	0.29	\$1,044	51	\$53,017
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	288	\$103,712
	Incoming High Proficiency	0.1	\$360	0	\$0
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	0	\$0
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
	<b>SBB Allocations Total</b>				<b>\$1,316,488</b>
<b>2 SBB Transition Supplements</b>					\$0
	<b>SCS Staffing Supplement</b>				
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$89,461
	Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		\$4,671	\$4,241	\$430
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
			10.10%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>				<b>\$89,461</b>



# Informational

**Ridgeway Middle**  
6333 Quince Road Memphis, TN 38018

Grade Level: 6-8      School Type: Optional      Square Footage: 143,000      Student Capacity: 855      FY2021-22 Utilization: 78      FCI: 6

School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
6-8	762	785	784	625	
Attendance Rate	96	98	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	42%	54%	41%	-	
Student with Disability	9%	8%	7%	-	
English Language Learners	2%	2%	3%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	1	(1)
Classroom Teacher	36	39	38	35	(3)
Special Skills	4	3	3	2	(1)
Counselors	1	2	2	2	-
Educational Assistant	7	4	5	2	(3)
Instructional Facilitator	1	2	2	2	-
librarian	1	1	1	1	-
Nutrition	6	-	-	-	-
other	4	19	22	25	3
<b>School level Funds</b>					
General Fund	\$3,698,734	3,781,256	3,812,590	3,253,434	(559,156)
Title 1	\$310,859	111,088	253,781	434,856	181,075
IDEA, Part 1	\$109,362	115,613	87,787	87,787	-
Other Special Revenue & Federal Funds	-	422,382	496,116	442,655	(53,461)
<b>Total</b>	<b>\$4,118,957</b>	<b>4,430,339</b>	<b>4,650,274</b>	<b>4,218,732</b>	<b>(431,542)</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	88%	57%			
TEM 5	9%	0%			
TEM 4	34%	11%			
TEM 3	44%	45%			

Total SBB Allocation					\$2,625,791	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,625,791	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$2,918,625		
			This year (2023) ...	\$2,625,791		
		This comparison does not include "locked dollars"	Total Difference	(\$292,834)		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....				
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$321,797)		
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$28,963			
<b>Other Resources Outside of SBB</b>						
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$265,980	
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.	



# Informational

Section B: Detailed Breakdown					
<b>1 SBB Allocations</b>					\$2,625,791
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Base Weight				
	All Students	1	\$3,600	625	\$2,248,560
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K	0.3	\$1,080	0	\$0
	Grade 1	0.3	\$1,080	0	\$0
	Grade 2	0.3	\$1,080	0	\$0
	Grade 3	0.2	\$720	0	\$0
	Grade 4	0.2	\$720	0	\$0
	Grade 5	0.2	\$720	0	\$0
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	259	\$93,150
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$1,962
	Mobility Weights				
	Mobility	0.29	\$1,044	72	\$74,702
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	544	\$195,922
	Incoming High Proficiency	0.1	\$360	9	\$3,246
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	10	\$8,250
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
	<b>SBB Allocations Total</b>				<b>\$2,625,791</b>
<b>2 SBB Transition Supplements</b>					\$0
	<b>SCS Staffing Supplement</b>				
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
	<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		\$4,204	\$4,158	\$46
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
			1.10%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>				<b>\$0</b>



# Informational

**Riverview School**  
241 Majuba Ave, Memphis, TN 38109

Grade Level: K-8      School Type: izone      Square Footage: 150,850      Student Capacity: 540      FY2021-22 Utilization: 92      FCI: 15

School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
K-8	368	404	404	316	
Attendance Rate	94	93	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	81%	87%	74%	-	
Student with Disability	11%	12%	13%	-	
English Language Learners	1%	1%	1%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	33	28	29	26	(3)
Special Skills	2	2	2	2	-
Counselors	2	2	2	2	-
Educational Assistant	9	15	7	8	1
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	4	3	15	28	13
<b>School level Funds</b>					
General Fund	\$2,914,642	3,037,065	3,003,704	2,832,564	(171,139)
Title 1	\$221,622	189,280	192,601	263,609	71,008
IDEA, Part 1	\$119,036	118,894	56,630	56,630	-
Other Special Revenue & Federal Funds	\$2,993	880,882	635,657	233,647	(402,010)
<b>Total</b>	<b>\$3,258,294</b>	<b>4,226,121</b>	<b>3,888,592</b>	<b>3,386,451</b>	<b>(502,141)</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	97%	69%			
TEM 5	47%	3%			
TEM 4	39%	6%			
TEM 3	11%	61%			

Total SBB Allocation					\$2,215,528
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,215,528
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$2,275,594	
			This year (2023) ...	\$2,215,528	
		This comparison does not include "locked dollars"	Total Difference	(\$60,065)	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$289,164)	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$229,099		
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$218,240
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.





# Informational

Section B: Detailed Breakdown					
<b>1 SBB Allocations</b>					\$2,215,528
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Base Weight				
	All Students	1	\$3,600	316	\$1,137,600
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K	0.3	\$1,080	23	\$24,840
	Grade 1	0.3	\$1,080	17	\$18,360
	Grade 2	0.3	\$1,080	13	\$14,040
	Grade 3	0.2	\$720	19	\$13,680
	Grade 4	0.2	\$720	22	\$15,840
	Grade 5	0.2	\$720	15	\$10,800
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	235	\$84,615
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$313
	Mobility Weights				
	Mobility	0.29	\$1,044	87	\$90,575
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	273	\$98,105
	Incoming High Proficiency	0.1	\$360	4	\$1,489
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	12	\$9,900
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
	<b>SBB Allocations Total</b>				<b>\$1,520,157</b>
<b>2 SBB Transition Supplements</b>					\$0
	<b>SCS Staffing Supplement</b>				
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$695,372
	<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		\$7,011	\$6,286	\$725
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.				
			<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>
			11.50%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>				<b>\$695,372</b>



# Informational

## Sherwood Middle

3480 Rhodes Avenue Memphis, TN 38111

Grade Level: 6-8	School Type iZone	Square Footage 141,952	Student Capacity 895	FY2021-22 Utilization 92	FCI: 20
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
6-8	728	773	786	779	
Attendance Rate	94	93	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	72%	81%	69%	-	
Student with Disability	13%	13%	13%	-	
English Language Learners	13%	7%	12%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	1	2	2	-
Classroom Teacher	52	47	46	47	1
Special Skills	-	-	-	-	-
Counselors	2	3	3	3	-
Educational Assistant	11	14	13	11	(2)
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	5	-	-	-	-
other	5	24	25	38	13
<b>School level Funds</b>					
General Fund	\$4,316,320	4,253,881	4,076,979	4,051,221	(25,758)
Title 1	\$358,044	317,343	349,056	588,584	239,528
IDEA, Part 1	\$197,195	225,915	229,209	229,209	-
Other Special Revenue & Federal Funds	\$8,035	704,608	744,015	183,249	(560,766)
Total	\$4,879,595	5,501,747	5,399,260	5,052,264	(346,996)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	60%			
TEM 5	18%	0%			
TEM 4	54%	11%			
TEM 3	28%	49%			

Total SBB Allocation					\$3,456,614	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$3,456,614	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$2,990,414		
			This year (2023) ...	\$3,456,614		
			Total Difference	\$466,200		
		This comparison does not include "locked dollars"				
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...				
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$254,060		
		Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$212,139		
<b>Other Resources Outside of SBB</b>						
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$500,340	
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.	



# Informational

Section B: Detailed Breakdown					
<b>1 SBB Allocations</b>					\$3,456,614
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Base Weight				
	All Students	1	\$3,600	779	\$2,804,400
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K	0.3	\$1,080	0	\$0
	Grade 1	0.3	\$1,080	0	\$0
	Grade 2	0.3	\$1,080	0	\$0
	Grade 3	0.2	\$720	0	\$0
	Grade 4	0.2	\$720	0	\$0
	Grade 5	0.2	\$720	0	\$0
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	539	\$194,097
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$8,511
	Mobility Weights				
	Mobility	0.29	\$1,044	158	\$164,592
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	713	\$256,557
	Incoming High Proficiency	0.1	\$360	13	\$4,532
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	29	\$23,925
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
	<b>SBB Allocations Total</b>				<b>\$3,456,614</b>
<b>2 SBB Transition Supplements</b>					\$0
	<b>SCS Staffing Supplement</b>				
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
	<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		\$4,437	\$4,165	\$272
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.				
		<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>	
		6.50%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
	<b>SBB Transition Supplements TOTAL</b>				<b>\$0</b>



# Informational

## Snowden School

1870 N. Parkway, Memphis, TN 31812

Grade Level: PreK-8	School Type Optional	Square Footage 199,849	Student Capacity 1,268	FY2021-22 Utilization 109	FCI:	17
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
PreK-8	1,255	1,226	1,272	1,261	
Attendance Rate	96	96	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	41%	50%	40%	-	
Student with Disability	6%	5%	6%	-	
English Language Learners	4%	4%	5%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	3	4	4	4	-
Classroom Teacher	77	70	70	69	(1)
Special Skills	9	10	10	10	-
Counselors	3	4	4	4	-
Educational Assistant	8	6	17	14	(3)
Instructional Facilitator	2	2	2	2	-
librarian	2	2	2	2	-
Nutrition	6	-	-	-	-
other	6	21	46	50	4
<b>School level Funds</b>					
General Fund	\$7,030,100	6,458,494	6,889,047	7,098,521	209,473
Title 1	\$497,858	450,890	426,264	686,571	260,307
IDEA, Part 1	\$0	-	-	-	-
Other Special Revenue & Federal Funds	\$77,549	895,438	853,484	312,082	(541,402)
Total	\$7,605,508	7,804,822	8,168,796	8,097,174	(71,621)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	74%			
TEM 5	60%	1%			
TEM 4	31%	22%			
TEM 3	9%	51%			

Total SBB Allocation					\$5,857,667
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$5,857,667
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$5,712,449	
			This year (2023) ...	\$5,857,667	
		This comparison does not include "locked dollars"	Total Difference	\$145,218	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$84,794)	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$230,012		
<b>Other Resources Outside of SBB</b>					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$518,940
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



# Informational

Section B: Detailed Breakdown					
<b>1 SBB Allocations</b>					\$5,857,667
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Base Weight				
	All Students	1	\$3,600	1261	\$4,539,600
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K	0.3	\$1,080	93	\$100,440
	Grade 1	0.3	\$1,080	110	\$118,800
	Grade 2	0.3	\$1,080	112	\$120,960
	Grade 3	0.2	\$720	100	\$72,000
	Grade 4	0.2	\$720	121	\$87,120
	Grade 5	0.2	\$720	107	\$77,040
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	503	\$180,949
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$5,820
	Mobility Weights				
	Mobility	0.29	\$1,044	162	\$168,829
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	1026	\$369,459
	Incoming High Proficiency	0.1	\$360	40	\$14,432
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	1	\$825
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
	<b>SBB Allocations Total</b>				<b>\$5,856,274</b>
<b>2 SBB Transition Supplements</b>					\$0
	<b>SCS Staffing Supplement</b>				
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$1,393
	<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		\$4,645	\$4,463	\$182
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.				
		<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>	
		4.10%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
	<b>SBB Transition Supplements TOTAL</b>				<b>\$1,393</b>



# Informational

## Treadwell Middle School

920 N. Highland Memphis, TN 38122

Grade Level: 6-8	School Type iZone	Square Footage 145,870	Student Capacity 598	FY2021-22 Utilization 64	FCI: 10
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
6-8	477	602	604	625	
Attendance Rate	92	94	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	61%	68%	52%	-	
Student with Disability	15%	13%	10%	-	
English Language Learners	19%	19%	22%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	2	1	2	1
Classroom Teacher	26	38	40	41	1
Special Skills	-	-	-	-	-
Counselors	1	2	2	2	-
Educational Assistant	3	6	5	6	1
Instructional Facilitator	1	2	2	1	(1)
librarian	1	1	1	1	-
Nutrition	8	-	-	-	-
other	3	25	37	42	5
<b>School level Funds</b>					
General Fund	\$3,281,728	3,577,627	3,488,586	3,584,211	95,625
Title 1	\$277,566	217,904	276,632	420,362	143,731
IDEA, Part 1	\$93,672	118,390	116,489	116,489	-
Other Special Revenue & Federal Funds	\$13,404	608,235	626,980	300,036	(326,943)
Total	\$3,666,372	4,522,156	4,508,687	4,421,099	(87,588)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	86%			
TEM 5	38%	18%			
TEM 4	41%	34%			
TEM 3	21%	34%			

Total SBB Allocation			\$2,676,881
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,676,881
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ... \$2,550,618
			This year (2023) ... \$2,676,881
		This comparison does not include "locked dollars"	Total Difference \$126,263
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....	
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment (\$25,006)
		Estimated change to your budget due to SBB TRANSITION	Change from SBB \$151,269
<b>Other Resources Outside of SBB</b>			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$322,400
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.





# Informational

Section B: Detailed Breakdown					
<b>1 SBB Allocations</b>					\$2,676,881
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Base Weight				
	All Students	1	\$3,600	606	\$2,181,600
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K	0.3	\$1,080	0	\$0
	Grade 1	0.3	\$1,080	0	\$0
	Grade 2	0.3	\$1,080	0	\$0
	Grade 3	0.2	\$720	0	\$0
	Grade 4	0.2	\$720	0	\$0
	Grade 5	0.2	\$720	0	\$0
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	316	\$113,714
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$12,120
	Mobility Weights				
	Mobility	0.29	\$1,044	148	\$154,918
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	541	\$194,631
	Incoming High Proficiency	0.1	\$360	5	\$1,749
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	22	\$18,150
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
	<b>SBB Allocations Total</b>				<b>\$2,676,881</b>
<b>2 SBB Transition Supplements</b>					\$0
	<b>SCS Staffing Supplement</b>				
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
	<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		\$4,417	\$4,168	\$250
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
			6.00%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>				<b>\$0</b>



# Informational

## White Station Middle

5465 Mason Road Memphis, TN 38120

Grade Level: 6-8	School Type Optional	Square Footage 144,411	Student Capacity 878	FY2021-22 Utilization 147	FCI: 2
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
6-8	1,228	1,259	1,182	1,049	
Attendance Rate	96	98	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	17%	27%	20%	-	
Student with Disability	9%	8%	8%	-	
English Language Learners	4%	4%	4%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	3	3	1	2	1
Classroom Teacher	75	71	66	64	(2)
Special Skills	5	5	4	4	-
Counselors	3	4	4	3	(1)
Educational Assistant	12	8	8	6	(2)
Instructional Facilitator	1	-	2	2	-
Librarian	2	1	1	1	-
Nutrition	4	-	-	-	-
other	6	38	29	31	2
<b>School level Funds</b>					
General Fund	\$7,205,595	7,135,721	6,791,313	6,193,265	(598,047)
Title 1	\$270,022	186,088	-	347,657	347,657
IDEA, Part 1	\$303,265	315,451	293,830	293,830	-
Other Special Revenue & Federal Funds	-	805,763	440,786	122,132	(318,655)
Total	\$7,778,883	8,443,023	7,525,929	6,956,884	(569,045)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	82%			
TEM 5	67%	4%			
TEM 4	32%	42%			
TEM 3	1%	36%			

Total SBB Allocation					\$4,407,092
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$4,407,092
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$4,159,526	
			This year (2023) ...	\$4,407,092	
		This comparison does not include "locked dollars"	Total Difference	\$247,566	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$7,946	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$239,621		
<b>Other Resources Outside of SBB</b>					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$0
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



# Informational

Section B: Detailed Breakdown					
<b>1 SBB Allocations</b>					\$4,407,092
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Base Weight				
	All Students	1	\$3,600	1049	\$3,776,400
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K	0.3	\$1,080	0	\$0
	Grade 1	0.3	\$1,080	0	\$0
	Grade 2	0.3	\$1,080	0	\$0
	Grade 3	0.2	\$720	0	\$0
	Grade 4	0.2	\$720	0	\$0
	Grade 5	0.2	\$720	0	\$0
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	209	\$75,109
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$4,105
	Mobility Weights				
	Mobility	0.29	\$1,044	72	\$74,670
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	559	\$201,222
	Incoming High Proficiency	0.1	\$360	94	\$33,882
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	26	\$21,450
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
	<b>SBB Allocations Total</b>				<b>\$4,186,837</b>
<b>2 SBB Transition Supplements</b>					\$0
	<b>SCS Staffing Supplement</b>				
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$220,256
	<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		\$4,201	\$3,973	\$228
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
			5.70%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>				<b>\$220,256</b>



Woodstock Middle School

5885 Woodstock Cuba Rd., Memphis, TN 38053

Grade Level: 6-8	School Type Traditional	Square Footage 84,850	Student Capacity 773	FY2021-22 Utilization 36	FCI: 16
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
6-8	301	325	313	266	
Attendance Rate	100	89	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	65%	76%	64%	-	
Student with Disability	18%	15%	13%	-	
English Language Learners	0%	0%	1%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	18	21	19	18	(1)
Special Skills	-	-	-	-	-
Counselors	1	1	1	1	-
Educational Assistant	2	2	4	3	(1)
Instructional Facilitator	1	1	1	1	-
librarian	1	1	-	-	-
Nutrition	3	-	-	-	-
other	5	5	12	17	5
<b>School level Funds</b>					
General Fund	\$2,077,403	2,074,584	2,080,692	1,923,429	(157,264)
Title 1	\$155,275	138,402	123,152	223,350	100,198
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	\$0	235,448	224,609	221,768	(2,841)
Total	\$2,232,679	2,448,434	2,428,453	2,368,547	(59,906)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	78%	33%			
TEM 5	6%	0%			
TEM 4	22%	0%			
TEM 3	50%	33%			

Total SBB Allocation				\$1,403,437
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,403,437
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$1,270,339
			This year (2023) ...	\$1,403,437
		This comparison does not include "locked dollars"	Total Difference	\$133,098
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$32,573)
		Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$165,670
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		\$171,740
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



Section B: Detailed Breakdown					
<b>1 SBB Allocations</b>				\$1,403,437	
<p>SBB Weights</p> <p>Base Weight</p> <p>All Students</p> <p>Grade Weights</p> <p>Grade K</p> <p>Grade 1</p> <p>Grade 2</p> <p>Grade 3</p> <p>Grade 4</p> <p>Grade 5</p> <p>Poverty Weight</p> <p>Poverty (Direct Certified)</p> <p>ELL Weight</p> <p>ELL Weight</p> <p>Mobility Weights</p> <p>Mobility</p> <p>Academic Performance Weights</p> <p>Incoming Low Proficiency</p> <p>Incoming High Proficiency</p> <p>Increments for Locked Students</p> <p>SWD Self-Contained</p> <p>Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.</p>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
		1	\$3,600	266	\$957,600
		0.3	\$1,080	0	\$0
		0.3	\$1,080	0	\$0
		0.3	\$1,080	0	\$0
		0.2	\$720	0	\$0
		0.2	\$720	0	\$0
		0.2	\$720	0	\$0
		0.1	\$360	170	\$61,218
		0.03	\$90	0	\$342
		0.29	\$1,044	43	\$44,969
		0.1	\$360	251	\$90,223
		0.1	\$360	0	\$0
	0.23	\$825	13	\$10,725	
				\$0	
<b>SBB Allocations Total</b>				<b>\$1,165,078</b>	
<b>2 SBB Transition Supplements</b>				<b>\$0</b>	
<b>SCS Staffing Supplement</b>					
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$238,360	
<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> <p>If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</p>		\$5,276	\$4,653	\$623	
		<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		13.40%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
<b>SBB Transition Supplements TOTAL</b>				<b>\$238,360</b>	



# Informational

**B. T. Washington High**  
715 S. Lauderdale, Memphis, TN 38126

Grade Level: 9 - 12      School Type: Traditional      Square Footage: 202,918      Student Capacity: 548      FY2021-22 Utilization: 104      FCI: 9

School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
9 - 12	494	439	459	464	5
Attendance Rate	94	92	-	-	-
<b>Student Demographics</b>					
Economically Disadvantaged	77%	86%	78%	-	-
Student with Disability	16%	14%	15%	-	-
English Language Learners	0%	1%	1%	-	-
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	1	2	2	-
Classroom Teacher	38	34	33	32	(1)
Special Skills	-	-	-	-	-
Counselors	2	2	2	2	-
Educational Assistant	4	8	7	7	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	6	-	-	-	-
other	7	8	18	32	14
<b>School level Funds</b>					
General Fund	\$3,124,672	3,206,801	3,257,747	3,261,131	3,384
Title 1	\$296,316	206,381	266,540	342,835	76,295
IDEA, Part 1	\$84,818	87,603	87,119	87,119	-
Other Special Revenue & Federal Funds	\$743	487,596	557,389	226,816	(330,574)
<b>Total</b>	<b>\$3,506,550</b>	<b>3,988,381</b>	<b>4,168,796</b>	<b>3,917,901</b>	<b>(250,895)</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	98%	87%			
TEM 5	37%	5%			
TEM 4	24%	32%			
TEM 3	37%	50%			

Total SBB Allocation					\$2,668,020	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,668,020	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$2,559,459		
			This year (2023) ...	\$2,668,020		
		This comparison does not include "locked dollars"	Total Difference	\$108,560		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...				
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$62,150		
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$46,410			
<b>Other Resources Outside of SBB</b>						
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$305,660	
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.	





# Informational

Section B: Detailed Breakdown				
<b>1 SBB Allocations</b>				\$2,668,020
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			
	All Students	1	\$3,600	464
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	0
	Grade 1	0.3	\$1,080	0
	Grade 2	0.3	\$1,080	0
	Grade 3	0.2	\$720	0
	Grade 4	0.2	\$720	0
	Grade 5	0.2	\$720	0
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	363
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	171
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	448
	Incoming High Proficiency	0.1	\$360	4
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	22
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
<b>SBB Allocations Total</b>				\$2,160,216
<b>2 SBB Transition Supplements</b>				\$0
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$507,804
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul>	\$5,750	\$5,650	\$100
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	1.80%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
<b>SBB Transition Supplements TOTAL</b>				\$507,804



# Informational

## Bolton High

7323 Brunswick Rd., Memphis, TN 38002

School Level: 9 - 12	School Type Optional	Square Footage 293,200	Student Capacity 2,019	FY2021-22 Utilization 65	FCI: 9
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
9 - 12	1,052	620	678	562	(116)
<b>Attendance Rate</b>					
9 - 12	92	94	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	38%	48%	38%	-	
Student with Disability	18%	16%	12%	-	
English Language Learners	2%	1%	1%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	2	1	(1)
Vice/Assistant Principal	3	2	3	2	(1)
Classroom Teacher	73	41	38	36	(2)
Special Skills	1	1	-	-	-
Counselors	5	3	3	3	-
Educational Assistant	10	6	4	5	1
Instructional Facilitator	1	2	2	2	-
librarian	1	1	1	1	-
Nutrition	6	-	-	-	-
other	7	8	29	32	3
<b>School level Funds</b>					
General Fund	\$4,827,256	3,917,655	3,595,346	3,601,393	6,047
Title I	\$285,663	248,993	224,776	369,061	144,285
IDEA, Part 1	\$124,641	136,152	88,367	88,367	-
Other Special Revenue & Federal Funds	\$36,103	602,990	542,159	550,604	8,446
Total	\$5,273,664	4,905,789	4,450,647	4,609,425	158,778
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	94%	71%			
TEM 5	22%	0%			
TEM 4	49%	21%			
TEM 3	23%	50%			

<b>Total SBB Allocation</b>			<b>\$2,364,013</b>	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,364,013	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)		
		Last Year (2022) ...	\$2,392,053	
		This year (2023) ...	\$2,364,013	
		This comparison does not include "locked dollars"	Total Difference	(\$28,040)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
	Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$173,680)	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$145,641	
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$385,640	
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.	



# Informational

Section B: Detailed Breakdown				
1 SBB Allocations				\$2,364,013
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			
	All Students	1	\$3,600	562
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	0
	Grade 1	0.3	\$1,080	0
	Grade 2	0.3	\$1,080	0
	Grade 3	0.2	\$720	0
	Grade 4	0.2	\$720	0
	Grade 5	0.2	\$720	0
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	214
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	59
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	513
	Incoming High Proficiency	0.1	\$360	2
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	20
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
<b>SBB Allocations Total</b>				<b>\$2,364,013</b>
2 SBB Transition Supplements				\$0
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul>	\$4,206	\$3,947	\$259
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	6.60%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
<b>SBB Transition Supplements TOTAL</b>				<b>\$0</b>



# Informational

**Central High**  
306 S. Bellevue, Memphis, TN 38104

Grade Level: 9 - 12	School Type Optional	Square Footage 283,230	Student Capacity 1,447	FY2021-22 Utilization 109	FCI: 4
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
9 - 12	1,522	1,431	1,421	1,335	(86)
<b>Attendance Rate</b>					
	93	96	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	39%	50%	42%	-	
Student with Disability	8%	7%	6%	-	
English Language Learners	3%	3%	2%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	4	4	4	5	1
Classroom Teacher	77	71	66	64	(2)
Special Skills	4	5	5	4	(1)
Counselors	5	5	5	5	-
Educational Assistant	9	6	3	4	1
Instructional Facilitator	2	1	1	1	-
librarian	2	2	2	2	-
Nutrition	6	-	-	-	-
other	9	11	38	45	7
<b>School level Funds</b>					
General Fund	\$7,779,294	7,242,847	7,236,732	6,994,722	(242,010)
Title I	\$513,436	260,908	331,704	751,305	419,600
IDEA, Part 1	\$98,873	82,867	118,177	118,177	-
Other Special Revenue & Federal Funds	-	509,741	621,769	601,265	(20,504)
<b>Total</b>	<b>\$8,391,604</b>	<b>8,096,364</b>	<b>8,308,382</b>	<b>8,465,469</b>	<b>157,087</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	97%	85%			
TEM 5	34%	3%			
TEM 4	51%	27%			
TEM 3	12%	55%			

<b>Total SBB Allocation</b>			<b>\$5,615,747</b>	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$5,615,747	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)		
		Last Year (2022) ...	\$5,138,606	
		This year (2023) ...	\$5,615,747	
		This comparison does not include "locked dollars"	Total Difference	\$477,142
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
	Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$88,124	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$389,018	
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$536,920	
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.	



# Informational

Section B: Detailed Breakdown				
1 SBB Allocations				\$5,615,747
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	1335
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	0
	Grade 1	0.3	\$1,080	0
	Grade 2	0.3	\$1,080	0
	Grade 3	0.2	\$720	0
	Grade 4	0.2	\$720	0
	Grade 5	0.2	\$720	0
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	563
	ELL Weight			
	ELL Weight	0.03	\$90	0
	Mobility Weights			
	Mobility	0.29	\$1,044	175
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	1152
	Incoming High Proficiency	0.1	\$360	5
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	9
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
SBB Allocations Total				\$5,615,747
2 SBB Transition Supplements				\$0
	SCS Staffing Supplement			\$0
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul>	\$4,208	\$3,917	\$292
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		7.40%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0



# Informational

**Cordova High School**  
1800 Berryhill Rd., Cordova, TN 38018

Grade Level: 9 - 12      School Type: Traditional      Square Footage: 278,000      Student Capacity: 2,151      FY2021-22 Utilization: 106      FCI: 8

School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
9 - 12	2,352	2,198	2,244	2,028	(216)
<b>Attendance Rate</b>					
	93	94	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	28%	35%	28%	-	
Student with Disability	14%	12%	11%	-	
English Language Learners	6%	7%	7%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	5	6	6	6	-
Classroom Teacher	119	122	120	113	(7)
Special Skills	1	1	1	1	-
Counselors	5	7	7	7	-
Educational Assistant	16	20	21	22	1
Instructional Facilitator	2	2	1	1	-
librarian	2	2	2	2	-
Nutrition	7	-	-	-	-
other	12	16	63	71	8
<b>School level Funds</b>					
General Fund	\$11,814,389	11,578,922	12,005,848	11,724,927	(280,921)
Title I	\$699,655	457,295	328,170	1,004,155	675,985
IDEA, Part 1	\$122,744	175,011	144,317	144,317	-
Other Special Revenue & Federal Funds	\$32,701	885,093	735,031	272,429	(462,602)
Total	\$12,669,491	13,096,321	13,213,366	13,145,828	(67,539)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	88%	99%			
TEM 5	13%	26%			
TEM 4	41%	59%			
TEM 3	35%	13%			

Total SBB Allocation				\$8,523,826
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$8,523,826
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$8,210,080
			This year (2023) ...	\$8,523,826
		This comparison does not include "locked dollars"	Total Difference	\$313,746
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$216,781)
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$530,527	
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		\$566,680
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.





# Informational

Section B: Detailed Breakdown				
<b>1 SBB Allocations</b>				<b>\$8,523,826</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			
	All Students	1	\$3,600	2028
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	0
	Grade 1	0.3	\$1,080	0
	Grade 2	0.3	\$1,080	0
	Grade 3	0.2	\$720	0
	Grade 4	0.2	\$720	0
	Grade 5	0.2	\$720	0
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	570
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	280
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	1832
	Incoming High Proficiency	0.1	\$360	2
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	63
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
<b>SBB Allocations Total</b>				<b>\$8,523,826</b>
<b>2 SBB Transition Supplements</b>				<b>\$0</b>
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> <p>If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</p>	\$4,203	\$3,941	\$262
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	6.60%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
<b>SBB Transition Supplements TOTAL</b>				<b>\$0</b>



# Informational

## Craigmont High 3333 Covington Pike, Memphis, TN 38128

Grade Level: 9 - 12	School Type Optional	Square Footage 324,517	Student Capacity 1,234	FY2021-22 Utilization 74	FCI: 4
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
9 - 12	869	707	726	649	(77)
<b>Attendance Rate</b>					
9 - 12	91	93	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	52%	62%	49%	-	
Student with Disability	17%	16%	15%	-	
English Language Learners	2%	2%	3%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	46	45	44	40	(4)
Special Skills	1	1	1	1	-
Counselors	3	2	2	2	-
Educational Assistant	9	9	11	8	(3)
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	8	11	26	49	23
<b>School level Funds</b>					
General Fund	\$4,931,517	3,563,366	4,431,869	4,404,377	(27,492)
Title I	\$359,946	347,808	318,361	510,581	192,220
IDEA, Part 1	\$47,941	51,414	51,957	51,957	-
Other Special Revenue & Federal Funds	\$0	522,179	576,600	145,038	(431,562)
Total	\$5,589,549	4,484,768	5,378,786	5,111,953	(266,833)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	77%	100%			
TEM 5	12%	15%			
TEM 4	37%	64%			
TEM 3	29%	21%			

<b>Total SBB Allocation</b>			<b>\$2,790,861</b>	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,790,861	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)		
		Last Year (2022) ...	\$2,768,099	
		This year (2023) ...	\$2,790,861	
		This comparison does not include "locked dollars"	Total Difference	\$22,762
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment (\$143,500)	
		Estimated change to your budget due to SBB TRANSITION	Change from SBB \$166,262	
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$341,000	
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.	



# Informational

Section B: Detailed Breakdown				
<b>1 SBB Allocations</b>				\$2,790,861
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			
	All Students	1	\$3,600	649
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	0
	Grade 1	0.3	\$1,080	0
	Grade 2	0.3	\$1,080	0
	Grade 3	0.2	\$720	0
	Grade 4	0.2	\$720	0
	Grade 5	0.2	\$720	0
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	320
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	78
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	616
	Incoming High Proficiency	0.1	\$360	4
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	37
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
<b>SBB Allocations Total</b>				\$2,790,861
<b>2 SBB Transition Supplements</b>				\$0
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul>	\$4,297	\$4,041	\$256
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	6.30%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
<b>SBB Transition Supplements TOTAL</b>				\$0



# Informational

**Douglass High**  
3200 Mt. Olive Road, Memphis, TN 38108

Grade Level: 9 - 12      School Type: iZone      Square Footage: 146,568      Student Capacity: 757      FY2021-22 Utilization: 67      FCI: 1

School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
9 - 12	542	612	621	594	(27)
<b>Attendance Rate</b>					
9 - 12	93	89	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	66%	79%	69%	-	
Student with Disability	18%	17%	15%	-	
English Language Learners	6%	8%	9%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	3	3	3	-
Classroom Teacher	29	36	35	34	(1)
Special Skills	2	2	1	1	-
Counselors	2	2	2	2	-
Educational Assistant	5	7	6	6	-
Instructional Facilitator	1	2	2	2	-
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	7	11	25	33	8
<b>School level Funds</b>					
General Fund	\$3,360,481	3,650,584	3,658,927	3,662,230	3,303
Title I	\$255,406	274,911	291,140	473,715	182,575
IDEA, Part 1	\$128,425	108,823	180,005	180,005	-
Other Special Revenue & Federal Funds	\$0	512,138	614,743	160,027	(454,716)
<b>Total</b>	<b>\$3,744,314</b>	<b>4,546,456</b>	<b>4,744,815</b>	<b>4,475,978</b>	<b>(268,837)</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	88%	77%			
TEM 5	12%	0%			
TEM 4	52%	16%			
TEM 3	24%	61%			

Total SBB Allocation				\$2,647,975
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,647,975
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$2,369,589
			This year (2023) ...	\$2,647,975
		This comparison does not include "locked dollars"	Total Difference	\$278,386
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$82,552
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$195,833	
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		\$375,720
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



# Informational

Section B: Detailed Breakdown				
1 SBB Allocations				\$2,647,975
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			
	All Students	1	\$3,600	594
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	0
	Grade 1	0.3	\$1,080	0
	Grade 2	0.3	\$1,080	0
	Grade 3	0.2	\$720	0
	Grade 4	0.2	\$720	0
	Grade 5	0.2	\$720	0
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	409
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	125
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	519
	Incoming High Proficiency	0.1	\$360	19
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	40
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
<b>SBB Allocations Total</b>				<b>\$2,647,975</b>
2 SBB Transition Supplements				\$0
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul>	\$4,458	\$4,128	\$330
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	8.00%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
<b>SBB Transition Supplements TOTAL</b>				<b>\$0</b>



# Informational

## East High

3206 Poplar, Memphis, TN 38111

Grade Level: 9 - 12	School Type Optional	Square Footage 189,493	Student Capacity 1,338	FY2021-22 Utilization 39	FCI: 8
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
9 - 12	500	506	615	606	(9)
<b>Attendance Rate</b>					
9 - 12	96	99	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	26%	28%	20%	-	
Student with Disability	5%	2%	2%	-	
English Language Learners	2%	1%	0%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	2	2	1	(1)
Vice/Assistant Principal	1	2	3	3	-
Classroom Teacher	22	37	36	35	(1)
Special Skills	1	1	1	1	-
Counselors	2	1	1	1	-
Educational Assistant	1	-	-	-	-
Instructional Facilitator	2	2	1	2	1
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	7	8	21	25	4
<b>School level Funds</b>					
General Fund	\$3,511,764	3,487,541	4,128,977	3,893,692	(235,285)
Title I	\$144,189	88,047	82,703	165,143	82,440
IDEA, Part 1	\$31,385	31,929	-	-	-
Other Special Revenue & Federal Funds	\$16,414	208,688	178,730	114,655	(64,075)
Total	\$3,703,753	3,816,205	4,390,410	4,173,489	(216,921)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	95%	98%			
TEM 5	30%	36%			
TEM 4	41%	50%			
TEM 3	25%	12%			

Total SBB Allocation				\$3,474,764
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,474,764
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$3,258,812
			This year (2023) ...	\$3,474,764
		This comparison does not include "locked dollars"	Total Difference	\$215,951
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$188,818
		Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$27,134
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		\$0
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.





# Informational

Section B: Detailed Breakdown				
1 SBB Allocations				\$3,474,764
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			
	All Students	1	\$3,600	606
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	0
	Grade 1	0.3	\$1,080	0
	Grade 2	0.3	\$1,080	0
	Grade 3	0.2	\$720	0
	Grade 4	0.2	\$720	0
	Grade 5	0.2	\$720	0
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	121
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	68
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	428
	Incoming High Proficiency	0.1	\$360	19
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	0
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
<b>SBB Allocations Total</b>				<b>\$2,457,660</b>
2 SBB Transition Supplements				\$0
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$1,017,103
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul>	\$5,732	\$5,687	\$45
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		0.80%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
<b>SBB Transition Supplements TOTAL</b>				<b>\$1,017,103</b>



# Informational

## Germantown High

7653 Old Poplar Pike, Germantown, TN 38138

Grade Level: 9 - 12	School Type Optional	Square Footage 272,375	Student Capacity 2,028	FY2021-22 Utilization 101	FCI: 14
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
9 - 12	2,014	1,971	1,947	1,765	(182)
<b>Attendance Rate</b>					
9 - 12	95	99	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	17%	28%	22%	-	
Student with Disability	8%	8%	6%	-	
English Language Learners	2%	2%	2%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	5	5	5	5	-
Classroom Teacher	106	102	100	96	(4)
Special Skills	1	1	1	1	-
Counselors	5	6	6	6	-
Educational Assistant	11	9	9	10	1
Instructional Facilitator	2	1	1	2	1
librarian	2	2	2	2	-
Nutrition	6	-	-	-	-
other	17	17	59	65	6
<b>School level Funds</b>					
General Fund	\$11,061,143	10,179,067	10,152,892	9,956,605	(196,287)
Title I	\$336,647	151,138	-	570,692	570,692
IDEA, Part 1	\$180,391	256,036	209,733	209,733	-
Other Special Revenue & Federal Funds	\$2,814	2,733,765	1,597,141	247,325	(1,349,816)
Total	\$11,580,996	13,320,005	11,959,766	10,984,355	(975,411)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	90%			
TEM 5	47%	12%			
TEM 4	39%	66%			
TEM 3	14%	12%			

<b>Total SBB Allocation</b>			<b>\$7,189,632</b>	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$7,189,632	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)		
		Last Year (2022) ...	\$6,981,471	
		This year (2023) ...	\$7,189,632	
		This comparison does not include "locked dollars"	Total Difference	\$208,161
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment (\$345,878)	
		Estimated change to your budget due to SBB TRANSITION	Change from SBB \$554,039	
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$403,000	
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.	



# Informational

Section B: Detailed Breakdown				
<b>1 SBB Allocations</b>				\$7,189,632
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			
	All Students	1	\$3,600	1765
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	0
	Grade 1	0.3	\$1,080	0
	Grade 2	0.3	\$1,080	0
	Grade 3	0.2	\$720	0
	Grade 4	0.2	\$720	0
	Grade 5	0.2	\$720	0
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	386
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	102
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	1531
	Incoming High Proficiency	0.1	\$360	15
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	37
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
<b>SBB Allocations Total</b>				\$7,189,632
<b>2 SBB Transition Supplements</b>				\$0
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul>	\$4,073	\$3,760	\$314
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	8.30%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
<b>SBB Transition Supplements TOTAL</b>				\$0



# Informational

## Hamilton High

1363 Person, Memphis, TN 38106

School Level: 9 - 12	School Type iZone	Square Footage 336,151	Student Capacity 1,234	FY2021-22 Utilization 61	FCI: 9
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
9 - 12	629	578	625	655	30
<b>Attendance Rate</b>					
9 - 12	90	90	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	69%	83%	72%	-	
Student with Disability	24%	21%	19%	-	
English Language Learners	1%	1%	2%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	3	3	3	-
Classroom Teacher	94	45	41	38	(3)
Special Skills	-	-	-	-	-
Counselors	4	2	2	2	-
Educational Assistant	15	12	14	14	-
Instructional Facilitator	4	1	2	3	1
Librarian	1	1	1	1	-
Nutrition	6	-	-	-	-
other	19	17	28	34	6
<b>School level Funds</b>					
General Fund	\$4,465,859	4,218,390	4,368,543	4,436,122	67,579
Title I	\$292,256	254,022	340,848	484,587	143,739
IDEA, Part 1	\$266,303	259,632	250,293	250,293	-
Other Special Revenue & Federal Funds	\$24,856	797,093	865,229	346,066	(519,163)
<b>Total</b>	<b>\$5,119,562</b>	<b>5,529,138</b>	<b>5,824,913</b>	<b>5,517,069</b>	<b>(307,845)</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	79%	73%			
TEM 5	4%	0%			
TEM 4	21%	9%			
TEM 3	54%	64%			

<b>Total SBB Allocation</b>			<b>\$2,988,605</b>	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,988,605	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)		
		Last Year (2022) ...	\$2,756,970	
		This year (2023) ...	\$2,988,605	
		This comparison does not include "locked dollars"	Total Difference	\$231,635
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
	Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$57,879	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$173,756	
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$399,900	
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.	



# Informational

Section B: Detailed Breakdown				
1 SBB Allocations				\$2,988,605
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			
	All Students	1	\$3,600	655
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	0
	Grade 1	0.3	\$1,080	0
	Grade 2	0.3	\$1,080	0
	Grade 3	0.2	\$720	0
	Grade 4	0.2	\$720	0
	Grade 5	0.2	\$720	0
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	472
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	189
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	603
	Incoming High Proficiency	0.1	\$360	4
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	51
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
<b>SBB Allocations Total</b>				<b>\$2,988,605</b>
2 SBB Transition Supplements				\$0
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul>	\$4,559	\$4,294	\$265
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	6.20%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
<b>SBB Transition Supplements TOTAL</b>				<b>\$0</b>



# Informational

**Kingsbury High**  
1270 N. Graham, Memphis, TN 38122

Grade Level: 9 - 12	School Type Optional	Square Footage 219,210	Student Capacity 1,122	FY2021-22 Utilization 114	FCI: 7
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
9 - 12	1,375	1,332	1,347	1,376	29
Attendance Rate	92	93	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	45%	55%	42%	-	
Student with Disability	16%	15%	13%	-	
English Language Learners	24%	25%	27%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	3	5	5	5	-
Classroom Teacher	70	74	74	72	(2)
Special Skills	1	1	1	1	-
Counselors	4	4	5	5	-
Educational Assistant	12	13	14	14	-
Instructional Facilitator	2	3	3	3	-
Librarian	2	2	1	1	-
Nutrition	6	-	-	-	-
other	11	27	59	71	12
<b>School level Funds</b>					
General Fund	\$7,082,022	6,903,160	7,254,973	7,228,847	(26,127)
Title I	\$541,969	455,174	402,743	856,778	454,036
IDEA, Part 1	\$160,759	204,319	201,208	201,208	-
Other Special Revenue & Federal Funds	\$217,026	8,361,675	12,118,421	10,471,162	(1,647,259)
Total	\$8,001,778	15,924,329	19,977,346	18,757,995	(1,219,351)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	81%	73%			
TEM 5	14%	3%			
TEM 4	26%	21%			
TEM 3	42%	49%			

<b>Total SBB Allocation</b>			<b>\$2,478,432</b>	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,478,432	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)		
		Last Year (2022) ...	\$2,275,849	
		This year (2023) ...	\$2,478,432	
		This comparison does not include "locked dollars"	Total Difference	\$202,583
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
	Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$48,943	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$153,640	
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$244,900	
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.	





# Informational

Section B: Detailed Breakdown				
<b>1 SBB Allocations</b>				\$2,478,432
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			
	All Students	1	\$3,600	475
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	75
	Grade 1	0.3	\$1,080	72
	Grade 2	0.3	\$1,080	62
	Grade 3	0.2	\$720	84
	Grade 4	0.2	\$720	92
	Grade 5	0.2	\$720	90
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	229
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	1
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	65
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	435
	Incoming High Proficiency	0.1	\$360	6
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	25
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
<b>SBB Allocations Total</b>				\$2,478,432
<b>2 SBB Transition Supplements</b>				\$0
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul>	\$5,218	\$4,894	\$323
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	6.60%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
<b>SBB Transition Supplements TOTAL</b>				\$0



# Informational

## Kirby High

4080 Kirby Parkway, Memphis, TN 38115

Grade Level: 9 - 12	School Type Traditional	Square Footage 206,224	Student Capacity 1,332	FY2021-22 Utilization 81	FCI: 11
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
9 - 12	901	895	807	829	22
Attendance Rate	94	93	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	51%	65%	50%	-	
Student with Disability	15%	14%	12%	-	
English Language Learners	7%	7%	7%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	4	4	4	-
Classroom Teacher	56	45	45	43	(2)
Special Skills	-	-	-	-	-
Counselors	4	4	4	4	-
Educational Assistant	7	14	14	13	(1)
Instructional Facilitator	2	2	2	2	-
Librarian	1	1	1	1	-
Nutrition	5	-	-	-	-
other	12	13	30	36	6
<b>School level Funds</b>					
General Fund	\$5,452,231	5,340,289	4,862,039	5,041,130	179,092
Title I	\$406,729	352,326	492,130	538,033	45,903
IDEA, Part I	\$164,741	171,256	177,620	177,620	-
Other Special Revenue & Federal Funds	\$989	736,742	900,849	256,419	(644,430)
Total	\$6,024,692	6,600,613	6,432,637	6,013,202	(419,435)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	83%	80%			
TEM 5	5%	2%			
TEM 4	38%	25%			
TEM 3	40%	53%			

<b>Total SBB Allocation</b>			<b>\$3,614,203</b>	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,614,203	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)		
		Last Year (2022) ...	\$3,411,723	
		This year (2023) ...	\$3,614,203	
		This comparison does not include "locked dollars"	Total Difference	\$202,480
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$12,389)
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$214,869	
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$411,680	
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.	



# Informational

Section B: Detailed Breakdown				
<b>1 SBB Allocations</b>				\$3,614,203
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			
	All Students	1	\$3,600	829
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	0
	Grade 1	0.3	\$1,080	0
	Grade 2	0.3	\$1,080	0
	Grade 3	0.2	\$720	0
	Grade 4	0.2	\$720	0
	Grade 5	0.2	\$720	0
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	417
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	178
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	766
	Incoming High Proficiency	0.1	\$360	0
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	16
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
<b>SBB Allocations Total</b>				<b>\$3,614,203</b>
<b>2 SBB Transition Supplements</b>				<b>\$0</b>
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul>	\$4,360	\$4,101	\$259
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	6.30%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
<b>SBB Transition Supplements TOTAL</b>				<b>\$0</b>



# Informational

## Manassas High 1111 Manassas, Memphis, TN 38107

Grade Level: 9 - 12	School Type Traditional	Square Footage 139,338	Student Capacity 659	FY2021-22 Utilization 77	FCI: 1
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
9 - 12	519	406	393	307	(86)
<b>Attendance Rate</b>					
9 - 12	90	93	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	72%	78%	68%	-	
Student with Disability	20%	19%	13%	-	
English Language Learners	1%	1%	0%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	1	1	1	-
Classroom Teacher	30	26	24	24	-
Special Skills	-	-	-	-	-
Counselors	2	1	1	1	-
Educational Assistant	8	10	11	10	(1)
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	5	-	-	-	-
other	8	13	21	24	3
<b>School level Funds</b>					
General Fund	\$3,108,502	2,776,459	2,790,353	2,668,845	(121,508)
Title I	\$219,356	82,143	167,598	276,692	109,094
IDEA, Part 1	\$197,372	185,946	188,046	188,046	-
Other Special Revenue & Federal Funds	-	344,996	447,042	210,498	(236,543)
<b>Total</b>	<b>\$3,525,230</b>	<b>3,389,544</b>	<b>3,593,039</b>	<b>3,344,081</b>	<b>(248,958)</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	72%	56%			
TEM 5	6%	0%			
TEM 4	25%	9%			
TEM 3	42%	47%			

<b>Total SBB Allocation</b>			<b>\$1,665,808</b>
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,665,808
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	
		Last Year (2022) ...	\$1,684,777
		This year (2023) ...	\$1,665,808
		Total Difference	(\$18,969)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...	
	Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$99,694)
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$80,726
<b>Other Resources Outside of SBB</b>			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$208,320
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.



# Informational

Section B: Detailed Breakdown				
1 SBB Allocations				\$1,665,808
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	307
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	0
	Grade 1	0.3	\$1,080	0
	Grade 2	0.3	\$1,080	0
	Grade 3	0.2	\$720	0
	Grade 4	0.2	\$720	0
	Grade 5	0.2	\$720	0
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	0
	ELL Weight			
	ELL Weight	0.03	\$90	0
	Mobility Weights			
	Mobility	0.29	\$1,044	86
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	290
	Incoming High Proficiency	0.1	\$360	0
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	32
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
SBB Allocations Total				\$1,324,396
2 SBB Transition Supplements				\$0
	SCS Staffing Supplement			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$341,412
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> <p>If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</p>	\$5,431	\$5,168	\$263
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		5.10%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$341,412



# Informational

**Melrose High**  
2870 Deadrick, Memphis, TN 38114

School Level: 9 - 12	School Type iZone	Square Footage 280,000	Student Capacity 1,123	FY2021-22 Utilization 53	FCI: 17
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
9 - 12	586	691	752	747	(5)
<b>Attendance Rate</b>					
	87	91	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	70%	79%	68%	-	
Student with Disability	17%	14%	11%	-	
English Language Learners	2%	3%	4%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	3	3	4	1
Classroom Teacher	72	41	42	40	(2)
Special Skills	-	-	-	-	-
Counselors	2	3	2	2	-
Educational Assistant	5	5	8	8	-
Instructional Facilitator	3	2	2	2	-
librarian	2	1	1	1	-
Nutrition	4	-	-	-	-
other	13	8	28	34	6
<b>School level Funds</b>					
General Fund	\$3,795,943	3,598,648	4,021,764	3,909,337	(112,427)
Title I	\$242,363	143,737	245,256	550,934	305,678
IDEA, Part 1	\$3,998	#N/A	34,043	34,043	-
Other Special Revenue & Federal Funds	\$16,488	242,281	382,123	129,426	(252,697)
Total	\$4,129,080	#N/A	4,683,186	4,623,741	(59,446)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	87%	78%			
TEM 5	24%	0%			
TEM 4	24%	17%			
TEM 3	39%	61%			

<b>Total SBB Allocation</b>			<b>\$3,346,401</b>	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,346,401	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)		
		Last Year (2022) ...	\$2,836,527	
		This year (2023) ...	\$3,346,401	
		This comparison does not include "locked dollars"	Total Difference	\$509,874
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$311,917
	Change from SBB	\$197,956		
	Estimated change to your budget due to SBB TRANSITION			
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$448,260	
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.	





# Informational

Section B: Detailed Breakdown				
<b>1 SBB Allocations</b>				\$3,346,401
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			
	All Students	1	\$3,600	747
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	0
	Grade 1	0.3	\$1,080	0
	Grade 2	0.3	\$1,080	0
	Grade 3	0.2	\$720	0
	Grade 4	0.2	\$720	0
	Grade 5	0.2	\$720	0
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	510
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	169
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	706
	Incoming High Proficiency	0.1	\$360	2
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	48
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
<b>SBB Allocations Total</b>				\$3,346,401
<b>2 SBB Transition Supplements</b>				\$0
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> <p>If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</p>	\$4,480	\$4,215	\$265
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	6.30%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
<b>SBB Transition Supplements TOTAL</b>				\$0



# Informational

**Mitchell High**  
658 Mitchell, Memphis, TN 38109

School Level: 9 - 12      School Type: iZone      Square Footage: 117,630      Student Capacity: 951      FY2021-22 Utilization: 55      FCI: 5

School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
9 - 12	467	401	421	377	(44)
<b>Attendance Rate</b>					
9 - 12	93	96	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	66%	79%	68%	-	
Student with Disability	18%	17%	15%	-	
English Language Learners	0%	0%	0%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	28	22	22	22	-
Special Skills	-	-	-	-	-
Counselors	1	2	2	2	-
Educational Assistant	5	6	7	7	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	2	-	-	-	-
other	12	22	20	23	3
<b>School level Funds</b>					
General Fund	\$2,902,046	2,677,711	2,574,784	2,657,958	83,174
Title I	\$207,254	179,795	187,236	294,538	107,303
IDEA, Part 1	\$46,208	56,348	49,692	49,692	-
Other Special Revenue & Federal Funds	\$23,866	355,477	334,632	307,684	(26,948)
Total	\$3,179,375	3,269,332	3,146,344	3,309,872	163,529
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	32%	0%			
TEM 4	59%	59%			
TEM 3	9%	41%			

Total SBB Allocation				\$1,756,486
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,756,486
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$1,688,478
			This year (2023) ...	\$1,756,486
		This comparison does not include "locked dollars"	Total Difference	\$68,009
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$44,622)
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$112,630	
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		\$244,280
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



# Informational

Section B: Detailed Breakdown				
<b>1 SBB Allocations</b>				\$1,756,486
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			
	All Students	1	\$3,600	377
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	0
	Grade 1	0.3	\$1,080	0
	Grade 2	0.3	\$1,080	0
	Grade 3	0.2	\$720	0
	Grade 4	0.2	\$720	0
	Grade 5	0.2	\$720	0
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	257
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	50
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	354
	Incoming High Proficiency	0.1	\$360	2
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	28
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
<b>SBB Allocations Total</b>				\$1,651,966
<b>2 SBB Transition Supplements</b>				\$0
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$104,520
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul>	\$4,662	\$4,363	\$299
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	6.90%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
<b>SBB Transition Supplements TOTAL</b>				\$104,520



# Informational

**Oakhaven High**  
3125 Ladbrook Rd., Memphis, TN 38118

Grade Level: 9 - 12	School Type Traditional	Square Footage 152,940	Student Capacity 534	FY2021-22 Utilization 68	FCI: 11
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
9 - 12	365	366	395	379	(16)
<b>Attendance Rate</b>					
9 - 12	93	95	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	61%	73%	57%	-	
Student with Disability	14%	14%	10%	-	
English Language Learners	4%	14%	6%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	-	1	1	-
Classroom Teacher	21	21	22	22	-
Special Skills	-	-	-	-	-
Counselors	1	1	1	1	-
Educational Assistant	1	1	2	1	(1)
Instructional Facilitator	1	2	1	1	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	6	11	14	18	4
<b>School level Funds</b>					
General Fund	\$2,487,216	2,180,860	2,113,873	2,234,328	120,455
Title I	\$189,343	160,675	194,273	280,940	86,667
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	-	276,159	312,641	133,670	(178,971)
<b>Total</b>	<b>\$2,676,559</b>	<b>2,617,694</b>	<b>2,620,787</b>	<b>2,648,938</b>	<b>28,151</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	72%	62%			
TEM 5	4%	4%			
TEM 4	20%	12%			
TEM 3	48%	46%			

<b>Total SBB Allocation</b>			<b>\$1,754,742</b>	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,754,742	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)		
		Last Year (2022) ...	\$1,686,671	
		This year (2023) ...	\$1,754,742	
		This comparison does not include "locked dollars"	Total Difference	\$68,070
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$112,999)
		Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$181,069
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$220,100	
4 Locked Resources		Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.	



# Informational

Section B: Detailed Breakdown				
<b>1 SBB Allocations</b>				\$1,754,742
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			
	All Students	1	\$3,600	379
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	0
	Grade 1	0.3	\$1,080	0
	Grade 2	0.3	\$1,080	0
	Grade 3	0.2	\$720	0
	Grade 4	0.2	\$720	0
	Grade 5	0.2	\$720	0
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	217
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	62
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	351
	Incoming High Proficiency	0.1	\$360	0
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	2
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
<b>SBB Allocations Total</b>				\$1,636,455
<b>2 SBB Transition Supplements</b>				\$0
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$118,287
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul>	\$4,632	\$4,154	\$478
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	11.50%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
<b>SBB Transition Supplements TOTAL</b>				\$118,287



# Informational

**Overton High**  
1770 Lanier, Memphis, TN 38117

School Level: 9 - 12	School Type Optional	Square Footage 177,940	Student Capacity 1,289	FY2021-22 Utilization 93	FCI: 8
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
9 - 12	1,173	1,260	1,339	1,411	72
Attendance Rate	92	93	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	44%	59%	47%	-	
Student with Disability	10%	10%	10%	-	
English Language Learners	13%	13%	18%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	4	4	4	-
Classroom Teacher	62	72	77	74	(3)
Special Skills	3	4	5	5	-
Counselors	3	5	4	4	-
Educational Assistant	5	6	6	6	-
Instructional Facilitator	2	2	2	2	-
Librarian	1	1	2	2	-
Nutrition	4	-	-	-	-
other	10	16	46	55	9
<b>School level Funds</b>					
General Fund	\$6,878,925	6,575,926	7,239,381	7,730,383	491,002
Title I	\$503,375	325,223	474,155	874,545	400,389
IDEA, Part 1	\$124,889	154,075	148,320	148,320	-
Other Special Revenue & Federal Funds	-	679,705	761,322	151,376	(609,947)
Total	\$7,507,190	7,734,929	8,623,178	8,904,623	281,445
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	95%	75%			
TEM 5	32%	3%			
TEM 4	39%	23%			
TEM 3	24%	50%			

Total SBB Allocation				\$6,051,204	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$6,051,204	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$5,628,191	
			This year (2023) ...	\$6,051,204	
			Total Difference	\$423,013	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
	Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	\$20,015		
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$402,998		
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		\$636,120	
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.	





# Informational

Section B: Detailed Breakdown				
<b>1 SBB Allocations</b>				\$6,051,204
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			
	All Students	1	\$3,600	1411
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	0
	Grade 1	0.3	\$1,080	0
	Grade 2	0.3	\$1,080	0
	Grade 3	0.2	\$720	0
	Grade 4	0.2	\$720	0
	Grade 5	0.2	\$720	0
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	667
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	216
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	1282
	Incoming High Proficiency	0.1	\$360	4
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	23
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
<b>SBB Allocations Total</b>				\$6,051,204
<b>2 SBB Transition Supplements</b>				\$0
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul>	\$4,289	\$4,003	\$286
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	7.10%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
<b>SBB Transition Supplements TOTAL</b>				\$0



# Informational

## Raleigh-Egypt High

3970 Voltaire, Memphis, TN 38128

Grade Level: 6-12	School Type iZone	Square Footage 145,850	Student Capacity 1,095	FY2021-22 Utilization 83	FCI: 18
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
6-12	626	548	657	641	(16)
<b>Attendance Rate</b>					
6-12	93	92	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	64%	77%	63%	-	
Student with Disability	18%	16%	16%	-	
English Language Learners	2%	1%	2%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	3	2	2	2	-
Classroom Teacher	59	38	35	35	-
Special Skills	-	-	-	-	-
Counselors	4	2	2	2	-
Educational Assistant	6	8	8	7	(1)
Instructional Facilitator	2	1	1	2	1
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	10	10	34	36	2
<b>School level Funds</b>					
General Fund	\$4,097,321	3,698,707	4,131,917	4,030,663	(101,254)
Title I	\$272,522	222,585	293,803	486,042	192,239
IDEA, Part 1	\$76,007	78,411	135,709	135,709	-
Other Special Revenue & Federal Funds	-	500,838	589,745	434,199	(155,546)
Total	\$4,445,851	4,500,542	5,151,173	5,086,613	(64,560)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	90%	86%			
TEM 5	28%	5%			
TEM 4	40%	32%			
TEM 3	22%	49%			

Total SBB Allocation				\$2,857,153
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,857,153
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$2,737,736
			This year (2023) ...	\$2,857,153
		This comparison does not include "locked dollars"	Total Difference	\$119,417
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$49,096)
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$168,513	
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		\$416,020
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



# Informational

Section B: Detailed Breakdown				
<b>1 SBB Allocations</b>				<b>\$2,857,153</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			
	All Students	1	\$3,600	641
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	0
	Grade 1	0.3	\$1,080	0
	Grade 2	0.3	\$1,080	0
	Grade 3	0.2	\$720	0
	Grade 4	0.2	\$720	0
	Grade 5	0.2	\$720	0
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	453
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	153
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	555
	Incoming High Proficiency	0.1	\$360	8
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	25
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
<b>SBB Allocations Total</b>				<b>\$2,857,153</b>
<b>2 SBB Transition Supplements</b>				<b>\$0</b>
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> <p>If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</p>	\$4,455	\$4,193	\$263
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	6.30%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>



# Informational

## Ridgeway High

2009 Ridgeway Rd, Memphis, TN 38119

Grade Level: 9 - 12	School Type Optional	Square Footage 247,000	Student Capacity 1,330	FY2021-22 Utilization 94	FCI: 6
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
9 - 12	1,200	938	852	813	(39)
Attendance Rate	93	96	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	36%	51%	38%	-	
Student with Disability	12%	10%	10%	-	
English Language Learners	2%	3%	3%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	4	3	3	3	-
Classroom Teacher	61	47	47	44	(3)
Special Skills	2	-	-	-	-
Counselors	4	4	4	4	-
Educational Assistant	6	9	7	10	3
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	5	-	-	-	-
other	7	7	25	30	5
<b>School level Funds</b>					
General Fund	\$5,847,000	4,881,524	4,784,496	4,591,193	(193,303)
Title I	\$433,282	398,236	324,921	502,239	177,318
IDEA, Part 1	\$202,667	205,602	237,801	237,801	-
Other Special Revenue & Federal Funds	-	785,958	752,554	216,967	(535,587)
Total	\$6,482,950	6,271,319	6,099,772	5,548,200	(551,572)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	89%	92%			
TEM 5	28%	19%			
TEM 4	43%	55%			
TEM 3	19%	19%			

<b>Total SBB Allocation</b>			<b>\$3,363,163</b>	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,363,163	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)		
		Last Year (2022) ...	\$3,367,873	
		This year (2023) ...	\$3,363,163	
		This comparison does not include "locked dollars"	Total Difference	(\$4,710)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$211,964)
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$207,254	
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$301,320	
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.	



# Informational

Section B: Detailed Breakdown				
1 SBB Allocations				\$3,363,163
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	804
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	0
	Grade 1	0.3	\$1,080	0
	Grade 2	0.3	\$1,080	0
	Grade 3	0.2	\$720	0
	Grade 4	0.2	\$720	0
	Grade 5	0.2	\$720	0
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	306
	ELL Weight			
	ELL Weight	0.03	\$90	0
	Mobility Weights			
	Mobility	0.29	\$1,044	81
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	707
	Incoming High Proficiency	0.1	\$360	6
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	19
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
SBB Allocations Total				\$3,363,163
2 SBB Transition Supplements				\$0
SCS Staffing Supplement				
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
Transition Policy Tax or Subsidy			Dollar per Pupil Next Year (2021-2022)	Dollar per Pupil This Year (2020-2021)
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul>			\$4,183	\$3,925
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.			% Change in Dollar per Pupil	Transition Policy Type
			6.60%	N/A - You are not gaining or losing enough to be affected by the transition policy
SBB Transition Supplements TOTAL				\$0



# Informational

**Sheffield High**  
4315 Sheffield Avenue Memphis, TN 38118

Grade Level: 9 - 12	School Type iZone	Square Footage 193,236	Student Capacity 991	FY2021-22 Utilization 76	FCI: 11
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
9 - 12	765	511	537	454	(83)
<b>Attendance Rate</b>					
9 - 12	93	87	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	51%	71%	54%	-	
Student with Disability	15%	17%	13%	-	
English Language Learners	20%	22%	27%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	41	36	32	29	(3)
Special Skills	-	-	-	-	-
Counselors	2	2	2	2	-
Educational Assistant	5	7	7	8	1
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	10	9	23	26	3
<b>School level Funds</b>					
General Fund	\$3,357,596	3,456,160	3,284,839	3,015,131	(269,707)
Title I	\$368,429	319,141	237,404	373,461	136,058
IDEA, Part 1	\$81,812	92,554	86,755	86,755	-
Other Special Revenue & Federal Funds	\$33,969	606,203	501,947	273,416	(228,531)
Total	\$3,841,807	4,474,057	4,110,944	3,748,763	(362,181)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	72%	26%			
TEM 5	11%	0%			
TEM 4	26%	9%			
TEM 3	36%	17%			

<b>Total SBB Allocation</b>			<b>\$2,027,247</b>	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,027,247	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)		
		Last Year (2022) ...	\$2,130,560	
		This year (2023) ...	\$2,027,247	
		This comparison does not include "locked dollars"	Total Difference	(\$103,313)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$229,356)
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$126,043	
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$254,820	
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.	





# Informational

Section B: Detailed Breakdown				
<b>1 SBB Allocations</b>				<b>\$2,027,247</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			
	All Students	1	\$3,600	454
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	0
	Grade 1	0.3	\$1,080	0
	Grade 2	0.3	\$1,080	0
	Grade 3	0.2	\$720	0
	Grade 4	0.2	\$720	0
	Grade 5	0.2	\$720	0
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	245
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	102
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	442
	Incoming High Proficiency	0.1	\$360	10
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	29
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
<b>SBB Allocations Total</b>				<b>\$2,027,247</b>
<b>2 SBB Transition Supplements</b>				<b>\$0</b>
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul>	\$4,463	\$4,186	\$278
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	6.60%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
<b>SBB Transition Supplements TOTAL</b>				<b>\$0</b>



# Informational

## Southwind High 7900 East Shelby Dr., Memphis, TN 38125

Grade Level: 9 - 12	School Type Traditional	Square Footage 326,926	Student Capacity 2,155	FY2021-22 Utilization 69	FCI: 1
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
9 - 12	1,532	1,549	1,463	1,407	(56)
<b>Attendance Rate</b>					
9 - 12	93	93	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	31%	45%	32%	-	
Student with Disability	11%	10%	10%	-	
English Language Learners	3%	4%	4%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	4	5	4	4	-
Classroom Teacher	79	80	82	80	(2)
Special Skills	-	-	-	-	-
Counselors	5	5	5	5	-
Educational Assistant	10	9	9	14	5
Instructional Facilitator	1	1	1	3	2
librarian	2	2	2	2	-
Nutrition	6	-	-	-	-
other	7	26	50	57	7
<b>School level Funds</b>					
General Fund	\$8,294,517	7,685,472	7,663,960	7,961,658	297,698
Title I	\$541,534	282,402	202,759	727,057	524,298
IDEA, Part I	\$109,733	159,465	116,764	116,764	-
Other Special Revenue & Federal Funds	-	1,111,753	758,361	204,817	(553,544)
<b>Total</b>	<b>\$8,945,785</b>	<b>9,239,091</b>	<b>8,741,844</b>	<b>9,010,297</b>	<b>268,452</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	86%	75%			
TEM 5	22%	5%			
TEM 4	46%	20%			
TEM 3	18%	51%			

<b>Total SBB Allocation</b>			<b>\$5,905,660</b>	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$5,905,660	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)		
		Last Year (2022) ...	\$5,587,110	
		This year (2023) ...	\$5,905,660	
		This comparison does not include "locked dollars"	Total Difference	\$318,550
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$74,494)
Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$393,044		
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$226,920	
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.	



# Informational

Section B: Detailed Breakdown				
<b>1 SBB Allocations</b>				\$5,905,660
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			
	All Students	1	\$3,600	1407
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	0
	Grade 1	0.3	\$1,080	0
	Grade 2	0.3	\$1,080	0
	Grade 3	0.2	\$720	0
	Grade 4	0.2	\$720	0
	Grade 5	0.2	\$720	0
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	454
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	172
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	1274
	Incoming High Proficiency	0.1	\$360	2
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	40
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
<b>SBB Allocations Total</b>				<b>\$5,905,660</b>
<b>2 SBB Transition Supplements</b>				<b>\$0</b>
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> <p>If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</p>	\$4,197	\$3,918	\$279
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	7.10%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
<b>SBB Transition Supplements TOTAL</b>				<b>\$0</b>



# Informational

## Trezevant High

3350 Trezevant, Memphis, TN 38127

School Level:	School Type	Square Footage	Student Capacity	FY2021-22 Utilization	FCI:
9 - 12	iZone	269,765	1,414	44	19

School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
9 - 12	542	445	512	408	(104)
<b>Attendance Rate</b>					
	89	88	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	72%	79%	68%	-	
Student with Disability	20%	21%	21%	-	
English Language Learners	0%	0%	0%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	69	29	25	24	(1)
Special Skills	-	-	-	-	-
Counselors	4	2	2	2	-
Educational Assistant	16	8	8	8	-
Instructional Facilitator	4	1	1	1	-
librarian	2	1	1	1	-
Nutrition	7	-	-	-	-
other	16	9	21	24	3
<b>School level Funds</b>					
General Fund	3,571,137	2,806,992	2,982,412	2,869,866	(112,546)
Title I	298,209	265,352	244,559	345,154	100,595
IDEA, Part 1	160,568	140,450	150,399	150,399	-
Other Special Revenue & Federal Funds	2,032	626,745	606,849	353,120	(253,729)
<b>Total</b>	<b>4,031,946</b>	<b>3,839,538</b>	<b>3,984,220</b>	<b>3,718,539</b>	<b>(265,681)</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	61%	91%			
TEM 5	0%	0%			
TEM 4	2%	30%			
TEM 3	59%	61%			

<b>Total SBB Allocation</b>			<b>\$1,835,754</b>	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,835,754	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)		
		Last Year (2022) ...	\$1,833,082	
		This year (2023) ...	\$1,835,754	
		This comparison does not include "locked dollars"	Total Difference	\$2,672
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment (\$96,833)	
		Estimated change to your budget due to SBB TRANSITION	Change from SBB \$99,505	
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$303,180	
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.	



# Informational

Section B: Detailed Breakdown				
1 SBB Allocations				\$1,835,754
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			
	All Students	1	\$3,600	408
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	0
	Grade 1	0.3	\$1,080	0
	Grade 2	0.3	\$1,080	0
	Grade 3	0.2	\$720	0
	Grade 4	0.2	\$720	0
	Grade 5	0.2	\$720	0
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	277
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	94
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	371
	Incoming High Proficiency	0.1	\$360	6
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	39
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
<b>SBB Allocations Total</b>				<b>\$1,835,754</b>
2 SBB Transition Supplements				\$0
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul>	\$4,497	\$4,253	\$244
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		5.70%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
<b>SBB Transition Supplements TOTAL</b>				<b>\$0</b>



# Informational

**Westwood High**  
4480 Westmont Avenue Memphis, TN 38109

Grade Level: 9 - 12      School Type: iZone      Square Footage: 181,342      Student Capacity: 1,003      FY2021-22 Utilization: 33      FCI: 42

School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
9 - 12	372	345	357	274	(83)
<b>Attendance Rate</b>					
9 - 12	92	96	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	62%	79%	65%	-	
Student with Disability	27%	24%	19%	-	
English Language Learners	1%	1%	1%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	25	23	20	19	(1)
Special Skills	-	-	-	-	-
Counselors	1	1	2	1	(1)
Educational Assistant	5	7	8	8	-
Instructional Facilitator	1	2	1	1	-
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	8	8	17	23	6
<b>School level Funds</b>					
General Fund	\$2,833,673	2,680,934	2,608,700	2,253,360	(355,340)
Title I	\$189,875	150,700	175,888	252,882	76,995
IDEA, Part 1	\$127,565	136,920	147,706	147,706	-
Other Special Revenue & Federal Funds	-	375,126	406,269	124,668	(281,601)
<b>Total</b>	<b>\$3,151,114</b>	<b>3,343,680</b>	<b>3,338,563</b>	<b>2,778,617</b>	<b>(559,946)</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	66%	54%			
TEM 5	7%	0%			
TEM 4	7%	8%			
TEM 3	52%	46%			

Total SBB Allocation			\$1,662,673	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,662,673	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)		
		Last Year (2022) ...	\$1,601,718	
		This year (2023) ...	\$1,662,673	
		This comparison does not include "locked dollars"	Total Difference	\$60,956
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
	Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$217,268)	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$278,223	
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$187,860	
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.	





# Informational

Section B: Detailed Breakdown				
<b>1 SBB Allocations</b>				\$1,662,673
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			
	All Students	1	\$3,600	274
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	0
	Grade 1	0.3	\$1,080	0
	Grade 2	0.3	\$1,080	0
	Grade 3	0.2	\$720	0
	Grade 4	0.2	\$720	0
	Grade 5	0.2	\$720	0
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	178
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	56
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	264
	Incoming High Proficiency	0.1	\$360	0
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	29
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
<b>SBB Allocations Total</b>				\$1,227,907
<b>2 SBB Transition Supplements</b>				\$0
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$434,766
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul>	\$6,068	\$5,053	\$1,015
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	20.10%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>			\$434,766



# Informational

**White Station High**  
514 S. Perkins Memphis, TN 38117

Grade Level: 9 - 12      School Type: Optional      Square Footage: 247624      Student Capacity: 1991      FY2021-22 Utilization: 109      FCI: 9

School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
9 - 12	2,202.00	2,013.00	1,998.00	1,939.00	
<b>Attendance Rate</b>					
	94.80	97.34	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	17%	25%	18%	-	
Student with Disability	9%	9%	8%	-	
English Language Learners	3%	3%	3%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	5	5	5	5	-
Classroom Teacher	112	106	101	100	(1)
Special Skills	5	6	6	6	-
Counselors	5	5	5	6	1
Educational Assistant	6	13	13	14	1
Instructional Facilitator	3	1	2	2	-
librarian	2	2	2	2	-
Nutrition	7	-	-	-	-
other	13	15	46	93	47
<b>School level Funds</b>					
General Fund	\$11,281,080	10,488,050	10,547,550	10,381,525	(166,025)
Title 1	\$454,894	353,626	-	519,804	519,804
IDEA, Part 1	\$346,349	491,180	503,103	503,103	-
Other Special Revenue & Federal Funds	\$11,929	1,042,046	700,272	219,666	(480,605)
<b>Total</b>	<b>\$12,094,253</b>	<b>12,374,902</b>	<b>11,750,924</b>	<b>11,624,098</b>	<b>(126,826)</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	98%	94.74			
TEM 5	33%	15%			
TEM 4	53%	55%			
TEM 3	11%	25%			

Total SBB Allocation				\$7,280,799
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$7,280,799
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$6,978,122
			This year (2023) ...	\$7,280,799
		This comparison does not include "locked dollars"	Total Difference	\$302,677
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$93,893)
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$396,570	
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		\$0
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



# Informational

## Section B: Detailed Breakdown

1 SBB Allocations					\$7,280,799
<b>SBB Weights</b>					
<b>Base Weight</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
All Students	1	\$3,600	1833	\$6,598,800	
<b>Grade Weights</b>					
<b>Grade K</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
Grade K	0.3	\$1,080	0	\$0	
Grade 1	0.3	\$1,080	0	\$0	
Grade 2	0.3	\$1,080	0	\$0	
Grade 3	0.2	\$720	0	\$0	
Grade 4	0.2	\$720	0	\$0	
Grade 5	0.2	\$720	0	\$0	
<b>Poverty Weight</b>					
Poverty (Direct Certified)	0.1	\$360	328	\$118,103	
<b>ELL Weight</b>					
ELL Weight	0.03	\$90	55	\$4,980	
<b>Mobility Weights</b>					
Mobility	0.29	\$1,044	98	\$102,117	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.1	\$360	1083	\$389,825	
Incoming High Proficiency	0.1	\$360	163	\$58,725	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.23	\$825	10	\$8,250	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
<b>SBB Allocations Total</b>					<b>\$7,280,799</b>
2 SBB Transition Supplements					\$0
<b>SCS Staffing Supplement</b>					
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul>		\$3,972	\$3,756	\$216	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		5.80%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
<b>SBB Transition Supplements TOTAL</b>					<b>\$0</b>



# Informational

## Whitehaven High

4851 Elvis Presley Blvd. Memphis, TN 38116

Grade Level: 9 - 12	School Type Empowerment/Optional	Square Footage 212776	Student Capacity 1465	FY2021-22 Utilization 120	FCI: 8
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School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
9 - 12	1,666.00	1,616.00	1,522.00	1,544.00	
Attendance Rate	89.60	94.01	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	44%	58%	47%	0%	
Student with Disability	10%	10%	8%	0%	
English Language Learners	1%	1%	1%	0%	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	5	6	7	7	-
Classroom Teacher	87	86	86	82	(4)
Special Skills	3	3	3	3	-
Counselors	5	5	4	4	-
Educational Assistant	2	5	7	7	-
Instructional Facilitator	2	2	2	2	-
librarian	2	2	2	2	-
Nutrition	8	-	-	-	-
other	13	26	70	77	7
<b>School level Funds</b>					
General Fund	8,882,675	8,940,745	8,792,295	8,312,689	(479,606)
Title 1	688,564	290,618	378,503	1,105,950	727,447
IDEA, Part 1	-	31,756	38,102	38,102	-
Other Special Revenue & Federal Funds	-	1,622,788	680,932	2,284,097	1,603,165
Total	9,571,239	10,885,907	9,889,832	11,740,838	1,851,006
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	97%	77.36			
TEM 5	39%	6%			
TEM 4	40%	23%			
TEM 3	17%	49%			

Total SBB Allocation				\$6,468,806	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$6,468,806	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ...	\$6,262,016	
			This year (2023) ...	\$6,468,806	
		This comparison does not include "locked dollars"	Total Difference	\$206,790	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$253,942)	
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$460,732		
<b>Other Resources Outside of SBB</b>					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		\$688,200	
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.	



# Informational

## Section B: Detailed Breakdown

1 SBB Allocations					\$6,468,806
<b>SBB Weights</b>					
<b>Base Weight</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
All Students	1	\$3,600	1544	\$5,557,502	
<b>Grade Weights</b>					
<b>Grade K</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
Grade K	0.3	\$1,080	0	\$0	
Grade 1	0.3	\$1,080	0	\$0	
Grade 2	0.3	\$1,080	0	\$0	
Grade 3	0.2	\$720	0	\$0	
Grade 4	0.2	\$720	0	\$0	
Grade 5	0.2	\$720	0	\$0	
<b>Poverty Weight</b>					
Poverty (Direct Certified)	0.1	\$360	727	\$261,759	
<b>ELL Weight</b>					
ELL Weight	0.03	\$90	0	\$2,037	
<b>Mobility Weights</b>					
Mobility	0.29	\$1,044	136	\$141,716	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.1	\$360	1373	\$494,452	
Incoming High Proficiency	0.1	\$360	6	\$2,265	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.23	\$825	11	\$9,075	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
<b>SBB Allocations Total</b>					<b>\$6,468,806</b>
2 SBB Transition Supplements					\$0
<b>SCS Staffing Supplement</b>					
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul>		\$4,190	\$3,892	\$298	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		7.70%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
<b>SBB Transition Supplements TOTAL</b>					<b>\$0</b>



# Informational

**Wooddale High**  
5151 Scottsdale Memphis, TN 38118

Grade Level: 9 - 12      School Type: Optional      Square Footage: 263513      Student Capacity: 1234      FY2021-22 Utilization: 71      FCI: 5

School Measures	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
<b>Enrollment</b>					
9 - 12	776.00	606.00	665.00	674.00	
<b>Attendance Rate</b>					
	91.50	93.25	-	-	

Student Demographics	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Economically Disadvantaged	50%	65%	51%	-	
Student with Disability	15%	14%	11%	-	
English Language Learners	10%	10%	14%	-	

Key School Positions-All Funding Sources	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	3	3	3	-
Classroom Teacher	51	37	38	36	(2)
Special Skills	1	- 1		1- Counselors	4
		3	2	3	1
Educational Assistant	6	8	9	8	(1)
Instructional Facilitator	1	1	2	3	1
librarian	1	1	1	1	-
Nutrition	6	--	-	- other	8
		10	27	35	8

School level Funds	FY 2019-20 Actuals	FY 2020-21 Actuals	FY 2021-22 Amended	FY22-23 Adopted	FY22 vs. FY23 Variance
General Fund	\$4,067,601	3,810,378	4,147,413	5,019,017	871,604
Title I	\$348,423	336,739	231,577	453,844	222,267
IDEA, Part 1	\$115,479	109,521	134,874	134,874	-
Other Special Revenue & Federal Funds	-	625,721	558,968	238,664	(320,303)
<b>Total</b>	<b>\$4,531,505</b>	<b>4,882,359</b>	<b>5,072,831</b>	<b>5,846,399</b>	<b>773,568</b>

Teacher Quality	FY 2019-20 Actuals	FY 2020-21 Actuals
Teachers with TEM 3 or above (%)	65%	64.00
TEM 5	6%	2%
TEM 4	15%	20%
TEM 3	44%	42%

Total SBB Allocation			\$3,040,484	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,040,484	
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0	
	How has my funding changed under SBB?	Your "2022 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	Last Year (2022) ... \$2,915,840	
			This year (2023) ... \$3,040,484	
		This comparison does not include "locked dollars"	Total Difference \$124,644	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
		Estimated change to your budget due to ENROLLMENT CHANGES	Change from Enrollment	(\$59,334)
	Estimated change to your budget due to SBB TRANSITION	Change from SBB	\$183,978	
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$345,340	
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.	Not shown in this workbook.	





# Informational

## Section B: Detailed Breakdown

1 SBB Allocations					\$3,040,484
<b>SBB Weights</b>					
<b>Base Weight</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
All Students	1	\$3,600	674	\$2,426,400	
<b>Grade Weights</b>					
<b>Grade K</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
Grade K	0.3	\$1,080	0	\$0	
Grade 1	0.3	\$1,080	0	\$0	
Grade 2	0.3	\$1,080	0	\$0	
Grade 3	0.2	\$720	0	\$0	
Grade 4	0.2	\$720	0	\$0	
Grade 5	0.2	\$720	0	\$0	
<b>Poverty Weight</b>					
Poverty (Direct Certified)	0.1	\$360	346	\$124,459	
<b>ELL Weight</b>					
ELL Weight	0.03	\$90	0	\$8,587	
<b>Mobility Weights</b>					
Mobility	0.29	\$1,044	224	\$234,231	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.1	\$360	644	\$231,957	
Incoming High Proficiency	0.1	\$360	0	\$0	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.23	\$825	18	\$14,850	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
<b>SBB Allocations Total</b>					<b>\$3,040,484</b>
2 SBB Transition Supplements					\$0
<b>SCS Staffing Supplement</b>					
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2021-2022)</b>	<b>Dollar per Pupil This Year (2020-2021)</b>	<b>Difference in Dollar per Pupil</b>	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul>		\$4,511	\$4,238	\$273	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		6.40%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
<b>SBB Transition Supplements TOTAL</b>					<b>\$0</b>



SBB Allocations by District

District 1: Board Member Michelle Robinson McKissack		District 2: Board Member Althea Greene		District 3: Board Member Stephanie P. Love	
School Name	SBB Allocations	School Name	SBB Allocations	School Name	SBB Allocations
B. T. Washington High	2,668,019.52	Brownsville Road Elementary	2,452,184.44	Delano Elementary	1,385,819.94
Bellevue Middle	2,293,204.51	Craigmont High	2,790,861.01	E.E. Jeter Elementary	2,594,187.09
Bruce Elementary	2,470,359.81	Craigmont Middle	1,932,661.07	Egypt Elementary	2,680,184.81
Central High	5,615,747.45	Douglass High	2,647,975.08	Georgian Hills Middle	1,442,339.47
Downtown Elementary	3,327,220.63	East High	3,474,763.60	Grandview Heights Middle School	1,718,775.15
Idlewild Elementary	2,337,929.69	Grahamwood Elementary	4,392,824.37	Hawkins Mill Elementary	1,464,297.59
LaRose Elementary	1,311,615.08	Jackson Elementary	1,389,165.26	Keystone Elementary	1,912,455.89
Peabody Elementary	1,724,955.55	Kingsbury Elementary	2,478,432.20	Lucie E. Campbell Elementary	2,588,368.61
Rozelle Elementary	1,383,233.33	Kingsbury High	5,889,978.64	Lucy Elementary	1,542,878.84
Snowden Elementary	5,857,667.07	Kingsbury Middle	2,495,661.65	Northaven Elementary	1,732,213.77
Westside Elementary	1,631,225.39	Manassas High	1,665,807.84	Raleigh-Egypt High	2,857,152.86
		Raleigh-Bartlett Meadows Elementary	2,096,016.21	Raleigh-Egypt Middle	1,919,447.05
		Springdale Elementary	1,384,510.70	Scenic Hills Elementary	1,464,512.19
		Treadwell Elementary	3,821,363.10	Trezevant High	1,835,753.55
		Treadwell Middle School	2,676,881.12	Woodstock Middle School	1,403,437.08
		Vollentine Elementary	1,584,375.34		
		Wells Station Elementary	2,989,186.34		
		William Herbert Brewster Elementary School	2,029,695.66		



SBB Allocations by District

District 4: Board Member Kevin Woods		District 5: Board Member Sheleah Harris		District 6: Board Member Charles Everett	
School Name	SBB Allocations	School Name	SBB Allocations	School Name	SBB Allocations
Germanshire Elementary	3,327,697.88	Barret's Chapel Elementary	2592121.54	A. B. Hill Elementary	3,012,183.16
Germantown Elementary	2,866,377.59	Bolton High	2364013.343	Chickasaw Middle	1,412,029.48
Germantown High	7,189,632.42	Chimneyrock Elementary School	3753776.825	Chickasaw Middle	1,412,029.48
Germantown Middle	3,308,710.97	Cordova Elementary	3439324.018	Cummings Elementary	2,447,683.68
Hickory Ridge Middle	3,139,739.45	Cordova High School	8523826.179	Double Tree Elementary	1,802,599.98
Highland Oaks Elementary	3,677,449.60	Cordova Middle	2542576.841	Ford Road Elementary	2,654,192.33
Highland Oaks Middle	2,662,399.71	Dexter Elementary	0	Geeter School	3,443,272.01
Kirby High	3,614,203.27	Dexter Middle	6653466.422	Havenview Middle	3,079,359.11
Lowrance Elementary	3,998,496.84	Macon-Hall Elementary	5104372.11	Holmes Road Elementary	2,868,545.85
Oak Forest Elementary	1,923,592.13	Mt. Pisgah Middle	2579540.973	J. P. Freeman Elementary	3,068,217.20
Ross Elementary	2,715,561.10	Riverwood Elementary School	4275968.798	Levi Elementary	2,108,596.36
Southwind Elementary	3,071,610.52			Mitchell High	1,756,486.41
Southwind High	5,905,660.00			Riverview Elementary	2,215,528.40
Winridge Elementary	2,389,391.08			Westhaven Elementary	3,325,336.92
				Westwood High	1,662,673.38
				Whitehaven Elementary	1,932,793.18
				Whitehaven High	6,468,806.00



SBB Allocations by District

District 7: Board Member Miska Clay Bibbs		District 8: Board Member William "Billy" Orgel		District 9: Board Member Joyce Dorse Coleman	
School Name	SBB Allocations	School Name	SBB Allocations	School Name	SBB Allocations
A. Maceo Walker Middle	2,906,329.14	Berclair Elementary	2,939,185.96	Balmoral/Ridgeway Elementary	1,464,429.93
Alcy Elementary	2,988,291.75	Corning Achievement Elementary	1,241,029.00	Belle Forest Community School	4,927,309.44
American Way Middle	3,206,130.37	Frayser Achievement Elementary	1,387,012.00	Bethel Grove Elementary	1,155,923.58
Cromwell Elementary	2,083,215.34	Georgian Hills Achievement Elementary	1,460,647.00	Cherokee Elementary	1,908,446.78
Crump Elementary	2,960,384.52	Kate Bond Elementary School	3,489,210.25	Colonial Middle	4,061,422.76
Gardenview Elementary	1,541,907.93	Kate Bond Middle School	4,249,882.83	Dunbar Elementary	1,307,231.68
Getwell Elementary	2,415,161.33	Richland Elementary	4,157,858.92	Evans Elementary	2,037,972.95
Hamilton High	2,988,604.94	Shelby Oaks Elementary	3,386,876.67	Fox Meadows Elementary	2,622,710.21
Hamilton Middle	2,882,362.91	White Station Elementary	3,037,647.18	Maxine Smith STEAM Academy	1,571,389.71
Hickory Ridge Elementary	3,474,932.34	White Station High	7,280,799.28	Melrose High	3,346,401.05
Oakhaven Elementary	2,441,336.08	White Station Middle	4,407,092.29	Newberry Elementary	1,802,781.66
Oakhaven High	1,754,741.86	Whitney Achievement Elementary	1,387,286.00	Overton High	6,051,203.78
Oakhaven Middle	1,405,948.49			Ridgeway High	3,363,162.69
Oakshire Elementary	2,021,650.24			Ridgeway Middle	2,625,790.53
Parkway Village	3,930,884.59			Sea Isle Elementary	2,061,918.47
Robert R. Church Elementary	2,609,943.51			Sharpe Elementary	1,555,938.53
Sheffield Elementary	2,699,368.90			Sherwood Elementary	2,526,887.96
Sheffield High	2,027,247.07			Sherwood Middle	3,456,614.13
Winchester Elementary	2,031,789.91			South Park Elementary	2,332,886.54
				Willow Oaks Elementary	3,312,676.47
				Wooddale High	3,040,483.53



**Informational Section**

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## Informational Section

### IV. DEBT RETIREMENT SCHEDULE

#### Outstanding Debt

Memphis-Shelby County Schools does not have legal authority to issue general obligation debt and relies upon Shelby County Government for financing its capital needs.

Memphis-Shelby County Schools does not have any long-term debt obligations.







## Informational Section

### V. PROPERTY CLASSIFICATIONS AND ASSESSED PROPERTY VALUE

#### i. Assessed Value and Estimated Actual Value of Taxable Property

Shelby County, Tennessee

**Revenue Capacity Information**  
**Assessed and Estimated Value of Taxable Property**  
**Last Ten Fiscal Years**

Fiscal Year	Tax Year	Residential Property (b)	Commercial Property (b)	Personal Property (b)	Public Utilities (a)	Total Taxable Assessed Value	Total Direct Tax Rate	Estimated Actual Taxable Value	Assessed Value as a Percentage of Actual Value (c)
2012	2011	10,721,303,794	5,828,574,575	1,380,179,795	1,069,425,931	18,999,484,095	4.02	64,287,973,983	29.55%
2013	2012	10,649,905,970	5,660,543,555	1,438,945,120	1,098,465,902	18,847,860,547	4.02	63,834,911,731	29.53%
2014 (d)	2013	9,588,110,655	5,919,308,700	1,533,153,805	1,125,314,171	18,165,887,331	4.38	60,586,935,365	29.98%
2015	2014	9,553,959,920	5,650,054,415	1,473,774,000	1,289,100,925	17,966,889,260	4.37	59,884,233,964	30.00%
2016	2015	9,595,800,610	5,701,519,115	1,426,582,015	1,215,978,130	17,939,879,870	4.37	59,897,289,027	29.95%
2017	2016	9,658,521,795	5,751,939,895	1,461,401,325	1,230,992,434	18,102,855,449	4.37	60,418,966,162	29.96%
2018 (d)	2017	10,678,297,610	6,763,926,870	1,521,169,795	1,284,144,752	20,247,539,027	4.11	67,338,526,740	30.07%
2019	2018	10,746,690,380	6,775,006,250	1,569,997,235	1,279,368,476	20,371,062,341	4.05	67,794,202,302	30.05%
2020	2019	10,854,705,952	6,853,808,465	1,491,687,060	1,205,125,763	20,405,327,240	4.05	68,050,683,051	29.99%
2021	2020	10,937,574,967	6,829,477,860	1,527,218,650	1,294,911,983	20,589,183,460	4.05	68,491,786,924	30.06%

(a) Public Utilities information is based on information received from the State of Tennessee Comptroller of the Treasury assessments.

(b) Assessed value is the most current tax year value prepared by the County Assessor of Property as of April 2021 prior to the beginning of each fiscal year.

(c) The State of Tennessee tax statutes classify property as follows for computing assessed valuations:

Real Estate-Residential and Farms	25% of actual value
Real Estate-Commercial and Industrial	40% of actual value
Personal Property-Commercial and Industrial	30% of actual value
Public Utilities	55% of actual value

(d) The effect of property reappraisals are reflected in FY2014 and 2018 amounts.



**Revenue Capacity Information  
Assessed and Estimated Value of Taxable Property  
Last Ten Fiscal Years**

Total Taxable Assessed Value	Total Direct Tax Rate	Estimated Actual Taxable Value	Assessed Value as a Percentage of Actual Value (c)
18,999,484,095	4.02	64,287,973,983	29.55%
18,847,860,547	4.02	63,834,911,731	29.53%
18,165,887,331	4.38	60,586,935,365	29.98%
17,966,889,260	4.37	59,884,233,964	30.00%
17,939,879,870	4.37	59,897,289,027	29.95%
18,102,855,449	4.37	60,418,966,162	29.96%
20,247,539,027	4.11	67,338,526,740	30.07%
20,371,062,341	4.05	67,794,202,302	30.05%
20,405,327,240	4.05	68,050,683,051	29.99%
20,589,183,460	4.05	68,491,786,924	30.06%



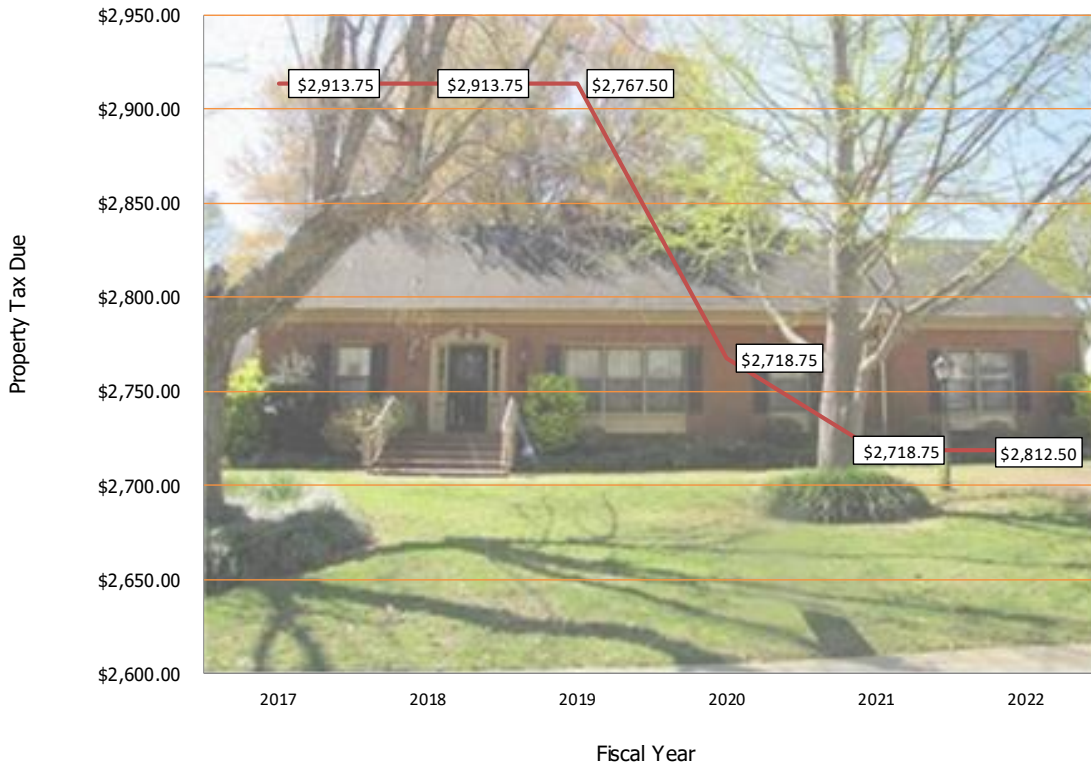


# Informational Section

## ii. Impact on Taxpayers

	Fiscal Year					
	2017	2018	2019	2020	2021	2022
Market value of a home	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000
Appraised % of market value	25%	25%	25%	25%	25%	25%
Taxable value	\$ 37,500	\$ 37,500	\$ 37,500	\$ 37,500	\$ 37,500	\$ 37,500
Property tax rate assessed						
City of Memphis	\$ 3.40	\$ 3.40	\$ 3.27	\$ 3.20	\$ 3.20	\$ 3.45
Shelby County	4.37	4.37	4.11	4.05	4.05	4.05
Total Combined Tax Rate	<u>\$ 7.77</u>	<u>\$ 7.77</u>	<u>\$ 7.38</u>	<u>\$ 7.25</u>	<u>\$ 7.25</u>	<u>\$ 7.50</u>
Property tax due	\$ 2,913.75	\$ 2,913.75	\$ 2,767.50	\$ 2,718.75	\$ 2,718.75	\$ 2,812.50
Property tax increase (decrease) from prior year	\$ (3.75)	\$ -	\$ (146.25)	\$ (48.75)	\$ -	\$ 93.75

**Property Tax on \$150,000 Home in Shelby County**



**\* Note – Tax information reflects the latest available data at the time of publication.**



## Informational Section

### iii. Principal Property Taxpayers

Shelby County, Tennessee

Revenue Capacity Information  
Principal Property Tax Payers - Current and Nine Years Ago  
June 30, 2021

Name of Taxpayer	Fiscal 2021 Assessments			Fiscal 2012 Assessments		
	Taxable Assessed Value	Rank	Percentage of Total County Taxable Assessed Value	Taxable Assessed Value	Rank	Percentage of Total County Taxable Assessed Value
Wal-Mart Real Estate Trust						
Cargill Inc.						
Baptist Memorial Hospital						
Saint Francis Hospital System						
FedEx Express Corporation (and related divs)	\$ 806,648,531	1	3.92%	\$ 71,231,790	1	0.39%
G&I VII Retail Carriage LLC (and related divs)	78,889,080	2	0.38%			
Exeter Property Group	73,606,960	3	0.36%			
AT&T Mobility LLC	70,304,953	4	0.34%			
Lightman Michael A (and affiliated LPs)	67,435,950	5	0.33%			
Kroger Companies	67,075,135	6	0.33%			
AMISUB (SFH) Inc.	61,806,550	7	0.30%	35,512,000	4	0.19%
The Premcor Refining Group LLC	55,283,130	8	0.27%	43,545,510	3	0.24%
BNSF Railway Company	50,294,161	9	0.24%			
Smith & Nephew Inc.	46,885,100	10	0.23%	15,326,310	10	0.08%
Galleria at Wolfchase, LLC				60,000,000	2	0.33%
Carriage Avenue LLC				24,000,000	5	0.13%
HRLP Crescent Center, LLC				20,500,360	6	0.11%
Solae, LLC				20,429,880	7	0.11%
Kellogg USA Inc.				18,331,380	8	0.10%
Archer Daniels Midland Co.				16,578,360	9	0.09%
Total Assessed Valuation of Top Ten Taxpayers	1,378,229,550		6.69%	325,455,590		1.78%
Balance of Assessed Valuation	19,210,953,910		93.31%	17,974,626,145		98.22%
Total Assessed Valuation	\$ 20,589,183,460		100.00%	\$ 18,300,081,735		100.00%

Source: Shelby County Assessor and Trustee Offices



## Informational Section

### VI. TAX RATE TRENDS

#### i. Property Tax Rates and Levies \*

##### Shelby County, Tennessee

**Revenue Capacity Information  
Property Tax Levies and Collections  
Last Ten Fiscal Years**

Fiscal Year Ended June 30,	Tax Year	Original Taxes Levied for the Fiscal Year	Collected within the Fiscal Year of the Levy		Collections in Subsequent Years	Adjusted Tax Levy	Total Collections to Date		
			Amount	Percentage of Original Levy			Amount	Percentage of Adjusted Levy	Percentage of Original Levy
2011	2010	776,865,051	713,667,892	91.87%	30,175,162	756,936,983	743,843,054	98.27%	95.75%
2012	2011	764,302,988	710,934,070	93.02%	30,980,336	754,262,345	741,914,406	98.36%	97.07%
2013	2012	760,525,341	713,245,234	93.78%	27,937,466	750,562,710	741,182,700	98.75%	97.46%
2014	(a) 2013	798,327,814	741,958,610	92.94%	25,322,425	775,676,738	767,281,036	98.92%	96.11%
2015	2014	783,507,158	750,097,124	95.74%	21,300,241	778,641,703	771,397,365	99.07%	98.45%
2016	2015	784,554,974	754,081,040	96.12%	20,593,546	780,513,345	774,674,586	99.25%	98.74%
2017	2016	791,094,783	761,608,732	96.27%	20,944,851	787,557,182	782,553,583	99.36%	98.92%
2018	(a) 2017	832,173,142	797,712,672	95.86%	18,987,166	823,187,542	816,699,838	99.21%	98.14%
2019	2018	825,220,824	797,867,575	96.69%	13,347,155	821,656,618	811,214,730	98.73%	98.30%
2020	2019	826,294,724	793,923,127	96.08%	N/A	821,373,075	793,923,127	96.66%	96.08%

(a) The effect of property reappraisals are reflected in FY 2014, and 2018 amounts.

Source: Shelby County Trustee Offices.



## Informational Section

### ii. Tax Rate Trends\*

#### Shelby County, Tennessee

County Direct Rates	Revenue Capacity Information										
	Property Tax Rates-Direct and Overlapping Governments										
	Last Ten Fiscal Years										
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
General Funds	1.23	1.33	1.36	1.36	1.45	1.45	1.45	1.45	1.43	1.49	1.47
Education (a)	1.98	1.90	1.91	1.91	2.14	2.14	2.14	2.14	1.99	1.94	1.96
Debt Service	0.81	0.79	0.75	0.75	0.79	0.78	0.78	0.78	0.69	0.62	0.62
Total Direct Rate	4.02	4.02	4.02	4.02	4.38	4.37	4.37	4.37	4.11	4.05	4.05
<b>Rural School Bonds (b)</b>	0.04	0.04	0.04	0.04	0.04	0.00	0.00	0.00	0.00	0.00	0.00
<b>City &amp; Town Rates</b>											
Memphis ( c)	3.20	3.20	3.19	3.11	3.40	3.40	3.40	3.40	3.27	3.20	3.20
Arlington	1.00	1.00	1.00	1.15	1.15	1.15	1.15	1.15	1.15	1.15	1.37
Bartlett	1.49	1.49	1.49	1.49	1.62	1.62	1.62	1.62	1.83	1.83	1.83
Collierville	1.18	1.18	1.43	1.43	1.53	1.53	1.78	1.78	1.63	1.83	1.83
Germantown	1.43	1.43	1.49	1.49	1.93	1.93	1.93	1.93	1.97	1.95	1.95
Lakeland (d)	0.00	0.00	0.00	0.85	0.85	0.85	1.40	1.40	1.25	1.25	1.24
Millington	1.23	1.23	1.23	1.23	1.53	1.53	1.53	1.53	1.53	1.53	1.53

Rates are applicable to fiscal years ending June 30.

- (a) The portion of property taxes designated for education is allocated among the Shelby County Board of Education and the municipal school districts based on the average daily attendance.
- (b) Beginning in calendar year 2003 an additional tax rate was established to fund Rural School Bonds and is applied only to taxpayers living outside the City of Memphis. As of fiscal year 2015, this additional tax is repealed.
- (c) Over two-thirds (69.47%) of the County's population resides in the City of Memphis.
- (d) Prior to 2013 the City of Lakeland did not have a property tax.

**\* Note – Tax information reflects the latest available data at the time of publication.**





## Informational Section

### VII. STATISTICAL AND OTHER INFORMATION

#### i. Income Per Capita\*

<u>Fiscal Year</u>	<u>Population</u>	<u>Personal Income (thousands of dollars)</u>	<u>Per Capita Personal Income</u>	<u>Unemployment Rate</u>
2011	935,088	38,116,646	40,763	9.9%
2012	940,764	39,896,975	42,409	9.1%
2013	939,465	40,594,551	43,210	9.7%
2014	938,803	41,968,752	44,705	7.9%
2015	938,069	42,356,302	45,153	6.6%
2016	934,603	43,210,184	46,234	5.5%
2017	936,961	44,650,627	47,655	3.7%
2018	935,764	46,287,828	49,465	3.5%
2019	937,166	29,534,786	31,515	3.6%
2020	929,744	N/A	N/A	N/A

Sources:

Population and personal income data provided by the U.S. Bureau of the Census through Bureau of Economic Analysis (BEA).

Unemployment rates provided by Tennessee Department of Labor and Workforce Development.

Note:

Population data are midyear estimates. Personal income amounts are totals for each calendar year. Per capita personal income amounts are computed on the basis of the mid-year population estimates given at left. Unemployment rates are calendar year average rates for the civilian workforce. BEA released the population and personal income data shown here in July 2020.



## Informational Section

### ii. Principal Employers\*

#### Shelby County, Tennessee

#### Demographic and Economic Information Principal Employers Current Year and Nine Years Ago

Employer	2021			2012		
	Employees	Rank	Percentage of Total Employment	Employees	Rank	Percentage of Total Employment
FedEx Corp	30,000	1	4.55%	30,000	1	5.38%
Shelby County Schools (a)	15,500	2	2.35%	5,200	10	0.92%
Tennessee State Government	15,400	3	2.34%	9,000	4	1.60%
United States Government	13,400	4	2.03%	15,500	3	2.75%
Methodist Le Bonheur Healthcare	13,183	5	2.00%	8,700	5	1.54%
City of Memphis	8,200	6	1.24%	7,231	6	1.28%
Baptist Memorial Health Care Corp.	7,313	7	1.11%	6,845	7	1.22%
Naval Support Activity Mid-South	6,500	8	0.99%			
Wal-Mart Stores Inc.	6,280	9	0.95%	6,000	9	1.07%
The Kroger Company	6,198	10	0.94%			
Memphis City Schools (a)				15,991	2	2.84%
Shelby County Government				6,336	8	1.13%
<b>Total</b>	<b>121,974</b>		<b>18.51%</b>	<b>110,803</b>		<b>19.68%</b>

(a) In 2013 Shelby County Schools and Memphis City Schools merged into a single school district that is now Shelby County Schools. In FY2022, Shelby County Schools was renamed Memphis-Shelby County Schools.

Sources:

Largest employer data for 2011 and 2020 comes from Memphis Business Journal Book of Lists for each year.

The largest employer numbers are for the Memphis area as defined by the Memphis Business Journal and are as of the survey period January and February of the year reported. Total employment from the TN Department of Labor & Workforce Development-Employment Security Division are for the Memphis Metropolitan Statistical Area.

Total Employment:	2021	658,876
	2010	563,110

**\* Note – Tax information reflects the latest available data at the time of publication.**



## Informational Section

### iii. School Lunch Program

#### MEMPHIS-SHELBY COUNTY SCHOOLS

	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>
Charge per lunch to students							
Paid Elementary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Paid Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Paid High School	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Reduced	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Charge per lunch to adults	\$4.00	\$3.75	\$3.75	\$3.75	\$3.75	\$2.00	\$2.00
Number of days served	175	175	130	180	175	179	179
Number of free lunches served	10,531,086	6,280,641	9,951,173	14,435,594	13,979,805	14,504,635	15,085,420
Percent of total lunches served	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Average number of free lunches served daily	60,178	35,889	76,547	80,198	79,885	81,031	84,276
Number of paid lunches served at reduced price	0	0	0	0	0	0	0
Percent of total lunches served	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Number of paid lunches served at regular price	0	0	0	0	0	0	0
Percent of total lunches served	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Average number of paid lunches served daily:							
At reduced price	0	0	0	0	0	0	0
At regular price	0	0	0	0	0	0	0
Total number of lunches served	10,531,086	6,280,641	9,951,173	14,435,594	13,979,805	14,504,635	15,085,420
Average number of lunches served daily	60,178	35,889	76,547	80,198	79,885	81,030	84,276
Weighted FTE Average Daily Attendance							139,755

Source: Tennessee Department of Education School Nutrition Program Year-to-Date Meal Counts/Participation

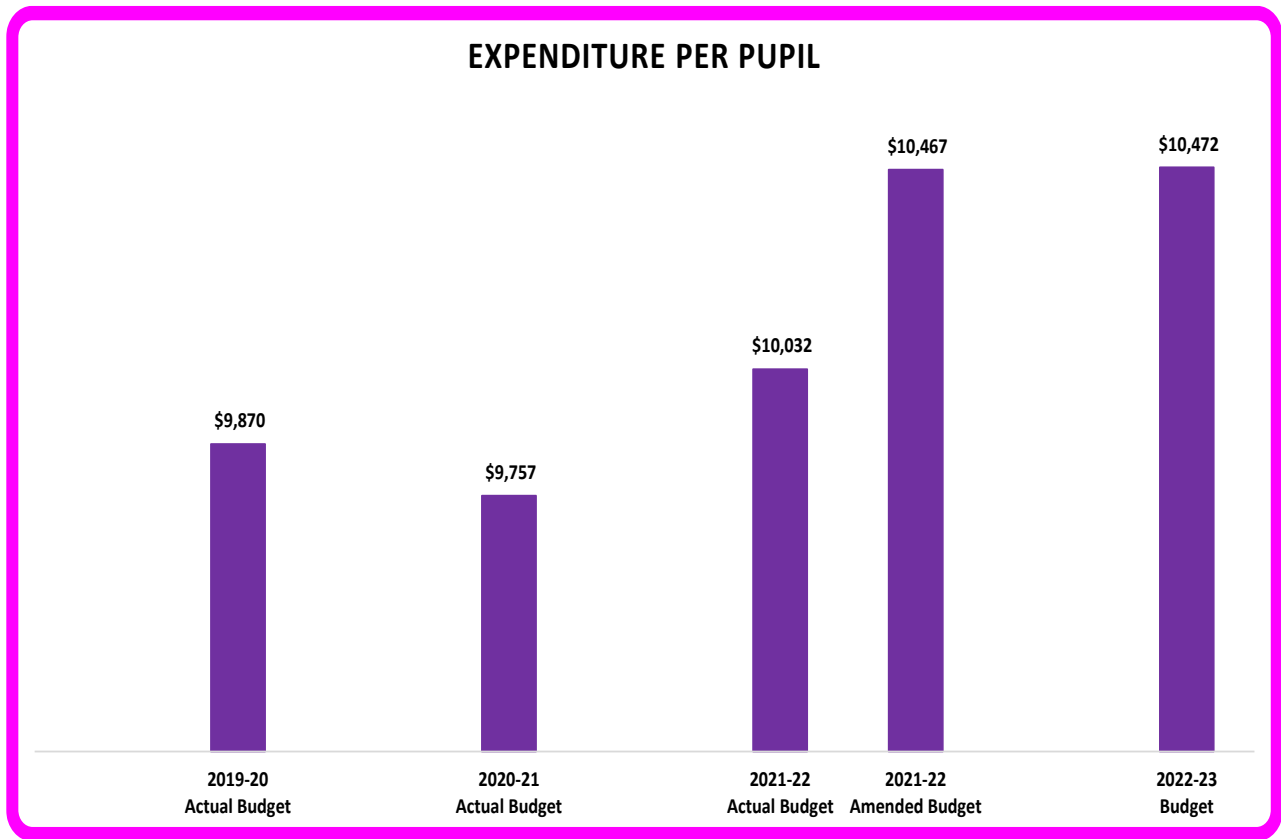
**Note:** In FY2015, the Memphis-Shelby County Board of Education implemented the Community Eligibility Provision (CEP) for all schools served by its Division of Nutrition Services. Under Section 104a of the Healthy, Hunger-Free Kids Act, CEP permits the District to serve every student a breakfast and a lunch every day at no charge, regardless of economic status. Because of the percentage of students served who can be directly certified as free without a meal application, USDA reimburses the district for every eligible breakfast and lunch served at 100% of the free meal rate.



## Informational Section

### iv. General Fund Expenditures Per Pupil

	2019-20 Actual Budget	2020-21 Actual Budget	2021-22 Actual Budget	2021-22 Amended Budget	2022-23 Budget
(A) Expenditure	\$ 1,068,004,167	\$ 1,047,660,886	\$ 1,033,792,972	\$ 1,138,568,704	\$ 1,109,132,637
(B) 40 Day Enrollment	108,212	107,375	103,045	108,772	105,912
(A/B) Expenditure per Pupil	\$ 9,870	\$ 9,757	\$ 10,032	\$ 10,467	\$ 10,472





**VIII. DISTRICT PERFORMANCE OBJECTIVES**

**Key Findings**

- In 2022 MSCS earned a composite TVAAS score of 5
- Overall, 65% of elementary schools, 47% of middle schools, and 35% of high schools earned a TVAAS Level 5 composite score
- MSCS earned a Level 5 in 3-8 ELA, 3-8 math, and High School ELA
- TCAP proficiency rates increased from 2021 to 2022
- Gaps in achievement exist across race/ethnicity and Economically Disadvantaged (ED) for all English Language Arts (ELA) and math subjects and grade levels. Proficiency rates for Black, Hispanic, and Native American (BHNA) and ED students remain lower than their Non-BHNA and Non-ED peers
- The cohort graduation rate increased from 77.7% in 2020-21 to 80.1% in 2021-22. Graduation rates by subgroup are as follows: Black, 81.2%, White, 79.5%, Hispanic, 73.5%, ED, 77.9%, English Learner (EL), 62.0%, and Students with Disabilities (SWD), 72.0%. All subgroups have increased their graduation rate in 2022 in comparison to 2021

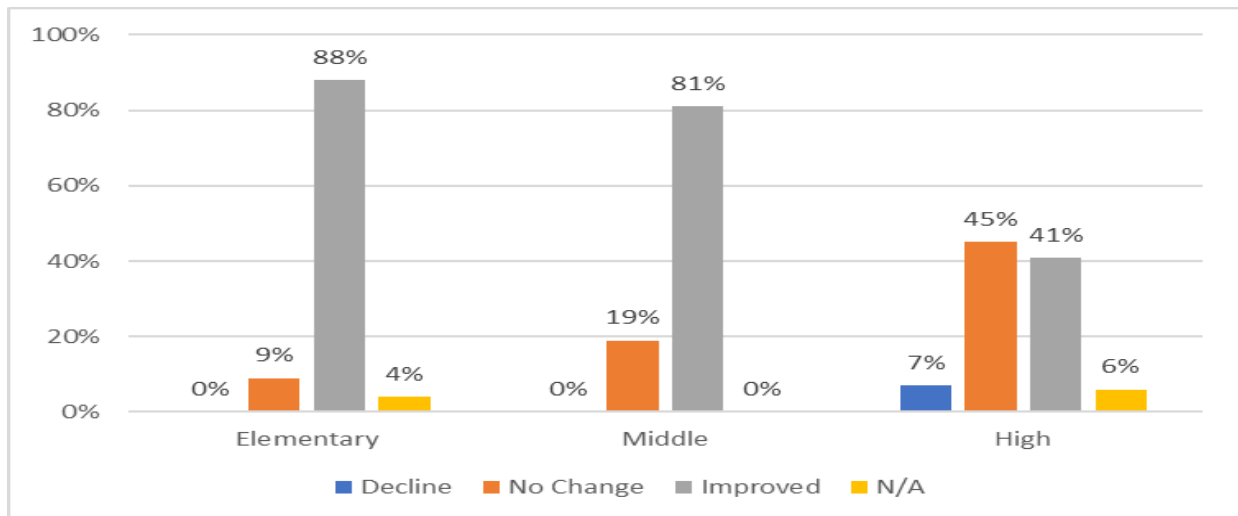
**Overview**

The key performance indicators for October 2022 report TVAAS growth rates, TCAP and EOC achievement gaps by subgroup, and graduation rate. Achievement gaps in math and English Language Arts (ELA) are examined between Black/Hispanic/Native American and Non-Black/Hispanic/Native American (BHNA and Non-BHNA) and economically disadvantaged and non-economically disadvantaged (ED and Non-ED) subgroups. These performance indicators align with District Priorities 1 and 2: Strengthen Early Literacy and Improve Post-Secondary Readiness.

**TVAAS Growth Rates**

The TVAAS assessment system measures year to year student growth and scores range from 1 (significantly less than one year of growth) to 5 (significantly more than one year of growth). The District received a composite TVAAS score of 5 in literacy, numeracy, and overall; this is an increase from the 2020-21 school year. The District also received a composite TVASS score of 1 in social studies and science. Trends by school type indicate 88% of elementary schools, 81% of middle schools, and 41% of high schools saw an improvement in TVAAS from 2020-21 to 2021-22. The only decline in TVAAS from 2020-21 to 2021-22 was observed in 8% of high schools. Figure 1 provides additional trends by school type.

Figure 1: TVAAS Trends by School Type: 2020-21 to 2021-22





## Informational Section

Figure 2 shows the breakdown of TVAAS levels by school type. Sixty-five percent of elementary schools, 47% of middle schools, and 35% of high schools received a Level 5 TVAAS score. This is a notable change from the 2020-21 school year when most schools ranked Level 1: 87% of elementary schools, 95% of middle schools, and 71% of high school.

Figure 2: TVAAS Composites by School Type

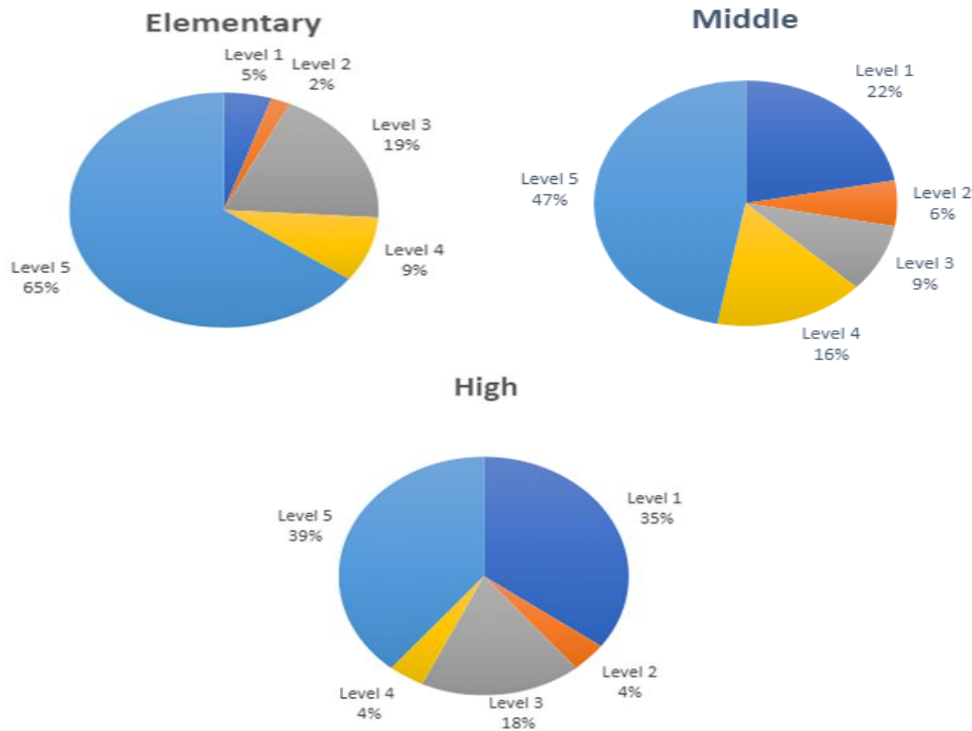


Table 1 shows the subjects that MSCS received a Level 3 or above. Grades 3-8, excluding grade 7, received a Level 5 in ELA. Every 3-8 grade level received a Level 5 in math and only grades 5 and 7 received a Level 5 in science. Grade 7 also received a Level 5 in social studies. The End of Course (EOC) tests that received a Level 3 or higher were English I and English II, both earned a Level 5.

Table 1: 2022-22 TVAAS Level 3 and Above by Subject and Grade

Type	Subject	Level
Grades 3-8 (Grade 3)	English Language Arts	Level 5
Grades 3-8 (Grade 4)	English Language Arts	Level 5
Grades 3-8 (Grade 5)	English Language Arts	Level 5
Grades 3-8 (Grade 6)	English Language Arts	Level 5
Grades 3-8 (Grade 8)	English Language Arts	Level 5
Grades 3-8 (Grade 3)	Math	Level 5
Grades 3-8 (Grade 4)	Math	Level 5
Grades 3-8 (Grade 5)	Math	Level 5
Grades 3-8 (Grade 6)	Math	Level 5
Grades 3-8 (Grade 7)	Math	Level 5
Grades 3-8 (Grade 8)	Math	Level 5
Grade 3-8 (Grade 5)	Science	Level 5
Grade 3-8 (Grade 7)	Science	Level 5
Grade 3-8 (Grade 7)	Social Studies	Level 5
EOC	English I	Level 5
EOC	English II	Level 5



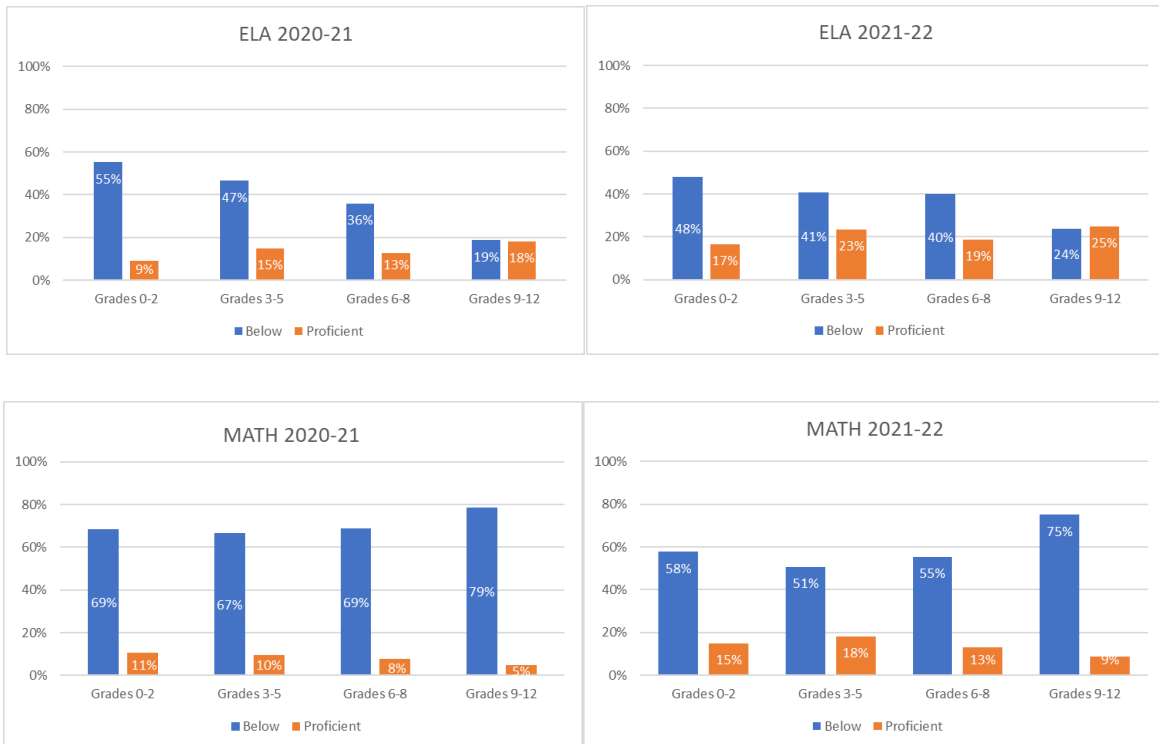


## Informational Section

### Trends in TCAP Proficiency Rates

Proficiency rates are determined by the percentage of students that met plus exceeded expectations on the TCAP assessments. Figures 3 and 4 show the proficiency and “below” rates for MSCS. “Below” means that the student tested below their grade-level on the exam. There is an increase in proficiency in every grade level in ELA and Math between 2020-2021 and 2021-22 school years. There is a higher percentage of students who are below in math for both school years compared to English.

Figure 3: District Achievement Over Time in Grades 0-2, 3-5, 6-8, and 9-12 in ELA and Math



MSCS high school students showed different trends as it relates to English I, English II and math. Figure 4 displays District proficiency and below rates for English I and English II combined and for the following math subjects combined: Algebra I, Algebra II, Geometry, and Integrated Math I-III. In ELA subjects, the MSCS proficiency rate increased by seven percentage points and the below rate increased by five percentage points. In math subjects, the MSCS proficiency rate increased by three percentage points, while the below rate declined by three percentage points.



## Informational Section

Figure 4: District Achievement Data Over Time in High School ELA and Math

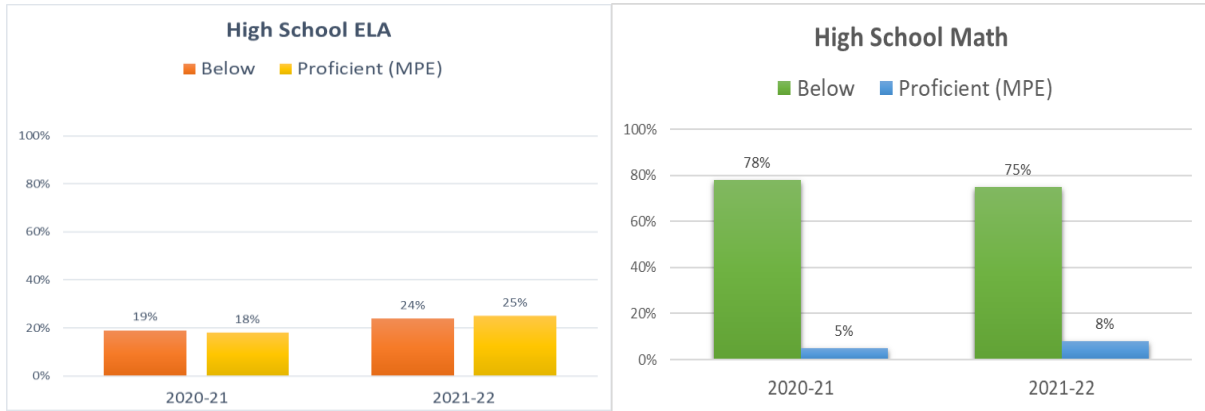
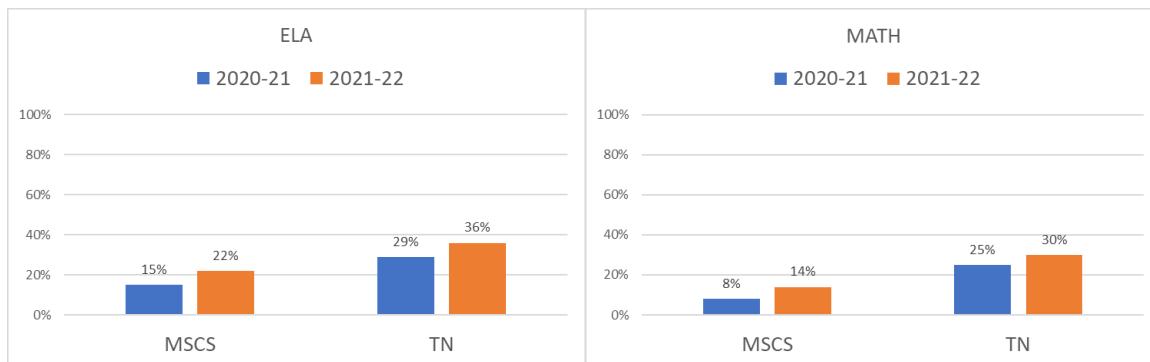


Figure 5 displays MSCS and TN proficiency rates for ELA and math for grades 3-12. In ELA subjects, the MSCS proficiency rate increased by eight percentage points, but the District's ELA proficiency rate remains below state rates. In math, the MSCS proficiency rate increased by ten percentage points from 2021 to 2022. The District's math proficiency in 2022 was twenty percentage points below the state. Overall, the District's proficiency trends mirror those of the state, with both rates trending upward.

Figure 5: District and State Achievement Data Over Time in ELA and Math



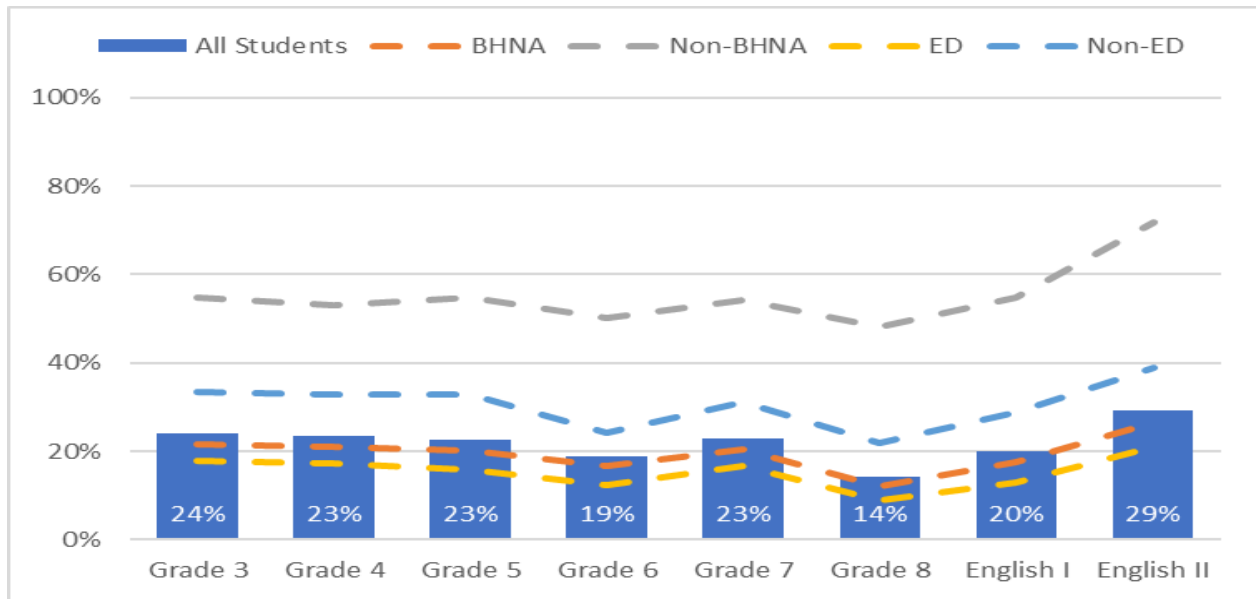


## Informational Section

### TCAP Proficiency Rates by Subgroup

Gaps in achievement exist across race/ethnicity and socioeconomic student groups at both the District and state levels. In the following figures, the subgroups include BHNA & Non-BHNA and ED & Non-ED students. As shown in Figure 6, overall proficiency rates ranged between 14% to 30% in ELA subjects across grade levels. Grade 8 earned the lowest proficiency rate for all students, 14.4%, and English II earned the highest proficiency rate, 29.4%. Proficiency rates for Non-BHNA and Non-ED exceeded those of their peers. Non-BHNA students were nearly thirty percentage points above the overall rate or higher, depending on the grade level. BHNA students' proficiency rates were just below the overall proficiency rates. This trend was also true of Non-ED and ED students. Non-ED students' proficiency rates were about ten percentages points above the overall group of each grade, while ED students had the lowest proficiency rate among the subgroups. The widest achievement gap was 50.9 percentage points between Non-BHNA and ED students in English II.

Figure 6: TCAP Proficiency Rates for ELA Subjects by Grade and Subgroup

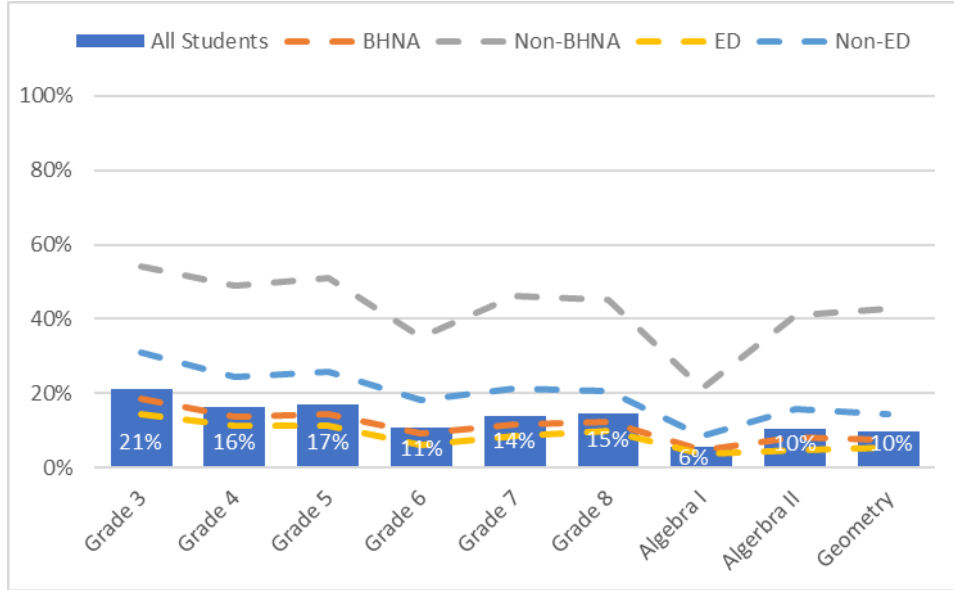


In math subjects, third graders had the highest proficiency rate at 21.1%, while Algebra I and II had the lowest at 5.6% and 10.3%, respectively. As Figure 7 shows, achievement gaps were also present within these subjects, as Non-BHNA, Non-ED, BHNA, and ED subgroups, respectively, achieved the highest to lowest proficiency rates. The widest achievement gap (-39.9 points) by grade was present between Non-BHNA and ED students in the fifth grade.



## Informational Section

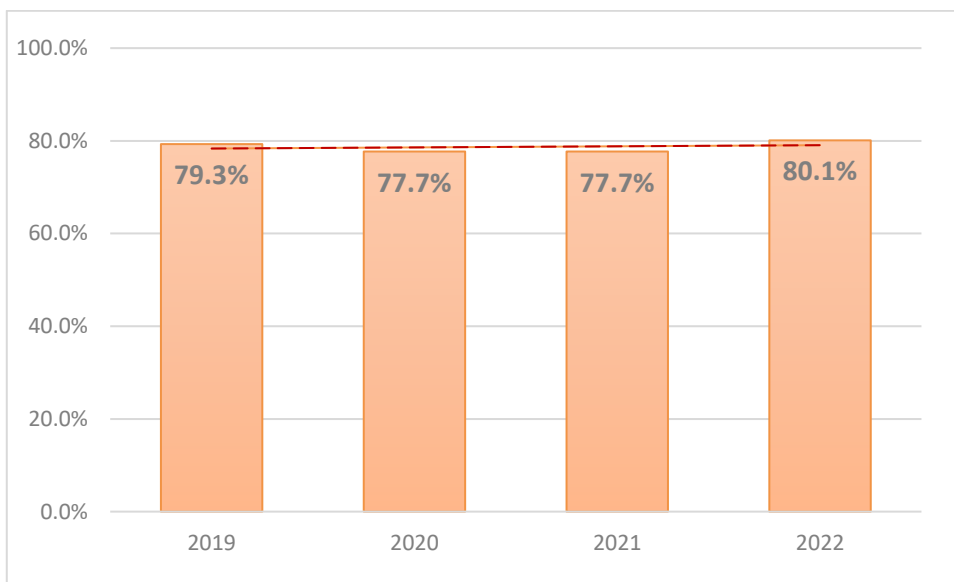
Figure 7: TCAP Proficiency Rates for Math Subjects by Grade and Subgroup



### Trends in Cohort Graduation Rate

The cohort graduation rate measures the proportion of students who attain a regular high school diploma within four years (plus the last summer if needed) of starting ninth grade. The District's graduation rate increased from 77.7% in the 2020-21 school year to 80.1% in the 2021-22 school year. Figure 8 shows the graduation rate from the past four years.

Figure 8: Trends in Graduation Rate 2019-2022





## Informational Section

Table 2 displays graduation rate by subgroup over the past seven years. All subgroups had an increase in graduation rate from 2021 to 2022. The SWD student subgroup earned the largest gain by increasing their graduation rate by ten percentage points.

Table 2: Graduation Rates among Subgroups from 2016-2022

	2016	2017	2018	2019	2020	2021	2022
<b>All Students</b>	78.7%	79.6%	79.2%	79.3%	77.7%	77.7%	80.1%
<b>African American or Black</b>	79.2%	80.4%	80.5%	80.3%	79.5%	78.9%	81.2%
<b>Asian</b>	87.1%	89.4%	85.0%	91.4%	84.0%	87.9%	91.7%
<b>Hispanic</b>	70.3%	71.7%	70.9%	71.2%	67.4%	71.5%	73.5%
<b>White</b>	79.3%	77.2%	73.8%	78.6%	76.1%	73.3%	79.5%
<b>Male</b>	74.1%	75.3%	73.9%	74.2%	72.0%	72.7%	75.9%
<b>Female</b>	83.3%	84.1%	84.1%	84.6%	83.5%	82.7%	84.3%
<b>ED</b>	78.3%	80.2%	77.3%	76.3%	75.4%	75.2%	77.9%
<b>EL</b>	64.7%	62.9%	60.0%	59.8%	64.6%	60.4%	62.0%
<b>SWD</b>	59.2%	58.7%	61/4%	61.4%	63.5%	61.7%	72.0%

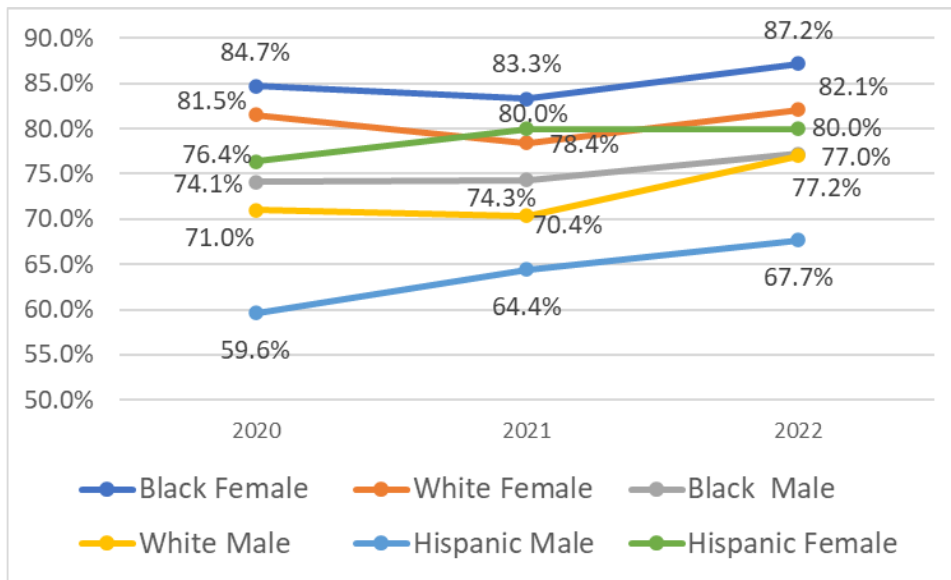




## Informational Section

Figure 9 shows the intersection of race/ethnicity and sex in graduation rates over the last three years. Black, white, and Hispanic students comprise approximately 94% of the District population. Black female students have consistently had the best graduation rates among the intersectional groups. They are followed by white females and Hispanic females. Male students among every race/ethnicity category have lower graduation rates than females. Hispanic males have the lowest graduation rates among all three years, but this year, their graduation rate increased by 8.1 percentage points.

Figure 9: Graduation Rates by Race/Ethnicity & Sex from 2020 to 2022



Lastly, Table 3 shows graduation rates by school, as well as percentage point changes from last year to this year. Of the forty-one schools shown in the table, twenty-five schools (61%) increased their graduation rate by 1 percentage point or higher in 2022. Seven schools (17%) remained within 0.9 percentage points of their previous rate. Nine schools (22%) saw a decrease of more than one percentage point from 2021 to 2022. Three schools earned an increase of over ten percentage points. These three schools include: Craigmont High, Westwood High, and Memphis Virtual School. Of the sixteen schools that did not increase their graduation rate by one percentage point or higher, six of those schools still had a graduation rate of 85.0% or higher.





## Informational Section

Table 3: Schools' Graduation Rate with Percentage Point Changes from 2021 to 2022

School	2021 Graduation Rate	2022 Graduation Rate	Change in Percentage Points from 2021 to 2022
Bolton High	74.70%	76.30%	1.6
Booker T. Washington High	83.30%	88.00%	4.7
Central High	86.50%	82.10%	-4.5
City University	91.10%	95.30%	4.2
Compass Community School Midtown	97.10%	82.40%	-14.8
Cordova High	78.80%	85.10%	6.3
Craigmont High	58.60%	73.10%	14.5
Douglass High	77.30%	82.60%	5.3
East High	96.10%	98.90%	2.8
Freedom Preparatory Academy High	85.10%	69.80%	-15.3
G. W. Carver College and Career Academy	0.60%	9.00%	8.4
Germantown High	93.70%	97.00%	3.3
Hamilton High	59.40%	62.20%	2.8
Hollis F. Price Middle College High	96.40%	100.00%	3.6
Kingsbury High	71.30%	67.00%	-4.3
KIPP Memphis Collegiate High	78.70%	79.40%	0.6
Kirby High	71.80%	77.60%	5.8
Manassas High	73.00%	62.80%	-10.1
Melrose High	65.20%	63.50%	-1.7
Memphis Academy of Health Sciences High	86.10%	85.70%	-0.4
Memphis Academy of Science & Engineering	94.70%	96.00%	1.3
Memphis Business Academy High	90.80%	94.50%	3.7
Memphis Rise Academy	88.20%	87.40%	-0.9
Memphis School of Excellence	100.00%	100.00%	0
Memphis Virtual School	54.50%	72.80%	18.3
Middle College High	95.80%	100.00%	4.2
Mitchell High	82.80%	71.90%	-10.9
Northwest Prep Academy	59.00%	59.40%	0.3
Oakhaven High	85.90%	85.20%	-0.7
Overton High	76.30%	73.00%	-3.2
Power Center Academy High	93.30%	94.40%	1.1
Raleigh-Egypt High	81.00%	82.70%	1.8
Ridgeway High	80.10%	84.20%	4.1
Sheffield High	53.70%	56.10%	2.5
Soulsville Charter	96.70%	88.80%	-7.9



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Southwind High	79.90%	87.10%	7.2
Trezevant High	63.00%	67.20%	4.3
Westwood High	76.50%	86.50%	10
White Station High	84.90%	90.60%	5.7
Whitehaven High	90.40%	90.50%	0.1
Wooddale High	71.30%	76.70%	5.4





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### IX. SURVEYS

#### i. Students' Teacher Ratings

Each year, MSCS students complete a student perception survey (Panorama) to assess their classroom experiences and teachers' instructional practices. For each teacher, the Panorama survey provides overall ratings as well as scores for each of the five Panorama domains on a scale of 1 – 5. Both Fall and Spring scores are used to calculate the teacher's overall average. Below are the mean scores for School Year 2021-22:

Panorama Domain	Mean Score	Description
Overall Mean	4.13	Composite rating of all five Student Perception Survey domain (scored on a 5-point scale)
Classroom Engagement	3.86	How attentive and invested students are in class?
Classroom Learning Strategies	4.16	How well students deliberately use strategies to manage their own learning processes in class?
Classroom Rigorous Expectation	4.21	How much students feel that a specific teacher holds them to high expectations around effort, understanding, persistence and performance in class?
Classroom Teacher Student Relationships	4.15	How strong the social connection is between teachers and students within and beyond the classroom?
Pedagogical Effectiveness	4.27	Perceptions of the quality of teaching and amount of learning students experience from a particular teacher.

**Note:- The above data is calculated based on the Fall 2021-22 survey only**



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### ii. Climate Survey

#### MEMPHIS-SHELBY COUNTY SCHOOLS AUGUST 2021 SCHOOL CLIMATE SURVEY FOR PARENTS

##### Key Findings

- The percentage of stakeholders who agree the District is on track to improve student achievement decreased slightly to 87% though remains the second-highest rating to date
- The percentage of stakeholders who agree schools are on track to improve student achievement decreased slightly from 92% in 2020 to 90% in 2021
- Parents who believe *their child's school* is on track increased by one percentage point to 92%, the highest rating in five years
- The percentage of stakeholders who believe MSCS is of similar or higher quality than neighboring districts decreased two percentage points from 73% in 2020 to 71% in 2021
- The majority of MSCS parents (87%) plan to re-enroll their children for the 2021–22 school year, up from 80% in 2020. Parents who are considering other schooling options cited virtual learning, both frustrations with 2020–21 and lack of availability in 2021–22, health and safety protocols, and negative experiences with school staff and teachers as reasons they may not return to MSCS
- The response rate was 12% higher than average, though still behind the 2020 rate
- Most Priority schools had one to four community partners

##### Overview

The three key performance indicators (KPIs) addressed in this report are aligned to Strategic Priority 5: mobilize family and community partners. This month's KPIs are:

- Priority 5, KPI 1: community survey data; stakeholder confidence and perceptions
- Priority 5, KPI 2: parent survey data; parents' intent to re-enroll students
- Priority 5, KPI 3: community/business partnerships with Priority schools

In June and July of 2021, MSCS administered English and Spanish versions of the 2020–21 District Confidence Survey. Both versions were available for MSCS parents, MSCS employees, and community members.<sup>1</sup> This report combines the results of the shared questions in the surveys. To include all the 2020–21 respondents and align respondent grouping over the past four years, we report the results for three groups: MSCS parents, MSCS employees (school and District staff), and community members.<sup>2</sup>

The total number of respondents was 5,336, with 3,123 MSCS parents, 1,858 MSCS employees, and 355 community members.<sup>3</sup> The number of respondents in 2021 decreased from last year (6,934 in 2020) in all three categories, resulting in a 23% decrease in total responses. However, this was a 12% increase compared to the average survey response rate since the data was collected (4,755 across 2017–2020). Appendix A shows the response rate broken down by Board district.

##### Stakeholder Confidence and Perceptions of MSCS

###### On Track to Improve Student Achievement

The percentage of stakeholders who agree that the **District** is on track to improve student achievement decreased slightly from 89% in 2020 to 87% in 2021. However, the percent of people who “completely agreed” increased seven points compared to last year. This year saw the second highest level of agreement

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<sup>1</sup> The 2018 Spanish version was only available for MSCS parents. The 2017 and 2019–21 Spanish versions were available for MSCS parents, MSCS staff, and community members. In 2021, the majority (88%) of the respondents who took the Spanish survey were parents.

<sup>2</sup> Respondents could select multiple categories. In order to not overweight responses, each response was placed into a single category. The parent category took priority, followed by staff, then community member, (i.e., an MSCS parent who also works at MSCS would be placed only in the parent category for the analysis and results).

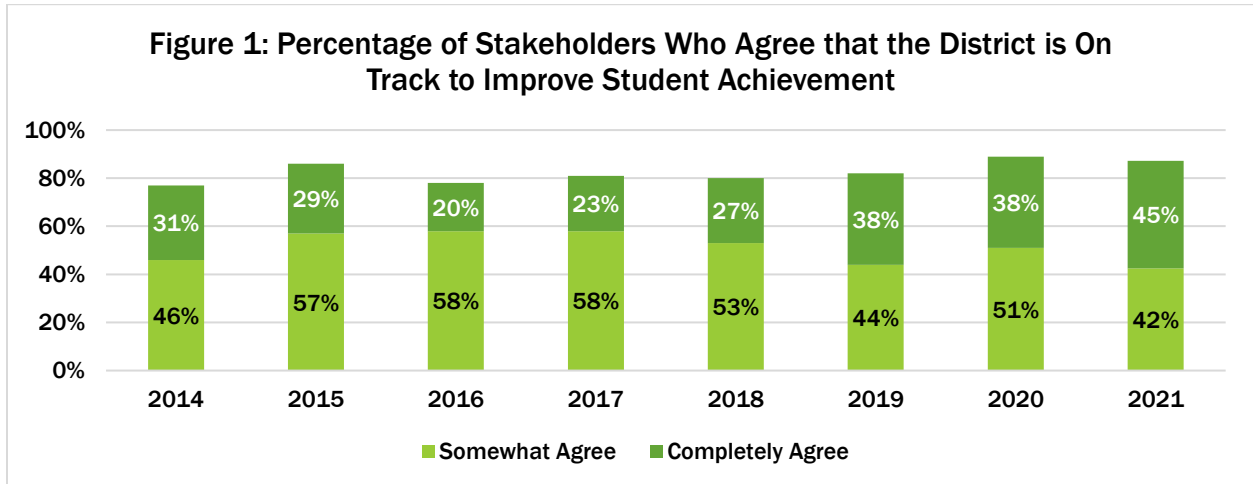
<sup>3</sup> Based on the number of respondents who answered more than the relationship to MSCS question.





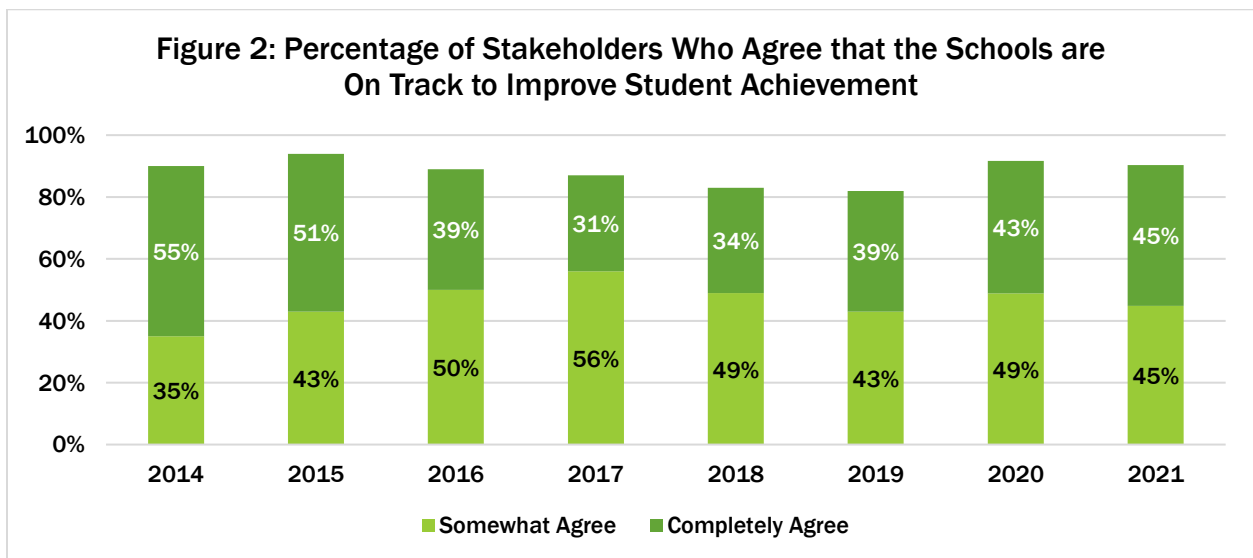
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in Eight years (see Figure 1). The District’s rating includes responses about the Central Office and Superintendent.



Eighty-nine percent (89%) of respondents agree that the **Superintendent**, Dr. Joris Ray, is on track to improve student achievement, a 2-point decrease from 2020. However, the percentage of stakeholders who “completely agree” rose six points to 47% in 2021. Employees reported the highest level of agreement (91%). Stakeholder’s rated **Central Office** with an 85% agreement rating on the same question, also a 2-point decrease from the previous year.

There was a slight decrease in the percentage of stakeholders who agree that **schools** are on track to improve student achievement from 92% in 2020 to 90% in 2021 (see Figure 2). The percentage of stakeholders who completely agree rose from 43% in 2020 to 45% in 2021.

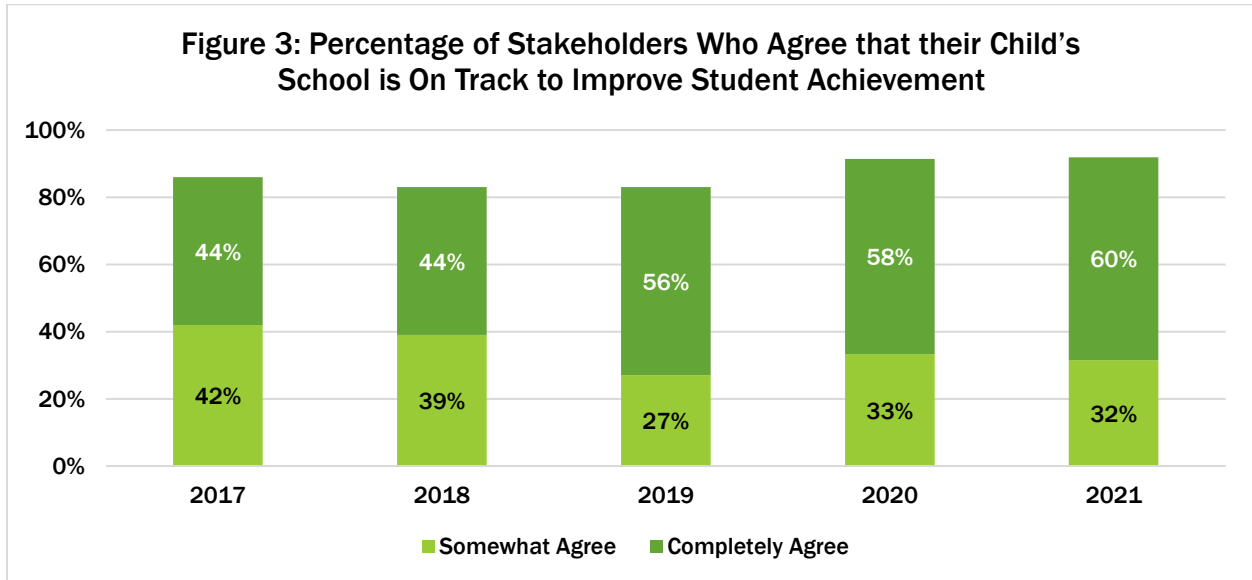


The 2017-2021 surveys asked MSCS parents for their level of agreement on whether **their child’s school** is on track to improve student achievement. Overall, there was a 1-point increase from 2020, setting a new



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record of 92% agreement (see Figure 3).<sup>4</sup> While those who “somewhat agree” decreased to 32%, stakeholders who “completely agreed” increased by two points to 60%.



### *MSCS Quality Compared to Neighboring Districts*

Across all stakeholders, 26% report that MSCS is of higher quality, 46% report that MSCS is of similar quality, and 29% report that MSCS is of lower quality than neighboring school districts. The percentage of respondents reporting that MSCS is of higher or similar quality (71%) decreased from 73% in 2020. Opposite of 2020, the higher quality rating saw an uptick (23% in 2020 to 26% in 2021), while the similar quality rating decreased (50% in 2020 to 46% in 2021). By group, parents and staff perceive the quality of MSCS as lower than MSCS community members (see Figure 4).<sup>5</sup>

The 2017-2020 surveys asked MSCS parents for their level of agreement on whether their child’s school is on track to improve student achievement. In 2020, 58% of parents completely agreed and 33% somewhat agreed for a total of 91%.<sup>6</sup> This was an 8% increase from the 2019 responses (see Figure 3) due to an increase in parents who were in complete agreement.

### *MSCS Quality Compared to Neighboring Districts*

Across all stakeholders, 23% report that MSCS is of higher quality, 50% report that MSCS is of similar quality, and 27% report that MSCS is of lower quality than neighboring school districts. The percentage of respondents reporting that MSCS is of higher or similar quality (73%) increased from 65% in 2019. Although the higher quality rating decreased (23% vs 27% in 2019), the similar quality rating increased significantly (50% vs 38% in 2019) since last year. By group, community members perceive the quality of MSCS as lower than MSCS parents and employees (see Figure 47).

<sup>4</sup> Parents had the ability to rate up to three of their children’s schools for this item.

<sup>5</sup> The across-stakeholder dotted lines represent the average across all groups.

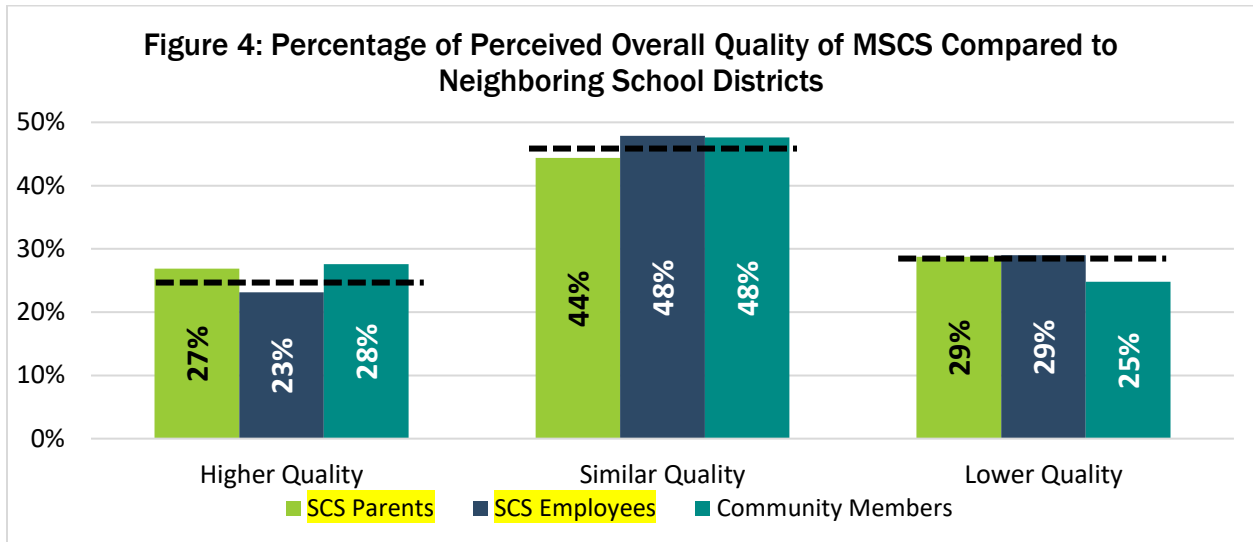
<sup>6</sup> Parents had the ability to rate up to three of their children’s schools for this item.

<sup>7</sup> As in 2019, the across-stakeholder dotted lines and by-group results include SCS parents, SCS school-based and District employees, and community members.



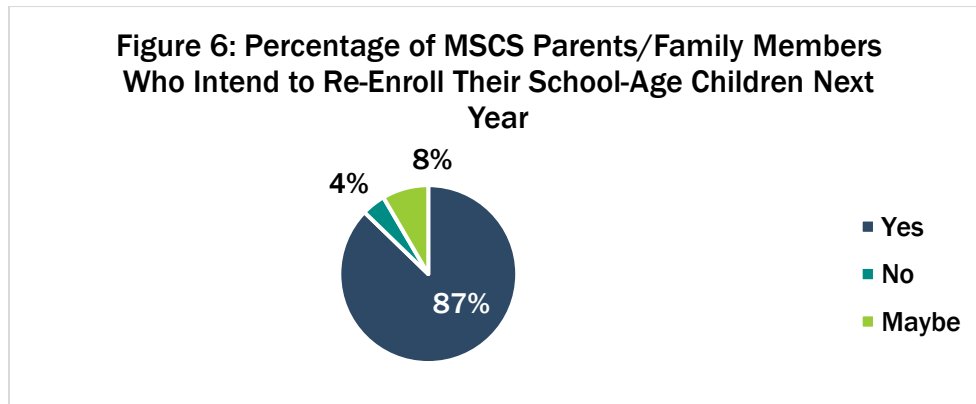


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### Parent's Intent to Re-enroll Students

The majority (87%) of MSCS parents report that they will re-enroll their school-age children next year (see Figure 5). Parents' plans for re-enrollment increased since last year (80%).



In 2021, approximately 95% of the parents completing the Spanish version said that they would re-enroll their children compared to 85% of the parents completing the English version. Ninety-four percent (94%) of parents who considered not re-enrolling left a reason in the optional open-ended response section. A primary reason parents considered not re-enrolling was concerns about virtual learning, both frustrations with how 2020–21 went and lack of virtual options available in 2021–22 were cited, and decisions about how the 2020–21 school year was managed. [Appendix A](#) provides complete themes and a sample of related comments based on qualitative analyses of the responses.

### District Rebranding

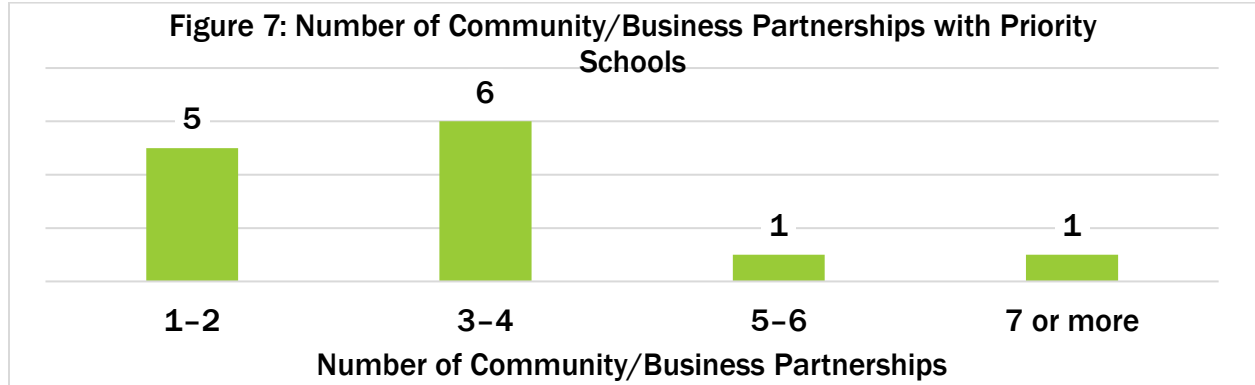
As part of the Reimagining 901 campaign, the District is proposing a name change from Shelby County Schools (SCS) to Memphis-Shelby County Schools (MSCS), given that the majority of schools and families are located within the city limits of Memphis. Stakeholders were asked to rate their level of agreement with the statement: “incorporating ‘Memphis’ into the District’s name is an effective way to represent the entire community we serve.” Overall, 56% of respondents agreed while 17% disagreed with the name change. MSCS employees reported the highest levels of strong agreement (35%) and strong disagreement (9%) compared to the other two groups (see Figure 6).



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### Priority Schools’ Community/Business Partnerships

MSCS currently has seventeen schools (14 District-managed, 3 charter) on the State Priority List because they are in the bottom 5% for student achievement across Tennessee. Based on 2020–21 school reports to Family and Community Engagement, District-managed Priority schools had a range of one to seven community/business partnerships. Most Priority schools (85%; 11) had one to four partnerships (see Figure 6).<sup>8</sup>



### Recommendations

#### Improve School Level-Experiences

- Continue training and monitoring on customer service with Customer Service WORKS program
- Continue to utilize school-based Communications PROs to increase social media presence and positive story telling at the school level
- Strengthen collaboration between FACE and Schools & Leadership Office to support feeder patterns
- Increase focus on SEL and discipline practices along with parental involvement in these processes
- Continue deploying communications tool kits for principals to share vital information and updates with parents

#### Improve District Level-Experiences

- Continue utilizing Spotlight 901 webpage to share best practices and successes of schools
- Strengthen cross-collaboration between teams to provide families with resources to assist with recovery and re-entry efforts
- Continue to host Family Forums to share important District information/resources and gather ongoing feedback
- Provide ongoing support from the Parent Welcome Center
- Expanding outreach efforts on District social media platforms (e.g., Facebook, Twitter, Instagram) and outlets (e.g., 88.5FM, C19TV, website) to keep all stakeholders informed

#### Improve Community Perceptions

- Utilize Multicultural Services to expand partnerships with key providers of multicultural and multilingual supports within the community to ensure open communication channels for families and other stakeholders
- Involve community leaders in planning and feedback efforts

<sup>8</sup> The charter schools and one District-managed school did not report their number of partnerships.

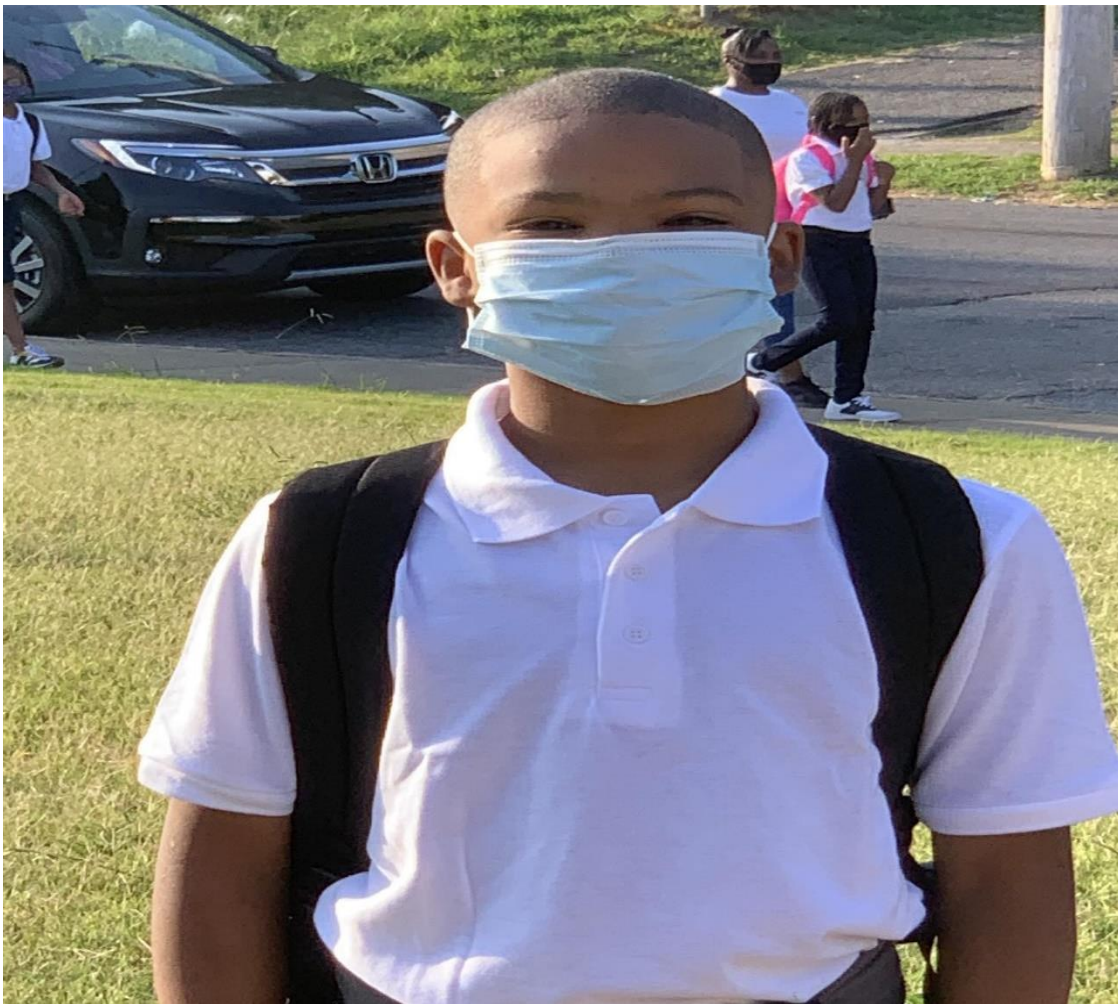


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### **Memphis-Shelby County Schools partnered with the Harvard Government Performance Lab and:**

- Met monthly with two high-priority student support providers to troubleshoot and find solutions to challenges encountered in the schools and align on district, school, and providers' initiatives.
  - Presented academic performance and attendance data by school, grade, and subject to two high-priority student providers for the first time this year
  - This work informed provider's decision to add tutors to support lowest performing schools and subjects
- Developed tools to capture data on contracted services, provider performance, and school needs to align students' needs with wraparound services contracted.





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APPENDIX A: Parents' Explanations for Why They Chose "Maybe" or "No" to Re-Enroll Students in MSCS during the Pandemic Years.<sup>9</sup>

### Key Themes

- Concerns about virtual learning and health and safety guidelines
  - Frustrations about the 2020–21 school year
  - Lack of virtual options in the 2021–22 school year
- Issues with teachers and school leadership and staff
- Considering alternative school options

### Virtual Learning and Health and Safety Guidelines

#### 2020–21 School Year Decisions

Roughly 10% of respondents cited frustrations over virtual learning and/or the health and safety protocols during the 2020–2021 school year. Parents felt that their children fell behind academically and did not have their needs met in the virtual setting.

- "MSCS did not return to school until March, while other local school systems returned on time in fall. MSCS was unprepared and unable or unwilling to adapt to CDC recommendations to get kids back in the classroom, while other schools did so."
- "Very disappointed at how this year was handled."
- "We transferred our oldest- rising 7th grader- to a private school partly [because] we did not want to take a chance on having no opportunity for in person learning and/or participation in extra-curricular activities. "
- "Virtual has set many kids behind and I am worried they will not catch up..."
- "Tired of abuse heaped upon the kids with mask nonsense. Last district back to school is a joke."
- "I want them to stay in MSCS, but only if the in-person learning means a true return to switching classes & being taught with their teachers in the classrooms, NOT sitting in front of devices learning through Microsoft Teams. If that can't happen, I will enroll them elsewhere."
- "My child fell behind in virtual school. Nobody cared. He went through three home room teachers. My former straight A student/99th percentile tester was rejected from all optional schools, and again nobody cared. I'm so disappointed in MSCS."
- "It was ridiculous how my child was virtual for most of the year. He fell behind along with, I am sure, a lot of other kids. Shelby County should have followed what other schools around the city/county were doing and succeeding by allowing kids to be in person [if] that was their choice. I was highly unimpressed with the leadership [initiative] and thought process on that. Now my kid is in summer school because of this mistake."

#### 2021–22 School Year Decisions

Roughly 13% of respondents voiced concerns about the lack of virtual options offered in 2021–22 or are waiting on more information about how the District will implement health and safety protocols next year.

- "I really want to continue my children virtual due to this new strain of the Delta COVID and RSV disease that affects children; we already lost too many to these diseases. I just want my children to be safe in my care until we have vaccine for the younger children."
- "If the dithering indecisiveness of in-person vs. virtual learning continues to be an issue, then we must make choices that will most benefit our children."
- "It depends on Covid-19 precautions."
- "I want my kids to be online its safer."
- "Do not believe my children will be safe in the school with the COVID-19 still here and a new one that is out now and that our students are still in uniform, and the other Shelby County students

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<sup>9</sup> Ninety-four percent (n = 334) of parents who responded "maybe" or "no" to the re-enrollment questions provided an explanation during the Pandemic Years.  
2023 Fiscal Year





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are not that's making a difference in our children really don't like that because all of the children should be treated equal.”

- “I am not truly sure what I want to do because of the Covid-19; people still not taking it seriously.”
- “COVID strains are getting worse if virtual is not offered I might home school.”

### Issues with School Staff and Teachers

Parents also reported experiences with school administration, staff, and teachers as a reason for considering other schooling options. Some comments were related to teaching in a virtual setting though the majority focused on teaching practices and interactions parents had with school staff and principals.

- “Teachers just don’t seem to care enough. Instead of going above and beyond to actually teach they just blame it on the child and/or try to remove them from their class when they don’t catch on as quickly as others.”
- “The teachers have too many mundane assignments to complete instead of focusing on my child's education.”
- “[T]hey ... actively target and single out students who are in any way problems for them. They refused to learn my child's name or pronounce it correctly, did not follow through on providing information or instructional materials to children, and refused to take any action to stop bullying other than punishing the child being bullied.”
- “Teachers lack care and concern for children at this school. Teachers are unwilling to go the extra mile. Principal is not visible.”
- “School leadership and staff is inadequate.”
- “Staff is rude and dismissive towards parents and their concerns. Contact District office with same results.”
- “The teachers are not vested; their attendance is just as poor as some of the students.”





**X. RESOLUTION APPROVING THE MSCS FISCAL YEAR 2022-23 BUDGET**



**RESOLUTION APPROVING THE MEMPHIS-SHELBY SCHOOLS'  
FISCAL YEAR 2022-2023 ADOPTED BUDGET**

WHEREAS, T.C.A. § 49-2-301(W)(i) provides that the budget shall set forth in itemized form the amount necessary to operate the schools for the scholastic year beginning on July 1, following, or on such date as provided for by charter or private legislative act;

WHEREAS, Pursuant to the Memphis-Shelby County Schools' Policy Manual, Section 2001, the Memphis-Shelby County Superintendent presented an Adopted Budget to the Memphis-Shelby County Board of Education showing the amount necessary to carry out the functions of the District's public-school system for the coming fiscal year;

WHEREAS, the District's Adopted Budget was prepared using zero/goal-based budgeting and aligned to the District's strategic plan with an emphasis on Re-imagining 901 in Memphis-Shelby County. The Memphis-Shelby County Schools' adopted the following initiatives:

Initiative 1: Strengthen Early (K-2) and Continuing Literacy (3-12)

Initiative 2: Recruit and retain the best district leaders and teachers in the nation, immerse them in professional development to embrace and teach foundational literacy skill concepts, and entrench them in the community and classroom.

Initiative 3: Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce;

WHEREAS, the Board of Education reviewed the Adopted General Fund Budget for Memphis-Shelby County Schools and recommends it be approved to fund the District's Adopted General Fund Budget for Fiscal Year 2022-23;

WHEREAS, the Board of Education reviewed the Adopted budgets for other funds within Memphis-Shelby County Schools and recommends the following for Fiscal Year 2022-23: the expenditure budget be approved to fund the Capital Projects Fund; the expenditure budget be approved to fund the Non-Federal Programs Fund; the expenditure budget be approved to fund the Federal Programs Fund; the expenditure budget be approved to fund the Nutrition Services Fund; and the expenditure budget be approved to fund the Internal Service Funds;

WHEREAS, the Superintendent is recommending that planned use of fund balance in the amount of \$3,428,262 be appropriated to balance the Fiscal Year 2022-23 Adopted Capital Projects Fund Budget.





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WHEREAS, the Superintendent is recommending that planned use of fund balance in the amount of \$1,374,698 be appropriated to balance the Fiscal Year 2022-23 Adopted Non-Federal Programs Fund Budget.

NOW THEREFORE BE IT RESOLVED that the Board of Education approves the Fiscal Year 2022-23 Adopted General Fund Budget in the amount of \$1,109,132,637 for submission to the Shelby County Board of Commissioners.

BE IT FURTHER RESOLVED that the Board of Education approves the Fiscal Year 2022-23 Adopted Capital Projects Fund Budget in the amount of \$56,918,888 including \$22,352,039 of newly appropriated projects that are listed in Exhibit B.

BE IT FURTHER RESOLVED that the Board of Education approves the use of Planned Use of Fund Balance in the amount \$3,428,262 to balance the Fiscal Year 2022-23 Capital Projects Fund Budget.

BE IT FURTHER RESOLVED that the Board of Education approves the Fiscal Year 2022-23 Adopted Non-Federal Programs Fund Budget in the amount of \$19,813,896.

BE IT FURTHER RESOLVED that the Board of Education approves the use of Planned Use of Fund Balance in the amount \$1,374,698 to balance the Fiscal Year 2022-23 Non-Federal Programs Fund Budget.

BE IT FURTHER RESOLVED that the Board of Education approves the Fiscal Year 2022-23 Adopted Nutrition Services Programs Fund Budget in the amount of \$79,850,955.

BE IT FURTHER RESOLVED that the Board of Education approves the Fiscal Year 2022-23 Adopted Federal Programs Fund Budget in the amount of \$819,078,595.

BE IT FURTHER RESOLVED that the Board of Education approves the Fiscal Year 2022-23 Adopted Internal Service Funds Budget in the amount of \$4,685,536

BE IT FURTHER RESOLVED that the Board of Education approves the Memphis-Shelby County Schools' Final Adopted Operating Budget for all funds of \$2,089,210,507 for Fiscal Year 2022-23 as recommended in Exhibit A.

On this 14th day of June 2022.

  
Michelle McKissack, Chair  
Memphis-Shelby County Schools

  
Dr. Joris M. Ray, Superintendent  
Memphis-Shelby County Schools  
Secretary to the Board



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EXHIBIT A



## MEMPHIS-SHELBY COUNTY SCHOOLS OPERATING BUDGET SUMMARY - ALL FUNDS FOR THE PERIOD JULY 1, 2022 THROUGH JUNE 30, 2023 ADOPTED BUDGET

All Funds

	<u>GENERAL FUND</u>	<u>CAPITAL IMPROVEMENT PROGRAM</u>	<u>SPECIAL REVENUE NON-FEDERAL</u>	<u>NUTRITION SERVICES</u>	<u>FEDERAL PROGRAMS</u>	<u>INTERNAL SERVICE</u>	<u>TOTAL FUNDS</u>
<b>REVENUES / SOURCE OF FUNDS</b>							
County	\$ 502,279,082	\$ 53,490,626	\$ -	\$ -	\$ -	\$ -	\$ 555,769,709
City of Memphis	1,333,335	-	-	-	-	-	1,333,335
State	590,577,603	-	10,474,868	520,000	-	-	601,572,471
Federal	10,590,180	-	-	78,174,193	819,078,595	-	907,842,968
Other Local Sources	4,352,437	-	7,964,330	886,762	-	4,685,536	17,889,065
Planned Use of Fund Balance	-	3,428,262	1,374,698	-	-	-	4,802,960
<b>TOTAL SOURCE OF FUNDS</b>	<b>\$ 1,109,132,637</b>	<b>\$ 56,918,888</b>	<b>\$ 19,813,896</b>	<b>\$ 79,580,955</b>	<b>\$ 819,078,595</b>	<b>\$ 4,685,536</b>	<b>\$ 2,089,210,507</b>
<b>EXPENDITURES</b>							
Instruction	\$ 505,220,513	\$ -	\$ 1,309,746	\$ -	\$ 315,213,290	\$ 299,884	\$ 822,043,433
Instructional Support	66,793,963	-	767,608	-	141,889,111	8,428	209,459,110
Education Technology	-	-	-	-	36,116,389	-	36,116,389
Student Support	65,660,930	-	564,061	-	46,899,689	146,466	113,271,146
Business Administration	21,788,591	-	-	-	-	-	21,788,591
Office of Principal	66,130,622	-	-	-	116,321	-	66,246,943
General Administration	16,960,762	-	-	-	-	254,539	17,215,301
Fiscal Services	-	-	-	-	4,098,058	-	4,098,058
Other Support Services	302,708	-	-	-	-	3,888,198	4,190,906
Transportation	32,392,419	-	-	-	16,931,277	88,021	49,411,717
Plant Services	96,820,277	-	552,696	-	2,356,528	-	99,729,501
Community Service	13,003,807	-	16,619,785	-	38,030,034	-	67,653,626
Charter Schools	195,227,642	-	-	-	39,910,223	-	235,137,865
Retiree Benefits	28,830,403	-	-	-	-	-	28,830,403
Food Service	-	-	-	79,580,955	-	-	79,580,955
Capital outlay	-	56,918,888	-	-	177,517,677	-	234,436,565
<b>TOTAL EXPENDITURES</b>	<b>\$ 1,109,132,637</b>	<b>\$ 56,918,888</b>	<b>\$ 19,813,896</b>	<b>\$ 79,580,955</b>	<b>\$ 819,078,595</b>	<b>\$ 4,685,536</b>	<b>\$ 2,089,210,507</b>



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## MEMPHIS-SHELBY COUNTY SCHOOLS CAPITAL IMPROVEMENT PLAN BUILDINGS AND PROPERTY

Exhibit B

FY23 Roll Forward Projects		FY 2023
PROJECT TITLE:	Type	
<b>Fire/Safety/Security</b>		
Oakhaven ES Fire Alarm	Fire/Safety/Security	\$155,875
Cummings K8 Fire Alarm	Fire/Safety/Security	\$131,257
Central HS Fire Alarm	Fire/Safety/Security	\$404,952
Lucie E. Campbell ES Fire Alarm	Fire/Safety/Security	\$130,397
Bolton HS Fire Alarm	Fire/Safety/Security	\$333,428
Mitchell HS Fire Safety Upgrades	Fire/Safety/Security	\$139,912
Farmville Sprinkler repair	Fire/Safety/Security	\$34,919
<b>Sub-Total</b>		<b>\$1,330,740</b>
<b>Civil/Paving</b>		
Avon Lenox HS-Civil/ Paving	Civil Paving	\$386,270
<b>Sub-Total</b>		<b>\$386,270.00</b>
<b>HVAC Mechanical</b>		
Maxine Smith HVAC	HVAC Mechanical	\$528,765
Ridgeway MS Chiller Replacement	HVAC Mechanical	\$267,855
Kingsbury MS/HS HVAC Replacement	HVAC Mechanical	\$158,920
COE HVAC Replacement	HVAC Mechanical	\$1,138,325
<b>Sub-Total</b>		<b>\$2,093,865</b>
<b>Interior / Exterior Improvement</b>		
21st Century Alcy School Construction	Improvement	\$1,165,518
Parkway Village School Construction	Improvement	\$138,117
Mitchell HS Painting	Improvement	\$66,971
Board Office Renovation	Improvement	\$150,000
Superintendent Office Renovation	Improvement	\$200,000
Central Office Cafeteria Renovation	Improvement	\$233,521
Bayer Building	Improvement	\$194,868
<b>Sub-Total</b>		<b>2,128,996</b>
<b>Stadium Upgrade / Construction</b>		
Belle Forest ES K-8 Gym/Safe Building	Construction	\$1,064,887
Delano ES Gym Addition	Construction	\$5,022,544
New Treadwell Pre- K-8 New Construction	Construction	\$2,000,000
Chicksaw Gym Floor Replacement	Construction	\$501,250
Cummings K-8 Gym	Construction	\$1,512,333
New Frayser HS New Construction	Construction	\$3,053,677
New Orange Mound Pre-K-8 New Construction	Construction	\$750,000
Kingsbury HS New Gym Safe Building	Construction	\$9,830,669
Halle Stadium upgrade	Construction	\$2,421,250
WhiteHaven HS Stadium Upgrade	Construction	\$1,972,000
Raleigh Egypt HS Stadium Upgrade	Construction	\$253,245
<b>Sub-Total</b>		<b>\$28,381,854</b>
<b>Emergency</b>		
Unforeseen	Emergency	\$144,038
Humes Middle School Freeze Damage	Emergency	\$101,086
<b>Sub-Total</b>		<b>\$245,124</b>
<b>Total</b>		<b>34,566,849</b>

FY23 New Projects		FY 2023
PROJECT TITLE:	Type	
<b>Fire/Safety/Security</b>		
Shrine/Sheffield ES - Fire Alarm System	Fire/Safety/Security	\$267,300
Sherwood ES - Fire Alarm System	Fire/Safety/Security	\$623,700
Various Schools - Exterior Doors & Locks	Fire/Safety/Security	\$831,600
Various Schools - Intercom System	Fire/Safety/Security	\$5,148,000
Various Schools - Outdoor Lighting	Fire/Safety/Security	\$3,029,400
<b>Sub-Total</b>		<b>\$9,900,000</b>
<b>HVAC Mechanical</b>		
Snowden K8 - HVAC Equipment	HVAC Mechanical	\$5,150,000
White Station HS - HVAC Equipment	HVAC Mechanical	\$1,400,000
<b>Sub-Total</b>		<b>\$6,550,000</b>
<b>Interior / Exterior Improvement</b>		
Bolton HS - Interior/Exterior Improvement	Improvement	\$1,782,000
<b>Sub-Total</b>		<b>1,782,000</b>
<b>Stadium Upgrade / Construction</b>		
Raleigh Egypt Stadium	Construction	\$1,020,039
<b>Sub-Total</b>		<b>\$1,020,039</b>
<b>Roof / Building Envelope</b>		
Peabody ES - Roof Replacement	Building Envelope	\$3,100,000
<b>Sub-Total</b>		<b>\$3,100,000</b>
<b>Total</b>		<b>22,352,039</b>



## Informational Section

### XI. POSITION CONTROL AT FUND LEVEL\*

\* Note: Position Control Actuals may differ from other reports in this budget book based on FTEs with multiple funding sources, reorganizations and timing of data retrieval.

**MEMPHIS - SHELBY COUNTY SCHOOLS  
POSITION SUMMARY BY DEPARTMENT  
GENERAL FUNDS**

Job Description	2018-19 Actual Budget	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Amended Budget	2022-2023 Adopted Budget	Variance
<b>ACADEMICS</b>						
Academic Advisor - CCTE	2.00	2.00	1.00	-	-	-
Administrative Assistant, Professional Learning & Support	-	-	1.00	1.00	1.00	-
Administrative Assistant	1.00	1.00	2.00	3.00	3.00	-
Administrative Assistant, Curriculum & Instruction	1.00	2.00	2.00	1.00	1.00	-
Administrative Assistant for Pre-K	1.00	2.00	2.00	2.00	2.00	-
Administrative Assistant Performance Management Advisor	1.00	1.00	-	-	-	-
Advisor	3.00	3.00	1.00	3.00	3.00	-
Advisor - Learning Management System	-	-	-	1.00	1.00	-
Advisor - SPED Virtual Learning	-	-	-	1.00	1.00	-
Advisor - Virtual Learning Management	-	-	4.00	4.00	4.00	-
Alternative Educ Spec - 10 MOS	1.00	4.00	4.00	-	-	-
Alternative Educ Specialist	1.00	3.00	3.00	-	-	-
Analyst - Digital 1:1 Device	-	-	-	1.00	1.00	-
Arts Advisor	1.00	1.00	1.00	1.00	1.00	-
Assessment Advisor	1.00	-	-	-	-	-
Asset Inventory Data Specialist	-	1.00	1.00	1.00	1.00	-
Assistant Principal High	-	2.00	2.00	1.00	1.00	-
Assistant Principal-Elementary/Middle	-	1.00	1.00	-	-	-
Assistant Superintendent Academic Office	1.00	-	-	-	-	-
Assistant Superintendent - Virtual Ed & Logistics	-	-	-	1.00	1.00	-
Associate -CCTE Graduate Transition	-	-	-	2.00	2.00	-
Behavioral Specialist	-	5.00	5.00	-	-	-
Bilingual Cultural Counselor	-	4.00	3.00	2.00	2.00	-
Bilingual Cultural Mentor	32.00	32.00	18.00	16.00	15.00	(1.00)
Bilingual Mentor Counselor	8.00	4.00	1.00	1.00	1.00	-
Broadcast Engineer	-	1.00	1.00	1.00	1.00	-
Budget Assistant for Curriculum	1.00	-	-	-	-	-
Budget Advisor	-	-	-	1.00	1.00	-
Budget Analyst - Virtual School	-	1.00	1.00	-	-	-
Budget Specialist for Curriculum	1.00	1.00	1.00	1.00	1.00	-
Business Manager Chief of Schools	1.00	1.00	1.00	1.00	-	(1.00)
CCTE Elementary Advisor	1.00	1.00	2.00	2.00	2.00	-
Chief Academic Officer	1.00	1.00	1.00	1.00	1.00	-
Classroom Teacher Agriculture 12-month	-	-	-	3.00	3.00	-
Classroom Teacher Con Home Ec	37.00	34.00	34.00	31.00	24.00	(7.00)
Classroom Teacher ESL	242.80	255.50	256.50	252.00	249.00	(3.00)
Classroom Teacher K-3	1.00	1.00	1.00	-	-	-
Classroom Teacher Pre K	29.00	29.00	29.00	36.00	36.00	-
Classroom Teacher Secondary	9.00	8.00	31.00	-	-	-
Classroom Teacher Special ED	1.00	3.00	2.00	1.00	1.00	-
Classroom Teacher Special Skills	37.00	38.00	38.00	40.00	39.00	(1.00)
Classroom Teacher-Vocational	202.00	180.00	180.00	161.00	147.00	(14.00)
Clerical Assistant	1.00	2.00	4.00	6.00	6.00	-
Clerical Assistant Office of Schools	1.00	1.00	1.00	1.00	1.00	-
Clerical Assistant Textbook	1.00	1.00	1.00	1.00	1.00	-
Clerk - Digital Device	-	-	-	2.00	2.00	-
College Career & Technical Education Manager	1.00	1.00	1.00	1.00	1.00	-
College Career Technical Education Advisor	1.00	1.00	1.00	1.00	1.00	-
Communication Specialist	1.00	1.00	1.00	1.00	1.00	-



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Job Description	2018-19 Actual Budget	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Amended Budget	2022-2023 Adopted Budget	Variance
Coordinator - Special Projects	1.00	1.00	1.00	1.00	1.00	-
Course Design Associate	1.00	-	-	-	-	-
Curriculum & Instruction Manager Literacy	1.00	1.00	1.00	1.00	1.00	-
Curriculum & Instruction Manager Mathematics	1.00	1.00	1.00	1.00	1.00	-
Data Processing Associate	1.00	1.00	1.00	1.00	1.00	-
Director - Career & Technical Education (CTE)	1.00	1.00	1.00	1.00	1.00	-
Director - Leadership Development	1.00	1.00	1.00	1.00	1.00	-
Director - Professional Learning & Support	-	-	1.00	1.00	1.00	-
Director - Programs and Office of Schools	1.00	1.00	1.00	1.00	1.00	-
Director iZone Instructional Support	1.00	-	-	-	-	-
Director - Virtual Schools and Online Learning	1.00	1.00	1.00	1.00	1.00	-
Director - Digital 1:1 Device	-	-	-	1.00	1.00	-
Director II - Career & Technical Education (CTE)	1.00	1.00	1.00	1.00	1.00	-
Director II - Curriculum & Instruction	1.00	1.00	1.00	1.00	1.00	-
Director II - Early Childhood	1.00	1.00	1.00	1.00	1.00	-
Director II - Professional Learning & Support	-	1.00	1.00	1.00	1.00	-
Director II - ESL	-	1.00	1.00	1.00	1.00	-
District Receptionist	1.00	1.00	1.00	1.00	1.00	-
Early College Advisor	1.00	-	-	-	-	-
Educational Assistant	12.00	16.00	17.00	17.00	16.00	(1.00)
Educational Asst - Early Childhood	28.00	36.00	40.00	38.00	38.00	-
Educational Asst - Elementary	-	1.00	1.00	1.00	1.00	-
Educational Asst - Instructional	9.00	13.00	13.00	13.00	-	(13.00)
Educational Support Manager	-	1.00	1.00	1.00	1.00	-
Educational Technology Advisor	-	-	-	7.00	7.00	-
Educational Technology Analyst	-	-	-	1.00	1.00	-
Educational Technology Manager	-	1.00	1.00	1.00	1.00	-
Educational Technology Specialist	-	3.00	5.00	5.00	5.00	-
Environmental Health & Safety Compliance Advisor	-	1.00	1.00	1.00	1.00	-
ESL Manager	-	1.00	1.00	2.00	2.00	-
Executive Assistant	-	1.00	1.00	1.00	1.00	-
Financial Analyst Fiscal Services	1.00	2.00	2.00	2.00	2.00	-
Financial Support Specialist	-	1.00	1.00	1.00	1.00	-
Foundational Literacy Coach - Pre-K	-	-	-	3.00	3.00	-
Head Start Project Support Assistant	1.00	1.00	1.00	-	-	-
High School Initiatives Advisor	1.00	-	-	-	-	-
Highly Specialized Advisor	-	1.00	1.00	2.00	2.00	-
Highly Specialized Advisor - Academics	-	1.00	1.00	1.00	1.00	-
Highly Specialized Professional Learning Advisor	-	-	1.00	1.00	1.00	-
HPELW Advisor	1.00	1.00	1.00	1.00	1.00	-
Humanities Manager	1.00	1.00	1.00	1.00	1.00	-
Instructional Advisor HPELW	1.00	1.00	1.00	1.00	1.00	-
Instructional Advisor Arts	2.00	2.00	2.00	2.00	2.00	-
Instructional Advisor ESL	-	-	1.00	1.00	1.00	-
Instructional Advisor Literacy	-	-	3.00	2.00	2.00	-
Instructional Advisor Pre-K	6.00	7.00	3.00	3.00	3.00	-
Instructional Advisor World Language	1.00	1.00	1.00	1.00	1.00	-
Instructional Curriculum Coach	10.00	10.00	10.00	-	-	-
Instructional Support Analyst	-	1.00	-	-	-	-
Instructional Support Analyst 1	1.00	1.00	-	-	-	-
IT Instructional Specialists	5.00	5.00	-	-	-	-
IT Manager-Instructional Technology	1.00	-	-	-	-	-
IT Support Associate	-	-	-	1.00	1.00	-
Librarian	2.00	2.00	2.00	2.00	2.00	-
Library Services Advisor	1.00	1.00	1.00	1.00	1.00	-
Literacy Advisor	1.00	1.00	-	-	-	-
Manager - Science Curriculum & Instruction	1.00	1.00	1.00	1.00	1.00	-
Manager - Digital Programs	-	-	-	1.00	1.00	-
Manager Academic Leadership Support	-	-	-	1.00	1.00	-
Manager -Academic Strategy and Special Projects	-	-	-	1.00	1.00	-





## Informational Section

Job Description	2018-19 Actual Budget	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Amended Budget	2022-2023 Adopted Budget	Variance
Manager Early Childhood	1.00	1.00	1.00	1.00	1.00	-
Manager of Curriculum	1.00	1.00	1.00	1.00	1.00	-
Manager Professional Development	4.00	4.00	-	-	-	-
Manager Professional Learning & Support	-	-	4.00	4.00	4.00	-
Manager Strategic Ops & Academic Initiatives	-	-	-	1.00	1.00	-
Manager Virtual School Operations	1.00	1.00	1.00	1.00	1.00	-
Mathematics Advisor	1.00	1.00	-	-	-	-
Middle Grades Manager - CCTE	1.00	1.00	1.00	1.00	1.00	-
MIS Data Specialists	-	1.00	1.00	1.00	1.00	-
Musical Instrument Repair Tech	4.00	3.00	3.00	3.00	3.00	-
Operations Manager	3.00	1.00	1.00	1.00	1.00	-
Part-time Classroom Teacher - Vocational	-	-	-	1.00	1.00	-
Partnership Director - CCTE	-	-	-	1.00	1.00	-
Part-time Bilingual Mentor	-	-	-	1.00	1.00	-
Partnership Manager - CCTE	1.00	1.00	1.00	-	-	-
Peer Assistance and Review Consulting Teacher	-	-	5.00	5.00	2.00	(3.00)
Professional Development	2.00	-	-	-	-	-
Professional Development & Evaluation Clerk	1.00	1.00	-	-	-	-
Professional Learning Analyst	-	-	2.00	2.00	2.00	-
Professional Learning Clerk	-	-	1.00	1.00	1.00	-
Professional School Counselor	-	-	-	3.00	3.00	-
Project and Logistics Advisor	-	-	1.00	1.00	1.00	-
Project Graduation Advisor	-	-	2.00	2.00	-	(2.00)
Project Graduation Manager	1.00	1.00	1.00	1.00	-	(1.00)
Project Specialist - CCTE	1.00	2.00	3.00	5.00	5.00	-
Project Stand - Senior Manager	-	-	1.00	1.00	1.00	-
Project Stand - Advisor	-	1.00	3.00	2.00	2.00	-
Records Clerk	-	-	-	1.00	1.00	-
Records Clerk for Educational Support	2.00	2.00	2.00	2.00	2.00	-
Records Clerk for Humanities	1.00	1.00	1.00	1.00	1.00	-
Records Clerk II	3.00	4.00	3.00	1.00	1.00	-
Records Clerk for STEM	1.00	1.00	1.00	-	-	-
Reflective Practice Analyst	2.00	2.00	-	-	-	-
Research and Analytics Advisor - CCTE	1.00	1.00	1.00	1.00	1.00	-
RTI Advisor	1.00	7.00	7.00	7.00	-	(7.00)
RTI Analyst	1.00	1.00	1.00	1.00	-	(1.00)
RTI Assistant	1.00	-	-	-	-	-
RTI Specialist	-	1.00	1.00	1.00	-	(1.00)
School Operations Academic Manager	1.00	1.00	-	-	-	-
School Secretary	6.00	6.00	6.00	5.00	5.00	-
Science Advisor	1.00	1.00	1.00	1.00	1.00	-
Senior Accountant	1.00	1.00	1.00	1.00	1.00	-
Senior Advisor - Grant Compliance	-	-	-	1.00	1.00	-
Senior Manager-STEM CCTE	-	-	-	1.00	1.00	-
Senior Reading Advisor	-	17.00	17.00	-	-	-
Site Administrator - Alternative Schools	-	-	-	1.00	-	(1.00)
Site Administrator Summer CCTE Program	-	-	-	2.00	2.00	-
SIM Data Specialist	1.00	-	-	-	-	-
Social Studies Advisor	1.00	1.00	1.00	1.00	1.00	-
Special Project Coordinator	1.00	1.00	1.00	1.00	1.00	-
Specialist Family Engagement Pre K	-	-	-	15.00	15.00	-
Specialty Principal	2.00	3.00	4.00	1.00	1.00	-
Specialty Principal - VoTech	2.00	2.00	3.00	4.00	4.00	-
SPED Virtual School Instructor Part-Time	-	-	-	1.00	1.00	-
STEM Manager	1.00	1.00	1.00	-	-	-
STEM Manager - CCTE	1.00	-	-	-	-	-
Student Data Analyst	-	-	1.00	1.00	1.00	-
Teacher Resource Center Clerk	1.00	1.00	1.00	1.00	1.00	-
Textbook Manager	1.00	1.00	1.00	1.00	1.00	-
Vice Principal	2.00	2.00	3.00	4.00	4.00	-
Video Coordinator	3.00	3.00	3.00	3.00	3.00	-





# Informational Section

Job Description	2018-19 Actual Budget	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Amended Budget	2022-2023 Adopted Budget	Variance
Virtual School College and Career Counselor	-	1.00	1.00	2.00	2.00	-
Work-Based Learning Coordinator - CCTE	1.00	1.00	1.00	1.00	-	(1.00)
<b>ACADEMICS TOTAL</b>	<b>785.80</b>	<b>841.50</b>	<b>865.50</b>	<b>823.00</b>	<b>765.00</b>	<b>(58.00)</b>
<b>ACADEMICS -SCHOOL BASED FORMULA</b>						
Assistant Principal High	114.00	114.00	116.00	112.00	112.00	-
Assistant Principal-Elementary/Middle	66.00	66.00	66.00	53.00	59.00	6.00
Behavioral Specialist	19.00	23.00	21.00	15.00	23.00	8.00
Bilingual Mentor/Counselor	1.00	1.00	-	-	-	-
Campus Monitor	2.50	3.00	5.00	6.00	3.00	(3.00)
Classroom Teacher K-3	97.90	91.00	80.00	77.00	80.00	3.00
Classroom Teacher K-5	1,961.90	1,927.00	1,839.00	1,730.00	1,731.00	1.00
Classroom Teacher K-8	168.00	172.00	164.00	167.00	164.00	(3.00)
Classroom Teacher Pre K	1.00	1.00	1.00	-	-	-
Classroom Teacher Secondary	1,720.10	1,765.00	1,702.00	1,656.00	1,687.00	31.00
Classroom Teacher Special ED	1.00	1.00	-	-	-	-
Classroom Teacher Special Skills	333.50	327.60	291.00	337.00	338.00	1.00
Clerical Assistant	256.00	258.00	256.00	249.00	249.00	-
Computer Lab Assistant	3.00	4.00	3.00	1.00	2.00	1.00
Dean of Students	-	3.00	1.00	-	-	-
Education Assistant - Interventionist	2.00	1.00	1.00	-	-	-
Educational Assistant	26.00	35.00	43.50	31.00	44.00	13.00
Educational Asst - Elementary	227.80	257.00	201.00	135.00	143.00	8.00
Executive Principal T-STEM	1.00	1.00	1.00	1.00	1.00	-
Executive Principal-Empowerment Zone	1.00	1.00	1.00	-	-	-
Family Engagement Specialist	-	-	-	-	2.00	2.00
Graduation Coach	-	-	-	2.00	4.00	2.00
In-School Suspension Assistant	80.00	72.00	56.00	36.00	40.00	4.00
Instructuinal Curriculum Coach	-	-	-	-	1.00	1.00
Instructional Facilitator	8.00	25.00	29.00	18.00	25.00	7.00
Instructional Math/Literacy Coach	-	1.00	-	-	-	-
Interventionist	25.00	40.00	35.00	16.00	23.00	7.00
Librarian	146.00	139.00	135.00	128.00	132.00	4.00
Principal On Assignment	-	1.00	-	-	-	-
Principal-Elementary	83.00	82.00	79.00	79.00	79.00	-
Principal-K-8	5.00	5.00	5.00	5.00	5.00	-
Principal-Middle	27.00	28.00	28.00	28.00	28.00	-
Principal-Senior	24.00	24.00	24.00	25.00	25.00	-
Professional School Counselor	280.00	268.00	254.00	225.00	245.00	20.00
Reading Specialist	29.00	-	-	-	-	-
School Compliance Coordinator	-	3.00	5.00	4.00	4.00	-
School Compliance Financial Assistant	7.00	7.00	8.00	8.00	8.00	-
School Secretary	134.00	131.00	128.00	127.00	127.00	-
Special Instruction	1.00	1.00	1.00	1.00	1.00	-
Special Project Assistant (Beh. Sup. / Stud. Leader	1.00	1.00	1.00	1.00	1.00	-
Specialty Principal	2.00	2.00	2.00	2.00	2.00	-
Study Hall Monitor	20.00	24.00	33.00	28.00	28.00	-
Teacher Assistant	5.00	-	-	-	-	-
Teacher In Training	42.00	-	-	-	-	-
Vice Principal	15.00	16.00	15.00	17.00	18.00	1.00
<b>ACADEMICS - SCHOOL BASED FORMULA TOTAL</b>	<b>5,936.70</b>	<b>5,921.60</b>	<b>5,630.50</b>	<b>5,320.00</b>	<b>5,434.00</b>	<b>114.00</b>
<b>ACADEMIC OPERATIONS AND STUDENT SUPPORT</b>						
504 Clerical Assistant	1.00	1.00	1.00	1.00	1.00	-
504 Compliance Advisor	3.00	7.00	6.00	6.00	6.00	-
504 Compliance Assistant	4.00	8.00	8.00	8.00	8.00	-
504 Compliance Associate	5.00	5.00	5.00	3.00	3.00	-
Academic Schools Support Manager	-	1.00	1.00	1.00	1.00	-
Admin Assistant for Assistant Superintendent	1.00	1.00	-	-	-	-
Administrative Assistant	1.00	1.00	1.00	-	-	-
Administrative Assistant for Alternative Schools	1.00	1.00	1.00	1.00	-	(1.00)
Administrative Assistant for Athletics Manager	1.00	1.00	1.00	1.00	1.00	-
Administrative Assistant for Director of Attendance	1.00	1.00	1.00	1.00	1.00	-



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Job Description	2018-19 Actual Budget	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Amended Budget	2022-2023 Adopted Budget	Variance
Administrative Assistant for Director of Coordinated	1.00	1.00	1.00	1.00	1.00	-
Administrative Assistant for Director of School Op	1.00	1.00	1.00	1.00	1.00	-
Administrative Assistant for Exceptional Children	4.00	4.00	4.00	4.00	4.00	-
Administrative Assistant for Manager of ROTC	1.00	1.00	1.00	1.00	1.00	-
Administrative Assistant for School Operations	1.00	1.00	1.00	1.00	1.00	-
Advisor Academic Records Compliance	-	4.00	4.00	4.00	4.00	-
Advisor School Operations	1.00	-	-	6.00	7.00	1.00
Alternative Educ Spec - 10 MOS	1.00	1.00	1.00	2.00	2.00	-
Alternative Educ Specialist	-	1.00	1.00	5.00	4.00	(1.00)
Alternative Education Advisor	-	-	1.00	3.00	2.00	(1.00)
Alternative Schools Analyst	2.00	2.00	2.00	1.00	1.00	-
Alternative Schools Transition Analyst	1.00	1.00	1.00	1.00	-	(1.00)
Analyst Academic Ops and School Supt Compliance	-	1.00	1.00	1.00	1.00	-
Analyst Student Equity Enrollment & Discipline	-	-	-	-	1.00	1.00
AP Advisor	1.00	1.00	1.00	1.00	-	(1.00)
Assistant - Advanced Academics	-	1.00	1.00	1.00	-	(1.00)
Assistant - Residential Training Center	-	2.00	2.00	2.00	2.00	-
Assistant for Health Services/School Nursing Manager	1.00	1.00	1.00	1.00	1.00	-
Assistant for Mental Health Center Services Manager	1.00	1.00	1.00	1.00	1.00	-
Assistant Principal High	3.00	3.00	3.00	3.00	3.00	-
Assistant Principal-Elementary/Middle	3.00	3.00	3.00	3.00	3.00	-
Assistant Superintendent Academic Operations	1.00	1.00	1.00	1.00	1.00	-
Assistant Superintendent of Priority Schools	1.00	1.00	1.00	-	-	-
Athletics Head Trainer	1.00	1.00	1.00	1.00	1.00	-
Athletics Manager	1.00	1.00	-	-	-	-
Athletics Specialist	2.00	2.00	2.00	2.00	2.00	-
Athletics Trainer	1.00	1.00	1.00	1.00	-	(1.00)
Attendance and Discipline Analyst	6.00	6.00	6.00	8.00	8.00	-
Attendance and Discipline Assistant	3.00	3.00	3.00	3.00	3.00	-
Attendance and Discipline Receptionist	2.00	2.00	2.00	2.00	2.00	-
Attendance Discipline and Hearing Official	11.00	7.00	7.00	-	-	-
Behavior Analyst	1.00	1.00	1.00	-	-	-
Behavioral Specialist	27.00	27.00	6.00	9.00	9.00	-
Behavioral Support/Student Leadership Manager	1.00	1.00	1.00	1.00	-	(1.00)
Bilingual Cultural Mentor	1.00	1.00	1.00	1.00	1.00	-
Call Center Assistant	7.00	-	-	-	-	-
Campus Monitor	8.00	8.00	8.00	2.00	1.00	(1.00)
Case Advocate	-	4.00	4.00	2.00	2.00	-
Case Worker	1.00	1.00	1.00	1.00	1.00	-
Chief of Academic Operations & School Support	-	1.00	1.00	1.00	1.00	-
Child Care Administrator	1.00	1.00	1.00	1.00	1.00	-
Classroom Teacher - Project Graduation	24.60	1.00	-	-	-	-
Classroom Teacher ESL	-	-	-	4.00	4.00	-
Classroom Teacher K-5	7.00	7.00	8.00	8.00	8.00	-
Classroom Teacher K-8	1.00	1.00	1.00	1.00	1.00	-
Classroom Teacher Secondary	108.00	82.00	82.00	112.00	105.00	(7.00)
Classroom Teacher Special ED	942.20	944.21	946.46	977.00	920.00	(57.00)
Classroom Teacher Special Skills	58.50	60.00	57.25	59.00	59.00	-
Clerical Assistant	9.00	12.00	12.00	9.00	9.00	-
Clerical Assistant (Part-Time)	1.50	1.00	-	-	-	-
Clerical Assistant CSH	1.00	1.00	1.00	1.00	1.00	-
Clerk for Exceptional Children	3.00	3.00	3.00	3.00	3.00	-
Clinic/Health Promotion Manager	1.00	1.00	1.00	1.00	1.00	-
Command Sgt. Major	1.00	1.00	1.00	1.00	1.00	-
Computer Lab Assistant	-	1.00	1.00	1.00	1.00	-
Consulting Teacher	-	2.00	2.00	2.00	-	(2.00)
Coordinated School Health Manager	1.00	1.00	1.00	1.00	1.00	-
Coordinated School Health Program Assistant	1.00	1.00	1.00	1.00	1.00	-
Counseling Services Manager (ES)	1.00	1.00	1.00	1.00	1.00	-
Counseling Services Manager (HS)	1.00	1.00	1.00	1.00	1.00	-
Counseling Services Manager (MS)	1.00	1.00	1.00	1.00	1.00	-
Counselor Alcohol / Drug	5.00	3.00	1.00	1.00	-	(1.00)



# Informational Section

Job Description	2018-19 Actual Budget	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Amended Budget	2022-2023 Adopted Budget	Variance
Course Design Associate	1.00	-	-	-	-	-
Data Specialist Enrollment	2.00	2.00	2.00	2.00	10.00	8.00
Director - Academic Support	-	-	1.00	1.00	1.00	-
Director - Athletics	-	-	1.00	1.00	1.00	-
Director of Attendance & Discipline	1.00	1.00	-	-	-	-
Director - Exceptional Children	1.00	2.00	2.00	2.00	2.00	-
Director - Health Services	-	-	-	1.00	1.00	-
Director - Optional Schools	1.00	1.00	1.00	1.00	1.00	-
Director - School Compliance	1.00	1.00	1.00	2.00	2.00	-
Director II - Exceptional Children	1.00	1.00	1.00	1.00	1.00	-
Director of School Operations	1.00	-	-	-	-	-
Director II - Schools & Student Support	1.00	1.00	1.00	1.00	1.00	-
Director of Alternative Schools	1.00	1.00	1.00	1.00	1.00	-
District/Charge Nurse	4.00	4.00	3.00	3.00	3.00	-
Dual Enrollment Advisor	1.00	1.00	1.00	1.00	-	(1.00)
EASY IEP Support Specialist	2.00	2.00	2.00	2.00	2.00	-
Educational Assistant	8.00	11.00	11.00	8.00	8.00	-
Educational Asst - Early Childhood	5.00	5.00	5.00	5.00	5.00	-
Educational Asst - Instructional	3.00	3.00	3.00	6.00	6.00	-
Educational Asst - Special ED	249.00	249.00	249.00	249.00	242.00	(7.00)
Exceptional Children Advisor SPED	-	21.00	21.00	21.00	21.00	-
Executive Assistant to Chief Acad Ops & Sch Supp	-	1.00	1.00	1.00	1.00	-
Executive Assistant to the Chief Academic Officer	1.00	1.00	1.00	1.00	1.00	-
Extended Learning Advisor	-	-	2.00	2.00	2.00	-
Extended Learning Specialist	1.00	1.00	1.00	1.00	1.00	-
Family Resource Center Associate	2.00	-	-	-	-	-
Family Resource Center Specialist	1.00	-	-	-	-	-
Financial Analyst for Student Support	-	-	-	1.00	1.00	-
Financial Analyst Optional Schools and AP	1.00	1.00	1.00	1.00	1.00	-
Health Services/School Nursing Manager	1.00	1.00	1.00	1.00	1.00	-
Health Technician	11.00	11.00	11.00	8.00	-	(8.00)
In-School Suspension Assistant	1.00	6.00	6.00	5.00	-	(5.00)
Instructional Curriculum Coach	2.00	3.00	2.00	2.00	2.00	-
Instructional Facilitator	4.00	5.00	4.00	5.00	3.00	(2.00)
Interventionist	-	1.00	1.00	-	-	-
IT Support Advisor	1.00	1.00	1.00	1.00	1.00	-
Learning Management Support Advisor	1.00	-	-	-	-	-
Learning Support Specialist	2.00	4.00	-	-	-	-
Librarian	1.00	1.00	-	-	-	-
Licensed Practical Nurse	42.00	48.00	48.00	43.00	43.00	-
Manager - 504	-	1.00	1.00	1.00	1.00	-
Manager - Equity and Discipline	-	1.00	1.00	1.00	1.00	-
Manager - Registration	-	1.00	1.00	1.00	1.00	-
Manager - Youth Advocacy Program	-	-	-	-	1.00	1.00
Manager Academic Ops and School Support	1.00	1.00	1.00	1.00	1.00	-
Manager Alternative Schools	1.00	1.00	1.00	1.00	1.00	-
Manager Academic Ops and School Support Compliance	1.00	1.00	1.00	-	-	-
Manager of ROTC	1.00	1.00	1.00	1.00	1.00	-
Manager-Psychologist (Exceptional Children)	-	-	2.00	2.00	2.00	-
Manager-Truancy and Homebound	-	-	-	1.00	1.00	-
Newcomer Program Advisor	1.00	1.00	1.00	1.00	1.00	-
Part-time Bilingual Mentor	1.40	1.00	-	-	-	-
Part-time Homebound Teacher	1.40	2.09	-	-	-	-
Part-time Online Teacher	0.50	1.00	-	-	-	-
Part-time Online Tutor	3.00	1.00	-	-	-	-
Part-time Social Worker	0.50	1.00	0.75	1.00	1.00	-
Physical and Occupational Therapist	12.00	12.00	12.00	12.00	12.00	-
Private School & Compliance Advisor	1.00	1.00	1.00	1.00	1.00	-
Professional School Counselor	10.00	11.00	11.00	10.00	9.00	(1.00)



## Informational Section

Job Description	2018-19 Actual Budget	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Amended Budget	2022-2023 Adopted Budget	Variance
Program/Project Assistant for Optional Schools	1.00	1.00	1.00	1.00	1.00	-
Psychologist	36.00	38.00	36.00	37.00	37.00	-
Psychologist Intern	4.00	4.00	4.00	4.00	4.00	-
Receptionist	1.00	1.00	1.00	1.00	1.00	-
Records Clerk	1.00	1.00	2.00	2.00	2.00	-
Records Clerk II	-	-	-	2.00	2.00	-
Records Clerk to Truancy Manager	-	5.00	5.00	5.00	5.00	-
Regional Manager of Exceptional Children	4.00	4.00	4.00	4.00	4.00	-
Registered Nurse	5.00	7.00	6.00	5.00	5.00	-
Registered Nurse-Clinical Lead	4.00	5.00	5.00	5.00	5.00	-
Research Analyst (Coord. School Health)	1.00	1.00	1.00	2.00	2.00	-
Resource Specialist-Special ED	3.00	1.00	1.00	1.00	1.00	-
ROTC Instructor	41.00	41.00	38.00	38.00	38.00	-
ROTC Logistics Management Specialist	1.00	1.00	1.00	1.00	1.00	-
School Compliance Advisor	-	1.00	1.00	2.00	2.00	-
School Compliance Associate	2.00	2.00	1.00	1.00	1.00	-
School Compliance Coordinator	-	-	-	-	1.00	1.00
School Compliance Specialist	1.00	1.00	1.00	1.00	1.00	-
School Operations Academic Manager	2.00	2.00	2.00	2.00	2.00	-
School Operations Manager	1.00	1.00	1.00	1.00	1.00	-
School Redesign Manager	1.00	1.00	1.00	1.00	1.00	-
School Secretary	4.00	4.00	4.00	9.00	9.00	-
SEED - Compliance Specialist	-	-	-	1.00	1.00	-
Senior Advisor - Attendance & Discipline	-	-	-	7.00	7.00	-
Senior Advisor School Compliance	-	1.00	1.00	1.00	1.00	-
Senior Dual Enrollment Advisor	-	1.00	1.00	1.00	1.00	-
Senior Manager Academic Operational and School Support	-	-	-	1.00	1.00	-
Senior Manager Health Services	1.00	1.00	1.00	-	-	-
Senior Manager Mental Health Center	1.00	1.00	1.00	1.00	1.00	-
Senior Manager of Customer Services	1.00	-	-	-	-	-
Site Administrator - Alternative Schools	3.00	1.00	-	-	-	-
Social Work Supervisor	1.00	1.00	1.00	3.00	3.00	-
Social Worker	73.00	71.00	62.00	69.00	67.00	(2.00)
Special Project Assistant	2.00	2.00	2.00	1.00	1.00	-
Special Project Coordinator	-	-	-	1.00	1.00	-
Special Project Coordinator - Coordinated School H	6.00	6.00	6.00	8.00	4.00	(4.00)
Specialty Principal	4.00	4.00	3.00	6.00	6.00	-
Specialty Principal - Special Education	3.00	3.00	3.00	3.00	3.00	-
Specialty Principal/Alternative	1.00	1.00	1.00	1.00	1.00	-
Sr Compliance Advisor	-	-	1.00	1.00	1.00	-
Student Equity Enrollment & Discipline Executive D	-	-	1.00	1.00	1.00	-
Student Leadership Advisor	1.00	1.00	-	-	-	-
Student Recruitment Advisor	3.00	-	2.00	2.00	2.00	-
Student Recruitment Specialist	1.00	-	-	-	-	-
Student Recruitment/Enrollment Response - Clerical	-	-	-	1.00	1.00	-
Student Recruitment/Enrollment Response-Site Admin	-	-	-	1.00	1.00	-
Study Hall Monitor	2.00	1.00	-	-	-	-
Supervising Psychologist(Coord. School Health)	4.00	3.00	3.00	2.00	2.00	-
Systems Analyst	1.00	-	-	-	-	-
Teacher	2.00	2.00	2.00	2.00	2.00	-
Teacher On Assignment	1.00	1.00	1.00	1.00	1.00	-
Training NCO	1.00	1.00	1.00	1.00	1.00	-
Transcript Analyst	4.00	-	-	-	-	-
Truancy Advisor	-	-	-	-	-	-
Truancy Attendance Specialist	-	-	2.00	3.00	3.00	-
Truancy Attendance Teacher	-	-	3.00	3.00	3.00	-
Vice Principal	-	-	1.00	1.00	-	(1.00)
Youth Advocacy & Resource Advisor	-	-	-	-	4.00	4.00
<b>ACADEMIC OPERATIONS AND STUDENT SUPPORT TOTAL</b>	<b>1,902.60</b>	<b>1,905.30</b>	<b>1,861.46</b>	<b>1,948.00</b>	<b>1,857.00</b>	<b>(91.00)</b>



# Informational Section

Job Description	2018-19 Actual Budget	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Amended Budget	2022-2023 Adopted Budget	Variance
<b>BOARD OF EDUCATION</b>						
Board Clerical Assistant	-	1.00	-	-	-	-
Board Member	9.00	9.00	9.00	9.00	9.00	-
Executive Assistant - Board	1.00	1.00	1.00	1.00	1.00	-
Manager Board Office	1.00	1.00	1.00	1.00	1.00	-
Policy and Legislative Advisor	1.00	1.00	1.00	1.00	1.00	-
<b>BOARD OF EDUCATION TOTAL</b>	<b>12.00</b>	<b>13.00</b>	<b>12.00</b>	<b>12.00</b>	<b>12.00</b>	<b>-</b>
<b>CHIEF OF COMMUNICATIONS</b>						
Administrative Assistant Broadcast	1.00	1.00	1.00	1.00	1.00	-
Audio/Visual Production Tech	1.00	1.00	1.00	1.00	1.00	-
Bilingual Communications Analyst	1.00	1.00	1.00	-	-	-
Broadcast Production Associate	2.00	2.00	2.00	2.00	2.00	-
Broadcasting Specialist	1.00	1.00	1.00	1.00	1.00	-
Business Manager	1.00	-	-	-	-	-
Chief Engineer	1.00	1.00	1.00	1.00	1.00	-
Chief of Communications	1.00	1.00	1.00	1.00	1.00	-
Communications Advisor	1.00	1.00	1.00	2.00	2.00	-
Communication Manager	-	-	1.00	1.00	1.00	-
Development Specialist	1.00	1.00	-	-	-	-
Digital Media Advisor	1.00	1.00	1.00	1.00	1.00	-
Director - Internal Communications	1.00	1.00	1.00	1.00	1.00	-
Director - External Communications	-	1.00	1.00	1.00	1.00	-
Exec. Assist. to the Chief of Communications	1.00	1.00	1.00	1.00	1.00	-
General Manager	1.00	1.00	1.00	1.00	1.00	-
Graphics Specialist	1.00	1.00	1.00	1.00	1.00	-
Internal Communications Analyst	1.00	1.00	1.00	-	-	-
Manager - Bilingual Communications	-	-	-	1.00	1.00	-
Marketing Manager	1.00	1.00	1.00	1.00	1.00	-
Multimedia Relations Advisor	-	-	1.00	1.00	1.00	-
Multimedia Relations Manager	1.00	1.00	1.00	1.00	1.00	-
Multimedia Specialist	1.00	1.00	1.00	1.00	1.00	-
Radio Broadcast Associate	2.00	2.00	3.00	3.00	3.00	-
Senior Communications Advisor	1.00	1.00	1.00	1.00	1.00	-
Strategic Communications Advisor	1.00	1.00	1.00	1.00	1.00	-
Web Services Advisor	1.00	1.00	1.00	1.00	1.00	-
Web Support Specialist	1.00	1.00	1.00	1.00	1.00	-
<b>CHIEF OF COMMUNICATIONS TOTAL</b>	<b>26.00</b>	<b>26.00</b>	<b>28.00</b>	<b>28.00</b>	<b>28.00</b>	<b>-</b>
<b>CHIEF OF SCHOOLS</b>						
Academic Schools Support Manager	1.00	1.00	1.00	-	-	-
Admin Assistant for Assistant Superintendent	2.00	2.00	2.00	2.00	2.00	-
Administrative Assistant	1.00	1.00	1.00	-	-	-
Advisor School Governance and Compliance	-	-	1.00	1.00	1.00	-
Advisor SPED Charter School	-	3.00	3.00	3.00	3.00	-
Art Teacher	-	1.00	-	-	-	-
Assistant Principal-Elementary/Middle	5.00	5.00	5.00	5.00	5.00	-
Assistant Superintendent of Charter Schools	-	-	1.00	1.00	1.00	-
Assistant Superintendent - High Schools	-	-	-	1.00	1.00	-
Assistant Superintendent - Middle Schools	-	-	-	1.00	1.00	-
Assistant Superintendent of Priority Schools	-	-	-	1.00	1.00	-
Assistant Superintendent Schools	1.00	2.00	2.00	2.00	2.00	-
Case Manager - Equity	1.00	1.00	1.00	-	-	-
Charter School Specialist Organizational Quality	-	1.00	1.00	1.00	1.00	-
Chief of Schools	1.00	1.00	-	1.00	-	(1.00)
Classroom Teacher K-5	2.00	-	-	1.00	1.00	-
Director of Whitehaven Empowerment Zone	1.00	1.00	1.00	1.00	-	(1.00)
Director - Academic Programs	-	-	-	1.00	-	(1.00)
Director - Early Literacy	-	-	-	1.00	1.00	-
Director - Organizational Quality	-	-	1.00	1.00	1.00	-
Educational Assistant	2.00	4.00	19.00	1.00	1.00	-



# Informational Section

Job Description	2018-19 Actual Budget	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Amended Budget	2022-2023 Adopted Budget	Variance
Educational Asst - Elementary	1.00	1.00	-	-	-	-
Emergency Management Specialist	-	-	-	1.00	1.00	-
Executive Assistant	-	-	-	1.00	1.00	-
Executive Assistant-Chief of Schools	1.00	1.00	1.00	-	-	-
Executive Assistant - Charter Schools	1.00	1.00	1.00	-	-	-
Executive Principal	-	-	1.00	1.00	-	(1.00)
Family Engagement Specialist	1.00	4.00	4.00	3.00	-	(3.00)
Family Engagement Specialist (part-time)	-	1.00	4.00	4.00	-	(4.00)
Graduation Coach	2.00	-	-	-	-	-
Highly Specialized Advisor	5.00	5.00	5.00	4.00	4.00	-
Highly Specialized Advisor Charter School Devt	-	-	1.00	1.00	1.00	-
Innovative Learning Schools (VILS) Instructional C	-	-	-	8.00	8.00	-
Instructional Advisor ESL	-	2.00	2.00	2.00	2.00	-
Instructional Advisor Literacy	-	-	-	1.00	-	(1.00)
Instructional Curriculum Coach	23.00	23.00	23.00	23.00	12.00	(11.00)
Instructional Facilitator	-	-	-	3.00	3.00	-
Instructional Leadership Director	13.00	11.00	11.00	9.00	8.00	(1.00)
Instructional Leadership Director iZone	1.00	1.00	1.00	2.00	2.00	-
Instructional Math/Literacy Coach	1.00	2.00	-	-	-	-
Instructional Support Advisor	6.00	7.00	5.00	5.00	2.00	(3.00)
Instructional Support Advisor RTI	-	2.00	2.00	2.00	2.00	-
Interventionist	-	-	-	7.00	-	(7.00)
I-Zone Clerk	1.00	1.00	1.00	1.00	1.00	-
Manager Organizational Quality	1.00	1.00	1.00	1.00	1.00	-
Manager Strategic Ops and Academic Initiatives	-	-	1.00	1.00	-	(1.00)
Office Associate	1.00	1.00	1.00	-	-	-
PLC Advisor	-	2.00	2.00	-	-	-
Program Director - Schools and Leadership	-	-	-	1.00	1.00	-
SEED - Compliance Specialist	-	-	-	1.00	1.00	-
Senior Accountant	-	-	-	1.00	1.00	-
Senior Advisor - Chief of Schools	-	-	-	1.00	1.00	-
Senior Manager of Early Literacy	-	-	1.00	-	-	-
SIM Data Specialist	2.00	2.00	2.00	2.00	2.00	-
Senior Manager - Charter & Training Schools	-	-	-	1.00	1.00	-
Social Worker	1.00	1.00	5.00	-	-	-
STEM Manager - CCTE	-	1.00	1.00	-	-	-
Supervising Psychologist(Exceptional Children)	2.00	2.00	-	-	-	-
<b>CHIEF OF SCHOOLS TOTAL</b>	<b>80.00</b>	<b>95.00</b>	<b>115.00</b>	<b>112.00</b>	<b>77.00</b>	<b>(35.00)</b>
<b>CHIEF OF STAFF</b>						
Assistant Chief of Staff	1.00	1.00	-	-	-	-
Advisor - Equity and Diversity	-	-	-	2.00	-	(2.00)
Analyst - Equity and Diversity	-	-	-	1.00	1.00	-
Chief of Staff	1.00	1.00	1.00	1.00	1.00	-
Director - Equity Office	-	-	-	1.00	1.00	-
Director II - Equity Office	-	-	-	1.00	1.00	-
Executive Assistant to the Chief of Staff	1.00	-	1.00	1.00	1.00	-
Highly Specialized Strategic Planning Advisor	-	-	1.00	-	-	-
Manager - Equity and Diversity Analyst	-	-	-	1.00	-	(1.00)
Manager - Strategic Planning	-	-	-	1.00	1.00	-
MWBE Assistant	-	-	1.00	1.00	1.00	-
MWBE Director	-	1.00	-	-	-	-
MWBE Manager	-	-	1.00	1.00	1.00	-
MWBE Specialist	-	2.00	1.00	2.00	2.00	-
Project Manager	2.00	2.00	2.00	2.00	2.00	-
<b>CHIEF OF STAFF TOTAL</b>	<b>5.00</b>	<b>7.00</b>	<b>8.00</b>	<b>15.00</b>	<b>12.00</b>	<b>(3.00)</b>
<b>FINANCE</b>						
Accountant	4.00	3.00	2.00	3.00	2.00	(1.00)
Accounting Associate	1.00	1.00	1.00	1.00	1.00	-
Accounts Payable Associate	5.00	5.00	5.00	5.00	5.00	-
Accounts Payable Specialist	1.00	1.00	1.00	1.00	1.00	-
Administrative Assistant	-	-	3.00	3.00	3.00	-





# Informational Section

Job Description	2018-19 Actual Budget	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Amended Budget	2022-2023 Adopted Budget	Variance
Administrative Assistant for Federal Programs Dire	-	1.00	1.00	1.00	1.00	-
Budget Advisor School Finance	2.00	2.00	2.00	-	-	-
Budget Analyst	2.00	2.00	1.00	2.00	2.00	-
Chief Financial Officer	1.00	1.00	1.00	1.00	1.00	-
Deputy Chief Financial Officer	1.00	1.00	-	1.00	1.00	-
Director - Accounting & Reporting	1.00	1.00	1.00	1.00	1.00	-
Director - Accounts Payable	-	1.00	1.00	1.00	1.00	-
Director Grants Management and Compliance	-	-	1.00	1.00	1.00	-
Director - Payroll	-	1.00	1.00	1.00	1.00	-
Director II - Federal Programs and Operations	-	-	1.00	1.00	1.00	-
Director of Budget & Fiscal Planning	1.00	1.00	1.00	1.00	1.00	-
Director II-State & Federal Grants	1.00	1.00	-	-	-	-
Director II - Finance Budget and Operations	-	-	1.00	-	-	-
Director of Strategic Operations and Innovation	-	1.00	-	-	-	-
Director School Support /Fiscal Compliance	1.00	1.00	-	-	-	-
Director Special Projects	1.00	1.00	-	-	-	-
ERP Continuous Improvement Professional Part-Time	-	-	1.00	1.00	-	(1.00)
Executive Assistant to the CFO	1.00	-	1.00	1.00	1.00	-
Financial Analyst (Federal Programs)	1.00	-	-	-	-	-
Financial Systems Advisor	1.00	-	-	-	-	-
Fiscal Assistant	1.00	1.00	-	-	-	-
Grant Writer Advisor	1.00	1.00	1.00	2.00	1.00	(1.00)
Highly Specialized Financial Systems Advisor	-	-	1.00	1.00	1.00	-
Manager - Discretionary Grant	-	-	-	1.00	1.00	-
Manager of Accounting & Reporting	1.00	2.00	2.00	2.00	2.00	-
Manager of Accounts Payable	1.00	1.00	1.00	1.00	1.00	-
Manager of Budget	2.00	2.00	2.00	2.00	2.00	-
Manager of Financial Planning & Accountability	-	-	1.00	1.00	1.00	-
Part Time Senior Accountant	-	-	-	1.00	-	(1.00)
Part-Time Director AP Payroll & Finance Ops	1.00	-	1.00	1.00	-	(1.00)
Part-Time Payroll Manager	1.00	-	1.00	1.00	-	(1.00)
Payroll Accountant	-	2.00	1.00	1.00	1.00	-
Payroll Analyst	1.00	-	-	-	-	-
Payroll Associate	5.00	5.00	5.00	5.00	5.00	-
Payroll Manager	1.00	2.00	2.00	2.00	2.00	-
Payroll Specialist	1.00	-	-	-	-	-
Senior Accountant (Accounting)	2.00	3.00	4.00	4.00	3.00	(1.00)
Senior Accountant(Student Activity&Financial Oper)	1.00	1.00	-	-	-	-
Senior Budget Analyst	2.00	3.00	4.00	6.00	6.00	-
<b>FINANCE TOTAL</b>	<b>46.00</b>	<b>48.00</b>	<b>52.00</b>	<b>57.00</b>	<b>50.00</b>	<b>(7.00)</b>
<b>STRATEGIC OPERATIONS</b>						
Deputy Superintendent Strategic Operations & Support	-	1.00	1.00	1.00	1.00	-
Director - Strategic Operations and Innovation	-	2.00	2.00	2.00	2.00	-
Senior Advisor - Business Ops & Special Pro	-	2.00	1.00	1.00	1.00	-
<b>STRATEGIC OPERATIONS TOTAL</b>	<b>-</b>	<b>5.00</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>-</b>
<b>GENERAL COUNSEL</b>						
Administrative Assistant for Policy	1.00	1.00	-	-	-	-
Associate General Counsel	4.00	5.00	5.00	6.00	6.00	-
Associate General Counsel Business Transactions	1.00	-	-	-	-	-
Chief General Counsel	1.00	1.00	1.00	1.00	1.00	-
Contract Administrator	-	-	1.00	1.00	1.00	-
Contract Advisor	-	-	3.00	3.00	3.00	-
Coordinator - Executive Legal	-	-	-	1.00	1.00	-
Coordinator - Project	-	-	-	1.00	1.00	-
Deputy General Counsel	1.00	1.00	1.00	1.00	-	(1.00)
Interns - General Counsel	-	-	-	4.00	4.00	-
Executive Legal Assistant	1.00	1.00	1.00	-	-	-
Federal Programs Advisor	1.00	-	-	-	-	-
Legal Assistant	1.00	1.00	2.00	2.00	2.00	-
Legal Secretary	1.00	1.00	-	-	-	-
Manager - Governmental Affairs & Compliance	-	-	-	1.00	1.00	-



# Informational Section

Job Description	2018-19 Actual Budget	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Amended Budget	2022-2023 Adopted Budget	Variance
Policy Development Advisor	2.00	2.00	2.00	2.00	2.00	-
Risk Advisor-Risk/Liability and Student Accident	1.00	1.00	1.00	1.00	1.00	-
Risk Management Manager	1.00	1.00	1.00	1.00	1.00	-
Safety Office - OSHA/Environmental Concerns/Inspe	1.00	1.00	1.00	1.00	1.00	-
Senior Counsel	-	-	-	2.00	2.00	-
Special Project Assistant - Employee Accidents	1.00	1.00	-	-	-	-
Special Project Coordinator	1.00	-	-	-	-	-
Sr. Specialist - Compliance	-	-	-	1.00	1.00	-
Title IX Advisor	-	1.00	1.00	1.00	1.00	-
Worker's Compensation Specialist	-	-	1.00	1.00	1.00	-
Title IX Associate	-	0.60	-	-	-	-
<b>GENERAL COUNSEL TOTAL</b>	<b>19.00</b>	<b>18.60</b>	<b>21.00</b>	<b>31.00</b>	<b>30.00</b>	<b>(1.00)</b>
<b>HUMAN CAPITAL AND TALENT MANAGEMENT</b>						
Administrative Assistant	-	-	1.00	2.00	1.00	(1.00)
Administrative Specialist	-	-	-	1.00	1.00	-
Administrative Assistant Director and Employee Se	1.00	-	-	-	-	-
Advisor - Employee Performance and Support	3.00	3.00	3.00	4.00	4.00	-
Advisor Office of Professional Standards	2.00	2.00	4.00	3.00	3.00	-
Advisor - Teacher Pipelines Partnerships & Compliance	-	-	-	1.00	1.00	-
Associate - Compliance	-	-	-	1.00	1.00	-
Associate Employee Evaluation and Support	1.00	1.00	-	-	-	-
Chief of Human Resources	1.00	1.00	1.00	1.00	1.00	-
Compensation Advisor	1.00	1.00	2.00	2.00	2.00	-
Compensation Analyst	1.00	1.00	1.00	1.00	1.00	-
Compensation Specialist	1.00	1.00	-	-	-	-
Compliance Associate	1.00	1.00	-	-	-	-
Constituent Services Assistant	-	-	3.00	-	-	-
Customer Service Rep Human Resources	2.00	2.00	2.00	2.00	1.00	(1.00)
Deputy Chief for Human Resources	-	1.00	1.00	-	-	-
Deputy Chief of HR Operations and Strategy	-	-	1.00	-	-	-
Deputy Chief of Instructional Talent	-	1.00	-	-	-	-
Director - Compensation	-	1.00	1.00	1.00	1.00	-
Director - Strategic Staffing	-	-	-	1.00	1.00	-
Director II - HR Talent Management	-	1.00	1.00	1.00	1.00	-
Director Office of Professional Standards	-	-	-	1.00	1.00	-
Director of Human Capital Office	1.00	1.00	-	-	-	-
Director of Labor Empl Rel / Perf Mgmt & Sup	1.00	1.00	-	-	-	-
Employee Connect Clerk	3.00	3.00	-	-	-	-
Employee Connect Manager	1.00	1.00	-	-	-	-
Employee Enterprise Associate	3.00	3.00	3.00	2.00	2.00	-
Employee Enterprise Manager	1.00	1.00	-	-	-	-
Employee Relations Advisor	1.00	2.00	-	-	-	-
Employee Systems Specialist	1.00	-	1.00	1.00	1.00	-
Executive Assistant Human Resources	1.00	1.00	1.00	-	-	-
HR Business Partner Instructional	3.00	4.00	-	-	-	-
HR Business Partner Non-Instructional	2.00	2.00	-	-	-	-
HR Data Analyst	-	-	1.00	1.00	1.00	-
HR File Clerk	-	-	-	1.00	1.00	-
HR Licensure and Compliance Specialist	-	-	-	1.00	1.00	-
HR Senior Advisor of Teacher Pipeline Partnerships	-	-	1.00	-	-	-
HR Senior Data Analyst	1.00	1.00	1.00	1.00	1.00	-
HR Senior Data Systems and Records Advisor	-	-	1.00	1.00	-	(1.00)
HR Strategic Project Advisor	-	1.00	-	-	-	-
HR Talent Associate Instructional	2.00	2.00	2.00	2.00	2.00	-
HR Talent Specialist Instructional	5.00	3.00	3.00	1.00	1.00	-
HR Talent Specialist Non-Instructional	1.00	2.00	1.00	2.00	2.00	-
Human Resource Staffing Advisor Instructional	-	-	4.00	1.00	1.00	-
Human Resource Staffing Advisor Non Instructional	-	-	2.00	2.00	2.00	-
Human Resource Staffing Manager Non - Instructional	-	-	1.00	1.00	1.00	-
Investigator	1.00	-	-	-	-	-
Labor EEOC Specialist	-	-	-	-	-	-



## Informational Section

Job Description	2018-19 Actual Budget	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Amended Budget	2022-2023 Adopted Budget	Variance
Lead Labor Relations Advisor	1.00	1.00	-	-	-	-
Licensure and Compliance Specialist	-	-	1.00	1.00	1.00	-
Manager - Employee Performance and Support	-	-	1.00	1.00	1.00	-
Manager HR Business Strategy & Total Rewards	-	-	-	1.00	1.00	-
Manager Non-Instructional Evaluation & Employee D	1.00	1.00	-	-	-	-
Manager of Labor Relations	1.00	1.00	-	-	-	-
Manager of Recruitment & Staffing	1.00	1.00	-	-	-	-
Non-Instructional Evaluation Specialist	1.00	1.00	-	-	-	-
Part-Time Talent Acquisition Recruiter	1.00	2.00	-	-	-	-
Recruitment Brand Digital & Content Advisor	-	-	-	1.00	1.00	-
Selector Talent Acquisition	2.00	1.00	-	-	-	-
Senior Advisor - Employee Performance and Support	-	-	1.00	-	-	-
Senior Advisor HR Bus Ops and Spec Projects	-	-	1.00	-	-	-
Senior Advisor Office of Professional Standards	-	-	2.00	3.00	3.00	-
Senior Advisor - HR Staffing Instructional	-	-	-	1.00	1.00	-
Senior Compensation Advisor	2.00	2.00	1.00	1.00	1.00	-
Senior Compensation Manager	1.00	-	-	-	-	-
Senior Compensation Strategist	-	1.00	1.00	1.00	1.00	-
Senior Employee Relations Advisor	-	1.00	-	-	-	-
Specialist - HR Talent & Support	-	-	-	1.00	1.00	-
Specialist - HR Data	-	1.00	1.00	1.00	1.00	-
Sr. Manager of Instructional Talent	-	1.00	1.00	1.00	-	(1.00)
Specialist HR Employee Services	1.00	1.00	-	-	-	-
Specialist Office of Professional Standards	1.00	1.00	1.00	-	-	-
Sr. HR Business Strategist & Consultant	1.00	1.00	-	-	-	-
Talent Acquisition Advisor	1.00	1.00	-	-	-	-
Talent Acquisition Associate	1.00	1.00	1.00	1.00	1.00	-
Talent Acquisition Manager	1.00	1.00	-	-	-	-
Talent Acquisition & Retention Manager	-	-	1.00	1.00	1.00	-
Talent Acquisition Recruiter	2.00	5.00	5.00	3.00	3.00	-
Teacher and Leader Effectiveness Advisor	2.00	2.00	-	-	-	-
Teacher and Leadership Effectiveness Manager	1.00	1.00	-	-	-	-
Teacher Effectiveness Advisor	1.00	1.00	-	-	-	-
Teacher Evaluation Analyst	1.00	1.00	-	-	-	-
Technology and Communications Advisor	1.00	1.00	-	-	-	-
<b>HUMAN CAPITAL AND TALENT MANAGEMENT TOTAL</b>	<b>67.00</b>	<b>76.00</b>	<b>61.00</b>	<b>57.00</b>	<b>53.00</b>	<b>(4.00)</b>
<b>INFORMATION TECHNOLOGY</b>						
Advisor - IT Business	-	-	-	4.00	4.00	-
Analyst - Cyber Security	-	7.00	7.00	7.00	7.00	-
Chief Information Officer	1.00	1.00	1.00	1.00	1.00	-
Cyber Security Administrator	-	1.00	1.00	1.00	1.00	-
Database Advisor (ERP)	1.00	1.00	1.00	1.00	1.00	-
Director - Business Relationships & Customer Serv	1.00	1.00	1.00	1.00	1.00	-
Director - Infrastructure and Security	-	1.00	1.00	1.00	1.00	-
ERP Change Management Advisor	-	1.00	1.00	-	-	-
ERP Data Conversion and Interface Analyst	-	1.00	1.00	-	-	-
ERP Functional Advisor	-	6.00	5.00	-	-	-
ERP Functional Manager	-	1.00	1.00	1.00	1.00	-
ERP Security Administrator	-	1.00	1.00	1.00	1.00	-
ERP Technical Manager	-	1.00	1.00	1.00	-	(1.00)
ERP Training Advisor	-	1.00	1.00	1.00	-	(1.00)
Executive Assistant - Information Technology	-	-	-	1.00	1.00	-
Highly Specialized Strategic Planning Advisor	1.00	1.00	1.00	1.00	1.00	-
IT Business Analyst	1.00	1.00	-	-	-	-
IT Business Technology Advisor	1.00	1.00	1.00	1.00	1.00	-
IT Database Advisor	3.00	3.00	1.00	1.00	1.00	-
IT Database Engineer	-	-	-	1.00	1.00	-
IT Departmental Assistant	2.00	2.00	2.00	1.00	1.00	-
IT Enterprise Email Analyst	2.00	2.00	-	-	-	-
IT Manager - System Administration and Security	1.00	1.00	1.00	1.00	1.00	-
IT Manager-Application Development	1.00	1.00	1.00	1.00	1.00	-



## Informational Section

Job Description	2018-19 Actual Budget	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Amended Budget	2022-2023 Adopted Budget	Variance
IT Manager-Technology Development	1.00	1.00	-	-	-	-
IT Manager-Technology Field Support		3.00	3.00	3.00	3.00	-
IT Network/Telecom Manager	1.00	1.00	1.00	1.00	1.00	-
IT Programmer Advisor		4.00	4.00	3.00	3.00	-
IT Report Analyst		2.00	2.00	1.00	1.00	-
IT Security Manager	-	1.00	1.00	1.00	1.00	-
IT Senior Application Developer	-	1.00	1.00	1.00	1.00	-
IT Senior System Administrator	-	4.00	4.00	4.00	4.00	-
IT Support Analyst	43.00	43.00	42.00	42.00	42.00	-
IT Support Associate	12.00	12.00	10.00	6.00	6.00	-
IT Systems Administrator Analyst	2.00	2.00	2.00	2.00	2.00	-
IT Systems Security Analyst	1.00	1.00	-	-	-	-
Manager Project Management Office	1.00	1.00	1.00	-	-	-
Manager - PMO/IT Programs	-	-	-	1.00	1.00	-
Network Analyst	5.00	5.00	4.00	4.00	4.00	-
Network Installation Analyst	3.00	3.00	3.00	3.00	3.00	-
Process Advisor	-	1.00	-	-	-	-
Programmer Advisor ERP	2.00	1.00	1.00	1.00	1.00	-
Project Manager	2.00	4.00	2.00	2.00	2.00	-
Report Analyst (ERP)	1.00	1.00	-	-	-	-
Senior Analyst - IT Support	-	-	-	3.00	3.00	-
Senior ERP Applications Advisor	-	1.00	1.00	-	-	-
Service Desk Associate	8.00	8.00	8.00	11.00	11.00	-
Service Desk Manager	1.00	1.00	1.00	1.00	1.00	-
System Administrator	3.00	3.00	-	-	-	-
9 Telecom Analyst	4.00	4.00	4.00	4.00	4.00	-
<b>INFORMATION TECHNOLOGY TOTAL</b>	<b>105.00</b>	<b>144.00</b>	<b>125.00</b>	<b>122.00</b>	<b>120.00</b>	<b>(2.00)</b>
<b>INTERNAL AUDIT</b>						
Administrative Assistant to MWBE Director	-	1.00	-	-	-	-
Associate Internal Auditor	4.00	4.00	2.00	2.00	2.00	-
Audit Supervisor	2.00	2.00	1.00	1.00	1.00	-
Chief Internal Auditor	1.00	1.00	1.00	1.00	1.00	-
Director - Audit	1.00	1.00	1.00	1.00	1.00	-
Executive Assistant to the Chief Internal Auditor	1.00	1.00	1.00	1.00	1.00	-
Information Technology Auditor	1.00	1.00	1.00	-	-	-
Internal Auditor	3.00	3.00	3.00	3.00	3.00	-
Senior Internal Auditor Investigator	1.00	1.00	2.00	2.00	2.00	-
Senior Performance Auditor	-	-	-	1.00	1.00	-
<b>INTERNAL AUDIT TOTAL</b>	<b>14.00</b>	<b>15.00</b>	<b>12.00</b>	<b>12.00</b>	<b>12.00</b>	<b>-</b>
<b>OPERATIONS</b>						
Academic Sourcing Manager	1.00	1.00	1.00	1.00	1.00	-
Administrative Assistant	1.00	1.00	2.00	2.00	2.00	-
Administrative Specialist	1.00	1.00	-	-	-	-
Advisor Senior Procurement	-	-	-	1.00	1.00	-
Asbestos Supervisor	1.00	1.00	1.00	1.00	1.00	-
Asset Inventory Associate	-	-	2.00	2.00	2.00	-
Asset Inventory Manager	1.00	1.00	1.00	1.00	1.00	-
Asset Inventory Data Analyst	-	-	1.00	1.00	1.00	-
Asset Management Clerical	1.00	1.00	-	-	-	-
Assistant Zone Supervisor Plant Manager	4.00	3.00	-	-	-	-
Associate Fixed Asset	-	2.00	-	-	-	-
Associate General Counsel	1.00	1.00	-	-	-	-
Business Manager of Operations	1.00	1.00	-	-	-	-
Buyer	-	3.00	3.00	2.00	2.00	-
Buyer Facilities Construction	1.00	1.00	-	-	-	-
Buyer Information Technology	1.00	1.00	-	-	-	-
CAD Drafter	-	1.00	-	-	-	-
Capacity Planning Advisor	1.00	1.00	1.00	-	-	-
Chief of Business Operations	1.00	1.00	1.00	1.00	1.00	-
Clerical Assistant Contract Management	1.00	1.00	-	-	-	-
Clerical Assistant-Fast Lane Transactional Strate	1.00	1.00	-	-	-	-
Compliance Advisor	-	3.00	4.00	4.00	4.00	-



# Informational Section

Job Description	2018-19 Actual Budget	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Amended Budget	2022-2023 Adopted Budget	Variance
Compliance Specialist	1.00	2.00	-	-	-	-
Construction Manager	2.00	2.00	1.00	1.00	1.00	-
Contract Administrator	-	1.00	-	-	-	-
Contract Advisor	2.00	3.00	-	-	-	-
Contract Manager	1.00	1.00	-	-	-	-
Crewperson	14.00	14.00	14.00	14.00	14.00	-
Customer Service Associate	1.00	1.00	1.00	1.00	1.00	-
Data Info Specialist	1.00	1.00	1.00	-	-	-
Demographer	1.00	1.00	1.00	1.00	1.00	-
Diesel Mechanic Certified	1.00	1.00	1.00	1.00	1.00	-
Director - Asset Management	-	-	-	1.00	1.00	-
Director - Construction	1.00	1.00	1.00	1.00	1.00	-
Director - Custodial and Grounds	1.00	1.00	1.00	1.00	1.00	-
Director - Facilities Maintenance	1.00	1.00	1.00	1.00	1.00	-
Director of Grounds	1.00	1.00	-	-	-	-
Director of Plant Managers	1.00	1.00	-	-	-	-
Director - Procurement	1.00	1.00	1.00	1.00	1.00	-
Director of Transportation	-	1.00	-	1.00	1.00	-
Director II - Business Operations	-	1.00	1.00	1.00	1.00	-
Director II - Facilities Maintenance	1.00	1.00	1.00	1.00	1.00	-
Director of Facility Planning	-	1.00	1.00	1.00	1.00	-
Draftsman	1.00	1.00	-	-	-	-
Energy Manager	1.00	1.00	-	-	-	-
Environment Health and Safety Manager	-	1.00	1.00	1.00	1.00	-
Executive Assistant to the Chief of Business Opera	1.00	1.00	1.00	1.00	1.00	-
Executive Director Enterprise Initiatives	1.00	-	-	-	-	-
Facilities Financial Advisor	1.00	1.00	1.00	1.00	1.00	-
Facility Planning and Property Management Analyst	1.00	1.00	1.00	1.00	1.00	-
Financial Advisor	-	1.00	1.00	1.00	1.00	-
Fire and Life Safety Compliance Specialist	1.00	1.00	-	-	-	-
General Services Manager	1.00	1.00	1.00	-	-	-
General Services Supervisor	-	-	3.00	4.00	4.00	-
GIS Planning Advisor	1.00	1.00	1.00	1.00	1.00	-
Grounds Supervisor	4.00	4.00	4.00	4.00	4.00	-
Heavy Equipment Mechanic	1.00	1.00	1.00	1.00	1.00	-
Heavy Equipment Operator	2.00	2.00	2.00	2.00	2.00	-
Information Technology Sourcing Manager	1.00	1.00	-	-	-	-
Inventory Clerk	5.00	5.00	5.00	4.00	4.00	-
Lead Mechanic I Certified	1.00	1.00	1.00	1.00	1.00	-
Low Voltage Advisor	1.00	-	-	-	-	-
Low Voltage Supervisor	-	1.00	1.00	1.00	1.00	-
Mail Clerk	1.00	1.00	1.00	3.00	3.00	-
Maint Tech I - Sheet Metal Worker	3.00	4.00	4.00	4.00	4.00	-
Maint Tech II - Carpenter	13.00	15.00	15.00	15.00	15.00	-
Maint Tech II - Carpenter/Welder	3.00	4.00	4.00	4.00	4.00	-
Maint Tech III - Bricklayer	2.00	2.00	2.00	2.00	2.00	-
Maint Tech III - Painter	7.00	7.00	7.00	7.00	7.00	-
Maint Tech IV - Roofer	6.00	6.00	6.00	6.00	6.00	-
Maintenance Technician-Electrician	17.00	17.00	14.00	14.00	14.00	-
Maintenance Technician - Energy	-	2.00	2.00	2.00	2.00	-
Maintenance Technician-HVAC	27.00	24.00	24.00	24.00	24.00	-
Maintenance Technician - Plasterer	1.00	1.00	1.00	1.00	1.00	-
Maintenance Technician-Plumber	12.00	13.00	13.00	13.00	13.00	-
Maintenance Technician - Roofer	6.00	6.00	6.00	2.00	2.00	-
Manager - Custodial and Grounds	1.00	1.00	1.00	1.00	1.00	-
Manager - Operations Sourcing	1.00	1.00	1.00	1.00	1.00	-
Manager - Facilities Operations	-	1.00	1.00	1.00	1.00	-
Manager - Facilities Planning & Property	-	-	-	1.00	1.00	-
Manager Planning	1.00	1.00	-	-	-	-
Master Electrician	1.00	1.00	1.00	1.00	1.00	-
Master HVAC	1.00	1.00	1.00	1.00	1.00	-



# Informational Section

Job Description	2018-19 Actual Budget	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Amended Budget	2022-2023 Adopted Budget	Variance
Master Maint Tech-Electrician	1.00	1.00	-	-	-	-
Master Maint Tech-HVAC	1.00	1.00	-	-	-	-
Master of Plumbing	1.00	1.00	1.00	1.00	1.00	-
Mechanic I - Certified	3.00	3.00	3.00	3.00	3.00	-
Minor Projects/ASD Supervisor	1.00	1.00	-	-	-	-
Operations Specialist Facilities/Warehousing	1.00	1.00	-	-	-	-
Pest Control Manager	1.00	1.00	1.00	1.00	1.00	-
Pest Control Technician I	4.00	6.00	6.00	6.00	6.00	-
Pest Control Technician II	2.00	2.00	2.00	2.00	2.00	-
Plant Manager	124.00	135.00	135.00	136.00	136.00	-
Plant Manager II	-	2.00	2.00	2.00	2.00	-
PMO Manager	1.00	1.00	-	-	-	-
Procurement Associate	-	2.00	2.00	2.00	2.00	-
Procurement Associate (Part Time Perm)	-	1.00	1.00	1.00	1.00	-
Project Facilitator I	1.00	-	-	-	-	-
Project Facilitator II	1.00	1.00	-	-	-	-
Project Management Lead	2.00	2.00	2.00	2.00	2.00	-
Project Manager	3.00	3.00	1.00	1.00	1.00	-
Record Clerk	4.00	4.00	3.00	3.00	3.00	-
Routing Specialist (Gen Ed SPED)	2.00	2.00	2.00	2.00	2.00	-
Senior Buyer	-	3.00	3.00	2.00	2.00	-
Senior Buyer Academics	1.00	-	-	-	-	-
Senior Buyer Facilities Construction	1.00	-	-	-	-	-
Senior Buyer Information Technology	1.00	-	-	-	-	-
Small Engine Mechanic	1.00	1.00	1.00	1.00	1.00	-
Steam - Pipe Fitter	1.00	1.00	1.00	1.00	1.00	-
System Support and Data Specialist	1.00	1.00	-	-	-	-
Technician - Asbestos Abaitment II	3.00	3.00	3.00	3.00	3.00	-
Technician - Asbestos Abaitment III	2.00	3.00	3.00	3.00	3.00	-
Technician - Electronics II	2.00	3.00	3.00	4.00	4.00	-
Technician - Flooring	4.00	5.00	5.00	3.00	3.00	-
Technician Lead - Flooring	-	-	-	2.00	2.00	-
Transportation Advisor	1.00	1.00	1.00	1.00	1.00	-
Transportation Data Analyst	1.00	1.00	1.00	1.00	1.00	-
Transportation Manager	1.00	1.00	1.00	-	-	-
Transportation Routing Analyst	2.00	2.00	2.00	2.00	2.00	-
Transportation Safety Specialist	1.00	1.00	1.00	1.00	1.00	-
Truck Driver - CDL	-	-	-	2.00	2.00	-
Truck Driver	-	1.00	1.00	-	-	-
Truck Driver II	2.00	2.00	2.00	-	-	-
Truck Driver-Maintenance	23.00	23.00	23.00	22.00	22.00	-
Vendor Assistant	-	1.00	1.00	-	-	-
Vendor Coordinator	1.00	-	-	-	-	-
Warehouse Clerk	-	1.00	1.00	1.00	1.00	-
Warehouse First Line Supervisor	3.00	3.00	3.00	3.00	3.00	-
Warehouseman	-	-	-	1.00	1.00	-
Zone 1-4 HVAC Supervisor	3.00	3.00	3.00	3.00	3.00	-
Zone 1-4 Manager	3.00	3.00	4.00	4.00	4.00	-
Zone 1-4 Supervisor - Custodial & Grounds	4.00	4.00	4.00	4.00	4.00	-
Zone 1A-4B Supervisor	6.00	6.00	5.00	5.00	5.00	-
Zone Supervisor Plant Manager Org	4.00	-	-	-	-	-
<b>OPERATIONS TOTAL</b>	<b>401.00</b>	<b>439.00</b>	<b>404.00</b>	<b>400.00</b>	<b>400.00</b>	<b>-</b>
<b>DEPUTY SUPERINTENDENT OF SCHOOLS &amp; ACADEMIC SUPPORT</b>						
Advisor - Student Information Management	-	-	-	-	1.00	1.00
Analytics Advisor	1.00	3.00	3.00	3.00	3.00	-
Analyst - Student Information Management	-	-	-	-	4.00	4.00
Assessment & Accountability Assistant	-	1.00	1.00	1.00	1.00	-
Assessment Advisor	-	3.00	3.00	3.00	3.00	-
Assessment Specialist	-	2.00	2.00	2.00	2.00	-
Business Process Analyst	-	1.00	1.00	1.00	1.00	-
Chief Innovation Officer	1.00	1.00	1.00	-	-	-





# Informational Section

Job Description	2018-19 Actual Budget	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Amended Budget	2022-2023 Adopted Budget	Variance
Continuous Improvement Advisor	-	1.00	1.00	1.00	1.00	-
Data Analyst	2.00	2.00	2.00	2.00	2.00	-
Database Engineer	-	1.00	2.00	2.00	2.00	-
Deputy Superintendent of Academics	-	1.00	1.00	1.00	1.00	-
Director - Assessment & Accountability	1.00	1.00	1.00	1.00	1.00	-
Director - Performance Management	1.00	1.00	1.00	1.00	1.00	-
Director - Student Information Management	-	1.00	1.00	1.00	1.00	-
Director II - Planning & Accountability	1.00	1.00	1.00	1.00	1.00	-
Executive Assistant to the Chief Innovation Office	1.00	1.00	1.00	1.00	1.00	-
Highly Specialized Advisor	-	2.00	2.00	2.00	2.00	-
Highly Specialized Advisor Strategy & Innovation	1.00	1.00	1.00	1.00	1.00	-
Instructional Support Analyst I	1.00	1.00	1.00	1.00	-	(1.00)
Manager - Student Information Management	-	-	-	-	3.00	3.00
Manager Decision Analytics & Information Mgmt	1.00	1.00	1.00	1.00	1.00	-
Manager Research	1.00	1.00	1.00	1.00	1.00	-
Part-time SIM Data Worker	-	4.00	4.00	4.00	4.00	-
Records Assistant	3.00	4.00	4.00	4.00	4.00	-
Research Advisor	-	1.00	1.00	1.00	1.00	-
Research Analyst	-	-	-	1.00	1.00	-
Research Associate	-	1.00	1.00	-	-	-
Senior Advisor - Business Ops & Special Pro	1.00	1.00	1.00	1.00	1.00	-
Senior Manager Decision Analytics Information	1.00	1.00	1.00	1.00	1.00	-
SIM Data Specialist	8.00	8.00	8.00	8.00	12.00	4.00
SIM Team Leader	3.00	3.00	3.00	3.00	-	(3.00)
Student Records Manager	1.00	1.00	1.00	1.00	1.00	-
<b>DEPUTY SUPERINTENDENT OF SCHOOLS &amp; ACADEMIC SUPPORT</b>	<b>29.00</b>	<b>51.00</b>	<b>52.00</b>	<b>51.00</b>	<b>59.00</b>	<b>8.00</b>
<b>STUDENT FAMILY AND COMMUNITY AFFAIRS</b>						
Administrative Assistant for Parent & Community En	1.00	-	-	-	-	-
Advisor Student Family & Community	-	-	-	4.00	4.00	-
Advisor Family Partnership and School Support	-	5.00	5.00	5.00	5.00	-
Call Center Assistant	-	7.00	-	-	-	-
Chief of Community Engagement	-	1.00	1.00	1.00	1.00	-
Clerical Assistant Family Partnerships	1.00	1.00	1.00	2.00	2.00	-
Comm. Engagement Contracts & Accountability Mgr.	-	1.00	-	-	-	-
Community Engagement Specialist	4.00	3.00	3.00	1.00	1.00	-
Community Schools Manager	-	1.00	1.00	1.00	-	(1.00)
Community Schools Specialist	-	1.00	1.00	1.00	-	(1.00)
Constituent Services Assistant	-	7.00	7.00	7.00	7.00	-
Constituent Services Clerk	-	1.00	1.00	1.00	1.00	-
Constituent Services Specialist	-	1.00	1.00	1.00	1.00	-
Coordinator - Special Projects	-	1.00	1.00	-	-	-
Director - Family and Community Engagement	1.00	1.00	1.00	1.00	1.00	-
Director - Constituent Services	-	-	-	1.00	1.00	-
District Receptionist	-	1.00	1.00	1.00	1.00	-
Family Engagement Specialist	17.00	20.00	19.00	12.00	8.00	(4.00)
Family Resource Center Associate	-	2.00	2.00	2.00	2.00	-
High School Initiatives Advisor	-	1.00	-	-	-	-
Manager Community Engagement	1.00	2.00	2.00	2.00	2.00	-
Manager Family and School Support	1.00	1.00	1.00	1.00	1.00	-
Manager Student Engagement and Initiatives	-	-	1.00	1.00	1.00	-
Manager Student Leadership	-	-	1.00	1.00	1.00	-
Manager Student Recruitment	-	-	1.00	1.00	1.00	-
Senior Advisor - Student Internships	-	-	-	1.00	1.00	-
Senior Manager of Customer Services	-	1.00	-	-	-	-
Sr. Mgr. Partnership Accountability & Comm. Eng	-	-	1.00	-	-	-
Specialist Multicultural Family	1.00	1.00	1.00	3.00	1.00	(2.00)
Student Engagement Specialist k-12	-	-	2.00	1.00	1.00	-
Student Family & Community Advisor	-	-	1.00	1.00	1.00	-
Student Recruitment Advisor	-	4.00	-	-	-	-
Student Recruitment Specialist	-	1.00	1.00	4.00	4.00	-
<b>STUDENT FAMILY AND COMMUNITY AFFAIRS TOTAL</b>	<b>27.00</b>	<b>65.00</b>	<b>57.00</b>	<b>57.00</b>	<b>49.00</b>	<b>(8.00)</b>



## Informational Section

Job Description	2018-19 Actual Budget	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Amended Budget	2022-2023 Adopted Budget	Variance
<b>SAFETY AND SECURITY</b>						
Admin Assistant to School & Safety Manager	-	1.00	-	-	-	-
Admin Assist to Exec Dir Safety & Sec	-	-	1.00	1.00	1.00	-
Alarm/CCTV Installation Analyst	-	4.00	5.00	5.00	5.00	-
Alarm/CCTV Technical Associate	4.00	-	-	-	-	-
Campus Monitor	0.60	-	-	-	-	-
CCTV Manager	1.00	1.00	1.00	1.00	1.00	-
CCTV Monitor	4.00	4.00	4.00	4.00	11.00	7.00
Chief of Safety Security & Student Support	1.00	1.00	1.00	1.00	1.00	-
Coordinator Fleet	-	1.00	1.00	1.00	1.00	-
Criminal Investigative Manager	2.00	-	-	-	-	-
Data Info Specialist	1.30	2.00	1.80	2.00	2.00	-
Director - Safety	-	1.00	1.00	1.00	1.00	-
Director - Security	-	1.00	1.00	1.00	1.00	-
Deputy Chief - Safety & Security	1.00	1.00	1.00	1.00	1.00	-
Emergency Management Advisor	1.00	1.00	1.00	1.00	1.00	-
Executive Assistant (Safety & Security)	-	1.00	1.00	1.00	1.00	-
Fingerprint/Background Analyst	2.00	2.00	2.00	2.00	2.00	-
Fingerprint/Background Specialist	-	2.00	2.00	2.00	2.00	-
GRASSY Special Project Coordinator I (Gang Counsel Major	5.00	5.00	2.00	-	-	-
Manager - Security	-	2.00	2.00	2.00	2.00	-
Mobile Security Officer	125.00	128.00	128.00	125.00	125.00	-
Records Clerk	-	2.00	1.00	1.00	1.00	-
Records Clerk to Truancy Manager	5.00	6.00	-	-	-	-
Safety and Security Financial Analyst	-	1.00	1.00	1.00	1.00	-
Safety and Security Guard	-	9.00	19.00	9.00	9.00	-
Safety and Security Records Clerk	-	-	1.00	1.00	1.00	-
Safety and Security Senior Advisor	1.00	-	-	-	-	-
Safety Special Project Coordinator	-	-	10.00	10.00	10.00	-
Security Advisor	1.00	1.00	1.00	-	-	-
Security System Operator	3.00	6.00	6.00	6.00	6.00	-
Security Systems Operator PART TIME	4.00	5.00	5.00	5.00	5.00	-
Sergeant	4.00	5.00	5.00	5.00	5.00	-
SHAPE Advisor	1.00	1.00	1.00	1.00	1.00	-
Special Project Advisor	1.00	2.00	-	-	-	-
Special Project Assistant	1.00	1.00	1.00	1.00	1.00	-
Special Project Training Advisor	-	1.00	1.00	1.00	1.00	-
Student Safety Manager	1.00	1.00	1.00	1.00	1.00	-
Systems Analyst	-	1.00	1.00	1.00	1.00	-
Truancy Attendance Specialist	1.00	2.00	-	-	-	-
Truancy Attendance Teacher	1.00	3.00	-	-	-	-
Truancy Case Advocate Assistant	4.00	-	-	-	-	-
<b>SAFETY AND SECURITY TOTAL</b>	<b>175.90</b>	<b>205.00</b>	<b>209.80</b>	<b>195.00</b>	<b>202.00</b>	<b>7.00</b>
<b>SUPERINTENDENT</b>						
Receptionist II for Superintendent	1.00	1.00	1.00	1.00	1.00	-
Senior Advisor - Business Ops & Special Pro	-	1.00	1.00	1.00	1.00	-
Senior Executive Coordinator II	1.00	1.00	1.00	1.00	1.00	-
Superintendent	1.00	1.00	1.00	1.00	1.00	-
<b>SUPERINTENDENT TOTAL</b>	<b>3.00</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>-</b>
<b>Grand Total</b>	<b>9,635.00</b>	<b>9,880.00</b>	<b>9,522.26</b>	<b>9,248.00</b>	<b>9,168.00</b>	<b>(80.00)</b>



# Informational Section

## MEMPHIS - SHELBY COUNTY SCHOOLS POSITION SUMMARY BY PROJECT NON-FEDERAL PROGRAMS

Job Description	2018-19 Actual Budget	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Amended Budget	2022-2023 Adopted Budget	2023 vs 2022 Variance
<b>D025 School Age Childcare</b>						
ELOP (School Age Childcare) Assistant	2.00	3.00	1.00	-	-	-
ELOP Monitor	-	8.00	7.00	-	-	-
ELOP Monitor SUBSTITUTES	-	0.50	0.50	-	-	-
ELOP Supervisor (School Age Childcare)	-	-	-	-	-	-
Extended Learning Assistant	-	-	4.00	-	-	-
Extended Learning Monitor Full-Time	-	-	3.00	-	-	-
Extended Learning Receptionist	-	-	3.00	-	-	-
Extended Learning Advisor	-	-	1.00	-	-	-
Financial Analyst for Student Support	1.00	1.00	1.00	-	-	-
Manager of Extended Learning	-	-	1.00	-	-	-
Program Administrator	2.00	2.00	-	-	-	-
Receptionist	2.00	2.00	-	-	-	-
School Age Child Care Manager	1.00	1.00	1.00	-	-	-
Special Project Assistant (School Age Childcare)	-	-	-	-	-	-
<b>D025 School Age Childcare Total</b>	<b>8.00</b>	<b>17.50</b>	<b>22.50</b>	-	-	-
<b>D065 TVA ENERNOC Demand Response Program</b>						
Project Leader - Green Schools	1.00	-	-	-	-	-
<b>D065 TVA ENERNOC Demand Response Program Total</b>	<b>1.00</b>	-	-	-	-	-
<b>D085 After School Childcare</b>						
Classroom Teacher	1.00	-	-	-	-	-
Classroom Teacher K-3	-	1.00	-	-	-	-
ELOP Assistant (School Age Childcare)	-	16.93	177.00	-	-	-
ELOP Supervisor (School Age Child Care)	23.63	23.26	22.00	-	-	-
ELOP Childcare Assistant SUBSTITUTES	-	34.65	81.00	-	-	-
ELOP Site Leader	-	2.52	10.00	-	-	-
ELOP Tutor	-	-	78.00	-	-	-
Financial Analyst for Student Support	-	-	-	-	-	-
Program Administrator	-	-	-	-	-	-
School Age Child Care Manager	-	-	-	-	-	-
<b>D085 After School Childcare Total</b>	<b>24.63</b>	<b>78.36</b>	<b>368.00</b>	-	-	-
<b>D225 After-School Snacks</b>						
ELOP Monitor	-	2.00	-	-	-	-
Receptionist	-	1.00	-	-	-	-
<b>D225 After-School Snacks Total</b>	-	<b>3.00</b>	-	-	-	-
<b>D435 LEAP Program</b>						
ELOP (School Age Childcare) Assistant	-	-	-	-	-	-
ELOP Supervisor (School Age Childcare)	-	-	-	-	-	-
ELOP Tutor	-	-	-	-	-	-
Program Administrator	-	-	-	-	-	-
Project Manager	-	-	-	-	-	-
Receptionist	-	-	-	-	-	-
<b>D435 LEAP Program Total</b>	-	-	-	-	-	-
<b>D525 Pre-K</b>						
Administrative Assistant for Pre-K	1.00	1.00	1.00	1.00	1.00	-
Assistant Pre-K Program	1.00	1.00	1.00	-	-	-
Classroom Teacher K-5	1.00	1.00	1.00	-	-	-
Classroom Teacher-Pre K	80.00	80.00	79.00	86.00	86.00	-
Classroom Teacher - Pre K In Training	-	-	-	1.00	1.00	-
Clerical Assistant	2.00	2.00	1.00	1.00	1.00	-
Director - Education	-	-	1.00	1.00	1.00	-
Educational Asst - Early Childhood	6.00	6.00	6.00	6.00	6.00	-
Foundational Literacy Coach - Pre-K	-	-	-	2.00	2.00	-
Grant Fiscal Associate Pre-K	1.00	1.00	1.00	1.00	1.00	-
Instructional Advisor Pre-K	1.00	1.00	1.00	1.00	1.00	-
Manager Early Childhood	2.00	3.00	1.00	1.00	1.00	-
Manager Grant Fiscal	0.50	0.50	0.50	1.00	1.00	-
Senior Pre-K Professional Development Advisor	-	-	-	1.00	-	(1.00)
	760					



# Informational Section

Job Description	2018-19 Actual Budget	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Amended Budget	2022-2023 Adopted Budget	2023 vs 2022 Variance
Specialist Family Engagement Pre-K	-	-	-	2.00	2.00	-
<b>D525 Pre-K Total</b>	<b>95.50</b>	<b>96.50</b>	<b>93.50</b>	<b>105.00</b>	<b>104.00</b>	<b>(1.00)</b>
<b>First 8.1</b>						
Classroom Teacher Pre K	-	-	40.00	7.00	5.00	(2.00)
Childcare Center Educator	-	-	-	49.00	41.00	(8.00)
Early Childhood Educational Assistant	-	-	3.00	-	-	-
Educational Asst - Early Childhood	-	-	37.00	55.00	44.00	(11.00)
Foundational Literacy Coach - Pre-K	-	-	-	3.00	2.00	(1.00)
Instructional Advisor Pre-K	-	-	1.00	2.00	1.00	(1.00)
Program/Project Assistant for Pre-K	-	-	1.00	1.00	1.00	-
<b>First 8.1Total</b>	<b>-</b>	<b>-</b>	<b>82.00</b>	<b>117.00</b>	<b>94.00</b>	<b>(23.00)</b>
<b>D555 Research &amp; Evaluation</b>						
Research Analyst	-	-	-	2.00	2.00	-
Research Associate	1.00	-	-	-	-	-
Senior Research Advisor	1.00	-	-	-	-	-
<b>D555 Research &amp; Evaluation Total</b>	<b>2.00</b>	<b>-</b>	<b>-</b>	<b>2.00</b>	<b>2.00</b>	<b>-</b>
<b>D765 Shelby County Government Pre-K</b>						
Classroom Teacher-Pre K	13.00	13.00	-	-	6.00	6.00
Childcare Center Educator	-	-	-	-	2.00	2.00
Educational Asst - Early Childhood	12.00	12.00	-	-	9.00	9.00
Instructional Advisor Pre-K	1.00	1.00	-	-	1.00	1.00
Foundational Literacy Coach - Pre-K	-	-	-	-	1.00	1.00
Educational Assistant	1.00	1.00	-	-	-	-
<b>D765 Shelby County Government Pre-K Total</b>	<b>27.00</b>	<b>27.00</b>	<b>-</b>	<b>-</b>	<b>19.00</b>	<b>19.00</b>
<b>D766 First 8.2</b>						
Classroom Teacher Pre-K	-	-	10.00	-	-	-
Educational Assistant	-	-	1.00	-	-	-
Educational Asst - Early Childhood	-	-	10.00	-	-	-
Instructional Advisor Pre-K	-	-	1.00	-	-	-
Specialist Family Engagement Pre-K	-	-	-	5.00	-	(5.00)
<b>D766 First 8.2 Total</b>	<b>-</b>	<b>-</b>	<b>22.00</b>	<b>5.00</b>	<b>-</b>	<b>(5.00)</b>
<b>D770 Memphis Education Fund</b>						
Assistant Principal-Elementary/Middle	-	1.00	-	-	-	-
Classroom Teacher K-5	-	3.00	1.00	1.00	1.00	-
Classroom Teacher Secondary	1.00	4.00	1.00	1.00	1.00	-
Classroom Teacher Special ED	-	3.00	-	-	-	-
Clerical Assistant	1.00	-	-	-	-	-
Educational Assistant	-	2.00	2.00	-	-	-
In-School Suspension Assistant	-	1.00	-	-	-	-
Instructional Leadership Director	-	-	-	-	-	-
Instructional Support Advisor	5.00	1.00	-	-	-	-
Instructional Support Manager	1.00	-	1.00	-	-	-
Manager Literacy Instructional Support	1.00	1.00	1.00	-	-	-
Manager Mathematics Instructional Support	1.00	1.00	1.00	-	-	-
Manager Science Instructional Support	1.00	1.00	1.00	-	-	-
Instructional Curriculum Coach	1.00	-	-	-	-	-
<b>D770 Memphis Education Fund Total</b>	<b>12.00</b>	<b>18.00</b>	<b>8.00</b>	<b>2.00</b>	<b>2.00</b>	<b>-</b>
<b>D777 Evening Reporting Center</b>						
Advisor Evening Reporting Center	-	-	1.00	1.00	1.00	-
Evening Rept Ctr Classroom Teacher PT	-	-	5.00	1.00	1.00	-
Evening Rept Ctr Transition Specialist PT	-	-	5.00	1.00	1.00	-
Manager Evening Reporting Center	-	-	1.00	1.00	1.00	-
<b>D777 Evening Reporting Center Total</b>	<b>-</b>	<b>-</b>	<b>12.00</b>	<b>4.00</b>	<b>4.00</b>	<b>-</b>
<b>D795 SPED Medicaid Reimbursement</b>						
Medicaid Specialist	1.00	1.00	1.00	1.00	1.00	-
Nurse Practitioner	1.00	1.00	1.00	1.00	1.00	-
<b>D795 SPED Medicaid Reimbursement Total</b>	<b>2.00</b>	<b>2.00</b>	<b>2.00</b>	<b>2.00</b>	<b>2.00</b>	<b>-</b>
<b>D960 Lottery for Education Afterschool Programs (LEAPS)</b>						
ELOP Assistant (School Age Child Care)	-	21.00	46.00	8.00	8.00	-
ELOP Childcare Assistant SUBSTITUTES	-	-	9.00	8.00	-	(8.00)
ELOP Supervisor (School Age Child Care)	-	7.00	8.04	8.00	8.00	-



## Informational Section

**MEMPHIS - SHELBY COUNTY SCHOOLS  
POSITION SUMMARY BY PROJECT  
NON-FEDERAL PROGRAMS**

Job Description	2018-19 Actual Budget	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Amended Budget	2022-2023 Adopted Budget	2023 vs 2022 Variance
ELOP Tutor	-	27.00	23.00	8.00	8.00	-
Part time Certified Tutor	-	1.00	-	-	-	-
<b>D960 Lottery for Education Afterschool Programs (LEAPS) Total</b>	-	<b>56.00</b>	<b>86.04</b>	<b>32.00</b>	<b>24.00</b>	<b>(8.00)</b>
<b>D961 Urban Strategies</b>						
Family Engagement Specialist	3.00	-	-	-	-	-
Student & Community Relations Advisor	-	1.00	1.00	1.00	-	(1.00)
Student & Community Resource Associate	1.00	3.00	3.00	3.00	-	(3.00)
<b>D961 Urban Strategies Total</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	-	<b>(4.00)</b>
<b>D968 Trauma Intensive Parent (TIP) Grant</b>						
Parent Engagement Specialist	-	-	2.00	2.00	2.00	-
<b>D968 Trauma Intensive Parent (TIP) Grant Total</b>	-	-	<b>2.00</b>	<b>2.00</b>	<b>2.00</b>	-
<b>D9506 Pre-K Expansion (PDG)</b>						
Associate Fiscal Pre K	-	1.00	-	-	-	-
Classroom Teacher Pre K	-	38.00	-	-	-	-
Early Childhood Educational Assistant	-	2.00	-	-	-	-
Educational Asst - Early Childhood	-	36.00	-	-	1.00	1.00
Instructional Advisor Pre-K	-	1.00	-	-	-	-
<b>D9506 Pre-K Expansion (PDG) Total</b>	-	<b>78.00</b>	-	-	<b>1.00</b>	<b>1.00</b>
<b>Grand Total</b>	<b>176.13</b>	<b>380.36</b>	<b>702.04</b>	<b>275.00</b>	<b>254.00</b>	<b>(21.00)</b>



# Informational Section

## MEMPHIS - SHELBY COUNTY SCHOOLS POSITION SUMMARY BY PROJECT FEDERAL PROGRAMS

Job Description	2018-19 Actual Budget	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Amended Budget	2022-2023 Adopted Budget	2023 vs 2022 Variance
<b>American Rescue Plan - Head Start</b>						
Behavioral Specialist	-	-	-	3.00	-	(3.00)
Advisor - Family Partnership and School Support P	-	-	-	1.00	-	(1.00)
Health Services Program Advisor	-	-	-	1.00	-	(1.00)
Laundry Technician - Pre-K	-	-	-	2.00	-	(2.00)
Senior Pre-K Professional Development Advisor	-	-	-	1.00	-	(1.00)
<b>American Rescue Plan - Head Start Total</b>	-	-	-	<b>8.00</b>	-	<b>(8.00)</b>
<b>ARP Homeless 1.0</b>						
Federal Programs Advisor - ARP 1.0	-	-	-	1.00	1.00	-
<b>ARP Homeless 1.0 Total</b>	-	-	-	<b>1.00</b>	<b>1.00</b>	-
<b>ARP Homeless 2.0</b>						
Clerical Assistant	-	-	-	1.00	1.00	-
Federal Programs Specialist	-	-	-	9.00	9.00	-
Advisor - Federal Programs	-	-	-	1.00	1.00	-
<b>ARP Homeless 2.0 Total</b>	-	-	-	<b>11.00</b>	<b>11.00</b>	-
<b>ATSI 2019 Designation</b>						
Educational Asst - Elementary	-	-	-	1.00	-	(1.00)
<b>ATSI 2019 Designation Total</b>	-	-	-	<b>1.00</b>	-	<b>(1.00)</b>
<b>CARES Act</b>						
1:1 IT Device Operations Assistant	-	-	2.00	-	-	-
Fall Break Learning Academy - Bilingual Mentor	-	-	20.00	-	-	-
Fall Break Learning Academy - Clerical	-	-	20.00	-	-	-
Fall Break Learning Academy - Education Assistant	-	-	170.00	-	-	-
Fall Break Learning Academy - Site Administrator	-	-	20.00	-	-	-
Fall Break Learning Academy - Teacher	-	-	225.00	-	-	-
Inventory Support Clerk	-	-	2.00	-	-	-
Part-Time Associate	-	-	3.00	-	-	-
Saturday Learning Academy - Bilingual Mentor	-	-	20.00	-	-	-
Saturday Learning Academy - Education Assistant	-	-	170.00	-	-	-
Saturday Learning Academy - Site Administrator	-	-	20.00	-	-	-
Saturday Learning Academy - Teacher	-	-	225.00	-	-	-
Senior Accountant	-	-	0.20	-	-	-
Spring Break Learning Academy - Bilingual Mentor	-	-	20.00	-	-	-
Spring Break Learning Academy - Clerical	-	-	20.00	-	-	-
Spring Break Learning Academy - Site Administrator	-	-	20.00	-	-	-
Spring Break Learning Academy - Teacher	-	-	225.00	-	-	-
Spring Break Learning Academy -Education Assistant	-	-	170.00	-	-	-
Warehouse Support Assistant	-	-	2.00	-	-	-
<b>CARES Act Total</b>	-	-	<b>1,354.20</b>	-	-	-
<b>0016 Consolidated Administration</b>						
Accountant - Federal Program	-	-	-	1.00	1.00	-
Associate Federal Programs Data Associate	1.00	1.00	1.00	1.00	1.00	-
Clerical Assistant (Family & Community Engagement)	-	-	-	-	-	-
Director of Federal Programs	-	-	-	-	-	-
Director of Grants Program	1.00	1.00	1.00	1.00	1.00	-
Director, School Support /Fiscal Compliance	-	-	-	-	-	-
Director II - Federal Programs	-	-	1.00	1.00	1.00	-
Family Engagement Specialist	1.00	-	-	-	-	-
Federal Programs Advisor - Grants & Special Popula	-	1.00	1.00	1.00	1.00	-
Federal Programs Advisor - School Support/Fiscal C	1.00	-	-	-	-	-
Federal Programs Advisor - School Support/Program	3.00	3.00	3.00	3.00	3.00	-
Federal Programs Advisor (Programs)	3.00	3.00	4.00	4.00	4.00	-
Federal Programs Analyst	1.00	1.00	1.00	1.00	1.00	-
Federal Programs Associate (Grants)	1.00	1.00	1.00	-	-	-
Federal Programs Associate (Programs)	1.00	1.00	1.00	1.00	1.00	-
Federal Programs Inventory Assistant	2.00	2.00	2.00	2.00	2.00	-
Federal Programs Inventory Associate	2.00	2.00	2.00	6.00	6.00	-
Federal Programs Manager	3.00	3.00	4.00	5.00	5.00	-
Federal Programs Specialist	-	-	-	1.00	1.00	-





# Informational Section

Job Description	2018-19 Actual Budget	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Amended Budget	2022-2023 Adopted Budget	2023 vs 2022 Variance
Financial Analyst (Federal Programs)	2.00	2.00	2.00	2.00	2.00	-
Fiscal Compliance Administrative Assistant	1.00	1.00	1.00	1.00	1.00	-
Grant Planning and Budgeting Director	1.00	1.00	1.00	1.00	1.00	-
Grants Administrative Assistant	1.00	1.00	1.00	1.00	1.00	-
Grants Planning & Budget Director	-	-	-	-	-	-
Instructional Facilitator	2.00	2.00	1.00	1.00	1.00	-
Licensure and Compliance Specialist	1.00	1.00	1.00	1.00	1.00	-
Manager - Federal Programs Inventory	-	-	-	1.00	1.00	-
Manager Grants and Special Populations Compliance	1.00	1.00	1.00	1.00	1.00	-
Program Compliance Administrative Assistant	1.00	1.00	1.00	1.00	1.00	-
Senior Accountant	-	1.00	1.00	3.00	3.00	-
Senior Manager - Federal Program	-	-	-	1.00	1.00	-
Research Analyst	-	-	-	1.00	1.00	-
Research Associate	1.00	1.00	1.00	-	-	-
<b>0016 Consolidated Administration Total</b>	<b>31.00</b>	<b>31.00</b>	<b>33.00</b>	<b>43.00</b>	<b>43.00</b>	<b>-</b>
<b>0210 Title I, Part A School Imp. 1003 (a) Focus Schools</b>						
Classroom Teacher K-5	-	-	-	-	-	-
<b>0210 Title I, Part A School Imp. 1003 (a) Focus Schools Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>1005 Title I, Part A, Improving Academic Achievement</b>						
Assistant Principal High	-	-	-	5.00	4.00	(1.00)
Assistant Principal-Elementary/Middle	-	-	-	2.00	2.00	-
Associate Federal Programs Data Associate	-	-	-	-	-	-
Attendance Discipline and Hearing Official	-	1.00	-	-	-	-
Behavioral Specialist	3.00	13.00	16.00	30.00	23.00	(7.00)
Bilingual Cultural Counselor	-	1.00	5.00	5.00	5.00	-
Bilingual Cultural Mentor	4.00	2.00	9.00	15.00	15.00	-
Campus Monitor	-	1.00	-	-	-	-
Certified Tutor	-	-	-	-	-	-
Classroom Teacher ESL	-	-	-	-	-	-
Classroom Teacher K-5	24.00	4.00	0.50	2.00	1.00	(1.00)
Classroom Teacher K-8	3.00	2.00	2.00	-	-	-
Classroom Teacher Secondary	82.79	3.00	2.00	1.00	1.00	-
Classroom Teacher Special Skills	1.00	-	-	-	-	-
Clerical Assistant (Family & Community Engagement)	1.00	1.00	-	-	-	-
Computer Lab Assistant	77.88	58.00	51.00	45.00	38.00	(7.00)
Education Assistant - Interventionist	4.00	4.00	3.00	3.00	-	(3.00)
Educational Assistant	96.50	118.00	118.50	108.00	70.00	(38.00)
Educational Asst - Elementary	21.25	18.00	28.50	58.00	37.00	(21.00)
Family Engagement Specialist	35.88	30.00	31.00	28.00	24.00	(4.00)
Family Engagement Specialist Part-time	-	-	1.00	2.00	2.00	-
Federal Programs Advisor	-	-	-	-	-	-
Federal Programs Advisor - Grants & Special Popula	1.00	-	-	-	-	-
Federal Programs Advisor - School Support/Fiscal C	-	-	-	-	-	-
Federal Programs Advisor - School Support/Program	-	-	-	-	-	-
Federal Programs Advisor (Programs)	-	-	1.00	1.00	1.00	-
Federal Programs Associate (Grants)	-	-	-	-	-	-
Federal Programs Manager	-	-	-	-	-	-
Federal Programs Specialist	2.00	2.00	1.00	1.00	1.00	-
Graduation Coach	-	2.00	2.00	3.00	2.00	(1.00)
In-School Suspension Assistant	2.00	12.00	13.00	21.00	27.00	6.00
Instructional Advisor ESL	2.00	3.00	2.00	4.00	4.00	-
Instructional Advisor Literacy	-	2.00	2.00	2.00	2.00	-
Instructional Advisor Mathematics	-	-	1.00	1.00	1.00	-
Instructional Curriculum Coach	-	20.00	15.00	14.00	21.00	7.00
Instructional Facilitator	197.16	184.00	188.00	182.00	182.00	-
Instructional Math/Literacy Coach	9.00	8.00	8.00	8.00	8.00	-
Instructional Support Advisor	16.00	-	21.00	23.00	23.00	-
Interventionist	-	17.00	18.50	49.00	40.00	(9.00)
Librarian	-	1.00	-	-	-	-
Manager, Grants and Special Populations Compliance	-	-	-	-	-	-
Parent Liaison	6.00	6.00	6.00	6.00	6.00	-
Part time Certified Tutor	-	57.00	-	64.00	66.00	2.00



## Informational Section

Job Description	2018-19 Actual Budget	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Amended Budget	2022-2023 Adopted Budget	2023 vs 2022 Variance
Part-time Educational Assistant	-	-	-	-	-	-
Part-Time Educational Asst. Extended Learning Prog	-	-	-	-	-	-
Professional Learning Advisor	-	-	9.00	9.00	9.00	-
Professional School Counselor	2.00	20.00	17.00	38.00	26.00	(12.00)
Senior Manager - Federal Programs Special Projects	-	-	-	1.00	1.00	-
Specialist Multicultural Family	-	1.00	-	1.00	1.00	-
Teacher Assistant	1.00	-	-	-	-	-
Teacher In Training	4.00	-	-	-	-	-
Tutoring Assistant	-	-	-	3.00	3.00	-
<b>1005 Title I, Part A, Improving Academic Achievement Total</b>	<b>597.46</b>	<b>591.00</b>	<b>572.00</b>	<b>735.00</b>	<b>646.00</b>	<b>(89.00)</b>
<b>1307 iZone Supplemental School Improvement Grant</b>						
Administrative Assistant	1.00	-	-	-	-	-
Advisor	1.00	-	-	-	-	-
Federal Programs Manager	-	-	-	-	-	-
Instructional Curriculum Coach	6.00	-	-	-	-	-
Instructional Facilitator	-	-	-	-	-	-
Instructional Leadership Director iZone	1.00	-	-	-	-	-
Instructional Leadership Director-iZone Pre-Reorg	-	-	-	-	-	-
<b>1307 iZone Supplemental School Improvement Grant Total</b>	<b>9.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>1505 Title I, Part D, Subpart 2</b>						
Federal Programs Advisor - School Support/Program	-	1.00	-	-	-	-
Part-time Certified Tutor	-	1.00	-	-	-	-
<b>1505 Title I, Part D, Subpart 2 Total</b>	<b>-</b>	<b>2.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>0150 Title I, Part D, Subpart 1 Neglected/Delinquent</b>						
Federal Programs Analyst	-	-	-	1.00	1.00	-
Part time Certified Tutor	-	-	-	2.00	2.00	-
<b>0150 Title I, Part D, Subpart 1 Neglected/Delinquent Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3.00</b>	<b>3.00</b>	<b>-</b>
<b>Title I A Neglected</b>						
Part time Certified Tutor	-	7.40	-	5.00	5.00	-
<b>Title I A Neglected Total</b>	<b>-</b>	<b>7.40</b>	<b>-</b>	<b>5.00</b>	<b>5.00</b>	<b>-</b>
<b>2005 Title II, Part A, Training &amp; Recruiting</b>						
Advisor - HR Talent & Support	-	-	-	1.00	1.00	-
Curriculum Development Advisor	-	-	-	-	-	-
Honors Advisor	1.00	1.00	1.00	1.00	1.00	-
Honors Analyst	-	-	-	-	-	-
HR Business Partner Instructional	-	2.00	-	-	-	-
Human Resource Staffing Advisor Instructional	-	-	4.00	4.00	4.00	-
Instructional Advisor Literacy	4.00	4.00	5.00	5.00	5.00	-
Instructional Advisor Mathematics	4.00	4.00	5.00	5.00	5.00	-
Instructional Advisor Science	2.00	2.00	2.00	2.00	2.00	-
Instructional Advisor Social Studies	2.00	2.00	2.00	2.00	2.00	-
Instructional Support Advisor	22.00	38.00	-	-	-	-
Instructional Support Analyst 1	1.00	1.00	1.00	1.00	1.00	-
Manager - HR Talent & Support	-	-	-	1.00	1.00	-
New Leaders-New Schools	-	-	-	-	-	-
PLC Advisor	-	-	3.00	3.00	3.00	-
Professional Learning Advisor	-	-	10.00	10.00	10.00	-
Recruitment and Staffing Advisor	2.00	2.00	-	-	-	-
Research Advisor	3.00	3.00	3.00	3.00	3.00	-
Research Analyst	-	-	-	-	-	-
Teacher On Assignment	-	-	-	-	-	-
<b>2005 Title II, Part A, Training &amp; Recruiting Total</b>	<b>41.00</b>	<b>59.00</b>	<b>36.00</b>	<b>38.00</b>	<b>38.00</b>	<b>-</b>
<b>3005 Title III Language Instruction for English Learner</b>						
Bilingual Cultural Mentor	24.00	24.00	-	-	-	-
Part-time Certified Tutor	-	1.00	-	-	-	-
<b>3005 Title III Language Instruction for English Learner Total</b>	<b>24.00</b>	<b>25.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>0300 Title III Part A English Language Acquisition</b>						
Bilingual Cultural Mentor	-	-	24.00	24.00	24.00	-
Part time Certified Tutor	-	-	-	1.00	1.00	-
Part time Certified Tutor ESL	-	-	-	1.00	1.00	-
Summer School Bilingual Mentor	-	-	-	1.00	1.00	-



## Informational Section

Job Description	2018-19 Actual Budget	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Amended Budget	2022-2023 Adopted Budget	2023 vs 2022 Variance
Summer School Teacher ESL	-	-	-	1.00	1.00	
<b>0300 Title III Part A English Language Acquisition Total</b>	-	-	<b>24.00</b>	<b>28.00</b>	<b>28.00</b>	-
<b>4326 Title IV- 21st Century Primetime 7</b>						
Program Administrator	-	-	-	-	-	-
Project Manager	-	-	-	-	-	-
Receptionist	-	-	-	-	-	-
<b>4326 Title IV- 21st Century Primetime 7 Total</b>	-	-	-	-	-	-
<b>5012 21st Century Community Learning Centers</b>						
ELOP Assistant (School Age Child Care)	-	36.0	-	-	-	-
ELOP Supervisor (School Age Child Care)	-	12.0	-	-	-	-
ELOP Tutor	-	35.0	-	-	-	-
Overtime	-	0.0	-	-	-	-
<b>5012 21st Century Community Learning Centers Total</b>	-	<b>83.00</b>	-	-	-	-
<b>5013 21st Century Community Learning GrantFY19</b>						
ELOP Assistant (School Age Child Care)	-	33.0	57.0	11.00	11.00	-
ELOP Childcare Assistant SUBSTITUTES	-	0.0	12.0	11.00	-	(11.00)
ELOP Supervisor (School Age Child Care)	-	11.0	10.9	11.00	11.00	-
ELOP Tutor	-	33.0	35.0	11.00	11.00	-
<b>5012 21st Century Community Learning GrantFY19 Total</b>	-	<b>77.00</b>	<b>114.89</b>	<b>44.00</b>	<b>33.00</b>	<b>(11.00)</b>
<b>5023 FY19-20 21st Century Community Learning</b>						
ELOP Assistant (School Age Child Care)	-	-	12.00	12.00	11.00	(1.00)
ELOP Childcare Assistant SUBSTITUTES	-	-	12.00	12.00	-	(12.00)
ELOP Supervisor (School Age Child Care)	-	-	12.00	12.00	11.00	(1.00)
ELOP Tutor	-	-	12.00	12.00	11.00	(1.00)
<b>5023 FY19-20 21st Century Community Learning Total</b>	-	-	<b>48.00</b>	<b>48.00</b>	<b>33.00</b>	<b>(15.00)</b>
<b>5515 STEM in the Library</b>						
Project Coordinator STEM in Library	-	1.00	1.00	1.00	1.00	-
<b>5515 STEM in the Library Total</b>	-	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	-
<b>7006 Title IX Homeless</b>						
Federal Programs Specialist	1.00	1.00	1.00	1.00	1.00	-
<b>7006 Title IX Homeless Total</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	-
<b>8305 Workforce Investment Network Out of School</b>						
Clerical Assistant	-	-	-	-	-	-
WIN/WFD Manager	1.00	1.00	-	-	-	-
WIN-OS Associate	1.00	-	-	-	-	-
<b>8305 Workforce Investment Network Out of School Total</b>	<b>2.00</b>	<b>1.00</b>	-	-	-	-
<b>8709 STOP School Violence Threat Assess</b>						
Psychologist	-	1.00	1.00	1.00	-	(1.00)
<b>8709 STOP School Violence Threat Assess Total</b>	-	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	-	<b>(1.00)</b>
<b>8710 STOP Sch Violence Prev and Mental Health Training</b>						
Special Project Assistant	-	1.00	1.00	1.00	-	(1.00)
<b>8710 STOP Sch Violence Prev and Mental Health Training Tot:</b>	-	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	-	<b>(1.00)</b>
<b>8806 Read to Be Ready Summer Literacy 2019</b>						
Part-time Cafeteria Worker	-	1.0	-	-	-	-
Part-time Classroom Teacher	-	48.0	-	-	-	-
Part-time Educational Assistant	-	10.0	-	-	-	-
Part-time Supervisor Teacher	-	8.0	-	-	-	-
<b>8806 Read to Be Ready Summer Literacy 2019 Total</b>	-	<b>67.00</b>	-	-	-	-
<b>8810 WIN In School Grant</b>						
WIN-OS Associate	1.00	1.00	-	-	-	-
WIN - Advisor	-	-	-	-	-	-
WIN/WFD Manager	-	-	1.00	1.00	1.00	-
WIN-IS Associate	-	-	1.00	1.00	1.00	-
<b>8810 WIN In School Grant Total</b>	<b>1.00</b>	<b>1.00</b>	<b>2.00</b>	<b>2.00</b>	<b>2.00</b>	-
<b>9005 IDEA, Part B</b>						
Administrative Assistant for Exceptional Children	2.00	2.00	2.00	2.00	2.00	-
Advisor-Physical/Occupational Therapy	-	-	1.00	1.00	1.00	-
Applications Support Analyst for Exception Children	1.00	1.00	1.00	1.00	1.00	-
Assistant - Residential Training Center	-	13.00	13.00	13.00	13.00	-
Classroom Teacher Special ED	1.00	1.00	1.00	2.00	2.00	-
Clerical Assistant	1.00	1.00	1.00	1.00	1.00	-
Clerk for Exceptional Children	6.00	6.00	6.00	6.00	6.00	-
Coordinator - Residential Training Center	-	1.00	1.00	1.00	1.00	-



## Informational Section

Job Description	2018-19 Actual Budget	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Amended Budget	2022-2023 Adopted Budget	2023 vs 2022 Variance
Data Info Specialist	1.00	1.00	1.00	1.00	1.00	-
Deaf Interpreter	12.00	12.00	12.00	12.00	12.00	-
Educational Assistant	-	1.00	18.00	-	-	-
Educational Asst - Special ED	493.00	477.00	490.00	494.00	496.00	2.00
Exceptional Children Advisor SPED	7.00	7.00	7.00	9.00	9.00	-
Financial Advisor	1.00	1.00	-	-	-	-
Financial Support Specialist	1.00	1.00	1.00	1.00	1.00	-
Instructional Facilitator	1.00	1.00	1.00	4.00	4.00	-
Lead Physical/Occupational Therapist	1.00	1.00	-	-	-	-
Licensed Practical Nurse	24.00	24.00	24.00	24.00	24.00	-
Nutrition Assistant	1.00	-	-	-	-	-
Nutrition Service Assistant Mgr	-	-	-	-	-	-
Part time Certified Tutor	-	-	-	3.00	3.00	-
Physical and Occupational Therapist	12.00	12.00	12.00	12.00	12.00	-
Psychologist	30.00	30.00	30.00	30.00	30.00	-
Regional Manager of Exceptional Children	2.00	2.00	2.00	2.00	2.00	-
RTI2-B-Support Specialist	-	-	20.00	20.00	20.00	-
reSET Room Assistant	-	-	-	50.00	50.00	-
S.E.E.D Trauma Informed Practices Coach	-	-	-	10.00	10.00	-
Senior Accountant	-	-	1.00	1.00	1.00	-
Social Worker	9.00	9.00	13.00	13.00	13.00	-
Special Needs Attendant	2.00	-	-	-	-	-
Technician - Residential Training	-	1.00	1.00	1.00	1.00	-
<b>9005 IDEA, Part B Total</b>	<b>608.00</b>	<b>605.00</b>	<b>659.00</b>	<b>714.00</b>	<b>716.00</b>	<b>2.00</b>
<b>9017 Substance Abuse Prevention &amp; Treatment</b>						
Special Project Coordinator I	-	-	0.30	1.00	1.00	-
<b>9017 Substance Abuse Prevention &amp; Treatment Total</b>	<b>-</b>	<b>-</b>	<b>0.30</b>	<b>1.00</b>	<b>1.00</b>	<b>-</b>
<b>9105 IDEA, Preschool</b>						
Classroom Teacher Special ED	2.00	2.00	2.00	2.00	2.00	-
Educational Asst - Special ED	1.00	3.00	3.00	3.00	3.00	-
<b>9105 IDEA, Preschool Total</b>	<b>3.00</b>	<b>5.00</b>	<b>5.00</b>	<b>5.00</b>	<b>5.00</b>	<b>-</b>
<b>9118 Priority School Improvement Grant-Regular</b>						
Administrative Assistant	-	1.00	1.00	-	-	-
Behavioral Specialist	-	1.00	1.00	-	-	-
Bilingual Cultural Mentor	-	-	-	-	-	-
Data Analyst	-	1.00	1.00	-	-	-
Educational Assistant	-	-	-	1.00	1.00	-
Educational Asst - Elementary	-	1.00	14.00	13.00	13.00	-
Graduation Coach	-	1.00	1.00	-	-	-
Instructional Curriculum Coach	-	9.00	14.00	14.00	14.00	-
Instructional Support Advisor	-	3.00	3.00	1.00	1.00	-
Instructional Support Manager	-	-	-	1.00	1.00	-
Interventionist	-	-	-	2.00	2.00	-
Manager Literacy Instructional Support	-	-	-	1.00	1.00	-
Manager Science Instructional Support	-	-	-	1.00	1.00	-
<b>9118 Priority School Improvement Grant-Regular Total</b>	<b>-</b>	<b>17.00</b>	<b>35.00</b>	<b>34.00</b>	<b>34.00</b>	<b>-</b>
<b>9506 Pre-K Expansion (PDG)</b>						
Classroom Teacher K-3	-	-	-	-	-	-
Classroom Teacher Pre K	38.00	-	-	-	-	-
Classroom Teacher-Pre K	-	-	-	-	-	-
Early Childhood Educational Assistant	2.00	-	-	-	-	-
Educational Asst - Early Childhood	36.00	-	-	-	-	-
Finance Clerk II	1.00	-	-	-	-	-
Fiscal Associate Pre-K	1.00	-	-	-	-	-
Instructional Advisor Pre-K	1.00	-	-	-	-	-
Instructional Advisor, Pre-K	-	-	-	-	-	-
Manager Grant Fiscal	-	-	-	-	-	-
<b>9506 Pre-K Expansion (PDG) Total</b>	<b>79.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>9705-08 CDCP HIV/STD PREVENTION</b>						
Research Analyst	1.00	1.00	1.00	1.00	-	(1.00)
Special Project Coordinator I	2.00	2.00	2.00	2.00	-	(2.00)
<b>9705 CDCP HIV/STD PREVENTION Total</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>	<b>-</b>	<b>(3.00)</b>



## Informational Section

Job Description	2018-19 Actual Budget	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Amended Budget	2022-2023 Adopted Budget	2023 vs 2022 Variance
<b>9806 Project Prevent</b>						
Criminal Investigator/Supervisor	1.00	-	-	-	-	-
Data Info Specialist	1.00	-	-	-	-	-
Federal Programs Advisor	-	-	-	-	-	-
Records Clerk	-	-	-	-	-	-
Record's Clerk	2.00	-	-	-	-	-
Special Project Coordinator I	4.00	-	-	-	-	-
<b>9806 Project Prevent Total</b>	<b>8.00</b>	-	-	-	-	-
<b>9917 Comprehensive School Safety Initiative</b>						
Clerical Assistant	1.00	1.00	-	-	-	-
Administrative Assistant	-	1.00	-	-	-	-
Data Analyst	0.20	0.20	-	-	-	-
Professional Counselor	1.00	1.00	-	-	-	-
Project Advisor	1.00	1.00	-	-	-	-
<b>9917 Comprehensive School Safety Initiative Total</b>	<b>3.20</b>	<b>4.20</b>	-	-	-	-
<b>D396 Gear Up at the River</b>						
Clerical Assistant	1.00	-	-	-	-	-
Instructional Facilitator	1.00	1.00	-	-	-	-
<b>D396 Gear Up at the River Total</b>	<b>2.00</b>	<b>1.00</b>	-	-	-	-
<b>D398 Gear Up 3.0</b>						
Instructional Facilitator	-	1.00	1.00	1.00	1.00	-
CCTE Classroom Teacher Part-Time	-	-	-	1.00	1.00	-
Part time Certified Tutor	-	-	-	2.00	2.00	-
<b>D398 Gear Up 3.0 Total</b>	-	<b>1.00</b>	<b>1.00</b>	<b>4.00</b>	<b>4.00</b>	-
<b>9920 SCS Seed Grant</b>						
Director New Teacher Program	1.00	1.00	-	-	-	-
Instructional Curriculum Coach	-	-	-	-	-	-
PLC Advisor	2.00	1.00	-	-	-	-
Director New Teacher Program	-	-	-	-	-	-
<b>9920 SCS Seed Grant Total</b>	<b>3.00</b>	<b>2.00</b>	-	-	-	-
<b>9907 Project Stand</b>						
Alternative Schools Analyst	1.00	-	-	-	-	-
Part time Certified Tutor	-	1.00	-	-	-	-
Project Stand Manager	1.00	-	-	-	-	-
Project Stand Transition Specialist	1.00	-	-	-	-	-
<b>9907 Project Stand Total</b>	<b>3.00</b>	<b>1.00</b>	-	-	-	-
<b>9908 Priority School Exit Grant</b>						
Part-time Educational Assistant	-	-	-	2.00	2.00	-
Tutoring Assistant	-	-	-	1.00	1.00	-
<b>9908 Priority School Exit Grant Total</b>	-	-	-	<b>3.00</b>	<b>3.00</b>	-
<b>9407-9409 9419-9421 9422 Head Start</b>						
Accountant	-	-	-	1.00	1.00	-
Advisor Compliance Pre-K/Head Start	1.00	1.00	1.00	-	-	-
Advisor - Family Partnership and School Support P	-	-	-	2.00	2.00	-
Advisor - Grant Compliance	-	-	-	1.00	1.00	-
Asset Inventory Data Specialist	-	-	-	1.00	1.00	-
Behavioral Specialist	-	-	2.00	2.00	2.00	-
Childcare Center Educator	-	-	-	53.00	53.00	-
Clerical Assistant	-	-	-	4.00	4.00	-
Compliance Associate Pre-K/Head Start	1.00	1.00	3.00	8.00	8.00	-
Data Analyst	1.00	1.00	1.00	1.00	1.00	-
Director - Head Start	1.00	1.00	1.00	1.00	1.00	-
Education Advisor	1.00	1.00	-	-	-	-
Educational Asst - Early Childhood	84.00	95.00	126.00	195.00	193.00	(2.00)
Environmental Health & Safety Compliance Advisor	1.00	1.00	1.00	2.00	2.00	-
Facilities Manager Early Childhood Head Start	-	-	1.00	1.00	1.00	-
Facilities Proj Advisor Early Childhood Head Start	1.00	1.00	-	-	-	-
Financial Analyst (Pre-K)	-	-	1.00	1.00	1.00	-
Financial Support Specialist	-	-	-	1.00	1.00	-
Fiscal Assistant	-	-	-	1.00	1.00	-
Foundational Literacy Coach - Pre-K	-	-	-	6.00	6.00	-
Head Start Project Support Assistant	1.00	1.00	1.00	-	-	-
Health Services Program Advisor	1.00	1.00	2.00	2.00	2.00	-



## Informational Section

Job Description	2018-19 Actual Budget	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Amended Budget	2022-2023 Adopted Budget	2023 vs 2022 Variance
H.R. Senior Advisor Pre-K	-	-	1.00	1.00	1.00	-
Instructional Advisor Pre-K	6.00	8.00	7.00	7.00	7.00	-
IT support Associate	-	-	-	1.00	1.00	-
Licensed Practical Nurse	-	2.00	2.00	1.00	1.00	-
Manager Comprehensive Services ERSEA	-	2.00	-	1.00	1.00	-
Manager Grant Fiscal	0.50	0.50	0.50	-	-	-
Manager - Family Partnership & School Support Pre-K	-	-	-	2.00	2.00	-
Manager Early Childhood	-	-	-	1.00	1.00	-
Manger Grant Fiscal	-	-	-	1.00	1.00	-
Pre-K Childcare Facility Director	-	-	-	4.00	4.00	-
Pre-School Screener- Part-Time	-	35.00	21.00	6.00	6.00	-
Program/Project Assistant for Pre-K	2.00	3.00	4.00	6.00	6.00	-
Registered Nurse	-	2.00	2.00	1.00	1.00	-
Senior Accountant	2.00	2.00	2.00	1.00	1.00	-
Senior Accountant Advisor	1.00	1.00	-	-	-	-
Specialist Family Engagement Pre K	-	-	-	81.00	81.00	-
Substitute Warehouseman	-	1.00	-	-	-	-
Teacher Assistant	1.00	1.00	-	-	-	-
Transition Services Advisor	-	-	2.00	-	-	-
Transition Services Manager	-	-	1.00	-	-	-
Warehouse First Line Supervisor	-	-	-	1.00	1.00	-
Warehouseman	-	-	1.00	1.00	1.00	-
Warehouse Worker	1.00	-	1.00	2.00	2.00	-
<b>9407-9409 9419-9421 9422 Head Start Total</b>	<b>97.50</b>	<b>161.50</b>	<b>184.50</b>	<b>401.00</b>	<b>399.00</b>	<b>(2.00)</b>
<b>9521 Head Start CRRSA - Cares</b>						
Behavioral Specialist	-	-	-	1.00	-	(1.00)
Health Services Program Advisor	-	-	-	3.00	-	(3.00)
<b>9521 Head Start CRRSA - Cares Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4.00</b>	<b>-</b>	<b>(4.00)</b>
<b>Head Start Jan-Dec 2020</b>						
Pre-School Screener - Part-Time	-	-	-	15.00	15.00	-
<b>Head Start Jan-Dec 2020 Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>15.00</b>	<b>15.00</b>	<b>-</b>
<b>8005 Carl Perkins</b>						
Agriculture/Industrial Education Advisor	-	-	-	-	-	-
Assessment Advisor	-	-	-	-	-	-
Business Technology Advisor	-	-	-	-	-	-
Classroom Teacher-Vocational	-	-	-	-	-	-
College Career & Technical Education Advisor	4.00	4.00	5.00	5.00	5.00	-
College Career & Technical Education Manager	1.00	1.00	1.00	-	-	-
Curriculum Advisor for CTE	-	-	-	-	-	-
Early College Advisor	2.00	3.00	4.00	4.00	4.00	-
FCS/Health Sciences Advisor	-	-	-	-	-	-
Financial Analyst Fiscal Services	-	-	-	-	-	-
Instructional and Special Program Manager	-	-	-	-	-	-
Marketing/Media Advisor	-	-	-	-	-	-
Operations Specialist, Equipment/Inventory	-	-	-	-	-	-
Operations Specialist, Facilities/Warehousing	-	-	-	-	-	-
Program Project Assistant for CTE	2.00	2.00	2.00	2.00	2.00	-
Senior Advisor CCTE	-	-	1.00	1.00	1.00	-
Senior Manager-Academics CCTE	-	-	-	1.00	1.00	-
Student Data Analyst	1.00	-	-	-	-	-
<b>8005 Carl Perkins Total</b>	<b>10.00</b>	<b>10.00</b>	<b>13.00</b>	<b>13.00</b>	<b>13.00</b>	<b>-</b>
<b>CDC/Mental Health Supplement</b>						
Senior Advisor - Social Emotion Supports	-	-	-	1.00	-	(1.00)
<b>CDC/Mental Health Supplement Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1.00</b>	<b>-</b>	<b>(1.00)</b>
<b>9028 Transition School to Work</b>						
Classroom Teacher Special ED	0.84	0.80	1.00	1.00	1.00	-
Transition Specialist	1.56	1.60	2.00	2.00	2.00	-
<b>9028 Transition School to Work Total</b>	<b>2.40</b>	<b>2.40</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>	<b>-</b>
<b>5011 Title IV, Part A, Student Support and Academic Enrichment</b>						
Administrative Assistant	-	1.00	1.00	1.00	1.00	-
Advisor School Operations	-	2.00	2.00	2.00	2.00	-
Attendance Discipline and Hearing Official	-	-	1.00	-	-	-





## Informational Section

Job Description	2018-19 Actual Budget	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Amended Budget	2022-2023 Adopted Budget	2023 vs 2022 Variance
Clerical Assistant	1.00	-	-	-	-	-
Director of Federal Programs	1.00	-	-	-	-	-
Director of Student Affairs	-	1.00	1.00	1.00	1.00	-
Educational Technology Specialist	-	-	5.00	5.00	5.00	-
Federal Programs Advisor - Compliance	-	-	-	1.00	1.00	-
Federal Programs Advisor (Programs)	-	-	1.00	-	-	-
Federal Programs Advisor - School Support/Program	4.00	-	-	-	-	-
Instructional Advisor Literacy	-	2.00	2.00	2.00	2.00	-
IT Instructional Specialists	-	5.00	-	-	-	-
Senior Advisor - Attendance & Discipline	-	-	-	1.00	1.00	-
<b>5011 Title IV, Part A, Student Support and Academic Enrichment</b>	<b>6.00</b>	<b>11.00</b>	<b>13.00</b>	<b>13.00</b>	<b>13.00</b>	<b>-</b>
<b>1306 Title I, School Improvement Grant, Cohort IV</b>						
Behavioral Specialist	-	-	-	-	-	-
Classroom Teacher Con Home Ec	-	-	-	-	-	-
Classroom Teacher ESL	-	-	-	-	-	-
Classroom Teacher K-3	-	-	-	-	-	-
Classroom Teacher K-5	-	-	-	-	-	-
Classroom Teacher Secondary	-	-	-	-	-	-
Computer Lab Assistant	-	-	-	-	-	-
Educational Assistant	-	-	-	-	-	-
Family Engagement Specialist	-	-	-	-	-	-
GRADUATION COACH	-	-	-	-	-	-
Instructional Facilitator	-	-	-	-	-	-
<b>1306 Title I, School Improvement Grant, Cohort IV Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>9940 TN All Corps</b>						
Tutor - All Corps Certified	-	-	-	10.00	10.00	-
Tutor - All Corps Certified Part Time	-	-	-	1.00	1.00	-
Tutor - All Corps Min 12 College Credit	-	-	-	1.00	1.00	-
Tutor - All Corps Min 12 College Credit Part Time	-	-	-	1.00	1.00	-
Tutor - All Corps Non-Certified	-	-	-	19.00	19.00	-
Tutor - All Corps Non-Certified Part Time	-	-	-	1.00	1.00	-
<b>9940 TN All Corps Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>33.00</b>	<b>33.00</b>	<b>-</b>
<b>9983 ESSER 1.0</b>						
Accountant - Senior	-	-	-	1.00	-	(1.00)
Federal Programs Associate (Grants)	-	-	-	1.00	-	(1.00)
<b>9983 ESSER 1.0 Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2.00</b>	<b>-</b>	<b>(2.00)</b>
<b>9984 ESSER 2.0</b>						
504 Compliance Advisor	-	-	-	4.00	4.00	-
Advisor - Social Emotional Learning	-	-	-	-	-	-
Clerical Assistant	-	-	-	-	-	-
Educational Assistant	-	-	-	-	-	-
Finance Grant & Compliance Analyst	-	-	-	2.00	2.00	-
Learning Recovery Interventionist	-	-	-	36.00	-	(36.00)
Part-time Certified Tutor - Special Population	-	-	-	1.00	1.00	-
ReSET Room Assistant	-	-	-	77.00	77.00	-
Security Special Project Associate	-	-	-	-	-	-
Social Worker	-	-	-	5.00	5.00	-
Specialized Educational Assistant	-	-	-	251.00	251.00	-
<b>9984 ESSER 2.0 Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>376.00</b>	<b>340.00</b>	<b>(36.00)</b>
<b>9985 ESSER 3.0</b>						
Accountant	-	-	-	3.00	3.00	-
Accountant - Senior	-	-	-	4.00	4.00	-
Advisor	-	-	-	-	-	-
Analyst	-	-	-	-	-	-
Advisor - Advanced Placement (AP)	-	-	-	1.00	1.00	-
Advisor - Dual Enrollment	-	-	-	2.00	2.00	-
Advisor - Federal Programs	-	-	-	2.00	2.00	-
Advisor - Honors	-	-	-	1.00	1.00	-
Advisor - Induction & Training	-	-	-	2.00	2.00	-
Advisor - Testing and Staffing	-	-	-	1.00	1.00	-
Advisor - Instructional Learning Loss	-	-	-	4.00	4.00	-
Advisor Multicultural	-	-	-	8.00	8.00	-
AP Monitors - Part-Time	-	-	-	15.00	15.00	-



## Informational Section

Job Description	2018-19 Actual Budget	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Amended Budget	2022-2023 Adopted Budget	2023 vs 2022 Variance
Advisor School Operations	-	-	-	6.00	6.00	-
Alternative Education Advisor	-	-	-	-	1.00	1.00
Alternative Schools Transition Analyst	-	-	-	-	1.00	1.00
Analyst - Construction Compliance	-	-	-	1.00	1.00	-
Analyst - Digital 1:1 Device	-	-	-	1.00	1.00	-
Analyst Student Equity Enrollment & Discipline	-	-	-	2.00	2.00	-
AP Advisor	-	-	-	1.00	2.00	1.00
Asset Inventory Associate	-	-	-	5.00	5.00	-
Assistant - Advanced Academics	-	-	-	-	1.00	1.00
Associate - Digital Device Support	-	-	-	20.00	20.00	-
Associate - License and Compliance	-	-	-	1.00	1.00	-
Behavioral Specialist	-	-	-	1.00	1.00	-
Behavioral Support/Student Leadership Manager	-	-	-	2.00	3.00	1.00
Budget Analyst	-	-	-	1.00	-	(1.00)
Classroom Teacher Con Home Ec	-	-	-	-	7.00	7.00
Classroom Teacher ESL	-	-	-	15.00	15.00	-
Classroom Teacher Special ED	-	-	-	-	2.00	2.00
Classroom Teacher - Virtual Advance Placement	-	-	-	7.00	7.00	-
Classroom Teacher - Vocational	-	-	-	-	19.00	19.00
Clerical Assistant	-	-	-	5.00	5.00	-
Community Engagement Specialist	-	-	-	-	-	-
Community Schools Manager	-	-	-	1.00	2.00	1.00
Community Schools Specialist	-	-	-	8.00	8.00	-
Constituent Services Clerk	-	-	-	3.00	3.00	-
Compensation Specialist	-	-	-	1.00	1.00	-
Counselor Alcohol/Drug	-	-	-	-	1.00	1.00
Data Specialist Enrollment	-	-	-	2.00	2.00	-
DE Online Teacher	-	-	-	9.00	9.00	-
Director - Educational Technology	-	-	-	1.00	1.00	-
Director - ESSER Planning	-	-	-	1.00	1.00	-
Director - Program Leadership Development	-	-	-	1.00	1.00	-
Dual Enrollment Advisor	-	-	-	-	1.00	1.00
Educational Assistant	-	-	-	-	1.00	1.00
Educational Assistant Instructional	-	-	-	-	13.00	13.00
Educational Technology Advisor	-	-	-	4.00	4.00	-
Educational Support Manager	-	-	-	1.00	-	(1.00)
Extended Learning Advisor	-	-	-	3.00	3.00	-
Extended Learning Receptionist	-	-	-	1.00	1.00	-
Fall Break Learning Academy - Bilingual Mentor	-	-	-	1.00	1.00	-
Fall Break Learning Academy - Clerical	-	-	-	1.00	1.00	-
Fall Break Learning Academy - Education Assistant	-	-	-	1.00	1.00	-
Fall Break Learning Academy - Site Administrator	-	-	-	1.00	1.00	-
Fall Break Learning Academy - Teacher	-	-	-	1.00	1.00	-
Family Engagement Specialist	-	-	-	7.00	14.00	7.00
Family Engagement Specialist (part-time)	-	-	-	-	4.00	4.00
Federal Programs Associate (Grants)	-	-	-	2.00	2.00	-
Federal Programs Manager	-	-	-	2.00	2.00	-
Grants Administrative Assistant	-	-	-	1.00	1.00	-
Health Technician	-	-	-	-	8.00	8.00
Homebound Teacher	-	-	-	2.00	2.00	-
HR Talent Specialist Instructional	-	-	-	1.00	1.00	-
Instructional Advisor ESL	-	-	-	3.00	3.00	-
Instructional Advisor Literacy	-	-	-	3.00	3.00	-
Instructional Leadership Director	-	-	-	1.00	1.00	-
Instructional Math/Literacy Coach	-	-	-	2.00	2.00	-
Instructional Support Advisor	-	-	-	1.00	1.00	-
Instructional Support Advisor 1	-	-	-	-	1.00	1.00
Interventionist	-	-	-	4.00	7.00	3.00
Manager	-	-	-	-	-	-
Manager - Academic School Support & Finance	-	-	-	2.00	2.00	-
Manager - Academic Strategy & Special Projects	-	-	-	1.00	1.00	-
Manager - Advanced Placement	-	-	-	1.00	1.00	-



# Informational Section

Job Description	2018-19 Actual Budget	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Amended Budget	2022-2023 Adopted Budget	2023 vs 2022 Variance
Manager - Asset Inventory	-	-	-	1.00	1.00	-
Manager - Digital Application Development	-	-	-	2.00	2.00	-
Manager - Digital Field Support	-	-	-	1.00	1.00	-
Manager - Grant and Special Populations Compliance	-	-	-	1.00	1.00	-
Manager of Extended Learning	-	-	-	1.00	1.00	-
Part-time Certified Tutor - Ext Learning-Saturday	-	-	-	42.00	42.00	-
Part-time Certified Tutor - Extended Learning-	-	-	-	153.00	153.00	-
Part-time Homebound Teacher	-	-	-	2.00	2.00	-
Project Advisor	-	-	-	2.00	2.00	-
Project Graduation Advisor	-	-	-	-	2.00	2.00
Project Graduation Manager	-	-	-	-	1.00	1.00
Research & Data Internship	-	-	-	-	-	-
Project Stand Advisor	-	-	-	2.00	2.00	-
RTI Advisor	-	-	-	-	7.00	7.00
RTI Anyalyst	-	-	-	-	1.00	1.00
RTI Specialist	-	-	-	-	1.00	1.00
RTI2-B-Support Specialist	-	-	-	50.00	50.00	-
Safety Special Project Coordinator	-	-	-	5.00	5.00	-
Saturday Learning Academy - Bilingual Mentor	-	-	-	1.00	1.00	-
Saturday Learning Academy - Education Assistant	-	-	-	1.00	1.00	-
Saturday Learning Academy - Site Administrator	-	-	-	1.00	1.00	-
Saturday Learning Academy - Teacher	-	-	-	1.00	1.00	-
Security Special Project Associate	-	-	-	1.00	1.00	-
Senior Advisor Data Strategy	-	-	-	1.00	1.00	-
Senior Advisor-RTI2 Behavior	-	-	-	2.00	2.00	-
Senior Reading Advisor	-	-	-	17.00	17.00	-
Site Administrator - Alternative Schools	-	-	-	-	1.00	1.00
Social Worker	-	-	-	-	-	-
Special Project Assistant	-	-	-	1.00	1.00	-
Special Project Coordinator	-	-	-	2.00	2.00	-
Special Project Coordinator - Coordinated School H	-	-	-	-	4.00	4.00
Specialist - Testing and Staffing	-	-	-	1.00	1.00	-
Specialist Multicultural Family	-	-	-	-	2.00	2.00
Specialist-Bilingual Communications	-	-	-	3.00	3.00	-
Specialized Educational Assistant	-	-	-	499.00	499.00	-
Spring Break Learning Academy - Bilingual Mentor	-	-	-	1.00	1.00	-
Spring Break Learning Academy - Clerical	-	-	-	1.00	1.00	-
Spring Break Learning Academy - Nurse	-	-	-	1.00	1.00	-
Spring Break Learning Academy - Site Administrator	-	-	-	1.00	1.00	-
Spring Break Learning Academy - Teacher	-	-	-	1.00	1.00	-
Spring Break Learning Academy - Education Assistant	-	-	-	1.00	1.00	-
Student & Community Relations Advisor	-	-	-	-	1.00	1.00
Student and Community Resource Associate	-	-	-	-	3.00	3.00
Student Intern	-	-	-	1.00	1.00	-
Teacher	-	-	-	22.00	22.00	-
Truancy Attendance Specialist	-	-	-	5.00	5.00	-
Work-Based Learning Coordinator - CCTE	-	-	-	-	1.00	1.00
<b>9985 ESSER 3.0 Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,012.00</b>	<b>1,107.00</b>	<b>95.00</b>
<b>9986 Epidemiology and Laboratory Capacity</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Administrative Assistant	-	-	-	1.00	1.00	-
Advisor - ELC Grant Project	-	-	-	3.00	3.00	-
Director - Business Relationships & School Support	-	-	-	1.00	1.00	-
Manager - Operations & School Support	-	-	-	8.00	8.00	-
Senior Manager - Business Relationships	-	-	-	1.00	1.00	-
Analyst - ELC Grant Project	-	-	-	2.00	2.00	-
<b>9986 Epidemiology and Laboratory Capacity Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>16.00</b>	<b>16.00</b>	<b>-</b>
<b>8053 Turnaround Action Grant</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Bilingual Cultural Mentor	-	-	-	1.00	1.00	-
Educational Assistant	-	-	-	7.00	8.00	1.00
Instructional Support Manager	-	-	-	1.00	1.00	-
Interventionist	-	-	-	5.00	5.00	-
Manager Literacy Instructional Support	-	-	-	1.00	1.00	-
Manager Mathematics Instructional Support	-	-	-	1.00	1.00	-
Manager Science Instructional Support	-	-	-	1.00	1.00	-
Vice Principal	-	-	-	1.00	1.00	-
<b>8053 Turnaround Action Grant Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>18.00</b>	<b>19.00</b>	<b>1.00</b>
<b>Grand Total</b>	<b>1,534.56</b>	<b>1,772.50</b>	<b>3,104.89</b>	<b>3,642.00</b>	<b>3,566.00</b>	<b>(76.00)</b>



# Informational Section

## MEMPHIS - SHELBY COUNTY SCHOOLS POSITION SUMMARY BY PROJECT NUTRITION SERVICES

Job Description	2018-19 Actual Budget	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Amended Budget	2022-2023 Adopted Budget	2023 vs 2022 Variance
Accountant	-	1.00	1.00	1.00	1.00	-
Accountant - Senior	4.00	3.00	3.00	3.00	3.00	-
Accounting Associate	-	-	-	-	-	-
Administrative Assistant - Nutrition Services	-	-	-	2.00	2.00	-
Admin Assistant for Dir of Nutrition Operations	1.00	1.00	1.00	-	-	-
Admin Assistant for Dir of Nutrition Services	1.00	1.00	1.00	-	-	-
Administrative Secretary I	1.00	1.00	1.00	1.00	1.00	-
Analyst Distribution	2.00	2.00	2.00	2.00	2.00	-
Analyst Planning and Logistics	1.00	1.00	1.00	1.00	1.00	-
Associate Compliance CNC	2.00	10.00	10.00	10.00	10.00	-
Associate Planning and Logistics	1.00	1.00	1.00	1.00	1.00	-
Associate Warehouse & Distribution Inventory	1.00	1.00	1.00	1.00	1.00	-
Buyer	1.00	1.00	1.00	1.00	1.00	-
Cafeteria Equip Repair Spec	-	-	-	-	-	-
Catering Assistant	-	-	-	-	-	-
Central Kitchen Manager	-	-	-	-	-	-
Clerical Assistant	1.00	1.00	3.00	3.00	3.00	-
Clerk for Distribution	1.00	2.00	2.00	2.00	2.00	-
Clerk for Planning and Procurement	4.00	4.00	4.00	4.00	4.00	-
Clerk Nutrition Services	8.00	-	-	-	-	-
Compliance Associate	-	-	-	-	-	-
Compliance Associate - Special Programs	-	-	-	-	-	-
Compliance Programming, Education and Training Man	-	-	-	-	-	-
Compliance Specialist	1.00	1.00	-	-	-	-
Culinary Specialist	2.00	2.00	2.00	2.00	2.00	-
Data Processing Specialist	-	-	-	-	-	-
Data Warehouse Analyst	-	1.00	-	-	-	-
Dietitian	3.00	3.00	2.00	2.00	2.00	-
Director - Nutrition Operations	1.00	1.00	1.00	-	-	-
Director II - Nutrition	-	-	1.00	1.00	1.00	-
Director of Central Nutrition Operations	-	-	-	-	-	-
Director of Nutrition Finance	1.00	1.00	-	-	-	-
Director of Nutrition Logistics & Supply Chain	-	-	-	-	-	-
Director of Nutrition Support	-	-	-	-	-	-
Distribution Analyst	-	-	-	-	-	-
Distribution Area Supervisor Shipping (Logistics)	-	-	-	-	-	-
Distribution Area Supervisor Support (Inventory)	-	-	-	-	-	-
Distribution Area Supervisor Warehouse Ops	-	-	-	-	-	-
Distribution Manager	1.00	1.00	1.00	1.00	1.00	-
Employee Enterprise Associate	-	-	-	-	-	-
Equipment Maintenance Specialist	3.00	3.00	3.00	2.00	2.00	-
Equipment Operations Assistant	1.00	1.00	1.00	2.00	2.00	-
Equipment Operations Manager	-	-	-	-	-	-
Equipment Operations Supervisor	1.00	1.00	1.00	1.00	1.00	-
Executive Assistant to the Chief of Business Opera	-	-	-	-	-	-
Farm Education Program Manager	1.00	1.00	1.00	1.00	1.00	-
Farm Manager	1.00	1.00	1.00	1.00	1.00	-
First Line Supervisor Operations	1.00	1.00	1.00	1.00	1.00	-
Floating Clerk Nutrition Services	1.00	1.00	1.00	1.00	1.00	-
Food Quality Control Specialist	2.00	2.00	1.00	1.00	1.00	-
Food Quality Control Supervisor	-	-	-	-	-	-
Food Quality Control Technican	1.00	1.00	2.00	2.00	2.00	-
Food Safety Specialist	1.00	1.00	3.00	2.00	2.00	-
Fork Lift Operator	10.00	10.00	10.00	10.00	10.00	-
Functional Advisor Nutrition Services	-	1.00	1.00	1.00	1.00	-
Functional Manager Nutrition Services	-	1.00	-	-	-	-
HR Business Partner (CNC)	-	-	-	-	-	-



## Informational Section

Job Description	2018-19 Actual Budget	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Amended Budget	2022-2023 Adopted Budget	2023 vs 2022 Variance
HR Business Partner (Non-instructional)	1.00	1.00	-	-	-	-
HR Manager	1.00	-	-	-	-	-
HR Talent Associate (Non-instructional)	-	-	-	-	-	-
HR Talent Specialist (Non-instructional)	-	-	-	-	-	-
HR Talent Specialist, Non-Instructional	-	-	-	-	-	-
Human Resource Staffing Advisor Non Instructional	-	-	1.00	2.00	2.00	-
Human Resources Manager	-	1.00	-	-	-	-
Human Resources Supervisor	-	-	-	-	-	-
Information Technology Manager	1.00	1.00	1.00	1.00	1.00	-
Inventory Associate	-	-	-	-	-	-
Inventory Clerk	6.00	6.00	6.00	6.00	6.00	-
IT Field Technician	1.00	1.00	1.00	1.00	1.00	-
Lead Nutrition Production Assistant	-	-	-	-	-	-
Logistics Analyst	-	-	-	-	-	-
Logistics Associate	-	-	-	-	-	-
Logistics Specialist	-	-	-	-	-	-
Lunchroom Monitor	13.00	13.00	13.00	48.00	46.00	(2.00)
Manager - Food Safety and Quality Control	-	-	-	1.00	1.00	-
Manager Equipment Operations	1.00	1.00	1.00	1.00	1.00	-
Manager, Quality Control-Business Ops	1.00	1.00	-	-	-	-
Meal Planning Analyst	-	-	-	-	-	-
Mechanic	1.00	-	-	-	-	-
Mechanic I - Certified	-	1.00	1.00	1.00	1.00	-
Menu Planning Associate	1.00	1.00	1.00	1.00	1.00	-
Menu Planning Manager	1.00	1.00	1.00	1.00	1.00	-
Network Specialist	5.00	5.00	5.00	5.00	5.00	-
Nutrition First Line Supervisor (Charter Driver)	-	-	-	-	-	-
Nutrition Production Support	19.00	19.00	19.00	19.00	19.00	-
Nutrition Service Analyst	1.00	1.00	1.00	1.00	1.00	-
Nutrition Service Mobile Support	39.52	45.00	45.00	45.00	45.00	-
Nutrition Service Nutrition Instructor	2.00	2.00	2.00	2.00	2.00	-
Nutrition Service Support	-	667.90	662.00	1,137.00	1,130.00	(7.00)
Manager - Nutrition Services Area	10.00	10.00	10.00	11.00	11.00	-
Nutrition Supervisor SUBSTITUTE	-	100.00	100.00	1.00	1.00	-
Operations Specialist, Facilities/Warehousing	-	-	-	-	-	-
Planning and Analysis Analyst	-	-	1.00	1.00	1.00	-
Planning and Analysis Associate	1.00	3.00	2.00	2.00	2.00	-
Planning and Analysis Manager	1.00	1.00	1.00	1.00	1.00	-
Plant Manager	1.00	1.00	1.00	1.00	1.00	-
Production Assistant	-	-	-	-	-	-
Quality Technician CNC	2.00	2.00	-	-	-	-
Receptionist for Nutrition Office	1.00	1.00	1.00	1.00	1.00	-
Recycling Operator	-	-	-	-	-	-
Refrigerator Repair Technician	4.00	4.00	4.00	4.00	4.00	-
Safety and Security Guard	-	6.00	10.00	10.00	10.00	-
School Nutrition Supervisor	177.00	178.00	178.00	154.00	152.00	(2.00)
School Nutrition Supervisor Trainee	-	26.00	26.00	29.00	29.00	-
School Nutrition Technician	660.21	-	-	-	-	-
School Nutrition Technician II	2.76	-	-	-	-	-
School Operations Manager	1.00	1.00	1.00	1.00	1.00	-
SEMS Personnel Clerk II	-	-	-	-	-	-
Senior Buyer	1.00	1.00	1.00	1.00	1.00	-
Senior Manager Nutrition Services	-	-	1.00	1.00	1.00	-
Senior Manager Staff Development Nutrition Services	-	-	1.00	1.00	1.00	-
Sergeant	-	1.00	2.00	2.00	2.00	-
Sub IT Support	-	-	1.00	1.00	1.00	-
Supervisor Distribution Area	-	-	2.00	2.00	2.00	-
Supervisor Distribution Area (Inventory Control)	1.00	1.00	1.00	1.00	1.00	-
Supervisor Food Quality Control	1.00	1.00	1.00	1.00	1.00	-
Supervisor Nutrition Production	2.00	2.00	2.00	2.00	2.00	-
Supervisor, Distribution Area (Shipping)	1.00	1.00	-	-	-	-



## Informational Section

Job Description	2018-19 Actual Budget	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Amended Budget	2022-2023 Adopted Budget	2023 vs 2022 Variance
Supervisor, Distribution Area (Warehouse Ops)	1.00	1.00	-	-	-	-
Supervisor, School Nutrition II	-	-	-	9.00	9.00	-
Supervisor, School Nutrition III	-	-	-	10.00	10.00	-
Supervisor, School Nutrition IV	-	-	-	2.00	2.00	-
Supply Chain Manager	1.00	1.00	1.00	1.00	1.00	-
Talent Acquisition Associate Non Instructional	1.00	2.00	1.00	1.00	1.00	-
Talent Associate (Non-instructional)	-	-	-	-	-	-
Talent Specialist (Non-instructional)	-	-	-	-	-	-
Technician Sanitation	-	2.00	2.00	2.00	2.00	-
Training & Food Safety Manager	2.00	1.00	1.00	-	-	-
Truck Driver - CDL	21.00	21.00	21.00	21.00	21.00	-
Warehouse First Line Assistant	1.00	1.00	-	-	-	-
Warehouse First Line Supervisor	-	1.00	2.00	2.00	2.00	-
Warehouse First Line Supervisor - 2nd Shift	1.00	-	-	-	-	-
Warehouse Lead	4.00	4.00	4.00	4.00	4.00	-
Warehouse Sanitation Technician	2.00	-	-	-	-	-
Warehouse Worker	22.00	22.00	22.00	22.00	22.00	-
Senior Manager - School Operations	-	-	-	1.00	1.00	-
Manager - School Operations	-	-	-	1.00	1.00	-
<b>Grand Total</b>	<b>1,078.49</b>	<b>1,228.90</b>	<b>1,226.00</b>	<b>1,639.00</b>	<b>1,628.00</b>	<b>(11.00)</b>





## Informational Section

MEMPHIS - SHELBY COUNTY SCHOOLS  
POSITION SUMMARY  
INTERNAL SERVICE FUNDS

Job Description	2018-19 Actual Budget	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Amended Budget	2022-2023 Adopted Budget	2023 vs 2022 Variance
<b>FACILITY SUPPORT/MAILROOM</b>						
Graphics Specialist	1.00	1.00	1.00	1.00	1.00	-
Mail Clerk				2.00	2.00	-
Printing Specialist	6.00	6.00	6.00	6.00	6.00	-
Truck Driver - CDL	-	-	-	7.00	7.00	-
Warehouse Clerk	-	-	-	1.00	1.00	-
Warehouseman	-	-	-	4.00	4.00	-
<b>FACILITY SUPPORT/MAILROOM Total</b>	<b>7.00</b>	<b>7.00</b>	<b>7.00</b>	<b>21.00</b>	<b>21.00</b>	-
<b>WAREHOUSING</b>						
Assistant - Fuel Compliance	1.00	1.00	1.00	2.00	2.00	-
Fork Lift Operator	1.00	1.00	1.00	-	-	-
Inventory Clerk	2.00	1.00	1.00	-	-	-
Mail Clerk	-	-	-	2.00	2.00	-
Record Clerk	1.00	1.00	1.00	-	-	-
Truck Driver	1.00	-	-	-	-	-
Truck Driver -CDL	9.00	9.00	9.00	1.00	1.00	-
Warehouse Manager	1.00	1.00	-	-	-	-
Warehouseman	4.00	4.00	4.00	-	-	-
Warehouse Clerk	6.00	5.00	5.00	2.00	2.00	-
Warehouse and Fulfillment Manager	-	-	1.00	1.00	1.00	-
Warehouse First Line Supervisor	2.00	2.00	2.00	2.00	2.00	-
<b>WAREHOUSING Total</b>	<b>28.00</b>	<b>25.00</b>	<b>25.00</b>	<b>10.00</b>	<b>10.00</b>	-
<b>GRAND TOTAL</b>	<b>35.00</b>	<b>32.00</b>	<b>32.00</b>	<b>31.00</b>	<b>31.00</b>	<b>0.00</b>



## Informational Section

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### XII. GLOSSARY OF TERMS

**Accounting System** – The total structure of records and procedures which discover record, classify and report information on the financial position and operations of a school district or any of its funds, balanced account groups and organizational components.

**Accrual Basis of Accounting** – To recognize revenues in the period earned and expenses in the period incurred, regardless of when the cash is received or spent.

**Accrue** – To record revenues when earned or when levies are made and to record expenditures as soon as they result in liabilities, regardless of when the revenue is received, or the payment is made. Sometimes, the term is used in a restricted sense to denote the recording of revenues earned but not yet due, such as accrued interest on investments and the recording of expenditures which result in liabilities that are payable in another accounting period, such as accrued interest on bonds. See also Accrual Basis of Accounting.

**Achievement School District (ASD)** – A district category in Tennessee in which the lowest performing schools can be either directly managed with state resources or by other educational operators, with the goal of increasing student achievement in those schools. The assigned task is to move the bottom 5% of schools in Tennessee to the top 25% of the schools in the state.

**Actual** – Expenditures and/or revenues realized in the past.

**ADA** – Americans with Disabilities Act is a civil rights law that prohibits discrimination based on disability.

**ADA** – Average Daily Attendance is the total number of student attendance divided by the total number of days in the regular school year.

**ADM** – Average Daily Membership (count of students in public education).

**Adopted Budget** – A plan of financial operation, legally approved by the Board, to provide an estimate of expenditures for a given fiscal year and a proposed means of financing them.

**Allocation** – Funds set aside or designated for specific purposes. An allocation does not authorize the expenditure of funds.

**Annual Budget** – A budget developed and enacted to apply to a single fiscal year.

**Annual Comprehensive Financial Report (ACFR)** – The audited annual financial report of the District, showing the financial position and results of operations for the fiscal year, along with schedules detailing other financial matters.

**Appropriation** – An authorization granted by a legislative body to make expenditures and to incur obligations for specific purposes. Note: An appropriation is usually limited in amount and as to the time when it may be expended.

**Asset** – Any tangible or intangible item to which a value can be assigned. An asset can be durable such as machinery or financial such as cash, accounts receivable, due from a primary government or investments.

**Asset Acquisition** – An operating expense used for the procurement of capital assets such as land, buildings, equipment, infrastructure and vehicles.

**Assistant/Vice Principals** – Responsible for the supervision, discipline, and monitoring of students. This individual is under the direction of the Building Principal to implement and enforces school board policies, administrative rules and regulations.



## Informational Section

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**Audit** – An official inspection of an individual’s or organization’s accounts, typically by an independent body.

**Balanced Budget** – A budget developed wherein estimated revenues, including budgeted fund balance, meet or exceed budgeted expenditures.

**Base (Baseline) Budget** – An estimate of the funding required to continue existing programs at the currently budgeted level of service from one year to the next.

**Basic Education Program (BEP)** – is the funding formula through which the state of Tennessee education dollars is generated and distributed to Tennessee schools.

**Benefits** – This category of spending includes the District’s contribution to employee medical insurance, life insurance, social security, retirement and unemployment compensation.

**Board Member** – The Memphis-Shelby County Board of Education governs the business operations of Memphis-Shelby County Schools and is comprised of nine Board members representing the county (except for school districts governed by the municipalities such as Arlington and Bartlett). The Board appoints a Superintendent to oversee the operation of the District in accordance with the educational goals and policies it establishes.

**Bond** – A fixed income investment in which an investor loans money to government, which borrows the funds for a defined period at a variable or fixed interest rate. Bonds are used by municipalities, states and sovereign governments to raise money and finance a variety of projects and activities. Owners of bonds are debtholders, or creditors, of the issuer.

**Budget** – A plan of financial operation embodying an estimate of proposed expenditures for a given period or purpose and the proposed means of financing them.

**Budget Amendment** – It is a revision to the adopted budget during the fiscal year as achieved by line item transfer.

**Budget Assumptions** – Foundational statements and expectations upon which the budget is developed.

**Budget Calendar** – A schedule of certain steps to be followed in the budgetary process and the dates by which item must be completed to comply with State and City law.

**Budgetary Control** – The control or management of the business affairs of the District in accordance with an approved budget with a responsibility to keep expenditures within the authorized amounts.

**Capital Assets** – Assets with a useful life in excess of one year and an initial cost exceeding \$5,000. Classifications include land, buildings, machinery, furniture, equipment and construction-in-progress.

**Capital Budget** – A five-year budget for capital expenditures.

**Capital Expenditures** – An expenditure that results in the acquisition or addition to fixed assets. Capital expenditures have an anticipated useful life of more than one year and belong to land, buildings, improvements, equipment or infrastructure. Infrastructure includes anything that would be attached to a building or structure such as boilers.

**Capital Improvement Program (CIP)** – A multi-year plan for the acquisition, expansion or rehabilitation of any element of the District’s infrastructure and the proposed methods for financing the projects.

**Capital Projects Fund** – Funds used to account for financial resources that are obtained and used for the acquisition, construction or improvement of capital facilities.



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**Career and Technology Centers (CTCs)** – Provide high-quality CTE studies to high school students. Students may attend these centers for only a portion of the school day, week or year, or they may attend full time, receiving both academic and technical instruction at the center.

**Career and Technical Education (CTE)** – is a term applied to schools, institutions, and educational programs that specialize in the skilled trades, applied sciences, modern technologies, and career preparation. It was formerly (and is still commonly) called *vocational education*; however, the term has fallen out of favor with most educators.

**CARES Act** - The Coronavirus Aid, Relief, and Economic Security Act, also known as the CARES Act, is an economic stimulus bill passed by the U.S. Congress and signed into law by the President of The United States in response to the economic fallout of the COVID-19 pandemic in the United States. The spending primarily includes one-time cash payments to individual people who submit a tax return in America, increased unemployment benefits, the creation of the Paycheck Protection Program that provides forgivable loans to small businesses, funding for loans to corporations, and funding to state and local governments.

**CDC** - Center for Disease Control

**CE** – Continuing Education

**Certificated Employee** – This is a District employee that is required to possess a state credential. All regularly employed teachers, librarians and counselors are certificated employees.

**Classified Employee** – This is a District employee who is not required to possess a state credential. Examples include instructional aides; secretaries, clerks and other office staff; and maintenance and custodial workers.

**Classroom Teachers** – The role of the classroom teacher is to manage the classroom in a manner that meets the individual needs of each student in the class. This includes promoting learning and supplementing activities, coordinating and collaborating with support staff, using a variety of teaching approaches, and adapting instruction to include all students. The classroom teacher oversees each student's overall academic program. Additionally, ESL, CTE and ROTC are included as classroom teachers. The only teachers this does not include are those teachers not assigned a classroom.

**CLE** – Continuing Legal Education Credits

**Code of Federal Regulations (CFR)** – is the codification of the general and permanent rules and regulations (sometimes called administrative law) published in the Federal Register by the executive departments and agencies of the Federal Government of the United States.

**Contracted Services** – Amounts paid for services rendered by individuals and/or companies. These activities would include utility services, communication services, repair and maintenance services, rentals, cleaning services, etc.

**Coordinated School Health (CSH)** – An effective model for connecting physical, emotional, and social health with education. It consists of eight interactive components: health education, physical education, health services, nutrition services, counseling and psychological services, healthy school environment, health promotion for staff, and family/community involvement. Using this model, schools work within the family and community structure to ensure optimal health and wellness for children.

**Cost of Living Adjustment (COLA)** – An increase in salaries to offset the adverse effect of inflation on compensation.

**Cost per Pupil** – Current expenditures for a given period divided by a pupil unit of measure.



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**Counselor** – Renders services to a student or group of students involving the application of principles, techniques, methods or procedures of the counseling profession, including appraisal activities, as defined by the law, counseling, consulting and referral activities.

**COVID-19** - A worldwide pandemic that began in 2019. According to the Center for Disease Control and Prevention (CDC), the “CO” stands for Corona, “VI” stands for Virus and the “D” stands for Disease. The number 19 represents the year in which the outbreak occurred.

**Creative Learning in a Unique Environment (C.L.U.E)** – An education program designed to meet the needs of academically talented and gifted students in the Shelby County Schools.

**Debt Service** – The payment of principal and interest on loans, notes, and bonds.

**Debt Service Fund** – This fund is used to account for the accumulation of resources for, and the payment of, general long-term debt principal, interest, and related cost. Shelby County Schools debt is issued by Shelby County Government.

**Deficit** – The excess of expenditures over revenues for a given fund during a defined accounting period.

**Department** –Organizational unit within the District.

**Depreciation** – The decrease in value of physical assets due to use and passage of time.

**District** – A school district, special-purpose district or school system which operates public elementary and secondary schools usually within a specific physical boundary.

**Dropout Rate** – The percentage of students entering the 9<sup>th</sup>-grade that dropped out of school before the end of 12th grade.

**Economically Disadvantaged Students** – Students from families who meet certain income criteria making them eligible to receive free or reduced meals at school.

**Education Assistants** – Educational Assistants provide additional instructional support in the classroom for teachers.

**Education Information System (EIS)** – is a process to keep up with students’ data information within school districts.

**EEOC** – Equal Employment Opportunity Commission

**Effectiveness Measures** – The results and outcomes of an activity; they assist in managing resources effectively and define what resulted from a job task.

**Efficiency Measures** – The relationship between business performance and resources such as manpower; these measures assist in managing whether a task was completed with the minimum expenditure of time and effort.

**Elementary and Secondary School Emergency Relief (ESSER) -** Funds established as part of the **Education Stabilization Fund in the CARES Act**. State educational agencies (SEAs) will award subgrants to local educational agencies (LEAs) to address the impact that the Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the Nation.

**Elementary School** – A school classified as elementary by the State and local practice and composed of any span of grades not above grade six. Shelby County Schools’ grade structure currently includes students in grades Pre-K through 6.



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**Employee benefits** – Amounts paid by the District on behalf of employees. These amounts are not included in the employees' gross salary but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, is part of the cost of personnel services. May include health and life insurance and may include payments to which employees or former employees may be entitled under a pension plan, including death and unemployment benefits.

**Encumbrance** – Obligation in the form of purchase orders or contracts that are chargeable to an appropriation and for which a part of the appropriation is reserved. Encumbrances are eliminated when paid or when an actual liability is set up.

**Encumbrance Accounting** – A system or procedure which involves giving recognition in the accounting budgetary expenditure control records for the issuance of purchase orders, statements or other commitments chargeable to an appropriation in advance of any liability or payment.

**English as a Second Language (ESL)** – A traditional term for the use or study of the English language by non-native speakers in an English-speaking environment.

**English for Speakers of Other Languages (ESOL)** – The program's overarching standard is that students will use English to communicate and demonstrate academic, social, and cultural understanding.

**English Language Learners (ELL)** – Non-English speaking students are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

**Enrollment** – The number of students enrolled at a school based on the 20th day attendance period.

**Enterprise Resource Planning (ERP)** – Enterprise Resource Planning is business process management software that allows an organization to use a system of integrated applications to manage the business and automate many back-office functions related to technology, services and human resources.

**Equipment** – Those moveable items used for school operations that are of a non-expendable and mechanical nature (i.e., perform an operation). Heating and air conditioning systems, lighting fixtures and similar items permanently fixed to or within a building are considered as part of the building.

**Equity (Funding)** – Students with the same types of needs get the same amount of funding, regardless of which school they attend.

**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 it is all to be collected during the period.

**Every Student Succeeds Act (ESSA)** – Federal Law which replaces the No Child Left Behind (NCLB) and requires states to incorporate nonacademic factors into their accountability systems which could help promote a broader vision of school success that extends beyond traditional measures, such as standardized-test scores.

**Expenditures** – The incurrence of an actual liability in accordance with the District's authority.

**Facility Condition Index (FCI)** – This index is a measure of a building's condition. A higher index indicates worsening conditions of a building. The calculation is equal to Total Dollars of Building Repair + Upgrades+ Renewal Needs/ the Current Replacement Value of the Building Components. A zero to 5% FCI demonstrates a building in good condition; a 5-10% FCI indicates a building in fair condition; a 10 – 30% FCI indicates a building in poor condition. The firms used to determine FCI are the following: O.T. Marshall Architects, Fleming & Associates Architects, Self-Tucker Architects, and All World Project Management.





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**Fair Labor Standards Act (FLSA)** – A Federal law that governs the payment of minimum wages, overtime rates, compensatory time, record keeping of hours worked and other criteria for non-exempt employees, including governmental employees.

**Family Resource Centers (FRCs)** – Family Resource Centers offer parent education classes, child development activities, parent-to-parent support groups, afterschool and academic enrichment, GED and literacy instruction, health information, referrals and many other programs, activities and services. These services are modified and added to, depending on the needs and desires of local families.

**FEMA** – Federal Emergency Management Association

**Financial Accounting Standards Board (FASB)** – The FASB defines GAAP for private sector entities. Occasionally, GASB and FASB make FASB standards applicable to National, State or local governments.

**Fiduciary Fund** – Fiduciary funds contain resources held by a government but belonging to individuals or entities other than the government.

**Fiscal Capacity** – The County's ability to pay based upon its tax base (sales, property). The fiscal capacity is expressed as an index measure, which is a proportion of the total fiscal capacity for all counties.

**Fiscal Year** – A consecutive twelve-month period designated as the operating year by an entity. For Memphis-Shelby County Schools, the fiscal year begins July 1 and ends June 30 of the following calendar year.

**Flexibility** – different decisions around how resources can be allocated and used to address specific students.

**Free/Reduced Price Meals** – Children from families who meet certain income criteria are eligible to receive free or reduced meals at school.

**Full-Time Equivalent (FTE)** – A measure of the effective number of authorized positions, indicating the percentage of time a position or group of positions is funded. An FTE of 1.00 is usually equal to 2,080 hours of work per year. (During a leap year, an FTE of 1.00 is equal to 2,088 hours of work per year.)

**Fund** – An accounting entity with a self-balancing set of accounts recording cash/or other resources together with all related liabilities, obligations, reserves and equities which are segregated for specific activities or objectives.

**Fund Balance** – A term used to express the equity (excess of assets minus liabilities) of governmental fund types and trust funds.

**Fund Balance: Assigned** – a. Intended use established by highest level of decision-making b. Intended use established by body designated for that purpose. c. Intended use established by official designated for that purpose.

**Fund Balance: Non-spendable** – a. Portion of net resources that cannot be spent because of their form. b. Portion of net resources that cannot be spent because they must be maintained intact.

**Fund Balance: Restricted** – a. Limitations imposed by creditors, grantors, contributors, or laws and regulations of other governments. b. Limitations imposed by law through constitutional provisions or enabling legislation.

**Fund Balance: Unassigned** – The portion of the excess funds which has no legal commitments or formal designations by the Board for future funding needs.



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**Funded Staff Level** – Number of full-time positions funded in the budget.

**Furniture & Equipment** – Expenditures for furniture, furnishings, athletic equipment and other equipment.

**General Educational Development (GED)** – (informally termed the “General Equivalency Diploma” generally taken by students who have not completed high school.) A student attends GED classes to receive a high school equivalency certificate.

**General Fund** – A fund used to account for all monies received and disbursed for general government purposes including all assets, liabilities, reserves, fund balances, revenues and expenditures which are not accounted for in any other fund.

**General Fund Expenditures** –Discretionary salaries and other expenses from the General Fund.

**Generally Accepted Accounting Principles (GAAP)** – These are nationally recognized uniform principles, standards and guidelines for financial accounting and reporting, governing the form and content of financial statements of an entity.

**Goals and Objectives** – Defined measurable activities to be completed within the current budget.

**Government Finance Officers Association (GFOA)** – Is a professional association of approximately 20,312 state, provincial, and local government finance officers in the United States, British Columbia, and Canada. GFOA is headquartered in downtown Chicago.

**Governmental Accounting Standards Board (GASB)** – The oversight body that establishes governmental GAAP, equivalent to the private sector FASB.

**Governmental Funds** – Funds used to account for most typical governmental functions; the acquisition, use and balances of the District’s expendable financial resources are accounted for through governmental funds. The three types of governmental funds used in the District are the General Fund, Capital Projects Fund.

**Grade Level** – Grade-level proficiency means the grade-specific published objectives for learning skill. proficiency. Grade-level proficiency refers to reading, writing, math, oral communication, and group-process skills.

**Graduation Rate** – This is a federally required benchmark which calculates the percent of on-time graduates with a regular high school diploma. GED and Special Education diplomas are not allowed to count as a regular high school diploma under regulations from the U.S. Department of Education.

**Health Insurance Portability and Accountability Act (HIPAA)** – The Health Insurance Portability and Accountability Act was enacted by the U.S. Congress in 1996. The act provides a privacy rule creating national standards to protect personal health information.

**Heating, Ventilation and Air Conditioning (HVAC)** – HVAC systems control the ambient environment (temperature, humidity, air flow, and air filtering) and must be planned for and operated along with other data center components such as computing hardware, cabling, data storage, fire protection, physical security systems and power. The selection of an HVAC contractor is an important step in planning a data center.

**High Priority School/School System** – A high priority school/school system is one that has missed the same federal benchmark for more than one consecutive year. The different levels of high priority schools/systems are School Improvement 1, School Improvement 2, Corrective Action, Restructuring 1, Restructuring 2 and SEA/LEA Reconstitution Plan.



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**Highly Qualified Teacher** – Any public elementary or secondary school teacher who holds at least a Bachelor's Degree, is fully-licensed in Tennessee, and submits the required documents to demonstrate competency in the content area(s) being taught.

**IDEA, Part B Federal Allocation** – Since the enactment of the original legislation called Individuals with Disabilities Education Act (<http://idea.ed.gov/>) in 1975, children and youth (ages 3-21) with disabilities receive special education and related services under Part B of IDEA.

**Independent Audit** – An audit conducted by certified public accounting (CPA) auditors who are independent of the District.

**Individualized Education Plan (IEP)** – Individualized Education Plan is a written document required for each child who is eligible to receive special education services. It is provided to a student who has been determined first to have a disability and, second, to need special education services because of that disability.

**Instruction** – The activities dealing directly with the teaching of students or improving the quality of teaching.

**Internal Control** – The development and management of the accounting system regarding: (1) the safeguarding of assets against loss from unauthorized use or disposition; and (2) the reliability of financial records for preparing financial statements and maintaining accountability over assets.

**Internal Services Fund** – A fund established to finance and account for services and commodities furnished by one department to another department within the same governmental unit on a cost-reimbursement basis.

**K-12 Enrollment** – The number of K-12 students enrolled at a school based on the 20th day attendance period.

**Liability** – Debt or other legal obligations resulting from past transactions which must be liquidated, renewed or refunded at some future date.

**Licensed Practical Nurse (LPN)** – A person who has graduated from an accredited school of nursing and has become licensed to provide basic nursing care under the supervision of a physician or registered nurse.

**Limited English Proficient Students** – Tennessee students speak more than 140 languages. For these many students, English is not the first language they learned to speak, but it is the first language in which they have learned to read and write. ESL classes vary from district to district and from school to school and are designed to address such challenges. See more at: <https://www.tn.gov/education/topic/english-learners#sthash.MAIiFKbk.dpuf>.

**Line Item** – An account for recording specific revenues or expenditures within a fund or function; several “line item” accounts may be summarized in an expenditure category or “major object.”

**Local Education Agency (LEA)** – A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district.

**Local Shared Revenue** - Revenue received from Shelby County Government.

**Maintenance of Effort (MOE)** – (TCA § 49-2-203; TCA § 49-3-314) No local government can reduce its budgeted amount of local revenue for schools unless there is a decrease in student enrollment. “MOE” generally refers to a requirement placed upon many federally funded grant programs that the State Education Agency (SEA) and Local Education Agencies (LEAs) or school districts, demonstrate that the level of State and local funding remains constant from year to year.



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**Major Funds** – A fund is considered major if it is the primary operating fund of the Board and meets the following criteria: a. Total assets, liabilities, revenues, or expenditures/expenses of that individual fund are at least 10% of the corresponding total for all funds of that category or type, and b. Total assets, liabilities, revenues, or expenditures/expenses of that individual fund are at least five percent of the corresponding total for all funds. Major funds are organized into three major categories: governmental, proprietary, and fiduciary.

**M/WBE** – Minority/Women Business Enterprise

**Measures of Effective Teaching (MET)** – Measures designed to find out how evaluation methods could best be used to tell teachers more about the skills that make them most effective and to help districts identify and develop great teaching.

**Memorandum of Understanding (MOU)** – A legal document outlining the terms and details of an agreement between parties, including each parties' requirements and responsibilities.

**Memphis-Shelby County Education Association (M-SCEA)** – The professional organization representing teachers, mental health employees, education support professionals (ESPs), and other educators in the Shelby County Schools.

**MSCS** - Memphis-Shelby County Schools

**Memphis-Shelby County Board of Education** - The Memphis-Shelby County Board of Education (MSCBE) governs the business operations and budget of Memphis-Shelby County Schools (MSCS.) MSCBE is comprised of nine (9) elected board members representing a geographical district of Shelby County, excluding municipalities that have created their own school districts.

**Middle School** – A school offering education to students spanning both elementary and secondary levels. Memphis-Shelby County Schools includes students in grades 6, 7 and 8.

**Millage Rate** – The rate or percentage applied to the proposed assessed value to determine the taxes owed during the year. One mill is one thousandth. The calculation is .001 multiplied by the assessed value of the home. One mill will cost a homeowner of a \$100,000 home \$100 per year in tax.

**Minority and Disadvantaged Women Business Enterprises M/DWBEs** – A Disadvantaged/Minority/ Women Business Enterprise is a for-profit small business concern, as defined in 49 CFR, Parts 23 and 26 owned by: a citizen or lawful permanent resident of the United States who is a minority, a woman or disadvantaged individual that represents themselves to be members of their designated group and possess majority ownership and control of a small business enterprise. The purpose of most local government D/M/WBE programs is to increase participation by disadvantaged, minority, and women-owned business enterprise firms in the purchase of goods and services.

**Mission** – A clear, concise statement of broad purpose for a department or division.

**Modified Accrual Accounting** – A basis of accounting, required for use by governmental funds, in which revenues are recognized in the period in which they become available and measurable and expenditures are recognized at the time a liability is incurred pursuant to appropriation authority.

**Municipality** – A political unit, such as a city, town or village, incorporated for local self-government; a body of officials appointed to manage the business of a local political unit. In this document, the term usually refers to the six other school district municipalities within Shelby County, TN including: Arlington, Bartlett, Collierville, Germantown, Millington and Lakeland.

**Music, Arts, and Physical Education Teachers (MAPS)** – Elementary teachers who specialized in one of the three listed. Although MAPS teachers in elementary are distinct, they are still counted in staffing formula per school, student to teacher ratio.



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**No Child Left Behind (NCLB)** – A federal Law that require schools to have 100 percent proficiency among students in math, reading and language arts as of fiscal year 2014. The schools also had to meet graduation and attendance standards.

**Non-Major Fund** – Non-major funds should be reported in the aggregate in a separate column.

**Number of Students** – Average daily count of students enrolled, which is generally referred to as the Average Daily Membership or ADM. The ADM is used to determine the amount of State funding each system receives.

**Object Code** – A budget or accounting category that defines the resources to be applied to specific types of inputs such as personnel, travel, tools or supplies.

**Objective** – A measurable statement of the actual results that a program expects to achieve in support of a stated goal.

**Observed Score** – A student’s observed score is the score reported for the student when he or she was tested.

**Operating Budget** – This is a plan of current expenditures and the proposed means of financing them; the annual appropriation to maintain the provision of Memphis-Shelby County Schools’ educational services.

**OSHA (Occupational Safety and Health Administration)** – Monitors the adherence of Federal health and safety regulations in the workplace in order to reduce job injuries.

**Other Objects** – Amounts paid for goods and services not otherwise classified such as staff development, travel when staff members travel to/from training and any supplies or material that are a part of the cost of providing the training.

**Other Post-Employment Benefits (OPEB)** – Benefits (other than pensions) that U.S. state and local governments provide to their retired employees. These benefits principally involve health care benefits, but also may include life insurance, disability, legal and other services. Retired employees of the District receiving benefits through the District’s program may participate in post-employment benefits.

**Per Pupil Expenditure (Local, State and Federal)** – This is the total current operating expenditures on a per pupil basis. Some examples are instructional materials, maintenance, and transportation.

**Performance Measures** – Data collected to determine how well a service center, function or program is achieving its goals and objectives.

**Position Control Budget** – The number of authorized positions funded by the Operating Budget.

**Positive Behavior Intervention and Supports (PBIS)** – Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs.

**Pre-Kindergarten Enrollment** – The number of pre-kindergarten students enrolled at a school based on the 20th day attendance period.

**Principal** – Implements and enforces school board policies, administrative rules and regulations.

**Professional Learning Communities (PLC)** – A coaching model used in the Teacher and Leader Effectiveness program.





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**Professional Services** – Services, which by their nature, can be performed only by persons or firms with specialized skills and knowledge. Services are purchased to operate, repair, maintain and rent property owned or used by the District. These services are performed by persons other than District employees. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

**Program** – A specific and distinguishable unit of work or service performed.

**Program Budget** – A budget wherein expenditures are based primarily on programs of work and secondarily on character and object. A program budget further defines function to subject area when necessary.

**Promotion** – Those students who are promoted to the next grade each year.

**Property Maintenance Services** – Amounts paid for repairs and maintenance for equipment not covered by Board contract, rental fees and utilities for all locations in the District.

**Proprietary Funds** – Funds used to account for the District’s ongoing activities that are similar to businesses found in the private sector. These funds are considered self-supporting in that the services rendered by them are generally financed through user charges or on a cost reimbursement basis. The District has one type of Proprietary Fund – the Internal Service Fund.

**Qualified School Construction Bond (QSCB)** – Authorized by the federal government through the American Recovery and Reinvestment Act (ARRA) of 2009. The bonds provide federal tax credits for bondholders in lieu of interest in order to significantly reduce an issuer's cost of borrowing.

**Quality Zone Academy Bonds (QZAB)** – Federal grant for qualified schools as a provision of the tax code that provides a source of funding that may be used for new construction.

**Reserve Officer Training Corps (R.O.T.C)** – Develop professional officers who have varied educational backgrounds in major fields of interest and have the professional knowledge and standards needed for future growth.

**Resolution** – An official enactment by the Memphis-Shelby County Board of Education to establish legal authority for Shelby County School officials to obligate or to expend funds.

**Revenue** – Funds that the District receives as income to support expenditures.

**Risk Management** – The group manages a program for Memphis-Shelby County Schools’ employees who may have been injured or become ill because of their jobs.

**Salaries** – Amounts paid to both permanent and temporary District employees, including personnel substituting for those in permanent positions. This includes gross salary for personnel services rendered while on the payroll of the District.

**SCBE** – Shelby County Board of Education

**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.

**School Type** – Specified schools such as Alternative, Career/Tech, Traditional, iZone, Charter, ASD and Municipal. Traditional and iZone schools are considered neighborhood schools for FY2015-16.

**Science, Technology, Engineering, Arts and Math (STEAM)** – Engages students in integrated learning as they explore the world around them, create innovative solutions to problems and communicate their results while learning Science, Technology, Engineering, Art and Math.





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**Science, Technology, Engineering and Math (STEM)** – A curriculum based on the idea of educating students in four specific disciplines — science, technology, engineering and mathematics — in an interdisciplinary and applied approach.

**SCS** – Shelby County Schools

**Senior High School** – This is a school offering the final years of high school work necessary for graduation; invariably preceded by a middle school in the same systems. Memphis-Shelby County Schools' high school grade structure currently includes students in grades 9 through 12.

**Single Audit Act** – Federal law requiring a comprehensive district-wide audit of all Federal financial assistance.

**Southern Association of Colleges and Schools (SACS)** – Accredited elementary, middle and high schools based on rigorous standards for school improvement that focus on student performance.

**SLM** – Spanish Language Material

**SOP** – Standard Operating Procedures, guidelines set by respective Divisions.

**Special Revenue Funds** – A fund used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes.

**Specific, Measurable, Achievable, Relevant, and Time-Based Goal (SMART)** – Performance goals that are established by department annually.

**Special Education (SPED) Services** – Special education services that assist children, youth and adults with disabilities to be academically and socially successful life-long learners.

**Square Footage** – Measured length and width of the building, including boiler rooms and other usable space. This does not include portables and outside lands.

**Standards Aligned System** – A comprehensive, researched-based resource to improve student achievement.

**Statute** – A written law passed by the State legislature enacted to prescribe conduct, appropriate public monies and, in general, promote the public welfare.

**Student-based Budgeting (SBB)** – A funding model that allocates school level budget based on different student needs.

**Student-Body Activities** – 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.

**Student Capacity** – Refers to programmatic capacity, which is a measure of how much general education K-12 students will fit in a building. It considers all the space used by SPED classrooms, Pre-K classrooms, art rooms, music rooms, PE rooms, computer labs, administrative uses, health professional uses, optional program uses, etc. If a building has a design capacity of 1,000, there is an assumption that 1,000 students can fit in that building. However, this is not the case. There are various uses that take up classroom space that cannot be used by the general K-12 enrollment (baseline enrollment). What is measured is how many general education students can fit into a school comfortably with the academic programs operating at their best.

**Student/Teacher Ratio** – The ratio is calculated by the number of students assigned in a school based on staffing formula per grade level from K to 12 which allocates the number of teachers.



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**Students with Disabilities (SWD)** – Students with Disabilities means children or students who require special education because of: autism; communication disorders; deaf, blindness; emotional disturbances; hearing impairments, including deafness; intellectual disability; orthopedic impairments; other health impairments; specific learning disabilities; traumatic brain injuries; or visual impairments, including blindness.

**Surplus** –The amount by which government income exceeds spending.

**Suspension** – A student who is not allowed to attend school for a period not greater than ten days, but who remains as a part of the school.

**Summer School** – The name applied to the school session carried on during the period between the end of the regular school term and the beginning of the next regular school term. Tuition is charged to participants of a summer school program.

**Supplies** – The account class that includes articles and items that are consumed or materially altered when used by operating activities, such as office supplies, maintenance parts and minor equipment.

**Supplies & Materials** – Amounts paid for items that are consumed, worn out or items that lose their identity through fabrication or incorporation into different or more complete units or substances.

**TCA** – Tennessee Code Annotated (Tennessee Statutory Law)

**TDOE** – Tennessee Department of Education

**Teacher & Leader Effectiveness Program (TLE)** – A program which focuses on what it takes to attract, develop, and retain a world-class corps of educators.

**Teacher Permits** – Permission granted to a local school system to employ temporarily a degreed individual who does not hold a valid license when the school system is unable to obtain the services of a qualified teacher for the grade or subject area in which a vacancy exists.

**Teacher Waivers** – The teacher is licensed but teaching out of his or her field because no other certified teacher is available to teach that subject.

**Technology Student Association (TSA)** – A national, non-profit organization of middle and high school students who are engaged in science, technology, engineering, and mathematics (STEM).

**Tennessee Value-Added Assessment System (TVAAS)** – One method used to measure the influence of a district or school on the academic progress rates of individual students or groups of students and teachers from year-to-year.

**The New Teacher Project (TNTP)** – A national nonprofit committed to ending the injustice of educational inequality. Founded by teachers in 1997, TNTP works with schools, districts and states to provide excellent teachers to the students who need them most and advance policies and practices that ensure effective teaching in every classroom.

**Title I Allocation** – Federal Funds that supplement state and local funding for low-achieving children, especially in high-poverty schools. The program finances the additional academic support and learning opportunities that are often required to help disadvantaged students progress along with their classmates.

**TDOE** – Tennessee Department of Education.

**TOA** – A theory of action is a coordinated method for delivering high quality instruction. It is a coherent set of strategies that shall ensure academic rigor and maximize student learning at all levels by shaping management goals, policies, strategic planning and budgets.



## Informational Section

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**Travel** – Costs of transportation, meals, lodging and other expenses associated with traveling on business for the District.

**United States Code (USC)** – The USC is the general and permanent federal laws of the United States.

**Utilization** – This is a rate calculated by taking the Baseline Enrollment / Programmatic Capacity. Baseline enrollment includes Pre-K. The capacity utilization rate is a metric used to measure the rate at which potential output levels are being met or used. Displayed as a percentage, capacity utilization levels give insight into the overall slack that is in the school at a given point in time.

**Value-Added** – Value-added measures student progress within a grade and subject, which demonstrates the influence the school has on the students' performance. This reporting provides diagnostic information for improving educational opportunities for students at all achievement levels.

**WFTEADA** – Weighted Full-time Equivalent Average Daily Attendance. When calculating the weighted full time equivalent average daily attendance (WFTEADA), an average is used of the highest two months of the first three months for grades K-12 average daily attendance. The State Department of Education applies unique weights to each K-12 grade level, each vocational program coursework, and special education students based on the high level of service required in the self-contained classrooms. This weight is multiplied on the average enrollment to determine the WFTEADA enrollment. The WFTEADA for each local education agency (LEA) within a county is then given a percentage or split of the total county WFTEADA. All county revenues are then allocated to each LEA based on their district's percentage for that school year.

**WFTEADM** – Weighted Full-time Equivalency Average Daily Membership (Student Enrollment)



## Informational Section

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### XIII. HELPFUL LINKS

**CARES Act**

<https://home.treasury.gov/policy-issues/cares>

**ESSER 2.0**

[https://oese.ed.gov/files/2021/01/Final\\_ESSERII\\_Factsheet\\_1.5.21.pdf](https://oese.ed.gov/files/2021/01/Final_ESSERII_Factsheet_1.5.21.pdf)

**Greater Memphis Chamber**

<http://www.memphischamber.com/>

**Measures of Effective Teaching**

<http://www.metproject.org/>

**Memphis-Shelby County Education Association**

<http://mscea.org/>

**PBIS|Positive Behavioral Interventions & Supports**

<https://www.pbis.org/school>

**Memphis-Shelby County Board of Education**

<http://www.scsk12.org/board/>

**Shelby County Government**

<http://shelbycountyttn.gov>

**Memphis-Shelby County Schools**

<http://www.scsk12.org>

**Tennessee Advisory Commission on Intergovernmental Relations (TACIR)**

<https://www.tn.gov/tacir/>

**Tennessee Department of Education**

<https://www.tn.gov/education.html>

**Tennessee Department of Education State Report Card**

<https://www.tn.gov/education/data/report-card.html>

**Tennessee Department of Education TVAAS web page**

<https://tvaas.sas.com/welcome.html?as=c>

**The Commercial Appeal**

<http://www.commercialappeal.com>

**TNTP**

<http://tntp.org/about-tntp>

**U.S. Department of Education**

<https://www.ed.gov/>



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Memphis-Shelby County Schools offers educational and employment opportunities without regard to race, color, religion, sex, creed, age, disability, national origin, or genetic information.